

# PROGRAM EVALUATION/EVALUATION OF SERVICES

Form Completed by: Magen Schlechter, Director of Federal Programs Date: June 30, 2026

1. Why is this program being purchased? What need is the program designed to meet? Provide a description of the program and include any relevant data.

Eligible private schools throughout the Hernando County School District can opt to participate in the Title I, Part A (TIPA) program. For the 2025-2026 school year, nine schools (Esther's School – Spring Hill, Reach Academy, Hernando Christian Academy, Lifeline University, Little Wings of Prayer School, Notre Dame Catholic School, Queen of All Saints Academy, Grace Education Academy and West Hernando Christian School) participated in the Title I, Part A program. In consultation with each private school, instructional services in reading and mathematics, provided by Catapult Learning teachers, were agreed upon as the expenditure at Esther's School – Spring Hill, Hernando Christian Academy, and Grace Education Academy. It is important to note that Little Wings of Prayer did not open during the 2025-2026 school year. In the Spring, their funds were redistributed across all schools (public and private) within the district.

Each private school receives a different Title I, Part A allocation, as determined by school enrollment. As the number of eligible students fluctuates from school year to school year, available funds may increase or decrease.

Title I, Part A program intends to help close the achievement gap. The supplemental services provided by Catapult Learning, LLC to private schools throughout the HCSD focus on small-group instruction in reading and/or mathematics. A state-certified teacher employed by Catapult Learning provides on-site direct instruction to eligible students with the greatest need for supplemental support.

2. Who is the target population?

To qualify to receive supplemental reading and/or mathematics tutoring from Catapult Learning, students must meet specific eligibility requirements. The student(s) must reside in the school zone of a public school eligible to receive Title I, Part A funding, regardless that they are attending a private school. District Title I schools include BES, DES, DSPMS, EES, EK8, FCMS, JDFES, MES, PGES, SHES, SES, WES, and WHMS. Additionally, students must demonstrate an academic need. Academic needs are determined by referencing school-based progress monitoring tests and/or teacher referrals.

3. Is the program in the planning or implementation stage? If it has been implemented, how long has it been in place?

The partnership between the Hernando County School District and Catapult Learning has existed since the 2013-2014 school year. Initially, only Notre Dame Catholic School participated in the Title I, Part A program. Each year the district's federal programs department invites all district non-profit private school administrators to learn about the benefits of participating in the Title I program and available resources. As schools elect to participate in the program, district staff supports the private schools in reviewing student data to determine the best way to expend the funds. During the 2025-2026 academic school year, we collaboratively decided that Esther's School – Spring Hill, Hernando Christian Academy, and Grace Education Academy would use Catapult services.

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4. What resources are needed to support the program (e.g., staff, funding, space, time, technology, etc.)?

| Year      | Resources                                                                            | Department       | Cost         |
|-----------|--------------------------------------------------------------------------------------|------------------|--------------|
| 2013-2014 | Catapult Learning Instructional Services (teachers): professional-technical services | Federal Programs | \$3,594.00   |
| 2014-2015 | Catapult Learning Instructional Services (teachers): professional-technical services | Federal Programs | \$43,879.00  |
| 2015-2016 | Catapult Learning Instructional Services (teachers): professional-technical services | Federal Programs | \$55,072.00  |
| 2016-2017 | Catapult Learning Instructional Services (teachers): professional-technical services | Federal Programs | \$55,042.00  |
| 2017-2018 | Catapult Learning Instructional Services (teachers): professional-technical services | Federal Programs | \$65,074.87  |
| 2018-2019 | Catapult Learning Instructional Services (teachers): professional-technical services | Federal Programs | \$170,820.00 |
| 2019-2020 | Catapult Learning Instructional Services (teachers): professional-technical services | Federal Programs | \$110,980.44 |
| 2020-2021 | Catapult Learning Instructional Services (teachers): professional-technical services | Federal Programs | \$247,127.31 |
| 2021-2022 | Catapult Learning Instructional Services (teachers): professional-technical services | Federal Programs | \$286,511.72 |
| 2022-2023 | Catapult Learning Instructional Services (teachers): professional-technical services | Federal Programs | \$347,666.20 |
| 2023-2024 | Catapult Learning Instructional Services (teachers): professional-technical services | Federal Programs | \$412,010.82 |
| 2024-2025 | Catapult Learning Instructional Services (teachers): professional-technical services | Federal Programs | \$207,950.00 |
| 2025-2026 | Catapult Learning Instructional Services (teachers): professional-technical services | Federal Programs | \$296,827.62 |

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### 5. What are the program's intended outcomes?

As agreed upon during consultation between the Hernando County School District and each private school, annual progress will be determined by evaluating students' progress on standardized assessments, progress monitoring assessments, and program-specific pre and post-assessments, with at least 50% of students making gains. Assessments differ at each school, as neither Catapult Learning nor the Hernando County School District mandates testing for private schools.

### 6. How do you plan to progress monitor fidelity and effectiveness of the program?

Per the Catapult Learning agreement, Instructional reports will be periodically delivered to the Supervisor of Federal Programs as described below:

1. **Assessment Results:** Pre-test results for all eligible Title I students are shared and discussed at Winter consultation meetings. End-of-year results will be shared and discussed at Summer consultation meetings and used to identify best practices and drive future implementation protocols.
2. **Progress Reports:** During the school year, Catapult shall prepare and deliver three reports on the progress of each child enrolled in the Program. The private school and Catapult designee will discuss the best mode for distribution to parents and families.
3. **Intervention Report:** Catapult shall submit a written report describing the interventions provided and results of such interventions for students the District has determined need additional support and intervention.
4. **End of Year Report:** The End of Program Report will provide a cumulative summary of the students served, the overall instructional gains of students, and the parent and school staff interactions throughout the school year. Catapult shall deliver this report to the District contact and the school principal at the end of the school year.

### 7. What criteria will be used to judge the program performance?

A program Summary is compiled annually by Catapult Learning and shared with HCSD Federal Programs Department and private school leadership. Program performance data for the previous school year is collected and analyzed in this Program Summary, which is used to help determine the courses of action outlined in each private school's Service Delivery Plan. From the Catapult Learning professional services contract:  
"Specifically, the District will use the following methods to evaluate the effectiveness of the program implemented as described in this contract and service delivery plan:

- ☐ Comparison of pre-and post-assessment results;
- ☐ Comparison of private school nationally normed test with current year results;
- ☐ Comparison of growth on the STAR assessment for reading and/or math;

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- ☐ Review and analysis of survey results conducted with school officials, teachers, and parents; and
- ☐ Review provided services (such as number of students served, hours of service provided, type of service, and student progress).

For students to count within the evaluation, they must have at least 1,200 minutes or 20 hours of instructional services as measured by students' attendance. School logistics and student entry and exit of the program predicate the program design. The program design is dependent on the program plan determined in consultation with the district and private school officials. The calculations are derived from measuring the academic growth change of the administered pre and post-test. The Title I private school Program calendar mirrors the District to the extent possible.

### 8. Describe what the program must accomplish to be considered successful (Return on Investment).

As agreed upon during consultation between the Hernando County School District and each private school, annual progress will be determined from students' progress on standardized assessments, progress monitoring assessments, and program-specific pre and post-assessments, with at least 50% of students making gains

### 9. Is a program evaluation required at this time? If so, complete data summary sheet.

Yes, a program evaluation is required. Please see the attached data and Data Summary page, as well as the Catapult Learning HCSD Program Summary 2025-2026.