*Q17.* **Connecticut High-Dosage Tutoring Program: Approved Tutor Provider Survey**

The purpose of this survey is to build a list of 3-5 high-quality tutor providers to support Connecticut's High-Dosage Tutoring (HDT) program. The HDT program is a new state initiative that aims to implement a research-based model to accelerate mathematics recovery for priority students in Grades 6-9 in SY2023. Recognizing the challenge of recruiting and training individuals to provide tutoring services in middle- and high-school math, the Connecticut State Department of Education (CSDE) invites organizations to submit information that can be shared with local education agencies participating in the HDT program.

Please refer to the associated HDT Vendor Survey Guidance Document for more information regarding this program and the assessment process. The application questions in this Qualtrics survey can also be found in this Document.

Survey responses for each question should be limited to a max of 200 words. Submissions will be accepted until April 7, 2023 at 5:00PM.

*Q1.* Organization Name:

Catapult Learning, LLC

*Q2.* Organization Address:

150 Rouse Boulevard, Suite 210, Philadelphia, PA 19112

*Q3.* Organization Website:

catapultlearning.com

*Q4.* Organization Point of Contact Name:

Molly Cavanaugh

*Q18.* Organization Point of Contact Role:

Director of School Partnerships

*Q19.* Organization Point of Contact Email:

molly.cavanaugh@catapultlearning.com

*Q20.* Organization Point of Contact Phone Number:

551-427-4254

*Q6.* Briefly describe your organization, including its mission, leadership, years of operation, number of students served, and other notable points.

For 47 years, Catapult Learning has partnered with education institutions, government agencies, and community groups to provide outcomes-based programs tailored to student needs. We currently provide 50,000+ services in 500+ school districts. Last year, we served 150,000+ students. We have the background and experience to serve diverse communities, paying special attention to the needs of English Language Learners, students with disabilities, and students of color. Our mission is to create brighter futures for students, regardless of learning barriers or other challenges they face. We realize our mission daily as our team demonstrates the core values of our organization: Transparent – Communicate Clearly, Openly, and Directly; Decisive – Demonstrate a Bias for Action; Humble – Acknowledge and Learn from Mistakes; Accountable – Embrace Personal Ownership; and Inclusive – Promote Respect, Representation, and Belonging. Our leadership keeps a laser lens on our mission and values to ensure our vision is reflected in our services. These are a living, breathing part of our work, guiding our goals as an organization and in individual team members. We bring the mission, vision, and goals to life as we lead with humility, establish communication expectations, develop milestones and strategies, and follow with solid accountability, including progress monitoring with each school.

*Q6.* Provide an overview of the tutoring services your organization provides, including grade levels, time of day, content areas, frequency, teacher-student ratio, and instructional model, including in-person or virtual.

We propose our Tutorial Model with core curricula, or High Dosage Tutoring with AchieveMath. Our Tutorial Model gradually releases responsibility from teacher to student. Tutors, with classroom teachers, identify gaps and create a personal learning plan using classroom material to address student needs. In small group/one-on-one sessions, we provide practice transferring knowledge to classrooms and beyond. Lessons are personalized for student needs. Tutors start with a student-centered objective and provide brief direct instruction, moving to student-directed guided instruction/practice with scaffolded instruction. Lessons end with independent work to manipulate content and demonstrate objective mastery. Our model includes a specialized set of skills/strategies that approach math differently than core teachers, with resources to supplement materials used in core classrooms. High Dosage Tutoring Model (HDT) reinforces skills from disrupted learning. Components include groups of up to 4; in-person/virtual/hybrid options; before/during/afterschool/weekend/summer delivery; 4-5 sessions/week; 45+ minutes/session; and assessments. HDT augments core instruction so students succeed in grade-level work. We provide focused/explicit support on prior grade content in the context of what they are learning currently to accelerate growth. Instructors differentiate, receive training on research-based strategies, and are provided with materials to assess, motivate, and teach our curricula.

*Q22.* Briefly describe the curriculum, digital tools/online platforms (including how students access the platform), and instructional materials your organization uses and how they align to Tier 1 instruction and Connecticut Core Standards. Please also include middle and high school math programs your organization/tutors are familiar with.

If the Tutorial Model is selected, we will use school/district curricula. Our tutors have experience using the Connecticut Model Curriculum and Common Core State Standards. We can align our tutoring services through this model to Tier I materials already in use by participating schools. If High Dosage Tutoring is selected, we will use our AchieveMath curriculum for grades 6-9. AchieveMath uses a scientifically based group instructional approach to strengthen the mathematics skills of students. Group activities and explorations supported by concrete and real-life experiences, basic skills instruction, and reinforcement are at the core of our math lessons. AchieveMath is also aligned to state and local standards, including CCSS, and is therefore in alignment with Tier I from a supplementary standpoint. We will provide the following materials: AchieveMath curriculum materials (student workbooks, teacher manuals, etc.); and basic supplies required for student learning, such as pencils, white boards, markers, and other instructional supplies, as needed. For virtual services delivered through a technology platform, students must have access to any modern web browser, meeting the following requirements: device access with a tablet, laptop, desktop, or Chromebook; internet access; ability to capture images; microphone and/or voice access; and headphones and/or audio access.

*Q8.* Describe the tutors your organization employs, the training they receive (including pre-service and in-service training, cultural-competency training, and bilingual competencies, especially related to supporting Spanish-speaking students), and their experience working with high-needs students (students with disabilities, students receiving Free- or Reduced-Priced Meals, and English Language Learners). Are your tutors experienced in leading tutoring sessions without the supervision of school staff?

We extensively interview and evaluate all employees to ensure they can provide quality educational services and work with children. We partner with local colleges and universities to identify potential candidates who know the community and would be a local asset to our work. We phone screen candidates, perform in-person interviews, and thoroughly check references and teaching licenses (when relevant). All staff submit to a criminal record clearance prior to the start of services. Our tutors always have teaching experience, and in many cases, hold a bachelor's degree in an appropriate field of study. They demonstrate proficiency in subject matter content. If desired, we can recruit tutors with specific experience serving high-needs students. Our proposed solutions can be delivered to the student populations listed, and we have extensive experience as an organization serving those types of students. We require all teachers to participate in initial training. Topics include administering assessments; program lesson design and pacing guidelines; program materials; monitoring student progress; strategies for working with ELLs; and differentiating instruction. We also provide follow-up workshops to review instructional practices and reinforce key program components. Tutors in our programs report to our program supervisor and will not require school staff supervision.

*Q9.* Describe how your organization uses data-driven instruction, formative assessments, formative assessment practices during the tutoring sessions, and other tools to gauge student learning and growth.

Our tutoring programs combine a diagnostic and prescriptive approach with research-based pedagogical practices. Students start with a diagnostic assessment to identify skill gaps and areas of greatest need. Diagnostic data is used to develop individual student plans and group students based on needs. Based on students' learning plans, instructors develop targeted lessons delivered in a gradual release of responsibility model. Throughout the lesson, the tutor ensures that students understand the learning objective, spend time actively manipulating the academic content of the lesson, and engages in work that leads to high rates of independent student success. Instructors use formative assessment to monitor progress and guide instructional planning. They use interim assessments to update student learning plans and monitor growth progress against growth targets. For intervention, instructors work on high-leverage strategies and skills to close the achievement gaps. In high-dosage tutoring, instructors work to align instruction to the core instruction to reinforce pre-requisite content to empower students to successfully engage in grade level work.

*Q10.* Describe how your tutors collaborate and communicate with teachers, families, and school officials to maximize the impact of tutoring and student learning outside of regular tutoring sessions.

At the beginning of the year, classroom teachers and our tutors discuss the student's educational plan. Our tutor encourages the teacher to contribute information about a student's needs. We share initial diagnostics and capture this exchange on a form. Communication occurs weekly using email/meetings. Throughout the year, our tutors use monthly Two-Way Communication Forms with classroom teachers. This identifies objectives and invites them to indicate additions to tutors' instructional plans. The form allows both to request a conference. For schools and families, we provide progress reports. Copies are shared with principals and classroom teachers. Parents/guardians can request an additional meeting to regular conferences. A copy of the report is placed in the individual Student Audit File. Our student information system, STARS, allows tutors and administrators to manage attendance and progress. The administrator portal provides student overviews. STARS streamlines registration and tracks attendance and progress. Users experience simplified registration with a system capable of uploading and registering students directly from school files and rolling them each year. STARS tracks attendance through class/group components and creates billing and progress reports, gains and attendance summaries, and roster counts. STARS' reporting includes options like attendance and demographics, teacher ratio, and teacher utilization reports.

*Q11.* Describe any relevant experience working in Connecticut public school districts.

Catapult Learning is currently an approved provider in three Connecticut districts – Bridgeport Public Schools, Meriden School District, and Waterbury School District. We are approved to provide one or more of the following services: reading and/or math instruction, counseling, parent involvement, and/or professional developmentnt.

*Q13.* If available, please provide any data or evaluations of your tutoring model as evidence of the program's overall effectiveness. Data showcasing progress made in middle and/or high school math is of particular value to this project.

We serve students across multiple states. Thus, our programs utilize data from third-party interim assessments from multiple vendors like Renaissance Star, i-Ready, Measures of Academic Progress (MAP), and TerraNova. During the 2021-2022 school year, while most schools saw a dip in achievement from COVID, especially students performing below grade-level at the beginning, our students, on average, exceeded an academic year of growth: 2.0 and 2.7 NCEs in math and reading, respectively. Our recent partnership with the Illinois Board of Education (ISBE) is one example of our high dosage tutoring (HDT) success. Their challenges included: finding a provider with nonpublic experience familiar with government programs/compliance to serve 5,000+ students statewide; the ability to enroll/register schools digitally/immediately begin services; and locating a provider with a successful track record. ISBE selected us for our capacity to support their HDT initiative in a more robust and impactful way than other providers. Highlights included immediate HDT execution through close partnership and effective communication; an impactful program that works to activate existing/relevant knowledge, build prerequisite skills, and reinforce foundational skills; accessible, scalable, repeatable programming school to school and statewide; and comprehensive implementation with training and support for tutors, hiring existing school staff when possible.

*Q14.* Please provide an estimate of your organization's cost per pupil.

The estimated annual cost per pupil ranges between $1,971-$2,430 based on a 36-week program, with three 30-minute sessions each week.

*Q15.* Is your organization currently under contract with a Connecticut district?

Yes, we are currently contracted to provide services in Bridgeport Public Schools, Meriden School District, and Waterbury School District.

*Q16.* Is your organization currently under contract with another state? If yes, please upload the current contract.

Contracts.pdf
2.6MB
application/pdf

*Q25.* Please use this space to upload any relevant data or evaluations you would like to include for consideration.

*Q23.* Click the button below to submit your application. Be sure to retain a copy of your application for your records!

**Location Data**

**Location:** (39.9747, -75.3533)

**Source:** GeoIP Estimation