

**Orange County Public Schools
Title I Services**

2022 - 2023

Private Schools Handbook



**CHRISTINA SAVINO, PROGRAM SPECIALIST
KIMBERLY GILBERT, DIRECTOR**



Orange County Public Schools

Private Schools Handbook

Title I Services

Providing Services to Eligible Private School Students



Orange County Public Schools
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Table of Contents

OCPS Vision, Mission & Goals -----	1
Title I Mission Statement -----	2
Directory -----	3
Program Guide -----	4
Delivery of Services -----	11
Examples of Compliance Documents -----	14
Third-Party Provider /Catapult Learning -----	16
Consultation Checklist -----	24
Complaint Process -----	25
Year at a Glance -----	26
Frequently Asked Questions -----	28
Resources -----	31

OCPS EEO Non-Discrimination Statement

The School Board of Orange County, Florida, does not discriminate in admission or access to, or treatment or employment in its programs and activities, on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. The following individuals at the Ronald Blocker Educational Leadership Center, 445 W. Amelia Street, Orlando, Florida 32801, attend to compliance matters: Interim Equal Employment Opportunity (EEO) Officer & Title IX Coordinator: Michael D. Graf; ADA Coordinator: Michael D. Graf; Section 504 Coordinator: Tajuana Lee-Wenze (407.317.3200).



Orange County Public Schools

Vision: To ensure every student has a promising and successful future

Mission: With the support of families and the community, we create enriching and diverse pathways to lead our students to success

Objectives:

- High Expectations for Student Learning
- Student Social and Emotional Well-Being
- Dedicated and High-Quality Team
- Positive Climate and Safe Environment
- Efficient Operations
- Engaged and Invested Community

ORANGE COUNTY PUBLIC SCHOOLS
RONALD BLOCKER EDUCATIONAL LEADERSHIP CENTER
445 WEST AMELIA STREET
ORLANDO, FL 32801
407-317-3200



Orange County Public Schools
Title I Services
Private Schools Handbook

Title I Mission Statement

Helping Students Achieve

Purpose

Title I provides flexible funding that may be used to provide additional instructional staff, professional development, extended - time programs, and other strategies for raising student achievement in high poverty schools.

Guidance with a Purpose

The purpose of this handbook is to provide a clear understanding of Title I Federal requirements for private school administrators or program contacts as indicated by The Every Student Succeeds Act (ESSA) which was signed into law in December 2015, amending the Elementary and Secondary Education Act of 1965 and replacing the No Child Left Behind provisions. and applicable regulations by both public and private school officials. Your handbook will provide guidance on program components surrounding provided services, required compliance documents, and resources. This Handbook relates specifically to Title I, Part A services for private schools within the Orange County Public Schools District.



Directory

Title I Staff

MAIN LINE: 407-317-3340
UNIVERSAL LINE: 407-317-3200 (EXTENSION)
FAX: 407-317-3332

NAME	Title/Position	Extension	E-mail
Kimberly Gilbert	Director	2002855	Kimberly.Gilbert@ocps.net
Belinda Biddle	Senior Administrator	2002858	Belinda.Biddle@ocps.net
Christina Savino	Program Specialist	2002816	Christina.Savino@ocps.net

The Catapult Team

NAME	Title /Position	Telephone	E-mail
Joseph Kenski	Area Manager	407-898-3500	Joseph.kenski@catapultlearning.com
Eunice Collins	Professional Dev.	772-241-7502	Eunice.Collins@catapultlearning.com



The Program

Providing Services to Eligible Private School Students

Under Title I, Local Educational Agencies (LEAs) are required to provide **services** for eligible private school students, as well as eligible public school students. In particular, Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), states that a participating LEA must provide eligible students attending private elementary and secondary schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school students, their teachers, and their families.

The Title I program provides **supplemental** education services so that all students have a fair, equal, and significant opportunity to obtain a high-quality education. Generally, to qualify for assistance under Title I, a student must reside within the attendance area of a participating public school located in a low-income area and be failing, or at risk of failing to meet student academic achievement standards. Services are required to be provided above and beyond the standard school curriculum.

EXAMPLE OF THE STEPS THAT MAY BE USED TO SELECT PARTICIPANTS:

- (1) Test scores on a national norm-referenced test given annually by the private school.
- (2) Teacher referral: the criteria should provide accurate and unduplicated information.
- (3) The private school principal provides the names, addresses, and grades of the private school students meeting the agreed upon criteria. The LEA checks the addresses of the students on the list to determine those who live in participating public school attendance areas. Based on established educationally-related, developmentally appropriate criteria, the LEA then selects from among those who are eligible and live in participating public school attendance areas, those private school students who are failing, or those who are most at risk of failing to meet high achievement standards.



The Program

Guidelines for Designing Title I Services

Below are the guidelines for implementing your Title I Program:

- Title I students must be address eligible, teacher recommended, and reflect below level performance in critical academic areas within Grades K-12.
- Catapult staff is responsible for obtaining the required documentation to identify eligible Title I students. The Title I Office will verify and approve eligible Title I students from each school.
- Based on principals' needs for their Title I students, Catapult can provide supplemental academic instruction in **Reading, Math, and Writing**. Professional development, counseling and parental involvement tools, materials, and workshops will also be provided as indicated on the Service Delivery Plan developed during consultations.
- Title I students may only receive supplemental academic instruction in the subject that has been identified as below standard. Example: If a student is identified only below level in Reading, he/she can only receive instruction in reading.
- Principals must designate a separate room for Title I services. These services cannot be conducted in the regular classroom.
- Students may only be pulled from "elective classes" to receive Title I services.
- There should be a maximum of ten (10) students assigned per instructional session.
- If applicable, the Catapult teacher will supply the **Title I instructional schedule** which will be verified by the Principal and LEA as well as visible within each Title I room. Catapult's instructional schedule must coincide with the school's schedule.
- Through consultation, Title I in conjunction with Catapult and private school principals, will develop and verify each school's Service Delivery Plan.
- Principals will verify and affirm Catapult provided services or materials through consultation
- Principals shall make their master schedule and testing dates available to Title I, to identify where the students will be pulled from to receive Title I services.
- Catapult staff shall sign in and out daily through the front office.
- Catapult administration shall notify Title I when staff is absent and the assigned Title I teacher will notify the principal.
- Schools should avoid any **interruption to Title I services**. In the event of an interruption of direct student services or student unavailability, it is recommended that the schools notify the Title I teacher one week in advance to allow sufficient time to plan and readjust services.

If you need additional assistance in designing your Title I Program, please contact the Title I, Program Specialist, **Christina Savino at (407) 317-3200 x2002816**.



Orange County Public Schools
Title I Services
Private Schools Handbook

STUDENT CENTERED SERVICES

Direct Student Instruction (Academic)

Preliminary work on the program design that meets the education needs of the private school participants begins during consultation meetings. The private school officials should attend these meetings and workshops knowing their student needs. Both parties, not one party bringing a completed design plan to the second party for approval, should be involved in developing a preliminary design for Title I services. However, the Local Educational Agency (LEA) makes the final decision on the program design for the Title I services, and is responsible for implementing these services, hiring staff members, and paying for services provided.

Examples: Reading or math small group instructional sessions, after school, or summer school

Professional Development

Private school teachers can provide valuable information about the performance of their Title I students that standardized tests and other measurements cannot provide, such as student performance on daily in-class assignments, homework, and special projects. This information may be used to determine the professional development activities necessary for private school teachers of Title I eligible students. Professional Development activities offered should reflect not only the needs of the students being served by the Title I program but also the skills and knowledge that private school teachers need in the classroom to better instruct the Title I students. After a year, assessment results should determine the content of the next professional development program. Activities must be secular, neutral, and non-ideological.

The professional development activities for private school teachers should address how those teachers can serve Title I students better, such as by providing information on research-based reading and mathematics instruction. Funds reserved for this purpose may not be used to upgrade the instructional program in the regular classroom of the private school.

Examples: Workshops, online courses, or library of resources



Orange County Public Schools
Title I Services
Private Schools Handbook

STUDENT CENTERED SERVICES

Parental Engagement

Consultation is the statutorily required basis for determining all services to be provided to eligible private school students. LEAs (Local Educational Agencies) are required to annually discuss key elements of the program and the evaluation of services that allow equitable participation of private school students, their parents, and teachers in Title I programs. The key elements are instructional services, professional development, and parental engagement.

A proportional share of these funds must be made available for parental engagement activities that benefit the families of private school Title I participants. The activities must be designed in consultation with private school officials. Parent or family engagement is more than just surveying parents or bringing them together for a meeting to listen. They also must be given opportunities for meaningful participation and active involvement. Parents should be **asked** what they want and need to help their students achieve.

Parent engagement activities must be designed and implemented to meet the needs of the parents of Title I participants-not the needs of the LEA or the private school. Parents of the Title I participants should receive training and materials to help them work with their students to improve their students' achievement.

Examples: Title I Annual Parent Meeting, Parent Workshops, or Parent Newsletters

Counseling Services

As the needs of Title I eligible students have become more complex it has become increasingly difficult for school counselors to keep pace. The unfortunate result is that growing numbers of these at-risk and struggling students are falling through the cracks. Catapult's credentialed counselors supplement your counseling staff and provide services for Title I eligible students who need extra support for behavioral, academic, social, emotional, and family problems that are interfering with the student's success in school. Catapult offers a full range of services, including: Individual and small group counseling, Consultation with teachers and parents, and Liaison with community resources. *These services may be chosen only after academic needs and services have been met.*



Orange County Public Schools
Title I Services
Private Schools Handbook

Expenditures

The amount of Title I funds available for serving private school students who are failing or at risk of failing and who reside in a participating public school attendance area is determined on the basis of the number of the private school students from low income families who reside in participating public school attendance areas.

Funds are generated by private school students from low-income families who reside in participating public school attendance areas and shall only be used for instructional costs associated with **providing Title I instructional services** to qualifying students who are failing or at risk of failing. **Funds are not provided directly to private schools for Title I eligible students, teachers or families, only services.** The number of private school students from low-income families upon which the generation of funds is based does not need to be the same as the number of at-risk private school students being served.

Expenditures for educational services and other benefits to eligible private school students shall be equal to the proportion of funds allocated to participating school attendance areas based on the number of students from low-income families who attend private schools, which the Local Educational Agency may determine each year. The Local Educational Agency (LEA) may provide services under this section directly or through contracts with public and private agencies such as Catapult Learning, LLC.

Supplemental books, materials, and other instructional equipment must be purchased by contractor and be current and appropriate for the academic needs of students being served. Those program expenditures can include the following:

1. Books, materials, and equipment necessary to implement the Title I program;
2. Extended-day services;
3. Summer programs;
4. Counseling services;
5. Computers and software products.



***Florida Department of Education
2018-2019 ESEA Monitoring Application
Title I Part A, Improving the Academic Achievement of the Disadvantaged
Compliance Requirements***

Compliance Item DIA-1: The LEA shall meet the federal requirements for timely and meaningful consultation on all issues stated in section 1117. The LEA shall especially ensure that consultation with appropriate private school officials takes place during the design and development of the Title I program and remains ongoing.

The LEA shall maintain control of the Title I program implemented in participating private schools by ensuring that Title I services will be provided by an employee, individual, association, agency, or organization that is independent of private school(s) and any religious organization and is under the control and supervision of the LEA; not delegating final decisions to the private school or third-party contractor(s); and maintaining ownership and administrative control over funds and property purchased with Title I, Part A funds, such as materials, equipment, and supplies, and shall ensure that such materials, equipment, and supplies are used only to serve eligible private school students.

The LEA shall ensure that Title I, Part A funded educational services or other benefits, including materials and equipment, provided to eligible private school children, are secular, neutral and non-ideological; and that they are supplemental to the instructional services required to be provided by the private school.

If the LEA has awarded a third-party contract to provide Title I services to private school participants, then the LEA shall ensure that the contract's written narrative includes technical descriptions of the services with sufficient detail to enable the LEA to determine that the Title I, Part A statutory and regulatory requirements will be met.



Orange County Public Schools
Title I Services
Private Schools Handbook

Third- Party Provider

The LEA may provide the services directly through a teacher that it employs, or may contract with a third-party provider for services to eligible private school students. Orange County Public Schools has contracted with Catapult Learning to provide services to eligible Title I students, families, and teachers. Both the LEA and third-party provider will use the consultation process to ensure that the professional development activities, parental involvement activities, and supplemental services for private schools are designed to help Title I students. The LEA will make the decisions about the delivery of services to eligible students with thorough consideration and analysis of the views of private school officials on the provision of services through a contract with this third-party provider.

These services will be provided directly or through arrangements made with the LEA or third-party provider. If the LEA contracts with a third-party provider, they must be:

- ⇒ independent of the private school and of any religious organization
- ⇒ under the control and supervision of the LEA

After timely and meaningful consultation under Section 200.63, the LEA must make the final decision with respect to the services it will provide to eligible private school students.



Orange County Public Schools
Title I Services
Private Schools Handbook

DELIVERY OF SERVICES

Title I services are delivered to private students by CATAPULT LEARNING personnel.

Reading: Students will receive supplementary reading instruction by CATAPULT LEARNING personnel utilizing a balanced literacy approach. The program is implemented based on each school's Service Delivery Plan.

Math: Students will receive supplementary math assistance by CATAPULT LEARNING personnel utilizing a hands-on activity-based approach. The program is implemented based on each Service Delivery Plan.

INSTRUCTIONAL PROCEDURES

The Classroom Teacher (Private School Personnel):

- 1) Delivers the initial/core instruction in Reading, Math, Writing, Science and/or Social Studies to the Title I student.
- 2) Identifies students at risk based on reading and math classroom performance.
- 3) Meets regularly with Catapult Learning personnel to schedule and coordinate students' instruction in reading and/or math and to monitor student progress.
- 4) Documents coordination by signing the communication forms.
- 5) Documents and maintains signed out Title I property.

The Title I Teacher (Catapult Learning Personnel):

- 1) Supports the regular classroom Reading, Math, and Writing program by providing supplementary instruction.
- 2) Teaches students in groups not to exceed ten (10).
- 3) Meets regularly with the classroom teacher to coordinate each child's program and to plan appropriate instructional strategies.
- 4) Consults with LEA to identify appropriate supplemental materials.



Orange County Public Schools

Service Delivery Plan Framework

LEA: Orange County Public Schools Contact Name: Christina Savino Address: 445 W. Amelia Street City, State Zip: Orlando, FL 32801-1129 Telephone: 407-317-3200 Email: Christina.Savino@ocps.net	Private School: Contact Name: Address: City, State Zip: Orlando FL Telephone: Email:
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Plan Components	LEA and Private School INSTRUCTIONAL Plan
<p>Describe the LEA's method and source data used to determine the number of children from low-income families in participating school attendance areas who attend private schools and whether funds will be pooled or distributed proportionally.</p>	<ul style="list-style-type: none"> Private school student rosters with physical home addresses Eligibility for Title I service assessed using Title I public school zoning Title I Student Allocation Worksheet (based on Identified LEA Title I Schools) Proportionality
<p>Describe how the LEA ensures that the components in private school agreements clearly define the nature of services that are provided to eligible students, their guardians, and teachers and demonstrate that equitable educational services and other benefits are provided in a timely manner. Also, if a third party contractor is used, describe how the LEA includes provisions related to clear and specific deliverables or services the vendor will deliver, and to whom the services will be delivered.</p> <ul style="list-style-type: none"> First Day of School: _____ Last Day of School: _____ School start time: _____ School end time: _____ List the subjects that cannot be missed for Title I student pull out sessions: <ol style="list-style-type: none"> _____ _____ _____ _____ _____ 	<p>Your 2019-2020 Instructional Allocation is \$ _____ / ____ weekly hrs. (1 Catapult instructor = \$62,798 for 35 service hours each week.)</p> <p>Days of Week for instructional services <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> TH <input type="checkbox"/> F Timeframe: <input type="checkbox"/> School Day Pullout <input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> Summer</p> <p>Days of Week for optional counseling services <input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> TH <input type="checkbox"/> F Timeframe: <input type="checkbox"/> School Day Pullout <input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> Summer</p> <p>Please select grade levels to be served & types of services:</p> <p><input type="checkbox"/> Primary (K-2)</p> <p>K <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Counseling</p> <p>1st <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Counseling</p> <p>2nd <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Counseling</p> <p><input type="checkbox"/> Intermediate (3-5)</p> <p>3rd <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Counseling</p> <p>4th <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Counseling</p> <p>5th <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Counseling</p> <p><input type="checkbox"/> Secondary (6-12)</p> <p>6-8th <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Counseling</p> <p>9-12th <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Counseling</p> <p>We would like to utilize the following dollar amount towards optional professional development in lieu of direct instruction: \$ _____</p> <p>Professional Development for teachers of Title I eligible students. Workshops for PD and Parent Engagement TBD on a separate form.</p>
<p>Describe how the LEA ensures that the multiple, educationally related, objective criteria for identifying private school students for Title I services are developed in consultation with private school officials. If a student has no documented standardized test scores eligibility may be considered using other objective criteria.</p>	<p>Criteria for identifying students includes at least two of the following:</p> <ol style="list-style-type: none"> Address eligibility. Standardized test results at or below the 60th percentile and/or a report card grade of "C" or below in reading, math, social studies and/or science. Principal/teacher recommendations based on grades and performance in the classroom using other objective criteria.

Plan Components	LEA and Private School INSTRUCTIONAL Plan
Describe how the LEA ensures that consultation with private school officials includes how the LEA will identify the needs of eligible students. This should include a description of the data used to make this determination.	<ul style="list-style-type: none"> Year-end Surveys as well as BOY, MOY, and EOY Standardized Testing data Service Delivery Plans during ongoing consultation meetings Multiple, Educationally Related, Objective Criteria Forms During Summer Pre-Planning Consultation Meeting Notes
Describe the consideration and analysis given to the views of the private school officials on whether the LEA should contract with a third-party provider.	<ul style="list-style-type: none"> Prior year satisfaction survey data and consultation with private schools resulted in the decision to continue to use a third party provider. An RFP process with a review committee comprised of representatives from private schools and the LEA selected the third-party provider. Services are determined in consultation with private school administrators, addressing school specific needs.
Describe how the LEA and private school officials determine the standards that are used to measure the effectiveness of the Title I program and discussed the evaluation of the Title I program.	<p>Program Evaluation</p> <ul style="list-style-type: none"> Review satisfaction survey of parent/teacher/principal survey (shared with principal) Review open ended questions from survey results Progress monitoring – quarterly reports Discussions during consultation meetings as documented in the minutes <p>Program Effectiveness</p> <ul style="list-style-type: none"> Review annual evaluation results of BOY, MOY, and EOY test data to include a goal of 75% of students attending at least 20 instructional sessions to have one year's worth of growth at private school served (results are shared with principal for continued consultation) (NCE gain 0% = 1 year) An Academic Growth Plan is developed for student not achieving growth (NCE +1)
Demonstrate that the LEA provides equitable services for private school students, parents, and teachers to carry out activities and strategies consistent with the PFEP.	<p>Parents</p> <ul style="list-style-type: none"> Written communication, telephone calls, open house, parent conferences, and progress reports Parent workshops including materials, parent participation during May Title I Month, and invitations to participate in district Parent Academies Additional set-aside funded activities <p>Teachers</p> <ul style="list-style-type: none"> Professional development opportunities, 2-way communication, instructional changes/modification based on student performance outcomes, access to professional development workshops and materials
Plan Components	LEA and Private School INSTRUCTIONAL Plan
Describe how the LEA maintains control of all aspects of the program administered by the third-party contractor.	Individual/group meetings, data chats, document review, phone calls, administrative consultations, classroom observations, email, and comprehensive program surveys

We agree that the above Service Delivery Plan was developed through timely and meaningful consultation between the LEA and the private school officials. The development of the plan occurred before the LEA made any decision that affected the participation of eligible private school children in the Title I, Part A program.

 Christina Savino July 15, 2019
 Representative of the LEA Date

 Private School Representative Date

 Orange County Public Schools
 Public School District

 Name of Private School Agency or School

 Pia McKibben July 15, 2019
 Catapult Learning Representative Date



EXAMPLES OF DOCUMENTATION RECORDS

ADDRESS VERIFICATION ROSTER

These forms document that the student is eligible for Title I services as a result of his/her residence in a Title I public school attendance area

ASSESSMENT RECORDS

- a. Grade K-1: Standardized tests
- b. Grades 2-12: Standardized test records.

ATTENDANCE RECORDS

The attendance record documents the number of days each student received service. The number of days indicated for each student, in most cases, will not replicate the days of attendance in school.

STAFF DEVELOPMENT

In-service announcements document that opportunities have been extended to Catapult Learning personnel to participate in staff development activities. Sign-in sheets for orientation activities at your school site for teachers and/or parents document that this service has been provided by Catapult Learning personnel.

INSTRUCTIONAL GROUP ASSIGNMENTS

This form lists students by groups for whom instructional plans are made. Current group assignments need to be updated as needed.

MONTHLY COMMUNICATION FORMS

The Monthly Two-way Communication Forms provide documentation that the classroom teacher has prescribed specific concepts for remediation and that a conference has occurred quarterly between classroom teacher and Catapult Learning personnel.

PARENT LETTERS

A letter that is sent on school stationary to notify parents of their child's eligibility for Title I services.

PLAN BOOKS

Plan books document that the instructional program has been implemented as written in the project and that instruction has been provided based on the developmental needs of the student

READING/MATH REFERRAL RECORD

The Reading/Math Referral Form provides a part of the documentation needed to verify that the student has reading and/or math deficits.

PROGRESS REPORT

The Reading/Mathematics Assessment Report documents communication of the child's progress to parents.

SCHEDULES

Schedules provide records needed to document that the required amounts of services are being provided to eligible target students.

DASHBOARD

Catapult Learning's Data Browser is designed to enable school administrators to review student progress individually and by subject, grade, and Catapult teacher.

SERVICE DELIVERY PLAN

A form developed in consultation with each private school that is used to establish how services will be delivered to that school



Catapult Learning

Orange County Public School District
Services for Non-Public Schools

Catapult Learning – Management Team

Joan Grejdus - Vice President of Operations, Florida

Jamie Cricks – Regional Director, Central and Northern Florida

Pia Mckibben – Area Manager, Central Florida

How Our Partnership Works

Partnership with Catapult Learning means seamless collaboration, flexible implementation, and open communication.

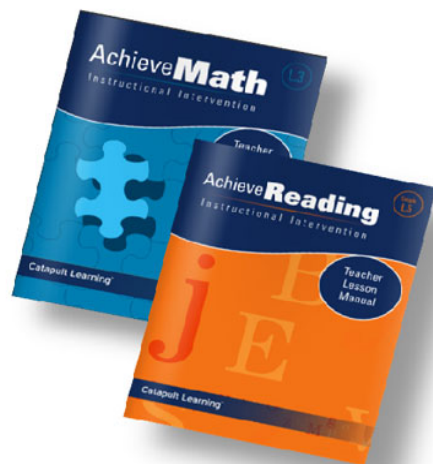
- Our team partners with Orange County to create a plan **based on your specific needs**
- Implementation is ready to **start within a week of school start**
- Local teachers and staff are assigned to the school, where they **become part of the school culture**
- **Constant communication** throughout the duration of the program ensures that everyone is on the same page and student needs are met



Achieve™ Intervention Programs

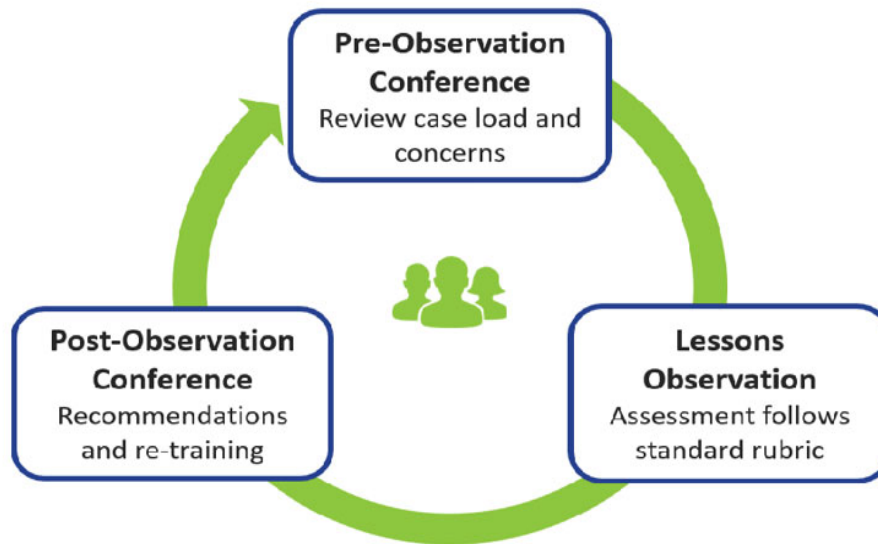
Programs are designed to close skill gaps while building student confidence and motivation to learn.

- Research-based, systematic instruction and scaffolding **helps students work toward grade level achievement**
- Structured lesson plans **build and reinforce essential skills**
- Built-in formative assessments **identify skill gaps** and **customize learning plans**
- Alignment to **college- and career-readiness** standards
- Directed activities give students **hands-on skills application** in every lesson



Cycle of Teacher Supervision

Catapult Learning provides a regular observation and support process for ongoing monthly teacher training and one-to-one professional development.



Partnership through Communication

We are active members of your community through a consistent presence in your school

- Monthly collaboration with classroom teachers
- Continuous principal meetings
- Regular school visits
- Ongoing district communication
- Quarterly student progress reports



Catapult Learning

Two-Way Communication Form

Check one: Bi-weekly Monthly Quarterly

Catapult Learning Teacher _____ Classroom Teacher _____
 School _____ Grade _____ Date _____

Students:	
Catapult Learning Teacher	Classroom Teacher
Recently taught objectives	Identify current objectives
Math Computation	Math Computation
Math Concepts/Application	Math Concepts/Application
Classroom teacher: Please check this box if you would like to meet with me. <input type="checkbox"/>	Classroom Teacher Signature: _____
Please return top two sheets of this form by _____.	

■ ■ ■ White Copy: Math Diagnostic Portfolio Pink Copy: Classroom Teacher 5/23/16
 Yellow Copy: Catapult Learning

Sample form used for monthly communication between Catapult Learning staff and classroom teachers

Academic Counseling Overview

Designed to help students in reaching their full academic potential

- Helps students learn coping strategies that enable a more positive learning experience, especially during family and environmental crises
- Extra support for behavioral, academic, social, and emotional issues that interfere with academic performance
- Masters-level credentialed counselors provide direct services to students and consult with teachers and parents as appropriate



Alliance Professional Development



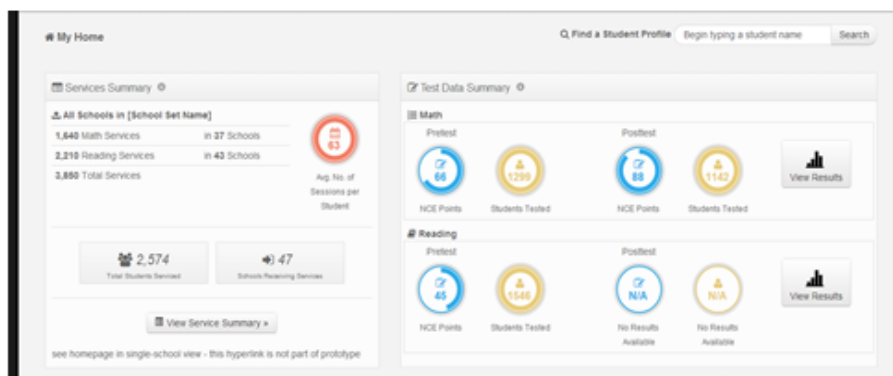
- A **comprehensive** set of PD solutions
- Workshop descriptions **enhanced to facilitate consultative discussions**
- The organization of the catalog **reinforces our 5-Strand Design**

Professional Learning Solutions for Leaders & Teachers

CATAPULT LEARNING DASHBOARD – GUIDE FOR SCHOOL & DISTRICT ADMINISTRATORS

Catapult Learning’s Data Browser is designed to enable school administrators to review student progress individually and by subject, grade, and Catapult Learning teacher.

Principals and other authorized school administrators can assess the overall status of students served by Catapult Learning or quickly review how an individual student is progressing at a detailed level.



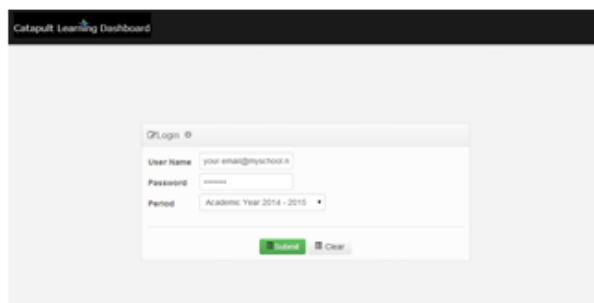
Screenview from Catapult Learning Data Browser Dashboard.

The dashboard can be used during the school year and provides a practical way to understand the data behind Catapult Learning services.

Catapult Learning Data Browser Displays	
<p>The following information is available by student:</p> <ul style="list-style-type: none"> • Student demographic data • Sessions attended for each subject by month • Pre- and posttest scores for selected exams • Subsection breakout scores for exams • Prescribed objectives based on test results • Progress reports by quarter 	<p>The following is available at the school level:</p> <ul style="list-style-type: none"> • Total students served • Total students served by subject • Average sessions attended by subject, by month • Average sessions attended by grade, by month • Average sessions attended for each Catapult Learning teacher by month • Average pre- and posttest scores by subject • Average pre- and posttest scores by grade • Average pre- and posttest scores by Catapult Learning teacher

The Catapult Learning Customer Dashboard is updated weekly from STARS. Access is secured by user ID and password assigned by Catapult Learning. Data can be reviewed on any modern browser.

Visit <https://www.catapultdash.net/> and enter the username and password assigned to your school; the user name will typically be the email of the local administrator.



If you have any issues accessing your dashboard or would like to set-up an account contact our dashboard helpdesk: dashboard@catapultlearning.com



Orange County Public Schools
Catapult Learning
Title I Services

Date:

Dear Parent:

Title I, a federally funded program, provides supplemental instructional services for eligible students. This program helps students who need additional assistance in reading and/or math. With the use of Title I funds, instructional personnel are provided through Catapult Learning to support the classroom teacher and to give each child more individual attention. Title I also provides opportunities for parents to become involved in their students' education.

Your child was recommended for screening by his/her classroom teacher and has met the eligibility requirements for Title I services.

Your child will be attending CATAPULT LEARNING classes for the subject(s) shown below.

The CATAPULT LEARNING instructor will be working closely with your child's classroom teacher so that the best possible supplemental program can be provided. We also need your support. The instructor will be in touch with you periodically to let you know what your child is working on in class and how you can help.

Below you will find information concerning your child's classes. Please keep this sheet in case you need to refer to it. Contact _____ at _____ if you have any questions about CATAPULT LEARNING services or to schedule a conference. We hope you will be pleased with our efforts to supplement classroom instruction to help your child.

Your child _____, in grade _____, has qualified for reading and/or math assistance.

Sincerely yours,

Principal

Title I (Reading)

Title I (Math)

You Child will be receiving instruction as indicated below:

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading					
Math					

Catapult Learning Program Compliance Tool

Use this form to complete your Compliance Check. This form should be completed for each teacher at each school. For any item with a "No", indicating that the item has fallen out of compliance, please provide a comment underneath detailing why the item is out of compliance and the date by which it must be corrected.

Enter the information below before beginning your Compliance Check.

School:	
Compliance Check Date:	
Teacher Name:	
Supervisor Name:	



I. Documentation & Reporting

Student Portfolios (Grades K-8 only; N/A for High School) Student Portfolios include one work sample per month such as graphic organizers (GOs), Daily Learning Assessments (DLAs), math and/or reading assignments. All student work must include a name and the date. Comments:		YES
		NO
		N/A
Posted Student Work (Grades K-8 only; N/A for High School) A minimum of five samples of student work are posted. Posted work is reflective of what has been recently taught and bears a date that falls within one month of the site visit. If dedicated space is not provided for posting student work, a trifold board should be used. Comments:		YES
		NO
		N/A
Staff Sign-in Sheet The staff sign-in sheet is updated and posted in the classroom or is available in the school office. Comments:		YES
		NO
Copyrighted Materials All reproducible books are housed onsite. Updated internet source permissions are kept on file and are readily available. Teacher-created activity sheets include teacher's name and date. Comments:		YES
		NO

Title I Compliance

School Information Folder The school information folder includes all calendars, schedules, STARS class lists, Title I rosters, Student Academic Growth Plan master list, and standardized test information, as applicable. Comments:		YES
		NO
Guardian Consent Folder Folder includes a completed Guardian Consent Form for every student on the schedule card in the class list. New Jersey only: To satisfy NJ 407-1 (PL192-193), a completed Guardian Consent Form must be included for each service. Comments:		YES
		NO
Class Schedules Schedules, complete with student rosters, are generated through the Catapult Student Information System (SIS) or district mandated system. All class schedules should be up-to-date and posted. Title I only: Class Schedules for Title I implementations should also include a list of classes from which students will be pulled to receive intervention services. Comments:		YES
		NO
Family Involvement Folder Folder includes guardian conference logs (minimum of 2 conferences per year) and evidence of contact with guardians. This folder also includes a year's newsletters, home activity calendars, family workshop information with agendas and sign-in sheets, Title I Annual Meeting Materials (invitations, agendas, sign-ins and handouts). Comments:		YES
		NO
Signage Title I sign or Catapult Learning sign is posted. Comments:		YES
		NO
Religious Materials Religious materials are not displayed by the Catapult Learning Teacher. Comments:		YES
		NO
Student Audit Files Files include completed Guardian Consent Forms, assessment information, and progress reports. New Jersey only: To satisfy NJ 407-1 (PL192-193), NJ State requires documentation, test results, progress reports. Title I consent Forms should also be included. Comments:		YES
		NO
		N/A

Group Diagnostic Portfolios Portfolios include the Group Grid Sheets, Academic Growth Plans (if applicable), Initial Classroom Teacher Meeting Forms and Two-Way Communication Forms, AchieveReading Group Skill Sheets, and AchieveMath Group Skill Sheets. All documents must be updated according to program requirements and separated by groups in portfolio sockets. Comments:		YES
		NO
Student Attendance The Student Attendance record reflects up-to-date information, including the previous week's details. All records are coded correctly in STARS or the district mandated system. Comments:		YES
		NO
Student Plans All Student Plans are generated in STARS and are available in printed form if required by contract. Comments:		YES
		NO
Student Data Student Data is entered in STARS, including eligibility and diagnostic test data, as required by program. If the district is not using STARS, the teacher must obtain the Student Data from the Program Supervisor. Comments:		YES
		NO
Current Year Progress Reports All Progress Reports for the current year are up-to-date in STARS and hard copies are filed (if required). Comments:		YES
		NO
Emergency Exit Plan Emergency Exit Plan, complete with map and route, is posted. Comments:		YES
		NO
Professional Appearance The teacher has a professional appearance as stated in the Catapult Employee Handbook Comments:		YES
		NO
II. Facilities		
Interior Facilities (School Buildings and Modular/Mobile Units) Indoor facilities are safe, suitable for instruction, and adhere to the following: <ul style="list-style-type: none"> • Doors, locks, windows, air conditioners, heating systems, and lights function properly. • Doors have no rough edges. • Heating and air conditioning units are safe/operational. • Lighting is adequate and furniture is safe and in good repair. • Floors, walls, desks, and other areas of the room are neat and clean. • Curtains and/or blinds are clean and in good condition. • Cocks are visible to the students and pencil sharpeners are available. Portable spaces have a presentation board to display required documents. Comments:		YES
		NO
Exterior Facilities (Modular/Mobile Units Only) Exterior facilities of mobile/modular units are safe, suitable for instruction, and adhere to the following: <ul style="list-style-type: none"> • The overall condition of the trailer is well-maintained and clean. • Skirting and siding are safe and in good repair. • The trailer hitch is covered or absent. • The deck, steps and/or ramp, and handrails are in good repair. The walkway is safe and free of debris. Comments:		YES
		NO
		N/A



Title I Services Consultation Checklist

Section 1120(b) of the *Elementary and Secondary Education Act* and 34 CFR, Part 200, Section 200.63 require that timely and meaningful consultation occur between the Local Education Agency (LEA) activities under this section.

The following topics **must** be discussed during the ongoing **consultation process**:

- ⇒ How the children's needs will be identified;
- ⇒ What services will be offered;
- ⇒ How, where, and by whom the services will be provided;
- ⇒ How the services will be academically assessed and how the results of that assessment will be used to improve those services;
- ⇒ The size and scope of the equitable services to be provided to the eligible private schoolchildren, the proportion of funds that is allocated for such services, and how that proportion of funds is determined;
- ⇒ The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools, including whether the LEA will extrapolate data if it uses a survey;
- ⇒ How and when the LEA will make decisions about the delivery of services to eligible children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- ⇒ How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, it will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;
- ⇒ Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- ⇒ Whether to provide equitable services to eligible private school children by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in a participating school attendance area who attend private schools; or in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools (see B-8);
- ⇒ When, including the approximate time of day, services will be provided; and
- ⇒ Whether to consolidate and use funds in coordination with eligible funds available for services to private school children under applicable programs, as defined in ESEA section 8501(b)(1), to provide services to eligible private school children participating in those (see C-15). (ESEA section 1117(b)(1); 34 C.F.R. § 200.63).

Consultation includes meetings with private school officials before the LEA makes any decision that affects the opportunities of eligible school children to participate in Title I, Part A programs. Such meetings will continue throughout the implementation of the program and will include assessment of services provided.



Ombudsman - Complaint Process

Try local resolution first!

Private school officials should contact the LEA if...

- The LEA did not engage in consultation that was meaningful and timely.
- The LEA did not give due consideration to the views of private school officials.
- The LEA did not make a decision that treats private school students equitably.

Each SEA must designate an ombudsman responsible for monitoring and enforcing the equity requirements that apply to private school children, teachers, and other educational personnel. [Section 1117(a)(3)(B)].

If the concern is not resolved satisfactorily by the LEA, private school officials have the right to file a complaint with the SEA:

Contact Information:
Nicolle Leider
EquitableServices@fldoe.org

850-245-9349

Equitable Services Complaint Checklist

- Statement that the LEA has violated a requirement of a federal statute or regulation that applies to a program requiring equitable participation
- Specific requirement alleged to have been violated
- Facts/documentation on which the complaint is based
- Name and address of the complainant
- Expected resolution of the alleged violation
- Signature of the complainant

Year at a Glance

Ongoing Activities:

Professional Development (PD), Parental Engagement (PE), Consultation Meetings with Private School Administrators as Needed, Formal Site Visits for Program Monitoring with Site Visit Forms, Distribution of Student Progress Reports, Staffing Schools as Needed, Monitor and Sign-off on Catapult's Funding, and Email Communication. Monthly meetings between OCPS and Third Party provider (Catapult Learning), take place as well.

- June/July
- Title I/Catapult Pre-Service Collaborative Meeting for upcoming school year and data chat regarding previous school year's student achievement data.
 - Prepare for and host Consultation Meeting with private school administrators
 - Collect and approve Service Delivery Plans along with PD and PFE workshop requests; schedule follow-up consultation meetings with school administrators as needed
 - Prepare and distribute Inter-agency Agreements with neighboring school districts
- August
- Catapult staff meeting and teacher in-service training
 - Catapult teachers in schools to set up classrooms, gather student referrals, develop schedules and schedule private school teacher orientations
- September
- Diagnostic Pre-Assessment administered
 - Parents receive a letter notifying them student's entry into Title I Program
 - Catapult teachers schedule and begin providing open house meetings for parents
- October
- Pretesting data meetings at schools with private school administrators to discuss findings
 - Monitoring site visits begin
- Nov./Dec
- Catapult teachers continue providing open house meetings for parents
 - Prepare for and host Fall Consultation Meeting with private school administrators (mid-point review/check-in)
- January
- Diagnostic Mid-Year Assessment administered
 - Prepare and host District-Wide Federal Grants Consultation Meeting for ALL nonpublic entitlement programs "Intent to Participate Mtg" and collected related docs including rosters
 - Disburse and collect income surveys for schools serving students residing in neighboring counties (due Feb)
- February
- Communicate income survey results to neighboring counties/collect rooster information from neighboring counties for Orange-residing students attending their schools (to determine proportionality)

Year at a Glance

- March
 - Determination of eligibility and allocation process begins
 - Begin summer planning for those schools with summer programming

- April
 - Diagnostic Post-Assessment administered
 - Prepare and host Title I Consultation Meeting to gain private school input on grant application (pooling, rollover, consultation schedule, etc.)

- May
 - Catapult teachers gather referrals for following year services
 - Data meetings at schools for private school administrators
 - Develop and distribute year-end survey

| 2021-2022

Federal Program Consultations Dates

September 10, 2021 9 a.m.	All Title Programs New Programs &/or Leadership	Face to Face RBELC Boardroom
November 5, 2021 9 a.m.	Title I, II and IV '21-'22 Mid-Point Meeting	Virtual
January 7, 2022 9 a.m.	All Title Programs '22-'23 Intent to Participate Meeting	Face to Face RBELC Boardroom
April 1, 2022 9 a.m.	Title I, II and IV '22-'23 Grant Application Input	Virtual
June 3, 2022 9 a.m.	Title I, II and IV '21-'22 End of Year Meeting	Virtual

Paperwork Due Dates

February 11, 2022 (date certain)	<input type="checkbox"/> Intent Forms – all programs <input type="checkbox"/> Tax Exempt Certificate <input type="checkbox"/> Student Roster <input type="checkbox"/> Title I Student Income Forms (select schools)
May 1, 2022	<input type="checkbox"/> Title II Private School Application <input type="checkbox"/> Title IV Private School Application <input type="checkbox"/> Title I Student Referrals
July 1, 2022	<input type="checkbox"/> Title I Service Delivery Plan <input type="checkbox"/> Title II End of Year Report <input type="checkbox"/> Title IV End of Year Report



Frequently Asked Questions

Consultation

Are all private schools eligible to participate in Title I?

No. The LEA must consult with all non-profit private schools registered with the Florida Department of Education with a tax-exempt identification number that serves students who live in the LEA. Registered private schools within the state of Florida are listed on the official list of private schools which is maintained by the Office of Independent Education and Parent Choice. LEAs may find the list of private schools within their LEA and their tax-exempt identification number status by viewing the official list of private schools for the state of Florida, located on the Office of Independent Education and Parental Choice website (<http://www.floridaschoolchoice.org/>).

Which private schools must LEAs consult with?

The LEA must consult with all private schools with a non-profit status that serve students who live in the LEA.

Expenditure

Does the equitable services requirement in Section 1120(a) of the Title I statute apply to LEA set-asides for preschool programs?

No. The equitable services requirement does not apply to students attending private preschool programs, since Florida does not consider preschool to be part of elementary education.

Eligibility

Are private school students from low-income families automatically eligible for Title I services?

No. Student eligibility for Title I services for private school students is determined by (1) residence in a participating public school attendance area, and (2) educational need. Poverty is not a criterion.



Frequently Asked Questions Continued

Eligibility (continued)

If a school in the attendance area in which private school students reside is operating a school wide program, may private school students be offered a school wide program also?

No. Since private schools are not eligible for Title I services, school wide programs may not be operated in private schools. However, eligible private school students residing in an area served by a school wide public school program must be offered equitable services.

If the funds allocated for private school students are not sufficient to provide instructional services, may the funds be used to provide other services, such as professional development or counseling?

Yes. After consultation with private school officials, an LEA may provide Title I services other than direct instruction if the provision of services, such as counseling, staff development, and parental engagement is appropriate to assist those students identified as failing or most at risk of failing to meet high student academic achievement standards. The LEA must measure the effect of the services on the academic achievement of participating students.

Delivery of Instructional Services

What types of services are available for private school participants?

Services, determined in consultation, may include a wide range of allowable activities such as the following:

- Books, materials, and equipment necessary to implement the Title I program
- Extended-day services
- Summer programs
- Counseling
- Computer-assisted instruction (CAI)



Frequently Asked Questions Continued

Delivery of Instructional Services (continued)

Where may Title I services take place?

Title I services for private school participants may be provided at various locations, including the private school, neutral sites, or public schools. LEA officials must consult with private school officials before any decision is made about the location of Title I services. If appropriate space is available, the least disruptive and least expensive location will be the private school that the participating students attend. The following conditions must be met:

- Title I services must be provided in a separate space that is under the LEA's control when Title I services are being provided;
- If the services are provided in a library or private school classroom, the space must be separate and partitioned off; and
- Computer equipment and other supplies purchased with Title I funds may be used only by Title I students in the Title I program.

May Title I, Part A, services be provided in the regular private school classroom through aides or joint (or team) teaching?

No. Although the Supreme Court did not specifically rule this out, the USDE strongly recommends that LEAs not provide these kinds of services. The Supreme Court in *Agostini* emphasized that the Title I, Part A program was totally separate from the private, nonprofit school's educational program and under the sole control of the LEA. Providing Title I, Part A instruction as part of private school classes raises significantly different issues and increases the risk that such services would be unconstitutional.

Resources and Additional Guidance

Orange County Public Schools Title I Federal Programs Website:

https://www.ocps.net/departments/title_i/non_public_schools/

Catapult Learning Website:

<https://catapultlearning.com/>

Florida Department of Education-Private School Directory:

<http://www.floridaschoolchoice.org/Information/PrivateSchoolDirectory/>

Office of Innovation & Improvement: *Every Student Succeeds Act (ESSA)*:

<https://innovation.ed.gov/what-we-do/non-public-education/>

Office of Non-Public Education General Issues Frequently Asked Questions

Related: <https://www2.ed.gov/about/offices/list/oii/nonpublic/faqgeneral.html>