Academic Intervention: Support Struggling Students and Build Their Confidence and Comprehension Skills with Academic Intervention Programs

Catapult Learning's programs provide intensive, small-group instruction for students struggling with grade-level content and concepts.

READING AND LITERACY INTERVENTION

Catapult Learning's reading and literacy intervention programs include:

- Explicit instruction in phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension
- A diagnostic and prescriptive approach that creates a personalized learning plan to guide instruction and differentiation
- Shared reading, guided reading, and text analysis
- Literacy-focused instruction in reading, writing, speaking, and listening
- Formative assessment and on-going growth monitoring

TUTORING

Individual and small-group academic tutoring support helps students keep pace academically. Skilled tutors work with students to remediate essential prerequisite skills in reading and math while also developing effective study skills and work habits. Catapult Learning tutors serve as mentors and motivators, building student self-confidence. Catapult Learning's tutoring programs feature:

- K–12 tutoring in math, reading, writing, and science
- Low student-to-teacher ratios
- Focus on reinforcing core grade-level content

MATH INTERVENTION

Catapult Learning's math intervention programs support struggling learners in tackling math concepts. Highly structured lessons, support, and instructional modeling based on research from the National Research Council will improve their foundational skills and develop their mathematical understanding. Students in the AchieveMath program:

- Grasp critical fundamentals
- Establish a foundation for vital skills
- Progress to more complicated concepts
- Develop deeper awareness of mathematics
- Learn the habits of mind embodied in the Standards for Mathematical Practice

SUMMER SCHOOL

You can reduce summer learning loss by providing an engaging, interactive program. The program can be designed to help your students keep pace academically while provide a summer job opportunity to your staff. Catapult Learning's program provides a complete summer school package.

- Lessons are designed to maximize academic learning time.
- Systematic and explicit instruction reinforces essential skills while bringing students up to speed and positioning them for success when they return to school in the fall
- Half-day and full-day program options are available to provide a combination of instructional
- intervention and enrichment.

Catapult Learning's STEM program can also be considered an academic intervention program.

The chart below explains the ESSA programs that can provide funding for **ACADEMIC INTERVENTION** gives a brief statement of program purpose, explains how students can be qualified for program services, describes the definition of educational need, and provides tips on how the funds can be effectively used depending on the circumstances.

ESSA PROGRAM	QUALIFICATION/CONSIDERATION	DEFINITION OF NEED	TIPS
TITLE I Improving the Academic Achievement of the Disadvantaged **PURPOSE** To provide high-quality supplemental instruction and to close achievement gaps. Title I can be conducted as a pull-out program, before or after school, during the summer, or on weekends.	Student meets definition of educational need determined through consultation and resides in a Title I attendance area. Title I can be conducted as a pull-out program, before or after school, during the summer, or on weekends.	The elements of educational need must be age-appropriate, objective, and contain at least two measures defining educational need. Examples of measures of educational need are: • Test score at or below a cut-off percentile • In-class assessments in reading/language arts and/or math • Teacher indications of classroom/learning issues • Report card grades • Parent concerns and recommendations • Portfolio of work in class and completed at home	• The definition of educational need must use multiple educationally related, age appropriate, objective criteria. Expanding criteria beyond test scores and report card grades can help better define educational need and create eligibility for those most in need of the services. • Utilizing the option for summer school can help reduce summer loss and provide more consistent time in the regular classroom during the school year. • Small-group tutoring can be an option for those who are most of in need of academic intervention services; the tutoring option does not need to be for a full year if that is cost prohibitive.
TITLE IVA Student Support and Academic Enrichment Grants **PURPOSE** To promote access to a well-rounded education, improve conditions for student learning, and improve the use of technology for academic achievement. The three categories of uses for funds are: 1. Well-Rounded Education 2. Safe and Healthy Students 3. Effective Use of Technology	Funds are distributed on a per- pupil basis according to the number of children attending the private school located in the LEA, regardless of where the child resides. Funds should focus on those most in need, but this is not specifically defined in law or guidance. No formal assessment of educational need is required under Title IVA. Private school officials can request that funds be used in any of the three categories under Title IVA. There is no requirement that funds be distributed among the three categories for the private school program.	Private school officials, during consultation, can articulate a general need for their students focusing on one or more of the three categories for expenditure of funds, or can focus their request on a specific group of students. For example, you might articulate a general need such as helping all students with learning through the use of coordinating a technology component to instruction, or adding a STEM component to student instruction. Or, you may have many more eligible Title I students than there are funds to serve. Title IVA could provide similar services to eligible students that are not receiving Title I services.	• In Title I schools, any of these academic intervention programs can be extended to those students who do not qualify for Title I by the use of Title IVA funds. • Any of these academic intervention programs can be introduced to schools that do not have Title I services. • Title IVA services can be added to Title I services to expand services to these students when Title I funds are insufficient to meet all their needs.