

# Evidence-Based Professional Learning Services

Catapult Learning's Professional Learning services meet ESSA's revised definition of "evidence-based" intervention in Sec. 8101(21)(A) of the Elementary and Secondary Education Act.

## How Catapult Learning Meets ESSA's "Evidence-Based" Criteria:

Externally conducted research on our transformative Professional Development services meets the standard for Level 3: promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.

### ***Longitudinal study finds statistically significant differences in student outcomes***

A longitudinal study of the impact of Catapult Learning's comprehensive professional development services in Hawaii was conducted by researchers at San Diego State University. This quasi-experimental study utilized a matched comparison group of schools and found statistically significant differences in student outcomes on the Hawaii state assessments (HSA) in each of the eight years examined, favoring Catapult Learning schools.

### ***Oklahoma Commission for Teacher Preparation found reading gains 3x average rate and significant impact on teacher knowledge***

A broad implementation of Catapult Learning's Literacy First targeted school transformation model was studied by the Oklahoma Commission for Teacher Preparation (OCTP). This study included a quasi-experimental evaluation, comparing schools with and without comprehensive Literacy First PD and Coaching supports. Students at schools with the Literacy First program showed gains in reading (as measured by the state's Academic Performance Index) at nearly three times the average rate—89 API points compared to the state average of 27. The OCTP study also saw significant impact on teacher knowledge.

## What is "Evidence-Based" Effectiveness Under ESSA?

The Every Student Succeeds Act (ESSA) ensures that all students, regardless of their zip code, have access to the support and services they need to reach their full potential. ESSA defines "evidence-based" as an activity, strategy, or intervention that either:

- (i) Demonstrates relevant outcomes: Levels 1-3
- (ii) Demonstrates a research-based rationale and includes ongoing efforts to evaluate relevant outcomes: Level 4

## Levels of Evidence:

**1) Strong Evidence:** At least one well-designed and well-implemented experimental study links the intervention to the outcome

**2) Moderate Evidence:** At least one well-designed and well-implemented quasi-experimental study links the intervention to the outcome

**3) Promising Evidence:** At least one well-designed and well-implemented correlational study (with controls for selection bias) links the intervention to the outcome.

**4) Demonstrates a Rationale:** Has logic model/ theory of action that is research based and active effort to study the effects of the intervention underway

Additionally, Catapult Learning regularly conducts internal evaluations of our services. Our research team routinely examines the correlation between our services and relevant student outcomes, using similar non-served schools as comparison groups where possible. Internal reporting includes assessing year-over-year growth to monitor program quality. Our professional development implementations are evaluated using the Five-Level professional learning evaluation model developed by Guskey (2000) to assess participant reaction, learning, organizational growth, teacher practice and student results. We assess participant reaction and learning using surveys and guided reflection tools such as concept mapping. We also work with clients to establish protocols for consistently observing desired adult and student behavior changes in classrooms and establish student outcome metrics.

## Key research underlies our Professional Development Solutions

Catapult Learning's professional development services are all built on expert research findings. The landmark study conducted by the Consortium on Chicago School Research (CCSR) on longitudinal data from the Chicago Public Schools informs our Five Strand Design for exemplary schools, addressing essential supports and contextual variables necessary for urban school improvement (Bryk et al., 2010). The Understanding by Design work of Wiggins and McTighe (2005) and the Gradual Release model posited by Fisher and Frey serve as the basis for our Core Instructional Model. And to deepen this approach to ensuring successful teaching and learning, we incorporate Berliner and Fisher's (1985) three principals for achieving Academic Learning Time. These research-based, critical drivers of student success inform the journey toward school transformation, leading to organizational growth in key areas designed to produce successful outcomes for staff and students.

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