

CAPIT Pilot Summary

Marshall Elementary, Oxnard, CA

CAPIT READING: RAISING TEST SCORES BY TEACHING KIDS TO READ

CAPIT is a teacher-led foundational reading program for students PK-2 and older struggling readers. CAPIT is an EdTech product that directly impacts student learning and long-term achievement. CAPIT is the only program that teaches students to read without a **Virtual Instructor** and **Verbal Instructions**. We made learning to read so simple—that we removed the instructions. They were no longer necessary.

Because CAPIT never communicates with students—not in English, not in Spanish, not in any language—**CAPIT accommodates ELL students OUT OF THE BOX**, without any modifications or additional teacher training. ELL Students use CAPIT the same way as Native English Speakers.

And CAPIT is not a learning game. It is 100% Learning, 100% of the Time. To learn more about our unique system, visit capitlearning.com.

CAPIT PILOT AT MARSHAL ELEMENTARY SCHOOL

Marshall Elementary School, located in Oxnard, CA, implemented a **CAPIT Reading** pilot from **October 10, 2017**, to **January 15, 2018**. Between those dates, there were approximately 34 days and 6.8 weeks of instruction time as Oxnard School District was off for three weeks for winter break, and an additional 7 to 8 days were lost due to the unfortunate Thomas Fire.

Below we present data collected from four Kindergarten classrooms in their mid-year assessments in **January 2018**, three of them English classrooms, and one Bilingual.

Marshall Elementary School uses the **Star Early Literacy** assessment program to assess their students' early literacy skills. The program uses a series of questions to assess a student's early literacy and early numeracy skills. The program is designed to support teachers with individual student data. Assessments typically take between 10 to 15 minutes to complete. Reports are immediately available upon completion. Schools often use benchmarks and cut scores to interpret screening results. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Marshall Elementary School administered the Star Early Literacy assessment in the fall between **8/21/2017** and **9/15/2017** and again in the winter between **1/16/2018** and **1/26/2018**. Below are the results from the testing administered at Marshall and comments from the teachers and administrators.



ENGLISH KINDERGARTEN CLASS MID-YEAR GROWTH

Below is an overview of the results from the Star Early Literacy assessment administered in one **English** Kindergarten Class. The students began using CAPIT approximately a month after the fall assessment (between **8/21/2017** and **9/15/2017**) and used CAPIT for 1.7 days a week (a total of 11.4 Days).

DATA

The chart below indicates that the introduction of CAPIT to the classroom brought the number of students needing **Urgent Intervention** from **3%** to **0%** from fall to winter.

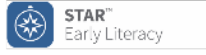
Levels	FALL SCORES 8/21/2017 - 9/15/2017		WINTER SCORES 1/16/2018 - 1/26/2018	
	Number of Students	%	Number of Students	%
At/Above Benchmark	12	55%	16	70%
On Watch	4	18%	5	22%
Intervention	3	14%	2	9%
Urgent Intervention	3	14%	0	0%
Total Students Tested	22		23	

(See pages 3 & 4 for details)

INSTRUCTOR COMMENTS

The teacher noted that she never experienced 0% of her students not needing Urgent Intervention after her winter assessment.

English Class – Fall Report



Screening Report School Benchmark

1

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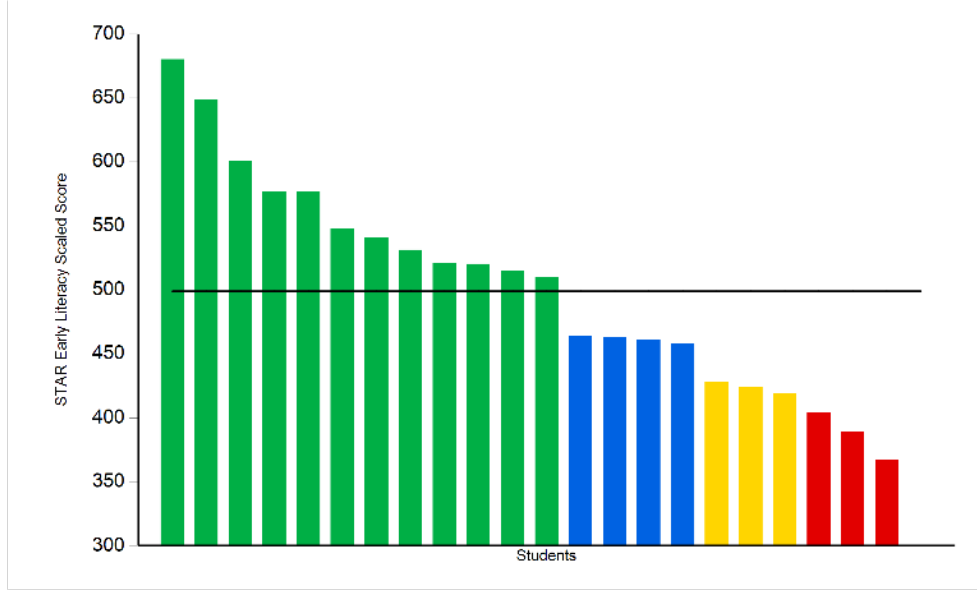
School: Marshall Elementary

Reporting Period: 8/21/2017 - 9/15/2017
(Fall)

Report Options

Reporting Parameter Group: All Demographics [Default]

Grade: K



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 499 SS	At/Above 40 PR	12	55%
Category Total			12	55%
Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
Below Benchmark				
■ On Watch	Below 499 SS	Below 40 PR	4	18%
■ Intervention	Below 455 SS	Below 25 PR	3	14%
■ Urgent Intervention	Below 405 SS	Below 10 PR	3	14%
Category Total			10	45%
Students Tested			22	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

^a Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3.
^b This student is enrolled in multiple STAR Early Literacy classes.

English Class – Winter Report



Screening Report School Benchmark

1

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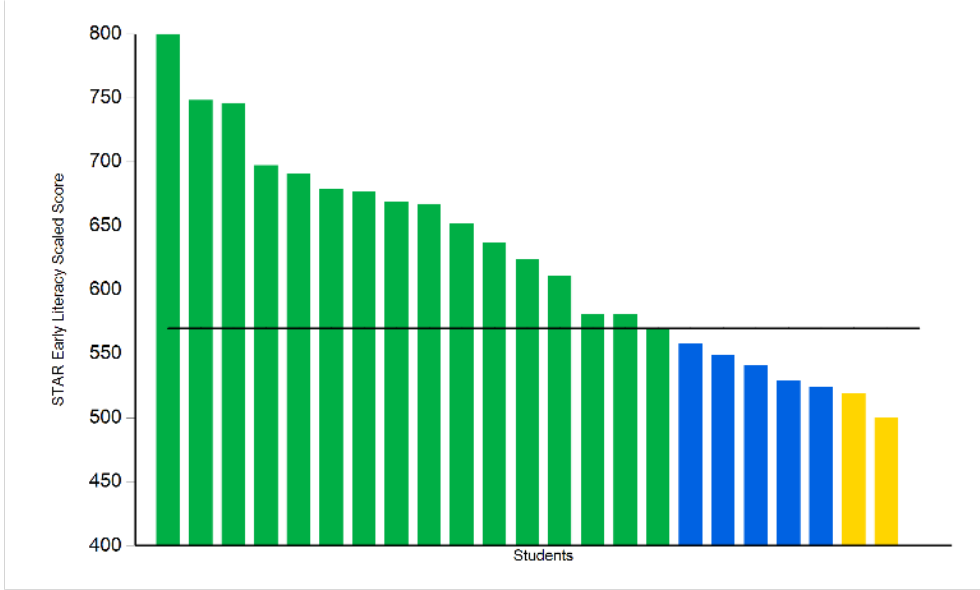
School: Marshall Elementary

Reporting Period: 1/16/2018 - 1/26/2018
(Winter)

Report Options

Reporting Parameter Group: All Demographics [Default]

Grade: K



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 570 SS	At/Above 40 PR	16	70%
Category Total			16	70%
Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
Below Benchmark				
■ On Watch	Below 570 SS	Below 40 PR	5	22%
■ Intervention	Below 520 SS	Below 25 PR	2	9%
■ Urgent Intervention	Below 461 SS	Below 10 PR	0	0%
Category Total			7	30%
Students Tested			23	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

^a Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3.
^b This student is enrolled in multiple STAR Early Literacy classes.

BILINGUAL KINDERGARTEN CLASS MID-YEAR GROWTH

Below is an overview of the winter results from the Star Early Literacy Assessment administered in the **Bilingual** Kindergarten Class. The bilingual students are typically not assessed in the fall as it is the first exposure to English for many of them. The class began using CAPIT in the fall and implemented CAPIT for 1.7 days a week (a total of 11.6 Days).

DATA

The chart below indicates that **44%** of students scored **At/Above Benchmark** by Winter.

Levels	FALL SCORES 8/21/2017 - 9/15/2017		WINTER SCORES 1/16/2018 - 1/26/2018	
	Number of Students	%	Number of Students	%
At/Above Benchmark	--	--	8	44%
On Watch	--	--	2	11%
Intervention	--	--	2	11%
Urgent Intervention	--	--	6	33%
Total Students Tested	--		18	

(See page 6 for details)

INSTRUCTOR COMMENTS

The teacher noted that in her 14 years of teaching EL kindergarten students, she has never seen this level of ability and performance in her students. For example, she never administered a CVC Test or a Writing Test in the winter. CAPIT enabled her students to pick up these skills so quickly that this is the first year she was able to do so. The teacher also pointed out that CAPIT supports students on different levels while fostering class cohesion.

Bilingual Class – Winter Report



Screening Report School Benchmark

1

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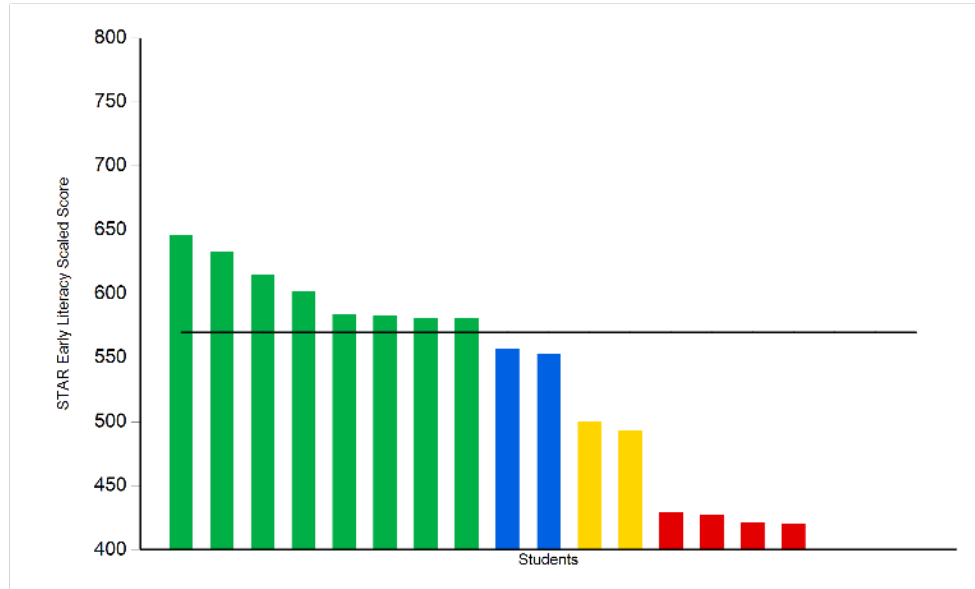
School: Marshall Elementary

Reporting Period: 1/16/2018 - 1/26/2018
(Winter)

Report Options

Reporting Parameter Group: All Demographics [Default]

Grade: K



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 570 SS	At/Above 40 PR	8	44%
Category Total			8	44%
Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
Below Benchmark				
■ On Watch	Below 570 SS	Below 40 PR	2	11%
■ Intervention	Below 520 SS	Below 25 PR	2	11%
■ Urgent Intervention	Below 461 SS	Below 10 PR	6	33%
Category Total			10	56%
Students Tested			18	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

^a Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3.

^b This student is enrolled in multiple STAR Early Literacy classes.

ALL FOUR KINDERGARTEN CLASSES MID-YEAR GROWTH

Below is an overview of the results from the Star Early Literacy assessment administered in all kindergarten classes. The students began using CAPIT approximately a month after the fall assessment (between **8/21/2017** and **9/15/2017**) and used CAPIT for about 1.7 days a week. More students were tested in the winter (83) than in the fall (62), as more students joined the school, and as the Bilingual Class was excluded from the fall assessment.

USAGE

Our recommended usage is **15-20 minutes, 4-5 days a week**. During the duration of the pilot, there were approximately 34 days and 6.8 weeks of instruction time as Oxnard School District was off for three weeks for winter break, and an additional 7 to 8 days were lost due to the unfortunate Thomas Fire. The data show student improvement despite the lower than the recommended usage.

DATA

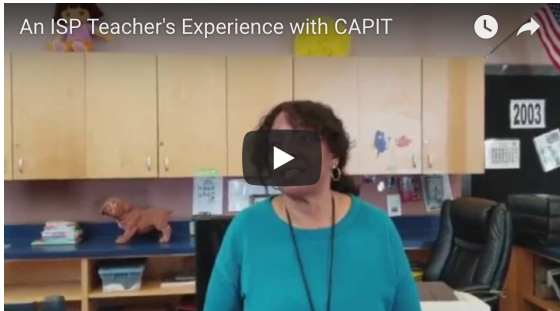
The chart below indicates that the introduction of CAPIT to the kindergarten classrooms brought up the percentage of students in the **At/Above Benchmark** category from **48%** to **57%** from fall to winter. It also indicates that the percentage of students in the **Intervention** and **Urgent Intervention** category was brought down from a total of **39% (18% + 21%)** to **27% (10% + 17%)**. These positive changes occurred with the addition of 18 bilingual students to the winter assessment.

Levels	FALL SCORES 8/21/2017 - 9/15/2017		WINTER SCORES 1/16/2018 - 1/26/2018	
	Number of Students	%	Number of Students	%
At/Above Benchmark	30	48%	47	57%
On Watch	8	13%	14	17%
Intervention	11	18%	8	10%
Urgent Intervention	13	21%	14	17%
Total Students Tested	62		83	

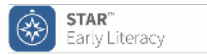
(See pages 8 & 9 for details)

ISP TEACHER COMMENTS

"The children in kindergarten are way ahead of what they would have been if they didn't have CAPIT...It helps build their confidence."



Whole School – Fall Report



Screening Report School Benchmark

1

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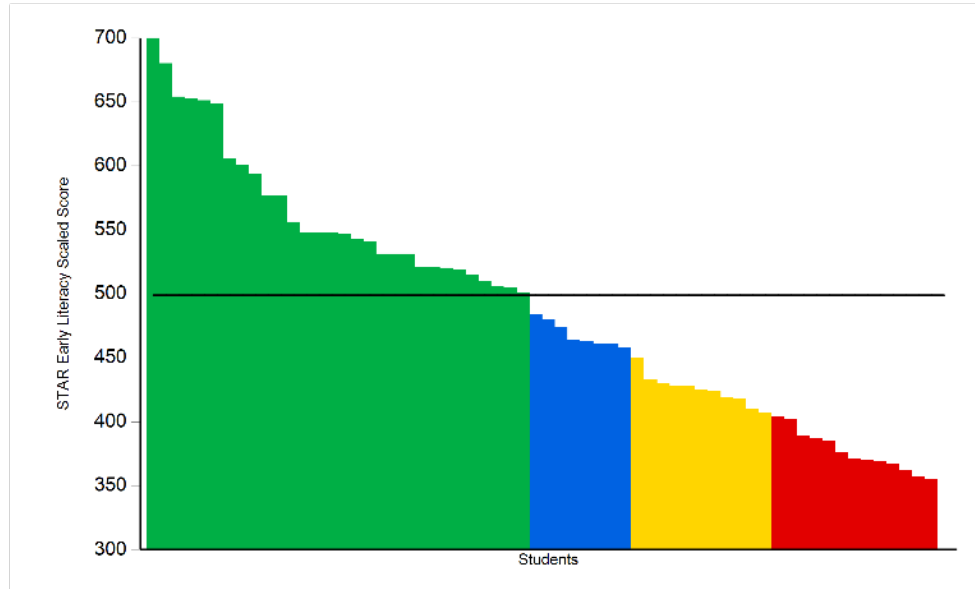
School: Marshall Elementary

Reporting Period: 8/21/2017 - 9/15/2017
(Fall)

Report Options

Reporting Parameter Group: All Demographics [Default]

Grade: K



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 499 SS	At/Above 40 PR	30	48%
Category Total			30	48%
Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
Below Benchmark				
■ On Watch	Below 499 SS	Below 40 PR	8	13%
■ Intervention	Below 455 SS	Below 25 PR	11	18%
■ Urgent Intervention	Below 405 SS	Below 10 PR	13	21%
Category Total			32	52%
Students Tested			62	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

^a Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3.

^b This student is enrolled in multiple STAR Early Literacy classes.

Whole School – Winter Report



Screening Report School Benchmark

1

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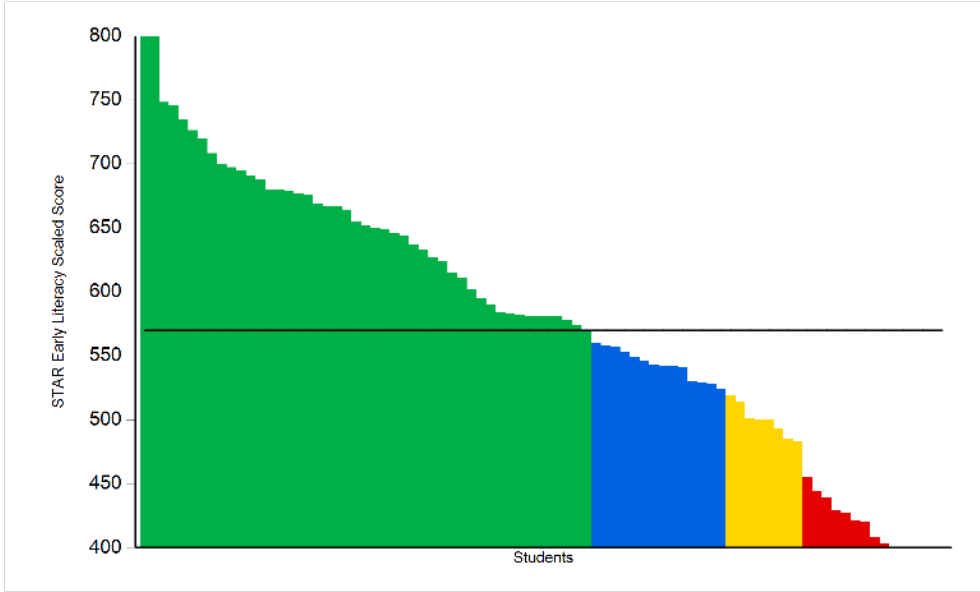
School: Marshall Elementary

Reporting Period: 1/16/2018 - 1/26/2018
(Winter)

Report Options

Reporting Parameter Group: All Demographics [Default]

Grade: K



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 570 SS	At/Above 40 PR	47	57%
Category Total			47	57%
Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
Below Benchmark				
■ On Watch	Below 570 SS	Below 40 PR	14	17%
■ Intervention	Below 520 SS	Below 25 PR	8	10%
■ Urgent Intervention	Below 461 SS	Below 10 PR	14	17%
Category Total			36	43%
Students Tested			83	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

^a Est. ORF: Estimated Oral Reading Fluency is only reported for tests taken in grades 1-3.
^b This student is enrolled in multiple STAR Early Literacy classes.

OVERALL GROWTH REPORTS FOR ALL KINDERGARTEN CLASSES

Below is an overview of the overall growth results in particular subject areas from the Star Early Literacy assessment administered in all kindergarten classes. The students began using CAPIT approximately a month after the fall assessment (between **8/21/2017** and **9/15/2017**) and used CAPIT for 1.7 days a week.

USAGE

Our recommended usage is **15-20 minutes, 4-5 days a week**. During the duration of the pilot, there were approximately 34 days and 6.8 weeks of instruction time as Oxnard School District was off for three weeks for winter break, and an additional 7 to 8 days were lost due to the unfortunate Thomas Fire. The data show student improvement despite the lower than the recommended usage.

DATA

The Growth Report shows that the **Bilingual** Kindergarten Class outperformed one **English** Kindergarten Class. The Bilingual class made gains in both overall Scaled Scores as well as PA (Phonemic Awareness). The Pilot Leader attributes these gains to the Bilingual class's consistent use of CAPIT. The English class had a long-term sub and therefore could not implement CAPIT with fidelity.

Score	WINTER SCORES 1/16/2018 - 1/26/2018			
	Kindergarten Class Bilingual Students	Kindergarten Class Long-Term Sub	Kindergarten Class Permanent Teacher	Kindergarten Class Permanent Teacher
Scaled Score	+61	+56	+140	+142
Phonemic Awareness	+10	+9	+23	+23
Phonics	+10	+10	+24	+24
Total Students Tested	17	18	22	22

(See page 11 for details)

PILOT LEADER COMMENTS

The **Pilot Leader** commented that she hadn't seen this type of growth in the schools' Mid-Year Assessment in the past. She stressed that the students loved the program and were motivated and eager to learn. Also, CAPIT worked well as an intervention program for their first-graders.

Overall Growth Reports for All Kindergarten Classes

Bilingual Kindergarten Class



Growth Report

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4

School: Marshall Elementary

School Year: 8/14/2017 - 6/15/2018

School Year: 8/14/2017 - 6/15/2018

Summary

Teacher	SGP (17 of 17 Students) Median	Averages (17 Students)				Average Sub-Domain Scores (17 Students)										
		Test Date	Age	GP	SS	EORF	AP	CW	VS	PA	PH	SA	VO	SC	PC	EN
	38	Pretest	5.7	0.16	470	0	51	52	62	30	28	21	31	23	23	48
		Posttest	5.9	0.45	531	0	62	64	73	40	38	30	41	33	31	60
		Change	+0.2	+0.29	+61		+11	+12	+11	+10	+10	+9	+10	+10	+8	+12

The Growth Report shows that the Bilingual class outperformed one English class. The Bilingual class made gains in both overall Scaled Scores as well as PA (Phonemic Awareness). The Pilot Leader attributes these gains to the Bilingual class's consistent use of CAPIT. The English class had a long-term sub and therefore could not implement CAPIT with fidelity.

English Kindergarten Class 1: Long Term Sub

Summary

Teacher	SGP (18 of 18 Students) Median	Averages (18 Students)				Average Sub-Domain Scores (18 Students)										
		Test Date	Age	GP	SS	EORF	AP	CW	VS	PA	PH	SA	VO	SC	PC	EN
	27	Pretest	5.5	0.00	497	0	55	56	65	34	32	26	35	28	27	52
		Posttest	5.9	0.47	553	0	63	64	72	43	42	35	44	37	35	61
		Change	+0.4	+0.47	+56		+8	+8	+7	+9	+10	+9	+9	+9	+8	+9

English Kindergarten Class 2: Permanent Teacher

Summary

Teacher	SGP (22 of 22 Students) Median	Averages (22 Students)				Average Sub-Domain Scores (22 Students)										
		Test Date	Age	GP	SS	EORF	AP	CW	VS	PA	PH	SA	VO	SC	PC	EN
	46	Pretest	5.5	0.00	490	0	55	56	66	33	31	24	35	26	25	52
		Posttest	5.9	0.45	630	0	78	79	85	56	55	47	57	50	46	75
		Change	+0.4	+0.45	+140		+23	+23	+19	+23	+24	+23	+22	+24	+21	+23

English Kindergarten Class 3: Permanent Teacher

Summary

Teacher	SGP (22 of 22 Students) Median	Averages (22 Students)				Average Sub-Domain Scores (22 Students)										
		Test Date	Age	GP	SS	EORF	AP	CW	VS	PA	PH	SA	VO	SC	PC	EN
	52	Pretest	5.5	0.00	469	0	51	52	61	30	28	21	31	23	23	48
		Posttest	5.9	0.45	611	0	75	76	83	53	52	43	54	46	43	72
		Change	+0.4	+0.45	+142		+24	+24	+22	+23	+24	+22	+23	+23	+20	+24

Score Definitions

GP: Grade Placement
SS: Scaled Score
AP: Alphabetic Principle
CW: Concept of Word

VS: Visual Discrimination
PA: Phonemic Awareness
PH: Phonics
SA: Structural Analysis

VO: Vocabulary
SC: Sentence-Level Comprehension
PC: Paragraph-Level Comprehension
EN: Early Numeracy

Early Emergent Reader: SS 300 - 487
Late Emergent Reader: SS 488 - 674
Transitional Reader: SS 675 - 774
Probable Reader: SS 775 - 900

Historical data included.

PILOT SUMMARY

ENGLISH KINDERGARTEN CLASS MID-YEAR GROWTH

The data indicates that the introduction of CAPIT to the **English** Kindergarten Class brought the number of students needing **Urgent Intervention** from **3%** to **0%** from fall to winter.

The teacher noted that she never experienced 0% of her students not needing Urgent Intervention after her winter assessment.

BILINGUAL KINDERGARTEN CLASS MID-YEAR GROWTH

The data indicates that the introduction of CAPIT to the **Bilingual** Kindergarten Class helped **44%** of students score **At/Above Benchmark** by Winter.

The teacher noted that in her 14 years of teaching EL kindergarten students, she has never seen this level of ability and performance in her students. For example, she never administered a CVC Test or a Writing Test in the winter. CAPIT enabled her students to pick up these skills so quickly that this is the first year she was able to do so. The teacher also pointed out that CAPIT supports students on different levels while fostering class cohesion.

ALL FOUR KINDERGARTEN CLASSES MID-YEAR GROWTH

The data indicates that the introduction of CAPIT to the kindergarten classrooms brought up the percentage of students in the **At/Above Benchmark** category from **48%** to **57%** from fall to winter. It also indicates that the percentage of students in the **Intervention** and **Urgent Intervention** category was brought down from a total of **39% (18% + 21%)** to **27% (10% + 17%)**. These positive changes occurred with the addition of 18 bilingual students to the winter assessment.

The ISP teacher commented that the children in kindergarten are way ahead of what they would have been if they didn't have CAPIT.

OVERALL GROWTH REPORTS FOR ALL KINDERGARTEN CLASSES

The Overall Growth Report shows that the **Bilingual** Kindergarten Class outperformed one English class. The Bilingual class made gains in both overall Scaled Scores as well as PA (Phonemic Awareness). The Pilot Leader attributes these gains to the Bilingual class's consistent use of CAPIT. The English class had a long-term sub and therefore could not implement CAPIT with fidelity.

The **Pilot Leader** commented that she hadn't seen this type of growth in the schools' Mid-Year Assessment in the past. She stressed that the students loved the program and were motivated and eager to learn. Also, CAPIT worked well as an intervention program for their first-graders.

FINAL COMMENTS

The staff at **Thurgood Marshall Elementary School** and **Capit Learning** are available to answer questions about this CAPIT Pilot as well as the **CAPIT Reading** program.

Marshall Elementary School

Oxnard, CA 93036

<https://www.oxnardsd.org/>

Capit Learning

Los Angeles, CA 90035

<http://capitlearning.com/>