

SEPTEMBER 2021

Educators Address Equity for Early Learners

CUSTOMER SUCCESS STORY

St. Louis Catholic School Partners with Capit Learning

The history of St. Louis Catholic School is just as rich as its town, Castroville, TX. The school was founded in 1868 and has been committed to academic excellence for more than 140 years. With streets lined with cypress trees, Castroville has been an influential cultural center since early French settlers inhabited it. Today, the town is a cultural blend of Mexican, French, and English bringing together a rich heritage. The school's minority student enrollment is 38%, with a large Hispanic population.

St. Louis Catholic School serves families and students from PK3 to 5th grade. "Our teachers and staff are dedicated to providing our students with a challenging education with a focus on high standards and expectations," says Principal Dr. Jimmy Gouard. Staying true to its mission, the school focuses equally on meeting the needs of all learners at whatever levels they may be - whether that means learning at an accelerated pace or remediating gaps in basic skills for reading.

"Typically, most students enter kindergarten without knowledge of letter sounds. These students will finish kindergarten being able to read."

— Dr. Jimmy Gouard, Principal,
St. Louis Catholic School, Castroville, TX



“I had students who could not remember the letter sounds. With CAPIT, they quickly learned the sounds and now have great confidence in their reading.”

— Teacher 1
St. Louis Catholic School
Castroville, TX

“One student had no drive or interest in reading or spelling. He really buckled down with CAPIT. He is now at, or above, grade level in his fluency.”

— Teacher 2
St. Louis Catholic School
Castroville, TX

The Need

When Dr. Gouard started at St. Louis Catholic School in July 2019, his focus was to ensure consistency in reading resources for all students beginning in PK so that he could build a sustainable model for teaching practices. “Let’s do one or two things really well rather than bring in a bunch of resources that would overwhelm teachers and students,” confirms Dr. Gouard. He and his team turned to Capit Learning to help facilitate professional learning and onboarding with its proven digital reading program to provide more comprehensive phonics instruction.

CAPIT Implementation

After implementing CAPIT Reading for four-year-olds in PK4, Dr. Gouard found reading success that was unmatched in prior years. He observed, “The academic achievement these students demonstrated as they progressed through Kindergarten and 1st Grade was above and beyond what previous years had shown.” Teachers implemented CAPIT Reading for daily instruction and practice from August 2019 to May 2021 in grades PK4, Kindergarten, and 1st grade. In addition, teachers received professional learning to implement the program and ensure student success.

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CAPIT Results

ST. LOUIS CATHOLIC SCHOOL Following Student Growth over Two School Years

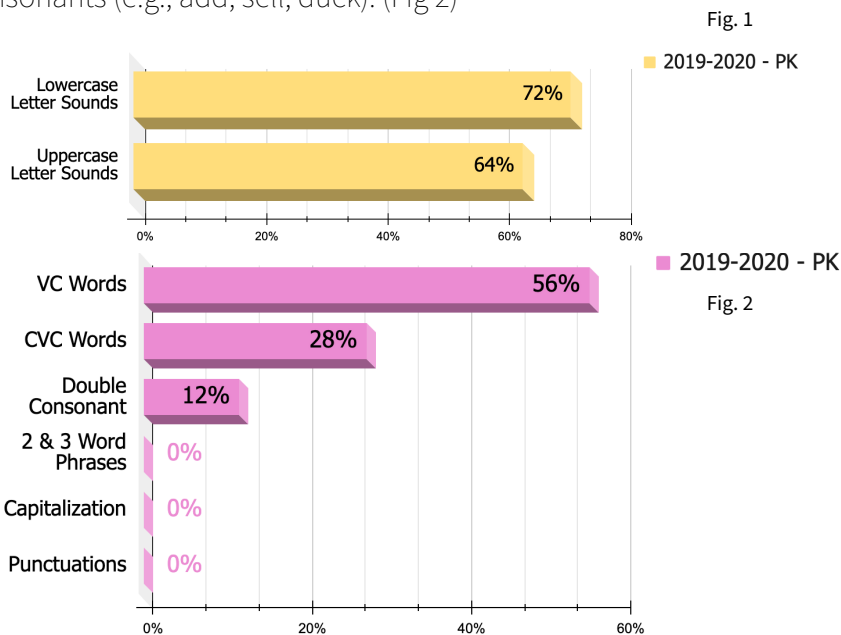
Student Growth from 2019-2020 (PK4)

CAPIT Data

St. Louis Catholic School students who began learning with CAPIT in their PK4 class and continued with CAPIT through Kindergarten showed significant gains in their reading and spelling achievement. Gains were demonstrated through CAPIT data and the NWEA MAP Assessment data.

These are the results of students who began learning with CAPIT Reading in PK4 in the 2019/2020 school year:

- 72% of students mastered Lowercase Letter Sounds. (Fig. 1)
- 64% of students mastered Uppercase Letter Sounds. (Fig. 1)
- 56% of students learned to read and spell Vowel Consonant (VC) words (e.g., at, in, if). (Fig 2)
- 28% of students learned to read and spell Consonant Vowel Consonant (CVC) words (e.g., cat, dog, pet). (Fig 2)
- 12% of students learned to read and spell words with double consonants (e.g., add, sell, duck). (Fig 2)



“I had a new student this year that wasn’t familiar with CAPIT. Once she started, she flew through it. She is now able to read more fluently.”

— Teacher 3
St. Louis Catholic School
Castroville, TX

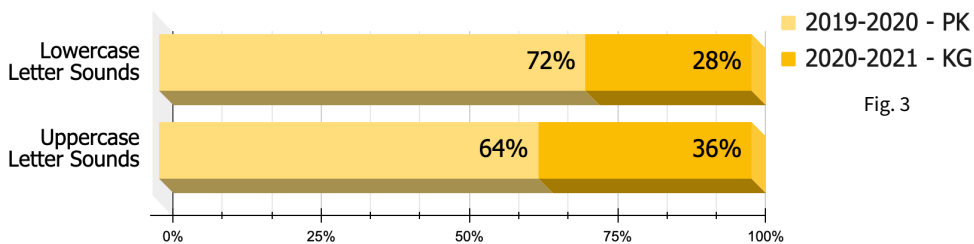
“Many of my first-grade students are reading at a second-grade level.”

— Teacher 4
St. Louis Catholic School
Castroville, TX

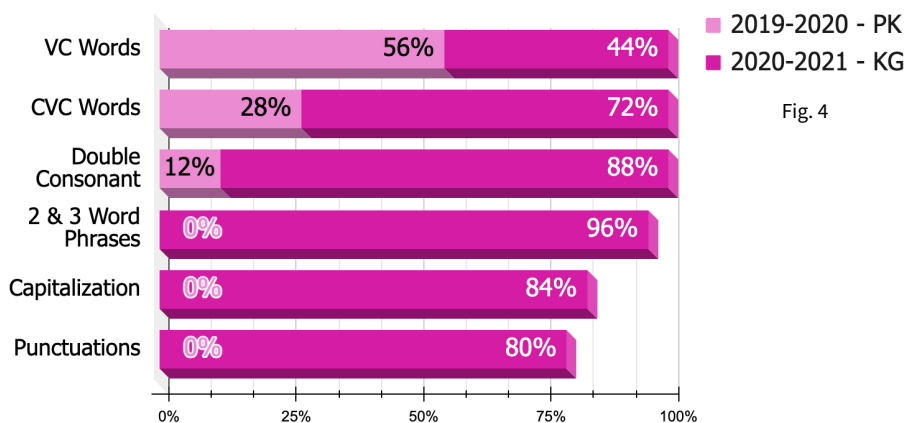
Student Growth from 2019-2020 (PK4) through 2020-2021 (KG)

These students continued to learn with CAPIT Reading in KG in the 2020-2021 school year. The results:

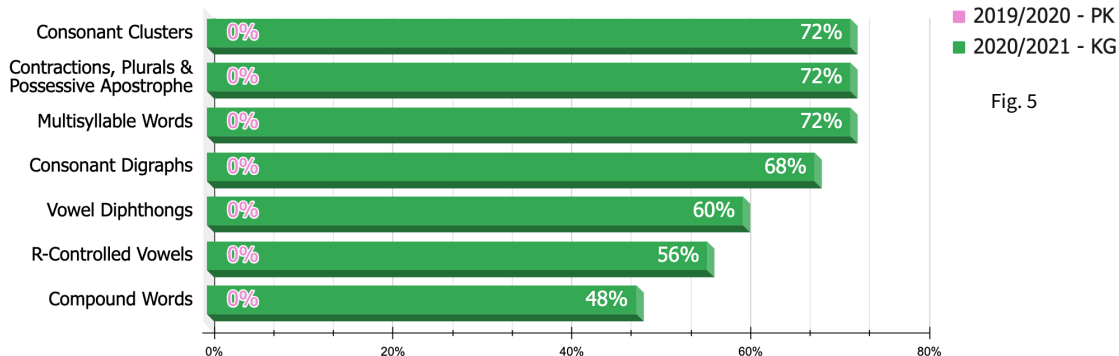
- 100% of students mastered Lowercase Letter Sounds. Fig. 3
- 100% of students mastered Uppercase Letter Sounds. Fig. 3



- 100% of students learned to read and spell VC words (e.g., at, in, if). Fig. 4
- 100% of students learned to read and spell CVC words (e.g., cat, dog, pet). Fig. 4
- 100% of students learned to read and spell words with double consonants (e.g., add, sell, duck). Fig. 4
- 96% of students learned to read and spell two to three-word phrases. Fig. 4
- 84% of students learned when to use capital letters. Fig. 4
- 80% of students learned when to use punctuation marks. Fig. 4



- 72% of students learned to read and spell words with Consonant Clusters (e.g., VCC: and, ask, CVCC: camp, milk, CCVC: drip, skip, CCVCC: trust, print). Fig. 5
- 72% of students learned to read and spell words with Contractions (e.g., can't, let's, it's), Plurals (e.g., cats), and Possessive Apostrophe (e.g., Matt's cats). Fig. 5
- 72% of students learned to read and spell multi-syllable words (e.g., picnic, tennis, dentist). Fig. 5
- 68% of students learned to read and spell words containing Consonant Digraphs (e.g., ng, ch, sh, th /θ/, th /ð/). Fig. 5
- 60% of students learned to read and spell words containing Vowel Diphthongs (e.g., oo /u/, oo /ʊ/, ou, oi, aw, ee, ie, oe, ue, a_e /eɪ/). (Fig 5)
- 56% of students learned to read and spell words containing R-Controlled Vowels (e.g., er, ar, or). Fig. 5
- 48% of students learned to read and spell Compound Words (e.g., popcorn, firetruck, without). Fig. 5



Student Growth from 2019-2020 (PK4) through 2020-2021 (KG)

MAP Data

St. Louis Catholic School administers the NWEA Map Reading Fluency Benchmark Matrix assessment program to assess student progress and growth in early literacy skills. The fall assessment establishes a baseline; the winter assessment measures progress; the spring assessment measures the students' growth up to that point. The scale used to measure a student's progress is called the RIT scale, short for Rasch UniT. It is used to chart a student's academic growth from year to year.

In Fig. 6, you will find the NWEA MAP Data for St. Louis Catholic School Kindergarten students and the growth they made from Fall to Spring of 2020 - 20221 (Fig. 4). Over the course of KG, students gained in Phonological Awareness, Word Recognition, and Sentence Reading Fluency. The data show that students learning with CAPIT in PK4 were more than ready for KG, and their learning in KG thoroughly prepared them for first grade.

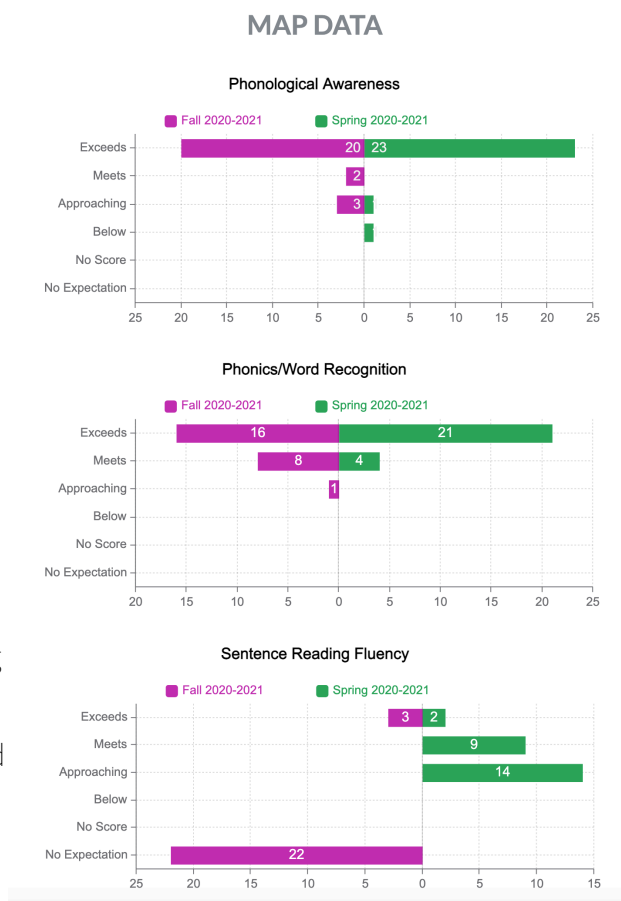


Fig. 6

“CAPIT Reading has set a solid phonics foundation for my entire class and especially powerful for students with deficits in basic phonological skills.”

— Teacher 5
St. Louis Catholic School
Castroville, TX

“Teaching phonics with CAPIT has been a great experience. It helped me review and prepare the basic skills/lessons I need to teach.”

— Teacher 6
St. Louis Catholic School
Castroville, TX

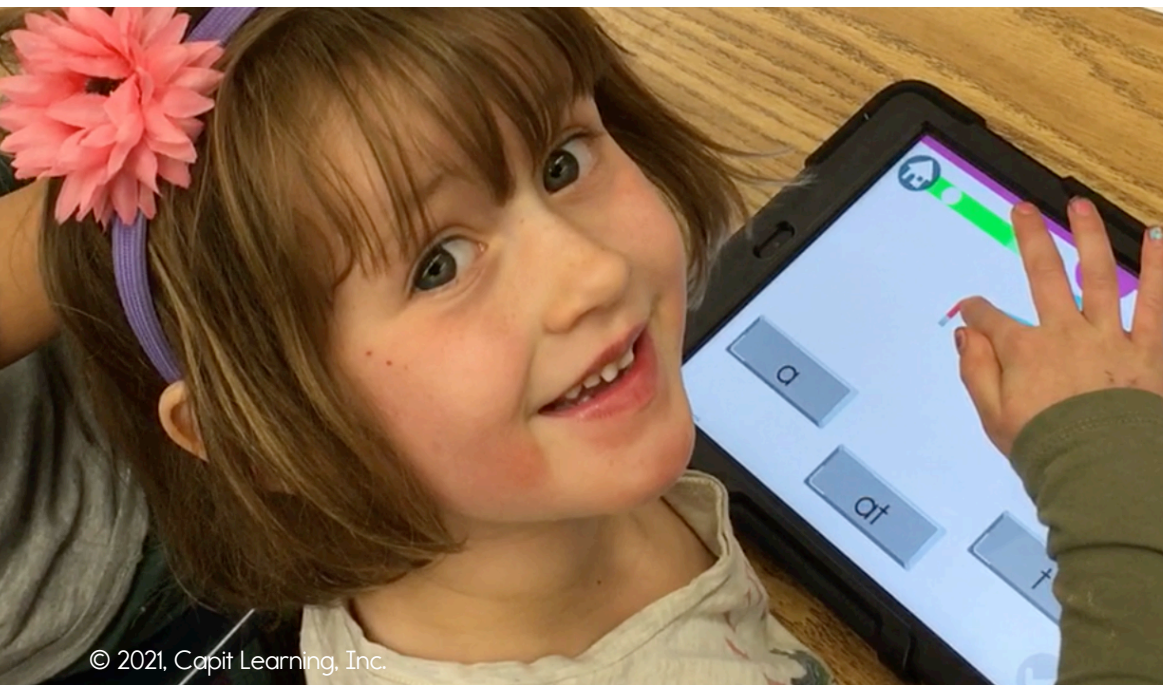
Student Growth from 2019-2020 (PK4) through 2020-2021 (KG)

CONCLUSION

Students learning with CAPIT in PK4 and then in KG far exceed expectations. The CAPIT data shows that 100% of all Kindergarten students learned the following: lowercase and uppercase letters and their corresponding sounds; the ability to read and spell VC words, CVC words, words that contain double consonants, and two to three-word phrases. Furthermore, 96% learned to use capital letters; 84% learned to use punctuations (i.e., period, comma, question marks, exclamation point); 72% learned to read and spell words with consonant clusters (i.e., elk, lamp, click, pants); words containing Contractions (i.e., can't, it's), Plurals (i.e., cats, trucks), Possessive Apostrophe (i.e., Matt's cats); and multisyllable words (i.e., picnic, tennis); 68% learned all the consonant digraphs (i.e., ng, ch, sh, th); 60% learned the vowel diphthongs (i.e., oo, ou, oi, aw, ee, ie, oe, ue, a_e); 56% mastered the R-Controlled Vowels (i.e., er, ar, or); and 48% learned to read and spell compound words (i.e., firetruck, popcorn, backpack).

The data show that 60% of students entering first grade in 2021 knew how to decode words with consonant clusters, digraphs, and diphthongs—surpassing expectations and national norms.

 Photo Credit: Capit Learning



“CAPIT offers a new perspective on reading instruction. I changed how I teach reading. I follow each step in the CAPIT curriculum, ensuring that my students hear the sounds and words from me and the CAPIT program.

It is a great program, and my students are fantastic readers because of it.”

— Teacher 7
St. Louis Catholic School
Castroville, TX

CAPIT Results

ST. LOUIS CATHOLIC SCHOOL Following Student Growth in PK4

PK4 Students Growth in 2020-2021

These are the results of students who began learning with CAPIT Reading in PK4 in the 2020-2021 school year (Fig. 7):

- 100% of students mastered Lowercase Letter Sounds.
- 95% of students mastered Uppercase Letter Sounds.
- 91% of students learned to read and spell VC words (e.g., at, in, if).
- 67% of students learned to read and spell CVC words (e.g., cat, dog, pet).
- 40% of students learned to read and spell words with double consonants (e.g., add, sell, duck).
- 7% of students learned to read and spell two to three-word phrases.

“Teaching phonics with CAPIT has been a great experience for me. As a former 2nd grade teacher, it helped me review and prepare the basic skills/lessons I need to teach kindergarten.

— Teacher 8
St. Louis Catholic School
Castroville, TX

“CAPIT supports what we are doing in class and helps new incoming students progress with the rest of their class.”

— Teacher 9
St. Louis Catholic School
Castroville, TX

CAPIT DATA

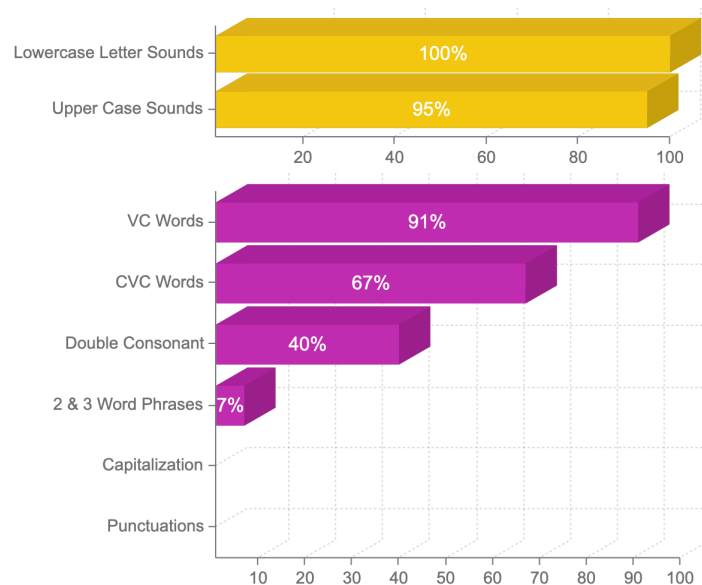


Fig. 7

Following Student Growth in PK4, 2019-2021

CONCLUSION

Although students are not expected to master letter-sound in PK4, the data gathered in St. Louis Catholic School's PK4 students in 2021 shows that students can learn more than current standards indicate (Fig. 7). With CAPIT, 100% of four-year-old students learned the lowercase and their corresponding sounds; 95% learned the uppercase letters and their corresponding sounds. Furthermore, 91% of PK4 students learned to read and spell VC words (e.g., at, in, if); 67% learned to read and spell CVC words (i.e., cat, dog, pet); 40% learned to read and spell words that contain double consonants (e.g., egg, sell, will); and 7% began spelling two and three-word phrases.

To find out how your school or district can partner with Capit Learning to ensure your students master the foundation skills necessary to become independent readers, please reach out to Capit Learning at info@capitlearning.com.

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capitlearning.com

 Photo Credit: Capit Learning

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“This is my second year using CAPIT, and I find that it is easy to motivate students to progress with CAPIT. The CAPIT curriculum is easy to navigate, and students understand the importance of the program. CAPIT helps create better readers.”

— Teacher 5
St. Louis Catholic School
Castroville, TX

