

Catahoula Parish Schools Drive Foundational Reading Growth in Early Learners

At Catahoula Parish Schools, a strong focus on student growth and foundational learning drives the work happening in classrooms every day.

The Opportunity

Catahoula Parish Schools identified a group of first-grade students in need of additional support to build foundational reading skills. Based on BOY DIBELS data, many of these selected students were performing in the Well Below Benchmark range, signaling a need for targeted intervention.

With a focus on strengthening foundational skills during a critical stage of learning, school leaders prioritized providing structured, consistent support to help students make meaningful progress throughout the year.

Student DIBELS data

+112
AVG.
GROWTH

313
DIBELS

BEGINNING

425
DIBELS

ENDING

Many students achieved **+100 point gains** — reflecting strong, accelerated growth in foundational reading skills.

Based on students with beginning and ending scores



Catahoula Parish Schools

STUDENTS

35

GRADES

1st

GROWTH WINDOW

BOY-EOY

ASSESSMENTS

DIBELS
Reading

The Solution

Catahoula Parish Schools partnered with BookNook to provide high-impact, small-group reading tutoring for first-grade students needing additional support in foundational literacy skills.

Students participated in consistent, live tutoring sessions focused on phonemic awareness, decoding, and early fluency. Instruction was guided by assessment data, ensuring support was targeted to students with the greatest need.

This partnership was implemented through an outcomes-based contract model—connecting program success to student growth—while maintaining the same research-driven tutoring model delivered across all BookNook programs.

The Impact

Student outcomes reflect strong alignment with the goals established through the outcomes-based model, with consistent growth observed across the cohort. Across participating students:

- **94%** of students **increased their DIBELS scores**
- **37%** of students **moved up** at least one benchmark category
- **20%** of students **reached grade-level benchmark** by end of year
 - Including 2 students who advanced from **Well Below Benchmark to Grade Level**

In addition to benchmark movement, many students demonstrated +100 to +130 point growth, meeting or exceeding expected growth ranges for first-grade students starting below benchmark.

These results show not only improvement in scores, but meaningful progress toward grade-level reading expectations, reflecting the impact of targeted, outcomes-aligned support.

"We worked through the details, scheduling, attendance, and access, so our students could focus on learning and making progress."

—PHYLLIS PARKER
Director of Instruction
and Curriculum |
Catahoula Parish Schools

Why it Worked

Catahoula Parish Schools' success was driven by a clear focus on outcomes and intentional implementation:

Alignment to measurable goals: Outcomes-based contracting established a shared focus on student growth

Targeted intervention: Students were selected using BOY DIBELS data to ensure support reached those most in need

Consistent participation: High attendance supported continuity and skill development

Structured instruction: Sessions focused on essential foundational reading skills

Ongoing progress monitoring: Data was used to reflect on growth and maintain alignment to goals

By aligning tutoring to clearly defined outcomes, Catahoula Parish Schools created a focused path for early readers to build skills, gain momentum, and make measurable progress toward grade-level expectations.

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