



# Early Literacy Targeted Intervention Data Collection #2

Per 20-7-1803, MCA, the Superintendent of Public Instruction shall monitor the Early Literacy-Targeted Intervention Program and gather data to evaluate the efficacy of the interventions while protecting the privacy rights of students and families.

## Role

What is your role in the Early Literacy-Targeted Intervention programs?

- Parent
- District Representative

## Parent

As a parent/guardian of a student who participated in the Early Literacy-Targeted Intervention Program, we would like your input on the program's efficacy. The information provided to the Office of Public Instruction is intended only for the Early Literacy-Targeted Intervention. All information provided will be kept secure and confidential to protect privacy.

### School District

County

District

### Grade Level of Student

- Prior to K
- Kindergarten
- First
- Second
- Third

## Parent Email

Which Early Literacy-Targeted Intervention program(s) did your student participate in? (select all that apply)

- Classroom-Based
- Jumpstart (Summer)
- Home-based

How did you support your child using the program? Please provide feedback about the home-based program.

Please answer the following questions about your student.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Do they talk more?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use more vocabulary words than before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Recognize letters, sounds, words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Show more interest in books or read more or better than before?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you notice them rhyming or experimenting with words?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else you want us to know about your experience with the Early Literacy-Targeted Intervention program?

## District Representative

Trustees offering an Early Literacy-Targeted Intervention shall closely monitor the program and report annually to the Superintendent of Public Instruction on the efficacy of the program no later than July 15. The report must include anonymized information on student progress, including the students' performance on (a) the evaluation methodology that led to eligibility for the program; (b) any formative assessments

administered; (c) if administered, the evaluation methodology at the end of the school year in which intervention was provided.

### Select Your District

County

District

### District Representative Information

First and Last Name

Email

Phone Number

### Role of District Representative

- Superintendent
- Principal
- Instructional Coach

- Interventionist
- Early Literacy Specialist
- Other

Early Literacy-Targeted Intervention(s) offered by your School District (select all that apply)

- Classroom-Based
- Home-Based

### Classroom-Based

Classroom-Based Program

How many enrolled students demonstrated growth in one or more literacy skills?

How many enrolled students remain eligible for the Early Literacy-Targeted Intervention programming?

Please rate the effectiveness of the classroom-based program.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The Classroom-Based Program was effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What evidence from formative assessments, observations, and teacher /parent feedback do you have that supports the classroom-based program's effectiveness?

Did your district encounter any of the following challenges while implementing the classroom-based program?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staffing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Recruitment of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What would your district need to make the classroom-based program more effective?

## Home-Based

Please answer the following question about enrolled students who continue to be eligible for the Early Literacy-Targeted Intervention programming.

How many enrolled students continue to be eligible for the Early Literacy-Targeted Intervention Programming?

4-Year-old students

Kindergarten students

1st-Grade students

2nd-Grade Students



Please rate the effectiveness of the home-based program.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The Home-Based Program was effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What evidence from formative assessments, observations, and teacher /parent feedback do you have that supports the home-based program's effectiveness?

What would your district need to make the home-based program more effective?