Elsie Arntzen, Superintendent

PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A+

EARLY LITERACY TARGETED INTERVENTIONS REPORT
September 2024

OVERVIEW

During the 68th Legislative session in 2023, the legislature passed HB 352 (20-7-18, MCA), providing for early literacy targeted interventions for eligible students. The Board of Public Education (BPE) and the Office of Public Instruction (OPI) are working closely with districts who as they are implementing **jumpstart**, **home-based**, and **classroom-based** early literacy targeted interventions for the upcoming school year. Here are key updates to implementation:

Jumpstart Programs (preliminary data)**:**
- Preliminarily, at least 12 districts held jumpstart programs this summer.
- Over 500 students participated in summer jumpstart programs.
- Final participation numbers will be available later this fall.

Home-based Programs (preliminary data)**:**
- Districts have requested 960 licenses (Waterford early literacy program) for the homebased program in the school year (SY) 2024-2025.
- 37 districts will be participating in the home-based program during the SY2024-2025
- OPI has licenses available. Schools may request these licenses for eligible students through October.

Classroom-based Programs:
- Programs are beginning this fall, and more data will be available in late fall.

OPI'S EARLY LITERACY COLLABORATIVE

The focus of the OPI's Early Literacy Collaborative is to provide guidance on the implementation of 20-7-18, MCA **Early Literacy Targeted Interventions,** including the summer jumpstart program, classroom-based program, and home-based program for eligible students. In addition, the Collaborative provided data and feedback to the Board of Public Education's Early Literacy Advisory Council. The members of this collaborative have applied and been appointed by the Superintendent of Public Instruction to this nongoverning committee. The Collaborative held meetings every month through June 2024.

PROGRAMMATIC SUPPORT

OPI's two early literacy specialists, Jackie Ronning and Kimberly Evans, have been working to support schools during screening, preparing data, and supporting implementation. The team will be hosting an **Early Literacy Professional Learning Series** featuring specific early-literacy intervention topics. These hour-long sessions are virtual, and open to all Montana educators and are offered every two weeks through December. Read more information on the Early Literacy webpage.

EARLY LITERACY FUNDING AND PROGRAM NOTES:

	Classroom-Based	Jumpstart (Summer)	Home-Based
Funding	Districts receive full or half time ANB for each eligible student served in an Early Literacy Intervention Classroom.	Districts receive an additional .25 ANB for each eligible student served in a summer jumpstart Program.	Funding for up to 1500 (eligible) students to use the program-payment is made directly to the program (Districts appoint a Home-Based Program Liaison). OPI entered into a contract and will facilitate the licenses on a first-come, first-served basis for the available licenses.
Program Notes	Programming may be half or full-time (360 or 720 instructional hours). Class size is capped at ten students per one appropriately licensed teacher, with an early childhood paraprofessional for any additional students over ten, for up to no more than 18 total students in a classroom with two adults. Instruction must align with the Early Childhood Education Standards.	Takes place in summer during the end of one school calendar and the start of the next (except 2024, the effective date of the bill is July 1, 2024, so for this summer only, all the hours/weeks of the summer jumpstart program must begin on or after July 1, 2024). Requires 120 hours of instruction in a minimum of four weeks of programming. Instruction must align with the Early Childhood Education Standards and the Montana Content Standards for English Language Arts and Literacy.	Must be research-based and proven effective at developing early literacy skills in populations at risk of not being reading proficient at the end of 3rd grade. Fosters parental engagement. At their May 2024 board meeting, the Board of Public Education approved Waterford as the vendor.

DATA COLLECTION AND EVALUATION:

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, 2025.

This report must include anonymized information on student progress, including the student's performance on: the evaluation methodology for the program, any formative assessments administered, the evaluation methodology used at end of school year if administered, any statewide reading assessment data grade four through six.

The OPI will provide a submission tool for this annual reporting requirement that will be available for participating districts. The OPI will report to the Education Interim Committee by Sept 1st.

Data collections:
- AIM: Student enrollment in programs
  - This includes students who are eligible and who are enrolled (or not) in an intervention program at the district.
  - Calendar of summer jumpstart
  - Schools offering classroom-based
  - Students eligible for home-base
- Data efficacy reporting
  - Questions are already available for districts to know what data to collect.
  - Responses are due to OPI by July 15, 2025.
  - Draft questions are attached to this report
    - Data collection #1 is to be submitted by September 30, 2025
    - Data collection #2 will be submitted at the end of the school year
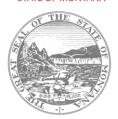
This report was prepared by:

Christy Mock-Stutz
Assistant Superintendent
Montana Office of Public Instruction
Christy.Mock-Stutz@mt.gov

Elsie Arntzen, Superintendent

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September 2024

The attached two documents are draft questions for data reporting purposes. These documents have already been made available to schools so they know what data to collect.

- Data collection #1 is to be submitted by September 30, 2025
- Data collection #2 will be submitted at the end of the school year

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Early Literacy Targeted Intervention Data Collection #1
Per 20-7-1803, MCA, 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.

Purpose:

- Eligibility determinations and enrolled students
- Jumpstart programming efficacy

Early Literacy Targeted Intervention Data Collection #2 will be sent in June 2025 to gather information on the efficacy of the classroom-based and home-based programs, as well as parent

feedback about the Early Literacy Targeted Intervention Programs.

Select your District

County   [▼]

District   [▼]

Name of District Representative

[   ]

Role of District Representative

○ Superintendent
○ Principal
○ Instructional Coach
○ Interventionist
○ Early Literacy Specialist
○ [   ] Other

District Representative Email

[ ]

District Representative Phone Number

[ ]

Which evaluation methodology tool did your district use to screen 4-year-olds and prior to K students for the Early Literacy Targeted Intervention Program?

○ Acadience Reading PreK (PELI)
○ Assessment of Story Comprehension (ASC)
○ Early Bird
○ Get Ready to Read! (Revised)
○ Language Screen (OxEd) and Reading Screens for Oral Language
○ myIGDIs
○ Quick Interactive Language Screener (QUILS)
○ Test of Preschool Early Literacy (TOPEL)
○ Other (Follows assurances laid out in 20-7-1803, MCA, developmentally appropriate, research-based, cost-effective, and if possible aligned with formative assessments)

[ ]

List the criteria that your district used to determine eligibility for four-year-olds and prior to K students as qualification for the intervention programs (for example... students scoring in the 40th percentile or lower, students not showing proficiency in one or more literacy skills on the evaluation methodology).

Which evaluation methodology tool did your district use to screen prior to first-grade students for the Early Literacy Targeted Intervention Program?

○ Acadience Reading (formerly DIBELS NEXT)
○ aimswebPlus
○ DIBELS 8th
○ EarlyBird
○ easyCBM
○ FastBridge
○ Language Screen (OxEd) and Reading Screens
○ Other (Follows assurances laid out in 20-7-1803, MCA, developmentally appropriate, research-based, cost-effective, and if possible aligned with formative assessments)

List the criteria that your district used to determine eligibility for prior to first-grade students as qualification for the intervention programs (for example...students scoring in the 40th percentile or lower, students not showing proficiency in one or more literacy skills on the evaluation methodology).

[ ]

Which evaluation methodology tool did your district use to screen prior to second-grade students for the Early Literacy Targeted Intervention Program?

- ○ Acadience Reading (formerly DIBELS NEXT)
- ○ aimswebPlus
- ○ DIBELS 8th
- ○ EarlyBird
- ○ easyCBM
- ○ FastBridge
- ○ Language Screen (OxEd) and Reading Screens
- ○ Other (Follows assurances laid out in 20-7-1803, MCA, developmentally appropriate, research-based, cost-effective, and if possible aligned with formative assessments)

[ ]

List the criteria that your district used to determine eligibility for prior to second-grade students as qualification for the intervention programs (for example... students scoring in the 40th percentile or lower, students not showing proficiency in one or more literacy skills on the evaluation methodology).

[ ]

Which evaluation methodology tool did your district use to screen prior to third-grade students for the Early Literacy Targeted Intervention Program?

○ Acadience Reading (formerly DIBELS NEXT)
○ aimswebPlus
○ DIBELS 8th
○ EarlyBird
○ easyCBM
○ FastBridge
○ Language Screen (OxEd) and Reading Screens
○ Other (Follows assurances laid out in 20-7-1803, MCA, developmentally appropriate, research-based, cost-effective, and if possible aligned with formative assessments)

[ ]

List the criteria that your district used to determine eligibility for prior to third-grade students as qualification for the intervention programs (for example... students scoring in the 40th percentile or lower, students not showing proficiency in one or more literacy skills on the evaluation methodology).

[ ]

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

- [ ] Jumpstart Program (Summer)
- [ ] Classroom-Based Program
- [ ] Home-Based Program

Please answer this question about 4-year-old programming.

	Classroom-Based Program			Home-Based Program		
	# of students screened	# of students eligible	# of eligible students enrolled in the program	# of students screened	# of students eligible	# of eligible students enrolled in the program
4-Year-old students						

Please answer this question about prior to K student programming.

	Jumpstart Program			Home-Based Program		
	# of students screened	# of students eligible	# of eligible students enrolled in the program	# of students screened	# of students eligible	# of eligible students enrolled in the program
Prior to K students						

Please answer this question about prior to 1st grade programming.

	Jumpstart Program			Home-Based Program		
	# of students screened	# of students eligible	# of eligible students enrolled in the program	# of students screened	# of students eligible	# of eligible students enrolled in the program
Prior to 1st grade students						

Please answer this question about prior to 2nd grade programming.

	Jumpstart Program			Home-Based Program		
	# of students screened	# of students eligible	# of eligible students enrolled in the program	# of students screened	# of students eligible	# of eligible students enrolled in the program
Prior to 2nd grade students						

◄ ═══ ►

Please answer this question about prior to 3rd grade programming.

	Jumpstart Program		
	# of students screened	# of students eligible	# of eligible students enrolled in the program
Prior to 3rd grade students			

Jumpstart Program (Summer)

	Jumpstart Program Efficacy				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Jumpstart Program was a successful endeavor for your district.	○	○	○	○	○

Based on formative assessments, did the students participating in the Jumpstart program make gains in their literacy skills?

Did your school district encounter challenges in implementing the Jumpstart program? If so, select all that apply.

	Challenges				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Facilities	○	○	○	○	○
Recruitment of students	○	○	○	○	○
Staffing	○	○	○	○	○
Instructional Materials	○	○	○	○	○

	Challenges				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Funding	○	○	○	○	○

Were there any other challenges with the Jumpstart program that your school district encountered that were not listed?

Explain what your district will do to increase the effectiveness of the Jumpstart program.

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?	○	○	○	○	○
Use more vocabulary words than before.	○	○	○	○	○

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Recognize letters, sounds, words	○	○	○	○	○
Show more interest in books or read more or better than before?	○	○	○	○	○
Do you notice them rhyming or experimenting with words?	○	○	○	○	○

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

District Representative

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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.	○	○	○	○	○

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	○	○	○	○	○
Staffing	○	○	○	○	○
Instructional Materials	○	○	○	○	○

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Recruitment of students	○	○	○	○	○
Student Attendance	○	○	○	○	○
Funding	○	○	○	○	○

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.	○	○	○	○	○

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?