
Montana Office of Public Instruction



EARLY LITERACY TARGETED INTERVENTIONS

(§20-7-1803, MCA)

Annual Report - September 2025

*Presented to:
Education Interim Committee*

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Executive Summary

In the first year of implementation, Early Literacy Targeted Intervention (ELTI) programs across Montana demonstrated measurable impact on early literacy skills in young learners. The Jumpstart program, which provides targeted literacy support for kindergarten through third grade students during the summer months, demonstrated notable success. Students who attended consistently showed the strongest literacy gains, with a majority achieving proficiency on fall assessments. Approximately 40 percent of participating students demonstrated measurable growth from initial screening to fall assessments, with progress observed across multiple literacy domains, including oral reading fluency, overall literacy proficiency, and oral language development. Importantly, students who did not show measurable growth maintained existing skills, effectively preventing the typical “summer slide.” These results suggest that early intervention strategies such as Jumpstart not only build new skills but also sustain literacy gains during out-of-school months, directly contributing to student readiness and aligning with legislative goals for improved early literacy.

The Classroom-Based Programming also yielded strong outcomes during the reporting period. Among the 2,025 students who participated, 87 percent demonstrated measurable growth in at least one assessed literacy skill. Following participation in the classroom-based programming, ***57 percent of students were no longer eligible for ELTI programming, indicating a reduced need for continued intervention.*** These results highlight the potential of Classroom-Based Programming to support students in achieving grade-level proficiency by third grade and demonstrate a clear return on investment in early literacy initiatives.

The Home-Based Learning programming is evolving, with districts managing student enrollment and eligibility directly, while the Office of Public Instruction (OPI) coordinates virtual access and monitoring through the Waterford platform. Enhancements such as a Virtual Educator Room and real-time student progress tracking are designed to strengthen family support and program effectiveness. While preliminary district feedback showed mixed perceptions, ongoing program improvements have been implemented to enhance outcomes in the coming year. The OPI is actively preparing districts and systems to collect data with the addition of early numeracy in the 2025 legislative session and look forward to sharing those results in the coming year.

Introduction

In 2023, the Montana legislature passed an Early Literacy Targeted Intervention (ELTI) Act, designed to improve the number of students reading proficiently by third grade. § 20-7-1803, MCA, provides three different types of interventions that districts may offer eligible students: Classroom-Based, Home-Based, and Jumpstart programs. A parent must request for their child to be screened for

participation in any of the established early literacy intervention programs. A child is determined to be eligible by the evaluation criteria selected by the Board of Public Education (BPE) in ARM 10.54.9601. The purpose for this legislation outlined in § 20-7-18013, MCA is to :

- *provide parents with voluntary early literacy interventions;*
- *increase the number of children who are reading proficiently at the end of third grade; and*
- *foster a strong economic return for Montana through an enhanced skilled workforce.*

Monitoring and Evaluation of Early Literacy Interventions

Pursuant to § 20-7-1804, MCA, the Superintendent of Public Instruction is responsible for monitoring early literacy targeted interventions and gathering data to evaluate their efficacy, while ensuring the privacy rights of students and families are protected. The superintendent submits an annual report to the Education Interim Committee and the Education Interim Budget Committee that includes a comparison analysis of all intervention types, including no ELTI. Key data elements encompass:

- **Participation Data:** The number of participating and nonparticipating children and districts.
- **Longitudinal Proficiency Data:** The proficiency levels of participating and, *when available*, nonparticipating children at each grade level following their involvement in an intervention.
- **Long-Term Outcome Data:** *When available*, this includes assessment data in 8th grade and high school, high school graduation rates, and postsecondary participation rates for both participants and nonparticipants.
- **School-Level Intervention Data:** *When available*, a listing of schools providing one or more targeted interventions, along with matched, comparable non-participating schools. Comparability is determined based on the most recent 4th-grade statewide reading assessment, either by having 75% or more students scoring at proficient or above, or by demonstrating a 10-percentage-point or greater improvement in students scoring proficient or above.

Early Literacy Targeted Intervention: Approved Evaluation Methodology

The BPE established the Early Literacy Advisory Council to interpret the legislation and develop a list of approved literacy screeners. These screeners must comply with the bill's parameters, with an evaluation methodology that is:

- Developmentally appropriate
- Research-based
- Cost-effective
- Where possible, aligned with formative assessments that inform instruction in Classroom-Based programs and the Jumpstart program

With guidance from the Early Literacy Advisory Council (ELAC), the BPE adopted ARM 10.54.901 establishing the evaluation methodology for early literacy programming. Once the literacy skills were determined, the ELAC provided a list of literacy screeners that met the statutory requirements. The rule allows districts the flexibility to determine which tool to use, provided the district's adopted evaluation methodology screener conforms to those same statutory requirements. This information was collected by the OPI to support a comprehensive understanding of the implementation.

While comparing outcomes across districts, there are differences in screeners and proficiency cut scores that influence reported proficiency levels. Even with this variation, the data provide valuable insights into program reach, trends in early literacy development, and areas for targeted support or resource allocation.

[Appendix A](#) and [Appendix B](#) share the selected evaluation methodology selected by each participating district, separated by grade levels.

Participation Data

Overall Participation in ELTI Programming

By June 30, 2024, districts screened 8,863 students. Of those students, 3,358 participated in ELTI Programming in the 2024-2025 school year.

3,358 Students

participated in ELTI programming for the 2024-2025 inaugural school year.

Jumpstart	Classroom-Based	Home-Based
1,204	2,025	129

Jumpstart Programming Participation Data

Districts Offering Early Literacy Jumpstart Program

Number of Districts	Number of Enrolled Students
20	1,204

District Name: Jumpstart Programming	Enrolled	District Name: Jumpstart Programming	Enrolled
Belgrade Elementary	69	Hamilton K-12 Schools	24
Big Sky School K-12	21	Independent Elementary	13
Billings Elementary	218	Joliet Elementary	17
Bozeman Elementary	192	Laurel Elementary	25
Butte Elementary	45	Lincoln K-12 Schools	7
Cayuse Prairie Elementary	5	Lockwood K-12	49
Columbia Falls Elementary	36	Missoula Elementary	192
East Helena K-12	70	Montana City Elementary	14
Evergreen Elementary	34	Valier Elementary	23
Great Falls Elementary	116	Whitehall Elementary	34

Jumpstart Early Literacy Screening and Enrollment by Grade Level - SY24-25

Grade Level	Number of Students Enrolled
Prior to K	255
Prior to 1st	280
Prior to 2nd	335
Prior to 3rd	334
Total	1,204

Classroom-Based Programming Participation Data

Number of Districts Offering Classroom-Based Programming	Number of Enrolled Students
89	2,025

Districts Offering Early Literacy Classroom-Based Program SY24-25

District Name: Classroom-Based Programming	Enrolled Students		District Name: Classroom-Based Programming	Enrolled Students
Alberton K-12 Schools	8		Joliet Elementary	14
Alder-Upper Ruby Elem.	3		Judith Gap Public Schools	1
Anaconda Elementary	47		Kalispell Elementary	90
Arrowhead Elementary	8		Laurel Elementary	30
Belgrade Elementary	18		Lewistown Elementary	14
Belt Elementary	19		Libby K-12 Schools	33
Big Sky School K-12	18		Lincoln K-12 Schools	9
Billings Elementary	126		Livingston Elementary	30
Bonner Elementary	30		Lockwood K-12	30
Bozeman Elementary	72		Lone Rock Elementary	34
Boulder Elementary	13		Missoula Elementary	164
Bridger K-12 Schools	13		Montana City Elementary	34

District Name: Classroom-Based Programming	Enrolled Students		District Name: Classroom-Based Programming	Enrolled Students
Browning Elementary	54		Moore Public Schools	10
Butte Elementary	53		North Star Elementary	5
Cascade Elementary	8		Park City Elementary	7
Cardwell Elementary	3		Polson Elementary	30
Cayuse Prairie Elem.	10		Poplar Elementary	21
Centerville Elementary	9		Power Elementary	7
Chester-Joplin Inverness	7		Reed Point Elementary	3
Choteau Elementary	17		Ronan Elementary	34
Clinton Elementary	18		Rosebud K-12	10
Corvallis K-12 Schools	36		Roy K-12 Schools	2
Darby K-12 Schools	14		Seeley Lake Elementary	9
DeSmet Elementary	10		Sheridan Elementary	16
Dutton/Brady Schools	8		Sidney Elementary	22
East Helena K-12	51		St Ignatius K-12 Schools	8
Evergreen Elementary	27		St Regis K-12 Schools	4
Fair-Mont-Egan Elem.	15		Stanford K-12 Schools	6
Fairfield Elementary	17		Stevensville Elementary	31
Fort Benton Elementary	15		Sun River Valley Elem.	10
Frazer Elementary	6		Superior K-12 Schools	16
Fromberg Public Schools	5		Three Forks Elementary	33
Froid Elementary	9		Trout Creek Elementary	6
Gallatin Gateway	7		Troy Elementary	17
Geraldine K-12	11		Townsend K-12 Schools	16

District Name: Classroom-Based Programming	Enrolled Students		District Name: Classroom-Based Programming	Enrolled Students
Geyser K-12 Schools	4		Twin Bridges K-12 Schools	5
Grass Range Elementary	4		Ulm Elementary	6
Great Falls Elementary	120		Victor K-12 Schools	15
Hamilton K-12 Schools	56		West Yellowstone K-12	15
Hardin Elementary	69		Whitefish Elementary	12
Helena Elementary	49		Whitehall Elementary	11
Helena Flats Elementary	16		Winifred K-12 Schools	7
Hellgate Elementary	34		Winnett K-12 Schools	4
Highwood K-12	1		Woodman Elementary	2
Hysham K-12 Schools	4			

Home-Based Learning Participation Data

As of September 2024, 1,211 licenses of the Home-Based Learning program were reserved by participating districts and allocated by OPI in anticipation of serving eligible students. After continued technical support, a total of 1,392 licenses were allocated to districts.

Number of Districts Requesting Licenses for Home-Based Learning	Number of Districts with Enrolled Students	Number of Enrolled Students
48	19	129

Districts Offering Early Literacy Home-Based Program SY24-25

District Name: Home-Based Learning Programming	Number of Licenses Reserved	Number of Students Enrolled
Anaconda Public Schools	1	1
Anderson Elementary	20	0
Baker K-12 Schools	55	0
Belgrade Public Schools	65	3
Belt Public Schools	2	2
Billings Public Schools	20	2
Birney Elementary	8	0
Bozeman Public Schools	268	20
Broadus Elementary	12	0
Butte Public Schools	160	13
Canyon Creek Elementary	9	6
Cohagen Elementary	2	2
Conrad Public Schools	5	0
Culbertson Schools	15	0
Cut Bank Schools	35	0
Dillon Schools	5	0
East Helena	51	0
Evergreen Elementary	105	11
Fairfield Elementary	5	0
Fairview Public Schools	25	2
Fishtail Elementary	8	0
Gillford Colony Elementary	1	0
Hardin Public Schools	50	6
Helena Flats	50	0

District Name: Home-Based Learning Programming	Number of Licenses Reserved	Number of Students Enrolled
Hellgate Elementary	34	20
Huntley Project K-12 Schools	5	0
Jordan Elementary	1	0
Lockwood K-12	37	5
Lone Rock Elementary	35	3
Luther Elementary	3	3
Missoula Elementary	20	0
Nye Elementary	3	0
Nashua K-12 Schools	5	0
Opheim K-12 Schools	1	0
Seeley Lake Elementary	1	0
Shepherd Public Schools	32	6
Sidney Public Schools	131	5
South Stacey Elementary	2	0
Swan Valley Elementary	2	0
Terry K-12 Schools	9	0
Twin Bridges K-12 Schools	3	0
Vida Elementary	8	0
West Yellowstone	16	0
Whitehall Public Schools	32	18
Wibaux K-12 Schools	5	1
Wise River Elementary	4	0
Wolf Point Elementary	1	0
Woodman Elementary	2	0
Totals	1,392	129

A comprehensive list of participating districts by program can be found in [Appendix C](#).

Districts without Enrollment in Early Literacy Targeted Intervention Programs

Some districts within this list attempted to offer ELTI programming, but did not ultimately have any student participation.

Number of Districts
130

Districts Without Participation/Did not offer Programming		
Absarokee Elementary	Gardiner Elementary	Pendroy Elementary
Amsterdam Elementary	Glasgow K-12 Schools	Philipsburg K-12 Schools
Anderson Elementary	Golden Ridge Elementary	Pine Creek Elementary
Arlee Elementary	Greenfield Elementary	Pioneer Elementary
Ashland Elementary	Greycliff Elementary	Pleasant Valley Elementary
Augusta Elementary	Hall Elementary	Polaris Elementary
Bainville K-12 Schools	Harrison K-12 Schools	Potomac Elementary
Baker K-12 Schools	Havre Elementary	Rapelje Elementary
Bear Paw Elementary	Hawks Home Elementary	Red Lodge Elementary
Biddle Elementary	Heart Butte K-12 Schools	Reichle Elementary
Big Sandy K-12	Hobson K-12 Schools	Richey Elementary
Big Timber Elementary	Hot Springs K-12	Roundup Elementary
Bigfork Elementary	Huntley Project K-12 Schools	Ryegate K-12 Schools
Birney Elementary	Jackson Elementary	Saco Elementary
Box Elder Elementary	Jordan Elementary	Scobey K-12 Schools
Broadus Elementary	Judith Gap Elementary	Shelby Elementary
Brockton Elementary	Kila Elementary	Shields Valley Elementary
Carter Elementary	Kinsey Elementary	Smith Valley Elementary
Charlo Elementary	Kircher Elementary	Somers Elementary
Chinook Elementary	Knees Elementary	South Stacey Elementary
Circle Elementary	Lambert Elementary	Spring Creek Elementary
Clancy Elementary	Lame Deer Elementary	Sunburst K-12 Schools
Colstrip Elementary	LaMotte Elementary	Swan Lake-Salmon Elementary
Columbus Elementary	Liberty Elementary	Swan River Elementary
Conrad Elementary	Lima K-12 Schools	Swan Valley Elementary
Cooke City Elementary	Lodge Grass Elementary	Target Range Elementary

Districts Without Participation/Did not offer Programming		
Cottonwood Elementary	Lustre Elementary	Trail Creek Elementary
Custer K-12 Schools	Malta K-12 Schools	Trego Elementary
Davey Elementary	Manhattan School	Trinity Elementary
Deer Lodge Elementary	McCormick Elementary	Turner Elementary
Deer Park Elementary	McLeod Elementary	Upper West Shore Elementary
Denton Elementary	Melstone Elementary	Valley View Elementary
Divide Elementary	Melville Elementary	Vaughn Elementary
Dixon Elementary	Miles City Elementary	West Glacier Elementary
Dodson K-12	Monforton Elementary	West Valley Elementary
Drummond Elementary	Morin Elementary	White Sulphur Spgs K-12
Ekalaka Elementary	Mountain View Elementary	Whitewater K-12 Schools
Elliston Elementary	Nashua K-12 Schools	Willow Creek Elementary
Elysian Elementary	Noxon Elementary	Wisdom Elementary
Ennis K-12 Schools	Nye Elementary	Wolf Creek Elementary
Eureka Elementary	Olney-Bissell Elementary	Wolf Point Elementary
Florence-Carlton K-12 Schools	Opheim K-12 Schools	Yaak Elementary
Forsyth Elementary		
Fortine Elementary		
Frenchtown K-12 Schools		
Frontier Elementary		

Efficacy of Interventions

(5) Pursuant to 20-7-104, the Superintendent of Public Instruction shall monitor early literacy targeted interventions and gather data to evaluate the efficacy of the interventions while protecting the privacy rights of students and families.

Jumpstart Programming Efficacy

Districts reported positive outcomes for students participating in the Jumpstart program, which provides early literacy support during the summer months. Using district evaluation methodology and formative assessments, districts documented the following:

- **Attendance and Gains:** Students with consistent attendance demonstrated the strongest literacy gains.
- **Proficiency:** Several districts reported that the majority of participating students scored at or above proficiency on fall assessments, with only a small number performing below benchmark.

- **Measured Growth:** Approximately 40% of participating students showed measurable gains from their initial screener to their fall literacy assessment.
- **Domains of Growth:** Evidence of growth was reported across multiple literacy domains, including oral reading fluency, overall literacy proficiency, and oral language development.
- **Prevention of Learning Loss:** Students who did not demonstrate measurable growth maintained their existing skills, preventing the typical “summer slide.”
- **District Perceptions of Effectiveness:** 67% of respondents (24% strongly agree, 43% agree) reported the Jumpstart Program was effective, 24% were neutral, and 10% reported negative perceptions (5% disagree, 5% strongly disagree).

Key Observations

- The Jumpstart program is effectively supporting literacy skill development prior to and during the early grades.
- Evidence indicates the program not only builds new skills but also helps sustain literacy gains during out-of-school months, reducing the risk of regression. The results suggest early intervention strategies like Jumpstart have a direct impact on student readiness for the school year and align with legislative goals to improve early literacy outcomes.

Classroom-Based Programming Efficacy

Certified program data demonstrates positive outcomes for students participating in Classroom-Based Programming after just one year of implementation:

- **Participation:** 2,025 students participated in Classroom-Based Programming during the reporting period.
- **Student Growth:** Approximately 87% of participating students demonstrated measurable growth in one or more assessed literacy skills.
- **Reduced Need for Intervention:** Following participation, 57% of students were no longer eligible for ELTI programming.
- **District Perceptions of Effectiveness:** 94% of districts (68% strongly agreed, 26% agreed) reported the Classroom-Based program was effective in supporting early literacy outcomes.

Key Observations

- These outcomes demonstrate that the program is effectively supporting early literacy skill development and reducing the need for continued intervention services.
- Achieving this level of progress after only one year of implementation shows strong potential for long-term impact, particularly in increasing the number of students meeting grade-level proficiency by third grade.

- The results indicate a positive return on investment and alignment with legislative intent to strengthen early literacy outcomes statewide.

Home-Based Learning Efficacy

- **Participation:** 129 students participated in Home-Based Programming during the reporting period. Of the 129, 89 students demonstrated consistent usage of the Waterford Early Learning resources.
- **Student Growth:** Of the 89 active students on the platform, 43% of students demonstrated measurable growth in at least one assessed literacy skill.
- **District Perceptions of Effectiveness:** 33% of districts (13% agree, 10% strongly agree, 10% agree) reported the Home-Based Learning Program was effective, 57% were neutral, and 20% reported negative perceptions (10% disagree, 10% strongly disagree).

Key Observations

- Some students demonstrated measurable growth, but inconsistent participation limited the program's overall impact.
- Low district perception rates highlight the need for stronger implementation supports and clearer expectations for consistent student use.
- An enhanced marketing focus on accessibility and engagement may lead to more students benefitting from Home-Based resources.

Family Feedback on Early Literacy Targeted Interventions Program

During the spring of 2025, the OPI distributed a feedback survey to parents, guardians, and caregivers of students who participated in ELTI programming. The survey aimed to gather data to evaluate the effectiveness of the interventions while ensuring the privacy of students and families. A total of 268 survey responses were received from 32 districts offering both Classroom-Based and Home-Based Programming.

Parent/Caregiver Perceptions of Classroom-Based Programming:

Parent survey responses indicate strong positive outcomes for students participating in Classroom-Based programming:

- Parent survey responses indicate strong positive outcomes for Classroom-Based programming. Based on 233 responses, 98% of parents (86% strongly agree, 12% agree) reported the program was effective, with only 1% neutral and no negative perceptions.

Parents also reported gains in communication and vocabulary, with 85% noting their child talks more and 92% reporting increased vocabulary use.

- Early literacy skills were particularly strong: 94% of parents reported improved recognition of letters, sounds, and words, and 91% observed their child more readily rhyming, playing, or experimenting with words and sounds. Fewer than 2% of parents expressed any negative perceptions.

- **ELTI Family Testimonials on Classroom-Based Programming:**
 - **Clinton Elementary:** *"Our daughter's vocabulary has grown so much, she can write her name along with other words. She can recognize all her letters and will ask us how to spell certain words so she can write them out. She has a great foundation to start to learn to read. Not only that, but she's more confident in herself and her abilities. She's made new friends and loves school."*
 - **Bozeman Elementary:** *"This program was an amazing opportunity for my child, and I truly believe she has developed so many skills to better prepare her for Kindergarten."*
 - **Lewistown Elementary:** *"Our daughter's experience in the early literacy classroom has been fantastic. We have witnessed her personality blossom, she's gained confidence, and her interest in books, letters, reading, and word sounds has grown exponentially. We could not have asked for a better first-time school experience."*

Parent/Caregiver Perceptions of Home-Based Programming:

- Parent feedback on Home-Based learning indicates generally positive outcomes, though the sample size was smaller, with 11 respondents. Among these families, 56% reported their child talks more and 78% noted increased vocabulary use.
- Early literacy skills were also supported, with 89% of parents reporting improved recognition of letters, sounds, and words, and 89% observing their child more readily rhyming, playing, or experimenting with words and sounds. Only a small number of parents expressed neutral or negative perceptions, suggesting that while benefits were observed, conclusions are limited due to the small sample size.

Program Overview and Implementation

District Program Responsibilities

- School districts set their own cut scores on approved screeners to determine eligibility for Early Literacy Targeted Intervention programming. Students not scoring "proficient" may participate in one or more intervention options.
- District trustees offering interventions are required to:
 - Monitor each program and track student progress
 - Submit an annual efficacy report to the OPI in June

Key Observations

- Local control allows districts to tailor interventions to student needs while ensuring accountability through reporting.
- Annual data collection provides the Legislature and OPI with evidence of impact, challenges, and long-term outcomes aligned to statewide literacy goals.
- Variation amongst evaluation methodologies used by districts includes evaluation tools and qualifying cut scores to determine eligibility.

State-Level Administration and Support

- **Professional Development & Capacity-Building**
 - **Virtual Early Learning Series:** Biweekly webinars on program implementation, foundational literacy skills, instructional strategies, and leadership supports, with recordings are posted online for statewide access. OPI also hosted a statewide book study on evidence-based early literacy instruction, held on alternating weeks in the spring.
 - **Roadshow Workshops:** Workshops events, providing informational sessions, planning and implementation support, and best practices, were hosted in nine counties across the state, serving both rural and urban districts.
 - **Professional Learning Events:** OPI presented at numerous events across the state in collaboration with the Department of Health and Human Services, the University of Montana (UM), and other educational partners.
 - OPI Summer Institute 24 and 25; Montana Literacy Conference; Great Beginnings, Great Families; and the UM Early Childhood Summit.
- **Data Collection & Reporting**
 - **Local Level:** Districts screen students, track participation, and record literacy outcomes using approved evaluation methodology tools.
 - **State Level:** OPI collects aggregate data from districts through Infinite Campus and two survey tools.. This information is compiled into this ELTI's Annual Report to monitor program effectiveness and fulfill statutory reporting requirements.

Key Observations

- BPE and OPI provide coordinated oversight, ensuring both regulatory alignment and practical support for districts.
- A multi-pronged professional development model strengthens statewide educator capacity and collaboration with educational partners.
- Structured data collection and annual reporting provide accountability, ensure transparency, and allow policymakers to track progress toward early literacy goals.

Early Targeted Literacy Intervention 2025–26 Program Outlook

- **District Participation**
 - In 2024–25, 134 districts confirmed participation in ELTI programs.
 - For 2025–26, 146 districts have indicated their intent to participate, reflecting growing statewide engagement.
- **Jumpstart Programs**
 - In 2024–25, 1,204 students were enrolled in Jumpstart programs.
 - For 2025–26, districts indicated the participation of 1,638 students, building on prior successes and ongoing program improvements.
- **Home-Based Program Enrollment & Program Enhancements**
 - Enrollment processes have been streamlined to make program access easier and more user-friendly for families and districts alike.
 - A Virtual Educator Room was created specifically for Montana ELTI families and educators, offering instructional tools and resources to support family engagement and student learning.
 - Early Learning Liaisons now have real-time access to student progress data, strengthening support and monitoring.
- **Continued Professional Learning Opportunities**
 - Districts will have the opportunity to join a community of practice offering targeted professional learning in early literacy and early numeracy, including executive function, oral language, numeracy, social-emotional learning, handwriting and writing, phonemic awareness, engaging explicit instruction, special education strategies, assessment, and data-informed planning.
 - OPI will conduct an additional statewide roadshow to provide professional learning and technical support in key regions.

Conclusion

Overall, the ELTI programs in Montana, serving 3,358 students, have **demonstrated measurable impact on early literacy skill development, prevention of learning loss, and readiness for the school year**. Evidence from Jumpstart, Classroom-Based, and Home-Based Programming suggests that early, targeted interventions can improve proficiency outcomes, reduce the need for continued intervention, and contribute to long-term student success. These programs align closely with statewide legislative goals to strengthen early literacy outcomes and support students in achieving grade-level proficiency.

Appendices:

Appendix A: Evaluation Methodology Tools Utilized to Screen 4-Year-Olds and Prior to Kindergarten Students

Approved Evaluation Methodology Tool	Participating Districts
Acadience Reading PreK (PELI)	Anaconda Elementary • Belgrade Elementary • Bozeman Elementary • Boulder Elementary • Bridger K-12 • Butte Elementary • Cardwell Elementary • Chinook Elementary • Corvallis K-12 • East Helena K-12 • Fort Benton Elementary • Fromberg K-12 • Geraldine K-12 • Great Falls Elementary • Hamilton K-12 • Hardin Elementary • Independent Elementary • Laurel Elementary • Libby K-12 • Lincoln K-12 • North Star Elementary • Reed Point Elementary • Stevensville Elementary • St. Regis K-12 • Superior K-12 • Twin Bridges K-12 • Victor K-12 • West Yellowstone
Early Bird	Alberton K-12 • Big Sky School K-12 • Cayuse Prairie Elementary • DeSmet Elementary • Evergreen Elementary • Fair-Mont-Egan Elementary • Helena Flats Elementary • Lockwood K-12 • Kalispell Elementary • Missoula Elementary • Whitefish Elementary
Get Ready to Read!	Hellgate Elementary • Woodman Elementary
Language Screen (OxEd) & Reading Screens for Oral Language	Arrowhead Elementary • Froid Elementary • Lewistown Elementary • Livingston Elementary • Three Forks Elementary • Whitehall Elementary
myIGDIs	Cascade Elementary • Montana City Elementary • Park City Elementary • Polson Elementary • Sidney Elementary • Townsend K-12
Quick Interactive Language Screener (QUILS)	Chester Joplin-Inverness
Test of Preschool Early Literacy (TOPEL)	Anaconda Elementary • Belfry K-12 • Centerville Elementary • Rosebud K-12 • Sun River Valley Elementary • Troy Elementary • Sheridan Elementary
Other Methodology Tools	Participating Districts
Aimsweb-Preschool	Browning Elementary
Amplify	Darby K-12
Brigance	Geyser K-12 • Moore Elementary • Roy K-12 • Winnett K-12
DIBELS	Ronan Elementary • Seeley Lake Elementary
DIAL	Cut Bank Elementary • Dixon Elementary • Harrison K-12 • Stanford K-12 • Winifred K-12

iReady	Joliet Elementary
Star Early Literacy	Alder Elementary • Clinton Elementary • Columbia Falls Elementary • Fairfield Elementary • Gallatin Gateway Elementary • Highwood K-12 • Lone Rock Elementary • Power Elementary • St. Ignatius K-12 • Valier Elementary

Appendix B: Evaluation Methodology Tools Used to Screen Prior to First, Second, and Third Grade Students

Note: Districts may use multiple tools to support their evaluation methodology, by skill or by grade level

Approved Evaluation Methodology Tool	Participating Districts
Aimswest Plus	Arrowhead Elementary • Lockwood K-12 • Bridger K-12 • Moore Elementary • Browning Elementary • Polson Elementary • Evergreen Elementary • Power Elementary • Froid Elementary • Shepherd Elementary • Hardin Elementary • Stevensville Elementary • Helena Flats Elementary • Winnett K-12 • Independent Elementary
Easy CBM	Columbia Falls Elementary • Gallatin Gateway Elementary
DIBELS 8th	Anaconda Elementary • Hellgate Elementary • Belfry K-12 • Libby K-12 • Cayuse Prairie Elementary • Park City Elementary • Chester-Joplin-Inverness • Ronan Elementary • Corvallis K-12 • Seeley Lake Elementary • Darby K-12 • St. Ignatius • Dixon Elementary • Twin Bridges K-12 • Geyser K-12 • Ulm Elementary • Great Falls Elementary • Woodman Elementary
Fastbridge	Belgrade Elementary • Lincoln K-12 • Billings Elementary • Sidney Elementary • Laurel Elementary • Wibaux K-12
Language Screen (OxEd) & Reading Screens	Arrowhead Elementary • Whitehall Elementary
Acadience Reading	Big Sky School • Fort Benton Elementary • Bozeman Elementary • Fromberg K-12 • Boulder Elementary • Hamilton K-12 • Butte Elementary • Montana City • Chinook Elementary • Reed Point Elementary • Cut Bank Elementary • Three Forks Elementary • East Helena K-12
EarlyBird	DeSmet Elementary • Missoula Elementary • Whitefish Elementary
Other Evaluation Methodology Tools	Participating Districts
Dreambox Reading	Dutton/Brady K-12 • Winifred K-12
IXL	Cardwell Elementary • Troy Elementary • Joliet Elementary
i-Ready	Cascade Elementary • Roy K-12 • Sheridan Elementary • Rosebud K-12 • Sun River Valley Elementary • Harrison K-12 • Belt Elementary

NWEA MAP	Stanford K-12 • Clinton Elementary
Star Reading	Valier Elementary • Lone Rock Elementary • Fairfield Elementary
Star Early Literacy	Victor K-12

Appendix C: Comprehensive List of Districts Offering Early Literacy Targeted Intervention by Program

District Name	Jumpstart	Classroom	Home-Based
Alberton K-12		X	
Alder-Upper Ruby		X	
Anaconda		X	X
Belgrade	X	X	X
Big Sky School K-12	X	X	
Belt		X	X
Billings	X	X	X
Bozeman	X	X	X
Bonner		X	
Boulder		X	
Bridger K-12		X	
Browning		X	
Canyon Creek			X
Cascade		X	
Cardwell		X	
Centerville		X	
Chester-Joplin Inverness		X	
Choteau		X	
Clinton		X	
Cohagen			X
Columbia Falls	X		
Darby K-12		X	
DeSmet		X	
Dutton/Brady		X	
East Helena K-12	X	X	
Fair-Mont-Egan		X	
Fairfield		X	
Fairview			X
Fort Benton		X	
Frazer		X	
Fromberg		X	
Froid		X	
Gallatin Gateway		X	
Geraldine K-12		X	

District Name	Jumpstart	Classroom	Home-Based
Geyser K-12		X	
Grass Range		X	
Great Falls	X	X	
Hamilton K-12	X	X	
Helena		X	
Helena Flats		X	
Hellgate		X	X
Highwood K-12		X	
Hysham K-12		X	
Independent	X		
Joliet	X	X	
Laurel	X	X	
Lewistown		X	
Libby K-12		X	
Lincoln K-12	X	X	
Livingston		X	
Lone Rock		X	X
Lockwood K-12	X	X	X
Missoula	X	X	
Moore		X	
Montana City	X	X	
North Star		X	
Park City		X	
Polson		X	
Poplar		X	
Power		X	
Reed Point		X	
Ronan		X	
Rosebud K-12		X	
Roy K-12		X	
Seeley Lake		X	
Shepherd			X
Sheridan		X	
Sidney		X	X
St Ignatius K-12		X	
St Regis K-12		X	
Stanford K-12		X	
Stevensville		X	
Sun River Valley		X	
Superior K-12		X	
Three Forks		X	
Troy		X	
Townsend K-12		X	
Twin Bridges K-12		X	

District Name	Jumpstart	Classroom	Home-Based
Ulm		X	
Valier	X		
Victor K-12		X	
Wibaux K-12			X
West Yellowstone K-12		X	
Winifred K-12		X	
Winnett K-12		X	
Whitefish		X	
Whitehall	X	X	X
Woodman		X	

Appendix D: Early Literacy Targeted Intervention Programs offered by Montana County

