Montana Office of Public Instruction

EARLY TARGETED INTERVENTIONS

(§20-7-1803, MCA)

Annual Report - September 2026

Presented to:
Education Interim Committee

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Executive Summary

Montana's Early Targeted Intervention (ETI) programs continued to expand during their second year of implementation, showing strong participation growth and measurable improvements in early literacy outcomes across the state. ETI provides voluntary, targeted support to eligible students through three programming models—Jumpstart, Classroom-Based, and Home-Based—with the goal of increasing early literacy proficiency and reducing the need for later intervention.

Program Impact Highlights

During the 2025-26 school year, the Jumpstart summer literacy program demonstrated substantial growth and improvement. **District participation increased by 57% over the program's first year, allowing schools to serve nearly 700 additional students**. Literacy gains were notable: 66% of enrolled students displayed measurable growth in at least one literacy skill area, with the strongest outcomes among students who attended consistently.

Classroom-Based Programming also produced significant results. **Of the 2,382 students who participated, 95% showed measurable improvement in at least one assessed literacy skill.** Following program participation, 67% of students were no longer eligible for ETI services—demonstrating reduced need for continued intervention and confirming the program's effectiveness at supporting students toward grade-level proficiency by third grade. These outcomes illustrate a clear and meaningful return on Montana's investment in early literacy initiatives.

Home-Based Learning saw expanded enrollment and improvements in program coordination, with **565 students actively using the Waterford platform, up from 129 in the program's inaugural year**. Literacy growth strongly aligned with time spent on the platform, indicating the potential for continued efficacy as parent engagement and system workflows improve.

Overall, **ETI programs served 5,230 students statewide** and continue to build momentum in addressing early literacy needs, supporting meaningful growth, and strengthening early learning outcomes aligned with legislative intent.

Overview of Report Contents

- **Introduction and Legislative Background:** Context for ETI, including statutory purpose, voluntary participation requirements, and expansion under HB 338 (2025).

- **Evaluation Methodology:** Overview of approved literacy and numeracy screeners, district flexibility, and statewide monitoring processes.

- **Participation Data:** Detailed metrics for Jumpstart, Classroom-Based, and Home-Based enrollment; district participation trends; and districts without ETI enrollment.

- **Program Efficacy Results:** Growth outcomes across all three programs, district perceptions of effectiveness, and correlations between program fidelity and student gains.

- **Implementation Challenges:** Staffing, scheduling, assessment workload, communication barriers, and technology or enrollment constraints across program types.

- **Family Feedback:** Parent perceptions of classroom-based and home-based programming, including reported improvements in early literacy skills and engagement.

- **Program Operations and Oversight:** District responsibilities, OPI supports, professional learning opportunities, and statewide data collection processes.

- **2026–27 Program Outlook:** Anticipated increases in district participation, refinements to home-based enrollment, planned professional development, and integration of numeracy screening.

- **Conclusion:** Summary of statewide impact, demonstrating ETI's effectiveness in increasing early literacy proficiency, reducing long-term intervention needs, and strengthening readiness for subsequent grade-level expectations.

- **Appendices:** Extensive appendices provide district-by-district methodology tools, participation lists, and year-to-year enrollment comparisons for each program.

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 § 20-7-1803, 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.

In 2025, the Montana Legislature passed HB 338. The Legislature found that the ability to read and perform math at or above grade level is essential for educational success. The Legislature also found that too many Montana children are not proficient in math and reading at the end of 3rd grade. The purpose of this legislation was to:

- provide parents with voluntary early interventions for their children;
- increase the number of children who are proficient in reading and math at the end of 3rd grade and in doing so, help children develop their full educational potential pursuant to Article X, section 1(1), of the Montana constitution; and
- foster a strong economic return for the state on early educational investment through enhancing Montana's skilled workforce and decreasing future reliance on social programs and the criminal justice system.

Monitoring and Evaluation of Early Targeted Interventions

Early Targeted Intervention: Approved Evaluation Methodology

The BPE established the Early Literacy Advisory Council (ELAC) 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.

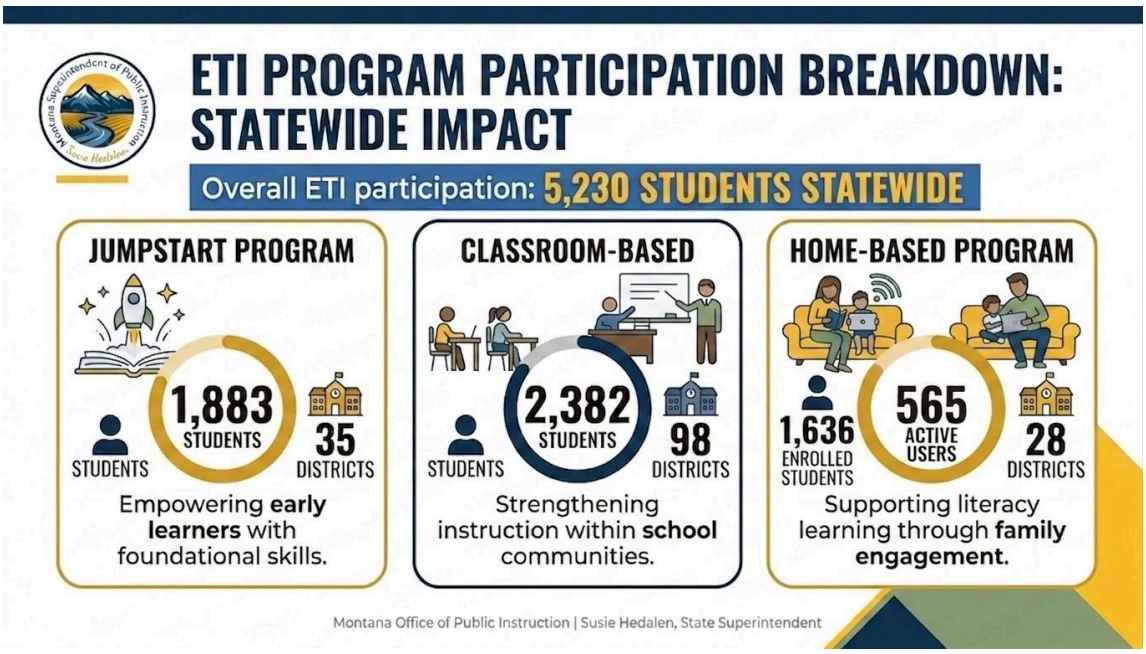
In 2025, the Legislature authorized HB 338, which included math and numeracy in the early targeted interventions. The Board reauthorized the Early Literacy Advisory Council as the Early Literacy and Numeracy Advisory Council to work to incorporate these new requirements into the already existing early targeted interventions statutes in 20-7-Part 18 , MCA. The Early Literacy and Numeracy Advisory Council was tasked with identifying required numeracy skills and compiling a list of screeners that comply with statutory requirements, a process mirroring the efforts of the Early Literacy Advisory Council (ELAC).

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 provided valuable insights into program reach, trends in early literacy/numeracy development, and areas for targeted support or resource allocation. Districts also employ diverse approaches regarding how the screener is delivered and who is responsible for its administration. To assist with screeners administration, the OPI is creating assessment guidance.

Appendix A and Appendix B share the selected evaluation methodology selected by each participating district, separated by grade levels. Details regarding the utilization of numeracy screeners will be featured in the 2027 report.

Participation Data

Overall Participation in ETI Programming - 2025-2026



5,230 students

participated in ETI programming for the 2025-26 school year.

Montana supported 5,230 unique students through its Early Targeted Intervention Programming during the 25/26 school year, which includes participants across the Jumpstart, Classroom-Based, and Home-Based programs.

Student Participation

School Year	Jumpstart	Classroom-Based	Home-Based
2025-2026	1,883	2,382	565
2024-2025	1,204	2,025	129

District Participation

School Year	Jumpstart	Classroom-Based	Home-Based
2025-2026	35	98	28
2024-2025	20	89	19

Jumpstart Programming Participation Data

Districts Offering Early Targeted Intervention Jumpstart Program

Number of Districts	Number of Enrolled Students
35	1,883

District Name: Jumpstart Programming	Enrolled	District Name: Jumpstart Programming	Enrolled
Anaconda Public Schools	53	Joliet Public Schools	4
Belgrade Public Schools	60	Laurel Public Schools	30
Belt Public Schools	10	Lockwood K-12	43
Big Timber Elementary	9	Lolo	40
Billings Public Schools	225	Lone Rock Elementary	29
Bozeman Public Schools	241	Missoula County Public Schools	213
Butte Public Schools	93	Montana City Elementary	12
Choteau Public Schools	11	Plentywood K-12 Schools	18
Columbia Falls Public Schools	50	Red Lodge Public Schools	11
Dutton/Brady K-12 Schools	9	Sidney Public Schools	43
East Helena K-12	98	Stevensville Public Schools	38

Ekalaka Public Schools	16	Target Range Elementary	19
Evergreen Elementary	19	Three Forks Public Schools	35
Great Falls Public Schools	131	Valier Public Schools	14
Hamilton K-12 Schools	27	Victor K-12 Schools	16
Hardin Public Schools	59	West Yellowstone K-12 Schools	34
Helena Public Schools	103	Whitefish Public Schools	51
Independent Elementary	19		

Jumpstart Early Literacy Screening and Enrollment by Grade Level - SY25-26

Grade Level	Number of Students Enrolled 2025-26	Number of Students Enrolled 2024-25
Prior to K	347	255
Prior to 1st	490	280
Prior to 2nd	547	335
Prior to 3rd	499	334
Total	1,883	1,204

Classroom-Based Programming Participation Data

Number of Districts Offering Classroom-Based Programming	Number of Enrolled Students
98	2,382

Districts Offering Early Targeted Intervention Classroom-Based Program SY25-26

District Name: Classroom-Based Programming	Enrolled Students		District Name: Classroom-Based Programming	Enrolled Students
Alberton K-12 Schools	8		Hysham K-12 Schools	10
Alder-Upper Ruby Elem.	1		Joliet Public Schools	17
Anaconda Elementary	44		Judith Gap Public Schools	1

District Name: Classroom-Based Programming	Enrolled Students		District Name: Classroom-Based Programming	Enrolled Students
Arrowhead Elementary	8		Kalispell Public Schools	106
Belgrade Public Schools	35		Laurel Public Schools	22
Belt Elementary	20		Lewistown Public Schools	30
Big Sky School District	17		Libby K-12 Schools	34
Big Timber Elementary	17		Lincoln K-12 Schools	7
Billings Public Schools	136		Livingston Elementary	29
Bonner Elementary	14		Lockwood K-12	28
Boulder Elementary	16		Lone Rock Elementary	24
Bozeman Public Schools	93		Miles City Public Schools	32
Bridger K-12 Schools	9		Missoula County Public Schools	218
Browning Public Schools	49		Montana City Elementary	48
Butte Elementary	71		Moore Public Schools	8
Cardwell Elementary	6		North Star Public Schools	2
Cascade Public Schools	11		Noxon Public Schools	5
Cayuse Prairie Elementary	11		Park City Public Schools	9
Centerville Elementary	8		Plains Public Schools	9
Chester-Joplin Inverness	14		Polson Public Schools	21
Choteau Elementary	24		Poplar Public Schools	18
Clancy Elementary	20		Power Public Schools	6
Clinton Elementary	16		Reed Point Public Schools	3
Columbia Falls Public Schools	32		Ronan Public Schools	33
Corvallis K-12 Schools	25		Rosebud Public Schools	5
Darby K-12 Schools	15		Roy K-12 Schools	5

District Name: Classroom-Based Programming	Enrolled Students		District Name: Classroom-Based Programming	Enrolled Students
DeSmet Elementary	15		Ryegate K-12 Schools	4
Dutton/Brady K-12 Schools	10		Seeley Lake Elementary	7
East Helena K-12	47		Sheridan Public Schools	9
Evergreen Elementary	28		St Ignatius K-12 Schools	13
Fair-Mont-Egan Elem.	15		St Regis K-12 Schools	6
Fairfield Public Schools	16		Stevensville Public Schools	19
Fairview Public School	15		Sun River Valley Public Schools	6
Fort Benton Public	12		Superior K-12 Schools	21
Froid Public Schools	5		Swan Valley Elementary	3
Fromberg Public Schools	5		Three Forks Public Schools	31
Gallatin Gateway Elementary	9		Townsend K-12 Schools	18
Geraldine Public Schools	1		Trout Creek Elementary	2
Geyser Public Schools	6		Troy Public Schools	9
Grass Range Elementary	3		Twin Bridges K-12 Schools	11
Great Falls Public Schools	110		Ulm Elementary	10
Greenfield Elementary	5		Victor K-12 Schools	14
Hamilton K-12 Schools	68		West Yellowstone K-12 Schools	13
Hardin Elementary	64		Whitefish Elementary	18
Helena Public Schools	144		Whitehall Public Schools	24
Helena Flats Elementary	17		Winifred K-12 Schools	15

District Name: Classroom-Based Programming	Enrolled Students		District Name: Classroom-Based Programming	Enrolled Students
Hellgate Elementary	53		Winnett K-12 Schools	2
Highwood Public Schools	1		Wolf Point Public Schools	18
Hinsdale Public Schools	5		Woodman Elementary	6

Home-Based Learning Participation Data

As of November 2025, 1,500 eligible students were enrolled in the Home-Based Learning program. A waitlist for home-based licenses was introduced in January 2026. Unused licenses—specifically from students who had never logged into the platform—were reallocated to those on the waitlist. This redistribution of resources ultimately pushed total enrollment for the home-based program past 1,500 students. **Within the home-based program, 565 out of the 1,636 enrolled students were actively engaged with the Waterford platform.** For the purposes of this report, 'active participation' means that they had logged on to the platform and completed at least one learning activity.

Number of Districts Enrolling Students for Home-Based Learning	Number of Students Enrolled in the Home-Based Learning	Active Participation in the Home-Based Learning
28	1,636*	565

*This number reflects the total number of eligible students enrolled in the home-based program during the SY25-26, including those that were eligible but did not take advantage of licenses that were then redistributed.

Districts Offering Early Targeted Intervention Home-Based Program SY25-26

District Name: Home-Based Learning Programming	Initial Number of Students Enrolled in the Home-Based Program	* Final Number of Eligible Students Enrolled in the Home-Based Program	Number of Eligible Students with Active Participation on Home-Based Program
Anaconda Public Schools	45	44	21

District Name: Home-Based Learning Programming	Initial Number of Students Enrolled in the Home-Based Program	* Final Number of Eligible Students Enrolled in the Home-Based Program	Number of Eligible Students with Active Participation on Home-Based Program
Belt Public Schools	33	32	16
Billings Public Schools	288	282	148
Bozeman Public Schools	446	426	147
Canyon Creek Elementary	30	28	9
Chinook Public Schools	29	29	4
Choteau Elementary	28	27	9
Circle Public Schools	9	9	4
Cleveland-Lone Tree Elementary	3	3	2
Cut Bank Public Schools	59	59	13
Dodson Public Schools	7	3	1
Ennis K-12 Schools	50	50	0
Evergreen Elementary	102	98	23
Frontier Elementary	19	17	4
Hardin Public Schools	18	17	17
Harlowton Public Schools	12	12	1
Havre Public Schools	18	18	2
Hays-Lodge Pole K-12 Schools	34	34	1
Hellgate Elementary	107	95	29
Independent Elementary	5	5	3
Lolo	65	64	30
Luther Elementary	3	2	2
Missoula County Public	42	41	26

District Name: Home-Based Learning Programming	Initial Number of Students Enrolled in the Home-Based Program	* Final Number of Eligible Students Enrolled in the Home-Based Program	Number of Eligible Students with Active Participation on Home-Based Program
Schools			
Red Lodge Public Schools	16	16	7
Sidney Public Schools	115	102	31
Somers Elementary	14	15	2
Thompson Falls Public Schools	31	29	11
Wibaux K-12 Schools	8	8	2
Totals	1,636	1,564	565

*Enrollment in the home-based program was terminated if a parent requested their student's non-participation. Additionally, when a student relocated, their program enrollment was ended unless they were determined to be eligible at their new school.

A comprehensive list of participating districts by program can be found in Appendix C.

Districts without Enrollment in Early Targeted Intervention Programs

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

Number of Districts Without ETI Programming/Participation
172

Districts Without Participation/Did not offer Programming		
Absarokee Public Schools	Frazer Public Schools	Pine Creek Elementary
Alzada Elementary	Frenchtown K-12 Schools	Pine Grove Elementary
Amsterdam Elementary	Gardiner Public Schools	Pioneer Elementary
Anderson Elementary	Garrison Elementary	Pleasant Valley Elementary
Arlee Elementary	Gildford Colony Elementary	Plevna K-12 Schools

Districts Without Participation/Did not offer Programming		
Ashland Elementary	Glasgow K-12 Schools	Polaris Elementary
Auchard Creek Elementary	Glendive Elementary	Potomac Elementary
Augusta Public Schools	Golden Ridge Elementary	Pryor Elementary
Avon Elementary	Grant Elementary	Ramsay Elementary
Ayers Elementary	Greycliff Elementary	Rapelje Public Schools
Bainville K-12 Schools	Hall Elementary	Rau Elementary
Baker K-12 Schools	Harlem Public Schools	Reichle Elementary
Bear Paw Elementary	Harrison K-12 Schools	Richey Elementary
Belfry K-12 Schools	Hawks Home Elementary	Roberts K-12 Schools
Benton Lake Elementary	Heart Butte K-12 Schools	Rocky Boy Public Schools
Biddle Elementary	Helmville Elementary	Ross Elementary
Big Sandy Public Schools	Hobson K-12 Schools	Roundup Public Schools
Bigfork Elementary	Hot Springs Public Schools	S Y Elementary
Birney Elementary	Huntley Project K-12 Schools	Saco Public Schools
Bloomfield Elementary	Jackson Elementary	Savage Elementary
Blue Creek Elementary	Jordan Elementary	Scobey K-12 Schools
Box Elder Elementary	Kester Elementary	Shelby Elementary
Broadus Public Schools	Kila Elementary	Shepherd Public Schools
Broadview Public Schools	King Colony Elementary	Shields Valley Elementary
Brockton Public Schools	Kinsey Elementary	Smith Valley Elementary
Brorson Elementary	Kircher Elementary	Spring Creek Elementary
Bynum Elementary	Knees Elementary	Spring Creek Colony Elementary
Charlo Public Schools	Lambert Public Schools	Springhill Elementary
Cohagen Elementary	Lame Deer Public Schools	Stanford K-12 Schools
Colstrip Public Schools	LaMotte Elementary	Sunburst K-12 Schools
Columbus Public Schools	Lavina K-12 Schools	Sunset Elementary
Conrad Elementary	Liberty Elementary	Swan Lake-Salmon Elementary
Cooke City Elementary	Lima K-12 Schools	Swan River Elementary
Cottonwood Elementary	Lindsay Elementary	Target Range Elementary
Creston Elementary	Lodge Grass Public Schools	Terry K-12 Schools
Culbertson Elementary	Lustre Elementary	Trail Creek Elementary
Custer K-12 Schools	Malmborg Elementary	Trego Elementary
Davey Elementary	Malta K-12 Schools	Trinity Elementary
Deer Creek Elementary	Manhattan Public Schools	Turner Public Schools
Deer Lodge Elementary	Marion Elementary	Upper West Shore Elementary
Deer Park Elementary	McCormick Elementary	Valley View Elementary

Districts Without Participation/Did not offer Programming		
Deerfield Elementary	McLeod Elementary	Vaughn Elementary
Denton Elementary	Medicine Lake K-12 Schools	Vida Elementary
Dillon Elementary	Melstone Public Schools	West Glacier Elementary
Divide Elementary	Melville Elementary	West Valley Elementary
Dixon Elementary	Miami Elementary	Westby K-12 Schools
Drummond Public Schools	Monforton Elementary	White Sulphur Springs K-12
Dupuyer Elementary	Morin Elementary	Whitewater K-12 Schools
East Glacier Park Elementary	Mountain View Elementary	Willow Creek Public Schools
Ekalaka Elementary	Nashua K-12 Schools	Wisdom Elementary
Elder Grove Elementary	North Harlem Colony Elementary	Wise River Elementary
Elliston Elementary	Nye Elementary	Wolf Creek Elementary
Elysian Elementary	Olney-Bissell Elementary	Wyola Elementary
Eureka Public Schools	Opheim K-12 Schools	Yaak Elementary
Fishtail Elementary	Ovando Elementary	Yellowstone Academy Elementary
Florence-Carlton K-12 Schools	Pass Creek Elementary	Zurich Elementary
Forsyth Elementary	Pendroy Elementary	
Fortine Elementary	Phillipsburg K-12 Schools	

Efficacy of Interventions

(5) Pursuant to § 20-7-104, MCA, 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.
- **Eligibility:** 24% of enrolled Jumpstart students are no longer eligible for ETI programming, due to their growth elevating student achievement above district eligibility requirements.
- **Measured Growth:** Approximately 66% of participating students showed measurable gains from their initial screener to their fall literacy assessment.
- **Prevention of Learning Loss**: Students who did not demonstrate measurable growth maintained their existing skills, preventing the typical "summer slide."

- **District Perceptions of Effectiveness:** The overwhelming majority of responses were positive, with 95% (53% Agree + 42% Strongly Agree) expressing a positive view on the program's effectiveness.
    - Based on the data, the non-positive responses—those indicating "Neutral" or "Disagree"—are very low, totaling 2 out of 36 responses (5%). This small percentage suggests that while the program is overwhelmingly viewed positively, there is a very minor portion of the sample that either did not find it effective or had no strong opinion.

Key Observations

- **Demonstrated Literacy Gains:** 66% of enrolled students demonstrated measurable gains in literacy skills from their initial screener to their fall assessment. Growth was observed across critical domains, including oral reading fluency, overall literacy proficiency, and oral language development.
- **Mitigation of "Summer Slide"**: A critical observation is the program's effectiveness in preventing learning loss. Even among students who did not demonstrate measurable growth, the program successfully helped them maintain their existing skills, preventing the regression often associated with out-of-school months.
- **Impact of Attendance:** Consistent attendance is identified as a key driver of success, as the strongest literacy gains were documented among those students who attended the program consistently.
- **Reduction in Intervention Eligibility:** The program is successfully helping students move toward proficiency; 24% of students enrolled in Jumpstart were no longer eligible for ETI programming following their participation.
- **High District Satisfaction:** There is strong stakeholder buy-in for the program, with 96% of districts expressing a positive view on its effectiveness.

Jumpstart Summer Literacy Program: 2024–2025 MAST Reading Results

Overview

Of the 11,402 Montana students with 2024–2025 MAST reading results, 317 students (2.8%) participated in the Jumpstart summer literacy program, while 11,085 students (97.2%) did not participate. Longitudinal data is not yet available, as there is only one group of students who participated in Jump Start prior to 3rd grade that have statewide assessment results.

Performance Level Comparison

Performance Level	All 3rd Grade Students (n=11,402)	Non-Participants (n=11,085)	Participants (n=317)
Novice	33.1%	32.2%	65.6%

Nearing Proficient	31.1%	31.2%	26.8%
Proficient	28.7%	29.3%	6.9%
Advanced	7.1%	7.3%	0.6%
Proficient + Advanced	35.8%	36.6%	7.5%
Novice + Nearing Proficient	64.2%	63.4%	92.4%

Key Observations

- Although initial statewide assessment data reveals a proficiency gap between Jumpstart participants and non-participants, the positive growth trends detailed above indicate that students are making progress toward proficiency, even if they are not yet fully proficient.

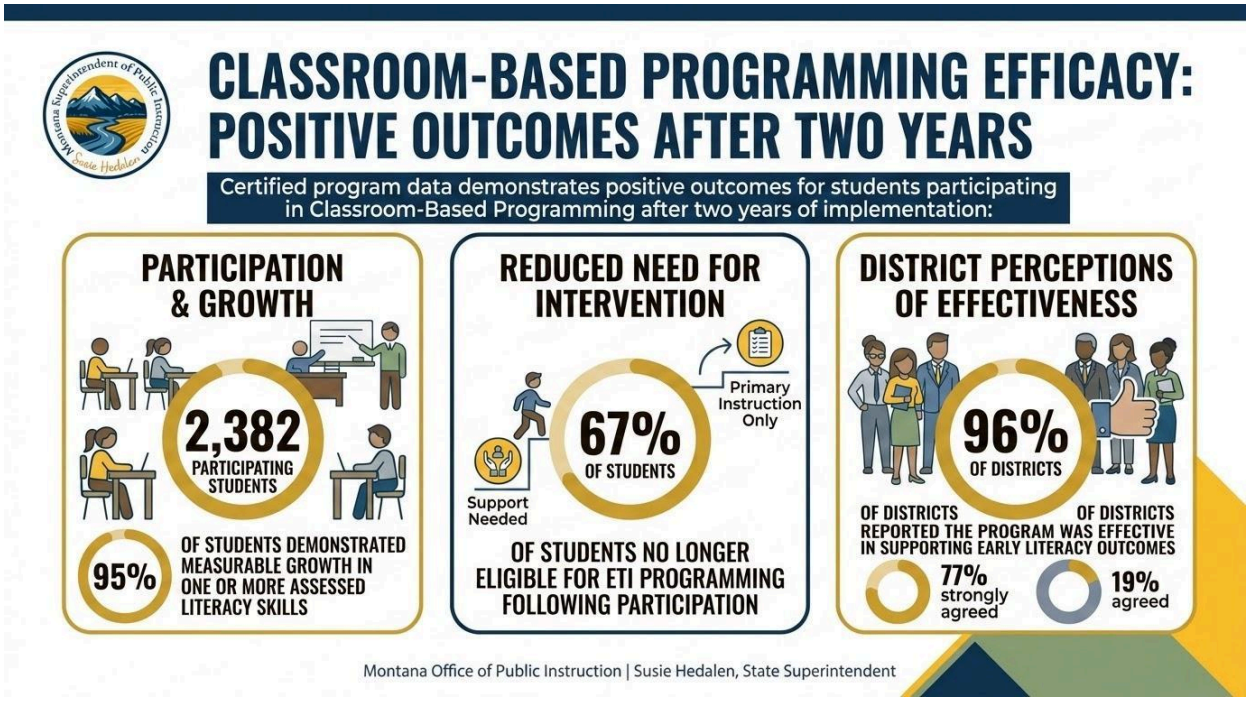
Interpretive Context

This is the first cohort of any students participating in the ETI programming, during the summer of 2024 and taking the MAST assessment in the 2024-2025 school year.

Jumpstart eligibility and enrollment are determined at the district level, and districts vary in how they identify students for the program and in program capacity. As a result, the participant group does not represent a random or standardized statewide sample; it reflects local district criteria and available seats, which differ from district to district.

The performance gap observed between participants and non-participants is consistent with districts using the program to target students already identified as struggling readers. However, because eligibility criteria are not standardized or reported at the state level, this data cannot confirm that intended targeting explains the entire gap, nor can it rule out other contributing factors (such as differences in district resources, prior instruction, student attendance, or student mobility).

Classroom-Based Programming Efficacy



Certified program data demonstrates positive outcomes for students participating in Classroom-Based Programming after two years of implementation:

- **Participation**: 2,382 students participated in Classroom-Based Programming during the reporting period.
- **Student Growth**: Approximately 95% of participating students demonstrated measurable growth in one or more assessed literacy skills.
- **Reduced Need for Intervention**: Following participation, 67% of students were no longer eligible for ETI programming.
- **District Perceptions of Effectiveness:** 96% of districts (77% strongly agreed, 19% agreed) reported the Classroom-Based program was effective in supporting early literacy outcomes.

Key Observations

- **Reduced Long-term Intervention Needs**: The program is successfully meeting its objective of bringing students closer to proficiency; 67% of participants no longer required ETI programming following their participation, suggesting the intervention is effectively closing learning gaps.
- **Strong Stakeholder Buy-in**: There is an overwhelming consensus among districts regarding the program's utility, with a 96% approval rate. The fact that 77% of

districts "strongly agreed" it was effective indicates high confidence in the program's implementation and outcomes.

- **Alignment with Legislative Goals**: These results, achieved during the second year of implementation, validate the return on investment for early literacy initiatives and directly support the legislative goal of increasing the number of students reading proficiently by the third grade.

Home-Based Programming Efficacy

Participation:

- 565 of the 1,636 eligible students utilized the Home-Based Learning platform, Waterford, during the reporting period.
- A total of 72 students met the recommended 1,500-minute threshold.

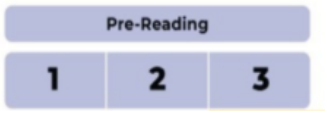
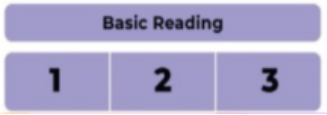
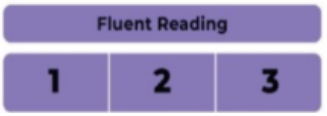
Student Growth:
Student participants were broken up into usage groups by the amount of time spent actively using the Home-Based Learning platform.

Average reading growth by usage groups:

- Less than 100 mins: 0.19 segments of growth (n=147)
- 100-499 mins: 0.56 segments of growth (n=223)
- 500-999 mins: 1.12 segments of growth (n=72)
- 1,000-1,499 mins: 1.76 segments of growth (n=51)
- 1,500+ mins: 2.67 segments of growth (n=72)

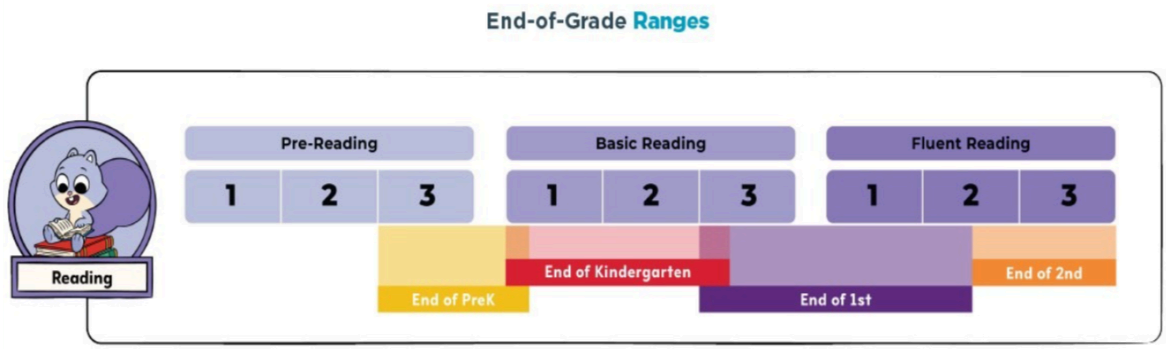
The Home-Based Learning platform:

- Students are placed at a reading level based on a diagnostic assessment within the platform.
- 3 Levels: Pre-Reading → Basic Reading → Fluent Reading
- Each level has 3 segments, for a total of 9 segments along the full progression.

Pre-Reading:	
Basic Reading	
Fluent Reading	

Student Segment of Growth Defined:

- 1 segment of growth = meaningful movement within one of the nine structured reading segments.
- 2 segments of growth = exceeds one full academic year of typical reading development
- 3+ segments = accelerated growth well beyond grade-level benchmarks.



District Perceptions of Effectiveness: 73% of districts (71% agree, 2% strongly agree) reported the Home-Based Learning Program was effective, 18% were neutral, and 9% reported negative perceptions (7% disagree, 2% strongly disagree).

Key Observations

- The primary challenge in effectively executing the home-based program remains the level of parental involvement and sustained student engagement
- The introduction of Waterford reading challenges (winter and summer reading competitions) successfully led to higher participation.
- There is a strong, positive correlation between the time spent on the platform and reading growth. Students who reached the 1,500-minute threshold achieved an average of 2.67 segments of growth, compared to only 0.19 segments for those using it for less than 100 minutes.
- The district's perception of the home-based program's effectiveness experienced a dramatic 40% increase during the 25/26 school year.

ETI Implementation Challenges

The implementation challenge data was provided by school districts and synthesized by ETI program and theme.

Jumpstart Program

Time and Duration Demands

- The total commitment of 120 hours over a minimum of four weeks was viewed as excessive for primary-grade students, which hindered recruitment efforts.

Scheduling and Timing

- Programs launched too soon after the regular school year, which did not provide adequate time for staff and students to take a break.

Staffing Hurdles

- Recruiting staff for small-group instruction was a challenge, as was finding enough CDL drivers to support summer transportation needs

Parental Engagement

- Securing buy-in was a significant barrier; families struggled with the long time commitment, scheduling conflicts, and childcare needs, with some parents requesting earlier pickups.

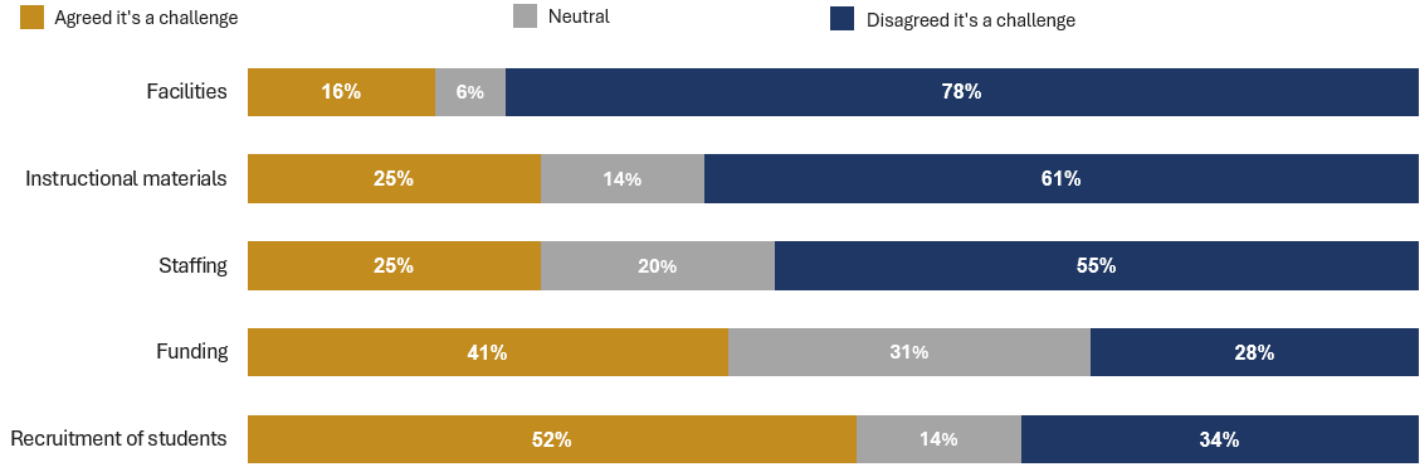
Attendance and Recruitment

- The program faced inconsistency in student attendance, with some students dropping out after the first month. Additionally, the program struggled to compete with other summer commitments like sports and summer camps.

School districts were asked to utilize a Likert scale to report the extent to which they encountered challenges during the implementation of the **Jumpstart** program.

Jumpstart Programming Perceived Challenges

Percent of district-level respondents who agreed, were neutral, or disagreed that each area posed a challenge



Challenge area	Agree	Neutral	Disagree
Facilities	16%	6%	78%
Instructional materials	25%	14%	61%
Staffing	25%	20%	55%
Funding	41%	31%	28%
Recruitment of students	52%	14%	34%

Classroom-Based Program

Funding & Sustainability

- High startup costs (furniture, playground, materials) without initial funding; financial strain of requiring two full-time staff; sustainability concerns due to declining enrollment.

Staffing & Recruitment

- Difficulty finding and retaining qualified early childhood teachers and paraprofessionals; frequent reliance on emergency/provisional licenses; challenges securing substitutes.

Student Attendance

- Frequent absenteeism caused by illness, life circumstances, or parental priorities, which disrupts instructional routines, progress tracking, and student growth.

Instructional Needs

- Challenges managing mixed-age groups (e.g., PreK/K1); difficulty addressing wide variance in developmental readiness, behavioral support, and self-regulation needs.

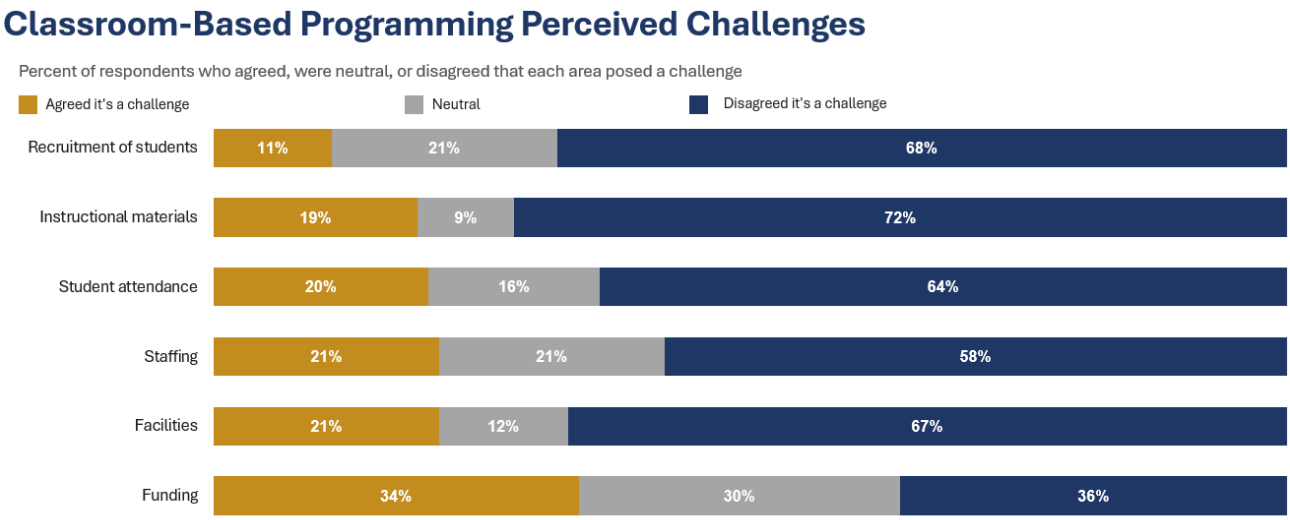
Student Recruitment

- Difficulty attracting sufficient amount of eligible students, particularly in small/rural districts with competition from neighboring areas.

Assessment & Reporting

- Time-consuming nature of screening/testing; complexity of aligning early childhood schedules (e.g., 4-day weeks) with standard K-12 and Infinite Campus systems.

School districts were asked to utilize a Likert scale to report the extent to which they encountered challenges during the implementation of the **classroom-based program.**



Challenge area	Agree	Neutral	Disagree
Funding	34%	30%	36%
Facilities	21%	12%	67%
Staffing	21%	21%	58%
Student attendance	20%	16%	64%
Instructional materials	19%	9%	72%
Recruitment of students	11%	21%	68%

Family Engagement and Buy-in

- The most significant barrier is securing and maintaining consistent parent involvement. Many parents struggle with follow-through after initial sign-up, often due to time constraints, difficulty understanding the program, or personal circumstances. Some families also expressed concerns about screen time, the nature of computer-based interventions for young children, or uncertainty regarding how student data is used.

Operational and Communication Barriers

- Coordinating the program across different organizations and databases has proven cumbersome. Additionally, staff reported that communication structures between the district, OPI, and Waterford were often unclear, leaving teachers without answers when students or parents had platform-specific questions. The lack of in-person support from Waterford, combined with difficulties reaching the parent liaison, hindered resolution of these issues.

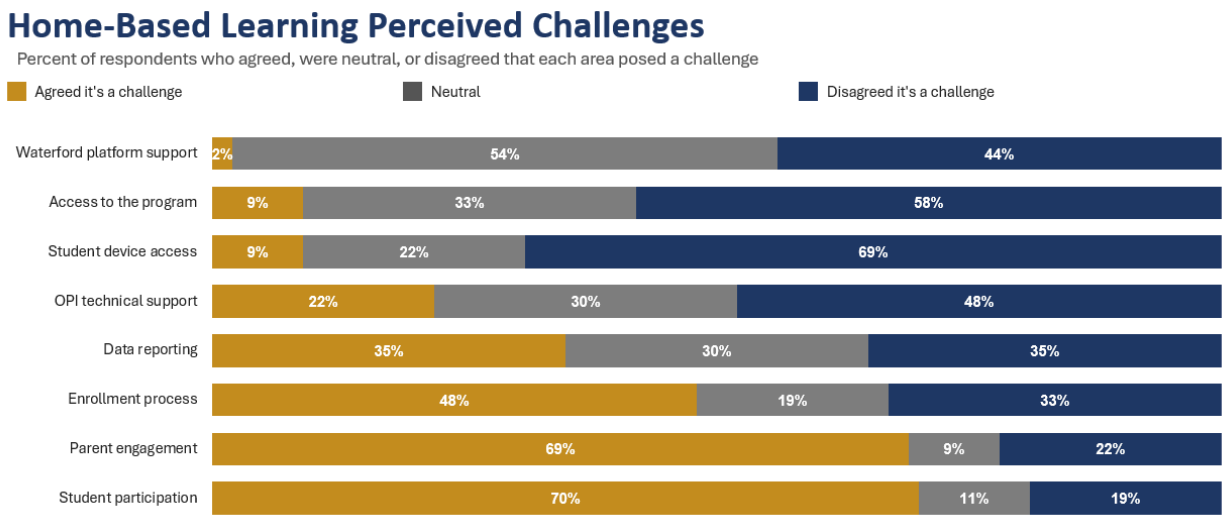
Implementation and Resource Logistics

- Practical hurdles include a lack of devices for students, delays in license availability, and difficulties with the enrollment process in systems like Infinite Campus. Teachers also noted that the program's curriculum did not always align well with classroom materials, making it harder to reinforce learning between home and school.

Sustainability and Scalability

- Because of the heavy staff time required to recruit families, manage participation, and provide support, some feedback questioned the scalability of a district-wide home-based model. Consequently, some educators suggest that resources might be more effectively directed toward school-based interventions, where students are more consistent in their participation.

School districts were asked to utilize a Likert scale to report the extent to which they encountered challenges during the implementation of the **home-based program.**

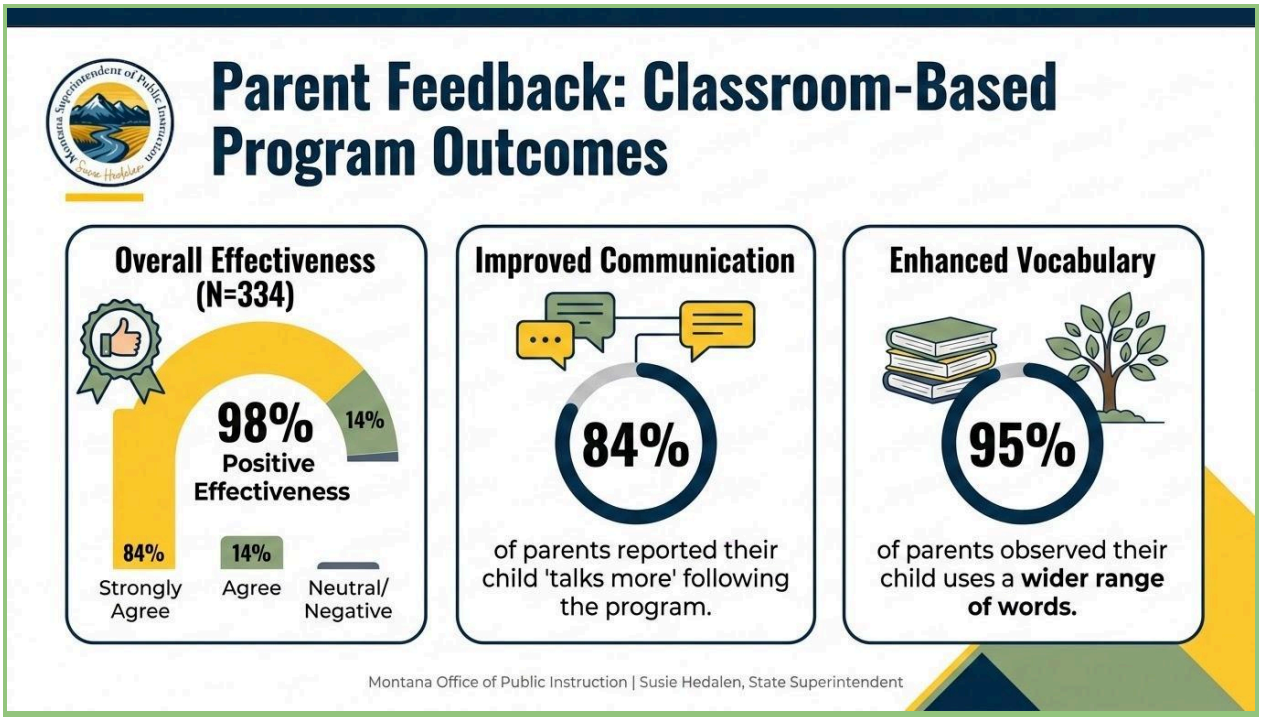


Challenge area	Agree	Neutral	Disagree
Student participation	70%	11%	19%
Parent engagement	69%	9%	22%
Enrollment process	48%	19%	33%
Data reporting	35%	30%	35%
OPI technical support	22%	30%	48%
Student device access	9%	22%	69%
Access to the program	9%	33%	58%
Waterford platform support	2%	54%	44%

Family Feedback on Early Targeted Interventions Program

During the spring of 2026, the OPI distributed a feedback survey to parents, guardians, and caregivers of students who participated in ETI 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 342 survey responses were received from 36 districts offering either Classroom-Based and/or 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 334 responses, 98% of parents (84% strongly agree, 14% agree) reported the program was effective, with only 1% neutral and 1% negative perceptions.
    - Parents also reported gains in communication and vocabulary, with 84% noting their child talks more and 95% reporting increased vocabulary use.
- Early literacy skills were particularly strong:
    - 97% of parents reported improved recognition of letters, sounds, and words, and
    - 96% observed their child more readily rhyming, playing, or experimenting with words and sounds.
- Parental feedback regarding the classroom-based program in 2026 aligned with the responses collected in 2025.

- **ETI Family Testimonials on Classroom-Based Programming:**
    - **Anaconda Public Schools:** "I feel like my child will be more ready for kindergarten because he has been in a classroom-based program. His vocabulary has greatly improved and he is curious about the things around him."
    - **Kalispell Public Schools:** "We absolutely love this program. Our child improved his vocabulary and letter recognition. His social/emotional development has been impacted by this program the most and we are forever grateful that he was given this opportunity!"

- **Choteau Elementary:** "This has been one of our best public school experiences. We cannot believe how much our daughter has learned this year. She is now beyond ready for kindergarten. "

Parent/Caregiver Perceptions of Home-Based Programming:

- Parent feedback on Home-Based learning indicates generally positive outcomes, though the sample size was smaller, with 22 respondents. Among these families, 50% reported their child talks more and 68% noted increased vocabulary use.
- Early literacy skills were also supported, with 82% of parents reporting improved recognition of letters, sounds, and words, and 77% 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.
- Information collected from parents regarding the home-based program aligned with the data obtained from families in 2025.

Program Overview and Implementation

District Program Responsibilities

- School districts set their own cut scores on approved screeners to determine eligibility for Early 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 May/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: This biweekly community of practice offers sessions focused on program implementation, foundational literacy skills, instructional strategies, and leadership supports. Recordings are made available online for

statewide access.
    - The initial meeting provided participants with relevant field knowledge. In a follow-up session, participants shared their progress on the action items assigned during the preceding meeting.
    - We had 395 participants participate in the virtual early learning series this year.

- **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 ETIs 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 and numeracy goals.

Early Targeted Intervention 2026–27 Program Outlook

- **District Participation**
    - In 2025–26, 123 districts confirmed participation in ETI programs.
    - For 2026–27, 130 districts have indicated their intent to participate, reflecting growing statewide engagement.

- **Jumpstart Programs**
    - In 2025–26, 1,883 students were enrolled in Jumpstart programs.
    - Thirty-four districts have indicated their intent to run Summer Jumpstart programs for the 2026–27 school year.

- **Home-Based Program Enrollment & Program Enhancements**
    - An expansion in the number of districts providing the home-based program is expected for the 2026-27 school year.
    - To participate, eligible students must have a home-based record set up within Infinite Campus. This record will contain parent or guardian contact details alongside documentation of when consent for student participation was provided.

- **Continued Professional Learning & Training Opportunities**

    - The OPI is currently assessing the field's requirements. Future learning and training options will be provided in alignment with district feedback.
    - The OPI will provide professional development units to individuals who complete courses within the PK-5 Structured Literacy Program.

- **Addition of Early Numeracy**

  Beginning in the 2026-27 school year, school districts will have the opportunity to use numeracy as a qualifying criterion to determine student eligibility for early targeted intervention programming.

Conclusion

Overall, the ETI programs in Montana, serving 5,230 students, have shown a clear effect on developing early literacy skills, avoiding learning loss, and preparing students for the upcoming school year. Data from Home-Based, Classroom-Based, and Jumpstart Programming indicates that timely, focused support can elevate proficiency results, decrease the requirement for ongoing assistance, and foster enduring academic achievement. Such initiatives are well-aligned with state legislative objectives to enhance early reading proficiency and help learners reach grade-level standards.

Appendices:

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

Approved Evaluation Methodology Tool	Total Using	Participating Districts
Acadience Reading PreK (PELI)	43	Anaconda Elementary • Belgrade Public Schools •Big Timber Elementary• Boulder Elementary • Bozeman Public Schools • Bridger K-12 • Browning Public Schools • Butte Public Schools • Cardwell Elementary • Cayuse Prairie Elementary • Chinook Public Schools • Corvallis K-12 • Darby K-12 • Dodson Public Schools • Dutton/Brady K-12 Schools • East Helena K-12 • Fair-Mont-Egan Elementary • Fort Benton Public • Fromberg Public Schools • Geraldine Public Schools • Geyser Public Schools • Great Falls Public Schools • Hamilton K-12 • Hardin Elementary • Havre Public Schools • Helena Flats Elementary • Helena Public Schools • Hinsdale Public Schools • Independent Elementary • Laurel Public Schools • Libby K-12 • Lincoln K-12 Schools • Lolo • North Star Public Schools • Poplar Public Schools • Reed Point Public Schools• Stevensville Public Schools • St. Regis K-12 Schools • Superior K-12 Schools • Twin Bridges K-12 Schools • Victor K-12 • West Yellowstone K-12 Schools • Wolf Point Public Schools
Assessment of Story Comprehension (ASC)	1	Winifred K-12 Schools
Early Bird	10	Arrowhead Elementary • Big Sky School District• DeSmet Elementary • Evergreen Elementary • Judith Gap Public • Kalispell Public Schools • Lockwood K-12 • Missoula County Public Schools • Roy K-12 • Whitefish Public Schools
Get Ready to Read!	2	Hellgate Elementary • Woodman Elementary
Language Screen (OxEd) & Reading Screens for Oral Language	6	Ekalaka Public Schools • Lewistown Public Schools • Livingston Public Schools • Ryegate K-12 Schools • Three Forks Public Schools • Whitehall Public Schools
myIGDIs	8	Clancy Elementary • Canyon Creek Elementary • Cascade Public Schools • Montana City Elementary • Park City Public Schools • Polson Public Schools • Sidney Public Schools • Townsend K-12 Schools
Test of Preschool Early Literacy (TOPEL)	13	Alder-Upper Ruby Elementary • Bonner Elementary • Centerville Elementary • Chester Joplin-Inverness • Grass Range Public Schools • Hysham K-12 Schools • Noxon Public Schools • Rosebud Public Schools •

		Sheridan Public Schools • Sun River Valley Public Schools • Swan Valley Elementary • Troy Public Schools • Ulm Elementary
Quick Interactive Language Screener (QUILS)	1	Choteau Public Schools
Other Methodology Tools	**Total Using**	**Participating Districts**
Brigance	2	Plentywood K-12 Schools • Winnett K-12 Schools
DIAL	2	Greenfield Elementary • Luther Elementary
DIBELS	2	Red Lodge Public Schools • Ronan Public Schools
District Assessment	1	Belt Public Schools
Fastbridge	5	Billings Public Schools • Circle Public Schools • Miles City Public Schools • Thompson Falls Public Schools • Wibaux K-12
Kaufmann Test of Educational Achievement Letter and Word Recognition subtest	1	Livingston Public Schools
iReady	1	Joliet Elementary
IXL	1	Moore Public Schools
NWEA MAP	1	Frontier Elementary
Star CBM	1	Somers Elementary
Star Early Literacy	17	Alberton K-12 Schools • Cleveland-Lone Tree Elementary • Clinton Elementary • Columbia Falls Public Schools • Cut Bank Public Schools • Ennis K-12 Schools • Fairfield Public Schools • Fairview Public Schools • Froid Public Schools • Gallatin Gateway Elementary • Highwood Public Schools • Lone Rock Elementary • Plains Public Schools • Power Public Schools • St. Ignatius K-12 • Seeley Lake Elementary • Valier Public Schools

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	Total Using	Participating Districts
Aimsweb Plus	9	Belt Public Schools • Canyon Creek Elementary• Choteau Public Schools • Evergreen Elementary • Hardin Elementary • Independent Elementary • Lockwood K-12 • Lolo • Stevensville Public Schools
Easy CBM	1	Columbia Falls Public Schools
DIBELS 8th	7	Anaconda Elementary • Big Timber Elementary • Great Falls Public Schools •Hellgate Elementary • Luther Elementary • Red Lodge Public Schools • West Yellowstone K-12 Schools
Fastbridge	8	Belgrade Public Schools • Billings Public Schools • Circle Public Schools • Ennis K-12 Schools • Laurel Public Schools • Sidney Public Schools • Thompson Falls Public Schools • Wibaux K-12
Language Screen (OxEd) & Reading Screens	1	Ekalaka Public Schools
Acadience Reading	11	Bozeman Public Schools • Butte Public Schools • Hamilton K-12 • Chinook Public Schools• Cut Bank Public Schools • Dodson Public Schools • Dutton/Brady K-12 Schools • East Helena K-12 • Montana City Elementary • Target Range Elementary •Three Forks Public Schools
EarlyBird	2	Missoula County Public Schools • Whitefish Public Schools
Other Evaluation Methodology Tools	**Total Using**	**Participating Districts**
HMH Growth Measure Reading Assessment	1	Hays-Lodge Pole K-12 Schools
IXL	1	Joliet Elementary
i-Ready	2	Belt Elementary • Helena Public Schools •
NWEA MAP	2	Frontier Elementary • Plentywood K-12 Schools
Star Reading	3	Harlowton Public Schools • Lone Rock Elementary • Valier Public Schools
Star Early Literacy	2	Somers Elementary • Victor K-12

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

District Name	Jumpstart	Classroom	Home-Based
Alberton K-12 Schools		X	
Alder-Upper Ruby Elementary		X	
Anaconda Public Schools	X	X	X
Arrowhead Elementary		X	
Belgrade Public Schools	X	X	
Belt Public Schools	X	X	X
Big Sky School District #72		X	
Big Timber Elementary	X	X	
Billings Public Schools	X	X	X
Bonner Elementary		X	
Boulder Elementary		X	
Bozeman Public Schools	X	X	X
Bridger K-12 Schools		X	
Browning Public Schools		X	
Butte Public Schools	X	X	
Canyon Creek Elementary			X
Cardwell Elementary		X	
Cascade Public Schools		X	
Cayuse Prairie Elementary		X	
Centerville Public Schools		X	
Chester-Joplin Inverness PS		X	
Chinook Public Schools			X
Choteau Public Schools	X	X	X
Circle Public Schools			X
Clancy Elementary		X	
Cleveland- Lone Tree Elementary			X
Clinton Elementary		X	
Columbia Falls Public Schools	X	X	
Corvallis K-12 Schools		X	
Cut Bank Public Schools			X
Darby K-12 Schools		X	
DeSmet Elementary		X	
Dodson Public Schools			X
Dutton/Brady K-12 Schools	X	X	
East Helena K-12	X	X	
Ekalaka Public Schools	X		
Ennis K-12 Schools			X
Evergreen Elementary	X	X	X
Fair-Mont-Egan Elementary		X	
Fairfield Public Schools		X	
Fairview Public Schools		X	
Fort Benton Public Schools		X	

District Name	Jumpstart	Classroom	Home-Based
Frontier Elementary			X
Froid Public Schools		X	
Fromberg Public Schools		X	
Gallatin Gateway Elementary		X	
Geraldine Public Schools		X	
Geyser Public Schools		X	
Grass Range Public Schools		X	
Great Falls Public Schools	X	X	
Greenfield Elementary		X	
Hamilton K-12 Schools	X	X	
Hardin Public Schools	X	X	X
Harlowton Public Schools			X
Havre Public Schools			X
Hays-Lodge Pole Public Schools			X
Helena Public Schools	X	X	
Helena Flats Elementary		X	
Hellgate Elementary		X	X
Highwood Public Schools		X	
Hinsdale Public Schools		X	
Hysham K-12 Schools		X	
Independent Elementary	X		X
Joliet Public Schools	X	X	
Judith Gap Public Schools		X	
Kalispell Public Schools		X	
Laurel Public Schools	X	X	
Lewistown Public Schools		X	
Libby K-12 Schools		X	
Lincoln K-12 Schools		X	
Livingston Public Schools		X	
Lockwood K-12	X	X	
Lolo	X		X
Lone Rock Elementary	X	X	
Luther Elementary			X
Miles City Public Schools		X	
Missoula County Public Schools	X	X	X
Moore Public Schools		X	
Montana City Elementary	X	X	
North Star Public Schools		X	
Noxon Public Schools		X	
Park City Public Schools		X	
Plains Public Schools		X	
Plentywood K-12 Schools	X		
Polson Public Schools		X	
Poplar Public Schools		X	
Power Public Schools		X	

District Name	Jumpstart	Classroom	Home-Based
Red Lodge Public Schools	X		X
Reed Point Public Schools		X	
Ronan Public Schools		X	
Rosebud Public Schools		X	
Roy K-12 Schools		X	
Ryegate K-12 Schools		X	
Seeley Lake Elementary		X	
Sheridan Public Schools		X	
Sidney Public Schools	X		X
Somers Elementary			X
St Ignatius K-12 Schools		X	
St Regis K-12 Schools		X	
Stanford K-12 Schools			
Stevensville Public Schools	X	X	
Sun River Valley Public Schools		X	
Superior K-12 Schools		X	
Swan Valley Elementary		X	
Target Range Elementary	X		
Thompson Falls Public Schools			X
Three Forks Public Schools	X	X	
Townsend K-12 Schools		X	
Trout Creek Elementary		X	
Troy Public Schools		X	
Twin Bridges K-12 Schools		X	
Ulm Elementary		X	
Valier Public Schools	X		
Victor K-12 Schools	X	X	
Wibaux K-12 Schools			X
West Yellowstone K-12 Schools	X	X	
Winnett K-12 Schools		X	
Whitefish Public Schools	X	X	
Whitehall Public Schools		X	
Winifred K-12 Schools		X	
Wolf Point Public Schools		X	
Woodman Elementary		X	

Appendix D: Classroom-Based Program Enrollment Comparison (24/25 vs. 25/26)

District Name: Classroom-Based Programming	24-25 Enrolled Students	25-26 Enrolled Students		District Name: Classroom-Based Programming	24-25 Enrolled Students	25-26 Enrolled Students
Alberton K-12 Schools	8	8		Hysham K-12 Schools	4	10
Alder-Upper Ruby Elem.	3	1		Joliet Public Schools	14	17
Anaconda Elementary	47	44		Judith Gap Public Schools	1	1
Arrowhead Elementary	8	8		Kalispell Public Schools	90	106
Belgrade Public Schools	18	35		Laurel Public Schools	30	22
Belt Elementary	19	20		Lewistown Public Schools	14	30
Big Sky School District	18	17		Libby K-12 Schools	33	34

District Name: Classroom-Based Programming	24-25 Enrolled Students	25-26 Enrolled Students		District Name: Classroom-Based Programming	24-25 Enrolled Students	25-26 Enrolled Students
Big Timber Elementary	0	17		Lincoln K-12 Schools	9	7
Billings Public Schools	126	136		Livingston Elementary	30	29
Bonner Elementary	30	14		Lockwood K-12	30	28
Boulder Elementary	13	16		Lone Rock Elementary	34	24
Bozeman Public Schools	72	93		Miles City Public Schools	0	32
Bridger K-12 Schools	13	9		Missoula County Public Schools	164	218
Browning Public Schools	54	49		Montana City Elementary	34	48
Butte Elementary	53	71		Moore Public Schools	10	8
Cardwell Elementary	3	6		North Star Public Schools	5	2
Cascade Public Schools	8	11		Noxon Public Schools	0	5
Cayuse Prairie Elementary	10	11		Park City Public Schools	7	9
Centerville Elementary	9	8		Plains Public Schools	0	9
Chester-Joplin Inverness	7	14		Polson Public Schools	30	21
Choteau Elementary	17	24		Poplar Public Schools	21	18
Clancy Elementary	0	20		Power Public Schools	7	6
Clinton Elementary	18	16		Reed Point Public Schools	3	3
Columbia Falls Public Schools	0	32		Ronan Public Schools	34	33
Corvallis K-12 Schools	36	25		Rosebud Public Schools	10	5
Darby K-12 Schools	14	15		Roy K-12 Schools	2	5
DeSmet Elementary	10	15		Ryegate K-12 Schools	0	4

District Name: Classroom-Based Programming	24-25 Enrolled Students	25-26 Enrolled Students		District Name: Classroom-Based Programming	24-25 Enrolled Students	25-26 Enrolled Students
Dutton/Brady K-12 Schools	8	10		Seeley Lake Elementary	9	7
East Helena K-12	51	47		Sheridan Public Schools	16	9
Evergreen Elementary	27	28		St Ignatius K-12 Schools	8	13
Fair-Mont-Egan Elem.	15	15		St Regis K-12 Schools	4	6
Fairfield Public Schools	17	16		Stevensville Public Schools	31	19
Fairview Public School	0	15		Sun River Valley Public Schools	10	6
Fort Benton Public	15	12		Superior K-12 Schools	16	21
Froid Public Schools	9	5		Swan Valley Elementary	0	3
Fromberg Public Schools	5	5		Three Forks Public Schools	33	31
Gallatin Gateway Elementary	7	9		Townsend K-12 Schools	16	18
Geraldine Public Schools	11	1		Trout Creek Elementary	6	2
Geyser Public Schools	4	6		Troy Public Schools	17	9
Grass Range Elementary	4	3		Twin Bridges K-12 Schools	5	11
Great Falls Public Schools	120	110		Ulm Elementary	6	10
Greenfield Elementary	0	5		Victor K-12 Schools	15	14
Hamilton K-12 Schools	56	68		West Yellowstone K-12 Schools	15	13

District Name: Classroom-Based Programming	24-25 Enrolled Students	25-26 Enrolled Students		District Name: Classroom-Based Programming	24-25 Enrolled Students	25-26 Enrolled Students
Hardin Elementary	69	64		Whitefish Elementary	12	18
Helena Public Schools	49	144		Whitehall Public Schools	11	24
Helena Flats Elementary	16	17		Winifred K-12 Schools	7	15
Hellgate Elementary	34	53		Winnett K-12 Schools	4	2
Highwood Public Schools	1	1		Wolf Point Public Schools	0	18
Hinsdale Public Schools	0	5		Woodman Elementary	2	6

Appendix E: Jumpstart Program Enrollment Comparison (24/25 vs. 25/26)

District Name: Jumpstart Program	24-25 Enrolled Students	25-26 Enrolled Students		District Name: Jumpstart Program	24-25 Enrolled Students	25-26 Enrolled Students
Anaconda Public Schools	0	53		Joliet Public Schools	17	4
Belgrade Public Schools	69	60		Laurel Public Schools	25	30
Belt Public Schools	0	10		Lincoln K-12 Schools	7	0
Big Sky School District	21	0		Lockwood K-12	49	43
Big Timber Elementary	0	9		Lolo	0	40
Billings Public Schools	218	225		Lone Rock Elementary	0	29

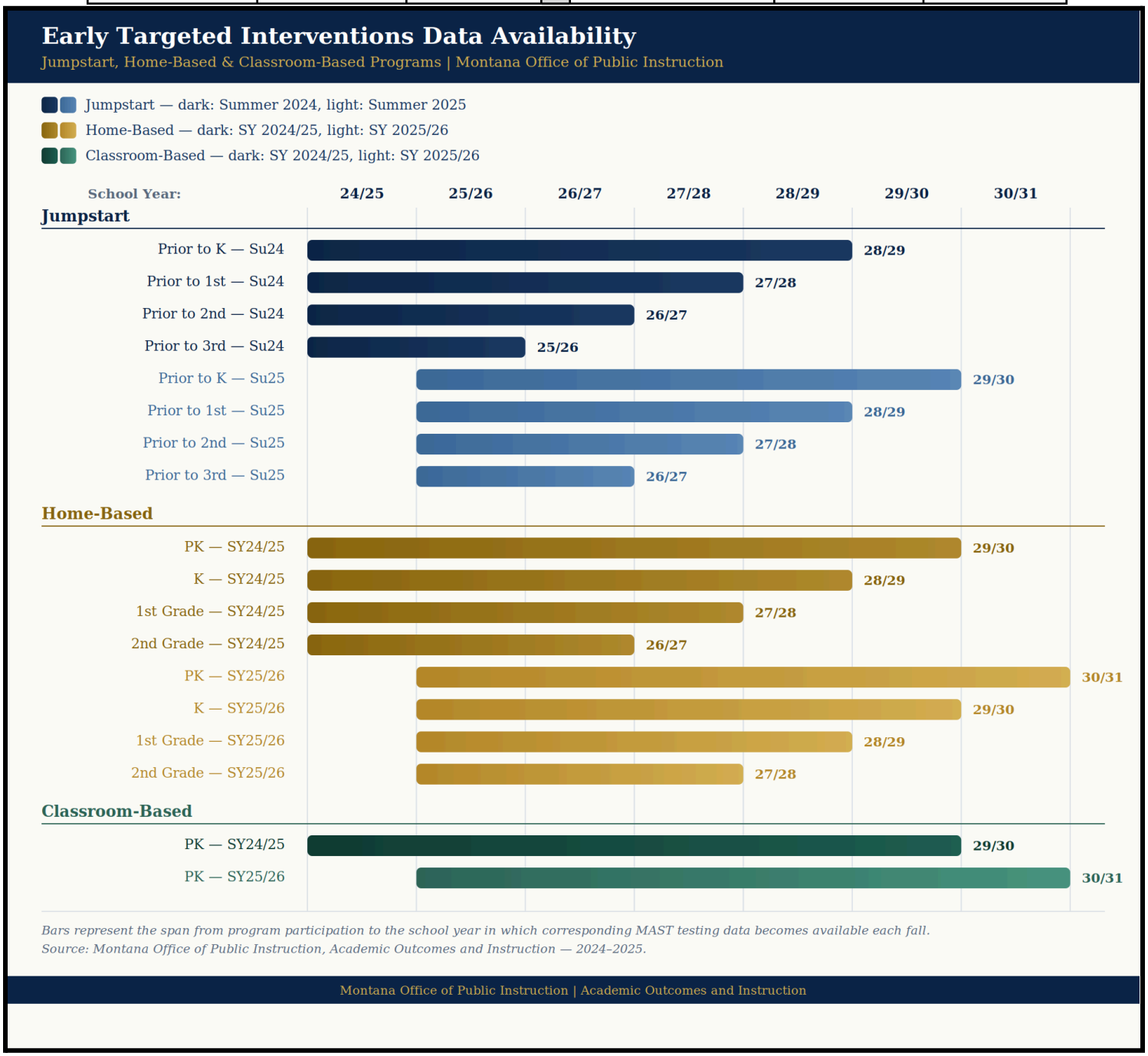
Bozeman Public Schools	192	241		Missoula County Public Schools	192	213
Butte Public Schools	45	93		Montana City Elementary	14	12
Cayuse Prairie Elementary	5	0		Plentywood K-12 Schools	0	18
Choteau Public Schools	0	11		Red Lodge Public Schools	0	11
Columbia Falls Public Schools	36	50		Sidney Public Schools	0	43
Dutton/Brady K-12 Schools	0	9		Stevensville Public Schools	0	38
East Helena K-12	70	98		Target Range Elementary	0	19
Ekalaka Public Schools	0	16		Three Forks Public Schools	0	35
Evergreen Elementary	34	19		Valier Public Schools	23	14
Great Falls Public Schools	116	131		Victor K-12 Schools	0	16
Hamilton K-12 Schools	24	27		West Yellowstone K-12 Schools	0	34
Hardin Public Schools	0	59		Whitehall Public Schools	34	0
Helena Public Schools	0	103		Whitefish Public Schools	0	51
Independent Elementary	13	19				

Appendix F: Home-Based Program Enrollment Comparison (24/25 vs. 25/26)

District Name: Home-Based Program	24-25 Enrolled Students	25-26 Enrolled Students		District Name: Home-Based Program	24-25 Enrolled Students	25-26 Enrolled Students

Anaconda Public Schools	1	44		Hardin Public Schools	6	17
Belgrade Public Schools	3	0		Harlowton Public Schools	0	12
Belt Public Schools	2	32		Havre Public Schools	0	18
Billings Public Schools	2	282		Hays-Lodge Pole K-12 Schools	0	34
Bozeman Public Schools	20	426		Hellgate Elementary	20	95
Butte Public Schools	13	0		Independent Elementary	0	5
Canyon Creek Elementary	6	28		Lockwood K-12	5	0
Chinook Public Schools	29	29		Lolo	0	64
Choteau Elementary	0	27		Lone Rock Elementary	3	0
Circle Public Schools	0	9		Luther Elementary	3	2
Cohagen Elementary	2	0		Missoula County Public Schools	0	41
Cleveland-Lone Tree Elementary	0	3		Red Lodge Public Schools	0	16
Cut Bank Public Schools	0	59		Shepherd Public Schools	6	0
Dodson Public Schools	0	3		Sidney Public Schools	5	102
Ennis K-12 Schools	0	50		Somers Elementary	0	15
Evergreen Elementary	11	98		Thompson Falls Public Schools	0	29
Fairview Public Schools	2	0		Whitehall Public Schools	18	0
Frontier	0	17		Wibaux K-12 Schools	1	8

Elementary						


Early Targeted Interventions Data Availability
Jumpstart, Home-Based & Classroom-Based Programs | Montana Office of Public Instruction
Jumpstart — dark: Summer 2024, light: Summer 2025
Home-Based — dark: SY 2024/25, light: SY 2025/26
Classroom-Based — dark: SY 2024/25, light: SY 2025/26
School Year:
24/25
25/26
26/27
27/28
28/29
29/30
30/31
Jumpstart
Prior to K — Su24
28/29
Prior to 1st — Su24
27/28
Prior to 2nd — Su24
26/27
Prior to 3rd — Su24
25/26
Prior to K — Su25
29/30
Prior to 1st — Su25
28/29
Prior to 2nd — Su25
27/28
Prior to 3rd — Su25
26/27
Home-Based
PK — SY24/25
29/30
K — SY24/25
28/29
1st Grade — SY24/25
27/28
2nd Grade — SY24/25
26/27
PK — SY25/26
30/31
K — SY25/26
29/30
1st Grade — SY25/26
28/29
2nd Grade — SY25/26
27/28
Classroom-Based
PK — SY24/25
29/30
PK — SY25/26
30/31
Bars represent the span from program participation to the school year in which corresponding MAST testing data becomes available each fall.
Source: Montana Office of Public Instruction, Academic Outcomes and Instruction — 2024–2025.
Montana Office of Public Instruction | Academic Outcomes and Instruction

END OF REPORT