

Montana Early Literacy Advisory Council

Recommendations to the Montana Board of Public Education

November 15-17, 2023

Introduction and Summary

Education leaders across several states have taken steps to implement early childhood education services, such as options for public preschool, expansion of Head Start, and early intervention and family support services. Years of research on a variety of programs and models demonstrate clear evidence about the positive, long-term impacts quality early education services can provide for children. Comprehensive early education services that include a focus on literacy are one of the best ways to set children up for success in school and life. Children’s brains are rapidly developing in their first five years of life, which is why exposure to quality early learning is critical. Literacy gaps appear in children well before they enter kindergarten, yet 1 in 3 kids will enter school without those skills. Reading proficiency by the end of third grade is a crucial marker in a child’s educational development and is a predictor of later life outcomes.

In 2023, Representative Brad Barker, HD 58, sponsored [HB 352](#) to provide targeted interventions to support 3rd grade reading proficiency. The bill established duties of the Board of Public Education to identify an evaluation methodology to determine whether the child is above, at, or below a developmental trajectory leading to reading proficiency upon completion of 3rd grade. The Board of Public Education must also choose a home-based early literacy program and design a framework for jumpstart programs for early literacy interventions in schools. The bill was signed by the Governor on May 18, 2023 and went into effect July 1, 2023.

The Board of Public Education created the Montana Early Literacy Advisory Council (ELAC) on September 14, 2023 to provide recommendations to the Board on the requirements in HB 352 to provide targeted interventions to support 3rd grade reading proficiency. In September 2023, the Council conducted their first meeting. Members of the Council are as follows:

Dr. Anne Penn Cox	Elementary School Principal, Livingston Public Schools
Dr. Norah Barney	Special Education and Curriculum Director, Anaconda Public Schools
Dr. Laurie Barron	Superintendent, Evergreen School District
Nicole Simonsen	Superintendent, Culbertson Public Schools
Colette Getten	Early Learning Family Center Administrator, Great Falls Public Schools
Dr. Danielle Thompson	Consultant, The Transformative Reading Teacher Group
Dr. Christine Lux	Professor of Early Childhood Education, Montana State University
Dr. Tammy Elser	Faculty, Salish Kootenai College
Karen Filipovich	Executive Director, Montana Head Start Association
Doug Rossberg	Title 1 Instructional Coach, Missoula County Public Schools
Stephanie Olson	3 rd grade teacher, Great Falls Public Schools
Rhea Christensen	Kindergarten teacher, Lambert Public Schools
Doug Reisig	Executive Director, Montana Quality Education Coalition
Lance Melton	Executive Director, Montana School Boards Association
Marie Judisch	Senior Manager of Teaching and Learning, Office of Public Instruction

McCall Flynn, Executive Director of the Montana Board of Public Education & Caitlin Jensen, Executive Director of Zero to Five Montana, facilitated the Council meetings and discussions. The Council followed the scope of work, as determined by the Board of Public Education:

- ❖ Identify 3rd grade reading proficiency level.
- ❖ Review previous exceptional circumstances statute language for reference.
- ❖ Recommend an evaluation methodology which will be used to determine whether a child is at, above, or below a developmental trajectory leading to reading proficiency at the completion of third grade.
- ❖ Identify a framework for the jumpstart program.
- ❖ Recommend a home-based early literacy program.
- ❖ Review Title 10, Chapter 63 – Early Childhood Education Standards to ensure they align and complement Section 3.

Background

Access to early childhood education is varied across the state, and Montana is currently one of four states without a public preschool option (NIEER, 2022). In addition to offering Head Start preschool programming in 37 counties, Montana has piloted two initiatives to expand preschool opportunities: the federally funded Montana Preschool Development (MPDG) grant (2017 – 2019) which built early education capacity in 22 communities (10 school districts) and the Montana STARS Preschool program (2017) which supported expansion of 18 early childhood programs (10 school districts). An emphasis on early childhood workforce development was included in the MPDG grant to enhance P3 teacher education through financial assistance at Salish Kootenai College, University of Montana, UM Western, and Montana State University.

Although previous investments were supported by families, school districts, and community partners, funding has dwindled and only a fraction of children have access to early education services, including high-risk children who currently qualify for services such as eligibility-based Head Start and special education preschool. Currently, families have limited access to early literacy options across the state. As we have learned from other states, investments today will have lasting impacts on educational outcomes, as well as lasting gains for our state’s economy.

The following outline early childhood education programs and educator workforce supports in Montana, intended to further define the existing system:

- ❖ **Head Start** is a federally funded, comprehensive program with early education, health, and family support components. This federal-to-local program requires a 20% community funding match. There are currently 6 Tribal Head Start grantees and 13 community-based grantees across Montana (Office of Head Start, 2021). Categorical eligibility is utilized to support enrollment based on family income, public service enrollment including TAN-F and SNAP, disability, military status, foster care, and families experiencing homelessness (Head Start Program Performance Standards, 2018). In 2022, Head Start programs served 1,337 3-year-olds, 1,466 4-year-olds, and 26 children ages 5 and up across Montana.
- ❖ **Special Education Preschool** is partially federally funded in Montana and is available to support young children with developmental delays or disabilities. Providing special

education preschool or services to young children with special needs is required by federal law (Part B/IDEA). Montana’s special education preschools primarily operate out of school districts, and some partner with Head Start programs to coordinate services. In 2021, 1% of 3-year-olds and 2% of 4-year-olds were enrolled in special education in Montana (National Institute for Early Education Research, 2022).

- ❖ **Private Early Care and Education (ECE)** is how most Montana families access school readiness support. Most of Montana is considered a childcare desert – only 43% of the estimated demand for early care and education is met by the current capacity available, and 68,000 Montana families, or 8% of the state’s labor force, are currently not fully participating in the labor force due to inadequate access to quality early care and education (Montana Department of Labor and Industry, 2021). Increased access to quality early care and education services would result in a positive impact to Montana’s local and state economy.
- ❖ **The Early Childhood Education Workforce** includes providers and educators who develop and deliver quality, age-appropriate curriculum to help children enter school ready to learn. The MPGD created a professional development pathway for early care and education professionals to obtain a Preschool-through 3rd grade endorsement, commonly referred to as the P3 endorsement. Through a scholarship program funded by the grant, 1,273 early care and education providers had a verified early childhood or related degree and/or a P-3 endorsement in 2022 (Montana Early Childhood Project, 2022). P3 teacher and educator preparation continues to be a priority among Montana’s Institutions of Higher Education, despite a reduction in funding available to support scholarships. The Montana Office of Public Instruction reported the following data regarding number of P3 endorsed teachers working in Montana Public Schools:

Year	# of P3 endorsed teachers employed in Montana public school districts
2023	166
2022	Data not available
2021	187
2020	119
2019	76

- ❖ **Statewide Early Education Collaboratives** support cross-sector partnership and increase coordination among sectors. Established efforts currently exist to elevate the early care and education workforce and foster community and state policy partnerships. These include the Early Childhood Higher Education Consortium, the Montana Early Learning Alliance, the UM Institute for Early Childhood Education, and the Tribal Colleges and Universities Head Start Partnership Program.
- ❖ **Exceptional Circumstances** have existed for over 40 years (1979), and school districts have had the authority to enroll children with exceptional circumstances in an early kindergarten program. The law allows a school board to gain ANB funding for children under the age of 5 who are enrolled in kindergarten when there are exceptional circumstances, at the discretion of the board of trustees, that merit waiving the lower age limit for ANB. The practice of enrolling and admitting children below the age of 5 is not

unprecedented. There are districts who have been successfully doing so for years and there are a growing number of children under the age of 5 being served under exceptional circumstances and claimed for ANB by Montana’s public schools:

ANB	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
ANB >5	42	54	61	61	64	98	268	309	280	300	556	854	1,125	1,269

The Montana School Boards Association is working to provide guidance (Policy 3100) to school districts as they continue to provide enhanced educational opportunities in the 2023-2024 school year for students under the age of 5 when either individual exceptional circumstances exist and/or when community-based exceptional circumstances are present, and the transition to the new early literacy intervention programs, as provided for in HB 352.

Scope of Work

Understanding 3rd Grade Reading Proficiency

The legislature found that the ability to read at or above grade level is essential for educational success. The legislature also found that too many Montana children are not reading proficient at the end of 3rd grade. The purpose of HB 352 bill is to:

- ❖ provide parents with voluntary early literacy interventions for their children;
- ❖ increase the number of children who are reading proficient 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 literacy investment through enhancing Montana's skilled workforce and decreasing future reliance on social programs and the criminal justice system.

In 2023, the intent of proficiency and proficiency-based education has been incorporated in both statute and administrative rule:

In [20-7-1601](#), MCA, the following definitions apply:

- ❖ "**Proficiency**" means a measure of competence that is demonstrated through application in a performance assessment.
- ❖ "**Proficiency-based learning**" means an education system in which student progress is based on a student's demonstration of competence rather than on the basis of seat time or the age or grade level of the student.

In ARM [10.55.602](#), the following definitions apply:

- ❖ "**Personalized learning**" means to: develop individualized pathways for career and postsecondary educational opportunities that honor individual interests, passions, strengths, needs, and culture; support the student through the development of

relationships among teachers, family, peers, the business community, postsecondary education officials, public entities, and other community stakeholders; embed community-based, experiential, online, and work-based learning opportunities; and foster a learning environment that incorporates both face-to-face and virtual connections.

- ❖ **"Proficiency-based learning"** means systems of instruction, assessment, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills as outlined in the state content standards.
- ❖ **"Proficient"** means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

It's clear in both statute and administrative rule that the use and benchmarks for "proficiency" are set by local boards of trustees. The Council recognized the importance of maintaining this flexibility and local control.

Evaluation Methodology

"Evaluation methodology" means a research-based methodology, instrument, or assessment selected by the Board of Public Education to determine, based on a child's age or grade level, whether the child is above, at, or below a developmental trajectory leading to reading proficiency on completion of 3rd grade.

The Board of Public Education shall determine an evaluation methodology to determine, based on a child's age or grade level, whether the child is above, at, or below a developmental trajectory leading to reading proficiency on completion of 3rd grade. The evaluation must be:

- ❖ developmentally appropriate;
- ❖ research-based;
- ❖ cost-effective; and
- ❖ if possible, aligned with formative assessments that inform instruction in the classroom-based program and the jumpstart program.

A child may not be evaluated for the early literacy programs unless requested by the child's parent or guardian. The trustees may administer the evaluation methodology in April, May, or June to a child who will be 4 years of age or older on or before the following September 10 and who has not yet entered 3rd grade. A child who is evaluated to be below trajectory for 3rd-grade reading proficiency for the child's age or grade level is an eligible child for the subsequent school year.

In reviewing the legislation, the Council really focused on highlighting a specific set of literacy skills that children and students would be assessed on in order to be eligible for the early literacy targeted intervention programs. (Appendix A) Per legislation, these assessments (or screeners) will happen each April, May, or June prior to the school year. To better understand the alignment between the literacy skills and in which school year they take place, the Council developed the Methodology Matrix. (Appendix C)

Survey Results

The Council released a survey to request information about current early literacy services to 4-year-olds, as well as data on screening tools school districts are currently using. HB 352 specifies the evaluation methodology, if possible, be aligned with formative assessments that inform instruction in the classroom-based program and the jumpstart program.

The survey was sent to school district leaders across the state and received 42 responses, representing 36 school districts (both small and large districts, including Indian country) and 29 towns. An additional 8 Head Start programs, partnering with school districts, participated in the survey.

Nine commonly used assessments, identified through the survey, were incorporated into the screening tool crosswalk, providing context to the Council about the types of screening tools currently being used in Montana.

In addition to data collected about commonly used screening assessments, the survey also asked questions about current services to 4-year-olds, names of programs, previous participation in the Montana Preschool Development Grant or the STARS Preschool program, as well as information about how early childhood assessments are administered. Some respondents also included information about the cost of the assessment, as well as how data is commonly used to inform ongoing instruction.

Shared Definitions

The Council reviewed the following definitions to determine which type of screening tools they would include on the recommended list of “approved screening tools”:

“Traditional Screening” means a brief assessment procedure designed to identify children who may need more intensive diagnosis or evaluation from local early intervention, early childhood special education, health, mental health, or other related service providers.

- ❖ **Answers the question:** Does this child need further evaluation?
- ❖ **Screening Tool Examples:** The Ages and Stages Questionnaires, The Denver-II, DIAL-3, Early Screening Inventory, Revised Developmental Screening Inventory, Parent’s Evaluation of Developmental Status.

“Universal Screening” means the process of gathering academic and social-emotional behavior data. The universal screener is a brief and easy to administer procedure designed to identify children who should receive more intensive intervention or support in particular content areas. Of note, many universal screeners also serve the dual purpose of program planning and/or progress monitoring.

- ❖ **Answers the question(s):** Does this child need additional instruction? Is this child responding to intervention?
- ❖ **Screening Tool Examples:** Individual Growth and Development Indicators, Preschool Early Literacy Indicators, Acadience Reading, STAR Early Literacy, FastBridge

In reviewing these definitions, the Council determined that a universal screening process would more accurately assess children to better understand the level of intervention and instruction

needed to reach proficiency. The Council agreed to focus on the universal screening tools when creating the list of approved screening tools. (Appendix B) The Council created the Screening Tool crosswalk to better align the universal screening tools that our school districts are already using with the literacy skills that will be assessed to determine eligibility as part of the evaluation methodology. (Appendix D)

Jumpstart Program

For an eligible child who is 5 years of age or older on or before September 10 of the year in which the child is to participate in the program and who has not yet completed 3rd grade, the trustees may offer a jumpstart program.

The jumpstart program must:

- ❖ take place during the time between the end of one school calendar year and the start of the next school calendar year, as determined by the trustees, preceding a child's entry into kindergarten, 1st grade, 2nd grade, or 3rd grade;
- ❖ be at least 4 weeks in duration and provide at least 120 instructional hours;
- ❖ be aligned to a framework determined by the Board of Public Education; and
- ❖ be designed in a manner to increase the likelihood of a child being evaluated at the end of the ensuing school year to be at or above a trajectory leading to reading proficiency at the end of 3rd grade.

In reviewing the legislation, the Council really focused on creating a jumpstart program framework that aligns with the evaluation methodology and adheres to the requirements in the Montana Early Childhood Education Standards and the Montana Content Standards for English Language Arts and Literacy. (Appendix A)

Home-Based Early Literacy Program

For an eligible child who is 4 years of age or older on or before September 10 of the year in which the child is to participate in the program and who has not yet completed 2nd grade, the trustees may offer a home-based program.

The home-based program must be selected by the Board of Public Education and must:

- ❖ be operated by a nonprofit entity;
- ❖ be research-based and proven effective at developing early literacy skills in populations at risk of not being reading proficient at the end of 3rd grade;
- ❖ foster parental engagement; and
- ❖ have a cost of no more than \$1,000 a year for each child.

Given that the Superintendent of Public Instruction shall pay for the costs for an eligible child participating in a home-based program and that funds appropriated for these purposes are directed to the Office of Public Instruction, the Office of Public Instruction will take the lead on the required Request for Proposal (RFP) process pertaining to the selection of the home-based program.

The Council will have an opportunity to weigh in on the draft RFP, and then 1-2 members will participate on the RFP Review Committee that will review applications and provide a recommendation to the Board of Public Education.

Early Childhood Education Standards

HB 352 created new definitions under 20-7-117, MCA, to clarify allowable operation of Kindergarten and Preschool programs.

- ❖ "**Kindergarten program**" means a half-time or full-time 1-year program immediately preceding a child's entry into 1st grade with curriculum and instruction selected by the board of trustees and aligned to the content standards established by the Board of Public Education.
- ❖ "**Preschool program**" means a half-time or full-time program to prepare children for entry into kindergarten and governed by standards adopted by the Board of Public Education.

Given these new definitions, the Council will review Title 10, Chapter 63 – Early Childhood Education Standards to ensure they continue to be reliable and accurate, based on the new legislation. Recommended rule revisions will be presented to the Board of Public Education at their January meeting and included in this report.

Conclusion

As required in HB 352, The Board of Public Education, the Office of Public Instruction, and the boards of trustees of school districts shall collaborate and prepare for the full implementation of early literacy programs in the school year beginning July 1, 2024. The legislature intends that the evaluation methodology be available for administration in the Spring of 2024 to determine child eligibility.

The Montana Early Literacy Advisory Council would like to thank the Board of Public Education for the opportunity to participate in this work. The information and recommendations provided in this document are well researched and have proven to be highly successful in other states. By approving these recommendations, we are confident that more students in Montana will receive early literacy targeted interventions, which will in turn support their pathway to 3rd grade proficiency.

Appendices

- A. Draft Rule
- B. List of Approved Evaluation Methodology Screening Tools
- C. Methodology Matrix
- D. Screening Tool Crosswalk

APPENDIX A

BEFORE THE BOARD OF PUBLIC EDUCATION OF THE STATE OF MONTANA

In the matter of the adoption of New Rule I and New Rule II pertaining to the early literacy targeted intervention programs)
NOTICE OF PUBLIC HEARING ON PROPOSED ADOPTION)
)
)
)

TO: All Concerned Persons

1. On January 4, 2024, at 10:00AM the Board of Public Education (Board) will hold a public hearing in Room 152 of the Montana State Capitol in Helena, Montana to consider the proposed adoption of the above-stated rules.

2. The Board will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board no later than 5:00PM on December 22, 2023, to advise us of the nature of the accommodation that you need. Please contact McCall Flynn, Executive Director, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0300; or e-mail mflynn@mt.gov.

3. The rules as proposed to be adopted provides as follows:

NEW RULE I EVALUATION METHODOLOGY FOR EARLY LITERACY TARGETED INTERVENTIONS

(1) The local board of trustees shall adopt and ensure use of an evaluation methodology to identify, enroll, and admit children to early literacy targeted interventions. The evaluation methodology used must be overseen by and include application of professional judgment of qualified employees. A child may not be evaluated for the purposes of these interventions unless requested by the child's parent or guardian. The district must maintain evidence of the request. The evaluation methodology may be administered in April, May, or June, and must assess at least one of the following literacy skills:

- (a) For four-year-olds:
 - i. Oral Language;
 - ii. Phonological Awareness;
 - iii. Alphabet Knowledge;
- (b) Prior to Kindergarten:
 - i. Oral Language
 - ii. Phonological Awareness;
 - iii. Alphabet Knowledge;
- (c) Prior to First grade:
 - i. Phoneme Awareness;
 - ii. Listening Comprehension;
 - iii. Developmental Spelling;

- iv. Vocabulary (expressive or receptive);
 - v. Word Reading (nonsense or real);
 - vi. Reading Composite;
- (d) Prior to Second grade:
- i. Listening Comprehension;
 - ii. Developmental Spelling;
 - iii. Vocabulary (expressive or receptive);
 - iv. Word Reading (nonsense or real);
 - v. Connected Text Reading Fluency;
 - vi. Connected Text Accuracy;
 - vii. Reading Composite;
- (e) Prior to Third grade:
- i. Developmental Spelling;
 - ii. Vocabulary (expressive or receptive);
 - iii. Word Reading (nonsense or real);
 - iv. Connected Text Reading Fluency;
 - v. Connected Text Accuracy;
 - vi. Reading Comprehension;
 - vii. Reading Composite;

(2) The list of approved evaluation methodology screening tools must be reviewed in odd years through a process of review complying with the provisions of Title 2, Chapter 3, MCA, to ensure continuous adherence to developmentally appropriate and research-based screening tool requirements. Any changes of the list must be published and made publicly available by the Board of Public Education no later than 30 days after adoption of any changes. The removal of an evaluation methodology screening tool shall not be effective until July 1 following such removal.

(3) A local board of trustees adopting and using one of the approved evaluation methodology screening tools shall be construed to have complied with this rule.

(a) Use of one of the approved evaluation methodology screening tools shall not, however, be required, provided that the district's adopted evaluation methodology screening tool conforms to the requirements of (1) of this rule.

(4) For the purposes of this rule, "evaluation methodology" means an age-appropriate research-based methodology, instrument, or assessment selected by the board of public education to determine, based on a child's age or grade level, whether the child is above, at, or below a developmental trajectory leading to reading proficiency on completion of 3rd grade.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-18XX, MCA
 IMP: Mont. Const. Art. X, sec. 9, 20-7-18XX, MCA

NEW RULE II JUMPSTART PROGRAM FRAMEWORK FOR EARLY LITERACY TARGETED INTERVENTION

(1) The local board of trustees may offer a jumpstart program to support early literacy targeted intervention based on evaluation methodology identified in New Rule I as aligned to the Montana Early Childhood Education Standards and the Montana Content Standards for English Language Arts and Literacy.

(2) The jumpstart program must be overseen by and include application of professional judgment of qualified employees and must be designed in a manner to increase the likelihood of a child being evaluated at the end of the ensuing school year to be at or above a trajectory leading to reading proficiency at the end of 3rd grade.

(3) For the purposes of this rule, "jumpstart program" means a program that is at least 4 weeks in duration and provides at least 120 instructional hours and takes place during the time between the end of one school calendar year and the start of the next school calendar year, as determined by the trustees, preceding a child's entry into Kindergarten, First grade, Second grade, or Third grade.

AUTH: Mont. Const. Art. X, sec. 9, 20-2-114, 20-7-18XX, MCA

IMP: Mont. Const. Art. X, sec. 9, 20-7-18XX, MCA

REASON: The Board proposes to adopt New Rule I and New Rule II to comply with HB 352 (2023). The Early Literacy Advisory Council, created by the Board of Public Education, recommended the proposed evaluation methodology and jumpstart program framework to address the purposes of the legislation to provide parents with voluntary early literacy interventions for their children, increase the number of children who are reading proficient at the end of 3rd grade, and foster a strong economic return for the state on early literacy investments. New Rule I will be codified as ARM 10.54.901 and New Rule II will be codified as ARM 10.54.902.

4. Concerned persons may submit their data, views, or arguments concerning the proposed action in writing to: McCall Flynn, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59620; telephone (406) 444-0300; or e-mail mflynn@mt.gov, and must be received no later than 5:00PM, January 7, 2024.

5. McCall Flynn, Executive Director, Board of Public Education has been designated to preside over and conduct this hearing.

6. The Board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 4 above or may be made by completing a request form at any rules hearing held by the agency.

7. An electronic copy of this proposal notice is available through the Secretary of State's web site at <http://sos.mt.gov/ARM/Register>. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text

will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

8. The bill sponsor contact requirements of 2-4-302, MCA, apply and have been fulfilled. The primary bill sponsor was contacted by email on November 7, 2023.

9. With regard to the requirements of 2-4-111, MCA, the Board has determined that amendment of the above-referenced rule will not significantly and directly impact small businesses.

/s/ McCall Flynn
McCall Flynn
Executive Director
Board of Public Education

/s/ Tim Tharp
Tim Tharp
Chair
Board of Public Education

Certified to the Secretary of State XX.

APPENDIX B

Board of Public Education List of Approved Evaluation Methodology Screening Tools

According to ARM 10.54.901, the list of approved evaluation methodology screening tools must be reviewed by the Board of Public Education in odd years through a process of review complying with the provisions of Title 2, Chapter 3, MCA, to ensure continuous adherence to developmentally appropriate and research-based screening tool requirements.

Any changes of the list shall be published and made publicly available by the Board of Public Education no later than 30 days after adoption of any changes. The removal of an evaluation methodology screening tool shall not be effective until July 1 following such removal.

Adopted: TBD 2024

Revised: TBD

(1) For four-year-olds and prior to Kindergarten:

- (a) Acadience Reading PreK (PELI -- Preschool Early Literacy Indicators)
Screens for: Oral Language, Phonological Awareness, Alphabet Knowledge
- (b) Assessment of Story Comprehension (ASC)
Screens for: Oral Language
- (c) Early Bird
Screens for: Oral Language, Phonological Awareness, Alphabet Knowledge
- (d) Get Ready To Read! (Revised)
Screens for: Oral Language, Alphabet Knowledge
- (e) Language Screen (OxEd) and Reading Screen
Screens for: Oral Language
- (f) myIGDIs
Screens for: Oral Language, Phonological Awareness, Alphabet Knowledge
- (g) Quick Interactive Language Screener (QUILS)
Screens for: Oral language
- (h) Star Early Literacy
Screens for: Oral Language, Phonological Awareness, Alphabet Knowledge
- (i) Test of Preschool Early Literacy (TOPEL)
Screens for: Oral Language, Phonological Awareness, Alphabet Knowledge

(2) For prior to first grade, second grade, third grade:

- (a) Acadience Reading (formerly DIBELS NEXT)
Screens for: Phoneme Awareness, Developmental Spelling, Word Reading (nonsense or real), Connected Text Reading Fluency, Connected Text Accuracy, Reading Comprehension, Reading Composite

(b) aimswebPlus

Screens for: Phoneme Awareness, Developmental Spelling, Word Reading (nonsense or real), Connected Text Reading Fluency, Connected Text Accuracy, Reading Comprehension, Reading Composite

(c) DIBELS 8th

Screens for: Phoneme Awareness, Word Reading (nonsense or real), Connected Text Reading Fluency, Connected Text Accuracy, Reading Comprehension, Reading Composite

(d) Early Bird

Screens for: Phoneme Awareness, Listening Comprehension, Vocabulary (expressive or receptive), Word Reading (nonsense or real), Connected Text Reading Fluency, Connected Text Accuracy, Reading Composite

(e) easyCBM

Screens for: Phoneme Awareness, Vocabulary (expressive or receptive), Word Reading (nonsense or real), Connected Text Reading Fluency, Connected Text Accuracy, Reading Comprehension, Reading Composite

(f) FastBridge

Screens for: Phoneme Awareness, Developmental Spelling, Vocabulary (expressive or receptive), Connected Text Reading Fluency, Connected Text Accuracy, Reading Comprehension, Reading Composite

(g) Language Screen (OxEd) and Reading Screen

Screens for: Phoneme Awareness, Listening Comprehension, Vocabulary (expressive or receptive), Word Reading (nonsense or real), Reading Composite

APPENDIX C

4-year-old - Third Grade Literacy Skills	Assessments Prior to Grade Level				
	4-year-old	K	1st	2nd	3rd
Oral Language	X	X			
Phonological Awareness	X	X			
Alphabet Knowledge	X	X			
Phoneme Awareness			X		
Listening Comprehension			X	X	
Developmental Spelling			X	X	X
Vocabulary (expressive or receptive)			X	X	X
Word Reading (nonsense or real)			X	X	X
Connected Text Reading Fluency				X	X
Connected Text Accuracy				X	X
Reading Comprehension					X
Reading Composite Score			X	X	X

Screening Tools for Prior to First, Second, and Third Grade	Age Appropriate Use & Purpose of Tool	Skill Focus	Skills Assessed Prior to First, Second, and Third Grade Age 5+ (K-3rd Grade) Only											
			Phoneme Awareness	Listening Comprehension	Developmental Spelling	Vocabulary (expressive or receptive)	Word Reading (nonsense or real)	Connected Text Reading Fluency	Connected Text Accuracy	Reading Comprehension	Reading Composite			
Universal Screeners ("X" indicates skill assessed by tool)														
Acadience Reading (formerly DIBELS NEXT)	Tool appropriate for K to 3rd grade. Used to determine how students are performing on important reading skills (phonemic awareness, phonics, vocabulary, fluency, and comprehension).	Literacy and math				X		X		X	X	X	X	X
aimswebPlus	Tool appropriate for K to 3rd grade. aimswebPlus offers nationally-normed, skills-based benchmark assessments and progress monitoring integrated into one application across reading and math domains.	Literacy, math, behavioral, & social-emotional learning				X		X		X	X	X	X	X
DIBELS 8th	Tool appropriate for K to 3rd grade. DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade.	Literacy				X				X	X	X	X	X
Early Bird	Tool appropriate for PreK to grade 2. Comprehensive early literacy screener that is aligned with the National Reading Panel and the Science of Reading. It is a game-based screener that can be administered as early as age four and includes 3X benchmarking, progress monitoring, and evidence-based intervention resource platform for teachers.	Literacy				X	X	X	X	X	X	X	X	X
easyCBM	Tool appropriate for K to 3rd grade. The easyCBM system is designed for benchmark assessments to be given at a students' actual grade level (progress monitoring measures can be used off grade level) for grades K-8th grade. The easyCBM program is researched/developed for testing in fall, winter, and spring with summer being the natural academic break, and grade advancement of students.	Literacy and math				X			X	X	X	X	X	X
FastBridge	Tool appropriate for K to 3rd grade. FastBridge combines Computer-Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) for universal screening and progress monitoring while delivering psychometrically valid data.	Literacy, math, social emotional/behavioral				X		X	X	X	X	X	X	X
Language Screen (OxEd) and Reading Screen	Tool appropriate for PreK to 7th grade. ReadingScreen OxEd & Assessment, assesses children's single word recognition and decoding ability by testing a series of words and nonwords which increase in difficulty as the test progresses. It takes less than 10 minutes to complete (there are discontinuation rules in place so depending on the reading level of the child, the test can be as short as 2-3 minutes).	Language, literacy and math				X	X		X	X				X