

BPS Proposed HB 352 Implementation

Transitioning the Current Early Kindergarten Program to a School-based Early Literacy Intervention Program

PO'KAISSTUMATTSTAA (Little Learners)

2024-2025 School-based Program & Stamiksiitsiikin Elementary

Due to the passage of HB 352 in April by the Montana State Legislature, Stamiksiitsiikin Elementary Principals and BPS District Administration are recommending to transition the current Early Kindergarten program to a classroom-based early literacy intervention program as identified by the new law (see attached) to ensure continued funding. HB 352 established Targeted Early Literacy Programs for an eligible child who is 4 years of age or older on or before September 10 of the year in which the child will participate in the program and who is not entering and who has not completed kindergarten, the trustees may offer a classroom-based program which may be half-time or full-time. At this time, we are proposing full-time as our current Early Kindergarten program is being offered full-time. However, a full-time program must allow a parent or guardian to enroll the child half-time.

"Eligible child" means a child who is determined through the evaluation methodology selected by the board of public education pursuant to [section 3] to be below a trajectory leading to reading proficiency at the end of 3rd grade. (3) "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. (4) "Trustees" means the board of trustees of an elementary or K-12 school district.

Eligibility Determination for Students Participating in our BPS School-based Program:

BPS and Bullshoe Elementary School will utilize the current Aimsweb Early Literacy Components for Preschool to identify eligible students. The subtests of the Preschool Early Literacy test include; Auditory Vocabulary, Print Concepts, and Initial Sounds. BPS will also utilize the Letter Knowledge (Part A & B) of the Core Phonics Survey. ELIGIBILITY CRITERIA for Program Participation is ** a student must be performing at the 25th percentile and below for eligibility in any subtest to participate in the PO'KAISSTUMATTSTAA (Little Learners) program.



Program Alignment & Focus:

The Little Learners Program will continue to be aligned to the Montana Early Learning Standards as is the current Early Kindergarten Program.

Auditory Vocabulary Overview

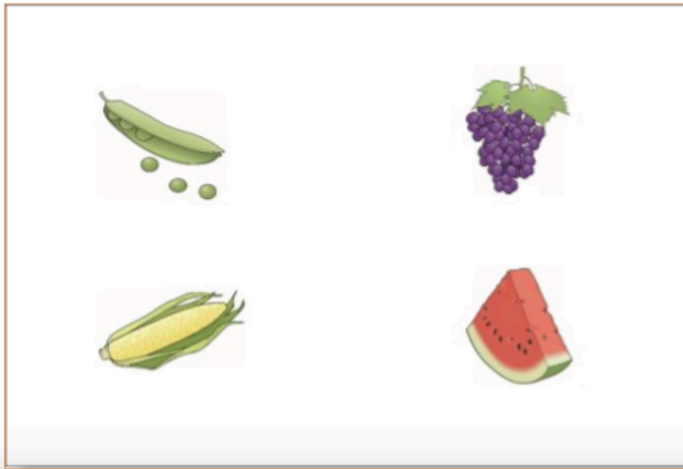
Levels Kindergarten and Grade 1 (Fall, Winter, Spring)

Use Benchmarking

Auditory Vocabulary measures a student’s knowledge of words commonly found in Kindergarten and Grade 1 reading materials. If a student is unfamiliar with these common nouns, verbs, and adjectives, the development of other reading-related skills may be at risk.

The student sees a grid of four pictures on each test page and hears the examiner say the target word. Then, the student points to the picture that matches the word spoken by the examiner. This is an untimed test. Figure 5 shows a sample student test page.

Figure 5 Auditory Vocabulary Student Test Page



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Norms Tables ▼ : National Norms, Grade Pre-K, AV

Table: Median ROI Norms ▼

Test: Auditory Vocabulary ▼ ✕

Grade: Pre-K ▼

1-99 %ile

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| Grade | %ile | Fall | Winter | | Spring | | |
|-------|--------------------------|-------|--------|-----------|--------|-----------|-----------|
| | | Score | Score | F → W ROI | Score | W → S ROI | F → S ROI |
| Pre-K | 90-99 Well Above Average | 24-25 | 24-25 | - | 25-25 | - | - |
| | 75-89 Above Average | 22-23 | 23-23 | - | - | - | - |
| | 26-74 Average | 15-21 | 19-22 | - | 21-24 | - | - |
| | 11-25 Below Average | 11-14 | 15-18 | - | 18-20 | - | - |
| | 1-10 Well Below Average | 0-10 | 0-14 | - | 0-17 | - | - |
| | Mean | - | - | - | - | - | - |
| | SD | - | - | - | - | - | - |
| | N | - | - | - | - | - | - |

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Print Concepts Overview

Level Kindergarten (Fall)

Use Benchmarking

Print Concepts measures a student’s basic understanding of book parts and usage. It may be a good indicator of a student’s exposure to books in the home before entering Kindergarten. This very brief measure can help to make young students feel more comfortable with testing. The student answers nine questions about a book selected by the examiner (see criteria below). Figure 2 shows part of the DRF test page with the directions for presenting the book, the words the examiner reads, and the boxes to record correct or incorrect responses.

Figure 2 Print Concepts DRF Test Page

| | | | |
|---|--|---|---|
| 1 | <p>Hold the book by the spine with the cover facing down. Hand it to the student and say: Show me how you hold this book to read it.</p> | <p>right side up, front cover faces student (may be held or on table)</p> | <input type="checkbox"/> <input type="checkbox"/> |
| 2 | <p>If necessary, orient the book correctly for the student. Say: Show me the name of this book.</p> | <p>points to any word in title or on spine of book</p> | <input type="checkbox"/> <input type="checkbox"/> |
| 3 | <p>Turn to the first page of the story (skip any title page). Say: Here is a story. Point to a picture on this page.</p> | <p>points to any picture(s)</p> | <input type="checkbox"/> <input type="checkbox"/> |

Norms Tables National Norms, Grade Pre-K, PC

| Grade | %ile | Fall | | Winter | | Spring | |
|-------|--------------------------|-------|-------|-----------|-------|-----------|-----------|
| | | Score | Score | F → W ROI | Score | W → S ROI | F → S ROI |
| Pre-K | 90-99 Well Above Average | 8-9 | 8-9 | - | 8-9 | - | - |
| | 75-89 Above Average | 7-7 | 7-7 | - | 7-7 | - | - |
| | 26-74 Average | 4-6 | 4-6 | - | 4-6 | - | - |
| | 11-25 Below Average | 2-3 | 2-3 | - | 2-3 | - | - |
| | 1-10 Well Below Average | 0-1 | 0-1 | - | 0-1 | - | - |
| | Mean | - | - | - | - | - | - |
| | SD | - | - | - | - | - | - |
| | N | - | - | - | - | - | - |

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Initial Sounds

Overview

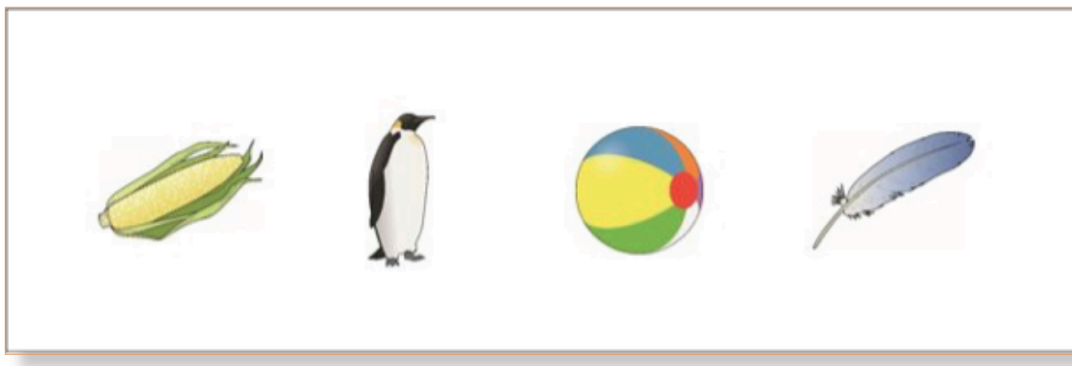
Level Kindergarten (Fall, Winter)

Use Benchmarking and progress monitoring

Initial Sounds measures a student’s ability to match a word to the initial sound made by the examiner (receptive) and the ability to produce the initial sound when a word is spoken (expressive). Pictures used in this measure should be familiar to *most* kindergarten-aged children, and the examiner provides a name for each picture *before* asking about the word sounds. Isolating and producing the first sound of a word is a valuable prereading skill.

The student sees a row of four pictures on each test page and hears the examiner name each picture. Then, the student either points to the picture of the word that matches the initial sound the examiner makes or makes the initial sound of the word spoken by the examiner. This is an untimed test. Figure 4 shows a sample student test page.

Figure 4 Initial Sounds Student Test Page



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Norms Tables ▼ : National Norms, Grade Pre-K, IS

Table: Median ROI Norms ▼

Test: Initial Sounds (IS) ▼ *

Grade: Pre-K ▼

1-99 %ile

[View / Refresh](#)

| Grade | %ile | Fall | Winter | Spring | | | |
|-------|--------------------------|-------|--------|-----------|-------|-----------|-----------|
| | | Score | Score | F → W ROI | Score | W → S ROI | F → S ROI |
| Pre-K | 90-99 Well Above Average | 10-12 | 12-12 | - | - | - | - |
| | 75-89 Above Average | 6-9 | 11-11 | - | - | - | - |
| | 26-74 Average | 2-5 | 4-10 | - | - | - | - |
| | 11-25 Below Average | 1-1 | 2-3 | - | - | - | - |
| | 1-10 Well Below Average | 0-0 | 0-1 | - | - | - | - |
| | Mean | - | - | - | - | - | - |
| | SD | - | - | - | - | - | - |
| | N | - | - | - | - | - | - |

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