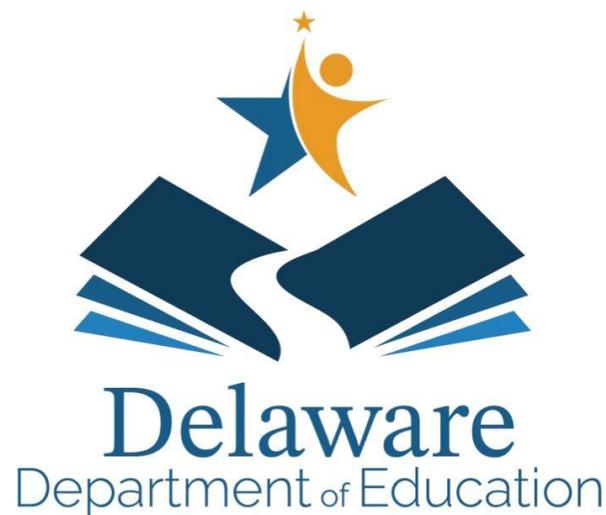


State of Delaware

K-3 Universal Screening and Interventions Annual Report

2025-26



***As required by 14 Del C §158**

Beginning in the 2022-2023 school year, each Delaware public school district and charter school is required to report out the number of students in grades kindergarten through 3, disaggregated by grade, identified with a potential reading deficiency and the literacy intervention approaches being provided. This report details this information by school and includes the academic interventions that are currently implemented by each public school district and charter school in accordance with § 158 of Title 14 of Delaware Code (commonly known as HB 304).

December 31, 2025

K-3 Universal Screening and Interventions Annual Report

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Section 1. Background and Overview

On August 29, 2022, Governor John Carney signed [House Bill 304](#) of the 151st General Assembly into law. This legislation modified the Delaware Code relating to reading competency, requesting each school district and charter school to report annually to the Delaware Department of Education, on or before October 31, all of the following information broken down by individual school:

- The number and percentage of students in kindergarten through third grade¹, disaggregated by grade, identified with a potential reading deficiency and the literacy intervention approaches being provided.

The Delaware Department of Education and the University of Delaware designed a survey to collect the required information. The information collected will be reported to the State Board of Education, the Governor, the Chairs of the Education Committees of the Senate and House of Representatives, the Director and the Librarian of the Division of Research of Legislative Council, the Delaware Public Archives, and also be available to the public on the Department's website.

The survey contained questions about screening and diagnostic assessments used to identify specific learning challenges, interventions used to support students flagged for intervention and noted students who were identified *as well below benchmark*, *below benchmark*, and *at or above benchmark*.

¹ Schools reported data for grade levels in which students are currently enrolled. "NA" is used to indicate that there are no students enrolled in that particular grade in the current year.

Section 2. Delaware Department of Education Professional Learning and Supports

The Delaware Department of Education (DDOE) provides professional learning opportunities and collaborative networks for districts and charter schools as they support students through a Multi-Tiered System of Support, utilize universal screening assessments, and implement interventions grounded in research.

The [DE-MTSS](#) framework was designed to meet the needs of the whole child through an integrated, multilevel prevention system that optimizes team-based leadership and data-driven decision-making to meet the academic and nonacademic needs of all students. Educators provide high-quality, core academic instruction and nonacademic practices as universal support to all children. School teams use a universal screening process to identify students who need additional help, and they deliver evidence-based interventions and supports that match students' needs and are informed by ongoing progress monitoring and additional formative assessments.

DE-MTSS Professional Learning Support Systems

The professional learning opportunities and resources offered by DE-MTSS are intended to guide LEA teams and educators in implementing effective practices and establishing the infrastructure needed to improve student outcomes.

Online Training Modules

In September 2021, the Delaware Department of Education collaborated with the American Institute for Research to create five Multi-tiered System of Support (MTSS) and five Delaware Early Literacy Initiative (DELI) training modules available to all Delaware educators. The modules are housed on Schoology, a virtual platform available to all Delaware educators.

The MTSS modules include:

- Delaware MTSS Overview,
- Building an Effective Tier 1 System,
- Universal Screening Process,
- Tier 2 and Tier 3, and
- Effective Progress Monitoring

The DELI modules include:

- Overview of Explicit Instruction,
- Foundational Reading Skills,
- Vocabulary and Comprehension,
- Intensive Intervention in Reading, and
- Effective Writing Instruction

DE-MTSS Implementation Guides

The following guides are intended to build a common language and understanding of MTSS in Delaware and include key actions for districts, charters, and school personnel.

- [DE-MTSS Implementation Guide](#)
- [District/Charter Quick Reference Guide](#)
- [School Quick Reference Guide](#)
- [Classroom Quick Reference Guide](#)
- [DE-MTSS Tier 1 Planning Guide](#)

MTSS Book Studies

The Delaware Department of Education has also endorsed the following Book Studies for LEAs to join and participate in discussions to support implementation across the state.

1. *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS* by Kent McIntosh and Steve Goodman
2. *Leading Equity-Based MTSS for All Students* by Amy McCart and Dawn Miller

Universal Screening & Intervention Related Resources Available on the Early Literacy Website:

- [NCII Screening Tool Chart](#)
- [NCII Academic Intervention Tools Chart](#)
- [Intensifying Literacy Instruction](#)
- [Taxonomy of Intervention Intensity: Academics](#)

Stakeholder Groups

The Delaware Literacy Coalition is a community of practice devoted to the mission of ensuring that all Delaware students leave high school with levels of proficiency that will benefit them both academically and in the workplace. The majority of this community consists of literacy supervisors/coordinators from Delaware public schools whose primary role is to lead, coordinate, and/or evaluate the literacy program in schools or districts. During these monthly meetings, the DDOE shares information, resources, and planning tools that district and charter school members can use to support skillful implementation of high-quality curricula. These literacy professionals also work closely with building administrators and literacy coaches to implement the teacher evaluation system and make judgments about teacher performance in regard to literacy instruction and then provide professional learning experiences needed to improve teaching practices. (ILA, Standards for the Preparation of Literacy Professionals, 2017). In addition to the Literacy Supervisors/Coordinators, this community of practice also includes representatives from post-secondary institutions, community organizations, and the Department of Education. The Coalition regularly convenes to learn and collaborate for the purpose of improving and

supporting K-12 ELA instructional practices in Delaware schools. (Delaware Literacy Coalition, 2017.)

The Literacy Cadre is a community of district Literacy Coaches who provide coaching and other professional development support that enables teachers to think reflectively about improving student learning and implementing effective literacy programs and practices. They may serve as a resource to teachers, leading teachers through observation-feedback cycles as means of facilitating inquiry about instructional practices. These teachers work with educators to address many different topics to literacy (e.g., ways that assessment results data can inform instruction, lesson or curriculum design and implementation, differentiating instruction to meet the literacy needs of students, improving learning in the disciplines). Literacy Cadre members work closely with both district and building leadership to develop a vision and goals for school or district-based literacy programs that are comprehensive, coherent, and evidence-based. The DDOE hosts routine professional learning sessions during the school year for all literacy educators that serve as Literacy Coaches for collaboration and professional learning. These sessions are designed to adhere to the state's adopted standards and its guiding definition of high-quality professional learning.

The Early Literacy Advisory Committee is a group of educational stakeholders who work in collaboration with the Delaware Department of Education to support early literacy initiatives. The Advisory Committee is composed of representatives from the DDOE, ELA Directors and Supervisors, Special Education Directors, Literacy Coaches, General Education Teachers, Special Education teachers, and other literacy partners. The Committee meets regularly to support districts and charter schools with selection of high-quality instructional materials, aligned professional learning to support evidence-based reading instruction, the selection and implementation of universal screeners, diagnostic tools, and reading interventions. The Committee discusses and shares additional supports needed, best practices in early literacy instruction, celebrations, and challenges in their HB 304 implementation journey. The following resources have been created with the support and feedback from the Early Literacy Advisory Committee:

- [Digital DE: Early Literacy Website](#)
- [DE Delivers Strong Early Readers Guide](#) (for school systems)
- [At-Home Guide to Delivering Strong Early Readers](#) (for families)

Communication and Collaboration Network (CCN) - At monthly Communication and Collaboration Network (CCN) meetings, DDOE shares guidance, information, and resources to support districts and charter schools with the implementation of early literacy legislative requirements.

Each stakeholder group detailed above provides valuable input and collaboration in support of early literacy and all related endeavors.

Section 3. HB304 Legislation



SPONSOR:

Rep. K. Williams &
Sen. Sturgeon &
Sen. S. McBride &
Sen. Lockman

Reps. Baumbach, Bush, Heffernan, K. Johnson, Kowalko,
Longhurst, Osienski, Shupe; Sens. Bonini, Brown, Ennis, Gay,
Hansen, Hocker, Lawson, Lopez, Mantzavinos, Paradee,
Pettyjohn, Pinkney, Poore, Richardson, Sokola, Townsend,
Walsh, Wilson

HOUSE OF REPRESENTATIVES

151st GENERAL ASSEMBLY

HOUSE BILL NO. 304

AS AMENDED BY

HOUSE AMENDMENT NO. 1

AN ACT TO AMEND TITLE 14 OF THE DELAWARE CODE RELATING TO READING COMPETENCY.

WHEREAS, advances in understanding how children learn to read has produced a body of research by linguists, psychologists, and cognitive scientists known as the “science of reading” which reflects a conclusion that effective beginning reading instruction has certain essential components of reading literacy: phonemic awareness, phonics, reading fluency, vocabulary, text comprehension, and oral language; and

WHEREAS, decades of research have demonstrated that early intervention in education and ensuring students are proficient by 3rd grade are extremely effective strategies for addressing potential issues and ensuring future success; and

WHEREAS, literacy is a fundamental skill for work and long-term success, and research demonstrates the negative implications on lifelong learning and opportunities if students are not supported to read proficiently by grade 3; and

WHEREAS, early identification is critical to help educators address literacy issues as early as possible, and universal screening is an effective way to identify gaps in key foundational skills and characteristics of dyslexia; and

WHEREAS, all educators should have knowledge of the science of reading and how to teach reading – and every educator should know what to do when child is struggling; and

WHEREAS, screening tools are one tool and data source for educators to support student learning within a system of screening, diagnostic, and assessment tools that are part of a multi-tiered system of support for student progress; and

WHEREAS, Delaware requires universal screening and at least two more screenings throughout the school year to inform interventions.

NOW, THEREFORE:

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

Section 1. Amend Subchapter III, Chapter 1 of Title 14 of the Delaware Code by making deletions as shown by strike through and insertions as shown by underline as follows:

§ 158. Student Assessment and Accountability Committee.

---Repealed by 77 Del. Laws, c. 106, § 1, effective July 6, 2009.

§ 158. Reading screening.

(a) As used in this section:

(1) “Literacy intervention approaches” means evidence-based, specialized reading, writing, and spelling instruction that is systematic and explicit and intensified based on the needs of the student. Dyslexia specific intervention approaches may require greater intensity, such as smaller groups, increased frequency of instruction, and individualized progression through steps, than typical evidence-based reading instruction.

(2) “Universal reading screener” means a tool used as part of a multi-tiered system of support to determine if a student is at risk for developing reading difficulties and the need for intervention and to evaluate the effectiveness of core curriculum as an outcome measure. A universal reading screener must do all of the following:

a. Measure, at a minimum, phonemic awareness, phonological awareness, symbol recognition, alphabet knowledge, decoding and encoding skills, fluency, and comprehension.

b. Identify students who have a potential reading deficiency, including identifying students with characteristics of dyslexia.

(b) (1) Beginning July 1, 2023, a district or charter school shall screen each student enrolled in kindergarten through third grade 3 times a year for reading competency using a universal reading screener chosen from the list of aligned universal reading screeners maintained by the Department of Education (Department). The results of the screening and any intervention approaches being implemented shall be communicated in writing to each student's parent or guardian, either through inclusion in existing periodic progress reports or report cards, or otherwise. A district or charter school shall provide educators time during the contractual day to complete data entry and compilation associated with the screener, to communicate with families, and any other responsibility as outlined in this section. A district or charter school shall provide coverage for instruction or student support when the educator is meeting the responsibilities outlined in this section.

(2) Beginning July 1, 2024, districts and charter schools shall provide 1 or more literacy interventions from the list of aligned literacy intervention approaches maintained by the Department for each student or group of students identified with a potential reading deficiency.

(c) The Department, in consultation with curriculum and special education supervisors from local education agencies, elementary school teachers, and elementary special education teachers, shall develop, maintain, and publish a list of universal reading screeners and a list of literacy intervention approaches that are aligned with the essential components of evidence-based reading instruction listed under § 1280(c)(3) of this title. Initial publication of the lists must occur by December 1, 2022.

(1) In determining which universal reading screeners to include on the list, the Department shall also consider the following factors:

a. The time required to conduct the screening, with the intention of minimizing impact on instructional time.

b. The timeliness in reporting screening results to teachers, administrators, and parents.

c. The integration of assessment and instruction the screener provides, including the ability to provide progress monitoring capabilities and a diagnostic tool to support teachers or a progress monitoring team with targeted instruction based on student needs.

d. Screening, diagnostic assessment, and progress monitoring processes shall be aligned with multi-tiered system of support procedures and tools should be norm-referenced, criterion-referenced, or curriculum-based as appropriate.

(2) The Department shall include with its list of aligned universal reading screeners and literacy intervention approaches, an explanation of how these screeners and interventions were selected, including consultation with national expert organizations and the evidence base as demonstrated by the National Center on Intensive Intervention or similar validated research.

(3) The Department shall provide professional learning on reading screening and literacy intervention approaches at no cost which shall be provided during the contractual day.

(d) Beginning in 2023, each school district and charter school shall report annually to the Department, on or before October 31, the number and percentage of students, disaggregated by grade and by individual school, identified with a potential reading deficiency, including characteristics of dyslexia, pursuant to the screening mandated in subsection (b) of this section, and the literacy intervention approaches being provided.

(e) Beginning in 2023, on or before December 31, the Department shall annually compile the information received from districts and charters under subsection (d) of this section and deliver a comprehensive report to the State Board of Education, the Governor, the Chairs of the Education Committees of the Senate and House of Representatives, the Director and the Librarian of the Division of Research of Legislative Council, and the Delaware Public Archives. The report must also be available to the public on the Department's website.

Section 4. Charter School Reports

HB304 Survey Report for Charter: Academia Antonia Alonso

Screeners Used by Academia Antonia Alonso

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | |
| K | iReady | YES |
| 1 | Acadience (DIBELS NEXT) | |
| 1 | iReady | YES |
| 2 | Acadience (DIBELS NEXT) | |
| 2 | iReady | YES |
| 3 | Acadience (DIBELS NEXT) | |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Academia Antonia Alonso

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------------|
| K | Informal Decoding Inventory |
| 1 | Informal Decoding Inventory |
| 2 | Informal Decoding Inventory |
| 3 | Informal Decoding Inventory |

Supports for Students Flagged for Intervention at Academia Antonia Alonso

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|-------------------------------------|--|------------|
| 95% Group: Phonic Library/ Chip Kit | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Quick Reads | Fluency, Comprehension | 2, 3 |
| Reading Assist | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| UFLI | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Walpole | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at Academia Antonia Alonso

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 19 | 18.1 | 38 | 45.2 | 45 | 42.5 |
| Below | 87 | 86.1 | 74 | 70.5 | 34 | 40.5 | 31 | 29.2 |
| At or above | 14 | 13.9 | 12 | 11.4 | 12 | 14.3 | 30 | 28.3 |

HB304 Survey Report for Charter: Academy of Dover Charter School

Screeners Used by Academy of Dover Charter School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DE-ELS | |
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Academy of Dover Charter School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | Bookworms IDI |
| K | iReady |
| K | UFLI |
| 1 | Bookworms IDI |
| 1 | iReady |
| 1 | UFLI |
| 2 | Bookworms IDI |
| 2 | iReady |
| 2 | UFLI |
| 3 | Bookworms IDI |
| 3 | iReady |
| 3 | UFLI |

Supports for Students Flagged for Intervention at Academy of Dover Charter School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------------------------|--|------------|
| Bookworms Curriculum | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Bookworms DI Block | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| iReady | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Reading Specialist Intervention | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| SpecEd Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|--|------------|
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |

Students at Different Benchmark Levels at Academy of Dover Charter School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 6 | 12.8 | 30 | 50.0 | 40 | 59.7 |
| Below | 35 | 76.1 | 39 | 83.0 | 20 | 33.3 | 15 | 22.4 |
| At or above | 11 | 23.9 | 2 | 4.3 | 10 | 16.7 | 12 | 17.9 |

HB304 Survey Report for Charter: ASPIRA Academy

Screeners Used by ASPIRA Academy

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at ASPIRA Academy

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | DIBELS 8 |
| 1 | DIBELS 8 |
| 2 | DIBELS 8 |
| 3 | DIBELS 8 |

Supports for Students Flagged for Intervention at ASPIRA Academy

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|---|------------|
| 95 Percent | Phonics and word recognition, Fluency | 1, 2, 3 |
| AMIRA | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| HMH Foundational Skills Studio | Phonics and word recognition, Fluency, Comprehension | 3 |
| Sharpen Reading | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at ASPIRA Academy

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 59 | 60.8 | 43 | 41.0 | 35 | 33.0 | 39 | 32.5 |
| Below | 17 | 17.5 | 16 | 15.2 | 16 | 15.1 | 20 | 16.7 |
| At or above | 21 | 21.6 | 46 | 43.8 | 55 | 51.9 | 61 | 50.8 |

HB304 Survey Report for Charter: Campus Community School

Screeners Used by Campus Community School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Campus Community School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------------------|
| K | iReady Growth Monitoring Assessment |
| 1 | iReady Growth Monitoring Assessment |
| 2 | iReady Growth Monitoring Assessment |
| 3 | EasyCBM Assessments |
| 3 | iReady Growth Monitoring Assessment |

Supports for Students Flagged for Intervention at Campus Community School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|------------------------|--|------------|
| Branching Minds | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| CKLA Skills Units | NA | 3 |
| Reading A-Z | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| SuperKids Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1 |
| UFLI | Phonological awareness | K, 1, 2 |

Students at Different Benchmark Levels at Campus Community School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0 | 4 | 10 | 18 | 43.9 | 11 | 26.2 |
| Below | 24 | 60 | 32 | 80 | 20 | 48.8 | 12 | 28.6 |
| At or above | 16 | 40 | 4 | 10 | 3 | 7.3 | 19 | 45.2 |

HB304 Survey Report for Charter: Charter School of New Castle

Screeners Used by Charter School of New Castle

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|---------------------|------------------------------------|
| K | CKLA | |
| K | DIBELS 8 | YES |
| K | Foundations | |
| K | Star Early Literacy | |
| K | Star Reading | |
| 1 | CKLA | |
| 1 | DIBELS 8 | YES |
| 1 | Foundations | |
| 1 | Star Early Literacy | |
| 1 | Star Reading | |
| 2 | CKLA | |
| 2 | DIBELS 8 | YES |
| 2 | Foundations | |
| 2 | Star Early Literacy | |
| 2 | Star Reading | |
| 3 | CKLA | |
| 3 | Foundations | |
| 3 | NWEA MAP | YES |
| 3 | Star Early Literacy | |
| 3 | Star Reading | |

Diagnostic Instruments for K-3 at Charter School of New Castle

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---------------------------|
| K | CKLA Embedded Assessments |
| K | MAP NWEA |
| 1 | CKLA Embedded Assessments |
| 1 | MAP NWEA |
| 2 | CKLA Embedded Assessments |
| 2 | MAP NWEA |
| 3 | CKLA Embedded Assessments |
| 3 | iReady |
| 3 | MAP NWEA |

Supports for Students Flagged for Intervention at Charter School of New Castle

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|--|------------|
| CKLA Curriculum | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Foundations | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2 |
| Guided Reading | Comprehension | 3 |
| iReady | NA | 3 |
| Some aspects of Bookworms | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2 |
| WIN/RTI/MTSS - Centers and Small Group Instruction | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Charter School of New Castle

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 30 | 56.6 | 29 | 45.3 | 35 | 40.2 | 30 | 33.3 |
| Below | 7 | 13.2 | 10 | 15.6 | 10 | 11.5 | 13 | 14.4 |
| At or above | 16 | 30.2 | 25 | 39.1 | 42 | 48.3 | 47 | 52.2 |

HB304 Survey Report for Charter: East Side Charter School

Screeners Used by East Side Charter School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at East Side Charter School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------------------|
| K | Wonder's placement and diagnostic |
| 1 | UFLI placement assessment |
| 1 | Wonder's placement and diagnostic |
| 2 | UFLI placement assessment |
| 2 | Wonder's placement and diagnostic |
| 3 | UFLI placement assessment |
| 3 | Wonder's placement and diagnostic |

Supports for Students Flagged for Intervention at East Side Charter School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------|---|------------|
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Wonders Tier 2 | Comprehension | 2, 3 |

Students at Different Benchmark Levels at East Side Charter School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 5 | 11.1 | 18 | 39.1 | 45 | 72.6 |
| Below | 33 | 82.5 | 38 | 84.4 | 21 | 45.7 | 9 | 14.5 |
| At or above | 7 | 17.5 | 2 | 4.4 | 7 | 15.2 | 8 | 12.9 |

HB304 Survey Report for Charter: Edison (Thomas A.) Charter School

Screeners Used by Edison (Thomas A.) Charter School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Edison (Thomas A.) Charter School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| K | mCLASS Intervention Decoding Assessment |
| 1 | mCLASS Intervention Decoding Assessment |
| 2 | mCLASS Intervention Decoding Assessment |
| 3 | mCLASS Intervention Decoding Assessment |

Supports for Students Flagged for Intervention at Edison (Thomas A.) Charter School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------------|--|------------|
| mCLASS Instruction | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| mCLASS Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Edison (Thomas A.) Charter School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 34 | 64.2 | 23 | 37.7 | 27 | 45 | 34 | 55.7 |
| Below | 8 | 15.1 | 19 | 31.1 | 6 | 10 | 8 | 13.1 |
| At or above | 11 | 20.8 | 19 | 31.1 | 27 | 45 | 19 | 31.1 |

HB304 Survey Report for Charter: First State Montessori Academy

Screener Used by First State Montessori Academy

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|--------------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 2 | Star Reading | |
| 3 | DIBELS 8 | YES |
| 3 | Star Reading | |

Diagnostic Instruments for K-3 at First State Montessori Academy

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|------------------------------|
| K | Core Phonics |
| K | Phonemic Awareness Inventory |
| 1 | Core Phonics |
| 1 | Phonemic Awareness Inventory |
| 1 | WTW Spelling |
| 2 | Core Phonics |
| 2 | Phonemic Awareness Inventory |
| 2 | WTW Spelling |
| 3 | Core Phonics |
| 3 | WTW Spelling |

Supports for Students Flagged for Intervention at First State Montessori Academy

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------|--|------------|
| Read Naturally | Fluency, Comprehension | 3 |
| Reading Assist | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Wilson | Phonological awareness, Phonics and word recognition, Fluency | 2, 3 |

Students at Different Benchmark Levels at First State Montessori Academy

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 12 | 18.2 | 16 | 20.0 | 12 | 15.6 | 9 | 11.5 |
| Below | 21 | 31.8 | 9 | 11.2 | 8 | 10.4 | 10 | 12.8 |
| At or above | 33 | 50.0 | 55 | 68.8 | 57 | 74.0 | 59 | 75.6 |

HB304 Survey Report for Charter: Gateway Charter School

Screeners Used by Gateway Charter School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Gateway Charter School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | DIBELS |
| 1 | DIBELS |
| 2 | DIBELS |
| 3 | DIBELS |

Supports for Students Flagged for Intervention at Gateway Charter School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------------|--|------------|
| Failure Free Reading | Print concepts, Fluency, Comprehension | 3 |
| IXL | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Nearpod | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Wilson | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 2, 3 |
| Wilson Foundations | Phonological awareness, Phonics and word recognition | K, 1 |
| Wonders | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2 |

Students at Different Benchmark Levels at Gateway Charter School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0 | 11 | 44 | 8 | 44.4 | 8 | 36.4 |
| Below | 8 | 57.1 | 5 | 20 | 1 | 5.6 | 2 | 9.1 |
| At or above | 6 | 42.9 | 9 | 36 | 9 | 50.0 | 12 | 54.5 |

HB304 Survey Report for Charter: Kuumba Academy Charter School

Screeners Used by Kuumba Academy Charter School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | |
| K | iReady | YES |
| 1 | DIBELS 8 | |
| 1 | iReady | YES |
| 2 | DIBELS 8 | |
| 2 | iReady | YES |
| 3 | DIBELS 8 | |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Kuumba Academy Charter School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | DIBELS 8 |
| K | iReady |
| 1 | DIBELS 8 |
| 1 | iReady |
| 2 | DIBELS 8 |
| 2 | iReady |
| 3 | DIBELS 8 |
| 3 | iReady |

Supports for Students Flagged for Intervention at Kuumba Academy Charter School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------------|--|------------|
| iReady Learning Path | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| IXL | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Orton-Gillingham | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Wonders Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Kuumba Academy Charter School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 7 | 9.6 | 24 | 35.8 | 26 | 44.8 |
| Below | 45 | 81.8 | 60 | 82.2 | 32 | 47.8 | 17 | 29.3 |
| At or above | 10 | 18.2 | 6 | 8.2 | 11 | 16.4 | 15 | 25.9 |

HB304 Survey Report for Charter: MOT Charter School

Screeners Used by MOT Charter School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at MOT Charter School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | Curriculum Assessments |
| K | Phonological Awareness Screening Test (PAST) |
| K | Sounds Sensible Assessment |
| 1 | Curriculum Assessments |
| 1 | Phonological Awareness Screening Test (PAST) |
| 1 | Spire Placement Assessment |
| 2 | Curriculum Assessments |
| 2 | Phonological Awareness Screening Test (PAST) |
| 2 | Spire Placement Assessment |
| 3 | Curriculum Assessments |
| 3 | Phonological Awareness Screening Test (PAST) |
| 3 | Spire Placement Assessment |

Supports for Students Flagged for Intervention at MOT Charter School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|-----------------|--|------------|
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 2, 3 |
| Sounds Sensible | Print concepts, Phonological awareness, Phonics and word recognition | K |
| SPIRE | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Wonders Tier 2 | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at MOT Charter School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 15 | 20.3 | 8 | 10.8 | 12 | 15.8 | 4 | 5.3 |
| Below | 21 | 28.4 | 9 | 12.2 | 9 | 11.8 | 8 | 10.5 |
| At or above | 38 | 51.4 | 57 | 77.0 | 55 | 72.4 | 64 | 84.2 |

HB304 Survey Report for Charter: Newark Charter School

Screeners Used by Newark Charter School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 1 | NWEA MAP | |
| 2 | DIBELS 8 | YES |
| 2 | NWEA MAP | |
| 3 | DIBELS 8 | YES |
| 3 | NWEA MAP | |

Diagnostic Instruments for K-3 at Newark Charter School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | DIBELS 8 |
| 1 | DIBELS 8 |
| 1 | NWEA MAP |
| 2 | DIBELS 8 |
| 2 | NWEA MAP |
| 3 | DIBELS 8 |
| 3 | NWEA MAP |

Supports for Students Flagged for Intervention at Newark Charter School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|-------------------------------------|--|------------|
| AIM Pathways to Structured Literacy | Phonological awareness, Phonics and word recognition | K |
| CKLA Intervention Materials | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Lexia | Phonological awareness, Phonics and word recognition, Comprehension | 1, 2, 3 |
| Phonics for Reading | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 2, 3 |
| Read Live | Fluency | 3 |
| Rewards | Phonics and word recognition, Fluency, Comprehension | 3 |
| Sounds Sensible | Phonological awareness, Phonics and word recognition | K |

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|--|---------|
| SPIRE | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |

Students at Different Benchmark Levels at Newark Charter School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 138 | 56.3 | 64 | 26.8 | 44 | 18.0 | 33 | 13.6 |
| Below | 37 | 15.1 | 31 | 13.0 | 42 | 17.1 | 29 | 11.9 |
| At or above | 70 | 28.6 | 144 | 60.3 | 159 | 64.9 | 181 | 74.5 |

HB304 Survey Report for Charter: Odyssey Charter School

Screeners Used by Odyssey Charter School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 2 | iReady | |
| 3 | DIBELS 8 | YES |
| 3 | iReady | |

Diagnostic Instruments for K-3 at Odyssey Charter School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | DIBELS 8 |
| 1 | DIBELS 8 |
| 2 | DIBELS 8 |
| 3 | DIBELS 8 |

Supports for Students Flagged for Intervention at Odyssey Charter School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------------------------|--|------------|
| Amplify Boost | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Curriculum Associates: Magnetics | Phonics and word recognition, Fluency, Comprehension | 2, 3 |
| iReady MyPath | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 2, 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at Odyssey Charter School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 76 | 37.6 | 56 | 48.3 | 76 | 35.0 | 44 | 22.7 |
| Below | 39 | 19.3 | 43 | 37.1 | 32 | 14.7 | 23 | 11.9 |
| At or above | 87 | 43.1 | 17 | 14.7 | 109 | 50.2 | 127 | 65.5 |

HB304 Survey Report for Charter: Providence Creek Academy Charter School

Screeners Used by Providence Creek Academy Charter School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------------------|------------------------------------|
| K | DIBELS 8 (as needed) | |
| K | Star Early Literacy | YES |
| 1 | DIBELS 8 (as needed) | |
| 1 | Star Early Literacy | YES |
| 1 | Star Reading | YES |
| 2 | DIBELS 8 (as needed) | |
| 2 | Star Reading | YES |
| 3 | DIBELS 8 (as needed) | |
| 3 | Star Reading | YES |

Diagnostic Instruments for K-3 at Providence Creek Academy Charter School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--------------------------------|
| K | Fundations K-3 Assessments |
| K | Test of Phonological Awareness |
| K | WIST |
| 1 | Fundations K-3 Assessments |
| 1 | Test of Phonological Awareness |
| 1 | WIST |
| 2 | Fundations K-3 Assessments |
| 2 | Test of Phonological Awareness |
| 2 | TSWRF |
| 2 | WIST |
| 3 | Fundations K-3 Assessments |
| 3 | TSWRF |
| 3 | WIST |

Supports for Students Flagged for Intervention at Providence Creek Academy Charter School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------------------|--|------------|
| Fun in Focus: Foundations | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2 |
| Foundations | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Road to Reading | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Wilson Reading | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at Providence Creek Academy Charter School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 14 | 14 | 4 | 4 | 11 | 11 | 12 | 12.4 |
| Below | 32 | 32 | 29 | 29 | 27 | 27 | 32 | 33.0 |
| At or above | 54 | 54 | 67 | 67 | 62 | 62 | 53 | 54.6 |

HB304 Survey Report for Charter: Sussex Academy

Screeners Used by Sussex Academy

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| K | iReady | |
| 1 | DIBELS 8 | YES |
| 1 | iReady | |
| 2 | DIBELS 8 | YES |
| 2 | iReady | |
| 3 | DIBELS 8 | YES |
| 3 | iReady | |

Diagnostic Instruments for K-3 at Sussex Academy

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | DIBELS 8 |
| K | iReady |
| 1 | DIBELS 8 |
| 1 | iReady |
| 2 | DIBELS 8 |
| 2 | iReady |
| 3 | DIBELS 8 |
| 3 | iReady |

Supports for Students Flagged for Intervention at Sussex Academy

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------------------------|--|------------|
| Benchmark Advance Interventions | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1 |
| Benchmark Steps to Advance | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 2, 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Sussex Academy

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0 | 21 | 44.7 | 18 | 40.0 | 10 | 22.2 |
| Below | 0 | 0 | 11 | 23.4 | 7 | 15.6 | 7 | 15.6 |
| At or above | 46 | 100 | 15 | 31.9 | 20 | 44.4 | 28 | 62.2 |

HB304 Survey Report for Charter: Sussex Montessori School

Screeners Used by Sussex Montessori School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|---------------------|------------------------------------|
| K | DIBELS 8 | YES |
| K | Star Early Literacy | |
| 1 | DIBELS 8 | YES |
| 1 | Star Early Literacy | |
| 1 | Star Reading | |
| 2 | DIBELS 8 | |
| 2 | Star Early Literacy | |
| 2 | Star Reading | YES |
| 3 | DIBELS 8 | |
| 3 | Star Early Literacy | |
| 3 | Star Reading | YES |

Diagnostic Instruments for K-3 at Sussex Montessori School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | DIBELS |
| K | Montessori For All Reading Acceleration Pathway Screener |
| K | STAR Literacy/Early Literacy |
| 1 | DIBELS |
| 1 | Montessori For All Reading Acceleration Pathway Screener |
| 1 | STAR Literacy/Early Literacy |
| 2 | DIBELS |
| 2 | Montessori For All Reading Acceleration Pathway Screener |
| 2 | STAR Literacy/Early Literacy |
| 3 | DIBELS |
| 3 | Montessori For All Reading Acceleration Pathway Screener |
| 3 | STAR Literacy/Early Literacy |

Supports for Students Flagged for Intervention at Sussex Montessori School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---|---|------------|
| Montessori For All Reading Acceleration Pathway | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Reading Assist | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Reading Support Specialist | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Sussex Montessori School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 34 | 59.6 | 27 | 50.0 | 5 | 11.4 | 7 | 15.9 |
| Below | 9 | 15.8 | 11 | 20.4 | 9 | 20.5 | 9 | 20.5 |
| At or above | 14 | 24.6 | 16 | 29.6 | 30 | 68.2 | 28 | 63.6 |

Section 5. District Reports (School, by District)

HB304 Survey Report for Appoquinimink School District: Appoquinimink PreSchool Center

Due to the unique needs of the student population attending this school, traditional universal screening measures are not appropriate. Student progress is measured through quarterly reviews of students' academic goals as outlined in the students' Individualized Education Plans.

HB304 Survey Report for Appoquinimink School District: Brick Mill Early Childhood Center

Screener Used by Brick Mill Early Childhood Center

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-----------|------------------------------------|
| K | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Brick Mill Early Childhood Center

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | DIBELS 8 |

Supports for Students Flagged for Intervention at Brick Mill Early Childhood Center

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|--|--------|
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition | K |

Students at Different Benchmark Levels at Brick Mill Early Childhood Center

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 81 | 37.9 | NA | NA | NA | NA | NA | NA |
| Below | 45 | 21.0 | NA | NA | NA | NA | NA | NA |
| At or above | 88 | 41.1 | NA | NA | NA | NA | NA | NA |

HB304 Survey Report for Appoquinimink School District: Brick Mill Elementary School

Screener Used by Brick Mill Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-----------|------------------------------------|
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Brick Mill Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|----------------------------------|
| 1 | DIBELS 8 |
| 1 | UFLI Intervention Placement Test |
| 2 | DIBELS 8 |
| 2 | UFLI Intervention Placement Test |
| 3 | DIBELS 8 |
| 3 | UFLI Intervention Placement Test |

Supports for Students Flagged for Intervention at Brick Mill Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------------|---|---------|
| Amplify Instruction | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Students at Different Benchmark Levels at Brick Mill Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 31 | 33.0 | 34 | 32.1 | 25 | 23.4 |
| Below | NA | NA | 19 | 20.2 | 10 | 9.4 | 10 | 9.3 |
| At or above | NA | NA | 44 | 46.8 | 62 | 58.5 | 72 | 67.3 |

HB304 Survey Report for Appoquinimink School District: Bunker Hill Elementary School

Screeners Used by Bunker Hill Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Bunker Hill Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|----------------------------------|
| 1 | DIBELS 8 |
| 1 | UFLI Intervention Placement Test |
| 2 | DIBELS 8 |
| 2 | UFLI Intervention Placement Test |
| 3 | DIBELS 8 |
| 3 | UFLI Intervention Placement Test |

Supports for Students Flagged for Intervention at Bunker Hill Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|---|---------|
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Students at Different Benchmark Levels at Bunker Hill Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 29 | 30.2 | 26 | 26 | 20 | 17.7 |
| Below | NA | NA | 15 | 15.6 | 14 | 14 | 15 | 13.3 |
| At or above | NA | NA | 52 | 54.2 | 60 | 60 | 78 | 69.0 |

HB304 Survey Report for Appoquinimink School District: Cedar Lane Early Childhood Center

Screeners Used by Cedar Lane Early Childhood Center

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Cedar Lane Early Childhood Center

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|----------------------------------|
| K | DIBELS 8 |
| K | UFLI Intervention Placement Test |

Supports for Students Flagged for Intervention at Cedar Lane Early Childhood Center

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|---|--------|
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at Cedar Lane Early Childhood Center

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 64 | 23.7 | NA | NA | NA | NA | NA | NA |
| Below | 69 | 25.6 | NA | NA | NA | NA | NA | NA |
| At or above | 137 | 50.7 | NA | NA | NA | NA | NA | NA |

HB304 Survey Report for Appoquinimink School District: Cedar Lane Elementary School

Screener Used by Cedar Lane Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-----------|------------------------------------|
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Cedar Lane Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|----------------------------------|
| 1 | DIBELS 8 |
| 1 | UFLI Intervention Placement Test |
| 2 | DIBELS 8 |
| 2 | UFLI Intervention Placement Test |
| 3 | DIBELS 8 |
| 3 | UFLI Intervention Placement Test |

Supports for Students Flagged for Intervention at Cedar Lane Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------------|---|---------|
| Amplify Instruction | Fluency, Comprehension | 2, 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Students at Different Benchmark Levels at Cedar Lane Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 24 | 21.1 | 17 | 13.8 | 10 | 9.3 |
| Below | NA | NA | 17 | 14.9 | 15 | 12.2 | 13 | 12.0 |
| At or above | NA | NA | 73 | 64.0 | 91 | 74.0 | 85 | 78.7 |

HB304 Survey Report for Appoquinimink School District: Crystal Run Elementary School

Screener Used by Crystal Run Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-----------|------------------------------------|
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Crystal Run Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|----------------------------------|
| 1 | DIBELS 8 |
| 1 | UFLI Intervention Placement Test |
| 2 | DIBELS 8 |
| 2 | UFLI Intervention Placement Test |
| 3 | DIBELS 8 |
| 3 | UFLI Intervention Placement Test |

Supports for Students Flagged for Intervention at Crystal Run Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|--|---------|
| mCLASS | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |

Students at Different Benchmark Levels at Crystal Run Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 11 | 15.5 | 25 | 28.4 | 20 | 24.4 |
| Below | NA | NA | 17 | 23.9 | 11 | 12.5 | 13 | 15.9 |
| At or above | NA | NA | 43 | 60.6 | 52 | 59.1 | 49 | 59.8 |

HB304 Survey Report for Appoquinimink School District: Lorewood Grove Elementary School

Screener Used by Lorewood Grove Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-----------|------------------------------------|
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Lorewood Grove Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|----------------------------------|
| 1 | DIBELS 8 |
| 1 | UFLI Intervention Placement Test |
| 2 | DIBELS 8 |
| 2 | UFLI Intervention Placement Test |
| 3 | DIBELS 8 |
| 3 | UFLI Intervention Placement Test |

Supports for Students Flagged for Intervention at Lorewood Grove Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|---|---------|
| Seeing Stars | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Students at Different Benchmark Levels at Lorewood Grove Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 16 | 18.6 | 29 | 27.6 | 19 | 17.6 |
| Below | NA | NA | 12 | 14.0 | 15 | 14.3 | 16 | 14.8 |
| At or above | NA | NA | 58 | 67.4 | 61 | 58.1 | 73 | 67.6 |

HB304 Survey Report for Appoquinimink School District: Loss (Olive B.) Elementary School

Screener Used by Loss (Olive B.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Loss (Olive B.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| 1 | UFLI Intervention Placement Assessment |
| 2 | UFLI Intervention Placement Assessment |
| 3 | CORE Phonics Survey |
| 3 | UFLI Intervention Placement Assessment |

Supports for Students Flagged for Intervention at Loss (Olive B.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---|---|---------|
| mCLASS Instruction: Multi-Syllabic Decoding | Phonics and word recognition, Fluency, Comprehension | 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Students at Different Benchmark Levels at Loss (Olive B.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 14 | 15.6 | 15 | 17.4 | 18 | 16.1 |
| Below | NA | NA | 19 | 21.1 | 9 | 10.5 | 16 | 14.3 |
| At or above | NA | NA | 57 | 63.3 | 62 | 72.1 | 78 | 69.6 |

HB304 Survey Report for Appoquinimink School District: Old State Elementary School

Screener Used by Old State Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-----------|------------------------------------|
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Old State Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|----------------------------------|
| 1 | DIBELS 8 |
| 1 | UFLI Intervention Placement Test |
| 2 | DIBELS 8 |
| 2 | UFLI Intervention Placement Test |
| 3 | DIBELS 8 |
| 3 | UFLI Intervention Placement Test |

Supports for Students Flagged for Intervention at Old State Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|---|---------|
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Students at Different Benchmark Levels at Old State Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 22 | 18.3 | 33 | 22 | 14 | 9.0 |
| Below | NA | NA | 26 | 21.7 | 15 | 10 | 36 | 23.2 |
| At or above | NA | NA | 72 | 60.0 | 102 | 68 | 105 | 67.7 |

HB304 Survey Report for Appoquinimink School District: Silver Lake Elementary School

Screener Used by Silver Lake Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Silver Lake Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|----------------------------------|
| 1 | DIBELS 8 |
| 1 | UFLI Intervention Placement Test |
| 2 | DIBELS 8 |
| 2 | UFLI Intervention Placement Test |
| 3 | DIBELS 8 |
| 3 | UFLI Intervention Placement Test |

Supports for Students Flagged for Intervention at Silver Lake Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|--|---------|
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |

Students at Different Benchmark Levels at Silver Lake Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 19 | 21.3 | 16 | 16.2 | 23 | 23.2 |
| Below | NA | NA | 16 | 18.0 | 16 | 16.2 | 14 | 14.1 |
| At or above | NA | NA | 54 | 60.7 | 67 | 67.7 | 62 | 62.6 |

HB304 Survey Report for Appoquinimink School District: Spring Meadow Early Childhood Center

Screeners Used by Spring Meadow Early Childhood Center

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Spring Meadow Early Childhood Center

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|----------------------------------|
| K | DIBELS 8 |
| K | UFLI intervention placement test |

Supports for Students Flagged for Intervention at Spring Meadow Early Childhood Center

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|---|--------|
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at Spring Meadow Early Childhood Center

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 64 | 35.0 | NA | NA | NA | NA | NA | NA |
| Below | 39 | 21.3 | NA | NA | NA | NA | NA | NA |
| At or above | 80 | 43.7 | NA | NA | NA | NA | NA | NA |

HB304 Survey Report for Appoquinimink School District: Townsend Early Childhood Center

Screeners Used by Townsend Early Childhood Center

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Townsend Early Childhood Center

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|----------------------------------|
| K | DIBELS 8 |
| K | UFLI Intervention Placement Test |

Supports for Students Flagged for Intervention at Townsend Early Childhood Center

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|---|--------|
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at Townsend Early Childhood Center

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 69 | 37.5 | NA | NA | NA | NA | NA | NA |
| Below | 38 | 20.7 | NA | NA | NA | NA | NA | NA |
| At or above | 77 | 41.8 | NA | NA | NA | NA | NA | NA |

HB304 Survey Report for Appoquinimink School District: Townsend Elementary School

Screener Used by Townsend Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-----------|------------------------------------|
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Townsend Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|----------------------------------|
| 1 | DIBELS 8 |
| 1 | UFLI Intervention Placement Test |
| 2 | DIBELS 8 |
| 2 | UFLI Intervention Placement Test |
| 3 | DIBELS 8 |
| 3 | UFLI Intervention Placement Test |

Supports for Students Flagged for Intervention at Townsend Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|---|---------|
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Students at Different Benchmark Levels at Townsend Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 17 | 19.8 | 19 | 22.1 | 15 | 16.3 |
| Below | NA | NA | 14 | 16.3 | 11 | 12.8 | 19 | 20.7 |
| At or above | NA | NA | 55 | 64.0 | 56 | 65.1 | 58 | 63.0 |

HB304 Survey Report for Brandywine School District: Carrcroft Elementary School

Screener Used by Carrcroft Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| K | NWEA MAP | |
| 1 | DIBELS 8 | YES |
| 1 | NWEA MAP | |
| 2 | DIBELS 8 | YES |
| 2 | NWEA MAP | |
| 3 | DIBELS 8 | YES |
| 3 | NWEA MAP | |

Diagnostic Instruments for K-3 at Carrcroft Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--------------------------------------|
| K | CKLA Foundational Skills Diagnostics |
| K | DIBELS Subtests |
| K | Test of Letter Names & Sounds |
| 1 | CKLA Foundational Skills Diagnostics |
| 1 | DIBELS Subtests |
| 1 | Road to Reading Diagnostic |
| 1 | Test of Letter Names & Sounds |
| 2 | CKLA Foundational Skills Diagnostics |
| 2 | DIBELS Subtests |
| 2 | Road to Reading Diagnostic |
| 3 | DIBELS Subtests |
| 3 | Road to Reading Diagnostic |

Supports for Students Flagged for Intervention at Carrcroft Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|------------------------------|--|------------|
| CKLA Foundational Skills | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2 |
| ELSB/ERSB | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Equipped for Reading Success | Print concepts, Phonological awareness | K, 1, 2 |
| Lexia English | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Read Live | Fluency | 1, 2, 3 |
| Reciprocal Teaching | Fluency, Comprehension | 3 |
| Road to Reading | Phonics and word recognition | K, 1, 2, 3 |
| Road to the Code | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Seeing Stars | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Sound Partners | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Sounds Sensible | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Spire | Phonics and word recognition | K, 1, 2, 3 |
| Walpole & McKenna | Fluency, Comprehension | 3 |

Students at Different Benchmark Levels at Carrcroft Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 16 | 24.2 | 15 | 20.5 | 15 | 20.0 | 25 | 29.4 |
| Below | 13 | 19.7 | 12 | 16.4 | 14 | 18.7 | 18 | 21.2 |
| At or above | 37 | 56.1 | 46 | 63.0 | 46 | 61.3 | 42 | 49.4 |

HB304 Survey Report for Brandywine School District: Claymont Elementary School

Screeners Used by Claymont Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|------------------|------------------------------------|
| K | DIBELS 8 | YES |
| K | NWEA MAP Reading | |
| 1 | DIBELS 8 | YES |
| 1 | NWEA MAP Reading | |
| 2 | DIBELS 8 | YES |
| 2 | NWEA MAP Reading | |
| 3 | DIBELS 8 | YES |
| 3 | NWEA MAP Reading | |

Diagnostic Instruments for K-3 at Claymont Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------------------|
| K | CKLA Foundational Skills Diagnostic |
| K | DIBELS 8 Subtests |
| K | Test of Letter Names & Sounds |
| 1 | CKLA Foundational Skills Diagnostic |
| 1 | DIBELS 8 Subtests |
| 1 | Road to Reading Diagnostic |
| 1 | Test of Letter Names & Sounds |
| 2 | CKLA Foundational Skills Diagnostic |
| 2 | DIBELS 8 Subtests |
| 2 | Road to Reading Diagnostic |
| 3 | DIBELS 8 Subtests |
| 3 | Road to Reading Diagnostic |

Supports for Students Flagged for Intervention at Claymont Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|------------------------------|--|------------|
| CKLA Foundational Skills | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2 |
| ELSB/ERSB | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Equipped for Reading Success | Print concepts, Phonological awareness | K, 1, 2 |

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------------|--|------------|
| Lexia English | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Read Live | Fluency | 1, 2, 3 |
| Reciprocal Teaching | Fluency, Comprehension | 3 |
| Road to Reading | Phonics and word recognition | K, 1, 2, 3 |
| Road to the Code | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Seeing Stars | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Sound Partners | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Sounds Sensible | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Spire | Phonics and word recognition | K, 1, 2, 3 |
| Walpole & McKenna | Fluency, Comprehension | 3 |

Students at Different Benchmark Levels at Claymont Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 39 | 39.8 | 50 | 38.2 | 45 | 35.4 | 50 | 39.1 |
| Below | 23 | 23.5 | 23 | 17.6 | 15 | 11.8 | 14 | 10.9 |
| At or above | 36 | 36.7 | 58 | 44.3 | 67 | 52.8 | 64 | 50.0 |

HB304 Survey Report for Brandywine School District: Forwood Elementary School

Screener Used by Forwood Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|------------------|------------------------------------|
| K | DIBELS 8 | YES |
| K | NWEA MAP Reading | |
| 1 | DIBELS 8 | YES |
| 1 | NWEA MAP Reading | |
| 2 | DIBELS 8 | YES |
| 2 | NWEA MAP Reading | |
| 3 | DIBELS 8 | YES |
| 3 | NWEA MAP Reading | |

Diagnostic Instruments for K-3 at Forwood Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------------------|
| K | CKLA Foundational Skills Diagnostic |
| K | DIBELS 8 Subtests |
| K | Test of Letter Names & Sounds |
| 1 | CKLA Foundational Skills Diagnostic |
| 1 | DIBELS 8 Subtests |
| 1 | Road to Reading Diagnostic |
| 1 | Test of Letter Names & Sounds |
| 2 | CKLA Foundational Skills Diagnostic |
| 2 | DIBELS 8 Subtests |
| 2 | Road to Reading Diagnostic |
| 3 | DIBELS 8 Subtests |
| 3 | Road to Reading Diagnostic |

Supports for Students Flagged for Intervention at Forwood Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|------------------------------|--|------------|
| CKLA Foundational Skills | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2 |
| ELSB/ERSB | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Equipped for Reading Success | Print concepts, Phonological awareness | K, 1, 2 |

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------------|--|------------|
| Lexia English | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Read Live | Fluency | 1, 2, 3 |
| Reciprocal Teaching | Fluency, Comprehension | 3 |
| Road to Reading | Phonics and word recognition | K, 1, 2, 3 |
| Road to the Code | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Seeing Stars | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Sound Partners | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Sounds Sensible | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Spire | Phonics and word recognition | K, 1, 2, 3 |
| Walpole & McKenna | Fluency, Comprehension | 3 |

Students at Different Benchmark Levels at Forwood Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 29 | 40.8 | 16 | 22.5 | 14 | 22.2 | 16 | 31.4 |
| Below | 12 | 16.9 | 12 | 16.9 | 9 | 14.3 | 8 | 15.7 |
| At or above | 30 | 42.3 | 43 | 60.6 | 40 | 63.5 | 27 | 52.9 |

HB304 Survey Report for Brandywine School District: Hanby Elementary School

Screeners Used by Hanby Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|------------------|------------------------------------|
| K | DIBELS 8 | YES |
| K | NWEA MAP Reading | |
| 1 | DIBELS 8 | YES |
| 1 | NWEA MAP Reading | |
| 2 | DIBELS 8 | YES |
| 2 | NWEA MAP Reading | |
| 3 | DIBELS 8 | YES |
| 3 | NWEA MAP Reading | |

Diagnostic Instruments for K-3 at Hanby Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------------------|
| K | CKLA Foundational Skills Diagnostic |
| K | DIBELS 8 Subtests |
| K | Test of Letter Names & Sounds |
| 1 | CKLA Foundational Skills Diagnostic |
| 1 | DIBELS 8 Subtests |
| 1 | Road to Reading Diagnostic |
| 1 | Test of Letter Names & Sounds |
| 2 | CKLA Foundational Skills Diagnostic |
| 2 | DIBELS 8 Subtests |
| 2 | Road to Reading Diagnostic |
| 3 | DIBELS 8 Subtests |
| 3 | Road to Reading Diagnostic |

Supports for Students Flagged for Intervention at Hanby Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|------------------------------|--|------------|
| CKLA Foundational Skills | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2 |
| ELSB/ERSB | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Equipped for Reading Success | Print concepts, Phonological awareness | K, 1, 2 |

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------------|--|------------|
| Lexia English | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Read Live | Fluency | 1, 2, 3 |
| Reciprocal Teaching | Fluency, Comprehension | 3 |
| Road to Reading | Phonics and word recognition | K, 1, 2, 3 |
| Road to the Code | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Seeing Stars | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Sound Partners | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Sounds Sensible | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Spire | Phonics and word recognition | K, 1, 2, 3 |
| Walpole & McKenna | Fluency, Comprehension | 3 |

Students at Different Benchmark Levels at Hanby Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 18 | 23.7 | 22 | 28.6 | 20 | 23.3 | 22 | 25.0 |
| Below | 16 | 21.1 | 13 | 16.9 | 14 | 16.3 | 19 | 21.6 |
| At or above | 42 | 55.3 | 42 | 54.5 | 52 | 60.5 | 47 | 53.4 |

HB304 Survey Report for Brandywine School District: Harlan (David W.) Elementary School

Screener Used by Harlan (David W.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|------------------|------------------------------------|
| K | DIBELS 8 | YES |
| K | NWEA MAP Reading | |
| 1 | DIBELS 8 | YES |
| 1 | NWEA MAP Reading | |
| 2 | DIBELS 8 | YES |
| 2 | NWEA MAP Reading | |
| 3 | DIBELS 8 | YES |
| 3 | NWEA MAP Reading | |

Diagnostic Instruments for K-3 at Harlan (David W.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------------------|
| K | CKLA Foundational Skills Diagnostic |
| K | DIBELS 8 Subtests |
| K | Test of Letter Names & Sounds |
| 1 | CKLA Foundational Skills Diagnostic |
| 1 | DIBELS 8 Subtests |
| 1 | Road to Reading Diagnostic |
| 1 | Test of Letter Names & Sounds |
| 2 | CKLA Foundational Skills Diagnostic |
| 2 | DIBELS 8 Subtests |
| 2 | Road to Reading Diagnostic |
| 3 | DIBELS 8 Subtests |
| 3 | Road to Reading Diagnostic |

Supports for Students Flagged for Intervention at Harlan (David W.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|------------------------------|--|------------|
| CKLA Foundational Skills | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2 |
| ELSB/ERSB | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Equipped for Reading Success | Print concepts, Phonological awareness | K, 1, 2 |

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------------|--|------------|
| Lexia English | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Read Live | Fluency | 1, 2, 3 |
| Reciprocal Teaching | Fluency, Comprehension | 3 |
| Road to Reading | Phonics and word recognition | K, 1, 2, 3 |
| Road to the Code | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Seeing Stars | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Sound Partners | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Sounds Sensible | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Spire | Phonics and word recognition | K, 1, 2, 3 |
| Walpole & McKenna | Fluency, Comprehension | 3 |

Students at Different Benchmark Levels at Harlan (David W.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 25 | 47.2 | 20 | 43.5 | 27 | 42.9 | 34 | 47.2 |
| Below | 8 | 15.1 | 7 | 15.2 | 8 | 12.7 | 11 | 15.3 |
| At or above | 20 | 37.7 | 19 | 41.3 | 28 | 44.4 | 27 | 37.5 |

HB304 Survey Report for Brandywine School District: Lancashire Elementary School

Screeners Used by Lancashire Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|------------------|------------------------------------|
| K | DIBELS 8 | YES |
| K | NWEA MAP Reading | |
| 1 | DIBELS 8 | YES |
| 1 | NWEA MAP Reading | |
| 2 | DIBELS 8 | YES |
| 2 | NWEA MAP Reading | |
| 3 | DIBELS 8 | YES |
| 3 | NWEA MAP Reading | |

Diagnostic Instruments for K-3 at Lancashire Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------------------|
| K | CKLA Foundational Skills Diagnostic |
| K | DIBELS 8 Subtests |
| K | Test of Letter Names and Sounds |
| 1 | CKLA Foundational Skills Diagnostic |
| 1 | DIBELS 8 Subtests |
| 1 | Road to Reading Diagnostic |
| 1 | Test of Letter Names and Sounds |
| 2 | CKLA Foundational Skills Diagnostic |
| 2 | DIBELS 8 Subtests |
| 2 | Road to Reading Diagnostic |
| 3 | DIBELS 8 Subtests |
| 3 | Road to Reading Diagnostic |

Supports for Students Flagged for Intervention at Lancashire Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|------------------------------|--------|------------|
| CKLA Foundational Skills | NA | K, 1, 2 |
| ELSB/ERSB | NA | K, 1, 2, 3 |
| Equipped for Reading Success | NA | K, 1, 2 |
| Lexia English | NA | K, 1, 2, 3 |
| Read Live | NA | 1, 2, 3 |

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------------|------------------------------|------------|
| Reciprocal Teaching | NA | 3 |
| Road to Reading | NA | K, 1, 2, 3 |
| Road to the Code | NA | K, 1 |
| Seeing Stars | NA | K, 1, 2, 3 |
| Sound Partners | NA | K, 1 |
| Sounds Sensible | NA | K, 1 |
| Spire | Phonics and word recognition | K, 1, 2, 3 |
| Walpole & McKenna | Fluency, Comprehension | 3 |

Students at Different Benchmark Levels at Lancashire Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 26 | 31.7 | 17 | 17 | 37 | 42.0 | 12 | 14.5 |
| Below | 18 | 22.0 | 18 | 18 | 5 | 5.7 | 18 | 21.7 |
| At or above | 38 | 46.3 | 65 | 65 | 46 | 52.3 | 53 | 63.9 |

HB304 Survey Report for Brandywine School District: Lombardy Elementary School

Screeners Used by Lombardy Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|------------------|------------------------------------|
| K | DIBELS 8 | YES |
| K | NWEA MAP Reading | |
| 1 | DIBELS 8 | YES |
| 1 | NWEA MAP Reading | |
| 2 | DIBELS 8 | YES |
| 2 | NWEA MAP Reading | |
| 3 | DIBELS 8 | YES |
| 3 | NWEA MAP Reading | |

Diagnostic Instruments for K-3 at Lombardy Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------------------|
| K | CKLA Foundational Skills Diagnostic |
| K | DIBELS 8 Subtests |
| K | Test of Letter Names & Sounds |
| 1 | CKLA Foundational Skills Diagnostic |
| 1 | DIBELS 8 Subtests |
| 1 | Road to Reading Diagnostic |
| 1 | Test of Letter Names & Sounds |
| 2 | CKLA Foundational Skills Diagnostic |
| 2 | DIBELS 8 Subtests |
| 2 | Road to Reading Diagnostic |
| 3 | DIBELS 8 Subtests |
| 3 | Road to Reading Diagnostic |

Supports for Students Flagged for Intervention at Lombardy Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|------------------------------|--|------------|
| CKLA Foundational Skills | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2 |
| ELSB/ERSB | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Equipped for Reading Success | Print concepts, Phonological awareness | K, 1, 2 |
| Lexia English | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Read Live | Fluency | 1, 2, 3 |
| Reciprocal Teaching | Fluency, Comprehension | 3 |
| Road to Reading | Phonics and word recognition | K, 1, 2, 3 |
| Road to the Code | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Seeing Stars | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Sound Partners | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Sounds Sensible | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Spire | Phonics and word recognition | K, 1, 2, 3 |
| Walpole & McKenna | Fluency, Comprehension | 3 |

Students at Different Benchmark Levels at Lombardy Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 29 | 37.2 | 23 | 26.7 | 12 | 19.4 | 12 | 14.8 |
| Below | 17 | 21.8 | 13 | 15.1 | 8 | 12.9 | 12 | 14.8 |
| At or above | 32 | 41.0 | 50 | 58.1 | 42 | 67.7 | 57 | 70.4 |

HB304 Survey Report for Brandywine School District: Maple Lane Elementary School

Screeners Used by Maple Lane Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|------------------|------------------------------------|
| K | DIBELS 8 | YES |
| K | NWEA MAP Reading | |
| 1 | DIBELS 8 | YES |
| 1 | NWEA MAP Reading | |
| 2 | DIBELS 8 | YES |
| 2 | NWEA MAP Reading | |
| 3 | DIBELS 8 | YES |
| 3 | NWEA MAP Reading | |

Diagnostic Instruments for K-3 at Maple Lane Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------------------|
| K | CKLA Foundational Skills Diagnostic |
| K | DIBELS 8 Subtests |
| K | Test of Letter Names & Sounds |
| 1 | CKLA Foundational Skills Diagnostic |
| 1 | DIBELS 8 Subtests |
| 1 | Road to Reading Diagnostic |
| 1 | Test of Letter Names & Sounds |
| 2 | CKLA Foundational Skills Diagnostic |
| 2 | DIBELS 8 Subtests |
| 2 | Road to Reading Diagnostic |
| 3 | DIBELS 8 Subtests |
| 3 | Road to Reading Diagnostic |

Supports for Students Flagged for Intervention at Maple Lane Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|------------------------------|--|------------|
| CKLA Foundational Skills | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2 |
| ELSB/ERSB | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Equipped for Reading Success | Print concepts, Phonological awareness | K, 1, 2 |
| Lexia English | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Read Live | Fluency | 1, 2, 3 |
| Reciprocal Teaching | Fluency, Comprehension | 3 |
| Road to Reading | Phonics and word recognition | K, 1, 2, 3 |
| Road to the Code | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Seeing Stars | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Sound Partners | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Sounds Sensible | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Spire | Phonics and word recognition | K, 1, 2, 3 |
| Walpole & McKenna | Fluency, Comprehension | 3 |

Students at Different Benchmark Levels at Maple Lane Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 37 | 57.8 | 35 | 54.7 | 30 | 45.5 | 16 | 30.2 |
| Below | 10 | 15.6 | 4 | 6.2 | 6 | 9.1 | 11 | 20.8 |
| At or above | 17 | 26.6 | 25 | 39.1 | 30 | 45.5 | 26 | 49.1 |

HB304 Survey Report for Brandywine School District: Mount Pleasant Elementary School

Screeners Used by Mount Pleasant Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|------------------|------------------------------------|
| K | DIBELS 8 | YES |
| K | NWEA MAP Reading | |
| 1 | DIBELS 8 | YES |
| 1 | NWEA MAP Reading | |
| 2 | DIBELS 8 | YES |
| 2 | NWEA MAP Reading | |
| 3 | DIBELS 8 | YES |
| 3 | NWEA MAP Reading | |

Diagnostic Instruments for K-3 at Mount Pleasant Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------------------|
| K | CKLA Foundational Skills Diagnostic |
| K | DIBELS 8 Subtests |
| K | Test of Letter Names and Sounds |
| 1 | CKLA Foundational Skills Diagnostic |
| 1 | DIBELS 8 Subtests |
| 1 | Road to Reading Diagnostic |
| 1 | Test of Letter Names and Sounds |
| 2 | CKLA Foundational Skills Diagnostic |
| 2 | DIBELS 8 Subtests |
| 2 | Road to Reading Diagnostic |
| 3 | DIBELS 8 Subtests |
| 3 | Road to Reading Diagnostic |

Supports for Students Flagged for Intervention at Mount Pleasant Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|------------------------------|--|------------|
| CKLA Foundational Skills | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2 |
| ELSB/ERSB | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Equipped for Reading Success | Print concepts, Phonological awareness | K, 1, 2 |
| Lexia English | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Read Live | Fluency | 1, 2, 3 |
| Reciprocal Teaching | Fluency, Comprehension | 3 |
| Road to Reading | Phonics and word recognition | K, 1, 2, 3 |
| Road to the Code | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Seeing Stars | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| Sound Partners | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Sounds Sensible | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Spire | Phonics and word recognition | K, 1, 2, 3 |
| Walpole & McKenna | Fluency, Comprehension | 3 |

Students at Different Benchmark Levels at Mount Pleasant Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 37 | 35.6 | 35 | 30.7 | 39 | 25.3 | 21 | 16.8 |
| Below | 21 | 20.2 | 16 | 14.0 | 12 | 7.8 | 16 | 12.8 |
| At or above | 46 | 44.2 | 63 | 55.3 | 103 | 66.9 | 88 | 70.4 |

HB304 Survey Report for Caesar Rodney School District: Allen Frear Elementary School

Screeners Used by Allen Frear Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| 1 | IRLA | YES |
| 2 | IRLA | YES |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at Allen Frear Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------------|
| 1 | IRLA |
| 1 | Kilpatrick PAST |
| 2 | IRLA |
| 2 | Kilpatrick PAST |
| 3 | IRLA |
| 3 | Kilpatrick PAST 95% PASI |

Supports for Students Flagged for Intervention at Allen Frear Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------------------------------|--|---------|
| 95% (mostly to support SE) | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | NA |
| ARC Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Kilpatrick Drills | Phonological awareness | 1, 2, 3 |
| Read Naturally (mostly to support SE) | Phonics and word recognition, Fluency, Comprehension | NA |
| Reading Horizons | Phonological awareness, Phonics and word recognition, Fluency | NA |
| UFLI Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Students at Different Benchmark Levels at Allen Frear Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 45 | 43.3 | 13 | 14.4 | 15 | 15.5 |
| Below | NA | NA | 23 | 22.1 | 33 | 36.7 | 38 | 39.2 |
| At or above | NA | NA | 36 | 34.6 | 44 | 48.9 | 44 | 45.4 |

HB304 Survey Report for Caesar Rodney School District: David E. Robinson Elementary School

Screener Used by David E. Robinson Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-----------|------------------------------------|
| 1 | IRLA | YES |
| 2 | IRLA | YES |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at David E. Robinson Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| 1 | 95% PSI |
| 1 | IRLA |
| 1 | Kilpatrick PAST |
| 1 | UFLI |
| 2 | 95% PSI |
| 2 | IRLA |
| 2 | Kilpatrick PAST |
| 2 | UFLI |
| 3 | 95% PSI |
| 3 | IRLA |
| 3 | Kilpatrick PAST |
| 3 | UFLI |

Supports for Students Flagged for Intervention at David E. Robinson Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------------------------|--|---------|
| 95% (mostly for SE) | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| ARC Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Kilpatrick Drills | Phonological awareness | 1, 2, 3 |
| Read Naturally (mostly for SE) | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Reading Horizons (mostly for SE) | Phonological awareness, Phonics and word recognition | 1, 2, 3 |
| UFLI Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Students at Different Benchmark Levels at David E. Robinson Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 31 | 35.2 | 16 | 22.9 | 26 | 32.1 |
| Below | NA | NA | 26 | 29.5 | 28 | 40.0 | 33 | 40.7 |
| At or above | NA | NA | 31 | 35.2 | 26 | 37.1 | 22 | 27.2 |

HB304 Survey Report for Caesar Rodney School District: J. Ralph McIlvaine Early Childhood Center

Screener Used by J. Ralph McIlvaine Early Childhood Center

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-----------|------------------------------------|
| K | ESGI | |
| K | IRLA | YES |

Diagnostic Instruments for K-3 at J. Ralph McIlvaine Early Childhood Center

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | IRLA |
| K | Kilpatrick |
| K | UFLI |

Supports for Students Flagged for Intervention at J. Ralph McIlvaine Early Childhood Center

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|-------------------|--|--------|
| ARC Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K |
| Kilpatrick Drills | Phonological awareness | K |
| UFLI Lessons | Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at J. Ralph McIlvaine Early Childhood Center

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | NA | NA | NA | NA | NA | NA |
| Below | 150 | 32.5 | NA | NA | NA | NA | NA | NA |
| At or above | 311 | 67.5 | NA | NA | NA | NA | NA | NA |

HB304 Survey Report for Caesar Rodney School District: John S. Charlton School

Screeners Used by John S. Charlton School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| 1 | IRLA | YES |
| 2 | IRLA | YES |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at John S. Charlton School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| 1 | 95 Percent |
| 1 | IRLA |
| 1 | Kilpatrick PAST |
| 1 | UFLI |
| 2 | 95 Percent |
| 2 | IRLA |
| 2 | Kilpatrick PAST |
| 2 | UFLI |
| 3 | 95 Percent |
| 3 | IRLA |
| 3 | Kilpatrick PAST |
| 3 | UFLI |

Supports for Students Flagged for Intervention at John S. Charlton School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|------------------------------|--|---------|
| ARC Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Kilpatrick Drills | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Read Naturally (SE mostly) | Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Reading Horizons (SE mostly) | Phonological awareness, Phonics and word recognition | 1, 2, 3 |
| UFLI Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Students at Different Benchmark Levels at John S. Charlton School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 5 | 71.4 | 4 | 100 | 2 | 25.0 |
| Below | NA | NA | 1 | 14.3 | 0 | 0 | 3 | 37.5 |
| At or above | NA | NA | 1 | 14.3 | 0 | 0 | 3 | 37.5 |

HB304 Survey Report for Caesar Rodney School District: Kent Elementary Intensive Learning Center

Screener Used by Kent Elementary Intensive Learning Center

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-----------|------------------------------------|
| K | IRLA | YES |
| 1 | IRLA | YES |
| 2 | IRLA | YES |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at Kent Elementary Intensive Learning Center

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | 95 Percent |
| K | IRLA |
| K | Kilpatrick PAST |
| K | UFLI |
| 1 | 95 Percent |
| 1 | IRLA |
| 1 | Kilpatrick PAST |
| 1 | UFLI |
| 2 | 95 Percent |
| 2 | IRLA |
| 2 | Kilpatrick PAST |
| 2 | UFLI |
| 3 | 95 Percent |
| 3 | IRLA |
| 3 | Kilpatrick PAST |
| 3 | UFLI |

Supports for Students Flagged for Intervention at Kent Elementary Intensive Learning Center

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95 Percent | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| ARC Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Kilpatrick Drills | Phonological awareness | K, 1, 2, 3 |
| Read Naturally (mostly for SE) | Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Reading Horizons | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| UFLI Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at Kent Elementary Intensive Learning Center

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0 | 1 | 100 | 0 | 0 | 1 | 20 |
| Below | 4 | 100 | 0 | 0 | 0 | 0 | 1 | 20 |
| At or above | 0 | 0 | 0 | 0 | 3 | 100 | 3 | 60 |

HB304 Survey Report for Caesar Rodney School District: Major George S. Welch Elementary School

Screeners Used by Major George S. Welch Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | IRLA | YES |
| 1 | IRLA | YES |
| 2 | IRLA | YES |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at Major George S. Welch Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | IRLA |
| K | Kilpatrick PAST |
| K | UFLI Screener |
| 1 | 95% PSI |
| 1 | IRLA |
| 1 | Kilpatrick PAST |
| 1 | UFLI Screener |
| 2 | 95% PSI |
| 2 | IRLA |
| 2 | Kilpatrick PAST |
| 2 | UFLI Screener |
| 3 | 95% PSI |
| 3 | IRLA |
| 3 | Kilpatrick PAST |
| 3 | UFLI Screener |

Supports for Students Flagged for Intervention at Major George S. Welch Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------------------|--|------------|
| 95 Percent | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| ARC Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Kilpatrick Drills | Phonological awareness | K, 1, 2, 3 |
| Read Naturally (mostly SE) | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Reading Horizons | Phonological awareness, Phonics and word recognition | 1, 2, 3 |
| UFLI Lessons | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at Major George S. Welch Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 31 | 47.7 | 17 | 22.1 | 8 | 12.5 |
| Below | 32 | 47.1 | 12 | 18.5 | 24 | 31.2 | 25 | 39.1 |
| At or above | 36 | 52.9 | 22 | 33.8 | 36 | 46.8 | 31 | 48.4 |

HB304 Survey Report for Caesar Rodney School District: Nellie Hughes Stokes Elementary School

Screeners Used by Nellie Hughes Stokes Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| 1 | IRLA | YES |
| 2 | IRLA | YES |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at Nellie Hughes Stokes Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| 1 | 95 Percent |
| 1 | IRLA |
| 1 | Kilpatrick PAST |
| 1 | UFLI Screener |
| 2 | 95 Percent |
| 2 | IRLA |
| 2 | Kilpatrick PAST |
| 2 | UFLI Screener |
| 3 | 95 Percent |
| 3 | IRLA |
| 3 | Kilpatrick PAST |
| 3 | UFLI Screener |

Supports for Students Flagged for Intervention at Nellie Hughes Stokes Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|-------------------------------|--|---------|
| 95 Percent | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| ARC Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Kilpatrick Drills | Phonological awareness | 1, 2, 3 |
| Read Naturally (primarily SE) | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Reading Horizons | Phonological awareness, Phonics and word recognition | 1, 2, 3 |
| UFLI Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Students at Different Benchmark Levels at Nellie Hughes Stokes Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 25 | 43.9 | 21 | 20.2 | 28 | 26.4 |
| Below | NA | NA | 17 | 29.8 | 42 | 40.4 | 37 | 34.9 |
| At or above | NA | NA | 15 | 26.3 | 41 | 39.4 | 41 | 38.7 |

HB304 Survey Report for Caesar Rodney School District: Star Hill Elementary School

Screener Used by Star Hill Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-----------|------------------------------------|
| 1 | IRLA | YES |
| 2 | IRLA | YES |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at Star Hill Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| 1 | 95 Percent |
| 1 | IRLA |
| 1 | Kilpatrick PAST |
| 1 | UFLI |
| 2 | 95 Percent |
| 2 | IRLA |
| 2 | Kilpatrick PAST |
| 2 | UFLI |
| 3 | 95 Percent |
| 3 | IRLA |
| 3 | Kilpatrick PAST |
| 3 | UFLI |

Supports for Students Flagged for Intervention at Star Hill Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|-------------------------------|--|---------|
| 95 Percent | Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| ARC Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Kilpatrick Drills | Phonological awareness | 1, 2, 3 |
| Read Naturally (primarily SE) | Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Reading Horizons | Phonological awareness, Phonics and word recognition | 1, 2, 3 |
| UFLI Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Students at Different Benchmark Levels at Star Hill Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| Benchmark | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 29 | 54.7 | 12 | 21.1 | 23 | 35.9 |
| Below | NA | NA | 9 | 17.0 | 26 | 45.6 | 18 | 28.1 |
| At or above | NA | NA | 15 | 28.3 | 19 | 33.3 | 23 | 35.9 |

HB304 Survey Report for Caesar Rodney School District: W. B. Simpson Elementary School

Screeners Used by W. B. Simpson Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| 1 | IRLA | YES |
| 2 | IRLA | YES |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at W. B. Simpson Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| 1 | 95 Percent |
| 1 | IRLA |
| 1 | Kilpatrick PAST |
| 1 | UFLI Screener |
| 2 | 95 Percent |
| 2 | IRLA |
| 2 | Kilpatrick PAST |
| 2 | UFLI Screener |
| 3 | 95 Percent |
| 3 | IRLA |
| 3 | Kilpatrick PAST |
| 3 | UFLI Screener |

Supports for Students Flagged for Intervention at W. B. Simpson Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|-------------------|--|---------|
| 95 Percent | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| ARC Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Kilpatrick Drills | Phonological awareness | 1, 2, 3 |
| Read Naturally | Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Reading Horizons | Phonological awareness, Phonics and word recognition | 1, 2, 3 |
| UFLI Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Students at Different Benchmark Levels at W. B. Simpson Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 22 | 35.5 | 12 | 13.6 | 15 | 16.1 |
| Below | NA | NA | 18 | 29.0 | 33 | 37.5 | 38 | 40.9 |
| At or above | NA | NA | 22 | 35.5 | 43 | 48.9 | 40 | 43.0 |

HB304 Survey Report for Caesar Rodney School District: W. Reily Brown Elementary School

Screeners Used by W. Reily Brown Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| 1 | IRLA | YES |
| 2 | IRLA | YES |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at W. Reily Brown Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| 1 | 95 Percent |
| 1 | IRLA |
| 1 | Kilpatrick PAST |
| 1 | UFLI |
| 2 | 95 Percent |
| 2 | IRLA |
| 2 | Kilpatrick PAST |
| 2 | UFLI |
| 3 | 95 Percent |
| 3 | IRLA |
| 3 | Kilpatrick PAST |
| 3 | UFLI |

Supports for Students Flagged for Intervention at W. Reily Brown Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------------------------|--|---------|
| 95% (primarily SE) | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| ARC Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Kilpatrick Drills | Phonological awareness | 1, 2, 3 |
| Read Naturally (primarily SE) | Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Reading Horizons (primarily SE) | Phonological awareness, Phonics and word recognition | 1, 2, 3 |
| UFLI Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Students at Different Benchmark Levels at W. Reily Brown Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 41 | 41.4 | 31 | 34.4 | 28 | 29.2 |
| Below | NA | NA | 22 | 22.2 | 29 | 32.2 | 35 | 36.5 |
| At or above | NA | NA | 36 | 36.4 | 30 | 33.3 | 33 | 34.4 |

HB304 Survey Report for Cape Henlopen School District: H. O. Brittingham Elementary School

Screeners Used by H. O. Brittingham Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | IRLA | YES |
| 1 | IRLA | YES |
| 2 | IRLA | YES |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at H. O. Brittingham Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---------------------------|
| K | Core Phonics Screener |
| K | UFLI Placement Assessment |
| 1 | Core Phonics Screener |
| 1 | UFLI Placement Assessment |
| 2 | Core Phonics Screener |
| 2 | UFLI Placement Assessment |
| 2 | Words Their Way |
| 3 | Core Phonics Screener |
| 3 | UFLI Placement Assessment |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at H. O. Brittingham Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|------------------|--|------------|
| ARC Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| IRLA Conferences | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Kilpatrick | Phonological awareness | K, 1, 2 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Words Their Way | Phonics and word recognition | 2, 3 |

Students at Different Benchmark Levels at H. O. Brittingham Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 10 | 10.8 | 50 | 56.2 | 18 | 18.6 | 17 | 21.0 |
| Below | 37 | 39.8 | 23 | 25.8 | 37 | 38.1 | 31 | 38.3 |
| At or above | 46 | 49.5 | 16 | 18.0 | 42 | 43.3 | 33 | 40.7 |

HB304 Survey Report for Cape Henlopen School District: Lewes Elementary School

Screener Used by Lewes Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|--|------------------------------------|
| K | Core phonics Survey | |
| K | IRLA | YES |
| K | Phonological Awareness Screening Test (PAST) | |
| 1 | Core phonics Survey | |
| 1 | IRLA | YES |
| 1 | Phonological Awareness Screening Test (PAST) | |
| 2 | Core phonics Survey | |
| 2 | IRLA | YES |
| 2 | Phonological Awareness Screening Test (PAST) | |
| 3 | Core phonics Survey | |
| 3 | IRLA | YES |
| 3 | Phonological Awareness Screening Test (PAST) | |

Diagnostic Instruments for K-3 at Lewes Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | IRLA Checks |
| 1 | IRLA Checks |
| 2 | IRLA Checks |
| 3 | IRLA Checks |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at Lewes Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------|--|------------|
| IRLA Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Lewes Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 44 | 51.8 | 12 | 12.1 | 9 | 9 |
| Below | 14 | 15.7 | 15 | 17.6 | 20 | 20.2 | 26 | 26 |
| At or above | 75 | 84.3 | 26 | 30.6 | 67 | 67.7 | 65 | 65 |

HB304 Survey Report for Cape Henlopen School District: Love Creek Elementary School

Screener Used by Love Creek Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | IRLA | YES |
| 1 | IRLA | YES |
| 1 | WTW | |
| 2 | IRLA | YES |
| 2 | WTW | |
| 3 | IRLA | YES |
| 3 | WTW | |

Diagnostic Instruments for K-3 at Love Creek Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | IRLA Phonics Checks |
| 1 | IRLA Phonics Checks |
| 2 | IRLA Phonics Checks |
| 3 | IRLA Phonics Checks |

Supports for Students Flagged for Intervention at Love Creek Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------------|---|------------|
| Arc Toolkits | Phonics and word recognition, Fluency, Comprehension | 2, 3 |
| Kilpatrick PA Drills | Phonological awareness | K, 1, 2, 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Walpole | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at Love Creek Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 16 | 16.7 | 43 | 43.4 | 26 | 22.2 | 30 | 25.0 |
| Below | 20 | 20.8 | 17 | 17.2 | 33 | 28.2 | 55 | 45.8 |
| At or above | 60 | 62.5 | 39 | 39.4 | 58 | 49.6 | 35 | 29.2 |

HB304 Survey Report for Cape Henlopen School District: Milton Elementary School

Screeners Used by Milton Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | IRLA | YES |
| 1 | IRLA | YES |
| 2 | IRLA | YES |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at Milton Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---------------------------|
| K | Core Phonics |
| K | PAST |
| K | UFLI Placement Assessment |
| 1 | Core Phonics |
| 1 | PAST |
| 1 | UFLI Placement Assessment |
| 1 | Words Their Way |
| 2 | Core Phonics |
| 2 | PAST |
| 2 | UFLI Placement Assessment |
| 2 | Words Their Way |
| 3 | Core Phonics |
| 3 | PAST |
| 3 | UFLI Placement Assessment |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at Milton Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------------|--|------------|
| ACT Now | Fluency, Comprehension | 3 |
| ARC Toolkits | Print concepts, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Fundations | Print concepts, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| IRLA Conferences | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Kilpatrick | Phonological awareness | K, 1, 2, 3 |
| Six-Minute Solutions | Fluency | 1, 2, 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Words Their Way | Phonics and word recognition | 1, 2, 3 |

Students at Different Benchmark Levels at Milton Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 38 | 44.7 | 12 | 13.5 | 19 | 16.4 |
| Below | 33 | 38.8 | 18 | 21.2 | 31 | 34.8 | 34 | 29.3 |
| At or above | 52 | 61.2 | 29 | 34.1 | 46 | 51.7 | 63 | 54.3 |

HB304 Survey Report for Cape Henlopen School District: Rehoboth Elementary School

Screeners Used by Rehoboth Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | IRLA | YES |
| 1 | IRLA | YES |
| 2 | IRLA | YES |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at Rehoboth Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | Walpole IDI |
| 1 | Walpole IDI |
| 2 | UFLI Screener |
| 3 | Walpole IDI |

Supports for Students Flagged for Intervention at Rehoboth Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|--|------------|
| ARC Toolkits lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Kilpatrick - Equipped for Success | Phonological awareness | K, 1, 2, 3 |
| UFLI lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Walpole differentiated phonics lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at Rehoboth Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 21 | 23.9 | 22 | 21.0 | 13 | 13.4 |
| Below | 25 | 27.5 | 28 | 31.8 | 45 | 42.9 | 28 | 28.9 |
| At or above | 66 | 72.5 | 39 | 44.3 | 38 | 36.2 | 56 | 57.7 |

HB304 Survey Report for Cape Henlopen School District: Sussex Consortium

Screeners Used by Sussex Consortium

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | IRLA | YES |
| 1 | IRLA | YES |
| 2 | IRLA | YES |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at Sussex Consortium

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | Kilpatrick |
| K | LETRS |
| 1 | Kilpatrick |
| 1 | LETRS |
| 2 | Kilpatrick |
| 2 | LETRS |
| 3 | Kilpatrick |
| 3 | LETRS |

Supports for Students Flagged for Intervention at Sussex Consortium

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|--|------------|
| ARC Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Kilpatrick | Phonological awareness | K, 1, 2, 3 |
| LETRS | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |

Students at Different Benchmark Levels at Sussex Consortium

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0 | 5 | 100 | 9 | 100 | 6 | 100 |
| Below | 3 | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| At or above | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

HB304 Survey Report for Capital School District: Booker T. Washington Elementary School

Screeners Used by Booker T. Washington Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | Acadience (DIBELS NEXT) | YES |
| 2 | Star Reading | |
| 3 | Acadience (DIBELS NEXT) | |
| 3 | Star Reading | YES |

Diagnostic Instruments for K-3 at Booker T. Washington Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| 1 | 95% Phonics Screening Inventory |
| 1 | 95% Phonological Awareness Screening Inventory |
| 1 | Curriculum Based Assessments |
| 1 | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |
| 2 | 95% Phonics Screening Inventory |
| 2 | 95% Phonological Awareness Screening Inventory |
| 2 | Curriculum Based Assessments |
| 2 | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |
| 3 | 95% Phonics Screening Inventory |
| 3 | 95% Phonological Awareness Screening Inventory |
| 3 | Curriculum Based Assessments |
| 3 | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |

Supports for Students Flagged for Intervention at Booker T. Washington Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|---|---------|
| 95% Blending | Phonological awareness, Phonics and word recognition, Fluency | 1, 2 |
| 95% Multisyllable Routines | Phonics and word recognition, Fluency | 3 |
| 95% Phonics Chip Kit | Phonics and word recognition | 1, 2, 3 |
| 95% Phonics Lesson Library- Basic and Advanced | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------------------------|--|---------|
| 95% Phonological Awareness Suite | Phonological awareness | 1, 2, 3 |
| Early Reading Inventory | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1 |
| McGraw Hill Wonderworks | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Orton Gillingham Framework | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| Quick Reads | Fluency, Comprehension | 1, 2, 3 |
| Soar to Success | Comprehension | 3 |
| UFLI | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| Word Connection | Phonics and word recognition, Fluency | 3 |

Students at Different Benchmark Levels at Booker T. Washington Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 34 | 54.8 | 25 | 39.1 | 20 | 28.6 |
| Below | NA | NA | 3 | 4.8 | 7 | 10.9 | 21 | 30.0 |
| At or above | NA | NA | 25 | 40.3 | 32 | 50.0 | 29 | 41.4 |

HB304 Survey Report for Capital School District: Central Elementary School

Screeners Used by Central Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | Acadience (DIBELS NEXT) | YES |
| 2 | Star Reading | |
| 3 | Acadience (DIBELS NEXT) | |
| 3 | Star Reading | YES |

Diagnostic Instruments for K-3 at Central Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| 1 | 95% Phonics Screening Inventory |
| 1 | 95% Phonological Awareness Screening Inventory |
| 1 | Curriculum Based Assessment |
| 1 | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |
| 2 | 95% Phonics Screening Inventory |
| 2 | 95% Phonological Awareness Screening Inventory |
| 2 | Curriculum Based Assessment |
| 2 | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |
| 3 | 95% Phonics Screening Inventory |
| 3 | 95% Phonological Awareness Screening Inventory |
| 3 | Curriculum Based Assessment |
| 3 | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |

Supports for Students Flagged for Intervention at Central Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|---|---------|
| 95% Blending | Phonological awareness, Phonics and word recognition, Fluency | 1, 2 |
| 95% Multisyllable Routines | Phonics and word recognition, Fluency | 3 |
| 95% Phonemic Awareness Suite | Print concepts, Phonological awareness | 1, 2, 3 |
| 95% Phonics Chip Kit | Phonics and word recognition | 1, 2, 3 |
| 95% Phonics Lesson Library- Basic and Advanced | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------------------|--|---------|
| Early Reading Inventory | Print concepts, Phonological awareness, Phonics and word recognition | 1 |
| McGraw Hill Wonderworks | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Orton Gillingham Framework | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| Quick Reads | Fluency, Comprehension | 1, 2, 3 |
| Soar to Success | Comprehension | 3 |
| UFLI | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| Word Connections | Phonics and word recognition, Fluency | 2 |

Students at Different Benchmark Levels at Central Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 60 | 54.5 | 57 | 42.5 | 27 | 23.9 |
| Below | NA | NA | 25 | 22.7 | 14 | 10.4 | 30 | 26.5 |
| At or above | NA | NA | 25 | 22.7 | 63 | 47.0 | 56 | 49.6 |

HB304 Survey Report for Capital School District: East Dover Early Childhood Center

Screeners Used by East Dover Early Childhood Center

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |

Diagnostic Instruments for K-3 at East Dover Early Childhood Center

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| K | 95% Phonics Screening Inventory |
| K | 95% Phonological Awareness Screening Inventory |
| K | Curriculum Based Assessments |
| K | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |

Supports for Students Flagged for Intervention at East Dover Early Childhood Center

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|--|--------|
| 95% Blending | Phonological awareness, Phonics and word recognition, Fluency | K |
| 95% Phonemic Awareness Suite | Print concepts, Phonological awareness | K |
| 95% Phonics Chip Kit | Phonics and word recognition | K |
| 95% Phonics Lesson Library- Basic | Phonological awareness, Phonics and word recognition, Fluency | K |
| Early Reading Inventory | Print concepts, Phonological awareness, Phonics and word recognition | K |
| McGraw Hill Wonderworks | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K |
| Orton Gillingham Framework | Phonological awareness, Phonics and word recognition, Fluency | K |
| Phonological Awareness Assessment Tools and Strategies | Phonological awareness | K |
| UFLI | Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at East Dover Early Childhood Center

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 172 | 56.0 | NA | NA | NA | NA | NA | NA |
| Below | 54 | 17.6 | NA | NA | NA | NA | NA | NA |
| At or above | 81 | 26.4 | NA | NA | NA | NA | NA | NA |

HB304 Survey Report for Capital School District: Fairview Early Childhood Center

Screeners Used by Fairview Early Childhood Center

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |

Diagnostic Instruments for K-3 at Fairview Early Childhood Center

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| K | 95% Phonics Screening Inventory |
| K | 95% Phonological Awareness Screening Inventory |
| K | Curriculum Based Assessments |
| K | LETRS Spelling Screener and Pre-Decoding, Beginning, and Advanced Surveys |

Supports for Students Flagged for Intervention at Fairview Early Childhood Center

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|--|--------|
| 95% Blending | Phonological awareness, Phonics and word recognition, Fluency | K |
| 95% Phonemic Awareness Suite | Print concepts, Phonological awareness | K |
| 95% Phonics Chit Kit | Phonics and word recognition | K |
| 95% Phonics Lesson Library- Basic | Phonological awareness, Phonics and word recognition, Fluency | K |
| Early Reading Inventory | Phonological awareness, Phonics and word recognition | K |
| McGraw Hill Wonderworks | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | NA |
| Orton Gillingham Framework | Phonological awareness, Phonics and word recognition, Fluency | K |
| Phonological Awareness Assessment Tools & Strategies | Phonological awareness | K |
| UFLI | Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at Fairview Early Childhood Center

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 56 | 41.2 | NA | NA | NA | NA | NA | NA |
| Below | 25 | 18.4 | NA | NA | NA | NA | NA | NA |
| At or above | 55 | 40.4 | NA | NA | NA | NA | NA | NA |

HB304 Survey Report for Capital School District: Hartly Elementary School

Screeners Used by Hartly Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | Acadience (DIBELS NEXT) | YES |
| 2 | Star Reading | |
| 3 | Acadience (DIBELS NEXT) | |
| 3 | Star Reading | YES |

Diagnostic Instruments for K-3 at Hartly Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| K | 95% Phonics Screening Inventory |
| K | 95% Phonological Awareness Screening Inventory |
| K | Curriculum Based Assessments |
| K | LETRS Spelling Screener and Pre-Decoding, Beginning, and Advanced Surveys |
| 1 | 95% Phonics Screening Inventory |
| 1 | 95% Phonological Awareness Screening Inventory |
| 1 | Curriculum Based Assessments |
| 1 | LETRS Spelling Screener and Pre-Decoding, Beginning, and Advanced Surveys |
| 2 | 95% Phonics Screening Inventory |
| 2 | 95% Phonological Awareness Screening Inventory |
| 2 | Curriculum Based Assessments |
| 2 | LETRS Spelling Screener and Pre-Decoding, Beginning, and Advanced Surveys |
| 3 | 95% Phonics Screening Inventory |
| 3 | 95% Phonological Awareness Screening Inventory |
| 3 | Curriculum Based Assessments |
| 3 | LETRS Spelling Screener and Pre-Decoding, Beginning, and Advanced Surveys |

Supports for Students Flagged for Intervention at Hartly Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---|--|------------|
| 95% Blending | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| 95% Multisyllable Routines | Phonics and word recognition, Fluency | 3 |
| 95% Phonemic Awareness Suite | Print concepts, Phonological awareness | K, 1, 2, 3 |
| 95% Phonics Chip Kit | Phonics and word recognition | K, 1, 2, 3 |
| 95% Phonics Lesson Library-Basic and Advanced | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Early Reading Inventory | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| McGraw Hill Wonderworks | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Orton Gillingham Framework | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Phonological Awareness Tools & Strategies | Phonological awareness | K, 1 |
| Quick Reads | Fluency, Comprehension | 1, 2, 3 |
| Soar to Success | Comprehension | 3 |
| UFLI | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Word Connections | Phonics and word recognition, Fluency | 3 |

Students at Different Benchmark Levels at Hartly Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 40 | 55.6 | 14 | 30.4 | 28 | 60.9 | 6 | 11.8 |
| Below | 15 | 20.8 | 9 | 19.6 | 4 | 8.7 | 17 | 33.3 |
| At or above | 17 | 23.6 | 23 | 50.0 | 14 | 30.4 | 28 | 54.9 |

HB304 Survey Report for Capital School District: Kent County Community School

Due to the unique needs of the student population attending this school, traditional universal screening measures are not appropriate. Student progress is measured through quarterly reviews of students' academic goals as outlined in the students' Individualized Education Plans.

HB304 Survey Report for Capital School District: North Dover Elementary School

Screeners Used by North Dover Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | Acadience (DIBELS NEXT) | YES |
| 2 | Star Reading | |
| 3 | Acadience (DIBELS NEXT) | |
| 3 | Star Reading | YES |

Diagnostic Instruments for K-3 at North Dover Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| 1 | 95% Phonics Screening Inventory |
| 1 | 95% Phonological Awareness Screening Inventory |
| 1 | Curriculum Based Assessments |
| 1 | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |
| 2 | 95% Phonics Screening Inventory |
| 2 | 95% Phonological Awareness Screening Inventory |
| 2 | Curriculum Based Assessments |
| 2 | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |
| 3 | 95% Phonics Screening Inventory |
| 3 | 95% Phonological Awareness Screening Inventory |
| 3 | Curriculum Based Assessments |
| 3 | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |

Supports for Students Flagged for Intervention at North Dover Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---|---|---------|
| 95% Blending | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| 95% Multisyllable Routines | Phonics and word recognition, Fluency | 3 |
| 95% Phonemic Awareness Suite | Print concepts, Phonological awareness | 1, 2, 3 |
| 95% Phonics Chip Kit | Phonics and word recognition | 1, 2, 3 |
| 95% Phonics Lesson Library-Basic and Advanced | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------------------|--|---------|
| Early Reading Inventory | Print concepts, Phonological awareness, Phonics and word recognition | 1 |
| McGraw Hill Wonderworks | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Orton Gillingham Framework | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| Quick Reads | Fluency, Comprehension | 1, 2, 3 |
| Soar to Success | Fluency, Comprehension | 3 |
| UFLI | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| Word Connections | Phonics and word recognition, Fluency | 3 |

Students at Different Benchmark Levels at North Dover Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 27 | 45.8 | 27 | 38.6 | 10 | 15.4 |
| Below | NA | NA | 13 | 22.0 | 6 | 8.6 | 28 | 43.1 |
| At or above | NA | NA | 19 | 32.2 | 37 | 52.9 | 27 | 41.5 |

HB304 Survey Report for Capital School District: South Dover Elementary School

Screeners Used by South Dover Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | Acadience (DIBELS NEXT) | YES |
| 2 | Star Reading | |
| 3 | Acadience (DIBELS NEXT) | |
| 3 | Star Reading | YES |

Diagnostic Instruments for K-3 at South Dover Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| 1 | 95% Phonics Screening Inventory |
| 1 | 95% Phonological Awareness Screening Inventory |
| 1 | Curriculum Based Assessments |
| 1 | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |
| 2 | 95% Phonics Screening Inventory |
| 2 | 95% Phonological Awareness Screening Inventory |
| 2 | Curriculum Based Assessments |
| 2 | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |
| 3 | 95% Phonics Screening Inventory |
| 3 | 95% Phonological Awareness Screening Inventory |
| 3 | Curriculum Based Assessments |
| 3 | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |

Supports for Students Flagged for Intervention at South Dover Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---|---|---------|
| 95% Blending | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| 95% Multisyllable Routines | Phonics and word recognition, Fluency | 3 |
| 95% Phonemic Awareness Suite | Print concepts, Phonological awareness | 1, 2, 3 |
| 95% Phonics Chip Kit | Phonics and word recognition | 1, 2, 3 |
| 95% Phonics Lesson Library-Basic and Advanced | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------------------|--|---------|
| Early Reading Inventory | Phonological awareness, Phonics and word recognition | 1 |
| McGraw Hill Wonderworks | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Orton Gillingham Framework | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| Quick Reads | Fluency, Comprehension | 1, 2, 3 |
| Soar to Success | Fluency, Comprehension | 3 |
| UFLI | Phonological awareness, Phonics and word recognition | 1, 2, 3 |
| Word Connections | Phonics and word recognition, Fluency | 3 |

Students at Different Benchmark Levels at South Dover Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 57 | 52.3 | 53 | 38.4 | 36 | 28.6 |
| Below | NA | NA | 18 | 16.5 | 10 | 7.2 | 42 | 33.3 |
| At or above | NA | NA | 34 | 31.2 | 75 | 54.3 | 48 | 38.1 |

HB304 Survey Report for Capital School District: Towne Point Elementary School

Screeners Used by Towne Point Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | Acadience (DIBELS NEXT) | YES |
| 2 | Star Reading | |
| 3 | Acadience (DIBELS NEXT) | |
| 3 | Star Reading | YES |

Diagnostic Instruments for K-3 at Towne Point Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| 1 | 95% Phonics Screening Inventory |
| 1 | 95% Phonological Awareness Screening Inventory |
| 1 | Curriculum Based Assessments |
| 1 | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |
| 2 | 95% Phonics Screening Inventory |
| 2 | 95% Phonological Awareness Screening Inventory |
| 2 | Curriculum Based Assessments |
| 2 | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |
| 3 | 95% Phonics Screening Inventory |
| 3 | 95% Phonological Awareness Screening Inventory |
| 3 | Curriculum Based Assessments |
| 3 | LETRS Spelling Screener and Pre-Decoding, Beginning, & Advanced Surveys |

Supports for Students Flagged for Intervention at Towne Point Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---|---|---------|
| 95% Blending | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| 95% Multisyllable Routines | Phonics and word recognition, Fluency | 3 |
| 95% Phonemic Awareness Suite | Phonological awareness | 1, 2, 3 |
| 95% Phonics Chip Kit | Phonics and word recognition | 1, 2, 3 |
| 95% Phonics Lesson Library-Basic and Advanced | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------------------|--|---------|
| Early Reading Inventory | Print concepts, Phonological awareness, Phonics and word recognition | 1 |
| McGraw Hill Wonderworks | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| Orton Gillingham Framework | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| Quick Reads | Fluency, Comprehension | 1, 2, 3 |
| Soar to Success | Fluency, Comprehension | 3 |
| UFLI | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| Word Connections | Phonics and word recognition, Fluency | 3 |

Students at Different Benchmark Levels at Towne Point Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 18 | 34.0 | 22 | 36.7 | 17 | 21.2 |
| Below | NA | NA | 2 | 3.8 | 3 | 5.0 | 27 | 33.8 |
| At or above | NA | NA | 33 | 62.3 | 35 | 58.3 | 36 | 45.0 |

HB304 Survey Report for Christina School District: Brader (Henry M.) Elementary School

Screener Used by Brader (Henry M.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Brader (Henry M.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | Benchmark Advance Fluency and Comprehension Assessment |
| K | Benchmark Advance Phonics Inventory |
| K | iReady |
| 1 | Benchmark Advance Fluency and Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency and Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency and Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at Brader (Henry M.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Brader (Henry M.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 10 | 21.7 | 25 | 48.1 | 19 | 40.4 |
| Below | 43 | 69.4 | 33 | 71.7 | 16 | 30.8 | 11 | 23.4 |
| At or above | 19 | 30.6 | 3 | 6.5 | 11 | 21.2 | 17 | 36.2 |

HB304 Survey Report for Christina School District: Brookside Elementary School

Screeners Used by Brookside Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Brookside Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | Benchmark Advance Fluency & Comprehension Assessment |
| K | Benchmark Advance Phonics Inventory |
| K | iReady |
| 1 | Benchmark Advance Fluency & Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency & Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency & Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at Brookside Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Brookside Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 5 | 11.6 | 16 | 45.7 | 15 | 40.5 |
| Below | 37 | 84.1 | 34 | 79.1 | 11 | 31.4 | 9 | 24.3 |
| At or above | 7 | 15.9 | 4 | 9.3 | 8 | 22.9 | 13 | 35.1 |

HB304 Survey Report for Christina School District: Christina Early Education Center

Due to the unique needs of the student population attending this school, traditional universal screening measures are not appropriate. Student progress is measured through quarterly reviews of students' academic goals as outlined in the students' Individualized Education Plans.

HB304 Survey Report for Christina School District: Downes (John R.) Elementary School

Screeners Used by Downes (John R.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Downes (John R.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | Benchmark Advance Fluency & Comprehension Assessment |
| K | Benchmark Advance Phonics Inventory |
| K | iReady |
| 1 | Benchmark Advance Fluency & Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency & Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency & Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at Downes (John R.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Downes (John R.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 10 | 19.6 | 15 | 26.8 | 26 | 48.1 |
| Below | 54 | 77.1 | 35 | 68.6 | 28 | 50.0 | 9 | 16.7 |
| At or above | 16 | 22.9 | 6 | 11.8 | 13 | 23.2 | 19 | 35.2 |

HB304 Survey Report for Christina School District: Delaware School for the Deaf

Due to the unique needs of the student population attending this school, traditional universal screening measures are not appropriate. Student progress is measured through quarterly reviews of students' academic goals as outlined in the students' Individualized Education Plans.

HB304 Survey Report for Christina School District: Douglass School

Due to the unique needs of the student population attending this school, traditional universal screening measures are not appropriate. Student progress is measured through quarterly reviews of students' academic goals as outlined in the students' Individualized Education Plans.

HB304 Survey Report for Christina School District: Gallaher (Robert S.) Elementary School

Screeners Used by Gallaher (Robert S.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Gallaher (Robert S.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | Benchmark Advance Fluency & Comprehension Assessment |
| K | Benchmark Advance Phonics Inventory |
| K | iReady |
| 1 | Benchmark Advance Fluency & Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency & Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency & Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at Gallaher (Robert S.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Gallaher (Robert S.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 17 | 21.2 | 27 | 36.0 | 29 | 39.2 |
| Below | 45 | 76.3 | 48 | 60.0 | 29 | 38.7 | 19 | 25.7 |
| At or above | 14 | 23.7 | 15 | 18.8 | 19 | 25.3 | 26 | 35.1 |

HB304 Survey Report for Christina School District: Jones (Albert H.) Elementary School

Screener Used by Jones (Albert H.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Jones (Albert H.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | Benchmark Advance Fluency & Comprehension Assessment |
| K | Benchmark Advance Phonics Inventory |
| K | iReady |
| 1 | Benchmark Advance Fluency & Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency & Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency & Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at Jones (Albert H.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Jones (Albert H.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 5 | 9.8 | 11 | 18.6 | 21 | 35.0 |
| Below | 48 | 88.9 | 39 | 76.5 | 31 | 52.5 | 19 | 31.7 |
| At or above | 6 | 11.1 | 7 | 13.7 | 17 | 28.8 | 20 | 33.3 |

HB304 Survey Report for Christina School District: Keene (William B.) Elementary School

Screeners Used by Keene (William B.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Keene (William B.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | Benchmark Advance Fluency & Comprehension Assessment |
| K | Benchmark Advance Phonics Inventory |
| K | iReady |
| 1 | Benchmark Advance Fluency & Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency & Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency & Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at Keene (William B.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Keene (William B.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 10 | 16.7 | 30 | 40.5 | 24 | 31.6 |
| Below | 64 | 83.1 | 36 | 60.0 | 25 | 33.8 | 21 | 27.6 |
| At or above | 13 | 16.9 | 14 | 23.3 | 19 | 25.7 | 31 | 40.8 |

HB304 Survey Report for Christina School District: Leasure (May B.) Elementary School

Screener Used by Leasure (May B.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Leasure (May B.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | Benchmark Advance Fluency & Comprehension Assessment |
| K | Benchmark Advance Phonics Inventory |
| K | iReady |
| 1 | Benchmark Advance Fluency & Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency & Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency & Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at Leasure (May B.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Leasure (May B.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0 | 7 | 13.2 | 21 | 45.7 | 16 | 36.4 |
| Below | 45 | 90 | 40 | 75.5 | 18 | 39.1 | 11 | 25.0 |
| At or above | 5 | 10 | 6 | 11.3 | 7 | 15.2 | 17 | 38.6 |

HB304 Survey Report for Christina School District: Maclary (R. Elisabeth) Elementary School

Screener Used by Maclary (R. Elisabeth) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Maclary (R. Elisabeth) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | Benchmark Advance Fluency & Comprehension Assessment |
| K | Benchmark Advance Phonics Inventory |
| K | iReady |
| 1 | Benchmark Advance Fluency & Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency & Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency & Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at Maclary (R. Elisabeth) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Maclary (R. Elisabeth) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 7 | 18.9 | 9 | 27.3 | 20 | 55.6 |
| Below | 32 | 86.5 | 23 | 62.2 | 15 | 45.5 | 5 | 13.9 |
| At or above | 5 | 13.5 | 7 | 18.9 | 9 | 27.3 | 11 | 30.6 |

HB304 Survey Report for Christina School District: Marshall (Thurgood) Elementary School

Screener Used by Marshall (Thurgood) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Marshall (Thurgood) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | Benchmark Advance Fluency & Comprehension Assessment |
| K | Benchmark Advance Phonics Inventory |
| K | iReady |
| 1 | Benchmark Advance Fluency & Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency & Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency & Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at Marshall (Thurgood) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Marshall (Thurgood) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 4 | 5.2 | 24 | 24.7 | 32 | 30.2 |
| Below | 72 | 73.5 | 53 | 68.8 | 48 | 49.5 | 29 | 27.4 |
| At or above | 26 | 26.5 | 20 | 26.0 | 25 | 25.8 | 45 | 42.5 |

HB304 Survey Report for Christina School District: Maurice Pritchett SR. Academy

Screeners Used by Maurice Pritchett SR. Academy

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Maurice Pritchett SR. Academy

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| 1 | Benchmark Advance Fluency & Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency & Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency & Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at Maurice Pritchett SR. Academy

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|---------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |

Students at Different Benchmark Levels at Maurice Pritchett SR. Academy

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 14 | 24.6 | 39 | 63.9 | 45 | 70.3 |
| Below | NA | NA | 42 | 73.7 | 16 | 26.2 | 11 | 17.2 |
| At or above | NA | NA | 1 | 1.8 | 6 | 9.8 | 8 | 12.5 |

HB304 Survey Report for Christina School District: McVey (Joseph M.) Elementary School

Screener Used by McVey (Joseph M.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at McVey (Joseph M.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | Benchmark Advance Fluency & Comprehension Assessment |
| K | Benchmark Advance Phonics Inventory |
| K | iReady |
| 1 | Benchmark Advance Fluency & Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency & Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency & Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at McVey (Joseph M.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at McVey (Joseph M.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 4 | 7.4 | 13 | 28.3 | 39 | 57.4 |
| Below | 34 | 73.9 | 38 | 70.4 | 21 | 45.7 | 13 | 19.1 |
| At or above | 12 | 26.1 | 12 | 22.2 | 12 | 26.1 | 16 | 23.5 |

HB304 Survey Report for Christina School District: Oberle (William) Elementary School

Screener Used by Oberle (William) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Oberle (William) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | Benchmark Advance Fluency & Comprehension Assessment |
| K | Benchmark Advance Phonics Inventory |
| K | iReady |
| 1 | Benchmark Advance Fluency & Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency & Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency & Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at Oberle (William) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Oberle (William) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 16 | 22.5 | 39 | 48.1 | 56 | 60.9 |
| Below | 59 | 84.3 | 51 | 71.8 | 32 | 39.5 | 21 | 22.8 |
| At or above | 11 | 15.7 | 4 | 5.6 | 10 | 12.3 | 15 | 16.3 |

HB304 Survey Report for Christina School District: Pulaski Early Education Center

Screeners Used by Pulaski Early Education Center

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |

Diagnostic Instruments for K-3 at Pulaski Early Education Center

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------------------|
| K | Benchmark Advance Phonics Inventory |
| K | iReady |

Supports for Students Flagged for Intervention at Pulaski Early Education Center

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|--------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K |

Students at Different Benchmark Levels at Pulaski Early Education Center

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | NA | NA | NA | NA | NA | NA |
| Below | 47 | 83.9 | NA | NA | NA | NA | NA | NA |
| At or above | 9 | 16.1 | NA | NA | NA | NA | NA | NA |

HB304 Survey Report for Christina School District: Smith (Jennie E.) Elementary School

Screeners Used by Smith (Jennie E.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Smith (Jennie E.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | Benchmark Advance Fluency & Comprehension Assessment |
| K | Benchmark Advance Phonics Inventory |
| K | iReady |
| 1 | Benchmark Advance Fluency & Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency & Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency & Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at Smith (Jennie E.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Smith (Jennie E.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 14 | 20.0 | 28 | 40.6 | 26 | 39.4 |
| Below | 39 | 81.2 | 45 | 64.3 | 29 | 42.0 | 16 | 24.2 |
| At or above | 9 | 18.8 | 11 | 15.7 | 12 | 17.4 | 24 | 36.4 |

HB304 Survey Report for Christina School District: Stubbs Early Education Center

Screener Used by Stubbs Early Education Center

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |

Diagnostic Instruments for K-3 at Stubbs Early Education Center

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| K | Benchmark Advance Phonics Inventory |
| K | Benchmark Advance Phonological Awareness Assessment |
| K | iReady |

Supports for Students Flagged for Intervention at Stubbs Early Education Center

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|--------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K |

Students at Different Benchmark Levels at Stubbs Early Education Center

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | NA | NA | NA | NA | NA | NA |
| Below | 43 | 69.4 | NA | NA | NA | NA | NA | NA |
| At or above | 19 | 30.6 | NA | NA | NA | NA | NA | NA |

HB304 Survey Report for Christina School District: The Bayard School

Screeners Used by The Bayard School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at The Bayard School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| 1 | Benchmark Advance Fluency & Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency & Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency & Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at The Bayard School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|---------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2, 3 |

Students at Different Benchmark Levels at The Bayard School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | 16 | 28.1 | 40 | 56.3 | 38 | 71.7 |
| Below | NA | NA | 39 | 68.4 | 24 | 33.8 | 9 | 17.0 |
| At or above | NA | NA | 2 | 3.5 | 7 | 9.9 | 6 | 11.3 |

HB304 Survey Report for Christina School District: The Brennen School

Due to the unique needs of the student population attending this school, traditional universal screening measures are not appropriate. Student progress is measured through quarterly reviews of students' academic goals as outlined in the students' Individualized Education Plans.

HB304 Survey Report for Christina School District: West Park Place Elementary School

Screeners Used by West Park Place Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at West Park Place Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | Benchmark Advance Fluency & Comprehension Assessment |
| K | Benchmark Advance Phonics Inventory |
| K | iReady |
| 1 | Benchmark Advance Fluency & Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency & Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency & Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at West Park Place Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at West Park Place Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 2 | 3.8 | 19 | 30.6 | 15 | 26.8 |
| Below | 44 | 78.6 | 38 | 71.7 | 20 | 32.3 | 19 | 33.9 |
| At or above | 12 | 21.4 | 13 | 24.5 | 23 | 37.1 | 22 | 39.3 |

HB304 Survey Report for Christina School District: Wilson (Etta J.) Elementary School

Screeners Used by Wilson (Etta J.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | iReady | YES |
| 1 | iReady | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Wilson (Etta J.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | Benchmark Advance Fluency & Comprehension Assessment |
| K | Benchmark Advance Phonics Inventory |
| K | iReady |
| 1 | Benchmark Advance Fluency & Comprehension Assessment |
| 1 | Benchmark Advance Phonics Inventory |
| 1 | iReady |
| 2 | Benchmark Advance Fluency & Comprehension Assessment |
| 2 | Benchmark Advance Phonics Inventory |
| 2 | iReady |
| 3 | Benchmark Advance Fluency & Comprehension Assessment |
| 3 | Benchmark Advance Phonics Inventory |
| 3 | iReady |

Supports for Students Flagged for Intervention at Wilson (Etta J.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95% Group | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Benchmark Advance Intervention | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| iReady | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Wilson (Etta J.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0 | 0 | 0.0 | 8 | 18.2 | 10 | 23.3 |
| Below | 36 | 80 | 36 | 67.9 | 16 | 36.4 | 10 | 23.3 |
| At or above | 9 | 20 | 17 | 32.1 | 20 | 45.5 | 23 | 53.5 |

HB304 Survey Report for Colonial School District: Castle Hills Elementary School

Screeners Used by Castle Hills Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|--------------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |
| 3 | Star Reading | |

Diagnostic Instruments for K-3 at Castle Hills Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | Core Phonics Survey |
| 1 | Core Phonics Survey |
| 2 | Core Phonics Survey |
| 2 | IDI |
| 3 | Core Phonics Survey |
| 3 | IDI |

Supports for Students Flagged for Intervention at Castle Hills Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|------------|
| 95% Blueprint for Intervention | Phonological awareness, Phonics and word recognition | K, 1 |
| Corrective Reading | Phonics and word recognition, Fluency, Comprehension | 3 |
| ERI | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| mCLASS Intervention | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2 |
| Read Naturally Live | Phonics and word recognition, Fluency | 1, 2, 3 |
| Reading Assist-RAPS program | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| UFLI | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2 |

Students at Different Benchmark Levels at Castle Hills Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 38 | 62.3 | 44 | 60.3 | 32 | 51.6 | 20 | 32.3 |
| Below | 9 | 14.8 | 10 | 13.7 | 9 | 14.5 | 11 | 17.7 |
| At or above | 14 | 23.0 | 19 | 26.0 | 21 | 33.9 | 31 | 50.0 |

HB304 Survey Report for Colonial School District: Downie (Carrie) Elementary School

Screeners Used by Downie (Carrie) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|--------------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |
| 3 | Star Reading | |

Diagnostic Instruments for K-3 at Downie (Carrie) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | Core Phonics Survey |
| 1 | Core Phonics Survey |
| 2 | Core Phonics Survey |
| 2 | IDI |
| 3 | Core Phonics Survey |
| 3 | IDI |

Supports for Students Flagged for Intervention at Downie (Carrie) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------|---|---------|
| 6 Minute Solution | Fluency | 2, 3 |
| CKLA Skills Intervention | Phonological awareness, Phonics and word recognition, Fluency | K, 3 |
| Corrective Reading | Phonics and word recognition, Fluency, Comprehension | 3 |
| Quick Reads | Fluency, Comprehension | 2, 3 |
| UFLI | Phonological awareness, Phonics and word recognition | K, 1, 2 |

Students at Different Benchmark Levels at Downie (Carrie) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 22 | 61.1 | 11 | 29.7 | 21 | 35.6 | 16 | 33.3 |
| Below | 8 | 22.2 | 8 | 21.6 | 7 | 11.9 | 14 | 29.2 |
| At or above | 6 | 16.7 | 18 | 48.6 | 31 | 52.5 | 18 | 37.5 |

HB304 Survey Report for Colonial School District: Eisenberg (Harry O.) Elementary School

Screeners Used by Eisenberg (Harry O.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|--------------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |
| 3 | Star Reading | |

Diagnostic Instruments for K-3 at Eisenberg (Harry O.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | Core Phonics Survey |
| 1 | IDI |
| 2 | IDI |
| 3 | IDI |

Supports for Students Flagged for Intervention at Eisenberg (Harry O.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|---|---------|
| 95% Blueprint for Intervention | Phonological awareness, Phonics and word recognition, Fluency | K, 1 |
| Amplify Skills-Boost | Phonological awareness, Phonics and word recognition | K, 1 |
| Corrective Reading | Phonics and word recognition, Fluency, Comprehension | 3 |
| mCLASS intervention | Phonological awareness, Phonics and word recognition | K |
| UFLI | Phonological awareness, Phonics and word recognition, Fluency | 1, 2 |
| Walpole Intervention | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |

Students at Different Benchmark Levels at Eisenberg (Harry O.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 32 | 54.2 | 50 | 59.5 | 26 | 33.3 | 30 | 39.0 |
| Below | 7 | 11.9 | 11 | 13.1 | 11 | 14.1 | 17 | 22.1 |
| At or above | 20 | 33.9 | 23 | 27.4 | 41 | 52.6 | 30 | 39.0 |

HB304 Survey Report for Colonial School District: Leach (John G.) School

Due to the unique needs of the student population attending this school, traditional universal screening measures are not appropriate. Student progress is measured through quarterly reviews of students' academic goals as outlined in the students' Individualized Education Plans.

HB304 Survey Report for Colonial School District: New Castle Elementary School

Screeners Used by New Castle Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|--------------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |
| 3 | Star Reading | |

Diagnostic Instruments for K-3 at New Castle Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | Core Phonics Survey |
| 1 | Core Phonics Survey |
| 2 | Core Phonics Survey |
| 2 | IDI |
| 3 | Core Phonics Survey |
| 3 | IDI |

Supports for Students Flagged for Intervention at New Castle Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|-----------------------------|---|------------|
| CKLA Skills Intervention | Phonological awareness, Phonics and word recognition | K |
| Corrective Reading | Phonics and word recognition, Fluency, Comprehension | 3 |
| Discovery Intensive Phonics | Phonological awareness, Phonics and word recognition, Fluency | 1 |
| Language! | Phonological awareness, Phonics and word recognition | K |
| mCLASS Intervention | Phonological awareness, Phonics and word recognition, Fluency | 1, 2 |
| Read Naturally Live | Fluency, Comprehension | 3 |
| UFLI | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at New Castle Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 39 | 61.9 | 22 | 44.9 | 34 | 53.1 | 13 | 29.5 |
| Below | 12 | 19.0 | 8 | 16.3 | 8 | 12.5 | 7 | 15.9 |
| At or above | 12 | 19.0 | 19 | 38.8 | 22 | 34.4 | 24 | 54.5 |

HB304 Survey Report for Colonial School District: Pleasantville Elementary School

Screener Used by Pleasantville Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|--------------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |
| 3 | Star Reading | |

Diagnostic Instruments for K-3 at Pleasantville Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | Core Phonics Survey |
| 1 | Core Phonics Survey |
| 2 | Core Phonics Survey |
| 2 | IDI |
| 3 | Core Phonics Survey |
| 3 | IDI |

Supports for Students Flagged for Intervention at Pleasantville Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------------------------|--|---------|
| Blueprint for Phonemic Awareness | Print concepts, Phonological awareness, Phonics and word recognition | K |
| CKLA Skills Intervention | Phonics and word recognition, Fluency | 3 |
| Corrective Reading | Phonics and word recognition, Fluency, Comprehension | 3 |
| ERI | Print concepts, Phonological awareness, Phonics and word recognition | K |
| mCLASS | Print concepts, Phonological awareness, Phonics and word recognition | K |
| Read Naturally Live | Fluency, Comprehension | 2, 3 |
| UFLI | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| Walpole | Phonological awareness, Phonics and word recognition | 1 |

Students at Different Benchmark Levels at Pleasantville Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 32 | 59.3 | 30 | 43.5 | 18 | 31.6 | 24 | 37.5 |
| Below | 10 | 18.5 | 6 | 8.7 | 7 | 12.3 | 15 | 23.4 |
| At or above | 12 | 22.2 | 33 | 47.8 | 32 | 56.1 | 25 | 39.1 |

HB304 Survey Report for Colonial School District: Southern Elementary School

Screeners Used by Southern Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|--------------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |
| 3 | Star Reading | |

Diagnostic Instruments for K-3 at Southern Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | Core Phonics Survey |
| 1 | Core Phonics Survey |
| 2 | Core Phonics Survey |
| 2 | IDI |
| 3 | Core Phonics Survey |
| 3 | IDI |

Supports for Students Flagged for Intervention at Southern Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------|---|------------|
| CKLA Skills Intervention | Phonological awareness, Phonics and word recognition | K |
| Corrective Reading | Phonics and word recognition, Fluency, Comprehension | 3 |
| Read Naturally Live | Fluency, Comprehension | 3 |
| Reading Assist- RAPS | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| UFLI | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |
| Walpole | Phonological awareness, Phonics and word recognition | 1 |

Students at Different Benchmark Levels at Southern Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 60 | 58.3 | 39 | 38.2 | 52 | 42.3 | 33 | 34.7 |
| Below | 21 | 20.4 | 17 | 16.7 | 12 | 9.8 | 10 | 10.5 |
| At or above | 22 | 21.4 | 46 | 45.1 | 59 | 48.0 | 52 | 54.7 |

HB304 Survey Report for Colonial School District: Wilbur (Kathleen H.) Elementary

Screeners Used by Wilbur (Kathleen H.) Elementary

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|--------------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |
| 3 | Star Reading | |

Diagnostic Instruments for K-3 at Wilbur (Kathleen H.) Elementary

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | Core Phonics Survey |
| 1 | Core Phonics Survey |
| 2 | Core Phonics Survey |
| 2 | IDI |
| 3 | Core Phonics Survey |
| 3 | IDI |

Supports for Students Flagged for Intervention at Wilbur (Kathleen H.) Elementary

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|----------------------------|---|---------|
| 95% Blueprint Intervention | Phonics and word recognition, Fluency | 3 |
| CKLA Skills Intervention | Phonics and word recognition, Fluency | 3 |
| Corrective Reading | Phonics and word recognition, Fluency, Comprehension | 3 |
| mCLASS Intervention | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2 |
| UFLI | Phonological awareness, Phonics and word recognition, Fluency | 3 |

Students at Different Benchmark Levels at Wilbur (Kathleen H.) Elementary

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 67 | 45.0 | 47 | 28.8 | 59 | 35.1 | 48 | 27.1 |
| Below | 34 | 22.8 | 39 | 23.9 | 17 | 10.1 | 36 | 20.3 |
| At or above | 48 | 32.2 | 77 | 47.2 | 92 | 54.8 | 93 | 52.5 |

HB304 Survey Report for Colonial School District: Wilmington Manor Elementary School

Screeners Used by Wilmington Manor Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|--------------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |
| 3 | Star Reading | |

Diagnostic Instruments for K-3 at Wilmington Manor Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | Core Phonics Survey |
| 1 | Core Phonics Survey |
| 2 | Core Phonics Survey |
| 2 | IDI |
| 3 | Core Phonics Survey |
| 3 | IDI |

Supports for Students Flagged for Intervention at Wilmington Manor Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------------|---|------------|
| Corrective Reading | Phonics and word recognition, Fluency, Comprehension | 3 |
| Read Naturally Live | Fluency, Comprehension | 2, 3 |
| UFLI | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2 |
| Walpole | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at Wilmington Manor Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 24 | 42.9 | 16 | 38.1 | 22 | 36.1 | 16 | 34.0 |
| Below | 15 | 26.8 | 9 | 21.4 | 10 | 16.4 | 9 | 19.1 |
| At or above | 17 | 30.4 | 17 | 40.5 | 29 | 47.5 | 22 | 46.8 |

HB304 Survey Report for Indian River School District: Clayton (John M.) Elementary School

Screener Used by Clayton (John M.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Clayton (John M.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| K | CKLA-ARG (Assessment and Remediation Guide) |
| 1 | CKLA-ARG (Assessment and Remediation Guide) |
| 2 | CKLA-ARG (Assessment and Remediation Guide) |
| 3 | CKLA-DERG (Decoding and Encoding Remediation Guide) |
| 3 | CKLA-ARG (Assessment and Remediation Guide) |

Supports for Students Flagged for Intervention at Clayton (John M.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|--|------------|
| CKLA-DERG: Decoding and Encoding Remediation Guide | Fluency, Comprehension | 3 |
| CKLA-ARG: Assessment and Remediation Guide | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| CKLA Pausing Point Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| mCLASS Interventions | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Clayton (John M.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 59 | 74.7 | 34 | 50.0 | 49 | 58.3 | 21 | 33.3 |
| Below | 8 | 10.1 | 15 | 22.1 | 9 | 10.7 | 11 | 17.5 |
| At or above | 12 | 15.2 | 19 | 27.9 | 26 | 31.0 | 31 | 49.2 |

HB304 Survey Report for Indian River School District: East Millsboro Elementary School

Screener Used by East Millsboro Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at East Millsboro Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| K | CKLA-ARG (Assessment and Remediation Guide) |
| 1 | CKLA-ARG (Assessment and Remediation Guide) |
| 2 | CKLA-ARG (Assessment and Remediation Guide) |
| 3 | CKLA-ARG (Assessment and Remediation Guide) |
| 3 | CKLA-DERG (Decoding and Encoding Remediation Guide) |

Supports for Students Flagged for Intervention at East Millsboro Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|--|------------|
| CKLA-DERG: Decoding and Encoding Remediation Guide | Fluency, Comprehension | 3 |
| CKLA-Pausing Point Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| CKLA-ARG: Assessment and Remediation Guide | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| mCLASS Interventions | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at East Millsboro Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 75 | 70.1 | 56 | 46.7 | 38 | 30.9 | 49 | 36.6 |
| Below | 9 | 8.4 | 28 | 23.3 | 28 | 22.8 | 20 | 14.9 |
| At or above | 23 | 21.5 | 36 | 30.0 | 57 | 46.3 | 65 | 48.5 |

HB304 Survey Report for Indian River School District: Ennis (Howard T.) School

Due to the unique needs of the student population attending this school, traditional universal screening measures are not appropriate. Student progress is measured through quarterly reviews of students' academic goals as outlined in the students' Individualized Education Plans.

HB304 Survey Report for Indian River School District: Georgetown Elementary School

Screeners Used by Georgetown Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Georgetown Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| K | CKLA-ARG (Assessment and Remediation Guide) |
| 1 | CKLA-ARG (Assessment and Remediation Guide) |
| 2 | CKLA-ARG (Assessment and Remediation Guide) |
| 3 | CKLA-ARG (Assessment and Remediation Guide) |
| 3 | CKLA-DERG (Decoding and Encoding Remediation Guide) |

Supports for Students Flagged for Intervention at Georgetown Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|--|------------|
| CKLA-ARG: Assessment and Remediation Guide | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| CKLA-DERG: Decoding and Encoding Remediation Guide | Fluency, Comprehension | 3 |
| CKLA Pausing Point Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| mCLASS Interventions | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Georgetown Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 123 | 79.9 | 62 | 43.4 | 59 | 46.1 | 71 | 43.6 |
| Below | 13 | 8.4 | 19 | 13.3 | 20 | 15.6 | 26 | 16.0 |
| At or above | 18 | 11.7 | 62 | 43.4 | 49 | 38.3 | 66 | 40.5 |

HB304 Survey Report for Indian River School District: Indian River Intensive Learning Center

Due to the unique needs of the student population attending this school, traditional universal screening measures are not appropriate. Student progress is measured through quarterly reviews of students' academic goals as outlined in the students' Individualized Education Plans.

HB304 Survey Report for Indian River School District: Long Neck Elementary School

Screeners Used by Long Neck Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Long Neck Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| K | CKLA-ARG (Assessment and Remediation Guide) |
| 1 | CKLA-ARG (Assessment and Remediation Guide) |
| 2 | CKLA-ARG (Assessment and Remediation Guide) |
| 3 | CKLA-ARG (Assessment and Remediation Guide) |
| 3 | CKLA-DERG (Decoding and Encoding Remediation Guide) |

Supports for Students Flagged for Intervention at Long Neck Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|--|------------|
| CKLA-ARG; Assessment and Remediation Guide | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| CKLA-DERG: Decoding and Encoding Remediation Guide | Fluency, Comprehension | 3 |
| CKLA Pausing Point Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| mCLASS Interventions | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Long Neck Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 70 | 70.7 | 71 | 56.8 | 48 | 41.0 | 47 | 41.2 |
| Below | 14 | 14.1 | 26 | 20.8 | 15 | 12.8 | 22 | 19.3 |
| At or above | 15 | 15.2 | 28 | 22.4 | 54 | 46.2 | 45 | 39.5 |

HB304 Survey Report for Indian River School District: Lord Baltimore Elementary School

Screeners Used by Lord Baltimore Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Lord Baltimore Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| K | CKLA-ARG (Assessment and Remediation Guide) |
| 1 | CKLA-ARG (Assessment and Remediation Guide) |
| 2 | CKLA-ARG (Assessment and Remediation Guide) |
| 3 | CKLA-ARG (Assessment and Remediation Guide) |
| 3 | CKLA-DERG (Decoding and Encoding Remediation Guide) |

Supports for Students Flagged for Intervention at Lord Baltimore Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|--|------------|
| CKLA-ARG: Assessment and Remediation Guide | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| CKLA-DERG: Decoding and Encoding Remediation Guide | Fluency, Comprehension | 3 |
| CKLA Pausing Point Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| mCLASS Interventions | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Lord Baltimore Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 36 | 40.9 | 28 | 31.1 | 14 | 16.5 | 15 | 17.2 |
| Below | 18 | 20.5 | 19 | 21.1 | 20 | 23.5 | 13 | 14.9 |
| At or above | 34 | 38.6 | 43 | 47.8 | 51 | 60.0 | 59 | 67.8 |

HB304 Survey Report for Indian River School District: North Georgetown Elementary School

Screeners Used by North Georgetown Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at North Georgetown Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| K | CKLA-ARG (Assessment and Remediation Guide) |
| 1 | CKLA-ARG (Assessment and Remediation Guide) |
| 2 | CKLA-ARG (Assessment and Remediation Guide) |
| 3 | CKLA-ARG (Assessment and Remediation Guide) |
| 3 | CKLA-DERG (Decoding and Encoding Remediation Guide) |

Supports for Students Flagged for Intervention at North Georgetown Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|--|------------|
| CKLA-DERG: Decoding and Encoding Remediation Guide | Fluency, Comprehension | 3 |
| CKLA-ARG: Assessment and Remediation Guide | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| CKLA Pausing Point Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| mCLASS Interventions | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at North Georgetown Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 106 | 81.5 | 67 | 53.2 | 84 | 63.2 | 71 | 53.8 |
| Below | 13 | 10.0 | 29 | 23.0 | 12 | 9.0 | 17 | 12.9 |
| At or above | 11 | 8.5 | 30 | 23.8 | 37 | 27.8 | 44 | 33.3 |

HB304 Survey Report for Indian River School District: Showell (Phillip C.) Elementary School

Screeners Used by Showell (Phillip C.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Showell (Phillip C.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| K | CKLA-ARG (Assessment and Remediation Guide) |
| 1 | CKLA-ARG (Assessment and Remediation Guide) |
| 2 | CKLA-ARG (Assessment and Remediation Guide) |
| 3 | CKLA-ARG (Assessment and Remediation Guide) |
| 3 | CKLA-DERG (Decoding and Encoding Remediation Guide) |

Supports for Students Flagged for Intervention at Showell (Phillip C.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|--|------------|
| CKLA-ARG: Assessment and Remediation Guide | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| CKLA-DERG: Decoding and Encoding Remediation Guide | Fluency, Comprehension | 3 |
| CKLA Pausing Point Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| mCLASS Interventions | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Showell (Phillip C.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 36 | 54.5 | 12 | 29.3 | 14 | 27.5 | 17 | 28.3 |
| Below | 9 | 13.6 | 9 | 22.0 | 10 | 19.6 | 7 | 11.7 |
| At or above | 21 | 31.8 | 20 | 48.8 | 27 | 52.9 | 36 | 60.0 |

HB304 Survey Report for Indian River School District: Southern Delaware School of the Arts

Screener Used by Southern Delaware School of the Arts

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Southern Delaware School of the Arts

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--|
| K | CKLA-ARG (Assessment and Remediation Guide) |
| 1 | CKLA-ARG (Assessment and Remediation Guide) |
| 2 | CKLA-ARG (Assessment and Remediation Guide) |
| 3 | CKLA-ARG (Assessment and Remediation Guide) |
| 3 | CKLA-DERG (Decoding and Encoding Remediation and Assessment Guide) |

Supports for Students Flagged for Intervention at Southern Delaware School of the Arts

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|--|------------|
| CKLA-ARG: Assessment and Remediation Guide | Print concepts, Phonological awareness, Phonics and word recognition | K, 1, 2, 3 |
| CKLA-DERG: Decoding and Encoding Remediation Guide | Fluency, Comprehension | 3 |
| CKLA Pausing Point Lessons | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| mCLASS Interventions | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |

Students at Different Benchmark Levels at Southern Delaware School of the Arts

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 24 | 55.8 | 2 | 5.4 | 5 | 11.6 | 8 | 18.2 |
| Below | 6 | 14.0 | 8 | 21.6 | 12 | 27.9 | 5 | 11.4 |
| At or above | 13 | 30.2 | 27 | 73.0 | 26 | 60.5 | 31 | 70.5 |

HB304 Survey Report for Lake Forest School District: Lake Forest East Elementary School

Screeners Used by Lake Forest East Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|--------------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 2 | Star Reading | |
| 3 | DIBELS 8 | YES |
| 3 | Star Reading | |

Diagnostic Instruments for K-3 at Lake Forest East Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------------|
| K | Informal Decoding Inventory |
| 1 | Informal Decoding Inventory |
| 2 | Informal Decoding Inventory |
| 3 | Informal Decoding Inventory |

Supports for Students Flagged for Intervention at Lake Forest East Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|--|------------|
| Differentiated Reading Instruction - Walpole | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| UFLI Foundations | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at Lake Forest East Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 59 | 64.8 | 36 | 41.4 | 22 | 25.9 | 39 | 39 |
| Below | 22 | 24.2 | 17 | 19.5 | 23 | 27.1 | 21 | 21 |
| At or above | 10 | 11.0 | 34 | 39.1 | 40 | 47.1 | 40 | 40 |

HB304 Survey Report for Lake Forest School District: Lake Forest North Elementary School

Screener Used by Lake Forest North Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|--------------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 2 | Star Reading | |
| 3 | DIBELS 8 | YES |
| 3 | Star Reading | |

Diagnostic Instruments for K-3 at Lake Forest North Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------------|
| K | Informal Decoding Inventory |
| 1 | Informal Decoding Inventory |
| 2 | Informal Decoding Inventory |
| 3 | Informal Decoding Inventory |

Supports for Students Flagged for Intervention at Lake Forest North Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|--|------------|
| Differentiated Reading Instruction - Walpole | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| UFLI Foundations | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at Lake Forest North Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 57 | 55.3 | 13 | 14.0 | 25 | 25 | 22 | 21.2 |
| Below | 17 | 16.5 | 21 | 22.6 | 11 | 11 | 21 | 20.2 |
| At or above | 29 | 28.2 | 59 | 63.4 | 64 | 64 | 61 | 58.7 |

HB304 Survey Report for Lake Forest School District: Lake Forest South Elementary School

Screener Used by Lake Forest South Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|--------------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |
| 2 | Star Reading | |
| 3 | DIBELS 8 | YES |
| 3 | Star Reading | |

Diagnostic Instruments for K-3 at Lake Forest South Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------------|
| K | Informal Decoding Inventory |
| 1 | Informal Decoding Inventory |
| 2 | Informal Decoding Inventory |
| 3 | Informal Decoding Inventory |

Supports for Students Flagged for Intervention at Lake Forest South Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--|--|------------|
| Differentiated Reading Instruction - Walpole | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| Read Naturally | Fluency, Comprehension | 3 |
| UFLI Foundations | Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at Lake Forest South Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 68 | 60.2 | 31 | 30.1 | 27 | 28.7 | 34 | 32.4 |
| Below | 24 | 21.2 | 25 | 24.3 | 16 | 17.0 | 18 | 17.1 |
| At or above | 21 | 18.6 | 47 | 45.6 | 51 | 54.3 | 53 | 50.5 |

HB304 Survey Report for Laurel School District: Laurel Elementary School

Screeners Used by Laurel Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| 2 | DIBELS 8 | YES |
| 2 | NWEA MAP | |
| 3 | NWEA MAP | YES |

Diagnostic Instruments for K-3 at Laurel Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| 2 | UFLI |
| 3 | UFLI |

Supports for Students Flagged for Intervention at Laurel Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|------------------------|---|--------|
| Achieve 3000 | Comprehension | 3 |
| SBAC Tool for Teachers | Comprehension | 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 2, 3 |

Students at Different Benchmark Levels at Laurel Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | NA | NA | 92 | 54.8 | 150 | 74.3 |
| Below | NA | NA | NA | NA | 24 | 14.3 | 35 | 17.3 |
| At or above | NA | NA | NA | NA | 52 | 31.0 | 17 | 8.4 |

HB304 Survey Report for Laurel School District: North Laurel Early Learning Academy

Screeners Used by North Laurel Early Learning Academy

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| K | NWEA MAP | |
| 1 | DIBELS 8 | YES |
| 1 | NWEA MAP | |

Diagnostic Instruments for K-3 at North Laurel Early Learning Academy

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | UFLI |
| 1 | UFLI |

Supports for Students Flagged for Intervention at North Laurel Early Learning Academy

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|-------------------------|--|--------|
| CKLA Interventions T1/2 | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1 |

Students at Different Benchmark Levels at North Laurel Early Learning Academy

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 143 | 79.0 | 147 | 66.8 | NA | NA | NA | NA |
| Below | 26 | 14.4 | 24 | 10.9 | NA | NA | NA | NA |
| At or above | 12 | 6.6 | 49 | 22.3 | NA | NA | NA | NA |

HB304 Survey Report for Milford School District: Banneker (Benjamin) Elementary School

Screener Used by Banneker (Benjamin) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| K | Bookworms IDI | |
| K | Star Early Literacy | |
| 1 | Acadience (DIBELS NEXT) | YES |
| 1 | Bookworms IDI | |
| 1 | Star Reading | |

Diagnostic Instruments for K-3 at Banneker (Benjamin) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | Bookworms DI |
| 1 | Bookworms DI |

Supports for Students Flagged for Intervention at Banneker (Benjamin) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|--|--------|
| Bookworms DI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1 |
| Heggerty | Print concepts, Phonological awareness | K |

Students at Different Benchmark Levels at Banneker (Benjamin) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 89 | 61.0 | 95 | 55.9 | NA | NA | NA | NA |
| Below | 29 | 19.9 | 34 | 20.0 | NA | NA | NA | NA |
| At or above | 28 | 19.2 | 41 | 24.1 | NA | NA | NA | NA |

HB304 Survey Report for Milford School District: Mispillion Elementary

Screeners Used by Mispillion Elementary

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|---------------------|------------------------------------|
| 2 | DIBELS 8 | YES |
| 2 | Star Early Literacy | |
| 2 | Star Reading | YES |
| 3 | DIBELS 8 | YES |
| 3 | Star Early Literacy | |
| 3 | Star Reading | YES |

Diagnostic Instruments for K-3 at Mispillion Elementary

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|--------------------------|
| 2 | Bookworms DI Assessments |
| 3 | Bookworms DI Assessments |

Supports for Students Flagged for Intervention at Mispillion Elementary

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---|--|--------|
| Bookworms Differentiated Instruction (DI) | Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 2, 3 |
| Freckle | Comprehension | 2, 3 |
| Lalilo | Phonological awareness, Phonics and word recognition | 2, 3 |
| UFLI | Phonological awareness, Phonics and word recognition | 2, 3 |

Students at Different Benchmark Levels at Mispillion Elementary

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | NA | NA | 78 | 47.9 | 62 | 39.2 |
| Below | NA | NA | NA | NA | 16 | 9.8 | 28 | 17.7 |
| At or above | NA | NA | NA | NA | 69 | 42.3 | 68 | 43.0 |

HB304 Survey Report for Milford School District: Morris (Evelyn I.) Early Childhood

Screener Used by Morris (Evelyn I.) Early Childhood

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|---------------------|------------------------------------|
| K | DIBELS 8 | YES |
| K | Star Early Literacy | |
| 1 | DIBELS 8 | YES |
| 1 | Star Early Literacy | |
| 1 | Star Reading | |

Diagnostic Instruments for K-3 at Morris (Evelyn I.) Early Childhood

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|------------------------------|
| K | Bookworms IDI/DI Assessments |
| K | DIBELS Progress Monitoring |
| 1 | Bookworms IDI/DI Assessments |
| 1 | DIBELS Progress Monitoring |

Supports for Students Flagged for Intervention at Morris (Evelyn I.) Early Childhood

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|--|--------|
| Bookworms DI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1 |
| Heggerty | Print concepts, Phonological awareness | K |

Students at Different Benchmark Levels at Morris (Evelyn I.) Early Childhood

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 106 | 60.2 | 100 | 50.3 | NA | NA | NA | NA |
| Below | 32 | 18.2 | 43 | 21.6 | NA | NA | NA | NA |
| At or above | 38 | 21.6 | 56 | 28.1 | NA | NA | NA | NA |

HB304 Survey Report for Milford School District: Ross (Lulu M.) Elementary School

Screener Used by Ross (Lulu M.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|---------------------|------------------------------------|
| 2 | DIBELS 8 | YES |
| 2 | Star Early Literacy | |
| 2 | Star Reading | |
| 3 | DIBELS 8 | YES |
| 3 | Star Early Literacy | |
| 3 | Star Reading | |

Diagnostic Instruments for K-3 at Ross (Lulu M.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------------------|
| 2 | CORE Phonics Survey |
| 2 | Informal Decoding Inventory (IDI) |
| 3 | CORE Phonics Survey |
| 3 | Informal Decoding Inventory (IDI) |

Supports for Students Flagged for Intervention at Ross (Lulu M.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---|---|--------|
| Differentiated Reading Instruction (DI) | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 2, 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 2, 3 |

Students at Different Benchmark Levels at Ross (Lulu M.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | NA | NA | 99 | 44.8 | 69 | 38.3 |
| Below | NA | NA | NA | NA | 32 | 14.5 | 30 | 16.7 |
| At or above | NA | NA | NA | NA | 90 | 40.7 | 81 | 45.0 |

HB304 Survey Report for Red Clay Consolidated School District: Baltz (Austin D.) Elementary School

Screener Used by Baltz (Austin D.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Baltz (Austin D.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------|
| K | Acadience (DIBELS Next) |
| 1 | Acadience (DIBELS Next) |
| 1 | PSI |
| 2 | PSI |
| 2 | Words Their Way |
| 3 | PSI |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at Baltz (Austin D.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---|---|---------|
| 95 PCK (Phonics Chip Kit) | Phonological awareness, Phonics and word recognition | 1, 2, 3 |
| 95 PLL (Phonics Lesson Library) | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| PAIR (Phonemic Awareness Intervention Resource) | Phonological awareness, Phonics and word recognition | K, 1 |
| ReadyGEN Leveled Library | Comprehension | 3 |
| Road to the Code | Phonological awareness, Phonics and word recognition | K, 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at Baltz (Austin D.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 31 | 49.2 | 50 | 64.1 | 35 | 44.9 | 59 | 64.8 |
| Below | 14 | 22.2 | 8 | 10.3 | 32 | 41.0 | 20 | 22.0 |
| At or above | 18 | 28.6 | 20 | 25.6 | 11 | 14.1 | 12 | 13.2 |

HB304 Survey Report for Red Clay Consolidated School District: Brandywine Springs School

Screeners Used by Brandywine Springs School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Brandywine Springs School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| K | Acadience (DIBELS Next) |
| 1 | Acadience (DIBELS Next) |
| 1 | PSI (Phonics Screener for Intervention) |
| 2 | PSI (Phonics Screener for Intervention) |
| 2 | Words Their Way |
| 3 | PSI (Phonics Screener for Intervention) |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at Brandywine Springs School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---|---|---------|
| 95 PCK (Phonics Chip Kit) | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| 95 PLL (Phonics Lesson Library) | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| PAIR (Phonological Awareness Intervention Resource) | Phonological awareness, Phonics and word recognition | K, 1 |
| ReadyGEN Leveled Library | Comprehension | 3 |
| Road to the Code | Phonological awareness, Phonics and word recognition | K, 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at Brandywine Springs School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 27 | 24.1 | 32 | 30.8 | 24 | 23.8 | 20 | 18.7 |
| Below | 27 | 24.1 | 21 | 20.2 | 53 | 52.5 | 33 | 30.8 |
| At or above | 58 | 51.8 | 51 | 49.0 | 24 | 23.8 | 54 | 50.5 |

HB304 Survey Report for Red Clay Consolidated School District: First State School

Due to the unique needs of the student population attending this school, traditional universal screening measures are not appropriate. Student progress is measured through quarterly reviews of students' academic goals as outlined in the students' Individualized Education Plans.

HB304 Survey Report for Red Clay Consolidated School District: Forest Oak Elementary School

Screeners Used by Forest Oak Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Forest Oak Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|---|
| K | Acadience (DIBELS Next) |
| 1 | Acadience (DIBELS Next) |
| 1 | PSI (Phonics Screener for Intervention) |
| 2 | PSI (Phonics Screener for Intervention) |
| 2 | Words Their Way |
| 3 | PSI (Phonics Screener for Intervention) |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at Forest Oak Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------|---|---------|
| 95 PCK | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| 95 PLL | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| PAIR | Phonological awareness, Phonics and word recognition | K, 1 |
| ReadyGEN Leveled Library | Comprehension | 3 |
| Road to the Code | Phonological awareness, Phonics and word recognition | K, 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at Forest Oak Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 53 | 65.4 | 37 | 55.2 | 35 | 47.9 | 34 | 50.0 |
| Below | 11 | 13.6 | 6 | 9.0 | 30 | 41.1 | 15 | 22.1 |
| At or above | 17 | 21.0 | 24 | 35.8 | 8 | 11.0 | 19 | 27.9 |

HB304 Survey Report for Red Clay Consolidated School District: Heritage Elementary School

Screener Used by Heritage Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Heritage Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------|
| K | Acadience (DIBELS Next) |
| 1 | Acadience (DIBELS Next) |
| 1 | PSI |
| 2 | PSI |
| 2 | Words Their Way |
| 3 | PSI |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at Heritage Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------|---|---------|
| 95 PCK | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| 95 PLL | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| PAIR | Phonological awareness, Phonics and word recognition | K, 1 |
| ReadyGEN Leveled Library | Comprehension | 3 |
| Road to the Code | Phonological awareness, Phonics and word recognition | K, 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at Heritage Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 25 | 37.3 | 15 | 19.2 | 29 | 35.4 | 19 | 29.2 |
| Below | 12 | 17.9 | 10 | 12.8 | 29 | 35.4 | 19 | 29.2 |
| At or above | 30 | 44.8 | 53 | 67.9 | 24 | 29.3 | 27 | 41.5 |

HB304 Survey Report for Red Clay Consolidated School District: Johnson (Joseph E. Jr) Elementary School

Screener Used by Johnson (Joseph E. Jr) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Johnson (Joseph E. Jr) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------|
| K | Acadience (DIBELS Next) |
| 1 | Acadience (DIBELS Next) |
| 1 | PSI |
| 2 | PSI |
| 2 | Words Their Way |
| 3 | PSI |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at Johnson (Joseph E. Jr) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------|---|---------|
| 95 PCK | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| 95 PLL | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| PAIR | Phonological awareness, Phonics and word recognition | K, 1 |
| ReadyGEN Leveled Library | Comprehension | 3 |
| Road to the Code | Phonological awareness, Phonics and word recognition | K, 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at Johnson (Joseph E. Jr) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 11 | 37.9 | 20 | 62.5 | 30 | 71.4 | 29 | 59.2 |
| Below | 6 | 20.7 | 6 | 18.8 | 12 | 28.6 | 14 | 28.6 |
| At or above | 12 | 41.4 | 6 | 18.8 | 0 | 0.0 | 6 | 12.2 |

HB304 Survey Report for Red Clay Consolidated School District: Lewis (William C.) Dual Language Elementary School

Screener Used by Lewis (William C.) Dual Language Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Lewis (William C.) Dual Language Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------|
| K | Acadience (DIBELS Next) |
| 1 | Acadience (DIBELS Next) |
| 1 | PSI |
| 2 | PSI |
| 2 | Words Their Way |
| 3 | PSI |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at Lewis (William C.) Dual Language Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------|---|---------|
| 95 PCK | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| 95 PLL | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| PAIR | Phonological awareness, Phonics and word recognition | K, 1 |
| ReadyGEN leveled readers | Comprehension | 3 |
| Road to the Code | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at Lewis (William C.) Dual Language Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 29 | 46.0 | 40 | 57.1 | 27 | 48.2 | 41 | 68.3 |
| Below | 8 | 12.7 | 6 | 8.6 | 26 | 46.4 | 11 | 18.3 |
| At or above | 26 | 41.3 | 24 | 34.3 | 3 | 5.4 | 8 | 13.3 |

HB304 Survey Report for Red Clay Consolidated School District: Linden Hill Elementary School

Screeners Used by Linden Hill Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Linden Hill Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------|
| K | Acadience (DIBELS Next) |
| 1 | Acadience (DIBELS Next) |
| 1 | PSI |
| 2 | PSI |
| 2 | Words Their Way |
| 3 | PSI |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at Linden Hill Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------|---|---------|
| 95 PCK | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| 95 PLL | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| PAIR | Phonological awareness, Phonics and word recognition | K, 1 |
| ReadyGEN leveled readers | Comprehension | 3 |
| Road to the Code | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at Linden Hill Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 13 | 21.3 | 13 | 18.3 | 13 | 16.0 | 24 | 23.3 |
| Below | 9 | 14.8 | 7 | 9.9 | 37 | 45.7 | 23 | 22.3 |
| At or above | 39 | 63.9 | 51 | 71.8 | 31 | 38.3 | 56 | 54.4 |

HB304 Survey Report for Red Clay Consolidated School District: Marbrook Elementary School

Screener Used by Marbrook Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Marbrook Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------|
| K | Acadience (DIBELS Next) |
| 1 | Acadience (DIBELS Next) |
| 1 | PSI |
| 2 | PSI |
| 2 | Words Their Way |
| 3 | PSI |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at Marbrook Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------|---|---------|
| 95 PCK | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| 95 PLL | Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| PAIR | Phonological awareness, Phonics and word recognition | K, 1 |
| ReadyGEN leveled readers | Comprehension | 3 |
| Road to the Code | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at Marbrook Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 29 | 42.6 | 53 | 55.2 | 25 | 31.2 | 34 | 45.9 |
| Below | 13 | 19.1 | 17 | 17.7 | 41 | 51.2 | 21 | 28.4 |
| At or above | 26 | 38.2 | 26 | 27.1 | 14 | 17.5 | 19 | 25.7 |

HB304 Survey Report for Red Clay Consolidated School District: Meadowood Program

Due to the unique needs of the student population attending this school, traditional universal screening measures are not appropriate. Student progress is measured through quarterly reviews of students' academic goals as outlined in the students' Individualized Education Plans.

HB304 Survey Report for Red Clay Consolidated School District: Mote (Anna P.) Elementary School

Screener Used by Mote (Anna P.) Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Mote (Anna P.) Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------|
| K | Acadience (DIBELS Next) |
| 1 | Acadience (DIBELS Next) |
| 1 | PSI |
| 2 | PSI |
| 2 | Words Their Way |
| 3 | PSI |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at Mote (Anna P.) Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------|---|---------|
| 95 PCK | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| 95 PLL | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| PAIR | Phonological awareness, Phonics and word recognition | K, 1 |
| ReadyGEN leveled readers | Comprehension | 3 |
| Road to the Code | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1 |

Students at Different Benchmark Levels at Mote (Anna P.) Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 27 | 55.1 | 23 | 45.1 | 26 | 61.9 | 33 | 62.3 |
| Below | 12 | 24.5 | 3 | 5.9 | 12 | 28.6 | 12 | 22.6 |
| At or above | 10 | 20.4 | 25 | 49.0 | 4 | 9.5 | 8 | 15.1 |

HB304 Survey Report for Red Clay Consolidated School District: North Star Elementary School

Screener Used by North Star Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at North Star Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------|
| K | Acadience (DIBELS Next) |
| 1 | Acadience (DIBELS Next) |
| 1 | PSI |
| 2 | PSI |
| 2 | Words Their Way |
| 3 | PSI |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at North Star Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------|---|---------|
| 95 PCK | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| 95 PLL | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| PAIR | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| ReadyGEN leveled readers | Comprehension | 3 |
| Road to the Code | Phonological awareness, Phonics and word recognition | K, 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at North Star Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 9 | 9.6 | 7 | 8.2 | 10 | 12.0 | 20 | 18.0 |
| Below | 12 | 12.8 | 10 | 11.8 | 32 | 38.6 | 22 | 19.8 |
| At or above | 73 | 77.7 | 68 | 80.0 | 41 | 49.4 | 69 | 62.2 |

HB304 Survey Report for Red Clay Consolidated School District: Richardson Park Elementary School

Screener Used by Richardson Park Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Richardson Park Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------|
| K | Acadience (DIBELS Next) |
| 1 | Acadience (DIBELS Next) |
| 1 | PSI |
| 2 | PSI |
| 2 | Words Their Way |
| 3 | PSI |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at Richardson Park Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------|---|---------|
| 95 PCK | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| 95 PLL | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| PAIR | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| ReadyGEN leveled readers | Comprehension | 3 |
| Road to the Code | Phonological awareness, Phonics and word recognition | K, 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at Richardson Park Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 35 | 42.2 | 47 | 51.6 | 43 | 59.7 | 50 | 61.0 |
| Below | 13 | 15.7 | 7 | 7.7 | 26 | 36.1 | 20 | 24.4 |
| At or above | 35 | 42.2 | 37 | 40.7 | 3 | 4.2 | 12 | 14.6 |

HB304 Survey Report for Red Clay Consolidated School District: Richey Elementary School

Screener Used by Richey Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Richey Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------|
| K | Acadience (DIBELS Next) |
| 1 | Acadience (DIBELS Next) |
| 1 | PSI |
| 2 | PSI |
| 2 | Words Their Way |
| 3 | PSI |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at Richey Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------|---|---------|
| 95 PCK | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| 95 PLL | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| PAIR | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| ReadyGEN leveled readers | Comprehension | 3 |
| Road to the Code | Phonological awareness, Phonics and word recognition | K, 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at Richey Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 20 | 41.7 | 20 | 31.2 | 22 | 36.1 | 22 | 37.3 |
| Below | 9 | 18.8 | 9 | 14.1 | 24 | 39.3 | 12 | 20.3 |
| At or above | 19 | 39.6 | 35 | 54.7 | 15 | 24.6 | 25 | 42.4 |

HB304 Survey Report for Red Clay Consolidated School District: Shortlidge (Evan G.) Academy

Screeners Used by Shortlidge (Evan G.) Academy

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | iReady | YES |

Diagnostic Instruments for K-3 at Shortlidge (Evan G.) Academy

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------|
| K | Acadience (DIBELS Next) |
| 1 | Acadience (DIBELS Next) |
| 1 | PSI |
| 2 | PSI |
| 2 | Words Their Way |

Supports for Students Flagged for Intervention at Shortlidge (Evan G.) Academy

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|------------------|---|---------|
| 95 PLL | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2 |
| PAIR | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| Road to the Code | Phonological awareness, Phonics and word recognition | K, 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at Shortlidge (Evan G.) Academy

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 39 | 50.0 | 36 | 44.4 | 74 | 61.2 | NA | NA |
| Below | 19 | 24.4 | 10 | 12.3 | 42 | 34.7 | NA | NA |
| At or above | 20 | 25.6 | 35 | 43.2 | 5 | 4.1 | NA | NA |

HB304 Survey Report for Red Clay Consolidated School District: Warner Elementary School

Screener Used by Warner Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at Warner Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| 3 | PSI |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at Warner Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------|---|--------|
| 95 PCK | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 3 |
| 95 PLL | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 3 |
| ReadyGEN leveled readers | Comprehension | 3 |

Students at Different Benchmark Levels at Warner Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | NA | NA | NA | NA | 77 | 72.6 |
| Below | NA | NA | NA | NA | NA | NA | 23 | 21.7 |
| At or above | NA | NA | NA | NA | NA | NA | 6 | 5.7 |

HB304 Survey Report for Red Clay Consolidated School District: William F. Cooke Jr. Elementary

Screener Used by William F. Cooke Jr. Elementary

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | iReady | YES |
| 3 | iReady | YES |

Diagnostic Instruments for K-3 at William F. Cooke Jr. Elementary

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-------------------------|
| K | Acadience (DIBELS Next) |
| 1 | Acadience (DIBELS Next) |
| 1 | PSI |
| 2 | PSI |
| 2 | Words Their Way |
| 3 | PSI |
| 3 | Words Their Way |

Supports for Students Flagged for Intervention at William F. Cooke Jr. Elementary

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------|---|---------|
| 95 PCK | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| 95 PLL | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 1, 2, 3 |
| PAIR | Print concepts, Phonological awareness, Phonics and word recognition | K, 1 |
| ReadyGEN leveled readers | Comprehension | 3 |
| Road to the Code | Phonological awareness, Phonics and word recognition | K, 1 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K |

Students at Different Benchmark Levels at William F. Cooke Jr. Elementary

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 25 | 23.6 | 16 | 19.3 | 19 | 16.8 | 32 | 32.7 |
| Below | 19 | 17.9 | 24 | 28.9 | 62 | 54.9 | 21 | 21.4 |
| At or above | 62 | 58.5 | 43 | 51.8 | 32 | 28.3 | 45 | 45.9 |

HB304 Survey Report for Seaford School District: Blades Elementary School

Screeners Used by Blades Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Blades Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | Bookworms IDI |
| 1 | Bookworms IDI |
| 2 | Bookworms IDI |

Supports for Students Flagged for Intervention at Blades Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|-----------------------------------|---|---------|
| Bookworms Differentiated Block | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2 |
| Bookworms Intensive Supports | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2 |
| Bookworms Strategic Supports | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2 |

Students at Different Benchmark Levels at Blades Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 106 | 73.6 | 63 | 47.4 | 57 | 38.5 | NA | NA |
| Below | 20 | 13.9 | 26 | 19.5 | 23 | 15.5 | NA | NA |
| At or above | 18 | 12.5 | 44 | 33.1 | 68 | 45.9 | NA | NA |

HB304 Survey Report for Seaford School District: Frederick Douglass Elementary School

Screener Used by Frederick Douglass Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Frederick Douglass Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| 3 | Bookworms IDI |

Supports for Students Flagged for Intervention at Frederick Douglass Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|--------|
| Bookworms Differentiated Block | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 3 |
| Bookworms Intensive | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 3 |
| Bookworms Strategic | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 3 |

Students at Different Benchmark Levels at Frederick Douglass Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | NA | NA | NA | NA | 46 | 31.7 |
| Below | NA | NA | NA | NA | NA | NA | 22 | 15.2 |
| At or above | NA | NA | NA | NA | NA | NA | 77 | 53.1 |

HB304 Survey Report for Seaford School District: Seaford Central Elementary School

Screeners Used by Seaford Central Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| 3 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at Seaford Central Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| 3 | Bookworms IDI |

Supports for Students Flagged for Intervention at Seaford Central Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|--------|
| Bookworms Differentiated Block | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 3 |
| Bookworms Intensive | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 3 |
| Bookworms Strategic | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 3 |

Students at Different Benchmark Levels at Seaford Central Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | NA | NA | NA | NA | 53 | 34.6 |
| Below | NA | NA | NA | NA | NA | NA | 29 | 19.0 |
| At or above | NA | NA | NA | NA | NA | NA | 71 | 46.4 |

HB304 Survey Report for Seaford School District: West Seaford Elementary School

Screener Used by West Seaford Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|----------|------------------------------------|
| K | DIBELS 8 | YES |
| 1 | DIBELS 8 | YES |
| 2 | DIBELS 8 | YES |

Diagnostic Instruments for K-3 at West Seaford Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | Bookworms IDI |
| 1 | Bookworms IDI |
| 2 | Bookworms IDI |

Supports for Students Flagged for Intervention at West Seaford Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------------------------|--|---------|
| Bookworms Differentiated Block | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2 |
| Bookworms Intensive | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 1, 2 |
| Bookworms Strategic | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2 |

Students at Different Benchmark Levels at West Seaford Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 116 | 76.8 | 76 | 53.1 | 69 | 43.7 | NA | NA |
| Below | 25 | 16.6 | 28 | 19.6 | 27 | 17.1 | NA | NA |
| At or above | 10 | 6.6 | 39 | 27.3 | 62 | 39.2 | NA | NA |

HB304 Survey Report for Smyrna School District: Clayton Elementary School

Screeners Used by Clayton Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | |
| K | IRLA | YES |
| 1 | Acadience (DIBELS NEXT) | |
| 1 | IRLA | YES |
| 2 | Acadience (DIBELS NEXT) | |
| 2 | IRLA | YES |
| 3 | Acadience (DIBELS NEXT) | |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at Clayton Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | IRLA |
| 1 | IRLA |
| 2 | IRLA |
| 3 | IRLA |

Supports for Students Flagged for Intervention at Clayton Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------|--|------------|
| IRLA Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at Clayton Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 71 | 72.4 | 21 | 21.9 | 21 | 21.9 |
| Below | 42 | 45.2 | 9 | 9.2 | 41 | 42.7 | 24 | 25.0 |
| At or above | 51 | 54.8 | 18 | 18.4 | 34 | 35.4 | 51 | 53.1 |

HB304 Survey Report for Smyrna School District: North Smyrna Elementary School

Screener Used by North Smyrna Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | |
| K | IRLA | YES |
| 1 | Acadience (DIBELS NEXT) | |
| 1 | IRLA | YES |
| 2 | Acadience (DIBELS NEXT) | |
| 2 | IRLA | YES |
| 3 | Acadience (DIBELS NEXT) | |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at North Smyrna Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | IRLA |
| 1 | IRLA |
| 2 | IRLA |
| 3 | IRLA |

Supports for Students Flagged for Intervention at North Smyrna Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------|--|------------|
| IRLA Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at North Smyrna Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 44 | 41.1 | 22 | 22.2 | 31 | 25.8 |
| Below | 26 | 25.5 | 23 | 21.5 | 40 | 40.4 | 41 | 34.2 |
| At or above | 76 | 74.5 | 40 | 37.4 | 37 | 37.4 | 48 | 40.0 |

HB304 Survey Report for Smyrna School District: Smyrna Elementary School

Screeners Used by Smyrna Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | |
| K | IRLA | YES |
| 1 | Acadience (DIBELS NEXT) | |
| 1 | IRLA | YES |
| 2 | Acadience (DIBELS NEXT) | |
| 2 | IRLA | YES |
| 3 | Acadience (DIBELS NEXT) | |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at Smyrna Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | IRLA |
| 1 | IRLA |
| 2 | IRLA |
| 3 | IRLA |

Supports for Students Flagged for Intervention at Smyrna Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------|--|------------|
| IRLA Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | NA |

Students at Different Benchmark Levels at Smyrna Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0.0 | 48 | 53.9 | 22 | 24.7 | 29 | 29.3 |
| Below | 29 | 42.6 | 17 | 19.1 | 39 | 43.8 | 35 | 35.4 |
| At or above | 39 | 57.4 | 24 | 27.0 | 28 | 31.5 | 35 | 35.4 |

HB304 Survey Report for Smyrna School District: Sunnyside Elementary School

Screeners Used by Sunnyside Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screener | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | |
| K | IRLA | YES |
| 1 | Acadience (DIBELS NEXT) | |
| 1 | IRLA | YES |
| 2 | Acadience (DIBELS NEXT) | |
| 2 | IRLA | YES |
| 3 | Acadience (DIBELS NEXT) | |
| 3 | IRLA | YES |

Diagnostic Instruments for K-3 at Sunnyside Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | IRLA |
| 1 | IRLA |
| 2 | IRLA |
| 3 | IRLA |

Supports for Students Flagged for Intervention at Sunnyside Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|---------------|--|------------|
| IRLA Toolkits | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2, 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2, 3 |

Students at Different Benchmark Levels at Sunnyside Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 0 | 0 | 57 | 65.5 | 24 | 21.6 | 14 | 17.5 |
| Below | 23 | 25 | 9 | 10.3 | 38 | 34.2 | 41 | 51.2 |
| At or above | 69 | 75 | 21 | 24.1 | 49 | 44.1 | 25 | 31.2 |

HB304 Survey Report for Woodbridge School District: Phillis Wheatley Elementary School

Screeners Used by Phillis Wheatley Elementary School

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| 3 | Acadience (DIBELS NEXT) | YES |

Diagnostic Instruments for K-3 at Phillis Wheatley Elementary School

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| 3 | Bookworms IDI |

Supports for Students Flagged for Intervention at Phillis Wheatley Elementary School

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|--|--------|
| Bookworms DI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | 3 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | 3 |

Students at Different Benchmark Levels at Phillis Wheatley Elementary School

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | NA | NA | NA | NA | NA | NA | 69 | 34.2 |
| Below | NA | NA | NA | NA | NA | NA | 36 | 17.8 |
| At or above | NA | NA | NA | NA | NA | NA | 97 | 48.0 |

HB304 Survey Report for Woodbridge School District: Woodbridge Early Childhood Education Center

Screener Used by Woodbridge Early Childhood Education Center

Table 1: Assessment Screeners for Reading Difficulties

| Grade | Screeners | Used for Reporting to Legislature? |
|-------|-------------------------|------------------------------------|
| K | Acadience (DIBELS NEXT) | YES |
| 1 | Acadience (DIBELS NEXT) | YES |
| 2 | Acadience (DIBELS NEXT) | YES |

Diagnostic Instruments for K-3 at Woodbridge Early Childhood Education Center

Table 2: Diagnostic Instruments for K-3

| Grade | Diagnostic Assessment |
|-------|-----------------------|
| K | Bookworms IDI |
| 1 | Bookworms IDI |
| 2 | Bookworms IDI |

Supports for Students Flagged for Intervention at Woodbridge Early Childhood Education Center

Table 3: Interventions to Support Students Flagged for Intervention

| Intervention | Skills | Grades |
|--------------|--|---------|
| Bookworms DI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency, Comprehension | K, 1, 2 |
| UFLI | Print concepts, Phonological awareness, Phonics and word recognition, Fluency | K, 1, 2 |

Students at Different Benchmark Levels at Woodbridge Early Childhood Education Center

Table 4: Percent of Students at Different Benchmarks (by Grade)

| Benchmark | K | | 1st | | 2nd | | 3rd | |
|-------------|-------|---------|-------|---------|-------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Well below | 112 | 57.4 | 95 | 53.4 | 66 | 34.7 | NA | NA |
| Below | 32 | 16.4 | 22 | 12.4 | 18 | 9.5 | NA | NA |
| At or above | 51 | 26.2 | 61 | 34.3 | 106 | 55.8 | NA | NA |