

State of Delaware

Early Literacy Emergency Funding Report



This report provides evidence of the reach and impact of the \$8 million Literacy Emergency Fund, established in House Bill 225 (FY26 Delaware Operating Budget), demonstrating how it supports evidence-based early literacy programs for pre-kindergarten through third grade students, with a focus on schools with the greatest need.

April 1, 2026

Table of Contents

| | |
|---|----|
| Overview..... | 3 |
| Looking ahead..... | 10 |
| Appendix A: Awards..... | 11 |
| Appendix B: Student Beginning-of-the-Year Data..... | 14 |
| Appendix C: HQIM Implementation Dashboard..... | 21 |

Overview

This report fulfills the requirements of *Epilogue Section 369 of the Fiscal Year 2026 Operating Budget by detailing how the \$8 million Literacy Emergency Fund was allocated, the programs and services implemented, the number of educators and students served, and early evidence of impact on classroom instruction and student learning outcomes.

Delaware is taking urgent action to improve early literacy outcomes. Too many students are not reading on grade level by the end of third grade, which is a critical milestone that shapes long-term academic success. Current data shows that fewer than half of third-grade students are meeting benchmark expectations, with even greater gaps for students in our highest-need schools.

The \$8 million Literacy Emergency Fund investment is already driving measurable changes in classroom instruction across Delaware, including increased use of high-quality instructional materials, stronger alignment to the Science of Reading, and improved consistency in instructional practice. Early indicators show shifts in educator practice and foundational conditions necessary to accelerate student reading outcomes.

The Fund provides targeted support to accelerate this work. As required by Epilogue Section 369 of the Fiscal Year 2026 state budget, these funds are directed toward evidence-based literacy programming for students in pre-kindergarten through grade three, with priority given to schools with the lowest proficiency rates and those identified for [Targeted Support and Improvement \(TSI\)](#) or [Comprehensive Support and Improvement \(CSI\)](#).

This report summarizes how the Delaware Department of Education has invested these funds through Bridge to Practice grants to districts and charter schools. The investments advance the [Delaware Early Literacy Plan](#), including the [Early Literacy Playbook](#), which focuses on strengthening Tier 1 instruction, building educator capacity, and ensuring consistent implementation of the Science of Reading in classrooms. This work is central to the [Delaware Department of Education's 2025–2028 Strategic Plan](#).

** Epilogue in the FY26 Operating Budget (HB225) for the \$8 million: **Section 369.** Section 1 of this Act contains an appropriation to the Department of Education, District and 10 Charter Operations, Other Items (95-02-02) for the Literacy Emergency Fund. (a) These funds shall be used to support evidence-based literacy programming for students in pre-12 kindergarten through third grade. Funding priority shall be given to schools which have the lowest levels of literacy proficiency, and/or which have been designated for Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI). (b) The Department of Education shall submit a report by April 1 to the Co-Chairs of the Joint Finance Committee, the Controller General, and the Director of the Office of Management and Budget summarizing the programs funded under this initiative. For each program, the Department shall detail the services offered, identify 18 the number of teachers or students served, and provide data demonstrating impact.*

To accelerate this work, the state is focused on four key priorities:

- **Access to Grade-Level Instruction:** All students receive standards-aligned instruction supported by high-quality instructional materials (HQIM) and aligned interventions grounded in the Science of Reading.
- **Sustained, Job-Embedded Professional Learning:** Educators engage in ongoing, practice-based learning through coaching, professional learning communities (PLCs), and instructional walkthroughs.
- **Strategic Staffing and Enabling Conditions:** Schools establish the structures—staffing, scheduling, and leadership supports—needed to implement effective literacy practices consistently.
- **Family Engagement and Student Supports:** Schools strengthen partnerships with families and provide targeted supports to meet individual student needs.

The following sections outline the specific programs funded, the educators and students served, and early indicators of impact as implementation is underway.

Bridge to Practice Grants

Delaware [Bridge to Practice Grants](#) provide targeted funding to districts and charter schools to support the implementation of evidence-based literacy instruction aligned to the Science of Reading. The focus of these grants is not only on training, but on ensuring that new learning translates into consistent, high-quality classroom instruction.

Funds were used to support the following core services:

- Completion of Science of Reading professional learning, including Language Essentials for Teachers of Reading and Spelling (LETRS) and Advanced Instruction in Morphology (AIM), for PK–3 educators
- Implementation of high-quality instructional materials (HQIM) with aligned, job-embedded professional learning
- Instructional coaching and leadership development to strengthen classroom practice
- Participation in the Early Literacy Leadership Academy (ELLA)
- Use of the HQIM Implementation Dashboard to guide planning and monitor progress
- Exploration of staffing models that support sustained literacy instruction

All 25 funded districts and charter schools participated in a statewide Professional Learning Network (PLN). The PLN was designed to build system-wide capacity and support implementation by focusing on:

- Translating professional learning into daily instructional practice
- Strengthening coaching and professional learning communities (PLCs)
- Using data from universal screeners and classroom assessments to adjust instruction
- Sharing effective practices across districts and charter schools

The grant process was launched in September 2025, with awards finalized in December 2025 and funds distributed in January 2026. Priority was given to districts and charter schools serving students with the greatest need, including nine systems identified as TSI or CSI.

Early Evidence of Impact on Students and Instruction

Through these investments:

- 4,105 educators trained and received ongoing coaching
- 38,189 students experiencing strengthened Tier 1 literacy instruction
- Consistency in using structured literacy routines increased across classrooms
- Data use expanded so educators could best adjust instruction in real time
- High-quality instructional materials (HQIM) were implemented in systems with greater fidelity across grade levels

This work is building the foundation for sustained improvement in early literacy outcomes by strengthening the quality and consistency of instruction students experience every day. This

represents a shift from isolated professional learning to coordinated, statewide implementation focused on improving outcomes for students.

Indian River is using its Bridge to Practice grant to ELLA training for all the district's elementary schools, along with professional learning for early literacy through AIM Pathways to Proficient Reading.

"We are proud to support teachers and school leaders as they continue to strengthen their expertise in early literacy," Indian River Director of Elementary Education Kelly Dorman said. "This grant enables us to invest in meaningful, job-embedded professional learning that enhances teaching and learning while advancing our shared commitment to ensuring every IRSD student becomes a confident, proficient reader by the end of third grade."

Colonial School District is using its Bridge to Practice grant to fulfill their district's mission of ensuring every student reads on grade level by the end of third grade.

"The Bridge to Practice Grant accelerates that vision by strengthening educator expertise through AIMS and LETRS professional learning, expanding science-of-reading training for our PreK educators through School Kit, and building instructional leadership capacity while aligning K-3 coaching to our high-quality instructional materials," said Katie Gutowski, Colonial's Supervisor of Curriculum, Assessment & Instruction K-12 English Language Arts. "Together, these investments create a cohesive early literacy system designed to ensure third grade reading proficiency for all."

Additional details on funded activities by district and charter are included in Appendix A.

Funding

| Total FY26 Allocation | Total Bridge to Practice Awarded (FY26) | Total Districts/Charters Funded (FY26) | Average Grant Size (FY26) | Total for Other Strategies (FY27) |
|------------------------------|--|---|----------------------------------|--|
| \$8,000,000 | \$6,086,253 | 25 | \$243,450 | \$1,913,747 |

Delaware’s Fiscal Year 2026 budget allocated \$8 million in Literacy Emergency Funds to help address Delaware’s literacy crisis. Of that, \$6,086,253 was awarded to districts and charters through Bridge to Practice grants. The remaining FY26 funds – \$1,913,747 – will be added to FY27 funds to support additional Bridge to Practice grants as well as statewide professional learning and coaching aligned to the Delaware Early Literacy Plan.

All 25 districts and charter schools that applied for Bridge to Practice funding received awards. Priority was given to systems serving students with the greatest need, including nine districts and charter schools identified as Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI).

This funding was directed toward improving Tier 1 literacy instruction through HQIM, coaching, and staffing models aligned to the Early Literacy Plan. Funding was allocated across key categories aligned to evidence-based literacy practices:

- Science of Reading Professional Learning (LETRS/AIM): 18 districts/charters
- HQIM Implementation and Job-Embedded Professional Learning: 14 districts/charters
- Early Literacy Leadership Academy (ELLA): 2 districts/charters
- LETRS Facilitator Training: 5 districts/charters

Many districts and charter schools received funding across multiple categories to support a comprehensive approach to implementation.

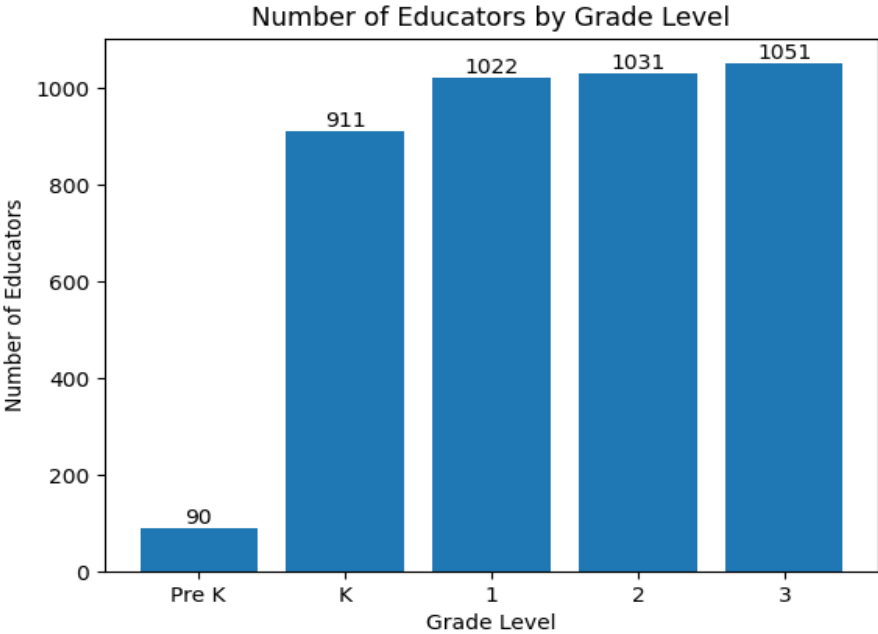
These investments are supporting:

- 4,105 educators across pre-kindergarten through grade 3
- 38,189 students benefiting from strengthened core instruction

Funding decisions were aligned to the state’s early literacy priorities, with a focus on strengthening Tier 1 instruction, building educator capacity, and ensuring consistent implementation of high-quality instructional materials and practices statewide.

A full breakdown of awards by district and charter school, including funding activities and amounts, is provided in Appendix A.

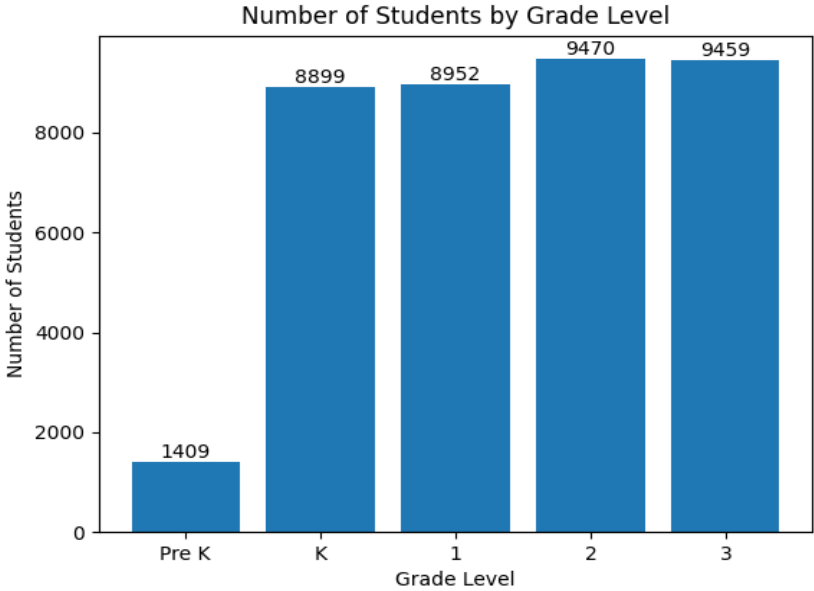
Educators impacted by grade level



| Grade | Educators |
|-------|-----------|
| Pre K | 90 |
| K | 911 |
| 1 | 1022 |
| 2 | 1031 |
| 3 | 1051 |

Figure: Number of Educators by Grade Level

Estimated student reach by grade level



| Grade | Students |
|-------|----------|
| Pre K | 1,409 |
| K | 8,899 |
| 1 | 8,952 |
| 2 | 9,470 |
| 3 | 9,459 |

Looking ahead

This initial phase of the Bridge to Practice grants has focused on building the conditions for strong, sustained implementation. Districts and charter schools have prioritized educator training, alignment to high-quality instructional materials, and the development of coaching and leadership structures needed to support consistent classroom practice.

Results are forthcoming as this work moves from early implementation to full execution in classrooms. Clear checkpoints are in place to monitor progress and measure impact.

Between March and June 2026, all districts and charter schools will:

- Complete an HQIM Implementation Dashboard assessment to identify strengths and next steps for improving instructional practice. Additional details on implementation metrics is included in Appendix C.
- Report the number of educators who successfully completed LETRS or AIM professional learning, including participation in ongoing communities of practice
- Administer educator surveys to measure changes in instructional knowledge and classroom practice
- Submit end-of-year universal screening data to assess student growth in early literacy

Beginning-of-year universal screening data highlights the urgency of this investment and establishes a baseline for measuring impact.

- 35.7% of kindergarten students are well below benchmark
- 31.8% of third-grade students are well below benchmark
- Only 46.2% of third-grade students are at or above benchmark
- The Literacy Emergency Funds are specifically designed to address these gaps by strengthening Tier 1 instruction, which research identifies as the highest-leverage strategy for improving outcomes at scale.

Detailed statewide and district-level beginning-of-year data are provided in Appendix B.

This work will not improve outcomes by intention alone. It will improve outcomes through disciplined implementation, continuous monitoring, and a clear focus on what works in classrooms. We will continue to report transparently on progress and adjust as needed to ensure this investment delivers results for Delaware students.

APPENDIX A

2025-2026 Awards

Appendix A provides a detailed breakdown of awards by district and charter, including funding amounts and funded activities.

| District/Charter | Amount Funded | Category |
|-------------------------|----------------------|--|
| Academy of Dover | \$54,960 | Professional Learning for Early Literacy through AIM/LETRS and HQIM Vendor PL |
| Appoquinimink | \$39,604 | Professional Learning for system-level leaders through ELLA in district hosted by Schoolkit. |
| Aspira | \$113,106 | Professional Learning for Early Literacy through AIM/LETRS and continued leadership coaching with Schoolkit. |
| Brandywine | \$137,227 | Professional Learning for Early Literacy through AIM/LETRS. LETRS Facilitator Training |
| Caesar Rodney | \$278,499 | HQIM Professional Learning partnering with ARC. Funding for materials update through ARC (decodables, etc.) |
| Cape Henlopen | \$158,421 | Professional Learning for Early Literacy through AIM/LETRS and UFLI Training |
| Capital | \$616,234 | Professional Learning for Early Literacy through AIM/LETRS and LETRS Facilitator Training. Student-Centered coaching training. |

| | | |
|--------------------------|--------------|---|
| Christina | \$740,026 | LETRS Facilitator training and leadership training and strategic planning with Schoolkit. |
| Colonial | \$418,438 | Professional Learning for Early Literacy through AIM/LETRS and continued leader coaching through Schoolkit. |
| EastSide | \$137,881 | Professional Learning for Early Literacy through LETRS and LETRS Facilitator Training |
| First State Montessori | \$179,885 | Professional Learning for Early Literacy through AIM and Vendor PL through UD. Purchase of decodables. |
| Gateway | \$15,505 | Professional Learning for Early Literacy through AIM |
| Indian River | \$206,819 | ELLA Year 1 for all elementary schools and Professional Learning for Early Literacy through AIM |
| Kuumba | \$382,467 | Professional Learning for Early Literacy through AIM and HQIM Vendor PL |
| Milford | \$383,470 | Professional Learning for Early Literacy through AIM |
| MOT | \$64,875 | Continued leadership coaching from Schoolkit |
| Newark Charter School | \$193,279 | Professional Learning for Early Literacy through AIM and updated CKLA materials |
| Odyssey | \$80,935 | LETRS Facilitator Training |
| Providence Creek Academy | \$219,838.20 | Professional Learning for Early Literacy through AIM |
| Red Clay | \$774,125 | Professional Learning for Early Literacy through AIM/LETRS |

| | | |
|------------------------------|-----------|--|
| Seaford | \$42,993 | Professional Learning for Early Literacy through AIM and HQIM Vendor PL |
| Smyrna | \$298,860 | Professional Learning for Early Literacy through AIM and HQIM material support. |
| Sussex Montessori | \$180,632 | Professional Learning for Early Literacy through AIM and Vendor PL through UD. Purchase of decodables. |
| Thomas Edison Charter School | \$263,140 | Professional Learning for Early Literacy through LETRS and additional leadership coaching from Schoolkit |
| Woodbridge | \$105,034 | Professional Learning for Early Literacy through AIM. |

APPENDIX B

Student Beginning-of-the-Year Data (School Year 2025-2026)

Appendix B provides beginning-of-year universal screening data submitted by districts and charter schools in accordance with House Bill 304. These data establish a statewide baseline and will be used to measure student growth at the conclusion of the grant cycle in June 2026. They also:

- Highlight variation in starting points across districts and charter schools
- Inform targeted supports and Bridge to Practice grant investments
- Serve as leading indicators for reaching our third-grade state assessment goal of increasing proficiency from 38% to 53% by 2028.

Percent and Number of Students at each proficiency level across the state.

| State of Delaware | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
|-------------------------------|-----------|-------------|-----------------|-------------------|-----------------|-------------------|-----------------|-------------------|
| Well below | 3312 | 35.7% | 3417 | 36.5% | 3276 | 33.0% | 3189 | 31.8% |
| Below | 2643 | 28.5% | 2341 | 25.0% | 2318 | 23.4% | 2210 | 22.0% |
| At or above | 3320 | 35.8% | 3591 | 38.4% | 4321 | 43.6% | 4645 | 46.2% |
| | | | | | | | | |
| Appoquinimink School District | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 278 | 32.7% | 183 | 21.6% | 214 | 22.7% | 164 | 16.8% |
| Below | 191 | 22.4% | 155 | 18.3% | 116 | 12.3% | 152 | 15.6% |
| At or above | 382 | 44.9% | 508 | 60.0% | 613 | 65.0% | 660 | 67.6% |
| | | | | | | | | |
| Brandywine School District | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 256 | 37.0% | 233 | 30.6% | 239 | 30.5% | 208 | 27.2% |
| Below | 138 | 19.9% | 118 | 15.5% | 91 | 11.6% | 127 | 16.6% |

| | | | | | | | | |
|--------------------------------------|------------------|--------------------|------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|
| At or above | 298 | 43.1% | 411 | 53.9% | 454 | 57.9% | 431 | 56.3% |
| | | | | | | | | |
| Caesar Rodney School District | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 0 | 0.0% | 230 | 42.9% | 126 | 21.6% | 146 | 23.8% |
| Below | 186 | 34.9% | 128 | 23.9% | 215 | 36.9% | 228 | 37.1% |
| At or above | 347 | 65.1% | 178 | 33.2% | 242 | 41.5% | 240 | 39.1% |
| | | | | | | | | |
| Cape Henlopen School District | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 26 | 5.7% | 201 | 44.6% | 99 | 19.2% | 94 | 18.1% |
| Below | 132 | 28.9% | 101 | 22.4% | 166 | 32.2% | 174 | 33.5% |
| At or above | 299 | 65.4% | 149 | 33.0% | 251 | 48.6% | 252 | 48.5% |
| | | | | | | | | |
| Capital School District | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 268 | 52.0% | 210 | 47.8% | 212 | 41.4% | 116 | 23.0% |
| Below | 94 | 18.3% | 70 | 15.9% | 44 | 8.6% | 165 | 32.7% |
| At or above | 153 | 29.7% | 159 | 36.2% | 256 | 50.0% | 224 | 44.4% |
| | | | | | | | | |
| Christina School District | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 0 | 0.0% | 141 | 15.4% | 364 | 37.9% | 431 | 44.2% |
| Below | 742 | 79.4% | 630 | 69.0% | 379 | 39.4% | 232 | 23.8% |
| At or above | 192 | 20.6% | 142 | 15.6% | 218 | 22.7% | 313 | 32.1% |

| Colonial School District | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
|--|------------------|--------------------|------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|
| Well below | 314 | 54.0% | 259 | 41.8% | 264 | 39.3% | 200 | 32.6% |
| Below | 116 | 20.0% | 108 | 17.4% | 81 | 12.1% | 119 | 19.4% |
| At or above | 151 | 26.0% | 252 | 40.7% | 327 | 48.7% | 295 | 48.0% |
| | | | | | | | | |
| Indian River School District | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 529 | 69.1% | 332 | 44.3% | 311 | 40.7% | 299 | 37.5% |
| Below | 90 | 11.7% | 153 | 20.4% | 126 | 16.5% | 121 | 15.2% |
| At or above | 147 | 19.2% | 265 | 35.3% | 327 | 42.8% | 377 | 47.3% |
| | | | | | | | | |
| Milford School District | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 195 | 60.6% | 195 | 52.8% | 177 | 46.1% | 131 | 38.8% |
| Below | 61 | 18.9% | 77 | 20.9% | 48 | 12.5% | 58 | 17.2% |
| At or above | 66 | 20.5% | 97 | 26.3% | 159 | 41.4% | 149 | 44.1% |
| | | | | | | | | |
| Red Clay Consolidated School District | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 373 | 37.2% | 409 | 38.9% | 412 | 38.0% | 495 | 43.9% |
| Below | 184 | 18.4% | 144 | 13.7% | 458 | 42.2% | 266 | 23.6% |
| At or above | 445 | 44.4% | 498 | 47.4% | 215 | 19.8% | 366 | 32.5% |
| | | | | | | | | |

| Seaford School District | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
|-----------------------------------|------------------|--------------------|------------------------|--------------------------|------------------------|--------------------------|------------------------|--------------------------|
| Well below | 222 | 75.3% | 139 | 50.4% | 126 | 41.2% | 99 | 33.2% |
| Below | 45 | 15.3% | 54 | 19.6% | 50 | 16.3% | 51 | 17.1% |
| At or above | 28 | 9.5% | 83 | 30.1% | 130 | 42.5% | 148 | 49.7% |
| | | | | | | | | |
| Smyrna School District | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 0 | 0.0% | 220 | 57.7% | 89 | 22.5% | 95 | 24.1% |
| Below | 120 | 33.8% | 58 | 15.2% | 158 | 40.0% | 141 | 35.7% |
| At or above | 235 | 66.2% | 103 | 27.0% | 148 | 37.5% | 159 | 40.3% |
| | | | | | | | | |
| Woodbridge School District | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 112 | 57.4% | 95 | 53.4% | 66 | 34.7% | 69 | 34.2% |
| Below | 32 | 16.4% | 22 | 12.4% | 18 | 9.5% | 36 | 17.8% |
| At or above | 51 | 26.2% | 61 | 34.3% | 106 | 55.8% | 97 | 48.0% |
| | | | | | | | | |

| Academia Antonia Alonso | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - 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% |
| | | | | | | | | |
| Academy of Dover Charter School | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 0 | 0.0% | >1 | <17% | 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% | REDACTED | <17% | 10 | 16.7% | 12 | 17.9% |
| | | | | | | | | |
| ASPIRA Academy | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - 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% |
| | | | | | | | | |
| Campus Community School | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 0 | 0.0% | REDACTED | <20% | >13 | >31.7% | 11 | 26.2% |
| Below | 24 | 60.0% | 32 | 80.0% | 20 | 48.8% | 12 | 28.6% |
| At or above | 16 | 40.0% | REDACTED | <20% | REDACTED | <19.5% | 19 | 45.2% |
| | | | | | | | | |
| Charter School of New Castle | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - 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% |
| | | | | | | | | |
| East Side Charter School | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 0 | 0.0% | REDACTED | <15.6% | 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% | REDACTED | <15.6% | 7 | 15.2% | 8 | 12.9% |
| | | | | | | | | |

| Edison (Thomas A.) Charter School | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
|--|------------------|------------------------|----------------------------|------------------------------|----------------------------|------------------------------|----------------------------|------------------------------|
| Well below | 34 | 64.2% | 23 | 37.7% | 27 | 45.0% | 34 | 55.7% |
| Below | 8 | 15.1% | 19 | 31.1% | 6 | 10.0% | 8 | 13.1% |
| At or above | 11 | 20.8% | 19 | 31.1% | 27 | 45.0% | 19 | 31.1% |
| | | | | | | | | |
| First State Montessori Academy | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - 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% |
| | | | | | | | | |
| Gateway Charter School | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 0 | 0.0% | 11 | 44.0% | >3 | >16.6% | REDACTED | <45.5% |
| Below | REDACTED | REDACTED | 5 | 20.0% | REDACTED | <33.3% | REDACTED | <45.5% |
| At or above | REDACTED | REDACTED | 9 | 36.0% | 9 | 50.0% | 12 | 54.5% |
| | | | | | | | | |
| Kuumba Academy Charter School | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - 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% |
| | | | | | | | | |
| MOT Charter School | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 15 | 20.3% | 8 | 10.8% | 12 | 15.8% | REDACTED | <11.8% |
| Below | 21 | 28.4% | 9 | 12.2% | 9 | 11.8% | >3 | >3.9% |
| At or above | 38 | 51.4% | 57 | 77.0% | 55 | 72.4% | 64 | 84.2% |
| | | | | | | | | |
| Newark Charter School | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - 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% |
| | | | | | | | | |

| Odyssey Charter School | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - 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% |
| | | | | | | | | |
| Providence Creek Academy Charter School | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 14 | 14.0% | REDACTED | <9% | 11 | 11.0% | 12 | 12.4% |
| Below | 32 | 32.0% | >24 | >24% | 27 | 27.0% | 32 | 33.0% |
| At or above | 54 | 54.0% | 67 | 67.0% | 62 | 62.0% | 53 | 54.6% |
| | | | | | | | | |
| Sussex Academy | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - Percent |
| Well below | 0 | 0.0% | 21 | 44.7% | 18 | 40.0% | 10 | 22.2% |
| Below | 0 | 0.0% | 11 | 23.4% | 7 | 15.6% | 7 | 15.6% |
| At or above | 46 | 100.0% | 15 | 31.9% | 20 | 44.4% | 28 | 62.2% |
| | | | | | | | | |
| Sussex Montessori School | K - Count | K - Percent | Grade 1 - Count | Grade 1 - Percent | Grade 2 - Count | Grade 2 - Percent | Grade 3 - Count | Grade 3 - 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% |

APPENDIX C

HQIM Implementation Dashboard

As part of the Bridge to Practice grants, each system identifies its phase of curricular implementation, and building principals enter data into the HQIM Implementation Dashboard to measure the strength of implementation.

These results are used to inform professional learning and coaching support. The HQIM Implementation Dashboard was initially implemented in schools receiving state-provided early literacy coaches. The data below reflects 2025–2026 school year information collected from these schools as of Fall 2025.

By the conclusion of the grant cycle (June 30, 2026), the Department will have ongoing implementation data for schools with early literacy coaches and baseline data for all other Bridge to Practice grant recipients.

SS: School system leader actions

SL: School leader actions

Ts: Teacher Actions

Implementation Phases: Adoption, Program Installation, Initial Implementation, Consistent Implementation, and Innovation & Sustainability

| District/charter | Phase | Overall Score | HQIM Adopted | What is going well | What needs improvement |
|---------------------|---------|---------------|--------------|--|--|
| Capital/South Dover | Initial | Red | Wonders 2023 | <ul style="list-style-type: none"> SS: Plans in place to fund PL plans and partners and purchase and replenish materials as needed SL: Conducting observations | <ul style="list-style-type: none"> SL: A PL plan that provides teachers with job-embedded CBPL and the opportunities to plan and practice using their HQIM Ts: Using a common, shared protocol to internalize lessons and units during PLCs or collaborative planning time |

| District/charter | Phase | Overall Score | HQIM Adopted | What is going well | What needs improvement |
|---|---|---------------|-------------------|--|--|
| Christina/Pritchett, Pulaski, Stubs, Bayard | Initial <i>New phase; may need support</i> | Red | Benchmark Advance | <ul style="list-style-type: none"> SS/SL: Funding plan for materials and PL Starting to conduct classroom observations | <ul style="list-style-type: none"> SS: Need for cohesion and expectations around HQIM implementation, and what should and should not be happening SL: A PL plan that provides teachers with job-embedded CBPL and the opportunities to plan and practice using their HQIM Ts: Using a common, shared protocol to internalize lessons and units during PLCs or collaborative planning time |
| EastSide Charter | Consistent <i>New phase; may need support</i> | Red | Wonders 2023 | <ul style="list-style-type: none"> SS/SL: Funding plan for materials and PL SS/SL: SLs starting to provide teachers with feedback on their practice and using the HQIM to meet students' diverse needs Ts: Engaging in ongoing CBPL | <ul style="list-style-type: none"> SS: Collecting, organizing, and using data from HQIM-embedded assessments to drive the school system-wide assessment strategy and implementation improvements. SL: Not preparing teachers to take ownership of PL and HQIM implementation Ts: Making smart adaptations to the HQIM based on student needs |
| Gateway Lab | Initial <i>Exceptional progress in new phase</i> | Green | | <ul style="list-style-type: none"> Executing a PL plan to support HQIM implementation Ts: Using PLC time to internalize lessons and analyze student work | <ul style="list-style-type: none"> Leaders monitoring HQIM implementation Ts: Using a common, shared protocol to internalize lessons and units during PLCs or collaborative planning time |

| District/charter | Phase | Overall Score | HQIM Adopted | What is going well | What needs improvement |
|---|--|---------------|--------------|--|--|
| Indian River/ N Georgetown | Initial | Red | CKLA | <ul style="list-style-type: none"> SS/SL: PL plan is in place SS: Trained leaders on the walkthrough tool SS/SL: Funding plan for materials and PL | <ul style="list-style-type: none"> SL: Struggling to execute CBPL that provides teachers with job-embedded CBPL and the opportunities to plan and practice using their HQIM SL: Plan/protocol in place for monitoring implementation |
| Las Americas/ ASPIRA | Initial <i>No change from previous collection</i> | Red | Into Reading | <ul style="list-style-type: none"> SS: Beginning to reinforce that intervention, tutoring, or other supplemental support must be coherent with the HQIM. SS/SL: Funding plan for materials and PL SS/SL/T: Engaging in PL to understand the approach and design of their HQIM | <ul style="list-style-type: none"> SL: Actual execution of a CBPL plan that provides teachers with job-embedded CBPL and the opportunities to plan and practice using their HQIM Need for consistent walkthroughs with a consistent tool |
| Milford/Banneker | Initial <i>New phase; may need support</i> | Red | Bookworms | <ul style="list-style-type: none"> SS/SL: Funding plan for materials and PL SL: Deepen their understanding of the HQIM and reinforce expectations for its use SL: Conducting observations of teachers using their HQIM | <ul style="list-style-type: none"> SS/SL: A PL plan that provides teachers with job-embedded CBPL and the opportunities to plan and practice using their HQIM |
| Red Clay Baltz, Johnson, Mote, Richardson Park | Initial <i>No change from previous collection</i> | Red | Other | <ul style="list-style-type: none"> SL: Conducting observations of teachers using their HQIM Ts: Not modifying their curriculum in year one | <ul style="list-style-type: none"> SS/SL: A PL plan that provides teachers with job-embedded CBPL and the opportunities to plan and practice using their HQIM Ts: Using a common, shared protocol to internalize lessons and units during PLCs or collaborative planning time. |

| District/charter | Phase | Overall Score | HQIM Adopted | What is going well | What needs improvement |
|-------------------|----------------------|---------------|--------------|---|--|
| Sussex Montessori | Program Installation | Red | Other | <ul style="list-style-type: none"> • N/A | <ul style="list-style-type: none"> • All district success criteria marked as “Unsure.” • All school and teacher success criteria marked as “not met” with the exception of communicating expectations for collaborative planning time and connecting interventions to the HQIM |