

MAR 13 2013

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# SENATE CONCURRENT RESOLUTION

REQUESTING THE BOARD OF EDUCATION AND DEPARTMENT OF EDUCATION TO  
EVALUATE THE COMPREHENSIVE PLAN FOR TEACHING READING IN  
HAWAII SCHOOLS AND TO MOVE FORWARD WITH APPROPRIATE  
IMPLEMENTATION.

1           WHEREAS, dyslexia is a learning disability that is  
2 neurological in origin and is characterized by difficulties with  
3 accurate or fluent word recognition, poor spelling, and decoding  
4 abilities; and

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6           WHEREAS, these difficulties typically result from a deficit  
7 in the phonological component of language that is often  
8 unexpected in relation to other cognitive abilities and requires  
9 the provision of effective classroom instruction; and

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11           WHEREAS, secondary consequences may include problems with  
12 reading comprehension and reduced reading experience, which can  
13 impede the growth of vocabulary and background knowledge; and

14  
15           WHEREAS, it is estimated that up to twenty percent of the  
16 population as a whole in the United States has dyslexia or  
17 another reading disability and an even higher percentage of  
18 students in Hawaii read below basic reading levels or experience  
19 other challenges with literacy; and

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21           WHEREAS, on January 14, 2013, a working group created  
22 pursuant to Senate Concurrent Resolution No. 110, Regular  
23 Session of 2010, submitted to the Senate and House of  
24 Representatives Committees on Education the *Comprehensive Plan*  
25 *for Teaching Reading in Hawaii Schools*, which addresses dyslexia  
26 awareness and literacy instruction as they relate to teacher  
27 preparation programs, teacher licensure requirements,  
28 professional development for educators, and reading programs in  
29 public schools; and  
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1           WHEREAS, in written testimony dated February 6, 2013, and  
2 submitted to the Education Committee of the House of  
3 Representatives, the Department of Education stated in part,  
4 "the Department has addressed the concerns of the Work Group  
5 [sic] through implementation of its dyslexia awareness  
6 efforts...Professional development for all teachers is available  
7 through complex area/state staff and professional development  
8 coursework. Response to Intervention is occurring at schools  
9 throughout the state with student progress being monitored  
10 through several systems. The practice of educational data-based  
11 decision making is imbedded at every school. Schools apply a  
12 data team process that reviews student progress, creates action  
13 plans to focus on student needs, and, when needed, employs the  
14 assistance of "higher levels" of support with a focus on student  
15 success..."; now, therefore,  
16

17           BE IT RESOLVED by the Senate of the Twenty-seventh  
18 Legislature of the State of Hawaii, Regular Session of 2013, the  
19 House of Representatives concurring, that the Board of Education  
20 and Department of Education are requested to evaluate the  
21 *Comprehensive Plan for Teaching Reading in Hawaii Schools* and to  
22 move forward with appropriate implementation; and  
23

24           BE IT FURTHER RESOLVED that the Board of Education and  
25 Department of Education are requested to coordinate with the  
26 University of Hawaii and Hawaii Teacher Standards Board to  
27 evaluate the *Comprehensive Plan* and move forward with  
28 appropriate implementation; and  
29

30           BE IT FURTHER RESOLVED that the Board of Education and  
31 Department of Education are requested to evaluate the  
32 implementation of the following items, in accordance with the  
33 *Comprehensive Plan*:  
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- 35           (1) The promotion of awareness of dyslexia;  
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37           (2) Making available professional development to educators  
38 to support students with dyslexia or other literacy  
39 challenges; and  
40  
41           (3) Requiring at each public school a minimum of one  
42 licensed literacy specialist who meets requirements  
43 established by the Hawaii Teacher Standards Board,  
44 provided that if the availability of funding or



1 qualified personnel prevents full compliance,  
2 requiring a minimum of one licensed literacy  
3 specialist to be dedicated to each complex and that  
4 services of licensed literacy specialists be allocated  
5 reasonably across all schools; and  
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7 BE IT FURTHER RESOLVED that the Department of Education  
8 submit a written report, approved by the Board of Education, to  
9 the Legislature no later than twenty days prior to the convening  
10 of the Regular Session of 2014, on the status of its efforts  
11 toward achieving the recommendations in the *Comprehensive Plan*,  
12 including the matters raised in its written testimony dated  
13 February 6, 2013; and  
14

15 BE IT FURTHER RESOLVED that the report include, but not be  
16 limited to the following:  
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- 18 (1) The percentage of students identified as having  
19 dyslexia, characteristics of dyslexia, or other  
20 literacy challenges;  
21
- 22 (2) The screening, assessment, and diagnostic measures  
23 used to assist such students, along with the intensity  
24 and frequency of assessments and interventions and an  
25 explanation of how data-based decision-making is used  
26 at each level of support;  
27
- 28 (3) How the data from screening, assessment and diagnostic  
29 testing, research-validated interventions, and  
30 retesting procedures used in schools will be used as  
31 proof of the effectiveness of these procedures by  
32 showing students' targeted and annual growth and  
33 achievement on statewide assessments and the  
34 difference between ending peer achievement at the same  
35 grade level and annual system growth by grade level  
36 and year;  
37
- 38 (4) The amount of direct instructional time given to  
39 reading during core reading instruction and research-  
40 validated interventions;  
41
- 42 (5) The number of schools with licensed reading teachers,  
43 licensed reading specialists, and licensed literacy



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1 specialists, including the number of individuals in  
2 each position by grade level and subject matter; and  
3

4 (6) Any other information requested by the chairpersons of  
5 the House of Representatives Committee on Education  
6 and Senate Committee on Education; and  
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8 BE IT FURTHER RESOLVED that certified copies of this  
9 Concurrent Resolution be transmitted to the Chairperson of the  
10 Board of Education, Superintendent of Education, President of  
11 the University of Hawaii, Chairperson of the University of  
12 Hawaii Board of Regents, Executive Director of the Hawaii  
13 Teacher Standards Board, and Director of the Legislative  
14 Reference Bureau.  
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OFFERED BY: \_\_\_\_\_

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