
HOUSE 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

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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

20
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 House of Representatives of the
18 Twenty-seventh Legislature of the State of Hawaii, Regular
19 Session of 2013, the Senate concurring, that the Board of
20 Education and Department of Education are requested to evaluate
21 the *Comprehensive Plan for Teaching Reading in Hawaii Schools*
22 and to 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*:

- 34
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
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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
6

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;
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- 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;
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- 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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17 OFFERED BY: _____



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