



STATE OF HAWAII
DEPARTMENT OF EDUCATION
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OFFICE OF THE SUPERINTENDENT

LEGISLATIVE REPORT

SUBJECT: Relating to Awareness and Comprehensive Support for Students with Dyslexia and Other Literacy Challenges

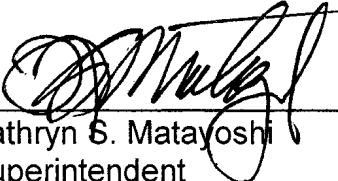
REFERENCE: SCR 120, SD2 (2013)

ACTION REQUESTED: Report to the 2014 Legislature

DOE REPORT: SCR 120, SD2 requires the Board of Education and Department of Education to evaluate and report the status of efforts to provide comprehensive support services for students with dyslexia and other literacy challenges. Refer to the attachment entitled "Status Report on Department of Education Supports for Students with Dyslexia and other Literacy Challenges."

Findings: See attachment

Recommendations: See attachment


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12/12/13
Date

Status Report on Department of Education Supports for Students with Dyslexia and Other Literacy Challenges

The Hawaii State Senate and House of Representatives adopted Senate Concurrent Resolution (SCR) 110 in 2010 that requested the creation of a working group to address dyslexia awareness and literacy instruction. From 2010 to 2013, the working group comprised of various stakeholders convened to develop a comprehensive plan for reading instruction in Hawaii's public schools. During the 2013 regular legislative session, the plan was introduced as part of House Bill (HB) 675. Subsequently, the Legislature adopted SCR 120, SD2 and requested that the Board of Education (BOE) and the Department of Education (DOE) evaluate and report the status of their efforts to provide comprehensive support services for students with dyslexia and other literacy challenges.

The following section provides updates related to the action items iterated in the aforementioned resolution.

1. Evaluation by the Board of Education and Department of Education of:

- **Promotion of awareness of dyslexia**

The DOE is focused on the implementation of its Strategic Plan. Goals ensure all students graduate ready to succeed in college and careers. It identifies indicators of success and tools to measure ongoing progress. Every student shall be supported through a comprehensive student support system embedded at every school and establishment of targeted complex area resources.

Schools promote and employ differentiated instruction in all classrooms and content areas. These practices include distinguishing or separating sounds in spoken words and understanding and/or remembering new concepts. Students who demonstrate reading difficulties are identified and may be monitored using the school's Data Team approach. School Data Teams work collaboratively in recurring cycles and examines data from common formative assessments to provide appropriate instructional interventions to students while improving individual instructional practices.

The DOE is committed to improving the process of screening students, tiered interventions, progress monitoring and data-driven research-based instruction to meet student needs utilizing the Response to Intervention model.

Additionally, the DOE will seek the assistance of the Dyslexia Tutoring Center of Hawaii in identifying practical and easy-to-implement accommodations that every teacher can do without additional training and will communicate these accommodations to schools and educators by March 2014.

Progress in this area requires dedicated support. Thus, the DOE's Office of Curriculum, Instruction and Student Support will establish an educational specialist position to focus on reading instruction before school year 2014-15. This position will be tasked with providing leadership, planning, articulation and support to complexes and schools in the area of reading instruction and professional development. In promoting reading and addressing infrastructure and system needs, this specialist will work closely with lead educators in the area of Common Core State Standards for English language arts and the Smarter Balanced Assessment Consortium to align program plans.

- **Professional development available to educators to support students with dyslexia or other literacy challenges**

A majority of elementary schools statewide are implementing reading programs from a variety of publishing companies. Furthermore, elementary schools utilize a balanced literacy approach to teaching reading in their classrooms.

Teachers are trained to differentiate lessons to meet students' needs while utilizing appropriate classroom resources and available materials. In elementary school, kindergarten through grade 3 teachers focus on students "learning to read," while teachers in grades 4 through 6 focus on students "reading to learn." Reading programs and the balanced literacy approach guide educators in administering daily and/or weekly formative assessments. Formative assessments monitor and chart progress on students' acquisition of reading, writing, speaking, and listening strategies.

A variety of strategies related to sounds connecting to print, reading fluency, and constructing meaning from print augment classroom lessons. This includes supporting struggling students and actively addressing socio-emotional needs to avoid self-esteem issues throughout students' grade-level progression. Educators also explore, ponder and discuss new areas of knowledge with emerging readers. These opportunities support a student's acquisition of background knowledge and garner increased achievement gains during the reading process.

The DOE supports professional development training for all teachers on research and results based initiatives and best practices to improve literacy skills for all students.

- **Recommended staffing options and the funding required to create licensed literacy specialist positions statewide who meet requirements to be established by the Hawaii Teachers Standards Board and related operational and professional development budgetary needs**

| Options | Staffing | Operational Budgetary Needs | Professional Development Budgetary Needs |
|--|--|---|---|
| 1. Complex Area A Total= \$1,374,060 | 15 complex areas x One 10-month teacher @ \$55,104 =\$826,560 | \$1,500 per teacher =\$22,500 (mileage, travel, per diem, office supplies) \$510,000 (supplies, resources) | \$1,000 per teacher =\$15,000 (registration, mileage, travel, per diem, resources) |
| 2. Complex Area B Total= \$1,532,375 | 15 complex areas x One 12-month teacher @ \$66,125 =\$991,875 | \$1,700 per teacher =\$25,500 (mileage, travel, per diem, office supplies) \$510,000 (supplies, resources) | \$1,000 per teacher =\$15,000 (registration, mileage, travel, per diem, resources) |
| 3. School Total= \$14,561,520 | One 10-month teacher @ \$55,104 x 255 schools =\$14,051,520 | \$1000 per teacher =\$255,000 (supplies, resources) | \$1,000 per teacher =\$255,000 (registration, mileage, travel, per diem, resources) |

Note: For the purposes of this report, the DOE has provided estimated operational and professional development costs.

Respectfully, any decision to require a literacy specialist at every school or to provide services to schools via the complex area should be left to the DOE and aligned with the BOE/DOE Strategic Plan priorities and implementation. Funding is also a necessity to implement an Option.

- **Working with the University of Hawaii and Hawaii Teacher Standards Board (HTSB) on the feasibility of licensing requirements for literacy specialists**

On April 19, 2013, the HTSB approved the adoption of literacy specialist as a Hawaii license field. HTSB stipulated the license may only be issued to teachers who hold a current, valid Hawaii license, have three years of satisfactory teaching experience and meet any additional requirements to add a new license field. To implement this new license field the HTSB's Executive Director

convened a panel in November 2013 to recommend standards and methods of content verification for the HTSB's review and adoption.

The license field of Literacy Specialist will only be issued after HTSB has adopted standards and methods of content verification in the field. Once HTSB completes this task, the DOE will partner with university and college teacher preparation programs in Hawaii to advocate for the inclusion of knowledge, skills, and best practices for literacy instruction and reading skills.

- **Establishing targeted complex area resources to strengthen comprehensive student support systems, including data-based decision making**

In school year 2013-14, the DOE has focused efforts at the state, complex area, and school levels on Six Priority Strategies because of their inclusion in the Strategic Plan and likely impact of driving measurable results tied to the Strategic Plan goals:

- Common Core State Standards (Goal 1)
- Comprehensive Student Supports (Goal 1)
- Formative Instruction (Goal 1)
- Educator Effectiveness Systems (Goal 2)
- Induction and Mentoring (Goal 2)
- Academic Review Teams process (Goals 1, 2 & 3)

To bolster tri-level support for quality implementation of the Six Priority Strategies, the DOE has established dedicated positions and a parallel structure of designated leads for each of the Six Priority Strategies at the state office (State Support Team) and complex areas (Complex Area Support Team). The state lead for each Strategy will facilitate a professional learning community (PLC) among the 15 complex area leads for that strategy.

Prior to school year 2014-15, the establishment an educational specialist position to focus on reading instruction and literacy challenges will provide targeted state office support to augment the State Support Team and Complex Area Support Teams.

2. Status of DOE efforts to provide comprehensive support services for students with dyslexia and other literacy challenges

The DOE recognizes the importance of supporting all struggling readers. Wherever possible, the complex or school employs a specialist to support classroom teachers to assist with struggling readers and to meet the needs of students who are not

reading at grade level. These supports include but are not limited to observing teachers in the classroom, assessing struggling readers, providing a suggested plan of action for support, and monitoring teachers' and struggling readers' progress.

Schools also invest in professional development focused on reading interventions. The schools' curriculum coordinators or mentors assist the teaching staff with implementation of research-based practices and student progress monitoring.

In school year 2013-14 school year, all DOE schools will be establishing a Response to Intervention (RTI) system to address the needs of at-risk students. Schools will provide Tier 2 and Tier 3 interventions that include targeted support to address the needs of struggling readers from grades K-12. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Students at the Tier 3 level receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. (Tier 2 and 3 descriptors as noted by the RTI action network.)

3. Personnel data including the number of schools with licensed reading teachers, licensed reading specialists and licensed literacy specialists, including the number of individuals in each position by grade level and subject matter

Refer to the Appendix for the number of teachers with a reading-related license at a school or office. There are no licensed literacy specialists.

4. Discussion of best practices and complex area-based support, as well as the DOE's plans and capacity needs to replicate its efforts to address dyslexia and literacy challenges statewide

The DOE has placed a strong emphasis on effectively teaching literacy skills to all students in the BOE/DOE Strategic Plan 2011-2018.

Goal 1A Objective states: All students are engaged and ready to learn. The strategies for this goal include:

- Incorporating interdisciplinary curriculum based on the Common Core State Standards into classroom instructional practices
- Tailoring instruction to students by assessing and responding to individual needs [including working collaboratively along educational continuum (P-20) to assess kindergarten readiness and college readiness]
- Providing school-led programs that develop the character and values needed for ethical behavior, student safety and positive learning environments

Goal 1B Objectives states: All students are gaining the academic skills they need to succeed on the K-12 pathway and throughout their lives. The strategies for this goal include:

- Implementing statewide K-12 curriculum, instruction, and assessments that are well-balanced and aligned with the Common Core State Standards
- Using data, feedback, and school data teams at every school to improve student achievement
- Establishing academic review teams (ART) at each school and Complex Area to improve and align instruction and professional development in support of student achievement
- Providing student support and differentiated interventions based on “early warning” data for all students
- Implementing proficiency-based advancement of students based on applicable standards of academic achievement, character development, and socio-emotional progress
- Setting measurable goals, using data, teachers at every school to create Student Learning Objectives to improve student achievement
- One statewide common core curriculum provides consistency and equal access to high quality curriculum for all students

Grade-level teachers collaboratively plan, teach, and assess the success of lessons by measuring student learning using formative classroom assessments. Teachers differentiate their teaching and lessons based on student needs using assessment results and/or other evidences of authentic student work.

The DOE shall also continue to support the use of various programs including but not limited to:

DIBELS. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through grade six. DIBELS is designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early prevent the occurrence of later reading difficulties.

aimsweb. aimsweb is an assessment and RTI solution. It is a web-based solution for universal screening, progress monitoring and data management for kindergarten through grade 12.

Teaching Strategies GOLD. TS Gold is a user-friendly assessment tool that can be used with any developmentally appropriate early childhood curriculum and is based on 38 research-based objectives that include predictors of school success and are aligned with the Common Core State Standards, state early

learning guidelines, and the Head Start Child Development and Early Learning Framework.

RECOMMENDATIONS:

The DOE is committed to the following actions:

- 1. Work with the Dyslexia Tutoring Center of Hawaii.** Identify practical and easy-to-implement accommodations that every teacher can do without additional training and communicate to schools in spring 2014.
- 2. Establish an educational specialist position to focus on reading instruction.** This specialist will be tasked with providing leadership, planning, articulation and support to complexes and schools in the area of reading instruction and professional development.
- 3. Assist the Hawaii Teacher Standards Board in its efforts to implement licensure requirements for literacy specialists.**
- 4. Partner with university and college teacher preparation programs in Hawaii.** Advocate for the inclusion of knowledge, skills, and best practices for literacy instruction and reading skills.
- 5. Strengthen relationship with institutions and community groups committed to improving literacy and reading instruction in Hawaii's public schools.** Convene regular meetings with members of the original Working Group. The Working Group representatives included the DOE; University of Hawaii; Teacher Education Coordinating Committee (TECC); Special Education Advisory Council (SEAC); Hawaii Association of Independent Schools (HAIS); Learning Disabilities Association of Hawaii (LDAH); Dyslexia Tutoring Center of Hawaii (DTCH); and the Hawaii Branch of the International Dyslexia Association (HIDA).
- 6. Actively provide supports to schools.** The DOE shall continue to support the use of various programs including but not limited to DIBELS, aimsweb, and Teaching Strategies GOLD.

APPENDIX

Number of teachers with a reading-related license at a school or office. There are no licensed literacy specialists.

| LOC ID | Location | Teacher Count |
|--------|------------------------------|---------------|
| 55 | Central Dist-Administration | 1 |
| 65 | Windward Dist-Administration | 2 |
| 101 | Ala Wai Elem | 1 |
| 106 | Farrington High | 1 |
| 112 | Kaahumanu Elem | 1 |
| 113 | Kaewai Elem | 1 |
| 114 | Kahala Elem | 1 |
| 115 | Kaimuki High | 1 |
| 126 | Kawananakoa Middle | 1 |
| 141 | Nuuanu Elem | 1 |
| 155 | Kamiloiki Elem | 1 |
| 200 | Aiea Elem | 1 |
| 202 | Aiea High | 1 |
| 207 | Hale Kula Elem | 1 |
| 208 | Helemano Elem | 1 |
| 209 | Hickam Elem | 1 |
| 218 | Moanalua High | 1 |
| 219 | Moanalua Middle | 2 |
| 226 | Solomon Elem | 1 |
| 230 | Wahiawa Middle | 2 |
| 232 | Waialua High & Inter | 1 |
| 233 | Waimalu Elem | 1 |
| 237 | Wheeler Middle | 1 |
| 238 | Mililani Middle | 1 |
| 250 | Ahrens Elem | 1 |
| 253 | Ewa Elem | 1 |
| 254 | Ewa Beach Elem | 1 |
| 256 | Iroquois Point Elem | 1 |
| 258 | Makaha Elem | 2 |
| 269 | Pohakea Elem | 1 |
| 278 | Waipahu Inter | 2 |
| 287 | Kaleiopuu Elem | 1 |
| 296 | Ewa Makai Middle | 1 |
| 304 | Heeia Elem | 1 |
| 308 | Kailua Elem | 1 |
| 313 | Kaneohe Elem | 1 |
| 317 | Keolu Elem | 1 |
| 318 | King Inter | 2 |
| 322 | Mokapu Elem | 4 |

| | | |
|-----|------------------------|----|
| 325 | Sunset Beach Elem | 1 |
| 354 | Keaau High | 1 |
| 355 | Hilo High | 3 |
| 357 | Hilo Union Elem | 1 |
| 370 | Keaau Middle | 1 |
| 375 | Konawaena Elem | 1 |
| 386 | Waiakeawaena Elem | 1 |
| 390 | Kealakehe Inter | 1 |
| 391 | Keonepoko Elem | 2 |
| 392 | Kealakehe High | 2 |
| 393 | Waikoloa Elem & Middle | 1 |
| 395 | Kohala Elem | 1 |
| 400 | Baldwin High | 2 |
| 402 | Hana High & Elem | 2 |
| 405 | Kahului Elem | 1 |
| 406 | Kamehameha III Elem | 1 |
| 409 | Kihei Elem | 3 |
| 415 | Lanai High & Elem | 2 |
| 416 | Lihikai Elem | 1 |
| 418 | Maui High | 1 |
| 422 | Paia Elem | 2 |
| 424 | Waihee Elem | 1 |
| 425 | Wailuku Elem | 2 |
| 426 | Pukalani Elem | 1 |
| 435 | Kekaulike High | 1 |
| 436 | Puu Kukui Elementary | 4 |
| 451 | Eleele Elem | 1 |
| 454 | Kapaa Elem | 1 |
| 455 | Kapaa High | 1 |
| 462 | Waimea High | 1 |
| 463 | Wilcox Elem | 1 |
| 813 | Complex-Kalani | 1 |
| 824 | Complex-Radford | 1 |
| 864 | Complex-Maui | 1 |
| 865 | Complex-Molokai | 1 |
| 866 | Complex-Kekaulike | 1 |
| | Total | 98 |