LEGISLATIVE REPORT

SUBJECT: Report on the progress toward DOE’s reading goals, efforts of the Reading First Partnership, and any other related findings and recommendations.

REFERENCE: HCR 163, HD1

ACTION REQUESTED: The Board of Education and Department of Education are requested to submit a report to the standing committees having primary jurisdiction over lower education regarding the statewide progress toward DOE’s reading goals; efforts of the Reading First Partnership and other professional associations to support the achievement of the reading goals, and any other related findings and recommendations. HCR 163, HD1 calls for the following:

1. Require each school district to evaluate the reading proficiency of kindergarten, 1st, and 2nd graders at least annually for purposes of intervention and remediation.
2. Require each school district to assess the reading level of its third graders for the primary purpose of system accountability.
3. Provide progress reports on 3rd grade reading scores on the Hawai‘i Assessment Program standardized reading test.
4. Encourage schools to develop and use a repertoire of research-based instructional approaches tailored to different student learning styles and needs.
5. Provide information to public schools and school districts regarding organizational and instructional practices of representative schools that are making exemplary gains in helping students reach reading goals.
6. Evaluate the effectiveness of an elementary school’s reading instruction program on whether it results in adequate annual and incremental growth.
7. Enlist the help and coordinate the activities of relevant professional associations through the Reading First Partnership, securing the Partnership’s commitment to voluntarily aligning their resources to support the achievement of reading goals.
8. Assist each public elementary school principal with providing effective leadership in reaching the school’s reading goals.
9. Develop a statewide reporting system that provides timely and meaningful information to parents and guardians regarding their child’s reading proficiency.
10. Provide encouragement, support, and education for parents on ways in which they can support literacy development, including reading with their children at least twenty minutes a day from birth through third grade and beyond.
DOE REPORT ON HCR 163, HD1

1. **Require each school district to evaluate the reading proficiency of kindergarten, 1\textsuperscript{st}, and 2\textsuperscript{nd} graders at least annually for purposes of intervention and remediation.**

There are no district or state policies on requiring this evaluation. Most classroom teachers informally assess the reading proficiency of kindergarten, 1\textsuperscript{st}, 2\textsuperscript{nd}, and 3\textsuperscript{rd} graders while some teachers conduct more formal assessments of student needs. However, data is used and kept at the classroom level.

Several state initiatives incorporate systematic grade K, 1, 2, and 3 evaluation to identify children in need of intervention and remediation. These initiatives include the Department’s current reading initiatives, consisting of the state-funded Institute for Beginning Reading (IBR), federal-funded Class Size Reduction (CSR) program, and federal-funded Pihana Na Mamo (Native Hawaiian Special Education) program. The new Hawai‘i Reading First Initiative will also include grades K, 1, 2, and 3 assessments. All programs administer the Dynamic Indicators of Basic Elementary Literacy Skills (DIBELS), administered at least three times a year. About 100 elementary schools participate in one or more of these initiatives. DIBELS measures include the following:

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<tr>
<th>Measure</th>
<th>Grade K</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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</thead>
<tbody>
<tr>
<td>Phonemic segmentation</td>
<td>X</td>
<td></td>
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<tr>
<td>Letter naming</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Nonsense words</td>
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<tr>
<td>Initial sound</td>
<td>X</td>
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<tr>
<td>Oral reading fluency</td>
<td></td>
<td>X</td>
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The state continues to require the evaluation of each student served under special education and section 504. This evaluation is to document the student's reading comprehension level and, if this level is found to be below grade level, also requires that reading goals and strategies be included in Individual Education Programs and/or Modification Plans.

2. **Require each school district to assess the reading level of its third graders for the primary purpose of system accountability.**

To our knowledge, all school districts use the statewide assessment program as its reading assessment for third graders. To our knowledge, districts do not administer any district-wide third grade reading assessments. Our statewide Hawaii Content and Performance Standards II (HCPSII) assessment instrument, which will be administered each spring to all students in grades 3, 5, 8, and 10, will provide standards based as well as norm-referenced information in reading and mathematics for system accountability at school, district, and state levels.
3. Provide progress reports on 3rd grade reading scores on the Hawai‘i Assessment Program standardized reading test.

Reports showing annual progress in reading and mathematics achievement will be issued for all tested grades (3, 5, 8, and 10) and will be aggregated for school, district, and state levels to indicate the number and percent of students at each level of proficiency in reading and mathematics. (The Hawai‘i Assessment Program standardized reading test was not administered last spring because of the teacher’s strike.)

4. Encourage schools to develop and use a repertoire of research-based instructional approaches tailored to different student learning styles and needs.

Through the Department’s current reading initiatives—consisting of the state-funded Institute for Beginning Reading (IBR), federal-funded Class Size Reduction (CSR) program, Pihana Na Mamo (Native Hawaiian Special Education), and Hawai‘i Reading First Initiative—teachers are taught to use reading strategies which are validated by scientifically-based reading research (SBRR). Teachers are also helped to review, select, and purchase programs which are research-based.

The content of the professional development, sponsored by the initiative entitled “Literacy: Focus on Special Education and Section 504,” draws directly from the current research in the field of literacy and reading to promote a balanced approach to literacy instruction for all students. Teachers will learn about the components of balanced literacy, including the use of formative assessments and specific text-mediating strategies that can be used across a variety of teaching/learning contexts. Many of the strategies explored in the professional development sessions will help teachers to foster and scaffold students' independent use of an array of metacognitive strategies to monitor and effectively build comprehension while engaged in literacy activities. The professional development will reach approximately 1000 special education teachers in the 2001-2002 school year.

Selected Title I schools have adopted Comprehensive School Reform Demonstration (CSRD) reform models. CSRD models are all research-based.

5. Provide information to public schools and school districts regarding organizational and instructional practices of representative schools that are making exemplary gains in helping students reach reading goals.

As staffing and workload allows, the Department will develop a website sharing the accomplishments and strategies used by schools that have made exemplary reading gains.

The Pihana Na Mamo project has identified and supported the development of five beacon schools. Each of these schools has a master teacher and part-time teachers who coordinate the overall reading efforts at their particular schools in addition to assisting with the training efforts statewide. Arrangements for other schools to visit these programs and meeting among sites are conducted throughout the school year. Additionally, the project supports teachers
and administrators from these schools to attend local and national training to share their expertise.

6. **Evaluate the effectiveness of an elementary school’s reading instruction program on whether it results in adequate annual and incremental growth.**

Each school conducts assessments of the effectiveness of its programs, including reading, through the Standards Implementation Design (SID) process. Schools participating in the state-funded Institute for Beginning Reading (IBR), federal-funded Class Size Reduction (CSR) program, and federal-funded Pihana Na Mamo (Native Hawaiian Special Education) program, and the new Hawai‘i Reading First Initiative continually examine their programs and practices in relationship to student achievement.

7. **Enlist the help and coordinate the activities of relevant professional associations through the Reading First Partnership, securing the Partnership’s commitment to voluntarily aligning their resources to support the achievement of reading goals.**

The Department has convened the Reading First Partnership to involve literacy leaders across organizations inside and outside the Department in supporting our goal of every child reading well by the end of third grade and to coordinate reading improvement efforts. The Partnership has met twice since April.

8. **Assist each public elementary school principal with providing effective leadership in reaching the school’s reading goals.**

The Department has developed a *Curriculum Framework for Reading Instruction*—with emphasis on beginning reading—that will help to guide schools in designing effective, research-based reading instruction programs or to assess their current reading programs. The framework includes: (1) Characteristics of a good schoolwide reading plan, (2) The range of interventions in reading, (3) Essential components of research-based classroom practices for elementary reading instruction, (4) Features of classrooms and campuses that support effective reading instruction, and (5) A comprehensive list of reading grade level objectives for reading K-12 matched to the Hawai‘i Content and Performance Standards. Each principal received a copy of the Reading Framework, as well as a copy of the Learning First Alliance’s publications, *Every Child Reading: An Action Plan* and *Every Child Reading: A Professional Development Guide*.

For the ongoing reading initiatives—the Institute for Beginning Reading (IBR), Class Size Reduction (CSR) program, Pihana Na Mamo (Native Hawaiian Special Education) program, and Hawai‘i Reading First Initiative—principals are encouraged to play an active and important role in the implementation of effective reading programs.

Each principal and vice principal in the Department of Education received a one-hour inservice on the nature of literacy instruction for students with special needs, the components of balanced literacy, and a general overview of the content and purpose of the professional development sessions.
9. Develop a statewide reporting system that provides timely and meaningful information to parents and guardians regarding their child’s reading proficiency.

Each parent or guardian of each child will receive an individual report indicating the reading and mathematics achievement level for each individual student. This report will contain both standards-based proficiency scores as well as norm-referenced (e.g., percentile and stanines) information in reading and mathematics. Thus a parent or guardian will be able to see how well their child is performing relative to our state content standards in reading and mathematics as well as how well the child is performing relative to the national group.

Along with the requirement of the reading comprehension assessment of all students served under special education and section 504, the data of these assessments were included in the IEP/MPs of the students. This reporting provided parents with immediate access to information and discussion about their child's literacy development. The individual results of the reading comprehension assessment were also aggregated and reported to the Special Education Section Administrator, the Student Support Branch Director, the Assistant Superintendent of the Division of Teacher, Learner, and School Support, the Deputy Superintendent, and the Superintendent of schools.

10. Provide encouragement, support, and education for parents on ways in which they can support literacy development, including reading with their children at least twenty minutes a day from birth through third grade and beyond.

Several programs require or encourage the participation of parents to support literacy development.

Both the Title I program and the Hawai‘i Reading First Initiative requires schools to address family literacy. Family literacy services are defined as services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:

- (a) Interactive literacy activities between parents and their children.
- (b) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- (c) Parent literacy training that leads to economic self-sufficiency.
- (d) An age-appropriate education to prepare children for success in school and life experiences.

The Pihana Na Mamo project conducts workshops for parents on early literacy development and beginning reading skills. In fall, a workshop “Reading Tips for Parents” will be offered to parents of participating schools. In addition, three days of training on “The Road to the Code,” a preschool and kindergarten phonological awareness program, will be conducted for parent involvers and community agency partners. A parent brochure, “Supporting Your Beginning Reader,” is being printed and disseminated to all kindergarten and first grade students attending Pihana project schools.