



STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 02/01/2024
Time: 02:00 PM
Location: 309 VIA VIDEOCONFERENCE
Committee: House Education

Department: Education

Person Testifying: Keith T. Hayashi, Superintendent of Education

Title of Bill: HB 1655 RELATING TO EDUCATION.

Purpose of Bill: Requires the DOE to work with the BOE to create a public digital platform by the 2025-2026 school year that shows how schools are adopting high-quality instructional materials for K-6 English language arts.

Department's Position:

The Hawaii State Department of Education respectfully provides comments on HB 1655.

The Department believes that high-quality instructional materials aligned to the science of reading are a fundamental necessity for K-12 schools. HB 1655 aims to support this need by requiring the Department to develop and maintain a digital dashboard of the curriculum programs in use at each school and to identify the ratings of these programs from national curriculum review and professional organizations such as EdReports and The Reading League.

The Department also agrees with the emphasis in this measure on the importance of public transparency around these high-quality instructional materials for caregivers, students and the general public. The Department defines these programs as Comprehensive Instructional Programs – Instructional learning materials that are designed as a principal learning resource that addresses all or nearly all of the standards for a particular grade or course. These materials include broad, deep discussions of content, remediation and enrichment activities, formative and summative assessments, and teacher resources. These are generally created and distributed by

publishing companies or curriculum development organizations.

The Department has already begun work to require schools to list their literacy curriculum in a digital format. However, the timeline and the requirements in this bill to model this dashboard after efforts in other states could result in the need for additional resources and funding.

Thank you for the opportunity to provide testimony on this measure.

January 30, 2024

Aloha Chair Woodson and Vice Chair La Chica,

Mahalo nui loa for your consideration of HB 1655. I write to you in strong support of this measure, both as a parent of a child attending a HIDOE public school and as an education expert with a PhD in Literacy Curriculum and Instruction.

Access to high-quality instructional materials that reflect the most current and rigorous educational research is imperative for schools to successfully teach children to read. Volumes of evidence across multiple research disciplines demonstrate the need for sustained, targeted instruction in phonological awareness, phonics, vocabulary, fluency, and comprehension within a planned scope and sequence (e.g., The National Reading Panel, 2000; The National Early Literacy Panel, 2008; Scarborough, 2001). To accomplish this, teachers must be working from high-quality, culturally responsive, and linguistically sensitive instructional materials that are already compiled, analyzed, and piloted for efficacy.

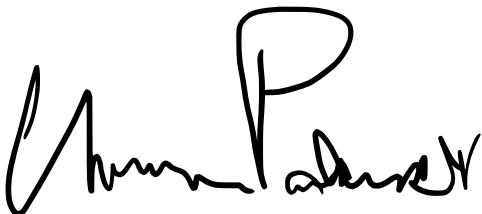
As an experienced elementary educator, literacy coach and interventionist, and now university faculty in Teacher Education, I can personally attest to the importance of quality instructional materials. Teachers' time and energy are valued, and their cognitive energies are best spent analyzing individual student needs relative to the standards, learning and perfecting evidence-based strategies for instructing diverse learners, and building quality classroom environments -- not attempting to develop the curriculum itself.

Implementing a public dashboard of curricula in use across the state is an important first step toward delivering better results to our keiki. As evidenced by recent data, Hawai'i has room for significant improvement in creating policy that promotes evidence-based literacy instruction:

- Our [most recent NAEP scores indicate](#) that only 35% of our fourth grade keiki are At or Above Proficient in reading.
- The [National Council on Teacher Quality recently found](#) that Hawai'i's overall performance in enacting policy to address reading is Weak, with two categories rated Unacceptable. [One key recommendation](#) was the adoption of high-quality reading curricula.
- [NCTQ also recently found](#) that Hawai'i's teacher preparation programs did not adequately address reading instruction in the training of new teachers.
- [Excel in Ed also recently found](#) that Hawai'i implemented only one of seventeen fundamental policies for effective early reading.

HB 1655 is timely and necessary, and I have hope that it will spark critical conversations about our students' right to excellent literacy instruction with excellent literacy materials.

Mahalo nui loa for the opportunity to provide this testimony.





david.miyashiro@hawaiikidscan.org
hawaiikidscan.org

David Miyashiro
Executive Director

February 1, 2024

Committee on Education
Rep. Justin H. Woodson, Chair
Rep. Trish La Chica, Vice Chair

Aloha Chair Woodson, Vice Chair La Chica, and Members of the Committee,

HawaiiKidsCAN strongly supports HB1655, which requires the DOE to work with the BOE to create a public digital platform by the 2025-2026 school year that shows how schools are adopting high-quality instructional materials for K-6 English language arts.

Founded in 2017, HawaiiKidsCAN is a local nonprofit organization committed to ensuring that Hawaii has an excellent and equitable education system that reflects the true voices of our communities and, in turn, has a transformational impact on our children and our state. We strongly believe that all students should have access to excellent educational opportunities, regardless of family income levels and circumstances.

Currently, just over half of Hawaii's students read proficiently. Scientific research has proven that literacy is a learned skill and that sounding out words is a core practice to create strong readers. Data has shown that the lack of phonics-based reading strategies is a major factor in low literacy rates.¹ Literacy programs, including balanced literacy and Reading Recovery, do not emphasize the foundational skills like phonics and have been under fire for weak outcomes, with many states shifting to programs grounded in the science of reading.^{2 3} States like Mississippi have seen remarkable progress in increasing their literacy rates since implementing science based literacy programs, moving from the bottom of literacy rankings in the nation to achieving the national average for students in grade four.⁴ Reforms rooted in the science of reading improved

¹ <https://www.nytimes.com/2019/12/05/opinion/mississippi-schools-naep.html>

² www.slj.com/story/Love-It-or-Hate-It-the-Science-of-Reading-Curriculum-Gains-Traction-in-Schools.

³ <https://www.edweek.org/teaching-learning/surprise-finding-suggests-reading-recovery-hurts-students-in-the-long-run/2022>

⁴ <https://www.nytimes.com/2019/12/05/opinion/mississippi-schools-naep.html>

student test scores by the equivalent of a quarter of a year of learning, a new study from California shows.⁵

To advance the literacy proficiency rate within Hawaii, the Hawaii Department of Education has committed to ensuring that all public schools implement science based reading strategies. However, it is critical that families know which schools have adopted high-quality instructional materials and that schools are held accountable in their timely transition to the science of reading.

Since reading is a foundational concern around the country, states like Rhode Island have already launched comprehensive data dashboards to help families easily understand what is being offered by public schools. The curriculum visualization tool used by Rhode Island allows stakeholders to view the curriculum used in their local community and it also rates the quality of each school's curriculum using various factors and data collected from Edreports.org, which takes into account the science of reading.⁶
⁷ According to studies, data dashboards which promote curriculum transparency can help move schools toward higher efficiencies and improve teaching and learning system wide.⁸

Other examples include Colorado, where there is a mandated Literacy Curriculum Transparency dashboard that provides stakeholders a state, district, school, and grade level view of literacy instructional Core, Supplemental, Intervention programming, services and supports, the number of students who are on their READ plans, and the number of students who have achieved reading competency.⁹ Every year, schools in the state must update their dashboards to reflect their current outcomes. In Minnesota, which is ranked highly in literacy in the nation requires each school district shall has a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials provided.¹⁰ Connecticut, which is ranked in the top 5 NAEP reading scores also has curriculum transparency laws.^{11 12}

⁵ <https://www.edweek.org/teaching-learning/science-of-reading-reforms-show-student-gains-in-california-study-finds/2023>.

⁶ <https://tableau.ride.ri.gov/t/Public/views/CurriculumVisualizationsK-122018-2023/CurriculumVisualizationTool>

⁷ https://cdn.edreports.org/media/2021/11/EdReports_FAQ_Reading_Science-v1.pdf

⁸ <https://www.ascd.org/el/articles/what-data-dashboards-can-do>

⁹

<https://www.cde.state.co.us/coloradoliteracy/literacycurriculumtransparency#:~:text=The%20Literacy%20Curriculum%20Transparency%20dashboard%20provides%20stakeholders%20a%20state%2C%20district,who%20have%20achieved%20reading%20competency>

¹⁰ <https://www.revisor.mn.gov/statutes/cite/120B.20>

¹¹ <https://www.usnews.com/news/best-states/rankings/education/prek-12/naep-reading-scores>

¹² https://www.lawserver.com/law/state/connecticut/ct-laws/connecticut_statutes_10-4g

States, such as those mentioned, lead the charge in ensuring that students are receiving high quality literacy instruction, which is evident in their national literacy rankings. It is incumbent upon Hawaii to join in creating literacy curriculum transparency and leading the early literacy charge. HB1655 will address this issue head-on by requiring a similar platform for local families. Curriculum transparency matters because it ensures that all public schools in Hawaii are giving the same high quality instruction to all students. The creation of a public digital platform allows for a more transparent, effective, and equitable Hawaii educational system. This platform allows families to see what their children are learning and become participants in the literacy journey. Additionally, by showcasing the instructional material for K-6 Language arts, you are promoting collaboration amongst schools and fostering our schools' ability to offer the strongest instructional materials possible. The need for schools to change to the science of reading is urgent, but without implementing transparency strategies on how the curriculum is being implemented in schools, we will fall short in effectiveness in Hawaii.

Today, there is plentiful evidence on the importance of the science of reading and the urgency of providing high quality curriculum that addresses the literacy crisis. The Right to Read, a documentary film executive produced by Levar Burton, emphasizes the civil rights stakes to the fact that millions of Americans have been disadvantaged and left illiterate due to poor reading instruction. However, there is hope through the science of reading, which aims to bring evidence based reading strategies back into the classroom, solving what may be one of the world's most solvable, yet one of its most prevalent issues, illiteracy¹³. The Sold a Story podcast also highlights the impactful results of implementing these scientifically based reading strategies.

Now is the time for Hawaii to do everything in our power to make sure our kids can read.

Mahalo for your consideration,

David Miyashiro
Founding Executive Director
HawaiiKidsCAN

¹³ <https://sterncenter.org/the-reading-crisis/>

Co-signers



| Name | Email | Zip code | Organization |
|-------------------------|---|----------|----------------------------|
| Phaedra Robinson, Ph.D. | drphaedra@raihawaii.org | 96734 | RAI Hawaii |
| Anne Weber-Yarbrough | aweb3388@gmail.com | 96819 | |
| Keala Peters | kpeters@cochawaii.org | 96821 | Chamber of Commerce Hawaii |
| Piikea Kalakau-Baarde | piikea.kalakau-baarde@teachforamerica.org | 96813 | Teach for America Hawaii |
| Gary Namm | earthwindfire3339@gmail.com | 33744 | Namm Foundation |
| Dyson Chee | cheedyson@gmail.com | 96814 | |
| Alyson Emrick | aly.emrick@gmail.com | 96744 | |
| Jennifer Leoiki-Drino | jleoikidrino@yahoo.com | 96816 | Coaching For Ohana |

HB-1655

Submitted on: 1/31/2024 11:57:56 AM

Testimony for EDN on 2/1/2024 2:00:00 PM

| Submitted By | Organization | Testifier Position | Testify |
|-------------------------|---------------------|---------------------------|---------------------------|
| Leimomi Ka'aihili Leong | Individual | Oppose | Written Testimony Only |

Comments:

This bill exclude funding equity to the Hawaiian medium educational pathway. The funding should include resourcing, providing, and adopting high quality instructional materials for K-6 Language Arts Standards which include the Kaiapuni schools and the kaiapuni Language Arts standards.

Hawai'i State Literacy Coalition
2444 Dole Street, Bachman Annex 6
Honolulu, Hawai'i 96822

February 1, 2024

Committee on Education
Representative Justin H. Woodson, Chair
Representative Trish La Chica, Vice-Chair

Aloha e Chair Woodson, Vice-Chair La Chica, and Members of the Committee,

The Hawai'i State Literacy Coalition supports HB1655, which requires the Department of Education (HIDOE) to work with the Board of Education (BOE) to create a public digital platform by the 2025-2026 school year that shows how schools are adopting high-quality instructional materials for K-6 English language arts.

The Hawai'i State Literacy Coalition is a collaborative group of education leaders who have made a collective commitment to promoting literacy throughout the State of Hawai'i. Together with 59 community, early childhood, K-12, and higher education institutions, we have developed the Hawai'i State Literacy Plan, an aspirational document that is focused on providing research-informed strategies to improve literacy and reading achievement for Hawaii's population. The creation of a literacy coalition and a State Literacy Plan were conditions that allowed Hawai'i to compete for and ultimately be granted the \$50 million federal Comprehensive Literacy State Development award, which is currently being implemented in six HIDOE complex areas and with six early childhood community-based entities.

Currently, just over half of Hawaii's students read proficiently. Scientific research has proven that literacy is a learned skill and that sounding out words is a core practice to create strong readers. To advance the literacy proficiency rate within Hawai'i, HIDOE has committed to ensuring that all public schools implement evidence-based reading strategies. However, it is critical that families know which schools have adopted high-quality instructional materials and that schools are held accountable in their timely transition to the science of reading.

The HB1655 will address a literacy curriculum transparency. Curriculum transparency matters because it ensures that all public schools in Hawai'i are giving the same high quality instruction to all students. The creation of a public digital platform allows for a more transparent, effective, and equitable Hawai'i educational system. This platform allows families to see what their children are learning and become participants in the literacy journey. Additionally, by showcasing the instructional material for K-6 Language arts, you are promoting collaboration amongst schools and fostering our schools' ability to offer the strongest instructional materials possible.

We appreciate the Legislature's intention to create a public digital platform to support the adoption of high-quality literacy curriculum in our elementary schools and defer to HIDOE regarding the implementation and provisions of the sections of the bill that are pertinent to HIDOE.

Mahalo for the opportunity to provide testimony on HB1655.

Kim Guieb-Kang on behalf of the Hawai'i State Literacy Coalition