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# A BILL FOR AN ACT

RELATING TO LITERACY.

**BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:**

1           SECTION 1. The legislature finds that in 1853, an  
2 estimated seventy-five per cent of the population over the age  
3 of sixteen in the Kingdom of Hawaii was literate. By 1878,  
4 eighty per cent of the population was literate in Hawaiian,  
5 English, or a European language, making Hawaii one of the most  
6 literate nations in the world at the time. To preserve and  
7 honor this rich educational legacy, the department of education  
8 is committed to ensuring that all students are proficient in  
9 reading by the time they graduate high school. Providing  
10 teachers and students with the necessary support will place the  
11 State one step closer to revitalizing the historically high  
12 literacy rates across the State.

13           Presently, approximately just over half of Hawaii's  
14 students are at a proficient reading level. While the  
15 department of education offers special education services to  
16 students with learning or developmental disabilities, some  
17 families may be unaware that the student has difficulty with



1 reading proficiency because of a learning disability. To  
2 improve student reading proficiency, it is necessary to address  
3 the causes that contribute to the present levels of poor reading  
4 proficiency rates. A proactive and systematic approach is  
5 required to achieve high literacy rates for all students.

6 Further, the department of education is striving to address  
7 poor reading proficiency rates by administering a general  
8 English language arts universal screening at the beginning,  
9 middle, and end of the school year for all students in grades  
10 kindergarten through nine. The purpose of this screening is to  
11 identify students who might be at-risk for reading failure and  
12 to provide evidence-based intervention to support these students  
13 in core structured literacy instruction. However, general  
14 English language arts universal screenings are not able to  
15 detect or identify students who may have underlying language  
16 challenges that impact learning such as dyslexia. As students  
17 with dyslexia or other developmental language disorders may  
18 require further intensive support or an individualized  
19 intervention program to address the causes of their reading  
20 challenges, additional screening may be necessary to ensure all  
21 students can become proficient in reading.



1           The legislature further finds that Hawaii is the only state  
2 in the United States that does not have laws specific to  
3 dyslexia to support students who have difficulty with English  
4 language arts. Evidence shows that students who are not  
5 identified as having dyslexia and who do not achieve reading  
6 proficiency by third grade face significantly lower chances of  
7 success in the future. However, a substantial body of evidence  
8 also indicates that, with effective assessment and instruction,  
9 all students can learn to read, including students with dyslexia  
10 or other language and literacy challenges.

11           Accordingly, the purpose of this Act is to support students  
12 with dyslexia or other language and literacy challenges by:

13           (1) Requiring public schools to administer a department of  
14 education-approved dyslexia screening as part of the  
15 general English language arts universal screening  
16 process;

17           (2) Implementing evidence-based intervention for students  
18 who are identified as having dyslexia or students who  
19 are flagged as having language and literacy challenges  
20 through the Hawaii multi-tiered system of support  
21 framework; and



1 (3) Providing professional development for teachers to  
 2 increase implementation of structured literacy  
 3 instruction by offering pre-service teacher programs  
 4 to train general and special education teacher  
 5 candidates in structured literacy instruction.

6 SECTION 2. Chapter 302A, Hawaii Revised Statutes, is  
 7 amended by adding a new section to part II, subpart C, to be  
 8 appropriately designated and to read as follows:

9 "§302A- Dyslexia screening; professional development;  
 10 pre-service requirements. (a) Beginning with the 2026-2027  
 11 school year, all public schools shall administer a qualified  
 12 dyslexia screening tool approved by the department for all  
 13 students in kindergarten through third grade. The qualified  
 14 dyslexia screening tool shall be administered in addition to,  
 15 and as part of, the established universal screening process.  
 16 The qualified dyslexia screening tool shall include, as  
 17 developmentally appropriate, the following:

- 18 (1) Phonological and phonemic awareness;
- 19 (2) Sound-symbol recognition;
- 20 (3) Alphabet knowledge;
- 21 (4) Decoding skills;



1       (5) Rapid naming skills, including letter naming and  
2       letter sound fluency;

3       (6) Encoding skills;

4       (7) Oral reading accuracy and fluency; and

5       (8) Oral language.

6       (b) The department shall continue to administer general  
7       English language arts universal screenings for students in  
8       kindergarten through ninth grade as outlined in the Hawaii  
9       multi-tiered system of support.

10       (c) The department shall provide evidence-based  
11       intervention for any student identified as struggling readers  
12       including students with dyslexia. Intervention and progress  
13       monitoring of the student shall be implemented within the Hawaii  
14       multi-tiered system of support framework.

15       (d) Structured literacy instruction, as required under  
16       this section, shall involve detailed, step-by-step instruction  
17       necessary for developing strong reading and writing skills. In  
18       addition to explicit and systematic instruction, a structured  
19       literacy approach shall provide multiple opportunities for  
20       students to practice a skill or strategy and require teachers to



1 provide immediate, specific feedback to students and  
2 continuously monitor progress.

3 (e) The department shall provide professional learning  
4 opportunities for all complex areas and public schools on the  
5 implementation of structured literacy instruction, which shall  
6 include evidence-based intervention.

7 (f) The department shall collaborate with pre-service  
8 teacher programs in the State to ensure general and special  
9 education teacher candidates are trained on the implementation  
10 of structured literacy instruction, which shall include  
11 evidence-based intervention to support all students."

12 SECTION 3. Section 302A-101, Hawaii Revised Statutes, is  
13 amended by adding four new definitions to be appropriately  
14 inserted and to read as follows:

15 "Dyslexia" means a specific learning disability that is  
16 neurological in origin and characterized by difficulties with  
17 accurate or fluent word recognition and by poor spelling and  
18 decoding abilities. These difficulties typically result from a  
19 deficit in the phonological component of language and literacy  
20 development that is often unexpected in relation to other  
21 cognitive abilities and the provision of effective classroom



1 instruction. Secondary consequences may include problems in  
2 reading comprehension and reduced reading experience that can  
3 impede the growth of vocabulary and background knowledge.

4 "Hawaii multi-tiered system of support" means a  
5 comprehensive continuum of evidence-based, systemic practices to  
6 support a rapid response to a student's needs, with regular  
7 observation to facilitate data-based instructional decision-  
8 making.

9 "Phonological component of language and literacy  
10 development" means the ability to recognize that a spoken word  
11 consists of a sequence of individual sounds and whether the  
12 student possesses the ability to manipulate individual sounds  
13 when speaking.

14 "Structured literacy instruction" means an evidence-based  
15 approach that emphasizes explicit and systematic instruction in  
16 the following components of literacy:

- 17 (1) Phonological awareness;  
18 (2) Phonics (decoding and spelling);  
19 (3) Fluency;  
20 (4) Vocabulary;  
21 (5) Comprehension; and



1        (6) Written expression."

2        SECTION 4. There is appropriated out of the general  
3 revenues of the State of Hawaii the sum of \$                    or so  
4 much thereof as may be necessary for fiscal year 2025-2026 and  
5 the same sum or so much thereof as may be necessary for fiscal  
6 year 2026-2027 for the administration of dyslexia-sensitive  
7 universal screening.

8        The sums appropriated shall be expended by the department  
9 of education for the purposes of this Act.

10       SECTION 5. New statutory material is underscored.

11       SECTION 6. This Act shall take effect on July 1, 2050.



**Report Title:**

DOE; Dyslexia Screening; Reading Proficiency; English Language Arts Universal Screening; Professional Development; Teacher Training; Appropriations

**Description:**

Requires the Department of Education to administer a general dyslexia screening to all students in kindergarten through grade three. Requires the Department of Education to continue to administer the general English language arts universal screening for students in kindergarten through grade nine. Requires the Department of Education to collaborate with teacher training programs to ensure prospective candidates are trained on literacy instruction, including evidence-based intervention, to support all students. Appropriates funds. Effective 7/1/2050. (SD1)

*The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.*

