

JAN 21 2026

A BILL FOR AN ACT

RELATING TO EDUCATION.

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

1 SECTION 1. This Act shall be known, and may be cited, as
2 the Hawaii Numeracy Act.

3 SECTION 2. The legislature finds that mathematics
4 proficiency is essential for college and career readiness,
5 economic mobility, and a strong future workforce for the State.
6 Yet statewide math outcomes show persistent gaps in foundational
7 numeracy skills. According to the 2024 National Assessment of
8 Educational Progress, only forty-two per cent of Hawaii's
9 fourth-grade students and twenty-three percent of eighth-grade
10 students scored at or above proficient in mathematics, meaning
11 that a majority of students are not meeting grade-level
12 expectations.

13 The legislature further finds that other states have
14 demonstrated that rapid, measurable improvement in student math
15 achievement is possible when schools implement structured,
16 evidence-based mathematics coaching. Alabama and Kentucky, both
17 early adopters of statewide math coaching models, posted some of



1 the strongest gains in the nation on recent National Assessment
2 of Educational Progress assessments. Alabama's sustained
3 investment in math coaches contributed to some of the largest
4 fourth-grade math increases nationally in 2022 and continued
5 improvements in 2024. Kentucky's statewide coaching model has
6 similarly been associated with notable gains in elementary
7 mathematics achievement and steady improvement across student
8 subgroups. These examples show that high-quality, job-embedded
9 instructional coaching can help teachers implement evidence-
10 based math instruction, strengthen early numeracy, and
11 accelerate statewide gains.

12 Accordingly, the purpose of this Act is to establish a
13 comprehensive numeracy coaching program in Hawaii to support
14 teachers, improve instruction, and ensure that all students
15 develop a strong foundation in mathematics.

16 SECTION 3. Chapter 302A, Hawaii Revised Statutes, is
17 amended by adding a new subpart to part IV to be appropriately
18 designated and to read as follows:

19 " . . . **NUMERACY COACHING PROGRAM**

20 "§302A- **Definitions.** As used in this subpart, unless
21 the context otherwise requires:



1 "Dyscalculia" means a pattern of learning difficulties
2 characterized by problems processing numerical informational,
3 learning arithmetic facts, performing accurate or fluent
4 calculations, difficulties with mathematical reasoning, and
5 difficulties with word reasoning accuracy.

6 "Numeracy" means the ability to understand and work with
7 numbers.

8 **\$302A- Numeracy coaching program; established.** (a)

9 The department shall establish a statewide numeracy coaching
10 program to strengthen mathematics instruction and improve
11 student outcomes in numeracy and mathematics.

12 (b) The department shall employ and allocate numeracy
13 coaches to department schools with priority given to:

14 (1) Elementary schools serving kindergarten through fifth
15 grade, where early numeracy development has the
16 greatest long-term impact;

17 (2) Schools with the lowest mathematics proficiency rates,
18 as determined by state assessments and the National
19 Assessment of Educational Progress; and



1 (3) Middle schools and intermediate schools serving the
2 eighth grade, where statewide mathematics proficiency
3 remains significantly below grade-level expectations.

4 (c) The department shall ensure that the deployment of
5 numeracy coaches reflect statewide needs and school-level data,
6 with staffing decisions grounded in student performance,
7 demonstrated demand for instructional support, and equitable
8 access across complex areas.

9 **§302A- Numeracy coach; qualifications.** To qualify as a
10 numeracy coach, an individual shall:

11 (1) Hold a valid teacher license issued by the Hawaii
12 teacher standards board;
13 (2) Have at least three years of successful experience
14 teaching mathematics or providing mathematics
15 intervention at the elementary school, middle school,
16 or intermediate school level;
17 (3) Demonstrate expertise in mathematics and numeracy
18 instruction through at least one of the following:
19 (A) A mathematics or elementary mathematics
20 specialist endorsement;



§302A- Numeracy coaches; duties and responsibilities.

9 Numeracy coaches shall support the improvement of mathematics
10 instruction and student learning through evidence-based coaching
11 practices. The duties of numeracy coaches shall include but not
12 be limited to:

13 (1) Providing job-embedded instructional coaching to
14 teachers, including modeling lessons, co-teaching,
15 observation with feedback, and collaborative planning;
16 (2) Supporting teachers in implementing evidence-based
17 mathematics and numeracy practices that are aligned
18 with state standards, including practices that
19 strengthen number sense, conceptual understanding,
20 procedural fluency, and problem-solving;





- (8) Participating in ongoing professional learning and coach training as required by the department to ensure consistent statewide coaching quality; and
- (9) Engaging families and the school community in strategies that support numeracy development outside the classroom, as appropriate.

§302A- Report. No later than twenty days prior to the

8 convening of each regular session, the department shall submit a
9 report to the governor and legislature on the status of the
10 numeracy coaching program. The report shall include:

11 (1) Student mathematics proficiency and growth on state
12 assessments and the National Assessment of Educational
13 Progress, disaggregated by subgroup;

14 (2) The number of teachers receiving coaching cycles and
15 the type and duration of coaching provided:

16 (3) Progress-monitoring data for numeracy in grades
17 kindergarten through five:

18 (4) Workforce data related to the numeracy coaching
19 program, including coach recruitment, retention,
20 licensure pathways, and whether coaches are hired from
21 within schools or from outside the department;



- 1 (5) Teacher feedback on the effectiveness of numeracy coaching support; and
- 2 (6) Recommendations for improving the numeracy coaching program and any additional resource needs.

5 **S302A-** **Rules.** The department shall adopt rules
6 pursuant to chapter 91 to effectuate this subpart."

7 SECTION 4. There is appropriated out of the general
8 revenues of the State of Hawaii the sum of \$ or so
9 much thereof as may be necessary for fiscal year 2026-2027 for
10 the establishment of the numeracy coaching program pursuant to
11 section 2 of this Act.

12 The sum appropriated shall be expended by the department of
13 education for the purposes of this Act.

14 SECTION 5. This Act shall take effect on July 1, 2026.

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INTRODUCED BY:

2026-0185 SB HMSO-1



S.B. NO. 2337

Report Title:

Department of Education; Mathematics; Numeracy; Numeracy Coaching Program; Establishment; Appropriation

Description:

Requires the Department of Education to establish a Numeracy Coaching Program to provide numeracy coaches in certain Department of Education elementary schools, middle schools, and intermediate schools to support teachers, improve instruction, and ensure that students develop a strong foundation in mathematics. Appropriates funds.

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