Explore Hawaii’s adoption and implementation of the 18 Early Literacy Fundamental Principles.
Comprehensive Early Literacy Policy establishes support and intensive reading interventions for all K–3 students to ensure they read on grade level by the end of 3rd grade. The policy also requires 3rd grade students to demonstrate sufficient reading skills for promotion to 4th grade. For students severely below grade level and who do not qualify for a good cause exemption, retention provides struggling readers the additional time and intensive interventions they need to catch up with their peers.

<table>
<thead>
<tr>
<th>FULL IMPLEMENTATION</th>
<th>The fundamental principle is adopted in policy, and there is evidence of full implementation.</th>
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<td><strong>ABOVE &amp; BEYOND BADGE:</strong></td>
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<td>This badge recognizes efforts that exceed full implementation.</td>
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| PARTIAL IMPLEMENTATION | The fundamental principle is adopted in policy, but there is limited evidence of implementation. |

| FUTURE IMPLEMENTATION | The fundamental principle is adopted in policy with a future date for implementation. |

| PRINCIPLE NOT ADOPTED | The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable. |
The purpose of this document is to provide an analysis of states’ implementation of K–3 reading policies aligned to ExcelinEd’s fundamental principles of an early literacy policy. It builds on an analysis of states’ adoption of statutes and regulations establishing requirements for each component of the four fundamental principle areas, which are:

1. Supports for Teachers & Policy
2. Assessment & Parent Notification
3. Instruction & Intervention
4. Retention & Intensive Intervention

This report summarizes evidence of Hawaii’s early literacy policy implementation using an implementation rubric designed to gauge state progress toward full implementation of early literacy policies. Each of the fundamental principles is addressed in a separate table.

- Hawaii State Board Policy 102-2 K–12 Literacy
- Hawaii State Literacy Plan 2020
Science of Reading (SOR) Training

IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Hawaii DOE’s Office of Curriculum and Instructional Design DOES currently offer LETRS training to teachers. Future offerings have not been determined.
- Hawaii DOES NOT require K–3 teachers and administrators to participate in state-adopted science of reading training. Teacher participation in LETRS is voluntary.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Hawaii should adopt policy to require all K–3 teachers and administrators to participate in state-adopted science of reading training.
- In adopting this policy, Hawaii should ensure there is an implementation plan for rollout that is clearly communicated to all educators.
IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Hawaii DOES NOT provide for literacy coaches in policy.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Hawaii should ensure that a literacy coach that is trained in the science of reading is assigned to each elementary school to provide job-embedded training and coaching to K–3 teachers.
IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Hawaii DOES have standards for teacher preparation programs that list the core components of scientifically based reading; however, the standards DO NOT go into detail on the components. (NCTQ, Hawaii Summary 2023)

• Hawaii policy DOES indicate education preparation providers must show evidence that their candidates are prepared to incorporate certain areas into their practice, including teaching of reading and working with students of reading difficulties.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Hawaii should expand policy to require that EPP required coursework for elementary, early childhood, and special education candidates is aligned to the science of reading and prohibits the use of course materials that include three-cueing.

• Hawaii should further ensure coursework includes evidence-based literacy instruction, how to administer reading assessments, and how to identify students with reading difficulties, such as dyslexia.
The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

**EVIDENCE/GUIDANCE**

**Evidence of the state’s policy implementation and/or guidance in this area includes:**

- Hawaii DOES provide for licensure tests that address reading: Praxis Elementary Education: Multiple Subjects, Reading and Language Arts subtest; however, this licensure tests DOES NOT adequately address all five core components of reading. ([NCTQ, Hawaii Summary 2023](https://www.nctq.org/); [NCTQ, False Assurances: Many states’ licensure tests don’t signal whether elementary teachers understand reading instruction (Nov. 2023)](https://www.nctq.org/))

- NCTQ DOES specify these licensure tests that address reading are optional. ([NCTQ, Hawaii Summary 2023](https://www.nctq.org/))

**CONSIDERATION(S) FOR STRENGTHENING POLICY**

- Hawaii should require elementary education candidates to pass an assessment that is *aligned to the science of reading* to obtain teacher licensure.
Funding for Literacy Efforts

IMPLEMENTATION LEVEL
PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Hawaii DOES NOT provide direct funding specifically to support state and/or local implementation of early literacy fundamental principles.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Hawaii should determine the adequate funding level to ensure implementation of the fundamental principles are fully funded.
Universal Reading Screener

IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

State requires districts to adopt a universal reading screener to be administered three times per year to identify students at risk for reading failure.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Hawaii policy DOES require all K–3 students to be assessed in reading at least three times per year (i.e., universal screeners) and be provided with targeted support based on reading needs.

- Hawaii DOES NOT provide a list of state-approved universal reading screeners.

- Hawaii policy DOES specify that schools should provide a balanced and comprehensive reading and writing program which should include ongoing diagnosis and assessment that ensures accountability for results.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Hawaii should require a state-approved universal reading screener to be administered to all K–3 students three times per year to identify students at risk for reading failure.
Screener for Characteristics of Dyslexia

IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Hawaii HAS NOT approved a screener for characteristics of dyslexia.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Hawaii should adopt policy to require schools to administer a state-approved screener for characteristics of dyslexia that assess the following skills, as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency.

• Hawaii should require the dyslexia screener to be administered, at a minimum, to all students at the end of Kindergarten and at the beginning of 1st and 2nd grade.
Parental Notification

IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Hawaii HAS NOT established a policy relating to parental notification.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Following approval of a universal screener and dyslexia screener to be administered to students, Hawaii should further expand policy to require parental notification of students identified with reading difficulties within 30 days of each administration of the state-approved universal reading screener and dyslexia screener.
District Adoption of High-Quality Instructional Materials

IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

The state provides guidance and resources to assist districts in the identification and selection of high-quality instructional materials aligned to the science of reading and state standards.

EVIDENCE/GUIDANCE
Evidence of the state’s policy implementation and/or guidance in this area includes:

• Hawaii policy DOES ensure that all schools are implementing a K–3 research and/or evidence-based reading curriculum that is quality, aligned with the state’s reading standards, addresses the components of reading (phonemic awareness, alphabetic principle, fluency, vocabulary, comprehension), and demonstrates evidence of student achievement and growth.

• Hawaii DOES expect schools to use the curriculum from the curriculum list based on Ed Reports Reviews or go through an exemption process with approval from their Complex Area Superintendent and the Deputy Superintendent. (2023–2029 Strategic Plan Phase II Implementation Plan; Curriculum Management System & Instructional Materials Approval Process)

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Hawaii should expand policy to require school districts to adopt high-quality instructional materials aligned to the science of reading and state standards from a vetted and approved list.

• Hawaii should further require districts to post their adopted materials on the district website.
Elimination of Three-Cueing Instructional Materials

IMPLEMENTATION LEVEL
PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE
Evidence of the state’s policy implementation and/or guidance in this area includes:

• Hawaii DOES NOT, through policy, guidance, training, or other avenues, prohibit or discourage the use of instructional materials that include three-cueing.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Hawaii should adopt a policy, clearly in statute or regulation, that prohibits the use of three-cueing.
IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Hawaii DOES NOT require the creation of individual reading plans for students identified with a reading deficiency.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- In addition to establishing policy relating to universal reading screeners, Hawaii should require schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency within 30 days of receiving screening results.

- Further, Hawaii should establish a process for monitoring the implementation of those plans and a timeline for notifying parents of the development of the plan.
Regularly Monitor Student Progress

IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

The state requires schools to monitor students’ progress within a multi-tiered system of supports (MTSS). Monitoring can take many forms (i.e., observations, screeners, assessments, and student work).

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Hawaii DOES NOT track district/school monitoring of students’ progress in reading within a MTSS.
- Hawaii HAS created a Multi-Tiered Support System to support students academically through evidence-based practices. (Hawaii State Department of Education, Student Services Branch)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Hawaii should expand policy to require schools to regularly monitor and document students’ progress within a multi-tiered system of supports (MTSS).
- Through the MTSS, Hawaii should require schools to use data to inform instruction and interventions as needed and in a timely manner. Note that monitoring can take many forms, including observations, screeners, assessments, and student work.
Evidence-Based Interventions

IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Hawaii DOES NOT have a policy relating to the use of evidence-based science of reading interventions for students who have been identified as having a reading deficiency.

• Hawaii policy DOES specify that schools should provide a balanced and comprehensive reading and writing program which should include timely intervention services to assist students who are at risk of failing attainment of literacy.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Hawaii should expand policy to require school districts to target students’ needs by adopting interventions grounded in the science of reading from a vetted and approved list.
Summer Reading Camps

IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Hawaii DOES NOT have a policy requiring districts to offer summer reading camps to rising 1st–4th grade students at risk of reading failure.

• Hawaii policy DOES provide schools the option to offer summer programming for students.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Hawaii should expand policy to require districts to offer summer reading camps to rising 1st–4th grade students at risk of reading failure to remediate learning loss and/or build reading skills.

• Hawaii should further require all staff at summer reading camps to be trained in the science of reading.
IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Hawaii DOES NOT require schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency.

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Hawaii should adopt policy to require schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency.
- Further, Hawaii should require strategies that are shared with parents to target students’ needs based on data and are aligned with the science of reading.
IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Hawaii DOES NOT have a policy that requires a student who is unable to demonstrate sufficient reading skills on the state test-based options be retained.

• Hawaii policy DOES require the Department to establish a system of student promotion that is based on academic performance and successful progress toward identified benchmarks specified in applicable performance standards approved by the Board of Education.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Hawaii should expand policy to require that a student who is unable to demonstrate sufficient reading skills on the state test-based options provided be retained.
Multiple Options for Promotion

IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Hawaii DOES NOT have a retention policy and DOES NOT offer at least three pathways for promotion to 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Hawaii should expand policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include at least three pathways for promotion to 4th grade including achieving a predetermined level on the state reading assessment, passing an alternative assessment or retest, or successfully demonstrating sufficient 3rd grade reading skills through a portfolio of student work.
IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Hawaii DOES NOT have a retention policy and DOES NOT allow specific good cause exemptions for promotion to 4th grade.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Hawaii should expand policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include specific good cause exemptions for promotion to 4th grade that recognize the special needs of some students with disabilities, English language learners, and students who were previously retained.

• Hawaii should further require intensive interventions to continue in 4th grade for students promoted for good cause.