

**NOT REVISED VERSION DON'T USE Hawaii Department of Education
Comprehensive Literacy State Development (CLSD) Program
SY22-23 Technical Assistance and Monitoring Protocols**

Purpose

To ensure complex areas and CLSD schools are providing services as described in their CLSD application and to ensure the CLSD programs are implementing their evaluation plans.

Objective

To support the CLSD complex area superintendents and literacy coordinators in assessing the effectiveness of their CLSD program implementation components.

Overview

CLSD complex areas complete a self-study of their CLSD program each year (see Annual Report form). The complex area submits their Annual Report to the State CLSD Grant Coordinator. The basis of the annual Technical Assistance and Monitoring visit is the CLSD complex area's Annual Report, quarterly Status Reports, and their CLSD data. The State Visiting Team provides support, encouragement, and problem-solving strategies to CLSD complex area superintendents and literacy coordinators. The focus of the visit is the implementation of the CLSD project during the previous year.

Self-Study Process

The complex area self-study is the basis of the HIDOE technical assistance and monitoring process. Each CLSD program submits an Annual Report (due September) reflecting grant implementation during the previous year. Five questions are posed for program reflection and the following five objectives are addressed:

1. Student Literacy
2. Vulnerable Learners
3. Professional Learning
4. Family Literacy
5. Culture-based Education

Each CLSD program provides a quarterly Status Report and discusses their status with the HIDOE Deputy Superintendent quarterly.

In addition, each CLSD program completed an Evaluation Plan to be implemented beginning in School Year 2021/22. The evaluation plans address the following six components (as described in the Step-Two Application):

1. Quality of Instruction
2. Formative Monitoring
3. Data-Driven Decision Making
4. Data Analysis
5. Data Collection
6. SMART Goals

These documents along with data and evidence are used by CLSD complex area superintendents and literacy coordinators to systematically and regularly study and evaluate their program implementation and progress toward meeting performance goals.

Preparing for the Technical Assistance and Monitoring Visit

HIDOE - OCID

**NOT REVISED VERSION DON'T USE Hawaii Department of Education
Comprehensive Literacy State Development (CLSD) Program
SY22-23 Technical Assistance and Monitoring Protocols**

1. Communicates schedule of visits to CLSD programs
2. Assembles the state visiting teams
3. Prepares monitoring protocols and documents
4. Selects second school to visit
5. Coordinates visit with CLSD Literacy Coordinators

CLSD Programs

1. Confirms schedule and date of visit
2. Selects school to visit and notifies HIDOE-OCID
3. Completes Site Visit Schedule for the visit and submits to HIDOE-OCID
4. Assists two schools in preparation for the visit
5. Coordinates visit with HIDOE CLSD Grant Coordinator

Technical Assistance and Monitoring General Schedule

- 7:30 to 12:00 Visit two CLSD schools (1 elementary and 1 secondary)
- 12:00 to 1:00 Lunch break travel time
- 1:00 to 3:30 Complex Area debrief and interview

School Visit Overview

Who	<ul style="list-style-type: none"> ● HIDOE State Office team members (5-6) ● Complex Area Literacy Coordinator (CALC) ● School Principal ● School Literacy Coordinator ● School Literacy Coach(es) (if applicable) ● Complex Area Superintendent (optional)
Time Needed	<ul style="list-style-type: none"> ● 2 Hours (7:30 to 9:30 a.m. or 10:00 to 12:00 p.m.)
Location	<ul style="list-style-type: none"> ● 2 schools selected for visits ● Meeting area at each school for interview (6 to 8 participants)
General Schedule	<ul style="list-style-type: none"> ● 45 minutes – School Literacy Coordinator and Principal Interview ● 15 minutes – Prepare for Classroom Observation/Walkthrough ● 30 minutes – Classroom Observation/Walkthrough ● 30 minutes – Classroom Observation/Walkthrough Debrief
Required Documents (Provided by CALC)	<ul style="list-style-type: none"> ● Completed Site Visit Worksheets for each CLSD school being visited ● Schedule for classroom visit (to be provided on the day of the visit) ● Classroom Observation/Walkthrough Protocol/data collection tool
Preparing for interview and site visits	<ul style="list-style-type: none"> ● Complex Area Literacy Coordinator selects one school for team to visit ● OCID selects one school for team to visit ● CALC prepares <i>Site Visit Schedule</i> and submits to OCID CLSD Grant Coordinator ● OCID CLSD Coordinator and CALC coordinate visit schedule ● CALC communicates with the two school Literacy Coordinators and Principals ● CALC shares final Site Visit Schedule with school Literacy Coordinators and Principals ● CALC completes the <i>Site Observation Worksheet</i> for each site to be visited

**NOT REVISED VERSION DON'T USE Hawaii Department of Education
Comprehensive Literacy State Development (CLSD) Program
SY22-23 Technical Assistance and Monitoring Protocols**

	<ul style="list-style-type: none"> CALC provides a copy of the completed Site Observation Worksheet and Protocols to OCID and to respective Literacy Coordinators and Principals prior to the visit
<p>Interview 45 minutes</p>	<ul style="list-style-type: none"> The School Literacy Coordinator and Principal meet with the visiting team and CALC (and others above as planned). Interview Questions (to be asked by visiting team and answered by School Literacy Coordinator and Principal): <ol style="list-style-type: none"> What <u>key changes</u> do you see in your classrooms for both teacher and student behavior since the implementation of CLSD? What <u>evidence of increased student learning have you seen as a result of the CLSD program</u>? Can you discuss this in terms of your Literacy Plan Smart Goals? What is happening to whom? What data are you looking at? (Please address your data very specifically here. What are you seeing) What key literacy resources and professional learning have helped improve literacy instruction? How do you know? How is your data being used to guide program instruction, activities, and student supports? (Review data in school Site Observation worksheet) What programs or strategies have been most successful in engaging students? How are your family engagement efforts going? Can you tell us about them? How has the school addressed cultural literacy? Can you talk specifically about what the CLSD grant funds have been used for at your school and these funded activities resources have made an impact? How might the CA Literacy Coordinator, State CLSD Coordinator, OCID or other state offices support your efforts?
<p>Preparing for the Classroom Observation/ Walkthrough 15 minutes</p>	<ul style="list-style-type: none"> The School Literacy Coordinator and Principal prepares the visiting team for the observation by teaching the visiting team the process and the tool used for classroom observation/walkthroughs. <ul style="list-style-type: none"> Review procedures such as greetings, positioning, timing, student interaction, and data collection. Briefly describe the class being observed (course, grade level, teacher's name, other adults in class) and the observation tool. What are you looking for? How does this connect to the CLSD professional learning and initiatives?
<p>Classroom Observation/ Walkthrough 30 minutes</p>	<ul style="list-style-type: none"> The visiting team observes the school's classroom observation/walkthrough protocol but does not actively participate. The observation will be scheduled at a time when the teacher is actively teaching a large group or small group (not student work time or self-directed computer instruction). If the visiting team is more than three, the team can be split in two with each team being led by either the school Literacy Coordinator or Principal and the two teams visit different classes.

**NOT REVISED VERSION DON'T USE Hawaii Department of Education
Comprehensive Literacy State Development (CLSD) Program
SY22-23 Technical Assistance and Monitoring Protocols**

<p>Classroom Observation/ Walkthrough Debrief 30 minutes</p>	<ul style="list-style-type: none">● The visiting team observes the school team debrief the visit(s). The visiting team is looking to understand the walkthrough tools and processes at the school as well as what the next steps would be.● Using an additive model, the visiting team may share their observations:● Question/Answer<ul style="list-style-type: none">○ Visiting team may ask for clarifications regarding instructional strategies or resources.○ Visiting team may ask for clarifications regarding the classroom observation/walkthrough process/tools.
---	--

**NOT REVISED VERSION DON'T USE Hawaii Department of Education
Comprehensive Literacy State Development (CLSD) Program
SY22-23 Technical Assistance and Monitoring Protocols**

Complex Area Interview Overview

Who	<ul style="list-style-type: none"> ● HIDOE Office of Instructional Design (OCID) team members ● Complex Area Superintendent (CAS) ● Complex Area Literacy Coordinator (CALC) ● Complex Area Literacy Coaches (if applicable)
Time Needed	<ul style="list-style-type: none"> ● 2 Hours (1:00 to 3:00) * (if possible visiting team would like to say until 3:30 for internal debrief and to provide initial visit feedback in an expedited manner.)
Location	<ul style="list-style-type: none"> ● Complex Area Office or Second School ● Meeting area for interview (506 participants)- please note if the visiting team would be allowed to stay an additional 30 minutes to debrief the day internally at the second location.
Agenda	<ul style="list-style-type: none"> ● Debrief school visits ● Review Annual Report ● Review CLSD Evaluation Plan ● Review Complex Area CLSD Data ● Discuss Successes and Challenges
Required Documents (Provided by CALC)	<ul style="list-style-type: none"> ● Annual Report (previous year) ● CLSD Evaluation Plan ● Complex Area CLSD Data (See CA CLSD Data Report Form below)
Preparing for Interview	<ul style="list-style-type: none"> ● OCID Assistant Superintendent sends an official notice announcing the technical assistance and monitoring visit to the CAS and CALC ● OCID CLSD Coordinator and CALC coordinate visit schedule ● OCID CLSD Coordinator and CALC ensure the visiting team and CA team have access to the Year-at-a Glance shared Google file ● CALC coordinates scheduling and communication with the CA team ● CALC shares final Site Visit Schedule with CA team ● CALC completes the Complex Area Data Report Form (below) ● CALC provides a copy of all required documents to OCID CLSD Coordinator and the CA team ● CALC confirms everyone attending the complex area interview has access to the SY21-22 Annual Report, Evaluation Plan, Approved CLSD Application, CLSD Data Report, no later than a week before the visit.
Interview with CAS and CALC	<p>Debrief School Visits School visit participants share highlights of the school visits with the CA team:</p> <ul style="list-style-type: none"> ● Schools visited ● Classroom observation overview ● General observations <p>Discuss SY21-22 Annual Report The following questions were answered in the annual report:</p> <ol style="list-style-type: none"> 1. What key changes do you see in classrooms for both teacher and student behavior since the implementation of CLSD? 2. What key literacy resources and professional learning have helped improve literacy instruction in elementary schools? How do you know? 3. What key literacy resources and professional learning have helped improve literacy instruction in secondary schools? How do you know? 4. What key changes do you see in family engagement and culture-based education?

**NOT REVISED VERSION DON'T USE Hawaii Department of Education
Comprehensive Literacy State Development (CLSD) Program
SY22-23 Technical Assistance and Monitoring Protocols**

	<p>5. What other aspects of the CLSD program, including the use of data to impact instruction, are most impacting student learning? How do you know?</p> <p>Each of the objectives below were evaluated in the annual report. For each of the objectives, the status, challenges and next steps were addressed.</p> <ol style="list-style-type: none"> 1. Student Literacy 2. Vulnerable Learners 3. Professional Learning 4. Family Literacy 5. Culture-based Education <p>Review CLSD Evaluation Plan An evaluation plan was designed during Year-One of the CLSD project. The following six areas were included:</p> <ol style="list-style-type: none"> 1. Quality of Instruction 2. Formative Monitoring 3. Data-Driven Decision Making 4. Data Analysis 5. Data Collection 6. SMART Goals <p>Review Complex Area CLSD Data (Below)</p> <ol style="list-style-type: none"> 1. USDOE Measurable Objectives 2. HIDEOE Measurable Objectives 3. Local Literacy Plan Measurable Objectives <p>Discuss Successes and Challenges The complex area team shares data based successes and challenges with the visiting team.</p>
--	--

Complex Area CLSD Data Report Form

1. USDOE Measurable Objectives

Number of students who meet or exceed proficiency on State reading/language arts assessments (SBAC)

Grade 3		Grade 5		Grade 11	
#	%	#	%	#	%

2. HIDEOE Measurable Objectives

<i>Elementary Schools Only</i>	SY17/18 grade 3 students who did not meet proficiency in ELA	The SY20/21 grade 3 students who did not meet proficiency in ELA and did meet proficiency in 4 th grade (SY21/22)			
School	#	%	#	%	

**NOT REVISED VERSION DON'T USE Hawaii Department of Education
Comprehensive Literacy State Development (CLSD) Program
SY22-23 Technical Assistance and Monitoring Protocols**

NA for SY20-21	NA	NA	NA	NA
-----------------------	-----------	-----------	-----------	-----------

School Year 20/21		The number and percentage of third through eighth and eleventh grade students at participating schools who do not meet, nearly meet, or exceed proficiency on State reading/language arts assessments. (SBAC)							
		Do Not		Nearly		Meet		Exceed	
School	Grade	#	%	#	%	#	%	#	%

School Year 18/19 to 20/21		Change in the number and percentage of third through eighth and eleventh grade students at participating schools who do not meet, nearly meet, or exceed proficiency on State reading/language arts assessments. (SBAC)							
		Do Not		Nearly		Meet		Exceed	
School	Grade	#	%	#	%	#	%	#	%

3. Local Literacy Plan Measurable Objectives

1. Schools will identify individual measurable objectives and establish measurable performance goals addressing learners' needs.	
1.a. How are schools' measurable objectives monitored and evaluated for the CLSD project?	
2. Schools will set SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals.	
2.a. How are schools' SMART goals in reading/ELA/literacy monitored and evaluated? (Goal, measure, baseline, status/results)	
3. Schools will monitor and evaluate program effectiveness and practice impact.	
3.a. How does the complex area monitor progress toward meeting CLSD objectives and goals?	
3.b. How does the complex area evaluate the quality of literacy instruction?	

**NOT REVISED VERSION DON'T USE Hawaii Department of Education
Comprehensive Literacy State Development (CLSD) Program
SY22-23 Technical Assistance and Monitoring Protocols**

3.c. How does the complex area support schools in documenting progress toward learner's goals?	
3.d. What practices are monitored for impact?	
3.e. Specifically, which practices are tied to which SMART goals?	

Report and Follow Up Actions

Within 45 days of the visit, HIDOE-OCID will issue a Program Monitoring Report including an overview of the visit, a review of evidence of program objectives, commendations, and recommendations. If follow-up actions are required, a Follow Up Action Plan will be prepared by the CLSD program in consultation with HIDOE-OCID.

**NOT REVISED VERSION DON'T USE Hawaii Department of Education
Comprehensive Literacy State Development (CLSD) Program
SY22-23 Technical Assistance and Monitoring Protocols**

CLSD TECHNICAL ASSISTANCE AND MONITORING REPORT FORMAT 2022-2023

The Technical Assistance and Monitoring (TAM) process is one component of the Comprehensive Literacy State Development (CLSD) monitoring plan as described in the United States Department of Education- approved application. The Office of Curriculum and Instructional Design state CLSD grant coordinator leads the review team and is primarily responsible for ensuring that the process is conducted according to the Hawaii State Department of Education (Department) CLSD TAM protocols. The state office intends to conduct an on-site visit of each CLSD subgrantee annually.

Before the on-site visit, the CLSD subgrantee submitted an Annual Report and a Site Visit Observation Worksheet for each school to be visited. Visiting team members reviewed these documents in preparation for the on-site visit. This report is not meant to repeat information reported in the documents provided but rather to identify the key actions, bright spots, and concerns observed or discussed during the site visit. A cumulative review of these components and Smarter Balanced Assessment (SBA) data by the visiting team resulted in commendations and recommendations aligned with CLSD and recommendations for sustainability. If areas were out of compliance with CLSD grant requirements, required actions are identified.

In this first year of monitoring, the Department focused on the implementation of the approved CLSD application reflecting School Year (SY) 2020-2021, designed as the planning year for subgrantees. Special consideration in the monitoring was the impact of COVID-related school closures during the entire first year of implementation. While in-person learning commenced at the beginning of SY 2021-2022, the COVID pandemic continued to impact school operations. On-site monitoring was originally planned for November 2021 but was delayed to February 2022. It is worth noting that while this monitoring is focused on Year One implementation, the on-site visits took place in the second semester of Year Two. Thus, conversations and observations reflected implementation over a period of 18 months. Monitoring visits for the 2021-2022 school year took place in November of 2022.

Overview of Visit

Project	
Date of Visit	
Complex Area Superintendent (CAS)	
Complex Area Literacy Coordinator (CALC)	
Visiting Team	
Schools Visited	
Elementary Participants	
Secondary School Participants	
Complex Area Interview Participants	

The one-day visit to the Complex Area (CA) included:

**NOT REVISED VERSION DON'T USE Hawaii Department of Education
Comprehensive Literacy State Development (CLSD) Program
SY22-23 Technical Assistance and Monitoring Protocols**

- A visit to two schools (one elementary and one secondary);
- An interview with the principal and school literacy coordinator;
- Training of the visiting team in the school's classroom observation/walkthrough process and tool;
- An observation of a classroom implementing CLSD strategies;
- An observation of the school team's classroom observation/walkthrough debrief process; and
- An interview with the CA CLSD team.

Review of Program Objectives and On-Site Evidence

Objectives	Year Two Key Actions	Bright Spots	Concerns
Student Literacy			
Vulnerable Learners			
Professional Learning			
Family Literacy			
Culture-based Education*			

*Note: Culture-based Education Action Items as listed in the Annual Report form: 5.1 The program has provided access to culturally relevant learning experiences through professional learning and literacy instruction. 5.2 Teachers use teaching strategies that are congruent with the home culture of their students. 5.3 Schools provide students with opportunities to achieve bi-literacy and multiliteracy.

SY 2021-2022 English Language Arts (ELA) SBA Data

Number and percentage of students who meet or exceed proficiency on State reading/language arts assessments.

Schools	Total # of Students	Grade 3		Grade 5		Grade 8		Grade 11	
		#	%	#	%	#	%	#	%

Commendations: The Department visiting team commends the CA in:

Recommendations Aligned to CLSD Objectives:

Recommendations Aligned to Sustainability:

**NOT REVISED VERSION DON'T USE Hawaii Department of Education
Comprehensive Literacy State Development (CLSD) Program
SY22-23 Technical Assistance and Monitoring Protocols**

Resources

Required Actions

CLSD Site Visit Continuum

*Adapted from New Mexico Public Education Department's Striving Readers Comprehensive Literacy & Comprehensive Literacy School Development
Comprehensive Guide to Monitoring & Evaluation.*

This document provides the Site Visit Continuum. Evidence gathered during the site visit will help inform the extent of the implementation for the subawardee's initiatives and objectives. The areas of review may include instruction, interventions for vulnerable learners , professional learning, family literacy, culture-based education, and continuous program improvement and monitoring. Information gathered will inform the CLSD Site Visit Summary.

Overview			
Limited Evidence	Developing	Providing	Sustaining
There is no or limited evidence the programs and practices put forth in the subgrant application have been implemented. No or limited evidence the programs and practices have made an impact on meeting the initiatives of the subgrant.	Programs and practices put forth in the subgrant application are being attempted, but they are not fully implemented or they are being applied inconsistently. There is some evidence the programs and practices have made an impact on meeting the initiatives of the subgrant.	Programs and practices put forth in the subgrant application are fully and consistently being implemented. There is evidence the programs and practices are making an impact on meeting the initiatives of the subgrant.	Capacity has been built within the system around the programs and practices put forth in the subgrant application to continue them into the future. Plans and/or budgets have been developed to support the programs and practices beyond the life of the grant.

LITERACY INSTRUCTION			
Limited Evidence	Developing	Providing	Sustaining

**NOT REVISED VERSION DON'T USE Hawaii Department of Education
Comprehensive Literacy State Development (CLSD) Program
SY22-23 Technical Assistance and Monitoring Protocols**

Limited or no evidence exists that the instructional programs, practices, and resources in the initiatives have been implemented at the classroom level.	Some instructional programs, practices, and resources have been implemented at the classroom level, but they are poorly defined or used inconsistently.	Instructional programs, practices, and resources have been clearly defined and implemented at the classroom level. Supports have been in place to assist teachers in implementation.	Measures have been put in place to ensure the continued support of implementing instructional programs, practices, and resources at the classroom level.
--	---	--	--

VULNERABLE LEARNERS

Limited Evidence	Developing	Providing	Sustaining
Systematic interventions are not in place. A clear structure for identifying struggling learners for intervention has not been formulated. Structures and resources are not present to support improvement.	Interventions are in place, but not in a systematic manner. Children are assigned to intervention, but there is limited use of specific criteria to identify those who are struggling. Evidence-based practices and resources may be present.	Evidence-based practices and resources are well defined and consistently used. A structure with protocols is in place to identify struggling learners which staff use consistently. Child growth is continually monitored.	Measures have been in place to ensure the continued use and effectiveness of interventions for struggling learners. Staff actively utilize the structure and protocols to support struggling learners.

PROFESSIONAL LEARNING

Limited Evidence	Developing	Providing	Sustaining
Limited or no professional learning has taken place. No systematic plan for professional development exists.	Some professional learning has taken place. A systematic plan for professional learning may exist, but it is not implemented consistently.	Professional learning has been provided to staff on a consistent basis, following a systematic plan.	Measures have been put in place to ensure continued professional learning beyond the life of the grant. There is a process to evaluate and adjust the partner's professional learning plan in order to continuously improve

**NOT REVISED VERSION DON'T USE Hawaii Department of Education
Comprehensive Literacy State Development (CLSD) Program
SY22-23 Technical Assistance and Monitoring Protocols**

			teaching and learning.
--	--	--	------------------------

FAMILY LITERACY			
Limited Evidence	Developing	Providing	Sustaining
Limited or no evidence that family literacy engagement has occurred.	There is some evidence that family literacy engagement has occurred. A plan for family literacy may exist, but has not been implemented consistently.	Family literacy engagement initiatives have been provided on a regular basis throughout the year, following a plan of action.	Measures have been put in place to ensure continued family literacy engagement beyond the life of the grant. There is a process to evaluate and adjust family literacy activities and events based on the needs of the families.

CULTURE-BASED EDUCATION			
Limited Evidence	Developing	Providing	Sustaining
Limited or no evidence that culture-based education approaches and/or strategies have been implemented.	There is some evidence that culture-based education approaches and/or strategies have been implemented. A plan for culture-based education may exist, but has not been implemented consistently.	Culture-based education approaches and/or strategies have been provided throughout the year, following a plan of action.	Measures have been put in place to ensure culture-based education approaches and/or strategies are continued beyond the life of the grant. There is a process to evaluate and adjust the strategies based on the needs of the children and families.

Evaluation Plan: Continuous Program Improvement & Monitoring			
Limited Evidence	Developing	Providing	Sustaining
Limited or no evidence that an comprehensive evaluation plan has been created or	An evaluation plan has been creted but is poorly defined and/or is being used	Continuous program improvement has been prioritized and the evaluation plan has well	Measures have been put in place to ensure monitoring of the initiative and

**NOT REVISED VERSION DON'T USE Hawaii Department of Education
Comprehensive Literacy State Development (CLSD) Program
SY22-23 Technical Assistance and Monitoring Protocols**

prioritized.	inconsistently to monitor program improvement.	defined measures that are being used consistently to monitor the program initiatives.	continuous improvement occur beyond the life of the grant.
--------------	--	---	--