

DISTRICT	
START TIME	END TIME
DATE	OBSERVER

READING FIRST MONITORING INSTRUMENT

INSTRUCTIONS: Check “yes” or “no” to indicate compliance for each item. For “no” responses, check the explanation column and provide an explanation in the designated area at the end of that section.

ADMINISTRATIVE REVIEW

AREAS REVIEWED	Yes	No	EXPL.
<p>1. General – The LEA is aware of and works to ensure adherence to all requirements of the Reading First Program.</p> <ul style="list-style-type: none"> ▪ Copy of Reading First Guidance 			
<p>A. LEA can provide copies of the documentation requested for review.</p> <ul style="list-style-type: none"> • District approved plan • Signed assurances 			
<p>B. LEA has documentation of staff, parental, and community participation in the Reading First program design and implementation.</p> <ul style="list-style-type: none"> ▪ Meeting minutes ▪ Agendas 			
<p>C. LEA can document that the Reading First program is being implemented as designed and in a timely manner (i.e., proposed activities are on district schedule, personnel are in place as indicated in the grant, the LEA has documented rationale for changes and/or inconsistencies).</p> <ul style="list-style-type: none"> ▪ District approved plan ▪ Personnel list ▪ Job descriptions 			
<p>D. LEA ensures that Reading First program activities are aligned with the Illinois Learning Standards and are consistent with scientifically based reading research.</p> <ul style="list-style-type: none"> ▪ Core Program (reliability and validity on file) ▪ District approved plan narrative consistent with Reading First Guidance 			
<p>E. LEA can document that participating schools satisfy eligibility requirements and were selected based upon current Reading First criteria.</p> <ul style="list-style-type: none"> ▪ Selection process ▪ Poverty ratio ▪ Only schools listed on the approved application are being served by Reading First funds 			
<p>F. LEA can document that Reading First funds are used to supplement and not supplant funds that would – in the absence of such funds – be made available from non-federal sources.</p> <ul style="list-style-type: none"> ▪ All expenditures are Reading First related 			
<p>G. LEA can document the use of Reading First funds to provide instruction and support to students in kindergarten through grade three, including those identified as limited English proficient and special education students.</p> <ul style="list-style-type: none"> ▪ ELL students receive the 90 minute uninterrupted reading block instruction using appropriate materials ▪ Special education students receive the 90 minute uninterrupted reading block instruction with materials appropriate to instruction unless otherwise specified in an IEP ▪ Class lists ▪ Fall housing report 			
<p>H. LEA ensures adherence to all financial and budgetary requirements, guidelines, and procedures established for the Reading First program.</p> <ul style="list-style-type: none"> ▪ Reading First initial budget ▪ Amendments ▪ Expenditure reports 			
<p>I. LEA can document that provisions have been made for equitable participation of eligible students and teachers in private, nonprofit schools – (i.e., consultation with eligible private school officials during both the planning and implementation stages; private school officials are made aware of the source and amount of Reading First funds; grant funds are correctly reserved for nonpublic school participation; grant funds are used to benefit private school students and teachers, but not the private school; equipment, materials, and services made available for private school students are secular in nature and neutral with respect to religious beliefs and practices).</p> <ul style="list-style-type: none"> ▪ Copy of letters ▪ Agendas ▪ Phone logs ▪ Sign-in sheets 			
<p>J. LEA can document that teachers are implementing core programs with fidelity and differentiating instruction within the 90 minute uninterrupted reading block. Intervention programs are initiated as necessary.</p> <ul style="list-style-type: none"> ▪ Classroom schedules ▪ Classroom visitation logs ▪ Meeting minutes by reading coach or principal 			

AREAS REVIEWED	Yes	No	EXPL.
K. LEA can document leadership at the building/district level for all areas of the Reading First program as approved in district action plan/RFP. <ul style="list-style-type: none"> ▪ Professional development plan ▪ Site visits ▪ Meeting notes ▪ Agendas ▪ Resources district is providing in addition to those provided through Reading First funds 			
L. LEA can document that the district is leveraging funds from other sources to sustain reading coaches, instruction, professional development, and testing procedures. <ul style="list-style-type: none"> ▪ Financial plans ▪ Budgets ▪ State sources ▪ Federal sources 			

EXPLANATIONS FOR ADMINISTRATIVE REVIEW

LETTER	EXPLANATION

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FINANCIAL REVIEW

AREAS REVIEWED	YES	NO	EXPL.
2. Financial/Fiscal/Budgetary - LEA ensures that Reading First funds are expended in accordance with federal, state, and district guidelines and procedures.			
A. LEA can provide copies of the documentation requested for review. <ul style="list-style-type: none"> District approved plan Signed assurances 			
B. LEA can document maintenance of complete and thorough records of fiscal activities. <ul style="list-style-type: none"> Bookkeeping records 			
C. LEA can document that it operates the Reading First program within approved budget expenditure accounts and as described in the approved budget. <ul style="list-style-type: none"> Budget Amendments cross-referenced with district expenditure report 			
D. LEA can document that it complies with requirements for allowable costs. <ul style="list-style-type: none"> EDGAR Financial Guide Federal Reading First Guidance 			
E. LEA can document that full time personnel supported by Reading First funds contribute appropriately and effectively to the Reading First program. <ul style="list-style-type: none"> Job descriptions Bookkeeping line item 			
F. LEA can document that obligations and expenditures are made only during the grant period. <ul style="list-style-type: none"> Approval dates are on budget and approved amendments from ISBE 			
G. LEA ensures that carryover funds are applied for in a timely manner and expended following Reading First guidelines. <ul style="list-style-type: none"> Amended carryover budget on file 			
H. LEA can document that time and effort records are maintained for positions funded with Reading First funds. <ul style="list-style-type: none"> Time sheets Yearly attendance records 			
I. LEA can document that contracts, purchase orders, invoices, travel expenditures, and payroll records are consistent with federal, state, and district guidelines. <ul style="list-style-type: none"> Records available for review Budget 			
J. LEA can document that inventory records for capital outlay items (cost of \$500 or more with a life expectancy of more than one year) satisfy federal, state, and district requirements. <ul style="list-style-type: none"> All federal equipment is labeled with Federal Project Number. 			
K. LEA can document that Reading First funds required for the participation of private school students and teachers are correctly determined and reserved. <ul style="list-style-type: none"> Professional development dollars are set aside for private school Reading First needs. 			
L. LEA can document that it maintains accurate records, including inventory records, for funds expended to benefit private school students and teachers. <ul style="list-style-type: none"> Separate expenditure line item for non-public activities Sign-in sheets 			

EXPLANATIONS FOR FINANCIAL REVIEW

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(Attach additional page if necessary.)

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CORE PROGRAMS/SUPPLEMENTAL/INTERVENTION PROGRAMS AND MATERIALS

AREAS REVIEWED	Yes	No	EXPL.
<p>3. Programs and Materials – The LEA ensures that all programs, materials, and services purchased, developed, and/or distributed with Reading First funds are consistent with Reading First requirements, goals, and objectives.</p>			
<p>A. LEA can document implementation of a core reading program for students in kindergarten through grade three. This program is founded on scientifically based reading research, aligned with the Illinois Learning Standards, and selected according to ISBE Reading First core program, supplemental, and intervention guidelines.</p> <ul style="list-style-type: none"> ▪ Approved core program ▪ District approved plan ▪ Letter of commitment ▪ Signed assurances 			
<p>B. LEA can document that Reading First grant funds are being used to improve the quality and effectiveness of reading programs, materials, and services.</p> <ul style="list-style-type: none"> ▪ Test scores ▪ Data analysis 			
<p>C. LEA has procedures in place to ensure the selection of a core reading program that is founded on scientifically based reading research and aligned with the Illinois Learning Standards.</p> <ul style="list-style-type: none"> ▪ Minutes ▪ Agendas ▪ Committees ▪ Consumer’s Guide ▪ Review of comprehensive reading program websites 			
<p>D. LEA has procedures in place to ensure the selection of supplementary programs and materials that are founded on scientifically based reading research, effectively complement the core reading program, and are aligned with the Illinois Learning Standards.</p> <ul style="list-style-type: none"> ▪ Minutes ▪ Agendas ▪ Committees ▪ Consumer’s Guide ▪ Review of comprehensive reading program websites 			
<p>E. LEA can document the implementation of intervention strategies and programs that are consistent with identified student needs.</p> <ul style="list-style-type: none"> ▪ Data analysis ▪ Needs assessments ▪ School improvement plans 			
<p>F. LEA can document that teachers have the level of expertise and support needed to implement the selected programs (i.e., core, supplemental, and intervention) effectively and with fidelity to Reading First Guidance.</p> <ul style="list-style-type: none"> ▪ Coaches’ schedules ▪ Classroom observation notes (coach and principal) ▪ Meeting minutes ▪ Agendas ▪ Coach and teacher interviews 			
<p>G. LEA can document that core programs, supplemental materials, and intervention programs support explicit and systematic instruction.</p> <ul style="list-style-type: none"> ▪ Classroom observations ▪ Data analysis review for district/schools 			
<p>H. LEA can document that procedures are in place to ensure core programs, supplemental materials, and intervention programs are reviewed, evaluated, and continued/discontinued based upon student achievement data.</p> <ul style="list-style-type: none"> ▪ District approved plan ▪ School improvement plan ▪ Assessment data ▪ Coaches, meetings 			
<p>I. LEA can document that all classrooms are organized to accommodate utilization of Reading First programs and materials.</p> <ul style="list-style-type: none"> ▪ Classroom observations ▪ Small group ▪ Whole group ▪ Materials visible, in use ▪ 90-minute uninterrupted reading block ▪ Differentiated instruction 			

CORE PROGRAMS/SUPPLEMENTAL/INTERVENTION PROGRAMS AND MATERIALS

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ASSESSMENTS REVIEW

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4. Assessment, Evaluation, and Accountability – The LEA has implemented procedures to ensure that all required assessment, evaluation, and accountability systems and procedures are clearly defined, and communicated to all appropriate stakeholders.			
A. LEA can document the implementation of regularly scheduled assessment procedures (i.e., screenings, diagnostics when needed, progress monitoring, outcomes testing). See approved matrix. <ul style="list-style-type: none"> ▪ Teacher testing schedules ▪ Sample tests ▪ Results analysis 			
B. LEA can document that K – 3 DIBELS screening measures were administered within the testing window provided by ISBE, and results were electronically submitted to the Oregon DIBELS website. <ul style="list-style-type: none"> ▪ Matrix ▪ Assessment samplings 			
C. LEA can document that approved diagnostic tests are available for review and have been administered when additional information is needed. <ul style="list-style-type: none"> ▪ Matrix ▪ Assessment samplings 			
D. LEA can document that progress monitoring/testing is being used to determine whether students are making adequate progress. <ul style="list-style-type: none"> ▪ Matrix ▪ Assessment samplings ▪ Composite 			
E. LEA can document that K - 3 outcome assessments were administered according to ISBE written guidance and the results were reported to the state and federal external evaluators and the DIBELS website for data analysis. <ul style="list-style-type: none"> ▪ Matrix ▪ Assessment samplings ▪ Composite 			
F. LEA can document that all assessment (i.e., screenings, diagnostic, progress monitoring, outcome) results and generated data analysis are being used to make informed decisions. <ul style="list-style-type: none"> ▪ Matrix ▪ Assessment samplings ▪ Composite 			

EXPLANATIONS FOR ASSESSMENTS REVIEW

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INSTRUCTIONAL FRAMEWORK REVIEW

AREAS REVIEWED	YES	NO	EXPL.
5. The school provides appropriate and quality intervention for students struggling to read.			
A. All intensive students as identified by the DIBELS receive at least 30 additional minutes of targeted instruction in small, same-ability groups using as SBRR intervention.			
B. Teachers, intervention staff, reading coach (es) and administrator (s) can describe the intervention program's elements and how they know it is effective with their students.			
C. The reading coach provides intervention staff with support in scheduling and; the reading coach and administrator monitor the intervention instruction.			
D. Teachers use assessment data to group students for intervention, drive intervention instruction, and monitor student progress.			
E. Intervention entry and exit criteria are defined for each grade level.			

EXPLANATIONS FOR PROFESSIONAL DEVELOPMENT REVIEW

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PROFESSIONAL DEVELOPMENT REVIEW

AREAS REVIEWED	YES	NO	EXPL.
6. Professional Development – The LEA provides professional development opportunities that empower teachers (including special education teachers K-12) with the knowledge and skills to identify specific reading barriers.			
A. LEA and participating schools have professional development plans that identify specific performance indicators for teachers, administrators and other appropriate personnel. <ul style="list-style-type: none"> ▪ District approved plan ▪ Personnel list ▪ Job descriptions 			
B. LEA can document that comprehensive needs assessments for professional development include annual analysis of student achievement data. <ul style="list-style-type: none"> ▪ Meeting minutes ▪ Data analysis reports 			
C. LEA can document that professional development plans reflect participation in long-term professional growth experiences made available through a variety of resources such as ISBE, ROEs, ISCs, professional organizations, district-level initiatives, and building-based initiatives. <ul style="list-style-type: none"> ▪ Flyers ▪ Brochures ▪ Phone contacts ▪ Invoices ▪ Requests for travel ▪ Sign-in sheets ▪ Registration Forms ▪ Attendance verification 			
D. LEA can document that professional development activities are designed to enhance competence in utilizing the five essential components of effective reading instruction for all reading teachers, including special education teachers K -12. <ul style="list-style-type: none"> ▪ Five components identified in professional development outline. ▪ Meeting agendas ▪ Meeting evaluations ▪ Team meetings 			
E. LEA can document that professional development activities are scientifically research-based and are conducted by highly qualified/approved providers. <ul style="list-style-type: none"> ▪ Template for professional development model ▪ Form for hiring provider ▪ Vita Sheet ▪ credentials 			
F. LEA can document that professional development plans clearly define the role of the Reading First coach as a provider of support to reading teachers and specify the participation of the Reading First coach in on-going opportunities for personal professional growth. <ul style="list-style-type: none"> ▪ Job description ▪ Professional development timeline ▪ Agendas ▪ Meeting notes 			
G. LEA can document that strategies and procedures are in place to assess the effectiveness of professional development experiences and the extent to which such experiences are positively impacting instruction of reading. <ul style="list-style-type: none"> ▪ Evaluations specific to Reading First ▪ Needs assessments 			

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EXPLANATIONS FOR PROFESSIONAL DEVELOPMENT REVIEW

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SITES VISITED

BUILDING NAME:

NAME OF PRINCIPAL:

PERSONNEL INTERVIEWED:

PROGRAM:

BUILDING NAME:

NAME OF PRINCIPAL:

PERSONNEL INTERVIEWED:

PROGRAM:

BUILDING NAME:

NAME OF PRINCIPAL:

PERSONNEL INTERVIEWED:

PROGRAM: