

district/ school	Compliance Indicator	Evidence	Rating Scale			Commendation (C)/ Recommendation (R)/ Corrective Action (CA):
			Not Compliant	Compliant	N/A	
Needs Assessment						
	Reading First coaches provide specific services to schools.	<input type="checkbox"/> Appropriate professional development based on SBRR				
		<input type="checkbox"/> Differentiated support to RF classroom during the 90-minute block based on teacher needs				
		<input type="checkbox"/> Assisting teachers with use of data to drive instruction				
		<input type="checkbox"/> Teachers supported with lesson planning, classroom management, student support and planning instruction/intervention				
		<input type="checkbox"/> Data/information forwarded to the appropriate RF consultant by the designated date				
		<input type="checkbox"/> Collaboration with principal/LEA to provide administrative support, follow up and monitoring of grant activities, testing, professional development and relevant programmatic information				
		<input type="checkbox"/> Teachers trained to administer/use assessments correctly and ethically				
		<input type="checkbox"/> Calendars of activities submitted to regional consultants				
		<input type="checkbox"/> Orientation provided for new staff concerning professional development and program requirements				
Professional Development						
Reading First	Staff in Reading First schools are required to participate in appropriate professional development	<input type="checkbox"/> Participation in NC READS I and II training (all regular classroom teachers, exceptional children teachers, ESL and reading teachers who work at least 50% of their time at a RF school)				
		<input type="checkbox"/> Participation in SBRR (teacher assistants)				

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		<input type="checkbox"/> Teacher assistants encouraged to participate in NC READS I and II				
Reading First	Reading First principals must meet training and meeting attendance requirements	<input type="checkbox"/> Attendance in person or by a designee at the quarterly principals' meetings (attendance at 75% of meetings; designee 25% of meetings)				
		<input type="checkbox"/> Completion of the 10-hour principals' course through NC READS and/or NC READS I and II (160 hours)				
		<input type="checkbox"/> Participation in training on the 5 components of reading				
		<input type="checkbox"/> Participation in all professional development activities for RF				
		<input type="checkbox"/> Participation in budgeting, purchasing and financial planning for use of grant funds				
Service to Private Schools						
Reading First	The LEA must provide equitable services to private schools but remains in control of the federal funds and maintains title to materials, equipment and property purchased with grant funds	<input type="checkbox"/> Needs of private school students and teachers must be assessed, addressed and evaluated by the LEA				
		<input type="checkbox"/> Benefits and services meeting the needs of private school students and teachers must be provided by the LEA				

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		<input type="checkbox"/> An equal amount of funds per student must be spent taking into account the number and needs of students to be served				
		<input type="checkbox"/> Private school students and teachers must be provided with an opportunity to participate in activities equivalent to the opportunity provided public school students and teachers				
Assessment						
Reading First	Using appropriate assessments for screening, progress monitoring, diagnostic and outcome measures	<input type="checkbox"/> Inventory/Purchase Orders				
		<input type="checkbox"/> Observed Classroom Item				
Reading First	LEA contact Reading Coach provide instructional support in analyzing RF data	<input type="checkbox"/> Weekly Work Plan				
		<input type="checkbox"/> Monthly Calendar				
Program Evaluation						
Reading First	Required school data is submitted to DPI in a timely manner.	<input type="checkbox"/> Data Collection Matrix				
Reading First	Reading coach performs 1 LID, per semester, in each K-3 classroom	<input type="checkbox"/> LID document roster & file noted				
		<input type="checkbox"/> Weekly Work Plan				
		<input type="checkbox"/> Monthly Calendar				
Scientifically Research Based Instruction						
Reading First	Use only State-approved core curriculum	<input type="checkbox"/> General School Data Sheet				

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	materials and supplemental/inter- vention materials (including technology-based programs)	<input type="checkbox"/> Inventory/Purchase Order				
		<input type="checkbox"/> Observed Classroom Item				
Reading First	Maintain the 90- minute uninterrupted block	<input type="checkbox"/> General School Data Sheet				
		<input type="checkbox"/> Classroom Schedule				
		<input type="checkbox"/> Observed Classroom Item				
Reading First	K-3 staff are required to implement Reading First guidelines	<input type="checkbox"/> Direct instruction provided				
		<input type="checkbox"/> Maintain high time on task during the 90-minute block				
		<input type="checkbox"/> Small group direct instruction provided through literacy centers and flexible groups (including reading and skills groups)				
		<input type="checkbox"/> Closely monitor student work, assist students in managing routines and provide individualized instruction				
		<input type="checkbox"/> Instruction and intervention aligned with students' PEP, IEP, 504 Plan, etc.				
		<input type="checkbox"/> Fidelity to the core curriculum demonstrated				
		<input type="checkbox"/> Skills in each of the 5 domains practiced on a daily basis				

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		<input type="checkbox"/> Appropriate assessments for screening, progress monitoring, diagnostic and outcome measures used according to established time lines				
Goals and Objectives						
Reading First	Participating schools involved in budgeting and financial planning	<input type="checkbox"/> Communication of LEA's Budget Meeting				
		<input type="checkbox"/> Acknowledgement of budget allocation (principal, LEA contact & Reading Coach)				
Reading First	Reading First principals must provide instructional leadership for the initiative	<input type="checkbox"/> Necessary documentation indicating that teacher assistants serve in an instructional capacity during the 90-minute block				
		<input type="checkbox"/> Results of skills assessments tracked				
		<input type="checkbox"/> Leadership provided in the process of selecting appropriate professional development for the school				
		<input type="checkbox"/> Primary leadership for Reading First provided rather than relying on the reading coaches				
		<input type="checkbox"/> Substitute teaching, managing or teaching small groups and teaching the 90-minute block (unless coach is modeling lessons) by reading coaches should be avoided				
Consultation Development/Advisory Council						
Reading First	Reading First central office contacts must be qualified to carry out the Reading First program.	<input type="checkbox"/> School eligibility by LEA based on the school's Reading First plan or an approved grant amendment				
		<input type="checkbox"/> Reading First activities actively supported and participated in				
		<input type="checkbox"/> Advocate at the LEA level to prevent competing priorities in RF schools				

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		<input type="checkbox"/> Attendance in person or by a designee at the quarterly principals' meetings (attendance at 75% of meetings; designee 25% of meetings)				
		<input type="checkbox"/> Principals and school-based coaches involved in budgeting, purchasing and financial planning				
		<input type="checkbox"/> Grant funds are only used in grant-approved schools, in accordance with the school's grant and the US Office of Education specifications				
Strategies for At-Risk Students						
Reading First	Utilizing an intervention time for struggling readers	<input type="checkbox"/> General School Data Sheet				
		<input type="checkbox"/> Classroom Schedule				
Teacher Quality						
Reading First	Reading First coaches must be highly-qualified for the position and participate in all required training and meetings.	<input type="checkbox"/> Certification as an elementary teacher and/or as an exceptional children's teacher				
		<input type="checkbox"/> At least three years successful classroom teaching experience				
		<input type="checkbox"/> Actively support and participate in RF activities				
		<input type="checkbox"/> NC READS I and II completed				
		<input type="checkbox"/> 100% of coaches' meetings attended				

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Reading First	Intervention specialists have appropriate certification and use appropriate instructional materials	<input type="checkbox"/> Certification in elementary education or as an exceptional children's teacher				
		<input type="checkbox"/> Only approved programs used				
		<input type="checkbox"/> Data used to identify students for intervention services				
		<input type="checkbox"/> Interventions take place outside of the 90-minute reading block				
		<input type="checkbox"/> Participation in scientifically based reading research activities and NC READS I and II				
		<input type="checkbox"/> Collaboration on a regular basis with classroom teachers, reading coach and principal				
Coordination and Integration of State, Local, and Federal Services						
Reading First	Students must have access to reading material.	<input type="checkbox"/> Circulation in the school media center increased by a minimum of 10% from the beginning of the grant through June 30, 2009				
		<input type="checkbox"/> K-3 book collection in the media center increased by a minimum of 10% from the beginning of the grant through June 30, 2009				
		<input type="checkbox"/> Classroom library materials reflect a minimum of 15 to 20 books per student				

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		<input type="checkbox"/> Documentation of collaboration between the teachers and media specialists				
		<input type="checkbox"/> Documentation of collaboration between the school and the public library system				
Reading First	Grant funds are used appropriately	<input type="checkbox"/> Funds are used only for the purchase of approved reading assessments, salaries, reading programs, instructional materials (as listed on the Reading First website at www.ncpublicschools.org) and professional development tools	X			
		<input type="checkbox"/> Funds are not used to purchase the services of external reviews and/or surveyors				
		<input type="checkbox"/> Expenditures for administration and planning are limited to 3.5% of each school's grant				
		<input type="checkbox"/> Funds may not be encumbered until notification of the amount of the subgrant is released by DPI				
	Equipment purchased with Reading First funds must adhere	<input type="checkbox"/> Controls are in place to protect assets acquired with grant funds				

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	to specified EDGAR guidelines (80.32)	<input type="checkbox"/> Property/ equipment records are maintained that include an ID tag, description, serial number, location, acquisition date and cost and, if property was disposed of, the sale price or fair market value				
		<input type="checkbox"/> Control systems are in place to prevent loss, theft or damage				
		<input type="checkbox"/> Adequate maintenance procedures are in place to keep all property and materials in good condition				
Annual Performance						
Reading First	School adheres to RF Testing Matrix	<input type="checkbox"/> RF Testing Matrix				
		<input type="checkbox"/> Monthly Calendar				
	10% increase in the number of words read per minute among 60% of students in K-3 tested using the Curriculum-Based Measure (for fluency) instrument. At least 90% of students must be tested.	<input type="checkbox"/> For first grade, the measure will be determined by progress from the middle of the year to end of the year				
		<input type="checkbox"/> For second and third grades, the measure will be determined by comparing scores from the beginning of the year to end of the year				
	An increase in the Reading Profile Total among 60% of K-3 students (based on scale scores) using the Iowa Test of Basic Skills (ITBS) instrument. At least 90% of students must be tested.	<input type="checkbox"/> Kindergarten, second and third grade students will show a 10% increase in the RPT based on scale scores				
<input type="checkbox"/> First graders will maintain or increase in the RPT (due to a change in the test level of assessment)						

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	Show that K-3 students demonstrate growth on the scale score for End-of-Grade (EOG) tests. At least 90% of students must be tested.	<input type="checkbox"/> Scores will be measured by comparing third grade pre-test scores to end-of-grade scores				

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