

EXCLUSIONARY FACTORS WHEN CONSIDERING A SPECIFIC LEARNING DISABILITY

Reading:

To rule out lack of appropriate instruction in reading we utilized published scientifically based curriculum which encompasses the Illinois State Standards. Our elementary reading program (Making Meaning and Rigby's Literacy By Design) includes the essential components of reading instruction as outlined by the National Reading Panel, which includes, but is not limited to, phonemic awareness, phonics, fluency, vocabulary and comprehension. Our elementary schools also participate in the **Leveled Literacy Intervention Program** ([Research](#)). At the middle school's, development in literacy is completed through a two-prong research based strategy referred to as "Student team reading and writing", see attached research ([Research](#)), additionally, **System44** ([Research](#)), ([Research2](#)), **Achieve3000** ([Research](#)) and **READ180** ([Research](#)) are utilized to support students who are behind their general education peers in areas such as phonics, fluency, vocabulary and comprehension. At the high school level, developmental readers are using **READ180** ([Research](#)) which is utilized to support students who are behind their general education peers in areas such as phonics, fluency, vocabulary and comprehension. Principals use written curriculum developed through the research based Curriculum Leadership Institute and Subject Area Committees when completing informal walk-throughs, as wells as district-wide common assessments to ensure that the core curriculum is being implemented with integrity. On-going professional development is provided to staff to ensure that the curriculum is instructed with consistency and current best practice instruction. Additional training is provided to facilitate improvements in teachers' pedagogy and improved differentiation models. Assessments are utilized from scheduled universal screening/benchmark data on all students collected multiple times during the academic year. This assessment data, in addition to nationally and locally normed tests, help target instructional needs.

Mathematics:

To rule out lack of appropriate instruction in mathematics we utilized published scientifically based curriculum which encompasses the Illinois State Standards. Our mathematics program (Envision) includes the essential components of mathematics instruction, which includes, but is not limited to, conceptual understanding, procedural fluency, strategic competence, adaptive reasoning and productive response. Principal's use written curriculum developed through the research based Curriculum Leadership Institute and Subject Area Committees when completing informal walk-throughs, as wells as district-wide common assessments to ensure that the core curriculum is being implemented with integrity. On-going professional development is provided to staff to ensure that the curriculum is instructed with consistency and current best practice instruction. Additional training is provided to facilitate improvements in teachers' pedagogy and improved differentiation models. Assessments are utilized from scheduled universal screening/benchmark data on all students collected multiple times during the academic year. This assessment data, in addition to nationally and locally normed tests, help target instructional needs.

Limited English Proficient:

Both Making Meaning and Rigby's Literacy by Design have moderate research findings related to their effectiveness with English Language Learners. Through questionnaires, surveys, interviews, and focus groups, Developmental Studies Center's research department conducts ongoing evaluations for staff development offerings and selected program implementation efforts. Making Meaning's instructional design includes many elements that researchers have identified as best practice in comprehension

instruction for English Language Learners. Students are also introduced to unfamiliar vocabulary with additional words provided for EL students with an emphasis on academic language.

Literacy by Design was found to have “positive and highly consistent results” for EL students. Literacy by Design prompts teachers to use specialized strategies when working with ELs. The Preview, View, and Review prompts provide teachers with instruction that focuses on the building blocks of reading: building vocabulary, developing and using grammar, supporting reading comprehension, retelling, and extending language. Spanish cognates are also pointed out in Literacy by Design lessons giving teachers the opportunity to engage Spanish speakers in lesson discussions while helping them make connections between their home language and English. Additionally, Imagine Learning intervention program which utilizes benchmarks to provide individual explicit, targeted instruction ([Research](#)).

National Geographic Edge, the textbook used at the middle school and high school level for EL students, has been shown to dramatically improve reading and language skills within a year, according to the independent SEG Research Group. **National Geographic Edge** ([Research](#)) is a core intervention program designed for high school students who have not mastered essential reading, writing, and language skills.

EL students at the middle school level also participate in the **Read 180**, **System 44**, and Imagine Learning intervention programs. **Imagine Learning** ([Research](#)) is a research-based curriculum that adjusts to each student’s individual needs to provide, explicit, targeted instruction. See attached Research regarding these two systems: **System 44** ([Research](#)) and **Read 180** ([Research](#)).

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