

I. Building/Class Specific Data	Building	Grade Level
<p>Evidence of Scientifically research based core curriculum or instructional methods and practices in the area of deficit. (Pgs. 4, 9, & 10 of Guidance Document)</p>	<p>Evidence provided 2 of 4 needed for evidence (website Links or actual reports can be used) <input type="checkbox"/> Positive Curriculum Outcomes Published in Peer Review Journals <input type="checkbox"/> Favorable Reviews By Credentialed Experts <input type="checkbox"/> Independent Reviews Verifying Alignment with Illinois Learning Standards (SAC training) <input type="checkbox"/> Positive Outcomes of Field Studies Conducted by Curriculum Publisher</p>	
<p>Evidence of implementation integrity for core curriculum (Pgs. 4, 5, 9, & 10 of Guidance Document)</p>	<p>3 pieces of evidence needed <input type="checkbox"/> Principal Walkthroughs <input type="checkbox"/> Self-Checks <input type="checkbox"/> Instructional Planning Form <input type="checkbox"/> Checklists completed by Content Specialists or Supervisors <input type="checkbox"/> Implementation Details (teacher training, time in place, amount of time student had access to the curriculum, use of effective instructional strategies)</p>	
<p>Evidence of scientifically research based supplemental interventions/instruction. (Pgs. 4 & 10 of Guidance Document)</p>	<p>2 of 4 needed for evidence (website Links or actual reports can be used) <input type="checkbox"/> Positive Curriculum Outcomes Published in Peer Review Journals <input type="checkbox"/> Favorable Reviews By Credentialed Experts <input type="checkbox"/> Documentation that it is aligned with the 5 Big Areas of Reading <input type="checkbox"/> Positive Outcomes for Most Students (70%) receiving the intervention locally <input type="checkbox"/> Positive Outcomes of Field Studies Conducted by Curriculum Publisher</p>	
<p>Evidence of student outcomes across grade levels (Tier 1); (Page 5 of Guidance Document)</p>	<p>The Following Is Needed: <input type="checkbox"/> ISAT/PSAE <input type="checkbox"/> Universal Screening Data Collected on all Students Multiple Times During the Year With the Option of: <input type="checkbox"/> Local District Wide Data Based on National Norms <input type="checkbox"/> Progress Monitoring Data Collected in Regular Intervals For Individuals or Groups of Students <input type="checkbox"/> Disaggregate District Data</p>	
<p>Evidence that the curriculum is effective for Learning Disability students based on sub-group performance on the above measures of student outcomes. (Page 5 of Guidance Document)</p>		