



Pyramid vs. Cone

Why CPS Uses A Cone To Illustrate Its 'Pyramid Of Interventions'

Cincinnati Public Schools' decision to call its model for instruction and intervention the Pyramid of Interventions and to illustrate it as a cone was deliberate on the part of a districtwide steering committee.

Members of this committee include diverse stakeholder groups, such as the Cincinnati Federation of Teachers (CFT), the Cincinnati Association of Administrators and Supervisors (CAAS), Mayerson Academy, Hamilton County Educational Service Center, the Southwest Ohio Special Education Regional Resource Center (SERRC), the Office of the Superintendent, Central Office administrators, multiple community partners and parents.

Reasons supporting the decision include:

- The cone works best to illustrate CPS' model, which uses a round pie-piece base made up of six components — standards-based practices; data-based decision making; culturally responsive practices; academic and behavior supports; explicit instruction of academic and social skills; and collaborative strategic planning.
- CPS coined the term, "Pyramid of Interventions" in about 2005. The steering committee decided to keep the term for consistency.
- It allows CPS to remain in alignment with the visual the Ohio Department of Education is using and the national model.

Akron Public Schools uses the same cone visual, calling it the Pyramid of Success.