



Tier 2 Reading Intervention Adoption Recommendations

Based on state list, pilot, teacher
feedback and community
engagement.

February 2025



Reading Intervention Overview

Ohio Revised Code 3313.6028

(B) The department of education and workforce shall establish a list of high-quality core curriculum and instructional materials in English language arts, and a list of evidence-based reading intervention programs, that are aligned with the science of reading and strategies for effective literacy instruction.

(C) Beginning not later than the 2024-2025 school year, each school district...shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the lists established under division (B) of this section.

Tier 2 Reading Intervention

Curriculum Adoption Committee Members

Classroom Teachers

- Emily Stepaniak, Silverton (ELA Council Chair)
- April Thompson, Roll Hill (K-3 Council Chair)
- Jennifer Given, Westwood
- Chyla Barner, Mt Airy
- Rachael Campbell, AMIS
- Zenobia Ward, Westwood
- Clarice Williams, Western Hills
- Allison Wolff, Gamble Montessori Elem
- Liz Gate, Rothenberg

Classroom Teachers

- Niki Shekaran, Pleasant Ridge Montessori
- Paula Doughman, Pleasant Ridge Montessori
- Paisley Starbuck, Pleasant Ridge Montessori

Reading Specialists

- Emily Kimble, Fairview Clifton
- Angela Houston, Hughes STEM HS
- Kim Gohs, Midway
- Tanya Dribin, Silverton
- Brittany Trame, College Hill

Tier 2 Reading Intervention Curriculum Adoption Committee Members

Intervention Specialists

- Mary Windle, Mt Airy
- John Schacter, Taft HS
- Erica Montgomery, Taft HS (IS Council Chair)
- Emily Neltner, Taft Elem
- Julie Hall, Roselawn
- Bridget Oberer, Roll Hill

ESOL Coordinator

- Angela Campos, Carson

Paraprofessional

- Theresa Hertlein, Pleasant Ridge Montessori

Must Have Criteria	Programs Meeting Criteria
<ul style="list-style-type: none"> Contains elements of explicit instruction 	UFLI, Magnetic Foundations, Phonics for Reading, Magnetic Reading 3+, SuccessMaker, ThinkCERCA Foundations, REWARDS
<ul style="list-style-type: none"> Provides access for all students across the district and within buildings 	UFLI, Phonics for Reading, Magnetic Reading 3+, SuccessMaker, REWARDS
<ul style="list-style-type: none"> A clear scope and sequence that builds from easiest to most difficult skills 	UFLI, Magnetic Foundations, Phonics for Reading, Magnetic Reading 3+, SuccessMaker, REWARDS
<ul style="list-style-type: none"> Programs that are financially sustainable year after year 	UFLI, Phonics for Reading, Magnetic Reading 3+, SuccessMaker, REWARDS
<ul style="list-style-type: none"> Ease of implementation with training 	UFLI, Phonics for Reading, Magnetic Reading 3+, SuccessMaker, ThinkCERCA Foundations, REWARDS
<ul style="list-style-type: none"> Require little preparation with minimal materials 	UFLI, Phonics for Reading, Magnetic Reading 3+, SuccessMaker, ThinkCERCA Foundations, REWARDS

Stakeholders	Question	#	Results & Conclusions
Piloting Teachers	<p>What did you want to celebrate? What components have room for improvement?</p> <ul style="list-style-type: none"> • Student Engagement • Instructional Delivery <p>How would you rate this curriculum during the piloting cycle?</p>	16	<p>Overall rating (avg.): 1 does not meet expectations to 5 exceeds expectations</p> <ul style="list-style-type: none"> • Magnetic Foundations - 3.3 • UFLI - 4.6 <p>Pilot Weekly Feedback Final Evaluation</p>
Adoption Committee Members	<p>Based on your review, which curriculum would be a good fit for Cincinnati Public Schools?</p>	25	<p>100% of Adoption Committee members responding agreed to the following recommendations:</p> <ul style="list-style-type: none"> • UFLI (Gr. K-2) • Phonics for Reading and Magnetic (Gr. 3+) • SuccessMaker (Gr. 7+) • Supplement with REWARDS (<i>pending state approval</i>) <p>Final Recommendation</p>
Community Events	<p>What did you like about the intervention program?</p> <p>What concerns or wonders do you have about this program?</p> <p>Do you think this intervention program would align with our current Tier 1 curriculum?</p>	6	<p>70% of respondents reviewed UFLI, identified positives:</p> <ul style="list-style-type: none"> • systematic and simple • streamlined, easy to follow • very clear organization <p>90% of respondents agreed the intervention program would align to current Tier 1 curriculum</p> <ul style="list-style-type: none"> • Community Feedback Results



Grades K-2

- 20 teachers piloted **UFLI Foundations** and **Magnetic Foundations**
- Representation from classroom teachers, intervention specialists, ESL specialists, reading specialists and paraprofessionals
- **94% of piloting teachers recommended UFLI**
 - met all must have criteria
 - students were highly engaged and understood routines quickly
 - teachers could implement with fidelity with minimal training

Grades 3+

- CPS has been using Phonics for Reading and Magnetic Reading for 3 years
- Students have demonstrated growth when used with fidelity
- **Adoption committee unanimously recommends continuing with these intervention programs, while providing additional implementation training to teachers.**

Grades 7+

- Need for a comprehensive literacy intervention to provide both word recognition and comprehension interventions
- **100% of adoption committee members recommended**

Successmaker

- more robust program to fill this need
- has both a digital component and explicit, teacher-led lessons
 - From past experience, preference of reading specialists is to use **REWARDS** for more individualized instruction in multisyllabic word reading

Recommendations and Rationale

Recommendations	Rationale
<ul style="list-style-type: none">• Grades K-2: UFLI FOUNDATIONS, published by University of Florida Literacy Institute and distributed by Ventriss Learning• Grades 3+: PHONICS FOR READING and MAGNETIC READING, published by Curriculum Associates• Grades 7+: SUCCESSMAKER READING, published by Savvas Learning Company<ul style="list-style-type: none">◦ Grades 7+: REWARDS, published by Voyager Sopris Learning	<ul style="list-style-type: none">• Recommended programs met all Must Have criteria• Ensures all students have access to High Quality Intervention Materials that align to the science of reading in accordance to ORC 3313.6028• Implementation of these High Quality Intervention materials will be supported through various teacher training opportunities, curriculum alignment tools and ongoing support from the ELA department• Provides for multiple intervention programs to better align to student needs

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