**Appendices**

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**Appendix A: Reading Intervention Program Review Application**

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| **[Reading Intervention Program Review Application](#AppendixA)** | | | |
| **Name of Vendor:** | | **Program Title and Edition (publication year):** | |
| **Contact Person for the Review Submission:** | | **Email:** | |
| **Telephone:** | | **Mailing Address:** | |
| **Vendor Webpage:** | | **Product Webpage(s):**  *Provide the webpage that is specifically related to the program being requested for approval.* | |
| **Target Audience of Programming**  Prekindergarten  Kindergarten-Grade 5  Kindergarten  1st Grade  2nd Grade  3rd Grade  4th Grade  5th Grade  Grades 6-12  6th Grade  7th Grade  8th Grade  9th Grade  10th Grade  11th Grade  12th Grade  *Select all grade level(s) that apply.* | | **Reading Components Claimed:**  Phonological and Phonemic Awareness  Phonics and Word Study  Vocabulary  Fluency  Comprehension | |
| **Professional Development in Program Available**  Yes  No  *If yes, submit Appendix E: Professional Development Information (Optional)* | |
| **Reviewer Access to Program Instructional Materials *(select all that apply):***  PDF Copy of Materials  Online Access to Materials   * Link: * Login Information: | |
| **Acknowledgment of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies:**  All applicants must submit verification of understanding that Ohio public school districts must adopt or purchase printed or electronic textbooks from publishers approved by the Ohio Department of Education and Workforce that have agreed to sell textbooks to school districts in Ohio at a price no more than the lowest list wholesale price available to school districts in any other state. Publishers also must meet accessibility requirements outlined in law. Publishers of programs with textbooks submitted for review are expected to meet this requirement no later than the beginning of the 2024-2025 school year, if applicable.  ***Provide the date, printed name and electronic signature of the authorized representative to verify understanding of Ohio’s Approved Textbook Pricing and Accessibility Compliant Policies.*** | | | |
| **Printed Name and Title:** | **Signature of Authorized Representative:** | | **Date:** |
| **Alignment to Ohio’s Language and Literacy Policies:**  **All applicants must submit verification of understanding that all programs on the approved list must align to the following:**   * Early Learning and Development Standards ([ORC 3301.53](https://codes.ohio.gov/ohio-revised-code/section-3301.53); [OAC 3301-37-03](https://codes.ohio.gov/ohio-administrative-code/rule-3301-37-03)(B)) and/or Ohio’s Learning Standards for English Language Arts ([ORC 3301.079](https://codes.ohio.gov/ohio-revised-code/section-3301.079)). * Ohio’s Rule for Phonics ([OAC 3301-33-01](https://codes.ohio.gov/ohio-administrative-code/rule-3301-33-01)). * Third Grade Reading Guarantee ([ORC 3313.608](https://codes.ohio.gov/ohio-revised-code/section-3313.608)(B)(2)(b) * Science of Reading ([ORC 3313.6028](https://codes.ohio.gov/ohio-revised-code/section-3313.6028)(A)(1)). * Ban on Three-Cueing Approach ([ORC 3313.6028](https://codes.ohio.gov/ohio-revised-code/section-3313.6028)(C)).   [Ohio’s Rule for Phonics](https://education.ohio.gov/Topics/Learning-in-Ohio/English-Language-Art/Resources-for-English-Language-Arts/Ohios-Rule-for-Phonics-OAC-3301-33-01) identifies the minimum standards for phonics instruction in grades kindergarten through 3. Entities submitting materials for the approved list must verify alignment to the use of systematic phonics instruction in the program’s instructional materials.  Under Ohio’s Third Grade Reading Guarantee, intervention services for students not reading at grade level must be aligned with Ohio’s definition of the science of reading and include research-based reading strategies that have been shown to be successful in improving reading among low-performing readers.  Ohio law defines the science of reading as an interdisciplinary body of scientific evidence that:   1. Informs how students learn to read and write proficiently; 2. Explains why some students have difficulty with reading and writing; 3. Indicates that all students benefit from explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing to become effective readers; 4. Does not rely on any model of teaching students to read based on meaning, structure and syntax, and visual cues, including a three-cueing approach.   Materials that use a three-cueing approach to teach students to read are not generally permissible ([ORC 3313.6028](https://codes.ohio.gov/ohio-revised-code/section-3313.6028)(C)). If materials are aligned to or promote instructional practices aligned with a three-cueing approach, approval may not be granted. The Department reserves the right to revoke or not continue materials approval if program materials are found to align to, or promote instructional practices aligned with, a three-cueing approach.  ***Provide the date, printed name and electronic signature of the authorized representative to verify understanding of Ohio’s Literacy Policy requirements and attest to alignment of materials.*** | | | |
| **Printed Name and Title:** | **Signature of Authorized Representative:** | | **Date:** |
| **Understanding of Reading Intervention Program Review Submission Requirements and Review Criteria:**  All applicants must submit verification of understanding of the requirements of *Reading Intervention Program Review*, including scoring indicators, submission criteria, required materials, and digital submission requirements.  Only electronic versions of the completed application and program materials will be accepted. The electronic submission must be submitted in PDF form. Hard copies of materials cannot be accepted and will not, under any circumstances, be reviewed. All application materials must be submitted in the manner and format requested by the Department.  ***Provide the date, printed name, and electronic signature of the authorized representative to verify understanding of the submission requirements and criteria for Reading Intervention Program Review.*** | | | |
| **Printed Name and Title:** | **Signature of Authorized Representative:** | | **Date:** |
| **Completion Verification and Acknowledgment**  To be considered for *Reading Intervention Program Review,* all required submission components must be completed.  **Check each box and sign below to indicate each required application component noted below has been included and is complete.**  Completed Reading Intervention Program Review Application Cover Page *(Appendix A)*  Completed Reading Intervention Program Summary *(Appendix B)*  Completed Evidence-Based Alignment and Efficacy Summary *(Appendix C)*  Completed Professional Development Information *(Appendix D)*  Completed Program Evidence Worksheet(s) *(Appendix E)*  Reviewer Access to Program Materials, including scope and sequence, assessments related to entry/exit criteria to the program and movement within the program, and full teacher and student program materials.  Signature of Authorized Representative - Confirming all parts above are included. | | | |
| **Printed Name and Title:** | **Signature of Authorized Representative:** | | **Date:** |

**Appendix B: Reading Intervention Program Summary**

**Instructions:** Provide a brief description of each item below to summarize the key features of the reading intervention program, not to exceed **3 pages** total for the appendix.

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| **Reading Intervention Program Summary** | |
| **Name of Program:** | **Program Title and Edition (publication year):** |
| Describe the program, its instructional focus, and target audience. |  |
| Describe the reading components addressed in the program. |  |
| For each reading component claimed or addressed in the program, describe how the materials provide instructional programming for the target audience. |  |
| Describe the program’s alignment to the science of reading and effective strategies for literacy instruction. |  |
| Describe how the program is designed to be implemented with students. |  |
| Describe the tools and resources, including relevant assessments, that ground the program in data-based decision making for entering, exiting, and moving through the program. |  |

**Appendix C: Evidence-Based Alignment and Efficacy Summary**

**Instructions:** Provide a brief description of each item below to summarize the key features of the reading intervention program’s alignment to evidence-based language and literacy instruction and program efficacy data, if available, not to exceed **3 pages** total for the appendix.

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| **Evidence-Based Alignment and Efficacy Summary** | |
| **Name of Program:** | **Program Title and Edition (publication year):** |
| Provide the research citations that the program is based on, including those that serve as the foundation for design and implementation of the program. |  |
| Describe the research evidence on the effectiveness in reading components addressed within the program, demonstrating the program’s alignment with evidence-based practices for language and literacy instruction. |  |
| Describe the program’s efficacy data, completed or ongoing, on positive student reading outcomes for students with intensive needs, if available. |  |
| Provide evidence of alignment to ESSA Level 1, 2, 3, or 4. If level 4, please provide a logic model. |  |

**Appendix D: Professional Development Information (Optional)**

**Instructions:** Applicants wishing to provide additional information on the specific professional development available for their materials must submit narrative evidence of each of the following components. This information will not be scored but will be provided to districts and schools to support decision-making in the selection and implementation of programs.

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| **Professional Development Information** | |
| **Name of Materials:** | **Forms of Professional Development Available:**  Virtual  In-Person  Embedded Coaching  Other (please specify: \_\_\_\_\_\_\_\_\_\_\_) |
| **Summary of Professional Development**  *Provide a brief summary of the professional development available for the materials for each of the components below, to not exceed* ***2 pages*** *in total for the appendix.* | |
| Clear scope and sequence for professional development, including objectives and intended outcomes for educators. |  |
| Clear description of how demonstration of learning is provided for educators. |  |
| Opportunities for participants to apply learning through practice of identified skills and opportunities for reflection. |  |
| Ongoing access to support and resources related to implementation for educators. |  |

**Appendix E: Reading Intervention Program Review – Program Evidence Worksheet**

**Instructions:** The program evidence worksheet must be completed for each program submitted for review. In each section, provide citations in the space titled *Evidence* as to where in the submitted materials the reviewer can find content that addresses the particular section. Please make sure the notes provided are explicit and succinct.

* All sections of the worksheetshould be completed in full.
* **Evidence Worksheets are limited to 15 pages per program application.**
* *For each indicator listed on the Evidence Worksheet, applicants must specify the name of the relevant document and location, including, if applicable the section heading(s) and page number(s), where the supporting evidence is found within the program.* Evidence provided must include specific directions for reviewers on where specifically to locate examples of what is declared to be present within the program (e.g., Examples of lessons located in Level 1 Teacher’s Edition, page 57, under subheading “XXXXX”, or found at this link, under this subpage, etc.)
* *Applicants should not use the Evidence sections of the Program Evidence Worksheet for explanations in place of documentation.* A comments section is provided at the bottom of each section on the evidence worksheets. This provides a space for any additional comments. The information on this worksheet will ensure that reviewers do not overlook critical content.

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| **Evidence Worksheet: Reading Intervention Programs** | |
| **Name of Program:** | **Name(s) of Sets/Levels Within Program:** |
| **Part A: Essential Alignment and Design Features of Effective Reading Intervention Programs** | |
| **Criterion 1: Alignment to the Science of Reading** | **Evidence:** |
| Location of evidence that the program is grounded in evidence-based practices for language and literacy instruction and research in how students learn to read and why they might struggle. |  |
| Location of evidence that program is grounded in understanding that reading is rooted in language skills and emphasizes the crucial process of mapping sounds to printed words to effectively learn to read. |  |
| Location of evidence of clear focus on teaching essential reading components and skills, such as phonemic awareness, phonics, vocabulary, fluency, comprehension, and/or writing, using evidence-based strategies. |  |
| **Comments:** | |
| **Criterion 2: Program and Instructional Design** | **Evidence:** |
| Location of evidence that program supports systematic instruction in one or more of the components of phonological awareness, phonics and word study, fluency, vocabulary, and comprehension. |  |
| Location of program’s thorough scope and sequence that shows a progression from simpler to more complex concepts. |  |
| Location of examples that demonstrate the program is designed for intensification. |  |
| Location of examples that program supports the connection of skills learned during intervention with other contexts or environments. |  |
| Location of examples or incorporated cognitive strategies that may support students with self-regulation, motivation, or externalizing behaviors that may impact their ability to learn. |  |
| Location of examples that the program is grounded in individualization and can be intensified based on specific skill needs. |  |
| Location of examples of lessons that include instructional routines and/or scripts that note what the teacher should say and do. |  |
| Location of examples that instructional routines include language for the teacher to introduce, define or explain new skills or processes through demonstration and modeling before students are asked to perform the skills independently. |  |
| Location of examples of instructional routines and activities that elicit high levels of student response. |  |
| Location of examples of lessons that include opportunities for, and guidance on providing specific feedback to students. |  |
| Location of examples of lessons containing adequate review of new and previously learned skills or processes. |  |
| **Comments:** | |

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| **Part B: Support for Teaching and Learning** | |
| **Criterion 3: Usability, Assessment, and Support** | **Evidence:** |
| Location of examples of clear, extensive guidance and support for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need. |  |
| Location of examples of explicit strategies on how to apply intensity and adjustments to the intervention based on student response. |  |
| Location of examples of guidance on the ideal group size for interventions and the time requirements necessary for effective implementation. |  |
| Location of examples of variety of program assessment tools (e.g., diagnostic assessments, daily or weekly mastery tests, unit test, progress monitoring measures) that are used to determine student placement and achievement. |  |
| Location of examples of embedded curriculum-based assessment opportunities that measure progress, inform instruction, and provide information on student progress towards a specified goal. |  |
| Location of examples of explicit support for teachers of diverse learners, including multilingual learners. |  |
| Location of examples of guidance for communication with families and/or materials for at-home connections. |  |
| Location of examples of frequent opportunities for student-teacher interaction to enhance learning. |  |
| Location of examples of guidance on how to use technology to enhance learning. |  |
| **Comments:** | |