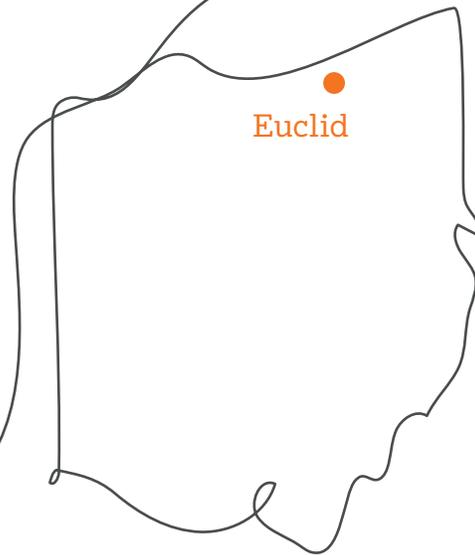


# Making the shift to the Science of Reading

Ohio's Euclid City School District advances equity with Amplify's literacy suite.



# Background

Euclid City School District—just east of Cleveland, Ohio—serves almost 4,000 students across nine schools.

The district reports that its students are nearly 85% Black, 7% white, 5% multiracial, 3% Hispanic or Latino, 0.3% Native American, 0.1% Asian, and 0.1% Pacific Islander.



## Challenge

Without an official district literacy curriculum, Euclid teachers relied on leveled literacy and balanced literacy materials.



## Solution

Teachers recommended that the district adopt Amplify CKLA, and the curriculum department acted on this recommendation immediately.



## Results

With Amplify CKLA and mCLASS, Euclid kindergarten and first-grade students' reading scores have grown significantly, and teachers have the data they need to support students.

# Challenge

Until 2020, Euclid City School District was deeply embedded in balanced literacy. Euclid literacy coach Margaret Watson said teachers had used a “hodgepodge of programs,” often finding resources on Teachers Pay Teachers.

According to Watson, Euclid students' literacy development often depended directly on how their classroom teachers taught, as Euclid City Schools had no board-adopted curriculum and relied on leveled literacy and balanced literacy materials and professional development.

Seeing these issues and doing research, Watson and Becky Mamich, Euclid's director of curriculum and instruction, knew that a shift away from balanced literacy would improve Euclid literacy instruction. Together, they enacted a plan.

# Solution

Knowing it was essential to adopt a unified literacy program that would increase student success, Euclid accelerated the curriculum review process.

Instructional coaches selected two finalists—Wit & Wisdom and Amplify CKLA. Teachers then heard presentations from both companies and completed a rubric on the materials.

After the all-day meeting, teachers overwhelmingly recommended that the district adopt CKLA. The curriculum department acted on this recommendation immediately, ordering materials over the summer so everything would be ready by the start of the 2020 school year.

“Our scores in this district weren’t very good,” Watson said. “We didn’t want to take a long time to review when we knew that CKLA was the best program out there. We knew that. We wanted to hit the ground running in August.”

Euclid City Schools is now in its third year using Amplify CKLA as its core program for grades K–5, Amplify ELA as its core program for grades 6–8, and mCLASS® (Amplify’s literacy assessment program) to measure student progress in grades K–6.

“We’re really starting to see the positive results,” said Watson. “Our teaching in the area of literacy is much more equitable than it’s ever been.”

# Results

## Professional development

During Euclid’s first year with Amplify, Watson trained all K–3 teachers every month to ensure they had a strong Science of Reading foundation and were prepared to teach the curriculum with fidelity.

She said the most difficult part of the transition was teaching the technical elements of a new curriculum. “We had to take the time to train our teachers how to use every single part of it,” Watson recalled.

Watson met with them monthly to check they were comfortable with new materials, and she introduced new aspects of the curriculum when teachers appeared ready.

According to Watson, Amplify CKLA’s professional development is part of what sets the program apart.

With professional development embedded within the program, and reliable online support options available, teachers always have the answer “right at their fingertips,” she said. “Those are the types of things that teachers need as they implement a new program, so we were very happy with our selection.”

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## RESULTS

### Company connection

Euclid City Schools' curriculum team has maintained standing meetings with Amplify. For two years, Euclid met weekly with Amplify team members to ensure the rollout was seamless. Currently, they meet with Amplify customer success every three weeks.

"We've worked with companies where you do a major purchase, and then you can't get them on the phone," Watson said. "But Amplify is not like that."

Watson also noted that the curriculum team keeps lines of communication open with Amplify because, as educators, they are also learning, adding that Amplify customer success professionals have been "amazingly supportive" throughout the implementation process.

"Having those open lines of communication and really forming that really good relationship with the company has been instrumental in our success," Watson said.

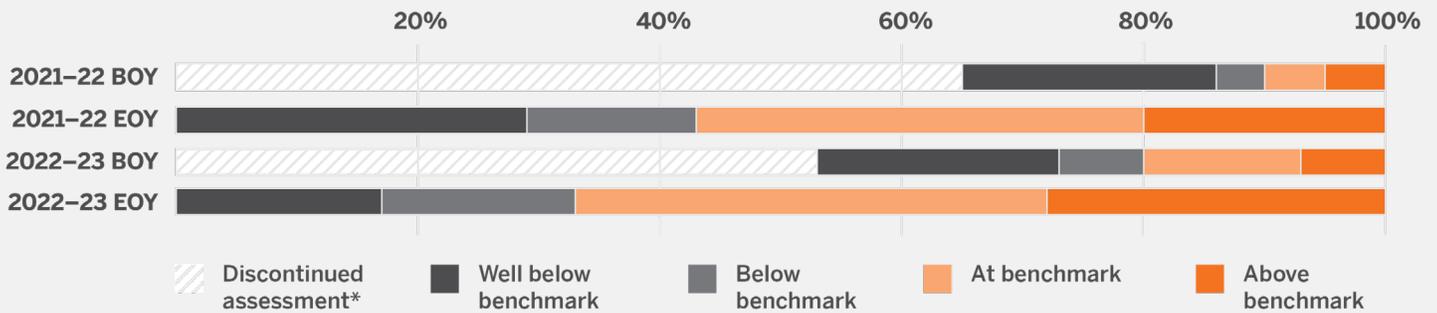
### Assessment aligned with instruction

When Becky Mamich, Euclid's director of curriculum and instruction, first told her team about mCLASS, the group was convinced that it would be beneficial to have an assessment program aligned with Amplify CKLA. The district implemented mCLASS, which was approved by Ohio Dyslexia legislation, right away.

Euclid teachers had previously assessed students using leveled literacy. They had kept running records in the past, Watson said, so mCLASS training was a high priority.

"The wealth of information that you get from mCLASS, you cannot get from leveled literacy or from a running record," said Watson. "It puts students in groups. It provides them with interventions, and it's all right at your fingertips. You don't have to go searching, and it's aligned to Boost Reading, Amplify's student-lead personalized reading program. Having everything right there has been really beneficial for our teachers."

### Euclid City School District's kindergarten reading growth



\* Discontinued assessment due to low skill level

## Student achievement

Euclid kindergarteners made significant growth in reading early on with Amplify CKLA.

At the beginning of the 2021–22 school year, 5% of Euclid kindergarten students met the reading benchmark, and 5% scored above the benchmark on mCLASS. At the end of the school year, 37% were at benchmark and 20% scored above benchmark.

The next cohort of kindergarteners also experienced substantial growth in literacy.

At the beginning of the 2022–23 school year, 13% of kindergarteners met the benchmark, and 7% scored above benchmark. By the end of the year, 39% of kindergarten students were at benchmark, and 28% scored above.

Euclid’s first-grade mCLASS scores have also grown substantially from beginning to end of year. Watson said that first-grade students now have a good grasp on letter name and letter sound, which was not the case before Amplify CKLA.

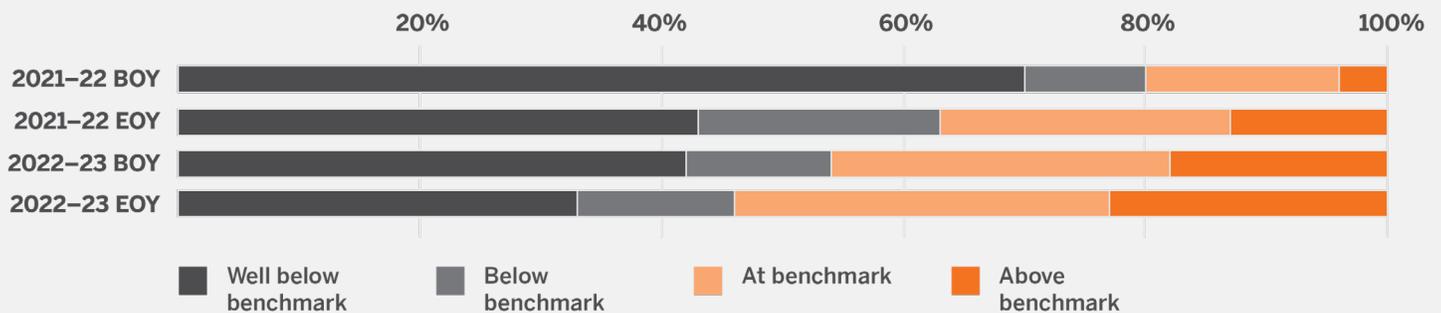
At the beginning of the 2021–22 school year, 16% of Euclid’s first-grade students scored at benchmark, and 4% scored above. By the end of the year, 24% of first-grade students met the benchmark and 13% scored above.

Watson advises other districts interested in implementing the Science of Reading to make the shift as soon as possible: “Do it and do it now. Don’t wait. As long as you train your teachers on what the Science of Reading is and how to apply it to their materials, you will see very quickly that CKLA is a beautiful match, and it will really increase your equity amongst your teachers. The end result, which is what we all want, is that student achievement will increase.”

“As long as you train your teachers on what the Science of Reading is and how to apply it to their materials, you will see very quickly that CKLA is a beautiful match...”

**Margaret Watson**  
Literacy coach  
Euclid City School District

### Euclid City School District’s Grade 1 reading growth



For more information about  
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suite based on the Science of Reading,  
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