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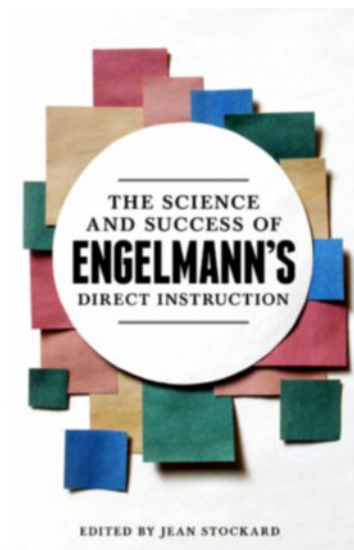
If you have questions or need additional information, you can reach us at 877.485.1973 or info@nifdi.org.

District Administration Magazine Recommends NIFDI Press Title

Each month, *District Administration (DA) Magazine* recognizes a select number of books as "Noteworthy Reading". Most recently, DA recognized a book by NIFDI Press, *The Science and Success of Engelmann's Direct Instruction*, as one of four titles for recommended reading for leaders in education.

District Administration's Lauren Williams writes, "For almost a half-century, educator Siegfried Engelmann has shown how all children can learn if they are taught effectively with his Direct Instruction (DI) curricular programs. Edited by Jean Stockard, the chapters in this book are written by educators from multiple generations and disciplines, bringing a variety of perspectives on Engelmann's impact. The book also considers the potential for wider acceptance of Engelmann's programs and how they can drive achievement in America's schools."

A companion book, *Engelmann's Direct Instruction: Selected Writings from the Past Half Century*, is scheduled for an early fall release (see next article).



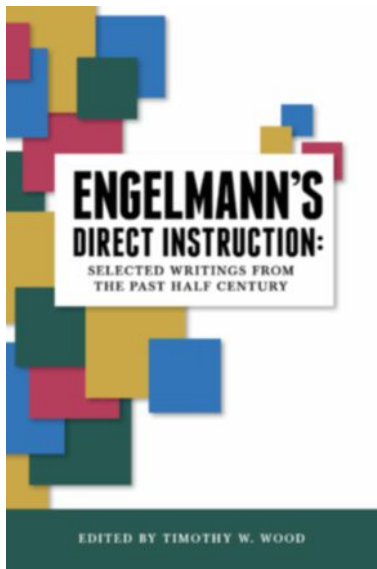
New from NIFDI Press! *Engelmann's Direct Instruction: Selected Writings from the Past Half Century*

In addition to developing highly effective instructional programs, Siegfried Engelmann has written extensively about learning and education, providing extraordinary insight into the theoretical and philosophical basis of DI as well as the world of education as a whole. A new book by NIFDI Press, *Engelmann's Direct Instruction: Selected Writings from the Past Half Century*, brings together, for the first time, a selection of these articles, illustrating the wide variety of topics Engelmann has explored over the last half century and his unique insights into problems within the world of education.

Four key themes of Engelmann's work are highlighted:

1. His theoretical understanding of learning and instruction,
2. The development of the highly effective Direct Instruction curricular material,
3. The need for political reform in the organization and orientation of education, and
4. Responses to critics and political roadblocks to the development of

effective instruction.



Place your pre-order now and your copy will ship the day of release! Are you a member and want to take advantage of your 20% member discount? Call us at 1.877.485.1973.

Only \$29.95

NIFDI Announces Fall Leadership Academies

Join the National Institute for Direct Instruction (NIFDI) for a Leadership Academy in Orlando (October 21 & 22) or Houston (October 23 & 24). These two-day trainings, co-sponsored by McGraw-Hill Education, are designed for administrators, instructional coaches, curriculum directors and school board members and will focus on the essential features of a successful Direct Instruction (DI) implementation.

Participants will be shown how schools should be set up for success with Direct Instruction. Participants will identify steps they should take to implement Direct Instruction effectively as they develop an action plan tailored to their schools that can be followed through the year. A full brochure and registration information is available on our [website](#).

You can also contact Bryan Wickman, NIFDI's Outreach Events Coordinator at 1.877.485.1973 or by email at bwickman@nifdi.org with questions or for more information.

REGISTER ONLINE

October 20-21, 2014: Orlando, FL

October 23-24, 2014: Houston, TX

Sponsored in part by McGraw-Hill Education

Don't forget! Members save 20% on their registration!



Students at Arthur Academy Schools Outperform National Norms

NIFDI's most recent Technical Report, [An Analysis of Achievement Scores of Arthur Academy Schools](#), examines data from the Stanford Achievement Test (SAT) and Oregon Assessment of Knowledge and Skills (OAKS) on the reading and mathematics achievement of Arthur Academy students from six consecutive school years: 2007-2008 through 2012-2013.

The data indicate that at the start of kindergarten, Arthur students had achievement scores that were similar to or slightly lower than students in the nation as a whole. However, by the end of their kindergarten year, the situation had reversed as the average Arthur student scored much higher than peers in the nation. This high level of

achievement persisted, and even increased, through later grades. In all cases, the changes over time were statistically significant, and the percentage of students scoring at high levels was substantially higher than would be expected relative to national norms.

Arthur Academies are a set of six charter elementary schools in the greater Portland, Oregon metropolitan area. All of the Academies use the Direct Instruction programs, *Reading Mastery Signature Edition* and *Connecting Math Concepts*.

An Analysis of Achievement Scores of
Arthur Academy Schools, 2007 to 2013

Technical Report 2014-2



Charles Arthur - Early Child Literacy Consultant, Arthur Reading Workshop
&
Jean Stockard, Office of Research and Evaluation, National Institute for
Direct Instruction

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