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In this edition of NIFDI News!

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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
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*.

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