

Experience Schoolwide Improvement

with the comprehensive
Direct Instruction model

The National Institute for Direct Instruction



in association with

The Center for Applied Research in Education

 **The Direct Instruction Model will Raise Your Scores**

CTBS 1st grade reading and math scores* more than tripled for 11 Baltimore schools implementing the Comprehensive Direct Instruction (DI) Model. All other grades also showed significant improvement.

Reading

	1998	2000	2002
Grade 1	21.5	49.1	71.3
Grade 3	21.7	28.6	41.5
Grade 5	12.1	29.0	38.0

Math

	1998	2000	2002
Grade 1	17.5	43.1	63.6
Grade 3	21.9	24.5	45.8
Grade 5	12.7	23.5	34.0

* Average of the 11 schools median percentile scores

 **The DI Model shows Growth Year After Year**

Maxwell Elementary’s student performance was in the lowest decile among all the schools in California. Continuing with a comprehensive DI model, the school moved to the second decile among all California schools. API* scores increased substantially each year with each substantial improvement in the DI implementation.

Maxwell Elementary’s API Growth Over 4 Years

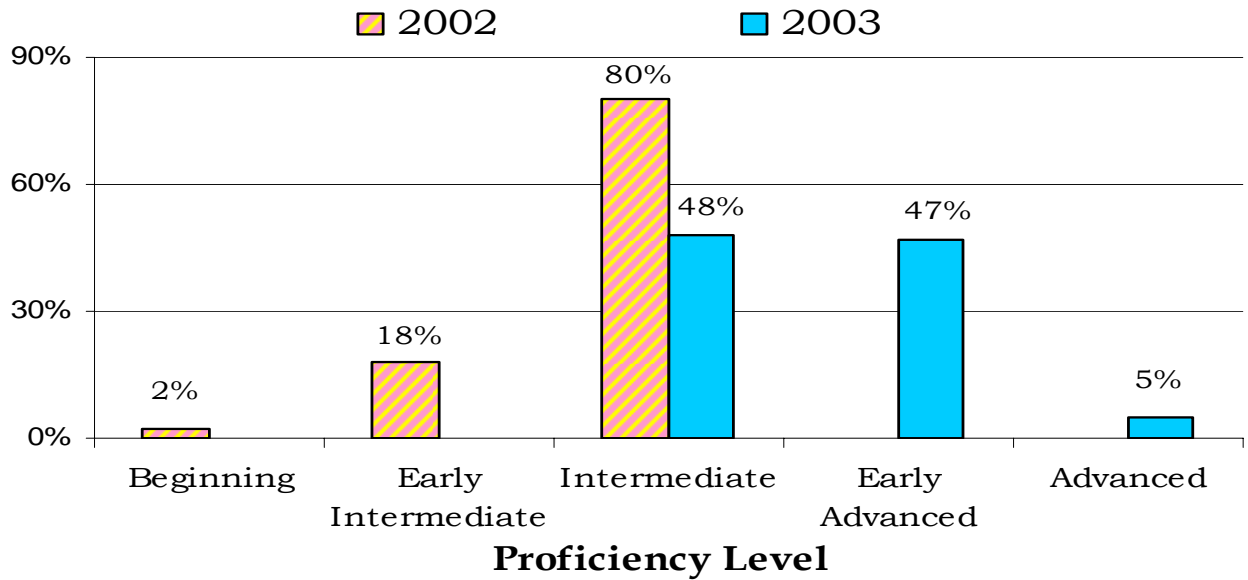
	2001	2002	2003	2004
School Decile Rank	1	2	2	2
API score	515	567	619	639
Growth	-	52	52	20

*API is a California overall scaled school score to indicate student performance.



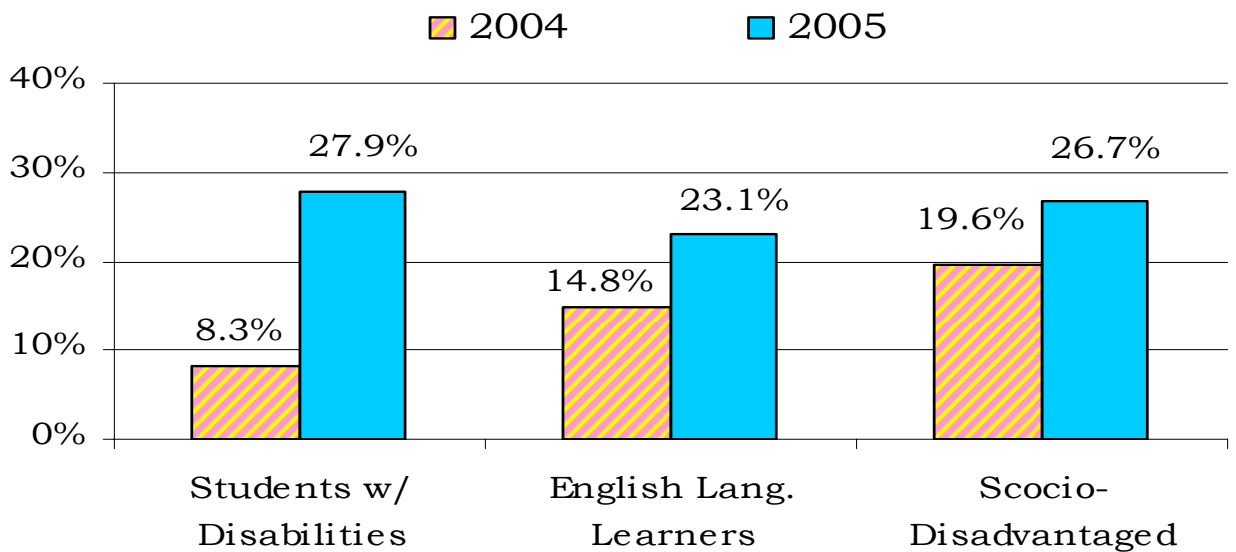
The DI Model will Raise Middle School AYP Ratings for Even Your Most Vulnerable Subgroups

Traditionally low-scoring middle schools implementing 3 periods of DI Language Arts changed proficiency levels in language arts. (El Monte School District in Los Angeles County)



English Language Learners Become Quickly Proficient

With a Comprehensive DI Program, Maxwell Elementary moved English Language Learners into the Advanced score range on the California English Language Development Test (CELDT).



What does it take?

1. Implement with technical support from the CSR-DI providers (National Institute for Direct Instruction or Center for Applied Research in Education) to obtain fidelity to the model.
2. Follow CSR-DI guidelines for grouping and placement, which include regrouping and replacing students throughout the year as student performance data indicate.
3. Observe classrooms regularly when CSR-DI consultants are not on site and take data on student and teacher behavior.
4. Visit classrooms with the CSR-DI consultants and review problems and progress in an exit meeting.
5. Monitor student progress with daily, weekly, and monthly written records of student mastery and submit copies to the CSR-DI provider.
6. Participate in problem-solving sessions with CSR-DI personnel.
7. Attend all trainings.

The Prevention Model—K-6

Implement schedules that maximize instructional time in DI, including a second reading period of 60-90 minutes a day for students in grades K to 2 and all other students performing below grade level expectations.

The Intervention Model—Middle and High School:

Implement the DI Intervention Model for 3 periods a day in Language Arts and 2 periods a day in mathematics for students scoring Below Basic and Far Below Basic.



Research Study Option

Schools with teachers who have never before been trained in Direct Instruction may participate in a research study sponsored by the US Department of Education (<http://www.ed.gov/programs/qualinits/awards.html>). The research project will evaluate the relationship between student academic growth, school climate, teacher proficiency in delivering instruction, teacher buy-in, and the immediacy of in-class coaching.

What the participating school will have to do:

1. Place all eligible students in the DI program that is recommended based on the diagnosis of student needs.
2. Administer benchmark tests to students 3 times a year (beginning, middle, and end). These tests predict performance on high stakes tests and indicate progress toward achieving those outcomes.
3. Allow coaches to schedule visits to teachers to control the immediacy of coaching variable.
4. All participating teachers will complete a questionnaire at the beginning and end of two years. They will be paid for their time.
5. Provide access to individual student data.
6. Commit to participating for at least two (2) years.

What will we do:

1. Help you raise your school's academic proficiency levels dramatically.
2. Provide up-to-date progress reports identifying performance of AYP subgroups in program mastery requirements, and on benchmark tests.
3. For participation in a research project, we will offer a significant discount on the cost of implementation (about 40% depending on the scope of involvement in the study).
4. Arrange all training and coaching.

If you're interested in participating in the research study call to arrange a meeting with project leaders to discuss further details of the project or CSR implementation.

Contact: Bonnie Grossen, Ph. D.
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“This project is supported by the U.S. Department of Education Office of Education and Secondary Education (OESE). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.”