

Direct Instruction

Stockard, J., & Engelmann, K. (2010). The development of early academic success: The impact of Direct Instruction's Reading Mastery. *Journal of Behavior Assessment and Intervention in Children*, 1(1), 2-24. <http://dx.doi.org/10.1037/h010035>

The study cited above was reviewed by the school leadership team who made the recommendation to select this as part of the evidence based practices of the Walton-Verona Middle School turnaround plan.

This documented study was conducted in two districts with students in grades K - 3. In both sites those who received Direct Instruction (specifically Reading Mastery) had significantly greater growth in Nonsense Word Fluency scores, resulting in significantly higher scores on this measure by the middle and end of first grade. There were also substantial, and statistically significant, differences between the experimental and control groups, at each site, in initial Oral Reading Fluency.

Direct Instruction will be used as a part of the MTSS System at Walton-Verona Middle School. This will be specifically used for students who demonstrate a need for Reading support according to MAPs results. Resources for DI may include Reading Mastery or Corrective Reading. Teachers will receive training in implementing Direct Instruction for interventions and be supported in their implementation through ongoing training and onsite coaching. Teachers providing intervention will conduct progress monitoring weekly and this data will be used to move students among MTSS tiers according to the decision rules determined by the MTSS committee. Implementation of all pieces of the MTSS reading interventions will be monitored with walkthroughs and data analysis.

This is a quasi-experimental study that shows a statistically significant effect of the intervention on a student outcome, so we believe this study meets the criteria for Level II evidence.

LEGEND

Study citation

A discussion of the study and its findings

A discussion of the local context

A discussion of stakeholder input

An estimation of the ESSA evidence level