

# Achievement Matters

The Newsletter from Educational Achievement Publishing

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## Letter from the Editor

Dear Educators,

As we approach the end of the school year, I want to pause for a moment and say something clearly:

You have done hard things this year.

You have shown up daily for students who are acquiring a new language.

You have protected instructional routines. You have signaled, corrected, paced appropriately, and prompted — often hundreds of times per lesson — even when energy was low and demands were high.

Implementing *DISE* with fidelity requires attention, consistency, and precision. It is not accidental teaching. It is intentional work grounded in what we know about how students learn.

## Planning Now Prevents Panic in September

Strong implementation in September begins long before the first day of school.

A few thoughtful steps now can make next year's launch smoother:

- Update and organize placement information
- Plan for and carry out as many [placement tests](#) as possible for incoming students
- Identify likely starting points for returning students
- Ensure materials are complete and accessible
- Schedule any needed training or refreshers

Having clear structures in place at the beginning of the year reduces cognitive load — for both teachers and students. When systems can be predicted, instructional energy can focus where it belongs: on student learning.

The Science of Learning reminds us that students build durable knowledge through active responding, immediate feedback, and structured practice. DISE is built on those very principles. When you protect response rates and correction procedures, you are not just following a script — you are applying cognitive science in real time.

As you review your data and prepare for next year, I hope you see what they represent: effort, discipline, and appropriate growth for students.

Thank you for the work you do.

Warmly,  
Randi Saulter  
Director of Marketing, EAP  
National Education Consultant  
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## Deepen Your Practice at the National Direct Instruction Conference

This July in Eugene, Oregon, the National Institute for Direct Instruction (NIFDI) will host the annual National Direct Instruction Conference.

At the conference, DISE training, led by Randi Saulter, national education consultant and EAP Director of Marketing, will focus on strengthening instructional precision, analyzing data effectively, and applying research-aligned strategies in daily practice.

If you're interested in refining your delivery and deepening your understanding of the principles behind DISE, this conference offers both practical tools and a professional community.

View more information and register [here](#).

## The 5 High-Fidelity Moves That Matter Most

End-of-year fatigue is real. Protect these five practices — they are grounded in what we know about how students learn:

1. **Clear signaling before every choral response** supports attention and coordinated retrieval.
2. **Strong unison responding** increases active processing for all students.
3. **Immediate, precise correction** prevents errors from becoming encoded.
4. **Brisk but appropriate pacing** sustains engagement and momentum.
5. **Accurate data recording** ensures instruction

## What Your DISE Data Are Really Telling You

As the year comes to a close, your DISE data tells more than how many lessons were completed. They reflect how consistently students engaged in structured oral rehearsal, retrieval practice, and immediate correction — the very conditions that research identifies as essential for lasting learning.

When students respond frequently and receive precise feedback, neural pathways strengthen. Fluency increases. Sentence structures become automatic. This is not an accident — it is the result of high-quality instructional design and faithful implementation.

Remember that student who entered your classroom in August speaking in single words or short, hesitant phrases? By spring, that same student is responding in complete sentences with stronger pronunciation and greater confidence. The shift may not always feel dramatic in the moment, but over time,

responds to student performance.

If lessons feel less focused, check response rate first. Active student engagement is a core principle of effective learning. The more students retrieve and produce language, the stronger that learning becomes.

Are students:

- Responding frequently?
- Responding together?
- Responding clearly?
- Receiving immediate feedback?

These are not routine compliance measures. They are instructional decisions rooted in the Science of Learning.

## Review DISE on Amazon!

Have you found success with DISE? Please consider searching "Direct Instruction Spoken English" and leaving a review on your local Amazon site.

the work you and your students do daily compounds. What begins as repeating a model becomes fluency. What begins as a prompted structure becomes independent oral language skills.

That is the story your data are telling.

As you review your results, look for these patterns:

### **Steady progress with consistent mastery**

This reflects strong signaling, firm pacing, and accurate corrections. High response rates support attention and retention, which accelerates language acquisition.

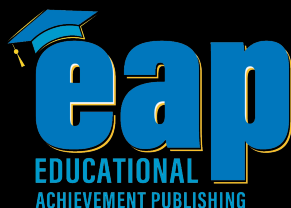
### **Growth that slowed midyear**

Small shifts in pacing or choral responding can reduce opportunities for retrieval practice. When response rates drop, learning momentum often follows. The encouraging news: these are fully controllable instructional variables.

### **Students requiring repeated firming**

Cognitive science reminds us that mastery must be consistent before adding complexity. Slowing briefly to firm skills produces stronger long-term retention.

Your data are not a verdict. They are feedback. They represent daily effort — yours and your students'. And in so many of your classrooms, your data reflect remarkable growth.



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