

Achievement Matters

The Newsletter from Educational Achievement Publishing

Explicit Instruction. Exceptional Outcomes.

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Letter from the Editor

Dear Educators,

Happy Back to School! Welcome back to the Fall issue of *Achievement Matters*, where we explore ideas behind effective language instruction, take a closer look at ***Direct Instruction Spoken English (DISE)***, and share practical information to support strong DISE implementation – whether you are already using DISE or just beginning to learn about it.

In this issue, we take a closer look at why starting students at the right place matters and our new Innovation Partnership initiative. There are other things as well. Don't miss our Spotlight Teacher piece highlighting the important work being done with DISE in a Baltimore school. Wait until you read about the results!

Not Every Student Starts at Lesson 1

How DISE placement helps match students with the instruction they need.

Not every student who needs oral English instruction needs the same instruction. Some students enter school with very little English. Others may understand and use quite a bit of conversational English but still have gaps in the language they need to participate successfully in classroom instruction. Starting every student at the same place can mean spending valuable instructional time teaching skills some students already have—or moving past language others have not yet mastered.

DISE Level 1 includes three possible entry points: Lesson 1, Lesson 31, and Lesson 61. The DISE Placement Test helps teachers determine which starting point is appropriate based on what a student can actually demonstrate.

For schools already using DISE, careful placement helps protect instructional time and gives students an appropriate starting point.

Warmly,
Randi Saulter
Director of Marketing, EAP
National Education Consultant
randi@eapublish.com

For schools exploring DISE, the placement process illustrates an important principle behind the program: **instruction should begin with what students need to learn—not simply with the first lesson in the book.** [Click here](#) for the DISE Placement Test with complete administration instructions.

Announcing the DISE Innovation Partnership

EAP is inviting a select group of educators to become DISE Innovation Partners. Innovation Partners are educators committed to improving English language instruction for multilingual learners while helping shape the future of *Direct Instruction Spoken English*.

Innovation Partners receive complimentary access to the Digital Edition of *Direct Instruction Spoken English* (DDISE) and program training as appropriate in exchange for implementing the program with students and providing feedback that helps improve instruction for multilingual learners.

Applications are reviewed to ensure that participants have the opportunity to successfully implement the program and receive appropriate support.

Note: Applications will be accepted through October 15, 2026. We expect to make a decision by mid-October, but we may reach out for more information before then.

If you are interested in becoming an Innovation Partner, fill out the application form by [clicking here](#).

Already Using DISE?

Look for one small piece of evidence this week that tells you something about your students' progress. Listen for language from DISE appearing elsewhere in the school day. Watch an individual student during group responses. Ask a colleague what changes they have noticed. Good implementation gets stronger when we pay attention not only to whether lessons are being delivered, but also to what students are learning from them. EAP provides resources and support to help schools strengthen DISE implementation, develop teachers' instructional skills, and make effective use of the program.

Exploring DISE?

DISE is a systematic oral English program designed to teach the language students need to understand instruction, participate in classrooms, and communicate successfully in English. Rather than leaving language development to chance, DISE explicitly teaches and practices increasingly complex English language forms.

If multilingual learners in your schools need more intensive support developing spoken English, we invite you to [take a closer look at how DISE works](#). Explore the program, see examples of instruction, or contact EAP to begin a conversation about whether DISE could meet the needs of your students.

Teacher Spotlight

As an English Language Development (ELD) Educational Associate and instructional coach at Wolfe Street Academy in Baltimore, Rachel Dorchak supports teachers serving multilingual learners in PreK–5. Her school began using *Direct Instruction Spoken English* (DISE) in 2022 with one group of five students and now operates multiple groups based on student placement and performance data.



Rachel has seen DISE change both students' language skills and their willingness to speak. "Before receiving DISE instruction, many of these students would remain quiet or hesitate to participate," she explains. "Now...they are fully engaged, understand what is being asked of them, and leave class feeling capable and successful."

One student's progress was especially striking. A newcomer from Mexico, who spoke extremely limited English, received DISE instruction for two consecutive years and then scored well enough on the required English-language proficiency assessment to exit ELD services—faster than Rachel had ever seen a student exit the program.

"Seeing a student move from a newcomer level to fully exiting language services in just two years was an incredible milestone for her and a proud moment for our team!" For teachers, Rachel says DISE addresses a crucial challenge: "DISE takes the guesswork out of the equation." Its structured lessons provide a clear starting point while building speaking and listening skills that students can use throughout the school day.



Contact Us
541-228-3232
info@eapublish.com



Educational Achievement Publishing | 1140 Willagillespie Rd STE 18 | Eugene, OR 97401 US

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