

Georgia Students in Grades 2–4 Achieve Higher Instructional Levels with Imagine Sondag System

Background

Bryan County and Winsor Learning (now Imagine Sondag System) began a partnership in February of 2010. Bryan County was in search of a reading intervention program that would meet the needs of their special education students. They were also searching for an instructional tool that would not be cumbersome to implement but would provide their teachers with the support needed to understand the fundamental components of reading acquisition.

Bryan County School District, GA

School Demographics	
White (Non-Hispanic)	64%
Black or African American	16%
Hispanic or Latino	10%
Economically Disadvantaged	11%
Students with Disabilities	13%

Retrieved from the 2022–2023 National Center for Education Statistics Education Demographic and Geographic Estimates Database



After viewing a modeling demonstration and consulting with a Winsor consultant, Bryan County committed to a Special Education Literacy Project working with students in kindergarten through 11th grade. Participants engaged in a two-day training of Sondag System 1 and a one-day training of Let’s Play Learn. In addition to initial training, six one-to-one coaching sessions were arranged. During these coaching sessions, the consultant worked

alongside the teachers and a small group of their students to provide the guidance necessary to help them reach 80% fidelity or above. After each coaching visit, the Winsor Consultant would debrief with Bryan County administration and provide a report that delineated assets, deficits, and next steps of the initiative.

At the end of the 2009–2010 school year, Winsor Learning again consulted with Bryan County administration and made recommendations for building capacity and sustaining their initiative across the next several years. Training continued across the next two school years (2010–2011, 2011–2012). New and returning teachers participated each year in a two-day training of Sondag System 1 (basic language instruction) and Sondag System 2 (advanced language instruction), in addition to receiving 18 days of one-to-one coaching in the classroom setting. It was during years two and three that the Winsor consultant

introduced Data Driven Instruction by providing professional development in how to use diagnostic assessments to guide instruction, and how to use DIBELS progress monitoring probes. Teachers were taught to administer probes, analyze errors, adjust instruction, and collect and report data on a weekly basis. This data was collected and analyzed by the Winsor consultant and used during every one-to-one coaching visit to encourage data driven decision making. The data was presented in a report to Bryan County Administration at the end of the 2010–2011 school year. The report submitted to Bryan County assisted in identifying areas of need for further professional development and where administrative input was necessary.

Results

DIBELS performance data from the 2010–2011 school year demonstrate the gains achieved by Bryan County students that received Soday System instruction. Most notably, 100% of Grade 2 and 4 students who began the school year at a first grade instructional level ended the year at a second grade instructional level. Similarly, 80% of Grade 3 students transitioned from a first grade instructional level to a second grade instructional level by the end of the school year (Figure 1). Substantial beginning-to-end-of-year DIBELS score growth was achieved by all Grade 2–4 students who elevated from a first grade instructional level to a second grade instructional level (Figure 2). These results provide evidence of reading improvement for students who received Soday System instruction.

Figure 1. Percentage of Students Transitioning from a First Grade Instructional Level to a Second Grade Instructional Level, Grades 2–4

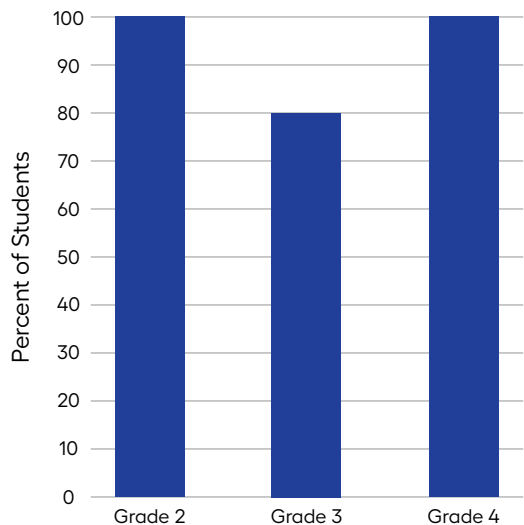


Figure 2. Average Beginning and End-of-Year DIBELS WRC Scores for Students Who Transitioned from a First Grade Instructional Level to a Second Grade Instructional Level, Grades 2–4

