

Imagine Sondag System Helps Increase Reading and Math Proficiency for Elementary and Middle School Students

Background

In 2004, the East Orange School District began receiving services from Winsor Learning (now part of Imagine Learning) consultants and participating in the three-tiered response to intervention (RtI) model. East Orange also began using the DIBELS Curriculum-Based Measurement and the Sondag System reading intervention to inform and deliver instruction for its students receiving intervention/special services. The goal of this initiative was to build basic reading skills for these students and increase their proficiency in the classroom and on other outcome measures like the New Jersey Assessment of Skills and Knowledge (NJASK). The data-driven project and the Sondag System implementation were in select East Orange Elementary schools for five years between the 2004–2005 and 2009–2010 school years. The district interventionists and district coaches received Reading Academies focused on the five dimensions of reading according to the National Reading Panel 2001.

East Orange School District, NJ

School Demographics

White (Non-Hispanic)	2%
Black or African American	81%
Hispanic or Latino	12%
Below Poverty	24%

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



Winsor Learning also provided a series of services to the school district to support the use of the Sondag System in their schools. The services included initial training that consisted of an introduction to the multisensory language instruction methodology and an introduction to the instructional materials through modeling and practicum exercises. Ongoing coaching services were the bulk of the services delivered throughout this period. Coaching consisted of in-class or small group sessions conducted between East Orange personnel and Winsor Learning implementation experts. These sessions were

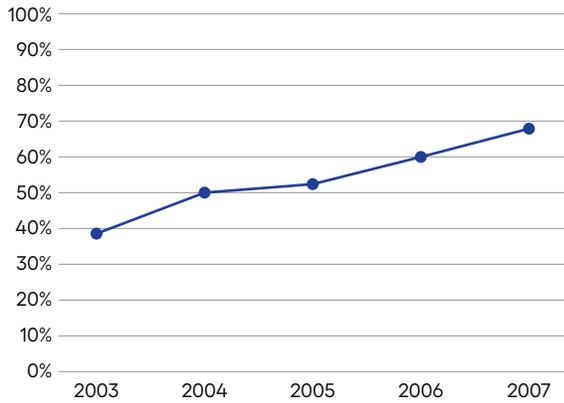
designed to give teachers support in their setting, so instruction would be optimized in each classroom.

Results

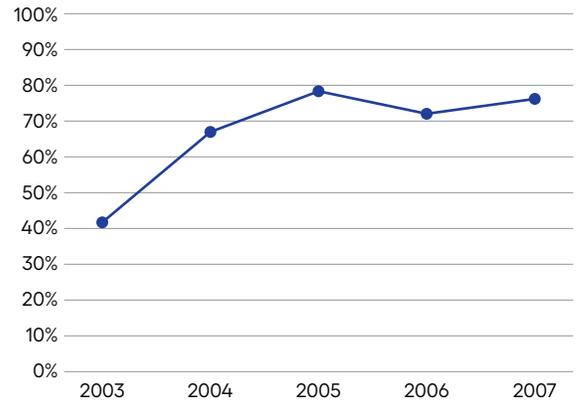
Data gathered from School Matters shows that, in the five years that East Orange schools implemented the Sondag System intervention, reading and math proficiency consistently increased for East Orange schools. In 2003, reading and math proficiency ranged from approximately 40–60%. By 2007, this range had increased to approximately 60% to 80% across participating schools (Figure 1).

Figure 1. Reading and Math Proficiency Between 2003 to 2007 for East Orange School District Schools

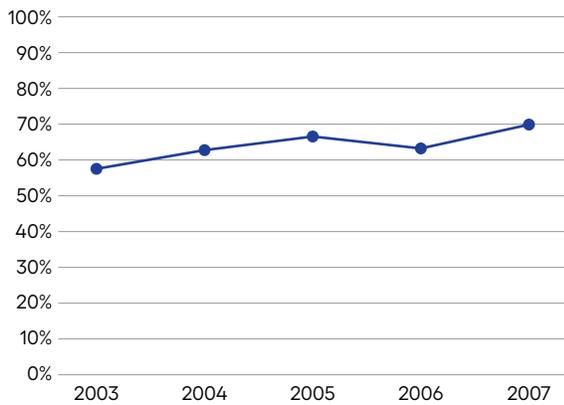
George Washington Carver Institute



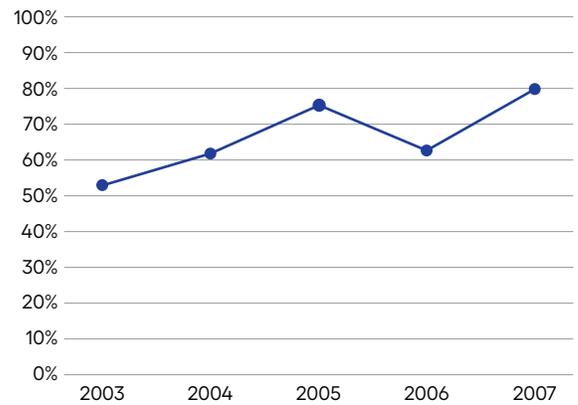
Gordon Parks Academy



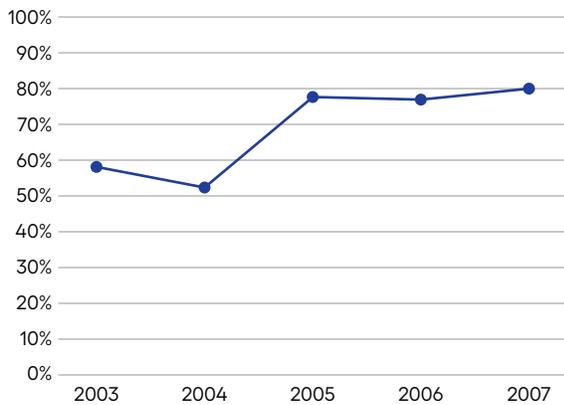
Whitney E. Houston Academy



Fourth Avenue School



J. Garfield Jackson Senior Academy



Ecole T. Loverture School

