

**Oswego Community School District 308, Oswego, IL**  
**Institute for Multi-Sensory Education Professional Development**  
**School Year 2008-2009**

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Oswego, Illinois is a southwest suburb of Chicago with a total enrollment of just over 14,000 students. The racial/ethnic backgrounds of these students are: 64.8% white, 8.1% black, 17.2% Hispanic, 5.2% Asian/Pacific Islander, .2% Native American and 4.3% Multi-racial/Ethnic. The low-income rate is 10.9 and the limited English-proficient rate is 3.8. The mobility rate is below the state average at 8.3.

Oswego is a fast growing district, growing from four elementary schools to thirteen in less than ten years. This has led to many exciting opportunities and some challenges. This fast growth enabled our district to hire many additional staff. Ensuring that this newly hired staff all had the same professional development opportunities as their peers was one of our challenges.

Our Reading Department expanded as well from less than ten members to currently over thirty. Professional development and fidelity to implementation were critical to the continuity and effectiveness of our services to our most struggling readers. With this in mind, our district contracted with the Institute for Multi-Sensory Education for 30 hours of comprehensive training for our Reading Professionals that serviced our primary at-risk students. This professional development provided the essential training they needed to be as successful as possible, as well as a framework for a unified delivery of this powerful intervention. Reading Professionals were given a survey after participating in this initial training. Over 97% of them found this training to be valuable and would recommend it to fellow teachers. Our results from this training were consistent and effective in enabling 76% of the 225 identified first grade at-risk students to reach target comprehension and word decoding scores on the Gates-MacGinitie Reading Test.

During May of the 2008-2009 school year, these targeted at-risk students were administered four diversified assessments to document their reading achievement. Here are the assessment results of the 225 at-risk first graders after participating in this reading intervention for thirty minutes a day, five days a week in small groups of approximately four students. These small groups were serviced in a pullout setting by a Reading Teacher or a Reading Specialist.

<i>Assessments Administered in Spring 2009</i>	<i>Reading Skills Assessed</i>	<i>Target Score</i>	<i>Average Score of the 225 identified at-risk first graders</i>
Gates-MacGinitie Reading Test *Administered in small groups by Reading Professionals	Word Decoding and Comprehension	40 <sup>th</sup> percentile or higher	59 <sup>th</sup> percentile rank
AIMSweb R-CBM Benchmarking Probes *Administered individually by classroom teachers	Fluency	59 words read correctly in one minute is at the national 50 <sup>th</sup> percentile	63 words read correctly in one minute
Observation Survey: Text Reading *Administered individually by Reading Professionals	Determine the appropriate level of text difficulty	*Text Level 20 is the random sample average according to Reading Recovery	**Text Level 18
Darrell-Morris Developmental Spelling Test *Administered whole class by classroom teachers	Spelling Stages	The transitional/correct stage range of 67-90	78

\*National Data Evaluation Center (2008). *2007-2008 Reading Recovery Statistical Abstract for the U.S.* (NDEC Rep. No. 2008-04). Columbus: The Ohio State University.

\*\*The average would have been higher, but due to the time consuming task of administering this assessment, the Reading Professional stopped at text level 20.

\*\*\*The Reading Professionals, classroom teachers, and Reading Coordinator compiled all data with the utmost integrity. Oswego CUSD 308, Reading Professionals, classroom teachers and Reading Coordinator are not responsible for unintentional human errors.