

Results of The Oak Hill School's Reading Achievement Program: 2005-2006 School Year

The Oak Hill School, established in 2006, offers a unique half-day program to students in the Lac Léman area in Switzerland who need highly specialized instruction in reading, written language, and mathematics. Oak Hill was designed to replicate The Hill Center, an internationally recognized and accredited school for students with learning differences and attention deficit disorders founded in 1977 in Durham, NC, USA. The Hill Center provides a comprehensive system of individualized multisensory instruction using the Orton-Gillingham phonetic approach as its foundation and precision teaching as the format for charting and graphing student progress.

Prior to the official opening of The Oak Hill School in October 2006, The Hill Center's Reading Achievement Program (RAP) was implemented to assist 29 struggling readers from the International School in Lausanne and five campuses of the International School in Geneva (Ecolint). These students ranged in age from 7 to 11 years old.

Students made **significant gains** in their comprehensive reading skills during the year they participated in RAP, moving, on average, from the 22nd to the 42nd percentile.

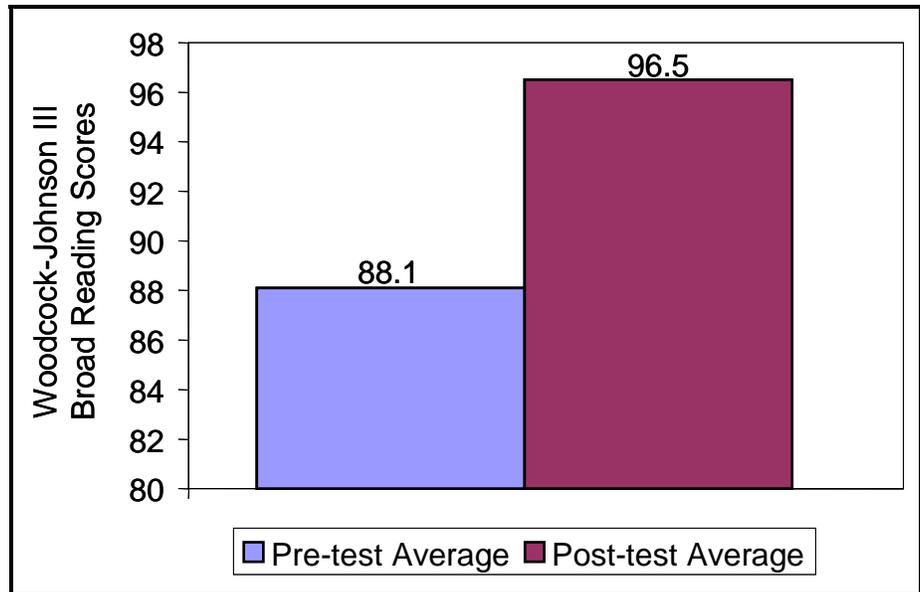
The typical RAP group consisted of three students supervised by a Hill-certified teacher, and each group met for 45 minutes at least four times each week. Students in the program received, on average, a total of 37 hours of instruction throughout the course of the school year. The RAP curriculum was segmented into five levels of difficulty ranging from prereading skills to decoding and spelling multisyllable words. Each level had the following components:

- Oral Drill
- Phonological Awareness
- Word Attack
- Fluency
- Oral/Silent Reading
- Comprehension
- Oral/Written Spelling.

In order to measure the effectiveness of RAP, a norm-referenced test was administered to the students. Four reading subtests from the Woodcock-Johnson III were administered at the beginning of the school year and again at the end of the school year to assess their progress. The Broad Reading score presented here is a combination of three subtests: Letter-Word Identification, Reading Fluency, and Passage Comprehension. Most students without learning differences score between 90 and 110 on this reading achievement test; thus scores between 90 and 110 are considered to be in the average range.

Students in RAP scored below the average range at the beginning of the school year (88.1 points), but scored within the average range by the end of the school year (96.5 points). On average, students in the program moved from the 22nd percentile to the 42nd percentile, an increase equivalent to more than 1 year's worth of academic growth during this school year.

Pre- and Post-Test Results for Students in The Oak Hill School's Reading Achievement Program



In summary, independent research conducted by RTI International shows that the students who participated in The Hill Center's Reading Achievement Program made **significant gains** in reading decoding, reading speed, and reading comprehension. Overall, students improved dramatically in their comprehensive reading skills during the year that they participated in the program.