

EFFECTIVENESS REPORT

QUASI-EXPERIMENT

Study Shows Superkids Program Is Highly Effective with Beginning Readers

Key Results

- On nine of ten early literacy assessments administered in this study, Superkids classrooms showed greater growth than the control classrooms from fall 2004 to spring 2005.
- On measures of phonological awareness and graphophonic knowledge, the Superkids students significantly out-gained the control students, with an effect size (Cohen's *d*) of 0.57.
- The Superkids program proved highly effective with English Language Learners (ELL).

Data analysis conducted by Chanh Park,
University of Wisconsin-Madison.

Sample Characteristics

Race/Ethnicity

	Superkids	Control
White	38%	36%
Black	2%	3%
Hispanic	38%	47%
Asian/Pacific Islander	17%	6%
Native American/ Alaskan Native	5%	8%

Free or Reduced Lunch

Superkids: 50%
Control: 53%

English Language Learners

Superkids: 55%
Control: 56%

Research Site	Early Literacy Measure	Amount Superkids Growth Exceeded Control Growth
Unalaska, Alaska • Public School • 1st-Grade Classrooms • Number of students: 16 Superkids, 16 control	DIBELS ¹ Nonsense Word Fluency	34.9%
	Instant Words ²	31.0%
Topeka, Kansas • Public School • 1st-Grade ELL Classrooms • Number of students: 13 Superkids, 12 control	DIBELS Oral Reading Fluency	10.3%
	DIBELS Phoneme Segmentation Fluency	56.5%
	DIBELS Nonsense Word Fluency	32.3%
Tower City, Pennsylvania • Public School • Transitional 1st-Grade Classrooms • Number of students: 13 Superkids, 8 control	SESAT ³ Total Reading	71.4%
	SESAT Sounds and Letters	90.7%
	SESAT Word Reading	10.9%
	SESAT Sentence Reading	137.0%
	SESAT Listening to Words and Stories	-19.6%

(more information on back)

Methods

This evaluation of Rowland Reading Foundation's Superkids program was conducted during the 2004-2005 school year. The primary purpose was to investigate the impact of the Superkids program on the reading skills of beginning readers in transitional first-grade and regular first-grade classrooms.

This matched-comparison, quasi-experimental study included 42 children in three classrooms that used the Superkids program during the 2004-2005 school year and 36 children in three classrooms in the same districts that did not use the program. (The Tower City control classroom used SRA Distar, the Topeka control classroom used Sundance and Rigby, and the Unalaska control classroom used Houghton Mifflin.) The paired classrooms were well-matched on key characteristics, such as baseline reading achievement, ethnicity, socio-economic status, and years of teachers' teaching experience. Within each pair of classrooms, teachers administered the same assessments in the fall and again in the spring.

Results

Analysis of assessment data revealed that the Superkids classrooms gained more than the control classrooms from fall to spring on nine of ten early literacy assessments administered. Further, when standardized scores from assessments of phonological

awareness and graphophonemic knowledge were analyzed, the Superkids students significantly out-gained the control students, with an effect size (Cohen's *d*) of 0.57. Considering that the control classrooms were all taught by experienced teachers using well-established curricula, this effect is especially significant.

This study confirms and extends earlier research on the Superkids program showing that the program is effective in improving the reading skills of beginning readers. The study also suggests that the program is effective in several different settings, including regular and transitional first-grade classrooms, and first-grade ELL classrooms.

¹ Good, R. H., & Kaminski, R. A. (Eds.). (2002). *Dynamic Indicators of Basic Early Literacy Skills (6th ed.)*. Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu>.

² Copyright 1993 by Lindamood-Bell Learning Processes.

³ Stanford Early School Achievement Test 4th Edition, copyright 1996 by Harcourt Brace & Company. SESAT is a registered trademark of Harcourt Assessment, Inc.



ROWLAND READING FOUNDATION

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