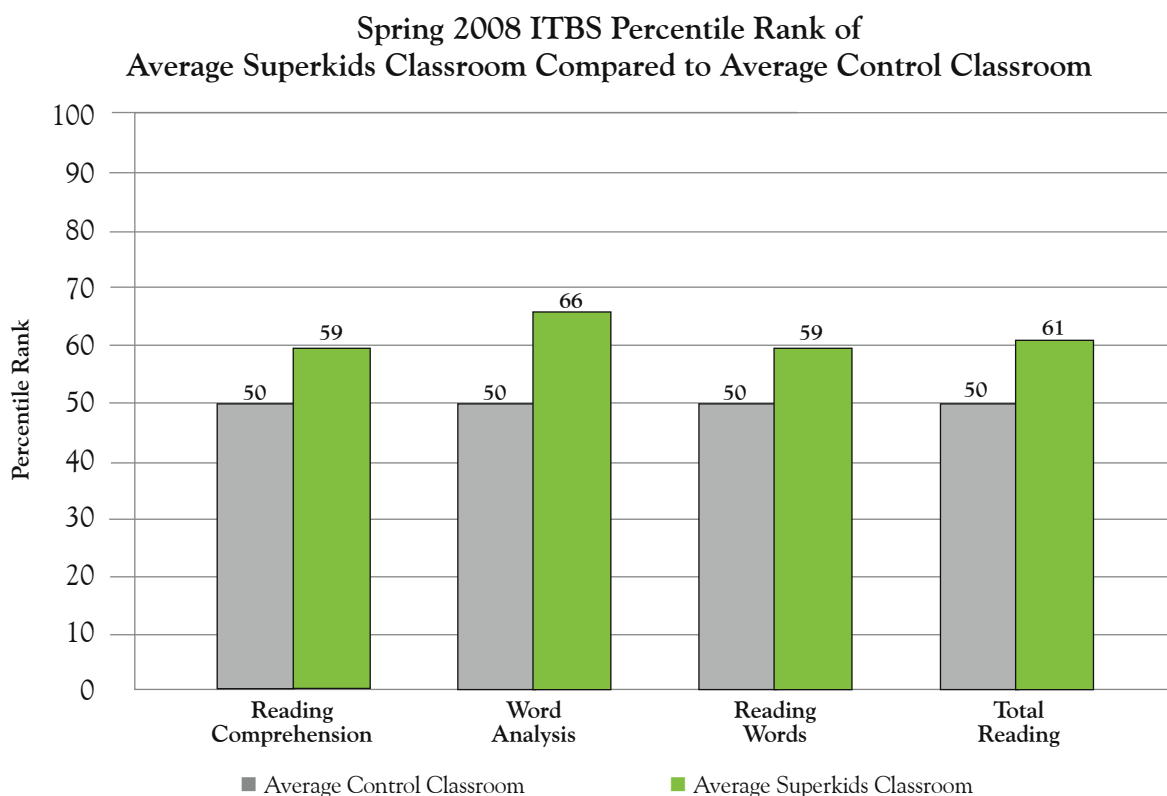


Scientific Study: Superkids Students Outperform Control Group

During the 2007–2008 school year, the Superkids reading program was tested in a quasi-experiment conducted by Dr. Jerome V. D'Agostino, associate professor at The Ohio State University. The sample consisted of 21 kindergarten classrooms in 11 schools using The Superkids and 22 classrooms in 11 demographically similar schools using other reading programs. Seventy-three percent of the students in the sample attended public schools. Schools were located in Arizona, Florida, Kansas, Maryland, Missouri, Ohio, and Texas. The demographic characteristics of the student sample were representative of schools nationally. The student sample was 12% African American, 24% Hispanic, and 64% White. Forty-five percent of students received free or reduced-price lunch. The 382 Superkids students and 368 control students were tested at the beginning and end of the year with the Iowa Test of Basic Skills (ITBS).

Results of Dr. D'Agostino's analysis showed that, at the end of the school year, Superkids students outperformed control students on four measures of reading skills, including Reading Comprehension, Word Analysis, Reading Words, and Total Reading. Effect sizes ranged from .23 to .41, which are large for whole-classroom programs implemented for a full school year. The effect sizes mean that the average Superkids classroom performed from 9 to 16 percentiles higher than the average control classroom. Dr. D'Agostino wrote, "The comprehensive approach of Superkids, which involves a combination of alphabetical skill development and comprehension building, seemed to be advantageous to students across a full spectrum of language arts outcomes."

Dr. D'Agostino found that these superior effects were achieved by the Superkids teachers



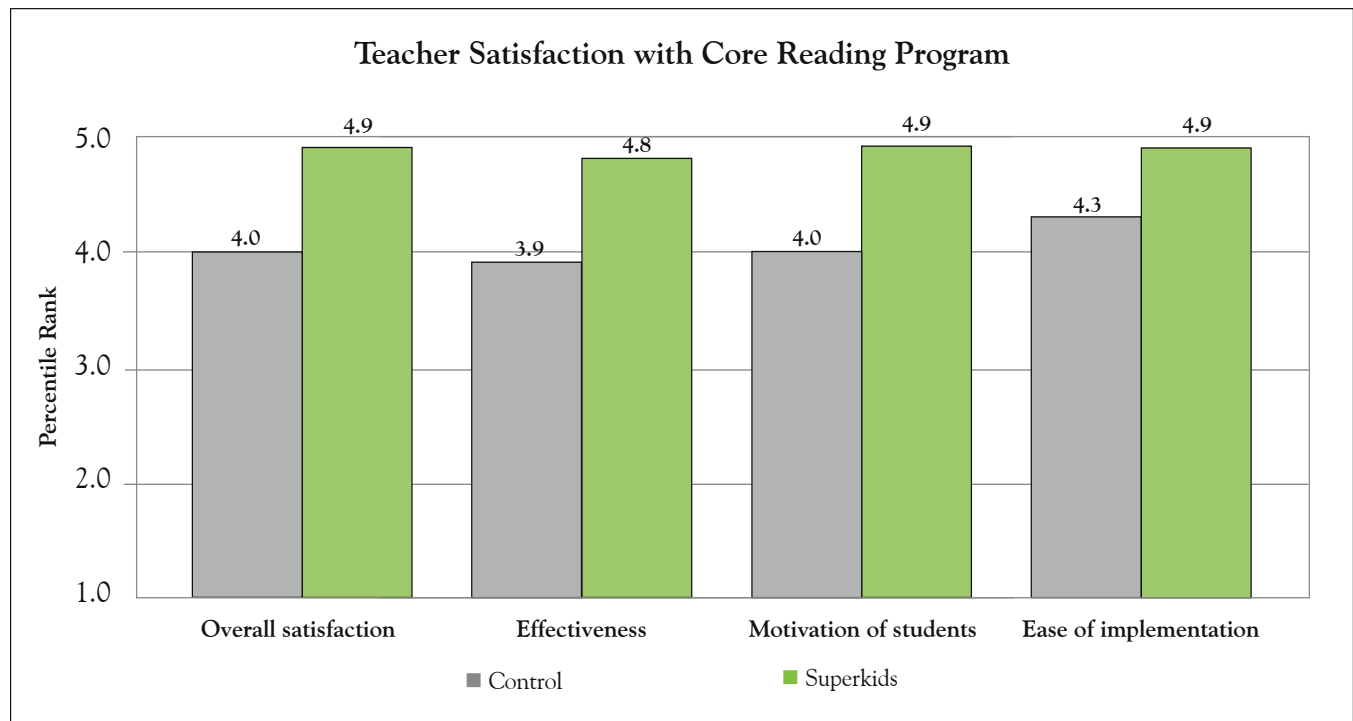
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despite the fact that they reported spending less time teaching language arts than control teachers, 99 minutes compared to 141 minutes. These findings are consistent with those from an earlier, quasi-experimental study by Dr. Geoffrey Borman of the University of Wisconsin. Dr. Borman also found that Superkids teachers spent less time teaching language arts but achieved greater gains in student reading achievement than teachers in control classrooms. Both studies suggest that The Superkids helps teachers provide more efficient reading instruction.

In Dr. D’Agostino’s study, Superkids teachers also reported spending a greater proportion of their language arts time teaching The Superkids than control teachers spent teaching their core reading programs (91% compared to 49%). This suggests that Superkids teachers did not feel

the need to supplement the Superkids program to the extent that control teachers supplemented their core reading programs. Finally, Dr. D’Agostino found that Superkids teachers reported significantly greater satisfaction with The Superkids than control teachers reported about their core reading programs. On a 5-point scale, Superkids teachers reported greater overall satisfaction, greater perceived effectiveness, greater perceived motivation of students, and easier implementation than control teachers.

Dr. D’Agostino concluded, “The evidence collected in this study indicates that The Superkids is a complete program that is easy and efficient to implement and that produces positive learning outcomes that are most vital for student success.”



Dr. D’Agostino’s full report can be found at <http://people.ehe.ohio-state.edu/jdagostino/publications/>.



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