

# Measurable Impact in the Hoosier State with *Superkids*



## *K–8 teachers agree on early literacy*

When Instructional Coach Denise Rodenhuis attended an Indiana Textbook Caravan for language arts books, she found *The Superkids Reading Program*<sup>™</sup> appealing because of its focus on early literacy skills. She brought the program back to the Franklin Community Schools’ language arts adoption committee for consideration.

At first, committee teachers were concerned about adopting a K–2 program. However, when *Superkids*<sup>®</sup> representatives spoke to the entire committee, which comprised K–8 teachers, all came on board. “After looking at *The Superkids Reading Program* and seeing how the foundational skills were taught explicitly—with a balance of all the essential elements of reading—the third- and fourth-grade teachers of our ELA adoption committee pushed us to adopt *Superkids*,” Rodenhuis remembers.

The committee also created a rubric to evaluate all language arts programs at each grade. “As we looked at *Superkids* and we looked at other curricula resources, we were able to evaluate and compare. And by far, *Superkids*

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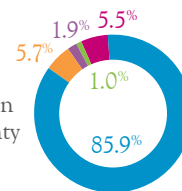
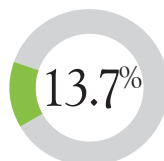
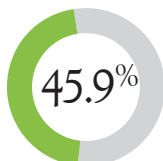
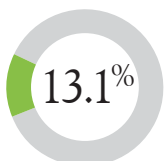
**Our third and fourth grade teachers pushed *Superkids* so that their students would come equipped with a strategy to attack unknown words, which helps them with both fluency and comprehension.**”

—Denise Rodenhuis, Instructional Coach

came out on top,” says Debra Brown-Nally, Executive Director of Curriculum and Instruction. Solid research also elevated *Superkids*. “The scientific research proved to our committee that this was a path we needed to follow,” says Rodenhuis.

## District Profile: Franklin Community School Corporation Elementary Schools

A public school corporation in suburban central Indiana with five elementary schools



Ethnicity  
Caucasian: 85.9%  
Hispanic: 5.7%  
Black: 1.9%  
Asian: 1.0%  
Other/multiracial: 5.5%

## Coaches help the transition

The *Superkids Reading Program* was rolled out to all three grades immediately when Franklin Community Schools purchased the program. Coaches from *Superkids* eased the transition. “We received good direction from *Superkids* on how to implement all at once and to introduce the characters that we needed to introduce if they hadn’t had them the prior year,” says Brown-Nally.

“**The professional development and training that come with *Superkids* are superior to all other programs.**”

—Debra Brown-Nally, Executive Director of Curriculum and Instruction

Former kindergarten teacher (and now assistant principal) Chloe Limbach highlights the support from *Superkids* in the transition. “They invest a lot of time in our classrooms and help us hit the key components. We can call them for support at any time,” she says. “I see our teachers grow every time the coaches are here,” Brown-Nally adds.

## A role for each *Superkids* resource

Coaching and professional development help Franklin Community Schools’ teachers leverage the different components of *Superkids* with their students. “We hone in on the *Superkids* Daily Routines and the *Big Book of Blending*. We make sure that we implement those in each classroom,” explains Limbach.

“The Title I teachers utilize the Tuck-Ins,” says Ashley Polcher, who teaches first grade. “They pair them with what we’re doing in the classroom.” Title I teachers also rely on the *Big Book of Decoding*, the *Big Book of Blending*, and the *Superkids Skill-Building Book*, appreciating the scaffolding of skills that helps their struggling students.

“As an intervention or a Title teacher—or even K, first-, or second-grade teacher—you have access to those resources in kindergarten all the way up to second grade, so you can go backwards at any time,” Limbach says.

## All students can be reached

Teachers also rely on the *Superkids* readers to challenge students. “I have the high-ability students,” says Polcher. “Even the *Welcome Back* leveled readers are

developmentally a little bit higher and more appropriate for those students that need a challenge coming out of kindergarten, who are ready for something meatier.”

Teachers and administrators also appreciate *Superkids* technology and its range of assessments. The online tests “build two skills at once,” explains Limbach. “It’s practice for a test like NWEA assessments.” Online games and readers also allow parents a window into their children’s learning. “The home connection is great,” says Polcher. “Kids can continue to practice their skills and strategies that they’ve been working on at school, at home.”

## Students love *Superkids*

Polcher also appreciates the aspects of *Superkids* that make it fun for students, especially the motivating characters and songs. “We’ll be taking a spelling test and I’ll hear them singing the unit’s song,” she laughs. “They love those songs.”

“The important thing is that it’s intentional,” Rodenhuis emphasizes. The songs don’t simply entertain students. “The science behind the students having access to any of those songs and at appropriate times in the lesson is not by accident,” she says.

Teachers love *Superkids* for its developmentally appropriate focus on foundational skills. Compared to before using *Superkids*, “our data show growth in every single one of those foundational skills, as well as the overall composite scores,” says Rodenhuis. “With *Superkids*, the foundation is laid, and it’s becoming solid. It’s phenomenal for our students and for their reading success.”

## Since using *Superkids*, students’ scores in attacking unknown words have increased 7–13 points

Grade 1 Franklin Community Schools students’ DIBELS® scores in nonsense word fluency assessment

