

Superkids creates stunning growth

Exceeding reading goals

Matthews Elementary principal Angie Hanlin attributes her students' rapid reading improvement over two school years to *The Superkids Reading Program*. "One of the things that we were happiest about is that last year our second grade ended up higher than they've ever ended up," she notes. "Ever, I think, in the history of our school!"

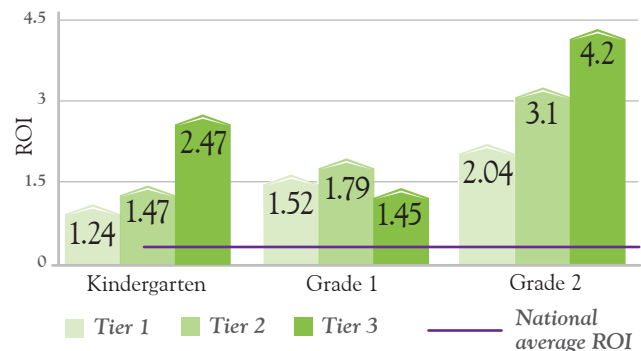
Superkids was adopted for grades K–2 in 2017–2018, and teachers, parents, and administrators are thrilled at their results. "Last year, the majority of second graders ended up at the 75th national percentile or higher," Hanlin says. "That means our students scored higher than three-quarters of students nationally."

Superkids leads to student success

Second-grade teacher Samantha Pullen initially expressed concerns over the program's rigor but now sees students rise to the challenge. "At the end of last year, I could really tell a big difference when the students read the chapter books and the *Super* magazine," she says. Students coming into her classroom this fall have had *Superkids* since kindergarten.

With Superkids, Matthews' students at all levels saw remarkable growth

Matthews Elementary growth in literacy for Tier 1 (rigorous classroom), Tier 2 (monitoring and intervention), and Tier 3 (intensive intervention) students fall 2018 to spring 2019

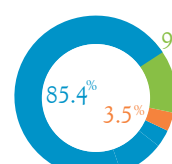
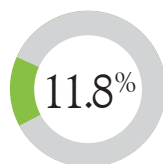


All three groups of Matthews students improved well above the national average rate in literacy, often gaining 2–3 years' growth in one year

"I have noticed a difference," she says. "There is a richer discussion in the classroom that comes out of the deeper understanding they have of the texts."

Matthews Elementary, serving PreK–5 students in Matthews, Missouri

One of three public, rural elementary schools in New Madrid County R-1 Schools in one of Missouri's poorest counties



Ethnicity
Caucasian: 85.4%
Black: 9.7%
Hispanic: 3.5%

Pullen sees students coming into second grade with the ability to identify figurative language, for example, in read-alouds and in their chapter books. Principal Hanlin adds that the third-grade teacher also reports that “students that have had *Superkids* are much more prepared for the depth of conversation that they need to have about texts in third grade.”

“Before *Superkids*, our building average for our third-grade state reading assessment scores were below 20% at proficient or advanced. Now we’ve jumped to 95% proficient or advanced!”

—Angie Hanlin, Principal

“One of my favorite parts is that all kids can be successful with *Superkids*,” says Tenisha Nelson, first-grade teacher. “The readers allow students to be successful and gain some confidence before they’re having to read more text.” She points out that with *Superkids*, “They *want* to learn more. They’re curious about what’s going to happen in the stories because they love the characters.”

Superkids: science-based reading instruction

After two full years of *Superkids*, Hanlin has observed students becoming better readers. “Prior to *Superkids*, our reading program taught the subject of reading, rather than reading. We were teaching cause and effect, problem–solution, character traits, and so on. But with *Superkids*, we’ve been able as a building to actually teach children *how* to read because the program is based on the science of reading.” Hanlin and her teachers worked with Pati Montgomery of Schools Cubed to find the science-based program.

Because of Matthews Elementary’s great results, another county school adopted *Superkids* last year. “They’re in their second year of *Superkids* and they love it,” Hanlin reports. “The Lilbourn teachers were able to observe us in the classrooms, watch our implementation, and get on-the-job coaching and support before they implemented. They have even revisited this year so that they could see it again, another time,” she says.

Kindergarten teacher Ashley Palmer has worked with the other elementary school to implement *Superkids*. She tells her counterparts “to stick to the program and to find a way to incorporate all its components.” Matthews Elementary teachers supported the other school’s questions and concerns. “They looked at what our teachers used for whole group, which components we used for small groups, which ones were for high-achieving or struggling readers—once our teachers figured out *Superkids*, they’ve been able to share that with the teachers at Lilbourn,” Hanlin adds.

Support for intervention and differentiation

All categories of students succeed at Matthews Elementary because *Superkids* is the base of instruction, and school leaders and teachers commit to children’s progress. Along with aimsWeb reports three times each year, Matthews holds a Response to Intervention (RtI) meeting every six weeks. “We look at who is making progress, who is not making progress, and what’s the plan of action to get them to move,” principal Hanlin reports. “When we do have a student that isn’t making progress, we have the *Superkids* materials and the knowledge to move that student. Whether we use the *Skill-Building Book* or a different *Superkids* resource, we can pull components from the program to help with those interventions for the kids that still need it.”

Their intense focus on student growth and their use of *Superkids* lead directly to student success. “Each time, every single mark and every single check-in, we have fewer students in that bottom intensive category, and they continue to make more and more movement throughout the year,” Hanlin says. “*Superkids* is the best fit for our students and the perfect fit for our building.”

With *Superkids*, most Matthews students achieve Tier 1 by the end of the year

The proportion of students achieving Tier 1 literacy levels on aimsWeb tests, fall 2018 to spring 2019

