

## Sustained engagement...and results



### Adopting a systematic curriculum

Before using *The Superkids Reading Program™*, Scott County primary teachers relied on a variety of instructional tools to teach reading, and materials differed in each classroom. The division's supervisor of elementary education and director of testing Tammy Quillen explains that the district had not adopted a shared reading curriculum for many years. "I was looking for an organized, systematic curriculum," she says. "Once a reading specialist and I attended a *Superkids®* presentation, I was sold in the first 45 minutes."

Quillen advocated for *Superkids'* adoption, and her efforts paid off. "When we first implemented *Superkids* in our division, we had a 70% pass rate in third grade on our Virginia Standards of Learning. When our students had fully gone through the *Superkids* curriculum, that spring the third graders had a pass rate of 89% on the Standards of Learning," Quillen says.

### A division-wide effort

In the 2012–2013 school year, the division adopted *Superkids* for kindergarten in all elementary schools.

“*Superkids* delivers a very consistent, equal instruction that builds from kindergarten in a way I had never seen before.”

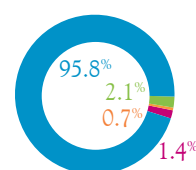
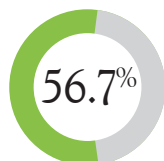
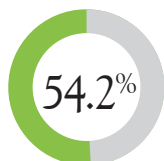
—Tammy Quillen, Supervisor of Elementary Education

Joy Hurd's school also piloted grades 1 and 2 that year when she was teaching first grade. "I was a little intimidated at first," she remembers. "But once I reviewed the program and figured out how I was going to do it, I fell in love, and I still love *Superkids* to this day."

Kindergarten teacher Jennifer Oaks first used *Superkids* in a grade 1 classroom and finds its systematic approach helpful for cross-grade consistency and for the district as a whole. "Students who transfer schools within the county have been exposed to the same skills and the same stories in *Superkids*," she says. *Superkids* helps teachers anticipate their incoming students' skills and experiences. "When

### Scott County Public School Division

A school division in southwestern Virginia with four rural and three suburban elementary schools



Ethnicity  
Caucasian: 95.8%  
Hispanic: 2.1%  
Black/African American: 0.7%  
Other/two or more races: 1.4%

kids would come to me in first grade before *Superkids*, they knew most of the letters, maybe not all of them, but they were not reading,” says Oaks. “Now they’re doing blends in kindergarten!”

### Superkids reaches students

“It’s the student interest that first drew me in,” explains teacher Jennifer Taylor. “They love meeting the characters.” Taylor has also used *Superkids* in two different grades: she started teaching kindergarten and now teaches second grade.

Having experienced *Superkids* at both levels, Taylor appreciates that the *Superkids* grow and develop appropriately along with her students. “The program follows as the students get older...then it puts the *Superkids* in those social situations that my students encounter in everyday life. There’s problem solving and character building in the stories, and you get a chance to discuss that with your kids at an appropriate age. It mimics their own life.”

### Teachers value Superkids results

“I taught for 12 years without *Superkids*,” says Hurd, “but for the last six years I’ve created better readers because of *Superkids*.” Her students are motivated by the characters’ stories, but Hurd points out that *Superkids*’ leveled library books contain words students at every reading level can read. “I had never had a reading program in the past years that had all the leveled readers with decodable text. It’s important even for struggling students to feel successful,” she says.

“We have some kindergarteners who arrive not knowing the difference between a letter and a number, and they leave my room reading.”

—Jennifer Oaks, Kindergarten Teacher

Teachers agree that students are well prepared for third grade after *Superkids*. “In second grade, the book club has chapter books that are not about the characters,” explains Hurd. “And the SUPER Magazine really prepares them for third grade reading with its emphasis on nonfiction.”

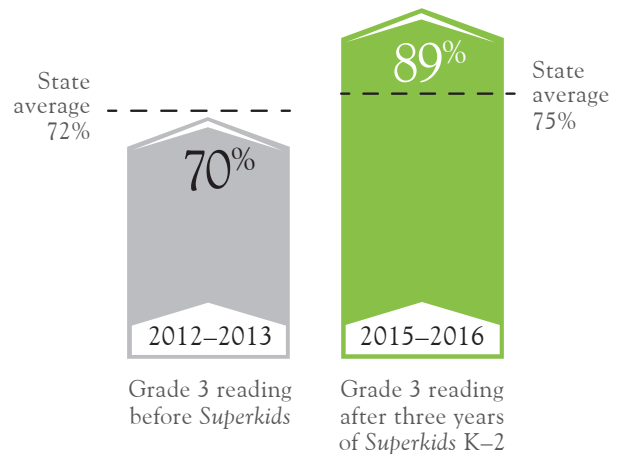
“I’ve created better readers because of *Superkids*.”

—Joy Hurd, Grade 1 Teacher

Administrators and teachers are thrilled at students’ progress with *Superkids*. After three years of using *Superkids*, students taking the grade 3 reading test of the Virginia Standards of Learning scored nearly 20 points higher than students who had not used *Superkids* at all. In just a few years, Scott County schools progressed from scoring 2 points below the state average to scoring 14 points higher on the third-grade reading test after these students used *Superkids* from kindergarten through grade 2.

### Third graders who used Superkids in K–2 scored higher

Grade 3 Virginia Standards of Learning scores in reading (proficient or above), before *Superkids* and after three years of *Superkids* instruction



Impressively, this group of students continued its achievement on grade 4 tests. In 2016–2017, 85% of Scott County fourth graders achieved proficient or higher on the Virginia Standards of Learning in reading. That percentage is much higher than the region’s and state’s averages of 82% and 78%.

“Our superintendent, John Ferguson, is just as happy as I am,” Quillen concludes. The value of *Superkids* has far exceeded its cost to the district, according to Ferguson. “He said to me, ‘I would never put a cost on teaching a child to read.’ He has been a huge supporter.”