

Lutheran Schools in Nationwide Trial of The Superkids Achieve Extraordinary Results

In 2006–07, the Superkids reading program was tested in a national trial involving 2,100 kindergarten students in 130 classrooms in 12 states. The students, who represented a cross-section of typical U.S. classrooms, were given the Stanford Early School Achievement Test (SESAT) in the fall and spring. From this sample, test results from Lutheran schools were separated and analyzed. These data represented 41 students in three classrooms in three schools.¹ The data showed that students in the Lutheran schools started the year on average well above the national norm at the 67th percentile, or better than 66% of students in the national norming sample, and ended the year even higher at the 91st percentile, or better than 90% of the national norming sample.

Sample Characteristics

Schools: 3

Teachers: 3

Students: 41

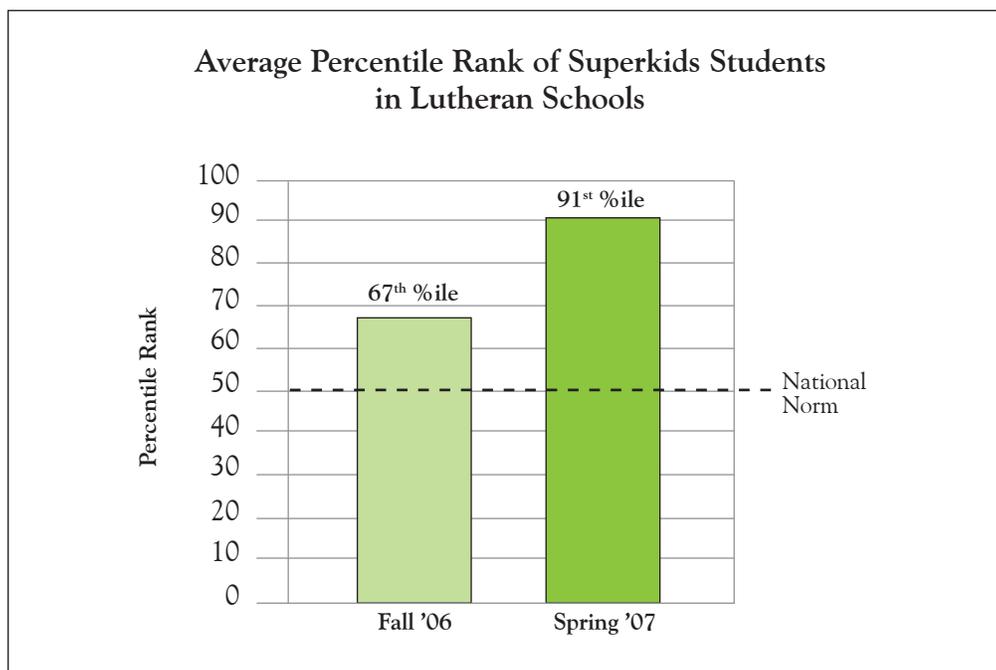
Race/Ethnicity

African American: 5%

Asian: 2%

Hispanic: 2%

White: 90%

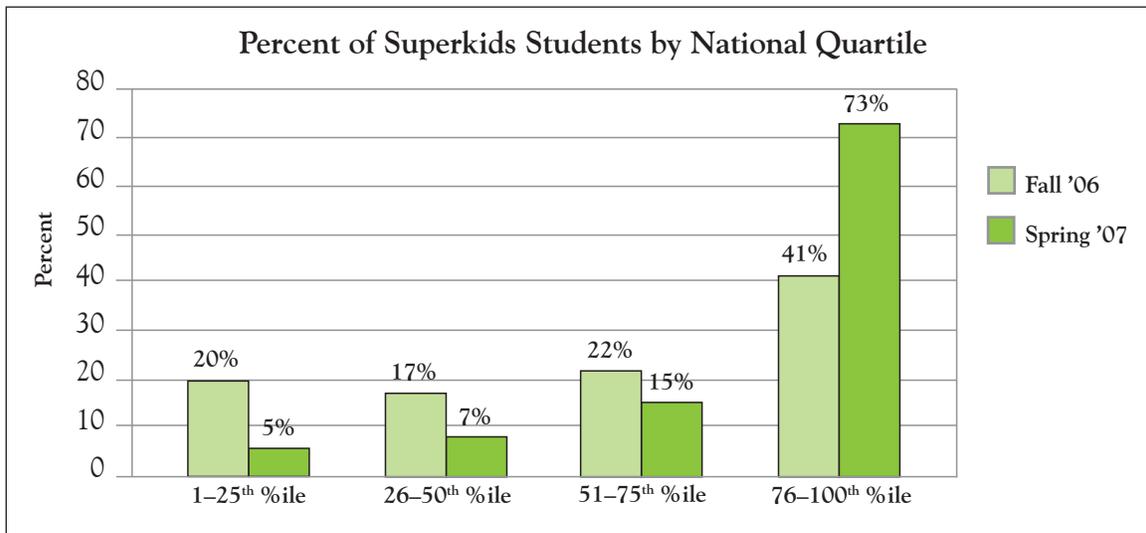


¹ Although 2,100 students in the national trial is a large sample, a subset of 3 classrooms is not. We urge caution in generalizing from this subset.

(More information is on the back.)

The percentage of Superkids students in Lutheran schools with Total Reading scores in the highest quartile increased from 41% in fall to 73% in spring. Put another way, by spring nearly three-fourths of all students taught with The Superkids scored above the 75th percentile and 88% scored above the 50th percentile, which is the national average.

In telephone interviews, all three teachers reported that The Superkids was more effective than other reading programs they have used. They were unanimous in their belief that The Superkids is highly motivating to children. Additionally, all teachers said they were interested in using The Superkids again and that they would recommend the program to colleagues.



Here are some of the comments from teachers at the Lutheran schools:

“The fact that students can decode all the text in the program is very motivating. Kindergarten students feel good when they can decode difficult words like ‘fantastic.’ . . . One of the greatest strengths of The Superkids is that the spiraling of content provides constant review.”

–Ellen Hinz, kindergarten teacher,
St. Paul Evangelical Lutheran School,
Appleton, Wisconsin

“The children enjoy and relate to the Superkids characters. The children are comfortable with the characters because they are able to identify with them.”

–Linda Hoffmann, kindergarten teacher,
Elm Grove Lutheran School, Elm Grove, Wisconsin

“The Superkids allows me to project my teaching personality and is very user-friendly. Teaching with The Superkids has been a great experience!”

–Jean Koepsell, kindergarten teacher,
Our Redeemer Evangelical Lutheran School,
Madison, Wisconsin



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