



Leon County

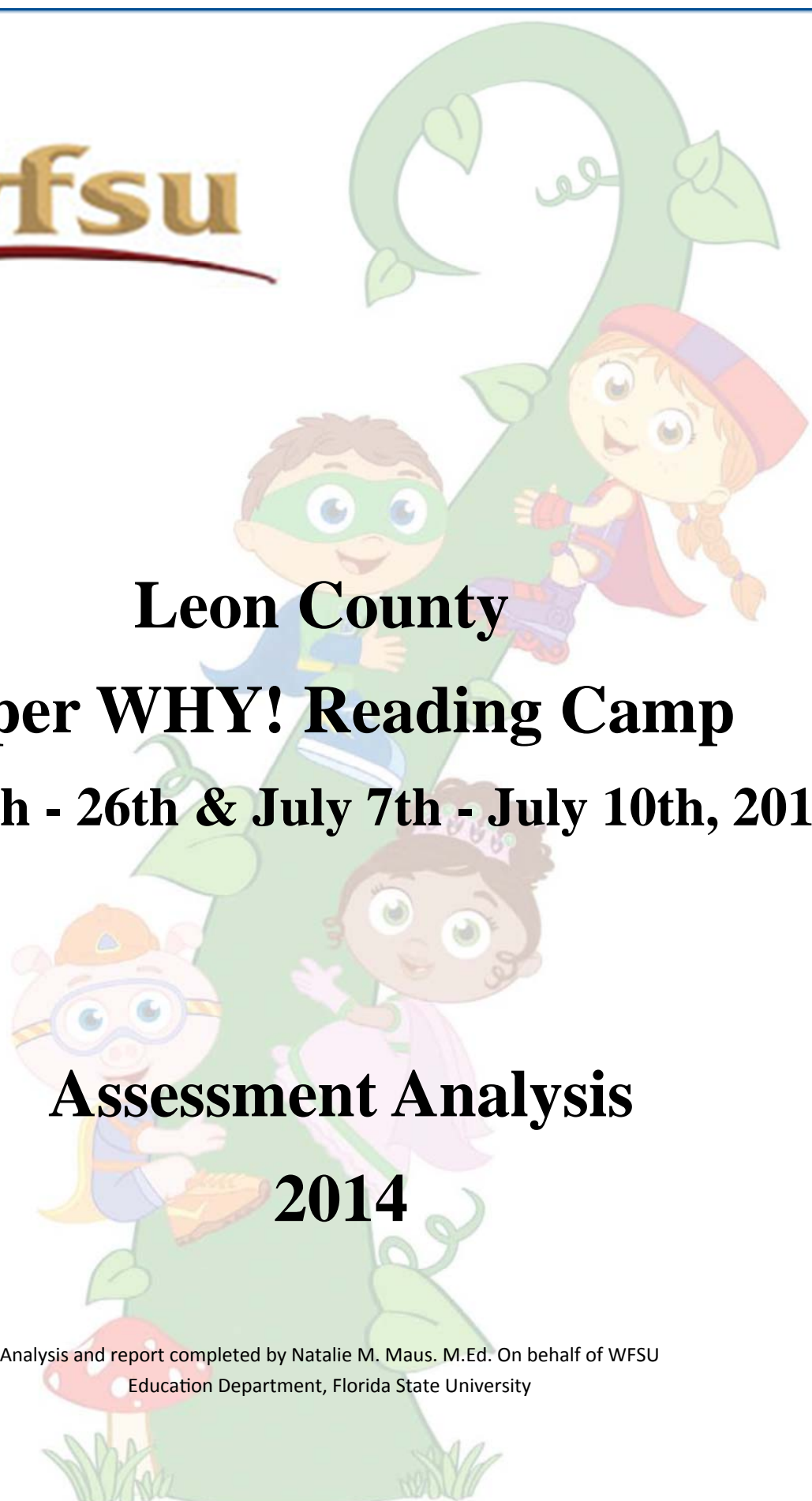
Super WHY! Reading Camp

June 16th - 26th & July 7th - July 10th, 2014

Assessment Analysis

2014

Analysis and report completed by Natalie M. Maus, M.Ed. On behalf of WFSU
Education Department, Florida State University



ABOUT SUPER WHY SUMMER READING CAMPS

WFSU and the Super WHY Reading Camps have been engaging partnerships since 2006 to reinforce the skills needed for young children to become successful readers. The Super WHY Summer Reading Camp curriculum was built on the success of the Super WHY television show, first aired in 2005 as part of the PBS Kids Raising Readers Campaign and is continues to be very popular today. Super WHY became the first superhero series designed to help children from ages 3 to 6 years old learn to read through interactive story adventures. Over the past 8 years, WFSU has worked with over 20 schools and early childcare centers, sharing and implementing the magic of the TV program and the power to read!

This summer, four Leon County Elementary Schools implemented the three-week Super WHY Summer Reading Camp Monday through Thursdays from 8:30am until 11:30am, from June 16th thru June 26th and then completing the program, after the July 4th holiday, the week of July 7th. During each week of camp, campers watch a Super WHY episode (the same episode all week) and then engage in a variety of interactive early literacy activities that build on the literacy skills taught in the episode. Each day the Reading Camp follows the same sequence of activities, but every day has a particular reading skill focus, for example this is a very general outline of Week 1 curriculum based on the story of “The Three Little Pigs”:

Monday: **Alpha Pig’s Alphabet Day** (*letter identification*)

Tuesday: **Wonder Red’s Words Day** (*rhyming and word families, for ex: ball, wall, tall*)

Wednesday: **Princess Presto’s Spelling Day** (*letter sounds and spelling*)

Thursday: **Super Why’s Reading Day** (*vocabulary and comprehension*)

WFSU is a very proud partner with Leon County schools, as part of our commitment to implementing this program, we contributed the following:

Printed Materials: *Curriculum Guidebooks, coloring books, recipe books, worksheets, game pieces and props*

Craft materials: *class pack of markers, scissors, construction paper, musical instruments, clay, beads, glue, flower pots, glitter glue, craft sticks, adhesive letters, assorted tapes, dry erase marker sets, staplers, pencils felt sheets and letters, streamers, yarn, magnetic letters, tissue paper, fabric, paper clips, hole punch and assorted items for making puppets and more!*

Books and DVD’s

Snacks and beverages: *much of this was from a very generous donation from Tallahassee Whole Foods Market*

Costume character and photographs

Teacher Trainings and special guests

ABSTRACT

During the summer of 2014 WFSU implemented five Super WHY Summer Reading Camps in Leon County. The camps were three weeks in duration (*two weeks in June with one week off and then the third week in July*) and were taught by Leon county school teachers. Each day of camp began with a segment of a Super WHY television episode that teaches phonemic awareness, phonics, fluency and comprehension skills pertaining to specific letters and words. Throughout the remainder of the day the reading concepts presented in the episode are reinforced with corresponding activities, crafts, and games.

On the first day of the Super WHY Reading Camp, participants completed a pre-assessment to determine their prior knowledge of the core curriculum. The same tool was given, as a post-assessment, to determine specific learning gains made throughout the program. The following analysis reports details of the assessments, the demographics of the camp, and the results of the assessments.

ASSESSMENTS

The Super WHY Reading Camp participants completed a pre-assessment on Monday, June 16th, the first day of the program. This tool assessed children's prior knowledge of the key concepts taught in all three weeks of the camp. The assessment was composed of three sections; phonics, comprehension and fluency, and each section increased in difficulty. The post-assessment was the same testing tool, however in an effort to collect data from more students, trained Assessors visited the program sites each Thursday to administer the post-assessment that correlated with the learning material for that week. The results of the three post-assessments were averaged to obtain one post-assessment score, which was then compared to the pre-assessment score for analysis.

Components of Assessment

Phonics	Letter recognition, Sound correspondence, Word reading	15 points
Comprehension	Questions from the episodes and lessons	10 points
Fluency	Reading sentences independently <i>Example: There was a big bad wolf.</i>	8 points

PARTICIPANTS

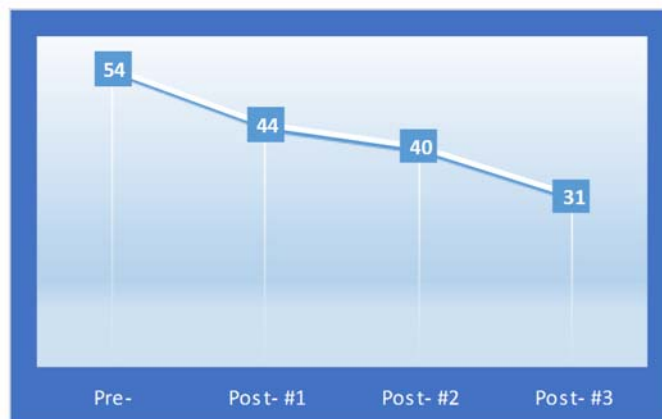
There were a total of fifty-seven participants in the reading camp, fifty-four of which were present on the first day to complete the pre-assessment. Forty-three participants were present for two or more additional assessments, and twenty participants completed the pre-assessment and all three post-assessments. Although some data will be provided on the overall group of participants, it is the scores of the twenty participants that completed all four of the assessments, which will be referred to as the “subgroup” throughout the report, that will be compared and analyzed for results.

Participants across program sites

Program Site	Total number of participants	Number of participants present for all assessments
Astoria Park	11	3
Apalachee	11	4
Fort Braden	12	4
Hartsfield *	8	4
Woodville	15	5
TOTAL	57	20

The number of participants completing the weekly assessments steadily declined throughout the three week program. Fifty-four participants were present at the commencement of camp, however, only thirty-one children were present on the final day of camp to complete the post-assessment. In the first week of camp ten more participants completed the pre-assessment than the post-assessment. A similar drop is seen between the second and the third week of camp when the number of assessments completed drops by nine campers. This pattern is significant because the third week of camp was delayed by one week due to the observance of Independence Day, yet there was not a significant drop in the number of assessments completed.

Participants completing each assessment



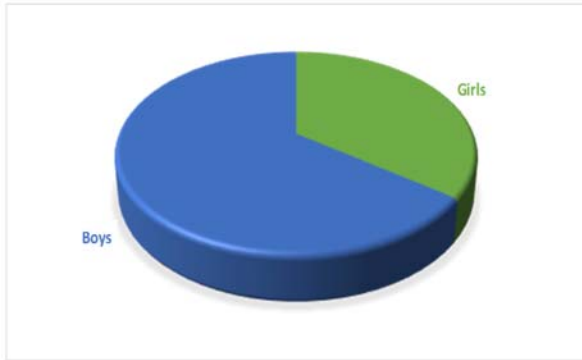
* Hartsfield relocated their program site to Astoria Park due to an asbestos removal project which may have contributed to lower enrollment.

DEMOGRAPHICS

Gender Distribution

The majority of the participants in the 2014 camp were boys. More specifically, sixty-five percent of the total enrollment (thirty-seven out of fifty-seven) were male. The charts below illustrate the gender distribution among students, first overall, then among the subgroup.

Overall gender distribution

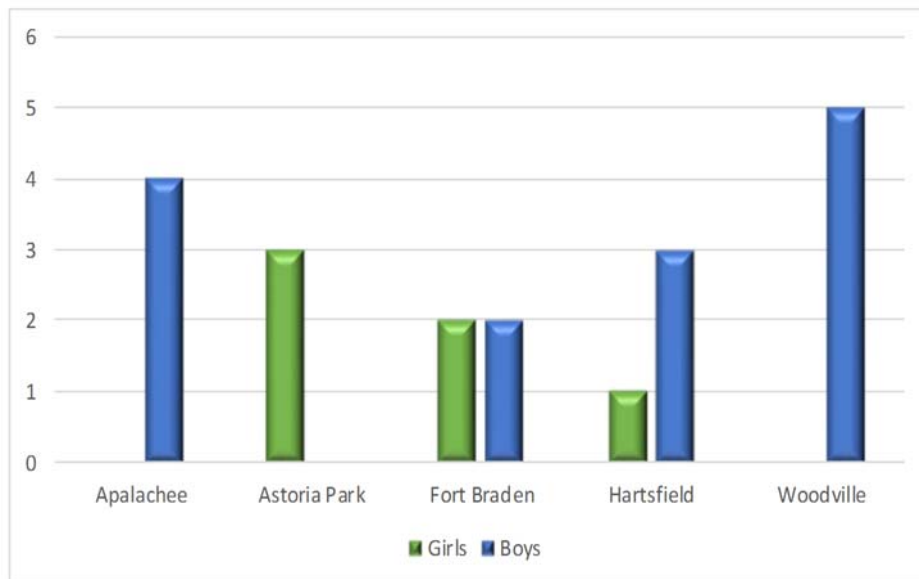


Overall gender across program sites

Site	Girls	Boys
Apalachee	2	9
Astoria Park	8	3
Fort Braden	5	7
Hartsfield	2	6
Woodville	3	12
TOTAL	20	37

The subgroup of participants reflected the same gender distribution as the overall group was also predominately male. Only six of the twenty children, or thirty percent, in the subgroup group were female. The results reported from the Apalachee and Woodville sites are reported based solely on male participants' scores, while the results from Astoria Park are based entirely on females' scores. The scores reported from Fort Braden and Hartsfield are based on results from both genders.

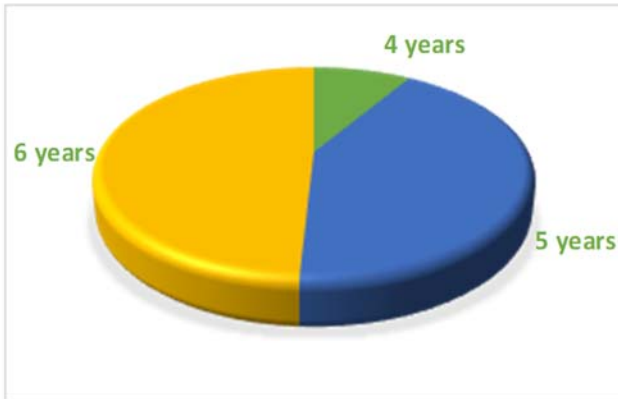
Sub-group gender distribution across program sites



Age Distribution

The Super WHY Reading Camp participants ranged from four to six years of age, with six years being the most common age. The overall group was composed of 5 four-year-olds, 24 five-year olds, and 28 six-year-olds. The subgroup had a similar make-up of 2 four-year-olds, 9 five-year-olds, and 9 six-year olds. The following tables illustrate the age distribution, first overall then by program site.

Overall age distribution

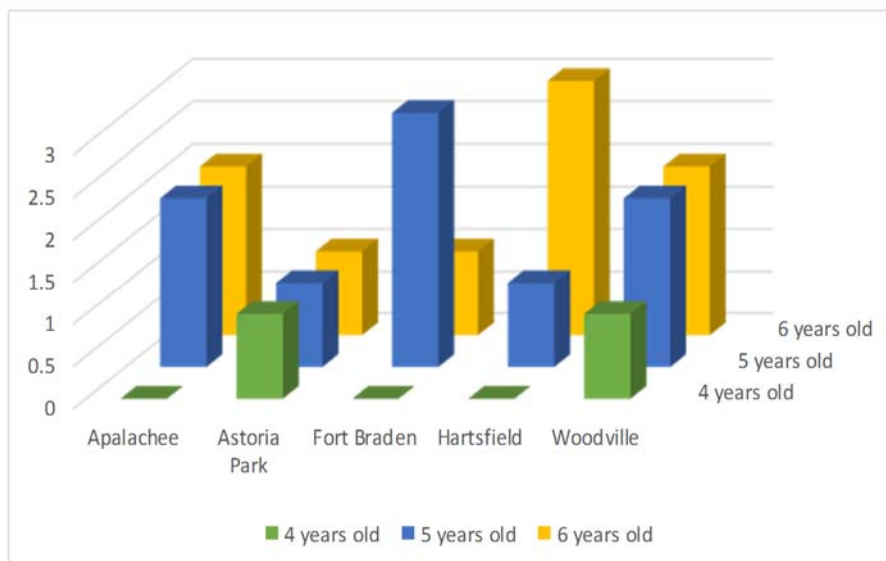


Overall age across program sites

Site	Four years	Five years	Six years
Apalachee	0	5	6
Astoria Park	4	5	2
Fort Braden	0	8	4
Hartsfield	0	2	6
Woodville	1	4	10

The Astoria Park site had the youngest students in the subgroup with one participant in each of the three age groups, followed by the Woodville site, which also had one four-year-old enrolled. Those enrolled at the Apalachee, Fort Braden and Hartsfield sites were all five and six years of age. Astoria Park had an equal number of the aforementioned while the Fort Braden site was predominately five-year-olds and Hartsfield was predominately six-year-olds.

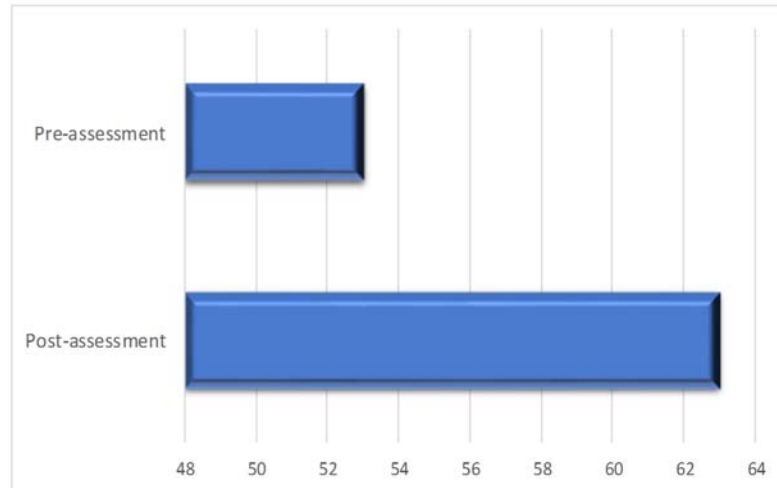
Sub-group age distribution across program sites



RESULTS

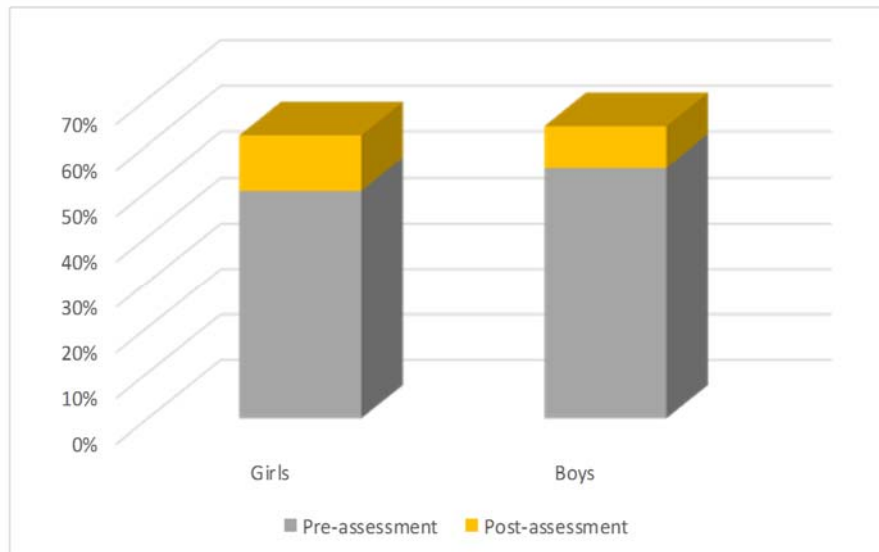
The subgroup's assessments were analyzed to determine the final learning outcomes of the Super WHY Summer Reading Camp. This was done by averaging the three post-assessments to obtain one post-assessment score. The mean post-assessment score was then compared to the pre-assessment score for analysis. The final pre-assessment mean was 53% and the final post-assessment mean was 63%, indicating a ten point increase in scores over the three weeks.

Mean results



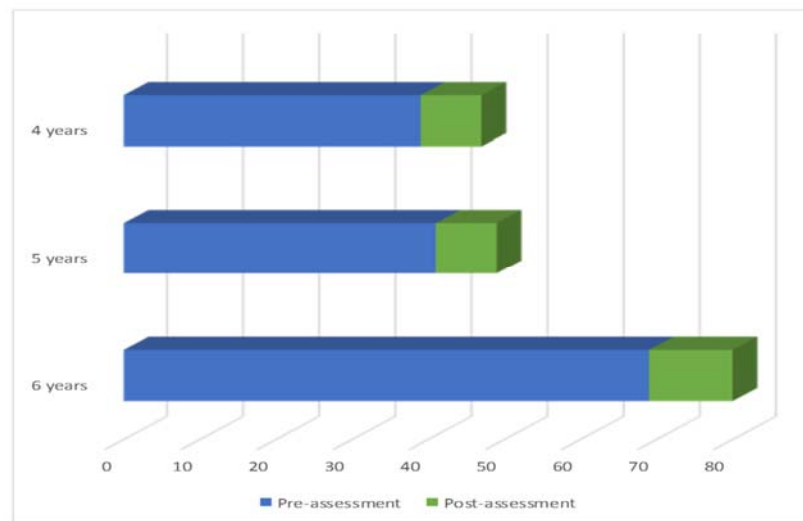
Participants of both genders improved between the two assessments. The girls' pre-assessment score of 50% was lower than the boys' average score of 55%. However, the girls showed a greater improvement of twelve points throughout the camp, while the boys only improved by nine points. The result is that the boys' and girls' post-assessment performance was within two points at 62% and 64% respectively.

Mean results by gender



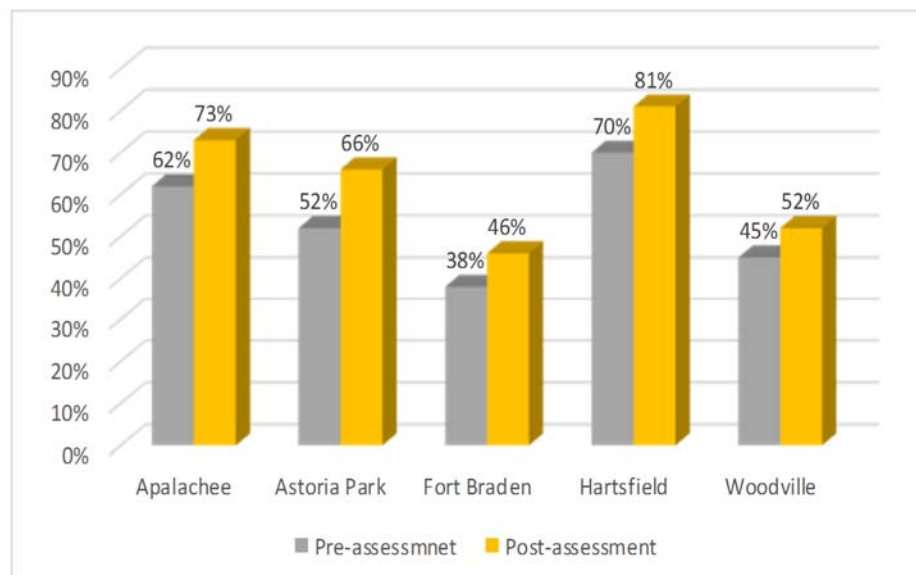
Age group analyses showed that participants of all ages improved throughout the reading camp. The two four-year old participants scored 39% on the pre-assessment and increased their scores by eight points to 47% by the end of the session. Similarly, the nine five-years-olds also increased their scores by an average of 8 points from 41% to 49%. The six-year-old group, that was also configured of nine participants, scored higher on the pre-assessment, as would be expected since they are most likely entering a higher grade and would have been exposed to the key concepts in school, and they also showed more learning gains throughout the three weeks. This group earned a mean of 69% on the pre-assessment and increased their scores by eleven points to 80% by the culmination of the program.

Mean results by age



Participants from each of the five program sites showed improvement on the measured skills. Woodville and Fort Braden showed an improvement of 7% and 8% respectively, followed by Apalachee and Hartsfield which both showed an 11% improvement. The Astoria Park program site showed the most improvement with a 14% overall increase in scores.

Mean results by program site



SUMMARY

The success of the Super WHY! Reading Camp is illustrated by the student outcomes detailed in this analysis. Participants from each of the five program sites demonstrated improvement in reading skills when assessment scores were analyzed by gender and age. Throughout the camp, the girls' overall scores improved by twelve points and the boys' scores improved by nine points. When the scores were analyzed by age group, each age group also made significant learning gains. Specifically, both the four and five-year-old participants increased their knowledge of the targeted learning material by eight points, and the six-year-olds outscored the other two age groups by raising their overall scores by eleven total points. This increase in scores was seen throughout all of the program sites as each independent site made an improvement of at least seven points and up to thirteen points between the pre-assessment and the post-assessment. Based on these findings, participants, regardless of their age or gender, made learning gains in the reading skills taught and assessed. The results detailed in this analysis have demonstrated that students' increased their knowledge of key phonics, comprehension, and fluency skills, indicating that 2014 WFSU Super WHY Summer Reading camp was a success with Leon county participants.

CHALLENGES

In spite of a consistent 10% gain of knowledge by Super Why Summer Reading Camp participants, the camp is still under enrolled year after year at most camp sites. In addition to the lack of enrollment, absenteeism is also an issue. The camp targets those children that are most at risk for failure upon entering kindergarten, the more a child is in attendance at the camp programs, the more likely they are to experience a 10% gain or more in pre-literacy skills. The more a parent understands how the camp and Super Why! Program works and shares it with their child at home, the gains are even higher. "A study by the Annenberg School for Communication at the University of Pennsylvania found that viewing SUPER WHY! helps children acquire early literacy abilities that lead to reading success. Children who watched SUPER WHY! scored 46% higher on standardized tests than those who did not watch the show — indicating that the children learned from the show and were able to transfer and apply that knowledge." ¹

1. Linebarger, Deborah L., Deborah K. Wainwright and Katie McMenamin, Annenberg School for Communication at the University of Pennsylvania, "Summative Evaluation of SUPER WHY!" 2008