

The logo for WFSU, consisting of the lowercase letters 'wfsu' in a brown, serif font, with a thin brown curved line underneath.A large, light green beanstalk with leaves and vines is the central background element. Four cartoon children are climbing it: a boy in a green mask and blue suit, a girl in a purple cape and red hat, a girl in a pink dress and tiara, and a pig-like character in a blue suit and orange hat. A red mushroom with white spots is at the base of the beanstalk.

**Jefferson County
Super WHY! Reading Camp**

Assessment Analysis

2014

ABSTRACT

Jefferson County Elementary School participated in the Super WHY! summer reading camp in the summer of 2014. The camp was designed for children entering kindergarten or remedial first grade and was taught by Jefferson county school teachers. Participants begin each day by viewing a segment of a Super WHY! television episode that teaches phonemic awareness, phonics, fluency and comprehension skills for specific letters and words. For the remainder of the day participants review the reading concepts presented in the episode and complete corresponding activities, crafts and games. The reading curriculum is designed as a three week camp, however, teachers at this site adapted the lessons to fit into the six week summer camp that is currently offered to students. As a result, students completed the Super WHY! curriculum in addition to supplemental learning activities deemed appropriate by the teachers and administrators.

On the first day of the Super WHY! reading camp, participants completed a pre-assessment to determine their prior knowledge of the learning material. The same tool was given as a post-assessment to determine specific learning gains made throughout the original three weeks. The following analysis reports details of the assessments, the demographics of the camp, and the results and outcomes of the assessments.

ASSESSMENT

The Super WHY! reading camp participants completed a pre-assessment on the first day of the program. They also completed the same assessment, as a post-assessment, on the final day of camp. This assessment tool concentrated on the reading skills that were taught within the three week curriculum. It was comprised of three sections; phonics, fluency and comprehension.

Components of Assessment

Phonics	Letter recognition, Sound correspondence, Word reading <i>Examples: n, m, o; /n/, /m/, /o/; pig, sun, lake, wall</i>	15 points
Comprehension	Questions from the episodes and lessons <i>Example: Which is a healthy food? Point to the word carrot.</i>	10 points
Fluency	Reading sentences independently <i>Example: There was a big bad wolf.</i>	8 points

DEMOGRAPHICS

Participants

There were 17 overall participants enrolled in the Super WHY! reading camp in the summer of 2014. Twelve students completed the pre-assessment and eight students completed the post-assessment. There were six students that were present for both the pre- and post-assessments.

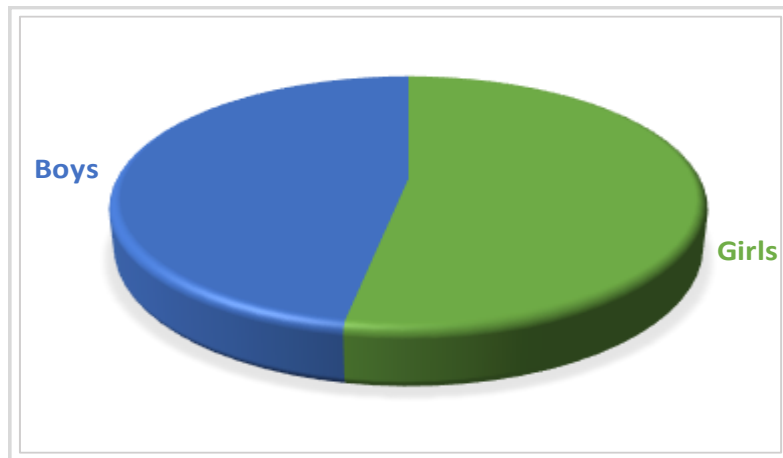
Breakdown of participants

Total number of participants....	17
Students present for pre-assessment....	12
Students present for post-assessment...	8
Students present for both assessments.....	6

Gender Distribution

Eight boys and nine girls participated in the Super WHY! reading camp, therefore the male to female ratio of 47:53 was close to even. The group of six students that completed both assessments was comprised of four males and two females.

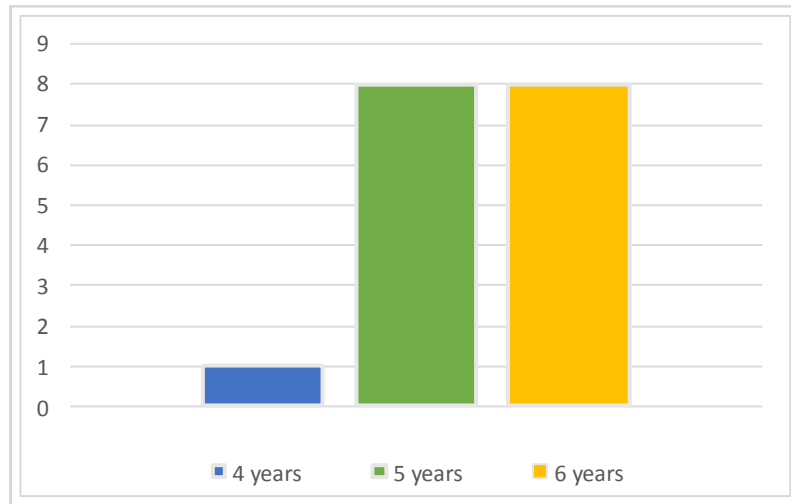
Overall gender distribution



Age Distribution

The majority of the Super WHY! participants were five and six years of age. One four-year-old participant was also in attendance. The group that was present for both assessments was comprised of; one four-year-old, two five-year-olds, and three six-year-olds.

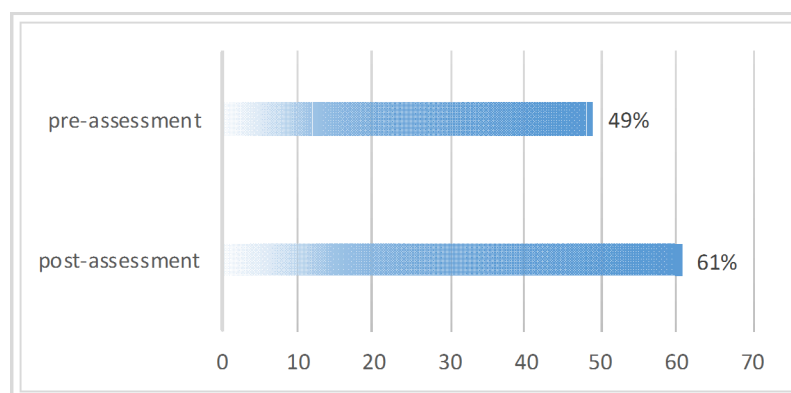
Overall age distribution



RESULTS

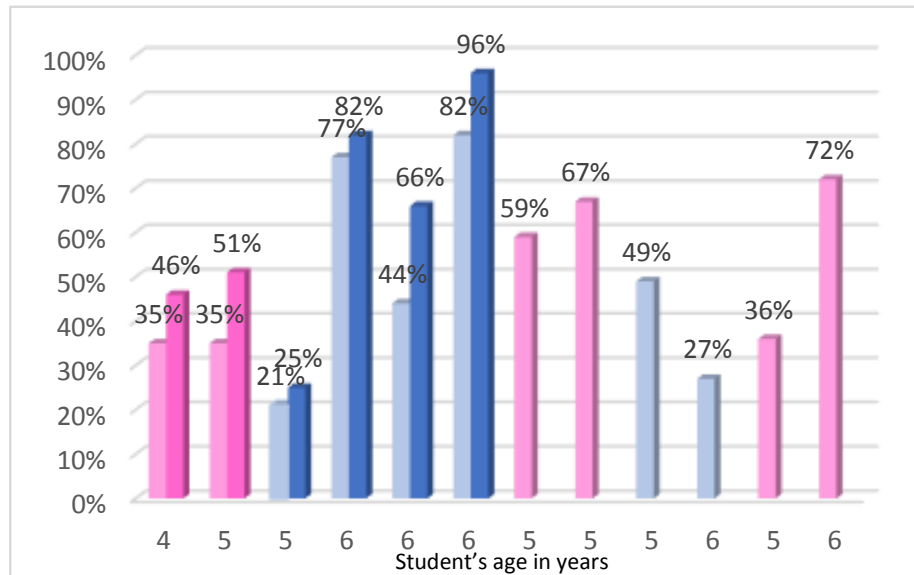
The twelve students that were present for the pre-assessment had an overall mean of 53%. The subgroup that completed both assessments had an overall mean of 49% on the pre-assessment. This same subgroup scored a mean of 61% on the post-assessments indicating a 12% improvement. The following figure illustrates participants pre-and post-assessment results.

Pre-and post-assessment results



Participants of both genders, regardless of age, showed improvement on the reading skills taught during the six week reading camp. The figure below depicts students' specific scores as well as their respective gender and age. Half of the participants only have one score due to the fact that only a pre-assessment score was recorded.

Individual pre-and post-assessment results by age and gender



SUMMARY

The success of the Super WHY! reading camp is illustrated by the student outcomes detailed in this analysis. All of the participants, regardless of age, grade, or gender, showed improvement on the targeted skills throughout the duration of the camp. The results detailed in this analysis illustrate students' increased knowledge of the specified phonics, comprehension, and fluency skills, indicating that the 2014 Jefferson County Super WHY! Reading Camp was a success.