



## RESEARCH

### Colorado Students Receiving Seeing Stars Instruction Exceed Benchmark in Early Literacy Skills



Seeing Stars for Phonemic Awareness, Reading, and Spelling (SI)

#### PROFILE:

Number of Students: 16

Grade Levels: 1st

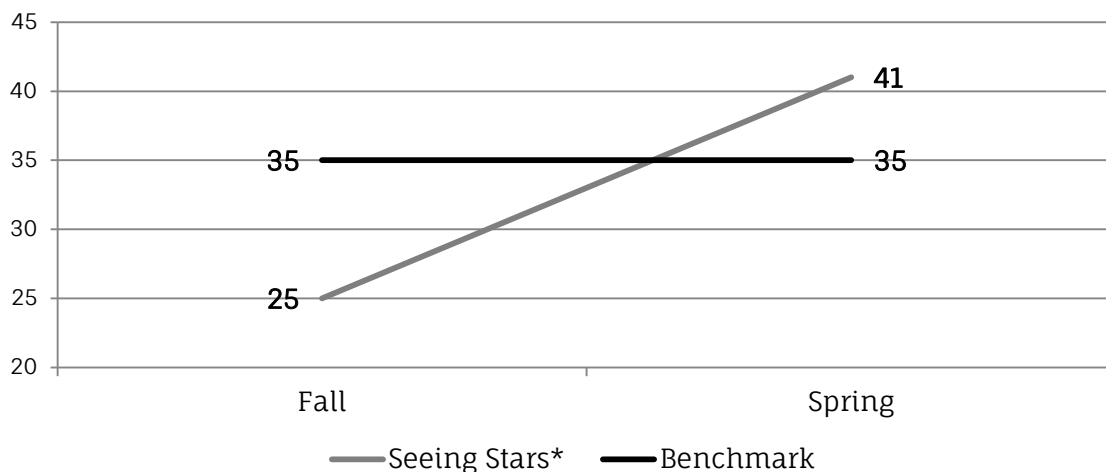
Lindamood-Bell Programs Implemented: Seeing Stars®

Outcome Measures: Dynamic Indicators of Basic Early Literacy Skills, DIBELS (phoneme segmentation fluency)

#### BACKGROUND:

Montezuma-Cortez School District RE-1 in Cortez, Colorado, serves a large percentage of students who are at-risk of reading failure. During the 2007-08 school year, Cortez implemented Lindamood-Bell® instruction to address the specific needs of this student population. Sixteen students received an average of 51 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Cortez teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with a reading assessment and were compared to the established benchmark, based on published norms.

*Average Raw Scores*



\*Statistically significant ( $p \leq .05$ ).

#### RESULTS:

On average, Seeing Stars students exceeded the spring benchmark on this assessment of early literacy skills. Sixty-nine percent of the students increased one or more proficient levels. Additionally, the fall-to-spring results were statistically significant. The results of this study illustrate that Lindamood-Bell instruction in the Seeing Stars program leads to improved reading, which is essential to achieving success with school curricula.