



RESEARCH

North Carolina Students Receiving Seeing Stars Instruction Make Significant Improvements in Reading



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

PROFILE:

Number of Students: 19

Grade Levels: 2nd-4th

Lindamood-Bell Programs Implemented: Seeing Stars®

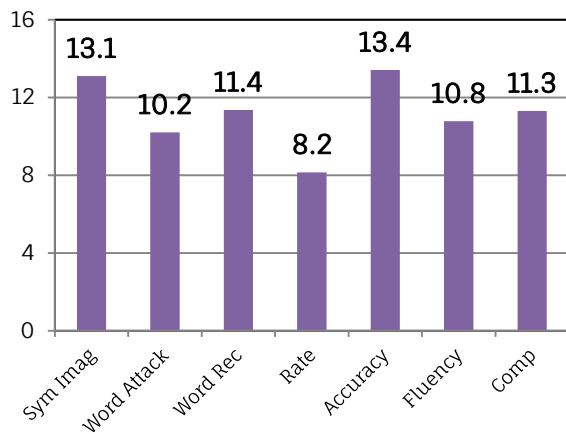
Outcome Measures:

- Symbol Imagery Test
- Woodcock Reading Mastery Test-3rd (word attack)
- Wide Range Achievement Test-4th (reading)
- Gray Oral Reading Tests-4th (rate, accuracy, fluency, and comprehension)

BACKGROUND:

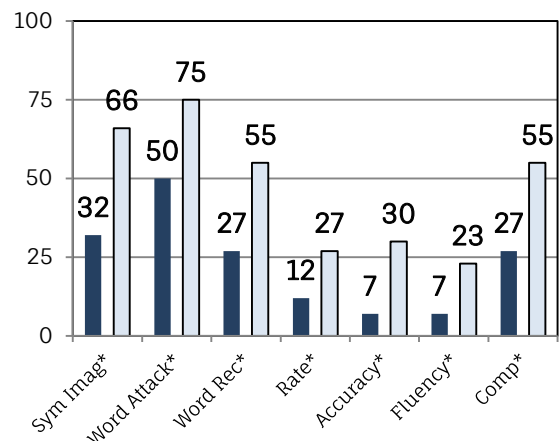
Iota Elementary School in Franklin, North Carolina, serves a large percentage of students who are at-risk of reading failure. During the 2013-14 school year, Iota implemented Lindamood-Bell® instruction to address the specific needs of this student population. Nineteen students received an average of 124 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Iota teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with a battery of reading assessments.

Average Standard Score Changes



Small (<3.0) Medium (3.0-4.5) Large (>4.5)

Pre- and Posttest Percentiles



Pre Post

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

RESULTS:

On average, Seeing Stars students achieved significant improvements in reading. They made large standard score changes on all measures. Additionally, the 28-point percentile increase in word recognition put these students well within the normal range (25th-75th percentile). Their pre- to posttest results were statistically significant on all measures. 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.