



Colorado Students Receiving Seeing Stars Instruction Make Significant Improvements in Reading and Comprehension



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

PROFILE:

Number of Students: 49

Grade Levels: 1st-5th

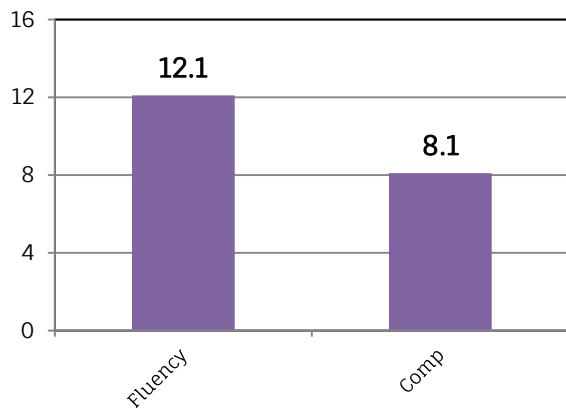
Lindamood-Bell Programs Implemented: Seeing Stars®

Outcome Measures: Gray Oral Reading Tests-4th (fluency and comprehension)

BACKGROUND:

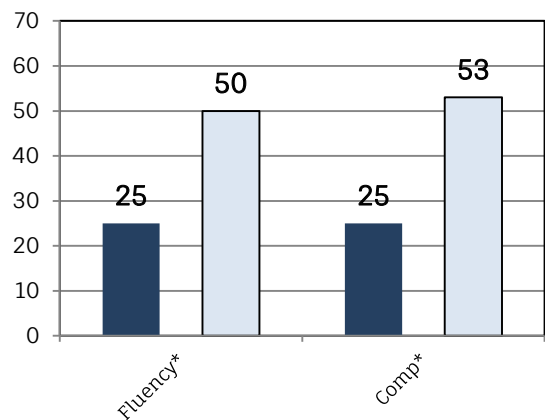
Mesa Elementary School in Cortez, Colorado, serves a large percentage of students who are at-risk of reading failure. During the 2011-12 school year, Mesa implemented Lindamood-Bell® instruction to address the specific needs of this student population. Forty-nine students received an average of 91 hours of primarily Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Mesa 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 both measures. Additionally, the double-digit percentile increases put these students within the normal range (25th-75th percentile). Their pre- to posttest results were statistically significant on both 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.