



Tennessee Students Receiving Seeing Stars Instruction Make Significant Improvements in Reading



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

PROFILE:

Number of Students: 13

Grade Levels: 9th

Lindamood-Bell Programs Implemented: Seeing Stars®

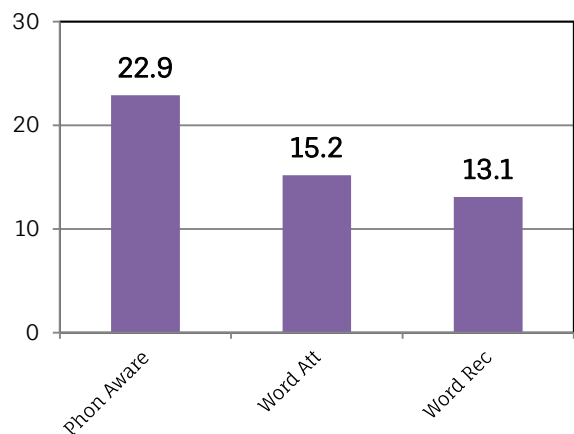
Outcome Measures:

- Lindamood Auditory Conceptualization Test-3rd
- Woodcock Reading Mastery Test-2nd (word attack)
- Wide Range Achievement Test-4th (reading)

BACKGROUND:

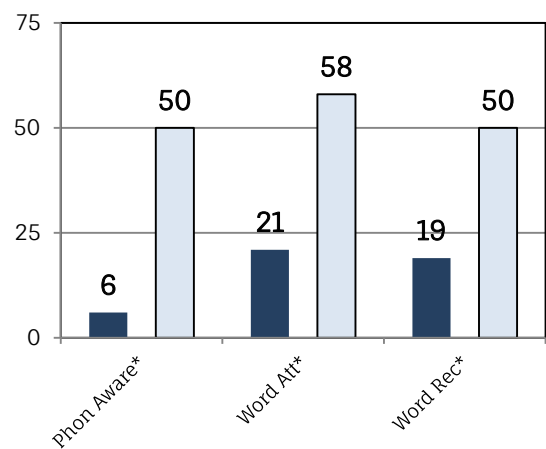
Science Hill High School in Johnson City, Tennessee, serves a large percentage of students who are at-risk of reading failure. During the 2006-07 school year, Science Hill implemented Lindamood-Bell® instruction to address the specific needs of this student population. Thirteen students received an average of 110 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Science Hill 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 44-point percentile increase in phonemic awareness put these students 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.