



### Kentucky Students Receiving Seeing Stars Instruction Make Significant Improvements in Reading and Spelling



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

#### PROFILE:

Number of Students: 51

Grade Levels: 1st

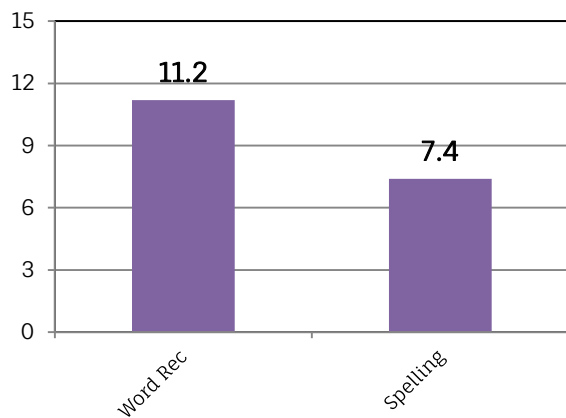
Lindamood-Bell Programs Implemented: Seeing Stars®

Outcome Measures: Wide Range Achievement Test-4th (reading and spelling)

#### BACKGROUND:

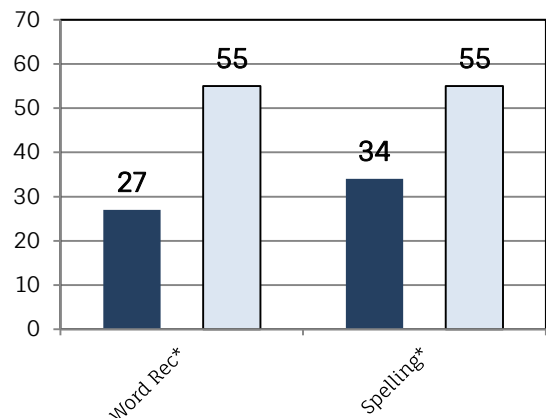
Kathryn Winn Primary School in Carrollton, Kentucky, serves a large percentage of students who are at-risk of reading failure. During the 2013-14 school year, Winn implemented Lindamood-Bell® instruction to address the specific needs of this student population. Fifty-one students received an average of 53 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Winn teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with a reading and spelling assessment.

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 and spelling. They made large standard score changes on both 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 both measures. The results of this study illustrate that Lindamood-Bell instruction in the Seeing Stars program leads to improved reading and spelling, which is essential to achieving success with school curricula.