



RESEARCH

Colorado Students Receiving Seeing Stars Instruction Make Significant Improvements in Reading



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

PROFILE:

Number of Students: 119

Grade Levels: 1st-5th

Lindamood-Bell Programs Implemented: Seeing Stars®

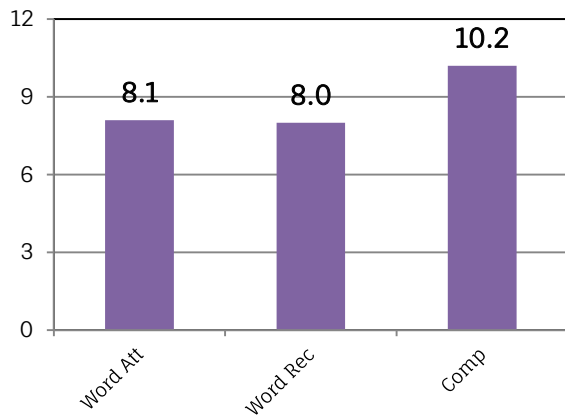
Outcome Measures:

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

BACKGROUND:

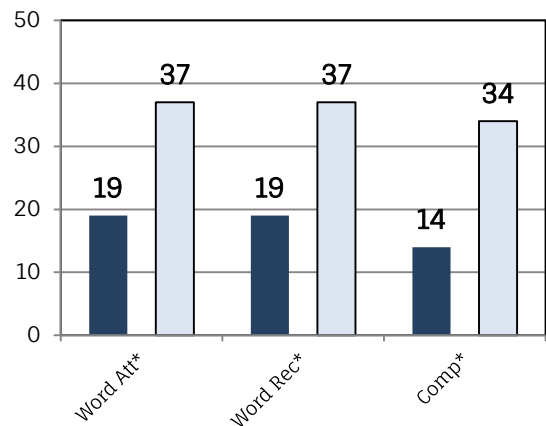
Cañon City Schools in Cañon City, Colorado, serves a large percentage of students who are at-risk of reading failure. During the 2016-17 school year, Cañon City implemented Lindamood-Bell® instruction to address the specific needs of this student population. One hundred nineteen students received an average of 104 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Cañon City 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 18-point percentile increase in word recognition 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.