



RESEARCH

San Francisco Unified School District



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

PROFILE:

Number of Students: 16 Average Age: 8.3

Average Hours of Instruction: 84

Lindamood-Bell Programs Implemented: Seeing Stars®

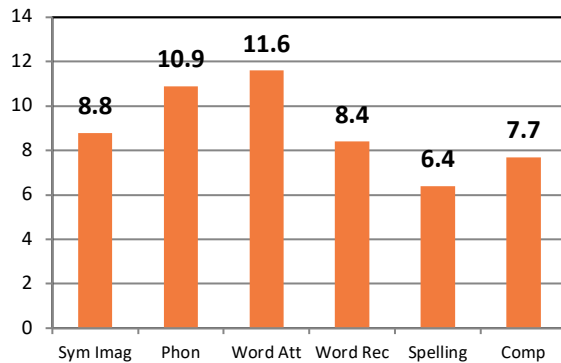
Outcome Measures:

- 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 (comprehension)

BACKGROUND:

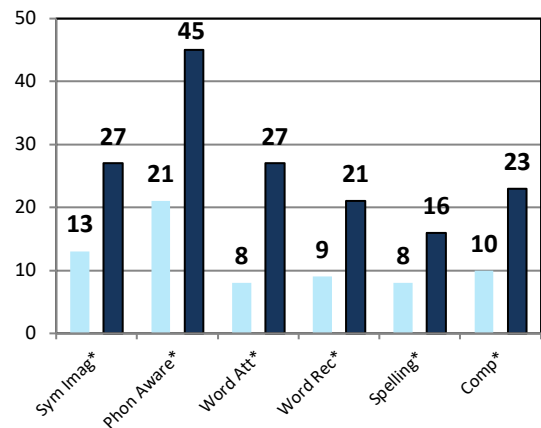
The San Francisco Unified School District (SFUSD) in San Francisco, California, serves a percentage of students who are at-risk of reading failure. During the summer of 2022, SFUSD implemented Lindamood-Bell® instruction in a general education reading intervention program to address the specific needs of this student population. Sixteen students received an average of 84 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Lindamood-Bell clinicians and funded by Comprehensive Coordinated Early Intervening Services (CCEIS). 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 reading and comprehension measures. Additionally, the 19-point percentile increase in word attack put these students within the normal range (25th-75th percentile). Their pre- to posttest results were statistically significant in symbol imagery, phonemic awareness, and other reading-related 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.