

### Fullerton School District



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

#### PROFILE:

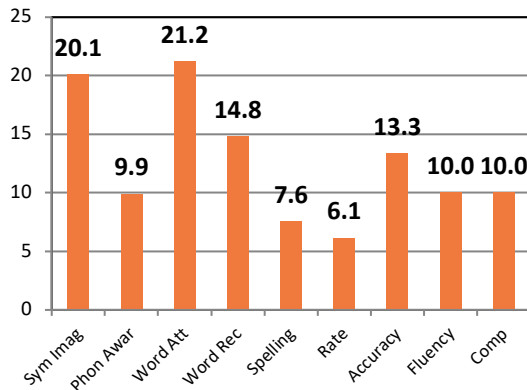
Number of Students: 9    Average Age: 8-2  
 Average Grade Level: 2.9  
 Average Hours of Instruction: 93.5  
 Lindamood-Bell Programs Implemented: Seeing Stars®  
 Outcome Measures:

- Symbol Imagery Test
- Lindamood Phoneme Sequencing Test-3rd
- Woodcock Reading Mastery Test-3rd (word attack)
- Wide Range Achievement Test-5th (reading and spelling)
- Gray Oral Reading Tests-4th (rate, accuracy, fluency, and comprehension)

#### BACKGROUND:

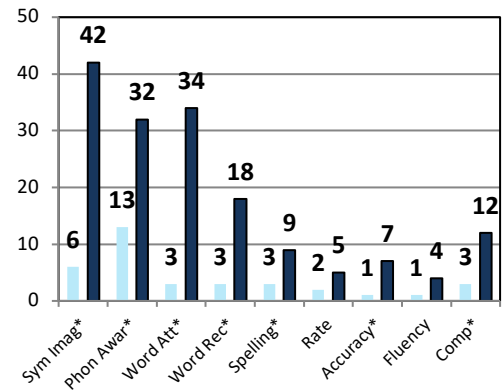
Like many districts grappling with learning loss, Fullerton School District in Fullerton, California, serves students who are at-risk of reading failure through an extended day program. During the 2022-23 school year, Fullerton School District implemented high-dosage tutoring with Lindamood-Bell® instruction to address the specific needs of this student population. Nine students received an average of 93.5 hours of Seeing Stars instruction over the course of a semester to develop symbol imagery for reading. Instruction was delivered by Lindamood-Bell tutors, and 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)

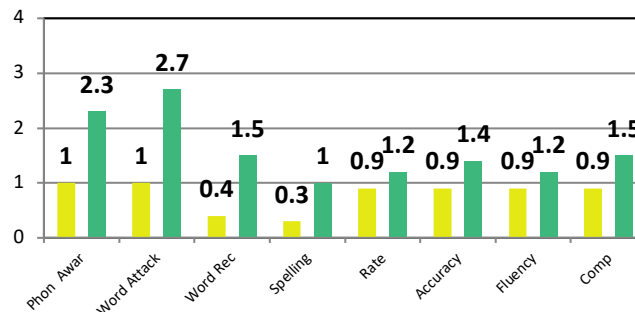
Pre- and Posttest Percentiles



Pre    Post

\*Statistically significant ( $p \leq .05$ ).

Pre- and Posttest Grade Equivalents



Pre    Post

\*Actual instruction period ~0.4 school years.



**LINDAMOOD-BELL**  
**LEARNING PROCESSES**

**R E S E A R C H**

**RESULTS:**

On average, Seeing Stars students achieved significant improvements in reading. They made large standard score changes on all reading and comprehension measures. Additionally, the 31-point percentile increase in word attack put these students within the normal range (25th-75th percentile). Their pre- to posttest results were statistically significant on nearly all measures, with students growing an average of 1.7 grade levels in word attack within one semester of instruction. The results of this study illustrate that Lindamood-Bell intensive instruction in the Seeing Stars program leads to improved reading, which is essential to achieving success with school curricula.