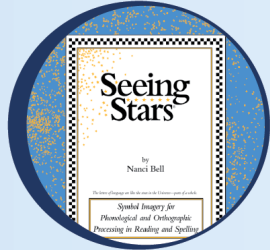




# LINDAMOOD-BELL LEARNING PROCESSES

## R E S E A R C H

### Long Beach Unified School District – Learning Center on Campus



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

#### PROFILE:

Number of Students: 15 Average Age: 13.0

Average Hours of Instruction: 73.9

Lindamood-Bell Programs Implemented: Seeing Stars®

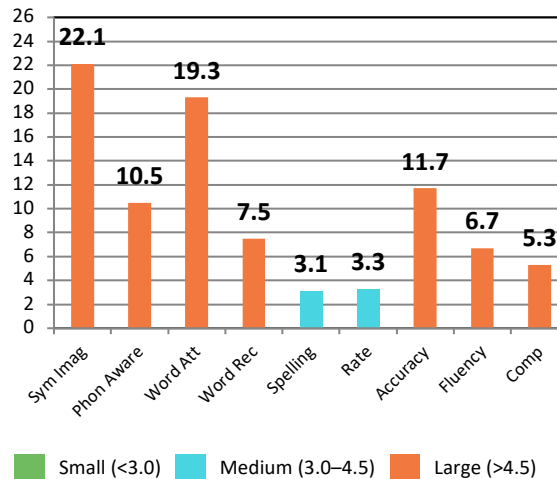
#### Outcome Measures:

- 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:

Long Beach Unified School District (LBUSD) in Long Beach, California, serves a large percentage of students who are at-risk of reading failure. During the summer of 2023, LBUSD implemented a Lindamood-Bell® Learning Center on Campus to address the specific needs of this student population. Fifteen students received an average of 73.9 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Lindamood-Bell instructors, and student gains were measured with a battery of reading assessments.

Average Standard Score Changes



#### RESULTS:

On average, Seeing Stars students achieved significant improvements in reading. They made large standard score changes in symbol imagery, phonemic awareness, word attack, word recognition, reading accuracy, fluency, and reading comprehension. Additionally, students achieved a 24-point average percentile increase in word attack, putting them within the normal range (25th-75th percentile). Their pre- to posttest results were statistically significant on nearly 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.