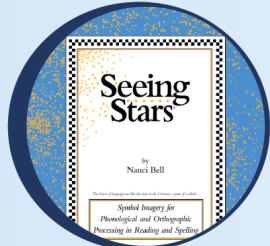




# LINDAMOOD-BELL LEARNING PROCESSES

## R E S E A R C H

### Pinellas County Schools – Midtown Academy



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

#### PROFILE:

Number of Students: 43 Average Age: 8.7

Average Hours of Instruction: 78.0

Lindamood-Bell Programs Implemented: Seeing Stars®

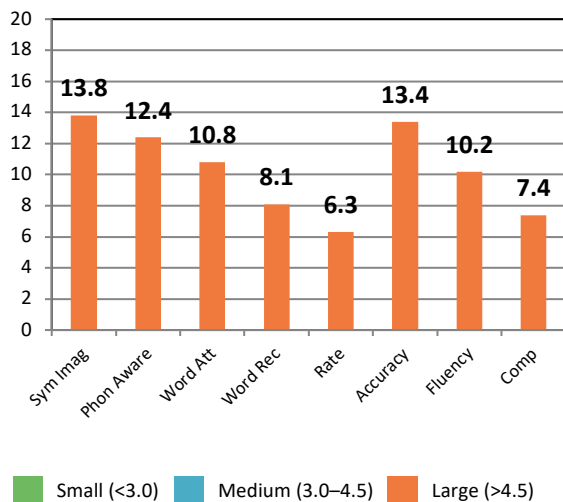
#### Outcome Measures:

- 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)

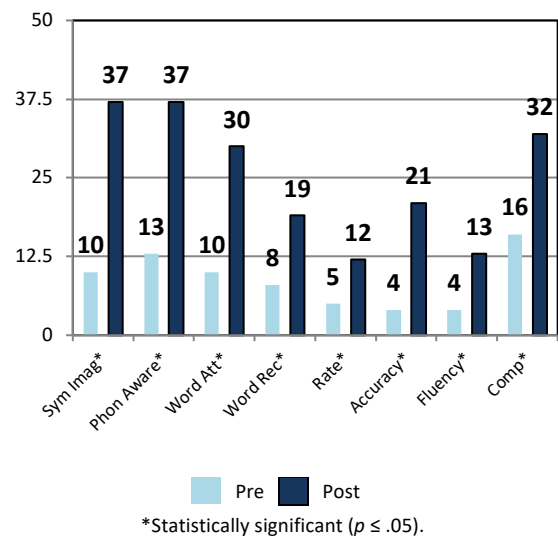
#### BACKGROUND:

During the 2023-24 school year, Lindamood-Bell partnered with Pinellas County Schools to provide extensive job-embedded professional development including initial workshops, asynchronous coursework, and live, fully interactive support sessions to help teachers build capacity and maintain fidelity. Midtown Academy in St. Petersburg, Florida, implemented Lindamood-Bell instruction to address the specific needs of struggling readers in the district. Intensive, small-group instruction was provided by district staff in the programs developed by Lindamood-Bell’s founders. Student gains were measured with a battery of reading assessments.

Average Standard Score Changes



Pre- and Posttest Percentiles



#### RESULTS:

On average, Seeing Stars students achieved significant improvements in reading. They made large standard score changes on all measures, including word attack, reading fluency, and reading comprehension. Additionally, the 24-point percentile increase in phonemic awareness put these students within the normal range (25th-75th percentile). Their pre- to posttest results were statistically significant on all measures. These results illustrate that implementation of Lindamood-Bell’s professional development model can lead to significant improvement in reading, which is essential to achieving success with school curricula.