



Summit School District – Colorado Measures of Academic Success (CMAS)



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

PROFILE:

Number of Students:

- Summit School District: 39 (2021), 100 (2022), and 85 (2023)
- Comparison – Colorado State Totals: 10,645 (2021), 20,970 (2022), and 22,358 (2023)

Grade Levels: K-5

Lindamood-Bell Programs Implemented: Seeing Stars®

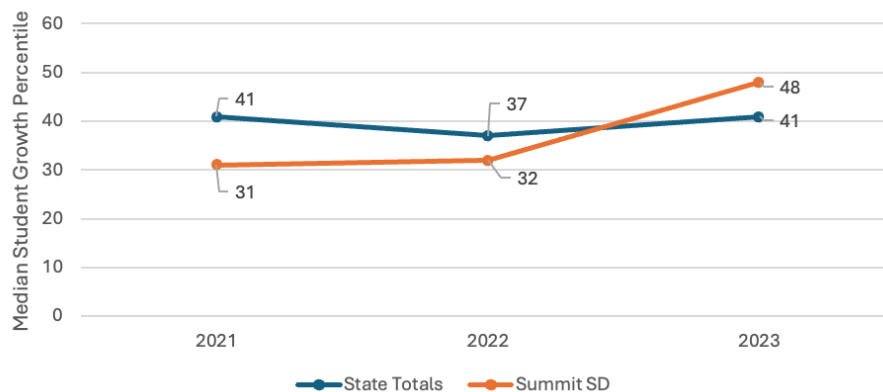
Outcome Measures:

- Colorado Measures of Academic Success (CMAS) – English Language Arts

BACKGROUND:

Looking to address pandemic learning loss for students with disabilities, Summit School District in Frisco, Colorado established a partnership with Lindamood-Bell in the 2022-23 school year. The partnership consisted of extensive, sustained job-embedded professional development, including introductory workshops and individualized mentoring sessions in the classroom over two semesters to help educators build capacity and maintain program integrity. Summit School District implemented Seeing Stars instruction to address the needs of struggling readers identified with Specific Learning Disorders (SLD) in their schools. As Seeing Stars instruction became the predominant decoding intervention for special education elementary students within the district, the Median Student Growth Percentile (SGP) in 2023 leapt to the 48th percentile, outperforming the 41st percentile statewide average. 2023 CMAS English Language Arts data indicates special education elementary students within Summit School District average an on-track percentage growth of 57.4%, well above the Colorado state average of 49.8%, demonstrating more Summit students are reaching goals to close the achievement gap.

Summit School District CMAS Results - Median Student Growth Percentile - Elementary - Special Education - English Language Arts



RESULTS:

Summit School District special education students outperformed the state median in growth percentile on the English Language Arts portion of CMAS in 2023, despite performing below the state median in the previous two years. 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.