



Monterey Peninsula Unified School District – Summer 2024



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

PROFILE:

Number of Students: 85 (Tier 3: 25, Tier 2: 60)

Average Age: Tier 3: 9.9, Tier 2: 8.1

Average Hours of Instruction: Tier 3: 59.6, Tier 2: 9.3

Lindamood-Bell Programs Implemented: Seeing Stars®

Outcome Measures:

Tier 3:

- Woodcock Reading Mastery Test-3rd (word attack)
- Wide Range Achievement Test-4th (reading and spelling)

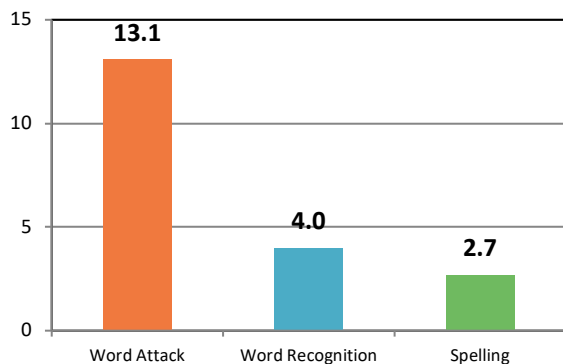
Tier 2:

- Symbol Imagery Test

BACKGROUND:

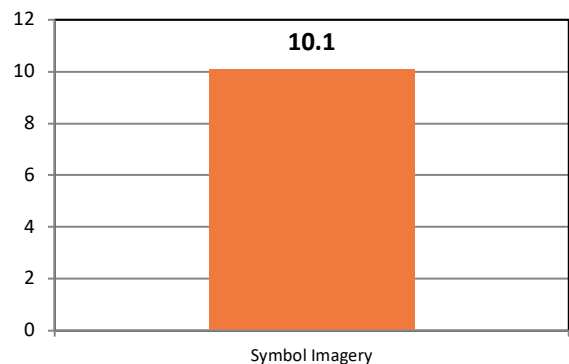
In response to pandemic learning loss, Monterey Peninsula Unified School District organized intensive summer programming in the Summer of 2021 with parallel goals: 1) deliver research-validated, sensory-cognitive intervention to the most vulnerable students within special education and general education, and 2) sustained, job-embedded professional development to improve teachers' ability to adhere to the lesson structure, implement instructional routines, foster content engagement, and provide adaptations which align with learning objectives. This model continues in its third year to serve as an intensive program launch for collaboration between Tiers 2 and 3 which will extend into the school year. Instructional intensity over 4 weeks varied by need. Tier 3 students received 3.5 hours of daily instruction while Tier 2 students received 45 minutes of daily instruction. The Summer 2024 data demonstrates the impact of sensory-cognitive instruction aligning across tiers of a Response to Intervention (RtI) / Multi-Tiered System of Supports (MTSS) framework.

Tier 3: Average Standard Score Changes



■ Small (<3.0)
 ■ Medium (3.0–4.5)
 ■ Large (>4.5)

Tier 2: Average Standard Score Changes



■ Small (<3.0)
 ■ Medium (3.0–4.5)
 ■ Large (>4.5)

RESULTS:

On average, Seeing Stars students achieved significant improvements in reading. Tier 3 students made large standard score changes in Word Attack, and Tier 2 students made large standard score gains in Symbol Imagery. Pre- to posttest results for both tiers were statistically significant in all measures implemented. 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.