



LINDAMOOD-BELL LEARNING PROCESSES RESEARCH

Center for Literacy Instruction



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

PROFILE

Number of Students: 45 Average Age: 9.9

Average Hours of Instruction: 106

Program Implemented: Seeing Stars®

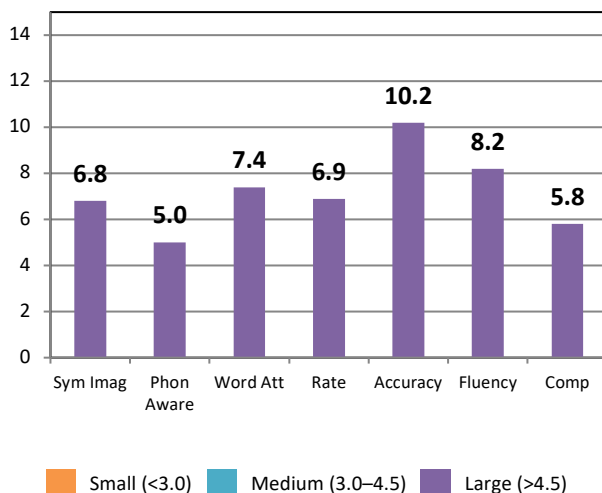
Outcome Measures:

- Symbol Imagery Test
- 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)

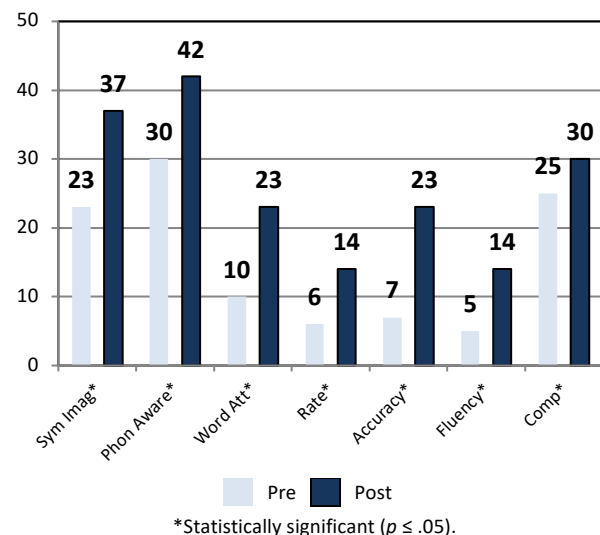
BACKGROUND

During the 2025-26 school year, Lindamood-Bell partnered with Pinellas County Schools (located in the Tampa Bay area of Florida) to provide extensive job-embedded professional development including initial workshops, asynchronous coursework, and fully interactive support sessions to help teachers build capacity and maintain fidelity. Elisa Nelson Elementary School staff implemented intensive, small group instruction in the Seeing Stars program to address the specific needs of students identified with characteristics of dyslexia. Student gains were measured with a battery of reading assessments.

Average Standard Score Changes



Pre- and Posttest Percentiles



RESULTS

On average, students made statistically significant growth on every measure, and large standard score changes on 7 of 8 measures. Most critically, they made the largest gains in reading accuracy and fluency, which led to large standard score growth in reading comprehension. 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.