



LINDAMOOD & BELL

Learning Processes

GALLUP-MCKINLEY COUNTY SCHOOLS
FINAL REPORT
2007 – 2008

Table of Contents

| | |
|---|----|
| Executive Summary | 2 |
| Key Indicators..... | 3 |
| Post Instruction Results by District, by School | 5 |
| Post Instruction Results by District (English Language Learners) | 28 |
| Post Instruction Results by District (Special Education Students) | 31 |
| Test Descriptions and Interpretation Guide | 34 |
| Instructional Programs | 37 |
| Recommendations | 38 |

Executive Summary

Gallup-McKinley County Schools partnered with Lindamood-Bell during the 2007-08 school year to implement a School Services project at twelve schools—Church Rock, Crownpoint, Navajo, Ramah, Rocky View, Stagecoach, Twin Lakes, Turpen, and Washington Elementary Schools, Gallup Middle School, and Gallup and Thoreau High Schools. This is the fourth year of the collaboration. The comprehensive implementation included professional development, on-site consulting and support for teachers, use of diagnostic assessments, intensive intervention, classroom implementation, and certification for key district personnel

This report includes information regarding the provisions of the 2007-08 project design and assessment data on students pre- and post-instruction at 9 of the 12 schools.

The primary goal of this year's Lindamood-Bell® implementation is to provide the professional development necessary to identify and meet the learning needs of students. Intensive intervention was provided to 1st through 12th grade students at-risk for reading failure. These students either performed below proficiency on the New Mexico Standards Based Assessment (NMSBA) or generally exhibited difficulty with reading. All selected students were administered diagnostic assessment to identify individual learning needs and were placed in small, homogeneous groups of 3 to 5 students. Groups received daily, intensive instruction generally for between one to two hours per day. The duration of the intervention was based on individual learning needs and the school's schedule.

A secondary focus at six of the nine elementary schools was the provision of consistent Lindamood-Bell® instruction in classrooms. For a school-wide implementation, it is expected that all instructional staff attend Lindamood-Bell® workshops and provide daily and consistent instruction. Support has been available by Lindamood-Bell® staff in the form of inservice and in-class mentoring.

Key district personnel received additional professional development through the Lindamood-Bell® Consultant Certification program. These candidates participated in additional workshops and received coaching with the goal of attaining Lindamood-Bell® Consultant Certification. In this capacity, these district staff will be expected to monitor and sustain program quality and fidelity in the future.

While Lindamood-Bell exerts reasonable effort to obtain accurate data, the pre and post-test results are based on data entered by district staff into Lindamood-Bell's proprietary database, *INFORMS for Schools*. Useable data must include pre and post-instruction test results and attendance in addition to accurate identifiers. Therefore, student information included in this report may not reflect total number of students in instruction. Lindamood-Bell is not responsible for the input or accuracy of the district-provided data.

Key Indicators

Lindamood-Bell’s research has identified the essential components of an effective implementation model. These key indicators significantly affect student achievement, program fidelity, sustainability, and cost-effectiveness. The following information was obtained just prior to publication and may have changed.

| Key Indicators | Summary |
|---------------------------------|---|
| Professional Development | <ul style="list-style-type: none"> • 88 teachers from the eight schools (84% of the total) have attended the Lindamood-Bell® workshops since the beginning of the 2007-08 partnership. • 5 Lindamood-Bell® staff provided program support and coaching at 10 schools. |
| Intensive Intervention Schedule | <ul style="list-style-type: none"> • Elementary Schools—21 instructors provided instruction. • High Schools—6 district instructors provided instruction for 67 students. • Total Students served: 194. |
| Classroom Implementation | <ul style="list-style-type: none"> • 78 teachers reported using Lindamood-Bell® programs a minimum of 4-5 times per week. This resulted in approximately 1,600 students receiving instruction. |
| Certification | <ul style="list-style-type: none"> • 6 instructors were certified or re-certified as Lindamood-Bell® consultants. • Seven instructors are candidates for certification during the next school year. |

| Test Results | Summary |
|--|--|
| Students Receiving Small Group Instruction | <ul style="list-style-type: none"> • In aggregate, students receiving decoding instruction made statistically significant gain on each measure of decoding ability. • In aggregate, students receiving comprehension instruction made statistically significant gain on each measure of comprehension. • Crownpoint comprehension students increased the average reading comprehension score from the 16th to the 32nd percentile. • Gallup High School decoding students received an average of 161 hours of instruction. • Navajo Elementary decoding students increased the average phonemic awareness from the 7th to the 25th percentile. • Ramah students increased reading comprehension from the 12th to the 27th percentile. • Rocky View decoding students increased their average spelling score from the 25th to the 42nd percentile. • Stagecoach decoding students increased word attack scores from the |

34th to the 45th percentile.

- Twin Lakes decoding students increased their average spelling from the 27th to the 45th percentile.
- Washington Elementary provided 70-80 hours of small group instruction for decoding students.
- 78 English Language Learners and 40 students receiving Special Education services were included in intensive intervention.

Post Instruction Results
Gallup-McKinley County Schools
End-of-Year, 2007 – 08

The following are the results pre- and post-Lindamood-Bell® instruction for the district as a whole.

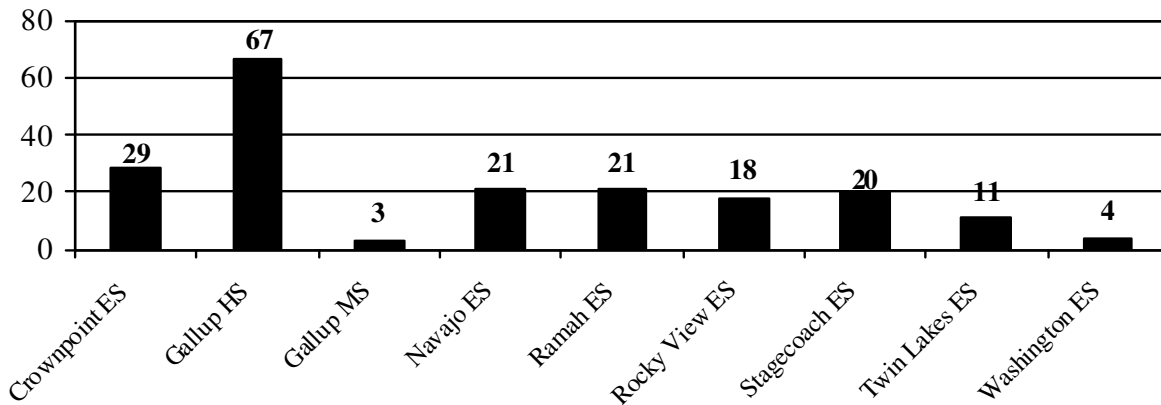
District Students in Intensive Intervention

| | |
|--------------------|------------------|
| Number of Students | 194 |
| Females | 39% ¹ |
| Males | 60% |

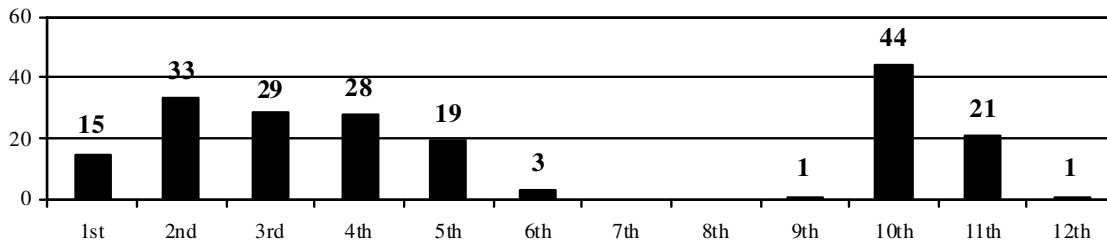
¹Gender data unavailable for one student

| | | |
|--------------------------------------|------|-------------|
| Average Age & Range | 12.0 | 6.6 to 18.7 |
| Average Grade Level & Range | 6 | 1 to 12 |
| Average Hours of Instruction & Range | 105 | 30 to 219 |

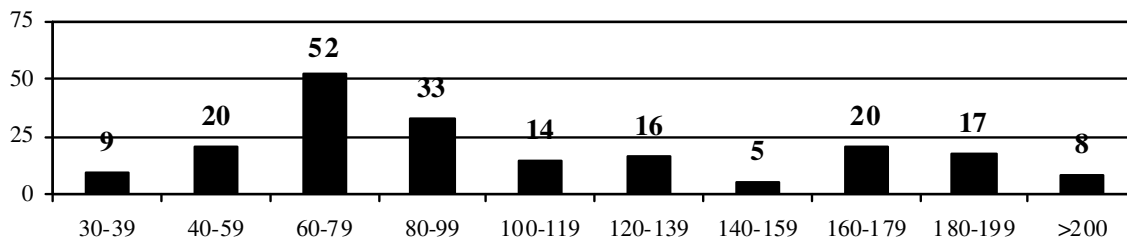
Number of Students by School



Number of Students by Grade Level



Distribution of Total Hours of Instruction



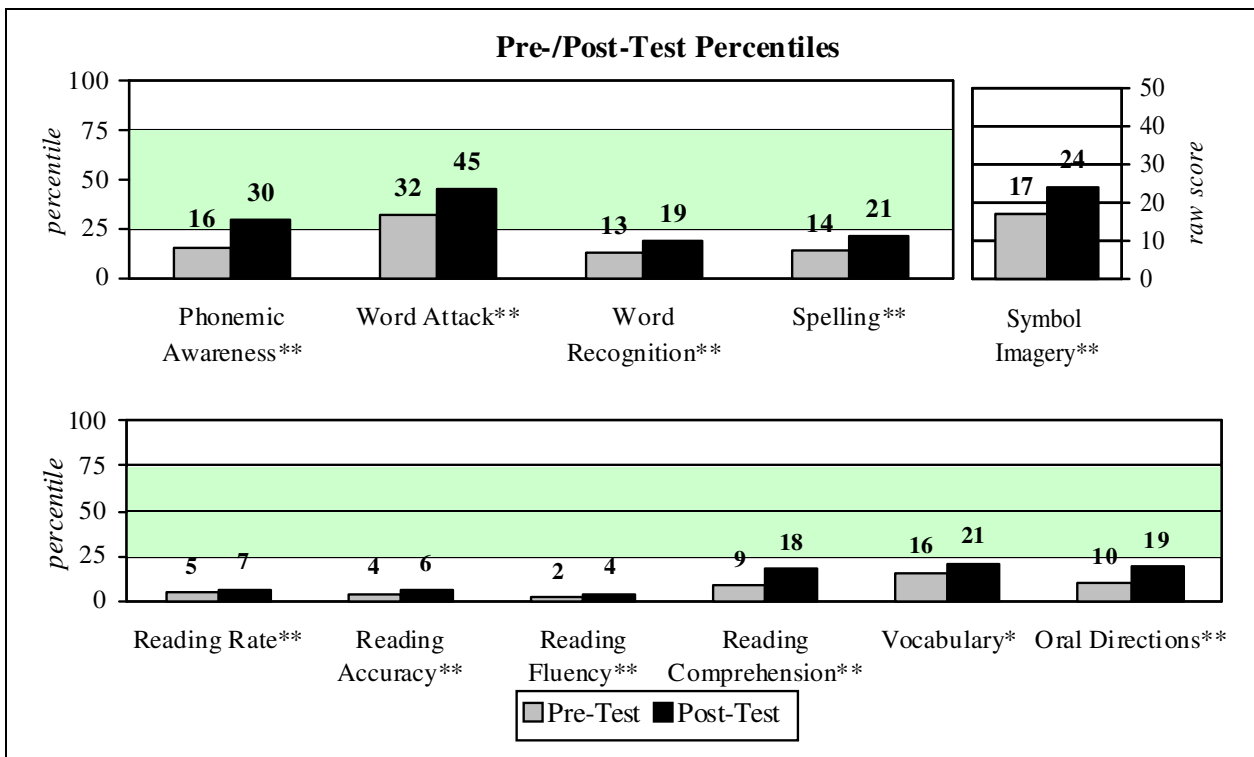
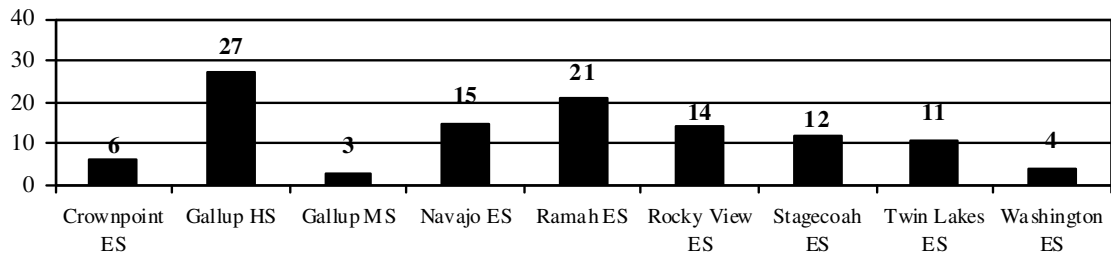
Post Instruction Results
 Gallup-McKinley County Schools
 End-of-Year, 2007 – 08

District Students in Intensive Intervention—Decoding Focus

| | |
|--------------------|-----|
| Number of Students | 113 |
| Females | 31% |
| Males | 69% |

| | | |
|--------------------------------------|------|-------------|
| Average Age & Range | 11.0 | 6.6 to 18.7 |
| Average Grade Level & Range | 5 | 1 to 12 |
| Average Hours of Instruction & Range | 99 | 30 to 219 |

Number of Students by School



* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

Post Instruction Results
 Gallup-McKinley County Schools
 End-of-Year, 2007 – 08

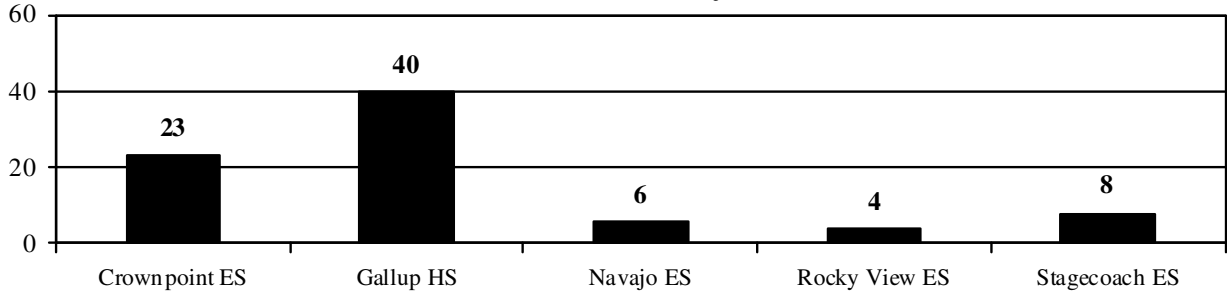
District Students in Intensive Intervention— Comprehension Focus

| | |
|--------------------|------------------|
| Number of Students | 81 |
| Females | 51% ¹ |
| Males | 48% |

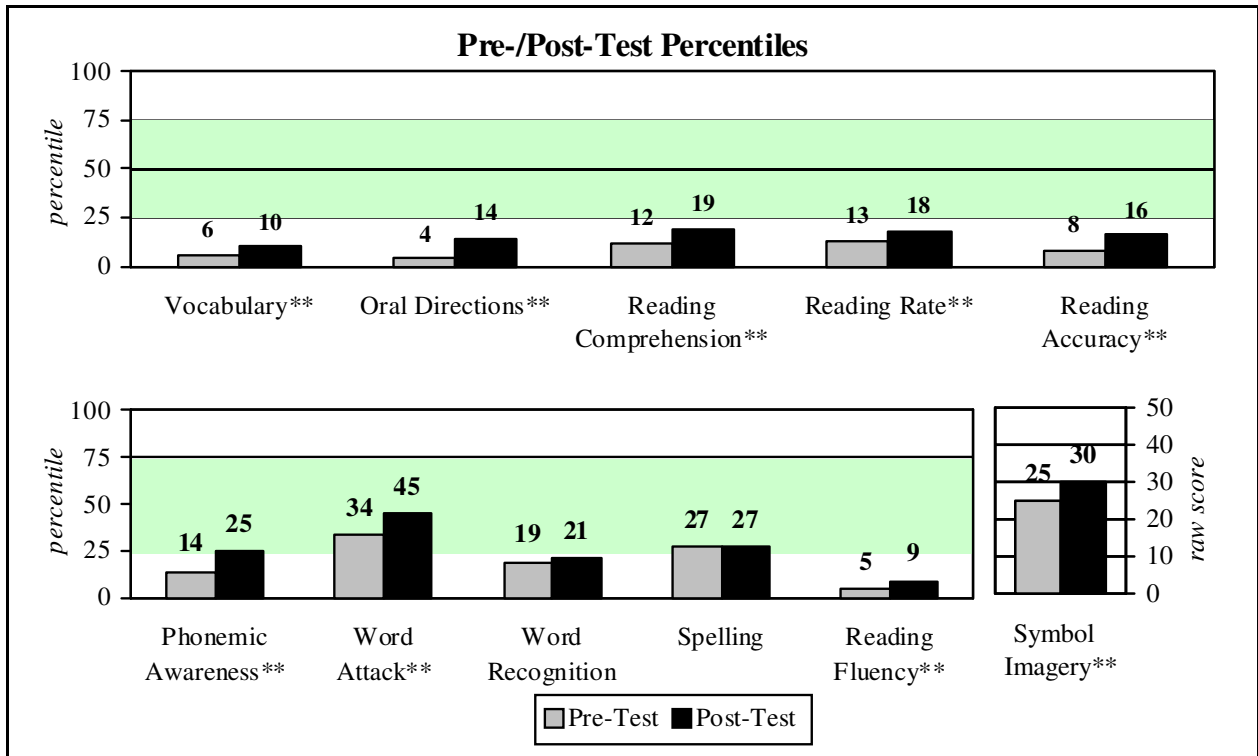
¹Gender data unavailable for one student

| | | |
|--------------------------------------|------|-------------|
| Average Age & Range | 13.3 | 7.6 to 18.4 |
| Average Grade Level & Range | 7 | 2 to 11 |
| Average Hours of Instruction & Range | 113 | 39 to 213 |

Number of Students by School



Pre-/Post-Test Percentiles

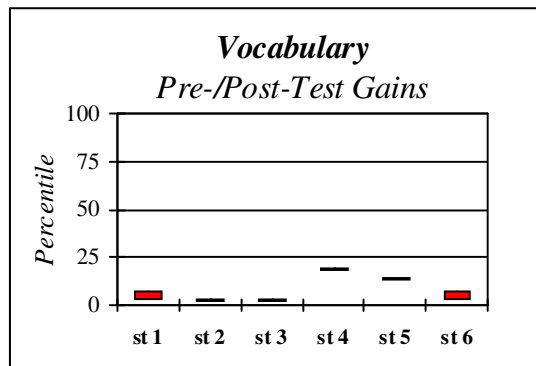
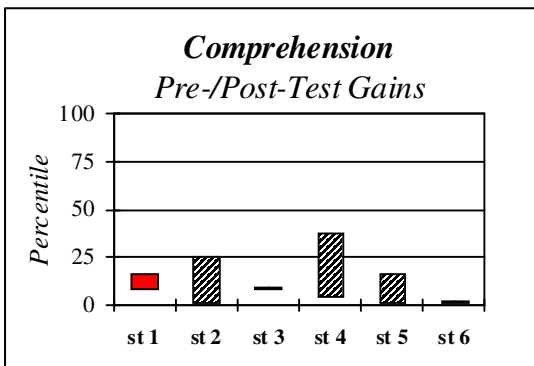
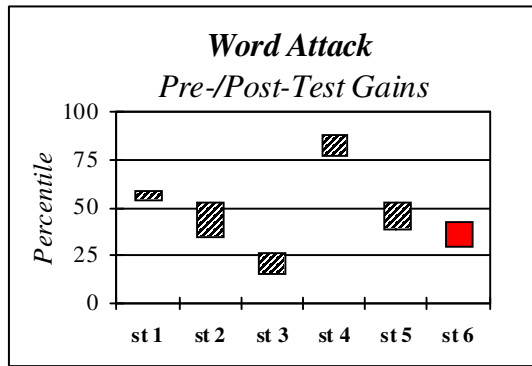
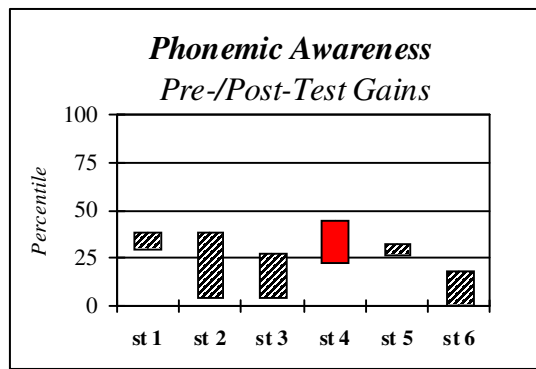
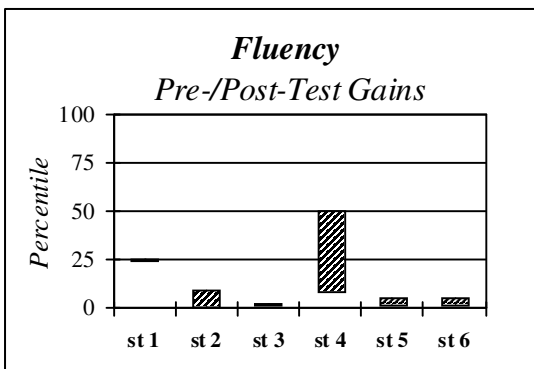


* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

Post Instruction Results
 Crownpoint Elementary School
 End-of-Year, 2007 – 08

Students in Intensive Intervention— Decoding Focus
Individual Demographics and Results

| | |
|-------------------------------|------------|
| Number of Students | 6 |
| Females | 3 |
| Males | 3 |
| Age Range | 6.6 to 9.0 |
| Grade Level Range | 1 to 2 |
| Range of Hours of Instruction | 60 to 74 |



▨ Gain ■ Loss

Post Instruction Results
Crownpoint Elementary School
End-of-Year, 2007 – 08

Students in Intensive Intervention— Decoding Focus
Individual Demographics and Results

| | | | | | | |
|-------------------------|--------|--------|--------|--------|--------|--------|
| Student ID | 450792 | 453765 | 453772 | 493684 | 493459 | 493674 |
| Age | 8.08 | 8.75 | 9 | 6.58 | 8.08 | 7.67 |
| Hours of SI | 65 | 72 | 66 | 74 | 60 | 70 |
| Hours of VV | 0 | 0 | 0 | 0 | 0 | 0 |
| Phonemic Awareness Pre | 30 | 5 | 5 | 45 | 27 | 1 |
| Phonemic Awareness Post | 39 | 39 | 27 | 23 | 32 | 18 |
| Word Attack Pre | 55 | 35 | 16 | 78 | 39 | 43 |
| Word Attack Post | 59 | 53 | 26 | 88 | 53 | 30 |
| Word Recognition Pre | 47 | 30 | 8 | 27 | 2 | 10 |
| Word Recognition Post | 34 | 32 | 8 | 84 | 30 | 16 |
| Spelling Pre | 5 | 14 | 14 | 47 | 5 | 30 |
| Spelling Post | 53 | 25 | 27 | 93 | 21 | 25 |
| Symbol Imagery Pre | 9 | 17 | 7 | 5 | 11 | 4 |
| Symbol Imagery Post | 22 | 27 | 18 | 15 | 16 | 7 |
| Rate Pre | 37 | 2 | 5 | 16 | 5 | 5 |
| Rate Post | 50 | 9 | 2 | 50 | 2 | 5 |
| Accuracy Pre | 16 | 1 | 2 | 9 | 2 | 2 |
| Accuracy Post | 25 | 16 | 2 | 37 | 16 | 5 |
| Fluency Pre | 25 | 1 | 2 | 9 | 2 | 2 |
| Fluency Post | 25 | 9 | 2 | 50 | 5 | 5 |
| Comprehension Pre | 16 | 2 | 9 | 5 | 2 | 2 |
| Comprehension Post | 9 | 25 | 9 | 37 | 16 | 2 |
| Vocabulary Pre | 7 | 3 | 3 | 19 | 14 | 7 |
| Vocabulary Post | 4 | 3 | 3 | 19 | 14 | 4 |
| Oral Directions Pre | 2 | 0.5 | 0.5 | 37 | 2 | 2 |
| Oral Directions Post | 9 | 9 | 0.5 | 50 | 9 | 0.5 |

Post Instruction Results
Crownpoint Elementary School
 End-of-Year, 2007 – 08

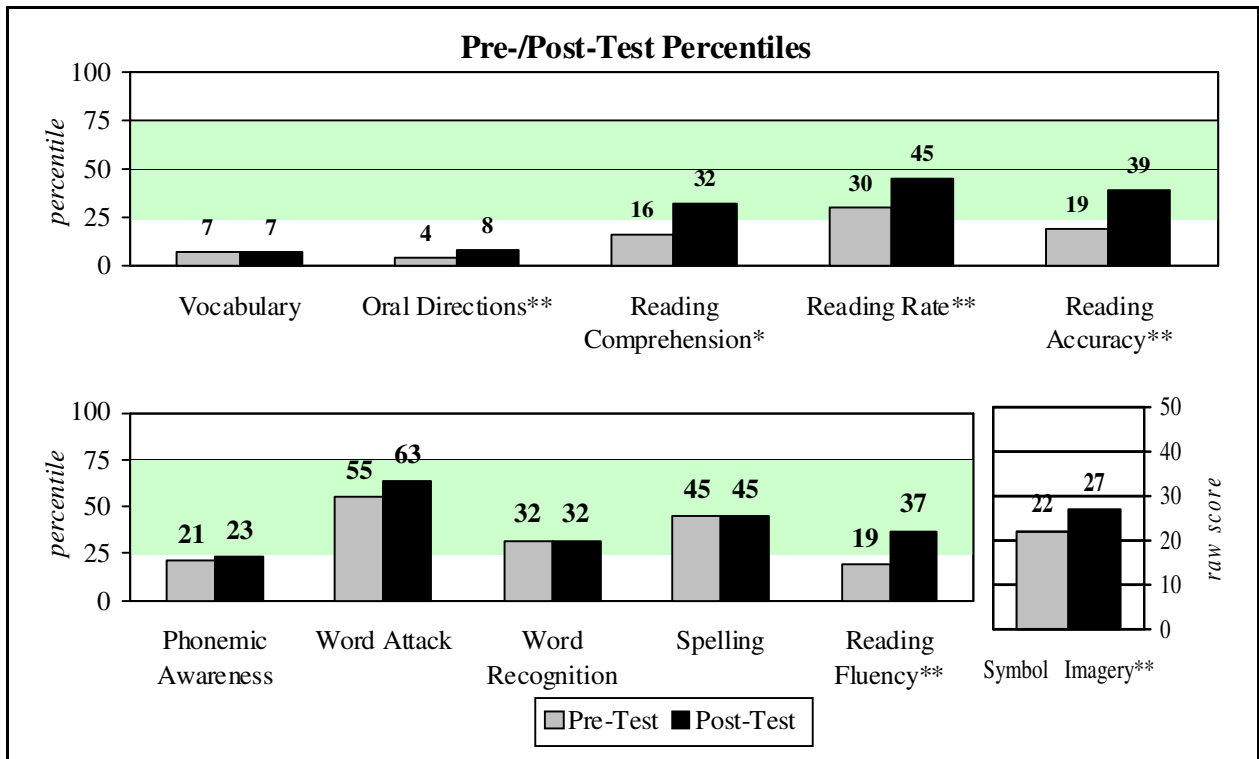
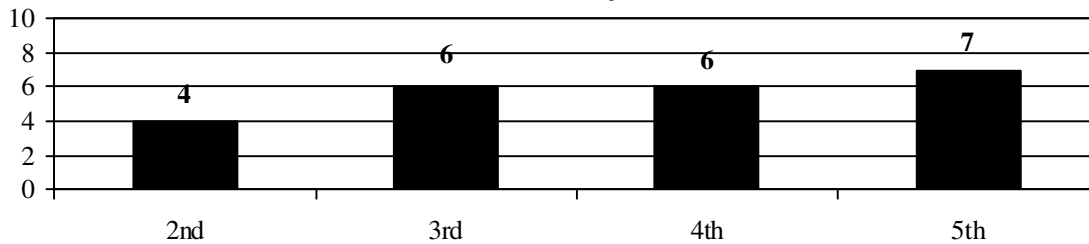
Students in Intensive Intervention— Comprehension Focus

| | |
|--------------------|------------------|
| Number of Students | 23 |
| Females | 39% ¹ |
| Males | 57% |

¹Gender data unavailable for one student

| | | |
|--------------------------------------|------|-------------|
| Average Age & Range | 10.0 | 7.6 to 12.2 |
| Average Grade Level & Range | 4 | 2 to 5 |
| Average Hours of Instruction & Range | 63 | 39 to 82 |

Number of Students by Grade Level



* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

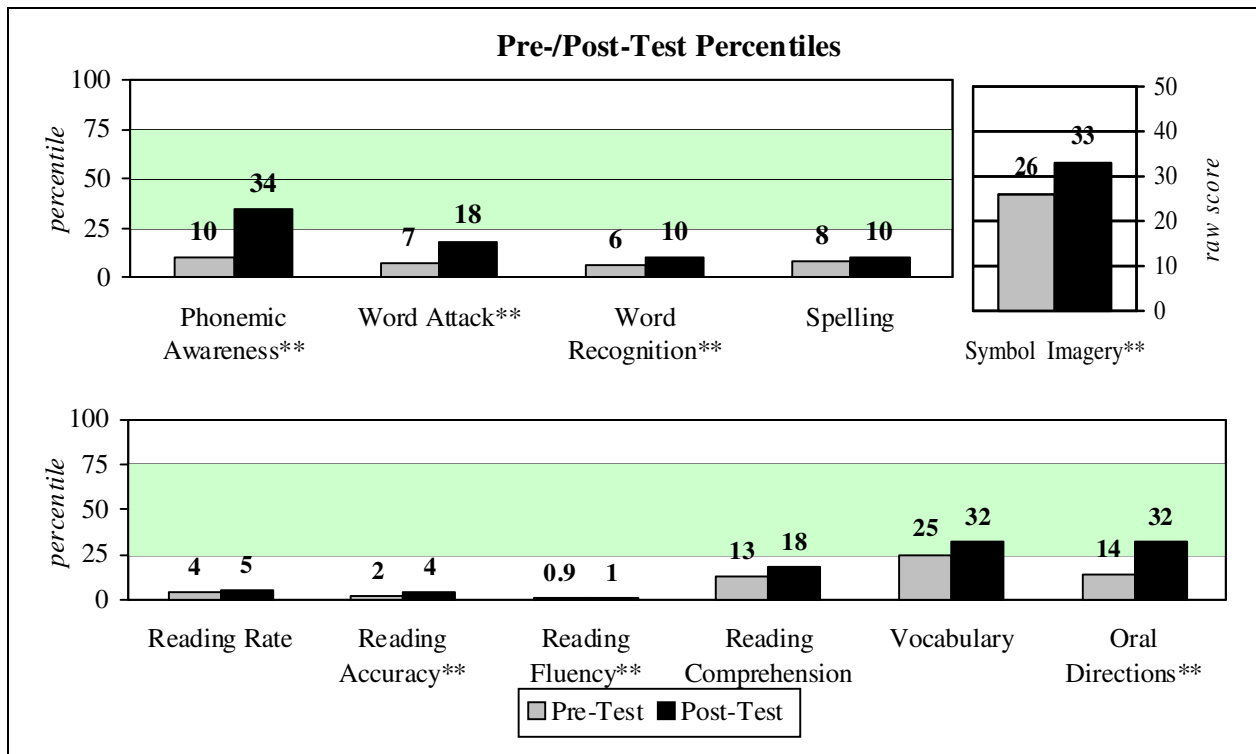
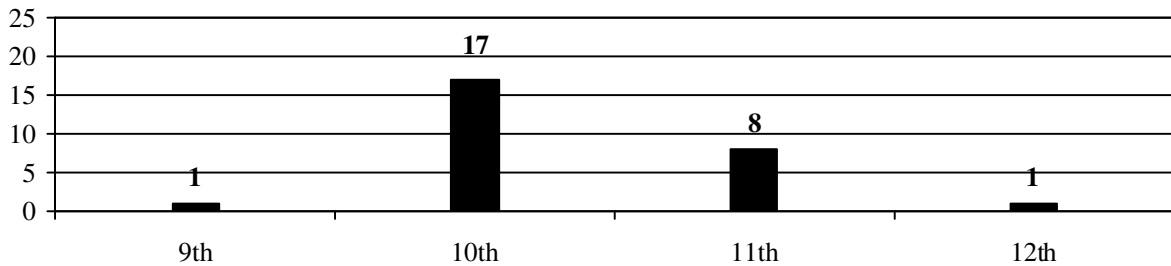
Post Instruction Results
 Gallup High School
 End-of-Year, 2007 – 08

Students in Intensive Intervention— Decoding Focus

| | |
|--------------------|-----|
| Number of Students | 27 |
| Females | 15% |
| Males | 85% |

| | | |
|--------------------------------------|------|--------------|
| Average Age & Range | 16.9 | 15.5 to 18.7 |
| Average Grade Level & Range | 11 | 9 to 12 |
| Average Hours of Instruction & Range | 161 | 82 to 219 |

Number of Students by Grade Level



* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

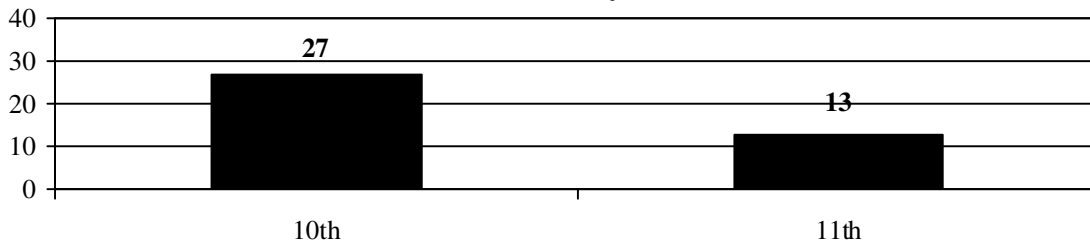
Post Instruction Results
 Gallup High School
 End-of-Year, 2007 – 08

Students in Intensive Intervention— Comprehension Focus

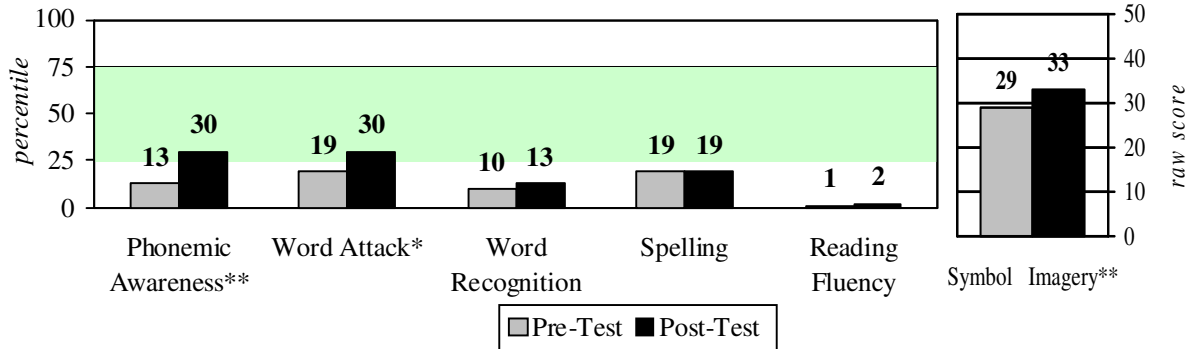
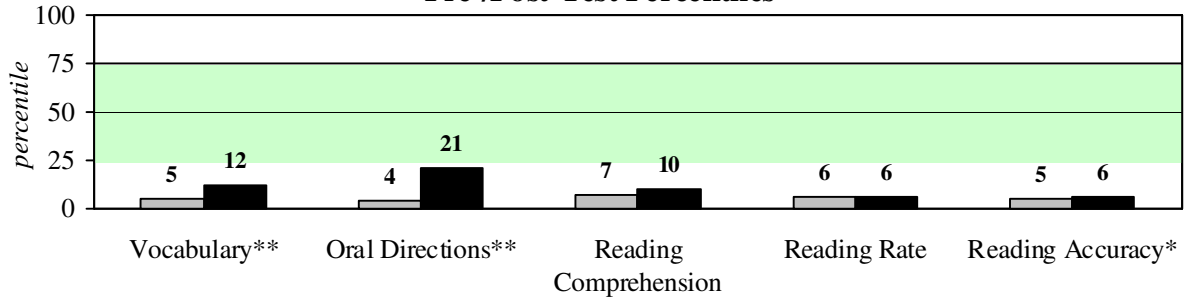
| | |
|--------------------|-----|
| Number of Students | 40 |
| Females | 55% |
| Males | 45% |

| | | |
|--------------------------------------|------|--------------|
| Average Age & Range | 16.7 | 15.7 to 18.4 |
| Average Grade Level & Range | 11 | 10 to 11 |
| Average Hours of Instruction & Range | 159 | 79 to 213 |

Number of Students by Grade Level



Pre-/Post-Test Percentiles



* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

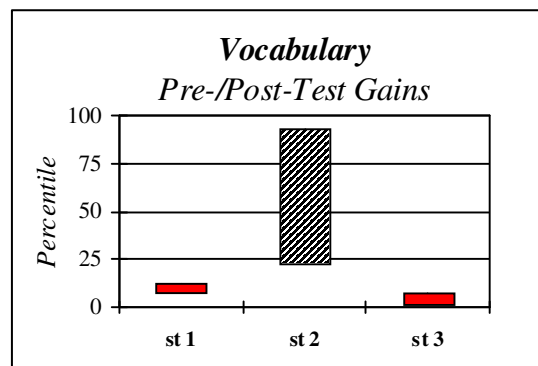
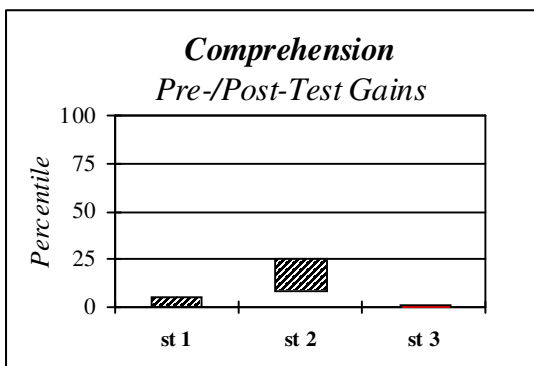
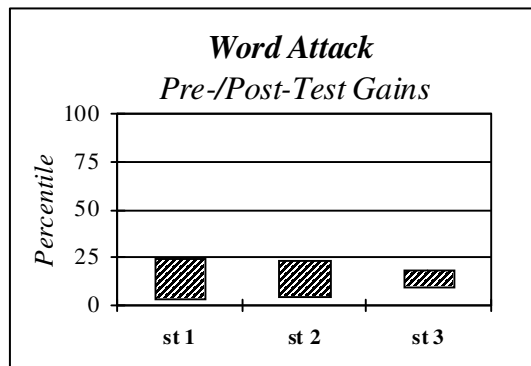
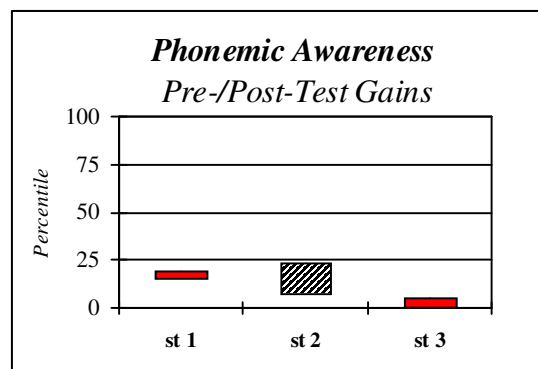
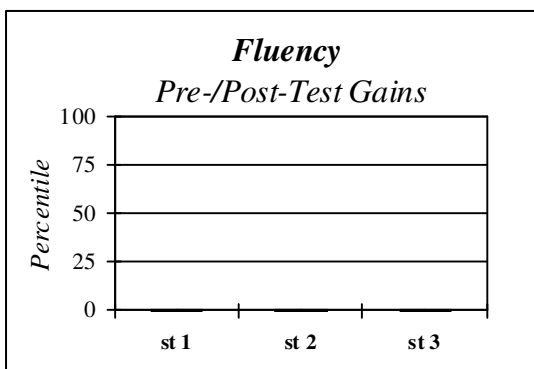
Post Instruction Results

Gallup Middle School

End-of-Year, 2007 – 08

Students in Intensive Intervention— Decoding Focus Individual Demographics and Results

| | |
|-------------------------------|--------------|
| Number of Students | 3 |
| Females | 1 |
| Males | 2 |
| Age Range | 11.9 to 13.2 |
| Grade Level Range | 6 (all) |
| Range of Hours of Instruction | 30 to 35 |



▨ Gain ■ Loss

Post Instruction Results
Gallup Middle School
End-of-Year, 2007 – 08

**Students in Intensive Intervention— Decoding Focus
 Individual Demographics and Results**

| | | | |
|-------------------------|--------|--------|--------|
| Student ID | 446298 | 452640 | 499701 |
| Age | 13.17 | 11.91 | 13.17 |
| Hours of SI | 32 | 35 | 30 |
| Hours of VV | 0 | 0 | 0 |
| Phonemic Awareness Pre | 19 | 8 | 5 |
| Phonemic Awareness Post | 16 | 23 | 1 |
| Word Attack Pre | 4 | 5 | 10 |
| Word Attack Post | 24 | 23 | 18 |
| Word Recognition Pre | 2 | 6 | 4 |
| Word Recognition Post | 5 | 5 | 2 |
| Spelling Pre | 0.4 | 3 | 9 |
| Spelling Post | 6 | 6 | 4 |
| Symbol Imagery Pre | 16 | 13 | 15 |
| Symbol Imagery Post | 21 | 18 | 21 |
| Rate Pre | 1 | 0.5 | 1 |
| Rate Post | 0.5 | 1 | 1 |
| Accuracy Pre | 0.5 | 0.5 | 0.5 |
| Accuracy Post | 0.5 | 1 | 0.5 |
| Fluency Pre | 0.5 | 0.5 | 0.5 |
| Fluency Post | 0.5 | 0.5 | 0.5 |
| Comprehension Pre | 1 | 9 | 0.5 |
| Comprehension Post | 5 | 25 | 0.5 |
| Vocabulary Pre | 12 | 23 | 7 |
| Vocabulary Post | 8 | 93 | 2 |
| Oral Directions Pre | 9 | 25 | 0.5 |
| Oral Directions Post | 25 | 37 | 16 |

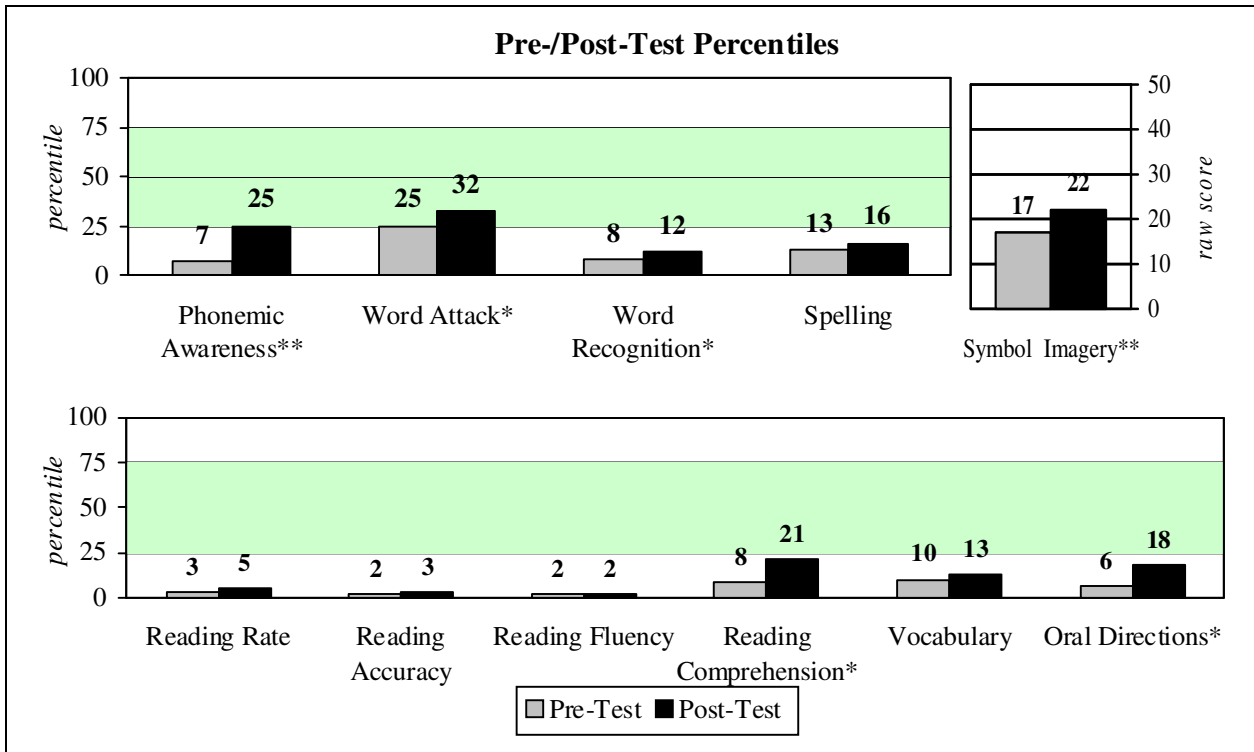
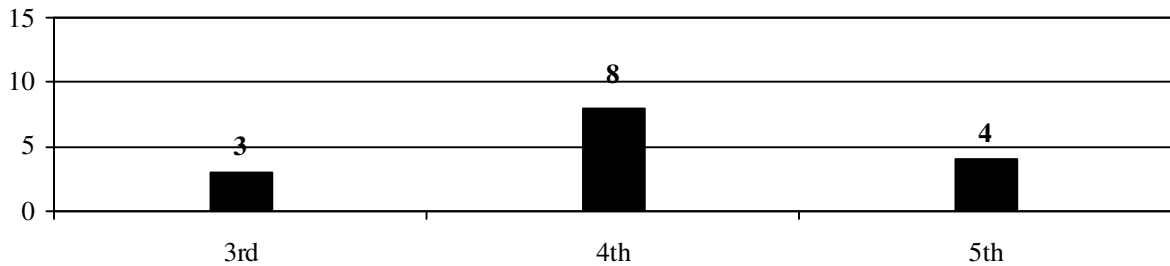
Post Instruction Results
Navajo Elementary School
End-of-Year, 2007 – 08

Students in Intensive Intervention— Decoding Focus

| | |
|--------------------|-----|
| Number of Students | 15 |
| Females | 20% |
| Males | 80% |

| | | |
|--------------------------------------|------|-------------|
| Average Age & Range | 10.2 | 8.9 to 11.9 |
| Average Grade Level & Range | 4 | 3 to 5 |
| Average Hours of Instruction & Range | 90 | 60 to 131 |

Number of Students by Grade Level

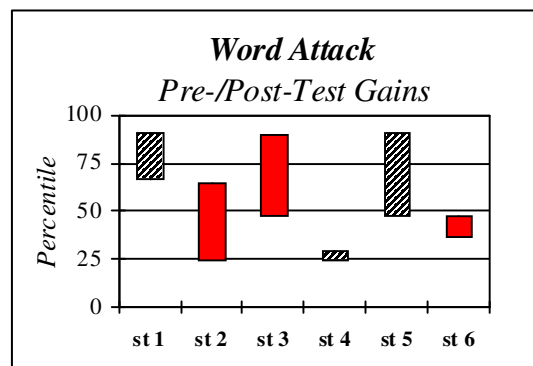
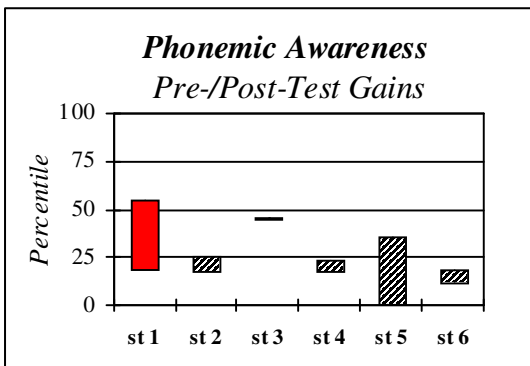
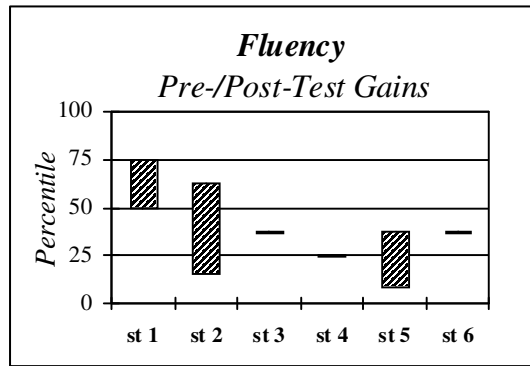
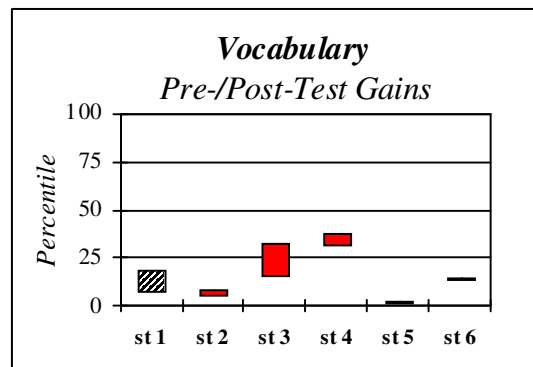
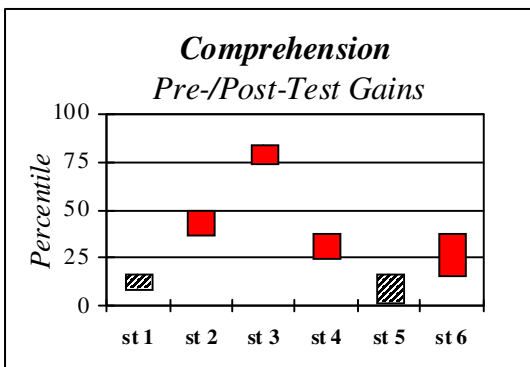


* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

Post Instruction Results
 Navajo Elementary School
 End-of-Year, 2007 – 08

**Students in Intensive Intervention— Comprehension Focus
 Individual Demographics and Results**

| | |
|-------------------------------|-------------|
| Number of Students | 6 |
| Females | 4 |
| Males | 2 |
| Age Range | 9.7 to 10.3 |
| Grade Level Range | 3 to 4 |
| Range of Hours of Instruction | 58 to 89 |



▨ Gain ■ Loss

* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

Post Instruction Results
Navajo Elementary School
End-of-Year, 2007 – 08

Students in Intensive Intervention— Comprehension Focus
Individual Demographics and Results

| Student ID | 494566 | 496561 | 496570 | 496558 | 496534 | 496566 |
|-------------------------|--------|--------|--------|--------|--------|--------|
| Age | 9.75 | 10.17 | 9.91 | 9.83 | 9.67 | 10.25 |
| Hours of SI | 0 | 0 | 0 | 0 | 39 | 0 |
| Hours of VV | 63 | 64 | 62 | 58 | 50 | 60 |
| Vocabulary Pre | 8 | 8 | 32 | 37 | 2 | 14 |
| Vocabulary Post | 18 | 6 | 16 | 32 | 2 | 14 |
| Oral Directions Pre | 16 | 0.5 | 37 | 25 | 0.5 | 9 |
| Oral Directions Post | 25 | 16 | 50 | 63 | 0.5 | 25 |
| Comprehension Pre | 9 | 50 | 84 | 37 | 2 | 37 |
| Comprehension Post | 16 | 37 | 75 | 25 | 16 | 16 |
| Rate Pre | 50 | 25 | 37 | 50 | 16 | 50 |
| Rate Post | 75 | 63 | 37 | 50 | 37 | 63 |
| Accuracy Pre | 50 | 16 | 37 | 16 | 16 | 37 |
| Accuracy Post | 75 | 63 | 37 | 16 | 37 | 16 |
| Phonemic Awareness Pre | 55 | 18 | 45 | 18 | 1 | 12 |
| Phonemic Awareness Post | 19 | 25 | 45 | 23 | 35 | 18 |
| Word Attack Pre | 67 | 64 | 90 | 25 | 48 | 47 |
| Word Attack Post | 91 | 25 | 48 | 29 | 91 | 37 |
| Word Recognition Pre | 66 | 30 | 23 | 23 | 34 | 27 |
| Word Recognition Post | 61 | 34 | 27 | 25 | 53 | 27 |
| Spelling Pre | 66 | 39 | 47 | 27 | 66 | 66 |
| Spelling Post | 82 | 53 | 66 | 25 | 58 | 27 |
| Symbol Imagery Pre | 19 | 19 | 20 | 18 | 29 | 23 |
| Symbol Imagery Post | 28 | 29 | 29 | 24 | 29 | 25 |
| Fluency Pre | 50 | 16 | 37 | 25 | 9 | 37 |
| Fluency Post | 75 | 63 | 37 | 25 | 37 | 37 |

* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

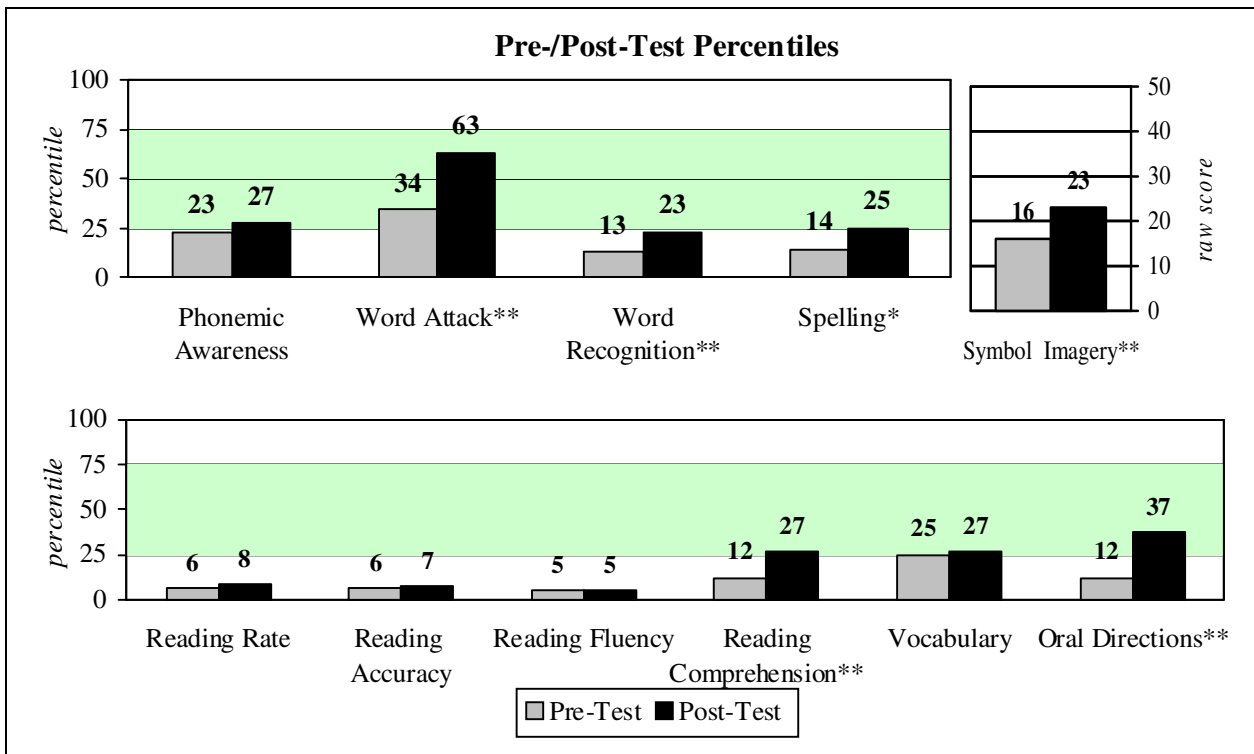
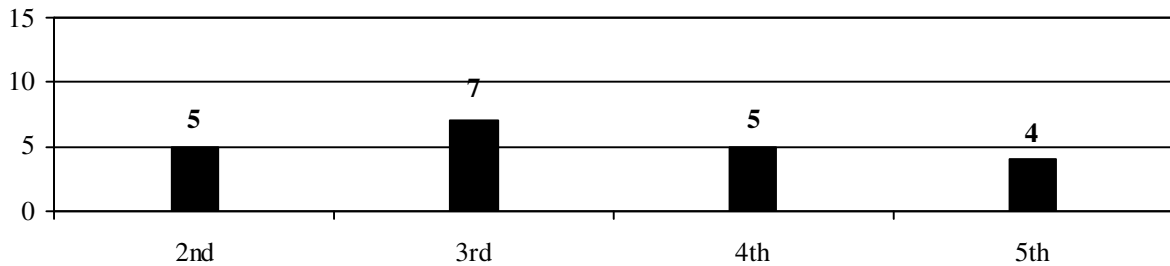
Post Instruction Results
Ramah Elementary School
End-of-Year, 2007 – 08

Students in Intensive Intervention— Decoding Focus

| | |
|--------------------|-----|
| Number of Students | 21 |
| Females | 57% |
| Males | 43% |

| | | |
|--------------------------------------|-----|-------------|
| Average Age & Range | 9.6 | 8.1 to 11.6 |
| Average Grade Level & Range | 4 | 2 to 5 |
| Average Hours of Instruction & Range | 79 | 32 to 97 |

Number of Students by Grade Level



* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

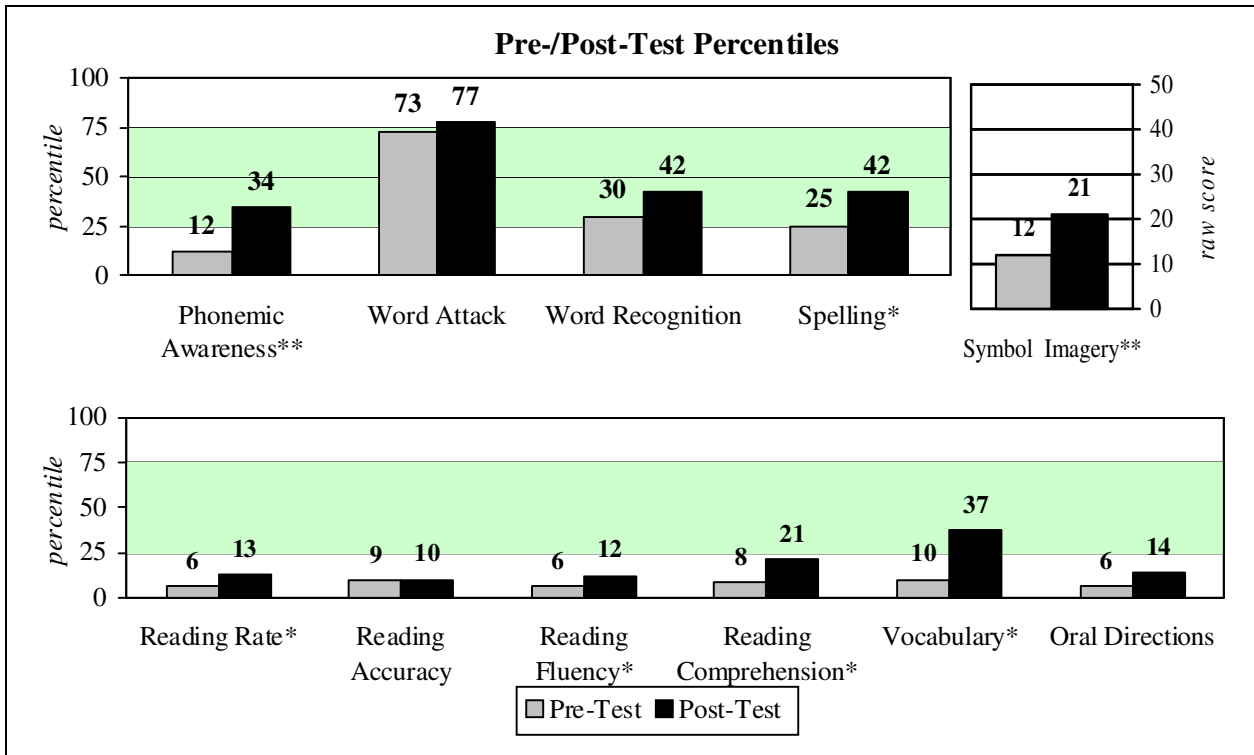
Post Instruction Results
Rocky View Elementary School
End-of-Year, 2007 – 08

Students in Intensive Intervention— Decoding Focus

| | |
|--------------------|-----|
| Number of Students | 14 |
| Females | 43% |
| Males | 57% |

| | | |
|--------------------------------------|-----|------------|
| Average Age & Range | 7.9 | 6.8 to 9.3 |
| Average Grade Level & Range | 2 | 1 to 2 |
| Average Hours of Instruction & Range | 100 | 45 to 132 |

Number of Students by Grade Level

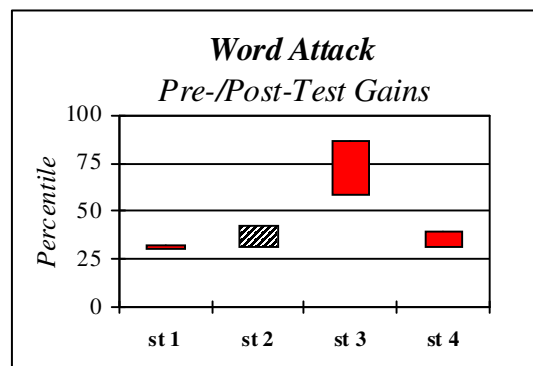
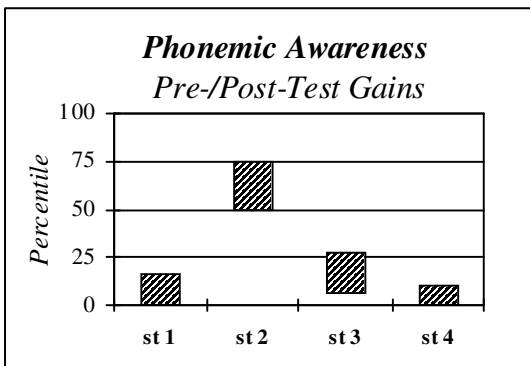
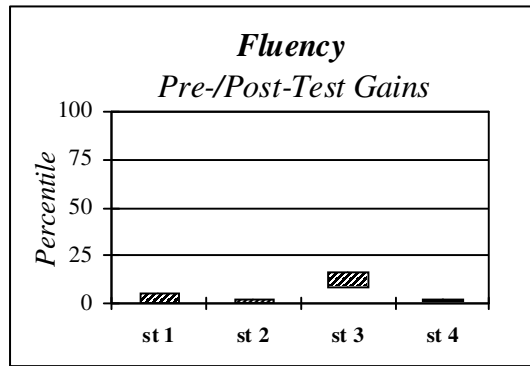
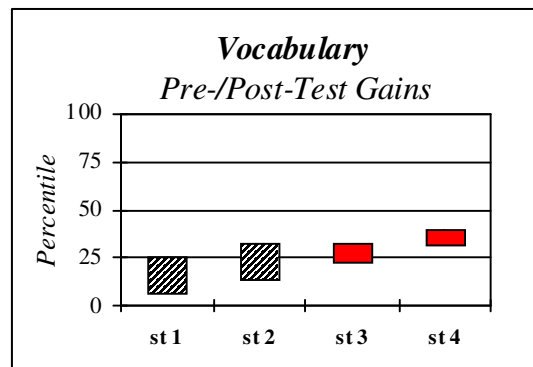
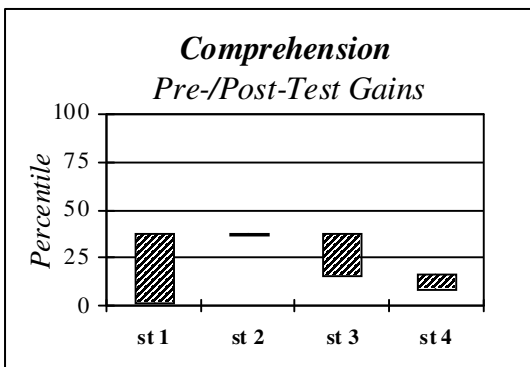


* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

Post Instruction Results
 Rocky View Elementary School
 End-of-Year, 2007 – 08

**Students in Intensive Intervention— Comprehension Focus
 Individual Demographics and Results**

| | |
|-------------------------------|------------|
| Number of Students | 4 |
| Females | 3 |
| Males | 1 |
| Age Range | 7.8 to 8.9 |
| Grade Level Range | 2 (all) |
| Range of Hours of Instruction | 107 to 117 |



▨ Gain ■ Loss

Post Instruction Results
Rocky View Elementary School
End-of-Year, 2007 – 08

**Students in Intensive Intervention— Comprehension Focus
 Individual Demographics and Results**

| | | | | |
|-------------------------|--------|--------|--------|--------|
| Student ID | 449825 | 451414 | 492068 | 492065 |
| Age | 8.83 | 8.91 | 7.83 | 8.67 |
| Hours of SI | 0 | 0 | 0 | 0 |
| Hours of VV | 117 | 109 | 107 | 107 |
| Vocabulary Pre | 7 | 14 | 32 | 39 |
| Vocabulary Post | 25 | 32 | 23 | 32 |
| Oral Directions Pre | 2 | 9 | 9 | 0.5 |
| Oral Directions Post | 9 | 37 | 37 | 2 |
| Comprehension Pre | 2 | 37 | 16 | 9 |
| Comprehension Post | 37 | 37 | 37 | 16 |
| Rate Pre | 1 | 1 | 9 | 2 |
| Rate Post | 9 | 2 | 16 | 5 |
| Accuracy Pre | 0.5 | 1 | 16 | 2 |
| Accuracy Post | 5 | 2 | 25 | 1 |
| Phonemic Awareness Pre | 1 | 50 | 7 | 0.9 |
| Phonemic Awareness Post | 16 | 75 | 27 | 10 |
| Word Attack Pre | 32 | 32 | 87 | 39 |
| Word Attack Post | 31 | 42 | 59 | 32 |
| Word Recognition Pre | 16 | 16 | 79 | 19 |
| Word Recognition Post | 7 | 18 | 45 | 9 |
| Spelling Pre | 3 | 42 | 32 | 21 |
| Spelling Post | 18 | 18 | 73 | 18 |
| Symbol Imagery Pre | 11 | 15 | 12 | 7 |
| Symbol Imagery Post | 20 | 25 | 27 | 26 |
| Fluency Pre | 1 | 1 | 9 | 2 |
| Fluency Post | 5 | 2 | 16 | 2 |

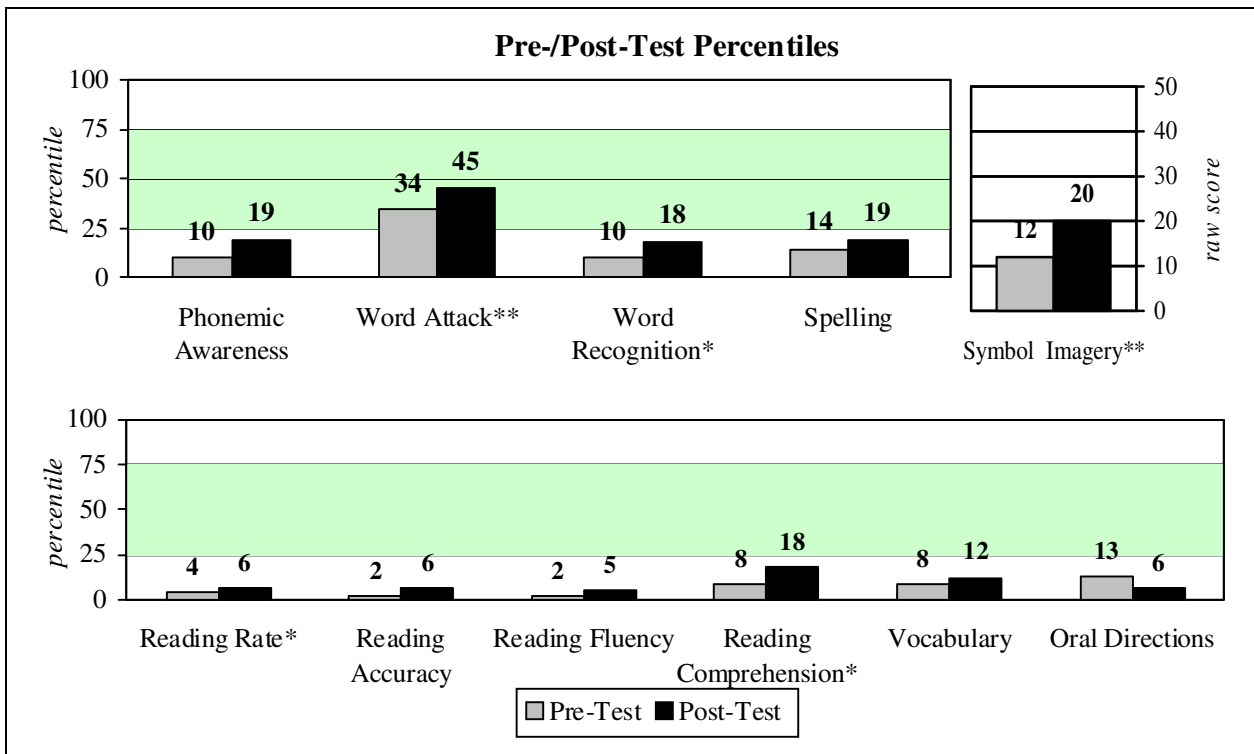
Post Instruction Results
 Stagecoach Elementary School
 End-of-Year, 2007 – 08

Students in Intensive Intervention— Decoding Focus

| | |
|--------------------|-----|
| Number of Students | 12 |
| Females | 17% |
| Males | 83% |

| | | |
|--------------------------------------|-----|------------|
| Average Age & Range | 9.0 | 8.2 to 9.9 |
| Average Grade Level & Range | 3 | 2 to 3 |
| Average Hours of Instruction & Range | 62 | 41 to 71 |

Number of Students by Grade Level

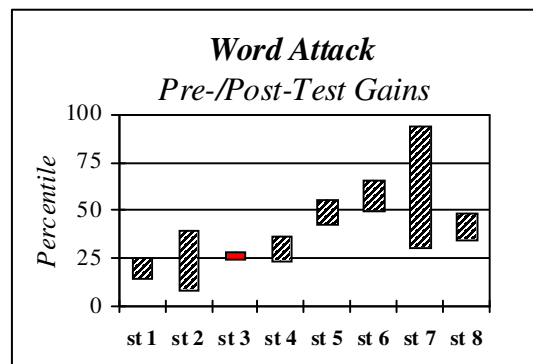
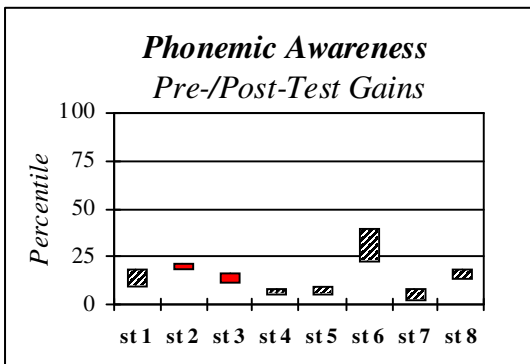
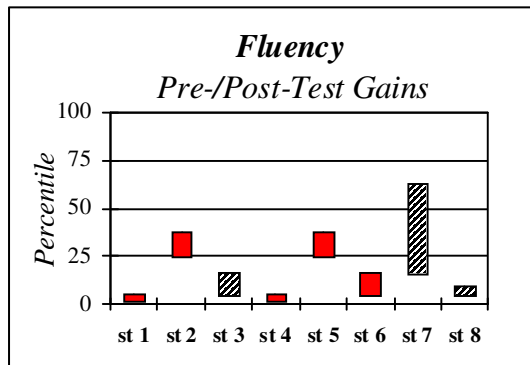
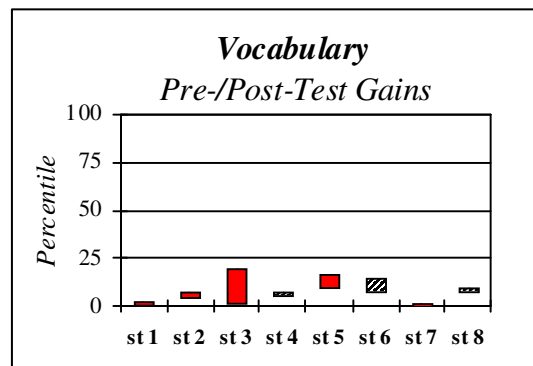
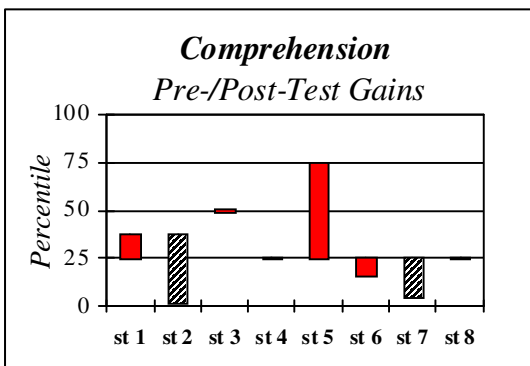


* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

Post Instruction Results
 Stagecoach Elementary School
 End-of-Year, 2007 – 08

**Students in Intensive Intervention— Comprehension Focus
 Individual Demographics and Results**

| | |
|-------------------------------|-------------|
| Number of Students | 8 |
| Females | 3 |
| Males | 5 |
| Age Range | 9.9 to 11.8 |
| Grade Level Range | 4 to 5 |
| Range of Hours of Instruction | 44 to 63 |



▨ Gain ■ Loss

Post Instruction Results
Stagecoach Elementary School
End-of-Year, 2007 – 08

Students in Intensive Intervention— Comprehension Focus
Individual Demographics and Results

| Student ID | 452256 | 452260 | 491880 | 491913 | 491906 | 492372 | 493107 | 497976 |
|-------------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| Age | 11.75 | 11.5 | 10.42 | 10.17 | 10.67 | 11.17 | 10.91 | 9.91 |
| Hours of SI | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hours of VV | 57 | 57 | 63 | 53 | 44 | 59 | 60 | 55 |
| Vocabulary Pre | 2 | 7 | 19 | 6 | 16 | 8 | 1 | 8 |
| Vocabulary Post | 1 | 5 | 2 | 7 | 10 | 14 | 0.3 | 9 |
| Oral Directions Pre | 0.5 | 9 | 9 | 5 | 5 | 5 | 0.5 | 9 |
| Oral Directions Post | 2 | 5 | 16 | 0.5 | 2 | 25 | 1 | 5 |
| Comprehension Pre | 37 | 2 | 50 | 25 | 75 | 25 | 5 | 25 |
| Comprehension Post | 25 | 37 | 50 | 25 | 25 | 16 | 25 | 25 |
| Rate Pre | 16 | 25 | 9 | 16 | 50 | 16 | 37 | 9 |
| Rate Post | 9 | 25 | 37 | 5 | 25 | 9 | 63 | 16 |
| Accuracy Pre | 5 | 50 | 9 | 5 | 25 | 25 | 9 | 2 |
| Accuracy Post | 5 | 37 | 16 | 9 | 25 | 16 | 50 | 9 |
| Phonemic Awareness Pre | 10 | 21 | 16 | 6 | 6 | 23 | 3 | 14 |
| Phonemic Awareness Post | 18 | 19 | 12 | 8 | 9 | 39 | 8 | 18 |
| Word Attack Pre | 15 | 9 | 28 | 24 | 43 | 50 | 31 | 35 |
| Word Attack Post | 25 | 39 | 25 | 36 | 55 | 65 | 94 | 48 |
| Word Recognition Pre | 13 | 21 | 18 | 8 | 27 | 19 | 34 | 27 |
| Word Recognition Post | 13 | 19 | 21 | 12 | 27 | 37 | 95 | 30 |
| Spelling Pre | 14 | 25 | 34 | 30 | 42 | 39 | 21 | 25 |
| Spelling Post | 12 | 23 | 25 | 12 | 27 | 42 | 34 | 42 |
| Symbol Imagery Pre | 28 | 30 | 24 | 17 | 21 | 26 | 13 | 17 |
| Symbol Imagery Post | 27 | 23 | 24 | 25 | 23 | 23 | 20 | 25 |
| Fluency Pre | 5 | 37 | 5 | 5 | 37 | 16 | 16 | 5 |
| Fluency Post | 2 | 25 | 16 | 2 | 25 | 5 | 63 | 9 |

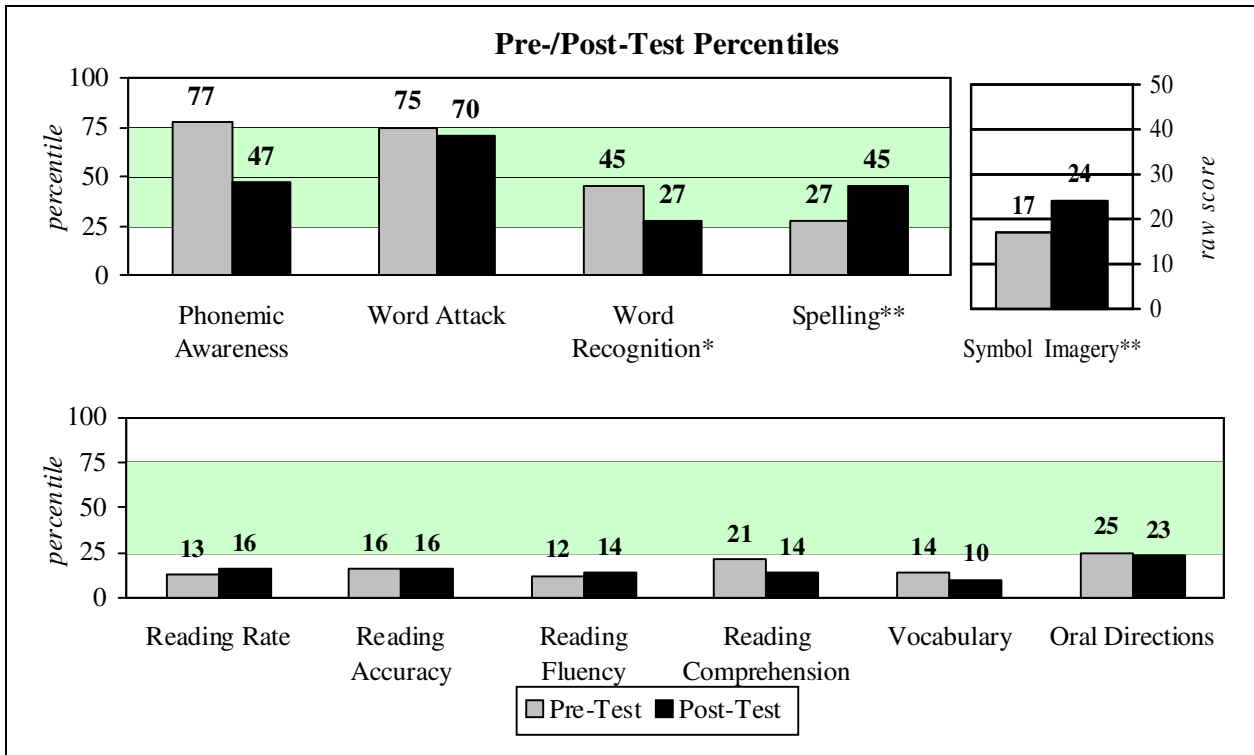
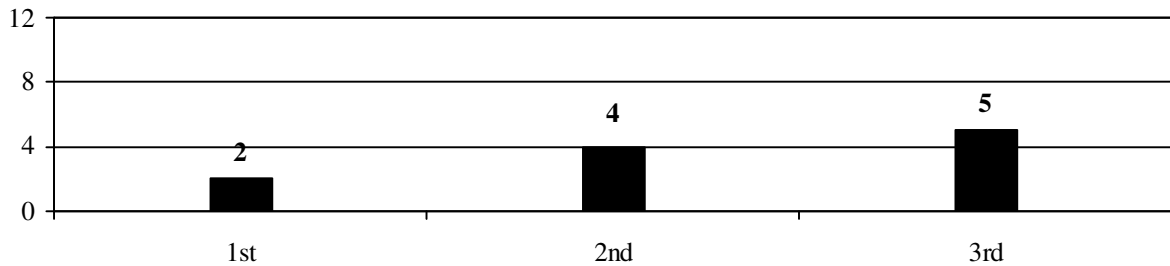
Post Instruction Results
Twin Lakes Elementary School
End-of-Year, 2007 – 08

Students in Intensive Intervention— Decoding Focus

| | |
|--------------------|-----|
| Number of Students | 11 |
| Females | 27% |
| Males | 73% |

| | | |
|--------------------------------------|-----|-------------|
| Average Age & Range | 8.8 | 7.0 to 10.6 |
| Average Grade Level & Range | 3 | 1 to 3 |
| Average Hours of Instruction & Range | 80 | 36 to 126 |

Number of Students by Grade Level

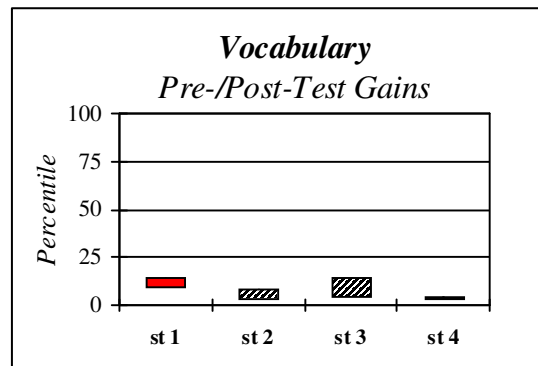
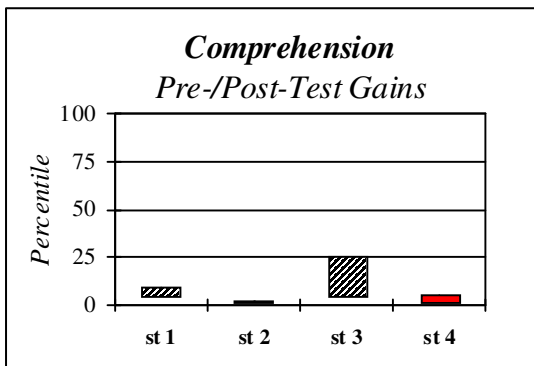
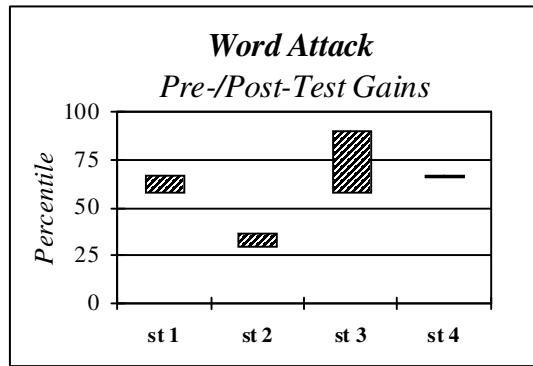
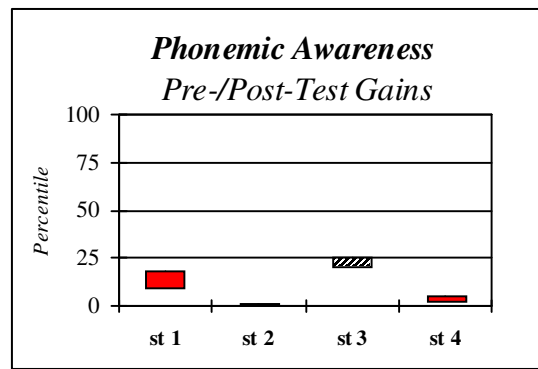
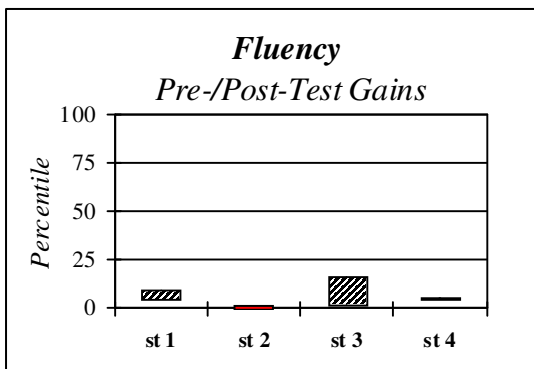


* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

Post Instruction Results
 Washington Elementary School
 End-of-Year, 2007 – 08

Students in Intensive Intervention— Decoding Focus
Individual Demographics and Results

| | |
|-------------------------------|------------|
| Number of Students | 4 |
| Females | 1 |
| Males | 3 |
| Age Range | 7.3 to 8.5 |
| Grade Level Range | 1 (all) |
| Range of Hours of Instruction | 70 to 80 |



▨ Gain ■ Loss

Post Instruction Results
Washington Elementary School
End-of-Year, 2007 – 08

Students in Intensive Intervention— Decoding Focus
Individual Demographics and Result

| | | | | |
|-------------------------|--------|--------|--------|--------|
| Student ID | 494622 | 494633 | 494720 | 494629 |
| Age | 7.33 | 8.5 | 7.58 | 7.25 |
| Hours of SI | 80 | 80 | 78 | 70 |
| Hours of VV | 0 | 0 | 0 | 0 |
| Phonemic Awareness Pre | 18 | 1 | 21 | 5 |
| Phonemic Awareness Post | 10 | 0.9 | 25 | 3 |
| Word Attack Pre | 59 | 30 | 59 | 67 |
| Word Attack Post | 67 | 36 | 90 | 67 |
| Word Recognition Pre | 5 | 1 | 27 | 7 |
| Word Recognition Post | 30 | 5 | 42 | 42 |
| Spelling Pre | 5 | 5 | 30 | 18 |
| Spelling Post | 23 | 10 | 37 | 32 |
| Symbol Imagery Pre | 4 | 6 | 9 | 5 |
| Symbol Imagery Post | 16 | 7 | 26 | 7 |
| Rate Pre | 9 | 2 | 5 | 9 |
| Rate Post | 9 | 0.5 | 16 | 9 |
| Accuracy Pre | 5 | 1 | 2 | 5 |
| Accuracy Post | 16 | 0.5 | 25 | 5 |
| Fluency Pre | 5 | 1 | 2 | 5 |
| Fluency Post | 9 | 0.5 | 16 | 5 |
| Comprehension Pre | 5 | 2 | 5 | 5 |
| Comprehension Post | 9 | 2 | 25 | 2 |
| Vocabulary Pre | 14 | 4 | 5 | 4 |
| Vocabulary Post | 10 | 8 | 14 | 4 |
| Oral Directions Pre | 2 | 1 | 0.5 | 1 |
| Oral Directions Post | 2 | 2 | 0.5 | 0.5 |

Post Instruction Results (English Language Learners)
Gallup-McKinley County Schools
End-of-Year, 2007 – 08

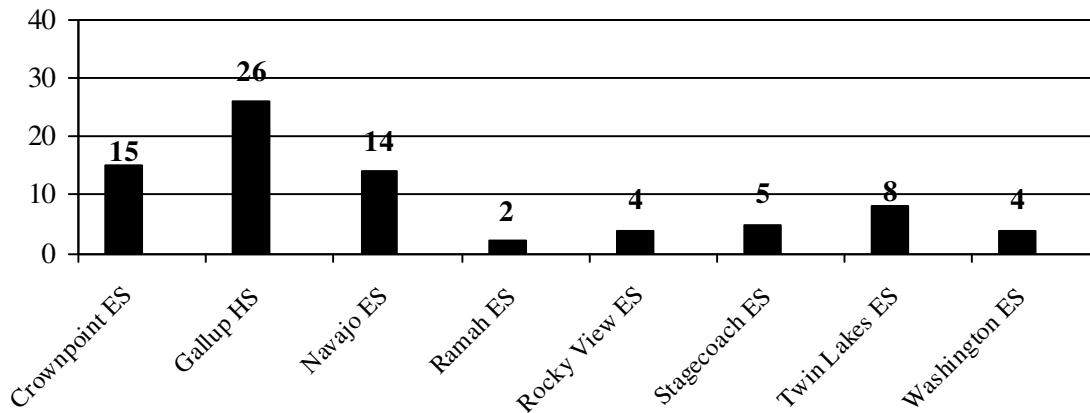
The following are the results pre- and post-Lindamood-Bell® instruction for the district as a whole.

Demographics

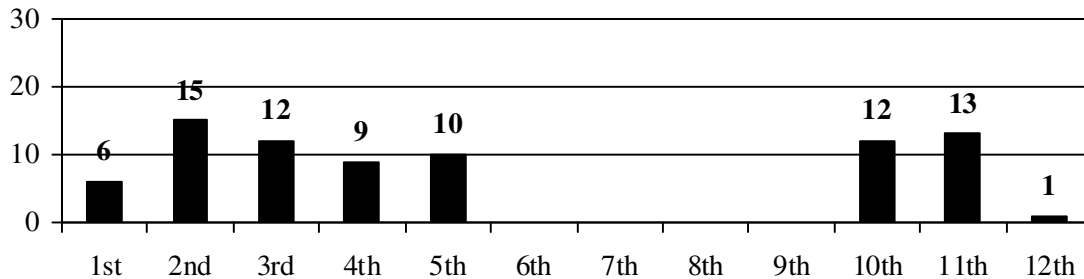
| | |
|--------------------|-----|
| Number of Students | 78 |
| Females | 35% |
| Males | 65% |

| | | |
|--------------------------------------|------|-------------|
| Average Age & Range | 11.9 | 7.0 to 18.7 |
| Average Grade Level & Range | 6 | 1 to 12 |
| Average Hours of Instruction & Range | 103 | 36 to 213 |

Number of Students by School



Number of Students by Grade Level



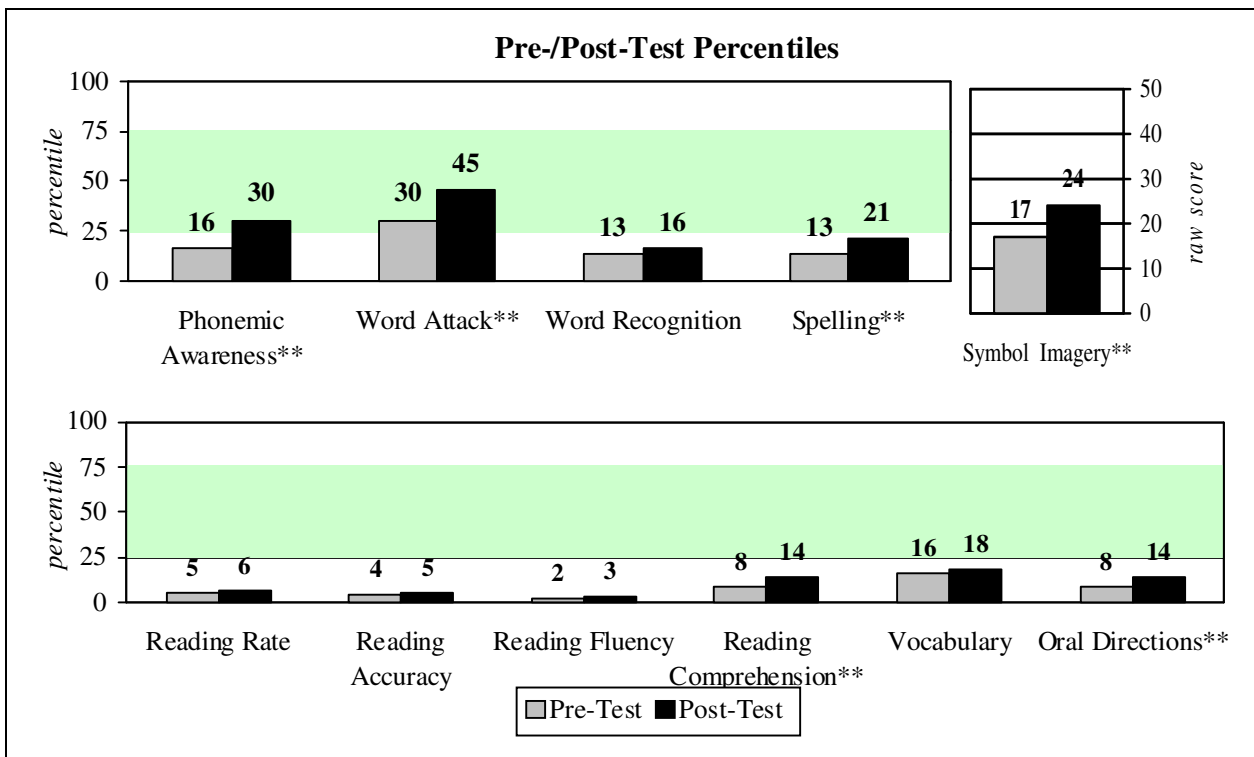
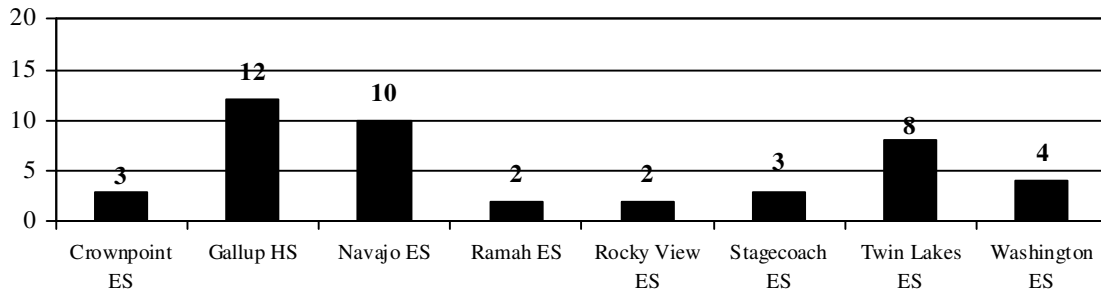
Post Instruction Results (English Language Learners)
 Gallup-McKinley County Schools
 End-of-Year, 2007 – 08

Decoding
Demographics and Instruction

| | |
|--------------------|-----|
| Number of Students | 44 |
| Females | 25% |
| Males | 75% |

| | | |
|--------------------------------------|------|-------------|
| Average Age & Range | 11.2 | 7.0 to 18.7 |
| Average Grade Level & Range | 5 | 1 to 12 |
| Average Hours of Instruction & Range | 104 | 36 to 204 |

Number of Students by School



* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

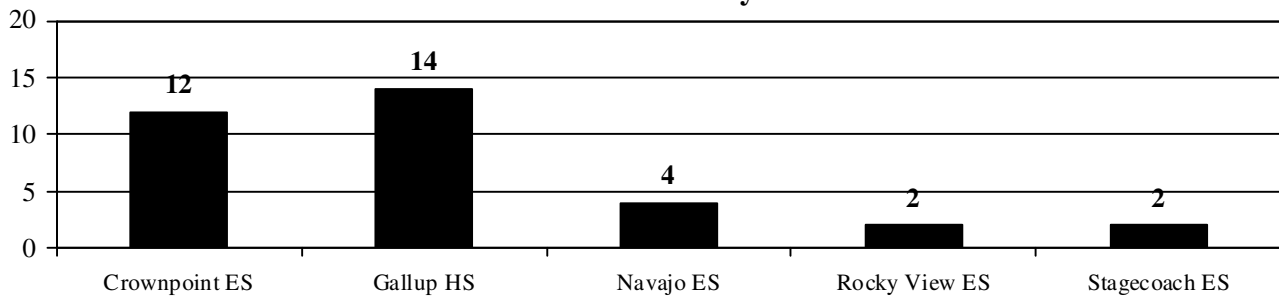
Post Instruction Results (English Language Learners)
 Gallup-McKinley County Schools
 End-of-Year, 2007 – 08

**Comprehension
 Demographics and Instruction**

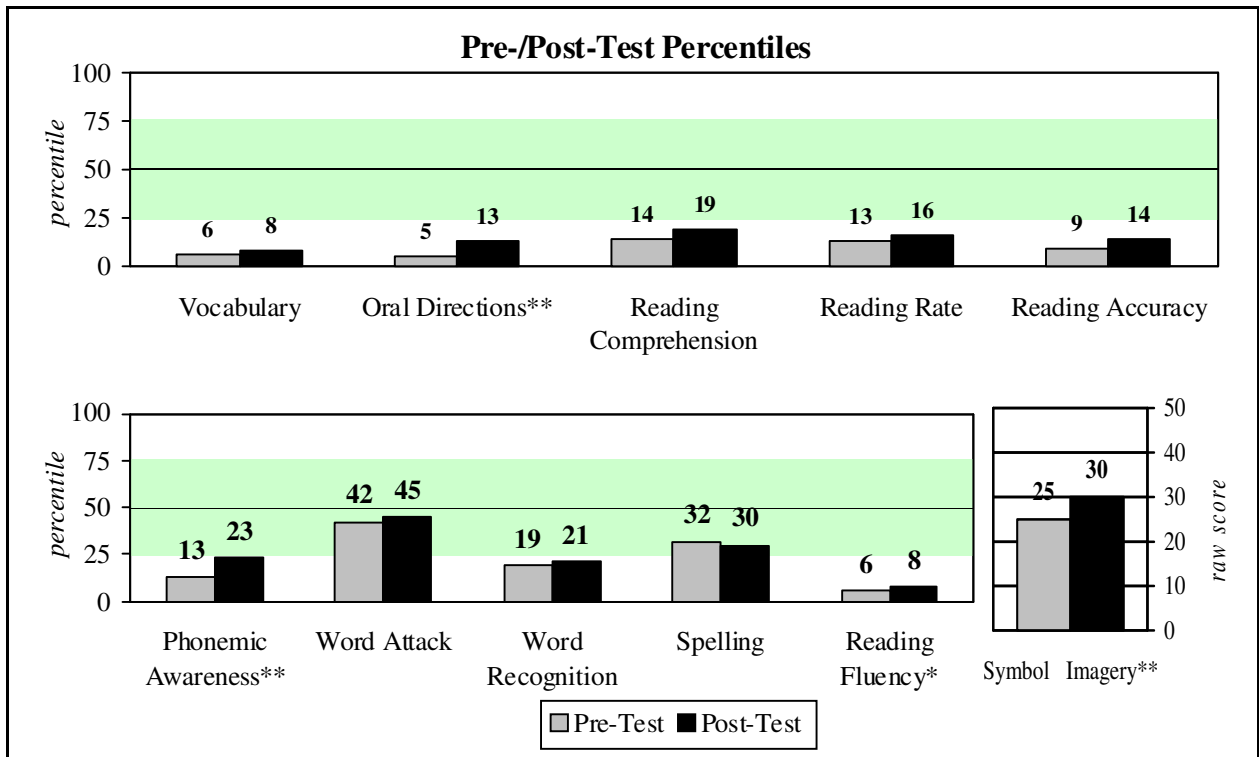
| | |
|--------------------|-----|
| Number of Students | 34 |
| Females | 47% |
| Males | 53% |

| | | |
|--------------------------------------|------|-------------|
| Average Age & Range | 12.7 | 7.6 to 18.2 |
| Average Grade Level & Range | 7 | 2 to 11 |
| Average Hours of Instruction & Range | 101 | 43 to 213 |

Number of Students by School



Pre-/Post-Test Percentiles



* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

Post Instruction Results (Special Education Students)

Gallup-McKinley County Schools

End-of-Year, 2007 – 08

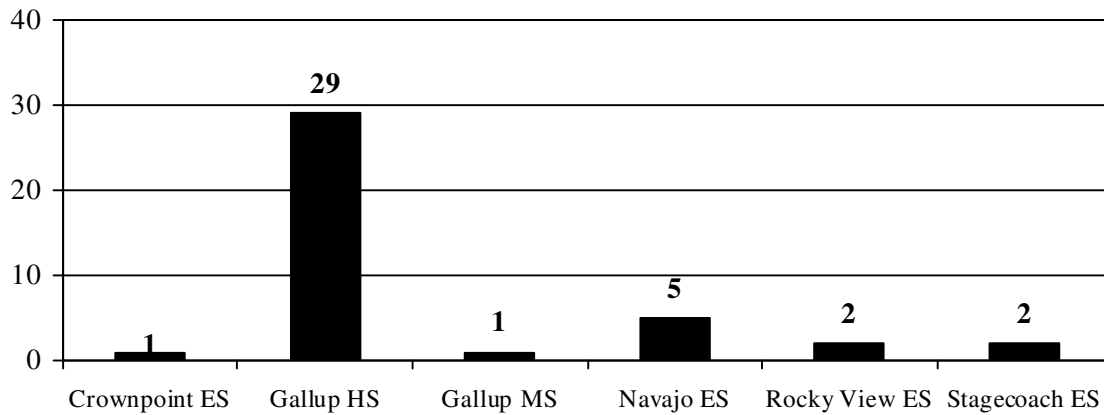
The following are the results pre- and post-Lindamood-Bell® instruction for the district as a whole.

Demographics

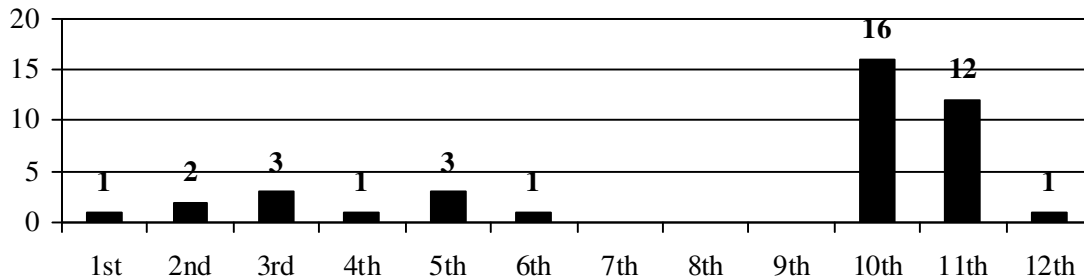
| | |
|--------------------|-----|
| Number of Students | 40 |
| Females | 20% |
| Males | 80% |

| | | |
|--------------------------------------|------|-------------|
| Average Age & Range | 15.1 | 7.1 to 18.7 |
| Average Grade Level & Range | 9 | 1 to 12 |
| Average Hours of Instruction & Range | 143 | 35 to 219 |

Number of Students by School



Number of Students by Grade Level



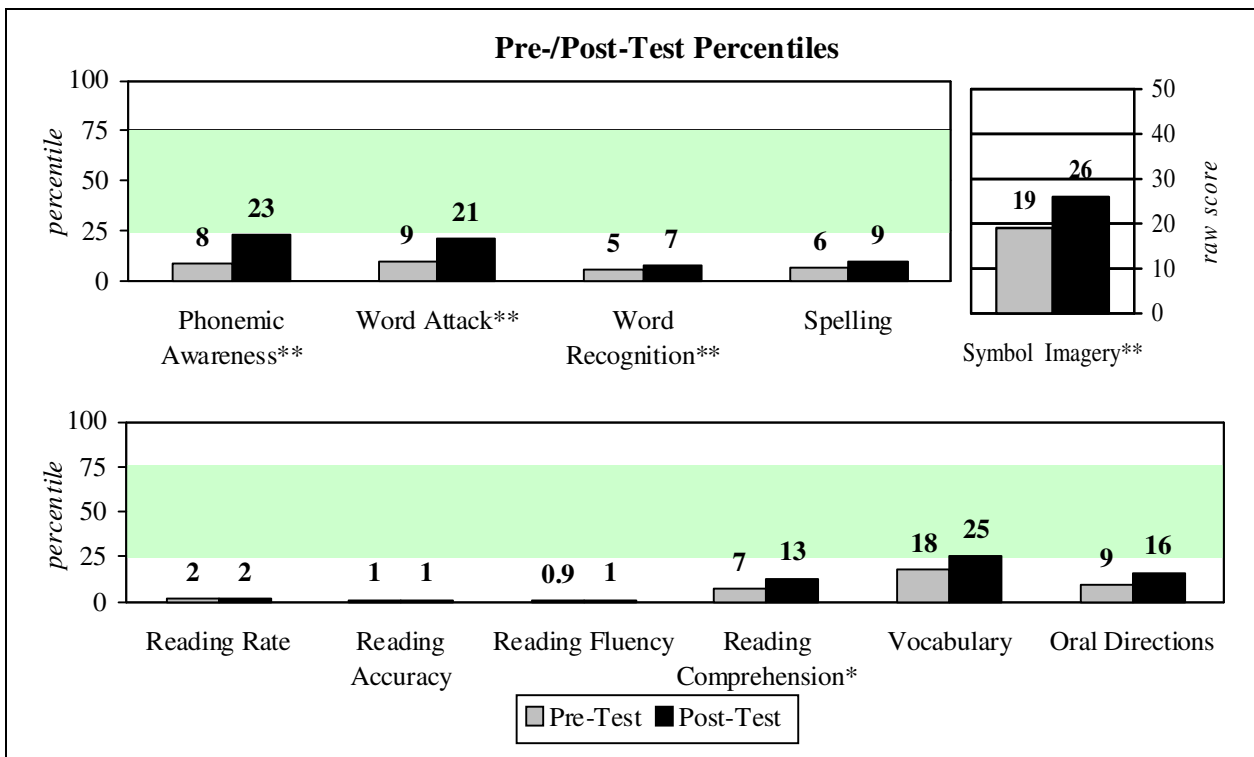
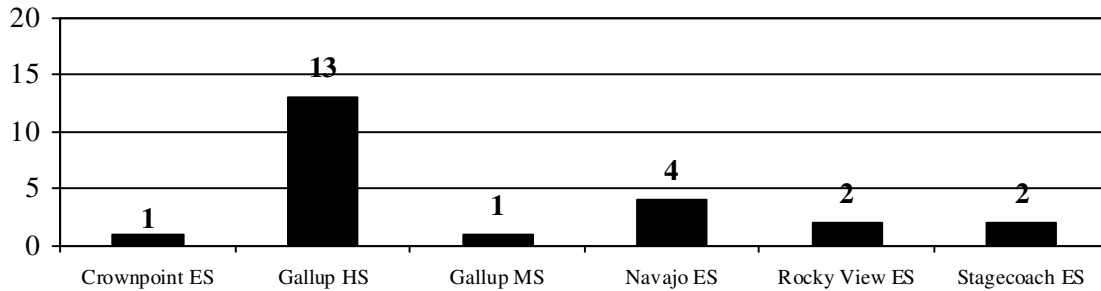
Post Instruction Results (Special Education Students)
 Gallup-McKinley County Schools
 End-of-Year, 2007 – 08

Decoding
Demographics and Instruction

| | |
|--------------------|-----|
| Number of Students | 23 |
| Females | 4% |
| Males | 96% |

| | | |
|--------------------------------------|------|-------------|
| Average Age & Range | 14.0 | 7.1 to 18.7 |
| Average Grade Level & Range | 8 | 1 to 12 |
| Average Hours of Instruction & Range | 134 | 35 to 219 |

Number of Students by School



* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

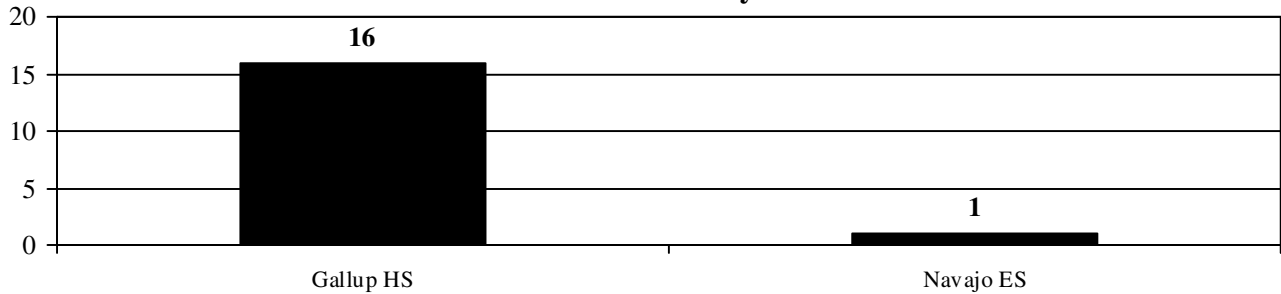
Post Instruction Results (Special Education Students)
 Gallup-McKinley County Schools
 End-of-Year, 2007 – 08

**Comprehension
 Demographics and Instruction**

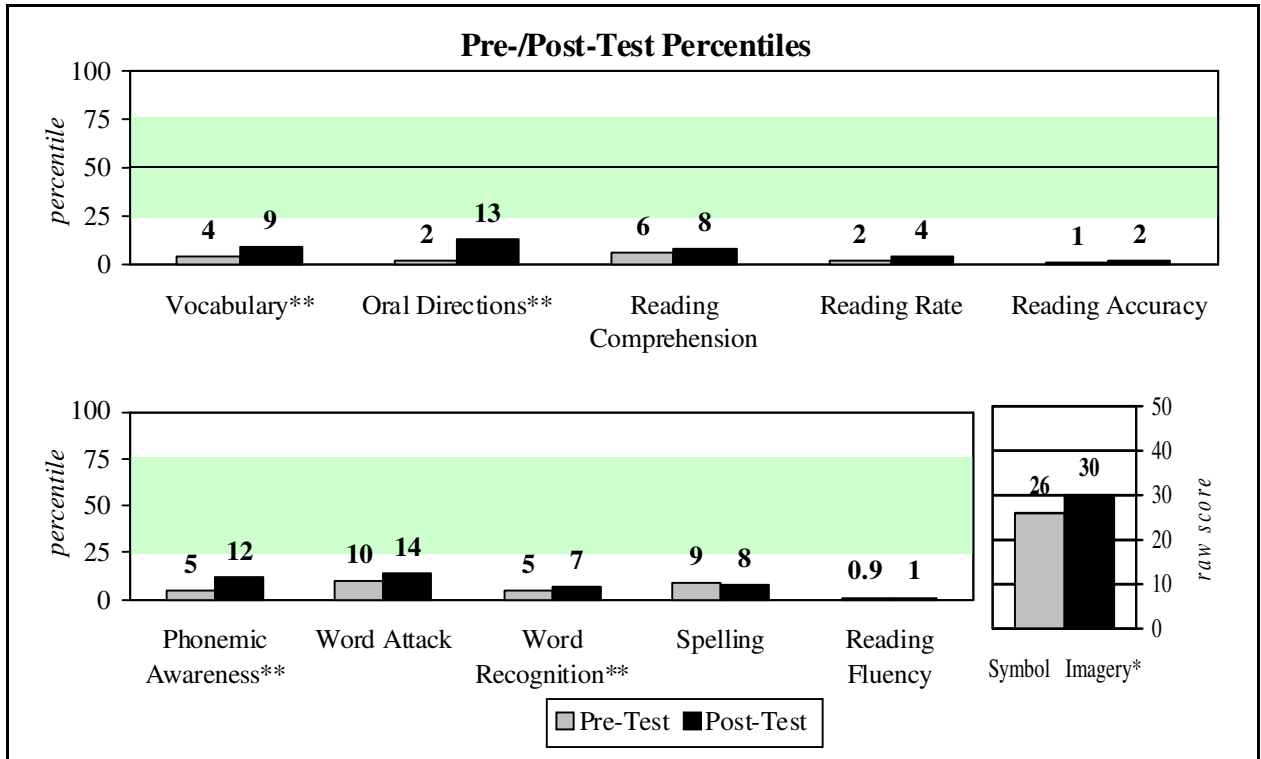
| | |
|--------------------|-----|
| Number of Students | 17 |
| Females | 41% |
| Males | 59% |

| | | |
|--------------------------------------|------|-------------|
| Average Age & Range | 16.5 | 9.7 to 18.4 |
| Average Grade Level & Range | 10 | 3 to 11 |
| Average Hours of Instruction & Range | 154 | 89 to 196 |

Number of Students by School



Pre-/Post-Test Percentiles



* significant (p-value ≤ .05)
 ** highly significant (p-value ≤ .01)

Test Descriptions and Interpretation Guide

Test Descriptions

An extensive battery of nationally normed, standardized tests is administered to students. These measures are used to diagnostically assess and determine appropriate instruction as well as analyze learning gains. The following tests are used:

Peabody Picture Vocabulary Test-IV (PPVT-IV)

This test assesses receptive oral vocabulary and can be used as a screening test of general verbal ability for native English speakers or as a screening of English proficiency for non-native speakers of English. The individual must select one picture from among four to match an orally presented word.

Detroit Tests of Learning Aptitude-2 (DTLA-2)

Oral Directions subtest:

This subtest assesses the ability to mark visual material after oral directions have been given in entirety. This is a highly complex task involving linguistic and abstract knowledge as well as visual, motor, and memory capacities. The following is an example from the test: "Draw a line from one star to the other star that does not touch the triangle. Do it now."

Woodcock Reading Mastery Tests-Revised (WRMT-R)

Word Attack subtest:

The Word Attack subtest assesses the ability to decode nonsense words composed of one to four syllables. This provides information about the individual's ability to phonetically process unfamiliar words.

Wide Range Achievement Test-Revised/4 (WRAT-4)

This test assesses academic progress in three areas: word recognition, written spelling, and arithmetic computation. Typically, two of the three subtests are given: word recognition and spelling.

Reading subtest:

The individual is asked to name letters and to read words ranging from simple to complex multi-syllable. This provides information regarding the individual's word recognition ability.

Spelling subtest:

The individual spells letters and real words that are presented orally. The words range from simple one-syllable to complex multi-syllable. This provides information about the individual's spelling readiness and/or written spelling ability.

Gray Oral Reading Test-4 (GORT-4)

The GORT-4 uses multiple-choice questions to obtain a score for reading comprehension in addition to scores for rate, accuracy, contextual reading fluency, and overall reading quotient.

Lindamood® Auditory Conceptualization Test-3 (LAC-3)

The LAC-3 is an individually administered, norm-referenced assessment that measures an individual's ability to perceive and conceptualize speech sounds using a visual medium. The LAC-3 also measures the cognitive ability to distinguish and manipulate sounds, which success in reading and spelling requires. New categories that relate to multisyllabic processing have been added.

Symbol Imagery Test

This test assesses an individual's ability to recall and manipulate orthographic patterns. Items are presented visually and orally and require a verbal response. The test measures use of *symbol imagery*, the ability to visualize letter sequences and letter-phoneme relationships. Symbol imagery is a sensory-cognitive function related to decoding skills such as word recognition, spelling, phonemic awareness, and fluency. Until norming is completed, this test is used for comparison of pre-test and post-test changes. Preliminary data indicates high correlation to other decoding measures.

Interpretation Guide

Instructional Focus

Students are individually assessed and diagnosed and subsequently receive instruction in either the Seeing Stars[®] program, the Visualizing and Verbalizing[®] program, or a combination of the Seeing Stars[®] and Lindamood Phoneme Sequencing[®] programs.

Decoding competency is primarily measured by: Phonemic Awareness, Word Recognition, Spelling, Word Attack, Reading Rate, Reading Accuracy, and Reading Fluency. The Seeing Stars[®] and Lindamood Phoneme Sequencing[®] programs are the related programs.

Comprehension related measures include: Reading Comprehension, Vocabulary and Oral Directions. The Visualizing and Verbalizing[®] program is the related program.

Interpretation of Scores

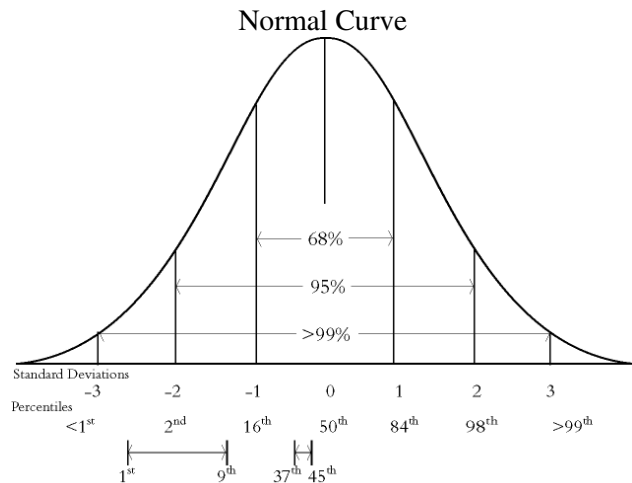
Results are reported in aggregate for all tests where the sample size is ten students or more. When there are fewer than ten the scores are reported on an individual basis.

One of the most common ways test publishers provide results is through the use of *percentile scores*, which allow for direct comparison to other tests on the same scale. A percentile score is a ranking (1 to 99) between people of the same age range. For example, if a student scores at the 75th percentile, he scores as well or better than 75% of the people his age.

Aggregate percentiles in this report are derived from average *standard scores*. The standard scores are based on a distribution with a mean of 100 and a standard deviation of 15.

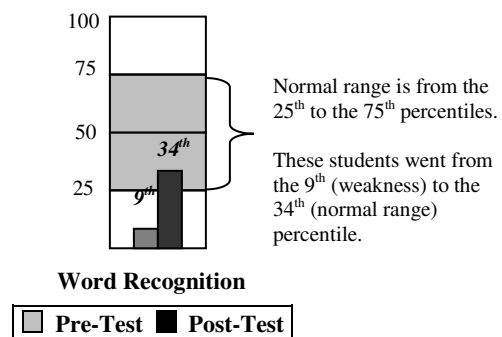
While standard scores reflect change evenly at different points on the curve, changes in percentile points do not. A change from the 1st to the 9th percentile equates to a change

of 13 standard points as does a change from the 50th to the 81st percentile.



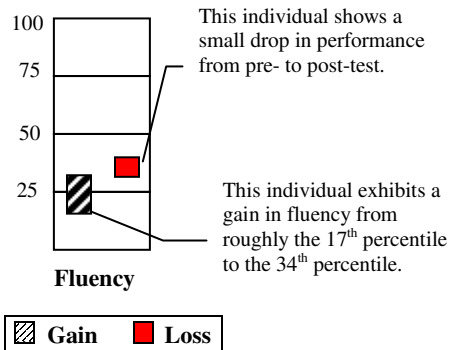
An often misunderstood term is *statistical significance*. Aggregate student gains are tested for statistical significance using paired t-tests. Significance does not measure the size of the gains, rather the variability and if the gain were likely due to chance. Statistically significant results are noted as either * p-value $\leq .05$ or highly significant ** p-value $\leq .01$.

The following is an example of a pre- and post-test percentile chart:



Individual Percentile Gain Plots

When the sample size is less than ten students, pre- and post-test percentiles are reported as a bar covering their range of movement for the generally recognized five main components of reading.



Pre- and post-test percentiles for the full battery are provided for each individual in table format.

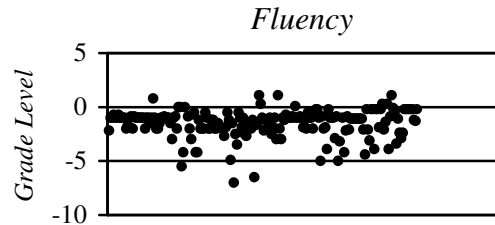
In addition, percentiles can be split into *quartiles*, or fourths, to further assist with interpretation. The following table is a general guideline for interpreting percentiles and their related quarters:

| Percentile Range | Quartile(s) | Below, Within or Above Normal Range | General Definition |
|--|--|-------------------------------------|---------------------|
| Up to the 25 th | 1 st or Lower | Below | Weakness |
| 25 th to the 36 th | 2 nd & 3 rd or Inter | Within | Moderate Difficulty |
| 37 th to the 62 nd | | Within | Adequate Ability |
| 63 rd to the 75 th | | Within | Ease |
| Above the 75 th | 4 th or Upper | Above | Strength |

Quartile cutoffs are at the 25th percentile (1st quartile), 50th percentile (2nd quartile), and the 75th percentile (3rd quartile). Movement from one quarter to the next also means that a quartile cutoff has been surpassed.

Individual Differential Plots

The individual differential plots show how far below or above grade or age equivalency each individual performed for the generally recognized five main components of reading.



To achieve a grade equivalency of 3.0, one would have answered the same number of correct responses on the test as was the average of all third graders at the beginning of the year. The learning curve for some of the skills is much steeper in the early grades, making grade equivalency changes much different for 3rd to 4th grade than 8th to 9th. However, scores within one grade above and below one's actual grade level are generally considered to be the normal range of performance.

Symbol Imagery (SI™) Test

Average pre-test raw scores, which are the total number of correct responses, are provided for Symbol Imagery. The total possible raw score for Symbol Imagery is 50. The following table shows the recommended minimum raw score by grade level; based on pre-norming information:

| K | 1st | 2nd | 3rd | 4th | 5th | 6th | 7 th — Adult |
|---|-----|-----|-----|-----|-----|-----|----------------------------|
| 5 | 11 | 15 | 20 | 23 | 27 | 28 | 32 |

Instructional Programs

The owners and directors of Lindamood-Bell have authored programs that develop sensory-cognitive functions, which are recognized as being essential to spoken and written language competence. The sensory cognitive functions and related programs that are the focus of this report are as follows:

Decoding Focus

(Phoneme Awareness and Symbol Imagery)

Phoneme awareness and symbol imagery are primary sensory-cognitive functions that enable individuals to auditorily perceive and visually image sounds and letters within words. These abilities underlie fast and accurate word attack, word recognition, paragraph reading, and spelling skills. Individuals with intact phoneme awareness and symbol imagery usually learn to read and spell with ease. However, weakness in these functions interferes with the ability to self-correct and read and spell accurately and rapidly.

Phoneme awareness and symbol imagery are stimulated through the application of the Lindamood Phoneme Sequencing® (LiPS®)

and the Seeing Stars® for Symbol Imagery (SI™) programs.

Comprehension Focus

(Concept Imagery)

Concept imagery is the ability to visualize the gestalt (whole) from language that is read or heard. This ability underlies oral and written language comprehension, problem solving, following oral directions, and critical thinking. Individuals with well developed concept imagery can quickly create imaged gestalts in their minds and, consequently, are able to process the “big picture.”

However, weakness in concept imagery prevents individuals from comprehending oral and written language, including higher order thinking skills such as understanding the main idea, making inferences, drawing conclusions, predicting, problem solving, and performing other reasoning tasks.

Concept imagery is stimulated through the application of the Visualizing and Verbalizing for language Comprehension and Thinking® (V/V®) program.

Recommendations

Overall Partnership

Increase the number of participating schools. The success of the schools currently implementing the Lindamood-Bell® programs suggests that students at other schools in the district would benefit. This includes both elementary and secondary sites.

Maintain program fidelity. Each of the instructional programs is a research-based approach to systematically developing cognitive functions necessary for reading, comprehension, or mathematics. Each program has a specific sequence of tasks that contribute to improving student proficiency. Altering, omitting or using the steps as a set of isolated strategies will affect the outcome. Program effectiveness can only be judged fairly if the programs are used as designed.

Provide state reading test proficiency reports. Lindamood-Bell's Research & Development department can provide analysis that includes measurement of student progress and growth on state achievement tests. A data-sharing protocol could be established that would allow for more detailed analysis than is currently possible.

More instructional/assessment materials are needed. Currently, there is not a sufficient supply of testing/instructional materials for students. Please work with your Lindamood-Bell® representative to identify needed materials.

Increase the level of collaboration with the Special Education department. Closer collaboration with the Special Education department would result in identification and instruction for more students at-risk for reading and comprehension failure. Many students receiving special education services fit the profile of those who have most benefited from this instruction. Systematically increasing the capacity of the special education department's implementation design would increase the likelihood of helping these students.

Instruction

Increase instructional time for students in intensive intervention. Students have been referred for instruction based on poor performance. In order to increase these students' language processing skills, Lindamood-Bell recommends a *minimum* of 100-120 hours of cumulative instruction. For most schools this means providing at least one hour of daily instruction.

This year:

- Seven elementary and one high school provided between 60-90 minutes of instruction for remedial groups.

Also, many students exhibit deficits in multiple areas of reading and comprehension. For them, an additional instructional cycle would be appropriate.

Increase the number of students receiving intensive intervention. The district has a large percentage of students in need of remediation. Assigning more staff to instruction and revising the current schedule may increase the number of students receiving instruction. Schools have a better likelihood to affect school-wide achievement by addressing the needs of a higher percentage of at-risk students.

Schedule additional Lindamood-Bell® Consulting support. Given the current level of implementation, more direct mentoring support is necessary. The direct professional development provided will promote consistency of instruction throughout the project.

Expand use of Lindamood-Bell® programs in classrooms. Classroom use of the programs can effectively develop reading and comprehension skills that would reduce the need for future intervention. The school may have many struggling students who do not qualify for intensive intervention. Classroom instruction would benefit these students.

This year,

- 78 classrooms in grades Kindergarten through 6th reported providing 20-30 minutes of instruction for students.

Successful schools have included the following:

- Seeing Stars® instruction for phonemic awareness, phonics, and fluency in Kindergarten-3rd grade classrooms for 15-30 minutes per day,
- Visualizing and Verbalizing® instruction for vocabulary and comprehension in all elementary classrooms for 15-30 minutes per day, and
- Visualizing and Verbalizing® instruction provided daily in secondary classrooms with an emphasis on application to content, vocabulary development and writing.

Increase Lindamood-Bell® consulting support for classroom instructors. Over 60 classrooms actively implemented the programs on a regular basis. Many classroom instructional staff have yet to utilize the programs consistently and with program fidelity. Teachers would benefit from more frequent coaching visits and weekly mentor meetings provided by Lindamood-Bell. This would increase program quality and effectiveness, and ultimately help schools reach capacity and sustainability more quickly.

Professional Development

Schedule additional workshops in Seeing Stars®, Visualizing and Verbalizing®, Talkies™, and Leadership Orientation for instructional staff who have not previously participated, for staff who need a program review, and for school and district leaders who have a vested interest in the success of the project.

Identify additional candidates for Lindamood-Bell’s Consultant Certification Program

To provide consistent quality instruction and sustain the Lindamood-Bell® programs with fidelity, at least one candidate from each participating school should be identified to participate in the Consultant Certification Program. A Lindamood-Bell® Certified Consultant is prepared to contribute to management of the school- or district-wide implementation of the Lindamood-Bell® model. The consultant’s duties include: a) daily coaching and mentoring for intensive intervention and classroom teachers, (b) program pacing for each small group of students, (c) monitoring the assessment, diagnosis, and grouping for students in intensive intervention, (d) monitoring the quality and integrity of the Lindamood-Bell® program instruction throughout the school, and (e) providing regular mentor meetings and ongoing professional development for the school staff.

Increase professional development for certification candidates

Currently, there is not an adequate amount of time available for candidates to meet with Lindamood-Bell® staff. Candidates for Lindamood-Bell’s Consultant Certification Program should be available to participate in additional professional development opportunities in order to meet all certification requirements.



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