

Creative

Language-Based Learning (CLBL) FOUNDATION



2022-2023 Literacy & Numeracy Teacher Training Programme Impact Report

Founder's Message

Since the inception of the Literacy & Numeracy Teacher Training Programme in April 2017, the CLBL Foundation has successfully trained 343 educators in the Lindamood-Bell® programs representing 151 Early Childhood, Infant, Primary, Secondary, and Special Education Schools across 13 parishes. This comprehensive initiative has had a profound impact on over 25,000 students.

The CLBL Foundation Literacy & Numeracy Teacher Training Programme has delivered 37,485 hours of Professional Development to participating teachers. These dedicated educators have honed their skills to effectively motivate and engage students, employing evidence-based literacy and numeracy methodologies that have substantially improved pre-post test scores.

In the academic year 2022-2023 alone, 6,485 Professional Development hours were provided through various channels, including Workshops, Seminars, Summer Learning Sessions, Year-Round Job-Embedded Coaching, and Practicum experiences.

During the period from September 2022 to August 2023, the CLBL Foundation's remedial team comprised a Senior Coach and 4 Associate Coaches, all under the capable leadership of the CLBL Foundation Director of Learning and Development, along with the invaluable support of 35 Local Instructional Mentors (LIM).

The Summer Learning Session was directed by Mentor Antoinette Wyatt (2018) from St. Richard's Primary and Infant School, who was supported by the CLBL Senior Coach, 4 Associate Coaches, and 14 CLBL Foundation Local Instructional Mentors, all of whom played a pivotal role in delivering Summer Learning Sessions to 15 Pods across seven (7) parishes.

The ongoing development of Coaches and Mentors remains a top priority for the upcoming academic year. This strategic approach involves the continuous training of additional teachers and the nurturing and advancement of Coaches and Mentors, all while steadfastly maintaining the fidelity of the program.

We look forward to even greater success in the next academic year and thank each of you for your continued support in helping to educate the minds that are the future of our nation.

Sincerely,



Mandy Melville

Executive Director and Founder



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Table of Contents

CLBL Foundation 2022-2023 Programme.....	1
Teacher Interview & Selection Process	1
Online Workshops by Lindamood-Bell®.....	2
Seeing Stars® Online Workshop.....	2
Visualizing & Verbalizing® Workshop	2
Talkies® Workshop.....	2
On Cloud Nine® Maths Workshop	2
Test Administration Orientation Workshop	3
Summer Learning Sessions – June 19 through July 28, 2023	3
Parenting Instruction	7
Impact Report – Summer Learning Sessions.....	8
Needs Assessment Tests	8
Seeing Stars® Programme.....	8
Interpreting the Test Results	9
Standard Scores.....	9
Grade Levels	9
Old Harbour Primary School Formal Test Results - Seeing Stars® Instruction	10
Old Harbour Primary School Student Highlights.....	11
Recommendation - The Response to Intervention (RtI) Model.....	17
What Obstacles Have Been Faced During the Summer Learning Session (SLS).....	18
How Were These Obstacles Addressed	18
Key Experts.....	18
Year-Round Instructional Mentorship Development & Job-Embedded Coaching	19
Professional Learning Communities	20
Webinars	1
Literacy Camp	1
What Obstacles Were Faced During the Year-Round Job-Embedded Coaching.....	2
How Were These Obstacles Addressed	2
Key Experts.....	3
Appendix A – 2017 thru 2023 Cohort of Participating School.....	1
Appendix B – Impact Report - Denham Town High School	3

CLBL Foundation 2022-2023 Programme

Teacher Interview & Selection Process

Denham Town High School teachers participated in an Interview and Selection Process for training in the Lindamood-Bell® Seeing Star® programme. These interviews identified and selected 16 dedicated educators who would become instructors for a six-month remedial literacy camp tailored for students reading below grade level in grades 7 to 9.

The first interview sessions were from January 04 to 13, 2023. The CLBL Coaches, Holly Aarons, Shantaul Simpson and Lisandra Jureidini, interviewed Denham Town High School teachers. The 45-minute sessions were structured to assess each teacher's qualifications, teaching experience, and alignment with the goals and principles of the Lindamood-Bell® Seeing Star® Program.

The second interview occurred from Thursday, February 23, to Thursday, March 2, 2023.

Early Childhood Education and Special Needs Educators from schools across the island were notified about the Interview and Selection Process by the Ministry of Education and Youth (MOEY), the Early Childhood Commission, or the Creative Language-Based Learning (CLBL) Foundation.

There were 131 applicants, 50 of whom were selected to participate in the CLBL Foundation Literacy and Numeracy Teacher Training Programme.

Interviewing panellists included representatives from the Ministry of Education and Youth (MOEY), Early Childhood Commission (ECC), MOEY Special Education Unit, members of the CLBL Board, Advisory Panel, CLBL Director of Learning & Development, Senior Coach, Associate Coaches and Mentors conducted online interviews.

On Friday, March 3, 2023, Mrs Judith Douglas, a volunteer from the Kiwanis Club of New Kingston, along with the CLBL Board and Team members, met to confirm the new Cohort of 2023 teachers.

Teachers who qualified were sent acceptance letters confirming placement.

Online Workshops by Lindamood-Bell®

Seeing Stars® Online Workshop

Seeing Stars® (SI™), a two-day professional development workshop, helps teachers develop the underlying sensory-cognitive functions of phonemic awareness (the ability to accurately perceive the sequence, number and identity of sounds within a word); symbol imagery (the ability to visualise the sounds and letters within a word) for both quick and accurate phonological and orthographic processing. These processes are essential for developing word attack, sight word recognition, fluent and accurate reading and spelling.

Three **Seeing Stars® Online Workshops** were delivered as follows.

The first was at Denham Town High School from November 8 to November 11, 2022, for 3.5 hours daily to six (6) teachers.

The second, Seeing Stars® Online Workshop, was delivered to sixteen (16) teachers from Denham Town High School from February 7 to 10, 2023, for 3.5 hours daily, in preparation for the scheduled Literacy Camp sponsored by Lindamood-Bell Learning Processes®.

The third Seeing Stars® Online Workshop was from March 22– 23, 2023, for fifty (50) teachers and twelve (12) ECC Development Officers. These teachers were from basic, infant, primary and secondary schools; twenty-seven (27) were from schools already part of the CLBL Foundation programme, and twenty-three (23) were other teachers from 18 newly participating schools.

Teachers learned the methodology and techniques of the programmes through presentation, discussion, demonstration, video, reading, and supervised practice. They were tutored through the concepts, processes and methodologies for the various Lindamood-Bell® curricula in one-to-one sessions, small groups and classroom settings. A teacher using these methods and techniques can easily integrate these steps into any curriculum, such as a reading programme, language arts programme, and all content-based instruction.

On completion of the workshops, each teacher received the programme kit and workbooks on behalf of their school.

Visualizing & Verbalizing® Workshop

Postponed to September 2023

Talkies® Workshop

Postponed to October 2023

On Cloud Nine® Maths Workshop

Postponed to January 2024

Test Administration Orientation Workshop

Test Administration Orientation Workshop was delivered virtually on Wednesday, May 24, 2023, to 98 participants, comprising 74 CLBL teachers and 24 colleagues, including school leaders and members of the ECC.

This One-Day Test Administration Orientation Workshop by Lindamood-Bell® for Schools provided intensive instruction in administering formal and informal Needs Assessments Tests and an understanding of how the results are interpreted.

Training was provided in the administration, scoring, and interpretation of results from the following norm-referenced and standardised tests, to identify underlying processing ability:

- PPVT-5
- WRMT-III
- WRAT-5 (Reading and Spelling Subsets)
- Symbol Imagery
- GORT-4
- LAC-3

Test measurements provide a comprehensive learning profile, identifying students' strengths and weaknesses in sensory-cognitive functions and reading component parts. This was used as a foundation for grouping and pacing students in the schools and at the Summer Learning Pods and data collection.

Summer Learning Sessions – June 19 through July 28, 2023

The primary goal of the Summer Learning Sessions is to give participating teachers an opportunity for intense, supervised, immersive practice, further solidifying the teachers' knowledge of the programme steps and language.

Newly trained teachers who completed the Seeing Stars® (SI™) workshop learned and practised the Instructor Stage, while teachers from previous cohorts continued their development in the Diagnostic, Pacer and Mentor Stages.

The secondary goal is to give participating students a jumpstart with reading, spelling, comprehension, critical thinking and maths instruction in preparation for the new school year, assisting them in becoming self-correcting and independent learners.

During the Summer Learning Sessions 2023, teachers completed 2893.75 hours of Professional Development comprising the following.

- 761 hours of direct in-session coaching and mentoring
- 2,133 hours of instructional practice

The Summer Learning Sessions with Lindamood-Bell® was delivered to **266 students by 53 teachers in fifteen (15) pods at various locations across seven (7) parishes - namely Clarendon, Kingston, Manchester, St Andrew, St Catherine, St James and Westmoreland.**

These sessions took place from Monday, July 10 to Friday, July 28, 2023, under the direction of the **Lead Coordinator and Mentor, Antoinette Wyatt (2018)** from St Richards Primary and Infant School, who was **supported by the CLBL Senior Coach, 4 Associate Coaches and 14 Mentors.**

On completion of an average of 60 hours, the students were re-tested and reassessed. These testing protocols allowed progress to be measured and compared.

The tables below offer data about these pods, including the timeline and the number of mentors, teachers and participating students. This data shows a comprehensive summary of the logistical aspects of the CLBL Summer Learning Session, highlighting the program's reach and structure.

Name of Pod	Duration	Mentor, Cohort & School	Teachers, Cohort & School	Number of Students
Anceline Cunningham Dixon	15 days	Anceline Cunningham Dixon, 2017 AFC Challengers Basic	Anceline Cunningham Dixon, 2017 AFC Challengers Basic	6
Christel House Jamaica	10 days	Natalie Cameron McFarlane, 2018 Spanish Town Primary	Tracy Lindsay, 2023 Denham Town High School	16
			Tina Brown, 2023 Christel House Jamaica	
			Janice Brown-Henry, 2023 Stony Hill Technical High School	
			Latishia Bygrave (online), 2022 Kellits Primary School	
Christine Hews-Johnson	2 weeks	Coach Holly Aaron Monitored	Christine Hews-Johnson, 2023 Denham Town High School	3
Ebenezer Primary and Infant School	2 weeks		Eneka Nesbeth, 2023 Grove Mountain Basic School	5
Greater Portmore Primary	10 days	Cheryl Davis, 2018 Spanish Town Primary	Claudette Harris Williams, 2023 Windsor School of Special Education	18
			Colette Williams, 2023 Bridgeport Infant School	
			Troy Harrison, 2020 Windsor School of Special Education	
Junior World Learning & Activity Centre	14 days	Wendy Bailey, 2018 Junior World Activity Centre	Sophia Wallace, 2022 Arnold Road Methodist Basic School	22
			Brendy-Ann Headley-Bailey, 2023 Christ the King Basic School	
			Lurline James, 2023 Denham Town Infant School	
			Samantha Powell, 2023 St Benedict's Primary School	
Kingston High School	3 weeks	Associate Coach Rashana Reid Monitored	Donette Ledford, 2022 Danny Williams School for the Deaf	25
			Taniesha Kerr, 2023 Denham Town High School	
			Kiyomi Crossman, 2022 Kingston High School	
			Howard Peart, 2023 Denham Town High School	
			Yvonne Nesbeth, 2023 Moneague Primary & Junior High School	
			Stacy-Ann Jackson, 2023 United Early Childhood Development Centre	
			Alecia Reid, 2022 Kingston High School	
			Prudence Mighty Hall, 2023 Denham Town High School	

Name of Pod	Duration	Mentor, Cohort & School	Teachers, Cohort & School	Number of Students
Elpicharis Christian Academy Mandeville	10 days	Coach Holly Aaron Monitored	Marie Powell, 2023 Holmwood Technical High School	5
			Latoya Wiggan-Crawford, 2023 Frankfield Primary and Infant School	
MICO CARE Centre	12 days	Dorcas Myrie, 2017 MICO CARE Centre Shanice Seaton, 2019 MICO CARE Centre	Nicole Ricketts, 2023 Hillel Academy	69
			Olivia Wynter, 2023 Hope Valley Experimental Primary & Infant	
			Jodi Mills, 2022 Sandhurst E.C.D.C	
			Violene Martin, 2023 Rose Hill Primary and Infant School	
			Sharline Smith, 2022 Trench Town Seventh-Day Adventist Basic	
			Althea McFarlane-Allen, 2023 Denham Town High School	
Mona Heights Primary School	14 days	Roshae Johnson, 2019 Mona Heights Primary Kadine Bailey, 2019 Lawrence Tavern Primary	Charlene Burton, 2023 Constitution Hill Primary and Infant School	32
			Charmaine Jones, 2023 Hope Valley Experimental Primary & Infant	
			Denver Sterling Steele, 2023 Lister Mair Gilby High School for the Deaf	
			Donique Smith, 2022 Wycliffe Martin High School	
			Karen-Kay Chambers, 2023 Sylvia Foote Basic School (VOUCH)	
			Nikkisha Jackson, 2022 Keith Primary and Infant School	
			Olivene Harrison, 2019 Cross Road Basic School	
			Tanniel Williams, 2023 Jamaica China Goodwill Infant School	
			Warren White, 2022 Iona High School	
Mount Salem Primary & Infant School	10 days	Elaine Robinson Edmond, 2019 Mount Salem Primary & Infant C. Markada Williams, 2019 Flankers Primary School	Elham Gordon, 2023 Mount Salem Primary & Infant School	19
			Kerry-Ann Clarke, 2023 Mount Salem Primary & Infant School	
			Shyon Linton-Dobson, 2023 Mount Salem Primary & Infant School	
			Teresa Chilsom, 2023 Mount Salem Primary & Infant School	
Old Harbour Primary School	12 days	Toni-Ann Simpson Reid, 2018 Old Harbour Primary	Tashawah Richards Baxter, 2023 Old Harbour Primary School	19
			Patricia Hayles-Stewart, 2023 Old Harbour Primary School	
			Charmaine Downer-Thomas, 2023 Old Harbour Primary School	
Savanna-La-Mar Inclusive Academy	10 days	Renee Rennalls, 2017 Savanna-La-Mar Inclusive Academy Tashaye Brown, Savanna-La-Mar Inclusive Academy	Lijay Hilton, 2023 Savanna-La-Mar Inclusive Infant Academy	15
			Marcia Belto-Dixon, 2023 Petersfield Primary and Infant School	
			Toniell Reid, 2023 Petersfield Primary and Infant School	
			Antenielle Young, 2023 Savanna-La-Mar Inclusive Infant Academy	
			Latoya Anderson, 2022 Savanna-La-Mar Inclusive Infant Academy	
Toll-Gate Primary and Infant School	10 days	Ann Marie Dennis, 2022 Toll Gate Primary & Infant	Shelly Ann Forbes, 2023 Toll Gate Primary and Infant School	6
White Horses Primary and Infant School	10 days	Coach Holly Aaron Monitored	Kadie-Ann Collins, 2023 White Horses Primary and Infant School	6

The **objective of the CLBL Foundation Literacy & Numeracy Teacher Training Programme** is to create a community of educators who make data-informed decisions about their student's learning needs, set targeted goals to develop areas of weakness and implement an effective remediation programme that allows students to learn to their full potential.

This is achieved when teachers move through the **Four Stages of Development** as Instructors, Diagnosticians, and Pacers progress towards the final stage of the programme, becoming Local Instructional Mentors (LIMs). Trained LIMs in each school will maintain the fidelity of the programme and expand its reach to the students.

CLBL Foundation Local Instructional Mentors played a pivotal role when leading a Summer Learning Pod, sharing their knowledge, skills and best practices with colleagues and communities.

Mentors planned, coordinated and managed the implementation of the CLBL Foundation Summer Learning Sessions (SLS), providing supervised immersive practice for trained teachers in the Lindamood-Bell Learning Processes® methodologies, developing reading, spelling, comprehension and critical thinking skills of participating students in their Pods.

The objective of the Mentor was to support literacy development in their assigned Pod, fostering the implementation of a sustainable, system-wide Response to Intervention (RtI) program applicable to all aspects of a given curriculum. In this role, each Mentor was supported by SLS Lead Coordinator, CLBL Associate Coaches and Lindamood-Bell® Consultants.

Mentors coordinate, conduct, and observe students' formal and informal assessment; oversee data-collecting activities to determine instructional focus and differentiated lesson plans and progress. Mentors provide feedback and prepare reports on the CLBL Foundation Summer Learning Sessions.

Eleven (11) **Professional Learning Communities (PLCs)** were presented online by nine (9) CLBL Mentors assisted by the Coaching Team and Lindamood-Bell® Consultants to participating teachers. Mentors focussed on different topics, and one to three topics were delivered at the end of each day.

Topics were determined by the participant's specific needs, including but not limited to the following:

- An Overview of Professional Development Sessions
- Test Administration, Test Review, Scoring, Informs
- Identification and Diagnostic Abilities in Understanding and Interpreting the Results
- Instructional Record & Attendance
- Error Handling through Socratic Questioning
- Pacing, Lesson and Instruction Planning for SI™ and VV® Programmes
- SI™ Steps on Implementation, Contextual Reading, Using Language to Build Imagery
- Behaviour and Group Management
- Multiple Syllable Concepts and Rules
- Incorporating Games in SI™ Lesson
- Note Taking - How to use the Blue Notes
- Team Building

Parenting Instruction

During the final week of each Summer Learning Pod, students' parents and guardians were invited to a **“Tips for Home”** Session.

The “Tips for Home” presentations give parents, guardians, teachers, and their colleagues information on how to apply the students' newly developed reading skills at home, introducing the sensory-cognitive functions that underlie reading skills. For example, how to:

- practise letter names and sounds
- practise sight words
- use language to assist students to “picture”
- air write letters and words using their fingers.

At the end of each session, the parents were encouraged to share the improvements /breakthroughs observed (testimonials). Questions were answered about their child's performance as the coaches, mentors, and teachers made themselves available for such discussion.

To best accommodate parents' and guardians' working schedules, these “Tips for Home” sessions were offered at times most convenient.

40% of the parents attended the “Tips for Home”. These parents shared noticeable changes in their children. Parents were willing to be more involved in their children's education, expressing gratitude for their child's inclusion in the Summer Learning Session.

Impact Report – Summer Learning Sessions

Needs Assessment Tests

CLBL's Coaches and Mentors conducted formal Needs Assessment Tests on all participating students.

The **Formal Test Administration** monitoring tools measure the impact of and show the programme's positive influence. Below is a list of the Decoding Assessments for Seeing Stars® instructions. In some cases, the entire battery is not administered.

Decoding Assessments


Skill	Task	Test
Symbol Imagery	Recall and manipulate orthographic patterns	Symbol Imagery Test, (SIT)
Word Attack	Read a list of progressively difficult nonsense words	Woodcock Reading Mastery Tests (WRMT™-III, Form A)
Word Recognition	Read a list of progressively difficult real words	Wide Range Achievement Test (WRAT-5)
Spelling	Spell a list of progressively difficult real words	
Rate, Accuracy, and Fluency	Read paragraphs aloud	Gray Oral Reading Tests (GORT-4)
Vocabulary	Select one picture from four that matches a spoken word	Peabody Picture Vocabulary Test (PPVT-5)
Phonemic Awareness	Manipulate blocks for sound correspondence	Sound and Symbol

Participating teachers learned how to assess individual student needs with **Informal Testing Protocols**. These testing protocols were used with the Lindamood-Bell Seeing Stars® Sound to Symbol Chart and other sight word lists, such as the Dolch, to determine knowledge and accuracy. Teachers recorded their students' levels of accuracy and compared this to their grade level expectations.

Test measurements provided a comprehensive learning profile, identifying students' strengths and weaknesses in sensory-cognitive functions and the component parts of reading. Through the students' different learning profiles, teachers gained training and experience in the gamut of learning challenges.

Seeing Stars® Programme

Once the students' needs were determined, they received instruction in the following Lindamood-Bell® programmes.

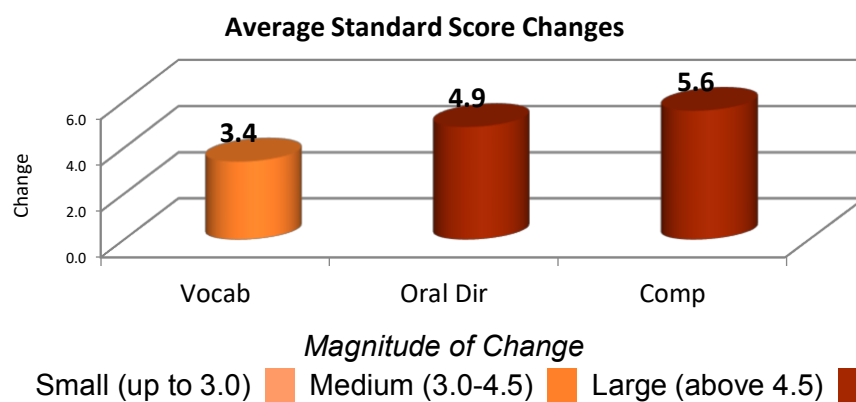
Program	Description
Decoding 	The Seeing Stars® (SI™) program develops symbol imagery—the ability to visualise sounds and letters in words—as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency.

Interpreting the Test Results

The following information is provided to assist with interpreting test results based on standard scores and grade levels.

Standard Scores

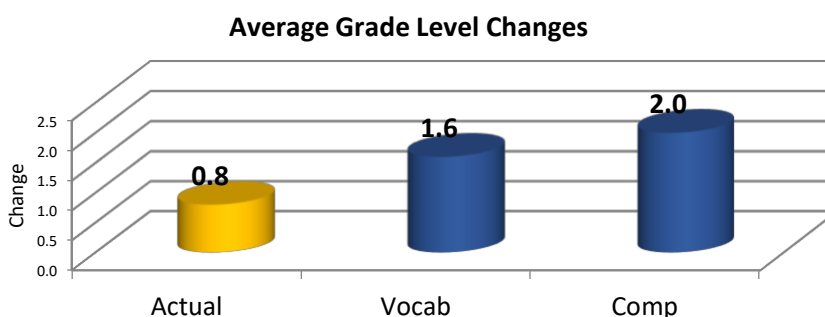
A standard score is a raw score that has been transformed to a common scale (mean of 100 and standard deviation of 15) so comparisons can be made. Standard score changes determine the magnitude of change from pre- to retest. Each student's retest standard score is subtracted from their pre-test score to get a change score, and all those scores are averaged to get an average standard score change. While there is no definitive interpretation, researchers generally agree that a standard score change of practical significance ranges from 3.0 to 4.5 points. A standard score change chart looks like this:



The group of students in this example made large changes in oral directions and comprehension.

Grade Levels

While some test publishers discourage using grade-level scores because they have inadequate statistical qualities and are often misleading, they have been included but should be interpreted cautiously. A similar process of calculating average standard score changes is applied to grade-level scores and compared to actual grade-level changes. Here's an example of a grade level change chart:



The average pre-test grade level for this group of students was 2.1, and their average retest grade level was 2.9, resulting in an actual grade level change of 0.8. Therefore, their grade level change in vocabulary and comprehension exceeded their actual grade level change.

The reported targeted measures vary depending on instructional focus. In cases with ten (10) or more students, aggregate results are provided. Otherwise, individual results are provided.

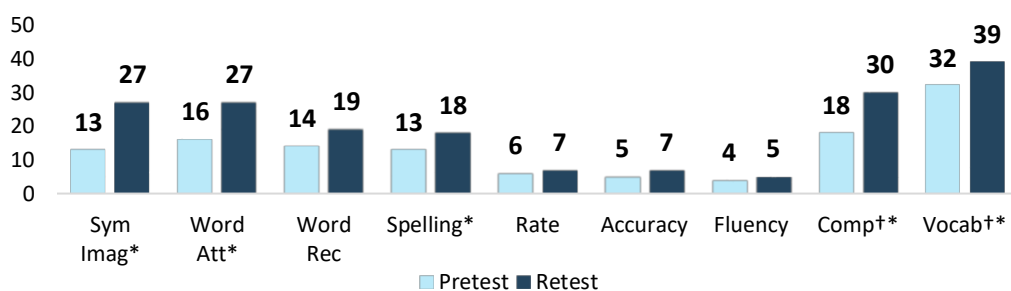
Old Harbour Primary School Formal Test Results - Seeing Stars® Instruction



Demographics	
Number of Students	14‡
Average Age	9.5
Average Hours of Instruction	58.2

‡Note: All students completed 50 or more hours of instruction. Not all students had a complete testing battery.
For word recognition, $n=12$. For spelling, $n=12$.

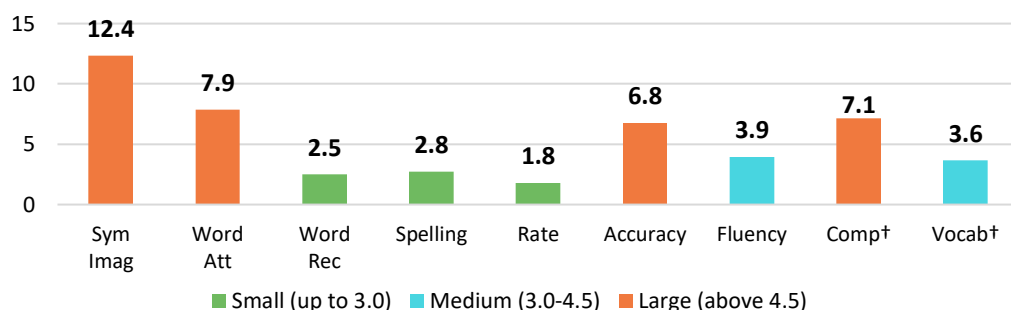
Pre- and Retest Percentiles



Highlight:
11-point
increase in
Symbol
Imagery

*Statistically significant ($p \leq .05$)

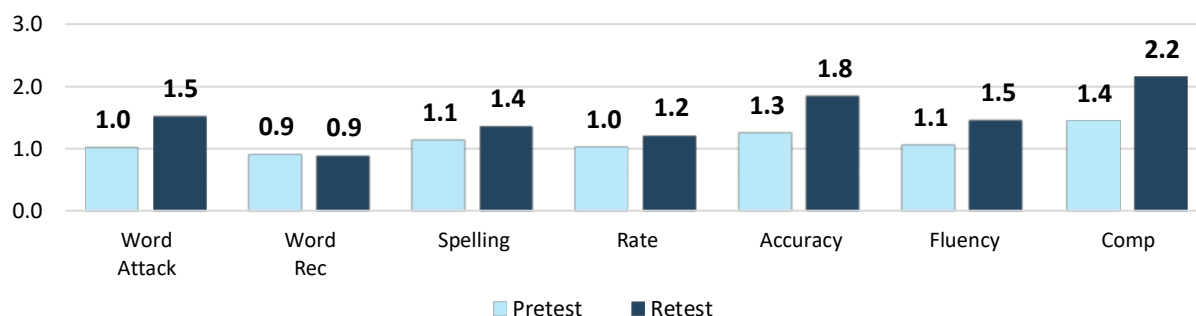
Average Standard Score Changes



Highlight:
Large changes
in 4 out of 9
measures

*These skills are not directly stimulated by Seeing Stars instruction. Therefore, growth may not be commensurate with growth on targeted measures.

Pre- and Retest Grade Equivalent Averages



Old Harbour Primary School Student Highlights

Following an average of 58.2 hours of intervention at Old Harbour Primary, retesting students using normed and standardised diagnostic tests showed positive changes in all reading measures. Below are the results of three students who completed Grade 4 prior to the Summer Learning Sessions (SLS). These results prove the programme's impact.

Student ID No.: OHPS09 Re-Evaluation Summary



LINDAMOOD-BELL

Learning Processes

Lindamood-Bell For Schools

Re-evaluation Summary

Name:	██████████	School:	CLBL Summer School 2023
Birth Date:	9/7/2013	Student ID No.:	OHPS09
Gender:	Female	Pre Tester:	Denise Williams
		Re Tester:	Denise Williams
Pretest Date:	7/4/2023	Pretest Chrono Age:	9-9
Retest Date:	7/27/2023	Retest Chrono Age:	9-10
		Pretest Grade:	4.9
		Retest Grade:	5.0

Hours of instruction between 7/4/2023 and 7/27/2023:

Seeing Stars®: 60 Total: 60 hours

Peabody Picture Vocabulary Test - 5, form A

	<u>7/4/2023</u>	<u>7/27/2023</u>
	123	135 Raw
	74	80 Standard Score
	4th	9th Percentile
	6:1	7:0 Age Equivalent

Woodcock Reading Mastery Tests - III, form A

Word Attack	4	11 Raw
	67	84 Standard Score
	1st	14th Percentile
	1.2	2.2 Grade Equiv.

Wide Range Achievement Test - 5, form Blue

Word Reading	26	29 Raw
	72	77 Standard Score
	3rd	6th Percentile
	1.3	1.7 Grade Equiv.

Spelling	23	25 Raw
	82	88 Standard Score
	12th	21st Percentile
	2.3	2.9 Grade Equiv.

Gray Oral Reading Tests 4, form A

Rate	9	9 Raw
	3	3 Standard Score
	1st	1st Percentile
	<1.0	<1.0 Grade Equiv.

Accuracy	12	18 Raw
	4	7 Standard Score
	2nd	16th Percentile

	<u>7/4/2023</u>	<u>7/27/2023</u>
	1.7	3.0 Grade Equiv.
Fluency	21	27 Raw
	3	4 Standard Score
	1st	2nd Percentile
	1.4	2.0 Grade Equiv.
Comprehension	16	21 Raw
	7	8 Standard Score
	16th	25th Percentile
	2.4	3.4 Grade Equiv.
Symbol Imagery Test		
	17	29 Raw
	80	105 Standard Score
	9th	63rd Percentile
Informal Tests of Writing		
Symbol to Sound	24	49 Raw

Student ID No. OHPS09 pre-tested on July 4, 2023, and post-tested on July 27, 2023, following 60 hours of Seeing Stars® instructions.

Her **word attack** pre-test raw score was 4, and her post-test raw score was 11 (175.00% increase). This meant she went from a grade 1.2 level to a grade 2.2 level in word attack.

Her **word recognition** went from a raw score of 26 to 29 (11.54% increase), moving her from a grade 1.3 to a grade 1.7 level.

This student had a raw score of 12 on **reading accuracy** in her pre-test and an 18 on her post-test (50.00% increase), progressing from a grade 1.7 to a grade 3 level.

In **reading comprehension**, she progressed from a raw score of 16 correct answers on the pre-test to correctly answering 29 questions on the post-test (81.25% increase), progressing from a Grade 2.4 to a Grade 3.4 level.

Her **symbol imagery** went from the 9th to the 63rd percentile, which shows that she is now in the normal range for Symbol Imagery.



LINDAMOOD-BELL

Learning Processes

Lindamood-Bell For Schools Re-evaluation Summary

Name:	██████████	School:	CLBL Summer School 2023
Birth Date:	3/27/2013	Student ID No.:	OHPS01
Gender:	Male	Pre Tester:	P. Stewart
		Re Tester:	Denise Williams

Pretest Date:	7/5/2023	Pretest Chrono Age:	10-3	Pretest Grade:	4.9
Retest Date:	7/27/2023	Retest Chrono Age:	10-4	Retest Grade:	5.0

Hours of instruction between 7/5/2023 and 7/27/2023:

Seeing Stars®: 40	Total: 40 hours
-------------------	-----------------

7/5/2023 7/27/2023

Peabody Picture Vocabulary Test - 5, form A

126	137 Raw
73	79 Standard Score
4th	8th Percentile
6:4	7:2 Age Equivalent

Woodcock Reading Mastery Tests - III, form A

Word Attack

16	13 Raw
95	86 Standard Score
37th	18th Percentile
3.9	2.8 Grade Equiv.

Wide Range Achievement Test - 5, form Blue

Word Reading

36	33 Raw
86	79 Standard Score
18th	8th Percentile
2.8	2.3 Grade Equiv.

Spelling

26	28 Raw
88	92 Standard Score
21st	30th Percentile
3.2	3.9 Grade Equiv.

Gray Oral Reading Tests 4, form A

Rate

15	17 Raw
4	5 Standard Score
2nd	5th Percentile
2.2	2.7 Grade Equiv.

Accuracy

19	28 Raw
7	10 Standard Score
16th	50th Percentile

	<u>7/5/2023</u>	<u>7/27/2023</u>
	3.0	4.7 Grade Equiv.
Fluency	34	45 Raw
	5	7 Standard Score
	5th	16th Percentile
	2.4	3.4 Grade Equiv.
Comprehension	15	28 Raw
	6	10 Standard Score
	9th	50th Percentile
	2.2	5.2 Grade Equiv.
Symbol Imagery Test		
	16	26 Raw
	75	95 Standard Score
	5th	37th Percentile
Informal Tests of Writing		
Symbol to Sound	36	48 Raw

Student ID no. OHPS01 pre-tested on July 5, 2023, and post-tested on July 27, 2023, following 40 hours of Seeing Stars® instructions.

He scored a 19 raw on **reading accuracy** in his pre-test and a 28 on his post-test (47.37% increase), progressing from a grade 3.0 to a student reading accuracy at a grade 4.7 level.

His **reading fluency** went from a raw score of 34 to 45 (32.35% increase), progressing from a Grade 2.4 to a student reading fluently at a Grade 3.4 level.

In **reading comprehension**, he progressed from a raw score of 15 correct answers on the pre-test to correctly answering 28 questions on the post-test (86.67% increase), progressing from a Grade 2.2 to a Grade 5.2 level.



LINDAMOOD-BELL

Learning Processes

Lindamood-Bell For Schools Re-evaluation Summary

Name:	██████████	School:	CLBL Summer School 2023
Birth Date:	11/9/2013	Student ID No.:	OHPS08
Gender:	Female	Pre Tester:	Denise Williams
		Re Tester:	P. Stewart

Pretest Date:	7/6/2023	Pretest Chrono Age:	9-7	Pretest Grade:	4.9
Retest Date:	7/27/2023	Retest Chrono Age:	9-8	Retest Grade:	5.0

Hours of instruction between 7/6/2023 and 7/27/2023:

Seeing Stars®: 60	Total: 60 hours
-------------------	-----------------

7/6/2023 7/27/2023

Peabody Picture Vocabulary Test - 5, form A

128	132 Raw
78	79 Standard Score
7th	8th Percentile
6:5	6:9 Age Equivalent

Woodcock Reading Mastery Tests - III, form A

Word Attack

1	3 Raw
60	64 Standard Score
0.4th	1st Percentile
<1.0	1.1 Grade Equiv.

Wide Range Achievement Test - 5, form Blue

Word Reading

21	31 Raw
66	80 Standard Score
1st	9th Percentile
K.7	2.0 Grade Equiv.

Spelling

20	22 Raw
76	79 Standard Score
5th	8th Percentile
1.5	2.0 Grade Equiv.

Gray Oral Reading Tests 4, form A

Rate

4	13 Raw
2	4 Standard Score
<1st	2nd Percentile
<1.0	1.7 Grade Equiv.

Accuracy

6	17 Raw
2	7 Standard Score
<1st	16th Percentile

	<u>7/6/2023</u>	<u>7/27/2023</u>
	<1.0	2.7 Grade Equiv.
Fluency	10	30 Raw
	1	5 Standard Score
	<1st	5th Percentile
	<1.0	2.2 Grade Equiv.
Comprehension	5	20 Raw
	4	8 Standard Score
	2nd	25th Percentile
	<1.0	3.2 Grade Equiv.
Symbol Imagery Test		
	16	20 Raw
	78	86 Standard Score
	7th	18th Percentile
Informal Tests of Writing		
Symbol to Sound	20	45 Raw

Student ID no. OHPS08 was pre-tested on July 6, 2023, and post-tested on July 27, 2023, following 60 hours of Seeing Stars® instructions.

Her **word attack** pre-test raw score was 1, and her post-test raw score was 3 (200.00% increase). This meant she went from below pre-premier level to a grade 1.1 level in word attack.

Her **word recognition** went from a raw score of 21 to 31 (47.62% increase), moving her from a pre-premier level to a grade 2 level.

This Student scored a 6 raw on **reading accuracy** in her pre-test and scored a 17 on her post-test (183.33% increase), progressing from below pre-premier to a student reading accuracy at a grade 2.7 level.

Her **reading fluency** went from a raw score of 10 to 30 (200% increase), progressing from below pre-premier level to a student reading fluently at a Grade 2.2 level.

For **reading comprehension**, she progressed from a raw score of 5 correct answers on the pre-test to correctly answering 20 questions on the post-test (300% increase), progressing from below pre-premier level to a Grade 3.2 level.

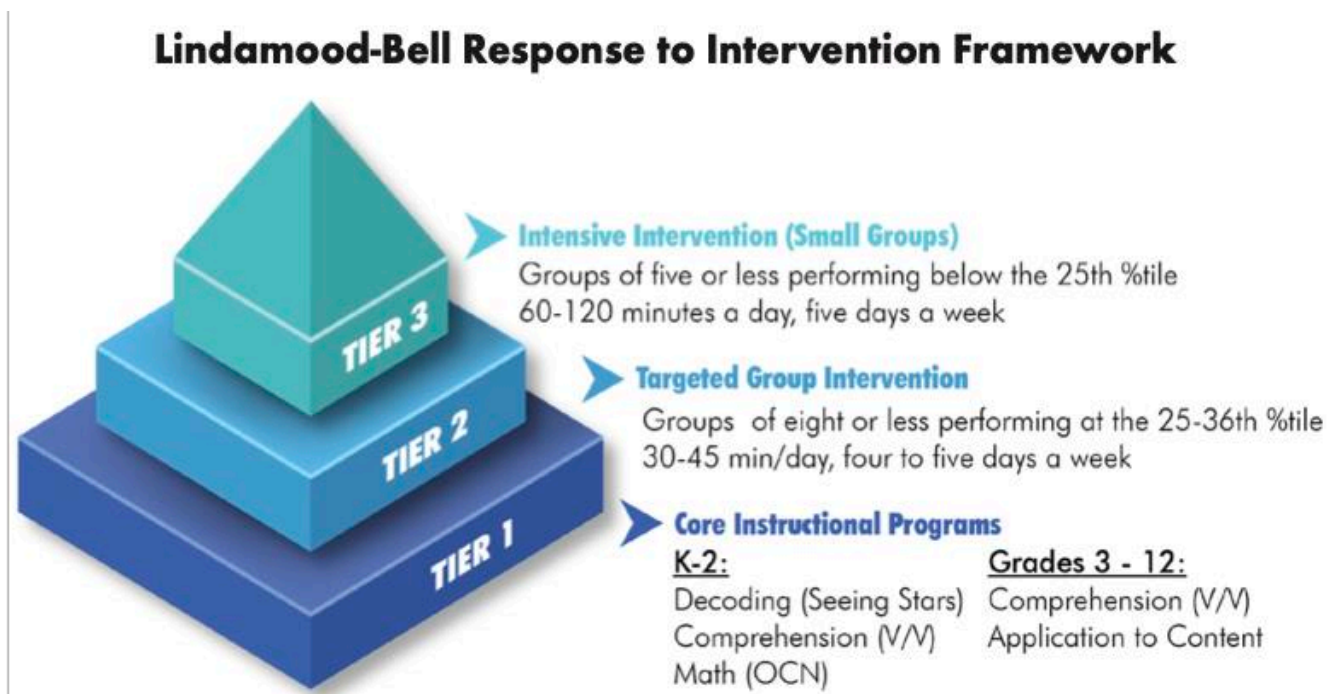
In **reading comprehension**, she progressed from a raw score of 5 correct answers on the pre-test to being able to correctly answer 20 questions on the post-test (300% increase), progressing from below pre-premier level to a Grade 3.2 level.

These students and others who participated in the SLS, previously at least 2 grades below, can now easily access classroom content and follow written instructions. Seemingly small, incremental gains greatly impacted these students' ability to recognise and comprehend the written word.

Recommendation - The Response to Intervention (RtI) Model

The **objective** of the CLBL Foundation Literacy & Numeracy Teacher Training Programme is to create a community of educators who make data-informed decisions about their student's learning needs, set targeted goals to develop areas of weakness and implement an effective remediation programme that allows students to learn to their full potential. These educators will share their knowledge, skills, and best practices with colleagues and communities, fostering the implementation of a sustainable, system-wide Response to Intervention (RtI) programme applicable to all aspects of a given curriculum.

All students can benefit from direct, explicit instruction that develops the underlying sensory-cognitive functions, which allow them to read and comprehend to their full potential. This intentional, systematic instructional methodology can be used with students already determined to have signs of learning difficulty or as a preventative tool to ensure all students can access the content material. This structure aims to minimize the number of students receiving special education referrals or requiring intervention outside the general education setting.



Lindamood-Bell® recommends that Tier 1 and Tier 2 sensory-cognitive, process-based instruction occur:

- Tier 1: K through 2nd grade: 15-20 minutes of daily Seeing Stars instruction and 15-20 minutes of daily Visualizing & Verbalizing instruction.
- Tier 1: 3rd grade and above: 15-20 minutes of daily Visualizing & Verbalizing instruction applied to content.
- Tier 2: 30 minutes of instruction in groups of 8 or less students. Customized learning plans are based on assessment, both formative and summative.

This more comprehensive school approach would help to create a positive impact on student growth.

What Obstacles Have Been Faced During the Summer Learning Session (SLS)

1. All SLS Pods received snacks and water; however, some students required additional assistance with breakfast and lunch.
2. Information about the programme's benefits and expectations was inadequately shared with parents before the start of the SLS programme.
3. Some newer teachers required more assistance from the mentors in delivering the Seeing Stars® programme.

How Were These Obstacles Addressed

1. Meals, specifically breakfast and lunch, will be organized for the pods situated at schools where tuckshops are operational during the month of July. In cases where tuckshops are not available, alternative arrangements will be coordinated to ensure the provision of meals, overseen by the CLBL Food and Beverage Coordinator.
2. Upon the selection of a student for participation in the program, parents will receive notifications outlining the details of the program and the expectations of the SLS via WhatsApp messages and video messages.
3. Providing incentives to Mentors to encourage their participation in the SLS would lead to more Mentors making themselves available for the SLS programme.

Key Experts

Lindamood-Bell®

Alex Koss, Regional Manager, Lindamood-Bell® for Schools

Brittany Cotton, Regional Manager, Lindamood-Bell® for Schools

Amy O'Brien, Project Consultant, Lindamood-Bell® for Schools

Mary Iwai, Project Director, Lindamood-Bell® for Schools

Jennifer Jenkins, Project Consultant, Lindamood-Bell® for Schools

Serafima Mintz, Professional Development Presenter, Lindamood-Bell® for Schools

Keshia Thorne, Project Director, Lindamood-Bell® for Schools

Stephanie Vogel, Project Director, Lindamood-Bell® for Schools

Rachel Winstead, Project Director, Lindamood-Bell® for Schools

CLBL Foundation

Antoinette Wyatt, SLS Lead Coordinator, 2018 Mentor, St Richards Primary and Infant School

Holly Aaron, CLBL Senior Coach

Lisandra Jureidini, CLBL Associate Coach

Rashana Reid, CLBL Associate Coach

Shantaul Simpson, CLBL Associate Coach

Denise Rodney-Williams, CLBL Associate Coach

Year-Round Instructional Mentorship Development & Job-Embedded Coaching – September 2022 through August 2023

To ensure maximum fidelity of instruction and that best practices are established from the start, the Senior Coach, Holly Aaron, along with the Associate Coaches, Lisandra Jureidini and Shantaul Simpson, provided intense instruction to the new participating teachers for the three months immediately following the Seeing Stars® workshop.

The Job-Embedded Coaching for all participating teachers from the previous consecutive years continued at their respective schools and institutions. This ensures that the initial investment in the workshops is maximised by the ongoing Instructional Mentorship Development training of the classroom teachers.

This coaching encompasses grouping and differentiating instruction, diagnostic, formative and summative assessments, instructional quality, behaviour management and motivation skills.

Job-Embedded Coaching moves teachers through the Four Stages of Development and, most critically, instructs them on how best to integrate the learned methodologies into their school curricula to achieve desired results.

Local Instructional Mentors must demonstrate the following in each stage of the programme:

- **Instructor Stage** – Expertise with the Seeing Stars®, Visualizing & Verbalizing® and On Cloud Nine® programmes plus competencies and skills associated with differentiated instruction.
- **Diagnostician Stage** – Effective use of formative, summative and in-class data to build student learning profiles while measuring progress and responding accordingly.
- **Pacer Stage** – Construction of targeted, effective lesson plans for students based on real-time probing and diagnosis, using the Seeing Stars®, Visualizing & Verbalizing® and On Cloud Nine® programmes. This ability strengthens the teachers' underlying processing and pacing skills when delivering curriculum.
- **Mentor Stage** – Competency in facilitating and assisting colleagues and peers by developing expertise in the Lindamood-Bell® programmes, building skills associated with differentiated instruction through mentoring, coaching and establishing Professional Learning Communities (PLCs).

Conducting coaching sessions within their respective schools facilitates establishing a sustainable Response to Intervention (RtI) model throughout the educational system. This approach, coupled with forming Professional Learning Communities within schools and regions, fosters a community of educators who comprehensively understand students' literacy and numeracy challenges.

By communicating methodologies, strategies and resources with colleagues, the challenges can be addressed and resolved throughout schools, starting a model of intervention that is both preventative and remedial.

As of August 31, 2023, the CLBL Foundation remedial team consisted of a Senior Coach, 4 Associate Coaches, 35 Instructional Mentors and 232 participating teachers. The programme is now instituted in 124 schools across 13 parishes, impacting a minimum of 6,000 children annually.

In the academic year September 2022 to August 2023, 37,485 hours of **Professional Development hours** were delivered to 246 teachers from 96 schools through Workshops, Seminars, and Year-Round Job-Embedded Coaching and Practicum.

The number of participating teachers at each of the Four Stages of Development as of August 31, 2023, is as follows.

- Instructor Stage - 158 teachers
- Diagnostician Stage - 56 teachers
- Pacer Stage - 18 teachers
- Mentor Stage - 35 teachers

The development of the Local Instructional Mentors (LIM) is specifically focused on ensuring the sustainability of the CLBL Foundation Literacy & Numeracy Teacher Training Programme.

Professional Learning Communities

From September 2022 through June 2023, the CLBL Senior Coach and Associate Coaches assisted the Local Instructional Mentors (LIMs) with the organisation of Professional Learning Communities (PLCs) in their schools and regions.

Professional Learning Communities (PLCs) facilitate establishing a local network in which knowledge and skills are shared in collaborative learning environments. This aligns with the updated standards of the Jamaica Teaching Council (JTC) and school leadership.

Through these Professional Learning Communities, 234 CLBL participating teachers, colleagues and school leaders from the following institutions were introduced to the Lindamood-Bell® methodologies of the Seeing Stars® and Visualizing & Verbalizing® programmes.

- | | |
|---|--|
| • Bickersteth Primary and Infant School | • Hope Valley Experimental Primary & Infant School |
| • Bridgeport Infant School | • Kingston High School |
| • Chetolah Primary and Infant School | • Mary Bond Basic School |
| • Constitution Hill Primary & Infant School | • Priory Primary and Infant School |
| • Denham Town High School | • Rollington Town Primary School |
| • Edward Seaga Infant School | • Savanna-La-Mar Inclusive Infant Academy |
| • Frankfield Primary & Infant School, Clarendon | • Servite Primary and Infant School |
| • Greater Portmore Primary and Infant School | • St Benedict's Primary School |
| • Holy Rosary Primary School | |

Webinars

Nine (9) online Webinars were delivered between September and June by international presenters on the following topics.

Assessment in a Digital Environment, by Sheryl Gray, Vice Principal Elementary & Special Education Resource Teacher, Ontario Canada

Changing The Dynamic in The Classroom - Differentiated Instruction (2 sessions), Tim Bradford, Grade 8 Maths and English Teacher, York Region District School Board, Ontario Canada

Error-handling for Seeing Stars® Instruction, Alpha Faye, Core Professional Development Workshop Presenter, Lindamood-Bell® for Schools

Increasing Student Engagement and Online Attendance in Your Digital Classroom, by Angue Sterling, Vice Principal & Specialist in Special Education, York Region District School Board, Ontario, Canada

Seeing Stars® for the Hearing Impaired, (3 sessions), Ms Cherie Dean, Retired Associate Professor in Special Education and Deaf Education

Supporting Students using Needs Assessments Data, Dave Kiyvyra, Director of Development, Lindamood-Bell Learning Processes®

Invitations to these Webinars were extended to all Jamaican teachers and various stakeholders, such as but not limited to the Jamaica Teachers Council (JTC), Jamaica Teachers Association (JTA) and the Ministry of Education and Youth (MOEY).

Four hundred and thirty-one (431) individuals registered, including teachers from CLBL cohorts, their colleagues, school leaders and personnel from the Ministry of Education and Youth.

Literacy Camp

In alignment with the Citizen Security Plan and to address the identified reading gaps in select secondary schools situated within the Zones of Special Operations (ZOSO), the CLBL Foundation initiated a Literacy Training program for a cohort of twenty (20) carefully chosen teachers hailing from six (6) pilot schools located within these communities. Subsequently, the introduction and successful implementation of Literacy Camps within these educational institutions followed suit. Initially designed to respond to the identified literacy challenges, these camps have proven highly effective and have since been retained and delivered year-round.

The Denham Town High School Literacy Camp narrowed the reading gap among participating students. This achievement is paramount as it has positively impacted the mental well-being and life prospects of these students who had previously struggled with reading. The importance of explicitly and systematically fostering reading skills in the early years of schooling cannot be overstated. See *Appendix B - Denham Town High School Literacy Camp Impact Report* for further details.

What Obstacles Were Faced During the Year-Round Instructional Mentorship Development through Job-Embedded Coaching

1. The number of available CLBL Coaches and Mentors was insufficient to effectively facilitate the Year-round Job-Embedded Coaching of the teachers at their respective schools.
2. Late confirmation of funding resulted in postponing the following workshops.
 - Visualizing & Verbalizing® Workshop - Postponed to September 2023
 - Talkies® Workshop - Postponed to October 2023
 - On Cloud Nine® Maths Workshop - Postponed to September 2024

How Were These Obstacles Addressed

1. Expanding the CLBL Associate Coaching team would extend the outreach of the CLBL Foundation Literacy & Numeracy Teacher Training Programme.

This expansion necessitates recruiting trained teachers from schools to enter the CLBL Coaching Programme and the subsequent augmentation in the annual Year-Round Job-Embedded Coaching budget.

Furthermore, the progression of teachers from prior cohorts towards achieving the Four Stages of Professional Development, culminating in their attainment of the status of Local Instructional Mentors (LIM), will contribute to an augmented pool of mentors available for coaching teachers.

The formal recognition of these Mentors by the Ministry of Education and Youth (MOEY) through the Jamaica Teachers Council (JTC) will significantly support the successful implementation of the Local Instructional Mentors (LIM) program, paving the way for substantial expansion within the Jamaican educational system.

2. Ensuring a commitment to secure funding for workshops in the upcoming academic year by May 1 is essential. This commitment will enable the timely delivery of the Seeing Stars® and On Cloud Nine® Maths Workshops at the commencement of the academic year, thereby facilitating a seamless transition into the Visualizing & Verbalizing® during Term 2, typically in January or February.

Key Experts

Lindamood-Bell®

Dave Kiyvyra, Director, Development Lindamood-Bell® for Schools

Alex Koss, Regional Manager, Lindamood-Bell® for Schools

Brittany Cotton, Regional Manager, Lindamood-Bell® for Schools

Rachel Winstead, Project Director, Lindamood-Bell® for Schools

Mary Iwai, Project Director, Lindamood-Bell® for Schools

Keshia Thorne, Project Director, Lindamood-Bell® for Schools

Stephanie Vogel, Project Director, Lindamood-Bell® for Schools

Rachel Winstead, Project Director, Lindamood-Bell® for Schools

Serafima Mintz, Professional Development Presenter, Lindamood-Bell® for Schools

Amy O'Brien, Project Consultant, Lindamood-Bell® for Schools

Jennifer Jenkins, Project Consultant, Lindamood-Bell® for Schools

CLBL Foundation

Holly Aaron, CLBL Senior Coach

Lisandra Jureidini, CLBL Associate Coach

Rashana Reid, CLBL Associate Coach

Shantaul Simpson, CLBL Associate Coach

Denise Rodney-Williams, CLBL Associate Coach

Appendix A – 2017 thru 2023 Cohort of Participating School

2017 thru 2023 Cohort of Participating Schools

Kingston & St Andrew

Arnold Road Methodist **Basic** School
Bethel Basic School - Bull Bay
Bethel United Basic School
Christ the King Basic School
Glenmore Early Childhood Centre
Mary Bond Basic School
Sandhurst E.C.D.C.
Trench Town Seventh-Day Adventist Basic School
United Early Childhood Development Centre

Denham Town/ Edward Seaga Infant School
Jamaica China Goodwill Infant School
Union Garden Infant School

Boys Town Primary and Infant School
Chetolah Mel Nathan Education Centre (Primary & Infant)
Constitution Hill Primary & Infant School
Dupont Primary & Infant School
Holy Family Primary & Infant School
Hope Valley Experimental Primary & Infant School
Seaward Primary & Infant School
St. Alban's Primary & Infant School
St Francis Primary & Infant School
St Martin de Porres Primary & Infant School
St Peter Claver Primary & Infant School
Whitfield Primary & Infant School

Calabar Primary, Junior High and Infant School
Shortwood Practising Primary, Junior High & Infant

Half Way Tree Primary School
Holy Rosary Primary School
Lawrence Tavern Primary School
Mona Heights Primary School
New Providence Primary School
Rollington Town Primary School
St. Benedict's Primary School
St Jude's Primary School
St Patrick's Primary School
St Richard's Primary School

Charlie Smith High School
Denham Town High School
Haile Selassie High School
Kingston High School
Mona High School
Operation Restoration Christian School
Stony Hill Technical High School
Tivoli Gardens High School

American International School of Kingston
BLOOM Early Childhood Centre
Hillel Academy
Hopefield Preparatory
Junior World Learning & Activity Centre
Obistan Kinder Preparatory
Rainbowland Nursery School
St Hugh's Preparatory School

Danny Williams School for the Deaf
Genesis Academy
Lister Mair Gilby High School for the Deaf
McCam Child Care & Development Centre
Mico University College - CARE Centre
Sylvia Foote Basic School - VOUCH (Special Ed)

Clarendon

Frankfield Primary & Infant School
Hazard Primary & Infant School (Special Ed Unit)
Toll Gate Primary & Infant School

Kellits Primary School
May Pen Primary School
York Town Primary School

Crofts Hill Primary and Junior High School

Claude McKay High School
Kellits High School

Hanover

Green Island Primary School

Manchester

Ebenezer Primary & Infant School
Ferguson Primary & Infant School
Frankfield Primary & Infant School

Holmwood Technical High School

Educational Assessment & Intervention Centre
(Churches Teachers' College)
Mount Saint Joseph Preparatory

Portland

Emmanuel Early Childhood Centre Basic School
Gideon Early Childhood & Educational Centre
Hart Hill Basic School
St Margret's Bay Basic School

Buff Bay Infant

Bloomfield Primary School

St Ann

Keith Primary and Infant School
Priory Primary & Infant School

Ocho Rios Primary School
Servite Primary School

Moneague Primary and Junior High School

Steer Town Academy
Walkerswood Academy

St Catherine

Bridgeport Infant School
Greater Portmore Infant School

Marlie Mount Primary & Infant School
Rose Hill Primary & Infant School
Tredegar Park Primary & Infant School

Ewarton Primary School
Greater Portmore Primary School
Old Harbour Primary School
Old Harbour Bay Primary School
Portsmouth Primary School
Spanish Town Primary School
St John's Primary School
Waterford Primary School

Christel House Jamaica
Windsor School of Special Education

St James

AFC Challengers Basic School

Montego Bay Infant School
Providence Heights Infant School

Bickersteth Primary & Infant School
Green Pond Primary & Infant School
Mount Salem Primary & Infant School

Barrett Town All Age & Infant School

Flankers Primary School

Spot Valley High School

St Mary

Cross Road Basis School

Iona High School
Wycliffe Martin High School

St Thomas

White Horses Basic School

White Horses Primary & Infant School

Morant Bay Primary School
Port Morant Primary School

Trelawny

Duncans All Age & Infant School

Clarke's Town Primary School

Westmoreland

Savanna-La-Mar Inclusive Infant Academy

Petersfield Primary and Infant School

Caledonia All Age and Infant School

Llandillo School of Special Education School

CLBL Associate Coaches

Lisandra Jureidini
Rashana Reid
Shantaul Simpson
Denise Williams

Participating Teachers Not With a School

Rachel Eaton
Kidesha James Blackwood

Appendix B – Impact Report - Denham Town High School

Overview of the Literacy Camp - November 2022

Data from the Literacy Camps shows that with targeted instruction, non-readers begin to read within 20 hours of intense instruction. Creative Language-Based Learning (CLBL) Foundation and Lindamood-Bell® recommend that students who receive 80-120 hours of sensory-cognitive instruction can achieve marked improvement in standard scores throughout the reading cascade. By increasing instructional time, students are able to better apply their learned foundational skills to word recognition and reading fluency.

Denham Town High School has a student population of 650 students, with a 2.6% literacy level. 96% of these students were reading below their expected high school grade level, with all performing at primer and pre-primer levels. This means that these students enter high school without being able to read.

Six (6) teachers from Denham Town High School were trained in the Lindamood-Bell Seeing Stars® Online Workshop from November 8 to 11, 2022. The Seeing Stars® kits were provided to the school.

The Seeing Stars® programme develops symbol imagery, the ability to visualise sounds and letters in words, as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency.

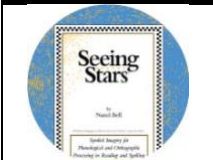
Following the Lindamood-Bell Seeing Stars® Online Workshop, the CLBL Foundation and Lindamood-Bell Learning Processes®, in collaboration with the Ministry of Education delivered a 3-week Literacy Camp, from November 14, 2022, to December 2, 2022, at the Denham Town High School. Eighteen (18) students, who were struggling as non-readers, attended. The six (6) trained teachers were instrumental in the implementation of the Literacy Camp.

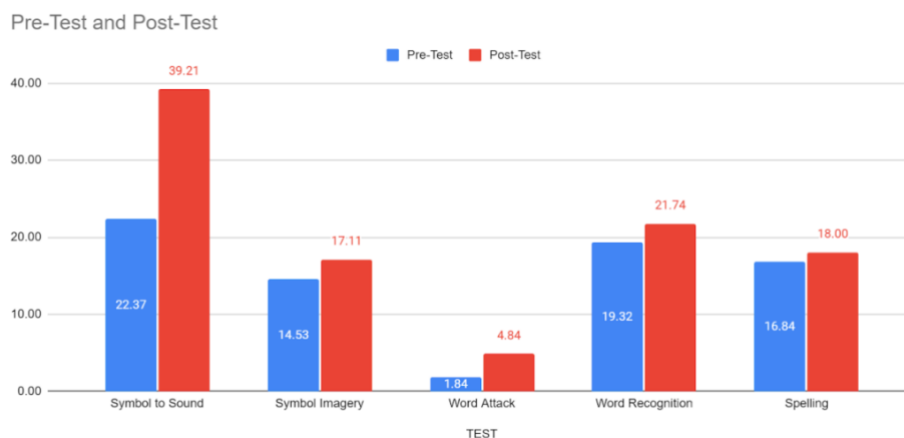


The objective of the 3-week, intensive Literacy Camp was to deliver Training and Professional Development for each of the six (6) participating teachers and targeted, remedial instruction for the eighteen (18) students identified as non-readers.

The students were placed in four (4) groups and the teachers rotated between the groups of students which allowed for varied instructional levels of the methodology, as determined by individual student needs.

Formal Test Results - Seeing Stars® Instruction in November 2022

Decoding Focus	Demographics
	Number of Students
	18
	Average Age
	13.6
	Average Hours of Instruction
	48.8



Average Levels of Accuracy and Percentage Increase

Denham Town High School Literacy Camp November 2022	Pre-Test Average % Accuracy	Post-Test Average % Accuracy	% Increase
Symbol to Sound Associations	22.37	39.21	75.28%
Syllable Imagery	14.53	17.11	17.76%
Word Attack	1.84	4.84	163.04%
Word Recognition	19.32	21.74	12.52%
Spelling	16.84	18.00	6.89%

The results of the November 2022, Literacy Camp confirmed that after an average of 48.8 hours of intense remedial instruction, the students' results showed significant improvements in the development of sound and symbol recognition, word recognition, symbol imagery and decoding.

Based on the students' success and the widespread interest expressed by other teachers, the school's Board administration strongly supported the recommendation that the CLBL Foundation deliver another Literacy Camp, from January to June 2023. The school administration is actively making plans for a school-wide, year-long integration of the CLBL Foundation Literacy and Numeracy Teacher Training Programme for the academic year 2023-2024.

[2022-2023 - Video - RC - Denham Town High School - Nov](#)

Overview of the Literacy Camp - January to June 2023

In January 2023, with the endorsement of the Ministry of Education and Youth (MOEY), the second Literacy Camp was made possible through the sponsored Job-Embedded Partnership with Lindamood-Bell Learning Processes® and CLBL Foundation.

This generous contribution by Lindamood-Bell® and CLBL Foundation of 1,662 hours of Professional Development for Denham Town High School teachers included:

- **Diagnostic Assessments and Progress Monitoring through Formal Test Administration**, for 84 selected students. Test measurements provided a comprehensive learning profile, identifying student's strengths and weaknesses in both sensory-cognitive functions and the component parts of reading. This is used as a foundation for grouping and pacing students in the schools as well as data collection.
- Training in **Sensory-cognitive Instruction by Lindamood-Bell® in the Seeing Stars®** programme for an additional 19 teachers.
- **Capacity & Sustainability** through direct project management resulting in over 60 hours of planning sessions and weekly leadership updates from Lindamood-Bell®. Additionally, 5-hours of daily management was provided by the CLBL Coaches and Mentors.
- **Job-embedded Professional Development** delivered jointly by Lindamood-Bell® and CLBL Foundation. This included 260 virtual coaching sessions presented by Lindamood-Bell®, complete with differentiated lesson plans and session analysis. Programme steps were modelled during instruction, personalised debriefs given after observations and weekly Professional Learning Communities established, with the goal to develop collaboration among colleagues.
- **School-Family Outreach** included "Tips for Home" presentations for parents and guardians, student success celebrated through a reward system using gemstones and Star Cards. Teachers progress recognition acknowledged through the use of Magical Learning Moment rewards.

The Literacy Camp attendees, both teachers and students, were provided with daily breakfast, lunch and snacks. This was organised and delivered by CLBL Foundation's Food and Beverage Coordinator, Petra Edwards. Over the four-month duration of the Literacy Camp approximately 9,000 meals, beverages and snacks were delivered to students.

Diagnostic Assessments and Progress Monitoring

During the weeks of January 9, 2023, to February 10, 2023, CLBL's associate coaches and six (6) mentors conducted **Formal Test Administration** on 84 selected students from grades 7 to 10, which included students from the November 2022 Literacy Camp. Students were recommended based on their IDRI results administered in September of 2022. Of the 84 selected students, 20 formed a control group.

Test measurements provided a comprehensive learning profile, identifying student's strengths and weaknesses in both sensory-cognitive functions and the component parts of reading. This is used as a foundation for grouping and pacing students in the schools as well as data collection.

Coaches were able to access INFORMS For Schools, which is a large-scale web application developed to support Lindamood-Bell® School Partnerships. This application tracks the students' schools, educators, test scores, learning groups, instruction plans, attendance, progress updates, and generates a number of reports.

Each participating teacher was given login details and an individual password, permitting them to enter raw scores, from which were generated each student's standard scores, percentile, age and grade equivalent.

Lindamood-Bell® Workshops

Seeing Stars® Workshop

Two (2) **Lindamood-Bell® Seeing Stars® Online Workshops** were delivered to nineteen (19) teachers. The first, on February 7 to 10, 2023, for sixteen (16) teachers and the second on, March 22 and 23, 2023, for three (3) teachers. Seeing Stars® kits and workbooks were provided to the school.

Test Administration Orientation Workshop

On May 19, 2023, nine (9) teachers participated in a one-day Test Administration Orientation Workshop by Lindamood-Bell® for Schools. This provided intensive instruction for the administration of formal and informal Needs Assessments Tests and an understanding of the interpretation of the results.

Job-Embedded Coaching

Job-Embedded Coaching, from February 13, 2023, to June 2, 2023, was delivered virtually by Lindamood-Bell® and face-to-face by the CLBL Coaches and Mentors. The beneficiaries were the 25 trained teachers instrumental in the delivery of the Seeing Stars® programme to the 64 students selected. Students were placed into 12 groups, determined by their needs, which allowed for varied instructional levels of the methodology.



During coaching sessions teachers were immersed in the programme steps and language, and given immediate oral and/or written feedback, while tutoring the selected students. Team building and mentoring among other teachers were modelled and developed.

Job-Embedded Coaching helps teachers set and achieve individual goals, move through the Four Stages of Development and most critically, instructs them on how best to integrate the learned methodologies into their school curricula to achieve desired student outcomes.

By communicating methodologies, strategies and resources with colleagues, the learning challenges of students can be addressed and resolved. In that sense, a model of intervention that is both remedial and preventive is started.

Job-Embedded Coaching included goal setting, differentiating instruction, diagnostic, formative and summative assessments and soft skills such as behaviour management and motivation skills.

Where required, the coach may:

- ☐ model a specific strategy
- ☐ serve as the part of teacher's team offering guidance
- ☐ provide both oral and written feedback
- ☐ analyse student performance
- ☐ brainstorm innovative strategies
- ☐ guide the teacher in successful implementation
- ☐ pace during planning and discussion sessions

Newly trained teachers who completed the Seeing Stars® (SI™) workshops in 2023 learned and practised the Instructor Stage, while teachers from the November 2022 cohort continued their development in the Diagnostic, Pacer and Mentor Stages.

Teachers must demonstrate proficiency in each stage of the programme:

- ☐ **Instructor Stage** – Expertise with the Seeing Stars®, programme plus competencies and skills associated with differentiated instruction.
- ☐ **Diagnostician Stage** – Effective use of formative, summative and in-class data to build learning profiles for students, while measuring progress and responding accordingly.
- ☐ **Pacer Stage** – Construction of targeted, effective lesson plans for students based on real time probing and diagnosis, using the Seeing Stars® programme. This ability strengthens the teachers' underlying processing and pacing skills when delivering curriculum.
- ☐ **Mentor Stage** – Competency in facilitating and assisting colleagues and peers by developing expertise in the Lindamood-Bell® programmes, building skills associated with differentiated instruction through mentoring, coaching and the establishment of Communities of Inquiry and practice.

As of September 1, 2023, Denham Town High School has 17 participating teachers - 9 at the Instructor Stage, 7 at the Diagnostician Stage and 1 at the Pacer Stage.

This Job-Embedded Coaching allowed for the building of a school-wide, sustainable Response to Intervention (RtI) model within the system by the integration of the CLBL Foundation Literacy and Numeracy Teacher Training Programme at the start of the new school year in September 2023.

Six (6) weekly **Professional Learning Communities (PLCs)** were held during the programme to facilitate this school-wide, collaborative, support network and focussed on different topics, determined by specific needs, included but not limited to, the following.

- ☐ an overview on professional development sessions
- ☐ error handling through Socratic questioning
- ☐ instructional record and attendance
- ☐ behaviour and group management
- ☐ pacing, lesson and instruction planning for SI™
- ☐ sight word development
- ☐ an overview on Test Administration Orientation

Parenting Instruction

The CLBL Foundation's Coaches, Mentors and teachers conducted three (3) overviews and informative sessions for 21 parents during the Literacy Camp. To best accommodate parents and guardians working schedule, these "Tips For Home" sessions were held at seven o'clock in the morning (7:00am) and a light breakfast was served.

The Tips for Home presentation is used to give parents, guardians, teachers and their colleagues information on how to continue applying the student's newly developed reading skills at home and to their schoolwork. Tips for Home sessions allow parents and guardians to learn and practise specific steps that can be implemented at home with, providing an introduction to the sensory-cognitive functions that underlie reading skills. For example, how to:

- ☐ practise letter names and sounds
- ☐ practise sight words
- ☐ use language to assist students to "picture"
- ☐ air write letters and words using their fingers

Eight (8) parents were unable to attend the "Tips for Home" sessions. Subsequently, three (3) parents participated in one-on-one sessions with a CLBL Coach and teacher. The other five (5) parents were engaged virtually through WhatsApp.

Parents Unintentional Results and Outcomes

Parents demonstrated a willingness to be more involved in their children's education. They were very grateful and relieved to learn that the students were part of the Literacy Camp, as many of the parents have similar reading challenges.

Student 1 sister shared that, "My brother is not as angry at home."

Student 2 mother said that "My son is helping his 7-year-old sister do her homework and Student 2 never did those things."

A father, with tears in his eyes, acknowledged his son's ability to now read, saying "He is going to be a man."

Needs Assessment Tests

Test measurements were used to provide comprehensive learning profiles, identifying students' strengths and weaknesses in both sensory-cognitive functions and the component parts of reading. These results were used as a foundation for grouping and pacing students.

Through the students' varied learning profiles, teachers gained training and experience in the gamut of their students' learning challenges.

The **Formal Test Administration** monitoring tools measure the impact of instruction and show the positive influence of the programme.

Below is a list of the Decoding Assessments for Seeing Stars® instruction.

Decoding Assessments


Skill	Task	Test
Symbol Imagery	Recall and manipulate orthographic patterns	Symbol Imagery Test (SIT)
Word Attack	Read a list of progressively difficult nonsense words	Woodcock Reading Mastery Tests (WRMT™-III, Form A)
Word Recognition	Read a list of progressively difficult real words	Wide Range Achievement Test (WRAT-5)
Spelling	Spell a list of progressively difficult real words	
Rate, Accuracy, and Fluency	Read paragraphs aloud	Gray Oral Reading Tests (GORT-4)
Vocabulary	Select one picture from four that matches a spoken word	Peabody Picture Vocabulary Test (PPVT-5)

Notes

1. For two (2) students in the experimental group and three (3) students in the control group, standard and percentile scores for the Symbol Imagery test could not be calculated because they were more than 3.7 standard deviations behind the median for their age.
2. PPVT and SI Tests do not give Grade Equivalents, so grade equivalence data for those measures were not reported.
3. On the WRMT-III (Word Attack assessment), many students received a Grade Equivalent of <1 (below 1st Grade). The Grade Equivalent of <1 was converted to 0.9 for the purposes of averaging. This matches the way Grade Equivalent of <1 are automatically calculated in GORT-4.
4. On the WRAT-5 (Word Recognition and Spelling assessment), some students received a Grade Equivalent of <K (below kindergarten/ pre-primer). For the purpose of calculating averages, those Grade Equivalents were converted to 0.

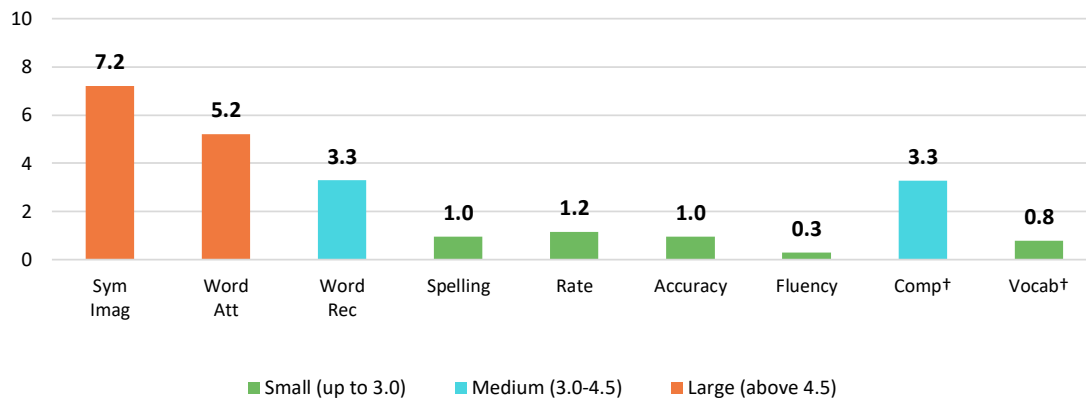
Formal Test Results - Seeing Stars® Instruction

Aggregate – All Experimental Students

Decoding Focus	Demographics
	Number of Students
	57 [‡]
	Average Age
	14.2
	Average Hours of Instruction
	99.5

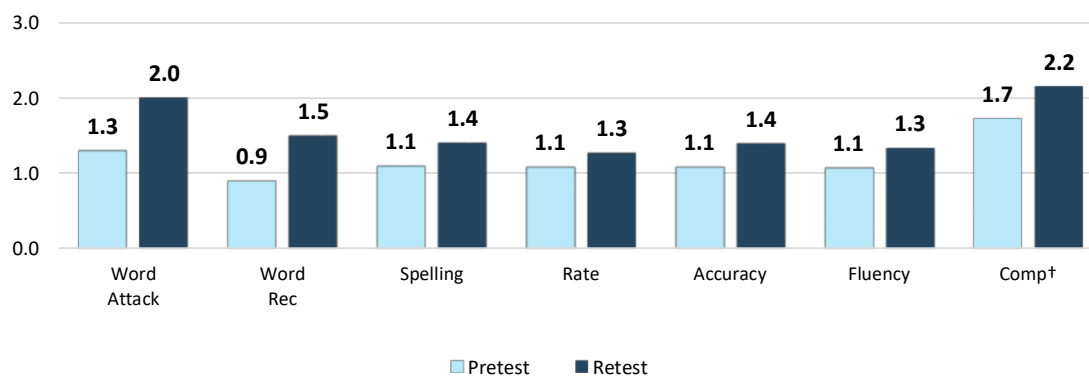
[‡]Note: Not all students had a complete testing battery. For symbol imagery, $n=54$. For word attack, $n=55$. For spelling, $n=56$. For reading rate, accuracy, fluency, and comprehension, $n=52$. For vocabulary, $n=56$.¹

Average Standard Score Changes



[†]These skills are not directly stimulated by Seeing Stars® instruction. Therefore, growth may not be commensurate with growth on targeted measures.

Pre- and Retest Grade Equivalent Averages



Average Levels of Accuracy and Percentage Increase

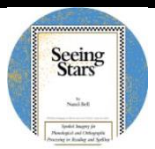
Denham Town High School Literacy Camp January - June 2023	Pre-Test Grade Level	Post-Test Grade Level	% Increase
Word Attack	1.3	2.0	53.85%
Word Recognition	0.9	1.5	66.67%
Spelling	1.1	1.4	27.27%
Rate	1.1	1.3	18.18%
Accuracy	1.1	1.4	27.27%
Fluency	1.1	1.3	18.18%
Comprehension	1.7	2.2	29.41%

When analysing the standardized post-instruction assessment battery, students that participated in the Denham Town Literacy Camp were split into two different aggregates.

The first group includes an aggregate of all students that participated. As referenced by the above graphs, the students who on average received 99.5 hours of Seeing Stars® instruction made large standard score changes in both symbol imagery (the ability to create mental representations for sounds and letters) and word attack (the ability to sound out unknown words). There was also a medium standard score change in word recognition (the ability to recognize real words automatically). *Scores are reflected in the Table above.*

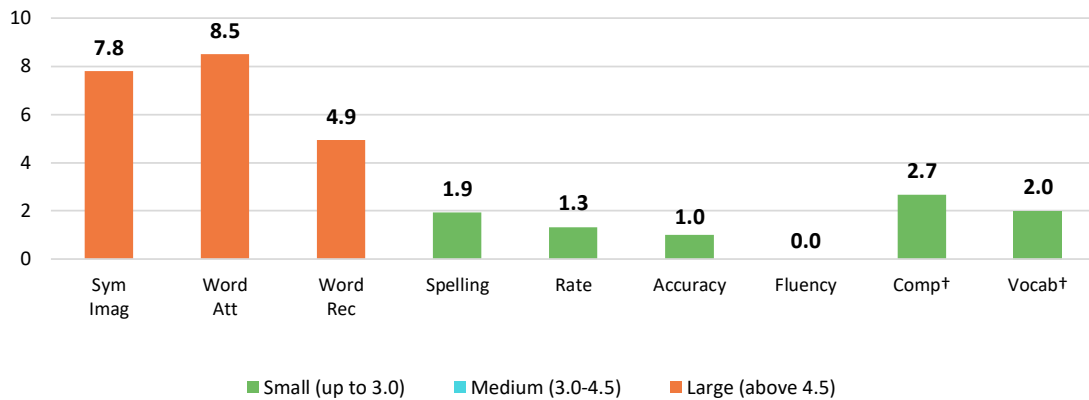
These standard score changes align with expectations when working with students that have severe reading deficits, as Seeing Stars® instruction first develops symbol imagery, sound/symbol knowledge and word attack skills.

Aggregate – 15 Experimental Students: Greater than 120 Hours of Instruction

Decoding Focus	Demographics
	Number of Students
	15 [†]
	Average Age
	14.2
	Average Hours of Instruction
	134.5

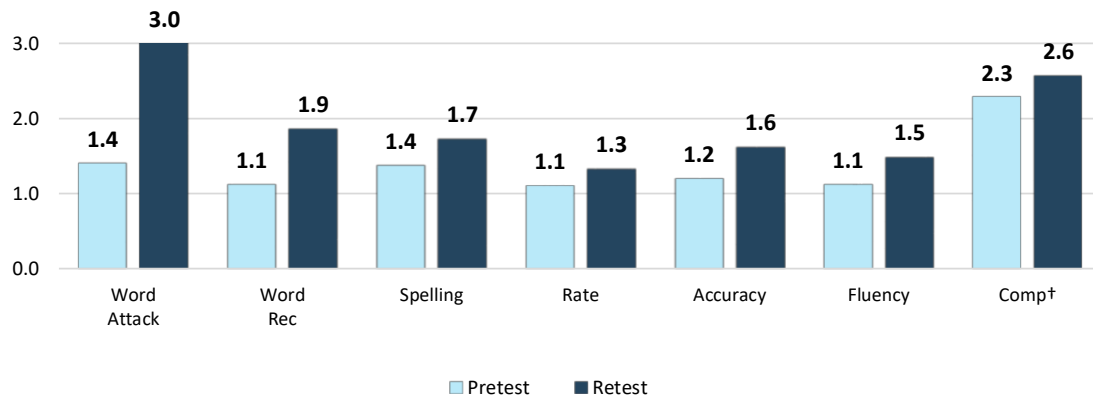
[†]Note: For word attack, $n=14$.

Average Standard Score Changes



[†]These skills are not directly stimulated by Seeing Stars® instruction. Therefore, growth may not be commensurate with growth on targeted measures.

Pre- and Retest Grade Equivalent Averages



Average Levels of Accuracy and Percentage Increase

Denham Town High School Literacy Camp January - June 2023	Pre-Test Grade Level	Post-Test Grade Level	% Increase
Word Attack	1.4	3.0	114.29%
Word Recognition	1.1	1.9	72.72%
Spelling	1.4	1.7	21.43%
Rate	1.1	1.3	18.18%
Accuracy	1.2	1.6	33.33%
Fluency	1.1	1.5	36.36%
Comprehension	2.3	2.6	13.04%

The second group includes an aggregate of students that participated in the reading camp and received more than 120 hours of Seeing Stars® instruction. As shown in the above graphs, students who received on average 134.5 hours of Seeing Stars® instruction, made large standard score changes in symbol imagery, word attack and word recognition. *Scores are reflected in the Table above.*

When compared to the first group of Seeing Stars® students, the data clearly shows that additional hours of instruction facilitate continued growth in reading skills. As these students begin the new school year, their symbol imagery, word attack and word recognition skills will improve. This improvement allows teachers to allocate instructional time to contextual reading, leading to increased accuracy and fluency.

Student Highlights

Of the students who consistently received remedial intervention at the Literacy Camps and had at least 100 hours of instruction, the following two students have been chosen to illustrate the impact of the programme.

Student 71 from November 2022 Literacy Camp Re-Evaluation Summary



LINDAMOOD-BELL
Learning Processes

Lindamood-Bell For Schools

Re-evaluation Summary

Name:		School:	Denham Town High School
Birth Date:	2/17/2009	Student ID No.:	71
Gender:	Male	Pre Tester:	Holly Aaron
		Re Tester:	Colleen Atkinson
Pretest Date:	11/11/2022	Pretest Chrono Age:	13-8
Retest Date:	6/5/2023	Retest Chrono Age:	14-3
		Pretest Grade:	8.2
		Retest Grade:	8.9

Hours of instruction between 11/11/2022 and 6/5/2023:

Seeing Stars®: 112.3

Total: 112.3 hours

11/11/2022 6/5/2023

Peabody Picture Vocabulary Test - 5, form A

137	130 Raw
65	60 Standard Score
1st	0.4th Percentile
7:2	6:7 Age Equivalent

Woodcock Reading Mastery Tests - III, form A

Word Attack

2	17 Raw
55	83 Standard Score
0.1st	13th Percentile
1.0	4.5 Grade Equiv.

Wide Range Achievement Test - 5, form Blue

Word Reading

22	43 Raw
55	79 Standard Score
0.1st	8th Percentile
K.8	4.4 Grade Equiv.

Spelling

17	22 Raw
55	64 Standard Score
0.1st	1st Percentile
K.8	2.0 Grade Equiv.

Gray Oral Reading Tests 4, form A

Rate

4	13 Raw
1	2 Standard Score
<1st	<1st Percentile
<1.0	1.7 Grade Equiv.

Accuracy

0	13 Raw
1	1 Standard Score
<1st	<1st Percentile

Name:

535934/531374/0 Page 2

	<u>11/11/2022</u>	<u>6/5/2023</u>
.....	<1.0	2.0 Grade Equiv.
Fluency	4	26 Raw
.....	1	1 Standard Score
.....	<1st	<1st Percentile
.....	<1.0	2.0 Grade Equiv.
Comprehension	1	17 Raw
.....	1	4 Standard Score
.....	<1st	2nd Percentile
.....	<1.0	2.7 Grade Equiv.
Symbol Imagery Test		
.....	22	29 Raw
.....	77	87 Standard Score
.....	6th	19th Percentile
Informal Tests of Writing		
Symbol to Sound	19	50 Raw

Grade 8 Student ID No. 71:

Student ID no. 71 was pre-tested in November 2022 and in June 2023, after 112 hours of instruction, he was post-tested.

His **word attack** pre-test raw score was 2 and his post-test raw score was 17 (750.00% increase) this meant that he went from a pre-primer level to a grade 4.5 level in word attack.

His **word recognition** went from a raw score of 22 to 43 (95.45% increase) moving him from a pre-premier level to a grade 4.4 level.

This Student scored a 0 raw on **reading accuracy** in his pre-test and scored a 13 on his post-test (1,300% increase) progressing from a non-reader to a student reading fluently at a grade 2 level.

To progress from getting a **reading comprehension** score of 1 answer correct on the pre-test, to being able to correctly answer 17 questions (1,600% increase) is a profound shift.

Student ID no. 71 and others, who previously were nonreading students, are now able to access classroom content and follow written instructions. As noted by his Vice Principal and other teachers, in December 2022, these students sat longer in examinations and made a greater effort to complete examination papers. Many refused the teachers help to read the test questions as they were able to do so on their own.

Student 56 from January 2023 Literacy Camp Re-Evaluation Summary



LINDAMOOD-BELL

Learning Processes

Lindamood-Bell For Schools

Re-evaluation Summary

Name:		School:	Denham Town High School
Birth Date:	3/13/2009	Student ID No.:	56
Gender:	Male	Pre Tester:	Holly Aaron
		Re Tester:	Donette Smith

Pretest Date:	1/26/2023	Pretest Chrono Age:	13-10	Pretest Grade:	8.5
Retest Date:	6/5/2023	Retest Chrono Age:	14-2	Retest Grade:	8.9

Hours of instruction between 1/26/2023 and 6/5/2023:

Seeing Stars®: 130.02

Total: 130.02 hours

1/26/2023 6/5/2023

Peabody Picture Vocabulary Test - 5, form A

.....	102	143 Raw
.....	45	67 Standard Score
.....	<0.1st	1st Percentile
.....	4:11	7:8 Age Equivalent

Woodcock Reading Mastery Tests - III, form A

Word Attack	11	22 Raw
.....	66	102 Standard Score
.....	1st	55th Percentile
.....	2.2	10.2 Grade Equiv.

Wide Range Achievement Test - 5, form Blue

Word Reading	30	34 Raw
.....	66	70 Standard Score
.....	1st	2nd Percentile
.....	1.8	2.4 Grade Equiv.
Spelling	23	25 Raw
.....	67	70 Standard Score
.....	1st	2nd Percentile
.....	2.3	2.9 Grade Equiv.

Gray Oral Reading Tests 4, form A

Rate	12	14 Raw
.....	2	2 Standard Score
.....	<1st	<1st Percentile
.....	1.4	2.0 Grade Equiv.
Accuracy	10	15 Raw
.....	1	2 Standard Score
.....	<1st	<1st Percentile

Name: _____

524755/531690/0 Page 2

1/26/2023 6/5/2023

.....	1.2	2.2 Grade Equiv.
Fluency	22	29 Raw
.....	1	1 Standard Score
.....	<1st	<1st Percentile
.....	1.4	2.2 Grade Equiv.
Comprehension	1	19 Raw
.....	1	4 Standard Score
.....	<1st	2nd Percentile
.....	<1.0	3.0 Grade Equiv.
Symbol Imagery Test		
.....	23	34 Raw
.....	79	97 Standard Score
.....	8th	42nd Percentile
Informal Tests of Writing		
Symbol to Sound	29	48 Raw

Grade 8 Student ID No. 56:

Student ID No. 56 was pre-tested in January 2023 and in June 2023, after 130 hours of instruction, he was post-tested.

His **word attack** pre-test raw score was 11 and his post-test raw score was 22 (100.00% increase), this meant that he went from a grade 2 level to a grade 10 level in word attack.

His **word recognition** went from a raw score of 66 to 70 (6.06% increase), moving him from a grade 1 to a grade 2 level.

This Student scored a 10 raw on **reading accuracy** in his pre-test and scored a 15 on his post-test (50% increase) progressing from a grade 1 to a grade 2 level.

For **reading comprehension**, he progressed from a raw score of 1 correct answer on the pre-test, to being able to correctly answer 19 questions on the post-test (1,800% increase).

It is critical to recognize that for non-readers, seemingly small, incremental gains make a large impact on student's ability to understand what they are reading. The ability to read words more accurately on the page, means students can better comprehend what they are reading.

Based on the assessments of these two (2) students, this meant multiple years of progress in reading comprehension was accomplished in just weeks of instruction.

Student Unintentional Results and Outcomes

Students Behaviour

There was great improvement in students' behaviour in and out of the Literacy Camp:

- ☐ students helping rather than criticising each other,
- ☐ reduced incidence of fighting,
- ☐ arguments decreased and
- ☐ cooperation became the norm, creating a better learning environment.

Students began to reprimand others for bad behaviour, showing respect for each other and being willing to apologise.

Some students arrived early, organising class material and having practice sessions before start time.

Students Increased Confidence

Students who were part of the Literacy Camp displayed an eagerness to participate in learning activities with higher levels of confidence.

One student having an epiphany, was overheard saying to herself that she wasn't "a dunce" and could read.

Students Increased Interest

Because of the students' challenges with reading, little interest in the Literacy Camp was initially shown. The structure of the programme materials, the positive reinforcement and the reward system, encouraged a significant change in their response to participate in the programme.



Students Ability to Adapt to Routine and Work Autonomously

At commencement of the camp, many of the students were disruptive by nature. In a short time, all participants settled into a routine with little interruption, following procedures and understood what was expected of them.

Students Ability to Work as a Team

One of the most notable moments in the programme was when one of groups were without teachers at the start of the day. Noting that their teacher was absent, the students retrieved their materials, started the session, coaching and correcting each other until their respective teachers arrived. They worked as teams, showing support and demonstrating initiative which would not have happened prior to the Literacy Camp.

Teacher Unintentional Results and Outcomes

Commitment to the Programme

Teachers expressed that they were impressed by how quickly the students improved, not only academically, but in their behaviour and their willingness to learn.

Participating teachers now respond to student issues in a more positive manner and are more motivated in their instruction.

Teachers shared that they now have a better understanding of the methodology and want to continue training with the CLBL Foundation Literacy and Numeracy Teacher Training Programme.



Testimonial

2022 Cohort Teacher, Miss Monique Green - Diagnostician Stage, Denham Town High School's greatest challenge is that the students are not able to sound out the letters of the alphabet, which affects their ability to read. This has affected their academics over the years, resulting in low pass rates in exams.

The literacy program has been a saving grace for the school. We have seen students move from ground zero to knowing the letters and sounds of the alphabet. Students can now decode words and identify vowel sounds, consonants, and multisyllable words. Some students are now reading sentences and short stories.

Students are also not able to socialize effectively with each other and as a result, the school has to cope with students' indiscipline. We have seen major improvements in students' behaviour in and outside of class. The small setting allowed students to socialize better and motivate each other in their own way.

The materials used were very effective; they catered to the needs of the students in imagery, visualization, and hearing.

Lindamood-Bell and the CLBL team, especially Holly, Lisandra, and Denise, were very dedicated to the staff in helping us become equipped and knowledgeable of the materials so as to help the students.

When I first started the program, there were things I had to unlearn to relearn and many of my colleagues would agree. This programme has also helped us as teachers to teach these students based on individual needs and to understand them better. We are grateful that the CLBL Team has come on board to help us meet these challenges.

Obstacles and How They Were Addressed

Management Of Students' Behaviour Was a Challenge for Teachers

Students would randomly leave their group and not return for some time. They were also very combative and fought over minor issues. Teachers' initial response to this poor behaviour resulted in the students being removed from the Literacy Room or sent to the principal's office.

Difficulties with students were addressed daily through positive reinforcement that was modelled by CLBL Coaches. The introduction of a reward system using gemstones and Star Cards showed teachers how to motivate students, rewarding their attention to learning and good behaviour with earned gemstones. The gemstones were tallied on Star Cards which were used as a form of currency that could be traded for rewards such as footballs, blankets and food vouchers.

In addition to learning, the students gained confidence and their behaviour improved considerably. Students began to sit for longer periods of time and focused on learning to read.

Challenges and Lessons Learnt

Extending the reading intervention Literacy Camp from the usual 3-week duration to 4 months had adverse consequences. In the shorter, more intensive format, the programme consistently produced outstanding outcomes, with enthusiastic commitment from both teachers and students, leading to rapid enhancements in reading skills.

However, the transition to the 4-month duration brought about challenges, most of which surrounded teacher absenteeism from the Literacy Camp. 70% of trained teachers attended sessions during the first three weeks, but this enthusiasm dwindled as the programme continued. In April there was further decline in teacher attendance, dropping to 60% and to below 50% in May.

Students who received on average 134.5 hours of Seeing Stars® instruction when compared to those who received 99.5 hours of the same instruction, made larger Standard Score Changes in word attack (63.5% increase) and word recognition (48.5% increase). The disappointing reading results can be attributed to the lack of teacher attendance.

The 3-week Literacy Camps have proved more impactful with better results. This indicates that these shorter Literacy Camps should be conducted periodically throughout the school year.

Recommendations and Way Forward

The CLBL Programme has been designed with the aim of enhancing the capacity of teachers and, by extension, schools, while also ensuring self-sustaining implementation through the cultivation of Local Instructional Mentors who uphold the programme's integrity and extend its impact to students.

- Full support and commitment from the school's leadership is needed to ensure alignment of school policies and structure.
- Collaboration between CLBL Foundation and Denham Town High School to share the knowledge from data collected and sustain the programme to improve the learning outcome.
- The academic year 2023-2024, to have trained teachers integrating the Seeing Stars® instruction into whole classes, small groups and one-to-one interventions with support from the CLBL Coaches and Mentors.
- Additional training in the Visualizing and Verbalizing® programme for these teachers, who have completed the Seeing Stars® training. Visualizing and Verbalizing® develops concept imagery and is the foundation of the sensory cognitive process that underlies oral and written language, comprehension and critical thinking.
- Professional Learning Communities (PLCs) to facilitate a collaborative and support network. The knowledge and skills shared in these collaborative learning environments are in line with the standards set by the Jamaica Teachers Association (JTC) and school leadership.
- PLCs facilitate the development of a system-wide Response to Intervention (RtI) model, expanding the implementation of the Lindamood-Bell® methodologies and embracing high levels of learning for all students.

A **Comprehensive School Partnership** in the Denham Town High School would evolve if all the noted recommendations are fulfilled. The goal is the systemic implementation of the Lindamood-Bell® methodologies through CLBL Foundation Literacy & Numeracy Teacher Training Programme, instrumental for school improvement and school turnaround initiatives.

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