

# 2017-2018 Assessment Results

All Schools



**Letters, Sounds and Words**

A Strong Start to reading™ program



**Strong Start to reading™**

"Making a difference in the life of a child"

## Interpreting Assessment Results

1. An assessment is completed with each child before the program begins and when the program is finished.
2. There are 4 strands in the program: Letters, Sounds, Words and Building Words. Each child is expected to be in 2-3 strands.
3. The results are reported separately for three groups of children:
  - *Target*  
Includes those who are expected to just need extra support for a short period of time in order to keep pace with their peers.
  - *Resource Support*  
Includes those who professionals predict may need extra support from resources within the school for another year or two.
  - *English Language Learners (ESL/ELL)*  
Includes those for whom English as a second language is a factor in their learning.

Within each of these groups, we have two levels of expectation when it comes to how much the child should gain in skills over the 10-week program (see Criteria for Evaluating Success below).

Our 10-week program is used twice in a school year. Usually different children participate in each 10-week program, but some children do repeat the program if it is to their advantage.

## Criteria for Evaluating Success

In designing the program, standards need to be set that reflect attainable goals appropriate to the age and stage of development of the children. The following criteria were established for evaluating a child's achievement and the success of the program.

### Percentage Towards Goal

If the child knows more than half of the letters, sounds or selected words before the program, then our goal is that he/she learns all of the letters, sounds and words by the end of the program. Therefore, the assessment results reflect the degree to which the child achieved this goal of knowing the entire set.

Example: If a child needed to learn 10 letters to complete the set of all letters and he/she learned 8 new ones in the program, then the child achieved 80% of the goal of knowing all of the letters.

Considerable gain	26% to 75% achievement towards the goal of 100%
Excellent gain	76% to 99% achievement towards the goal of 100%
Outstanding gain	100% - the child has learned all of the letters, sounds or words

### Percentage Gain

If a child knows very few letters, sounds and words before the program, our expectation is that he/she will make a valuable gain in the number known by the end of the program. Therefore, if a child knew fewer than half of the letters, sounds or selected words before the program, then assessment results reflect the gain the child made in a percentage. e.g., If a child knew 5 letters before the program and 15 after the program, the child made a 200% gain in the number of letters known (even though not all the letters are known yet).

Considerable gain	51% to 150% gain
Excellent gain	151% or 300% gain
Outstanding gain	301% or more gain

## Summary

Overall 94% of the children made considerable, excellent or outstanding gains.

## Enrollment

3903 children were enrolled in the Fall and Spring Rounds.

Grade	Children
SK	1497
1	1872
2	467
3	38
4	20
5	4
6	5
<b>Total</b>	<b>3903</b>

- The program is designed as a ten week program. Data for children who completed 8 or more weeks of the program is included.

## Schools

259 schools are included in this summary with an average of 15.1 children per school.

## Volunteer Hours

Approximately 2733 volunteers worked 45,139 hours to implement this Round.

## Groups of children served this session

### Target

79% of the children are thought to be the type of child who just needs extra attention for a short period of time.

### Resource Support

12% of the children are those who professionals predict may need extra support from resources within the school for another year or two only.

### ESL/ELL

9% of the children are included in the "English as a second language factor" group.

## Anecdotal Evidence

Many very positive outcomes occurred for children, families and the Volunteer Coaches involved in Strong Start. These successes go beyond the statistics and are captured in the testimonials of personal experiences and observations. Visit the Strong Start website to read a sampling of these wonderful stories. [www.strongstart.ca](http://www.strongstart.ca)

Note: In the Fall Round, the majority of children are in grade one. In the Spring Round, the majority of children are in senior kindergarten. For more details on the assessment data, see the charts on the following pages.

### Target

Percentage Towards Goal	# Children	Little-No Gain	Considerable Gain	Excellent Gain	Outstanding Gain				
<b>Letters</b>	650	34	5%	176	27%	214	33%	226	35%
<b>Sounds</b>	809	48	6%	259	32%	244	30%	258	32%
<b>Words</b>	457	10	2%	57	12%	106	23%	284	62%
<b>Building Words</b>	250	36	14%	93	37%	45	18%	76	30%
<b>Total Percentage Towards Goal</b>	2166	128	6%	585	27%	609	28%	844	39%

  

Percentage Gain	# Children	Little-No Gain	Considerable Gain	Excellent Gain	Outstanding Gain				
<b>Letters</b>	488	50	10%	221	45%	121	25%	96	20%
<b>Sounds</b>	994	57	6%	432	43%	232	23%	273	27%
<b>Words</b>	866	21	2%	275	32%	269	31%	301	35%
<b>Building Words</b>	648	40	6%	228	35%	159	25%	221	34%
<b>Total Percentage Gain</b>	2996	168	6%	1156	39%	781	26%	891	30%
<b>Totals for Target</b>	5162	296	6%	1741	34%	1390	27%	1735	34%

### Resource Support

Percentage Towards Goal	# Children	Little-No Gain	Considerable Gain	Excellent Gain	Outstanding Gain				
<b>Letters</b>	37	4	11%	12	32%	6	16%	15	41%
<b>Sounds</b>	120	12	10%	52	43%	24	20%	32	27%
<b>Words</b>	165	5	3%	19	12%	27	16%	114	69%
<b>Building Words</b>	124	23	19%	39	31%	16	13%	46	37%
<b>Total Percentage Towards Goal</b>	446	44	10%	122	27%	73	16%	207	46%

  

Percentage Gain	# Children	Little-No Gain	Considerable Gain	Excellent Gain	Outstanding Gain				
<b>Letters</b>	21	2	10%	11	52%	5	24%	3	14%
<b>Sounds</b>	47	8	17%	25	53%	2	4%	12	26%
<b>Words</b>	99	6	6%	34	34%	35	35%	24	24%
<b>Building Words</b>	121	12	10%	53	44%	31	26%	25	21%
<b>Total Percentage Gain</b>	288	28	10%	123	43%	73	25%	64	22%
<b>Totals for Resource Support</b>	734	72	10%	245	33%	146	20%	271	37%

### ESL/ELL

Percentage Towards Goal	# Children	Little-No Gain	Considerable Gain	Excellent Gain	Outstanding Gain				
<b>Letters</b>	57	6	11%	11	19%	22	39%	18	32%
<b>Sounds</b>	74	2	3%	23	31%	20	27%	29	39%
<b>Words</b>	47	1	2%	5	11%	10	21%	31	66%
<b>Building Words</b>	21	4	19%	7	33%	7	33%	3	14%
<b>Total Percentage Towards Goal</b>	199	13	7%	46	23%	59	30%	81	41%

  

Percentage Gain	# Children	Little-No Gain	Considerable Gain	Excellent Gain	Outstanding Gain				
<b>Letters</b>	84	7	8%	36	43%	24	29%	17	20%
<b>Sounds</b>	126	2	2%	64	51%	22	17%	38	30%
<b>Words</b>	69	0	0%	22	32%	17	25%	30	43%
<b>Building Words</b>	47	3	6%	22	47%	10	21%	12	26%
<b>Total Percentage Gain</b>	326	12	4%	144	44%	73	22%	97	30%
<b>Totals for ESL/ELL</b>	525	25	5%	190	36%	132	25%	178	34%
<b>Totals for Everything</b>	6421	393	6%	2176	34%	1668	26%	2184	34%

**Definition of Achievement Levels**

**Percentage Towards Goal**

Degree to which a child, who already knew more than half the letters, sounds or words before the program started, has reached the goal of learning all of them.

<b>Little to No Gain</b>	<b>0 to 25% achievement towards the goal of 100%</b>
<b>Considerable Gain</b>	<b>26% to 75% achievement towards the goal of 100%</b>
<b>Excellent Gain</b>	<b>76% to 99% achievement towards the goal of 100%</b>
<b>Outstanding Gain</b>	<b>100% achievement</b>

**Percentage Gain**

Degree to which a child, who knew very few letters, sounds or words before the program started, has made a gain in the number known by the end of the program

<b>Little to No Gain</b>	<b>0 to 50%</b>
<b>Considerable Gain</b>	<b>51% to 150%</b>
<b>Excellent Gain</b>	<b>151% to 300%</b>
<b>Outstanding Gain</b>	<b>301% or more</b>