

2012-2013 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.

"significant 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).

"significant gain"	=	51% to 150% gain
"excellent gain"	=	151% or 300% gain
"outstanding gain"	=	301% or more gain

2012-2013 Assessment Results

Summary

Overall 95% of the children made significant, excellent or outstanding gains.	
Enrollment	2531 children were enrolled in the Fall and Spring Rounds. <ul style="list-style-type: none">• The program is designed as a ten week program. Data for children who completed 8 or more weeks of the program is included.
Schools	170 schools are included in this summary with an average of 14.9 children per school
Volunteer Hours	Approximately 1962 volunteers worked 31 753.25 hours to implement these Rounds.

Groups of children served this session

Target	75% of the children are thought to be the type of child who just needs extra attention for a short period of time
Resource Support	17% 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	8% 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

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		Significant Gain		Excellent Gain		Outstanding Gain	
Letters	360	19	5%	95	26%	119	33%	117	33%
Sounds	502	24	5%	157	31%	162	32%	158	31%
Words	329	10	3%	40	12%	83	25%	196	60%
Building Words	137	14	10%	44	32%	29	21%	48	35%
Totals for Percentage Towards	1328	67	5%	336	25%	393	30%	519	39%

Percentage Gain	# Children	Little-No Gain		Significant Gain		Excellent Gain		Outstanding Gain	
Letters	238	17	7%	101	42%	69	29%	51	21%
Sounds	541	22	4%	173	32%	138	26%	208	38%
Words	579	6	1%	145	25%	191	33%	237	41%
Building Words	450	20	4%	103	23%	106	24%	221	49%
Totals for Percentage Gain	1808	65	4%	522	29%	504	28%	717	40%
Totals for Target	3136	132	4%	858	27%	897	29%	1236	39%

Resource Support

Percentage Towards Goal	# Children	Little-No Gain		Significant Gain		Excellent Gain		Outstanding Gain	
Letters	73	3	4%	28	38%	19	26%	22	30%
Sounds	109	7	6%	39	36%	32	29%	31	28%
Words	97	5	5%	5	5%	15	15%	69	71%
Building Words	77	8	10%	30	39%	11	14%	27	35%
Totals for Percentage Towards	356	23	6%	102	29%	77	22%	149	42%

Percentage Gain	# Children	Little-No Gain		Significant Gain		Excellent Gain		Outstanding Gain	
Letters	77	9	12%	33	43%	17	22%	18	23%
Sounds	140	9	6%	33	24%	36	26%	62	44%
Words	112	1	1%	28	25%	18	16%	65	58%
Building Words	93	9	10%	28	30%	24	26%	32	34%
Totals for Percentage Gain	422	28	7%	122	29%	95	23%	177	42%
Totals for Resource Support	778	51	7%	224	29%	172	22%	326	42%

ESL/ELL

Percentage Towards Goal	# Children	Little-No Gain		Significant Gain		Excellent Gain		Outstanding Gain	
Letters	36	1	3%	8	22%	10	28%	17	47%
Sounds	47	1	2%	13	28%	20	43%	13	28%
Words	34	0	0%	3	9%	5	15%	26	76%
Building Words	19	0	0%	12	63%	3	16%	3	16%
Totals for Percentage Towards	136	2	1%	36	26%	38	28%	59	43%

Percentage Gain	# Children	Little-No Gain		Significant Gain		Excellent Gain		Outstanding Gain	
Letters	33	0	0%	15	45%	12	36%	6	18%
Sounds	86	3	3%	19	22%	16	19%	48	56%
Words	76	0	0%	18	24%	17	22%	41	54%
Building Words	46	0	0%	9	20%	7	15%	30	65%
Totals for Percentage Gain	241	3	1%	61	25%	52	22%	125	52%

Totals for ESL/ELL	377	5	1%	97	26%	90	24%	184	49%
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Totals for Everything	4291	188	4%	1179	27%	1159	27%	1746	41%
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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.

Little to No Gain : 0 to 25% achievement towards the goal of 100%
Significant Gain : 26% to 75% achievement towards the goal of 100%
Excellent Gain : 76% to 99% achievement towards the goal of 100%
Outstanding Gain : 100% achievement

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.

Little to No Gain : 0 to 50%
Significant Gain : 51% to 150%
Excellent Gain : 151% to 300%
Outstanding Gain : 301% or more