

# 2013-2014 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

## 2013-2014 Assessment Results

### Summary

Overall <b>95%</b> of the children made considerable, excellent or outstanding gains.	
<b>Enrollment</b>	<b>2591</b> children were enrolled in the Fall and Spring Rounds. <ul style="list-style-type: none"><li>• The program is designed as a ten week program. Data for children who completed 8 or more weeks of the program is included.</li></ul>
<b>Schools</b>	<b>169</b> schools are included in this summary with an average of <b>15</b> children per school
<b>Volunteer Hours</b>	Approximately <b>1930</b> volunteers worked <b>32419.05</b> hours to implement these Rounds.

### Groups of children served this session

<b>Target</b>	<b>76%</b> of the children are thought to be the type of child who just needs extra attention for a short period of time
<b>Resource Support</b>	<b>18%</b> of the children are those who professionals predict may need extra support from resources within the school for another year or two only
<b>ESL/ELL</b>	<b>6%</b> 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

<b>Percentage Towards Goal</b>	<b># Children</b>	<b>Little-No Gain</b>		<b>Considerable Gain</b>		<b>Excellent Gain</b>		<b>Outstanding Gain</b>	
Letters	296	12	4%	76	26%	91	31%	110	37%
Sounds	550	20	4%	163	30%	182	33%	179	33%
Words	372	5	1%	40	11%	68	18%	253	68%
Building Words	173	17	10%	48	28%	35	20%	69	40%
<b>Totals for Percentage Towards</b>	<b>1391</b>	<b>54</b>	<b>4%</b>	<b>327</b>	<b>24%</b>	<b>376</b>	<b>27%</b>	<b>611</b>	<b>44%</b>

  

<b>Percentage Gain</b>	<b># Children</b>	<b>Little-No Gain</b>		<b>Considerable Gain</b>		<b>Excellent Gain</b>		<b>Outstanding Gain</b>	
Letters	238	16	7%	113	47%	70	29%	39	16%
Sounds	551	20	4%	183	33%	134	24%	214	39%
Words	602	8	1%	162	27%	178	30%	254	42%
Building Words	459	9	2%	100	22%	133	29%	217	47%
<b>Totals for Percentage Gain</b>	<b>1850</b>	<b>53</b>	<b>3%</b>	<b>558</b>	<b>30%</b>	<b>515</b>	<b>28%</b>	<b>724</b>	<b>39%</b>
<b>Totals for Target</b>	<b>3241</b>	<b>107</b>	<b>3%</b>	<b>885</b>	<b>27%</b>	<b>891</b>	<b>27%</b>	<b>1335</b>	<b>41%</b>

## Resource Support

<b>Percentage Towards Goal</b>	<b># Children</b>	<b>Little-No Gain</b>		<b>Considerable Gain</b>		<b>Excellent Gain</b>		<b>Outstanding Gain</b>	
Letters	61	5	8%	18	30%	13	21%	24	39%
Sounds	118	6	5%	50	42%	23	19%	39	33%
Words	94	1	1%	9	10%	12	13%	68	72%
Building Words	73	9	12%	21	29%	14	19%	29	40%
<b>Totals for Percentage Towards</b>	<b>346</b>	<b>21</b>	<b>6%</b>	<b>98</b>	<b>28%</b>	<b>62</b>	<b>18%</b>	<b>160</b>	<b>46%</b>

  

<b>Percentage Gain</b>	<b># Children</b>	<b>Little-No Gain</b>		<b>Considerable Gain</b>		<b>Excellent Gain</b>		<b>Outstanding Gain</b>	
Letters	69	4	6%	30	43%	13	19%	22	32%
Sounds	122	10	8%	29	24%	29	24%	54	44%
Words	101	2	2%	21	21%	34	34%	44	44%
Building Words	98	6	6%	32	33%	26	27%	34	35%
<b>Totals for Percentage Gain</b>	<b>390</b>	<b>22</b>	<b>6%</b>	<b>112</b>	<b>29%</b>	<b>102</b>	<b>26%</b>	<b>154</b>	<b>39%</b>
<b>Totals for Resource Support</b>	<b>736</b>	<b>43</b>	<b>6%</b>	<b>210</b>	<b>29%</b>	<b>164</b>	<b>22%</b>	<b>314</b>	<b>43%</b>

## ESL/ELL

<b>Percentage Towards Goal</b>	<b># Children</b>	<b>Little-No Gain</b>		<b>Considerable</b>		<b>Excellent Gain</b>		<b>Outstanding Gain</b>	
Letters	32	0	0%	9	28%	3	9%	20	63%
Sounds	50	2	4%	10	20%	12	24%	26	52%
Words	22	0	0%	2	9%	3	14%	17	77%
Building Words	11	0	0%	2	18%	3	27%	6	55%
<b>Totals for Percentage Towards</b>	<b>115</b>	<b>2</b>	<b>2%</b>	<b>23</b>	<b>20%</b>	<b>21</b>	<b>18%</b>	<b>69</b>	<b>60%</b>

  

<b>Percentage Gain</b>	<b># Children</b>	<b>Little-No Gain</b>		<b>Considerable Gain</b>		<b>Excellent Gain</b>		<b>Outstanding Gain</b>	
Letters	25	0	0%	11	44%	6	24%	8	32%
Sounds	55	1	2%	11	20%	14	25%	29	53%
Words	46	0	0%	13	28%	15	33%	18	39%
Building Words	24	0	0%	3	13%	7	29%	14	58%
<b>Totals for Percentage Gain</b>	<b>150</b>	<b>1</b>	<b>1%</b>	<b>38</b>	<b>25%</b>	<b>42</b>	<b>28%</b>	<b>69</b>	<b>46%</b>

  

<b>Totals for ESL/ELL</b>	<b>265</b>	<b>3</b>	<b>1%</b>	<b>61</b>	<b>23%</b>	<b>63</b>	<b>24%</b>	<b>138</b>	<b>52%</b>
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<b>Totals for Everything</b>	<b>4242</b>	<b>153</b>	<b>4%</b>	<b>1156</b>	<b>27%</b>	<b>1118</b>	<b>26%</b>	<b>1787</b>	<b>42%</b>
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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%
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% 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%
Considerable Gain	: 51% to 150%
Excellent Gain	: 151% to 300%
Outstanding Gain	: 301% or more