

2014-2015 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

2014-2015 Assessment Results

Summary

Overall 95% of the children made considerable, excellent or outstanding gains.	
Enrollment	2,805 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	195 schools are included in this summary with an average of 14.4 children per school.
Volunteer Hours	Approximately 2,137 volunteers worked 34,577 hours to implement these Rounds.

Groups of children served this session

Target	77% of the children are thought to be the type of child who just needs extra attention for a short period of time.
Resource Support	18% 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	5% 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		Considerable Gain		Excellent Gain		Outstanding Gain	
Letters	356	20	6%	95	27%	108	31%	125	35%
Sounds	553	30	5%	181	33%	157	28%	180	33%
Words	420	6	1%	43	10%	90	21%	277	66%
Building Words	203	27	13%	71	35%	35	17%	66	33%
Totals for Percentage Towards	1532	83	5%	390	25%	390	25%	648	42%

Percentage Gain	# Children	Little-No Gain		Considerable Gain		Excellent Gain		Outstanding Gain	
Letters	234	19	8%	106	45%	75	32%	34	15%
Sounds	535	21	4%	187	35%	132	25%	195	36%
Words	651	6	1%	134	21%	232	36%	279	43%
Building Words	604	23	4%	134	22%	167	28%	280	46%
Totals for Percentage Gain	2024	69	3%	561	28%	606	30%	788	39%

Totals for Target	3556	152	4%	951	27%	996	28%	1436	40%
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Resource Support

Percentage Towards Goal	# Children	Little-No Gain		Considerable Gain		Excellent Gain		Outstanding Gain	
Letters	90	7	8%	30	33%	28	31%	23	26%
Sounds	124	7	6%	42	34%	47	38%	27	22%
Words	90	5	6%	12	13%	23	26%	50	56%
Building Words	56	10	18%	27	48%	9	16%	9	16%
Totals for Percentage Towards	360	29	8%	111	31%	107	30%	109	30%

Percentage Gain	# Children	Little-No Gain		Considerable Gain		Excellent Gain		Outstanding Gain	
Letters	77	8	10%	25	32%	25	32%	19	25%
Sounds	157	14	9%	40	25%	30	19%	73	46%
Words	123	2	2%	35	28%	27	22%	59	48%
Building Words	103	6	6%	31	30%	28	27%	38	37%
Totals for Percentage Gain	460	30	7%	131	28%	110	24%	189	41%

Totals for Resource Support	820	59	7%	242	30%	217	26%	298	36%
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Letters	30	1	3%	11	37%	10	33%	7	23%
Sounds	43	1	2%	14	33%	14	33%	13	30%
Words	16	0	0%	1	6%	7	44%	8	50%
Building Words	7	1	14%	4	57%	2	29%	0	0%
Totals for Percentage Towards	96	3	3%	30	31%	33	34%	28	29%

Percentage Gain	# Children	Little-No Gain	Considerable Gain	Excellent Gain	Outstanding Gain
Letters	26	0 0%	9 35%	9 35%	8 31%
Sounds	47	0 0%	11 23%	10 21%	26 55%
Words	48	0 0%	9 19%	13 27%	26 54%
Building Words	32	4 13%	6 19%	4 13%	18 56%
Totals for Percentage Gain	153	4 3%	35 23%	36 24%	78 51%

Totals for ESL/ELL	249	7 3%	65 26%	69 28%	106 43%
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Totals for Everything	4625	218 5%	1258 27%	1282 28%	1843 40%
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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