

# 2015-2016 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

## 2015-2016 Assessment Results

### Summary

Overall <b>94%</b> of the children made considerable, excellent or outstanding gains.	
<b>Enrollment</b>	<b>3,016</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>204</b> schools are included in this summary with an average of <b>14.8</b> children per school.
<b>Volunteer Hours</b>	Approximately <b>2,210</b> volunteers worked <b>36,311</b> hours to implement these Rounds.

### Groups of children served this session

<b>Target</b>	<b>73%</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>21%</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	408	19	5%	109	27%	107	26%	166	41%
Sounds	586	29	5%	182	31%	191	33%	181	31%
Words	399	11	3%	48	12%	96	24%	242	61%
Building Words	241	32	13%	77	32%	49	20%	80	33%
<b>Totals for Percentage Towards</b>	<b>1634</b>	<b>91</b>	<b>6%</b>	<b>416</b>	<b>25%</b>	<b>443</b>	<b>27%</b>	<b>669</b>	<b>41%</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	269	14	5%	128	48%	69	26%	58	22%
Sounds	527	29	6%	169	32%	123	23%	206	39%
Words	652	18	3%	160	25%	215	33%	259	40%
Building Words	563	32	6%	119	21%	148	26%	264	47%
<b>Totals for Percentage Gain</b>	<b>2011</b>	<b>93</b>	<b>5%</b>	<b>576</b>	<b>29%</b>	<b>555</b>	<b>28%</b>	<b>787</b>	<b>39%</b>

  

<b>Totals for Target</b>	<b>3645</b>	<b>184</b>	<b>5%</b>	<b>992</b>	<b>27%</b>	<b>998</b>	<b>27%</b>	<b>1456</b>	<b>40%</b>
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## 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	83	2	2%	22	27%	26	31%	28	34%
Sounds	159	13	8%	72	45%	39	25%	33	21%
Words	195	9	5%	35	18%	32	16%	118	61%
Building Words	122	10	8%	29	24%	27	22%	56	46%
<b>Totals for Percentage Towards</b>	<b>559</b>	<b>34</b>	<b>6%</b>	<b>158</b>	<b>28%</b>	<b>124</b>	<b>22%</b>	<b>235</b>	<b>42%</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	64	6	9%	34	53%	9	14%	15	23%
Sounds	132	18	14%	32	24%	18	14%	64	48%
Words	125	5	4%	39	31%	41	33%	40	32%
Building Words	129	11	9%	48	37%	37	29%	33	26%
<b>Totals for Percentage Gain</b>	<b>450</b>	<b>40</b>	<b>9%</b>	<b>153</b>	<b>34%</b>	<b>105</b>	<b>23%</b>	<b>152</b>	<b>34%</b>

  

<b>Totals for Resource Support</b>	<b>1009</b>	<b>74</b>	<b>7%</b>	<b>311</b>	<b>31%</b>	<b>229</b>	<b>23%</b>	<b>387</b>	<b>38%</b>
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## ESL/ELL

<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	35	5	14%	7	20%	4	11%	18	51%
Sounds	35	0	0%	15	43%	10	29%	9	26%
Words	23	1	4%	2	9%	2	9%	17	74%
Building Words	9	0	0%	1	11%	3	33%	5	56%
<b>Totals for Percentage Towards</b>	<b>102</b>	<b>6</b>	<b>6%</b>	<b>25</b>	<b>25%</b>	<b>19</b>	<b>19%</b>	<b>49</b>	<b>48%</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	46	4	9%	13	28%	19	41%	10	22%
Sounds	67	3	4%	9	13%	13	19%	42	63%
Words	33	0	0%	10	30%	12	36%	11	33%
Building Words	26	1	4%	6	23%	7	27%	12	46%
<b>Totals for Percentage Gain</b>	<b>172</b>	<b>8</b>	<b>5%</b>	<b>38</b>	<b>22%</b>	<b>51</b>	<b>30%</b>	<b>75</b>	<b>44%</b>

  

<b>Totals for ESL/ELL</b>	<b>274</b>	<b>14</b>	<b>5%</b>	<b>63</b>	<b>23%</b>	<b>70</b>	<b>26%</b>	<b>124</b>	<b>45%</b>
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<b>Totals for Everything</b>	<b>4928</b>	<b>272</b>	<b>6%</b>	<b>1366</b>	<b>28%</b>	<b>1297</b>	<b>26%</b>	<b>1967</b>	<b>40%</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.

<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>