

# 2016-2017 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

3186 children were enrolled in the Fall and Spring Rounds.

Grade	Children
SK	1313
1	1488
2	322
3	38
4	10
5	6
6	9
<b>Total</b>	<b>3186</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

230 schools are included in this summary with an average of 13.9 children per school.

## Volunteer Hours

Approximately 2357 volunteers worked 36,865 hours to implement this Round.

## Groups of children served this session

### Target

82% of the children are thought to be the type of child who just needs extra attention for a short period of time.

### Resource Support

11% 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

7% 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>	471	37	8%	149	32%	136	29%	149	32%
<b>Sounds</b>	692	27	4%	229	33%	208	30%	228	33%
<b>Words</b>	444	8	2%	39	9%	95	21%	302	68%
<b>Building Words</b>	210	22	10%	73	35%	49	23%	66	31%
<b>Total Percentage Towards Goal</b>	1817	94	5%	490	27%	488	27%	745	41%

  

Percentage Gain	# Children	Little-No Gain	Considerable Gain	Excellent Gain	Outstanding Gain				
<b>Letters</b>	415	42	10%	226	54%	93	22%	54	13%
<b>Sounds</b>	814	58	7%	349	43%	197	24%	210	26%
<b>Words</b>	792	21	3%	222	28%	247	31%	302	38%
<b>Building Words</b>	577	24	4%	213	37%	149	26%	191	33%
<b>Total Percentage Gain</b>	2598	145	6%	1010	39%	686	26%	757	29%
<b>Totals for Target</b>	4415	239	5%	1500	34%	1174	27%	1502	34%

### Resource Support

Percentage Towards Goal	# Children	Little-No Gain	Considerable Gain	Excellent Gain	Outstanding Gain				
<b>Letters</b>	27	1	4%	13	48%	4	15%	9	33%
<b>Sounds</b>	69	2	3%	30	43%	9	13%	28	41%
<b>Words</b>	138	1	1%	15	11%	31	22%	91	66%
<b>Building Words</b>	105	15	14%	34	32%	27	26%	29	28%
<b>Total Percentage Towards Goal</b>	339	19	6%	92	27%	71	21%	157	46%

  

Percentage Gain	# Children	Little-No Gain	Considerable Gain	Excellent Gain	Outstanding Gain				
<b>Letters</b>	13	2	15%	8	62%	2	15%	1	8%
<b>Sounds</b>	26	4	15%	13	50%	7	27%	2	8%
<b>Words</b>	54	2	4%	24	44%	18	33%	10	19%
<b>Building Words</b>	105	9	9%	50	48%	25	24%	21	20%
<b>Total Percentage Gain</b>	198	17	9%	95	48%	52	26%	34	17%
<b>Totals for Resource Support</b>	537	36	7%	187	35%	123	23%	191	36%

### ESL/ELL

Percentage Towards Goal	# Children	Little-No Gain	Considerable Gain	Excellent Gain	Outstanding Gain				
<b>Letters</b>	49	3	6%	9	18%	20	41%	17	35%
<b>Sounds</b>	57	2	4%	18	32%	21	37%	16	28%
<b>Words</b>	29	1	3%	3	10%	9	31%	16	55%
<b>Building Words</b>	24	2	8%	8	33%	6	25%	8	33%
<b>Total Percentage Towards Goal</b>	159	8	5%	38	24%	56	35%	57	36%

  

Percentage Gain	# Children	Little-No Gain	Considerable Gain	Excellent Gain	Outstanding Gain				
<b>Letters</b>	50	2	4%	23	46%	14	28%	11	22%
<b>Sounds</b>	84	3	4%	43	51%	16	19%	22	26%
<b>Words</b>	68	2	3%	23	34%	11	16%	32	47%
<b>Building Words</b>	36	6	17%	15	42%	11	31%	4	11%
<b>Total Percentage Gain</b>	238	13	5%	104	44%	52	22%	69	29%
<b>Totals for ESL/ELL</b>	397	21	5%	142	36%	108	27%	126	32%
<b>Totals for Everything</b>	5349	296	6%	1829	34%	1405	26%	1819	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>