



Strong Start[®] Letters, Sounds and Words Program

Interpreting Assessment Results

An assessment is completed with each child before the program begins and when the program is finished. There are 2-5 areas tested with each child depending on the strands chosen for each child. The results are reported separately for three groups of children:

- those who are expected to just need extra support for a short period of time in order to keep pace with their peers;
- those for whom English as a second language is a factor in their learning, and
- those who professionals predict may need extra support from resources within the school for another year or two.

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).

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.

Percent 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.

e.g. 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 100% achievement towards the goal of 100%

Percent 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

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.

Strong Start[®] Assessment Results for Fall 2008 Session

Statistics for fall 2008 – All Schools

Note: The summary of the gains made by the children has 36 categories since children are grouped in 3 areas, with 2 levels of expectation of success and 6 areas of skills tested.

- **Overall 82% to 100% of the children (depending on the category) made significant, excellent or outstanding gains!**
- 820 children are represented in the data
- 104 schools are included in this summary with an average of 7.9 children per school
- Approximately 866 volunteers worked for 14,137 hours to implement this session.

Groups of children served this session

- 67% of the children are thought to be the type of child who just needs extra attention for a short period of time.
- 11% of the children are included in the “English as a second language factor” group
- 21% of the children are those who professionals predict may need extra support from resources within the school for another year or two only.

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

Notes:

- In the fall session the majority of children are in grade one. In the spring session the majority of children are in senior kindergarten.
- For more details on the assessment data, see the charts on the following pages.

Strong Start® Statistics for fall 2008

Note: The charts indicate the percentage of children who achieved at each level of success.

Children who need short-term support: Percentage towards a Goal				
Strand	Number of Children	Little or no gain (0 to 25%)	Significant gain (26% to 75%)	Excellent gain (76% to 100%)
Upper Case Letters	97	1%	11%	88% with 86% of these learning all letters
Lower Case Letters	95	1%	21%	78% with 85% of these learning all letters
Upper Case Sounds	206	1%	22%	77% with 79% of these learning all sounds
Lower Case Sounds	193	0%	20%	80% with 68% of these learning all sounds
Words	160	1%	13%	86% with 75% of these learning all words
Building Words	87	3%	26%	70% with 69% of these learning all words

Children who need short-term support: Percentage Gain					
Strand	Number of Children	Little or no gain 0% to 50%	Significant Gain 51% to 150%	Excellent Gain 151% to 300%	Outstanding Gain 301% or more
Upper Case Letters	50	2%	42%	30%	26%
Lower Case Letters	62	5%	39%	37%	19%
Upper Case Sounds	111	4%	37%	29%	31%
Lower Case Sounds	121	4%	45%	22%	29%
Words	273	1%	34%	30%	34%
Building Words	220	1%	28%	32%	39%

Strong Start® Statistics for fall 2008

Note: The charts indicate the percentage of children who achieved at each level of success.

Children with English as a second language factor: Percentage towards a Goal				
Strand	Number of Children	Little or no gain 0% to 25%	Significant Gain 26% to 75%	Excellent Gain 76% to 100%
Upper Case Letters	31	6%	13%	81% with 68% of these learning all letters
Lower Case Letters	28	4%	18%	79% with 73% of these learning all letters
Upper Case Sounds	31	0%	16%	84% with 58% of these learning all sounds
Lower Case Sounds	24	4%	13%	83% with 80% of these learning all sounds
Words	5	0%	0%	100% with 80% of these learning all words
Building Words	0	N/A	N/A	N/A

Children with English as a second language factor: Percentage Gain					
Strand	Number of Children	Little or no gain 0% to 50%	Significant Gain 51% to 150%	Excellent Gain 151% to 300%	Outstanding Gain 301% or more
Upper Case Letters	20	0%	45%	15%	40%
Lower Case Letters	22	0%	27%	32%	41%
Upper Case Sounds	45	7%	22%	24%	47%
Lower Case Sounds	50	4%	32%	14%	50%
Words	51	0%	12%	24%	65%
Building Words	21	0%	10%	24%	67%

Strong Start® Statistics for fall 2008

Note: The charts indicate the percentage of children who achieved at each level of success.

Children Needing Ongoing Resource Support: Percentage Towards a Goal				
Strand	Number of Children	Little or no gain 0% to 25%	Significant Gain 26% to 75%	Excellent Gain 76% to 100%
Upper Case Letters	46	2%	13%	85% with 82% of these learning all letters
Lower Case Letters	45	0%	24%	76% with 74% of these learning all letters
Upper Case Sounds	69	6%	17%	77% with 68% of these learning all sounds
Lower Case Sounds	64	2%	28%	70% with 69% of these learning all sounds
Words	22	5%	0%	95% with 67% of these learning all words
Building Words	11	18%	27%	55% with 83% of these learning all words

Children Needing Ongoing Resource Support: Percentage Gain					
Strand	Number of Children	Little or no gain 0% to 50%	Significant Gain 51% to 150%	Excellent Gain 151% to 300%	Outstanding Gain 301% or more
Upper Case Letters	49	10%	35%	35%	20%
Lower Case Letters	52	4%	42%	29%	25%
Upper Case Sounds	74	4%	39%	19%	38%
Lower Case Sounds	79	5%	25%	29%	41%
Words	83	2%	22%	34%	42%
Building Words	40	0%	33%	23%	45%