



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 Spring 2009 Session

Statistics for 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 87% to 100% of the children (depending on the category) made significant, excellent or outstanding gains!**
- 1,109 children are represented in the data
- 131 schools are included in this summary with an average of 8.5 children per school
- Approximately 942 volunteers worked for 14,399 hours to implement this session.

Groups of children served this session

- 68% of the children are thought to be the type of child who just needs extra attention for a short period of time.
- 10% of the children are included in the “English as a second language factor” group
- 22% 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 spring 2009

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	243	2%	20%	77% with 82% of these learning all letters
Lower Case Letters	209	1%	25%	74% with 69% of these learning all letters
Upper Case Sounds	245	2%	27%	71% with 65% of these learning all sounds
Lower Case Sounds	222	2%	26%	72% with 64% of these learning all sounds
Words	89	1%	18%	81% with 72% of these learning all words
Building Words	44	0%	30%	70% with 71% 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	117	6%	52%	29%	13%
Lower Case Letters	166	6%	54%	27%	13%
Upper Case Sounds	306	5%	35%	30%	31%
Lower Case Sounds	324	3%	36%	23%	38%
Words	325	3%	24%	28%	45%
Building Words	157	8%	24%	17%	51%

Strong Start® Statistics for spring 2009

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	33	0%	15%	85% with 86% of these learning all letters
Lower Case Letters	25	0%	20%	80% with 85% of these learning all letters
Upper Case Sounds	29	0%	31%	69% with 75% of these learning all sounds
Lower Case Sounds	21	0%	14%	86% with 56% of these learning all sounds
Words	15	7%	13%	80% with 75% of these learning all words
Building Words	5	0%	40%	60% with 100% of these learning all words

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	27	4%	56%	26%	15%
Lower Case Letters	36	3%	53%	22%	22%
Upper Case Sounds	54	7%	15%	24%	54%
Lower Case Sounds	59	5%	25%	25%	44%
Words	34	0%	18%	32%	50%
Building Words	15	7%	27%	7%	60%

Strong Start® Statistics for spring 2009

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	58	0%	19%	81% with 74% of these learning all letters
Lower Case Letters	45	0%	42%	58% with 54% of these learning all letters
Upper Case Sounds	45	0%	31%	69% with 65% of these learning all sounds
Lower Case Sounds	42	0%	39%	61% with 52% of these learning all sounds
Words	26	0%	27%	73% with 74% of these learning all words
Building Words	28	7%	36%	57% with 56% 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	91	13%	46%	22%	19%
Lower Case Letters	100	9%	41%	23%	27%
Upper Case Sounds	129	5%	32%	26%	37%
Lower Case Sounds	133	8%	24%	23%	44%
Words	74	7%	31%	24%	38%
Building Words	30	0%	30%	30%	40%