



Strong Start to reading™
"Making a difference in the life of a child"

Strong Start® Letters, Sounds and Words Program Assessment Results for all regions – 2010-2011

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 2010 - 2011

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 88% to 100% of the children (depending on the category) made significant, excellent or outstanding gains!**
- 2,234 children are represented in the data
- 138 schools are included in this summary with an average of 17 children per school
- Approximately 1856 volunteers worked for 32,001 hours to implement this session.

Groups of children served this session

- 70% 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
- 20% 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 2010 - 2011

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	313	0%	18 %	82% with 82% of these learning all letters
Lower Case Letters	276	1%	21%	78% with 69% of these learning all letters
Upper Case Sounds	441	2%	22%	76% with 70% of these learning all sounds
Lower Case Sounds	401	1%	22%	77% with 66% of these learning all sounds
Words	332	1%	11%	88% with 76% of these learning all words
Building Words	167	1%	28%	71% with 70% 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	221	5%	48%	28%	19%
Lower Case Letters	275	6%	43%	28%	23%
Upper Case Sounds	487	4%	32%	23%	41%
Lower Case Sounds	529	4%	30%	22%	44%
Words	651	1%	26%	34%	39%
Building Words	513	2%	25%	28%	45%

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Strong Start® Statistics for spring 2011

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	45	0%	13%	87% with 87% of these learning all letters
Lower Case Letters	40	0%	23%	77% with 81% of these learning all letters
Upper Case Sounds	44	5%	27%	68% with 73% of these learning all sounds
Lower Case Sounds	43	0%	35%	65% with 57% of these learning all sounds
Words	22	0%	0%	100% with 86% of these learning all words
Building Words	7	0%	14%	86% with 67% of these learning all building 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	49	6%	27%	34%	33%
Lower Case Letters	58	4%	24%	38%	3%
Upper Case Sounds	103	1%	26%	16%	57%
Lower Case Sounds	104	3%	21%	16%	60%
Words	83	0%	30%	23%	47%
Building Words	41	2%	22%	32%	44%

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Strong Start® Statistics for spring 2011

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	101	4%	23%	73% with 74% of these learning all letters
Lower Case Letters	74	3%	35%	62% with 59% of these learning all letters
Upper Case Sounds	100	4%	30%	66% with 56% of these learning all sounds
Lower Case Sounds	98	5%	30%	65% with 66% of these learning all sounds
Words	76	0%	20%	80% with 77% of these learning all words
Building Words	35	3%	37%	60% with 88% 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	74	12%	51%	30%	7%
Lower Case Letters	102	11%	50%	28%	11%
Upper Case Sounds	179	7%	42%	23%	28%
Lower Case Sounds	182	6%	36%	23%	35%
Words	179	3%	34%	28%	35%
Building Words	127	7%	28%	23%	42%

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