# 2024-2025 Assessment Results

## All Schools Report

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 after it ends.
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:
    - **Group A (K2-Gr1):** includes children in Kindergarten Year 2 – Grade 1 who would benefit from additional support learning foundational literacy skills.
    - **Group B (Gr 2-4):** includes children in Grades 2-4 who would benefit from additional support learning foundational literacy skills. A child in Grades 5 or 6 may participate in the program only with Special Permission.
    - **Group C (ELL/MLL):** includes children in Kindergarten Year 2 – Grade 4 for whom English as an Additional Language is still a factor in learning. A child in Grades 5 or 6 may participate in the program only with Special Permission.

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 needed 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 (Criteria 1)

If the child knows more than half of the letters, sounds or words before the program, then our goal is that they learn all 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 they learned 8 new ones in the program, then the child achieved 80%of the goal of knowing all 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 the letters, sounds or words

### Percentage Gain (Criteria 2)

If a child knows very few letters, sounds and words before the program, our expectation is that they 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 words before the program, then assessment results reflect the gain the child made as a percentage.

Example: 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% to 300% gain
**Outstanding gain** - 301% or more gain

## Summary

Overall, 94% of the children made considerable, excellent, or outstanding gains.

### Enrollment

A total of 3,277 children were enrolled in the program this school year (Fall and Spring Rounds combined).

| Grade | Children |
|---|---|
| K2 | 966 |
| 1 | 1,710 |
| 2 | 456 |
| 3 | 114 |
| 4 | 23 |
| 5 | 5 |
| 6 | 3 |
| **Total** | **3,277** |

**Note: The program is designed as a ten-week program. Data for children who completed 8 or more weeks of the program is included in this report.*

### Schools

233 schools are included in this summary, with an average of 14.1 children per school.

### Volunteer Hours

Approximately 1,961 volunteers worked 36,686 hours to implement the program.

## Groups of Children Served

**Group A (K2-Gr1):** 78% of the children were in Kindergarten Year 2 – Grade 1

**Group B (Gr 2-4):** 17% of the children were in Grades 2 – 4 (This group also included children in Grades 5 & 6 who received Special Permission to participate.)

**Group C (ELL/MLL):** 5% of the children were Multilingual Language Learners in Kindergarten Year 2 – Grade 4 (This group also included children in Grades 5 & 6 who received Special Permission.)

## Strand Assignment (Learning Focus)

Children in the program were assigned strand(s) based on the foundational early reading skills they needed to practise the most. This table shows the number of children that were assigned each strand, per group and evaluation criteria.

For example, looking at the *Sounds Strand*, the table shows that:

- 1,414 children in total participated in the *Sounds Strand*
- 1,205 participants were in K2-Grade 1 (Group A, Criteria 1 + 2)
- 140 participants were in Grades 2 and above (Group B, Criteria 1 + 2)
- 69 participants were ELL/MLL Learners (Group C, Criteria 1 + 2)
- 600 out of the total of 1,414 children who participated in the *Sounds Strand,* knew less than half of all the letter sounds at the start of the program. Their growth at the end of the program was measured by a percentage gain. (All Groups, Criteria 2)
- 814 out of the total of 1,414 children who participated in the *Sounds Strand,* knew more than half of all the letter sounds at the start of the program. Their growth at the end of the program was measured by a percentage towards goal gain. (All Groups, Criteria 1)

| Strands | Children | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Group A (K2-Gr1) | | Group B (Gr2-4)* | | Group C (ELL/MLL) | | Total Children per group | | Total Children |
| | Criteria 1 | Criteria 2 | Criteria 1 | Criteria 2 | Criteria 1 | Criteria 2 | Criteria 1 | Criteria 2 | Criteria 1 & 2 |
| **Letters Strand** | 513 | 287 | 53 | 13 | 23 | 33 | **589** | **333** | **922** |
| **Sounds Strand** | 668 | 537 | 110 | 30 | 36 | 33 | **814** | **600** | **1,414** |
| **Building Words Strand** | 376 | 476 | 192 | 66 | 23 | 24 | **591** | **560** | **1,157** |
| **Words Strand** | 316 | 416 | 215 | 71 | 22 | 18 | **553** | **505** | **1,058** |

*May include children in grades 5-6 who received Special Permission to participate in the program
*Criteria 1: Percentage Towards Goal (children who knew more than half of the required set at the beginning of the program)
***Criteria 2: Percentage Gain (children who knew less than half of the required set at the beginning of the program)

## 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.

Note: In the Fall Round, the majority of children are typically in later grades. In the Spring Round, the majority of children are typically in earlier grades. For more details on the assessment data, please review the included charts.

# Data Charts Outlining Gains

The data charts in this section provide detailed information about the gains made in the program by each of the groups. Group A, Group B and Group C.

To aid in the interpretation of the data, please review the reference table below with definitions of the achievement levels.

**Definition of Achievement Levels**

**Percentage Towards Goal (Criteria 1)**
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.

| | |
|---|---|
| **Little to No Gain** | **0-25% achievement towards the goal of 100%** |
| **Considerable Gain** | **26-75% achievement towards the goal of 100%** |
| **Excellent Gain** | **76-99% achievement towards the goal of 100%** |
| **Outstanding Gain** | **100% achievement** |

**Percentage Gain (Criteria 2)**
Degree to which a child, who knew very few letters, sounds or words before the program started, has made gains in the number known by the end of the program.

| | |
|---|---|
| **Little to No Gain** | **0-50%** |
| **Considerable Gain** | **51-150%** |
| **Excellent Gain** | **151-300%** |
| **Outstanding Gain** | **301% or more** |

## Gains Summary Chart

The chart below shows the considerable, excellent and outstanding gains (combined) in each Strand, per each Group and per each Criteria.

| | Group A (K2-Gr1) | | Group B (Gr2-4)* | | Group C (ELL/MLL) | |
|---|---|---|---|---|---|---|
| **Strands** | **Criteria 1** | **Criteria 2** | **Criteria 1** | **Criteria 2** | **Criteria 1** | **Criteria 2** |
| Letters Strand | 94% | 89% | 89% | 100% | 96% | 94% |
| Sounds Strand | 95% | 93% | 93% | 93% | 94% | 94% |
| Building Words Strand | 89% | 96% | 92% | 91% | 87% | 96% |
| Words Strand | 95% | 96% | 97% | 93% | 95% | 94% |

*May include children in grades 5-6 who received Special Permission to participate in the program
**Criteria 1: Percentage Towards Goal (children who knew more than half of the required set at the beginning of the program)
***Criteria 2: Percentage Gain (children who knew less than half of the required set at the beginning of the program)

# Data Charts with Detailed Gains

### Group A (K2-Gr1)

| Percentage Towards Goal | # Children | Little-No Gain | | Considerable Gain | | Excellent Gain | | Outstanding Gain | |
|---|---|---|---|---|---|---|---|---|---|
| Letters | 513 | 30 | 6% | 149 | 29% | 148 | 29% | 186 | 36% |
| Sounds | 668 | 34 | 5% | 191 | 29% | 197 | 29% | 246 | 37% |
| Building Words | 376 | 40 | 11% | 110 | 29% | 52 | 14% | 174 | 46% |
| Words | 316 | 17 | 5% | 91 | 29% | 106 | 34% | 102 | 32% |

| Percentage Gain | # Children | Little-No Gain | | Considerable Gain | | Excellent Gain | | Outstanding Gain | |
|---|---|---|---|---|---|---|---|---|---|
| Letters | 287 | 32 | 11% | 133 | 46% | 76 | 26% | 46 | 16% |
| Sounds | 537 | 36 | 7% | 235 | 44% | 140 | 26% | 126 | 23% |
| Building Words | 476 | 17 | 4% | 207 | 43% | 107 | 22% | 145 | 30% |
| Words | 416 | 15 | 4% | 142 | 34% | 129 | 31% | 130 | 31% |

### Group B (Gr 2-4)

| Percentage Towards Goal | # Children | Little-No Gain | | Considerable Gain | | Excellent Gain | | Outstanding Gain | |
|---|---|---|---|---|---|---|---|---|---|
| Letters | 53 | 6 | 11% | 11 | 21% | 4 | 8% | 32 | 60% |
| Sounds | 110 | 8 | 7% | 35 | 32% | 18 | 16% | 49 | 45% |
| Building Words | 192 | 16 | 8% | 48 | 25% | 20 | 10% | 108 | 56% |
| Words | 215 | 7 | 3% | 63 | 29% | 56 | 26% | 89 | 41% |

| Percentage Gain | # Children | Little-No Gain | | Considerable Gain | | Excellent Gain | | Outstanding Gain | |
|---|---|---|---|---|---|---|---|---|---|
| Letters | 13 | 0 | 0% | 9 | 69% | 2 | 15% | 2 | 15% |
| Sounds | 30 | 2 | 7% | 11 | 37% | 8 | 27% | 9 | 30% |
| Building Words | 66 | 6 | 9% | 30 | 45% | 16 | 24% | 14 | 21% |
| Words | 71 | 5 | 7% | 38 | 54% | 22 | 31% | 6 | 8% |
| Total Percentage Gain | | | | | | | | | |

### Group C (ELL/MLL)

| Percentage Towards Goal | # Children | Little-No Gain | | Considerable Gain | | Excellent Gain | | Outstanding Gain | |
|---|---|---|---|---|---|---|---|---|---|
| Letters | 23 | 1 | 4% | 4 | 17% | 9 | 39% | 9 | 39% |
| Sounds | 36 | 2 | 6% | 12 | 33% | 9 | 25% | 13 | 36% |
| Building Words | 23 | 3 | 13% | 8 | 35% | 4 | 17% | 8 | 35% |
| Words | 22 | 1 | 5% | 6 | 27% | 6 | 27% | 9 | 41% |

| Percentage Gain | # Children | Little-No Gain | | Considerable Gain | | Excellent Gain | | Outstanding Gain | |
|---|---|---|---|---|---|---|---|---|---|
| Letters | 33 | 2 | 6% | 16 | 48% | 8 | 24% | 7 | 21% |
| Sounds | 33 | 2 | 6% | 11 | 33% | 8 | 24% | 12 | 36% |
| Building Words | 24 | 1 | 4% | 14 | 58% | 1 | 4% | 8 | 33% |
| Words | 18 | 1 | 6% | 9 | 50% | 3 | 17% | 5 | 28% |