

SUCCESS: LITERACY AND NUMERACY

Student growth and achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	<ul style="list-style-type: none"> Learners are literate and numerate. Learners develop literacy and numeracy competency through curriculum to form the foundation for successful and fulfilling lives. Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. Continue to offer curriculum that provides students with literacy, numeracy, citizenship, and practical skills. Leverage comprehensive provincial assessments, including early years literacy and numeracy screening, to assess progress, identify learning challenges and monitor student success. Balanced literacy and numeracy programming advances student growth and achievement. Learners have high quality learning experiences in literacy and numeracy. Learners apply knowledge, understanding and skills in authentic contexts and situations for deep and transferrable learning. 	<ul style="list-style-type: none"> Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. Measures indicate improvement in learner's ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement in literacy and numeracy. Learners demonstrate transfer of learning. High quality learning opportunities and experiences support literacy and numeracy.

MEASURES AND TARGETS: **PROVINCIAL & LOCAL**

- Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- Provincial Literacy and Numeracy Assessments:**
 - Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- DELf (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELf exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

Grade	4	5	6
2021-2024	n/a	n/a	n/a
2024-2025	89	81	70
Evaluation	Excellent	Excellent	Good

Provincial Literacy Assessment: Kindergarten to Grade 3 (CC3) Students at risk				
	Kindergarten	Grade 1	Grade 2	Grade 3
2021-2023		10	9	8
2023-2024		2	6	6
2024-2025		2	3	10

Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) Students at risk				
	Kindergarten	Grade 1	Grade 2	Grade 3
2021-2023		4	9	9
2023-2024		0	7	1
2024-2025		2	10	5

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
Achievement (%)										
2021-22 (FSD)	n/a	n/a	n/a	n/a	74.4	9.3	n/a	n/a	n/a	n/a
2021-22 (Prov)	n/a	n/a	n/a	n/a	67.8	20.1	n/a	n/a	n/a	n/a
2022-23 (FSD)	n/a	n/a	n/a	n/a	86.9	21.3	n/a	n/a	n/a	n/a
2022-23 (Prov)	n/a	n/a	n/a	n/a	66.2	18	n/a	n/a	n/a	n/a
2023-24 (FSD)	n/a	n/a	n/a	n/a	74.4	7.0	n/a	n/a	n/a	n/a
2023-24 (Prov)	n/a	n/a	n/a	n/a	68.5	19.8	n/a	n/a	n/a	n/a
2024-25 (FSD)	n/a	n/a	n/a	n/a	81.1	24.5	n/a	n/a	n/a	n/a
2024-25 (Prov)	n/a	n/a	n/a	n/a	64.1	18.5	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a	High	High	n/a	n/a	n/a	n/a
Evaluation (Improvement)					Maintained	Improved				

Provincial Literacy/Numeracy Assessments: Grade 1 Literacy (LeNS), Grade 2 and 3 Literacy (CC3), Grade 1-3 Numeracy Screening Assessments



AEA Measures for English Language Learners

Performance Measure	High School Completion		Provincial Achievement Tests		Diploma Examinations	
	3-year Completion	5-Year Completion	Acc	Exc	Acc	Exc
2024-2025 (FSD)	n/a	n/a	n/a	n/a	n/a	n/a
2024-2025 (Prov)	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Achievement)	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a	n/a	n/a

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

Provincial Achievement Tests:

- **ELA:** 85% of students achieved the Acceptable Standard (provincial average: 69%) and 25% achieved Excellence (provincial average: 13%)—a significant strength in literacy.
- **Math:** 62.3% Acceptable (provincial: 53.1%) and 9.4% Excellence (slightly below provincial 15.1%)—still above provincial in Acceptable Standard.
- **Science & Social Studies:** Both above provincial averages for Acceptable Standard.

School-wide Initiatives:

- Validity marking and common rubrics for writing ensured consistency and improved instructional strategies.
- Reflex Math implementation resulted in 100% of students improving math fact recall, with an average growth of 50%.

Stakeholder Perception:

- 97% of students, parents, and staff indicated students are learning literacy and numeracy skills needed.
- Early Literacy/Numeracy Screening: Most grades show only a small number of students at risk, indicating strong foundational skills overall.

Areas for Growth

Numeracy at Risk:

- Grade 2 numeracy screening flagged **10 students at risk**; Grade 6 common numeracy assessment shows **30% of students at risk**—a notable concern.
- Grade 6 numeracy scored **70%** (Low evaluation) and Grade 5 literacy/numeracy scored **50%** (Low evaluation)—indicating gaps in mid-elementary performance.

Literacy at Risk:

- Grade 3 literacy screening flagged **10 students at risk**; targeted interventions needed.

Standard of Excellence in Math:

- Only **9.4%** achieved Excellence compared to provincial **15.1%**—suggests a need for deeper conceptual understanding beyond basic facts.

Next Steps

Numeracy Interventions:

- Expand beyond fact fluency to conceptual understanding (e.g., manipulatives, problem-solving tasks).
- Implement targeted small-group instruction for identified at-risk students in Grades 2 and 6.

Literacy Interventions:

- Continue validity marking and common rubrics; add **reading comprehension and decoding benchmarks** to PLC discussions.
- Continue to use UFLI for struggling readers.

Data-Driven PLC Focus:

- Analyze student work samples in both reading and math during PLCs to identify misconceptions and adjust instruction

Professional Learning:

- Deepen teacher capacity in **conceptual math** and **disciplinary literacy** strategies. Embed First Nations, Métis, and Inuit perspectives into literacy and numeracy instruction for cultural relevance.

Family Engagement:

- Share strategies with parents for supporting numeracy and literacy at home.

Monitor Growth:

- Track progress using provincial screening tools and local common assessments; set measurable improvement targets for at-risk cohorts.