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 *Desired Result*	**OUTCOMES** *Measurable statements of what FSD seeks to achieve*	**INDICATORS** *Indicators of achieving outcomes*
Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	• 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.	• 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.

Common Numeracy Assessment: Grade 4-9 EICS Numeracy Assessment **: (% of Students meeting standard)**						
Grade	**4**	**5**	**6**	**7**	**8**	**9**
2021-2024	N/A	N/A	N/A	N/A	N/A	N/A
2024-2025	74	68	74	N/A	N/A	N/A
2025-2026	73	53	50	N/A	N/A	N/A
Evaluation	High	Low	Low	N/A	N/A	N/A

Common Literacy Assessment: (% of Students meeting Standard)

Grade	4	5	6
2021-2024	N/A	N/A	N/A
2024-2025			
2025-2026	82	70	81
Evaluation	High	High	High

Provincial Literacy Assessment: Kindergarten to Grade 3 (CC3) Students at risk				
	Kindergarten	Grade 1	Grade 2	Grade 3
2021-2023		10	18	12
2023-2024		5	4	13
2024-2025		3	6	14
2025-2026	4	1	5	7

Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) Students at risk				
	Kindergarten	Grade 1	Grade 2	Grade 3
2021-2023		12	12	18
2023-2024		7	5	2
2024-2025		19	7	10
2025-2026	8	14	8	7

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement (%)	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	N/A	N/A
2022-23 (FSD)	N/A	N/A	N/A	N/A	46.6	0.0	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	56.3	3.8	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	50.0	3.8	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
2025-26 (FSD)	76.8	3.6	44.4	5.6	n/a	n/a	41.1	5.4	60.0	0.0
2026-26 (Prov)	82.4	10.3	61.5	21.2	78.4	22.8	75.8	23.9	81.8	10.4
Evaluation (Achievement)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation (Improvement)	Declined	Declined	Declined	Declined	n/a	n/a	n/a	n/a	n/a	n/a

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

High School Completion		Provincial Achievement Tests		Diploma Examinations	
3-year Completion	5-Year Completion	Acc	Exc	Acc	Exc
n/a	n/a	n/a	n/a	n/a	n/a
74.5	85.0	51.7	10.3	62.1	12.8
n/a	n/a	n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a	n/a	n/a

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- **Literacy is an area of relative strength.** On the Common Literacy Assessment, 82% of Grade 4 students, 70% of Grade 5 students, and 81% of Grade 6 students met the standard, with all three grades evaluated as High.
- **Early literacy screening indicates improvement.** The number of students identified as at risk decreased from the previous year in Grades 1, 2, and 3. In 2025–2026, one Grade 1 student, five Grade 2 students, and seven Grade 3 students were identified as at risk.
- **Grade 4 numeracy remains comparatively strong.** Seventy-three percent of Grade 4 students met the standard on the Common Numeracy Assessment, an evaluation of High and generally consistent with the previous year's result of 74%.
- **Grade 6 English Language Arts was the strongest PAT area.** A total of 76.8% of students achieved the Acceptable Standard, although results remained below the provincial rate of 82.4%

Areas for Growth

- **Numeracy is the clearest school-wide priority.** Common Numeracy Assessment results declined from 68% to 53% in Grade 5 and from 74% to 50% in Grade 6. Both grades are evaluated as Low.
- **Early numeracy results indicate a need for timely intervention.** In 2025–2026, the number of students identified as at risk was eight in Kindergarten, 14 in Grade 1, eight in Grade 2, and seven in Grade 3.
- **Grade 6 PAT results were below provincial outcomes across the reported subjects.** Mathematics was 44.4% acceptable and 5.6% excellence, compared with 61.5% and 21.2% provincially. Science was 41.1% acceptable and 5.4% excellence, compared with 75.8% and 23.9% provincially.
- **Achievement at the Standard of Excellence remains an area for development.** Grade 6 results at the excellence level were below provincial outcomes in English Language Arts, Mathematics, Science, and French Language Arts.
- **Literacy performance is not yet consistent across measures.** Although the Common Literacy Assessment results are strong, Grade 6 English Language Arts PAT achievement was below the province, particularly at the Standard of Excellence

Next Steps

- **Prioritize numeracy within bi-weekly PLC cycles**, with particular attention to Grades 5 and 6 and the Kindergarten to Grade 3 students identified through provincial screening.
- **Complete item-level analysis of the Common Numeracy Assessment and Grade 6 PATs** to identify the specific concepts, strategies, and question types contributing to lower achievement.
- **Establish consistent K–6 numeracy practices**, including number talks, explicit modelling, concrete-pictorial-symbolic instruction, visual representations, mathematical vocabulary, problem-solving, and opportunities for students to explain their reasoning.

- **Strengthen the continuum of numeracy supports** by identifying students requiring universal, targeted, or individualized intervention and monitoring their progress every four to six weeks.
- **Continue evidence-based early literacy instruction and intervention**, while strengthening reading comprehension, written response, vocabulary, and morphology across English, French Immersion, Science, Social Studies, and Mathematics.
- **Use multiple sources of evidence**, including provincial screening, common assessments, RCAT, classroom assessments, student work, teacher observations, and PAT item analysis, to plan instruction and evaluate student growth.
- **Develop shared grade-level literacy and numeracy expectations and benchmarks** so that teachers can identify emerging gaps earlier and provide consistent support or enrichment across grades.