

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>
<p>Advance literacy and numeracy</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<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.

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

Provincial Literacy Assessment: Kindergarten to Grade 3 (CC3) Students at risk				
	Kindergarten	Grade 1	Grade 2	Grade 3
2021-2023	N/A	16	18	26
2023-2024	N/A	6	13	13
2024-2025	N/A	12	11	12

Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) Students at risk				
	Kindergarten	Grade 1	Grade 2	Grade 3
2021-2023	N/A	19	11	24
2023-2024	N/A	19	5	7
2024-2025	N/A	21	14	11

Common Numeracy Assessment: Grade 4-9 EICS Numeracy Assessment (% of Students identified as only requiring Universal Supports)						
Grade	4	5	6	7	8	9
2021-2022	Different assessment used prior to curriculum renewal					
2022-2023						
2023-2024						
2024-2025	47	37	n/a	n/a	n/a	n/a
Evaluation			n/a	n/a	n/a	n/a

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- Decrease in the number of students who are reported at risk in provincial literacy assessments from K-3
- Decrease in the number of students who are reported at risk in provincial numeracy assessments from K-3
- Grade 4 and 5 Numeracy Assessments indicate a strength in comparing quantities, partitioning quantities to fractions and basic skills such as addition, subtraction and multiplication/division

Areas for Growth

- There is a need for targeted approaches to numeracy instruction and interventions
- Data indicates that students in Grades 4 and 5 require targeted support in developing conceptual understanding and operational fluency within numeracy. This suggests a need to strengthen foundational number sense, deepen comprehension of mathematical concepts, and improve accuracy and efficiency in performing operations.

Next Steps

- Utilizing local, divisional and provincial assessment data to form intervention groups and provide targeted supports in both English and French Programs
- Increase number flexibility and fluency
- Learners build accuracy and automaticity with number by developing flexible and efficient thinking; the use of concrete objects, visual models, and symbolic representations connects the body and mind; understanding of number skills develops from simple to more complex
- All students having numeracy manipulatives accessible for their learning
- Advance the use of effective principles and practices of French Immersion language instruction such as:
- Utilizing explicit instruction for students to learn phonics, spelling, manipulation of sounds, in grades K-4 to support the development of reading and writing skills
- Continue utilizing French Language Monitor role to support students with oral fluency

