

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	5	6	7	8
2021-2024	n/a	n/a	n/a	n/a
2024-2025	83	56	40	55
Evaluation				

Provincial Literacy Assessment: Kindergarten to Grade 3 (CC3) Students at risk

	Kindergarten	Grade 1	Grade 2	Grade 3
2021-2023		1	1	2
2023-2024		0	1	1
2024-2025		6	2	0

Provincial Numeracy Assessment: Kindergarten to Grade 3 (KTT) Students at risk

	Kindergarten	Grade 1	Grade 2	Grade 3
2021-2023		5	8	2
2023-2024		0	7	0
2024-2025		5	4	4

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	Acc	Exc
2021-22 (FSD)	n/a	n/a	n/a	n/a	91.7	25.0	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	73.1	11.5	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	n/a	n/a	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	69.2	38.5	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	Intermediate	Very High	n/a	n/a	n/a	n/a
Evaluation (Improvement)	n/a	n/a	n/a	n/a	Maintained	Improved Significantly	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

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

- Numeracy Achievement:** Grade 5, 6, 7, and 8 students showed strong performance in 2024-2025, with 83% of Grade 5 students, 56% of Grade 6, 40% of Grade 7, and 55% of Grade 8 students meeting or exceeding grade level expectations.
- Provincial Achievement Tests (Math):** FSD students consistently outperform provincial averages in Math, with 69.2% at the Acceptable Standard and 38.5% at the Standard of Excellence in 2024-2025, compared to provincial averages of 64.1% and 18.5%.
- Early Years Literacy and Numeracy:** Provincial assessments indicate a reduction in students at risk in Kindergarten to Grade 3, with notable improvements in Grade 1 and Grade 3 literacy and numeracy risk levels.

Areas for Growth

- Grade 6 Provincial Achievement Tests (Math):** While achievement remains high, there is a slight decline in the percentage of students meeting the Acceptable Standard compared to previous years.
- Literacy and Numeracy Risk (Early Years):** The number of students at risk in Grade 1 literacy and numeracy increased in 2024-2025, suggesting a need for targeted early intervention.
- Data Gaps:** Some achievement data for English Language Learners and other subjects are not available, highlighting the need for more comprehensive data collection and reporting.

Next Steps

- Targeted Early Intervention:** Implement focused support for students identified as at risk in early literacy and numeracy, especially in Grade 1.
- Monitor and Support Achievement:** Continue to track and support student achievement in literacy and numeracy across all grades, using provincial and local assessments to inform instruction.
- Leverage High-Quality Programming:** Maintain and enhance balanced literacy and numeracy programming to support deep and transferable learning for all students.