

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	9
2021-2024	n/a
2024-2025	64
Evaluation	Intermediate

Diploma Exams	English Language Arts				Math				Social Studies			
Course	30-1		30-2		30-1		30-2		30-1		30-2	
Level (%)	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
2021-22 (FSD)	81.3	9.4	68.0	4.0	n/a	n/a	n/a	n/a	n/a	n/a	82.4	11.8
2021-22 (Prov)	78.8	9.4	80.8	12.3	63.6	23.0	61.5	11.8	81.5	15.8	72.5	13.2
2022-23 (FSD)	85.5	9.1	85.0	7.5	63.3	10.0	90.0	13.3	90.0	14.6	81.0	3.4
2022-23 (Prov)	83.7	10.5	86.2	12.7	70.8	29.0	71.1	15.2	83.5	15.9	78.1	12.3
2023-24 (FSD)	80.8	5.1	90.5	7.1	78.1	25.0	79.3	3.4	79.3	9.0	73.6	5.7
2023-24 (Prov)	84.2	10.1	13.9	12.9	75.4	34.8	70.9	15.4	85.2	18.7	77.6	12.7
2024-25 (FSD)	84.7	5.1	90.6	11.3	79.2	37.5	87.5	22.9	87.5	11.5	89.8	5.1
2024-25 (Prov)	85.3	10.9	85.6	11.3	77.8	37.1	73.6	17.3	84.6	16.8	77.5	12.3
Evaluation (Achievement)	Low	Low	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	High	High	Intermediate	High	Low
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Improved	Maintained	Improved	Maintained	Maintained	Improved	Maintained

Diploma Exams	Sciences							
Course	Bio 30		Chem 30		Physics 30		Science 30	
Level (%)	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc
2021-22 (FSD)	78.1	31.3	n/a	n/a	68.2	9.1	78.3	4.3
2021-22 (Prov)	74.3	25.2	77.1	31.1	78.5	34.6	75.7	17.2
2022-23 (FSD)	90.5	35.7	66.7	12.1	81.8	9.1	84.0	12.0
2022-23 (Prov)	82.7	32.8	80.5	37.0	82.3	39.9	79.4	23.1
2023-24 (FSD)	96.8	38.7	62.5	25.0	70.8	20.8	93.3	6.7
2023-24 (Prov)	83.1	33.7	82.9	38.0	85.1	43.1	81.3	24.6
2024-25 (FSD)	90.9	30.9	59.5	14.3	85.7	28.6	76.0	12.0

2024-25 (Prov)	82.7	34.8	83.8	40.6	85.6	43.6	79.6	26.2
Evaluation (Achievement)	High	High	Low	Low	High	Intermediate	Low	Low
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Maintained	Declined	Maintained

Diploma Exams	Français /French Language Arts		Etudes Sociales	
Course	30-1		30-1	
Achievement (%)	Acceptable (%)	Excellence (%)	Acceptable (%)	Excellence (%)
2021-22 (FSD)	88.9	0.0	n/a	n/a
2021-22 (Prov)	0	6.8	n/a	n/a
2022-23 (FSD)	n/a	n/a	n/a	n/a
2022-23 (Prov)	93.1	6.1	n/a	n/a
2023-24 (FSD)	n/a	n/a	n/a	n/a
2023-24 (Prov)	95.3	8.6	n/a	n/a
2024-25 (FSD)	n/a	n/a	n/a	n/a
2024-25 (Prov)	94.7	6.0	n/a	n/a
Evaluation (Achievement)	*	*	n/a	n/a
Evaluation (Improvement)	*	*	n/a	n/a

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 9)

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)	66.9	10.5	39.7	14.0	49.6	10.6	64.7	18.5	66.7	0.0
2021-22 (Prov)	85.4	15.8	53.0	16.7	60.8	17.2	68.0	22.6	79.4	10.7
2022-23 (FSD)	73.8	8.7	46.3	5.7	56.0	9.6	61.5	12.3	60.0	0.0
2022-23 (Prov)	71.4	13.4	54.4	13.5	58.4	15.9	66.3	20.1	76.1	10.9
2023-24 (FSD)	75.0	5.8	43.5	7.1	57.8	6.5	66.9	9.1	90.0	20.0
2023-24 (Prov)	69.5	11.8	52.7	14.0	60.5	15.8	67.6	20.8	76.6	10.6
2024-25 (FSD)	72.5	6.7	49.2	9.2	56.7	16.7	71.2	23.7	86.7	6.7

2024-25 (Prov)	69.8	11.1	51.7	14.0	60.5	17.1	68.6	21.1	75.2	9.3
Evaluation (Achievement)	Low	Low	Very Low	Low	Low	Intermediate	Intermediate	Very High	Intermediate	Low
Evaluation (Improvement)	Maintained	Maintained	Maintained	Maintained	Maintained	Improved Significantly	Improved	Improved Significantly	Maintained	Maintained

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)	95.3	93.5	*	*	73.5	8.8
2024-2025 (Prov)	73.5	85.3	*	*	67.4	14.8
Evaluation (Achievement)	Very High	Very High	*	*	Low	Very Low
Evaluation (Improvement)	Improved	Maintained	*	*	Maintained	Maintained

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- **Intentional Literacy and Numeracy Design:** Literacy and numeracy strategies are purposefully embedded into instructional design to promote deep and transferable learning across all subject areas.
- **Leadership in Practice:** Multiple staff members serve as lead teachers at both the division and school levels, fostering collaboration and driving best practices in literacy and numeracy.
- **Strong Academic Performance:** Math and Biology Diploma Exam results consistently exceed provincial averages, reflecting high levels of student achievement and effective instructional approaches.

Areas for Growth

- **Enhanced Math 9 Support and Intervention Strategies:** Implement targeted interventions for Grade 9 students, including small-group instruction, diagnostic assessments, and personalized learning plans to address gaps in foundational numeracy skills and improve provincial achievement results.
- **Strengthening Advanced Sciences Instruction (Chemistry):** Develop focused professional learning and resource support for Chemistry teachers to improve instructional strategies.
- **Mentorship for New Staff in Instructional Design:** Provide structured mentorship programs where lead teachers guide new educators in embedding literacy and numeracy strategies into instructional design, fostering deep and transferable learning across all subject areas.

Next Steps

- **Math 9 Support:** Launch targeted intervention and implement ongoing progress monitoring to address foundational gaps and improve achievement on provincial assessments.
- **Advanced Sciences (Chemistry):** Provide specialized professional development and collaborative planning sessions to strengthen instructional strategies and lab-based learning experiences.
- **Mentorship for New Teachers:** Establish a structured mentorship framework where lead teachers coach new educators on embedding literacy and numeracy strategies into lesson design.