

Using Screener Data to Improve Student Growth and Achievement

2024–2025



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INTRODUCTION

Edmonton Catholic Schools (ECSD) continues to prioritize strong foundations in literacy and numeracy through high-quality Tier 1 instruction, targeted intervention, and responsive professional learning. Tier 1 instruction refers to universal strategies that are delivered by the classroom teacher. As students require more intensive instruction, the teacher may engage in classroom-based intervention. Should this not prove successful, interventions become increasingly targeted to individual student needs. Our responsive professional learning model seeks to provide similar supports to teachers. As Learning Services staff notice trends within the data provided through screening and other assurance measures, we provide large-scale and targeted supports.

Division-wide screener data in both ELAL and Mathematics show steady progress from fall to spring, reflecting the collective impact of evidence-based teaching, consultant support, and a system-wide commitment to ensuring every student experiences early success. The following report outlines Division results alongside the structures, strategies, and professional learning that shaped instructional growth across the 2024–2025 school year.

Literacy Screeners are completed in K - 3. Kindergarten screeners are only completed in January. Other screeners are completed three times over the course of the year.

While there are several screeners completed to gain a whole picture of student literacy and numeracy, the screener data provided within this report focuses on three particular screeners: LeNS, CC3, and Numeracy.

The LeNS provides Kindergarten, grade 1 and grade 2 teachers with an understanding of whether students know phonetic skills (letters and the sounds they make). By the time a student is in Grade 3, we expect that they are able to read full words. Thus, the CC3 is a measure of a student's word reading skills.

Numeracy screeners identify knowledge of the number system, number operations, and proportional reasoning skills.

ENGLISH LANGUAGE ARTS AND LITERATURE

OVERALL RESULTS

Analysis

Division-wide literacy data from the 2024–2025 school year indicate growth in early reading skills across Grades 1-3, based on results from the LeNS and CC3 government screeners. In Kindergarten, early administration of the PAST and RAN helped identify phonological awareness and rapid automatized naming skills (potential indicators of double-deficit profiles) to support timely, targeted instruction. Across all grades, the proportion of students identified as at risk in foundational literacy skills decreased from fall to spring, demonstrating steady progress in areas such as letter-sound knowledge, and word recognition. These positive trends reflect the collective impact of high-quality Tier 1 instruction, targeted interventions, and a division-wide commitment to evidence-based literacy practices through professional learning and consultant support.

Alberta Education and Childcare Approved Screening Assessments (LeNS & CC3) by Grade Level:

		# STUDENTS ASSESSED, START OF YEAR	% STUDENTS REQUIRING ADDITIONAL SUPPORTS, START OF YEAR	% STUDENTS REQUIRING ADDITIONAL SUPPORTS, END OF YEAR
Kindergarten	PAST	2933 (January)	31.3 % (January)	N/A
	RAN	2826 (January)	31.9 % (January)	N/A
	LeNS	2830 (January)	35.4 % (January)	N/A
Grade 1	LeNS	2959	28.2 %	19.7 %
	CC3	3004 (January)	26.9 % (January)	16.7 %
Grade 2	LeNS	3040	28.7 %	19.7 %
	CC3	3031	21.7 %	17.7 %
Grade 3	CC3	3299	21.4 %	16.9 %

Response to Data

Advancing Tier 1 Instruction Through the Reading Research Project

In the 2024–2025 school year, 27 schools participated in the *Reading Research Project*—a comprehensive initiative designed to improve early word reading instruction and reduce the need for future intervention. The project began with a keynote session led by Dr. George Georgiou and continued through a five-part PD series focused on reading acquisition skills, phonics instruction, data interpretation, fluency, spelling analysis and instructional planning.

Consultants supported Grade 1 teachers at-the-elbow through modeling, co-planning, and resource alignment. The goal was to significantly improve Tier 1 classroom instruction in Grade 1 and, by extension, lessen the need for reading intervention as these students move into Grade 2. One pilot school saw a reduction in “at-risk” students from 36% in March to just 9% by June, validating this approach.

Ongoing Vocabulary and Comprehension Support in Grades 3–6

To extend foundational reading skills into the upper-elementary years, ECSD supports Bug Club Morphology (Grades 3-6). This research-based resource builds morphological awareness, teaching students to recognize roots, prefixes, and suffixes, which strengthens vocabulary development, reading comprehension, and spelling. Because the lessons come with structured, scaffolded instruction and engaging cross-curricular texts, teachers across the division can consistently deliver high-impact word study. As a result, students deepen their reading and comprehension skills and build a stronger foundation for the more sophisticated writing demanded in later grades.

Structuring Division PD to Strengthen Reading Instruction (DFPD)

We are launching our *Division-Focused Professional Development* (DFPD) series for Grade 2 teachers and will provide a systemwide structure for supporting foundational reading development. We began at the grade 2 level as many grade one teachers were part of the two-year research project; therefore, this professional learning will advance teacher knowledge and experience with cohorts of students. Over three years, all grades will be addressed. These grade-specific sessions will guide teachers through aligning early reading instruction with the K-6 curriculum, deepening understanding of foundational literacy components, integrating inclusive design into Tier 1 (classroom-based) instruction, and planning for data-informed instruction that adapts to student needs. This four-part series positions teachers to build consistent, research-aligned routines in phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Aligning Literacy Routines and Tools to the Curriculum

Throughout the year, consultants support teachers through targeted PD offerings designed to help them structure daily literacy blocks, deliver explicit high-impact routines, and use Division-supported resources effectively. These sessions include *Foundations in Phonics (UFLI/TPC)* to strengthen decoding instruction, *Fluency Foundations & Microsoft Reading Progress* to improve oral reading fluency and track growth, *Structuring Your ELAL Block* to build purposeful literacy schedules and routines across K-6, *Writing Instruction & Workshop Routines* to support the development of confident, independent writers, and *Early Handwriting and Reading Instruction Using Literacy LIFTER in K–2*. These sessions are delivered through Teams, in person, and in classrooms to ensure that educators have the tools, routines, and models needed to deliver consistent, high-quality reading and writing instruction.

Using Screener Data to Drive Responsive Instructional Planning

In addition to teaching practices, consultants support schools with interpreting literacy screener data at multiple points in the year. Through sessions such as *Interpreting Your Literacy Screener Data* and *Instructional Next Steps*, teachers learn how to analyze trends in LeNS and CC3 results, identify targeted next steps for individuals and groups, build flexible literacy groupings, and select high-impact routines aligned to identified needs. These data-driven conversations contribute to the reduction in at-risk students from fall to spring and strengthen teachers' confidence in using assessment to guide instruction.

MATHEMATICS

OVERALL RESULTS

Analysis

According to the 2024–2025 Alberta Provincial numeracy screening results, ECSD students demonstrated a decline in the number of students requiring additional support from the September screening. However, when compared to the 2023–2024 results, the percentage of students that remain as requiring additional supports at the end of the school year has increased.

Alberta Education and Childcare Approved Screening Assessments (Alberta Provincial Numeracy Screener) by Grade Level:

	# STUDENTS ASSESSED, START OF YEAR	% STUDENTS REQUIRING ADDITIONAL SUPPORTS, START OF YEAR	% STUDENTS REQUIRING ADDITIONAL SUPPORTS, END OF YEAR
Kindergarten	English - 2859 (January)	English – 29.7 % (January)	N/A
	French - 274 (January)	French – 32.1 % (January)	N/A
Grade 1	English - 2992	English – 25.0 %	English - 21.1 %
	French - 404	French – 33.2 %	French – 22.8 %
Grade 2	English - 3155	English – 29.5 %	English – 24.2 %
	French - 382	French – 29.6 %	French – 21.2 %
Grade 3	English - 3443	English – 21.8 %	English – 20.0 %
	French - 362	French – 16.6 %	French – 13.3 %

Response to Data

Anchoring Instruction in a Shared Mathematics Framework

To support a collective vision for effective math instruction, we developed the *Mathematics Framework*. This document establishes a unified understanding of the beliefs, practices, and proficiencies required to teach and learn math successfully. It emphasizes positive math identity, high-impact instruction, and the use of data to plan responsive, equitable teaching.

Aligning Resources to a Progression of Learning

Recognizing the need for consistent and developmentally appropriate materials, we are focused on aligning comprehensive classroom resources (e.g., MathUP and Edwin) to the progression of outcomes. Correlation documents have been developed to support fidelity to the curriculum. Intervention tools such as *Leaps and Bounds* and *Do the Math* have been purchased for every school to help close foundational learning gaps. As consultants visit schools, they are supporting teachers in the use of these materials to support early literacy and numeracy.

Launching an Ambitious Division-Wide Mathematics Intervention Plan

Informed by screener data, we have developed a three-year *Mathematics Intervention Educator* (MIE) initiative, starting in the 2025-26 school year. Through this initiative, targeted sites receive intensive intervention support from dedicated staff using fluid groupings, student data cards, and goal setting on fluency and place value continuums. This approach is designed to vertically accelerate students toward grade-level proficiency with regular progress monitoring and collaborative data review cycles.

This initiative is funded through the Literacy and Numeracy Support Grant. Following a deep dive into our data, ten schools have been identified to participate in this project. Each of the ten schools identified a 1.0 FTE teacher who would be responsible for delivering the intervention. Schools were identified by the number of students requiring supports, consistent attendance on the part of the students, and commitment on the part of administrators to adhere to the program with fidelity. Through intensive, ongoing support of both their intervention math consultant and classroom math consultant, teachers and administrators are using an ongoing improvement cycle, based on student data, to target student learning and regularly target instruction. All of the professional learning is grounded in ECSD's *Mathematics Framework*.

Through this model, our goals include:

- Implementing a rigorous intervention process;
- Engaging in the process of collaborative response with staff;
- Planning with inclusion, accessibility, and engagement for all students;
- Gathering and analyzing evidence of learning;
- Deepening teachers' pedagogical knowledge through job-embedded structures; and
- Building site-based instructional leadership in mathematics.

Although very early in the process, teachers are already seeing measurable improvement in student understanding of key math concepts. There has been excitement around this progress, which always incentivizes engagement and continuity for improvement.

Structuring Professional Learning Around Impact and Progression

We developed a three-year *Division-Focused Professional Development* (DFPD) series for Grades 1-6 that will offer grade-level focused sessions on number, pedagogy, and student-centered planning. These sessions will integrate the *First Steps in Mathematics* resource and deepen instructional skill in high-impact practices. Each year of the three-year plan builds from the previous, supporting sustained professional growth.

Using the ECSD's *Mathematics Framework*, teachers will build their comfort with high impact instructional practices in mathematics. It is critical that all teachers move from a place of curriculum implementation to curriculum *optimization*, understanding the new K-6 program and being able to plan, teach, and assess with curricular outcomes in mind. All professional learning will be crafted using the principles of Universal Design for Learning, ensuring that teachers understand that all students are capable of developing mathematical confidence, joy, and mastery.

Promoting Effective Teacher Planning with Embedded Supports

Using data from provincial screeners and classroom assessments, we continue to emphasize co-planning with consultants and instructional coaches. Teachers are supported to use consistent resources and strategies across classrooms and grade levels.

Moving forward, we will continue to refine our use of data to inform instruction, embed consistent, progression-aligned resources, and build teacher capability in math pedagogy to ensure every student is positioned for success. The *Mathematics Framework* will serve as a key cornerstone for teachers, identifying the planning, teaching, and assessment strategies required for robust, equitable, and rigorous math instruction.

FRENCH IMMERSION LANGUAGE ARTS AND LITERATURE

OVERALL RESULTS

Analysis

Division-wide literacy data from the 2024–2025 school year indicate growth in early reading skills from Kindergarten to Grade 3, based on results from the LeNS and CC3 government screeners. The positive trends are directly related to the explicit and systematic approach taken to Tier 1 instruction in the target language.

Using data from provincial screeners and classroom assessments, we continue to emphasize co-planning with consultants and instructional coaches. Teachers are supported to use consistent resources and strategies across classrooms and grade levels.

Moving forward, we will continue to refine our use of data to inform instruction, embed consistent, progression-aligned resources, and build teacher capability in math pedagogy to ensure every student is positioned for success. The *Mathematics Framework* will serve as a key cornerstone for teachers, identifying the planning, teaching, and assessment strategies required for robust, equitable, and rigorous math instruction.

Alberta Education and Childcare Approved Screening Assessments (LeNS & CC3) by Grade Level:

		# STUDENTS ASSESSED, START OF YEAR	% STUDENTS AT RISK, START OF YEAR	% STUDENTS AT RISK, END OF YEAR
Kindergarten	LeNS	370 (January)	25 (January)	N/A
	NSLe	420	26	15
Grade 1	CC3 (French)	420	19	8
	NSLe	396	30	23
Grade 2	CC3 (French)	396	27	18
	CC3 (French)	376	18	15
Grade 3				

Response to Data

Refinement of Tier 1 Reading Instruction

Teachers participated in three grade-level working groups to unpack reading instruction strategies that are systematic and explicit. Planning templates were used to support teachers in using the shared reading approach tailored to this Tier 1 reading instruction. Moving forward, teachers will participate in consultant-guided observations in classrooms to reflect on their practice and plan collaboratively.

Bridging Vocabulary and Comprehension in Grade 4

Based on the Grade 3 data from the previous year, as well as Grade 6 reading comprehension PAT results from previous years, we have purchased the resource *Stratégia* for Grade 4 teachers. This resource provides an explicit and systematic approach designed to help students use a variety of meta-cognitive strategies when reading new words and more complex texts. This is an important step to take in order to bridge decoding and comprehension in the upper elementary years.

Integrating Division PD to Strengthen Instruction (DFPD)

Grade 2 French immersion teachers will participate in our Division-Focused Professional Development (DFPD) series to support foundational reading development. Our ten French immersion schools will be grouped so that sessions are tailored to the needs of immersion students.

Foundations of strong oral and print language will be emphasized, with emphasis placed on the ongoing need for strong active learning strategies in the classroom. A student-centered approach guides our professional learning.

Tools to Support Literacy Integration

Throughout the year, consultants will support teachers at-the-elbow to help them structure their daily literacy blocks in the target language. In the language programs, it is important to maximize the instructional minutes in the target language. As such, teachers need support in order to establish the foundational building blocks, such as oral language routines, explicit reading instruction and other curriculum outcomes. Bridging documents were also created to support teachers with aligning outcomes found in both FILAL and ELAL curriculums. It is important that teachers make intentional connections in both languages to build on basic literacy skills.

Using Screener Data to Drive Instruction

Consultants co-planned with school administrators to offer site-based data analysis as well as further at-the-elbow support to individual teachers. Through this process, teachers were able to intentionally adjust their planning to meet the needs of their students. Tier 1 and Tier 2 supports were modelled and reinforced in further planning using Division-approved resources.

Conclusion

Overall, we have must be hopeful in terms of our students' learning of literacy and numeracy. Some systemic issues, such as language development during the pandemic or rapid implementation of new curriculum, have necessitated creative approaches to student and teacher support. Universal Design for Learning, underpinning all our work, reminds us that good design of programs will reach a maximum number of students. We are confident that our multipronged approach will yield positive results in student learning.