



STUDENT ACHIEVEMENT IN LITERACY

# Chapter 3 Highlights

Literacy results show large, persistent gaps compared to provincial targets	Not all provincial literacy targets are monitored or supported by assessments	No intervention thresholds to identify targeted support required
Known literacy achievement gaps are not driving timely, targeted action		Effectiveness of literacy programs and student-level interventions are not consistently evaluated

**OVERALL CONCLUSION:**

While the Department of Education and Early Childhood Development has mechanisms to measure student literacy achievement, they are inconsistent, and monitoring is insufficient to ensure timely adjustments are made.