



Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements

Grant MacEwan School

180 Falshire Drive NE, Calgary, AB T3J 3A5 t | 403-777-6930 f | 587-933-9716 e | grantmacewan@cbe.ab.ca

School Improvement Results Reporting| 2023-24

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

Our School Focused on Improving

Our School Focused on Improving

- Reading decoding
- Explaining mathematical thinking
- Regulation strategies

We chose to focus on these areas as our student data as measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy) indicated gaps in these foundational skills were limiting students' ability to engage in more complex reading and math problems. We also noticed, based on the CBE Student Survey results as well as teacher perceptions, some students were having difficulty regulating their behavior during challenging learning or peer-to-peer conflicts and were having difficulty identifying strategies to help them regulate their behavior.

2023-24 School Goals

- Reading Decoding
- Explaining Mathematical Thinking
- Regulation Strategies

What We Measured and Heard

In addition to report card data in reading and number, we primarily used the LeNS, CC3, Words Their Way, Oral Reading Fluency, and Numeracy assessments to measure growth in the areas of literacy and mathematics. We noted the following improvements:

LeNS – Percent Changes not at risk

	Pre (% Not at risk)	Post (% Not at risk)	% Change in Not at Risk
Grade 1	70.94	79.49	+8.55
Grade 2	58.43	65.17	+6.74

CC3 – Percent Changes in Not at risk population (Non-words)

	Pre (% Not at risk)	Post (% Not at risk)	% Change in Not at Risk
Grade 1	68.38	82.1	+13.72
Grade 2	72.22	68.9	-3.32
Grade 3	73.68	81.6	+7.92

Words Their Way – percentage of students experiencing success

	October	June	% Change
Grade 3	37	70	+33
Grade 4	45.61	70.18	+24.57
Grade 5	69	81	+12.00
Grade 6	79	85	+6.0

Oral Reading Fluency – percentage of students experiencing success

	October	June	% Change
Grade 2	40	27	-13
Grade 3	51	43	-8
Grade 4	77.2	76.32	-0.88
Grade 5	64	57	-7
Grade 6	52	56	+4

Numeracy – Percent Changes in Not at-risk population

	Pre (% Not at risk)	Post (% Not at risk)	% Change in Not at Risk
Grade 1	50.89	62.5	+11.61
Grade 2	62.22	71.1	+8.89
Grade 3	63.64	72.72	+9.08

Report Card Data

Reads to explore and understand: Percentage of students achieving success indicated by receiving a 2, 3 or 4.

	January 2024	June 2024	Change
Grade 1	79.3	81.5	+2.2
Grade 2	59.6	79.4	+19.8
Grade 3	92.2	92.9	+0.7
Grade 4	76.2	88.9	+12.7
Grade 5	97	98.6	+1.6
Grade 6	100	96.9	-3.1
Total School	83.8	89.3	+5.5

Understands and applies concepts related to number and patterns (Grades 1 and 2) and Understands and applies concepts related to number, patterns and algebra (Grades 3-6) : Percentage of students achieving success indicated by receiving a 2, 3 or 4.

	January 2024	June 2024	Change
Grade 1	90.7	92.9	+2.2
Grade 2	80.9	75.6	-5.3
Grade 3	88	90.1	+2.1
Grade 4	77.9	78.2	+0.3
Grade 5	88.9	93.9	+5
Grade 6	94	97	+3
Total	86.3	87.4	+1.1

Along with improvements on report cards and standardized assessments, we also noticed an improvement in our grade 5 students' perception on the CBE Student Survey from last year to this year in relation to their ability to consciously control their emotions and behaviors and maintain focus on a task.

Perception Survey Data

Students with positive self-regulation

According to OurSchool Survey Snapshot #1 (October 2023), 71% of our Grade 4 Students and 90% of our Grade 5 Students identified they had the ability to consciously control their emotions and behaviors and maintain focus on a task.

The CBE Student Survey (Spring 2024), AEA Survey (Spring 2024) and OurSchool Survey (Fall 2023) indicated that over 95% of our students agree they are responsible for their actions and over 78% indicated they have strategies they can use when feeling stressed at school.

In May 2024, we asked teachers to ask their students if they had strategies to control their emotions and behaviors when things get challenging in their learning or with relationships at school. Students were eager to share they had strategies to keep them calm and focus on a task to help them when things get tough.

Teachers reported there were fewer conflicts at recess time and more students had effective strategies to keep calm and focus on a task when things got tough than they had at the start of the year.

On the Alberta Education Assurance Measures, Grant MacEwan was able to maintain high achievement in Citizenship, Education Quality, and Parental Involvement.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
Literacy - LeNS (Letter Name-Sound test) and CC3 Assessment data indicate that there has been a significant increase in the percentage of students in the Not at-risk category at grade 1, 2, and 3. - Words Their Way data also improved significantly for all grades 3, 4, 5, and 6. - Report Card data indicates a slight increase in the number of students receiving a 2, 3 or 4 in reading on the report card. Numeracy - Numeracy Assessment data indicates there was a significant increase in students identified in the Not at-risk category in grade 1, 2, and 3.	- Students' decoding skills have improved - Students' numeracy skills have improved - Students' ability to consciously control their emotions and behaviors and maintain focus on a task improved - Grant MacEwan was able to maintain high achievement in Citizenship, Education Quality, and Parental Involvement	- Use of decodable texts in daily literacy practice - Provide targeted literacy intervention for students at all grade levels - Implement high-impact math routines across grade levels Build teacher capacity to use concrete materials and visual models to improve conceptual understanding in mathematics across grade levels - Develop common language and approach for Social-Emotional Learning across grade levels

- Overall, report card data indicates a slight increase in the number of students receiving a 2,3 or 4 in the report card stem <i>Understands and applies concepts related to number and pattern.</i> Perception Data - Analysis of Perception data indicated an improvement in students' ability to consciously control their emotions and behaviors and maintain focus on a task.		
--	--	--

Required Alberta Education Assurance Measures (AEAM) Overall Summary Spring 2024



The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change.

The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Assurance Domain	Measure	Grant MacEwan School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.1	92.9	87.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.5	87.6	84.8	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	61.5	61.5	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	9.0	9.0	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.3	94.8	90.2	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	85.0	91.7	88.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	74.4	84.8	77.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	78.9	92.2	83.4	79.5	79.1	78.9	High	Maintained	Good

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time