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Calgary Board of Education

Grant MacEwan School

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School Improvement Results Reporting | For the 2024-25 School Year

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

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 2025-26 School Year p. 213).

This report includes results relative to the goals and outcomes set in the 2024-25 School Development Plan and the school's Assurance Survey results.

School Improvement Results

CBE's Education Plan for 2024-27 prioritizes student success: achievement, equity and well-being with the following key goals:

- Learning Excellence
  - Strong student achievement for lifelong learning and success
- Well-Being
  - Students and employees thrive in a culture of well-being
- Truth & Reconciliation, Diversity and Inclusion
  - Students and employees experience a sense of belonging and connection.

Goal One: Student achievement in mathematics will improve
Outcome One: Teachers will build the capacity to use concrete materials and visual models to improve conceptual understanding in mathematics.

Celebrations

- Teachers' **use** of concrete materials and visual models to teach mathematical concepts has increased and improved.
- The teacher's **confidence** in using concrete materials and visual models has improved.
- Numeracy data indicates steady progress in students' understanding and application of number, pattern, and algebra concepts across grades.

Areas for Growth

- Improving student conceptual understanding of number including number as a value, number as a place, and number as a measurement to support numeracy across disciplines.
- Building teachers understanding of how to use math tools to develop students conceptual understanding of math concepts
- Develop teachers and students understanding of the progression of learning within math concepts

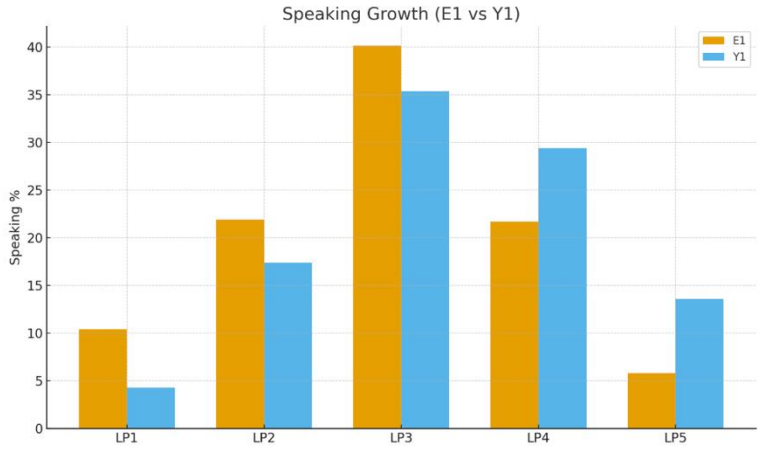
Next Steps

- **Deepen teacher expertise** of conceptual understanding and understanding of the learning progression related to number concepts
- **Increase modelling of mathematical vocabulary** through anchor charts, sentence frames, and dual-coding (combine verbal and visual) strategies to support EAL learners.
- **Continue collaborative planning** using multiple representations of knowledge related to number concepts that emphasize conceptual understanding before procedures.
- **Expand use of common assessments** to monitor growth across the year and adjust instruction in real time with a focus on grade 3.
- **Provide teacher learning opportunities** focused on observing peers, co-planning, and co-teaching with manipulatives and visual models

Grant MacEwan School – Data Story 2024–2025

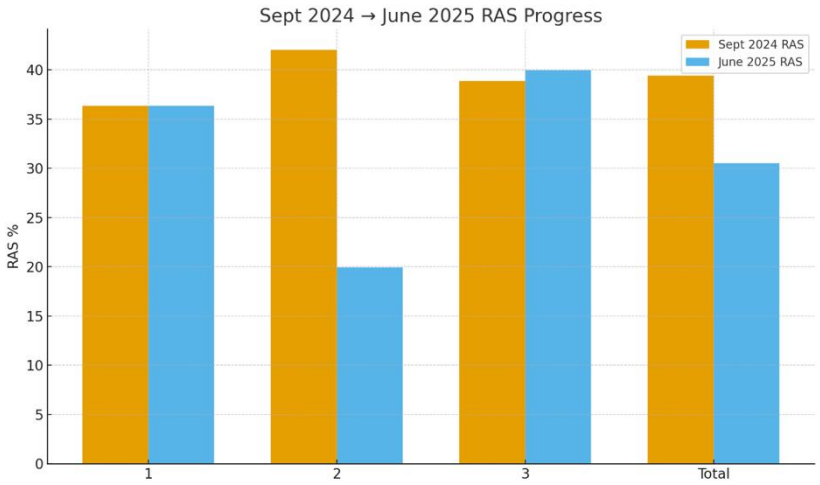
Grant MacEwan School's Development Plan for 2024–25 centered on improving student achievement in mathematics by building teacher capacity to use concrete materials and visual models to strengthen students' conceptual understanding. Consistent with the CBE Mathematics Framework, teachers intentionally focused on developing conceptual understanding before procedural fluency by designing learning that moves from concrete to pictorial to symbolic representations. Teachers deepened their practice through the consistent use of manipulatives, visual models, and purposeful discourse to help students construct understanding, recognize relationships, and communicate their mathematical reasoning. This approach promotes productive struggle and fosters a classroom culture where mathematics is viewed as a sense-making process. By focusing on concrete experiences and strategic visual supports, Grant MacEwan teachers are cultivating the conditions for deep, lasting mathematical learning.

Through the analysis of learning data, professional conversations, and perception surveys, teachers noted many students come to Grant MacEwan with high variability in background knowledge, English language proficiency, and mathematical vocabulary—factors that significantly influence the development of number sense across the grades. **EAL Learner Profiles and perception surveys** continue to show a significant proportion of students require explicit vocabulary instruction and visual supports to access new mathematical concepts. These findings reinforce the need for concrete, language-rich, and visually supported mathematics instruction.



To address these needs, teachers participated in CBE Math professional learning focused on conceptual understanding, procedural fluency, the Concreteness Fading Model, and high-impact routines, calibration and assessment. They also engaged with resources such as **MathUP**, **Thinking 101**, and professional readings highlighting multiple representations and purposeful math talks. Professional learning demonstrated practical strategies for integrating manipulatives and visual models in ways that support conceptual understanding and encourage mathematical reasoning for all learners, including English language learners.
EAL LP Levels and Provincial Numeracy Assessments helped teachers identify students requiring additional scaffolding and informed targeted small-group instruction.

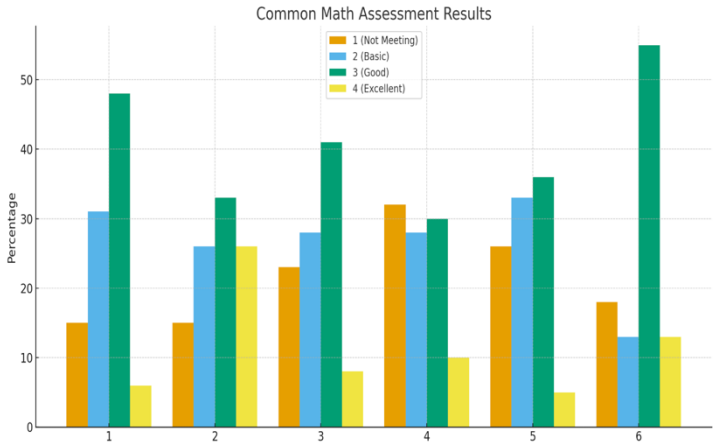
Provincial Numeracy Assessment (K–3) – Students Requiring Additional Support (RAS)



Interpretation:
Schoolwide, the percentage of students requiring additional numeracy support decreased by **8.9 percentage points** between September and June. Grade 2 demonstrated the strongest improvement, decreasing by **22.14 percentage points**, suggesting effective intervention and strengthened foundational numeracy. Grade 3 students required increased support over the year, indicating a need for additional scaffolding and conceptual supports at that grade level. Across K–3, trends reinforce the importance of early, targeted instruction using concrete and visual models.

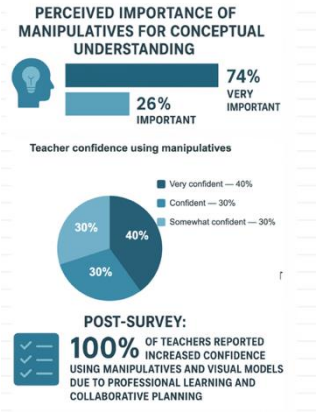
Common Grade Team Math Assessments Summary:

- **Grades 1–3 performed better** on the common assessment than in the June 2025 report card data, reflecting strong understanding with tasks closely aligned to concrete and visual instructional strategies.
- **Grades 4 and 5 performed lower** on the common assessment than in June report card data, indicating a need for additional support with increasingly abstract concepts.
- **Grade 6 performance matched** June report card trends, showing consistency in students' ability to apply conceptual understanding across multiple learning tasks.



Teacher Capacity Data – Survey Results

- Teacher confidence using manipulatives: **40% very confident, 30% confident, 30% somewhat confident**
- Perceived importance of manipulatives for conceptual understanding: **74% very important, 26% important**
- Post-survey: **100% of teachers** reported increased confidence using manipulatives and visual models due to professional learning and collaborative planning.



Insights and Next Steps

Based on evidence from report card data, Provincial Numeracy Assessments, common grade team assessments, classroom observations, student and teacher surveys, the following insights and next steps have emerged:

Insights

- Students with limited English proficiency and limited mathematical vocabulary benefit significantly from explicit language instruction paired with visual and concrete representations.
- Early intervention (K–3) using manipulatives and structured math routines leads to measurable gains in conceptual understanding.
- Teacher capacity in using manipulatives and visual models has increased, but confidence varies by concept (e.g., algebra, place value, statistics).
- Common assessment results show stronger performance on tasks with clear concrete or visual scaffolds, particularly in Div I.

Next Steps

1. **Deepen teacher expertise** of conceptual understanding and understanding of the learning progression related to number concepts
2. **Increase modelling of mathematical vocabulary** through anchor charts, sentence frames, and dual-coding (combine verbal and visual) strategies to support EAL learners.
3. **Continue collaborative planning** using multiple representations of knowledge related to number concepts that emphasize conceptual understanding before procedures.

4. **Expand use of common assessments** to monitor growth across the year and adjust instruction in real time with a focus on grade 3.
5. **Provide teachers with learning opportunities** focused on observing peers, co-planning, and co-teaching with manipulatives and visual models

Required Alberta Education Assurance Measures (AEAM) Overall Summary Fall 2025

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	**87.0**	84.1	86.5	**83.9**	83.7	84.4	High	Maintained	Good
	Citizenship	**86.5**	80.5	83.4	**79.8**	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**81.4**	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**87.1**	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	**n/a**	n/a	n/a	**62.5**	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	**n/a**	n/a	n/a	**15.6**	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**82.0**	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**23.0**	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	**91.1**	87.3	89.2	**87.7**	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**88.8**	85.0	87.5	**84.4**	84.0	84.9	High	Maintained	Good
	Access to Supports and Services	**78.0**	74.4	76.5	**80.1**	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	**85.1**	78.9	81.9	**80.0**	79.5	79.1	Very High	Maintained	Excellent