



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

Hillhurst School

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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

Hillhurst School Goals 23/24

- Student reading comprehension will increase, moving students from surface reading to deep knowledge and transfer
- Students' ability to engage in the productive struggle required when faced with a challenging task that they do not immediately know how to solve will increase
- Students' sense of connection and belonging in the school will increase

Our School Focused on Improving

Areas of Focus:

- Reading Comprehension
- Embracing productive struggle in mathematics
- Supporting and enhancing students' sense of connection and belonging

Overall, achievement results in Literacy and Mathematics at Hillhurst School remain high. We chose to focus on the areas above as data, as measured on report cards and on provincial assessments (LeNS, CC3 and Numeracy) indicated that relative gaps in these skills were potentially impacting 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 perception data, indications that a cohort of students within each grade were experiencing challenges related to feeling connected to both the overall and classroom-specific community.

What We Measured and Heard

We primarily used the LeNS, CC3 and Numeracy assessments to measure growth in the areas of literacy and mathematics, as well as Report Card data to measure growth in the areas of Literacy and Mathematics. We noted the following:

Provincial Screeners: Literacy and Mathematics (Sept: screener administered to all students; then only to at risk students)

	October 2023 (at risk overall cohort Grades 1-4)	End of 2024 *Only 'at risk' students were re-screened
LeNS	43%	5 of 8 students total remained 'at risk' based on Provincial Norms
CC3	37%	5 of 11 students total, remained 'at risk', based on Provincial Norms
Numeracy	21%	3 of 6 students total, remained 'at risk', based on Provincial Norms

Report Card Data: Literacy and Mathematics

Item	End of 2023 – 1&2 achievement indicator	End of 2024 – 1&2 achievement indicator	Overall Difference +/- (1&2 Indicator)
ELAL: Reads to explore	13% (87% of students achieving 3 or 4 on report card)	16% (84% of students achieving 3 or 4 on report card)	+3 (very slight increase of students achieving 1 or 2 on report card)
ELAL: Writes to express information and ideas	22% (78% of students achieving 3 or 4)	24% (76% of students achieving 3 or 4)	+2 (very slight increase of students achieving 1 or 2 on report card)
Mathematics: Understands and Applies concepts related to number and patterns	12% (86% of students achieving 3 or 4)	16% (84% of students achieving 3 or 4)	+4 (slight increase of students achieve 3 or 4)
*Provincial Achievement Tests were not administered in June 2024 in ELAL and Mathematics due to shift in provincial curriculum			
*Division I results are interpreted in the context of very small cohort size			

Well-Being: CBE student survey, Alberta Education Assurance Measure, OurSCHOOL

Specific Measure	End of 2023	End of 2024	Overall Difference +/-
Belonging	78%	81%	+3
Students help each other	70%	79%	+9
Regulation	69%	69%	=
Resilience	75%	78 %	+3
Positive Relationships	82%	80%	-2
Relationship with at least 1 adult	66%	68%	+2

The data from the Provincial screening tools indicate that our students in Grades 1- 4 have, or develop, strong foundational literacy skills throughout and between their early school years. Of the students who meet the 'at-risk' criteria based on Provincial norms, a good percentage of them are gaining the skills they need through instructional interventions. There is, however, a percentage of students who are remaining 'at-risk' for both literacy and numeracy skills, despite intervention. These students' needs are considered through targeted, specialized supports within school and system supports.

The report card data continues to indicate strong literacy and mathematics achievement. When considering the report card stem 'reads to explore and understand', the majority of Hillhurst students are achieving beyond or significantly beyond a basic level. The same is true for the report card stem 'writes to express information and ideas', where the majority of students are achieving beyond a basic level. There was a slight decrease of students achieving an indicator of 3 or 4 between June 2023 and June 2024. In mathematics, the vast majority of students are strong mathematicians, throughout all grades, achieving indicators of 3 or 4 on their report cards. It is interesting to note that the percentage of students who may receive an 'at-risk' result on a provincial Numeracy screener in their early years, likely do not continue to achieve below an acceptable standard in mathematics based on Provincial Mathematics curriculum and programming.

On the Provincial Alberta Education Assurance Measures, students, teachers and families report similar perspectives across domains. Parental support and involvement measures remain high, as does the perception of the overall quality of education opportunities and supports. Based on the 2024 Provincial Achievement Test, there was a slight decline in the standard of excellence in Social Studies but must be considered in relation to a 3-year rolling average to ascertain whether it is truly a downward trend.

Student perception data, based on OurSCHOOL survey, CBE student survey, and local perception data gathering indicate that overall, students are happy to come to school, feel as though they belong to a safe and caring school environment, and are developing the skills and competencies they need to succeed in life and ongoing learning.

Analysis and Interpretation

What We Noticed: Reading Comprehension	Celebrations: Reading Comprehension	Areas for Growth: Reading Comprehension
- LeNS, CC3 and Numeracy Assessment data indicate that there has been a decrease in the percentage of students in the at-risk category at each grade. - Report card data reveals that students continue to read and comprehend text well beyond a basic level of achievement. - Coupled with data from the CBE Student Survey and questions posed to student in class these data not only point to improvements in students' reading skills, but also to their confidence levels in engaging in difficult learning tasks.	- Students in primary grades are developing the foundational skills and strategies to support their comprehension of increasingly complex text - Student perception data reveals that students believe that they are learning the skills they need to be proficient readers - Focus on multiple genres supported student engagement in what they read	- Continue to incorporate decodable texts into daily structured literacy practice - Provide targeted intervention (decoding, fluency, comprehension) for students at all grade levels - Continue to leverage Student Learning Team and Collaborative Team Meeting supports to monitor incremental reading growth for students who are achieving below grade level expectations
What We Noticed: Productive Struggle in Mathematics	Celebrations: Productive Struggle in Mathematics	Areas for Growth: Productive Struggle in Mathematics
Report Card data indicates: June 2024 Understands and applies concepts related to numbers and patterns:	- Students feel confident in their mathematical learning and skills - In the tasks that they are given, students feel as though they are	Ensuring a large body of mathematical evidence of student learning across contexts (numerical operations, problem-

• Less than 2% of all students received 1 • 14% of students received 2 • 34% of students received 3 • 46% of students received 4 CBE Report Card Indicators: 1 – Not meeting: not yet meeting grade level expectations in relation to the Programs of Study 2 – Basic: developing grade level expectations in relation to Programs of Study 3 – Good: well developed level of understanding in relation to Programs of Study 4 – Excellent: mastery level of understanding in relation to Programs of Study	able to engage and attempt in the mathematics involved • Students are more likely to persevere when they are familiar with both the mathematical concept(s) involved, and the strategies to employ to solve the problem	solving, introduction to new or increasingly complex concepts) • Continuing to build confidence by teaching strategies and offering heuristics to support student-driven next steps and approaches to problem solving • Continuing to build a culture of mathematical thinking and risk taking through modelling, collaborative work, reflecting on previous attempts/strategies
What We Noticed: Student Well Being	Celebrations: Student Well Being	Areas for Growth: Student Well Being
The Alberta Education Assurance Survey, OurSCHOOL survey and CBE student survey, were used to triangulate results pertaining to students' sense of belonging and developing and maintaining relationships at school. Students' perception that fellow students help each other has increased from the 22-23 to the 23-24 school year. Just over 80% of students feel as though they have a consistent sense of belonging in the school community and positive relationships with others.	• Overall, students feel a connection to their learning community and the work they do on a daily basis • There is a correlation between the amount of time a student has attended Hillhurst School and the extent to which they perceive they have quality relationships • The more students are involved in extracurricular experiences at school, the more they report a sense of satisfaction, connection and belonging to their school	From both a big picture analysis and looking at specific classroom/student cohort data: • the ability for students to connect with curriculum, peers and adults in their environment remains an important area of focus • Year-end survey data indicates that the link between students' perception of quality of their relationships (peers, curriculum, adults) may also be connected to students' overall sense of regulation at school

A potential outlying data set exists within the context of the question of “I have at least 1 important relationship with an adult”, which has been comparatively lower over the past 2 years, than the rest of the relationship domains from the perception surveys.	community (ex. Student leadership, mentoring opportunities with younger students	• Future information to be gathered to compare the specific responses to survey questions and the open ended responses of the survey i.e. is there alignment or discrepancy? • A potential downward trend exists in the domains of student relationship and regulation
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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

Fall 2024

School: 9218 Hillhurst School

Assurance Domain	Measure	Hillhurst 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	79.2	81.8	85.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	81.2	79.6	86.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	72.9	80.4	80.4	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	27.1	43.1	43.1	19.8	18.0	18.0	High	Declined	Acceptable
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.8	91.8	92.2	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	87.1	81.8	89.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	81.2	70.3	78.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	87.9	91.4	87.5	79.5	79.1	78.9	Very High	Maintained	Excellent

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