

**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

Coventry Hills School

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

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 Literacy and Mathematics will improve.*

Outcome One: *Students' critical thinking in writing will improve through responsive feedback from teachers.*

Outcome Two: *Teachers' proficiency in creating conditions and opportunities in support of productive struggle in learning mathematics will increase.*

At Coventry Hills School, our students maintain academic success in literacy and mathematics achievement, with a continued focus on improving the depth of student thinking and teachers' precision in instructional design and feedback.

Literacy:

An analysis of school-based report card data, classroom writing samples and school wide surveys indicate that most students can organize and communicate their ideas clearly in writing. However, students continue to struggle with elaborating on their ideas to gain proficiency in their writing and teachers are now cognizant of their role of providing time for their students to make changes based on the feedback given so the students can refine their work for clarity, depth, and purpose. In Grades 1–5, student achievement was maintained when report card data was analyzed with the report card indicator of a 3 or higher on the report card stem *“Writes to develop, organize, and express information and ideas.”* School-wide writing samples have revealed that while surface-level editing (peer and teacher) is improving, students' critical thinking and their ability to extend, justify, or connect ideas—remains an area for targeted instruction. Teachers have been engaging in calibration and collaborative grade team and cross-graded professional learning, and calibration of student writing samples to strengthen feedback practices that move learning forward and help students recognize next steps in their writing.

Mathematics:

In mathematics, report card data, classroom assessments, and student surveys show that students are developing confidence in reasoning and problem solving but can struggle when tasks require perseverance and multiple strategies. Teachers have identified that opportunities for productive struggle and where students engage with challenging problems and persist through difficulty are not yet consistently embedded across grades and classrooms. Professional learning has centered on integrating MathUp in designing mathematical tasks that balance conceptual understanding, procedural

fluency, and strategic reasoning. With continued support, teachers are beginning to see increased student engagement, confidence and persistence when tasks are open-ended and allow for multiple entry points.

As a staff, we continue to focus on deepening our collective understanding of feedback in writing and productive struggle in mathematics to ensure that all students experience growth, confidence, and success as learners.

Celebrations

- Higher student engagement in the ability to persevere with longer writing task.
- Teachers are using common success criteria, rubrics and descriptive feedback more intentionally during student conferences while helping students make meaningful revisions to their work.
- Grade team and cross-graded calibration of writing and math assessment tasks have increased teacher confidence in designing tasks.
- Classroom observations and student reflections indicate higher engagement when mathematics lessons include opportunities for productive struggle and collaboration.

Areas for Growth

- Support students in developing the writing process to include the stages of writing such as pre-writing, text production, revising and editing in all subject areas.
- Increase teacher consistency in providing effective feedback that is actionable and allows for students to action the teacher feedback and make the revisions and improvements.
- Continue to strengthen teacher proficiency in designing mathematical learning experiences that intentionally build upon mathematical fluency to increase skills of automaticity, flexibility and accuracy to increase student confidence.
- Build student capacity using the CASEL model of Social Emotional Learning to manage frustration, take risks, and persevere in all learning tasks.

Next Steps

- Use CBE calibration documentation and new CBE assessment guides across all grades to design tasks and assess with increased validity and continuity in writing and mathematics.
- Implement teacher feedback using task criteria aligned with common rubrics that are shared with students ahead of time to provide students with opportunities to revise their written work.
- Continue to foster an enjoyment of the writing process.
- Engage teachers in professional learning to build a collective understanding of mathematical fluency (efficiency, flexibility and accuracy).
- Continue to monitor student achievement data in literacy and numeracy to identify growth patterns and refine instructional next steps school-wide with the use of teaching sprints.

The Data Story

School Improvement Results Report 2024–2025

Literacy Focus 2024-2025

Outcome: Students' critical thinking in writing will improve through responsive feedback from teachers.

During the 2024–2025 school year, our collective work at Coventry Hills School centered on improving students' critical thinking in writing through the use of responsive teacher feedback. This focus emerged from staff discussions, student

writing samples, and parent feedback indicating that while many students could share ideas effectively, they were less confident in editing, revising, and refining their written work. Teachers recognized that students often received feedback but students more time to act on the recommendations given. Our goal, therefore, was to strengthen the feedback process so that students could clearly understand next steps and use them to improve the quality and depth of their writing.

At the start of the year, teachers engaged in professional learning around formative assessment and responsive feedback. Grade teams collaborated to develop clear success criteria and common language for writing instruction. They also increased opportunities for conferences—both teacher-led and peer-to-peer—so that feedback could occur in real time and be immediately applied. Early writing samples reflected this shift: students began to identify specific areas to work on and to make small, intentional revisions in response to teacher comments.

What the Data Reveals

As the year progressed, we monitored both achievement data and student perception data to gauge our impact. Report card results provided one key lens. In June 2024, 36.43% of students in grades K–5 received indicators of 1 (not meeting) or 2 (basic) for the stem “Writes to express information and ideas.” By January 2025, this number had decreased to 35.25%, and by June 2025 to 35.05%. Though the improvement was modest—just over one percentage point—it represents a gradual, positive trend toward fewer students performing below grade-level expectations. Teachers noted that even small gains reflected meaningful growth in student confidence and independence, particularly among emerging writers.

Student perception data offered further insight. In the CBE student survey conducted in the spring of 2025, 75% of students agreed with the statement “I am a good writer,” compared to 86% the previous year. While this decline could appear concerning at first, it may reflect a more accurate self-assessment as students engaged more deeply with feedback and higher writing expectations. Meanwhile, the percentage of students who agreed with “I have the opportunity to receive feedback from others to improve my writing” remained steady at around 60%, suggesting consistent opportunities for feedback but room for greater frequency or clarity. Responses to “I know what to do next to improve my writing skills” decreased from 83% to 71%, highlighting the continued need to ensure that feedback is actionable and clearly connected to next steps for improvement.

To gather a more detailed picture, we conducted a local school survey in the spring of 2025 with students in grades 1–5. In this survey, 35.3% of students responded “Always” and 36.4% “Frequently” to the statement “I know how to improve my writing.” Similarly, when asked “After receiving teacher feedback, I am able to go back and add details to my writing,” 39.4% selected “Always” and 35.3% “Frequently.” These responses show that over 70% of students regularly act on feedback, an encouraging sign that feedback is beginning to translate into tangible revisions and deeper thinking in their writing.

Insights

As a staff, we celebrated the growing culture of feedback in classrooms. Teachers reported more frequent student reflection and self-assessment, and writing samples demonstrated stronger elaboration and risk-taking. Students became more comfortable discussing their writing and identifying next steps. These are important indicators of developing critical thinking—students are learning that writing is a process, not a product, and that feedback is an opportunity to think, revise, and improve.

Next steps

At the same time, the data points to important next steps. Our focus for 2025–2026 will be to refine the quality and consistency of feedback across classrooms. Professional learning will continue to emphasize responsive feedback that is specific, timely, and linked to clear success criteria. Teachers will create more structured opportunities for students to act on feedback through revision conferences, editing checklists, and peer discussions. We will also incorporate more frequent perception check-ins to monitor student understanding of feedback throughout the year.

Although our quantitative gains were modest, the qualitative evidence of student growth—stronger writing samples, more engaged discussions, and increasing student ownership—demonstrates that we are building the conditions for sustained improvement. Through continued focus, collaboration, and responsive teaching, we believe that students’ ability to think critically, revise thoughtfully, and communicate effectively in writing will continue to strengthen in the year ahead.

Mathematics Focus 2024–2025

Outcome: Teachers' proficiency in creating conditions and opportunities in support of productive struggle in learning mathematics will increase.

Over the past year, our school community has worked together to strengthen how students engage with mathematics through productive struggle. This focus grew from early numeracy screening data and classroom observations showing that many students could recall procedures but struggled to persevere through challenging or open-ended problems. Teachers and families identified this as a priority: we wanted students not only to complete math tasks but to think deeply, take risks, and persist when the answer wasn't immediately clear.

Professional learning throughout the year centered on developing teacher capacity in task design, questioning, and assessment practices that promote productive struggle. Teachers explored how to scaffold challenges, normalize error, and use discussion to deepen understanding. Classrooms became more dialogic spaces where reasoning, justification, and multiple strategies were valued. The goal was to see a shift in both teacher practice and student mindset.

What the Data Reveals

Our provincial numeracy assessments provided a detailed picture of student learning needs. Across grades one to three, an average of 24.37% of students were identified as requiring additional support in numeracy. While the percentage was relatively consistent across the three grades, the underlying skill areas revealed specific trends. In grade one, the highest needs appeared in *writing numbers* (22.89%), *identifying the next number in a sequence* (22.89%), and *locating numbers on a number line* (24.1%). Grade two students demonstrated similar areas of difficulty, particularly in *placing numbers on the number line* (26.36%), *writing numbers* (25.45%), and *subtraction facts* (20%). By grade three, gaps persisted in *number facts for addition and subtraction* (21.14% and 22.76% respectively) as well as *understanding equations* (20.33%).

Provincial Numeracy Results

Grade	% Requiring Support
Grade 1	25.3%
Grade 2	24.55%
Grade 3	23.58%

This pattern suggests that as students progress through the primary grades, difficulties shift from basic recognition and writing of numbers to challenges with fluency and operation facts. While students are beginning to reason more flexibly, they continue to require stronger procedural foundations.

Report card data echoed this trend. Across kindergarten to grade five, 27.26% of students received an indicator of 1 (“not yet meeting expectations”) or 2 (“basic”) in the stem *Understands and applies concepts related to number and patterns*. This alignment between provincial and report card data reinforces that foundational number understanding remains an area requiring sustained attention.

Report Card Summary

Good/Excellent – 72.74%

Basic/Not Yet – 27.26%

Student perception data offered an additional lens into the story. Encouragingly, 80.65% of students agreed with the statement “I am confident that I can learn mathematics,” indicating that the year’s focus on productive struggle helped to normalize persistence and build confidence. A majority of students also reported that they *think deeply and slowly when solving problems* (72.53%), showing that they have internalized the idea that mathematics is not simply about speed. However, only 46.67% of students said they *enjoy working on challenging problems*, and just 63.74% felt they *knew what to do next to improve*. These findings suggest that while students are increasingly confident, they are not yet fully engaged or equipped with clear strategies for advancing their learning independently.

Student Perception Data

- I am confident I can learn mathematics – 80.65%

- I think deeply and slowly when solving problems – 72.53%
- I know what to do next to improve – 63.74%
- I share my ideas and ask questions – 58.7%
- I enjoy working on challenging problems – 46.67%

Insights

The data tells a story of meaningful growth in teacher practice and student mindset. Teachers are now designing richer, more open tasks and engaging in professional conversations about the role of struggle and persistence in learning mathematics. Students, in turn, are developing greater confidence and resilience when faced with challenge. These are important shifts that reflect cultural change within classrooms.

Yet, the same data also highlights a persistent area of need: students' procedural fluency with number operations. Even as students are becoming more comfortable reasoning and problem-solving, their accuracy and efficiency with foundational number operations remain inconsistent. This imbalance between conceptual understanding and fluency can limit students' ability to transfer reasoning into successful application. For example, a student might be able to explain a strategy but lack the automaticity to apply it in time-sensitive or multi-step contexts.

Next steps

As we reflect on the year, we celebrate the progress teachers and students have made in embracing challenge, thinking deeply, and valuing the process of learning mathematics. Our next step is to ensure that this conceptual strength is balanced by procedural skill. The data from both provincial assessments and report cards makes it clear that to move forward, we must focus more intentionally on students' fluency in number operations—addition, subtraction, and number relationships.

For 2025–2026, our refined outcome will be:

“Student procedural fluency in number operations will improve through strong task design and assessment from teachers.”

This shift maintains our commitment to deep learning while adding precision to how teachers support skill development. Professional learning will continue to focus on high-quality task design, but with increased attention to integrating structured fluency practice within rich mathematical contexts. Teachers will collaborate to embed common fluency checks throughout the year, use formative assessment to identify gaps early, and design learning sequences that intertwine reasoning with repetition.

Our goal is for students not only to *persist* through challenge but to excel - to compute, reason, and apply their understanding flexibly and confidently. As we move into year two, this data story provides both a foundation to celebrate and a clear direction for continued improvement.

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	Coventry Hills 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	83.8	79.0	84.2	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	78.6	79.1	85.0	79.8	79.4	80.4	High	Declined	Acceptable
	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
	PAT6: Acceptable	n/a	n/a	n/a	n/a	68.5	67.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	19.8	18.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.9	87.7	91.0	87.7	87.6	88.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.7	81.8	88.9	84.4	84.0	84.9	Low	Declined	Issue
	Access to Supports and Services	76.6	73.5	80.3	80.1	79.9	80.7	Low	Maintained	Issue
Governance	Parental Involvement	88.5	79.1	78.3	80.0	79.5	79.1	Very High	Improved	Excellent