Capitol Hill School

2210 18 St NW, Calgary, AB T2M 3T4 t | 403-777-6160 f | 587-933-9763 e | capitolhill@cbe.ab.ca

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: Students' capacity for mathematical reasoning and problem-solving will increase.

Outcome One: Students will demonstrate improved confidence and proficiency in solving multi-step, high-cognitive demand tasks.

Celebrations

- **Increased student enjoyment of math:** 69% of students agreed with "I like learning math" in 2025, up from 60% in 2024, showing growing enthusiasm and confidence.
- **Greater engagement with complex problem-solving:** 73.96% of students reported enjoying challenging math problems, up nearly 7 points from 2024.
- **Improved teacher confidence in thinking-rich instruction:** Pre/post survey data showed a significant rise in teachers confident designing reasoning-rich tasks.

Areas for Growth

- **Ensuring equity of voice in group work**: While 78% of staff reported that *Building Thinking Classrooms* (BTC) increased collaboration, some observed that more vocal students still dominated group discussions, suggesting a need for clearer norms and scaffolding for inclusive participation.
- **Supporting independent problem-solving**: Spring 2025 OurSCHOOL data showed that 32% of Grade 6 students still lacked confidence in solving multi-step problems independently, indicating the need to further develop transfer of collaborative strategies to solo tasks.
- **Enhancing task design for accessibility and challenge**: Ongoing professional learning is needed to help teachers better calibrate tasks for varied learners, as only 4 of 18 teachers initially felt confident in designing reasoning-rich tasks, though this improved to 11 post-PD.

Next Steps

- **Strengthen equity of voice in collaborative learning**: Continue building routines and scaffolds that ensure all students contribute ideas and engage in rich mathematical discourse during group tasks.
- **Support transfer of strategies to independent problem solving**: Increase opportunities for students to reflect on, record, and independently apply reasoning strategies developed through collaborative tasks.
- **Deepen task design practices across teams**: Leverage professional learning communities and use collaborative planning protocols to design accessible, cognitively demanding tasks that engage all learners.

Our Data Story

In the 2024-25 school year, Capitol Hill School completed the first year of a three-year instructional improvement plan focused on strengthening students' mathematical reasoning, problem-solving, and confidence. This plan was grounded in a multi-dimensional approach, with *Building Thinking Classrooms* (BTC) serving as the primary instructional framework to support collaborative, high-cognitive-demand tasks and visible thinking routines.

Alongside BTC, teachers also drew from the *CBE Mathematics Equity & Identity Guide*, which supported the planning of tasks that acknowledged students' diverse ways of knowing and doing mathematics. In addition, Jo Boaler's "math-ish" principles informed our shared commitment to developing flexibility, growth mindset, and conceptual understanding in all learners. These complementary approaches shaped our instructional strategies and professional learning, forming the foundation for our School Development Plan objectives: increasing student confidence, resilience, and achievement in mathematics.

Achievement Data Trends

In our first year of implementing the SDP, we observed significant gains in student engagement, confidence, and collaborative problem-solving. However, our analysis of Grade 6 Mathematics Provincial Achievement Test (PAT) results revealed an area of complexity. In 2024-25, student accuracy averaged 56.8% on low-complexity questions, and 50% on high-complexity questions. This reflected a shift from 2022-23 results, where students performed higher on low-complexity questions (80%) and only saw a sharper drop at the high-complexity level (68%).

CBE STUDENT SURVEY
"I enjoy solving challenging math problems
Increase of 7 percentage points
67% in 2024 → 74% in 2025

While this decline in scores may initially appear concerning, it is important to view these results in context. The 2024-25 school year marked a significant instructional shift toward reasoning-rich, student-centred math learning. Students were expected to think more independently, communicate publicly, and tackle novel problems - skills that are not always directly mirrored in standardized assessments. Furthermore, this PAT was written during a year of significant pedagogical change with the introduction of a new K-6 Mathematics curriculum. When considered alongside growth in perception and classroom practice data, these results are understood not as setbacks, but as part of the expected learning curve when moving toward deeper, transferable mathematical thinking.

Perception and Engagement Shifts

Student perception data also affirmed the direction of our instructional work. According to the CBE Student Survey, there was a notable increase of nearly seven percentage points in students who reported that they enjoy solving challenging math problems - rising from 66.99% in 2024 to 73.96% in 2025. This growth
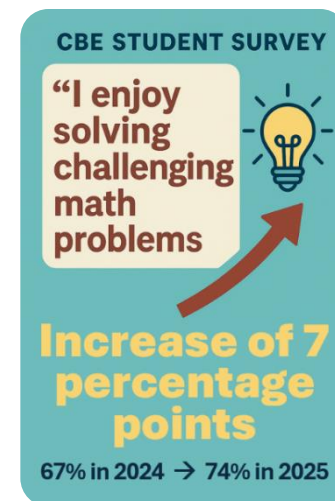
strongly suggests that students are becoming more engaged with high-cognitive-demand mathematical tasks and developing a positive orientation toward challenge and exploration.
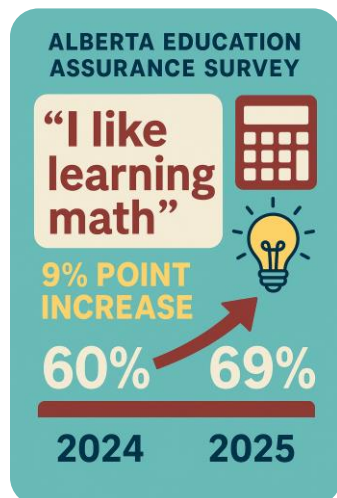
This increase aligns directly with our implementation of BTC, which emphasizes collaborative problem-solving, visible thinking, and low-floor, high-ceiling tasks. As students became more comfortable solving problems in visibly random groups at vertical non-permanent surfaces, they began to experience challenge not as a barrier, but as an opportunity to grow. Our classrooms are becoming more intellectually vibrant, inclusive, and discourse-rich - fostering precisely the conditions that support deep mathematical thinking.

One of the most encouraging indicators of our progress came from the Alberta Education Assurance Survey. From 2024 to 2025, there was a nine-percentage-point increase in students who agreed with the statement "I like learning math," rising from 60% to 69%. This measurable growth reflects the positive impact of intentional instructional design, rooted in BTC, and our broader commitment to making math class a space for curiosity, inclusion, and identity-building.

Additional insight came from the OurSCHOOL surveys conducted in fall 2024 and spring 2025. Among Grade 6 students, the percentage reporting low confidence in solving multi-step problems dropped from 45% to 32%, and among Grade 4/5 students, from 35% to 31%. These results provide further evidence that the structures introduced through BTC - such as random groupings, collaborative reasoning, and public problem-solving - are helping students build stamina, agency, and confidence in mathematics.

Professional Learning & Instructional Practice

Teachers engaged in a comprehensive year of professional learning anchored in BTC. Highlights included a full-day workshop led by Maegan Giroux (BTC instructional coach), cross-school collaboration with nearby CBE programs, and structured opportunities for collaborative planning and reflection.

Pre- and post-survey data from staff (N=18) revealed substantial growth in instructional confidence:

- The number of teachers who agreed or strongly agreed they could design reasoning-rich math tasks increased from 4 to 11.
- Those confident in supporting student-centred mathematical thinking grew from 3 to 10.
- Confidence in using vertical non-permanent surfaces (VNPS) and visibly random groupings (VRG) also increased significantly.

Collectively, these data validate our focus on BTC as an instructional framework and confirm that students benefit most when instruction is designed to engage them in thinking deeply, collaboratively, and flexibly. This year laid a solid foundation for future progress in our three-year improvement plan.

Required Alberta Education Assurance Measures (AEAM) Overall Summary

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	Capitol Hill 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	86.1	79.8	83.6	83.9	83.7	84.4	High	Maintained	Good
	Citizenship	97.4	89.8	88.7	79.8	79.4	80.4	Very High	Improved Significantly	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	97.2	88.7	92.2	87.7	87.6	88.2	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.9	92.5	93.8	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	81.7	72.6	78.5	80.1	79.9	80.7	Intermediate	Maintained	Acceptable
Governance	Parental Involvement	86.8	78.3	82.7	80.0	79.5	79.1	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.