



## Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and strong partnerships with parents and the church.

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Press Release  
FOR IMMEDIATE RELEASE

### Press Release

2009-001

<b>Date:</b>	March 3, 2009
<b>Topic:</b>	Fraser Institute Report
<b>Developed By:</b>	Phyllis Eikre, Director of Education
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<b>Instructions:</b>	For Immediate Release and Communication

#### **Communication:**

The Fraser Report release reminds us of the importance of using data in an appropriate and useful way. The Education Quality and Accountability Office (EQAO) assessments provide student achievement results and concrete information that help school communities assess their strengths and pinpoint areas for improvement. Rather than looking at school by school comparisons of data, the Kenora Catholic District School Board (KCDSB) has been using EQAO data to measure success as compared to a provincial benchmark and to look at ways to improve.

The EQAO results also provide educators with opportunities to have dialogue with parents and the community about how our schools are performing.

"In our professional learning communities", says Phyllis Eikre, Director of the KCDSB, "teachers, our coach and coordinators along with administrators look at trends in our data. It is important to see how our board is performing in comparison to other boards in our region and in comparison to provincial results. Most importantly, though, we look at our plans for improvement."

The Kenora Catholic DSB has been working on focused, strategic teaching of specific expectations that the student data shows need improving. One effective way to do this is by creating Teaching Learning Critical Pathways. These pathways give teachers a structure to focus their everyday classroom teaching on explicitly teaching the areas where students need to really make changes. And it does so by creating communities of collaboration.

"We are looking for that difference that will 'make a difference' in students' lives and in their everyday performance", says Mary Cunningham, Curriculum Coordinator. "The pathway allows us to focus on changing teacher practice to close the achievement gaps."

"My students are able to talk about the objectives and see what we are working on now with the pathway," says Angela Holmstrom, a teacher at St. Louis School who has been working on a critical learning pathway for the last six weeks. "I can see that my students are more focused and able to identify our goals specifically."

The pathways are on going throughout the board and compliment Catholic Graduate Expectations as well as the Ontario curriculum by working on a theme that extends to the whole school. The results from the first pathway are helping to direct teachers in their thinking about what to teach next and how to best teach it.

*Please include this communication within your announcements today.*



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Darryl Michaluk  
Chair of the Board