

# NEWS release

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*FOR IMMEDIATE RELEASE*

## Peel District School Board EQAO results remain stable

*Board continues to focus on 'proven strategies' for improvement*

EQAO scores in the Peel District School Board have remained stable in elementary, after making significant increases two years ago. Five-year trends show significant increases in junior writing and grade 9 math.

“As a board, we will continue our intense focus on improving literacy and numeracy skills,” says Jim Grieve, director of education. “However, we know that it takes time to improve student performance. We’re not interested in short-term gain—our goal is to truly transform the literacy and numeracy attainment of our students, which goes far beyond EQAO scores. And I certainly see that happening every week when I visit schools.”

Overall, this is how grade 3 students performed:

	levels 2, 3, 4			levels 3, 4		
	2007-08 Peel	2007-08 province	2006-07 Peel	2007-08 Peel	2007-08 province	2006-07 Peel
reading	87%	87%	87%	58%	61%	60%
writing	97%	95%	96%	67%	66%	67%
math	94%	93%	94%	65%	68%	67%

Overall, this is how grade 6 students performed:

	levels 2, 3, 4			levels 3, 4		
	2007-08 Peel	2007-08 province	2006-07 Peel	2007-08 Peel	2007-08 province	2006-07 Peel
reading	88%	90%	88%	63%	66%	64%
writing	95%	95%	95%	66%	67%	64%
math	89%	90%	90%	59%	61%	58%

Overall, this is how grade 9 students performed on the math assessment:

	levels 2, 3, 4			levels 3, 4		
	2007-08 Peel	2007-08 province	2006-07 Peel	2007-08 Peel	2007-08 province	2006-07 Peel
applied	71%	70%	73%	33%	34%	35%
academic	92%	91%	89%	76%	75%	71%

“What’s important about provincial testing is the way we use the results to improve teaching and learning,” says Chuck Waterman, superintendent of curriculum and instruction. “Over the past three years, we have developed Transformational Practices, a whole-board focus on helping students improve literacy and numeracy skills across all grades and subjects of the curriculum. The practices are proven strategies that we’ve seen in action in Peel schools.”

At Eastbourne Drive Public School in Brampton, reading scores have gone up 15 per cent in the past three years, writing is up 28 per cent and math is up 20 per cent. With 37 per cent of students as English language learners and another 16 per cent in special education programs, the school saw a dramatic change was needed, says Principal Mei Rideout. “We reorganized our timetable—now, all grades have two periods each morning focused on literacy,” Rideout explained. “Previously, many of our special education students were exempted from writing the test, but with assistive technology and other accommodations, most wrote the test this year.”

The whole school is using a number of the Transformational Practices, including graphic organizers for writing and manipulatives for math. But what really made the difference, Rideout believes, is the way the whole school worked together as a team. The school also received support from the Ministry’s Literacy and Numeracy Secretariat.

The Valleys Senior Public School in Mississauga has seen a 13 per cent increase in reading scores over the past three years, a 13 per cent jump in writing and 10 per cent boost in math. The improvement in the school’s results started by identifying individual students who would need extra support to be successful, says Principal Diana Fowlie. “We changed the timetable and teamed up teachers to provide more time to support specific students. Teachers with special expertise taught literacy skills to all students, and classroom teachers reinforced those skills every day. We also took time to teach test-taking skills.”

Fowlie also credits the work of the junior school that feed into The Valleys for the positive results. “We are in contact throughout the year to plan how we’re working with students. For example, our teachers visit grade 5 classes to see what students are learning. As a family of schools, all of our teachers are absolutely committed to helping students succeed.”

The Peel board will continue its focus on Transformational Practices, Waterman says. Last spring, teams visited Peel elementary schools to assess how Transformational Practices are working. “Within a few months, we will give schools more resources, based on what the teams learned from schools that had achieved the greatest improvement. Teams will also be visiting middle and secondary schools in the spring of 2009, to assess the success of Transformational Practices in grades 7 to 12.”

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