



**DURHAM CATHOLIC
DISTRICT SCHOOL BOARD**
Learning and Living in Faith

Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: February 27, 2023

Subject: **Correspondence to the Education Quality and Accountability Office (EQAO)**

Please see the attached correspondence to the Education Quality and Accountability Office (EQAO) regarding the January 23, 2023 motion passed by the Board of Trustees.

TB/eb
Attach.



**DURHAM CATHOLIC
DISTRICT SCHOOL BOARD**
Learning and Living in Faith

February 16, 2023

Dan Koenig, Chief Executive Officer
Education Quality and Accountability Office
1200 – 2 Carlton Street
Toronto, ON M5B 2M9
Sent via email: dan.koenig@eqao.com

Dear Chief Executive Officer Koenig:

At the Regular Board Meeting of the Durham Catholic District School Board on January 23, 2023, the following motion was passed:

“THAT the Board of Trustees write a letter to the Education Quality and Accountability Office (EQAO) requesting additional access to Grade 3, 6, and 9 assessment data, including individual student reports and a breakdown of levels of achievement for each question.”

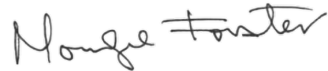
As Chair, on behalf of the Board, I am writing to you today to express our concerns regarding changes in practice at the Education Quality and Accountability Office and specifically the reduction in detailed information being available to Board staff to inform decisions and instructional practice.

Historically, staff have been able to utilize the detailed data available to them to analyze the skills, for instance in math, where our students were successful and/or concepts which needed greater focus of learning in our classrooms. This information was contained in Individual Itemization Reports (IIR) which identified the achievement level of our students for each itemized question and are no longer available to Boards. This data allowed the Board to identify and focus on specific skills and concepts in Mathematics or Language for the professional learning of our educators. In the absence of this data, board staff are not able to pinpoint specific areas that would improve student learning in the skills assessed through the Education Quality and Accountability Office (EQAO) assessments. Consequently, discussions surrounding EQAO data at the school and board level is perhaps not as rich as it was in the past. We understand that the elimination of the Individual Itemized Reports may be related to a change in the methods of assessment being used however we note that in prior years this has been the most useful of all the information given by EQAO in terms of helping schools improve and to assist in strategic planning for the Board of Trustees.

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As a Board committed to data-driven decision-making, we would like to make a formal request that EQAO review the decisions that have been made around methodology and reporting and carefully consider how data gathered from these high-stakes assessments can be shared with staff to support educators in improving instructional practice and advancing student learning. We would appreciate enhanced access to the data collected be made available to staff as soon as possible.

Sincerely,

A handwritten signature in cursive script that reads "Monique Forster".

Monique Forster
Chair of the Board

MF/eb