

2024–2025 Annual Report

Board of Directors

Sanjay Dhebar, Chair

February 22, 2024–February 21, 2026

Yvonne Ruke Akpoveta

November 30, 2023–November 29, 2025

Martyn Beckett

May 30, 2024–May 29, 2026

David Belous

January 19, 2024–January 18, 2026

Ari Laskin

January 16, 2025–January 15, 2027

Kyle Wilson

June 18, 2024–June 17, 2026

Chief Executive Officer

Dan Koenig

September 1, 2023–August 31, 2025

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Message from the Chair and the Chief Executive Officer

On behalf of the board of directors and the staff of the Education Quality and Accountability Office (EQAO), we are pleased to present the agency's annual report for the 2024–2025 fiscal year. EQAO is committed to supporting student success and ensuring the province's public education system remains accountable to Ontarians. The initiatives listed in this document speak to EQAO's contribution to improving student outcomes by leveraging evidence-informed assessment data along with the latest advancements in large-scale assessment, in support of every student.

Since the agency's creation, EQAO's mandate has expanded to reflect the requirements of the community it serves, with directives toward the development of new initiatives and the embrace of new approaches to large-scale assessment. Last fiscal year, for instance, the agency created, and administered across the province, the Mathematics Proficiency Test (MPT) offered to teacher candidates seeking certification in Ontario. The year also marked a turning point in EQAO's elementary- and secondary-school assessment program. The successful administration of the agency's third online assessments allowed for EQAO to return to presenting data over three-year intervals. The ability to explore and analyze trends in student achievement and questionnaire data over time cannot be overstated, as observations from this perspective can lead to increased targeted support at the local and systemic levels, benefitting students in the short and long terms.

EQAO has long recognized that work which makes positive differences for the agency's partners cannot be accomplished in isolation. The agency has continuously collaborated with experts from fields as diverse as education, technology and accessibility to improve and enhance EQAO's operations, including informing its multi-year modernization. Last summer, EQAO was honoured to be recognized as an innovative and inclusive leader in digital large-scale assessment, as the agency received the Practitioner of the Year (Team) Award at the 2024 International e-Assessment Awards, in London, U.K. This achievement speaks not only to the quality of the agency's staff but also to the power of EQAO's collaboration with countless dedicated partners whose main goal is to further students' learning and advocate for their success. As EQAO pursues its mandated goals, it becomes clear that commitments to principles of fairness and equity remain of utmost importance. Last year, the agency actively expanded its partnership network while continuing to position itself, proudly, as the lifelong learner that it is. Collaborating and learning through continued exchange with partners—these are actions that the agency performs to assist every community across Ontario further.

Over the course of the fiscal year, the agency saw some changes in EQAO's governance, bidding farewell to board members Chenthuran Ganesarajah, Virginia Roth and Alex Yuan. The EQAO Board of Directors' dedicated professionals bring to EQAO their vast sector expertise and commitment to strong public education in Ontario. The agency is grateful to the departing members for their dedication, service and leadership and looks forward to the continued work of the diverse and committed members of the board of directors.

Recognizing that it is one part of a larger education community, EQAO has placed students at the core of its initiatives and programs for nearly thirty years. Relying on lessons from the past yet moving forward briskly, the agency is fueled by evidence-informed research, the latest improvements in large-scale evaluation and the possibilities of new educational practices. EQAO will continue to abide by the highest standards in public service and assessment operations, taking the pulse of the provincial education system and delivering information that contributes to effectively improving outcomes for every student.

A handwritten signature in black ink, reading "Sanjay J. Dhebar". The signature is fluid and cursive, with the first name "Sanjay" and last name "Dhebar" clearly legible.

Sanjay Dhebar
Chair, EQAO Board of Directors

A handwritten signature in black ink, reading "D. Koenig". The signature is bold and cursive, with the first name "D." and last name "Koenig" clearly legible.

Dan Koenig
EQAO Chief Executive Officer

About EQAO

EQAO was established in 1996 following a recommendation of the Ontario Royal Commission on Learning. After consulting extensively with Ontarians and the education community, the Commission concluded that province-wide assessments would help address the desire among Ontarians for greater quality and accountability in the publicly funded education system. In recent years, the agency's mandate was broadened by the government to include the development and administration of the Mathematics Proficiency Test (MPT) as a certification requirement for teachers in Ontario.

EQAO is a board-governed agency of the Ministry of Education that supports student learning in Ontario. The agency's data, research and resources empower parents and guardians, educators, policy-makers and others with the information needed to determine how best to strengthen student outcomes across the province. Throughout its work, EQAO is committed to anti-racism, equity, diversity and inclusion.

To help improve student learning, EQAO administers large-scale digital assessments that align with *The Ontario Curriculum*; contribute to education research; and assist all Ontarians and the education community at large in understanding, analyzing and appropriately using EQAO data.

The agency's goal is to provide data and evidence-informed insights into student learning to facilitate the success of each Ontario student. EQAO strives to continually enhance its high-quality large-scale assessment program to ensure it is equitable, inclusive and reflective of Ontario's diversity so that all students can demonstrate their understanding of the provincial curriculum.

By assessing each student in relation to the learning expectations outlined in *The Ontario Curriculum*, EQAO offers independent data at key stages in students' kindergarten to Grade 12 education. The agency provides schools and school boards with reports about their students' achievement, and personalized reports for students who write an assessment to help support students' individual learning. Additional contextual, attitudinal and behavioural information from questionnaires offers valuable insights into student attitudes and experiences, and EQAO assessment data are used by educators to improve student learning.

EQAO's data, in addition to classroom and school board information, helps the education community consider key trends through collaborative inquiries. Such insights help stakeholders make evidence-informed decisions when developing improvement plans that foster equitable and inclusive learning environments for students. EQAO's information also helps to guide the analysis and decisions of parents and guardians and policy-makers.

The agency's outreach programs help build capacity for the appropriate use of EQAO data. Through webinars, virtual conferences and other events, the agency provides tools and resources that educators, parents and guardians, policy-makers, researchers and the education community at large can use to align their strategies with best practices in assessment and education, both nationally and internationally, helping to empower educators with the resources needed to support and enhance positive outcomes for students.

Through research, EQAO investigates factors that influence student achievement, school effectiveness and best assessment practices. The agency also coordinates Ontario's participation in national and international assessments (e.g., Pan-Canadian Assessment Program [PCAP], Programme for International Student Assessment [PISA], Progress in International Reading Literacy Study [PIRLS], Trends in International Mathematics and Science Study [TIMSS]) that evaluate students in mathematics, science, technology, financial literacy, collaborative problem solving, and reading and writing. These assessments also provide data about the general well-being of students inside and outside of the school environment.

Values

- EQAO values giving all students the opportunity to reach their highest possible level of achievement.
- EQAO values its role as a service to educators, parents and guardians, students, government and the public in support of teaching and learning in the classroom.
- EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.
- EQAO values research that informs large-scale assessment and classroom practice.
- EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment processes and the positive difference their efforts make in student outcomes.
- EQAO values the delivery of its programs and services with equivalent quality in both English and French.

These common values are how the agency demonstrates its alignment with the Ontario Public Service values of inclusion, integrity and excellence.

Strategic Priorities

The EQAO Board of Directors develops a new strategic plan every three to five years to deliver on the agency's mandate of supporting and guiding student improvement by providing credible information about the quality and effectiveness of the province's publicly funded elementary- and secondary-school education system. In alignment with EQAO's annual letter of direction from the government, the following strategic priorities directed the agency's work during the 2024–2025 fiscal year:

- **Strategic Priority 1:** Ensure assessments contribute to enhancing student achievement and improving Ontario's education system
- **Strategic Priority 2:** Support partners in using EQAO data to improve student learning
- **Strategic Priority 3:** Continue to modernize the agency within budget

Strategic Priority 1—Ensure Assessments Contribute to Enhancing Student Achievement and Improving Ontario’s Education System

EQAO assesses important aspects of the quality and effectiveness of elementary- and secondary-school public education in Ontario in support of student learning and positive student outcomes in a fast-evolving world. EQAO’s ongoing modernization initiative helps the agency meet the current needs of Ontario students and prepare for the future demands of the education community. By ensuring the agency’s assessment program is equitable, accessible, fair and reflective of the province’s diversity while aligning with the provincial curriculum, EQAO can use its data to offer an accurate measure of how the education system is doing at a specific point in time.

EQAO’s K–12 Assessment Program

Through its large-scale provincial assessment program, EQAO administers curriculum-based standardized assessments at key stages in each student’s educational journey. This approach

- evaluates progress over time at the school, school board, provincial and individual student levels;
- fosters discussions about improvements to learning programs in schools and school boards across the province; and
- allows policy-makers to understand system-wide trends better and make student-focused, evidence-informed decisions.

EQAO K–12 Assessments	Grade of Administration	Subjects
Assessment of Reading, Writing and Mathematics, Primary Division	End of Grade 3 (Grades 1–3 curriculum)	Reading, writing, mathematics
Assessment of Reading, Writing and Mathematics, Junior Division	End of Grade 6 (Grades 4–6 curriculum)	Reading, writing, mathematics

Grade 9 Assessment of Mathematics	End of Grade 9 mathematics course (Grade 9 curriculum)	Mathematics
Ontario Secondary School Literacy Test (OSSLT)/ Test provincial de compétences linguistiques (TPCL)	Grade 10 (literacy skills expected by the curriculum across all subjects up to the end of Grade 9)	Literacy

Implementing a Large-Scale Assessment Program That Serves All Ontarians

EQAO's large-scale online assessment program serves Ontarians by supporting student learning and achievement. A digitalized testing program presents EQAO partners with flexibility in administration and easy access to timely assessment results, while continuing to offer assessments that meet the very best practices in quality and measurement. EQAO's online tests were first administered during the 2021–2022 school year, which serves as the baseline for EQAO e-assessment data, and the assessment results can be compared year to year for a greater understanding of results over time.

The agency's online assessment system allows for EQAO assessments to be offered according to two different models: multi-stage computer adaptive testing and linear test design. The mathematics component of the primary- and junior-division Assessments of Reading, Writing and Mathematics, along with the Grade 9 Assessment of Mathematics, are offered using a multi-stage computer adaptive model, where each student is presented with questions that are challenging yet align with the student's demonstrated skill set. During this type of adaptive assessment, modules (that is, groups of questions) increase or decrease in difficulty at any stage, depending on the student's responses to the set of questions in the previous module. The language (that is, reading and writing) component of the primary- and junior-division Assessments of Reading, Writing and Mathematics, along with the Ontario Secondary School Literacy Test (OSSLT), are designed to be administered to students through a linear test model, where several equivalent test forms of the assessment are assembled according to the same content and statistical specifications ahead of administration of the assessment; these test forms are fixed in length.

Each EQAO digitalized assessment presented to students has a set of accessibility tools and support materials embedded into the onscreen toolbar (alternative versions of the assessments are also made available to students who require them). EQAO online tests support third-party software that include Read&Write for Google Chrome, Dragon NaturallySpeaking, Job Access with Speech (JAWS), Kurzweil 3000 and NonVisual Desktop Access (NVDA) screen reader. Alternative secure access to the online assessments is also available, as required. Practice and sample tests, frameworks that provide details on how each assessment maps to *Ontario Curriculum* expectations, and user guides that offer comprehensive information on each assessment's administration procedures are available publicly on EQAO's website.

EQAO Assessment Development and Reporting Process

To conduct assessments with integrity, EQAO ensures its processes meet the highest standards in technical quality. The agency follows a rigorous assessment-development process to ensure that selected materials and questions are linked to curriculum expectations and are appropriate for students across the province. The data from EQAO assessments are analyzed in depth, and reports are produced to provide reliable insights into student learning.

Creating Online Assessments

The creation of EQAO assessments is led by Ontario educators who research, develop and review every passage and question. Throughout this effort, EQAO assessments are developed in collaboration with psychometricians and other experts from around the world and across the education field. These invaluable committees help to ensure that EQAO assessments remain aligned with the most recent *Ontario Curriculum* and that they are equitable, inclusive and fair so that each student who takes them can fully participate and demonstrate their understanding of curriculum expectations. Development activities and committee work are undertaken by both English- and French-language experts.

Educators are selected to participate in EQAO activities based on the following criteria:

- geographic location, to ensure representation from all parts of the province and from both rural and urban regions;
- current elementary- and secondary-level experience (i.e., teachers, administrators, subject experts and consultants);
- expertise in evaluation and assessment, including large-scale and online assessments; and diversity.

Work groups such as the Equity, Diversity and Inclusion and Assessment Development Committee along with additional subcommittees ensure that all questions (also called items) are accessible to students, are age and grade appropriate, and align to the curriculum being measured. Once items are approved by the committees, they become part of what is called an item bank and can then be field tested in schools across the province before becoming part of the operational assessment—that is, the assessment administered to students on a large scale, where the items are counted in the results. This elaborate process helps ensure that students will be able to demonstrate their knowledge and understanding of the curriculum when responding to any item. The items that appeared in EQAO’s 2023–2024 school year large-scale assessments were items that were either field-tested or operational in previous assessments.

Administering Online Assessments

EQAO relies on the support and collaboration of educators to administer its assessments. For each assessment, EQAO publishes on its website an online user guide for teachers, school administrators and school board IT professionals that includes guidelines and clear steps to follow to ensure consistent administration of the assessments across Ontario. In addition to user guides, informative webinars are available to teachers, principals and other board staff. EQAO also offers tailored presentations to school boards, upon request. During the fiscal year, to answer questions about EQAO’s assessments and their administration, the agency delivered 56 live webinars attended by more than 2730 educators and school principals.

Scoring Online Assessments

All EQAO assessment items are scored according to established criteria, which helps to ensure the integrity and reliability of EQAO data as well as the comparability of assessment results from year to year. The responses to the mathematics component of the online primary- and junior-division Assessments of Reading, Writing and Mathematics, and the online Grade 9 Assessment of Mathematics, are scored automatically (computer-scored). This type of automated scoring allows for rapid information on selected-response questions. The open-response items in the language component of the primary- and junior-division assessments, and the open-response items of the Ontario Secondary School Literacy Test (OSSLT), are scored by qualified Ontario educators from across the province. Training for potential scorers follows strict procedures through an online system, including all the resources required for training. Scorers who train and successfully complete the qualification test are invited to participate in scoring at their chosen time and from any location, providing they meet the necessary technical and security requirements and qualifications.

During the 2023–2024 school year, a total of 566 educators from across the province scored the open-response items of the Assessments of Reading, Writing and Mathematics and the OSSLT administered that year.

Reporting Results of Online Assessments

EQAO aims to provide user-friendly access to the data derived from its large-scale assessments. In recent years, the agency’s modernized approach to reporting assessment results to schools, school boards and the public was facilitated by the digitalization of its assessment program.

Achievement results are reported by levels of achievement (that is, Levels 1 to 4) for EQAO’s elementary-school assessments and the Grade 9 Assessment of Mathematics, and by success rate (that is, successful and not yet successful) for the OSSLT. Computer scoring of the selected-response items on EQAO’s e-assessments allows for fast reporting of results. For instance, teachers can have access to an automated report on a student’s achievement on the Grade 9 Assessment of Mathematics shortly after the student completes the assessment, and this report can then be forwarded to the student and their parent(s) or guardian(s). The results of the primary- and junior-division Assessments of Reading, Writing and Mathematics and the results of the OSSLT are released after all open-response items have been scored by trained scorers, and an Individual Student Report (ISR) is generated after the scoring of the whole assessment.

The 2023–2024 school year assessment results that were released in the fall of 2024 leveraged a recently implemented reporting system that utilizes interactive online dashboards and allows educators and the public to visualize relevant EQAO data in dynamic ways. Users can conveniently access information about assessments and questionnaires on their own time while continuing to obtain crucial information about student learning that schools, school boards and policy-makers can use for improvement planning. The EQAO interactive dashboards available on the agency’s website give the public the ability to access quickly and easily information about students’ achievement and their learning perceptions. Specifically designed for educators in schools and school boards, the EQAO data reporting tool, located on a separate secure site, supports inquiry-based analysis by providing detailed information about students and their learning.

EQAO develops tools and resources to support educators as they delve into the agency’s assessment data. To help leverage results from mathematics assessments, for instance, secure specialized data dashboards allow schools to see how well students are learning the Ontario mathematics curriculum’s strands and categories of knowledge and skills. This past fiscal year, the agency published on its website a new collection of released mathematics questions from primary-, junior- and Grade 9-level EQAO assessments to increase access to and enrich conversations around assessment results and

student achievement. The agency continued to support the launch of these resources by hosting tailored webinars to walk educators through the mathematics-related material, as well as by facilitating individual professional development sessions for schools and school boards.

Benefitting from External Expertise

EQAO uses multiple systematic quality-assurance processes to ensure the validity of its assessment data; these processes have been developed and are in place to support the validation of each of the agency's online assessments. The agency closely collaborates with its digital assessment services vendor and other large-scale assessment experts to ensure industry standards are met for the assessments' technical performance and the integrity of the resulting data.

Mathematics Proficiency Test (MPT)

In May 2024, the Government of Ontario reinstated the requirement for all Ontario and international teacher applicants to the Ontario College of Teachers to pass the Mathematics Proficiency Test (MPT), beginning on February 1, 2025. EQAO's mandate was expanded to include the development and administration of the MPT and the reporting of results to the applicant (with successful applicants being identified to the Registrar of the Ontario College of Teachers).

To support MPT applicants, EQAO created an engaging, informative webpage on its corporate site offering an overview of the test, its administration periods and answers to frequently asked questions (FAQs). In addition, an external website was developed with partners, containing detailed information about the examination processes, and resources such as the MPT's framework along with an online practice test for applicants to familiarize themselves with the scope of the test. Throughout the year, the agency hosted 14 live interactive sessions for more than 1000 attendees to inform teacher candidates about registration, format and the technical requirements for participating in the test from a remote location. During the fiscal year, EQAO offered two administration windows for applicants to take the MPT: the first window was opened from October 16 to December 7, 2024, and the second from February 3 to March 15, 2025. A total of 6374 test applicants completed the MPT during these two administration windows.

2023–2024 Assessments: Results and Observations

In the fall of 2024, EQAO released the results of the agency's large-scale assessments administered during the 2023–2024 school year, which marked the third year of the agency's reporting on the data of its digitalized and modernized provincial assessments. EQAO assessment results at the provincial, school-board and school levels were made available online through interactive dashboards. Assessment results from the previous two school years were provided along with those from 2023–2024 to show trends in achievement and attitudes over three years. Such analyses of results contribute to a better understanding of student learning over time.

EQAO's student and educator questionnaires are completed voluntarily during the assessment administration. Student questionnaires offer valuable attitudinal and contextual information about students' experiences and perceptions with respect to literacy and numeracy, while educator questionnaires provide helpful knowledge about educators' experience with the online assessment in addition to their thoughts about their learning environment. This type of information is important and should be considered alongside assessment results and data from other sources to build a full understanding of student learning in Ontario.

In the 2023–2024 school year, 606 007 students from the publicly funded English- and French-language school systems were assessed in relation to expectations outlined in *The Ontario Curriculum*:

- 282 420 primary- and junior-division students;
- 146 540 Grade 9 students and
- 177 047 OSSLT/TPCL students.

A total of 3718 elementary schools and 879 secondary schools in Ontario’s publicly funded education system participated in EQAO assessments that year. An additional 401 private, First Nation and international schools also participated.

Results for English-Language Schools in Ontario

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions

Primary Division (Grade 3)

According to the data from the 2023–2024 assessment for English-language schools, Grade 3 student achievement results, which are given in relation to the provincial standard, have decreased in reading and writing relative to those from 2022–2023, and have increased in mathematics.

The three-year trend shows a decrease in the percentage of students meeting the provincial standard in reading and writing, and an increase in mathematics.

Assessment results for all participating students:

- 71% of Grade 3 students met the provincial standard in reading in 2023–2024 (73% met the standard in 2022–2023 and in 2021–2022).
- 64% of Grade 3 students met the provincial standard in writing in 2023–2024 (65% met the standard in 2022–2023 and in 2021–2022).
- 61% of Grade 3 students met the provincial standard in mathematics (60% met the standard in 2022–2023, and 59% met the standard in 2021–2022).

Learners’ Context:

Overall, 97% of fully participating students completed the Student Questionnaire, 1408 teachers completed the Teacher Questionnaire, and 1963 principals completed the Principal Questionnaire.

EQAO’s Grade 3 student questionnaire data indicated that

- 71% of respondents like to read, and 58% like to write.
- 73% of respondents think they are a good reader, and 59% think they are a good writer.
- 68% of respondents like math, and 64% think they are good at math.

EQAO's teacher questionnaire data indicated that

- 78% of respondents incorporate student development of transferable skills such as critical thinking and problem solving (e.g., addressing complex issues, making informed decisions, analyzing information) into their general practices.
- 95% of respondents incorporate student development of transferable skills such as communication (e.g., speaking, writing, listening) into their general practices.

EQAO's principal questionnaire data indicated that

- 91% of respondents plan to use this year's EQAO data to identify how well students are meeting curriculum expectations.
- 88% of respondents plan to use this year's EQAO data to inform program planning, resource allocation or teaching practices.

Junior Division (Grade 6)

According to the data from the 2023–2024 assessment for English-language schools, Grade 6 student achievement results, which are given in relation to the provincial standard, have decreased in reading and writing relative to those in 2022–2023, and have remained the same in mathematics.

The three-year trend shows a decrease in the percentage of students meeting the provincial standard in reading and writing, and an increase in mathematics.

Assessment results for all participating students:

- 82% of Grade 6 students met the provincial standard in reading in 2023–2024 (84% met the standard in 2022–2023, and 85% met the standard in 2021–2022).
- 80% of Grade 6 students met the provincial standard in writing in 2023–2024 (84% met the standard in 2022–2023 and in 2021–2022).
- 50% of Grade 6 students met the provincial standard in mathematics (50% met the standard in 2022–2023, and 47% met the standard in 2021–2022).

Learners' Context:

Overall, 98% of fully participating students completed the Student Questionnaire, 1344 teachers completed the Teacher Questionnaire, and 1963 principals completed the Principal Questionnaire.

EQAO's Grade 6 student questionnaire data indicated that

- 60% of respondents like to read, and 52% like to write.
- 69% of respondents think they are a good reader, and 49% think they are a good writer.
- 47% of respondents like math, and 50% think they are good at math.

EQAO's teacher questionnaire data indicated that

- 87% of respondents incorporate student development of transferable skills such as critical thinking and problem solving (e.g., addressing complex issues, making informed decisions, analyzing information) into their general practices.
- 95% of respondents incorporate student development of transferable skills such as communication (e.g., speaking, writing, listening) into their general practices.

EQAO's principal questionnaire data indicated that

- 91% of respondents plan to use this year's EQAO data to identify how well students are meeting curriculum expectations.
- 88% of respondents plan to use this year's EQAO data to inform program planning, resource allocation or teaching practices.

Grade 9 Assessment of Mathematics

According to the data from the 2023–2024 assessment for English-language schools, Grade 9 student achievement results, which are given in relation to the provincial standard, have remained stable relative to those in 2022–2023.

The three-year trend shows that the percentage of students meeting the provincial standard has increased.

Assessment results for all participating students:

- 54% of Grade 9 students met the provincial standard in mathematics in 2023–2024 (54% met the standard in 2022–2023, and 52% met the standard in 2021–2022).

Learners' Context:

Overall, 84% of fully participating students completed the Student Questionnaire, 687 teachers completed the Teacher Questionnaire, and 292 principals completed the Principal Questionnaire.

EQAO's Grade 9 student questionnaire data indicated that

- 48% of respondents like math, and 51% think they are good at math.
- 64% of respondents think they understand most of the math they are taught.

EQAO's teacher questionnaire data indicated that

- 82% of respondents incorporate student development of transferable skills such as critical thinking and problem solving (e.g., addressing complex issues, making informed decisions, analyzing information) into their general practices.
- 70% of respondents incorporate student development of transferable skills such as self-directed learning (e.g., perseverance, growth mindset, goal setting) into their general practices.

EQAO's principal questionnaire data indicated that

- 79% of respondents plan to use this year's EQAO data to identify how well students are meeting curriculum expectations.
- 77% of respondents plan to use this year's EQAO data to inform program planning, resource allocation or teaching practices.

Ontario Secondary School Literacy Test (OSSLT)

According to the data from the 2023–2024 test for English-language schools, overall success rates on the OSSLT are high, showing stability in students' acquisition of the literacy knowledge and skills stated in *The Ontario Curriculum*. It is encouraging to note that the achievement gap between the success rates of students taking the applied course and those taking the academic course has been steadily narrowing over the past three years, although the achievement gap between academic and applied students remains an area of concern.

The three-year trend shows that success rates have increased for first-time eligible students but have decreased for previously eligible students.

Assessment results for all participating students:

- 85% of first-time eligible students who wrote the OSSLT were successful in 2023–2024 (85% were successful in 2022–2023, and 82% were successful in 2021–2022).
- 52% of previously eligible students who wrote the OSSLT were successful in 2023–2024 (63% were successful in 2022–2023, and 85% were successful in 2021–2022*).

*In 2021–2022, the number of Grade 11 and non-graduating Grade 12 students who were previously eligible to take the OSSLT was greater than usual due to the pandemic-related paused assessments in 2019–2020 and 2020–2021. The 2021–2022 assessment results include these students' results.

Learners' Context:

Overall, 80% of fully participating students completed the Student Questionnaire, 189 teachers completed the Teacher Questionnaire, and 292 principals completed the Principal Questionnaire.

EQAO's OSSLT student questionnaire data indicated that

- 47% of respondents read on their own time, and 35% write on their own time.
- 72% of respondents think they are a good reader, and 59% think they are a good writer.
- 76% of respondents think they can read easily, and 62% think they can write easily.

EQAO's teacher questionnaire data indicated that

- 90% of respondents incorporate student development of transferable skills such as communication (e.g., speaking, writing, listening) into their general practices.
- 59% of respondents incorporate student development of transferable skills such as digital literacy (e.g., evaluating information sources, privacy and security) into their general practices.

EQAO's principal questionnaire data indicated that

- 79% of respondents plan to use this year's EQAO data to identify how well students are meeting curriculum expectations.
- 77% of respondents plan to use this year's EQAO data to inform program planning, resource allocation or teaching practices.

Results for French-Language Schools in Ontario

Assessments of Reading, Writing and Mathematics, Primary and Junior Division

Primary Division (Grade 3)

According to the data from the 2023–2024 assessment for French-language schools, Grade 3 student achievement results, which are given in relation to the provincial standard, have increased in reading and mathematics and have decreased in writing relative to those from 2022–2023.

The three-year trend shows an increase in the percentage of students meeting the provincial standard in reading and in mathematics, and stability in writing.

Assessment results for all participating students:

- 84% of Grade 3 students met the provincial standard in reading in 2023–2024 (82% met the standard in 2022–2023, and 81% met the standard in 2021–2022).
- 67% of Grade 3 students met the provincial standard in writing in 2023–2024 (68% met the standard in 2022–2023, and 67% met the standard in 2021–2022).
- 74% of Grade 3 students met the provincial standard in mathematics (70% met the standard in 2022–2023, and 67% met the standard in 2021–2022).

Learners' Context:

Overall, 99% of fully participating students completed the Student Questionnaire, 244 teachers completed the Teacher Questionnaire, and 216 principals completed the Principal Questionnaire.

EQAO's Grade 3 student questionnaire data indicated that

- 69% of respondents like to read, and 60% like to write.
- 65% of respondents think they are a good reader, and 59% think they are a good writer.
- 81% of respondents like math, and 72% think they are good at math.

EQAO's teacher questionnaire data indicated that

- 89% of respondents incorporate student development of transferable skills such as critical thinking and problem solving (e.g., addressing complex issues, making informed decisions, analyzing information) into their general practices.
- 99% of respondents incorporate student development of transferable skills such as communication (e.g., speaking, writing, listening) into their general practices.

EQAO's principal questionnaire data indicated that

- 90% of respondents plan to use this year's EQAO data to identify how well students are meeting curriculum expectations.
- 86% of respondents plan to use this year's EQAO data to inform program planning, resource allocation or teaching practices.

Junior Division (Grade 6)

According to the data from the 2023–2024 assessment for French-language schools, Grade 6 student achievement results, which are given in relation to the provincial standard, are the same in reading relative to those in 2022–2023, have decreased in writing and have increased in mathematics.

The three-year trend shows an exceptionally high percentage of students meeting the provincial standard in reading, a decrease in writing and an increase in mathematics.

Assessment results for all participating students:

- 97% of Grade 6 students met the provincial standard in reading in 2023–2024 (97% met the standard in 2022–2023, and the same percentage met the standard in 2021–2022).
- 79% of Grade 6 students met the provincial standard in writing in 2023–2024 (83% met the standard in 2022–2023, and 80% met the standard in 2021–2022).
- 58% of Grade 6 students met the provincial standard in mathematics in 2023–2024 (55% met the standard in 2022–2023, and 50% met the standard in 2021–2022).

Learners' Context:

Overall, 99% of fully participating students completed the Student Questionnaire, 202 teachers completed the Teacher Questionnaire, and 216 principals completed the Principal Questionnaire.

EQAO's Grade 6 student questionnaire data indicated that

- 57% of respondents like to read, and 50% like to write.
- 61% of respondents think they are a good reader, and 48% think they are a good writer.
- 60% of respondents like math, and 58% think they are good at math.

EQAO's teacher questionnaire data indicated that

- 93% of respondents incorporate student development of transferable skills such as critical thinking and problem solving (e.g., addressing complex issues, making informed decisions, analyzing information) into their general practices.
- 98% of respondents incorporate student development of transferable skills such as communication (e.g., speaking, writing, listening) into their general practices.

EQAO's principal questionnaire data indicated that

- 90% of respondents plan to use this year's EQAO data to identify how well students are meeting curriculum expectations.
- 86% of respondents plan to use this year's EQAO data to inform program planning, resource allocation or teaching practices.

Grade 9 Assessment of Mathematics

According to the data from the 2023–2024 assessment for French-language schools, Grade 9 student achievement results, which are given in relation to the provincial standard, have increased relative to those in 2022–2023.

The three-year trend shows an increase in the percentage of students meeting the provincial standard.

Assessment results for all participating students:

- 61% of Grade 9 students met the provincial standard in mathematics in 2023–2024 (60% met the standard in 2022–2023, and 56% met the standard in 2021–2022).

Learners' Context:

Overall, 91% of fully participating students completed the Student Questionnaire, 90 teachers completed the Teacher Questionnaire, and 59 principals completed the Principal Questionnaire.

EQAO's Grade 9 student questionnaire data indicated that

- 50% of respondents like math, and 52% think they are good at math.
- 65% of respondents think they understand most of the math they are taught.

EQAO's teacher questionnaire data indicated that

- 91% of respondents incorporate student development of transferable skills such as critical thinking and problem solving (e.g., addressing complex issues, making informed decisions, analyzing information) into their general practices.
- 84% of respondents incorporate student development of transferable skills such as self-directed learning (e.g., perseverance, growth mindset, goal setting) into their general practices.

EQAO's principal questionnaire data indicated that

- 83% of respondents plan to use this year's EQAO data to identify how well students are meeting curriculum expectations.

- 80% of respondents plan to use this year’s EQAO data to inform program planning, resource allocation or teaching practices.

Test provincial de compétences linguistiques (TPCL)

According to the data from the 2023–2024 test for French-language schools, overall success rates on the TPCL are high, showing stability in students’ acquisition of the literacy skills stated in *The Ontario Curriculum*. It is encouraging to note that the achievement gap between the success rates of students taking the applied course and those taking the academic course has been steadily narrowing over the past three years, although the achievement gap between academic and applied students remains an area of concern.

The three-year trend shows that success rates have increased for first-time eligible students but have decreased for previously eligible students.

Assessment results for all participating students:

- 92% of first-time eligible students who wrote the TPCL were successful in 2023–2024 (91% were successful in 2022–2023, and 89% were successful in 2021–2022).
- 67% of previously eligible students who wrote the TPCL were successful in 2023–2024 (76% were successful in 2022–2023, and 91% were successful in 2021–2022*).

*In 2021–2022, the number of Grade 11 and non-graduating Grade 12 students who were previously eligible to take the TPCL was greater than usual due to the paused assessments in 2019–2020 and 2020–2021. The 2021–2022 assessment results include these students’ results.

Learners’ Context:

Overall, 87% of fully participating students completed the Student Questionnaire, 35 teachers completed the Teacher Questionnaire, and 59 principals completed the Principal Questionnaire.

EQAO’s TPCL student questionnaire data indicated that

- 39% of respondents read on their own time, and 27% write on their own time.
- 64% of respondents think they are a good reader, and 57% think they are a good writer.
- 73% of respondents think they can read easily, and 64% think they can write easily.

EQAO’s teacher questionnaire data indicated that

- 88% of respondents incorporate student development of transferable skills such as communication (e.g., speaking, writing, listening) into their general practices.

- 75% of respondents incorporate student development of transferable skills such as digital literacy (e.g., evaluating information sources, privacy and security) into their general practices.

EQAO's principal questionnaire data indicated that

- 83% of respondents plan to use this year's EQAO data to identify how well students are meeting curriculum expectations.
- 80% of respondents plan to use this year's EQAO data to inform program planning, resource allocation or teaching practices.

National and International Assessments

EQAO coordinates Ontario's participation in national and international assessments on behalf of the provincial government. Those assessments are developed and administered by external organizations and provide a benchmark of Ontario students' learning in relation to that of students in other education systems and jurisdictions, both nationally and internationally. The results of these assessments contribute to the larger picture of student achievement in Ontario and benefit both the public as well as education policy-makers and thought leaders. During the 2024–2025 fiscal year, Ontario schools participated in the administration of the field test of the Programme for International Student Assessment (PISA), and the field test of the Progress in International Reading Literacy Study (PIRLS). Results of national and international assessments are published through their respective organizations.

Research

EQAO recognizes the need for a continued collaboration with partners to develop evidence-based research programs that lead to equitable and positive educational experiences for all Ontario students. Over the years, research projects leveraging EQAO data have led to a better understanding of the variables affecting not only student achievement but also the conditions that impact students' well-being throughout their educational journey.

Contributing to Education Research

EQAO seeks to share with education partners helpful information gleaned from EQAO data. This past fiscal year, the agency had the opportunity to present research on mathematics at several conferences. In spring 2024, EQAO shared its findings on the impact of COVID-19 on Ontario students' mathematics learning at the American Educational Research Association annual meeting. The agency also attended the Ontario Association for Mathematics Education conference to present released mathematics questions from its assessments, with a focus on strategies to enhance mathematics instruction. Insights from administering large-scale digital assessments inform EQAO's research as well. In summer 2024, EQAO introduced to e-Assessment Association conference attendees the accessibility features in the Ontario Secondary School Literacy Test and discussed the distinct patterns of usage of these features by students. Additionally, the agency explored how to enhance assessment and accountability through technology and collaboration at the Council of Chief State School Officers National Conference on Student Assessment. Toward the end of the fiscal year, EQAO was invited to share presentations at the Association of Test Publishers Conference under the event's theme "Innovations in Testing," covering topics as distinct as assessment and reporting-system design, and assessment improvement through diverse student voices.

Through the years, EQAO's #DataInAction initiative has produced insightful research leading to an increased understanding of the relationship between student self-perception, learning context and achievement, particularly pertaining to mathematics. This fiscal year, the agency continued to host

symposia for school board leads focused on data, research and student achievement. These symposia update participants about recent EQAO research projects and create an opportunity for attendees to network with other professionals from across Ontario. EQAO's symposium held in May 2024 focused on research around students who achieved Level 2 on EQAO's 2022–2023 Grade 9 mathematics assessment, and offered observations on students' strengths and areas for improvement in mathematics. Building from observations on the 2023–2024 results of EQAO's assessments that indicated significant gains in students' mathematics achievement that year by several school boards (due, in part, to tailored and innovative strategies developed locally by educators), the agency's November symposium highlighted effective practices used by school boards that support student success in mathematics. During the fiscal year, EQAO also published on its website a series of research briefs and documents based on EQAO's studies; these include pre- and post-pandemic performance at the elementary-school level, student self-perception and achievement over time, and student comfort with the agency's online assessment platform.

Promoting External Research

EQAO's assessment and questionnaire data inform research initiatives and discussions around the quality of education and the experiences of students. During the fiscal year, the agency responded to 33 data requests that supported researchers and educators from local, national and international jurisdictions. Some of these requests came from education organizations and EQAO partners in external research projects such as Unity Health Toronto, to support their studies into establishing connections between various health initiatives for students in their research network, and the impact of these initiatives on student achievement. Other requests came, for instance, from public libraries identifying the student learning needs of specific school boards to prepare additional targeted library support services. The agency also provided media professionals and other stakeholders with information to assist their journalistic pieces and to broaden their understanding of student achievement and learning in Ontario.

Strategic Priority 2—Support Partners in Using EQAO Data to Improve Student Learning

EQAO aspires to create and deliver excellent programs and services to support the entire education sector. By EQAO promoting a better understanding of the role and operations of the agency along with the value of the data it provides, Ontarians can engage in thought-provoking discussions about education and our publicly funded education system.

Connecting and Engaging with All of Ontario

An important goal of EQAO's communication efforts is making available to Ontarians compelling knowledge about student achievement and students' attitudes to stimulate meaningful conversations about equity, quality and accountability in public education. Reflection and discussion prompt action that can support student success across the province.

EQAO's approach to integrated communications leverages multiple channels and fosters a partnership with schools, school boards and parents and guardians, among others. The agency receives queries from the public, the media, educators and researchers on various matters on a regular basis and provides timely answers and helpful guidance to facilitate a broader and deeper understanding of EQAO's contributions to student learning.

There are many channels through which the agency communicates and builds relationships with audiences, including

- EQAO's website;
- social media platforms;
- news media relations;
- EQAO's information centre;
- engagement with partners and stakeholders;
- virtual and in-person presentations to schools, school boards, faculties of education, parents and guardians and other groups; and
- conferences and events.

During the 2023–2024 school year, EQAO administered its digitalized assessment program across the province. The agency reported its data in an interactive online manner that allows Ontarians to access information adapted to their present delivery needs. The agency's wide-reaching bilingual communications campaign undertaken in the fall of 2024 focused mainly on public engagement and partner relations. The campaign utilized accessible digital communications and a renewed, cohesive look-and-feel implemented on the agency's public channels in autumn 2024.

EQAO leverages its website to deliver achievement and contextual data to the public, conveniently offering under one tab several accessible data-viewing options. To present information at provincial, school and school-board levels, the agency's site offers two different user-friendly platforms. Interactive dashboards give users the ability to select through a simplified interface the type of data desired for a specific administration year. An additional online search function allows users to rapidly view individual schools and school boards' profiles featuring achievement results along with contextual data for that school year. Consistent with previous annual releases of assessment results, the agency continued to offer printable and accessibility-compliant highlights and one-pagers of its achievement and questionnaire data, along with historic data.

Throughout its fall media campaign, the agency publicly released engaging social media posts and distributed media releases to inform about the availability of EQAO data under various formats.

In September 2024, the bilingual media campaign conducted by EQAO

- generated more than 700 English- and French-language news stories in traditional media, such as online, print, radio and television, and involved local and national outlets.
- disseminated valuable information about student learning and brought attention to current student learning issues. Examples are mathematics and literacy achievement trends at the elementary- and secondary-school levels, and the relation between students' perceptions, contexts and habits and their achievement results in mathematics and literacy.

In conjunction with the agency's reporting on its assessment results in September 2024, EQAO introduced a refreshed look for its digital channels and products. In alignment with this initiative, EQAO launched a redesigned website featuring a new vibrant interface, cohesiveness across assessment themes, and simplified menus and search functions that allow for a more seamless navigation for users, while continuing to provide easy-to-access support about EQAO's assessment program and information on the agency's mandate.

As in previous years, EQAO produced series of infographics and summary documents describing, for instance, each assessment's framework, and updated videos that guided viewers through the assessments' process from development to administration to the sharing of results. Leveraging its partnership with students through the EQAO Student Engagement Committee, the agency added to its "You've Got This" video series by developing new shorts featuring committee members sharing encouragement and giving advice, in their own voice, to fellow students about to participate in EQAO assessments. Mainstays of the agency's informative products—sample and practice tests of each of its e-assessments along with alternative formats of its primary- and junior-division and Grade 9 mathematics assessments—were made available publicly.

To support further the public's understanding of EQAO's assessment program, its data and each individual assessment, EQAO offers webinars developed specifically for parents and guardians. This past fiscal year, 5500 attendees participated in these sessions, all of which included a presentation by EQAO staff followed by a live question-and-answer period.

Supporting the Education Community and Ontarians at Large

EQAO's public-facing information centre serves as a primary point of contact not only for the professionals who administer EQAO assessments but also for parents and guardians, students, scorers and other members of the public who wish to connect directly with EQAO. The information centre responds

in a timely manner to various queries and provides regular updates on assessment-administration procedures. During the 2024–2025 fiscal year, EQAO’s information centre responded to more than 6200 calls and 5500 e-mails to support the agency’s partners and stakeholders.

Engaging with Leaders and Expert Partners to Foster Growth in Education

Implementing initiatives that are fair to all EQAO partners and that reflect their current needs is a priority for the agency. As EQAO acknowledges the distinct educational requirements of communities across the province, it recognizes the necessity to form close partnerships with First Nations, Inuit and Métis communities and with equity-deserving groups. The agency positions itself as an active, involved learner as it collaborates with partners to establish programs that will promote and foster equity, diversity, inclusion (EDI) and anti-racism toward the best outcomes possible for each student.

This past fiscal year, EQAO pursued long-term initiatives that speak to its commitment to EDI principles. With the support of partners, a new Black Communities Collaborative Council was implemented, informing every step of the agency’s assessment development activities. Having completed a recent multi-year EDI plan, EQAO worked on actualizing the first pillar of this endeavour by initiating internal activities that assist with equity-related work throughout the agency. EQAO continued to offer training sessions for staff to increase awareness of bias and discrimination; interactive presentations covered topics such as culturally responsive large-scale assessments, anti-racism and allyship with equity-deserving groups, and well-being and mental health in the workplace. These initiatives not only support meeting the needs of partners from various communities better but also promote a safe and welcoming work culture for all staff. In addition to internal work, EQAO presented an overview of its assessment supports and accommodations for students with special education needs at the Council for Exceptional Children’s conference, and met with educators in the field to discuss how EQAO incorporates EDI into its assessment program and corporate culture.

EQAO seeks to involve First Nations, Inuit and Métis partners in each aspect of its assessment program to ensure that Indigenous students’ learning experience is reflected more accurately in EQAO activities, which include the development of assessment items and the creation of resources specifically designed for Indigenous students and educators. Meetings with workgroups such as the First Nations Collaborative Council and the Métis Network took place throughout the year to exchange ideas on EQAO’s assessment program and research initiatives. The agency was pleased to welcome additional members to EQAO’s assessment development and student advisory committees from Indigenous communities as well. This past year also saw several new collaborations with Indigenous partners and artists to conceive resources specifically with First Nation schools in mind, and to design custom illustrations integrated to the agency’s products and website. EQAO continued to participate in educational events such as Indspire’s National Gathering for Indigenous Education conference, and the agency connected individually with Indigenous education partners across Ontario to learn from and support these partners and their students with their assessment experiences.

Strategic Priority 3—Continue to Modernize the Agency Within Budget

To operate as a responsible and effective organization that delivers a world class, evolving large-scale assessment program, EQAO recognizes the importance of being accountable and is committed to transparency and best practices in all aspects of its functions.

Committing to Excellence in Governance and Operations

EQAO recognizes the importance of being accountable to Ontarians and is committed to adhering to Open Government initiative principles and best practices in governance in order to operate as a responsible, effective and fair organization. As an agency of the Government of Ontario, EQAO abides by the *Agencies and Appointments Directive* and its Memorandum of Understanding with the Minister of Education to ensure effective operations and stewardship of public funds.

This fiscal year, EQAO actively pursued the modernization and administration of its provincial elementary- and secondary-level assessment program along with the Mathematics Proficiency Test, and continued to conduct its operations and activities with integrity.

Leading an Agency That Serves Ontarians

EQAO is governed by a board of directors appointed by the Lieutenant Governor in Council. During the 2024–2025 fiscal year, EQAO’s board of directors held five official meetings to oversee the work of the agency in alignment with its mandate as defined by the *Education Quality and Accountability Office Act*, 1996 (the *EQAO Act*). Over the year, the board provided strategic direction and approved the agency’s business plan, financial statements, risk assessments, contract decisions and annual report in accordance with the agency’s *Delegation of Authority Directive*. The Chair serves as the ethics executive for all appointees, including the board of directors.

The board’s connection to EQAO operations is through the Chief Executive Officer (CEO), who is accountable to the board for overseeing the management and the operations of the agency and supervising the agency’s staff. The CEO carries out the roles and responsibilities as approved by the board and communicated through the Chair. The agency operates under the direction set out in the *EQAO Act*, the Memorandum of Understanding and the applicable agency directives set out by the Management Board of Cabinet. The CEO is delegated the duty to manage the day-to-day operational matters of the agency and serves as the ethics executive for EQAO’s staff under the *Public Services of Ontario Act* (PSOA).

The following table identifies all board-of-director appointees during the 2024–2025 fiscal year, the position they held in the board, their attendance to official board meetings conducted that year, along with their respective total remuneration (not including expenses). EQAO’s board of directors held five official meetings during the fiscal year; the April 2025 meeting was a postponement of the March 2025 meeting that was to be held during the fiscal year.

Board Member	Position	Term	Board Meetings Attended	Renumeration
Sanjay Dhebar	Chair (Part-Time)	February 22, 2024– February 21, 2026	June 26, 2024 August 20, 2024 September 26, 2024 December 6, 2024 April 2, 2025	\$20,818
Yvonne Akpoveta	Member (Part-Time)	November 30, 2023–November 29, 2025	June 26, 2024 August 20, 2024 September 26, 2024 December 6, 2024 April 2, 2025	\$1,600
Martyn Beckett	Member (Part-Time)	May 30, 2024– May 29, 2026	June 26, 2024 August 20, 2024 September 26, 2024 December 6, 2024 April 2, 2025	\$4,398
David Belous	Member (Part-Time)	January 19, 2024– January 18, 2026	June 26, 2024 August 20, 2024 September 26, 2024 December 6, 2024 April 2, 2025	\$2,476
Chenthuran Ganesarajah	Member (Part-Time)	May 16, 2024– May 15, 2025	June 26, 2024 August 20, 2024 September 26, 2024 December 6, 2024 April 2, 2025	\$1,212
Ari Laskin	Member (Part-Time)	January 16, 2025– January 15, 2027	April 2, 2025	Nil
Virginia Roth	Member (Part-Time)	February 22, 2024– February 21, 2026	June 26, 2024 August 20, 2024 September 26, 2024 December 6, 2024 April 2, 2025	\$1,400
Kyle Wilson	Member (Part-Time)	June 18, 2024– June 17, 2026	June 26, 2024 August 20, 2024 September 26, 2024 December 6, 2024 April 2, 2025	\$2,552

Alex Yuan	Member (Part-Time)	February 8, 2024- February 7, 2025	June 26, 2024 August 20, 2024 September 26, 2024 December 6, 2024	\$2,300
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Relying on Dedicated and Professional Staff

EQAO’s accomplishments are made possible through the valuable contribution and continued dedication of its employees. The agency recognizes the professionalism and expertise of each member of its staff as EQAO continues the modernization of its assessment program and activities in support of Ontario’s public education system. The successful administration and reporting of the agency’s assessment program this fiscal year is a testament to the knowledge and commitment of staff from across the agency, which has allowed EQAO to become the respected global, award-winning leader in large-scale evaluation it is today.

The agency has a full-time equivalent count of 95 employees, broken down as follows:

- Unionized positions: 77 (OPSEU and AMAPCEO)
- Non-unionized position: 1
- Management positions: 13
- Senior management/executive positions: 3
- Order in Council appointment: 1
- Part-time positions: 0

Collaborating with Advisory Committees

EQAO’s operational direction includes advice from external working groups, composed of knowledgeable experts and representatives, who help guide the agency’s work and inform its thinking on different aspects of its activities:

EQAO Advisory Committee (EAC): With membership from a vast range of organizations in the education sector, this committee provides advice on agency initiatives, policies and programs. Additionally, EAC works to find feasible solutions to challenges raised by its members.

EQAO Student Engagement Committee (ESEC): This committee acts as a unique forum for students to share their ideas and experiences. ESEC represents the student voice in the agency’s activities, ensuring students are informing EQAO’s thinking as the agency continuously improves its programs and products. ESEC is composed of approximately 30 students from Grades 7 to 12 from across Ontario who offer insights on how EQAO can improve its assessment-related programs and increase student engagement.

Modernization in Measurement Advisory Panel (MMAP): This interdisciplinary group helps shape the operations of large-scale assessments and their scoring and reporting activities. The committee is composed of experts who examine facets of the assessment program, such as the experiences of assessment users, authenticity and equity, psychometrics and technology, along with knowledge sharing and reporting.

Psychometrics Advisory Committee (PAC): This committee engages psychometrics experts with the goal of improving and modernizing each of EQAO's large-scale assessments in alignment with best practices in measurement and analysis.

Managing Public Resources Responsibly

EQAO is dedicated to effective business practices, and monitors and evaluates business processes to promote the continuous improvement of its activities. In alignment with applicable government directives, the agency continues to ensure accountability in human resources, finance and procurement along with strong service delivery through all of its operations. Overall, the cost of agency operations for the 2024–2025 fiscal year was approximately \$31.30 million. This represents roughly \$2.4 million additional expenditures compared to the budget outlined in the agency's 2024–2027 business plan (\$28.93M). The major contributors to this variance were the reinstatement of the Mathematics Proficiency Test into the agency's mandate, an increase in payroll expenditures related to the repeal of Bill 124, the filling of vacant positions, and higher costs related to test administration and scoring due to increased student participation and e-assessment system enhancements. These increases in expenditures were partially offset by operational efficiencies within the fiscal year. The agency's funding letter was received in May 2025, and it reflected the updated expenditure forecast for the agency.

Mitigating Risk Across the Agency

EQAO ensures there are processes in place to control quality and diminish risk that could affect the integrity of EQAO's strategic goals, including its assessment results and data, which is crucial to fulfilling the agency's mandate. Likewise, the agency's enterprise risk-management program applies to all aspects of EQAO's operations, and every key decision is made with the consideration of potential risks and their mitigation. Risk-mitigation strategies are in place across the agency and are reported to the audit and finance committee of EQAO's board of directors quarterly and to the Ministry of Education annually. During the past fiscal year, the agency maintained a focus on mitigating EQAO's modernization risks and strengthening a resilient IT ecosystem, along with enhancing several aspects of the agency's business architecture, processes and cybersecurity risk. In response to the latest cybersecurity audit that was undertaken in the education sector, EQAO was the only organization of the nine audited that was recognized for demonstrating a positive trend toward meeting the recommendations provided. Additionally, EQAO continued to ensure that the agency's programs adhere to the government of Ontario's information technology standards (GO-ITS) and policies around potential use of artificial intelligence (AI).

Financial Statements: Year Ended March 31, 2025

This section includes EQAO’s audited financial results for operations ending March 31, 2025, which were funded through Ministry of Education allocations.

Financial Statements of

**EDUCATION QUALITY AND
ACCOUNTABILITY OFFICE**

And Independent Auditor's Report Thereon

Year ended March 31, 2025

**KPMG LLP**

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Telephone 905 265 5900
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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of the
Education Quality and Accountability Office

Opinion

We have audited the financial statements of the Education Quality and Accountability Office (the Entity), which comprise:

- the statement of financial position as at March 31, 2025
- the statement of operations and accumulated surplus for the year then ended
- the statement of changes in net financial assets for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Entity as at March 31, 2025, and its results of operations, its changes in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the **"Auditor's Responsibilities for the Audit of the Financial Statements"** section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.



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- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

A handwritten signature in black ink that reads 'KPMG LLP'. The signature is written in a cursive, stylized font and is underlined with a single horizontal stroke.

Chartered Professional Accountants, Licensed Public Accountants

Vaughan, Canada

June 25, 2025

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

Statement of Financial Position

March 31, 2025, with comparative information for 2024

	2025	2024
Financial Assets		
Cash	\$ 3,081,442	\$ 3,037,195
Restricted investments - board restricted fund (note 2(b))	11,049,494	10,149,737
Accounts receivable (note 3(a))	1,583,861	473,398
	15,714,797	13,660,330
Financial Liabilities		
Accounts payable and accrued liabilities (note 3(b))	3,124,690	1,987,417
Unearned revenue	75,696	56,905
	3,200,386	2,044,322
Net financial assets	12,514,411	11,616,008
Non-Financial Assets		
Prepaid expenses (note 4)	426,816	685,252
Tangible capital assets (note 5)	223,157	229,985
	649,973	915,237
Commitments (note 6)		
Economic dependence (note 11)		
Contingent liability (note 12)		
Accumulated surplus (note 2)	\$ 13,164,384	\$ 12,531,245

See accompanying notes to financial statements.

On behalf of the Board:



Chair



Chief Executive Officer

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

Statement of Operations and Accumulated Surplus

Year ended March 31, 2025, with comparative information for 2024

	2025 Budget (note 10)	2025 Actual	2024 Actual
Revenue:			
Ministry of Education:			
Base allocation payments (note 11)	\$ 31,630,197	\$ 30,963,317	\$ 26,840,185
Interest income (note 2(b))	–	682,263	769,487
Other	–	287,440	271,265
	31,630,197	31,933,020	27,880,937
Expenses:			
Service and rental	15,406,437	14,375,680	12,616,993
Salaries and wages	15,246,862	16,096,244	14,437,193
Transportation and communication	203,124	157,509	151,312
Supplies and equipment (note 5)	773,774	670,448	590,137
	31,630,197	31,299,881	27,795,635
Annual surplus	–	633,139	85,302
Accumulated surplus, beginning of year	12,531,245	12,531,245	12,445,943
Accumulated surplus, end of year	\$ 12,531,245	\$ 13,164,384	\$ 12,531,245
Accumulated surplus comprises:			
Externally restricted (note 2(a))		\$ 2,114,890	\$ 2,381,508
Internally restricted (note 2(b))		11,049,494	10,149,737
		\$ 13,164,384	\$ 12,531,245

See accompanying notes to financial statements.

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

Statement of Changes in Net Financial Assets

Year ended March 31, 2025, with comparative information for 2024

	2025 Budget (note 10)	2025 Actual	2024 Actual
Annual surplus	\$ —	\$ 633,139	\$ 85,302
Acquisition of tangible capital assets	—	(85,332)	(118,014)
Amortization of tangible capital assets (note 5)	116,777	92,160	117,410
	116,777	6,828	(604)
Acquisition of prepaid expenses	—	(426,816)	(685,252)
Use of prepaid expenses	—	685,252	599,400
	—	258,436	(85,852)
Increase (decrease) in net financial assets	116,777	898,403	(1,154)
Net financial assets, beginning of year	11,616,008	11,616,008	11,617,162
Net financial assets, end of year	\$ 11,732,785	\$ 12,514,411	\$ 11,616,008

See accompanying notes to financial statements.

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

Statement of Cash Flows

Year ended March 31, 2025, with comparative information for 2024

	2025	2024
Cash provided by (used in)		
Operating activities:		
Annual surplus	\$ 633,139	\$ 85,302
Amortization of tangible capital assets, which does not affect cash	92,160	117,410
	725,299	202,712
Change in non-cash operating working capital:		
Accounts receivable	(1,110,463)	(305,774)
Accounts payable and accrued liabilities	1,137,273	423,022
Unearned revenue	18,791	18,145
Prepaid expenses	258,436	(85,852)
	1,029,336	252,253
Capital activities:		
Acquisition of tangible capital assets	(85,332)	(118,014)
Investing activities:		
Net change to board restricted fund	(899,757)	(965,855)
Increase (decrease) in cash	44,247	(831,616)
Cash, beginning of year	3,037,195	3,868,811
Cash, end of year	\$ 3,081,442	\$ 3,037,195

See accompanying notes to financial statements.

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

Notes to Financial Statements

Year ended March 31, 2025

The Education Quality and Accountability Office (the "Agency") was established by the Province of Ontario by the *EQAO Act* (June 1996). The Agency was created to ensure greater accountability and to contribute to the enhancement of the quality of education in Ontario. This mandate is satisfied through assessments and reviews based on objective, reliable and relevant information, and the timely public release of that information along with recommendations for system improvement.

1. Significant accounting policies:

These financial statements, which have been prepared in accordance with Canadian public sector accounting standards, as established by the Public Sector Accounting Board of the Chartered Professional Accountants of Canada ("CPA Canada") and, where applicable, the recommendations of the Accounting Standards Board of CPA Canada, reflect the accounting policies set out below:

(a) Revenue recognition:

The Agency is funded by the Ministry of Education in accordance with established budget arrangements. The Agency receives base allocation payments in accordance with the fiscal year's approved budget. These transfer payments are recognized in the financial statements in the year in which the transfer is authorized and all eligibility criteria have been met, except when a transfer gives rise to a liability.

Unearned revenue includes fees for tests to be delivered in future years. Revenue will be recognized in that future year, when the services or products are provided.

Interest income is recognized on an accrual basis.

Other revenue is recognized at the time the service is rendered.

(b) Tangible capital assets:

Tangible capital assets are stated at cost less accumulated amortization. Tangible capital assets are amortized on a straight-line basis over their estimated useful lives as follows:

Computer equipment	3 to 10 years
Furniture and fixtures	5 years

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

Notes to Financial Statements (continued)

Year ended March 31, 2025

1. Significant accounting policies (continued):

For assets acquired or brought into use during the year, amortization is calculated from the month following that in which additions come into operation.

The Agency considers the carrying value of tangible capital assets when events or changes in circumstances indicate that the carrying value of an asset may not be recoverable or when a tangible capital asset no longer contributes to the Agency's ability to provide goods and services. If the Agency expects an asset to generate cash flows less than the asset's carrying value, at the lowest level of identifiable cash flows, the Agency recognizes a loss for the difference between the asset's carrying value and its fair value.

(c) Measurement uncertainty:

The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the year. Such estimates include providing for amortization and impairment of tangible capital assets. Actual results could differ from those estimates.

2. Accumulated surplus:

(a) Externally restricted accumulated surplus:

The Agency receives base allocation payments in accordance with the year's approved budget. Actual expenses incurred in the year could differ from the budgeted amounts. The difference between base allocation payments received and actual expenses incurred are tracked separately as externally restricted accumulated surplus.

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

Notes to Financial Statements (continued)

Year ended March 31, 2025

2. Accumulated surplus (continued):

(b) Internally restricted accumulated surplus:

A board restricted fund was established by a Board of Directors' ("Board") resolution for the purpose of examining assessment processes and researching emerging methodologies in large-scale assessment in order to maintain Ontario's high-quality assessment programs as best of class. As at year end, the balance comprised \$2,991,442 (2024 - \$3,065,353) in cash and \$8,058,052 (2024 - \$7,084,384) of guaranteed investment certificates with maturity dates of January 2027 (2024 - January 2025) and interest of 3.23% (2024 - 5.00%) per annum. According to *the EQAO Act* (June 1996), the *Agencies and Appointment Directive* and the *Financial Administration Act*, the Agency has the authority to retain any revenue that is not provincial funding.

	2025	2024
Balance, beginning of year	\$ 10,149,737	\$ 9,183,882
Appropriation of other income	281,256	265,714
Interest income earned on funds	682,263	769,487
Cost associated with fee-based administration (note 8)	(63,762)	(69,346)
Balance, end of year	\$ 11,049,494	\$ 10,149,737

3. Accounts receivable and accounts payable and accrued liabilities:

(a) Accounts receivable:

Included in accounts receivable is a transfer payment for the following amount:

	2025	2024
Ministry of Education	\$ 1,339,815	\$ 392,571

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

Notes to Financial Statements (continued)

Year ended March 31, 2025

3. Accounts receivable and accounts payable and accrued liabilities (continued):

(b) Accounts payable and accrued liabilities:

Included in accounts payable and accrued liabilities are the following amounts for services in the normal course of operations:

	2025	2024
Ministry of Public and Business Service Delivery	\$ 318,852	\$ 335,384
Ministry of Infrastructure	29,071	—
Ontario School Boards	1,161,976	549,874
Conestoga College	597,678	—
	\$ 2,107,577	\$ 885,258

4. Prepaid expenses:

Prepaid expenses are paid in cash and recorded as assets before they are used or consumed. As at year end, the balance is made up of the following amounts:

	2025	2024
Prepaid expenses	\$ 222,012	\$ 280,922
Prepaid secondees	204,804	404,330
	\$ 426,816	\$ 685,252

5. Tangible capital assets:

			2025	2024
	Cost	Accumulated amortization	Net book value	Net book value
Computer equipment	\$ 1,192,443	\$ 986,567	\$ 205,876	\$ 206,420
Furniture and fixtures	365,172	347,891	17,281	23,565
	\$ 1,557,615	\$ 1,334,458	\$ 223,157	\$ 229,985

Amortization of tangible capital assets recorded in the current year within supplies and equipment expenses amounts to \$92,160 (2024 - \$117,410).

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

Notes to Financial Statements (continued)

Year ended March 31, 2025

6. Commitments:

The Agency leases premises under certain operating lease arrangements with expiry dates up to December 31, 2026. Under the terms of the leases, the Agency is required to pay an annual base rent, which is predetermined based on square footage rates plus operating and maintenance charges. Future minimum annual scheduled payments are as follows:

2026	\$	598,446
2027		453,081
		\$ 1,051,527

7. Financial instruments:

The Agency's financial instruments consist of cash, board restricted investments, accounts receivable and accounts payable and accrued liabilities. Financial instruments are recorded at fair value on initial recognition. The fair values of these financial instruments approximate their carrying values due to their short-term nature.

It is management's opinion that the Agency is not exposed to significant interest, currency or credit risk arising from these financial instruments.

8. Allocation of expenses:

Incremental administration expenses are allocated to fee-based administration revenue. Expenses are allocated proportionately based on the number of individual student assessments administered.

9. Liquidity risk:

Liquidity risk is the risk that the Agency will be unable to fulfill its obligations on a timely basis or at a reasonable cost. The Agency manages its liquidity risk by monitoring its operating requirements. The Agency prepares budget and cash forecasts to ensure it has sufficient funds to fulfill its obligations.

There have been no significant changes to the liquidity risk exposure from 2024.

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

Notes to Financial Statements (continued)

Year ended March 31, 2025

10. Budget:

The budget information has been derived from the budget approved by the Board on June 26, 2024.

11. Economic dependence:

The Agency derives substantially all of its income from the Ministry of Education in the form of base allocation payments. The Agency's ability to carry on operations, realize assets and discharge its liabilities depends on the continued financial support of the Ministry of Education.

12. Contingent liability:

The Agency has been named as a defendant in a legal proceeding for alleged breach of contract. Since the outcome of the litigation is uncertain, no provision has been made in the financial statements for this matter. The Agency will continue to assess the likelihood and potential amount of any future liability related to this matter.

Appendix: Performance Targets, Measures and Analysis

Strategic Priority 1: Ensure Assessments Contribute to Enhancing Student Achievement and Improving Ontario's Education System			
Performance Targets			
Goals	Objectives	Performance Measures	Performance Analysis
A. Ensure that the assessments are conducted efficiently and effectively to maximize student engagement and benefit.	Develop high quality assessments that accurately measure student performance in alignment with large-scale assessment standards.	Develop, deliver, score, analyze and report annually on the Grade 9 Assessment of Mathematics, the OSSLT/TPCL and the primary- and junior-division Assessments of Reading, Writing and Mathematics.	Successfully completed the third online administration and scoring of the large-scale primary- and junior-division Assessments of Reading, Writing and Mathematics; the Grade 9 Assessment of Mathematics; and the OSSLT in English- and French-language schools across the province. All assessment results for the 2023–2024 school year were reported in September 2024.
B. Continue to improve the assessments and analysis of the results to reflect the identities of Ontario's students.	Ensure that assessment design and the evaluation of students' learning align with their needs and individualities.	Work with the Ministry of Education to establish a pathway for EQAO to provide identity-based reports. Report on how the agency has incorporated diverse student identities within the assessment and reporting program.	Continued to work with the Ministry of Education by submitting a decision note and further supporting research about enhancing demographic data collection during assessment administration. Continued to incorporate diverse student identities and cultural responsiveness and relevance within the assessment and reporting program through several initiatives, including

			• collaborating with external experts and committees in the education and research community at large. • engaging individuals from equity-deserving groups and Indigenous writers as assessment content developers. • reviewing and analyzing assessment and EQAO Student Questionnaire content as it pertains to equity, diversity and inclusion (EDI). • creating Indigenous-led EQAO resources to be shared with educators and students in the classroom.
C. Incorporate student voice to ensure relevant and effective assessments.	Ensure students' perspectives are considered and incorporated, as appropriate, within the assessment design, implementation and reporting.	Report on results of EQAO committees, surveys, questionnaires and focus groups that reflect students' voices to improve EQAO assessments.	Continued to account for students' voices by • conducting assessment reviews to ensure content is representative of diverse student identities and experiences. • recruiting EQAO Student Engagement Committee (ESEC) members representing the diverse student population of Ontario. • holding regular ESEC meetings and developing ESEC-led communications products to support other students participating in the agency's assessment program.

D. Analyze best practices in large-scale assessments nationally and internationally to improve student achievement.	Improve EQAO assessments by embedding evidence of national and international best practices in assessment development, analysis and reporting.	Undertake research based on other jurisdictions' experiences in the evolution of large-scale assessment (design, administration, reporting and analysis) and implement recommendations, as appropriate.	Leveraged other jurisdictions' and organizations' experiences around large-scale assessment and evaluation by - engaging in ongoing research on equitable large-scale assessment practices. - collaborating with post-secondary institutions through hosting practicum students to conduct research and data analysis on equity-deserving student groups' sense of belonging and self-perception in their learning. - presenting several EQAO research projects at education forums and conferences. - conducting jurisdictional scans and literature reviews of large-scale assessment practices and analyzing findings. - facilitating external expert-led professional development sessions for staff.
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Strategic Priority 2: Support Partners in Using EQAO Data to Improve Student Learning

Performance Targets

Goals	Objectives	Performance Measures	Performance Analysis
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A. Strengthen the engagement of those in the education community in the understanding of how productive use of EQAO data and reporting can improve instructional classroom practice and student learning.	Engage educational partners through outreach-oriented activities to promote how EQAO data can inform continuous improvement of the school system.	Communicate with partners in education and provide data-informed resources including learning modules, research reports, webinars, videos and other appropriate materials to promote the richness of EQAO data in improving student learning.	Continued to communicate with partners in education and provide data-informed resources by • conducting meetings, webinars and training sessions with school boards; First Nation, Métis and Inuit school teams; and other education partners across the province to leverage EQAO data in support of student achievement and learning. • hosting EQAO #DataInAction symposia for school board researchers, data analysts and other board staff to exchange on best practices in student achievement. • developing research briefs and reports based on EQAO data and sharing this research on EQAO's website and directly with education partners. • providing regular updates on data-based findings to Ministry of Education partners who focus on supporting students with special education needs. • conducting analyses and research in support of large-scale assessment (including scoring) and to inform on the effectiveness of implemented education programs.
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B. Support interested parties in analyzing and integrating EQAO data with other data that focuses on interventions that enhance student learning and well-being.	Establish an accessible and responsive data framework to foster collaboration with interested parties.	Report on analyses and publications with or by partners on the use of EQAO data to improve student well-being and learning experience.	Continued to report on analyses of and publications on the use of EQAO data to improve student experience by • analyzing student questionnaire responses to understand better students' learning experiences. • meeting with school board representatives across Ontario to develop a plan and subsequent pilot project that identify achievement trends, gaps, disparities and disproportionalities among student populations. • publishing research briefs aimed at specific education partners' needs.
C. Educate the public on the purpose and use of EQAO data by school districts and schools/educators to create the contexts for high levels of achievement and well-being for students.	Develop communications products and undertake agency activities geared toward informing the public on the value and role of EQAO and its data in Ontario.	Report on the activities and communications products released to inform and educate the public on the value of EQAO assessments and data.	Continued to inform and educate the public on the value and role of EQAO by • releasing user-friendly and accessible reports, infographics, event summaries, resources and other communications products to support understanding of and engagement with EQAO. • promoting EQAO's mandate and values, along with agency products and interactive tools on social media, highlighting the purpose and use of EQAO data to enhance student learning at all levels.

			- refreshing EQAO's visual identity and website to allow for a more accessible and user-friendly interaction with the agency. - implementing and delivering a successful omni-channel, wide-ranging media campaign to report on EQAO's large-scale assessment results at the school, school board and provincial levels.
Strategic Priority 3: Continue to Modernize the Agency Within Budget			
Performance Targets			
Goals	Objectives	Performance Measures	Performance Analysis
A. Align resource allocation to maximize the impact of the agency modernization.	Ensure effective, efficient and equitable governance, project management and business practices.	Maintain agency operations in alignment with EQAO's governance, policy framework, established processes and government directives.	Continued to align agency operations with EQAO's governance and established policy framework by - promoting cross-agency collaboration to ensure that all departments are aligned in the agency's business operations. - regularly updating agency policies and procedures. - developing and updating, as needed, accessibility, risk, business continuity and other plans to ensure compliance with directives.

			• continuing cross-agency work on the cybersecurity audit. The agency was recognized by the auditor as the only organization of the nine audited that demonstrated a positive trend toward implementing the recommendations offered. • establishing new procedures and models to streamline business processes internally and with vendors. • developing internal plans and strategies to ensure alignment of operations with fiscal year priorities.
	Ensure financial and acquisition accountability in alignment with Ontario Public Service (OPS)–wide standards.	Maintain accurate and timely financial reports in accordance with Public Sector Accounting Board guidelines and have them validated by an external audit process. Monitor and report expenditures every month and conduct an analysis of variances every quarter at a minimum. Align acquisitions with all applicable OPS procurement directives.	Continued to maintain accurate and timely financial reports by completing external audit and financial statements, establishing the budget and submitting the multi-year plan, all in accordance with Public Sector Accounting Board guidelines. Continued to monitor and report expenditures and review variance analyses monthly. Continued to align acquisitions with applicable OPS procurement directives, ensuring involvement of the Legal Services Branch, as required, to ensure compliance.
	Ensure Information Technology (IT) infrastructure and privacy and security posture are in	Strengthen the agency's Information and Information Technology (I&IT) infrastructure, policies and related privacy and	Continued to strengthen the agency's I&IT infrastructure by

	alignment with applicable government standards.	security posture in collaboration with Community Services I&IT Cluster (CSC) and Information Technology Standards (ITS).	- enhancing collaboration with ITS and CSC through a new federated support model and conducting regular touchpoints to ensure that EQAO's infrastructure is up to date and that capacity meets agency requirements. - decommissioning outdated, unsupported operating systems and implementing secure processes for external access through stricter access controls. - aligning with government standards to implement agency-wide reliable business intelligence and performance management applications.
B. Continue to develop data analytics to support school board and provincial education system improvements.	Continue to deliver and enhance engaging and actionable reporting methods.	Report on the improvements to the agency's reporting platforms and channels based on feedback from education partners.	Continued to improve the agency's reporting platforms and channels based on partners' feedback by - making available secure assessment reports and data files to Ministry and other education partners in a timely manner. - establishing new environments that allow for enhanced analysis of e-assessment reporting data. - performing major redesign of reports, including testing and successful resolution of identified issues.

			• negotiating software renewals ahead of time and planning for future improvements to optimize data warehouse structure. • improving service according to the IT general controls industry standard.
C. Continue to nurture an inclusive organizational culture through authentic and ongoing professional learning and employee engagement.	Foster a strong organizational culture founded on a sense of inclusion and belonging.	Develop and offer activities and events that further promote a strong organizational culture, employee engagement, belonging and excellence. Create and/or update job descriptions to better reflect the work that is part of the modernization mandate.	Continued to develop and offer activities and events to ensure employee engagement in the agency's mandate and culture, along with fostering a strong sense of belonging, by • organizing regular all-staff meetings and informal social gatherings. • conducting employee surveys and reporting on responses. • sharing workplace information of interest with all staff. • developing an internal communications plan, including long-term initiatives. Updated job descriptions to support the agency's mandate and evolving responsibilities. Continued to provide training and professional development opportunities to all staff and specific units, as needed, that align with agency operations and values. Supports included online courses, live lunch-and-learn sessions, webinars, workshops

		Provide training and professional development to upskill EQAO's employees to address the changes in the way we do our business. Monitor and maintain facilities as necessary to ensure a safe and healthy workplace environment for all staff and contribute to promoting overall employee wellness.	and the creation of a resource section on the agency's intranet. Continued to monitor and maintain facilities to ensure a safe and healthy environment for all staff by - ensuring a hygienic and safe office space for staff working in the shared workspace model. - developing a new, more efficient platform for facilities requests from staff.
	Implement and report on internal components of the Equity, Diversity and Inclusion Multi-Year Plan (EDI MYP).	Report on progress on the internal components of the EDI MYP.	Reported on the EDI MYP's progress by - introducing a cross-agency EDI MYP progress tracker, allowing units to document the work done to achieve EDI MYP goals. - updating staff at the agency all-staff meetings.

