



Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Response rate for the Province: 2 564 out of 3 423 (75%)

School Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
1. Which of the following grade levels were taught in your school this year?‡		
Jr. kindergarten	2 423	95%
Sr. kindergarten	2 431	95%
Grade 1	2 456	96%
Grade 2	2 461	96%
Grade 3	2 479	97%
Grade 4	2 462	96%
Grade 5	2 459	96%
Grade 6	2 351	92%
Grade 7	1 913	75%
Grade 8	1 905	74%
Grade 9	24	1%
Grades 10 to 12	21	1%
2. On September 30, 2017, what was the total enrolment of students in your school?		
50 or fewer	19	1%
51–150	208	8%
151–250	541	21%
251–350	549	21%
351–450	475	19%
451–550	288	11%
551 or more	473	18%
No response	11	<1%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

‡ Respondents were able to select all options that applied.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

School Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
3. This year, what percentage of the total enrolment of students in your school were absent on an average day?		
0–2%	384	15%
3–5%	1 285	50%
6–10%	708	28%
11–20%	142	6%
more than 20%	11	<1%
No response	34	1%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Background

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
4a. Including this year, for approximately how many years have you been a principal?		
2 years or less	517	20%
3–5 years	588	23%
6–10 years	673	26%
11 years or more	759	30%
No response	27	1%
b. Including this year, for approximately how many years have you been the principal of this school?		
2 years or less	1 323	52%
3–5 years	980	38%
6–10 years	208	8%
11 years or more	23	1%
No response	30	1%
c. Are you the principal of more than one school?		
Yes	98	4%
No	2 437	95%
No response	29	1%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Background

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
5a. Do you have a teaching assignment this year?		
Yes	93	4%
No	2 446	95%
No response	25	1%
b. If yes, what percentage of your time is allocated to your teaching assignment?‡		
10% or less	20	22%
11–25%	42	45%
26–50%	25	27%
More than 50%	6	6%
No response	0	0%

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‡ Numbers and percentages are based on the number of principals who answered “yes” to Question 5a.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
6. How often did staff members at your school meet for the following reasons this year?		
a. To discuss general school issues		
Never or hardly ever	4	<1%
A few times	109	4%
Once a month	1 374	54%
Once every 2 weeks	381	15%
At least once a week	648	25%
No response	48	2%
b. To reflect on school-level data (e.g., EQAO, diagnostic tests) for planning purposes		
Never or hardly ever	27	1%
A few times	1 192	46%
Once a month	1 044	41%
Once every 2 weeks	195	8%
At least once a week	55	2%
No response	51	2%
c. To track student progress		
Never or hardly ever	22	1%
A few times	826	32%
Once a month	1 116	44%
Once every 2 weeks	347	14%
At least once a week	189	7%
No response	64	2%

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Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
d. To participate in school-based professional learning activities (e.g., PLCs, school growth teams)		
Never or hardly ever	29	1%
A few times	774	30%
Once a month	1 371	53%
Once every 2 weeks	246	10%
At least once a week	92	4%
No response	52	2%
e. To reflect on the delivery of the <i>language</i> curriculum (e.g., to plan lessons, discuss instructional strategies and materials)		
Never or hardly ever	188	7%
A few times	1 183	46%
Once a month	793	31%
Once every 2 weeks	217	8%
At least once a week	133	5%
No response	50	2%
f. To coordinate <i>language</i> instruction among teachers		
Never or hardly ever	310	12%
A few times	1 247	49%
Once a month	628	24%
Once every 2 weeks	204	8%
At least once a week	127	5%
No response	48	2%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
g. To reflect on the delivery of the <i>mathematics</i> curriculum (e.g., to plan lessons, discuss instructional strategies and materials)		
Never or hardly ever	18	1%
A few times	678	26%
Once a month	1 230	48%
Once every 2 weeks	391	15%
At least once a week	201	8%
No response	46	2%
h. To coordinate <i>mathematics</i> instruction among teachers		
Never or hardly ever	79	3%
A few times	850	33%
Once a month	1 066	42%
Once every 2 weeks	343	13%
At least once a week	172	7%
No response	54	2%

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Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
7. To what extent do you agree or disagree with the following statements about your school?		
a. Students take pride in this school.		
Strongly disagree or disagree	19	1%
Neither agree nor disagree	107	4%
Agree or strongly agree	2 391	93%
No response	47	2%
b. Teachers take pride in this school.		
Strongly disagree or disagree	19	1%
Neither agree nor disagree	106	4%
Agree or strongly agree	2 390	93%
No response	49	2%
c. There is strong school spirit in this school.		
Strongly disagree or disagree	52	2%
Neither agree nor disagree	232	9%
Agree or strongly agree	2 227	87%
No response	53	2%
d. Students at this school respect one another.		
Strongly disagree or disagree	58	2%
Neither agree nor disagree	226	9%
Agree or strongly agree	2 228	87%
No response	52	2%
e. There is co-operation at this school among students.		
Strongly disagree or disagree	41	2%
Neither agree nor disagree	158	6%
Agree or strongly agree	2 308	90%
No response	57	2%

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Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
f. There is co-operation at this school among teachers.		
Strongly disagree or disagree	81	3%
Neither agree nor disagree	148	6%
Agree or strongly agree	2 286	89%
No response	49	2%
g. There is co-operation at this school among all staff members.		
Strongly disagree or disagree	132	5%
Neither agree nor disagree	228	9%
Agree or strongly agree	2 151	84%
No response	53	2%
h. There is co-operation at this school between students and teachers.		
Strongly disagree or disagree	31	1%
Neither agree nor disagree	136	5%
Agree or strongly agree	2 344	91%
No response	53	2%
i. There is co-operation at this school between teachers and parents or guardians.		
Strongly disagree or disagree	51	2%
Neither agree nor disagree	234	9%
Agree or strongly agree	2 227	87%
No response	52	2%
j. There is respect for diversity (e.g., cultural, ethnic, special needs) at this school.		
Strongly disagree or disagree	38	1%
Neither agree nor disagree	196	8%
Agree or strongly agree	2 268	88%
No response	62	2%

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<i>Number of Respondents</i>	Province*	
	#	%†
8. This question is not reported. Currently under field-testing.		

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Your School

	Province*	
<i>Number of Respondents</i>	2 564	
	#	%†
9. To what extent did your school provide the following opportunities for students this year?		
a. Extended mathematics activities (e.g., mathematics club, mathematics competition)		
Not at all	300	12%
To a small extent	806	31%
To some extent	1 064	41%
To a great extent	339	13%
No response	55	2%
b. Extended science- and technology-related activities (e.g., science fair)		
Not at all	282	11%
To a small extent	827	32%
To some extent	1 029	40%
To a great extent	371	14%
No response	55	2%
c. Extended reading activities (e.g., book club, school-wide reading period)		
Not at all	179	7%
To a small extent	701	27%
To some extent	1 176	46%
To a great extent	450	18%
No response	58	2%
d. Extended writing activities (e.g., writing contest)		
Not at all	432	17%
To a small extent	1 135	44%
To some extent	839	33%
To a great extent	97	4%
No response	61	2%

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Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
e. Extended speaking activities (e.g., school radio, debate club, play, poetry recital)		
Not at all	301	12%
To a small extent	920	36%
To some extent	974	38%
To a great extent	309	12%
No response	60	2%
f. Other extended learning activities (e.g., chess club, concert, trivia challenge, guest speaker)		
Not at all	36	1%
To a small extent	405	16%
To some extent	1 131	44%
To a great extent	933	36%
No response	59	2%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
10. How successful was your school in accomplishing the following with respect to improvement planning for literacy and mathematics this year?		
<u>For reading:</u>		
a. Analyzing data pertaining to your students' achievement		
Not among our activities	145	6%
We struggled with this	102	4%
Somewhat successful	883	34%
Successful	1 158	45%
Very successful	219	9%
No response	57	2%
b. Identifying strategies to improve instruction relative to the curriculum strands and expectations		
Not among our activities	168	7%
We struggled with this	96	4%
Somewhat successful	945	37%
Successful	1 110	43%
Very successful	177	7%
No response	68	3%
c. Implementing early identification activities and programs		
Not among our activities	90	4%
We struggled with this	88	3%
Somewhat successful	776	30%
Successful	1 148	45%
Very successful	395	15%
No response	67	3%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
d. Coordinating instruction among teachers to meet improvement goals		
Not among our activities	193	8%
We struggled with this	189	7%
Somewhat successful	969	38%
Successful	975	38%
Very successful	177	7%
No response	61	2%
e. Clarifying expectations for student achievement		
Not among our activities	159	6%
We struggled with this	98	4%
Somewhat successful	872	34%
Successful	1 202	47%
Very successful	164	6%
No response	69	3%
f. Setting benchmarks (indicators of progress) for monitoring the school's progress		
Not among our activities	196	8%
We struggled with this	192	7%
Somewhat successful	901	35%
Successful	1 013	40%
Very successful	197	8%
No response	65	3%
g. Establishing one or more school improvement teams		
Not among our activities	355	14%
We struggled with this	193	8%
Somewhat successful	737	29%
Successful	933	36%
Very successful	278	11%
No response	68	3%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
h. Meeting the timelines in your school's improvement plan		
Not among our activities	279	11%
We struggled with this	175	7%
Somewhat successful	792	31%
Successful	1 028	40%
Very successful	222	9%
No response	68	3%
i. Providing evidence of the school's progress in meeting improvement goals		
Not among our activities	262	10%
We struggled with this	195	8%
Somewhat successful	878	34%
Successful	987	38%
Very successful	167	7%
No response	75	3%
j. Engaging all staff in improvement activities		
Not among our activities	248	10%
We struggled with this	198	8%
Somewhat successful	842	33%
Successful	1 000	39%
Very successful	206	8%
No response	70	3%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
k. Engaging the school council in improvement activities		
Not among our activities	513	20%
We struggled with this	424	17%
Somewhat successful	923	36%
Successful	531	21%
Very successful	97	4%
No response	76	3%
l. Engaging all parents and guardians in improvement activities		
Not among our activities	364	14%
We struggled with this	600	23%
Somewhat successful	1 083	42%
Successful	405	16%
Very successful	42	2%
No response	70	3%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
For writing:		
a. Analyzing data pertaining to your students' achievement		
Not among our activities	201	8%
We struggled with this	147	6%
Somewhat successful	953	37%
Successful	1 047	41%
Very successful	157	6%
No response	59	2%
b. Identifying strategies to improve instruction relative to the curriculum strands and expectations		
Not among our activities	234	9%
We struggled with this	129	5%
Somewhat successful	998	39%
Successful	1 008	39%
Very successful	122	5%
No response	73	3%
c. Implementing early identification activities and programs		
Not among our activities	201	8%
We struggled with this	154	6%
Somewhat successful	981	38%
Successful	962	38%
Very successful	196	8%
No response	70	3%
d. Coordinating instruction among teachers to meet improvement goals		
Not among our activities	258	10%
We struggled with this	232	9%
Somewhat successful	1 010	39%
Successful	879	34%
Very successful	123	5%
No response	62	2%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
e. Clarifying expectations for student achievement		
Not among our activities	210	8%
We struggled with this	116	5%
Somewhat successful	920	36%
Successful	1 111	43%
Very successful	134	5%
No response	73	3%
f. Setting benchmarks (indicators of progress) for monitoring the school's progress		
Not among our activities	294	11%
We struggled with this	238	9%
Somewhat successful	1 022	40%
Successful	836	33%
Very successful	107	4%
No response	67	3%
g. Establishing one or more school improvement teams		
Not among our activities	431	17%
We struggled with this	237	9%
Somewhat successful	753	29%
Successful	836	33%
Very successful	236	9%
No response	71	3%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
h. Meeting the timelines in your school's improvement plan		
Not among our activities	354	14%
We struggled with this	210	8%
Somewhat successful	807	31%
Successful	935	36%
Very successful	189	7%
No response	69	3%
i. Providing evidence of the school's progress in meeting improvement goals		
Not among our activities	358	14%
We struggled with this	238	9%
Somewhat successful	958	37%
Successful	828	32%
Very successful	104	4%
No response	78	3%
j. Engaging all staff in improvement activities		
Not among our activities	337	13%
We struggled with this	227	9%
Somewhat successful	875	34%
Successful	883	34%
Very successful	168	7%
No response	74	3%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
k. Engaging the school council in improvement activities		
Not among our activities	595	23%
We struggled with this	447	17%
Somewhat successful	909	35%
Successful	455	18%
Very successful	79	3%
No response	79	3%
l. Engaging all parents and guardians in improvement activities		
Not among our activities	468	18%
We struggled with this	640	25%
Somewhat successful	1 024	40%
Successful	328	13%
Very successful	32	1%
No response	72	3%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
For mathematics:		
a. Analyzing data pertaining to your students' achievement		
Not among our activities	7	<1%
We struggled with this	95	4%
Somewhat successful	684	27%
Successful	1 315	51%
Very successful	401	16%
No response	62	2%
b. Identifying strategies to improve instruction relative to the curriculum strands and expectations		
Not among our activities	12	<1%
We struggled with this	83	3%
Somewhat successful	711	28%
Successful	1 284	50%
Very successful	396	15%
No response	78	3%
c. Implementing early identification activities and programs		
Not among our activities	73	3%
We struggled with this	154	6%
Somewhat successful	917	36%
Successful	1 107	43%
Very successful	244	10%
No response	69	3%
d. Coordinating instruction among teachers to meet improvement goals		
Not among our activities	28	1%
We struggled with this	156	6%
Somewhat successful	812	32%
Successful	1 149	45%
Very successful	355	14%
No response	64	2%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
e. Clarifying expectations for student achievement		
Not among our activities	17	1%
We struggled with this	95	4%
Somewhat successful	765	30%
Successful	1 336	52%
Very successful	275	11%
No response	76	3%
f. Setting benchmarks (indicators of progress) for monitoring the school's progress		
Not among our activities	52	2%
We struggled with this	214	8%
Somewhat successful	930	36%
Successful	1 078	42%
Very successful	223	9%
No response	67	3%
g. Establishing one or more school improvement teams		
Not among our activities	74	3%
We struggled with this	145	6%
Somewhat successful	530	21%
Successful	1 192	46%
Very successful	549	21%
No response	74	3%

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Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
h. Meeting the timelines in your school's improvement plan		
Not among our activities	21	1%
We struggled with this	176	7%
Somewhat successful	761	30%
Successful	1 200	47%
Very successful	337	13%
No response	69	3%
i. Providing evidence of the school's progress in meeting improvement goals		
Not among our activities	16	1%
We struggled with this	202	8%
Somewhat successful	872	34%
Successful	1 111	43%
Very successful	280	11%
No response	83	3%
j. Engaging all staff in improvement activities		
Not among our activities	6	<1%
We struggled with this	169	7%
Somewhat successful	724	28%
Successful	1 175	46%
Very successful	417	16%
No response	73	3%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
k. Engaging the school council in improvement activities		
Not among our activities	255	10%
We struggled with this	419	16%
Somewhat successful	948	37%
Successful	688	27%
Very successful	172	7%
No response	82	3%
l. Engaging all parents and guardians in improvement activities		
Not among our activities	151	6%
We struggled with this	628	24%
Somewhat successful	1 116	44%
Successful	511	20%
Very successful	87	3%
No response	71	3%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
11a. Did you use last year’s EQAO data (demographic data, assessment and questionnaire results) at your school?		
Yes	2 444	95%
No	55	2%
No response	65	3%
11b. If yes, how did you use last year’s EQAO data (demographic data, assessment and questionnaire results) at your school?‡§		
a. To identify how well students are meeting curriculum expectations	2 106	86%
b. To identify areas of strength and areas for improvement in elementary programs	2 302	94%
c. To guide school improvement initiatives	2 336	96%
d. To identify where improvements have occurred	1 752	72%
e. To identify what resources are needed and to support their acquisition	1 458	60%
f. To support change in teaching practices	1 999	82%
g. To communicate with parents and guardians about student achievement	1 709	70%
h. To learn more about students at the school (e.g., attitudes, activities outside school)	1 755	72%
i. In ways other than those listed above	248	10%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

‡ Numbers and percentages are based on the number of principals who answered “yes” to Question 11a.

§ Respondents were able to select all options that applied.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%†
12a. Did you communicate your school’s EQAO results from last year to school staff?		
Yes	2 473	96%
No	20	1%
No response	71	3%
12b. If yes, how were your school’s EQAO results from last year communicated to school staff?‡§		
a. Discussed with staff at all-staff meetings	2 115	86%
b. Discussed with staff at other meetings (e.g., grade-level or division meetings, PLCs)	1 976	80%
c. Discussed with members of the school improvement team	1 995	81%
d. Referred staff to the EQAO Web site	985	40%
e. In ways other than those listed above	351	14%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

‡ Numbers and percentages are based on the number of principals who answered “yes” to Question 12a.

§ Respondents were able to select all options that applied.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%†
13a. Did you share information either about EQAO assessments or about the results with parents and guardians this year?		
Yes	2 400	94%
No	82	3%
No response	82	3%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
	2 400	
13b. If yes, how was information about EQAO assessments and results shared with parents and guardians this year?		
<u>About the assessments</u>^{‡§}		
a. Parent-teacher conference	631	26%
b. Newsletter	1 557	65%
c. EQAO template letter	1 538	64%
d. School-created letter	728	30%
e. "EQAO Tests in Elementary School: A Guide for Parents"	1 316	55%
f. Report or profile of school-level assessment results	602	25%
g. School council meeting presentation and/or discussion	1 703	71%
h. Event for parents and guardians with a focus on EQAO	215	9%
i. Part of other event for parents and guardians	204	8%
j. School Web site	869	36%
k. Social media (e.g., blogs, Facebook, Twitter)	339	14%
l. In ways other than those listed above	101	4%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

‡ Numbers and percentages are based on the number of principals who answered "yes" to Question 13a.

§ Respondents were able to select all options that applied.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
2 400		
<u>About the results</u>^{‡§}		
m. Parent-teacher conference	639	27%
n. Newsletter	1 466	61%
o. EQAO template letter	1 198	50%
p. School-created letter	537	22%
q. "EQAO Tests in Elementary School: A Guide for Parents"	809	34%
r. Report or profile of school-level assessment results	1 060	44%
s. School council meeting presentation and/or discussion	2 064	86%
t. Event for parents and guardians with a focus on EQAO	138	6%
u. Part of other event for parents and guardians	161	7%
v. School Web site	904	38%
w. Social media (e.g., blogs, Facebook, Twitter)	213	9%
x. In ways other than those listed above	97	4%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

‡ Numbers and percentages are based on the number of principals who answered "yes" to Question 13a.

§ Respondents were able to select all options that applied.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
14a. Did you share information or resources related to EQAO assessments with parents and guardians this year?		
To Prepare for the Assessments		
Yes	2 126	83%
No	365	14%
No Response	73	3%
14b. If yes, which information or resources related to EQAO assessments did you share with parents and guardians?‡§		
a. "EQAO Tests in Elementary School: A Guide for Parents"	1 559	73%
b. EQAO Web site	1 489	70%
c. Sample tests, student responses and/or scoring guides	1 233	58%
d. EQAO videos (e.g., "About Ontario's Province-Wide Tests")	163	8%
e. PowerPoint presentation "What Parents Need to Know About Province-Wide Testing"	178	8%
f. Information or resources other than those listed above	447	21%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

‡ Numbers and percentages are based on the number of principals who answered "yes" to Question 14a.

§ Respondents were able to select all options that applied.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
14c. Did you share information or resources related to EQAO assessments with parents and guardians this year?		
To Report on the Results		
Yes	1 992	78%
No	484	19%
No Response	88	3%
14d. If yes, which information or resources related to EQAO assessments did you share with parents and guardians?‡§		
a. School and/or board report from EQAO	1 689	85%
b. School and/or board report prepared by school or board	926	46%
c. "6 Questions to Ask When Looking at Your School's Results"	655	33%
d. Information about how EQAO results inform the school improvement plan	926	46%
e. Information or resources other than those listed above	159	8%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

‡ Numbers and percentages are based on the number of principals who answered "yes" to Question 14c.

§ Respondents were able to select all options that applied.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Parental Engagement in Student Learning

	Province*	
<i>Number of Respondents</i>	2 564	
	#	%†
15. How often did you expect teachers to share the following with parents and guardians this year?		
a. The links between EQAO assessments and <i>The Ontario Curriculum</i>		
Never	578	23%
Once	1 125	44%
2–3 times	763	30%
No response	98	4%
b. The links between EQAO results and instructional and/or assessment practices		
Never	615	24%
Once	1 102	43%
2–3 times	742	29%
No response	105	4%
c. Instructional strategies for their child		
Never	38	1%
Once	84	3%
2–3 times	966	38%
About once a month	1 027	40%
About once every 2 weeks	251	10%
At least once a week	96	4%
No response	102	4%
d. Suggestions for what to do at home to support learning		
Never	22	1%
Once	59	2%
2–3 times	794	31%
About once a month	1 114	43%
About once every 2 weeks	306	12%
At least once a week	170	7%
No response	99	4%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
e. Suggestions for resources to use at home to support learning		
Never	23	1%
Once	74	3%
2–3 times	873	34%
About once a month	1 075	42%
About once every 2 weeks	270	11%
At least once a week	143	6%
No response	106	4%
f. Information about their child's progress		
Never	7	<1%
Once	33	1%
2–3 times	820	32%
About once a month	1 076	42%
About once every 2 weeks	373	15%
At least once a week	152	6%
No response	103	4%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Parental Engagement in Student Learning

	Province*	
<i>Number of Respondents</i>	2 564	
	#	%†
16. How successful was your school in accomplishing the following this year?		
a. Helping parents and guardians understand the links between EQAO assessments and <i>The Ontario Curriculum</i>		
We struggled with this	528	21%
Somewhat successful	1 311	51%
Successful	586	23%
Very successful	31	1%
No response	108	4%
b. Helping parents and guardians understand the links between EQAO results and the school improvement plan		
We struggled with this	477	19%
Somewhat successful	1 294	50%
Successful	643	25%
Very successful	42	2%
No response	108	4%
c. Being responsive to the needs of individual parents and guardians (e.g., flexible meeting times)		
We struggled with this	90	4%
Somewhat successful	519	20%
Successful	1 223	48%
Very successful	635	25%
No response	97	4%
d. Keeping all parents and guardians informed about school activities		
We struggled with this	25	1%
Somewhat successful	321	13%
Successful	1 215	47%
Very successful	910	35%
No response	93	4%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
17. To what extent did your school consider parents' and guardians' input about the following this year?		
a. School activities for parents, guardians and families		
Did not ask for input	65	3%
To a small extent	334	13%
To some extent	1 174	46%
To a great extent	869	34%
No response	122	5%
b. Parent and guardian workshops		
Did not ask for input	217	8%
To a small extent	492	19%
To some extent	1 073	42%
To a great extent	638	25%
No response	144	6%
c. Volunteer opportunities at the school		
Did not ask for input	48	2%
To a small extent	268	10%
To some extent	1 091	43%
To a great extent	1 030	40%
No response	127	5%
d. Ways that the school communicates with parents and guardians		
Did not ask for input	57	2%
To a small extent	246	10%
To some extent	1 130	44%
To a great extent	1 009	39%
No response	122	5%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
e. School improvement plan activities		
Did not ask for input	246	10%
To a small extent	743	29%
To some extent	1 222	48%
To a great extent	231	9%
No response	122	5%
f. The school's code of conduct		
Did not ask for input	260	10%
To a small extent	503	20%
To some extent	1 138	44%
To a great extent	536	21%
No response	127	5%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
	2 564	
18. How successful was your school in having parents, guardians and families participate in the following this year?		
a. Mathematics activities for families (e.g., family mathematics nights)		
Not offered	896	35%
We struggled with this	280	11%
Somewhat successful	504	20%
Successful	485	19%
Very successful	294	11%
No response	105	4%
b. Mathematics workshops for parents and guardians		
Not offered	1 334	52%
We struggled with this	342	13%
Somewhat successful	359	14%
Successful	296	12%
Very successful	121	5%
No response	112	4%
c. Literacy activities for families (e.g., family literacy nights)		
Not offered	1 209	47%
We struggled with this	290	11%
Somewhat successful	559	22%
Successful	315	12%
Very successful	76	3%
No response	115	4%
d. Literacy workshops for parents and guardians		
Not offered	1 513	59%
We struggled with this	341	13%
Somewhat successful	377	15%
Successful	176	7%
Very successful	39	2%
No response	118	5%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
e. Information sessions about ways to support their child (e.g., academically, socially)		
Not offered	594	23%
We struggled with this	280	11%
Somewhat successful	840	33%
Successful	582	23%
Very successful	154	6%
No response	114	4%
f. Information sessions about the administration of EQAO assessments		
Not offered	1 497	58%
We struggled with this	285	11%
Somewhat successful	415	16%
Successful	216	8%
Very successful	36	1%
No response	115	4%
g. Information sessions about EQAO results		
Not offered	1 395	54%
We struggled with this	280	11%
Somewhat successful	502	20%
Successful	242	9%
Very successful	27	1%
No response	118	5%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Parental Engagement in Student Learning

	Province*	
<i>Number of Respondents</i>	2 564	
	#	%†
19. To what extent did the parents and guardians of the students at your school do the following this year?		
a. Participated in discussions about EQAO results and how they relate to the school improvement plan		
Not at all	588	23%
To a small extent	1 223	48%
To some extent	596	23%
To a great extent	45	2%
No response	112	4%
b. Participated in school activities for parents, guardians and families		
Not at all	174	7%
To a small extent	538	21%
To some extent	1 060	41%
To a great extent	683	27%
No response	109	4%
c. Showed support for teachers' efforts		
Not at all	47	2%
To a small extent	346	13%
To some extent	1 271	50%
To a great extent	790	31%
No response	110	4%
d. Volunteered in classroom activities		
Not at all	86	3%
To a small extent	680	27%
To some extent	1 195	47%
To a great extent	496	19%
No response	107	4%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2017–2018

Principal Questionnaire

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
e. Worked collaboratively with teachers to ensure that students met learning goals		
Not at all	108	4%
To a small extent	760	30%
To some extent	1 251	49%
To a great extent	339	13%
No response	106	4%

* Numbers and percentages are based on the total number of principals who completed the questionnaire.

† Percentages may not add up to 100, due to rounding.