



Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Response rate for the Province: 2 121 out of 3 254 (65%)

School Demographics

<i>Number of Respondents</i>	Province*	
	2 121	
	#	%†
1. Which of the following grade levels were taught in your school this year? Check all that apply.		
Jr. kindergarten	2 017	95%
Sr. kindergarten	2 026	96%
Grade 1	2 040	96%
Grade 2	2 043	96%
Grade 3	2 046	96%
Grade 4	2 042	96%
Grade 5	2 044	96%
Grade 6	1 947	92%
Grade 7	1 563	74%
Grade 8	1 551	73%
Grade 9	22	1%
Grades 10 to 12	18	1%
2. On September 30, 2016, what was the total enrolment of students in your school?		
50 or fewer	19	1%
51–150	175	8%
151–250	449	21%
251–350	486	23%
351–450	365	17%
451–550	251	12%
551 or more	370	17%
No response	6	<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.

Note: N/D “No data available” is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

School Demographics

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
3. This year, what percentage of the total enrolment of students in your school were absent on an average day?		
0–2%	369	17%
3–5%	1 111	52%
6–10%	529	25%
11–20%	85	4%
more than 20%	6	<1%
No response	21	1%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Background

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
4. What is your gender?		
Female	1 409	66%
Male	687	32%
No response	25	1%
5a. Including this year, for approximately how many years have you been a principal?		
2 years or less	422	20%
3–5 years	473	22%
6–10 years	623	29%
11 years or more	593	28%
No response	10	<1%
b. Including this year, for approximately how many years have you been the principal of this school?		
2 years or less	1 079	51%
3–5 years	838	40%
6–10 years	182	9%
11 years or more	15	1%
No response	7	<1%
c. Are you the principal of more than one school?		
Yes	76	4%
No	2 033	96%
No response	12	1%

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Principal Questionnaire

Background

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
6a. Do you have a teaching assignment this year?		
Yes	79	4%
No	2 037	96%
No response	5	<1%
b. If yes, what percentage of your time is allocated to your teaching assignment?‡		
10% or less	14	18%
11–25%	34	43%
26–50%	24	30%
More than 50%	7	9%
No response	0	0%

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‡ Numbers and percentages are based on the number of principals who answered “yes” to Question 6a.

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Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
7. How often did staff members at your school meet for the following reasons this year? Consider both formal and informal meetings.		
a. To discuss general school issues		
Never or hardly ever	10	<1%
A few times	120	6%
Once a month	1 125	53%
Once every 2 weeks	334	16%
At least once a week	506	24%
No response	26	1%
b. To reflect on school-level data (e.g., EQAO, diagnostic tests) for planning purposes		
Never or hardly ever	34	2%
A few times	1 018	48%
Once a month	840	40%
Once every 2 weeks	153	7%
At least once a week	51	2%
No response	25	1%
c. To track student progress		
Never or hardly ever	27	1%
A few times	712	34%
Once a month	886	42%
Once every 2 weeks	298	14%
At least once a week	161	8%
No response	37	2%

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Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
d. To participate in school-based professional learning activities (e.g., PLCs, school growth teams)		
Never or hardly ever	31	1%
A few times	573	27%
Once a month	1 212	57%
Once every 2 weeks	220	10%
At least once a week	61	3%
No response	24	1%
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	170	8%
A few times	990	47%
Once a month	652	31%
Once every 2 weeks	178	8%
At least once a week	105	5%
No response	26	1%
f. To coordinate <i>language</i> instruction among teachers		
Never or hardly ever	286	13%
A few times	1 012	48%
Once a month	523	25%
Once every 2 weeks	171	8%
At least once a week	102	5%
No response	27	1%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
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	22	1%
A few times	536	25%
Once a month	1 012	48%
Once every 2 weeks	369	17%
At least once a week	158	7%
No response	24	1%
h. To coordinate <i>mathematics</i> instruction among teachers		
Never or hardly ever	74	3%
A few times	670	32%
Once a month	888	42%
Once every 2 weeks	315	15%
At least once a week	142	7%
No response	32	2%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
8. 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	25	1%
Neither agree nor disagree	71	3%
Agree or strongly agree	1 998	94%
No response	27	1%
b. Teachers take pride in this school.		
Strongly disagree or disagree	29	1%
Neither agree nor disagree	88	4%
Agree or strongly agree	1 976	93%
No response	28	1%
c. There is strong school spirit in this school.		
Strongly disagree or disagree	55	3%
Neither agree nor disagree	181	9%
Agree or strongly agree	1 855	87%
No response	30	1%
d. Students at this school respect one another.		
Strongly disagree or disagree	41	2%
Neither agree nor disagree	169	8%
Agree or strongly agree	1 885	89%
No response	26	1%
e. There is co-operation at this school among students.		
Strongly disagree or disagree	35	2%
Neither agree nor disagree	111	5%
Agree or strongly agree	1 946	92%
No response	29	1%

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Your School

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	#	%†
	2 121	
f. There is co-operation at this school among teachers.		
Strongly disagree or disagree	59	3%
Neither agree nor disagree	157	7%
Agree or strongly agree	1 875	88%
No response	30	1%
g. There is co-operation at this school among all staff members.		
Strongly disagree or disagree	117	6%
Neither agree nor disagree	214	10%
Agree or strongly agree	1 760	83%
No response	30	1%
h. There is co-operation at this school between students and teachers.		
Strongly disagree or disagree	32	2%
Neither agree nor disagree	110	5%
Agree or strongly agree	1 949	92%
No response	30	1%
i. There is co-operation at this school between teachers and parents or guardians.		
Strongly disagree or disagree	44	2%
Neither agree nor disagree	189	9%
Agree or strongly agree	1 854	87%
No response	34	2%
j. There is respect for diversity (e.g., cultural, ethnic, special needs) at this school.		
Strongly disagree or disagree	44	2%
Neither agree nor disagree	144	7%
Agree or strongly agree	1 890	89%
No response	43	2%

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<i>Number of Respondents</i>	Province*	
	#	%†
9. 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), 2016–2017

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
10. 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	302	14%
To a small extent	633	30%
To some extent	871	41%
To a great extent	281	13%
No response	34	2%
b. Extended science- and technology-related activities (e.g., science fair)		
Not at all	328	15%
To a small extent	694	33%
To some extent	823	39%
To a great extent	241	11%
No response	35	2%
c. Extended reading activities (e.g., book club, school-wide reading period)		
Not at all	166	8%
To a small extent	634	30%
To some extent	944	45%
To a great extent	340	16%
No response	37	2%
d. Extended writing activities (e.g., writing contest)		
Not at all	424	20%
To a small extent	914	43%
To some extent	670	32%
To a great extent	71	3%
No response	42	2%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
e. Extended speaking activities (e.g., school radio, debate club, play, poetry recital)		
Not at all	305	14%
To a small extent	768	36%
To some extent	768	36%
To a great extent	244	12%
No response	36	2%
f. Other extended learning activities (e.g., chess club, concert, trivia challenge, guest speaker)		
Not at all	51	2%
To a small extent	394	19%
To some extent	907	43%
To a great extent	735	35%
No response	34	2%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
11. 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	115	5%
We struggled with this	99	5%
Somewhat successful	787	37%
Successful	893	42%
Very successful	183	9%
No response	44	2%
b. Identifying strategies to improve instruction relative to the curriculum strands and expectations		
Not among our activities	161	8%
We struggled with this	85	4%
Somewhat successful	803	38%
Successful	884	42%
Very successful	139	7%
No response	49	2%
c. Implementing early identification activities and programs		
Not among our activities	98	5%
We struggled with this	83	4%
Somewhat successful	652	31%
Successful	961	45%
Very successful	276	13%
No response	51	2%

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Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
d. Coordinating instruction among teachers to meet improvement goals		
Not among our activities	170	8%
We struggled with this	166	8%
Somewhat successful	808	38%
Successful	787	37%
Very successful	148	7%
No response	42	2%
e. Clarifying expectations for student achievement		
Not among our activities	139	7%
We struggled with this	65	3%
Somewhat successful	775	37%
Successful	954	45%
Very successful	139	7%
No response	49	2%
f. Setting benchmarks (indicators of progress) for monitoring the school's progress		
Not among our activities	185	9%
We struggled with this	182	9%
Somewhat successful	747	35%
Successful	808	38%
Very successful	147	7%
No response	52	2%
g. Establishing one or more school improvement teams		
Not among our activities	335	16%
We struggled with this	165	8%
Somewhat successful	577	27%
Successful	767	36%
Very successful	219	10%
No response	58	3%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
h. Meeting the timelines in your school's improvement plan		
Not among our activities	270	13%
We struggled with this	139	7%
Somewhat successful	658	31%
Successful	846	40%
Very successful	154	7%
No response	54	3%
i. Providing evidence of the school's progress in meeting improvement goals		
Not among our activities	254	12%
We struggled with this	169	8%
Somewhat successful	758	36%
Successful	755	36%
Very successful	120	6%
No response	65	3%
j. Engaging all staff in improvement activities		
Not among our activities	252	12%
We struggled with this	173	8%
Somewhat successful	645	30%
Successful	807	38%
Very successful	181	9%
No response	63	3%

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Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
k. Engaging the school council in improvement activities		
Not among our activities	441	21%
We struggled with this	371	17%
Somewhat successful	744	35%
Successful	424	20%
Very successful	70	3%
No response	71	3%
l. Engaging all parents and guardians in improvement activities		
Not among our activities	314	15%
We struggled with this	519	24%
Somewhat successful	866	41%
Successful	321	15%
Very successful	38	2%
No response	63	3%

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Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
For writing:		
a. Analyzing data pertaining to your students' achievement		
Not among our activities	164	8%
We struggled with this	137	6%
Somewhat successful	841	40%
Successful	799	38%
Very successful	133	6%
No response	47	2%
b. Identifying strategies to improve instruction relative to the curriculum strands and expectations		
Not among our activities	207	10%
We struggled with this	118	6%
Somewhat successful	849	40%
Successful	800	38%
Very successful	97	5%
No response	50	2%
c. Implementing early identification activities and programs		
Not among our activities	211	10%
We struggled with this	153	7%
Somewhat successful	760	36%
Successful	820	39%
Very successful	124	6%
No response	53	2%
d. Coordinating instruction among teachers to meet improvement goals		
Not among our activities	234	11%
We struggled with this	197	9%
Somewhat successful	826	39%
Successful	717	34%
Very successful	105	5%
No response	42	2%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
e. Clarifying expectations for student achievement		
Not among our activities	199	9%
We struggled with this	91	4%
Somewhat successful	788	37%
Successful	890	42%
Very successful	104	5%
No response	49	2%
f. Setting benchmarks (indicators of progress) for monitoring the school's progress		
Not among our activities	264	12%
We struggled with this	230	11%
Somewhat successful	794	37%
Successful	703	33%
Very successful	77	4%
No response	53	2%
g. Establishing one or more school improvement teams		
Not among our activities	409	19%
We struggled with this	187	9%
Somewhat successful	602	28%
Successful	687	32%
Very successful	171	8%
No response	65	3%

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Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
h. Meeting the timelines in your school's improvement plan		
Not among our activities	350	17%
We struggled with this	155	7%
Somewhat successful	653	31%
Successful	770	36%
Very successful	136	6%
No response	57	3%
i. Providing evidence of the school's progress in meeting improvement goals		
Not among our activities	345	16%
We struggled with this	208	10%
Somewhat successful	784	37%
Successful	637	30%
Very successful	82	4%
No response	65	3%
j. Engaging all staff in improvement activities		
Not among our activities	335	16%
We struggled with this	192	9%
Somewhat successful	664	31%
Successful	714	34%
Very successful	152	7%
No response	64	3%

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Your School

<i>Number of Respondents</i>	Province*	
	#	%†
k. Engaging the school council in improvement activities		
Not among our activities	501	24%
We struggled with this	390	18%
Somewhat successful	716	34%
Successful	384	18%
Very successful	58	3%
No response	72	3%
l. Engaging all parents and guardians in improvement activities		
Not among our activities	393	19%
We struggled with this	533	25%
Somewhat successful	824	39%
Successful	274	13%
Very successful	29	1%
No response	68	3%

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Principal Questionnaire

Your School

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	#	%†
	2 121	
For mathematics:		
a. Analyzing data pertaining to your students' achievement		
Not among our activities	10	<1%
We struggled with this	95	4%
Somewhat successful	595	28%
Successful	1 021	48%
Very successful	352	17%
No response	48	2%
b. Identifying strategies to improve instruction relative to the curriculum strands and expectations		
Not among our activities	11	1%
We struggled with this	69	3%
Somewhat successful	584	28%
Successful	1 063	50%
Very successful	345	16%
No response	49	2%
c. Implementing early identification activities and programs		
Not among our activities	84	4%
We struggled with this	147	7%
Somewhat successful	786	37%
Successful	863	41%
Very successful	188	9%
No response	53	2%
d. Coordinating instruction among teachers to meet improvement goals		
Not among our activities	20	1%
We struggled with this	135	6%
Somewhat successful	655	31%
Successful	962	45%
Very successful	306	14%
No response	43	2%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

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Your School

<i>Number of Respondents</i>	Province*	
	#	%†
e. Clarifying expectations for student achievement		
Not among our activities	20	1%
We struggled with this	63	3%
Somewhat successful	670	32%
Successful	1 080	51%
Very successful	235	11%
No response	53	2%
f. Setting benchmarks (indicators of progress) for monitoring the school's progress		
Not among our activities	60	3%
We struggled with this	225	11%
Somewhat successful	742	35%
Successful	866	41%
Very successful	175	8%
No response	53	2%
g. Establishing one or more school improvement teams		
Not among our activities	55	3%
We struggled with this	106	5%
Somewhat successful	447	21%
Successful	979	46%
Very successful	474	22%
No response	60	3%

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Principal Questionnaire

Your School

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	#	%†
	2 121	
h. Meeting the timelines in your school's improvement plan		
Not among our activities	29	1%
We struggled with this	129	6%
Somewhat successful	651	31%
Successful	994	47%
Very successful	269	13%
No response	49	2%
i. Providing evidence of the school's progress in meeting improvement goals		
Not among our activities	37	2%
We struggled with this	170	8%
Somewhat successful	734	35%
Successful	912	43%
Very successful	203	10%
No response	65	3%
j. Engaging all staff in improvement activities		
Not among our activities	14	1%
We struggled with this	144	7%
Somewhat successful	560	26%
Successful	964	45%
Very successful	378	18%
No response	61	3%

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Note: N/D "No data available" is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Your School

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
k. Engaging the school council in improvement activities		
Not among our activities	182	9%
We struggled with this	374	18%
Somewhat successful	783	37%
Successful	566	27%
Very successful	145	7%
No response	71	3%
l. Engaging all parents and guardians in improvement activities		
Not among our activities	106	5%
We struggled with this	557	26%
Somewhat successful	897	42%
Successful	415	20%
Very successful	86	4%
No response	60	3%

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Note: N/D “No data available” is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%†
12a. Did you use last year’s EQAO data (demographic data, assessment and questionnaire results) at your school?		
Yes	1 948	92%
No	110	5%
No response	63	3%
12b. If yes, how did you use last year’s EQAO data (demographic data, assessment and questionnaire results) at your school? Check all that apply.‡		
a. To identify how well students are meeting curriculum expectations	1 676	86%
b. To identify areas of strength and areas for improvement in elementary programs	1 864	96%
c. To guide school improvement initiatives	1 856	95%
d. To identify where improvements have occurred	1 371	70%
e. To identify what resources are needed and to support their acquisition	1 184	61%
f. To support change in teaching practices	1 623	83%
g. To communicate with parents and guardians about student achievement	1 415	73%
h. To learn more about students at the school (e.g., attitudes, activities outside school)	1 415	73%
i. In ways other than those listed above	196	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 12a.

Note: N/D “No data available” is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%†
13a. Did you communicate your school’s EQAO results from last year to school staff?		
Yes	1 984	94%
No	71	3%
No response	66	3%
13b. If yes, how were your school’s EQAO results from last year communicated to school staff? Check all that apply.‡		
a. Discussed with staff at all-staff meetings	1 642	83%
b. Discussed with staff at other meetings (e.g., grade-level or division meetings, PLCs)	1 623	82%
c. Discussed with members of the school improvement team	1 626	82%
d. Referred staff to the EQAO Web site	834	42%
e. In ways other than those listed above	266	13%

* Numbers and percentages are based on the total number of principals who completed a 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 13a.

Note: N/D “No data available” is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%†
14a. Did you share information either about EQAO assessments or about the results with parents and guardians this year?		
Yes	1 943	92%
No	114	5%
No response	64	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.

Note: N/D “No data available” is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
	1 943	
14b. If yes, how was information about EQAO assessments and results shared with parents and guardians this year? Check all that apply.‡		
<u>About the assessments</u>		
a. Parent-teacher conference	500	26%
b. Newsletter	1 325	68%
c. EQAO template letter	1 304	67%
d. School-created letter	610	31%
e. "EQAO Tests in Elementary School: A Guide for Parents"	1 143	59%
f. Report or profile of school-level assessment results	513	26%
g. School council meeting presentation and/or discussion	1 359	70%
h. Event for parents and guardians with a focus on EQAO	187	10%
i. Part of other event for parents and guardians	136	7%
j. School Web site	712	37%
k. Social media (e.g., blogs, Facebook, Twitter)	267	14%
l. In ways other than those listed above	68	3%

* 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 14a.

Note: N/D "No data available" is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%
1 943		
<u>About the results</u>[‡]		
m. Parent-teacher conference	489	25%
n. Newsletter	1 265	65%
o. EQAO template letter	978	50%
p. School-created letter	463	24%
q. "EQAO Tests in Elementary School: A Guide for Parents"	669	34%
r. Report or profile of school-level assessment results	902	46%
s. School council meeting presentation and/or discussion	1 666	86%
t. Event for parents and guardians with a focus on EQAO	112	6%
u. Part of other event for parents and guardians	122	6%
v. School Web site	770	40%
w. Social media (e.g., blogs, Facebook, Twitter)	191	10%
x. In ways other than those listed above	65	3%

* 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 14a.

Note: N/D "No data available" is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
15a. Did you share information or resources related to EQAO assessments with parents and guardians this year?		
To Prepare for the Assessments		
Yes	1 753	83%
No	299	14%
No Response	69	3%
15b. If yes, which information or resources related to EQAO assessments did you share with parents and guardians? Check all that apply.‡		
a. "EQAO Tests in Elementary School: A Guide for Parents"	1 318	75%
b. EQAO Web site	1 268	72%
c. Sample tests, student responses and/or scoring guides	975	56%
d. EQAO videos (e.g., "About Ontario's Province-Wide Tests")	141	8%
e. PowerPoint presentation "What Parents Need to Know About Province-Wide Testing"	152	9%
f. Information or resources other than those listed above	347	20%

* Numbers and percentages are based on the total number of principals who completed a 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 15a.

Note: N/D "No data available" is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Use of EQAO Resources

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
15c. Did you share information or resources related to EQAO assessments with parents and guardians this year?		
To Report on the Results		
Yes	1 632	77%
No	409	19%
No Response	80	4%
15d. If yes, which information or resources related to EQAO assessments did you share with parents and guardians? Check all that apply.‡		
a. School and/or board report from EQAO	1 353	83%
b. School and/or board report prepared by school or board	796	49%
c. "6 Questions to Ask When Looking at Your School's Results"	541	33%
d. Information about how EQAO results inform the school improvement plan	770	47%
e. Information or resources other than those listed above	153	9%

* 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 15c.

Note: N/D "No data available" is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
16. 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	491	23%
Once	903	43%
2–3 times	638	30%
No response	89	4%
b. The links between EQAO results and instructional and/or assessment practices		
Never	526	25%
Once	870	41%
2–3 times	626	30%
No response	99	5%
c. Instructional strategies for their child		
Never	31	1%
Once	81	4%
2–3 times	793	37%
About once a month	863	41%
About once every 2 weeks	196	9%
At least once a week	72	3%
No response	85	4%
d. Suggestions for what to do at home to support learning		
Never	15	1%
Once	49	2%
2–3 times	611	29%
About once a month	981	46%
About once every 2 weeks	253	12%
At least once a week	131	6%
No response	81	4%

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

Note: N/D “No data available” is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

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	20	1%
Once	61	3%
2–3 times	685	32%
About once a month	955	45%
About once every 2 weeks	214	10%
At least once a week	101	5%
No response	85	4%
f. Information about their child's progress		
Never	4	<1%
Once	22	1%
2–3 times	720	34%
About once a month	837	39%
About once every 2 weeks	324	15%
At least once a week	127	6%
No response	87	4%

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Parental Engagement in Student Learning

	Province*	
<i>Number of Respondents</i>	2 121	
	#	%†
17. 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	493	23%
Somewhat successful	1 029	49%
Successful	477	22%
Very successful	28	1%
No response	94	4%
b. Helping parents and guardians understand the links between EQAO results and the school improvement plan		
We struggled with this	438	21%
Somewhat successful	1 011	48%
Successful	547	26%
Very successful	33	2%
No response	92	4%
c. Being responsive to the needs of individual parents and guardians (e.g., flexible meeting times)		
We struggled with this	78	4%
Somewhat successful	479	23%
Successful	990	47%
Very successful	487	23%
No response	87	4%
d. Keeping all parents and guardians informed about school activities		
We struggled with this	24	1%
Somewhat successful	285	13%
Successful	959	45%
Very successful	767	36%
No response	86	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.

Note: N/D “No data available” is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
18. 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	47	2%
To a small extent	314	15%
To some extent	1 011	48%
To a great extent	648	31%
No response	101	5%
b. Parent and guardian workshops		
Did not ask for input	209	10%
To a small extent	452	21%
To some extent	880	41%
To a great extent	471	22%
No response	109	5%
c. Volunteer opportunities at the school		
Did not ask for input	41	2%
To a small extent	235	11%
To some extent	897	42%
To a great extent	843	40%
No response	105	5%
d. Ways that the school communicates with parents and guardians		
Did not ask for input	57	3%
To a small extent	267	13%
To some extent	913	43%
To a great extent	782	37%
No response	102	5%

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Note: N/D "No data available" is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
e. School improvement plan activities		
Did not ask for input	235	11%
To a small extent	656	31%
To some extent	937	44%
To a great extent	188	9%
No response	105	5%
f. The school's code of conduct		
Did not ask for input	242	11%
To a small extent	494	23%
To some extent	888	42%
To a great extent	389	18%
No response	108	5%

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

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Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Parental Engagement in Student Learning

<i>Number of Respondents</i>	Province*	
	#	%†
	2 121	
19. 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	785	37%
We struggled with this	227	11%
Somewhat successful	412	19%
Successful	350	17%
Very successful	256	12%
No response	91	4%
b. Mathematics workshops for parents and guardians		
Not offered	1 099	52%
We struggled with this	254	12%
Somewhat successful	335	16%
Successful	217	10%
Very successful	124	6%
No response	92	4%
c. Literacy activities for families (e.g., family literacy nights)		
Not offered	1 113	52%
We struggled with this	221	10%
Somewhat successful	413	19%
Successful	230	11%
Very successful	47	2%
No response	97	5%
d. Literacy workshops for parents and guardians		
Not offered	1 332	63%
We struggled with this	261	12%
Somewhat successful	278	13%
Successful	123	6%
Very successful	25	1%
No response	102	5%

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Note: N/D “No data available” is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

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	538	25%
We struggled with this	234	11%
Somewhat successful	687	32%
Successful	456	21%
Very successful	109	5%
No response	97	5%
f. Information sessions about the administration of EQAO assessments		
Not offered	1 278	60%
We struggled with this	208	10%
Somewhat successful	334	16%
Successful	171	8%
Very successful	35	2%
No response	95	4%
g. Information sessions about EQAO results		
Not offered	1 177	55%
We struggled with this	189	9%
Somewhat successful	426	20%
Successful	205	10%
Very successful	27	1%
No response	97	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.

Note: N/D “No data available” is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Principal Questionnaire

Parental Engagement in Student Learning

	Province*	
<i>Number of Respondents</i>	2 121	
	#	%†
20. 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	548	26%
To a small extent	971	46%
To some extent	469	22%
To a great extent	40	2%
No response	93	4%
b. Participated in school activities for parents, guardians and families		
Not at all	181	9%
To a small extent	438	21%
To some extent	863	41%
To a great extent	549	26%
No response	90	4%
c. Showed support for teachers' efforts		
Not at all	37	2%
To a small extent	311	15%
To some extent	1 056	50%
To a great extent	626	30%
No response	91	4%
d. Volunteered in classroom activities		
Not at all	67	3%
To a small extent	567	27%
To some extent	979	46%
To a great extent	419	20%
No response	89	4%

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

Note: N/D "No data available" is used to indicate that there were no principals in that group.

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

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	118	6%
To a small extent	622	29%
To some extent	1 041	49%
To a great extent	246	12%
No response	94	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.

Note: N/D “No data available” is used to indicate that there were no principals in that group.