

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

- The assessments are administered in Ontario's publicly funded elementary schools between late May and early June every year.
- Over 124 500 Grade 3 students complete the English Student Questionnaire every year.
- Over 138 000 Grade 6 students complete the English Student Questionnaire every year.
- Over 6700 Grade 3 teachers and over 6200 Grade 6 teachers complete the English Teacher Questionnaire every year.
- Over 3400 principals complete the English Principal Questionnaire every year.



EQAO

For more information, please contact us.

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EQAO Questionnaire Data

Using Contextual Data
to Inform Improvement Planning



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

Education Quality and
Accountability Office



About EQAO

The Education Quality and Accountability Office (EQAO) conducts province-wide assessments to measure student achievement of reading, writing and mathematics according to expectations in *The Ontario Curriculum*.



The purpose of this brochure is to ensure that educators (teachers and school and board administrators) are aware of the contextual data EQAO collects and to provide some ideas on how they might use the data. EQAO's contextual data supplement achievement data and provide more complete information for school and board improvement planning. This brochure

- explains how the contextual data are collected;
- indicates the categories of information collected;
- provides samples of the data with an activity illustrating how they might be analyzed and used for improvement planning and
- indicates where to find the data.

How the Contextual Data Are Collected

As part of its assessment program, EQAO annually collects data about students' learning environment through the Student Data Collection system and through the student, teacher and principal questionnaires, which are completed at the time of the assessments.

Contextual Data Categories

The following categories of information are collected:

Student Questionnaire

- Student characteristics (age, language spoken)
- Attitudes toward reading, writing and mathematics
- Perception of performance in reading, writing and mathematics
- Use of technology at school
- Home support

Teacher Questionnaire

- Classroom characteristics
- Access to resources
- Use of resources for teaching and assessing reading, writing and mathematics
- Teacher collaboration
- Use of EQAO data and resources
- Teacher information (background, experience, qualifications, professional development)

Principal Questionnaire

- School characteristics
- Student attendance
- Human resources
- Communication with parents
- Use of EQAO data and resources
- School improvement planning
- Staffing and staff support
- Principal information (background, experience, qualifications, professional development)

Activity: How to Use the Data

Principals are encouraged to meet with the teachers at their school to review EQAO achievement and contextual data.

Examining the data is one step that administrators and teachers take in the process of identifying strategies to improve student achievement and close the gap between low- and high-achieving students.

Below are samples of the type of data available to educators in EQAO's Detailed School Report.

As an activity, ask the following questions in relation to this sample data:

- ✓ How does the pattern of results for the school compare with that of the board?

- ✓ Are there differences between the pattern of results for males and females?
- ✓ What do students report about their attitudes toward reading? What is the relationship between students' perception of themselves as readers and their actual achievement?
- ✓ Does it appear that computer use for mathematics learning has had an impact on student achievement?

Now repeat the same exercise with your school's data.

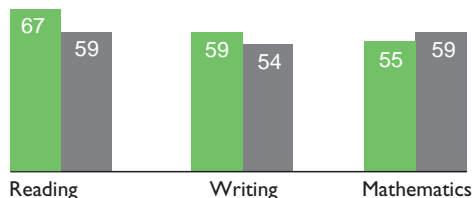
You will find information on the reverse side of this brochure on where to access your contextual data.

Samples of the Type of Data Available in the Detailed School Report

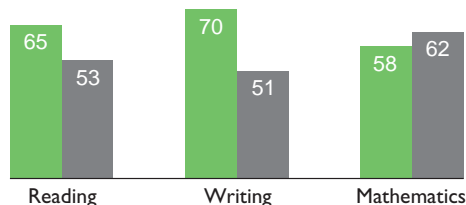
Achievement Data

Percentage of Grade 6 Students at or Above the Provincial Standard

Sample School



Sample Board



Contextual Data

Sample Grade 6 Student Questionnaire Results for School, Board and Province

	School			Board			Province		
	All Students (#=54)	Female* (#=24)	Male* (#=30)	All Students (#=6 074)	Female* (#=2 975)	Male* (#=3 099)	All Students (#= 138 935)	Female* (#=68 318)	Male* (#=70 615)
Percentage of students who answered "yes"									
I am a good reader.	64%	71%	57%	65%	68%	62%	62%	65%	59%
I like to write.	41%	50%	33%	42%	51%	33%	42%	52%	33%
I use a computer to learn mathematics at school.	25%	22%	28%	19%	20%	18%	15%	15%	14%

* Includes only students for whom gender data were available.

Note: The provincial data presented in the table above are from the 2006–2007 Grade 6 Student Questionnaire.



Trends in Questionnaire Data

Student Questionnaire

2002–2003 to 2006–2007

- The percentages of students in Grades 3 and 6 indicating that they are a good reader, a good writer and good at mathematics have remained relatively stable over the past five years.
- The percentages of students in Grade 3 indicating that they like reading, writing and mathematics have been consistently larger than those of Grade 6.
- In the past five years, more females than males in Grades 3 and 6 indicated that they like reading and writing and that they are good readers and good writers. The opposite is true for mathematics: more males than females indicated that they like mathematics and that they are good at mathematics.

Teacher and Principal Questionnaires

2003–2004 to 2006–2007

- The number of Grades 3 and 6 teachers using language- and mathematics-related computer software when teaching or assessing students' achievement in reading, writing and mathematics has steadily increased.

- The percentage of Grades 3 and 6 teachers who use student and school EQAO achievement results and questionnaire data to inform their reading, writing and mathematics program planning has increased over the past four years.
- The percentage of Grades 3 and 6 teachers and elementary school principals who use EQAO data to identify how well students are meeting the expectations in the curriculum has also increased.

Where to Find the Contextual Data

School-Level Data

School administrators can view the student questionnaire data for their school in the Detailed School Report and the Student Questionnaire Results, which they can access by logging into the secure section of EQAO's Web site, www.eqao.com. Also available on the EQAO Web site is the guide *Using Data to Promote Student Success* to assist school administrators and teachers as they consider their data. The guide also lists valuable resources to help educators with their analysis.

Board-Level Data

Teacher and principal questionnaire data are reported at the board and provincial levels. School board directors and EQAO board contacts can access their board-level data by logging into the secure section of the EQAO Web site.

Provincial-Level Data

Student, teacher and principal questionnaire results for the province are available in the "School, Board and Provincial Results" section of the EQAO Web site.

For those who wish to do more extensive research, please go to the data portal for researchers on our Web site.