

Tracking Pathways in Mathematics Achievement: EQAO Cohort Results from 2021–2022 to 2024–2025

Research Report

How are students faring in mathematics as they progress through school? Which groups of students are gaining ground, and which students are falling behind? Are trends the same as in the past? EQAO explored these questions by linking individual student outcomes from the 2021–2022 mathematics component of the Grade 3 assessment to the 2024–2025 mathematics component of the Grade 6 assessment, and by linking outcomes from the 2021–2022 mathematics component of the Grade 6 assessment to the 2024–2025 Grade 9 Assessment of Mathematics.

All students from English-language and French-language school boards in Ontario were included¹ in the analysis if these students were provided an achievement level for the mathematics component of the primary- (Grade 3) or junior-division (Grade 6) assessments in 2021–2022 **and** for the mathematics component of the junior-division assessment or the Grade 9 Assessment of Mathematics in 2024–2025. Therefore, the data included two cohorts of students: the younger cohort included 115 912² students who were in Grade 3 in 2021–2022 and Grade 6 in 2024–2025³; the older cohort included 113 033⁴ students who were in Grade 6 in 2021–2022 and Grade 9 in 2024–2025.⁵

These cohorts have been studying during a period of significant change in Ontario mathematics instruction, as shown in Figure 1. COVID-19-related school closures marked these cohorts' earlier studies, and in 2020–2021, a new elementary mathematics curriculum was released. In 2021–2022, a new Grade 9 mathematics curriculum was released, and Grade 9 de-streaming was implemented. Additionally, the mathematics component of the EQAO primary- and junior-division assessments as well as the Grade 9 Assessment of Mathematics became adaptive online assessments in 2021–2022, after two years of paused EQAO assessments due to COVID-19 closures. In 2023–2024, the provincial Math Achievement Action Plan was implemented, with a goal of raising overall achievement in mathematics. Finally, from 2024–2025 onward, students' achievement on EQAO's Grade 9 Assessment of Mathematics must make up between 10% to 30% of the final grade for MTH1W, the de-streamed Grade 9 mathematics course.

As a result of these changes, achievement has been rising between 2021–2022 and 2024–2025 in a way that may be different from that of prior years. Therefore, it is important to find out what the current trends are, and whether current trends are the same as those prior to 2020.

Figure 1. Changes in Ontario mathematics instruction and assessment, 2020–2021 to 2024–2025

	2020–2021		2021–2022		2022–2023		2023–2024		2024–2025	
Changes Due to COVID-19	Intermittent school closures									
Government-led Changes	New elementary math curriculum released	• New Grade 9 math curriculum released • Grade 9 de-streaming begins				The Math Achievement Action Plan (MAAP) implemented in all Ontario school boards		Grade 9 EQAO results included for 10–30% of final mark for MTH1W		
Changes in EQAO Assessments	• Digitized Grade 9 math assessment field tested • No primary- or junior-division assessments		• Modernized, digitized assessments for all grades and subjects implemented • Single-select or multi-select response options included in all mathematics assessment items							

To explore the analysis questions, we identified who met and who did not meet the provincial standard⁶ in 2021–2022 and then tracked their pathways by observing their achievement three years later in 2024–2025. Note that in provincial cohort reporting, the percentages reported are typically the percentage of students who fall into one of four categories that describe their achievement over time in relation to the provincial standard: “Maintained,” “Rose,” “Dropped” or “Never Met.” In this research report, student pathways are the focus. Therefore, unless otherwise specified, the percentages reported are based on two main groups: students who met the provincial standard in 2021–2022, and students who did not meet the provincial standard in 2021–2022. The percentages reported reflect the proportion of students within that main group who took a given pathway. For instance, for students who met the provincial standard in 2021–2022, the two pathway possibilities are as follows: met the provincial standard in both years (e.g., 75%) or met the provincial standard and then later on did not meet the provincial standard (e.g., 25%).

After initial overall analyses, we conducted further analysis by investigating student achievement using more granular achievement score categories.⁷ We also analyzed achievement pathways for several student groups of special interest: females and males, language learners and students with special education needs.

Key Insights

The analysis indicated several key insights directly relevant to instructional planning, and insights regarding the pathways for student groups of special interest. These findings are presented below.

Instructional Insights

1. Intervene early

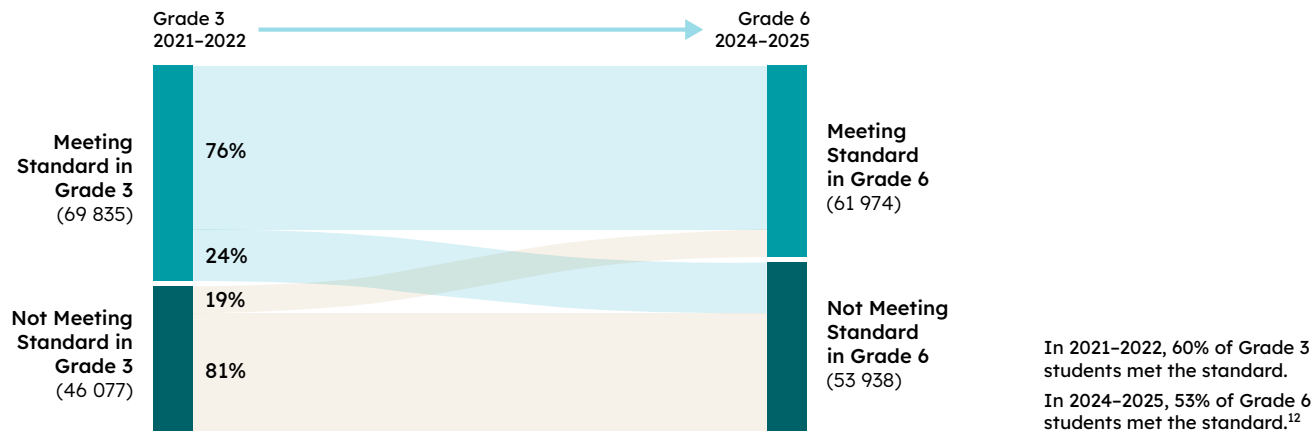
The student pathways observed from Grades 3 to 6 and from Grades 6 to 9 in 2021–2022 and 2024–2025 suggest that currently, student success in Grade 9 is predictable for many students by Grade 3. Thus, early intervention to establish mathematical foundations and mathematical thinking for students while they are in kindergarten to Grade 3 may be a highly effective way to help them meet the provincial standard in Grade 9.

Here are some observations (see Figure 2):

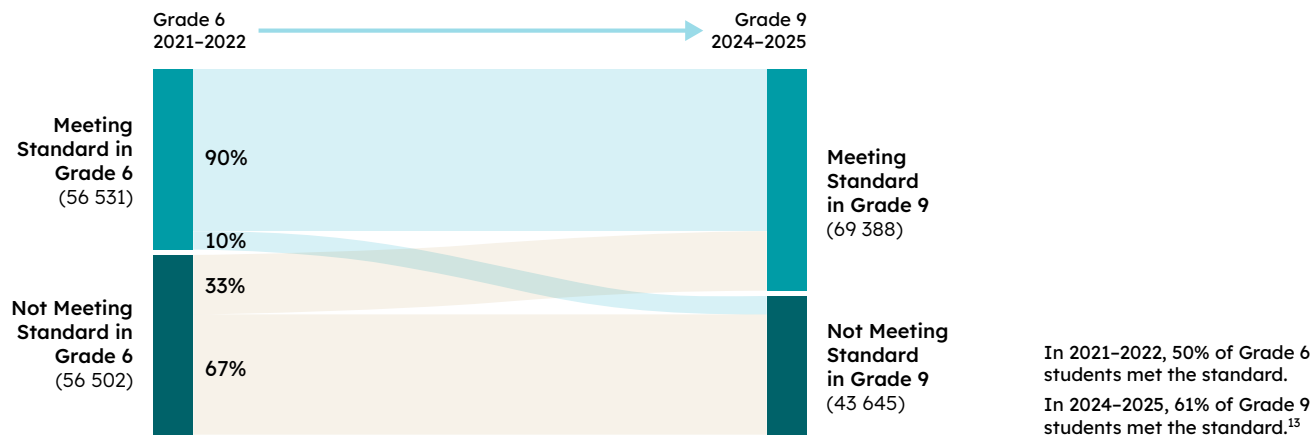
- A large majority (81%) of students who did not achieve the provincial standard in Grade 3 (2021–2022) still did not achieve it in Grade 6 (2024–2025).⁸ However, this percentage is lower than that immediately prior to 2020. In the final cohort before 2020, 87% of students who had not achieved the provincial standard in Grade 3 (2015–2016) also did not achieve the provincial standard in Grade 6 (2018–2019).
- Most students (67%) who did not achieve the provincial standard in Grade 6 (2021–2022) also did not achieve it in Grade 9 (2024–2025).⁹ This percentage is slightly higher than that immediately prior to 2020. In the final cohort before 2020, 62% of students who had not achieved the provincial standard in Grade 6 (2015–2016) also did not achieve the academic provincial standard¹⁰ in Grade 9 (2018–2019).

Figure 2. Pathways of student achievement from 2021–2022 to 2024–2025¹¹

Grade 3 to Grade 6



Grade 6 to Grade 9



Cohort data from 2021–2022 onward for Grade 3 to Grade 9 is not yet available; therefore, we cannot yet confirm how many students not meeting the provincial standard in Grade 3 (2021–2022) also will not meet the provincial standard in Grade 9 (2027–2028). However, the current observations suggest that the students who do not meet the provincial standard in Grade 3 and those who do not meet the provincial standard in Grade 9 are often the same students.

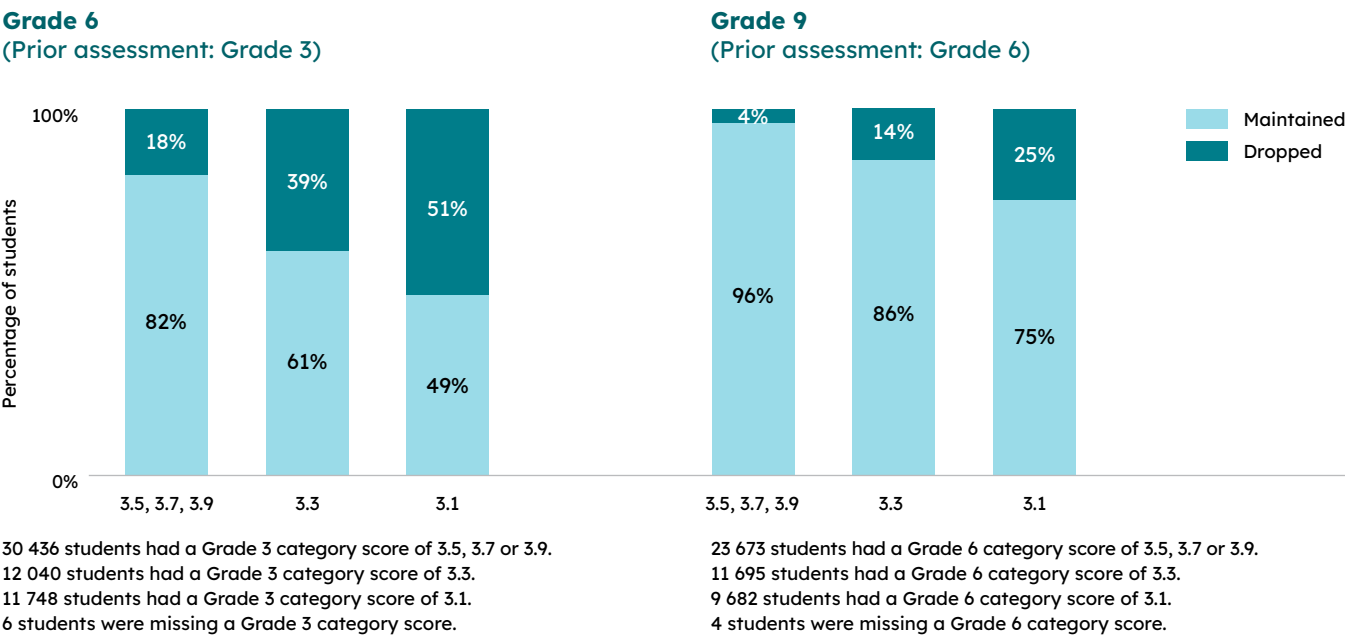
Indeed, this was the case in earlier EQAO cohort findings; among Grade 3 students who did not meet the provincial standard in 2012–2013, 68% also did not meet the Grade 9 academic provincial standard in 2018–2019 (EQAO, 2019a, 2019b).¹⁴ Research in Ontario and other jurisdictions also underlines the importance of early mathematics instruction to future success in mathematics (e.g., EQAO, 2024; ten Braak et al., 2022; Watts et al., 2018). Therefore, early intervention may be the single most effective strategy toward putting all students on a pathway to success in high school mathematics.¹⁵

2. Where necessary, offer continued support to students who met the provincial standard

For EQAO assessment results, each achievement level is split into five achievement score categories, known as dot scores. For example, the categories for Level 3 are 3.1, 3.3, 3.5, 3.7 and 3.9. While students may have met the provincial standard in 2021–2022, students whose achievement was at the lower end of Level 3 were most at risk of not meeting the provincial standard in 2024–2025. Here are some observations (see Figure 3):

- Most (82%) of the Grade 3 students who achieved Levels 3.5, 3.7 or 3.9 (in 2021–2022) went on to meet the provincial standard in Grade 6 (in 2024–2025), compared to only 61% of students who achieved Level 3.3 and 49% of students who achieved Level 3.1.¹⁶
- Almost all (96%) of the Grade 6 students who achieved Levels 3.5, 3.7 or 3.9 (in 2021–2022) went on to meet the provincial standard in Grade 9 (in 2024–2025), compared to only 86% of students who achieved Level 3.3 and 75% of students who achieved Level 3.1.¹⁷

Figure 3. Percentage of students who achieved Level 3 (split into “lower” and “higher” Level 3 achievement groups) in 2021–2022 and who continued to meet (“maintained”) or did not meet (“dropped” from) the provincial standard on their next assessment (2024–2025)



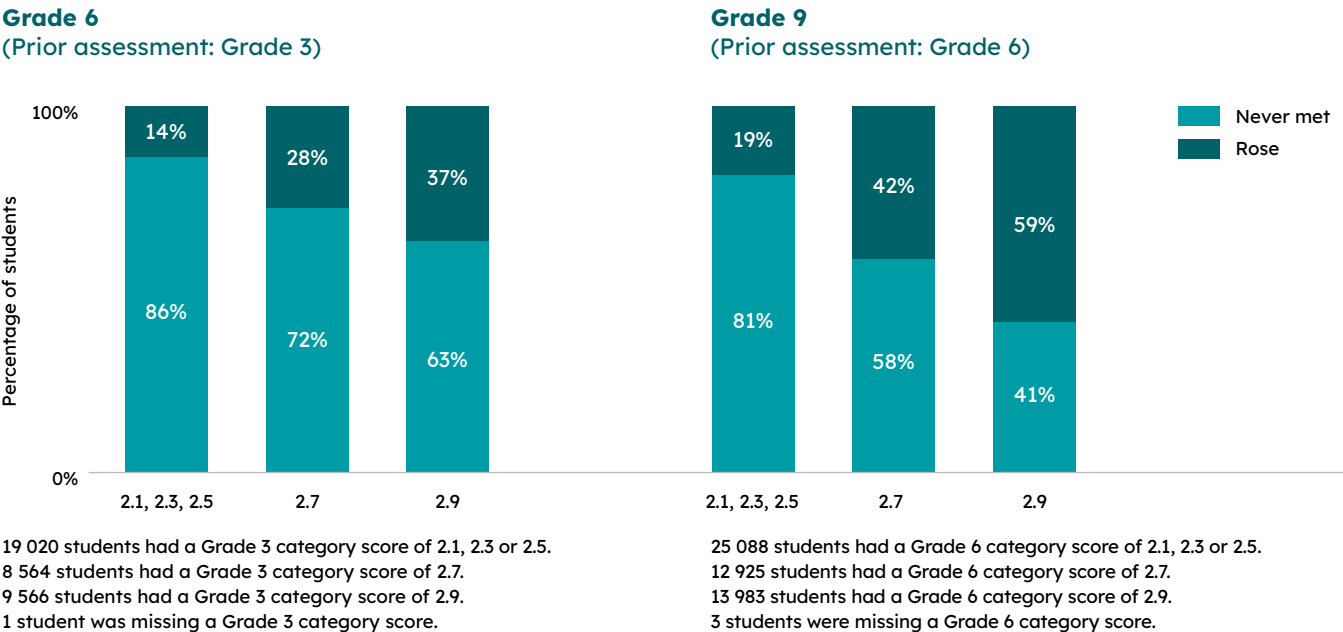
Therefore, some students who achieve the provincial standard need continued support to ensure they continue to meet the provincial standard in the future. Students whose performance was in the 3.1 or 3.3 achievement categories are most likely to need this continued support.

3. Target support differentially among students who achieve higher and lower Level 2

A closer look at student pathways for students who achieved Level 2 in 2021–2022 in Grade 3 or Grade 6 reveals that students whose achievement was at the higher end of Level 2 appear to be a somewhat different population than those whose achievement was at the lower end of Level 2. Here are some observations (see Figure 4):

- More than one-third (37%) of Grade 3 students who achieved Level 2.9 and nearly one-third (28%) of Grade 3 students who achieved Level 2.7 (in 2021–2022) went on to meet the provincial standard in Grade 6 (in 2024–2025), compared to only 14% of students who achieved Levels 2.1, 2.3 or 2.5.¹⁸
- More than half (59%) of Grade 6 students who achieved Level 2.9 and nearly half (42%) of Grade 6 students who achieved Level 2.7 (in 2021–2022) went on to meet the provincial standard in Grade 9 (in 2024–2025), compared to only 19% of students who achieved Levels 2.1, 2.3 or 2.5.¹⁹

Figure 4. Percentage of students who achieved Level 2 (split into “lower” and “higher” Level 2 achievement groups) in 2021–2022 and who continued to not meet (“never met”) or did meet (“rose” to) the provincial standard on their next assessment (2024–2025)



Therefore, the third key finding of this study is to consider targeting support differentially to students whose achievement was at the lower end of Level 2 and students whose achievement was at the higher end of Level 2.

Student Groups of Special Interest: Pathways

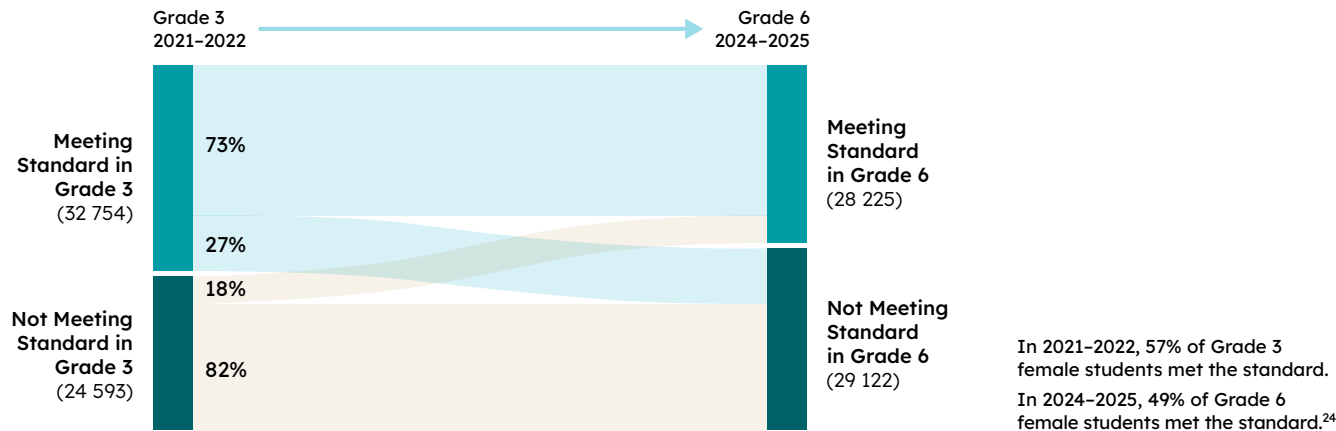
4. Female students achieved lower than male students by Grade 3, fell further behind by Grade 6, and then gained ground by Grade 9

This research report uses students’ sex²⁰ as reported to EQAO by school boards. From Grade 6 to Grade 9, female and male students²¹ had almost the same chances of maintaining the provincial standard, and almost the same chances of rising to meet the provincial standard. However, from Grade 3 to Grade 6, female students had a lower chance of maintaining the provincial standard and a lower chance of rising to the provincial standard. Therefore, female and male students showed different pathways in mathematics between Grade 3 and Grade 6. Here are some observations (see Figure 5 and Figure 6):

- Among Grade 3 students who met the provincial standard in 2021–2022, 73% of female and 79% of male students still met the provincial standard in Grade 6 (2024–2025). In addition, 18% of female and 22% of male students who did not meet the provincial standard in Grade 3 (2021–2022) rose to meet the provincial standard in Grade 6 (2024–2025).²²
- Among Grade 6 students who met the provincial standard in 2021–2022, 90% of female and 89% of male students still met the provincial standard in Grade 9 (2024–2025). In addition, 33% of female and 33% of male students who did not meet the provincial standard in Grade 6 (2021–2022) rose to meet the provincial standard in Grade 9 (2024–2025).²³

Figure 5. Pathways of student achievement from Grade 3 (2021–2022) to Grade 6 (2024–2025), by sex in Grade 3

Female students



Male students

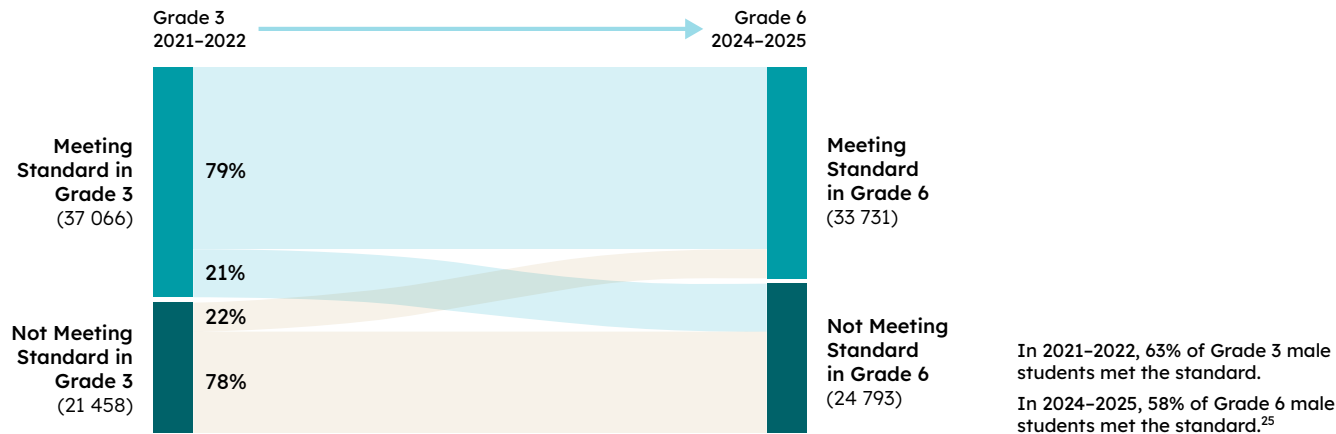
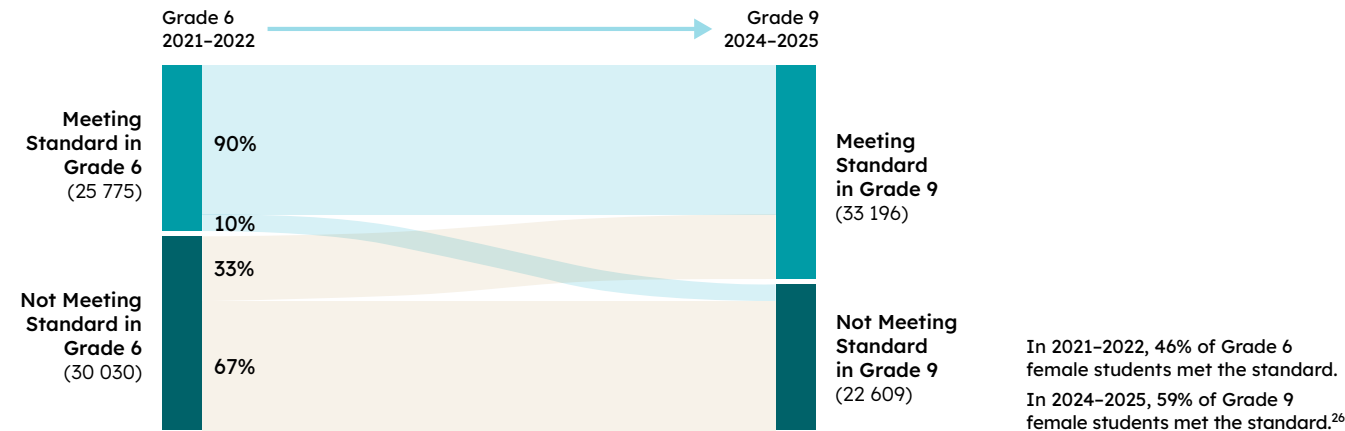
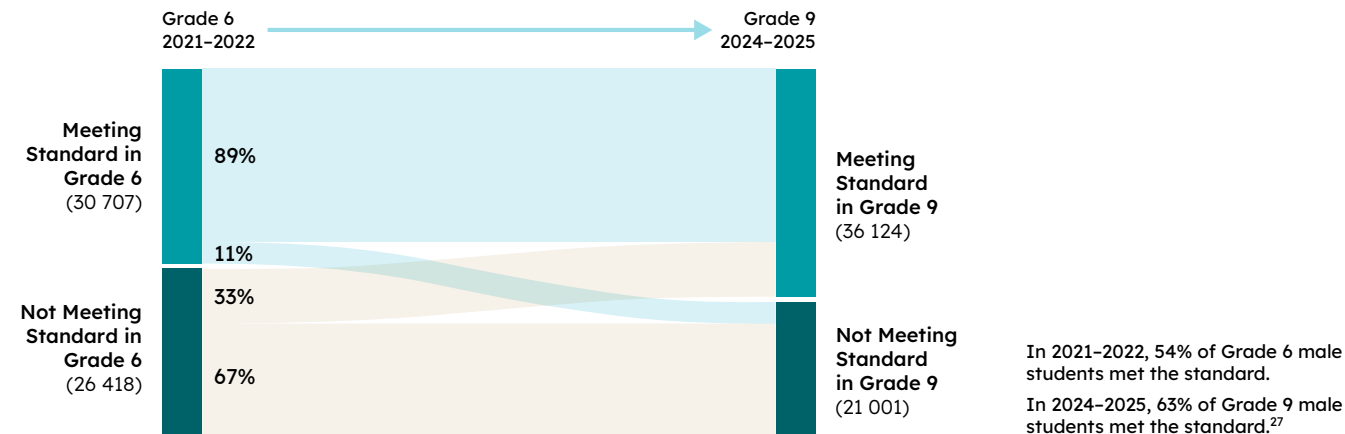


Figure 6. Pathways of student achievement from Grade 6 (2021–2022) to Grade 9 (2024–2025), by sex in Grade 6

Female students



Male students



However, there is currently an achievement gap between female and male students at Grade 3, Grade 6 and Grade 9. The gap is widest in Grade 6. For example, in Grade 3 in 2021–2022, 57% of female students met the provincial standard compared to 63% of male students. This was an achievement gap of 6 percentage points that favoured male students. In Grade 6 in 2024–2025, 49% of female students met the provincial standard compared to 58% of male students. This was an achievement gap of 9 percentage points that favoured male students.²⁸

For the Grade 6 to Grade 9 cohort, the achievement gap narrowed over time but did not close. For example, in Grade 6 in 2021–2022, 46% of female students met the provincial standard compared to 54% of male students. This was an achievement gap of 8 percentage points that favoured male students. In Grade 9 in 2024–2025, 59% of female students met the provincial standard compared to 63% of male students. This was an achievement gap of 4 percentage points that favoured male students.²⁹

It is critical to note at this point that these trends are very different from trends pre-2020. Throughout the decade prior to 2020, female and male students were equally likely to meet the Grade 6 provincial standard, and in Grade 9, female students were more likely than male students to meet the academic provincial standard.³⁰ For example, in 2018–2019, 52% of female and 52% of male students met the provincial standard in Grade 6. In Grade 9, 66% of female students met the academic provincial standard compared to 62% of male students. However, a gender achievement gap had begun to open from 2017 onward for

Grade 3 students. By 2018–2019, 59% of female and 63% of male students met the Grade 3 provincial standard (e.g., EQAO, 2019c, 2019d, 2019e, 2019f).³¹

In contrast, since 2022, female students have consistently been less likely to meet the provincial standard than male students. This sudden drop in post-2020 achievement for female students has also been observed across many countries and regions, including countries and regions as diverse as other Canadian provinces, Australia, Bahrain, Chile, the Czech Republic, Japan, the United States and the United Kingdom (Elez et al., 2023; Institute of Education Sciences, 2025; O’Grady et al., 2019; von Davier et al., 2024).

5. Students identified as English-language learners make gains in mathematics over three years

In this research report, “language learners” refers to students identified by school boards as English-language learners (ELLs) (in English-language boards) or as students participating in *Actualisation linguistique en français* (ALF) or *Programme d’appui aux nouveaux arrivants* (PANA) (in French-language boards). These terms are defined by Ministry of Education policies (Ontario Ministry of Education, 2007, 2010a, 2010b).³²

For both cohorts, students with language-learner status in 2021–2022³³ had slightly greater chances than students without language-learner status in 2021–2022 of maintaining and rising to the provincial standard in 2024–2025. Therefore, students with language-learner status made greater gains in mathematics than students without language-learner status. (See below for a discussion about achievement differences, which do exist.) Here are some observations (see Figure 7 and Figure 8):

- Among Grade 3 students who met the provincial standard in 2021–2022, 80% of students with language-learner status and 75% of students without language-learner status still met the provincial standard in Grade 6 (2024–2025). In addition, 22% of students with language-learner status and 19% of those without language-learner status who did not meet the provincial standard in Grade 3 (2021–2022) rose to meet the provincial standard in Grade 6 (2024–2025).
- Among Grade 6 students who met the provincial standard in 2021–2022, 91% of students with language-learner status also met the provincial standard in Grade 9. In comparison, 89% of students without language-learner status in the same cohort still met the provincial standard in Grade 9 (2024–2025). In addition, 35% of students with language-learner status who did not meet the provincial standard in Grade 6 (2021–2022) rose to meet the provincial standard in Grade 9 (2024–2025). In comparison, 33% of those without language-learner status in the same cohort rose to meet the provincial standard in Grade 9.

Figure 7. Pathways of student achievement from Grade 3 (2021–2022) to Grade 6 (2024–2025), by language-learner status in Grade 3

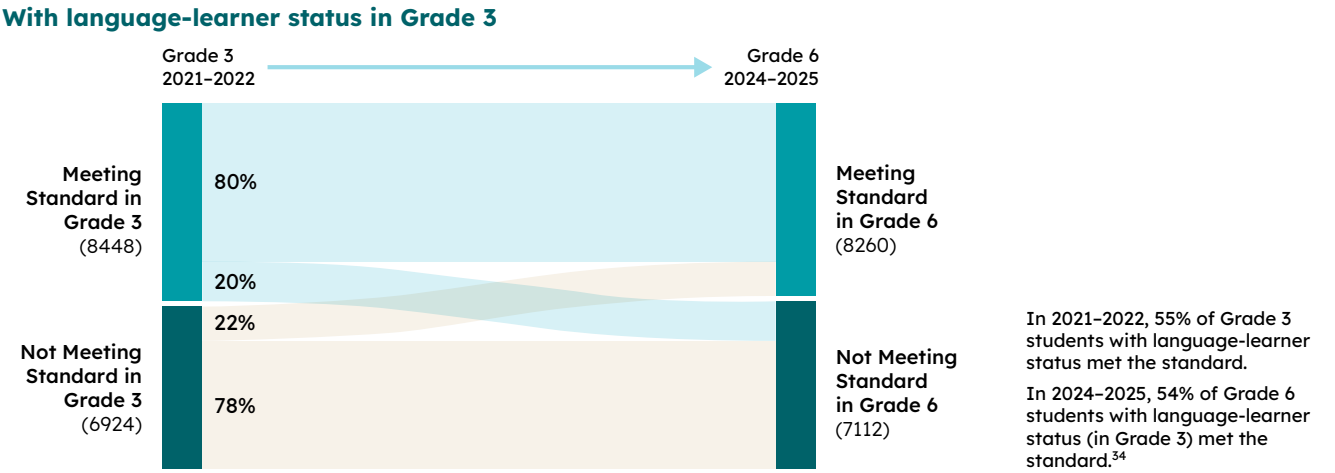


Figure 7. Pathways of student achievement from Grade 3 (2021–2022) to Grade 6 (2024–2025), by language-learner status in Grade 3 (continued)

Without language-learner status in Grade 3

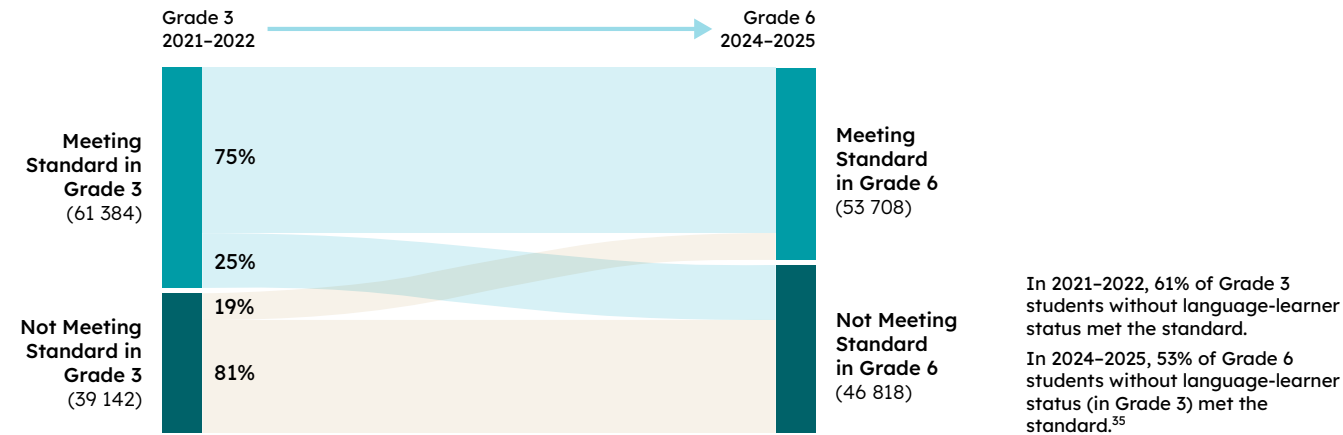
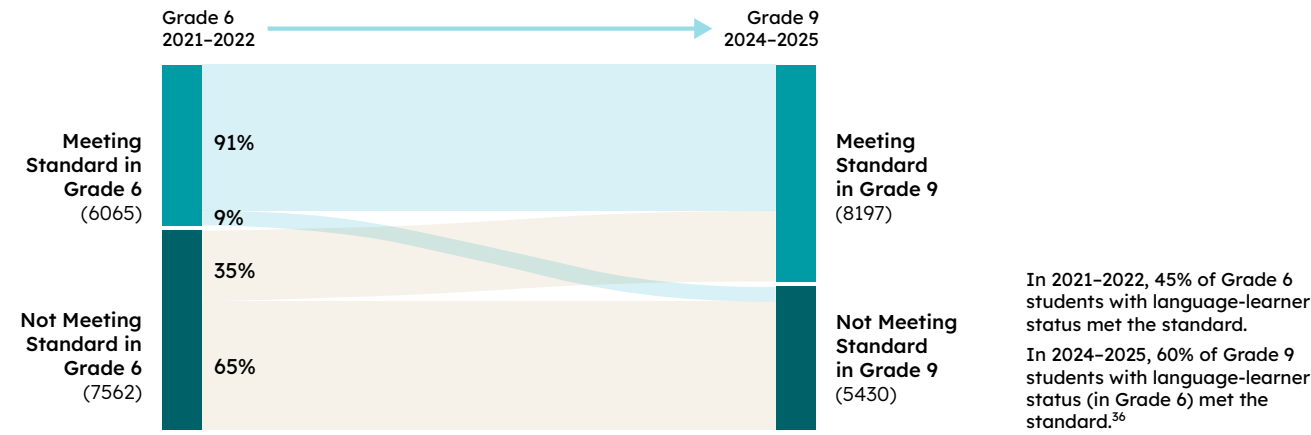
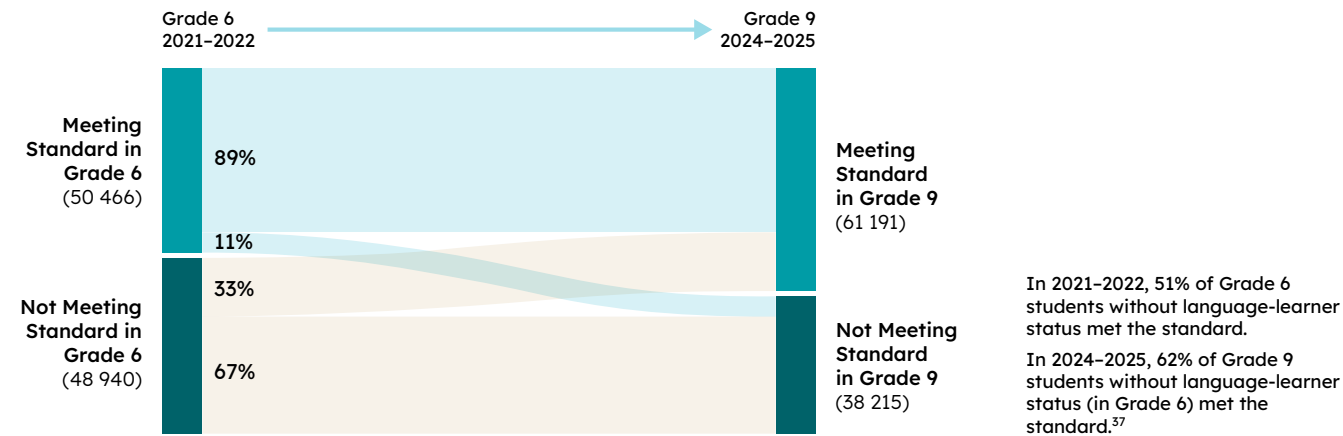


Figure 8. Pathways of student achievement from Grade 6 (2021–2022) to Grade 9 (2024–2025), by language-learner status in Grade 6

With language-learner status in Grade 6



Without language-learner status in Grade 6



In addition, note that in 2021–2022, Grade 3 students with language-learner status had a lower chance than students without language-learner status of meeting the provincial standard for mathematics. By Grade 6, this gap was eliminated, and students who had had language-learner status in Grade 3 were equally likely to meet the provincial standard as those who had not. Specifically, in Grade 3 in 2021–2022, 55% of students with language-learner status met the provincial standard compared to 61% of students without language-learner status. This was an achievement gap of 6 percentage points that favoured students without language-learner status. In Grade 6 in 2024–2025, 54% of students with language-learner status (in Grade 3) met the provincial standard compared to 53% of students without language-learner status (in Grade 3). This was an achievement gap of 1 percentage point that favoured students with language-learner status (in Grade 3).³⁸

A more nuanced trend is observed in the older cohort. In 2021–2022, students with language-learner status in Grade 6 had a lower chance than students without language-learner status of meeting the provincial standard for mathematics. By Grade 9, the gap was reduced but not eliminated. Specifically, in Grade 6 in 2021–2022, 45% of students with language-learner status met the provincial standard compared to 51% of students without language-learner status. This was an achievement gap of 6 percentage points that favoured students without language-learner status. In Grade 9 in 2024–2025, 60% of students with language-learner status (in Grade 6) met the provincial standard compared to 62% of students without language-learner status (in Grade 6). This was an achievement gap of 2 percentage points that favoured students without language-learner status (in Grade 6).³⁹

However, it is critical to note at this point that these trends are very different between English-language and French-language boards.

- English-language boards: Among Grade 3 students who met the provincial standard in 2021–2022, 80% of students with language-learner status and 75% of students without language-learner status still met the provincial standard in Grade 6 (2024–2025). In addition, 21% of students with language-learner status and 19% of those without language-learner status who did not meet the provincial standard in Grade 3 (2021–2022) rose to meet the provincial standard in Grade 6 (2024–2025).
- French-language boards: Among Grade 3 students who met the provincial standard in 2021–2022, 79% of students with language-learner status and 80% of students without language-learner status still met the provincial standard in Grade 6 (2024–2025). In addition, 25% of students with language-learner status and 28% of those without language-learner status who did not meet the provincial standard in Grade 3 (2021–2022) rose to meet the provincial standard in Grade 6 (2024–2025).
- English-language boards: Among Grade 6 students who met the provincial standard in 2021–2022, 92% of students with language-learner status and 89% of students without language-learner status still met the provincial standard in Grade 9 (2024–2025). In addition, 35% of students with language-learner status and 32% of those without language-learner status who did not meet the provincial standard in Grade 6 (2021–2022) rose to meet the provincial standard in Grade 9 (2024–2025).
- French-language boards: Among Grade 6 students who met the provincial standard in 2021–2022, 89% of students with language-learner status and 92% of students without language-learner status still met the provincial standard in Grade 9 (2024–2025). In addition, 37% of students with language-learner status and 44% of those without language-learner status who did not meet the provincial standard in Grade 6 (2021–2022) rose to meet the provincial standard in Grade 9 (2024–2025).

In summary, it appears that in English-language boards, students who have language-learner status initially, after acquiring English and becoming familiar with schooling in Ontario, have the same (or even greater) chances of meeting the provincial standard in mathematics as students who never had language-learner status. However, in French-language boards, the group of students who gain language-learner status initially continues to lag behind the group of students who never had language-learner status.

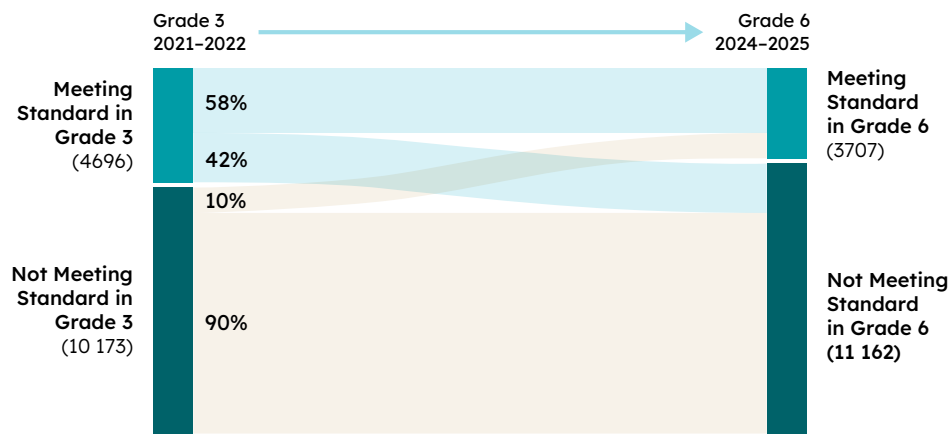
6. Students identified as having special education needs struggle to keep up with curriculum expectations

In this research report, “students with special education needs” refers to all students with an Individual Education Plan (IEP) except students identified with a “giftedness” exceptionality. Students with special-education-needs status⁴⁰ in Grade 3 had a lower chance than students without special-education-needs status of continuing to meet the provincial standard in Grade 6, and a lower chance of rising to meet the provincial standard in Grade 6. The same trends were observed for students between Grade 6 and Grade 9. Here are some observations (see Figure 9 and Figure 10):

- Among Grade 3 students who met the provincial standard in 2021–2022, 58% of students with special-education-needs status and 77% of students without special-education-needs status still met the provincial standard in Grade 6 (2024–2025). In addition, 10% of students with special-education-needs status and 22% of students without special-education-needs status who did not meet the provincial standard in Grade 3 (2021–2022) rose to meet the provincial standard in Grade 6 (2024–2025).⁴¹
- Among Grade 6 students who met the provincial standard in 2021–2022, 86% of students with special-education-needs status and 90% of students without special-education-needs status still met the provincial standard in Grade 9 (2024–2025). In addition, 20% of students with special-education-needs status and 38% of students without special-education-needs status who did not meet the provincial standard in Grade 6 (2021–2022) rose to meet the provincial standard in Grade 9 (2024–2025).⁴²

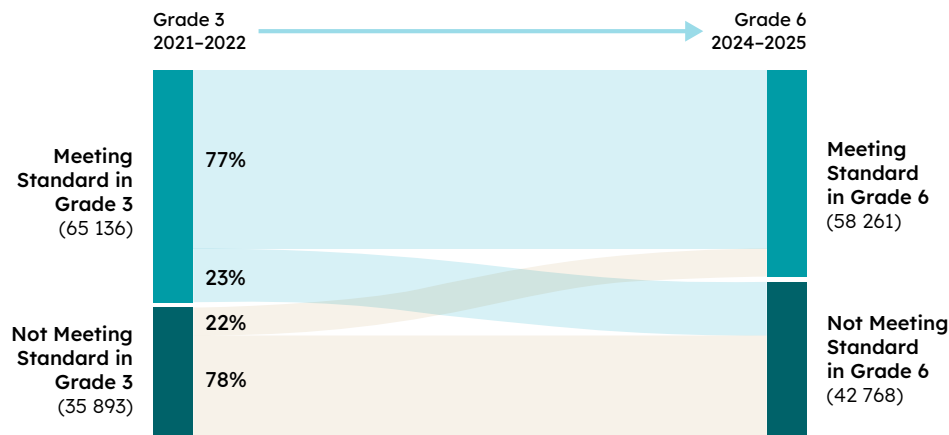
Figure 9. Pathways of student achievement from Grade 3 (2021–2022) to Grade 6 (2024–2025), by special-education-needs status in Grade 3

Identified as having special education needs in Grade 3



In 2021–2022, 32% of Grade 3 students with special-education-needs status met the standard. In 2024–2025, 25% of Grade 6 students with special-education-needs status (in Grade 3) met the standard.⁴³

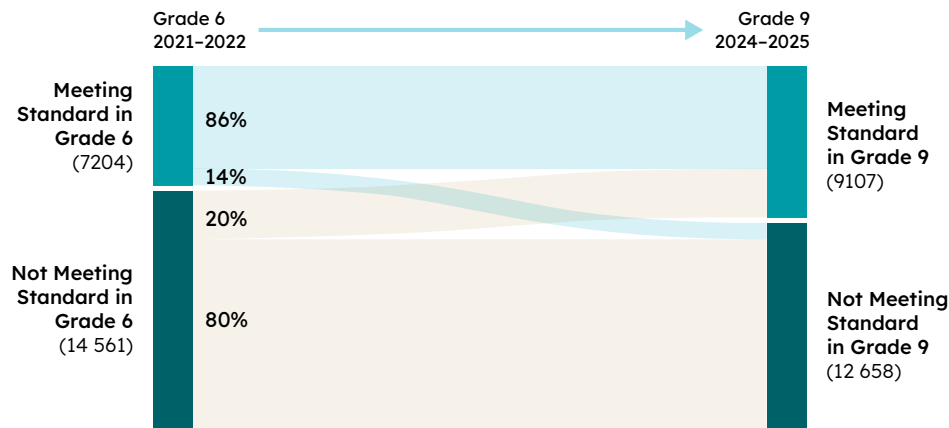
Not identified as having special education needs in Grade 3



In 2021–2022, 64% of Grade 3 students without special-education-needs status met the standard. In 2024–2025, 58% of Grade 6 students without special-education-needs status (in Grade 3) met the standard.⁴⁴

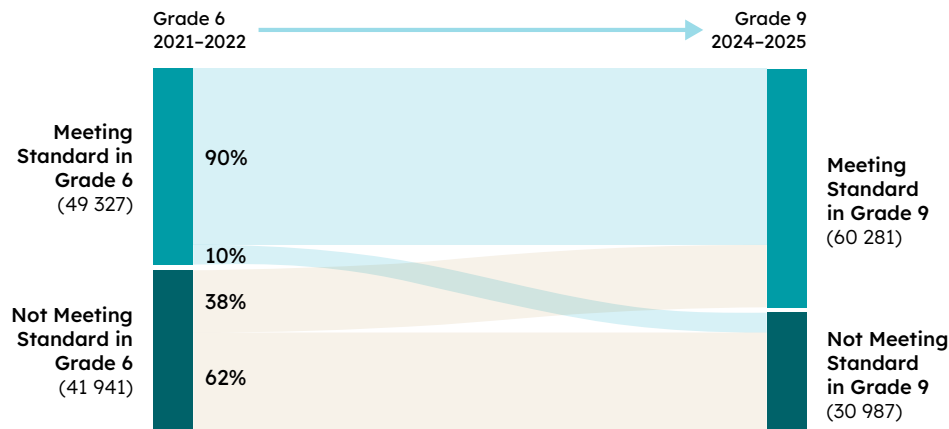
Figure 10. Pathways of student achievement from Grade 6 (2021–2022) to Grade 9 (2024–2025), by special-education-needs status in Grade 6

Identified as having special education needs in Grade 6



In 2021–2022, 33% of Grade 6 students with special-education-needs status met the standard. In 2024–2025, 42% of Grade 9 students with special-education-needs status (in Grade 6) met the standard.⁴⁵

Not identified as having special education needs in Grade 6



In 2021–2022, 54% of Grade 6 students without special-education-needs status met the standard. In 2024–2025, 66% of Grade 9 students without special-education-needs status (in Grade 6) met the standard.⁴⁶

These different pathways for students with or without special-education-needs status resulted in a slightly widened achievement gap in 2024–2025 between the group of students with special-education-needs status in 2021–2022 and those without special-education-needs status. For example, in Grade 3 in 2021–2022, 32% of students with special-education-needs status met the provincial standard compared to 64% of students without special-education-needs status. This was an achievement gap of 32 percentage points that favoured students without special-education-needs status. In Grade 6 in 2024–2025, 25% of students with special-education-needs status (in Grade 3) met the provincial standard compared to 58% of students without special-education-needs status (in Grade 3). This was an achievement gap of 33 percentage points that favoured students without special-education-needs status (in Grade 3).⁴⁷

The trend of a widening gap was observed more clearly in the older cohort. In 2021–2022, students in Grade 6 with special-education-needs status had a lower chance than students without special-education-needs status of meeting the provincial standard for mathematics, and the gap widened by Grade 9. Specifically, in Grade 6 in 2021–2022, 33% of students with special-education-needs status met the provincial standard compared to 54% of students without special-education-needs status. This was an achievement gap of 21 percentage points that favoured students without special-education-needs status. In Grade 9 in 2024–2025, 42% of students with special-education-needs status met the provincial standard compared to 66% of students without special-education-needs status. This was an achievement gap of 24 percentage points that favoured students without special-education-needs status.⁴⁸

In summary, students who have special-education-needs status start off less likely to meet curriculum expectations, and these students are also less likely to keep up with curriculum expectations than other students. Note, however, that without existing supports, achievement for students with special-education-needs status could be much lower. Monitoring the progress of students with special-education-needs across multiple cohorts may be a useful indicator of the effectiveness of interventions to further improve learning supports.

Instructional Implications

The historical results reported in this research report show that many students who did not meet the provincial standard in Grade 3 also did not meet the provincial standard in Grade 9, and current results suggest the trend continues today. In addition, the results show that students who meet the provincial standard but with a lower category score (i.e., 3.1 or 3.3) are at greater risk of not meeting the provincial standard on the subsequent assessment compared to those who meet the provincial standard with a higher category score (i.e., 3.5 or above). Finally, students who “nearly” achieve the provincial standard (i.e., with a category score of 2.7 or 2.9) are more likely to achieve the standard on the next assessment than those whose scores are “further away” from achieving the provincial standard.

These findings highlight the importance of providing effective support to, and monitoring the progress of, students who either meet the provincial standard with a 3.1 or 3.3 category score or who do not meet the provincial standard in mathematics. While remaining attentive to the learning of all students is essential, a particular focus on these groups of students can allow them the opportunity to fill in gaps in mathematical knowledge and skills as well as successfully learn new concepts. Research conducted by EQAO (EQAO, 2025a, 2025b, 2025c) has shown that conceptual gaps can remain across multiple grades, increasingly hindering students’ ability to learn new concepts and interact meaningfully with grade-level curricula. If this approach were effectively implemented at scale, we would expect, over time, to observe a progressively weaker connection between students’ earlier and later EQAO assessment outcomes.

Additionally, given the likely link between Grade 3 and Grade 9 outcomes, the findings presented in this research report match existing research (c.f. EQAO, 2024; ten Braak et al., 2022; Watts et al., 2018) and highlight the importance of high-quality mathematics instruction from kindergarten to Grade 3. If all students completed Grade 3 with a strong mathematical foundation, more time could be devoted to teaching new or expanded mathematical concepts from Grade 4 to high school. This, in turn, would raise the chances of students keeping up with grade-level instruction throughout their schooling.

Regarding resources to inform instructional planning, the publication “High-Impact Instructional Practices in Mathematics” (Ontario Ministry of Education, 2020) can be used to identify appropriate strategies for classrooms based on the needs of learners. In addition, EQAO reports on math achievement profiles provide more information on Ontario students’ strengths and needs in mathematics by achievement level, and may be useful for instructional planning (EQAO, 2025a, 2025b, 2025c). Finally, EQAO’s “Making Gains” report (EQAO, 2025d) identifies several strategies common to school boards whose EQAO mathematics assessment results have been improving since the implementation of the Math Achievement Action Plan. This report may offer guidance on school-board-level planning for improvement in mathematics learning.

Notes

- ¹ As trends were similar across English-language and French-language school boards, results are reported for all students as a combined group. Results are reported separately in the endnotes. This research report used students' board membership in 2021–2022 to help boards in both viewing student group trajectories and also in planning support for student groups who may need it. (Some students moved between boards, including between French- and English-language boards, over time.) Note that provincial cohort reporting for 2021–2022 to 2024–2025 used students' board membership in 2024–2025. In 2021–2022 in Grade 3, 108 233 students were in English-language boards. By Grade 6 (2024–2025), 0.11% (n = 123) of these students were in French-language boards. In 2021–2022 in Grade 3, 7665 students were in French-language boards. By Grade 6 (2024–2025), 5.39% (n = 413) of these students were in English-language boards. In 2021–2022 in Grade 6, 105 818 students were in English-language boards. By Grade 9 (2024–2025), 0.12% (n = 132) of these students were in French-language boards. In 2021–2022 in Grade 6, 7215 students were in French-language boards. By Grade 9 (2024–2025), 19% (n = 1352) of these students were in English-language boards..
- ² In provincial cohort reporting, the total number of students was 115 915. This included three students who wrote the Grade 6 assessment twice in 2024–2025. For this analysis, only one achievement result (the highest one) was retained for each of these students. Therefore, the total number of students in this analysis is 115 912
- ³ English-language boards: n = 108 247. French-language boards: n = 7665.
- ⁴ In provincial cohort reporting, the total number of students was 113 045. This included 12 students who wrote the Grade 9 assessment twice in 2024–2025. For this analysis, only one achievement result (the highest one) was retained for each of these students. Therefore, the total number of students in this analysis is 113 033.
- ⁵ English-language boards: n = 105 818. French-language boards: n = 7215.
- ⁶ In this research report, “meeting provincial standard” means students achieved Level 3 or Level 4 on the mathematics component of the EQAO primary- or junior-division assessments or the EQAO Grade 9 Assessment of Mathematics. “Below provincial standard” means students achieved Level 1, Level 2 or participated in the assessment but did not provide enough information (which is identified as “not enough information,” or “NEI”) to receive an achievement level.
- ⁷ For EQAO assessment results, each achievement level is split into five achievement score categories. For example, the categories for Level 3 are 3.1, 3.3, 3.5, 3.7 and 3.9.
- ⁸ English-language boards: 81%. French-language boards: 73%.
- ⁹ English-language boards: 67%. French-language boards: 58%.
- ¹⁰ In this research report, students who wrote the applied version of the Grade 9 Assessment of Mathematics were counted as not meeting the Grade 9 academic provincial standard.
- ¹¹ Grade 3 to Grade 6, English-language boards: Among students not meeting the Grade 3 provincial standard, the percentage who rose to meet the Grade 6 provincial standard was 19%, and the percentage who did not meet the Grade 6 provincial standard was 81%. Among students meeting the Grade 3 provincial standard, the percentage who met the Grade 6 provincial standard was 76%, and the percentage who did not meet the Grade 6 provincial standard was 24%. Grade 3 to Grade 6, French-language boards: Among students not meeting the Grade 3 provincial standard, the percentage who rose to the Grade 6 provincial standard was 27%, and the percentage who did not meet the Grade 6 provincial standard was 73%. Among students meeting the Grade 3 provincial standard, the percentage who met the Grade 6 provincial standard was 80%, and the percentage who did not meet the Grade 6 provincial standard was 20%. Grade 6 to Grade 9, English-language boards: Among students not meeting the Grade 6 provincial standard, the percentage who met the Grade 9 provincial standard was 33%, and the percentage who did not meet the Grade 9 provincial standard was 67%. Among students meeting the Grade 6 provincial standard, the percentage who met the Grade 9 provincial standard was 89%, and the percentage who did not meet the Grade 9 provincial standard was 11%. Grade 6 to Grade 9, French-language boards: Among students not meeting the Grade 6 provincial standard, the percentage who met the Grade 9 provincial standard was 42%, and the percentage who did not meet the Grade 9 provincial standard was 58%. Among students meeting the Grade 6 provincial standard, the percentage who met the Grade 9 provincial standard was 92%, and the percentage who did not meet the Grade 9 provincial standard was 8%.
- ¹² English-language boards: In 2021–2022, 64 684 Grade 3 students met the provincial standard, and 43 563 Grade 3 students did not meet the provincial standard. In 2021–2022, 60% of Grade 3 students met the provincial standard. In 2024–2025, 53% of Grade 6 students met the provincial standard. French-language boards: In 2021–2022, 5151 Grade 3 students met the provincial standard, and 2514 Grade 3 students did not meet the provincial standard. In 2021–2022, 67% of Grade 3 students met the provincial standard. In 2024–2025, 62% of Grade 6 students met the provincial standard.
- ¹³ English-language boards: In 2021–2022, 52 807 Grade 6 students met the provincial standard, and 53 011 Grade 6 students did not meet the provincial standard. In 2021–2022, 50% of Grade 6 students met the provincial standard. In 2024–2025, 61% of Grade 9 students met the provincial standard. French-language boards: In 2021–2022, 3724 Grade 6 students met the provincial standard, and 3491 Grade 9 students did not meet the provincial standard. In 2021–2022, 52% of Grade 6 students met the provincial standard. In 2024–2025, 68% of Grade 9 students met the provincial standard.
- ¹⁴ English-language boards: 68%. French-language boards: 70%.
- ¹⁵ As can be seen in the figure, a number of students meet the provincial standard in Grade 3, do not meet the provincial standard in Grade 6, and then meet the provincial standard in Grade 9. Unfortunately, space limits preclude further discussion of this phenomenon in this research report.
- ¹⁶ Grade 3 to Grade 6, English-language boards: Grade 3 category score 3.1 n = 10 889; 3.3 n = 11 127; 3.5–3.9 n = 28 136; missing category score n = 5. Percentage of students who maintained the provincial standard: Grade 6 category score 3.1 = 49%; 3.3 = 60%; 3.5–3.9 = 81%. Grade 6 to Grade 9, French-language boards: Grade 6 category score 3.1 n = 859; 3.3 n = 913; 3.5–3.9 n = 2300; missing category score n = 1. Percentage of students who maintained the provincial standard: Grade 6 category score 3.1 = 54%; 3.3 = 68%; 3.5–3.9 = 86%.
- ¹⁷ Grade 6 to Grade 9, English-language boards: Grade 6 category score 3.1 n = 12 125; 3.3 n = 10 956; 3.5–3.9 n = 2020; missing category score n = 2. Percentage of students who maintained the provincial standard: Grade 6 category score 3.1 = 75%; 3.3 = 86%; 3.5–3.9 = 96%. Grade 6 to Grade 9, French-language boards: Grade 6 category score 3.1 n = 810; 3.3 n = 739; 3.5–3.9 n = 1653; missing category score n = 2. Percentage of students who maintained the provincial standard: Grade 6 category score 3.1 = 79%; 3.3 = 88%; 3.5–3.9 = 97%.

- ¹⁸ Grade 3 to Grade 6, English-language boards: Grade 3 category score 2.1–2.5 n = 18 031; 2.7 n = 8011; 2.9 n = 8887; missing category score n = 1. Percentage of students who rose to the provincial standard: Grade 3 category score 2.1–2.5 = 14%; 2.7 = 27%; 2.9 = 37%. Grade 3 to Grade 6, French-language boards: Grade 6 category score 2.1–2.5 n = 989; 2.7 n = 553; 2.9 n = 679; missing category score n = 0. Percentage of students who rose to the provincial standard: Grade 6 category score 2.1–2.5 = 19%; 2.7 = 32%; 2.9 = 42%.
- ¹⁹ Grade 6 to Grade 9, English-language boards: Grade 6 category score 2.1–2.5 n = 23 504; 2.7 n = 12 114; 2.9 n = 13 128; missing category score n = 2. Percentage of students who rose to the provincial standard: Grade 6 category score 2.1–2.5 = 19%; 2.7 = 41%; 2.9 = 58%. Grade 6 to Grade 9, French-language boards: Grade 6 category score 2.1–2.5 n = 1584; 2.7 n = 811; 2.9 n = 855; missing category score n = 1. Percentage of students who rose to the provincial standard: Grade 6 category score 2.1–2.5 = 28%; 2.7 = 51%; 2.9 = 68%.
- ²⁰ As EQAO terminology refers to female or male students, this research report refers to “sex.” However, school boards may be reporting sex or gender identity, because reporting requirements do not currently specify which is required.
- ²¹ The number of students in the analysis missing sex information or identified with other sexes or genders in the cohort population (n = 113 033) was 103. This number was too small for reliable analysis, so in this research report, only outcomes for female and male students are reported. In this analysis, students’ reported sex in 2021–2022 was used. Note that a small number of students’ sex changed between 2021–2022 and 2024–2025. In 2021–2022 in Grade 3, 108 207 students in English-language boards and 7664 students in French-language boards were identified as female or male. By Grade 6 (2024–2025) in English-language boards, 0.15% (n = 160) of these students’ sex had changed to another sex category. In French-language boards, 0.12% (n = 9) of these students’ sex had changed to another sex category. In 2021–2022 in Grade 6, 105 718 students in English-language boards and 7212 students in French-language boards were identified as female or male. By Grade 9 (2024–2025) in English-language boards, 0.40% (n = 420) of these students’ sex had changed to another sex category. In French-language boards, 0.31% (n = 22) of these students’ sex had changed to another sex category.
- ²² English-language boards: Among students who met the provincial standard in Grade 3 (2021–2022), 73% of females and 78% of males still met the provincial standard in Grade 6 (2024–2025). The total number of students who met the provincial standard in Grade 3: female students n = 30 156; male students n = 34 514; students without gender specified n = 11. Also, 17% of female and 21% of male students who did not meet the provincial standard in Grade 3 (2021–2022) rose to meet the provincial standard in Grade 6 (2024–2025). The total number of students who did not meet the provincial standard in Grade 3: female students n = 23 161; male students n = 20 376; students without gender specified n = 15. French-language boards: 77% of female and 82% of male students who met the provincial standard in Grade 3 (2021–2022) still met the provincial standard in Grade 6 (2024–2025). The total number of students who met the provincial standard in Grade 3: female students n = 2598; male students n = 2552; students without gender specified n = 1. Among students who did not meet the provincial standard in Grade 3 (2021–2022), 25% of females and 29% of males rose to meet the provincial standard in Grade 6 (2024–2025). The total number of students who did not meet the provincial standard in Grade 3: female students n = 1432; male students n = 1082; students without gender specified n = 0.
- ²³ English-language boards: Among students who met the provincial standard in Grade 6 (2021–2022), 90% of females and 89% of males still met the provincial standard in Grade 9 (2024–2025). The total number of students who met the provincial standard in Grade 6: female students n = 23 995; male students n = 28 764; students without gender specified n = 48. 33% of female and 32% of male students who did not meet provincial standard in Grade 6 (2021–2022) rose to meet the provincial standard in Grade 9 (2024–2025). The total number of students who did not meet the provincial standard in Grade 6: female students n = 28 128; male students n = 24 831; students without gender specified n = 52. French-language boards: Among students who met the provincial standard in Grade 6 (2021–2022), 92% of female and 91% of male students still met the provincial standard in Grade 9 (2024–2025). The total number of students who met the provincial standard in Grade 6: female students n = 1780; male students n = 1943; students without gender specified n = 1. Among students who did not meet the provincial standard in Grade 6 (2021–2022), 43% of females and 41% of males rose to meet the provincial standard in Grade 9 (2024–2025). The total number of students who did not meet the provincial standard in Grade 6: female students n = 1902; male students n = 1587; students without gender specified n = 2.
- ²⁴ English-language boards: In 2021–2022, 30 156 female students met the Grade 3 provincial standard, and 23 161 female students did not meet the Grade 3 provincial standard. In 2021–2022, 57% of female students met the Grade 3 provincial standard. In 2024–2025, 49% of female students met the Grade 6 provincial standard. French-language boards: In 2021–2022, 2598 female students met the Grade 3 provincial standard, and 1432 female students did not meet the Grade 3 provincial standard. In 2021–2022, 64% of female students met the Grade 3 provincial standard. In 2024–2025, 58% of female students met the Grade 6 provincial standard.
- ²⁵ English-language boards: In 2021–2022, 34 514 male students met the Grade 3 provincial standard, and 20 376 male students did not meet the Grade 3 provincial standard. In 2021–2022, 63% of male students met the Grade 3 provincial standard. In 2024–2025, 57% of male students met the Grade 6 provincial standard. French-language boards: In 2021–2022, 2552 male students met the Grade 3 provincial standard, and 1082 male students did not meet the Grade 3 provincial standard. In 2021–2022, 70% of male students met the Grade 3 provincial standard. In 2024–2025, 67% of male students met the Grade 6 provincial standard.
- ²⁶ English-language boards: In 2021–2022, 23 995 female students met the Grade 6 provincial standard, and 28 128 female students did not meet the Grade 6 provincial standard. In 2021–2022, 46% of female students met the Grade 6 provincial standard. In 2024–2025, 59% of female students met the Grade 9 provincial standard. French-language boards: In 2021–2022, 1780 female students met the Grade 6 provincial standard, and 1902 female students did not meet the Grade 6 provincial standard. In 2021–2022, 48% of female students met the Grade 6 provincial standard. In 2024–2025, 67% of female students met the Grade 9 provincial standard.
- ²⁷ English-language boards: In 2021–2022, 28 764 male students met the Grade 6 provincial standard, and 24 831 male students did not meet the Grade 6 provincial standard. In 2021–2022, 54% of male students met the Grade 6 provincial standard. In 2024–2025, 63% of male students met the Grade 9 provincial standard. French-language boards: In 2021–2022, 1943 male students met the Grade 6 provincial standard, and 1587 male students did not meet the Grade 6 provincial standard. In 2021–2022, 55% of male students met the Grade 6 provincial standard. In 2024–2025, 69% of male students met the Grade 9 provincial standard.
- ²⁸ English-language boards: In Grade 3 in 2021–2022, 57% of female students met the provincial standard compared to 63% of male students. In Grade 6 in 2022–2025, 49% of female students met the provincial standard compared to 57% of male students. French-language boards: In Grade 3 in 2021–2022, 64% of female students met the provincial standard compared to 70% of male students. In Grade 6 in 2022–2025, 58% of female students met the provincial standard compared to 67% of male students.
- ²⁹ English-language boards: In Grade 6 in 2021–2022, 46% of female students met the provincial standard compared to 54% of male students. In Grade 9 in 2022–2025, 59% of female students met the provincial standard compared to 63% of male students. French-language boards: In Grade 6 in 2021–2022, 48% of female students met the provincial standard compared to 55% of male students. In Grade 9 in 2022–2025, 67% of female students met the provincial standard compared to 69% of male students.

- ³⁰ As a reminder, in this research report, students who wrote the applied version of the Grade 9 Assessment of Mathematics were counted as not meeting the Grade 9 academic provincial standard.
- ³¹ These figures include English-language and French-language boards. The figures include only fully participating students, because post-2020 results include only fully participating students. English-language boards: In 2018–2019, 58% of female and 63% of male students met the provincial standard in Grade 3. In Grade 6, 49% of female and 50% of male students met the provincial standard in Grade 6. In Grade 9, 66% of female students met the Grade 9 academic provincial standard compared to 62% of male students. French-language boards: In 2018–2019, 75% of female and 76% of male students met the provincial standard in Grade 3. In Grade 6, 84% of female and 82% of male students met the provincial standard in Grade 6. In Grade 9, 73% of female students met the Grade 9 academic provincial standard compared to 65% of male students.
- ³² As of 2025–2026, the *Actualisation linguistique en français* (ALF) program and the *Programme d'appui aux nouveaux arrivants* (PANA) have been permanently retired from *The Ontario Curriculum*. Students requiring support in acquiring French now receive Temporary Support Plans (Ministry of Education, 2025).
- ³³ Note that many students who had language-learner (LL) status in 2021–2022 no longer had LL status in 2024–2025, because they had been identified as no longer requiring additional language support. In 2021–2022 in Grade 3, 12 751 students were identified as ELLs, 2468 students were in the ALF program, and 153 students were in PANA. By Grade 6 (2024–2025) in English-language boards, 48% of these students were no longer identified as ELLs. In French-language boards, 58% of ALF students were no longer in ALF, and 84% of PANA students were no longer in PANA. In 2021–2022 in Grade 6, 11 955 students were identified as ELLs in Grade 6, 1512 students were in the ALF program, and 160 students were in PANA. By Grade 9 (2024–2025) in English-language boards, 87% of these students were no longer identified as ELLs. In French-language boards, 73% of ALF students were no longer in ALF/PANA, and 75% of PANA students were no longer in ALF/PANA.
- ³⁴ English-language boards: In 2021–2022, among students with LL status, 6878 met the Grade 3 provincial standard, and 5873 students did not meet the Grade 3 provincial standard. In 2021–2022, 54% of students with LL status met the Grade 3 provincial standard. In 2024–2025, 53% of students with LL status (in Grade 3) met the Grade 6 provincial standard. French-language boards: In 2021–2022, among students with LL status, 1570 met the Grade 3 provincial standard, and 1051 students did not meet the Grade 3 provincial standard. In 2021–2022, 60% of students with LL status met the Grade 3 provincial standard. In 2024–2025, 57% of students with LL status (in Grade 3) met the Grade 6 provincial standard.
- ³⁵ English-language boards: In 2021–2022, among students without LL status, 57 803 met the Grade 3 provincial standard, and 37 679 students did not meet the Grade 3 provincial standard. In 2021–2022, 61% of students without LL status met the Grade 3 provincial standard. In 2024–2025, 53% of students without LL status (in Grade 3) met the Grade 6 provincial standard. French-language boards: In 2021–2022, among students without LL status, 3581 met the Grade 3 provincial standard, and 1463 students did not meet the Grade 3 provincial standard. In 2021–2022, 71% of students without LL status met the Grade 3 provincial standard. In 2024–2025, 65% of students without LL status (in Grade 3) met the Grade 6 provincial standard.
- ³⁶ English-language boards: In 2021–2022, among students with LL status, 5324 met the Grade 6 provincial standard, and 6631 students did not meet the Grade 6 provincial standard. In 2021–2022, 45% of students with LL status met the Grade 6 provincial standard. In 2024–2025, 60% of students with LL status (in Grade 6) met the Grade 9 provincial standard. French-language boards: In 2021–2022, among students with LL status, 741 met the Grade 6 provincial standard, and 931 students did not meet the Grade 6 provincial standard. In 2021–2022, 44% of students with LL status met the Grade 6 provincial standard. In 2024–2025, 60% of students with LL status (in Grade 6) met the Grade 9 provincial standard.
- ³⁷ English-language boards: In 2021–2022, among students without LL status, 47 483 met the Grade 6 provincial standard, and 46 380 students did not meet the Grade 6 provincial standard. In 2021–2022, 51% of students without LL status met the Grade 6 provincial standard. In 2024–2025, 61% of students without LL status (in Grade 6) met the Grade 9 provincial standard. French-language boards: In 2021–2022, among students without LL status, 2983 met the Grade 6 provincial standard, and 2560 students did not meet the Grade 6 provincial standard. In 2021–2022, 54% of students without LL status met the Grade 6 provincial standard. In 2024–2025, 70% of students without LL status (in Grade 6) met the Grade 9 provincial standard.
- ³⁸ English-language boards: In Grade 3 in 2021–2022, 54% of students with LL status met the provincial standard compared to 61% of students without LL status. In Grade 6 in 2022–2025, 53% of students with LL status (in Grade 3) met the provincial standard compared to 53% of students without LL status (in Grade 3). French-language boards: In Grade 3 in 2021–2022, 60% of students with LL status met the provincial standard compared to 71% of students without LL status. In Grade 6 in 2022–2025, 57% of students with LL status (in Grade 3) met the provincial standard compared to 65% of students without LL status (in Grade 3).
- ³⁹ English-language boards: In Grade 6 in 2021–2022, 45% of students with LL status met the provincial standard compared to 51% of students without LL status. In Grade 9 in 2022–2025, 60% of students with LL status (in Grade 6) met the provincial standard compared to 61% of students without LL status (in Grade 6). French-language boards: In Grade 6 in 2021–2022, 44% of students with LL status met the provincial standard compared to 54% of students without LL status. In Grade 9 in 2022–2025, 60% of students with LL status (in Grade 6) met the provincial standard compared to 70% of students without LL status (in Grade 6).
- ⁴⁰ Students identified with a giftedness exceptionality are included in the “students without special education needs” group. Note that some students who had special-education-needs (SEN) status in 2021–2022 no longer had SEN status in 2024–2025, because they had been identified as no longer requiring additional learning support. In 2021–2022 in Grade 3, 13 720 students in English-language boards and 1149 students in French-language boards were identified as having SEN. By Grade 6 (2024–2025), in English-language boards, 11% of these students were no longer identified as having SEN. In French-language boards, 10% of these students were no longer identified as having SEN. In 2021–2022 in Grade 6, 20 355 students in English-language boards and 1410 students in French-language boards were identified as having SEN. By Grade 9 (2024–2025) in English-language boards, 24% of these students were no longer identified as having SEN. In French-language boards, 14% of these students were no longer identified as having SEN.
- ⁴¹ English-language boards: Among Grade 3 students who met the provincial standard in 2021–2022, 57% of students with SEN status and 77% of students without SEN status still met the provincial standard in Grade 6 (2024–2025). Among Grade 3 students who did not meet the provincial standard in 2021–2022, 9% of students with SEN status and 22% of those without SEN status rose to meet the provincial standard in Grade 6 (2024–2025). French-language boards: Among Grade 3 students who met the provincial standard in 2021–2022, 62% of students with SEN status and 81% of students without SEN status still met the provincial standard in Grade 6 (2024–2025). Among Grade 3 students who did not meet the provincial standard in 2021–2022, 15% of students with SEN status and 31% of those without SEN status rose to meet the provincial standard in Grade 6 (2024–2025).

- ⁴² English-language boards: Among Grade 6 students who met the provincial standard in 2021–2022, 87% of students with SEN status and 90% of students without SEN status still met the provincial standard in Grade 9 (2024–2025). Also, 19% percent of students with SEN status and 37% of those without SEN status who did not meet the provincial standard in Grade 6 (2021–2022) rose to meet the provincial standard in Grade 9 (2024–2025). French-language boards: Among Grade 6 students who met the provincial standard in 2021–2022, 81% of students with SEN status and 93% of students without SEN status still met the provincial standard in Grade 9 (2024–2025). Twenty-eight percent of students with SEN status and 48% of those without SEN status who did not meet the provincial standard in Grade 6 (2021–2022) rose to meet the provincial standard in Grade 9 (2024–2025).
- ⁴³ English-language boards: In 2021–2022, among students with SEN status, 4206 met the Grade 3 provincial standard, and 9514 students did not meet the Grade 3 provincial standard. In 2021–2022, 31% of students with SEN status met the Grade 3 provincial standard. In 2024–2025, 24% of students with SEN status (in Grade 3) met the Grade 6 provincial standard. French-language boards: In 2021–2022, among students with SEN status, 490 met the Grade 3 provincial standard, and 659 students did not meet the Grade 3 provincial standard. In 2021–2022, 43% of students with SEN status met the Grade 3 provincial standard. In 2024–2025, 35% of students with SEN status (in Grade 3) met the Grade 6 provincial standard.
- ⁴⁴ English-language boards: In 2021–2022, among students without SEN status, 60 475 met the Grade 3 provincial standard, and 34 038 students did not meet the Grade 3 provincial standard. In 2021–2022, 64% of students without SEN status met the Grade 3 provincial standard. In 2024–2025, 57% of students without SEN status (in Grade 3) met the Grade 6 provincial standard. French-language boards: In 2021–2022, among students without SEN status, 4661 met the Grade 3 provincial standard, and 1855 students did not meet the Grade 3 provincial standard. In 2021–2022, 72% of students without SEN status met the Grade 3 provincial standard. In 2024–2025, 67% of students without SEN status (in Grade 3) met the Grade 6 provincial standard.
- ⁴⁵ English-language boards: In 2021–2022, among students with SEN status, 6785 met the Grade 6 provincial standard, and 13 570 students did not meet the Grade 6 provincial standard. In 2021–2022, 33% of students with SEN status met the Grade 6 provincial standard. In 2024–2025, 42% of students with SEN status (in Grade 6) met the Grade 9 provincial standard. French-language boards: In 2021–2022, among students with SEN status, 419 met the Grade 6 provincial standard, and 991 students did not meet the Grade 6 provincial standard. In 2021–2022, 30% of students with SEN status met the Grade 6 provincial standard. In 2024–2025, 43% of students with SEN status (in Grade 6) met the Grade 9 provincial standard.
- ⁴⁶ English-language boards: In 2021–2022, among students without SEN status, 46 022 met the Grade 6 provincial standard, and 39 441 students did not meet the Grade 6 provincial standard. In 2021–2022, 54% of students without SEN status met the Grade 6 provincial standard. In 2024–2025, 66% of students without SEN status (in Grade 6) met the Grade 9 provincial standard. French-language boards: In 2021–2022, among students without SEN status, 3305 met the Grade 6 provincial standard, and 2500 students did not meet the Grade 6 provincial standard. In 2021–2022, 57% of students without SEN status met the Grade 6 provincial standard. In 2024–2025, 73% of students without SEN status (in Grade 6) met the Grade 9 provincial standard.
- ⁴⁷ English-language boards: In Grade 3 in 2021–2022, 31% of students with SEN status met the provincial standard compared to 64% of students without SEN status. In Grade 6 in 2022–2025, 57% of students with SEN status (in Grade 3) met the provincial standard compared to 24% of students without SEN status (in Grade 3). French-language boards: In Grade 3 in 2021–2022, 43% of students with SEN status met the provincial standard compared to 72% of students without SEN status. In Grade 6 in 2022–2025, 67% of students with SEN status (in Grade 3) met the provincial standard compared to 35% of students without SEN status (in Grade 3).
- ⁴⁸ English-language boards: In Grade 6 in 2021–2022, 33% of students with SEN status met the provincial standard compared to 54% of students without SEN status. In Grade 9 in 2022–2025, 42% of students with SEN status (in Grade 6) met the provincial standard compared to 66% of students without SEN status (in Grade 6). French-language boards: In Grade 6 in 2021–2022, 30% of students with SEN status met the provincial standard compared to 57% of students without SEN status. In Grade 9 in 2022–2025, 43% of students with SEN status (in Grade 6) met the provincial standard compared to 73% of students without SEN status (in Grade 6).

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