

OECD Program for International Student Assessment 2012

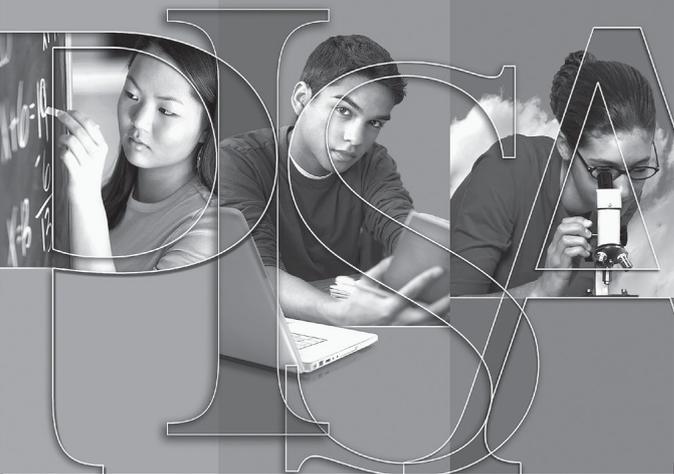


ORGANISATION FOR ECONOMIC
CO-OPERATION AND DEVELOPMENT

Project Consortium

- Australian Council for Educational Research (ACER)
- cApStAn Linguistic Quality Control (Belgium)
- Deutsches Institut für Internationale Pädagogische Forschung (DIPF, Germany)
- Educational Testing Service (ETS, USA)
- Institutt for Lærerdanning og Skoleutvikling (ILS, Norway)
- Leibniz - Institute for Science and Mathematics Education (IPN, Germany)
- National Institute for Educational Policy Research (NIEP, Japan)
- The Tao Initiative: CRP - Henri Tudor and Université de Luxembourg EMACS (Luxembourg)
- Unité d'analyse des systèmes éducatifs pratiques d'enseignement (aSPe, Belgium)
- Westat (USA)

School
Questionnaire



Place Label Here

School ID

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English313

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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0755. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Program for International Student Assessment (PISA), National Center for Education Statistics, U.S. Department of Education, 1990 K Street, N.W., Washington, D.C. 20006-5650.

O.M.B. No. 1850-0755, Approval Expires xx/xx/xxxx.

This questionnaire asks for information including:

- The structure and organization of the school;
- The student body and teachers;
- The school's resources;
- The school's instruction, curriculum and assessment;
- The school climate;
- The school's policies and practices;
- Financial education at school.

This information helps illustrate the similarities and differences between groups of schools in order to better establish the context for students' test results. For example, the information provided may help to establish what effect the availability of resources may have on student achievement – both within and between countries.

The questionnaire should be completed by the principal or designee.

It should take about 40 minutes to complete.

For some questions, specific expertise may be needed. You may consult experts to help you answer these questions.

If you do not know an answer precisely, your best estimate will be adequate for the purposes of the study.

Some questions ask about 10th grade or 10th graders. If you do not have a 10th grade in your school, then answer these questions for the grade in your school that contains the most 15-year-olds.

All information (or responses) you provide may only be used for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002), 20 U.S. Code, Section 9573]

SECTION A: THE STRUCTURE AND ORGANIZATION OF THE SCHOOL

SC01

Q1 Is your school a public or a private school?

(Please check only one box.)

A public school

 ₁

A private school

 ₂

Q2 About what percentage of your total funding for a typical school year comes from the following sources?

(Please write a number in each row. Write 0 (zero) if no funding comes from that source.)

	%
a) Government (includes departments, local, state, and federal)	_____
b) Tuition, student fees, or school charges paid by parents	_____
c) Benefactors, donations, bequests, sponsorships, parent fundraising	_____
d) Other	_____
Total	100%

Q3 Which of the following definitions best describes the community in which your school is located?

(Please check only one box.)

A village, hamlet, or rural area (fewer than 3,000 people)

 ₁

A small town (3,000 to about 15,000 people)

 ₂

A town (15,000 to about 100,000 people)

 ₃

A city (100,000 to about 1,000,000 people)

 ₄

A large city (with over 1,000,000 people)

 ₅

Q4 *We are interested in the options parents have when choosing a school for their children.*

Which of the following statements best describes the schooling available to students in your location?

(Please check only one box.)

There are two or more other schools in this area that compete for our students. ₁

There is one other school in this area that competes for our students. ₂

There are no other schools in this area that compete for our students. ₃

Q5 **What is the average size of English classes in the 10th grade in your school?**

(Please check only one box.)

- | | |
|-----------------------|--|
| 15 students or fewer | <input type="checkbox"/> ₀₁ |
| 16-20 students | <input type="checkbox"/> ₀₂ |
| 21-25 students | <input type="checkbox"/> ₀₃ |
| 26-30 students | <input type="checkbox"/> ₀₄ |
| 31-35 students | <input type="checkbox"/> ₀₅ |
| 36-40 students | <input type="checkbox"/> ₀₆ |
| 41-45 students | <input type="checkbox"/> ₀₇ |
| 46-50 students | <input type="checkbox"/> ₀₈ |
| More than 50 students | <input type="checkbox"/> ₀₉ |

Q6 The following questions are about the amount of instructional time in your school.

- a) How many instructional weeks are _____ out of 52 weeks in the school year?

(Please check one box in each row.)

<30 hours 30-32 hours 33-35 hours 36-40 hours 41-45 hours >45 hours

- b) On the average, how many hours in total are there in the school week? (include lunch breaks, study hall time, and after school activities)

₁ ₂ ₃ ₄ ₅ ₆

<22 hours 22-26 hours 27-31 hours 32-36 hours >36 hours

- c) How many hours for **instruction in all subjects** are there in the school week? (exclude lunch breaks and after school activities)

₁ ₂ ₃ ₄ ₅

0 hours 1-2 hours 3-4 hours 5-6 hours >6 hours

- d) How many hours for **instruction in mathematics** are there in the school week? (exclude lunch breaks and after-school activities)

₁ ₂ ₃ ₄ ₅

SECTION B: THE STUDENT BODY AND TEACHERS

Q7 As of February 1, 2011, what was the total school enrollment (number of students)?

(Please write a number in each line. Write 0 (zero) if there are none.)

a) Number of boys: _____

b) Number of girls: _____

SC08

Q8 About what percentage of students in your school repeated a grade, at these levels, last academic year?

(Please write a number in each row. Write 0 (zero) if nobody repeated a grade. Check the 'not available' box if the level does not exist in your school.)

% *Level not available in this school*

a) The approximate percentage of students repeating a grade at middle/junior high school level (grades 7-9) in this school last year was:

_____ 996

b) The approximate percentage of students repeating a grade at high school level (grades 10-12) in this school last year was:

_____ 996

Q9 How many of the following teachers are on the staff of your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

(Please write a number in each space provided. Write 0 (zero) if there are none.)

	<i>Full-time</i>	<i>Part-time</i>
a) Teachers in TOTAL	_____	_____
b) Teachers fully certified by the state in the main assignment field	_____	_____
c) Teachers with at least a bachelor's degree	_____	_____

Q10 How many of the following are on the mathematics staff of your school?

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time.

Please count only those teachers who have taught or will teach mathematics during the current school year.

(Please write a number in each space provided. Write 0 (zero) if there are none.)

	<i>Full time</i>	<i>Part Time</i>
a) Teachers of mathematics in TOTAL	_____	_____
b) Teachers of mathematics with a bachelor's or master's degree with a major in mathematics, mathematics education, statistics, physics, or engineering	_____	_____
c) Teachers of mathematics with a bachelor's or master's degree but not a major in mathematics, mathematics education, statistics, physics, or engineering	_____	_____
d) Teachers of mathematics with a bachelor's or master's degree in education	_____	_____
e) Teachers of mathematics with an associate's degree but not a bachelor's or master's degree	_____	_____

SECTION C: THE SCHOOL'S RESOURCES

The goal of the following set of three questions is to gather information about the student-computer ratio for students in the 10th grade at your school.

SC11

Number

Q11a At your school, what is the total number of students in the 10th grade?

Q11b Approximately, how many computers are available for these students for educational purposes?

Q11c Approximately, how many of these computers are connected to the Internet?

Q12 Which of the following statements describe the 10th grade students' access to computers in your school?

(Please check one box per row.)

	<i>Yes</i>	<i>No</i>
a) The school provides one or more specially equipped computer rooms/labs for students' use.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) The school provides a pool of laptops (i.e., at least one set for an average class size) for students' use.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) The school provides each student with a laptop.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Each student provides his or her own laptop.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Each student has one laptop, partly funded by the school and partly funded by the students or their parents.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Students have access to computers or laptops during classes only.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Students have access to computers or laptops outside classes (e.g., during breaks or free lessons).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SC13

Q13 In all subjects taken together, for how much of their work does the school expect the 10th grade students to access the Internet?

(Please check only one box in each row.)

	<i><10%</i>	<i>10-25%</i>	<i>26-50%</i>	<i>51-75%</i>	<i>>75%</i>
a) Work during class	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) Homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) Assignments or projects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Q14 Is your school's capacity to provide instruction hindered by any of the following issues?

(Please check one box in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) A lack of qualified science teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A lack of qualified mathematics teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) A lack of qualified English teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A lack of qualified teachers of other subjects	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Shortage or inadequacy of science laboratory equipment	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Shortage or inadequacy of instructional materials (e.g., textbooks)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Shortage or inadequacy of computers for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Lack or inadequacy of Internet connectivity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Shortage or inadequacy of computer software for instruction	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Shortage or inadequacy of library materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k) Shortage or inadequacy of school buildings and grounds	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Shortage or inadequacy of heating/cooling and lighting systems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Shortage or inadequacy of instructional space (e.g., classrooms)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION D: SCHOOL INSTRUCTION, CURRICULUM, AND ASSESSMENT

SC15

Q15 *Schools sometimes organize instruction differently for students with different abilities and interests in mathematics. Which of the following options describe what your school does for the 10th grade students in mathematics classes?*

(Please check one box in each row.)

	<i>For all classes</i>	<i>For some classes</i>	<i>Not for any classes</i>
a) Mathematics classes study similar content, but at different levels of difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Different classes study different content or sets of mathematics topics that have different levels of difficulty.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Students are grouped by ability within their mathematics classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) In mathematics classes, teachers use pedagogy suitable for students with heterogeneous abilities (i.e., students are not grouped by ability).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q16 In this academic year, which of the following activities does your school offer to students in the 10th grade?

(Please check one box in each row.)

	<i>Yes</i>	<i>No</i>
a) Band, orchestra or choir	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) School play or school musical	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) School yearbook, newspaper or magazine	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Volunteering or service activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Mathematics club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) Mathematics competitions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Chess club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Club with a focus on computers/ Information and Communication Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Art club or art activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Sports team or sports activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q17 Does your school offer any of the following options to students in the 10th grade whose first language is not English?

(Please check one box in each row.)

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) These students attend regular classes and receive additional periods of instruction aimed at developing English skills (e.g., reading literacy, grammar, vocabulary, communication). | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Before transferring to regular classes, these students attend a preparatory program aimed at developing English skills (e.g., reading literacy, grammar, vocabulary, communication). | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Before transferring to regular classes, these students receive some instruction in school subjects through their first language. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) These students receive significant amounts of instruction in their first language aimed at developing proficiency in both languages. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| e) Class size is reduced to cater to the special needs of these students. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q18 In your school, are assessments of students in the 10th grade used for any of the following purposes?

(Please check only one box in each row.)

	Yes	No
a) To inform parents about their child's progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) To make decisions about students' retention or promotion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) To group students for instructional purposes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) To compare the school to district, state, or national performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) To monitor the school's progress from year to year	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) To make judgments about teachers' effectiveness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) To identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) To compare the school with other schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q19 In your school, are achievement data used in any of the following accountability procedures?

*Achievement data include **aggregated** school or grade-level test scores or grades, or graduation rates.*

(Please check one box in each row.)

- | | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| a) Achievement data are posted publicly (e.g., in the media) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Achievement data are tracked over time by an administrative authority, such as a district, state, or national education agency | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

SC20

Q20 Does your school offer mathematics lessons or classes in addition to the mathematics classes offered during the usual school hours?

(Please check only one box.)

- | | | |
|-----|---------------------------------------|---------------------------------|
| Yes | <input type="checkbox"/> ₁ | <i>.go to the next question</i> |
| No | <input type="checkbox"/> ₂ | <i>.go to Q21</i> |

Q21 **What is the purpose of these additional mathematics lessons?**

(Please check one box in each row.)

- | | <i>Yes</i> | <i>No</i> |
|---|---------------------------------------|---------------------------------------|
| a) Enrichment mathematics only | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Remedial mathematics only | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Both enrichment mathematics and remedial mathematics | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Without differentiation depending on the prior achievement level of the students | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

SECTION E: SCHOOL CLIMATE

SC22

Q22 In your school, to what extent is the learning of students hindered by the following phenomena?

(Please check one box in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
a) Student truancy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Students skipping classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Students being late for classes during the school day	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Students not attending compulsory school events (e.g., school assemblies) or excursions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Students lacking respect for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Disruption of classes by students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Student use of alcohol or illegal drugs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Students intimidating or bullying other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Students not being encouraged to achieve their full potential	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Poor student-teacher relations	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
k) Teachers having to teach students of heterogeneous ability levels within the same class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l) Teachers having to teach students of diverse ethnic backgrounds (i.e., language, culture) within the same class.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m) Teachers' low expectations of students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n) Teachers not meeting individual students' needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o) Teacher absenteeism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p) Staff resisting change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q) Teachers being too strict with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r) Teachers being late for classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
s) Teachers not being well prepared for classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

- Q23** During the last academic year, what proportion of students left your school without a diploma or an alternative credential (e.g., a GED)? Only include students who dropped out of school without a diploma or alternative credential (e.g., a GED), not students who moved or transferred to another school. %

- Q24** Which statement below best characterizes parental expectations towards your school?

(Please check only one box.)

There is *constant pressure* from many parents, who expect our school to set very high academic standards and to have our students achieve them. ₁

Pressure on the school to achieve higher academic standards among students comes from a *minority of parents*. ₂

Pressure from parents on the school to achieve higher academic standards among students is *largely absent*. ₃

Q25 During the last academic year, for what proportion of students did parents participate in the following school-related activities?

(Please write a number in each row. Write 0 (zero) if no parents participated in the activity. Write 100 (one hundred) if all parents participated in the activity)

	%
a) Discussed their child’s behavior with a teacher on their own initiative	_____
b) Discussed their child’s behavior on the initiative of one of their child’s teachers	_____
c) Discussed their child’s academic progress with a teacher on their own initiative	_____
d) Discussed their child’s academic progress on the initiative of one of their child’s teachers	_____
e) Volunteered for physical activities, e.g., building maintenance, carpentry, gardening or yard work	_____
f) Volunteered for extra-curricular activities, e.g., book club, school play, sports, field trip	_____
g) Volunteered in the school library or media center	_____
h) Assisted a teacher in the school	_____
i) Appeared as a guest speaker	_____
j) Participated in local school government, e.g., PTA, parent advisory council	_____
k) Fundraising for the school	_____

Q26 Think about the teachers in your school. How much do you agree with the following statements?

(Please check one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) The morale of teachers in this school is high.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Teachers work with enthusiasm.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Teachers take pride in this school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Teachers value academic achievement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q27 **How much do you agree with these statements about innovation in your school?**

(Please check one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) Mathematics teachers are interested in trying new methods and teaching practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) There is a preference among mathematics teachers to stay with well-known methods and practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There are frequent disagreements between 'innovative' and 'traditional' mathematics teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q28 **How much do you agree with these statements about teachers' expectations in your school?**

(Please check one box in each row.)

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
a) There is consensus among mathematics teachers that academic achievement must be kept as high as possible.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) There is consensus among mathematics teachers that it is best to adapt academic standards to the students' levels and needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) There are frequent disagreements between mathematics teachers who consider each other to be 'too demanding' or 'too lax'.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Q29 How much do you agree with these statements about teaching goals in your school?

(Please check one box in each row.)

- | | <i>Strongly
agree</i> | <i>Agree</i> | <i>Disagree</i> | <i>Strongly
disagree</i> |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a) There is consensus among mathematics teachers that the social and emotional development of students is as important as their acquisition of mathematical skills and knowledge in mathematics classes. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| b) There is consensus among mathematics teachers that the development of mathematical skills and knowledge in students is the most important objective in mathematics classes. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |
| c) There are frequent disagreements between mathematics teachers who consider each other as 'too focused on skill acquisition' or 'too focused on the affective development' of students. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ |

Q30 During the last year, have any of the following methods been used to monitor the practice of mathematics teachers at your school?

(Please check one box in each row.)

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) Tests or assessments of student achievement | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Teacher peer review (of lesson plans, assessment instruments, lessons) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Principal or senior staff observations of lessons | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| d) Observation of classes by inspectors or other persons external to the school | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q31 Concerning appraisal of and/or feedback to teachers, to what extent have they directly led to any of the following?

(Please check one box in each row.)

	<i>No change</i>	<i>A small change</i>	<i>A moderate change</i>	<i>A large change</i>
a) A change in salary.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) A financial bonus or another kind of monetary reward.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Opportunities for professional development activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) A change in the likelihood of career advancement.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Public recognition from you.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Changes in work responsibilities that make the job more attractive.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Role in school development initiatives (e.g., curriculum development group, development of school objectives).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SECTION F: SCHOOL POLICIES AND PRACTICES

SC32

Q32 How often are the following factors considered when students are admitted to your school?

(Please check one box in each row.)

	<i>Never</i>	<i>Sometimes</i>	<i>Always</i>
a) Student's record of academic performance in general (including placement tests)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Student's record of performance specifically in mathematics (including placement test)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Whether the student requires or is interested in a special program	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Preference given to family members of current or former students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
g) Residence in a particular area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
h) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q33

Regarding your school, who has a considerable responsibility for the following tasks?

(Please check as many boxes as appropriate in each row.)

	<i>Principals</i>	<i>Teachers</i>	<i>School-level governing board</i>	<i>Local education agency</i>	<i>State education agency</i>	<i>U.S. Dept of Education</i>
a) Selecting teachers for hire	<input type="checkbox"/> ₁					
b) Firing teachers	<input type="checkbox"/> ₁					
c) Establishing teachers' starting salaries	<input type="checkbox"/> ₁					
d) Determining teachers' salary increases	<input type="checkbox"/> ₁					
e) Formulating the school budget	<input type="checkbox"/> ₁					
f) Deciding on budget allocations within the school	<input type="checkbox"/> ₁					
g) Establishing student disciplinary policies	<input type="checkbox"/> ₁					
h) Establishing student assessment policies	<input type="checkbox"/> ₁					
i) Approving students for admission to the school	<input type="checkbox"/> ₁					
j) Choosing which textbooks are used	<input type="checkbox"/> ₁					
k) Determining course content	<input type="checkbox"/> ₁					

- l) Deciding which courses are offered ₁ ₁ ₁ ₁ ₁ ₁

Q34

Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviors in your school during the last academic year.

(Please check only one box in each row.)

	<i>Less than once a year</i>	<i>Once a year</i>	<i>3-4 times a year</i>	<i>Once a month</i>	<i>Once a week</i>	<i>More than once a week</i>
a) I work to enhance the school's reputation in the community.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b) I use student performance results to develop the school's educational goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₄	<input type="checkbox"/> ₆
c) I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d) I ensure that teachers work according to the school's educational goals.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e) I promote teaching practices based on recent educational research.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
f) I praise teachers whose students are actively participating in learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
g) When a teacher has problems in his/her classroom, I take the initiative to discuss matters.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
h) I draw teachers' attention to the importance of students' development of critical and social capacities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
i) I pay attention to disruptive behavior in classrooms.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

- | | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ | <input type="checkbox"/> ₆ |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| | <i>Less than once a year</i> | <i>Once a year</i> | <i>3-4 times a year</i> | <i>Once a month</i> | <i>Once a week</i> | <i>More than once a week</i> |
| j) I provide staff with opportunities to participate in school decision-making. | <input type="checkbox"/> |
| k) I engage teachers to help build a school culture of continuous improvement. | <input type="checkbox"/> |
| l) I ask teachers to participate in reviewing management practices | <input type="checkbox"/> |
| m) When a teacher brings up a classroom problem, we solve the problem together. | <input type="checkbox"/> |
| n) I discuss the school's academic goals with teachers at faculty meetings. | <input type="checkbox"/> |
| o) I refer to the school's academic goals when making curricular decisions with teachers. | <input type="checkbox"/> |
| p) I discuss academic performance results with the faculty to identify curricular strengths and weaknesses. | <input type="checkbox"/> |
| q) I lead or attend in-service activities concerned with instruction. | <input type="checkbox"/> |
| r) I set aside time at faculty meetings for teachers to share ideas or information from in-service activities. | <input type="checkbox"/> |
| s) I conduct informal observations in classrooms on a regular basis (informal observations are unscheduled, last at least 5 minutes, and may or may not involve written feedback or a formal conference). | <input type="checkbox"/> |

t) I review student work products when evaluating classroom instruction. ₁ ₂ ₃ ₄ ₅ ₆

u) I ensure that the classroom priorities of teachers are consistent with the goals and direction of the school. ₁ ₂ ₃ ₄ ₅ ₆

SC35

Q35 During the last three months, what percentage of teaching staff in your school has attended a program of professional development with a focus on mathematics?

A program of professional development here is a formal program designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognized qualification. The total length of the program must last for at least one day and have a focus on the teaching and education of mathematics.

a) All staff at your school _____ %

b) Staff who teach mathematics at your school _____ %

SC36

Q36 Who has the main responsibility for career guidance of students in the 10th grade at your school?

(Please check only one box.)

Not applicable; career guidance is not available in this school. ₁

All teachers share the responsibility for career guidance. ₂

Specific teachers have the main responsibility for career guidance. ₃

We have one or more specific career guidance counselors **employed** at school. ₄

We have one or more specific career guidance counselors who regularly **visit** the school. ₅

Q37 If career guidance is available at your school, which of the statements below best describes the situation for students in the 10th grade?

Please skip this question if career guidance is not available at your school. Otherwise, please check only one box.

Career guidance is sought voluntarily by students. ₁

Career guidance is formally scheduled into students' time at school. ₂

Q38 To what extent do you feel that teachers in your school concentrate on developing in students the skills and knowledge that will help them in tertiary (post-secondary) education?

(Please check only one box.)

These skills and knowledge are not a major part of teachers' pedagogical activities ₁

These skills and knowledge are integrated into teachers' pedagogical activities, but they are not emphasized ₂

These skills and knowledge are a focus of teachers' pedagogical activities ₃

Q39 Which of the following measures aimed at quality assurance and improvement do you have in your school?

(Please check one box in each row.)

	Yes	No
a) A written specification of the school's curricular profile and educational goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b) Written specification of student performance standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c) Systematic recording of data, including teacher and student attendance and graduation rates, test results, professional development of teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d) Analysis of professional development needs and development of a professional development plan for teachers and school leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e) Internal evaluation/self-evaluation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f) External evaluation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g) Seeking written feedback from students (e.g., regarding classes, teachers or resources)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) Teacher mentoring	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i) Regular consultation aimed at school improvement with one or more experts over a period of at least six months	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
j) Implementation of a standardized policy for mathematics (e.g., school curriculum with shared instructional materials accompanied by staff development and training.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
k) The school has written induction information for new teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

- l) The school takes new teachers through the induction information ₁ ₂

SC40

Q40 Which of the following statements apply in your school?

A policy refers to written rules known to those concerned by the policy.

(Please check one box in each row.)

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| a) The school has a policy on how to use computers in mathematics instruction, (e.g., amount of computer use in mathematics classes, use of specific mathematics computer programs). | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) All the 10th grade mathematics classes in the school use the same textbook. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Mathematics teachers in the school follow a standardized curriculum that specifies content at least on a monthly basis. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

SC41

Q41 How is the attendance of students at your school monitored?

(Please check one box in each row.)

- | | Yes | No |
|---|---------------------------------------|---------------------------------------|
| a) Student attendance is recorded every morning. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| b) Student attendance is recorded in every class. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| c) Students (or their parents) report their absences to the school. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

- d) Principal or other member of the school leadership personally monitors students' attendance. ₁ ₂

SC42

Q42 At your school, how is student truancy followed-up?

(Please check all that apply.)

	<i>Truancy once or twice</i>	<i>Repeated or ongoing truancy</i>
a) Oral warning to student	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
b) Extra duties for student, e.g., picking up litter, additional assignments, giving up breaks or staying after school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
c) Written warning to student	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
d) Agreement/contract about attendance with student	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
e) Parents contacted by phone	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
f) Written warning to parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
g) Parents invited to school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
h) Home visit	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
i) Consultation with student by specialized staff, e.g., social worker or guidance counselor	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
j) Suspension	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
k) Expulsion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

Q43 Which of the following statements apply in your school?

A policy refers to written rules known to those concerned by the policy.

(Please check one box in each row.)

	<i>Yes</i>	<i>No</i>	<i>Don't know</i>
a) The school had a policy for monitoring and reacting to student truancy three years ago.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) The leadership of the school regarded student truancy as a problem three years ago.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) The school currently has a policy for monitoring and reacting to student truancy.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Q44 In your school, how likely is it that a student in the 10th grade would be transferred to another school because of the following reasons?

(Please check one box in each row.)

	<i>Not likely</i>	<i>Likely</i>	<i>Very likely</i>
a) Low academic achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) High academic achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Behavioral problems	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Special learning needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
e) Parents' or guardians' request	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
f) Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

SECTION G: FINANCIAL EDUCATION AT SCHOOL

The following four questions are about financial education in your school. Financial education involves topics such as money and transactions; planning and managing finances (including saving and spending; credit and debt; and financial decision-making); risk and reward (investment and insurance); and financial landscape (including consumer rights and responsibilities and understanding of the wider financial, economic and social system).

SC45

Q45 Is financial education compulsory in your school?

(Please check only one box.)

Yes

 ₁

No

 ₂

Q46 Which of the statements below describe the teaching of financial education at your school?

For each statement, please indicate the number of hours of financial education of this type for students in the 10th grade during the last academic year?

(Please check one box in each row.)

	<i>Not at all</i>	<i>1-4 hours a year</i>	<i>5-19 hours year</i>	<i>20-49 hours a year</i>	<i>50 or more hours a year</i>
a) It is taught as a separate subject.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b) It is taught as a cross-curricular subject.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c) It is taught as part of business or economics courses.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d) It is taught as part of other social sciences and humanities subjects (e.g., history, geography, home economics, civics).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e) It is taught as part of mathematics.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f) It is available as an extracurricular activity.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

For the following two statements please respond with yes or no.

(Please check one box in each row.)

	<i>Yes</i>	<i>No</i>
g) It is provided by people from outside your school, from private sector finance institutions (e.g., commercial bank, insurance company).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h) It is provided by people from outside your school, NOT from private sector finance institutions (e.g., Department of Commerce, Reserve Bank).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q47 Which of the statements below best describes the situation for students in the 10th grade regarding the availability of financial education in your school?

(Please check only one box.)

Financial education is not available. ₁

Financial education has been available for less than two years. ₂

Financial education has been available for two years or more. ₃

Q48 Which of the statements below best describe the situation for teachers at your school regarding professional development in financial education?

(Please check one box in each row.)

	Yes	No	Not applicable
a) Financial education is required as part of pre-service education for teachers who teach financial education.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b) Financial education is offered as part of pre-service education for teachers who teach financial education.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c) Professional development in financial education is available to teachers who teach financial education.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d) Teachers have attended professional development in financial education in the past 12 months.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

***Thank you very much for your cooperation in
completing this questionnaire!***