



SECTION FIVE

MATHEMATICS PROGRAM QUESTIONNAIRE



Mathematics Program Questionnaire

Mathematics Program Questionnaire Tables

2012 NATIONAL SURVEY OF SCIENCE AND MATHEMATICS EDUCATION MATHEMATICS PROGRAM QUESTIONNAIRE

This questionnaire asks a number of questions about “mathematics teachers.” In responding, unless otherwise specified, consider ALL teachers of mathematics in your school, including self-contained teachers who teach mathematics and other subjects to the same group of students.

1. Which of the following describe your position? [Select all that apply.]

| | |
|--------------------------|-----------------------------------|
| <input type="checkbox"/> | Mathematics department chair |
| <input type="checkbox"/> | Mathematics lead teacher or coach |
| <input type="checkbox"/> | Regular classroom teacher |
| <input type="checkbox"/> | Principal |
| <input type="checkbox"/> | Assistant principal |
| <input type="checkbox"/> | Other (please specify: _____) |

School Programs and Practices

2. ***[Presented only to schools that include self-contained teachers]***

Indicate whether each of the following programs and/or practices is currently being implemented in your school. [Select one on each row.]

| | Yes | No |
|--|-----------------------|-----------------------|
| a. Students in self-contained classes receive mathematics instruction from a mathematics specialist <i>instead of</i> their regular teacher. | <input type="radio"/> | <input type="radio"/> |
| b. Students in self-contained classes receive mathematics instruction from a mathematics specialist <i>in addition to</i> their regular teacher. | <input type="radio"/> | <input type="radio"/> |
| c. Students in self-contained classes pulled out for remedial instruction in mathematics. | <input type="radio"/> | <input type="radio"/> |
| d. Students in self-contained classes pulled out for enrichment in mathematics. | <input type="radio"/> | <input type="radio"/> |
| e. Students in self-contained classes pulled out from mathematics instruction for additional instruction in other content areas. | <input type="radio"/> | <input type="radio"/> |

3. ***[Presented only to schools that include any grades 9–12]***

Indicate whether each of the following programs and/or practices is currently being implemented in your school. [Select one on each row.]

| | Yes | No |
|--|-----------------------|-----------------------|
| a. Algebra 1 course offered over two years or as two separate block courses (for example: Algebra A and Algebra B) | <input type="radio"/> | <input type="radio"/> |
| b. Calculus courses (beyond pre-Calculus) offered this school year or in alternating years, on or off site | <input type="radio"/> | <input type="radio"/> |
| c. Students go to a Career and Technical Education (CTE) Center for mathematics instruction | <input type="radio"/> | <input type="radio"/> |
| d. Mathematics courses offered by telecommunications | <input type="radio"/> | <input type="radio"/> |
| e. Students go to another K–12 school for mathematics courses | <input type="radio"/> | <input type="radio"/> |
| f. Students go to a college or university for mathematics courses | <input type="radio"/> | <input type="radio"/> |

4. Which of the following are provided to teachers considered in need of special assistance in mathematics teaching (for example: new teachers)? [Select all that apply.]

| | |
|--------------------------|---|
| <input type="checkbox"/> | Seminars, classes, and/or study groups |
| <input type="checkbox"/> | Guidance from a formally designated mentor or coach |
| <input type="checkbox"/> | A higher level of supervision than for other teachers |

5. Indicate whether your school does each of the following to enhance students' interest and/or achievement in mathematics. [Select one on each row.]

| | Yes | No |
|---|-----------------------|-----------------------|
| a. Holds family math nights | <input type="radio"/> | <input type="radio"/> |
| b. Offers after-school help in mathematics (for example: tutoring) | <input type="radio"/> | <input type="radio"/> |
| c. Offers formal after-school programs for enrichment in mathematics | <input type="radio"/> | <input type="radio"/> |
| d. Offers one or more mathematics clubs | <input type="radio"/> | <input type="radio"/> |
| e. Participates in a local or regional mathematics fair | <input type="radio"/> | <input type="radio"/> |
| f. Has one or more teams participating in mathematics competitions (for example: Math Counts) | <input type="radio"/> | <input type="radio"/> |
| g. Encourages students to participate in mathematics summer programs or camps offered by community colleges, universities, museums or mathematics centers | <input type="radio"/> | <input type="radio"/> |
| h. Sponsors visits to business, industry, and/or research sites related to mathematics | <input type="radio"/> | <input type="radio"/> |
| i. Sponsors meetings with adult mentors who work in mathematics fields | <input type="radio"/> | <input type="radio"/> |

Your State Standards

6. Please provide your opinion about each of the following statements in regard to your current state standards for mathematics. [Select one on each row.]

| | Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree |
|---|-------------------|----------|------------|-------|----------------|
| a. State mathematics standards have been thoroughly discussed by mathematics teachers in this school | ① | ② | ③ | ④ | ⑤ |
| b. There is a school-wide effort to align mathematics instruction with the state mathematics standards | ① | ② | ③ | ④ | ⑤ |
| c. Most mathematics teachers in this school teach to the state standards | ① | ② | ③ | ④ | ⑤ |
| d. Your district/diocese organizes mathematics professional development based on state standards [<i>Not presented to non-Catholic private schools</i>] | ① | ② | ③ | ④ | ⑤ |

Student Enrollment in Mathematics Courses

7. *[Presented only to schools that include grade 8]*
 Approximately how many of this year's 8th grade students will have completed Algebra 1 prior to 9th grade? [Enter your response as a whole number (for example: 15).] _____
8. *[Presented only to schools that include grade 8]*
 Approximately how many of this year's 8th grade students will have completed Geometry prior to 9th grade? [Enter your response as a whole number (for example: 15).] _____
9. *[Presented only to schools that include any grades 9–12]*
 Approximately how many grades 9–12 students in this school will **not** take a mathematics course this year? [Enter your response as a whole number (for example: 1500); do not use a comma.]

Mathematics Courses Offered in Your School

[Questions 10–16 presented only to schools that include any grades 9–12; schools that do not include any of these grades skip to Q19]

10. What types of mathematics courses are offered in your school this year? [Select all that apply.]

| | |
|--------------------------|---|
| <input type="checkbox"/> | Single-subject mathematics courses (for example: Algebra, Geometry) |
| <input type="checkbox"/> | Integrated mathematics courses |

11. How many sections of courses in each of the following categories will be offered to grades 9–12 students in this school this year? [Enter each response as a whole number (for example: 15).]

| | Number of sections |
|--|--------------------|
| a. Non-college prep mathematics courses <i>Example courses:</i> Developmental Math; High School Arithmetic; Remedial Math; General Math; Vocational Math; Consumer Math; Basic Math; Business Math; Career Math; Practical Math; Essential Math; Pre-Algebra; Introductory Algebra; Algebra 1 Part 1; Algebra 1A; Math A; Basic Geometry; Informal Geometry; Practical Geometry | |
| b. Formal/College-prep Mathematics Level 1 courses <i>Example courses:</i> Algebra 1; Integrated Math 1; Unified Math I; Algebra 1 Part 2; Algebra 1B; Math B | |
| c. Formal/College-prep Mathematics Level 2 courses <i>Example courses:</i> Geometry; Plane Geometry; Solid Geometry; Integrated Math 2; Unified Math II; Math C | |
| d. Formal/College-prep Mathematics Level 3 courses <i>Example courses:</i> Algebra 2; Intermediate Algebra; Algebra and Trigonometry; Advanced Algebra; Integrated Math 3; Unified Math III | |
| e. Formal/College-prep Mathematics Level 4 courses <i>Example courses:</i> Algebra 3; Trigonometry; Pre-Calculus; Analytic/Advanced Geometry; Elementary Functions; Integrated Math 4, Unified Math IV; Calculus (not including college level/AP); any other College Prep Senior Math with Algebra 2 as a prerequisite | |
| f. Mathematics courses that might qualify for college credit <i>Example courses:</i> Advanced Placement Calculus (AB, BC); Advanced Placement Statistics; IB Mathematics standard level; IB Mathematics higher level; concurrent college and high school credit/dual enrollment | |

12. Does this school offer one or more courses focused specifically on probability and/or statistics? (Include both courses that are offered every year and those offered in alternating years.)

| | |
|-----------------------|-------------------------|
| <input type="radio"/> | Yes |
| <input type="radio"/> | No <i>[Skip to Q14]</i> |

13. What probability and/or statistics courses does this school offer? [Select all that apply.]

| | |
|--------------------------|-------------------------------------|
| <input type="checkbox"/> | Probability and Statistics combined |
| <input type="checkbox"/> | Probability |
| <input type="checkbox"/> | Statistics |

14. Does your school offer each of the following types of mathematics courses that might qualify for college credit? (Include both courses that are offered every year and those offered in alternating years.) [Select one on each row.]

| | Yes | No |
|--|-----------------------|-----------------------|
| a. Advanced Placement (AP) mathematics courses | <input type="radio"/> | <input type="radio"/> |
| b. International Baccalaureate (IB) mathematics courses | <input type="radio"/> | <input type="radio"/> |
| c. Concurrent college and high school credit/dual enrollment mathematics courses | <input type="radio"/> | <input type="radio"/> |

15. *[Presented only to schools that answered “Yes” to Q14c]*

When are concurrent college and high school credit/dual enrollment mathematics courses offered in this school?

| | |
|-----------------------|--|
| <input type="radio"/> | Not offered this school year, but offered in alternating years |
| <input type="radio"/> | Offered this school year |

16. *[Q16a–c presented only to schools that answered “Yes” to Q14a; Q16d–g presented only to schools that answered “Yes” to Q14b]*

Is each of the following mathematics courses offered in this school? [Select one on each row.]

| | Not offered at all | Not offered this school year, but offered in alternating years | Offered this school year |
|---|-----------------------|--|--------------------------|
| a. AP Calculus AB | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. AP Calculus BC | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. AP Statistics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. IB Mathematical studies standard level | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. IB Mathematics standard level | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. IB Mathematics higher level | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. IB Further mathematics standard level | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Mathematics Requirements

17. [Presented only to schools that include grade 12]

In order to graduate from this high school, how many years of grades 9–12 mathematics are students required to take?

| 1 year | 2 years | 3 years | 4 years |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. [Presented only to schools that include grade 12]

How many years of mathematics are required for entry into a four-year college or university in your state university system? If your state university system has multiple tiers, answer for the lowest tier that awards four-year degrees, not including community colleges that might include four-year programs.

| 1 year | 2 years | 3 years | 4 years |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Budget for Mathematics Instruction

19. For this school, how much money was spent on each of the following during the most recently completed budget year? (If you don't know the exact amount, please provide your best estimates.) [Enter each response as a whole dollar amount (for example: 1500); do not include commas or dollar signs.]

- Consumable supplies for mathematics instruction (for example: graph paper) _____
- Non-consumable items for mathematics instruction such as calculators, protractors, manipulatives, etc. (Do not include computers) _____
- Software specific to mathematics instruction (for example: dynamic geometry software) _____

Influences on Mathematics Instruction

20. Please rate the effect of each of the following on the quality of mathematics instruction in your school.
 [Select one on each row.]

| | Inhibits effective instruction | | Neutral or mixed | | Promotes effective instruction | N/A or Don't Know |
|---|--------------------------------|---|------------------|---|--------------------------------|-------------------|
| a. District/Diocese mathematics professional development policies and practices <i>[Not presented to non-Catholic private schools]</i> | ① | ② | ③ | ④ | ⑤ | ○ |
| b. Time provided for teacher professional development in mathematics | ① | ② | ③ | ④ | ⑤ | ○ |
| c. Importance that the school places on mathematics | ① | ② | ③ | ④ | ⑤ | ○ |
| d. Public attitudes toward mathematics instruction | ① | ② | ③ | ④ | ⑤ | ○ |
| e. Conflict between efforts to improve mathematics instruction and other school and/or district/diocese initiatives | ① | ② | ③ | ④ | ⑤ | ○ |
| f. Equipment and supplies and/or manipulatives for teaching mathematics (for example: materials for students to draw, cut and build in order to make sense of problems) | ① | ② | ③ | ④ | ⑤ | ○ |

21. In your opinion, how great a problem is each of the following for mathematics instruction **in your school as a whole**? [Select one on each row.]

| | Not a significant problem | Somewhat of a problem | Serious problem |
|---|---------------------------|-----------------------|-----------------------|
| a. Inadequate funds for purchasing mathematics equipment and supplies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Inadequate supply of mathematics textbooks/programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Inadequate materials for individualizing mathematics instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Low student interest in mathematics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Low student reading abilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Lack of teacher interest in mathematics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Inadequate teacher preparation to teach mathematics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Insufficient time to teach mathematics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Lack of opportunities for mathematics teachers to share ideas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Inadequate mathematics-related professional development opportunities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Interruptions for announcements, assemblies, and other school activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Large class sizes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. High student absenteeism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. Inappropriate student behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. Lack of parental support for mathematics education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Mathematics Teacher Turnover

22. ***[Presented only to schools that include any grades 6–12]***

How many middle and/or high school mathematics teachers who taught in your school last year (2010–11) did not return to teach mathematics in your school this year (2011–12)? [Enter your response as a whole number (for example: 15). Please enter “0” if all teachers who taught mathematics returned this school year.] _____ ***[If “0” Skip to Q24]***

23. ***[Presented only to schools that include any grades 6–12]***

How many of those teachers did not return for each of the following reasons? [Enter each response as a whole number (for example: 15). Please enter “0” for categories in which there were not any mathematics teachers who did not return for that reason.]

- Left voluntarily, including mathematics teachers who moved to another department or school, left the profession, or retired _____
- Were reassigned to another position, department, or school in the district/diocese _____
- Were dismissed or not rehired for poor performance _____
- Were dismissed or not rehired because of budget constraints _____

24. [Presented only to schools that include any grades 6–12]

For the 2011–12 school year, how difficult was it to fill middle and/or high school mathematics teacher vacancies in your school with fully qualified teachers?

| | |
|-----------------------|--|
| <input type="radio"/> | There were no vacancies for mathematics teachers |
| <input type="radio"/> | Easy |
| <input type="radio"/> | Somewhat difficult |
| <input type="radio"/> | Very difficult |
| <input type="radio"/> | Could not fill the vacancies |

Mathematics Professional Development Opportunities

25. This question is about in-service (professional development) programs offered by your school and/or district/diocese, possibly in conjunction with other organizations (for example: other school districts/dioceses, colleges or universities, museums, professional associations, commercial vendors).

In the last three years, has your school and/or district/diocese offered in-service **workshops specifically focused on mathematics or mathematics teaching?**

| | |
|-----------------------|-------------------------|
| <input type="radio"/> | Yes |
| <input type="radio"/> | No <i>[Skip to Q27]</i> |

26. Please indicate the extent to which in-service **workshops** offered by your school and/or district/diocese **in the last three years** addressed deepening teacher understanding of each of the following: [Select one on each row.]

| | Not at all | | Somewhat | | To a great extent |
|---|------------|---|----------|---|-------------------|
| a. Mathematics content | ① | ② | ③ | ④ | ⑤ |
| b. State mathematics standards | ① | ② | ③ | ④ | ⑤ |
| c. How to use particular mathematics instructional materials (for example: textbooks or programs) | ① | ② | ③ | ④ | ⑤ |
| d. How students think about various mathematical ideas | ① | ② | ③ | ④ | ⑤ |
| e. How to monitor student understanding during mathematics instruction | ① | ② | ③ | ④ | ⑤ |
| f. How to adapt mathematics instruction to address student misconceptions | ① | ② | ③ | ④ | ⑤ |
| g. How to use technology in mathematics instruction | ① | ② | ③ | ④ | ⑤ |
| h. How to use investigation-oriented tasks in mathematics instruction | ① | ② | ③ | ④ | ⑤ |
| i. How to teach mathematics to students who are English language learners | ① | ② | ③ | ④ | ⑤ |
| j. How to provide alternative mathematics learning experiences for students with special needs | ① | ② | ③ | ④ | ⑤ |

27. In the last three years, has your school offered **teacher study groups** where teachers meet on a regular basis to discuss teaching and learning of mathematics, and possibly other content areas as well (sometimes referred to as Professional Learning Communities, PLCs, or lesson study)?

| | |
|-----------------------|-------------------------|
| <input type="radio"/> | Yes |
| <input type="radio"/> | No <i>[Skip to Q39]</i> |

28. *[Presented only to schools that include any grades K–5]*

Are teachers of grades K–5 mathematics classes required to participate in these mathematics-focused **teacher study groups**?

| | |
|-----------------------|-----|
| <input type="radio"/> | Yes |
| <input type="radio"/> | No |

29. *[Presented only to schools that include any grades 6–8]*

Are teachers of grades 6–8 mathematics classes required to participate in these mathematics-focused **teacher study groups**?

| | |
|-----------------------|-----|
| <input type="radio"/> | Yes |
| <input type="radio"/> | No |

30. *[Presented only to schools that include any grades 9–12]*

Are teachers of grades 9–12 mathematics classes required to participate in these mathematics -focused **teacher study groups**?

| | |
|-----------------------|-----|
| <input type="radio"/> | Yes |
| <input type="radio"/> | No |

31. Has your school specified a schedule for when these mathematics-focused **teacher study groups** are expected to meet?

| | |
|-----------------------|-------------------------|
| <input type="radio"/> | Yes |
| <input type="radio"/> | No <i>[Skip to Q34]</i> |

32. Over what period of time were these mathematics-focused **teacher study groups** typically expected to meet?

| | |
|-----------------------|------------------------|
| <input type="radio"/> | The entire school year |
| <input type="radio"/> | One semester |
| <input type="radio"/> | Less than one semester |

33. How often have these mathematics-focused **teacher study groups** typically been expected to meet?

| | |
|-----------------------|-------------------------|
| <input type="radio"/> | Less than once a month |
| <input type="radio"/> | Once a month |
| <input type="radio"/> | Twice a month |
| <input type="radio"/> | More than twice a month |

34. Which of the following describe the typical mathematics-focused **teacher study groups** in this school? [Select all that apply.]

| | |
|--------------------------|--|
| <input type="checkbox"/> | Organized by grade level |
| <input type="checkbox"/> | Include teachers from multiple grade levels |
| <input type="checkbox"/> | Limited to teachers from this school |
| <input type="checkbox"/> | Include teachers from other schools in the district/diocese <i>[Not presented to non-Catholic private schools]</i> |
| <input type="checkbox"/> | Include teachers from other schools outside of your district/diocese |
| <input type="checkbox"/> | Include school and/or district/diocese administrators |
| <input type="checkbox"/> | Include parents/guardians or other community members |
| <input type="checkbox"/> | Include higher education faculty or other “consultants” |

35. Which of the following describe the typical mathematics-focused **teacher study groups** in this school? [Select all that apply.]

| | |
|--------------------------|--|
| <input type="checkbox"/> | Teachers engage in mathematics investigations. |
| <input type="checkbox"/> | Teachers plan mathematics lessons together. |
| <input type="checkbox"/> | Teachers analyze student mathematics assessment results. |
| <input type="checkbox"/> | Teachers analyze classroom artifacts (for example: student work samples). |
| <input type="checkbox"/> | Teachers analyze mathematics instructional materials (for example: textbooks or programs). |

36. To what extent have these mathematics-focused **teacher study groups** addressed deepening teacher understanding of each of the following? [Select one on each row.]

| | Not at all | Somewhat | | | To a great extent |
|---|------------|----------|---|---|-------------------|
| | ① | ② | ③ | ④ | ⑤ |
| a. Mathematics content | ① | ② | ③ | ④ | ⑤ |
| b. State mathematics standards | ① | ② | ③ | ④ | ⑤ |
| c. How to use particular mathematics instructional materials (for example: textbooks or programs) | ① | ② | ③ | ④ | ⑤ |
| d. How students think about various mathematical ideas | ① | ② | ③ | ④ | ⑤ |
| e. How to monitor student understanding during mathematics instruction | ① | ② | ③ | ④ | ⑤ |
| f. How to adapt mathematics instruction to address student misconceptions | ① | ② | ③ | ④ | ⑤ |
| g. How to use technology in mathematics instruction | ① | ② | ③ | ④ | ⑤ |
| h. How to use investigation-oriented tasks in mathematics instruction | ① | ② | ③ | ④ | ⑤ |
| i. How to teach mathematics to students who are English language learners | ① | ② | ③ | ④ | ⑤ |
| j. How to provide alternative mathematics learning experiences for students with special needs | ① | ② | ③ | ④ | ⑤ |

37. Have there been designated leaders for these mathematics-focused **teacher study groups**?

| | |
|-----------------------|-------------------------|
| <input type="radio"/> | Yes |
| <input type="radio"/> | No <i>[Skip to Q39]</i> |

38. The designated leaders of these mathematics-focused **teacher study groups** were from: [Select all that apply.]

| | |
|--------------------------|---|
| <input type="checkbox"/> | This school |
| <input type="checkbox"/> | Elsewhere in this district/diocese <i>[Not presented to non-Catholic private schools]</i> |
| <input type="checkbox"/> | College or University |
| <input type="checkbox"/> | External consultants |
| <input type="checkbox"/> | Other (please specify: _____) |

39. Thinking about last school year, which of the following were used to provide teachers in this school with time for in-service (professional development) workshops/teacher study groups *that included a focus on mathematics content and/or mathematics instruction*, regardless of whether they were offered by your school and/or district/diocese? [Select all that apply.]

| | |
|--------------------------|---|
| <input type="checkbox"/> | Early dismissal and/or late start for students |
| <input type="checkbox"/> | Professional days/teacher work days during the students' school year |
| <input type="checkbox"/> | Professional days/teacher work days before and/or after the students' school year |
| <input type="checkbox"/> | Common planning time for teachers |
| <input type="checkbox"/> | Substitute teachers to cover teachers' classes while they attend professional development |
| <input type="checkbox"/> | None of the above |

40. Do any teachers in your school have access to one-on-one “coaching” focused on improving their mathematics instruction?

| | |
|-----------------------|-------------------------|
| <input type="radio"/> | Yes |
| <input type="radio"/> | No <i>[Skip to End]</i> |

41. *[Presented only to schools that include any grades K–5]*

Are teachers of grades K–5 mathematics classes required to receive one-on-one mathematics-focused coaching?

| | |
|-----------------------|-----|
| <input type="radio"/> | Yes |
| <input type="radio"/> | No |

42. *[Presented only to schools that include any grades 6–8]*

Are teachers of grades 6–8 mathematics classes required to receive one-on-one mathematics-focused coaching?

| | |
|-----------------------|-----|
| <input type="radio"/> | Yes |
| <input type="radio"/> | No |

43. *[Presented only to schools that include any grades 9–12]*

Are teachers of grades 9–12 mathematics classes required to receive one-on-one mathematics-focused coaching?

| | |
|-----------------------|-----|
| <input type="radio"/> | Yes |
| <input type="radio"/> | No |

44. To what extent is one-on-one mathematics-focused coaching in your school provided by each of the following? [Select one on each row.]

| | Not at all | | | | To a great extent |
|--|-------------------|---|---|---|--------------------------|
| | Somewhat | | | | |
| | ① | ② | ③ | ④ | ⑤ |
| a. The principal of your school | ① | ② | ③ | ④ | ⑤ |
| b. An assistant principal at your school | ① | ② | ③ | ④ | ⑤ |
| c. District/Diocese administrators including mathematics supervisors/coordinators <i>[Not presented to non-Catholic private schools]</i> | ① | ② | ③ | ④ | ⑤ |
| d. Teachers/coaches who do not have classroom teaching responsibilities | ① | ② | ③ | ④ | ⑤ |
| e. Teachers/coaches who have part-time classroom teaching responsibilities | ① | ② | ③ | ④ | ⑤ |
| f. Teachers/coaches who have full-time classroom teaching responsibilities | ① | ② | ③ | ④ | ⑤ |

Thank you!

MATHEMATICS PROGRAM QUESTIONNAIRE TABLES

Table MPQ 1

Titles of Mathematics Program Questionnaire Representatives

| | Percent of Representatives | | |
|------------------------------|----------------------------|----------|----------|
| | Elementary | Middle | High |
| Mathematics department chair | 8 (1.3) | 24 (2.2) | 52 (3.7) |
| Mathematics lead teacher | 24 (2.6) | 25 (3.0) | 27 (4.1) |
| Regular classroom teacher | 72 (2.8) | 73 (3.4) | 71 (3.7) |
| Principal | 8 (2.3) | 10 (3.0) | 7 (3.4) |
| Assistant principal | 1 (0.6) | 2 (0.7) | 1 (0.4) |
| Other | 12 (1.7) | 8 (1.9) | 5 (1.2) |

Table MPQ 2

Use of Various Instructional Arrangements in Elementary Schools

| | Percent of Schools [†] |
|--|---------------------------------|
| Students in self-contained classes receive mathematics instruction from a mathematics specialist <i>instead of</i> their regular teacher | 10 (1.9) |
| Students in self-contained classes receive mathematics instruction from a mathematics specialist <i>in addition to</i> their regular teacher | 26 (2.6) |
| Students in self-contained classes pulled out for remedial instruction in mathematics | 58 (3.0) |
| Students in self-contained classes pulled out for enrichment in mathematics | 31 (2.8) |
| Students in self-contained classes pulled out from mathematics instruction for additional instruction in other content areas | 19 (2.6) |

[†] Only elementary schools that contain self-contained teachers are included in this analysis.

Table MPQ 3

Mathematics Programs and Practices Currently Being Implemented in High Schools

| | Percent of Schools |
|--|--------------------|
| Algebra 1 course offered over two years or as two separate block courses (e.g., Algebra A and Algebra B) | 37 (3.7) |
| Calculus courses (beyond pre-Calculus) offered this school year or in alternating years, on or off site | 76 (3.5) |
| Students go to a Career and Technical Education (CTE) Center for mathematics instruction | 11 (1.6) |
| Mathematics courses offered by telecommunications | 24 (3.3) |
| Students go to another K–12 school for mathematics courses | 5 (2.3) |
| Students go to a college or university for mathematics courses | 31 (3.0) |

Table MPQ 4.1

Services Provided to Elementary School Teachers in Need of Special Assistance in Teaching Mathematics

| | Percent of Schools |
|---|--------------------|
| Seminars, classes, and/or study groups | 53 (3.2) |
| Guidance from a formally designated mentor or coach | 56 (3.5) |
| A higher level of supervision than for other teachers | 25 (2.5) |

Table MPQ 4.2
Services Provided to Middle School
Mathematics Teachers in Need of Special Assistance in Teaching

| | Percent of Schools |
|---|---------------------------|
| Seminars, classes, and/or study groups | 49 (3.4) |
| Guidance from a formally designated mentor or coach | 59 (3.4) |
| A higher level of supervision than for other teachers | 30 (2.7) |

Table MPQ 4.3
Services Provided to High School
Mathematics Teachers in Need of Special Assistance in Teaching

| | Percent of Schools |
|---|---------------------------|
| Seminars, classes, and/or study groups | 43 (3.6) |
| Guidance from a formally designated mentor or coach | 66 (3.6) |
| A higher level of supervision than for other teachers | 36 (3.7) |

Table MPQ 5.1
Elementary School Programs/Practices to
Enhance Students' Interest and/or Achievement in Mathematics

| | Percent of Schools |
|--|---------------------------|
| Holds family math nights | 31 (2.6) |
| Offers after-school help in mathematics (e.g., tutoring) | 67 (2.4) |
| Offers formal after-school programs for enrichment in mathematics | 18 (2.0) |
| Offers one or more mathematics clubs | 15 (2.0) |
| Participates in a local or regional mathematics fair | 13 (2.2) |
| Has one or more teams participating in mathematics competitions (e.g., Math Counts) | 24 (2.4) |
| Encourages students to participate in mathematics summer programs or camps offered by community colleges, universities, museums or mathematics centers | 44 (2.7) |
| Sponsors visits to business, industry, and/or research sites related to mathematics | 15 (2.3) |
| Sponsors meetings with adult mentors who work in mathematics fields | 10 (1.7) |

Table MPQ 5.2
Middle School Programs/Practices to
Enhance Students' Interest and/or Achievement in Mathematics

| | Percent of Schools |
|--|---------------------------|
| Holds family math nights | 19 (2.3) |
| Offers after-school help in mathematics (e.g., tutoring) | 80 (2.8) |
| Offers formal after-school programs for enrichment in mathematics | 24 (2.5) |
| Offers one or more mathematics clubs | 23 (2.0) |
| Participates in a local or regional mathematics fair | 17 (2.6) |
| Has one or more teams participating in mathematics competitions (e.g., Math Counts) | 35 (2.7) |
| Encourages students to participate in mathematics summer programs or camps offered by community colleges, universities, museums or mathematics centers | 51 (2.8) |
| Sponsors visits to business, industry, and/or research sites related to mathematics | 15 (2.2) |
| Sponsors meetings with adult mentors who work in mathematics fields | 9 (1.6) |

Table MPQ 5.3
High School Programs/Practices to
Enhance Students' Interest and/or Achievement in Mathematics

| | Percent of Schools |
|--|---------------------------|
| Holds family math nights | 10 (2.8) |
| Offers after-school help in mathematics (e.g., tutoring) | 92 (2.7) |
| Offers formal after-school programs for enrichment in mathematics | 21 (2.9) |
| Offers one or more mathematics clubs | 32 (2.7) |
| Participates in a local or regional mathematics fair | 21 (3.4) |
| Has one or more teams participating in mathematics competitions (e.g., Math Counts) | 43 (3.6) |
| Encourages students to participate in mathematics summer programs or camps offered by community colleges, universities, museums or mathematics centers | 55 (3.6) |
| Sponsors visits to business, industry, and/or research sites related to mathematics | 17 (2.8) |
| Sponsors meetings with adult mentors who work in mathematics fields | 10 (1.5) |

Table MPQ 6.1
Opinions about Various Statements
Regarding State Mathematics Standards in Elementary Schools

| | Percent of Schools | | | | |
|--|---------------------------|-----------------|-------------------|--------------|-----------------------|
| | Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree |
| State mathematics standards have been thoroughly discussed by mathematics teachers in this school | 3 (0.9) | 7 (1.7) | 5 (1.5) | 43 (2.7) | 43 (2.5) |
| There is a school-wide effort to align mathematics instruction with the state mathematics standards | 3 (1.2) | 4 (1.4) | 2 (0.7) | 37 (2.4) | 54 (2.5) |
| Most mathematics teachers in this school teach to the state standards | 2 (0.6) | 4 (1.1) | 4 (1.3) | 38 (2.9) | 53 (3.2) |
| Your district/diocese organizes mathematics professional development based on state standards [†] | 6 (1.9) | 13 (2.2) | 10 (1.8) | 33 (3.1) | 38 (2.9) |

[†] Item presented only to public and Catholic schools.

Table MPQ 6.2
Opinions about Various Statements
Regarding State Mathematics Standards in Middle Schools

| | Percent of Schools | | | | |
|--|--------------------|----------|------------|----------|----------------|
| | Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree |
| State mathematics standards have been thoroughly discussed by mathematics teachers in this school | 3 (1.1) | 7 (1.8) | 4 (1.7) | 40 (3.2) | 46 (3.1) |
| There is a school-wide effort to align mathematics instruction with the state mathematics standards | 4 (1.5) | 3 (1.4) | 2 (0.9) | 35 (3.1) | 55 (3.2) |
| Most mathematics teachers in this school teach to the state standards | 2 (0.8) | 2 (0.7) | 5 (1.8) | 37 (3.5) | 53 (3.5) |
| Your district/diocese organizes mathematics professional development based on state standards [†] | 8 (2.4) | 15 (2.7) | 11 (1.8) | 31 (3.0) | 35 (3.2) |

[†] Item presented only to public and Catholic schools.

Table MPQ 6.3
Opinions about Various Statements
Regarding State Mathematics Standards in High Schools

| | Percent of Schools | | | | |
|--|--------------------|----------|------------|----------|----------------|
| | Strongly Disagree | Disagree | No Opinion | Agree | Strongly Agree |
| State mathematics standards have been thoroughly discussed by mathematics teachers in this school | 3 (0.9) | 7 (1.5) | 6 (2.2) | 40 (3.4) | 44 (3.7) |
| There is a school-wide effort to align mathematics instruction with the state mathematics standards | 3 (1.0) | 6 (2.3) | 5 (2.1) | 36 (3.8) | 50 (3.7) |
| Most mathematics teachers in this school teach to the state standards | 3 (1.0) | 4 (0.9) | 9 (3.1) | 37 (3.7) | 46 (3.7) |
| Your district/diocese organizes mathematics professional development based on state standards [†] | 7 (1.5) | 16 (1.7) | 12 (1.8) | 35 (2.6) | 31 (3.1) |

[†] Item presented only to public and Catholic schools.

Table MPQ 7 and 8
Mathematics Courses Completed at the 8th Grade Level

| | Average Percent of Students |
|---|-----------------------------|
| Percent of 8 th grade students that will have completed Algebra 1 prior to 9 th grade | 36 (2.3) |
| Percent of 8 th grade students that will have completed Geometry prior to 9 th grade | 5 (0.9) |

There is no table for MPQ 9.

Table MPQ 10
Type of High School Mathematics Courses Offered

| | Percent of Schools |
|--|---------------------------|
| Single-subject mathematics courses (e.g., Algebra, Geometry) | 98 (0.5) |
| Integrated mathematics courses | 23 (3.4) |

Table MPQ 11
High Schools Offering Various Mathematics Courses

| | Percent of Schools |
|---|---------------------------|
| Non-college prep mathematics courses | 78 (3.2) |
| Formal/College-prep Mathematics Level 1 courses | 99 (0.7) |
| Formal/College-prep Mathematics Level 2 courses | 90 (3.7) |
| Formal/College-prep Mathematics Level 3 courses | 94 (3.5) |
| Formal/College-prep Mathematics Level 4 courses | 85 (3.8) |
| Mathematics courses that might qualify for college credit | 76 (4.0) |

Table MPQ 12 and 13
High Schools Offering Various Probability and Statistics Courses

| | Percent of Schools[†] |
|-------------------------------------|---------------------------------------|
| Any Probability and/or Statistics | 41 (3.0) |
| Probability and Statistics combined | 26 (2.1) |
| Probability | 1 (0.5) |
| Statistics | 20 (1.9) |

[†] Schools indicating in Q12 that they do not offer probability and/or statistics classes are treated as not offering each of the specific courses.

Table MPQ 14
High Schools Offering Mathematics Courses that Might Qualify for College Credit

| | Percent of Schools |
|---|---------------------------|
| Advanced Placement (AP) mathematics courses | 53 (3.5) |
| International Baccalaureate (IB) mathematics courses | 4 (0.6) |
| Concurrent college and high school credit/dual enrollment mathematics courses | 40 (3.4) |

Table MPQ 15
When High Schools Offer Concurrent College and High School Credit/Dual Enrollment Mathematics Courses

| | Percent of Schools |
|--|---------------------------|
| Not offered at all [†] | 60 (3.4) |
| Not offered this school year, but offered in alternating years | 4 (1.0) |
| Offered this school year | 36 (3.3) |

[†] Schools indicating in Q14 that they do not offer concurrent college and high school credit/dual enrollment courses are included in the “Not offered at all” category.

Table MPQ 16
When High Schools Offer Various Advanced
Placement and International Baccalaureate Mathematics Courses

| | Percent of Schools | | |
|--|---------------------------------|--|--------------------------|
| | Not offered at all [†] | Not offered this school year, but offered in alternating years | Offered this school year |
| AP Calculus AB | 48 (3.5) | 4 (2.3) | 48 (3.2) |
| AP Calculus BC | 77 (2.5) | 2 (0.4) | 21 (2.4) |
| AP Statistics | 73 (2.1) | 2 (0.4) | 25 (2.1) |
| IB Mathematical studies standard level | 97 (0.5) | 0 (0.2) | 3 (0.5) |
| IB Mathematics standard level | 97 (0.6) | 0 (0.1) | 3 (0.6) |
| IB Mathematics higher level | 98 (0.4) | 0 (0.1) | 1 (0.4) |
| IB Further mathematics standard level | 100 (0.2) | 0 (0.1) | 0 (0.1) |

[†] Schools indicating in Q14 that they do not offer Advanced Placement (AP) mathematics courses and/or International Baccalaureate mathematics courses are included in the “Not offered at all” category for each course of that type.

Table MPQ 17
High School Mathematics Graduation Requirements

| | Percent of Schools [†] |
|---------|---------------------------------|
| 1 year | 0 --- [‡] |
| 2 years | 5 (1.0) |
| 3 years | 50 (3.0) |
| 4 years | 45 (3.0) |

[†] Only schools that contain grade 12 are included in this analysis.

[‡] No schools in the sample were in this category. Thus, it is not possible to calculate the standard error of this estimate.

Table MPQ 18
Years of Mathematics Required for Entry into the State University System

| | Percent of Schools [†] |
|---------|---------------------------------|
| 1 year | 0 --- [‡] |
| 2 years | 0 --- [‡] |
| 3 years | 72 (2.3) |
| 4 years | 28 (2.3) |

[†] Only schools that contain grade 12 are included in this analysis.

[‡] No schools in the sample were in this category. Thus, it is not possible to calculate the standard error of this estimate.

Table MPQ 19
Median Amount Schools Spent per Pupil on
Consumable Supplies, Non-Consumable Items, and Software for Mathematics

| | Median Amount | | |
|--|---------------|--------|--------|
| | Elementary | Middle | High |
| Consumable supplies for mathematics instruction (e.g., graph paper) | \$1.08 | \$0.64 | \$0.61 |
| Non-consumable items for mathematics instruction such as calculators, protractors, manipulatives, etc. | \$0.95 | \$0.73 | \$1.05 |
| Software specific to mathematics instruction (e.g. dynamic geometry software) | \$0.00 | \$0.00 | \$0.00 |

Table MPQ 20.1
Effect of Various Factors on Mathematics Instruction in Elementary Schools

| | Percent of Schools | | | | | |
|--|--------------------------------|----------|------------------|----------|--------------------------------|-------------------|
| | Inhibits Effective Instruction | | Neutral or Mixed | | Promotes Effective Instruction | N/A or Don't Know |
| | 1 | 2 | 3 | 4 | 5 | |
| District/Diocese mathematics professional development policies and practices [†] | 3 (1.0) | 3 (1.0) | 25 (2.6) | 21 (2.2) | 40 (2.6) | 7 (1.8) |
| Time provided for teacher professional development in mathematics | 6 (1.4) | 15 (2.1) | 22 (2.6) | 20 (2.6) | 32 (2.9) | 6 (1.6) |
| Importance that the school places on mathematics | 1 (0.6) | 7 (1.6) | 9 (2.0) | 20 (2.6) | 59 (3.1) | 3 (1.3) |
| Public attitudes toward mathematics instruction | 3 (0.9) | 8 (1.5) | 26 (2.8) | 28 (2.8) | 29 (3.0) | 7 (1.4) |
| Conflict between efforts to improve mathematics instruction and other school and/or district/diocese initiatives | 5 (1.3) | 13 (1.9) | 33 (2.7) | 17 (2.5) | 16 (2.2) | 16 (2.2) |
| Equipment and supplies | 5 (1.2) | 8 (1.8) | 15 (2.2) | 22 (2.5) | 46 (3.1) | 4 (1.3) |

[†] Item presented only to public and Catholic schools.

Table MPQ 20.2
Effect of Various Factors on Mathematics Instruction in Middle Schools

| | Percent of Schools | | | | | |
|--|--------------------------------|----------|------------------|----------|--------------------------------|-------------------|
| | Inhibits Effective Instruction | | Neutral or Mixed | | Promotes Effective Instruction | N/A or Don't Know |
| | 1 | 2 | 3 | 4 | 5 | |
| District/Diocese mathematics professional development policies and practices [†] | 3 (1.4) | 3 (0.9) | 25 (2.8) | 24 (2.9) | 35 (2.8) | 10 (2.2) |
| Time provided for teacher professional development in mathematics | 6 (1.7) | 14 (2.4) | 24 (2.5) | 19 (2.5) | 32 (3.1) | 6 (2.0) |
| Importance that the school places on mathematics | 1 (0.7) | 4 (1.3) | 12 (2.3) | 22 (2.9) | 57 (3.5) | 4 (1.6) |
| Public attitudes toward mathematics instruction | 2 (0.6) | 9 (1.8) | 29 (3.0) | 30 (3.3) | 24 (2.8) | 5 (1.1) |
| Conflict between efforts to improve mathematics instruction and other school and/or district/diocese initiatives | 6 (1.6) | 10 (1.7) | 34 (3.2) | 22 (3.0) | 14 (2.5) | 13 (2.2) |
| Equipment and supplies | 6 (1.7) | 8 (2.0) | 21 (2.5) | 25 (2.6) | 36 (3.0) | 4 (1.4) |

[†] Item presented only to public and Catholic schools.

Table MPQ 20.3
Effect of Various Factors on Mathematics Instruction in High Schools

| | Percent of Schools | | | | | |
|--|--------------------------------|----------|------------------|----------|--------------------------------|-------------------|
| | Inhibits Effective Instruction | | Neutral or Mixed | | Promotes Effective Instruction | N/A or Don't Know |
| | 1 | 2 | 3 | 4 | 5 | |
| District/Diocese mathematics professional development policies and practices [†] | 3 (0.8) | 6 (1.2) | 27 (2.7) | 21 (2.6) | 33 (3.6) | 11 (1.8) |
| Time provided for teacher professional development in mathematics | 4 (1.1) | 11 (1.8) | 25 (3.1) | 22 (2.5) | 33 (4.1) | 5 (1.3) |
| Importance that the school places on mathematics | 3 (1.2) | 3 (0.9) | 11 (1.7) | 23 (2.4) | 57 (3.6) | 3 (2.2) |
| Public attitudes toward mathematics instruction | 4 (0.8) | 10 (2.1) | 29 (3.3) | 28 (3.5) | 25 (3.4) | 4 (1.3) |
| Conflict between efforts to improve mathematics instruction and other school and/or district/diocese initiatives | 5 (1.1) | 16 (2.4) | 40 (3.6) | 15 (2.1) | 12 (2.9) | 12 (1.7) |
| Equipment and supplies | 3 (0.9) | 11 (3.0) | 22 (2.4) | 33 (3.2) | 27 (3.3) | 4 (1.4) |

[†] Item presented only to public and Catholic schools.

Table MPQ 21.1
Mathematics Program Representatives' Opinions about the Extent to which Various Factors Are Problematic for Mathematics Instruction in Elementary Schools

| | Percent of Schools | | |
|--|---------------------------|-----------------------|-----------------|
| | Not a Significant Problem | Somewhat of a Problem | Serious Problem |
| Inadequate funds for purchasing mathematics equipment and supplies | 45 (2.9) | 43 (2.8) | 12 (2.1) |
| Inadequate supply of mathematics textbooks/programs | 66 (3.4) | 24 (2.7) | 9 (1.9) |
| Inadequate materials for individualizing mathematics instruction | 51 (3.1) | 37 (2.7) | 12 (1.8) |
| Low student interest in mathematics | 43 (2.5) | 42 (2.8) | 14 (2.0) |
| Low student reading abilities | 28 (3.0) | 50 (3.1) | 22 (1.8) |
| Lack of teacher interest in mathematics | 79 (2.4) | 19 (2.4) | 2 (0.7) |
| Inadequate teacher preparation to teach mathematics | 68 (2.6) | 28 (2.6) | 4 (0.9) |
| Insufficient time to teach mathematics | 56 (3.1) | 31 (2.8) | 13 (2.1) |
| Lack of opportunities for mathematics teachers to share ideas | 40 (3.4) | 45 (3.2) | 15 (2.1) |
| Inadequate mathematics-related professional development opportunities | 39 (3.3) | 43 (3.5) | 18 (2.1) |
| Interruptions for announcements, assemblies, and other school activities | 63 (2.8) | 30 (2.6) | 7 (1.3) |
| Large class sizes | 55 (2.8) | 30 (2.2) | 15 (1.6) |
| High student absenteeism | 62 (2.8) | 30 (2.6) | 8 (1.6) |
| Inappropriate student behavior | 58 (2.6) | 32 (2.4) | 10 (1.7) |
| Lack of parental support for mathematics education | 47 (2.8) | 38 (2.9) | 15 (1.9) |

Table MPQ 21.2
Mathematics Program Representatives' Opinions about the Extent to which
Various Factors Are Problematic for Mathematics Instruction in Middle Schools

| | Percent of Schools | | |
|--|---------------------------|-----------------------|-----------------|
| | Not a Significant Problem | Somewhat of a Problem | Serious Problem |
| Inadequate funds for purchasing mathematics equipment and supplies | 40 (3.4) | 42 (3.5) | 18 (2.7) |
| Inadequate supply of mathematics textbooks/programs | 57 (3.6) | 30 (3.2) | 13 (2.5) |
| Inadequate materials for individualizing mathematics instruction | 45 (3.3) | 39 (2.9) | 16 (2.5) |
| Low student interest in mathematics | 32 (2.9) | 44 (3.0) | 25 (2.1) |
| Low student reading abilities | 28 (3.2) | 49 (3.4) | 24 (2.1) |
| Lack of teacher interest in mathematics | 82 (2.6) | 17 (2.7) | 1 (0.4) |
| Inadequate teacher preparation to teach mathematics | 74 (2.9) | 23 (2.8) | 3 (0.9) |
| Insufficient time to teach mathematics | 55 (3.6) | 33 (3.1) | 12 (2.4) |
| Lack of opportunities for mathematics teachers to share ideas | 44 (3.4) | 42 (3.1) | 14 (2.3) |
| Inadequate mathematics-related professional development opportunities | 38 (3.9) | 46 (4.3) | 16 (2.8) |
| Interruptions for announcements, assemblies, and other school activities | 58 (3.4) | 33 (3.1) | 8 (1.4) |
| Large class sizes | 57 (2.9) | 28 (2.6) | 15 (1.7) |
| High student absenteeism | 52 (3.3) | 35 (3.4) | 13 (2.1) |
| Inappropriate student behavior | 52 (2.9) | 33 (2.9) | 16 (1.9) |
| Lack of parental support for mathematics education | 40 (3.1) | 43 (3.1) | 17 (2.0) |

Table MPQ 21.3
Mathematics Program Representatives' Opinions about the Extent to which
Various Factors Are Problematic for Mathematics Instruction in High Schools

| | Percent of Schools | | |
|--|---------------------------|-----------------------|-----------------|
| | Not a Significant Problem | Somewhat of a Problem | Serious Problem |
| Inadequate funds for purchasing mathematics equipment and supplies | 42 (3.5) | 42 (3.9) | 16 (3.3) |
| Inadequate supply of mathematics textbooks/programs | 58 (4.2) | 31 (3.9) | 11 (2.6) |
| Inadequate materials for individualizing mathematics instruction | 49 (3.5) | 36 (2.8) | 15 (3.2) |
| Low student interest in mathematics | 22 (3.6) | 48 (3.4) | 30 (2.7) |
| Low student reading abilities | 29 (4.1) | 51 (3.7) | 20 (2.3) |
| Lack of teacher interest in mathematics | 90 (1.5) | 9 (1.4) | 2 (0.7) |
| Inadequate teacher preparation to teach mathematics | 81 (2.0) | 16 (1.7) | 3 (1.0) |
| Insufficient time to teach mathematics | 54 (3.7) | 37 (3.5) | 10 (2.0) |
| Lack of opportunities for mathematics teachers to share ideas | 44 (3.7) | 46 (3.5) | 9 (2.5) |
| Inadequate mathematics-related professional development opportunities | 43 (3.9) | 42 (3.5) | 15 (2.9) |
| Interruptions for announcements, assemblies, and other school activities | 51 (3.7) | 40 (3.5) | 9 (1.5) |
| Large class sizes | 60 (3.7) | 28 (2.9) | 13 (1.7) |
| High student absenteeism | 44 (3.0) | 40 (3.1) | 16 (1.8) |
| Inappropriate student behavior | 55 (3.2) | 35 (2.7) | 10 (1.3) |
| Lack of parental support for mathematics education | 36 (3.4) | 49 (3.4) | 15 (1.6) |

There is no table for MPQ 22.

There is no table for MPQ 23.

**Table MPQ 24
Difficulty Filling Mathematics Teacher Vacancies**

| | Percent of Schools | |
|--|--------------------|----------|
| | Middle | High |
| There were no vacancies for mathematics teachers | 67 (2.5) | 54 (3.2) |
| Easy | 16 (1.9) | 18 (2.0) |
| Somewhat difficult | 13 (1.9) | 16 (1.7) |
| Very difficult | 5 (1.1) | 10 (1.8) |
| Could not fill the vacancies | 0 (0.1) | 1 (0.5) |

**Table MPQ 25
Mathematics Professional Development
Workshops Offered Locally in the Last Three Years**

| | Percent of Schools |
|------------|--------------------|
| Elementary | 65 (2.8) |
| Middle | 60 (3.3) |
| High | 51 (4.3) |

Table MPQ 26.1
Elementary Schools with Locally Offered Mathematics Professional Development
Workshops in the Last Three Years with a Focus in Each of a Number of Areas

| | Percent of Schools [†] | | | | |
|---|---------------------------------|----------|----------|----------|----------------------|
| | Not at All | | Somewhat | | To a Great Extent |
| | 1 | 2 | 3 | 4 | 5 |
| Mathematics content | 4 (1.7) | 4 (1.5) | 29 (3.6) | 42 (3.9) | 21 (2.4) |
| State mathematics standards | 5 (2.0) | 4 (1.5) | 15 (2.6) | 37 (3.8) | 39 (3.7) |
| How to use particular mathematics instructional materials (e.g., textbooks or modules) | 9 (2.3) | 9 (2.4) | 21 (2.8) | 37 (4.0) | 24 (2.8) |
| How students think about various mathematics ideas | 10 (2.2) | 12 (2.0) | 36 (3.7) | 28 (3.0) | 13 (2.4) |
| How to monitor student understanding during mathematics instruction | 11 (2.9) | 14 (2.6) | 28 (3.5) | 31 (3.4) | 16 (2.7) |
| How to adapt mathematics instruction to address student misconceptions | 14 (2.8) | 14 (2.0) | 32 (3.8) | 29 (3.4) | 10 (2.1) |
| How to use technology in mathematics instruction | 11 (2.1) | 17 (2.9) | 25 (3.4) | 32 (3.6) | 15 (2.9) |
| How to use investigation-oriented mathematics teaching strategies | 16 (3.1) | 20 (3.2) | 27 (3.0) | 23 (3.6) | 14 (2.5) |
| How to teach mathematics to students who are English language learners | 42 (3.8) | 16 (2.6) | 18 (2.8) | 18 (2.9) | 5 (1.4) |
| How to provide alternative mathematics learning experiences for students with special needs | 26 (3.8) | 23 (2.8) | 26 (2.9) | 17 (3.1) | 9 (2.6) |

[†] Only elementary schools indicating in Q25 that they and/or their district/diocese offered in-service workshops in the last three years are included in this analysis.

Table MPQ 26.2
Middle Schools with Locally Offered Mathematics Professional Development
Workshops in the Last Three Years with a Focus in Each of a Number of Areas

| | Percent of Schools [†] | | | | |
|---|---------------------------------|----------|----------|----------|----------------------|
| | Not at All | | Somewhat | | To a Great Extent |
| | 1 | 2 | 3 | 4 | 5 |
| Mathematics content | 7 (2.6) | 5 (1.9) | 32 (3.9) | 39 (4.3) | 17 (2.2) |
| State mathematics standards | 4 (2.4) | 4 (1.8) | 16 (2.2) | 39 (4.5) | 36 (4.4) |
| How to use particular mathematics instructional materials (e.g., textbooks or modules) | 15 (3.2) | 11 (3.4) | 23 (2.9) | 34 (4.5) | 18 (3.2) |
| How students think about various mathematics ideas | 10 (2.2) | 13 (2.2) | 38 (4.1) | 28 (4.1) | 11 (2.8) |
| How to monitor student understanding during mathematics instruction | 11 (2.9) | 17 (3.0) | 30 (3.9) | 33 (4.3) | 10 (2.7) |
| How to adapt mathematics instruction to address student misconceptions | 14 (3.3) | 16 (2.3) | 30 (4.1) | 32 (4.1) | 7 (1.6) |
| How to use technology in mathematics instruction | 10 (2.0) | 16 (3.4) | 28 (4.2) | 30 (4.4) | 16 (3.4) |
| How to use investigation-oriented mathematics teaching strategies | 19 (3.4) | 22 (4.1) | 25 (3.2) | 24 (4.0) | 11 (2.4) |
| How to teach mathematics to students who are English language learners | 48 (4.4) | 16 (2.4) | 19 (3.4) | 15 (3.6) | 2 (0.8) |
| How to provide alternative mathematics learning experiences for students with special needs | 29 (4.6) | 19 (2.3) | 30 (2.9) | 15 (3.5) | 8 (3.2) |

[†] Only middle schools indicating in Q25 that they and/or their district/diocese offered in-service workshops in the last three years are included in this analysis.

Table MPQ 26.3
High Schools with Locally Offered Mathematics Professional Development
Workshops in the Last Three Years with a Focus in Each of a Number of Areas

| | Percent of Schools [†] | | | | |
|---|---------------------------------|----------|----------|----------|-------------------|
| | Not at All | | Somewhat | | To a Great Extent |
| | 1 | 2 | 3 | 4 | 5 |
| Mathematics content | 9 (2.0) | 7 (1.4) | 37 (6.0) | 34 (5.1) | 14 (2.2) |
| State mathematics standards | 2 (0.8) | 3 (1.1) | 18 (2.8) | 41 (5.2) | 36 (4.5) |
| How to use particular mathematics instructional materials (e.g., textbooks or modules) | 13 (2.4) | 16 (4.5) | 28 (3.9) | 29 (5.3) | 14 (4.6) |
| How students think about various mathematics ideas | 12 (2.3) | 19 (2.9) | 31 (5.2) | 27 (6.0) | 10 (4.6) |
| How to monitor student understanding during mathematics instruction | 15 (2.7) | 14 (2.3) | 32 (4.9) | 28 (5.9) | 11 (4.9) |
| How to adapt mathematics instruction to address student misconceptions | 17 (2.7) | 14 (2.2) | 31 (4.9) | 32 (6.7) | 5 (1.0) |
| How to use technology in mathematics instruction | 8 (2.0) | 12 (2.3) | 26 (4.9) | 34 (5.5) | 20 (6.6) |
| How to use investigation-oriented mathematics teaching strategies | 15 (2.5) | 23 (5.1) | 24 (3.3) | 25 (5.5) | 13 (5.0) |
| How to teach mathematics to students who are English language learners | 45 (5.6) | 17 (2.3) | 19 (4.7) | 18 (6.6) | 2 (0.7) |
| How to provide alternative mathematics learning experiences for students with special needs | 28 (3.6) | 24 (3.4) | 18 (2.8) | 18 (5.5) | 12 (6.5) |

[†] Only high schools indicating in Q25 that they and/or their district/diocese offered in-service workshops in the last three years are included in this analysis.

Table MPQ 27
Mathematics-Focused Teacher
Study Groups Offered at Schools in the Last Three Years

| | Percent of Schools |
|------------|--------------------|
| Elementary | 46 (3.0) |
| Middle | 51 (3.7) |
| High | 48 (4.4) |

Table MPQ 28, 29, 30
Required Participation in
Mathematics-Focused Teacher Study Groups

| | Percent of Schools [†] |
|------------|---------------------------------|
| Elementary | 70 (3.5) |
| Middle | 79 (3.5) |
| High | 77 (5.1) |

[†] Only schools indicating in Q27 that they offered teacher study groups in the last three years are included in this analysis.

Table MPQ 31
Schedule for Mathematics-Focused
Teacher Study Groups Specified by School

| | Percent of Schools [†] |
|------------|---------------------------------|
| Elementary | 58 (3.8) |
| Middle | 60 (4.1) |
| High | 66 (4.6) |

[†] Only schools indicating in Q27 that they offered teacher study groups in the last three years are included in this analysis.

Table MPQ 32
Duration of Mathematics-Focused Teacher Study Groups

| | Percent of Schools [†] | | |
|------------------------|---------------------------------|----------|----------|
| | Elementary | Middle | High |
| The entire school year | 89 (3.2) | 89 (3.1) | 92 (2.5) |
| One semester | 6 (2.5) | 5 (2.7) | 3 (1.1) |
| Less than one semester | 5 (2.1) | 6 (1.8) | 6 (2.3) |

[†] Only schools indicating in Q27 that they offered teacher study groups in the last three years and indicating in Q31 that they have a specified schedule for these teacher study groups are included in this analysis.

Table MPQ 33
Frequency of Mathematics-Focused Teacher Study Groups

| | Percent of Schools [†] | | |
|-------------------------|---------------------------------|----------|----------|
| | Elementary | Middle | High |
| Less than once a month | 24 (4.7) | 17 (3.3) | 14 (2.7) |
| Once a month | 38 (4.2) | 28 (4.1) | 27 (4.5) |
| Twice a month | 13 (3.7) | 15 (2.4) | 15 (2.4) |
| More than twice a month | 25 (5.1) | 41 (5.0) | 44 (5.6) |

[†] Only elementary schools indicating in Q27 that they offered teacher study groups in the last three years and indicating in Q31 that they have a specified schedule for these teacher study groups are included in this analysis.

Table MPQ 34
Composition of Mathematics-Focused Teacher Study Groups

| | Percent of Schools [†] | | |
|--|---------------------------------|----------|----------|
| | Elementary | Middle | High |
| Organized by grade level | 57 (4.5) | 39 (3.8) | 27 (3.7) |
| Include teachers from multiple grade levels | 57 (3.6) | 76 (2.7) | 70 (3.5) |
| Limited to teachers from this school | 74 (4.3) | 73 (4.5) | 72 (6.7) |
| Include teachers from other schools in the district/diocese [‡] | 26 (4.1) | 27 (3.9) | 24 (5.8) |
| Include teachers from other schools outside of your district/diocese | 4 (2.6) | 5 (3.1) | 10 (5.6) |
| Include school and/or district/diocese administrators | 55 (4.0) | 58 (3.3) | 47 (5.7) |
| Include parents/guardians or other community members | 4 (1.7) | 2 (1.3) | 1 (0.7) |
| Include higher education faculty or other "consultants" | 18 (3.0) | 15 (2.3) | 10 (1.7) |

[†] Only schools indicating in Q27 that they offered teacher study groups in the last three years are included in this analysis.

[‡] Item presented only to public and Catholic schools.

Table MPQ 35
Description of Activities in Typical Mathematics-Focused Teacher Study Groups

| | Percent of Schools [†] | | |
|---|---------------------------------|----------|----------|
| | Elementary | Middle | High |
| Teachers engage in mathematics investigations | 29 (3.6) | 29 (4.1) | 26 (5.6) |
| Teachers plan mathematics lessons together | 60 (4.9) | 54 (4.5) | 62 (5.5) |
| Teachers analyze student mathematics assessment results | 81 (3.7) | 85 (4.2) | 81 (4.7) |
| Teachers analyze classroom artifacts (e.g., student work samples) | 36 (4.3) | 34 (3.9) | 26 (4.8) |
| Teachers analyze mathematics instructional materials (e.g., textbooks or modules) | 63 (3.8) | 66 (4.0) | 66 (5.3) |

[†] Only schools indicating in Q27 that they offered teacher study groups in the last three years are included in this analysis.

Table MPQ 36.1
Elementary School Mathematics-Focused Teacher Study Groups
in the Last Three Years with a Focus in Each of a Number of Areas

| | Percent of Schools [†] | | | | |
|---|---------------------------------|----------|----------|----------|-------------------|
| | Not At All | | Somewhat | | To a Great Extent |
| | 1 | 2 | 3 | 4 | 5 |
| Mathematics content | 6 (2.1) | 4 (1.8) | 30 (3.7) | 40 (4.7) | 20 (4.0) |
| State mathematics standards | 3 (1.1) | 3 (1.1) | 14 (2.7) | 38 (4.5) | 43 (4.5) |
| How to use particular mathematics instructional materials (e.g., textbooks or modules) | 9 (3.5) | 8 (2.1) | 28 (4.2) | 40 (4.9) | 15 (2.4) |
| How students think about various mathematics ideas | 13 (3.6) | 13 (2.4) | 32 (5.0) | 30 (4.9) | 12 (2.6) |
| How to monitor student understanding during mathematics instruction | 8 (2.3) | 10 (2.8) | 31 (4.2) | 34 (4.7) | 18 (3.7) |
| How to adapt mathematics instruction to address student misconceptions | 11 (3.3) | 12 (2.3) | 33 (4.3) | 27 (3.5) | 16 (3.2) |
| How to use technology in mathematics instruction | 15 (3.4) | 11 (2.5) | 34 (4.5) | 26 (4.3) | 13 (3.5) |
| How to use investigation-oriented mathematics teaching strategies | 15 (3.3) | 12 (2.5) | 33 (4.0) | 30 (4.4) | 10 (2.6) |
| How to teach mathematics to students who are English language learners | 41 (4.7) | 15 (2.5) | 19 (3.2) | 17 (3.9) | 7 (2.1) |
| How to provide alternative mathematics learning experiences for students with special needs | 22 (4.3) | 18 (3.1) | 32 (3.8) | 20 (4.4) | 7 (2.4) |

[†] Only elementary schools indicating in Q27 that they offered teacher study groups in the last three years are included in this analysis.

Table MPQ 36.2
Middle School Mathematics-Focused Teacher Study Groups
in the Last Three Years with a Focus in Each of a Number of Areas

| | Percent of Schools [†] | | | | |
|---|---------------------------------|----------|----------|----------|----------------------|
| | Not at All | | Somewhat | | To a Great Extent |
| | 1 | 2 | 3 | 4 | 5 |
| Mathematics content | 10 (2.7) | 6 (2.1) | 29 (3.8) | 33 (4.4) | 22 (4.2) |
| State mathematics standards | 3 (1.1) | 4 (1.5) | 13 (2.1) | 37 (4.5) | 43 (4.4) |
| How to use particular mathematics instructional materials (e.g., textbooks or modules) | 11 (3.8) | 11 (2.3) | 30 (4.7) | 36 (5.2) | 11 (2.1) |
| How students think about various mathematics ideas | 12 (3.3) | 15 (2.4) | 34 (4.6) | 31 (4.6) | 8 (1.9) |
| How to monitor student understanding during mathematics instruction | 10 (2.6) | 15 (3.9) | 29 (4.0) | 32 (4.4) | 14 (3.3) |
| How to adapt mathematics instruction to address student misconceptions | 11 (2.9) | 16 (3.1) | 30 (4.6) | 30 (4.0) | 13 (3.2) |
| How to use technology in mathematics instruction | 15 (4.0) | 11 (2.0) | 37 (4.3) | 25 (4.2) | 13 (3.7) |
| How to use investigation-oriented mathematics teaching strategies | 19 (4.0) | 17 (2.7) | 32 (3.8) | 28 (4.2) | 5 (1.9) |
| How to teach mathematics to students who are English language learners | 46 (4.7) | 18 (2.3) | 17 (2.7) | 14 (4.3) | 5 (1.7) |
| How to provide alternative mathematics learning experiences for students with special needs | 19 (4.3) | 24 (3.3) | 32 (3.9) | 19 (4.3) | 6 (2.2) |

[†] Only middle schools indicating in Q27 that they offered teacher study groups in the last three years are included in this analysis.

Table MPQ 36.3
High School Mathematics-Focused Teacher Study Groups
in the Last Three Years with a Focus in Each of a Number of Areas

| | Percent of Schools [†] | | | | |
|---|---------------------------------|----------|----------|----------|-------------------|
| | Not at All | | Somewhat | | To a Great Extent |
| | 1 | 2 | 3 | 4 | 5 |
| Mathematics content | 10 (2.3) | 7 (1.5) | 36 (5.1) | 27 (5.2) | 19 (4.7) |
| State mathematics standards | 8 (2.2) | 4 (1.2) | 21 (3.2) | 32 (5.8) | 35 (5.7) |
| How to use particular mathematics instructional materials (e.g., textbooks or modules) | 10 (2.2) | 11 (2.5) | 36 (6.0) | 33 (5.7) | 10 (1.7) |
| How students think about various mathematics ideas | 14 (4.8) | 13 (2.6) | 32 (4.0) | 34 (6.0) | 7 (1.2) |
| How to monitor student understanding during mathematics instruction | 11 (2.2) | 11 (2.5) | 36 (5.3) | 29 (5.2) | 12 (4.8) |
| How to adapt mathematics instruction to address student misconceptions | 9 (2.1) | 13 (2.9) | 36 (5.5) | 29 (5.6) | 13 (4.7) |
| How to use technology in mathematics instruction | 9 (1.9) | 13 (2.6) | 30 (4.9) | 31 (5.5) | 18 (4.7) |
| How to use investigation-oriented mathematics teaching strategies | 16 (2.9) | 17 (2.8) | 30 (3.4) | 33 (6.3) | 5 (1.1) |
| How to teach mathematics to students who are English language learners | 47 (5.6) | 21 (2.9) | 13 (2.0) | 16 (6.6) | 3 (1.5) |
| How to provide alternative mathematics learning experiences for students with special needs | 24 (3.6) | 24 (3.5) | 27 (4.6) | 20 (6.7) | 4 (1.4) |

[†] Only high schools indicating in Q27 that they offered teacher study groups in the last three years are included in this analysis.

Table MPQ 37
Use of Designated Leaders for
Mathematics-Focused Teacher Study Groups

| | Percent of Schools [†] |
|------------|---------------------------------|
| Elementary | 63 (4.4) |
| Middle | 67 (3.8) |
| High | 70 (3.5) |

[†] Only schools indicating in Q27 that they offered teacher study groups in the last three years are included in this analysis.

Table MPQ 38
Origin of Designated Leaders of Mathematics-Focused Teacher Study Groups

| | Percent of Schools [†] | | |
|--|---------------------------------|----------|----------|
| | Elementary | Middle | High |
| This school | 83 (4.9) | 84 (4.8) | 87 (6.9) |
| Elsewhere in this district/dioocese [‡] | 35 (5.0) | 33 (5.2) | 24 (8.0) |
| College or University | 1 (0.9) | 1 (0.5) | 0 (0.4) |
| External consultants | 11 (4.0) | 13 (4.5) | 15 (7.0) |
| Other | 3 (1.5) | 3 (1.1) | 1 (0.9) |

[†] Only schools indicating in Q27 that they offered teacher study groups in the last three years and indicating in Q37 that they have designated leaders for these teacher study groups are included in this analysis.

[‡] Item presented only to public and Catholic schools.

Table MPQ 39
How Schools Provide Time for Mathematics Professional Development

| | Percent of Schools | | |
|---|--------------------|----------|----------|
| | Elementary | Middle | High |
| Early dismissal and/or late start for students | 28 (2.7) | 32 (2.7) | 34 (3.3) |
| Professional days/teacher work days during the school year | 54 (3.0) | 59 (3.4) | 53 (4.2) |
| Professional days/teacher work days before and/or after the school year | 43 (2.7) | 45 (2.7) | 40 (3.4) |
| Common planning time for teachers | 47 (2.8) | 39 (2.9) | 30 (2.8) |
| Substitute teachers to cover teachers' classes while they attend professional development | 36 (3.0) | 38 (2.9) | 46 (3.4) |
| None of the above | 18 (2.2) | 13 (2.3) | 14 (3.1) |

Table MPQ 40
Schools Providing
One-on-One Mathematics-Focused Coaching

| | Percent of Schools |
|------------|--------------------|
| Elementary | 27 (2.3) |
| Middle | 26 (2.6) |
| High | 26 (2.4) |

Table MPQ 41, 42, 43
Schools Requiring Participation in
One-on-One Mathematics-Focused Coaching

| | Percent of Schools [†] |
|------------|---------------------------------|
| Elementary | 11 (2.8) |
| Middle | 20 (3.6) |
| High | 13 (3.2) |

[†] Only schools indicating in Q40 that teachers have access to one-on-one mathematics-focused coaching are included in this analysis.

Table MPQ 44.1
Providers of One-on-One Mathematics-Focused Coaching in Elementary Schools

| | Percent of Schools [†] | | | | |
|---|---------------------------------|----------|----------|----------|-------------------|
| | Not at All | | Somewhat | | To a Great Extent |
| | 1 | 2 | 3 | 4 | 5 |
| The principal of your school | 48 (6.7) | 11 (3.0) | 25 (5.4) | 12 (4.1) | 4 (2.2) |
| An assistant principal at your school | 66 (5.1) | 10 (2.8) | 17 (4.1) | 5 (2.0) | 2 (1.1) |
| District/Diocese administrators including mathematics supervisors/coordinators [‡] | 31 (5.4) | 14 (3.5) | 26 (4.7) | 12 (3.2) | 17 (3.8) |
| Teachers/coaches who do not have classroom teaching responsibilities | 40 (6.3) | 7 (2.1) | 11 (4.0) | 16 (3.8) | 27 (4.6) |
| Teachers/coaches who have part-time classroom teaching responsibilities | 74 (4.8) | 7 (2.7) | 6 (3.6) | 9 (3.0) | 4 (1.6) |
| Teachers/coaches who have full-time classroom teaching responsibilities | 44 (5.3) | 9 (2.9) | 21 (4.5) | 16 (4.2) | 10 (2.6) |

[†] Only elementary schools indicating in Q40 that teachers have access to one-on-one mathematics-focused coaching are included in this analysis.

[‡] Item presented only to public and Catholic schools.

**Table MPQ 44.2
Providers of One-on-One Mathematics-Focused Coaching in Middle Schools**

| | Percent of Schools [†] | | | | |
|---|---------------------------------|----------|----------|----------|-------------------|
| | Not at All | | Somewhat | | To a Great Extent |
| | 1 | 2 | 3 | 4 | 5 |
| The principal of your school | 44 (5.5) | 11 (2.6) | 27 (5.9) | 13 (5.0) | 6 (2.8) |
| An assistant principal at your school | 65 (5.1) | 13 (2.5) | 16 (3.8) | 4 (1.6) | 2 (0.9) |
| District/Diocese administrators including mathematics supervisors/coordinators [‡] | 33 (4.9) | 11 (3.7) | 24 (3.7) | 14 (3.5) | 18 (4.3) |
| Teachers/coaches who do not have classroom teaching responsibilities | 40 (5.0) | 5 (2.8) | 16 (5.0) | 19 (3.7) | 20 (3.9) |
| Teachers/coaches who have part-time classroom teaching responsibilities | 72 (5.4) | 2 (1.3) | 11 (4.7) | 9 (2.9) | 6 (1.8) |
| Teachers/coaches who have full-time classroom teaching responsibilities | 37 (5.2) | 7 (2.7) | 20 (4.9) | 20 (5.3) | 16 (3.5) |

[†] Only middle schools indicating in Q40 that teachers have access to one-on-one mathematics-focused coaching are included in this analysis.

[‡] Item presented only to public and Catholic schools.

**Table MPQ 44.3
Providers of One-on-One Mathematics-Focused Coaching in High Schools**

| | Percent of Schools [†] | | | | |
|---|---------------------------------|----------|----------|----------|-------------------|
| | Not at All | | Somewhat | | To a Great Extent |
| | 1 | 2 | 3 | 4 | 5 |
| The principal of your school | 45 (5.9) | 8 (2.5) | 32 (8.1) | 10 (4.3) | 5 (2.1) |
| An assistant principal at your school | 59 (4.9) | 12 (2.7) | 16 (3.6) | 11 (4.2) | 3 (1.2) |
| District/Diocese administrators including mathematics supervisors/coordinators [‡] | 41 (4.2) | 10 (2.8) | 24 (2.9) | 16 (3.6) | 10 (2.7) |
| Teachers/coaches who do not have classroom teaching responsibilities | 59 (5.6) | 9 (3.8) | 12 (4.4) | 9 (2.8) | 11 (3.0) |
| Teachers/coaches who have part-time classroom teaching responsibilities | 66 (5.8) | 8 (3.8) | 7 (1.9) | 11 (3.0) | 7 (2.1) |
| Teachers/coaches who have full-time classroom teaching responsibilities | 27 (4.9) | 5 (1.9) | 26 (4.0) | 23 (7.4) | 19 (3.9) |

[†] Only high schools indicating in Q40 that teachers have access to one-on-one mathematics-focused coaching are included in this analysis.

[‡] Item presented only to public and Catholic schools.