Section Five

Mathematics Program Questionnaire

Mathematics Program Questionnaire

MPQ Tables

2000 National Survey of Science and Mathematics Education
School Mathematics Program Questionnaire

Instructions: Please use a #2 pencil or blue or black pen to complete this questionnaire. Darken ovals completely, but do not stray into adjacent ovals. Be sure to erase or white out completely any stray marks.

1. What is your title? (Darken all that apply.)

- Mathematics department chair
- Mathematics lead teacher
- Teacher
- Principal
- Assistant principal
- Other (please specify): _____

2. Indicate whether each of the following programs/practices is currently being implemented in your school. (Darken one oval on each line.)

		Yes	No	Don't Know/ Not Applicable
a.	School-based management			
b.	Common daily planning period for members of the mathematics department			
c.	Common work space for members of the mathematics department			
d.	Teachers *formally* designated and serving as mathematics lead teachers			
e.	Teachers provided with release time to help other teachers in the school/district			
f.	Interdisciplinary teams of teachers who share the same students			
g.	Students assigned to mathematics classes by ability			
h.	Use of vocational/technical applications in mathematics instruction			
i.	Elementary or middle school students pulled out from self-contained classes for remedial instruction in mathematics			
j.	Elementary or middle school students pulled out from self-contained classes for enrichment in mathematics			
k.	Elementary or middle school students receiving instruction from mathematics specialists *in addition to* their regular teacher			
l.	Elementary or middle school students receiving instruction from mathematics specialists *instead of* their regular teacher			
m.	Mathematics courses offered by telecommunications			
n.	Students going to another K-12 school for mathematics courses			
o.	Students going to a college or university for mathematics courses			
p.	Integration of mathematics subjects (e.g., algebra, probability, geometry, etc. all taught together each year)			

3. Please give us your opinion about each of the following statements in regard to the National Council of Teachers of Mathematics' (NCTM) work in setting standards for mathematics curriculum, instruction, and assessment. (Darken one oval on each line.)

		Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
a.	I am prepared to explain the NCTM *Standards* to my colleagues.					
b.	The *Standards* have been thoroughly discussed by teachers in this school.					
c.	There is a school-wide effort to make changes inspired by the *Standards.*					
d.	Teachers in this school have implemented the *Standards* in their teaching.					
e.	The principal of this school is well-informed about the *Standards.*					
f.	Parents of students in this school are well-informed about the *Standards.*					
g.	The superintendent of this district is well-informed about the *Standards.*					
h.	The School Board is well-informed about the *Standards.*					
i.	Our district is organizing staff development based on the *Standards.*					
j.	Our district has changed how it evaluates teachers based on the *Standards.*					

4. Does your school include students in grades 6 or higher? (Darken one oval.)

- Yes, CONTINUE WITH QUESTION 5
- No, SKIP TO QUESTION 8

5. Please give the number of sections of each of the following mathematics courses currently offered in your school. (Additional course titles for these categories are shown on the enclosed "List of Course Titles.")

GRADES 6-8

Current number of sections	Code	Course Category
_____	208	Remedial Mathematics 6
_____	209	Regular Mathematics 6
_____	210	Accelerated/Pre-Algebra Mathematics 6
_____	211	Remedial Mathematics 7
_____	212	Regular Mathematics 7
_____	213	Accelerated Mathematics 7

Current number of sections	Code	Course Category
_____	214	Remedial Mathematics 8
_____	215	Regular Mathematics 8
_____	216	Enriched Mathematics 8
_____	217	Algebra 1, Grade 7 or 8
_____	218	Integrated Middle Grade Mathematics, 7 or 8

GRADES 6-8, OTHER MATHEMATICS COURSES

_____ _____
_____ _____
_____ _____

GRADES 9-12

Current number of sections	Code	Course Category
		GRADES 9-12, REVIEW MATHEMATICS
_____	219	Review Mathematics Level 1 (e.g., Remedial Mathematics)
_____	220	Review Mathematics Level 2 (e.g., Consumer Mathematics)
_____	221	Review Mathematics Level 3 (e.g., General Mathematics 3)
_____	222	Review Mathematics Level 4 (e.g., General Mathematics 4)
		GRADES 9-12, INFORMAL MATHEMATICS
_____	223	Informal Mathematics Level 1 (e.g., Pre-Algebra)
_____	224	Informal Mathematics Level 2 (e.g., Basic Geometry)
_____	225	Informal Mathematics Level 3 (e.g., after Pre-Algebra, but not Algebra 1)

Current number of sections	Code	Course Category
		GRADES 9-12, FORMAL MATHEMATICS
_____	226	Formal Mathematics Level 1 (e.g., Algebra 1, or Integrated Math 1)
_____	227	Formal Mathematics Level 2 (e.g., Geometry, or Integrated Math 2)
_____	228	Formal Mathematics Level 3 (e.g., Algebra 2, or Integrated Math 3)
_____	229	Formal Mathematics Level 4 (e.g., Algebra 3, or Pre-Calculus)
_____	230	Formal Mathematics Level 5 (e.g., Calculus)
_____	231	Formal Mathematics Level 5, AP
		GRADES 9-12, OTHER MATHEMATICS COURSES
_____	232	Probability and Statistics
_____	233	Mathematics integrated with other subjects
_____		_____
_____		_____

PLEASE DO NOT WRITE IN THIS AREA

[SERIAL]

6. Please give the code number of any mathematics courses offered this year that will **not** be offered next year. If all will be offered next year, darken this oval ⬭ and continue with question 7. Otherwise, list the code number of courses that will not be offered:

_____ _____ _____ _____ _____

7. Which of the following best describes the way mathematics classes at your school are scheduled? (Darken one oval.)

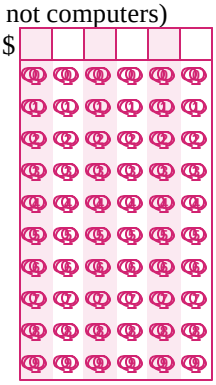
- a. All or most classes meet five days per week for one year.
- b. All or most classes meet five days per week for one semester.
- c. All or most classes meet three days one week and two days the next week for one year.
- d. Other arrangement; on a separate page, please give a brief written description of how often classes meet and the number of minutes in each class session.

Please enter the number of minutes each class meets per session in the spaces provided to the right, then darken the corresponding oval in each column: (Please enter your answer as a 3-digit number; e.g., if 30 minutes, enter 030.)

8. How much money was spent on mathematics equipment and consumable supplies in this school during the most recently completed budget year? Provide your answer as a ***whole dollar amount***. (If you don't know the exact amounts, please provide your best estimates.) Please enter your answers in the spaces provided, then darken the corresponding oval in each column. Please right justify your answers; e.g., enter $125 as | | | | 1 | 2 | 5 |

a. Mathematics Equipment (non-consumable items such as calculators, but not computers)

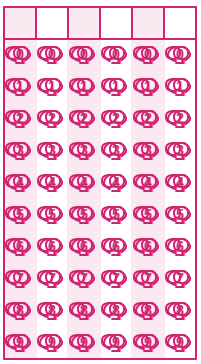
$



If this is an estimate, please darken this oval: ⬭

b. Consumable Mathematics Supplies (manipulatives)

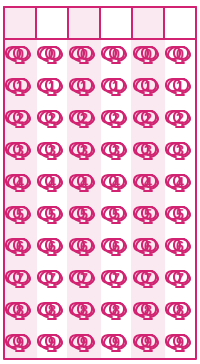
$



If this is an estimate, please darken this oval: ⬭

c. Mathematics Software

$



If this is an estimate, please darken this oval: ⬭

9. In your opinion, how great a problem is each of the following for mathematics instruction **in your school as a whole**? (Darken one oval on each line.)

		Not a Significant Problem	Somewhat of a Problem	Serious Problem
a.	Facilities	⬭	⬭	⬭
b.	Funds for purchasing equipment and supplies	⬭	⬭	⬭
c.	Materials for individualizing instruction	⬭	⬭	⬭
d.	Access to computers	⬭	⬭	⬭
e.	Appropriate computer software	⬭	⬭	⬭
f.	Student interest in mathematics	⬭	⬭	⬭
g.	Student reading abilities	⬭	⬭	⬭
h.	Student absences	⬭	⬭	⬭

Question 9 continues on next page...

9. *continued*

		Not a Significant Problem	Somewhat of a Problem	Serious Problem
i.	Teacher interest in mathematics	①	②	③
j.	Teacher preparation to teach mathematics	①	②	③
k.	Time to teach mathematics	①	②	③
l.	Opportunities for teachers to share ideas	①	②	③
m.	In-service education opportunities	①	②	③
n.	Interruptions for announcements, assemblies, other school activities	①	②	③
o.	Large classes	①	②	③
p.	Maintaining discipline	①	②	③
q.	Parental support for education	①	②	③

10. In your opinion, how great a problem is each of the following for mathematics instruction **in your school as a whole**? (Darken one oval on each line.)

		Not a Significant Problem	Somewhat of a Problem	Serious Problem
a.	State and/or district curriculum frameworks	①	②	③
b.	State and/or district testing policies and practices	①	②	③
c.	Importance that the school places on mathematics	①	②	③
d.	Public attitudes toward mathematics reform at this school	①	②	③
e.	Conflict between mathematics reform efforts at this school and other school/district reform efforts	①	②	③
f.	Time available for teachers to plan and prepare lessons	①	②	③
g.	Time available for teachers to work with other teachers during the school year	①	②	③
h.	Time available for teacher professional development	①	②	③
i.	System of managing instructional resources at the district or school level (e.g., distributing materials for mathematics activities, refurbishing materials)	①	②	③

Question 11 is being asked of all mathematics teachers in the sample. If you received a Mathematics Teacher Questionnaire in addition to this School Mathematics Program Questionnaire, please darken this oval ⬭ and SKIP TO QUESTION 12.

11a. How familiar are you with the NCTM *Standards* for mathematics curriculum, instruction, and evaluation? (Darken one oval.)

① Not at all familiar, SKIP TO QUESTION 12
② Somewhat familiar
③ Fairly familiar
④ Very familiar

11b. Please indicate the extent of your agreement with the overall vision of mathematics education described in the NCTM *Standards.* (Darken one oval.)

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
①	②	③	④	⑤

12. If you have an email address, please write it here: _____

13. When did you complete this questionnaire? _____ / _____ / _____
Month Day Year

FOR OFFICE USE ONLY
Please do not write in this area.

Please make a photocopy of this questionnaire and keep it in case the original is lost in the mail. Please return the original to:

2000 National Survey of Science and Mathematics Education
Westat
1650 Research Blvd.
TB120F
Rockville, MD 20850

THANK YOU!

Table MPQ 1
Titles of Mathematics Program Questionnaire Representatives

	Percent of Representatives					
	Elementary Schools		Middle Schools		High Schools	
Mathematics department chair	5	(1.5)	29	(2.9)	60	(3.5)
Mathematics lead teacher	14	(2.5)	17	(3.0)	10	(2.1)
Teacher	56	(3.6)	63	(3.5)	49	(3.4)
Principal	26	(3.4)	12	(2.4)	9	(2.1)
Assistant principal	4	(1.5)	3	(1.9)	2	(0.7)
Other	14	(2.8)	5	(1.9)	3	(1.0)

Table MPQ 2.1
Implementation of Various Programs/Practices in Elementary Schools

	Percent of Schools					
	Not Used		Used		Don't Know/ Not Applicable	
School-based management	24	(3.4)	61	(3.9)	15	(2.5)
Common daily planning period for members of the mathematics department	63	(3.1)	14	(2.3)	23	(3.2)
Common work space for members of the mathematics department	60	(3.4)	12	(2.3)	27	(3.2)
Teachers *formally* designated and serving as mathematics lead teachers	60	(4.0)	27	(3.5)	13	(2.3)
Teachers provided with release time to help other teachers in the school/district	64	(4.5)	27	(4.2)	9	(2.3)
Interdisciplinary teams of teachers who share the same students	38	(3.6)	54	(3.8)	8	(2.0)
Students assigned to mathematics classes by ability	69	(3.4)	29	(3.4)	2	(1.0)
Use of vocational/technical applications in mathematics instruction	53	(3.8)	32	(3.1)	16	(2.8)
Elementary or middle school students pulled out from self-contained classes for remedial instruction in mathematics	42	(4.0)	55	(4.0)	3	(1.4)
Elementary or middle school students pulled out from self-contained classes for enrichment in mathematics	67	(3.3)	29	(3.3)	4	(1.5)
Elementary or middle school students receiving instruction from mathematics specialists *in addition to* their regular teacher	77	(3.1)	21	(2.9)	2	(1.0)
Elementary or middle school students receiving instruction from mathematics specialists *instead of* their regular teacher	83	(2.6)	14	(2.4)	3	(1.1)
Mathematics courses offered by telecommunications	89	(2.3)	4	(1.4)	6	(1.9)
Students going to another K–12 school for mathematics courses	90	(2.1)	6	(1.9)	4	(1.4)
Students going to a college or university for mathematics courses	81	(3.1)	5	(1.5)	14	(2.8)
Integration of mathematics subjects	23	(3.0)	67	(3.6)	10	(2.2)

Table MPQ 2.2
Implementation of Various Programs/Practices in Middle Schools

	Percent of Schools					
	Not Used		Used		Don't Know/ Not Applicable	
School-based management	20	(3.3)	56	(4.3)	25	(3.2)
Common daily planning period for members of the mathematics department	75	(3.7)	17	(3.0)	8	(2.3)
Common work space for members of the mathematics department	72	(3.6)	17	(3.0)	12	(3.0)
Teachers *formally* designated and serving as mathematics lead teachers	67	(4.1)	25	(3.5)	8	(2.4)
Teachers provided with release time to help other teachers in the school/district	73	(3.7)	17	(2.9)	10	(2.7)
Interdisciplinary teams of teachers who share the same students	32	(4.1)	65	(4.1)	3	(1.5)
Students assigned to mathematics classes by ability	42	(3.9)	58	(3.9)	0	(0.1)
Use of vocational/technical applications in mathematics instruction	43	(3.3)	47	(3.5)	10	(3.2)
Elementary or middle school students pulled out from self-contained classes for remedial instruction in mathematics	46	(4.2)	48	(4.4)	6	(1.7)
Elementary or middle school students pulled out from self-contained classes for enrichment in mathematics	74	(3.7)	20	(3.3)	6	(1.7)
Elementary or middle school students receiving instruction from mathematics specialists *in addition to* their regular teacher	75	(3.0)	20	(2.7)	6	(2.0)
Elementary or middle school students receiving instruction from mathematics specialists *instead of* their regular teacher	78	(3.3)	16	(2.9)	6	(2.0)
Mathematics courses offered by telecommunications	89	(2.9)	5	(1.3)	6	(2.6)
Students going to another K–12 school for mathematics courses	84	(3.0)	13	(2.8)	4	(1.9)
Students going to a college or university for mathematics courses	77	(3.7)	15	(2.6)	8	(2.7)
Integration of mathematics subjects	32	(3.6)	65	(3.7)	3	(1.5)

Table MPQ 2.3
Implementation of Various Programs/Practices in High Schools

	Percent of Schools					
	Not Used		Used		Don't Know/ Not Applicable	
School-based management	22	(2.1)	55	(3.2)	24	(2.7)
Common daily planning period for members of the mathematics department	75	(3.6)	19	(3.1)	6	(2.4)
Common work space for members of the mathematics department	60	(3.2)	32	(2.7)	8	(2.7)
Teachers *formally* designated and serving as mathematics lead teachers	66	(3.7)	28	(3.4)	6	(1.9)
Teachers provided with release time to help other teachers in the school/district	72	(4.0)	18	(2.7)	10	(3.2)
Interdisciplinary teams of teachers who share the same students	72	(3.6)	24	(3.4)	4	(1.5)
Students assigned to mathematics classes by ability	30	(3.5)	70	(3.5)	0	(0.1)
Use of vocational/technical applications in mathematics instruction	29	(2.7)	69	(2.8)	3	(0.8)
Elementary or middle school students pulled out from self-contained classes for remedial instruction in mathematics	23	(3.0)	33	(3.9)	44	(3.7)
Elementary or middle school students pulled out from self-contained classes for enrichment in mathematics	42	(4.3)	16	(2.1)	42	(3.6)
Elementary or middle school students receiving instruction from mathematics specialists *in addition to* their regular teacher	54	(3.6)	9	(1.7)	36	(3.3)
Elementary or middle school students receiving instruction from mathematics specialists *instead of* their regular teacher	54	(3.6)	8	(1.7)	37	(3.3)
Mathematics courses offered by telecommunications	85	(2.3)	10	(1.9)	5	(1.4)
Students going to another K–12 school for mathematics courses	90	(1.5)	7	(1.3)	3	(0.8)
Students going to a college or university for mathematics courses	56	(3.0)	42	(3.0)	2	(0.7)
Integration of mathematics subjects	58	(4.1)	41	(4.1)	1	(0.6)

Table MPQ 3.1
Opinions of Elementary School Mathematics Program Representatives Regarding NCTM's *Standards* for Mathematics Curriculum, Instruction, and Assessment

	Percent of Representatives									
	Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
I am prepared to explain the NCTM *Standards* to my colleagues	10	(2.5)	31	(3.1)	21	(3.4)	32	(3.3)	7	(1.7)
The *Standards* have been thoroughly discussed by teachers in this school	14	(2.9)	39	(3.9)	14	(2.5)	28	(3.3)	5	(1.5)
There is a school-wide effort to make changes inspired by the *Standards*	7	(2.0)	22	(3.0)	15	(2.4)	49	(3.7)	7	(1.7)
Teachers in this school have implemented the *Standards* in their teaching	6	(2.0)	14	(3.2)	20	(3.1)	53	(4.1)	7	(1.7)
The principal of this school is well informed about the *Standards*	4	(1.7)	14	(2.5)	31	(3.3)	38	(3.5)	12	(2.2)
Parents of students in this school are well informed about the *Standards*	16	(3.0)	42	(4.2)	28	(3.7)	14	(2.2)	1	(0.5)
The superintendent of this district is well-informed about the *Standards*	5	(1.9)	10	(2.1)	51	(4.3)	27	(3.3)	7	(1.4)
The School Board is well-informed about the *Standards*	7	(2.3)	12	(2.3)	59	(3.4)	19	(2.7)	4	(1.0)
Our district is organizing staff development based on the *Standards*	7	(2.2)	18	(3.0)	29	(3.8)	36	(4.0)	10	(2.0)
Our district has changed how it evaluates teachers based on the *Standards*	10	(2.3)	29	(3.6)	45	(4.0)	13	(2.4)	3	(0.9)

Table MPQ 3.2
Opinions of Middle School Mathematics Program Representatives Regarding NCTM's *Standards* for Mathematics Curriculum, Instruction, and Assessment

	Percent of Representatives									
	Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
I am prepared to explain the NCTM *Standards* to my colleagues	8	(2.4)	27	(3.6)	24	(3.8)	35	(4.0)	6	(1.0)
The *Standards* have been thoroughly discussed by teachers in this school	16	(3.4)	40	(3.5)	14	(2.7)	26	(2.9)	4	(0.7)
There is a school-wide effort to make changes inspired by the *Standards*	8	(2.2)	22	(3.3)	16	(3.1)	46	(4.1)	8	(1.8)
Teachers in this school have implemented the *Standards* in their teaching	1	(0.7)	16	(3.0)	26	(3.5)	52	(4.0)	5	(1.0)
The principal of this school is well informed about the *Standards*	6	(1.6)	16	(3.0)	43	(3.6)	28	(3.3)	8	(2.1)
Parents of students in this school are well informed about the *Standards*	16	(3.0)	47	(4.0)	28	(3.5)	8	(2.0)	1	(0.3)
The superintendent of this district is well-informed about the *Standards*	8	(2.1)	12	(3.0)	50	(4.2)	23	(3.1)	6	(1.4)
The School Board is well-informed about the *Standards*	9	(2.1)	21	(3.0)	51	(3.4)	17	(2.0)	3	(0.9)
Our district is organizing staff development based on the *Standards*	9	(2.8)	23	(3.2)	29	(3.8)	30	(3.6)	9	(1.7)
Our district has changed how it evaluates teachers based on the *Standards*	11	(2.7)	35	(4.3)	41	(4.4)	12	(2.1)	2	(0.7)

Table MPQ 3.3
Opinions of High School Mathematics Program Representatives Regarding NCTM's *Standards* for Mathematics Curriculum, Instruction, and Assessment

	Percent of Representatives									
	Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
I am prepared to explain the NCTM *Standards* to my colleagues	8	(2.5)	25	(2.7)	22	(3.5)	40	(3.5)	5	(0.9)
The *Standards* have been thoroughly discussed by teachers in this school	12	(2.4)	41	(3.5)	15	(2.3)	28	(2.5)	4	(0.9)
There is a school-wide effort to make changes inspired by the *Standards*	7	(1.5)	32	(4.0)	12	(2.4)	42	(3.4)	7	(1.2)
Teachers in this school have implemented the *Standards* in their teaching	3	(1.0)	17	(2.3)	25	(3.4)	50	(3.1)	5	(0.9)
The principal of this school is well informed about the *Standards*	10	(1.8)	20	(2.0)	39	(3.5)	27	(2.9)	4	(1.0)
Parents of students in this school are well informed about the *Standards*	20	(2.6)	45	(3.3)	29	(3.2)	6	(1.1)	0	—*
The superintendent of this district is well-informed about the *Standards*	13	(2.1)	19	(3.2)	42	(3.4)	21	(2.6)	5	(1.1)
The School Board is well-informed about the *Standards*	16	(2.2)	26	(3.0)	43	(3.4)	12	(2.5)	2	(0.6)
Our district is organizing staff development based on the *Standards*	12	(2.3)	27	(2.7)	23	(2.8)	32	(2.8)	5	(1.2)
Our district has changed how it evaluates teachers based on the *Standards*	15	(2.3)	39	(3.5)	35	(3.7)	10	(1.6)	1	(0.5)

* No teachers in the sample selected this response option. Thus, it is not possible to calculate the standard error of this estimate.

There is no table for MPQ 4.

Table MPQ 5.1
Schools Offering Various Mathematics Courses in Grades 6–8

	Percent of Schools	
Remedial Mathematics 6	21	(2.2)
Regular Mathematics 6	65	(2.6)
Accelerated/Pre-Algebra Mathematics 6	16	(2.0)
Remedial Mathematics 7	16	(2.0)
Regular Mathematics 7	52	(3.0)
Accelerated Mathematics 7	24	(2.4)
Remedial Mathematics 8	18	(2.0)
Regular Mathematics 8	46	(2.8)
Enriched Mathematics 8	15	(1.9)
Algebra 1, Grade 7 or 8	36	(2.6)
Integrated Middle Grades Mathematics, 7 or 8	5	(1.4)

Table MPQ 5.2
Schools Offering Various Mathematics Courses in Grades 9–12

	Percent of Schools	
Review Mathematics		
Review Mathematics Level 1	11	(1.1)
Review Mathematics Level 2	11	(1.2)
Review Mathematics Level 3	7	(1.1)
Review Mathematics Level 4	5	(1.0)
Informal Mathematics		
Informal Mathematics Level 1	21	(1.8)
Informal Mathematics Level 2	9	(1.2)
Informal Mathematics Level 3	7	(1.0)
Formal Mathematics		
Formal Mathematics Level 1	40	(2.0)
Formal Mathematics Level 2	38	(1.9)
Formal Mathematics Level 3	37	(1.8)
Formal Mathematics Level 4	33	(1.8)
Formal Mathematics Level 5	17	(1.6)
Formal Mathematics Level 5, AP	14	(1.5)
Other Mathematics Courses		
Probability and Statistics	8	(1.0)
Mathematics integrated with other subjects	1	(0.3)

There is no table for MPQ 6.

Table MPQ 7
Scheduling of Mathematics Classes

	Percent of Schools					
	Elementary Schools		Middle Schools		High Schools	
All or most classes meet five days per week for one year	91	(3.9)	86	(2.4)	58	(3.7)
All or most classes meet five days per week for one semester	5	(2.6)	5	(2.0)	21	(2.8)
All or most classes meet three days one week and two days the next week for one year	3	(2.9)	6	(1.3)	12	(1.9)
Other arrangements	1	(1.2)	3	(1.2)	9	(2.0)

Table MPQ 8
Median Amount of Money Spent per Year by Schools on Mathematics Equipment and Consumable Supplies

	Median Amount		
	Elementary Schools	Middle Schools	High Schools
Mathematics Equipment	$ 300	$ 300	$ 575
Consumable Mathematics Supplies	$ 500	$ 300	$ 300
Mathematics Software	$ 150	$ 50	$ 100

Table MPQ 9.1
Mathematics Program Representatives' Opinions of Problems for Elementary School Mathematics Instruction

	Percent of Programs					
	Not a Significant Problem		Somewhat of a Problem		Serious Problem	
Facilities	78	(2.7)	18	(2.4)	4	(1.5)
Funds for purchasing equipment and supplies	36	(3.9)	41	(3.7)	23	(4.1)
Materials for individualizing instruction	37	(3.7)	48	(3.9)	14	(2.5)
Access to computers	49	(3.3)	37	(3.5)	14	(2.5)
Appropriate computer software	35	(3.4)	45	(3.5)	20	(2.9)
Student interest in mathematics	54	(3.5)	40	(3.5)	5	(1.3)
Student reading abilities	44	(3.8)	41	(3.9)	15	(2.5)
Student absences	76	(2.8)	20	(2.6)	4	(1.3)
Teacher interest in mathematics	75	(3.5)	24	(3.4)	1	(0.4)
Teacher preparation to teach mathematics	62	(3.9)	32	(3.3)	7	(2.0)
Time to teach mathematics	70	(3.6)	28	(3.4)	2	(0.9)
Opportunities for teachers to share ideas	32	(3.3)	53	(3.8)	15	(2.9)
In-service education opportunities	46	(3.6)	44	(3.5)	10	(2.3)
Interruptions for announcements, assemblies, other school activities	69	(3.3)	26	(3.2)	4	(1.1)
Large classes	58	(3.8)	33	(3.6)	8	(2.0)
Maintaining discipline	68	(3.2)	25	(2.7)	7	(1.9)
Parental support for education	56	(3.4)	33	(3.1)	11	(2.0)

Table MPQ 9.2
Mathematics Program Representatives' Opinions of Problems for Middle School Mathematics Instruction

	Percent of Programs					
	Not a Significant Problem		Somewhat of a Problem		Serious Problem	
Facilities	75	(3.4)	21	(3.4)	4	(1.6)
Funds for purchasing equipment and supplies	37	(4.2)	44	(3.8)	19	(4.0)
Materials for individualizing instruction	36	(4.0)	51	(3.9)	13	(2.9)
Access to computers	39	(4.1)	44	(4.1)	17	(2.7)
Appropriate computer software	23	(3.1)	49	(4.0)	29	(3.7)
Student interest in mathematics	30	(3.7)	60	(3.7)	10	(1.7)
Student reading abilities	35	(4.1)	50	(4.2)	15	(2.2)
Student absences	61	(3.3)	33	(3.0)	7	(1.6)
Teacher interest in mathematics	86	(2.8)	14	(2.8)	0	(0.2)
Teacher preparation to teach mathematics	71	(3.7)	24	(3.4)	5	(2.2)
Time to teach mathematics	67	(3.7)	30	(3.5)	3	(0.9)
Opportunities for teachers to share ideas	30	(3.3)	56	(3.9)	14	(2.9)
In-service education opportunities	37	(3.4)	54	(4.0)	9	(2.8)
Interruptions for announcements, assemblies, other school activities	55	(3.9)	36	(3.6)	9	(1.6)
Large classes	55	(3.7)	39	(3.7)	6	(1.2)
Maintaining discipline	69	(3.5)	27	(3.3)	4	(0.9)
Parental support for education	52	(3.7)	37	(3.4)	11	(2.0)

Table MPQ 9.3
Mathematics Program Representatives' Opinions of Problems for High School Mathematics Instruction

	Percent of Programs					
	Not a Significant Problem		Somewhat of a Problem		Serious Problem	
Facilities	71	(2.9)	24	(3.1)	5	(1.1)
Funds for purchasing equipment and supplies	33	(3.0)	49	(3.2)	18	(3.1)
Materials for individualizing instruction	37	(3.3)	52	(3.7)	11	(1.6)
Access to computers	34	(3.0)	47	(3.8)	19	(3.0)
Appropriate computer software	25	(2.8)	48	(3.1)	27	(3.1)
Student interest in mathematics	23	(2.3)	57	(3.2)	20	(2.5)
Student reading abilities	28	(3.5)	53	(3.7)	20	(2.5)
Student absences	38	(3.5)	45	(3.4)	17	(2.0)
Teacher interest in mathematics	87	(2.3)	13	(2.2)	0	(0.3)
Teacher preparation to teach mathematics	81	(2.6)	17	(2.6)	2	(1.0)
Time to teach mathematics	65	(3.4)	30	(3.3)	5	(1.2)
Opportunities for teachers to share ideas	33	(3.2)	53	(3.3)	14	(2.2)
In-service education opportunities	40	(3.5)	50	(3.4)	10	(2.6)
Interruptions for announcements, assemblies, other school activities	40	(3.3)	50	(3.6)	11	(1.7)
Large classes	51	(3.3)	40	(3.1)	10	(1.3)
Maintaining discipline	63	(3.0)	32	(2.8)	5	(3.0)
Parental support for education	42	(2.9)	43	(3.2)	15	(2.2)

Table MPQ 10.1
Mathematics Program Representatives' Perceptions of Problems for Elementary School Mathematics Instruction

	Percent of Programs					
	Not a Significant Problem		Somewhat of a Problem		Serious Problem	
State and/or district curriculum frameworks	71	(3.4)	25	(3.4)	3	(1.2)
State and/or district testing policies and practices	51	(3.8)	34	(4.0)	15	(2.8)
Importance that the school places on mathematics	82	(2.9)	17	(2.7)	1	(0.8)
Public attitudes toward mathematics reform at this school	78	(3.2)	19	(3.1)	2	(1.0)
Conflict between mathematics reform efforts at this school and other school/district reform efforts	81	(2.7)	17	(2.7)	2	(1.0)
Time available for teachers to plan and prepare lessons	39	(3.9)	44	(4.1)	17	(3.2)
Time available for teachers to work with other teachers during the school year	22	(3.2)	55	(4.1)	23	(3.3)
Time available for teacher professional development	33	(3.9)	52	(4.2)	15	(2.6)
System of managing instructional resources at the district or school level	48	(4.0)	41	(4.1)	11	(2.1)

Table MPQ 10.2
Mathematics Program Representatives' Perceptions of Problems for Middle School Mathematics Instruction

	Percent of Programs					
	Not a Significant Problem		Somewhat of a Problem		Serious Problem	
State and/or district curriculum frameworks	70	(3.2)	25	(3.4)	5	(1.1)
State and/or district testing policies and practices	55	(4.2)	35	(4.1)	10	(1.8)
Importance that the school places on mathematics	80	(3.0)	18	(2.9)	2	(1.2)
Public attitudes toward mathematics reform at this school	73	(3.0)	24	(3.0)	2	(0.7)
Conflict between mathematics reform efforts at this school and other school/district reform efforts	83	(2.6)	14	(2.5)	3	(1.0)
Time available for teachers to plan and prepare lessons	41	(3.7)	52	(3.9)	7	(3.7)
Time available for teachers to work with other teachers during the school year	22	(3.3)	55	(4.0)	23	(3.1)
Time available for teacher professional development	37	(3.7)	54	(3.8)	9	(2.1)
System of managing instructional resources at the district or school level	47	(4.0)	42	(4.0)	11	(3.0)

Table MPQ 10.3
Mathematics Program Representatives' Perceptions of Problems for High School Mathematics Instruction

	Percent of Programs					
	Not a Significant Problem		Somewhat of a Problem		Serious Problem	
State and/or district curriculum frameworks	60	(3.2)	31	(3.0)	9	(1.4)
State and/or district testing policies and practices	46	(3.8)	37	(3.5)	17	(1.9)
Importance that the school places on mathematics	78	(2.3)	20	(2.1)	3	(0.8)
Public attitudes toward mathematics reform at this school	68	(2.9)	26	(2.5)	6	(1.3)
Conflict between mathematics reform efforts at this school and other school/district reform efforts	78	(3.1)	18	(3.0)	4	(1.4)
Time available for teachers to plan and prepare lessons	49	(3.6)	42	(3.4)	9	(1.4)
Time available for teachers to work with other teachers during the school year	24	(3.5)	55	(3.3)	21	(2.5)
Time available for teacher professional development	39	(3.4)	49	(3.3)	12	(1.8)
System of managing instructional resources at the district or school level	47	(3.0)	47	(3.3)	6	(1.3)

Table MPQ 11
Mathematics Program Representatives' Familiarity with and Agreement with Overall Vision of NCTM *Standards*

	Percent of Representatives					
	Elementary Schools		Middle Schools		High Schools	
How familiar are you with the NCTM *Standards* for mathematics curriculum, instruction, and evaluation?						
Not at all familiar	18	(3.4)	15	(4.0)	15	(3.7)
Somewhat familiar	37	(4.0)	35	(4.0)	34	(3.8)
Fairly familiar	32	(3.6)	33	(3.4)	35	(4.0)
Very familiar	13	(2.7)	18	(2.3)	16	(2.3)
Please indicate the extent of your agreement with the overall vision of mathematics education described in the NCTM *Standards*?[†]						
Strongly Disagree	0	(0.3)	2	(0.7)	0	(0.1)
Disagree	3	(1.6)	3	(0.7)	8	(2.0)
No Opinion	13	(3.0)	19	(4.3)	17	(3.4)
Agree	71	(3.9)	66	(4.4)	61	(3.6)
Strongly Agree	14	(3.1)	11	(1.8)	13	(2.4)

[†] These analyses included only those representatives indicating they were at least somewhat familiar with the *Standards.*