

SCIntro1

Dear school administrator,

Thank you for participating in this study. This questionnaire asks for information about:

- School background information
- School management
- Teaching staff
- Assessment and evaluation
- Targeted groups
- School climate

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

The questionnaire should be completed by the principal or designate. It should take about 35 minutes to complete.

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

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

Please note that the forward button used to proceed to the next question is located at the bottom right hand corner of your screen. In some instances you may need to scroll down to the bottom of your screen to access this forward button.

Your answers will be kept confidential. They will be combined with answers from other principals to calculate totals and averages in which no school can be identified.

To respond to this questionnaire, please only consider the school campus that was selected in the national sample.

Which of the following definitions best describes the community in which your school is located?*(Please select one response.)*

A village, hamlet or rural area (fewer than 3,000 people)	SC001Q01TA01 <input type="radio"/>
A small town (3,000 to about 15,000 people)	SC001Q01TA02 <input type="radio"/>
A town (15,000 to about 100,000 people)	SC001Q01TA03 <input type="radio"/>
A city (100,000 to about 1,000,000 people)	SC001Q01TA04 <input type="radio"/>
A large city (with over 1,000,000 people)	SC001Q01TA05 <input type="radio"/>

Is your school a public or a private school?

(Please select one response.)

A public school (This is a school managed directly or indirectly by a public education authority.)	SC013Q01TA01 <input type="radio"/>
A private school (This is a school managed directly or indirectly by a non-government organisation; e.g. a church, trade union, business, or other private institution.)	SC013Q01TA02 <input type="radio"/>

SC016

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

(Please enter a number for each response. Enter "0" (zero) if there are none.)

(Note that the percentages should add up to 100.)

	%
Government (includes local and national)	SC016Q01TA01 <input type="text"/>
Student fees or school charges paid by parents	SC016Q02TA01 <input type="text"/>
Benefactors, donations, bequests, sponsorships, parent fundraising	SC016Q03TA01 <input type="text"/>
Other	SC016Q04TA01 <input type="text"/>

SC016E01

Consistency check rule

Rule: IF (^SC016Q01TA01 + ^SC016Q02TA01 + ^SC016Q03TA01 + ^SC016Q04TA01) > 100 OR
(^SC016Q01TA01 + ^SC016Q02TA01 + ^SC016Q03TA01 + ^SC016Q04TA01) < 100

Message: Sum does not add to 100%. Please check your response.

Is your school's capacity to provide instruction hindered by any of the following issues?
(Please select one response in each row.)

	Not at all	Very little	To some extent	A lot
A lack of teachers	SC017Q01NA01 <input type="radio"/>	SC017Q01NA02 <input type="radio"/>	SC017Q01NA03 <input type="radio"/>	SC017Q01NA04 <input type="radio"/>
Inadequate or poorly qualified teachers	SC017Q02NA01 <input type="radio"/>	SC017Q02NA02 <input type="radio"/>	SC017Q02NA03 <input type="radio"/>	SC017Q02NA04 <input type="radio"/>
A lack of support staff	SC017Q03NA01 <input type="radio"/>	SC017Q03NA02 <input type="radio"/>	SC017Q03NA03 <input type="radio"/>	SC017Q03NA04 <input type="radio"/>
Inadequate or poorly qualified support staff	SC017Q04NA01 <input type="radio"/>	SC017Q04NA02 <input type="radio"/>	SC017Q04NA03 <input type="radio"/>	SC017Q04NA04 <input type="radio"/>
A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material)	SC017Q05NA01 <input type="radio"/>	SC017Q05NA02 <input type="radio"/>	SC017Q05NA03 <input type="radio"/>	SC017Q05NA04 <input type="radio"/>
Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material)	SC017Q06NA01 <input type="radio"/>	SC017Q06NA02 <input type="radio"/>	SC017Q06NA03 <input type="radio"/>	SC017Q06NA04 <input type="radio"/>
A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	SC017Q07NA01 <input type="radio"/>	SC017Q07NA02 <input type="radio"/>	SC017Q07NA03 <input type="radio"/>	SC017Q07NA04 <input type="radio"/>
Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems)	SC017Q08NA01 <input type="radio"/>	SC017Q08NA02 <input type="radio"/>	SC017Q08NA03 <input type="radio"/>	SC017Q08NA04 <input type="radio"/>

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

(If your school does not offer a tenth grade level, then base your response on the ninth grade level or another grade level where there is a large percentage of 15 years old students.)

(Please select all that apply.)

Not applicable, career guidance is not available in this school	SC161Q01SA01 <input type="checkbox"/>
All teachers share the responsibility for career guidance.	SC161Q02SA01 <input type="checkbox"/>
Specific teachers have the main responsibility for career guidance.	SC161Q03SA01 <input type="checkbox"/>
We have one or more specific career guidance counsellors employed at school.	SC161Q04SA01 <input type="checkbox"/>
We have one or more specific career guidance counsellors who regularly visit the school.	SC161Q05SA01 <input type="checkbox"/>

SC161R01

Branching rule

Rule: IF (^SC161Q01SA01=1) THEN GOTO ^SC155 ELSE GOTO ^SC162

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

(If your school does not offer a tenth grade level, then base your response on the ninth grade level or another grade level where there is a large percentage of 15 years old students.)

(Please select one response.)

Career guidance is sought voluntarily by students.	SC162Q01SA01 <input type="radio"/>
Career guidance is formally scheduled into students' time at school.	SC162Q01SA02 <input type="radio"/>

To what extent do you agree with the following statements about your school's capacity to enhance learning and teaching using digital devices?

(Please think of different kinds of digital devices such as for example desktop computers, portable laptops, tablet computers or interactive whiteboards.)

(Please select one response in each row.)

	Strongly disagree	Disagree	Agree	Strongly agree
The number of digital devices connected to the Internet is sufficient.	SC155Q01HA01 <input type="radio"/>	SC155Q01HA02 <input type="radio"/>	SC155Q01HA03 <input type="radio"/>	SC155Q01HA04 <input type="radio"/>
The school's Internet bandwidth or speed is sufficient.	SC155Q02HA01 <input type="radio"/>	SC155Q02HA02 <input type="radio"/>	SC155Q02HA03 <input type="radio"/>	SC155Q02HA04 <input type="radio"/>
The number of digital devices for instruction is sufficient.	SC155Q03HA01 <input type="radio"/>	SC155Q03HA02 <input type="radio"/>	SC155Q03HA03 <input type="radio"/>	SC155Q03HA04 <input type="radio"/>
Digital devices at the school are sufficiently powerful in terms of computing capacity.	SC155Q04HA01 <input type="radio"/>	SC155Q04HA02 <input type="radio"/>	SC155Q04HA03 <input type="radio"/>	SC155Q04HA04 <input type="radio"/>
The availability of adequate software is sufficient.	SC155Q05HA01 <input type="radio"/>	SC155Q05HA02 <input type="radio"/>	SC155Q05HA03 <input type="radio"/>	SC155Q05HA04 <input type="radio"/>
Teachers have the necessary technical and pedagogical skills to integrate digital devices in instruction.	SC155Q06HA01 <input type="radio"/>	SC155Q06HA02 <input type="radio"/>	SC155Q06HA03 <input type="radio"/>	SC155Q06HA04 <input type="radio"/>
Teachers have sufficient time to prepare classes integrating digital devices.	SC155Q07HA01 <input type="radio"/>	SC155Q07HA02 <input type="radio"/>	SC155Q07HA03 <input type="radio"/>	SC155Q07HA04 <input type="radio"/>
Effective professional resources for teachers to learn how to use digital devices are available.	SC155Q08HA01 <input type="radio"/>	SC155Q08HA02 <input type="radio"/>	SC155Q08HA03 <input type="radio"/>	SC155Q08HA04 <input type="radio"/>
An effective online learning support platform is available.	SC155Q09HA01 <input type="radio"/>	SC155Q09HA02 <input type="radio"/>	SC155Q09HA03 <input type="radio"/>	SC155Q09HA04 <input type="radio"/>
Teachers are provided with incentives to integrate digital devices in their teaching.	SC155Q10HA01 <input type="radio"/>	SC155Q10HA02 <input type="radio"/>	SC155Q10HA03 <input type="radio"/>	SC155Q10HA04 <input type="radio"/>
The school has sufficient qualified technical assistant staff.	SC155Q11HA01 <input type="radio"/>	SC155Q11HA02 <input type="radio"/>	SC155Q11HA03 <input type="radio"/>	SC155Q11HA04 <input type="radio"/>

Does your school have any of the following?

(Please select one response in each row.)

	Yes	No
Its own written statement about the use of digital devices	SC156Q01HA01 <input type="radio"/>	SC156Q01HA02 <input type="radio"/>
Its own written statement specifically about the use of digital devices for pedagogical purposes	SC156Q02HA01 <input type="radio"/>	SC156Q02HA02 <input type="radio"/>
A programme to use digital devices for teaching and learning in specific subjects	SC156Q03HA01 <input type="radio"/>	SC156Q03HA02 <input type="radio"/>
Regular discussions with teaching staff about the use of digital devices for pedagogical purposes	SC156Q04HA01 <input type="radio"/>	SC156Q04HA02 <input type="radio"/>
A specific programme to prepare students for responsible Internet behavior	SC156Q05HA01 <input type="radio"/>	SC156Q05HA02 <input type="radio"/>
A specific policy about using social networks (Twitter, Facebook, etc.) in teaching and learning	SC156Q06HA01 <input type="radio"/>	SC156Q06HA02 <input type="radio"/>
A specific programme to promote collaboration on the use of digital devices among teachers	SC156Q07HA01 <input type="radio"/>	SC156Q07HA02 <input type="radio"/>
Scheduled time for teachers to meet to share, evaluate or develop instructional materials and approaches that employ digital devices	SC156Q08HA01 <input type="radio"/>	SC156Q08HA02 <input type="radio"/>

SC011

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

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

(Please select one response.)

There are two or more other schools in this area that compete for our students.	SC011Q01TA01 <input type="radio"/>
There is one other school in this area that competes for our students.	SC011Q01TA02 <input type="radio"/>
There are no other schools in this area that compete for our students.	SC011Q01TA03 <input type="radio"/>

How often are the following factors considered when students are admitted to your school?
(Please select one response in each row.)

	Never	Sometimes	Always
Student's record of academic performance (including placement tests)	SC012Q01TA01 <input type="radio"/>	SC012Q01TA02 <input type="radio"/>	SC012Q01TA03 <input type="radio"/>
Recommendation from the student's former school	SC012Q02TA01 <input type="radio"/>	SC012Q02TA02 <input type="radio"/>	SC012Q02TA03 <input type="radio"/>
Parents' endorsement of the instructional or religious philosophy of the school	SC012Q03TA01 <input type="radio"/>	SC012Q03TA02 <input type="radio"/>	SC012Q03TA03 <input type="radio"/>
Whether the student requires or is interested in a special programme	SC012Q04TA01 <input type="radio"/>	SC012Q04TA02 <input type="radio"/>	SC012Q04TA03 <input type="radio"/>
Preference given to family members of current or former students	SC012Q05TA01 <input type="radio"/>	SC012Q05TA02 <input type="radio"/>	SC012Q05TA03 <input type="radio"/>
Residence in a particular area	SC012Q06TA01 <input type="radio"/>	SC012Q06TA02 <input type="radio"/>	SC012Q06TA03 <input type="radio"/>
Other	SC012Q07TA01 <input type="radio"/>	SC012Q07TA02 <input type="radio"/>	SC012Q07TA03 <input type="radio"/>

Some schools organize instruction differently for students with different abilities.

What is your school's policy about this for students in the tenth grade?

(If your school does not offer a tenth grade level, then base your response on the ninth grade level or another grade level where there is a large percentage of 15 years old students.)

(Please select one response in each row.)

	For all subjects	For some subjects	Not for any subjects
Students are grouped by ability into different classes.	SC042Q01TA01 <input type="radio"/>	SC042Q01TA02 <input type="radio"/>	SC042Q01TA03 <input type="radio"/>
Students are grouped by ability within their classes.	SC042Q02TA01 <input type="radio"/>	SC042Q02TA02 <input type="radio"/>	SC042Q02TA03 <input type="radio"/>

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

(If your school does not offer a tenth grade level, then base your response on the ninth grade level or another grade level where there is a large percentage of 15 years old students.)

(Please select one response in each row.)

	Yes	No
To guide students' learning	SC154Q01HA01 <input type="radio"/>	SC154Q01HA02 <input type="radio"/>
To inform parents about their child's progress	SC154Q02WA01 <input type="radio"/>	SC154Q02WA02 <input type="radio"/>
To make decisions about students' retention or promotion	SC154Q03WA01 <input type="radio"/>	SC154Q03WA02 <input type="radio"/>
To group students for instructional purposes	SC154Q04WA01 <input type="radio"/>	SC154Q04WA02 <input type="radio"/>
To compare the school to provincial or national performance	SC154Q05WA01 <input type="radio"/>	SC154Q05WA02 <input type="radio"/>
To monitor the school's progress from year to year	SC154Q06WA01 <input type="radio"/>	SC154Q06WA02 <input type="radio"/>
To make judgements about teachers' effectiveness	SC154Q07WA01 <input type="radio"/>	SC154Q07WA02 <input type="radio"/>
To identify aspects of instruction or the curriculum that could be improved	SC154Q08WA01 <input type="radio"/>	SC154Q08WA02 <input type="radio"/>
To adapt teaching to the students' needs	SC154Q09HA01 <input type="radio"/>	SC154Q09HA02 <input type="radio"/>
To compare the school with other schools	SC154Q10WA01 <input type="radio"/>	SC154Q10WA02 <input type="radio"/>
To award certificates to students	SC154Q11HA01 <input type="radio"/>	SC154Q11HA02 <input type="radio"/>

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

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

(Please select one response in each row.)

	Yes	No
Achievement data are posted publicly (e.g. in the media)	SC036Q01TA01 <input type="radio"/>	SC036Q01TA02 <input type="radio"/>
Achievement data are tracked over time by an administrative authority	SC036Q02TA01 <input type="radio"/>	SC036Q02TA02 <input type="radio"/>
Achievement data are provided directly to parents	SC036Q03NA01 <input type="radio"/>	SC036Q03NA02 <input type="radio"/>

Do the following arrangements aimed at quality assurance and improvements exist in your school and where do they come from?

(If you need further explanation of the term "internal school evaluation" or "external school evaluation", please use the help button.)

(Please select one response in each row.)

Internal school evaluation: Evaluation as part of a process controlled by a school in which the school defines which areas are judged; the evaluation may be conducted by members of the school or by persons/institutions commissioned by the school.

External school evaluation: Evaluation as part of a process controlled and headed by an external body. The school does not define the areas which are judged.

	Yes, this is mandatory, based on the Ministry of Education's policies.	Yes, based on school initiative	No
Internal evaluation/Self-evaluation	SC037Q01TA01 <input type="radio"/>	SC037Q01TA02 <input type="radio"/>	SC037Q01TA03 <input type="radio"/>
External evaluation	SC037Q02TA01 <input type="radio"/>	SC037Q02TA02 <input type="radio"/>	SC037Q02TA03 <input type="radio"/>
Written specification of the school's curricular profile and educational goals	SC037Q03TA01 <input type="radio"/>	SC037Q03TA02 <input type="radio"/>	SC037Q03TA03 <input type="radio"/>
Written specification of student performance standards	SC037Q04TA01 <input type="radio"/>	SC037Q04TA02 <input type="radio"/>	SC037Q04TA03 <input type="radio"/>
Systematic recording of data such as teacher or student attendance and professional development	SC037Q05NA01 <input type="radio"/>	SC037Q05NA02 <input type="radio"/>	SC037Q05NA03 <input type="radio"/>
Systematic recording of student test results and graduation rates	SC037Q06NA01 <input type="radio"/>	SC037Q06NA02 <input type="radio"/>	SC037Q06NA03 <input type="radio"/>
Methods for written feedback from students (e.g. regarding classes, teachers or resources)	SC037Q07TA01 <input type="radio"/>	SC037Q07TA02 <input type="radio"/>	SC037Q07TA03 <input type="radio"/>
Supervision of teachers	SC037Q08TA01 <input type="radio"/>	SC037Q08TA02 <input type="radio"/>	SC037Q08TA03 <input type="radio"/>
Regular consultation aimed at school improvement with one or more experts over a period of at least six months	SC037Q09TA01 <input type="radio"/>	SC037Q09TA02 <input type="radio"/>	SC037Q09TA03 <input type="radio"/>
Implementation of a standardized policy for reading subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	SC037Q10NA01 <input type="radio"/>	SC037Q10NA02 <input type="radio"/>	SC037Q10NA03 <input type="radio"/>

Do the following statements reflect teachers' practices for multicultural learning in your school?

(Please select one response in each row.)

	Yes	No
In our school, students learn about the histories of diverse cultural groups that live in Panama.	SC165Q01HA01 <input type="radio"/>	SC165Q01HA02 <input type="radio"/>
In our school, students learn about the histories of diverse cultural groups that live in other countries.	SC165Q02HA01 <input type="radio"/>	SC165Q02HA02 <input type="radio"/>
In our school, students learn about the cultures (e.g. beliefs, norms, values, customs, or arts) of diverse cultural groups that live in Panama.	SC165Q03HA01 <input type="radio"/>	SC165Q03HA02 <input type="radio"/>
In our school, students learn about different cultural perspectives on historical and social events.	SC165Q04HA01 <input type="radio"/>	SC165Q04HA02 <input type="radio"/>
Our school supports activities that encourage students' expression of diverse identities (e.g. national, religious, ethnic or social identities).	SC165Q05HA01 <input type="radio"/>	SC165Q05HA02 <input type="radio"/>
Our school offers an exchange programme with schools in other countries.	SC165Q06HA01 <input type="radio"/>	SC165Q06HA02 <input type="radio"/>
Our school organizes multicultural events (e.g. cultural diversity day).	SC165Q07HA01 <input type="radio"/>	SC165Q07HA02 <input type="radio"/>
In our school, we celebrate festivities from other cultures.	SC165Q08HA01 <input type="radio"/>	SC165Q08HA02 <input type="radio"/>
In our school, students are encouraged to communicate with people from other cultures via web/Internet/social media.	SC165Q09HA01 <input type="radio"/>	SC165Q09HA02 <input type="radio"/>
Our school adopts different approaches to educate students about cultural differences (e.g. teamwork, peer to peer learning, simulations, problem-based learning, music, art, etc.).	SC165Q10HA01 <input type="radio"/>	SC165Q10HA02 <input type="radio"/>

To what extent do the following statements reflect an opinion shared by your teaching staff?

(Please select one response in each row.)

	Shared among none or almost none of them	Shared among some of them	Shared among many of them	Shared among all or almost all of them
It is important for students to learn that people from other cultures can have different values.	SC166Q02HA01 <input type="radio"/>	SC166Q02HA02 <input type="radio"/>	SC166Q02HA03 <input type="radio"/>	SC166Q02HA04 <input type="radio"/>
Respecting other cultures is something that students should learn as early as possible.	SC166Q03HA01 <input type="radio"/>	SC166Q03HA02 <input type="radio"/>	SC166Q03HA03 <input type="radio"/>	SC166Q03HA04 <input type="radio"/>
In the classroom, it is important that students of different origins recognize the similarities that exist between them.	SC166Q05HA01 <input type="radio"/>	SC166Q05HA02 <input type="radio"/>	SC166Q05HA03 <input type="radio"/>	SC166Q05HA04 <input type="radio"/>
When there are conflicts between students of different origins, they should be encouraged to resolve the argument by finding common ground.	SC166Q06HA01 <input type="radio"/>	SC166Q06HA02 <input type="radio"/>	SC166Q06HA03 <input type="radio"/>	SC166Q06HA04 <input type="radio"/>

Is there any formal curriculum for the following in the tenth grade?

(If your school does not offer a tenth grade level, then base your response on the ninth grade level or another grade level where there is a large percentage of 15 years old students.)

(Please consider national or school policies.)

(Please select one response in each row.)

	Yes	No
Communicating with people from different cultures or countries	SC167Q01HA01 <input type="radio"/>	SC167Q01HA02 <input type="radio"/>
Knowledge of different cultures	SC167Q02HA01 <input type="radio"/>	SC167Q02HA02 <input type="radio"/>
Openness to intercultural experiences	SC167Q03HA01 <input type="radio"/>	SC167Q03HA02 <input type="radio"/>
Respect for cultural diversity	SC167Q04HA01 <input type="radio"/>	SC167Q04HA02 <input type="radio"/>
Foreign languages	SC167Q05HA01 <input type="radio"/>	SC167Q05HA02 <input type="radio"/>
Critical thinking skills	SC167Q06HA01 <input type="radio"/>	SC167Q06HA02 <input type="radio"/>

Is there any formal curriculum for the following topics in the tenth grade?

(If your school does not offer a tenth grade level, then base your response on the ninth grade level or another grade level where there is a large percentage of 15 years old students.)

(Please consider national or school policies.)

(Please select one response in each row.)

	Yes	No
Climate change and global warming	SC158Q01HA01 <input type="radio"/>	SC158Q01HA02 <input type="radio"/>
Global health (e.g. epidemics)	SC158Q02HA01 <input type="radio"/>	SC158Q02HA02 <input type="radio"/>
Migration (movement of people)	SC158Q04HA01 <input type="radio"/>	SC158Q04HA02 <input type="radio"/>
International conflicts	SC158Q07HA01 <input type="radio"/>	SC158Q07HA02 <input type="radio"/>
Hunger or malnutrition in different parts of the world	SC158Q08HA01 <input type="radio"/>	SC158Q08HA02 <input type="radio"/>
Causes of poverty	SC158Q09HA01 <input type="radio"/>	SC158Q09HA02 <input type="radio"/>
Equality between men and women in different parts of the world	SC158Q12HA01 <input type="radio"/>	SC158Q12HA02 <input type="radio"/>

In your school, to what extent is the learning of students hindered by the following phenomena?
(Please select one response in each row.)

	Not at all	Very little	To some extent	A lot
Student absenteeism	SC061Q01TA01 <input type="radio"/>	SC061Q01TA02 <input type="radio"/>	SC061Q01TA03 <input type="radio"/>	SC061Q01TA04 <input type="radio"/>
Students skipping classes	SC061Q02TA01 <input type="radio"/>	SC061Q02TA02 <input type="radio"/>	SC061Q02TA03 <input type="radio"/>	SC061Q02TA04 <input type="radio"/>
Students lacking respect for teachers	SC061Q03TA01 <input type="radio"/>	SC061Q03TA02 <input type="radio"/>	SC061Q03TA03 <input type="radio"/>	SC061Q03TA04 <input type="radio"/>
Student use of alcohol or illegal drugs	SC061Q04TA01 <input type="radio"/>	SC061Q04TA02 <input type="radio"/>	SC061Q04TA03 <input type="radio"/>	SC061Q04TA04 <input type="radio"/>
Students intimidating or bullying other students	SC061Q05TA01 <input type="radio"/>	SC061Q05TA02 <input type="radio"/>	SC061Q05TA03 <input type="radio"/>	SC061Q05TA04 <input type="radio"/>
Students not being attentive	SC061Q11HA01 <input type="radio"/>	SC061Q11HA02 <input type="radio"/>	SC061Q11HA03 <input type="radio"/>	SC061Q11HA04 <input type="radio"/>
Teachers not meeting individual students' needs	SC061Q06TA01 <input type="radio"/>	SC061Q06TA02 <input type="radio"/>	SC061Q06TA03 <input type="radio"/>	SC061Q06TA04 <input type="radio"/>
Teacher absenteeism	SC061Q07TA01 <input type="radio"/>	SC061Q07TA02 <input type="radio"/>	SC061Q07TA03 <input type="radio"/>	SC061Q07TA04 <input type="radio"/>
Staff resisting change	SC061Q08TA01 <input type="radio"/>	SC061Q08TA02 <input type="radio"/>	SC061Q08TA03 <input type="radio"/>	SC061Q08TA04 <input type="radio"/>
Teachers being too strict with students	SC061Q09TA01 <input type="radio"/>	SC061Q09TA02 <input type="radio"/>	SC061Q09TA03 <input type="radio"/>	SC061Q09TA04 <input type="radio"/>
Teachers not being well prepared for classes	SC061Q10TA01 <input type="radio"/>	SC061Q10TA02 <input type="radio"/>	SC061Q10TA03 <input type="radio"/>	SC061Q10TA04 <input type="radio"/>

As of June 1, 2018, what was the total school enrolment (number of students)?

(Please enter a number for each response. Enter "0" (zero) if there are none.)

Number of boys:	SC002Q01TA01 <input type="text"/>
Number of girls:	SC002Q02TA01 <input type="text"/>

Please estimate the percentage of students in the tenth grade in your school who have the following characteristics.

(If your school does not offer a tenth grade level, then base your response on the ninth grade level or another grade level where there is a large percentage of 15 years old students.)

(Please consider that students may fall into multiple categories.)

(Please move the slider to the appropriate percentage.)

Students whose mother tongue is different from English	<div>SC048Q01NA01</div> <div><div></div></div> <div>0%100%</div>
Students with special needs	<div>SC048Q02NA01</div> <div><div></div></div> <div>0%100%</div>
Students from socioeconomically disadvantaged homes	<div>SC048Q03NA01</div> <div><div></div></div> <div>0%100%</div>

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

(If your school does not offer a tenth grade level, then base your response on the ninth grade level or another grade where there is a large percentage of 15 years old students.)

(Please enter a number for each response. Enter "0" (zero) if there are none.)

	Number
At your school, what is the total number of students in the tenth grade?	SC004Q01TA01 <input type="text"/>
Approximately, how many computers are available for these students for educational purposes?	SC004Q02TA01 <input type="text"/>
Approximately, how many of these computers are connected to the Internet/World Wide Web?	SC004Q03TA01 <input type="text"/>
Approximately, how many of these computers are portable (e.g. laptop, tablet)?	SC004Q04NA01 <input type="text"/>
Approximately, how many interactive whiteboards are available in the school altogether?	SC004Q05NA01 <input type="text"/>
Approximately, how many data projectors are available in the school altogether?	SC004Q06NA01 <input type="text"/>
Approximately, how many computers with Internet connection are available for teachers in your school?	SC004Q07NA01 <input type="text"/>

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

Include both full-time and part-time teachers. A full-time teacher is employed at least 90% of the time as a teacher for the full school year. All other teachers should be considered part-time. Regarding the qualification level, please refer only to the teacher's highest qualification level.

(Please enter a number in each space provided. Enter "0" (zero) if there are none.)

	Full-time	Part-time
Teachers in TOTAL:	SC018Q01TA01 <input type="text"/>	SC018Q01TA02 <input type="text"/>
Teachers with at least a bachelor's degree and a teaching certificate from an accredited higher education institution for high school or middle school education	SC018Q02TA01 <input type="text"/>	SC018Q02TA02 <input type="text"/>
Teachers with a bachelor's level education	SC018Q05NA01 <input type="text"/>	SC018Q05NA02 <input type="text"/>
Teachers with a master's level education	SC018Q06NA01 <input type="text"/>	SC018Q06NA02 <input type="text"/>
Teachers with a doctorate level education	SC018Q07NA01 <input type="text"/>	SC018Q07NA02 <input type="text"/>

During the last three months, what percentage of teaching staff in your school has attended a programme of professional development?

A programme of professional development here is a formal programme designed to enhance teaching skills or pedagogical practices. It may or may not lead to a recognised qualification. Such programme may or may not provide a completion certificate. The programme must last for at least one day in total and have a focus on teaching and education.

(Please move the slider to the appropriate percentage. If none of your teachers participated in any professional development activities select "0" (zero).)



Does your school host visiting teachers from other countries?*(Please select only one response.)*

Yes	SC159Q01HA01 <input type="radio"/>
No	SC159Q01HA02 <input type="radio"/>

What is the average size of English classes in tenth grade in your school?

(If your school does not offer a tenth grade level, then base your response on the ninth grade level or another grade level where there is a large percentage of 15 years old students.)

(Please select one response.)

15 students or fewer	SC003Q01TA01 <input type="radio"/>
16-20 students	SC003Q01TA02 <input type="radio"/>
21-25 students	SC003Q01TA03 <input type="radio"/>
26-30 students	SC003Q01TA04 <input type="radio"/>
31-35 students	SC003Q01TA05 <input type="radio"/>
36-40 students	SC003Q01TA06 <input type="radio"/>
41-45 students	SC003Q01TA07 <input type="radio"/>
46-50 students	SC003Q01TA08 <input type="radio"/>
More than 50 students	SC003Q01TA09 <input type="radio"/>

This academic year, which of the following activities does your school offer to students in the tenth grade?

(If your school does not offer a tenth grade level, then base your response on the ninth grade level or another grade level where there is a large percentage of 15 years old students.)

(Please select one response in each row.)

	Yes	No
Band, orchestra or choir	SC053Q01TA01 <input type="radio"/>	SC053Q01TA02 <input type="radio"/>
School play or school musical	SC053Q02TA01 <input type="radio"/>	SC053Q02TA02 <input type="radio"/>
School yearbook, newspaper or magazine	SC053Q03TA01 <input type="radio"/>	SC053Q03TA02 <input type="radio"/>
Volunteering or service activities (e.g. community service)	SC053Q04TA01 <input type="radio"/>	SC053Q04TA02 <input type="radio"/>
Book club	SC053Q12IA01 <input type="radio"/>	SC053Q12IA02 <input type="radio"/>
Debating club or debating activities	SC053Q13IA01 <input type="radio"/>	SC053Q13IA02 <input type="radio"/>
Art club or art activities	SC053Q09TA01 <input type="radio"/>	SC053Q09TA02 <input type="radio"/>
Sporting team or sporting activities	SC053Q10TA01 <input type="radio"/>	SC053Q10TA02 <input type="radio"/>
Lectures and/or seminars (e.g. guest speakers such as writers or journalists)	SC053Q14IA01 <input type="radio"/>	SC053Q14IA02 <input type="radio"/>
Collaboration with local libraries	SC053Q15IA01 <input type="radio"/>	SC053Q15IA02 <input type="radio"/>
Collaboration with local newspapers	SC053Q16IA01 <input type="radio"/>	SC053Q16IA02 <input type="radio"/>
Academic tours	SC053Q11TA01 <input type="radio"/>	SC053Q11TA02 <input type="radio"/>

Does your school offer any of the following options to students in the tenth grade whose mother tongue is not English?

(If your school does not offer a tenth grade level, then base your response on the ninth grade level or another grade level where there is a large percentage of 15 years old students.)

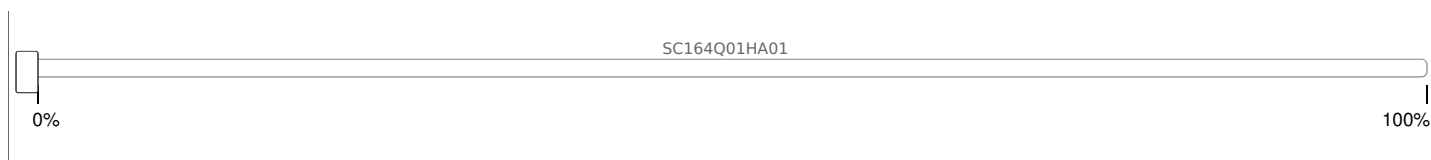
(Please select one response in each row.)

	Yes	No
These students attend regular classes and receive additional periods of instruction aimed at developing English language skills (e.g. reading literacy, grammar, vocabulary, communication).	SC150Q01IA01 <input type="radio"/>	SC150Q01IA02 <input type="radio"/>
Before transferring to regular classes, these students attend a preparatory programme aimed at developing English language skills (e.g. reading literacy, grammar, vocabulary, communication).	SC150Q02IA01 <input type="radio"/>	SC150Q02IA02 <input type="radio"/>
Before transferring to regular classes, these students receive some instruction in school subjects through their mother tongue.	SC150Q03IA01 <input type="radio"/>	SC150Q03IA02 <input type="radio"/>
These students receive significant amounts of instruction in their mother tongue aimed at developing proficiency in both languages.	SC150Q04IA01 <input type="radio"/>	SC150Q04IA02 <input type="radio"/>
Class size is reduced to cater to the special needs of these students.	SC150Q05IA01 <input type="radio"/>	SC150Q05IA02 <input type="radio"/>

In the last full academic year, what proportion of students in your school's final grade left school without a certificate or academic diploma that certifies that the student has completed satisfactorily the academic programme?

(A certificate allows students to enter post-school destinations or enter directly into the labor market.)

(Please move the slider to the appropriate percentage. Select "0" (zero) if no students left without such a certificate.)



SC164E01

Consistency check rule

Rule: IF ^SC164Q01HA01 > 50

Message: The value is greater than 50%. Please check your response.

During the last academic year, what proportion of students' parents participated in the following school-related activities?

(Please move the slider to the appropriate position. If no parents participated in the activity, please select "0" (zero). Select "100" (one hundred) if all parents participated in the activity.)

Discussed their child's progress with a teacher on their own initiative	<div>SC064Q01TA01</div> <div><div></div></div> <div>0%100%</div>
Discussed their child's progress on the initiative of one of their child's teachers	<div>SC064Q02TA01</div> <div><div></div></div> <div>0%100%</div>
Participated in local school groups (e.g. Parents' Association or School Community)	<div>SC064Q03TA01</div> <div><div></div></div> <div>0%100%</div>
Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip)	<div>SC064Q04NA01</div> <div><div></div></div> <div>0%100%</div>

Does your school offer additional English classes apart from the ones offered during the usual school hours?

(Please select one response.)

Yes	SC152Q01HA01 <input type="radio"/>
No	SC152Q01HA02 <input type="radio"/>

Branching rule

Rule: If (^SC152Q01HA02 = 1) then GOTO ^SC052 ELSE GOTO ^SC160

What is the purpose of these additional English classes?

(Please select one response.)

Enrichment classes for academically gifted students only	SC160Q01WA01 <input type="radio"/>
Remedial classes for students who require academic support only	SC160Q01WA02 <input type="radio"/>
Both enrichment classes for academically gifted students and remedial classes for students who need academic support	SC160Q01WA03 <input type="radio"/>
Without differentiation depending on the prior achievement level of the students	SC160Q01WA04 <input type="radio"/>

For 15-year-old students, does your school provide the following study help?*(Please select one response in each row.)*

	Yes	No
Room(s) where the students can do their homework	SC052Q01NA01 <input type="radio"/>	SC052Q01NA02 <input type="radio"/>
Staff help with homework	SC052Q02NA01 <input type="radio"/>	SC052Q02NA02 <input type="radio"/>
Peer-to-peer tutoring	SC052Q03HA01 <input type="radio"/>	SC052Q03HA02 <input type="radio"/>

Thank you very much for your co-operation in completing this questionnaire!