

SCHOOL QUESTIONNAIRE FOR PISA 2015

PAPER-BASED VERSION

MAIN SURVEY VERSION

CY6_QST_MS_SCQ_PBA_Final

Core 6
November 2014

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 60 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.

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

To answer questions in this questionnaire, please consider the following definitions:

<School science> includes all <school sciences courses> referring to the domains of physics, chemistry, biology, <Earth science or geology>, <space science or astronomy>, applied sciences and technology either taught in your curriculum as separate science subjects or taught within a single 'integrated-science' subject. It does NOT include related subjects such as mathematics, psychology, economics, nor possible Earth science topics included in geography courses.

<School reminder note>

SCHOOL BACKGROUND INFORMATION

SC001 Which of the following definitions best describes the community in which your school is located?
SC001Q01TA

(Please select one response.)

A village, hamlet or rural area (fewer than 3 000 people) _1

A small town (3 000 to about 15 000 people) _2

A town (15 000 to about 100 000 people) _3

A city (100 000 to about 1 000 000 people) _4

A large city (with over 1 000 000 people) _5

SC002 As at <February 1, 2015>, what was the total school enrolment (number of students)?

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

SC002Q01TA Number of boys: _____

SC002Q02TA Number of girls: _____

SC003

SC003Q01TA

What is the average size of <test language> classes in <national modal grade for 15-year-olds> in your school?

(Please select one response.)

15 students or fewer ₁

16-20 students ₂

21-25 students ₃

26-30 students ₄

31-35 students ₅

36-40 students ₆

41-45 students ₇

46-50 students ₈

More than 50 students ₉

SC004 **The goal of the following set of questions is to gather information about the student-computer ratio for students in the <national modal grade for 15-year-olds> at your school.**

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

	<i>Number</i>
SC004Q01TA	At your school, what is the total number of students in the <national modal grade for 15-year-olds>? _____
SC004Q02TA	Approximately, how many computers are available for these students for educational purposes? _____
SC004Q03TA	Approximately, how many of these computers are connected to the Internet/World Wide Web? _____
SC004Q04NA	Approximately, how many of these computers are portable (e.g. laptop, tablet)? _____
SC004Q05NA	Approximately how many interactive whiteboards are available in the school altogether? _____
SC004Q06NA	Approximately how many data projectors are available in the school altogether? _____
SC004Q07NA	Approximately how many computers with internet connection are available for teachers <u>in your school</u> ? _____

SC053 <This academic year>, which of the following activities does your school offer to students in the <national modal grade for 15-year-olds>?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC053Q01TA	Band, orchestra or choir	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q02TA	School play or school musical	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q03TA	School yearbook, newspaper or magazine	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q04TA	Volunteering or service activities, e.g. <national examples>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q05NA	Science club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q06NA	Science competitions, e.g. <national examples>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q07TA	Chess club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q08TA	Club with a focus on computers/ Information and Communication Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q09TA	Art club or art activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q10TA	Sporting team or sporting activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC053Q11TA	<country specific item>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SC059 Which of the following are true for the science department of your school?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC059Q01NA	Compared to other departments, our school's <school science department> is well equipped.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC059Q02NA	If we ever have some extra funding, a big share goes into improvement of our <school science> teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC059Q03NA	<School science> teachers are among our best educated staff members.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC059Q04NA	Compared to similar schools, we have a well-equipped laboratory.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC059Q05NA	The material for hands-on activities in <school science> is in good shape.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC059Q06NA	We have enough laboratory material that all courses can regularly use it.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC059Q07NA	We have extra laboratory staff that helps support <school science> teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC059Q08NA	Our school spends extra money on up-to-date <school science> equipment.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SC052 For 15-year-old students, does your school provide the following study help?*(Please select one response in each row.)*

Yes

No

SC052Q01NA	Room(s) where the students can do their homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC052Q02NA	Staff help with homework	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SCHOOL MANAGEMENT

SC009 Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during <the last academic year>.

(Please select one response in each row.)

	<i>Did not occur</i>	<i>1-2 times during the year</i>	<i>3-4 times during the year</i>	<i>Once a month</i>	<i>Once a week</i>	<i>More than once a week</i>
SC009Q01TA	I use student performance results to develop the school's educational goals.					
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q02TA	I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school.					
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q03TA	I ensure that teachers work according to the school's educational goals.					
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q04TA	I promote teaching practices based on recent educational research.					
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q05TA	I praise teachers whose students are actively participating in learning.					
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q06TA	When a teacher has problems in his/her classroom, I take the initiative to discuss matters.					
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q07TA	I draw teachers' attention to the importance of pupils' development of critical and social capacities.					
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
SC009Q08TA	I pay attention to disruptive behaviour in classrooms.					
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

SC009Q09TA	I provide staff with opportunities to participate in school decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC009Q10TA	I engage teachers to help build a school culture of continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC009Q11TA	I ask teachers to participate in reviewing management practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC009Q12TA	When a teacher brings up a classroom problem, we solve the problem together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SC009Q13TA	I discuss the school's academic goals with teachers at faculty meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SC010 Regarding your school, who has a considerable responsibility for the following tasks?

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

		<i>Principal</i>	<i>Teachers</i>	<i><School governing board></i>	<i><Regional or local education authority></i>	<i>National education authority</i>
SC010Q01T	Selecting teachers for hire	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
SC010Q02T	Firing teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
SC010Q03T	Establishing teachers' starting salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
SC010Q04T	Determining teachers' salary increases	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
SC010Q05T	Formulating the school budget	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
SC010Q06T	Deciding on budget allocations within the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
SC010Q07T	Establishing student disciplinary policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
SC010Q08T	Establishing student assessment policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
SC010Q09T	Approving students for admission to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
SC010Q10T	Choosing which textbooks are used	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
SC010Q11T	Determining course content	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
SC010Q12T	Deciding which courses are offered	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

SC012 How often are the following factors considered when students are admitted to your school?

(Please select one response in each row.)

		<i>Never</i>	<i>Sometimes</i>	<i>Always</i>
SC012Q01TA	Student's record of academic performance (including placement tests)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC012Q02TA	Recommendation of feeder schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC012Q03TA	Parents' endorsement of the instructional or religious philosophy of the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC012Q04TA	Whether the student requires or is interested in a special programme	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC012Q05TA	Preference given to family members of current or former students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC012Q06TA	Residence in a particular area	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC012Q07TA	Other	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

SC013 Is your school a public or a private school?

SC013Q01TA

(Please select one response.)

A public school

(This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.)

 ₁

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.)

 ₂

SC014 **What kind of organisation runs your school?**

(Please select one response.)

A church or other religious organisation ₁

Another not-for-profit organisation ₂

A for-profit organisation ₃

SC016 About what percentage of your total funding for a typical school year comes from the following sources?

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

		%
SC016Q01TA	Government (includes departments, local, regional, state and national)	_____
SC016Q02TA	Student fees or school charges paid by parents	_____
SC016Q03TA	Benefactors, donations, bequests, sponsorships, parent fundraising	_____
SC016Q04TA	Other	_____
	<i>Total</i>	<i>100%</i>

SC017 Is your school's capacity to provide instruction hindered by any of the following issues?

(Please select one response in each row.)

		<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
SC017Q01NA	A lack of teaching staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC017Q02NA	Inadequate or poorly qualified teaching staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC017Q03NA	A lack of assisting staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC017Q04NA	Inadequate or poorly qualified assisting staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC017Q05NA	A lack of educational material (e.g. textbooks, IT equipment, library or laboratory material).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC017Q06NA	Inadequate or poor quality educational material (e.g. textbooks, IT equipment, library or laboratory material).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC017Q07NA	A lack of physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC017Q08NA	Inadequate or poor quality physical infrastructure (e.g. building, grounds, heating/cooling, lighting and acoustic systems).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

TEACHING STAFF

SC018 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 write a number in each space provided. Write 0 (zero) if there are none.)

		<i>Full-time</i>	<i>Part-time</i>
SC018Q01TA	Teachers in TOTAL	_____	_____
SC018Q02TA	Teachers <fully certified> by <the appropriate authority>	_____	_____
SC018Q05NA	Teachers with an <ISCED Level 5A Bachelor degree> qualification	_____	_____
SC018Q06NA	Teachers with an <ISCED Level 5A Master’s degree> qualification	_____	_____
SC018Q07NA	Teachers with an <ISCED Level 6> qualification	_____	_____

SC019 How many of the following teachers are on the <school science> staff of your school?

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

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

		<i>Full-time</i>	<i>Part-time</i>
SC019Q01NA	<School science> teachers in TOTAL	_____	_____
SC019Q02NA	<School science> teachers <fully certified> by <the appropriate authority>	_____	_____
SC019Q03NA	<School science> teachers with an <ISCED Level 5A or higher> qualification <with a major> in <school science>	_____	_____

SC025 **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. The programme must last for at least one day in total and have a focus on teaching and education.

(Please write the appropriate percentage in each line. If none of your teachers participated in any professional development activities write “0” (zero).)

- SC025Q01NA All teaching staff at your school _____

- SC025Q02NA Science teaching staff at your school _____

SC027 Which of the following types of in-house professional development exist at your school?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC027Q01NA	The teachers in our school cooperate by exchanging ideas or material when teaching specific units or series of lessons.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC027Q02NA	Our school invites specialists to conduct in-service training for teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC027Q03NA	Our school organises in-service workshops which deal with specific issues that our school faces.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC027Q04NA	Our school organises in-service workshops for specific groups of teachers (e.g. newly appointed teachers).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

ASSESSMENT AND EVALUATION

SC032 **During <the last academic year>, have any of the following methods been used to monitor the practice of teachers at your school?**

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC032Q01TA	Tests or assessments of student achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC032Q02TA	Teacher peer review (of lesson plans, assessment instruments, lessons)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC032Q03TA	Principal or senior staff observations of lessons	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC032Q04TA	Observation of classes by inspectors or other persons external to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SC034 Generally, in your school, how often are students in <national modal grade for 15-year-olds> assessed using the following methods?

(Please select one response in each row.)

		<i>Never</i>	<i>1-2 times a year</i>	<i>3-5 times a year</i>	<i>Monthly</i>	<i>More than once a month</i>
SC034Q01NA	Mandatory <standardised tests>, e.g. <country specific example>	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
SC034Q02NA	Non-mandatory <standardised tests> (e.g. publicly or commercial available standardised test material like <country specific example>)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
SC034Q03TA	Teacher-developed tests	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
SC034Q04TA	Teachers' judgmental ratings	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Please only answer this question, if you use <standardised tests> and/or teacher-developed tests at your school.

SC035

In your school, are <standardised tests> and/or teacher-developed tests of students in <national modal grade for 15-year-olds> used for any of the following purposes?

(Please select either “yes” or “no” to indicate the use of <standardised tests> and teacher-developed tests for each of the specified purposes.)

		<standardised tests>		teacher-developed tests	
		Yes	No	Yes	No
SC035Q01N	To guide students' learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q02T	To inform parents about their child's progress	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q03T	To make decisions about students' retention or promotion	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q04T	To group students for instructional purposes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q05T	To compare the school to <district or national> performance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q06T	To monitor the school's progress from year to year	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q07T	To make judgements about teachers' effectiveness	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q08T	To identify aspects of instruction or the curriculum that could be improved	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q09N	To adapt teaching to the students' needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q10T	To compare the school with other schools	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC035Q11N	To award certificates to students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SC036 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.)

		<i>Yes</i>	<i>No</i>
SC036Q01TA	Achievement data are posted publicly (e.g. in the media)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC036Q02TA	Achievement data are tracked over time by an administrative authority	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC036Q03NA	Achievement data are provided directly to parents	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SC037 Do the following arrangements aimed at quality assurance and improvements exist in your school and where do they come from?

(Please select one response in each row.)

		<i>Yes, this is mandatory, e.g. based on district or ministry policies</i>	<i>Yes, based on school initiative</i>	<i>No</i>
SC037Q01TA	Internal evaluation/Self-evaluation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q02TA	External evaluation	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q03TA	Written specification of the school's curricular profile and educational goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q04TA	Written specification of student performance standards	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q05NA	Systematic recording of data such as teacher or student attendance and professional development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q06NA	Systematic recording of student test results and graduation rates	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q07TA	Seeking written feedback from students (e.g. regarding lessons, teachers or resources)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q08TA	Teacher mentoring	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q09TA	Regular consultation aimed at school improvement with one or more experts over a period of at least six months	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC037Q10NA	Implementation of a standardised policy for science subjects (i.e. school curriculum with shared instructional materials accompanied by staff development and training)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Please only answer this question if there was at least one internal evaluation at your school.

SC040 **Based on your last internal school evaluation results, did your school implement any measures in the following areas?**

(Please select one response in each row.)

		<i>Yes</i>	<i>No, because results were satisfactory</i>	<i>No, for other reasons</i>
SC040Q02NA	Educational staff (e.g. workload, personal requirements, qualifications)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC040Q03NA	Implementation of the curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC040Q05NA	Quality of teaching and learning	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC040Q11NA	Parental engagement in school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC040Q12NA	Teacher professional development	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC040Q15NA	Student achievement	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC040Q16NA	Students' cross-curricular competencies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC040Q17NA	Equity in school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Please only answer this question if there was at least one external evaluation at your school.

SC041 Thinking about the last external evaluation in your school: do the following statements apply?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC041Q01NA	The results of external evaluations led to changes in school policies.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC041Q03NA	We used the data to plan specific action for school development.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC041Q04NA	We used the data to plan specific action for the improvement of teaching.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC041Q05NA	We put measures derived from the results of external evaluations into practice promptly.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC041Q06NA	The impetus triggered by the external evaluation “disappeared” very quickly at our school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

TARGETED GROUPS

SC042 *Some schools organise instruction differently for students with different abilities.*

What is your school's policy about this for students in <national modal grade for 15-year-olds>?

(Please select one response in each row.)

		<i>For all subjects</i>	<i>For some subjects</i>	<i>Not for any subjects</i>
SC042Q01TA	Students are grouped by ability into different classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
SC042Q02TA	Students are grouped by ability within their classes.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

SC048 Please estimate the percentage of students in <national modal grade for 15-year-olds> at your school who have the following characteristics.

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

(Please write the appropriate percentage in each line.)

- | | | |
|------------|--|-------|
| SC048Q01NA | Students whose <heritage language> is different from <test language> | _____ |
| SC048Q02NA | Students with special needs | _____ |
| SC048Q03NA | Students from socioeconomically disadvantaged homes | _____ |

SCHOOL CLIMATE

SC061 In your school, to what extent is the learning of students hindered by the following phenomena?

(Please select one response in each row.)

		<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
SC061Q01TA	Student truancy	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q02TA	Students skipping classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q03TA	Students lacking respect for teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q04TA	Student use of alcohol or illegal drugs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q05TA	Students intimidating or bullying other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q06TA	Teachers not meeting individual students' needs	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q07TA	Teacher absenteeism	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q08TA	Staff resisting change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q09TA	Teachers being too strict with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
SC061Q10TA	Teachers not being well prepared for classes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

SC063 Do the following statements about parental involvement apply to your school?

(Please select one response in each row.)

		<i>Yes</i>	<i>No</i>
SC063Q02NA	Our school provides a welcoming and accepting atmosphere for parents to get involved.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC063Q03NA	Our school designs effective forms of school-to-home and home-to-school communications about school programmes and children's progress.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC063Q04NA	Our school includes parents in school decisions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC063Q06NA	Our school provides information and ideas for families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC063Q07NA	Our school identifies and integrates resources and services from the community to strengthen school programmes, family practices, and student learning and development.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
SC063Q09NA	There is a <national, state, or district legislation> on including parents in school activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SC064 **During <the last academic year>, what proportion of students' parents participated in the following school-related activities?**

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

		%
SC064Q01TA	Discussed their child's progress with a teacher on their own initiative	_____
SC064Q02TA	Discussed their child's progress on the initiative of one of their child's teachers	_____
SC064Q03TA	Participated in local school government, (e.g. parent council or school management committee)	_____
SC064Q04NA	Volunteered in physical or extra-curricular activities (e.g. building maintenance, carpentry, gardening or yard work, school play, sports, field trip)	_____

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