

Math Surveys

For both the English Language Arts and Math evaluations, surveys were administered to school administrators, classroom teachers, and students in grades 5-12 in spring 2018. With the exception of the secondary teacher surveys, all surveys included questions about both ELA and math. This appendix includes a summary of results for the questions relevant to the math program.

The student survey included pre-populated demographic data. This means that information about students' demographic characteristics was automatically entered into the survey when the student entered their access code. This includes such variables as race/ethnicity, gender, special education and ESOL/HILT participation, and course enrollment.

Table 1 shows the response rates and margin of error for each survey administered. The margin of error for this survey is calculated at a 95% confidence interval, meaning that we can be 95% confident that the sample result reflects the actual population within the margin of error. In other words, in 19 out of 20 cases the data obtained would not differ by any more than the percentage points in the margin of error in either direction if the survey were repeated multiple times employing the same survey methodology and sampling method across the same population. When the margin of error is greater than 5, the results should be interpreted with caution.

Table 1: Response Rates and Margin of Error for ELA and Math Surveys

Response Group	Population	Responses	% of Population	Margin of Error
Elementary Teachers*	1067	356	33%	4.2
Secondary Math Teachers	417	173	42%	5.7
Administrators	104	65	63%	7.5
Elementary Students (5 th Grade)	2065	1481	72%	1.4
Middle School Students	5691	3541	62%	1.0
High School Students	6595	2571	39%	1.5

*Population is an overestimate because invitations included all ESOL/HILT and SPED teachers, but not all of them teach these content areas

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<i>Q1. What type of teacher are you? (Elementary Teachers)</i>		
Responses	Responses	%
Classroom teacher	237	60%
Reading specialist	47	12%
Special education teacher	54	14%
ESOL/HILT teacher	44	11%
Math Coach	14	4%
Total Responses	396	

<i>Q3. What type of teacher are you? (Middle School Teachers)</i>		
Responses	Responses	%
Classroom teacher	44	71%
Special education teacher	12	19%
ESOL/HILT teacher	3	5%
Math Coach	3	5%
Total Responses	62	

<i>Q3. What type of teacher are you? (High School Teachers)</i>		
Responses	Responses	%
Classroom teacher	48	74%
Special education teacher	14	22%
ESOL/HILT teacher	3	5%
Math Coach	0	0%
Total Responses	65	

<i>Q47. Which of the following best describes your role in teaching math? Select all that apply. (Elementary Teachers)</i>		
Responses	Responses	%
I teach math by myself as a classroom teacher.	152	64%
We departmentalize at my school and I teach math to all students in a particular grade level.	23	10%
I teach math in a self-contained setting (for ESOL/HILT students).	14	6%
I teach math in a self-contained setting (for special education students).	30	13%
I teach math in a co-taught setting.	61	26%
Total Responses	280	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

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<i>Q4. Which of the following best describes your role in teaching math? Select all that apply. (Middle School Teachers)</i>		
Responses	Responses	%
I teach math by myself as a classroom teacher.	44	71%
I teach math in a self-contained setting (for ESOL/HILT students).	9	15%
I teach math in a self-contained setting (for special education students).	15	24%
I teach math in a co-taught setting.	42	68%
Total Responses	110	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

<i>Q4. Which of the following best describes your role in teaching math? Select all that apply. (High School Teachers)</i>		
Responses	Responses	%
I teach math by myself as a classroom teacher.	45	69%
I teach math in a self-contained setting (for ESOL/HILT students).	7	11%
I teach math in a self-contained setting (for special education students).	14	22%
I teach math in a co-taught setting.	28	43%
Total Responses	94	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

<i>Q48. Which grade levels do you teach math to? Select all that apply. (Elementary Teachers)</i>		
Responses	Responses	%
Pre-K	15	6%
Kindergarten	44	19%
1st grade	55	24%
2nd grade	44	19%
3rd grade	49	21%
4th grade	49	21%
5th grade	43	18%
Total Responses	299	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

Planning

Collaborative Planning

Grade-level team members

<i>Q49. How frequently do you collaboratively plan your math instruction with the following staff members at your school?</i>		
(a).Grade-level team members		
Answer	Responses	%
Daily	26	11%
Weekly	149	64%
Bi-weekly (every two weeks)	23	10%
10 times a year	9	4%
5 times a year	6	3%
Once or twice a year	5	2%
Never	16	7%
Total Responses	234	

<i>Q6. Middle School: How frequently do you collaboratively plan your math instruction with the following staff members at your school? (Middle School Teachers)</i>		
(a).Grade-level team members		
Answer	Responses	%
Daily	8	14%
Weekly	33	56%
Bi-weekly (every two weeks)	2	3%
10 times a year	3	5%
5 times a year	2	3%
Once or twice a year	2	3%
Never	9	15%
Total Responses	59	

Course-specific team members

<i>Q5. How frequently do you collaboratively plan your math instruction with the following staff members at your school? (Middle School Teachers)</i>		
(a).Course-specific team members		
Answer	Responses	%
Daily	9	15%
Weekly	41	69%
Bi-weekly (every two weeks)	2	3%
10 times a year	1	2%
5 times a year	4	7%
Once or twice a year	1	2%
Never	1	2%
Total Responses	59	

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<i>Q5. How frequently do you collaboratively plan your math instruction with the following staff members at your school? (High School Teachers)</i>		
(a).Course-specific team members		
Answer	Responses	%
Daily	8	12%
Weekly	20	31%
Bi-weekly (every two weeks)	9	14%
10 times a year	10	15%
5 times a year	4	6%
Once or twice a year	6	9%
Never	8	12%
Total Responses	65	

School-based math coaches

<i>Q49. How frequently do you collaboratively plan your math instruction with the following staff members at your school?</i>		
(b).School-based math coaches		
Answer	Responses	%
Daily	0	0%
Weekly	105	45%
Bi-weekly (every two weeks)	65	28%
10 times a year	13	6%
5 times a year	8	3%
Once or twice a year	9	4%
Never	33	14%
Total Responses	233	

<i>Q6. Middle School: How frequently do you collaboratively plan your math instruction with the following staff members at your school? (Middle School Teachers)</i>		
(b).School-based math coaches		
Answer	Responses	%
Daily	2	3%
Weekly	42	71%
Bi-weekly (every two weeks)	4	7%
10 times a year	4	7%
5 times a year	0	0%
Once or twice a year	3	5%
Never	4	7%
Total Responses	59	

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The resource teacher for the gifted (RTG)

<i>Q49. How frequently do you collaboratively plan your math instruction with the following staff members at your school?</i>		
(c).The resource teacher for the gifted (RTG)		
Answer	Responses	%
Daily	1	0%
Weekly	45	19%
Bi-weekly (every two weeks)	22	10%
10 times a year	19	8%
5 times a year	22	10%
Once or twice a year	47	20%
Never	75	32%
Total Responses	231	

<i>Q5. How frequently do you collaboratively plan your math instruction with the following staff members at your school? (Middle School Teachers)</i>		
(b).The resource teacher for the gifted (RTG)		
Answer	Responses	%
Daily	0	0%
Weekly	2	3%
Bi-weekly (every two weeks)	0	0%
10 times a year	3	5%
5 times a year	5	8%
Once or twice a year	15	25%
Never	34	58%
Total Responses	59	

<i>Q5. How frequently do you collaboratively plan your math instruction with the following staff members at your school? (High School Teachers)</i>		
(b).The resource teacher for the gifted (RTG)		
Answer	Responses	%
Daily	0	0%
Weekly	0	0%
Bi-weekly (every two weeks)	0	0%
10 times a year	1	2%
5 times a year	0	0%
Once or twice a year	8	13%
Never	51	85%
Total Responses	60	

Appendix D1

ESOL/HILT teachers

<i>Q7. Classroom teachers: How frequently do you collaboratively plan your math instruction with the following staff members at your school? (Middle School Teachers)</i>		
(a).ESOL/HILT teachers		
Answer	Responses	%
Daily	1	2%
Weekly	5	11%
Bi-weekly (every two weeks)	3	7%
10 times a year	4	9%
5 times a year	2	5%
Once or twice a year	6	14%
Never	23	52%
Total Responses	44	

<i>Q7. Classroom teachers: How frequently do you collaboratively plan your math instruction with the following staff members at your school? (High School Teachers)</i>		
(a).ESOL/HILT teachers		
Answer	Responses	%
Daily	0	0%
Weekly	2	4%
Bi-weekly (every two weeks)	1	2%
10 times a year	2	4%
5 times a year	3	7%
Once or twice a year	8	18%
Never	29	64%
Total Responses	45	

Special education teachers

<i>Q7. Classroom teachers: How frequently do you collaboratively plan your math instruction with the following staff members at your school? (Middle School Teachers, Classroom Teachers)</i>		
(b).Special education teachers		
Answer	Responses	%
Daily	4	9%
Weekly	23	52%
Bi-weekly (every two weeks)	2	5%
10 times a year	1	2%
5 times a year	0	0%
Once or twice a year	2	5%
Never	12	27%
Total Responses	44	

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<i>Q7. Classroom teachers: How frequently do you collaboratively plan your math instruction with the following staff members at your school? (High School Teachers, Classroom Teachers)</i>		
(b).Special education teachers		
Answer	Responses	%
Daily	5	11%
Weekly	6	13%
Bi-weekly (every two weeks)	3	7%
10 times a year	9	20%
5 times a year	5	11%
Once or twice a year	3	7%
Never	14	31%
Total Responses	45	

Use of Data for Planning Math Instruction

Student work

<i>Q50. How frequently do you refer to the following types of data to plan your math instruction to target the needs of diverse learners? (Elementary Teachers)</i>		
(a).Student work		
Answer	Responses	%
Daily	188	80%
Weekly	36	15%
Bi-weekly (every two weeks)	7	3%
10 times a year	1	0%
5 times a year	1	0%
Once or Twice a Year	1	0%
Never	1	0%
Total Responses	235	

<i>Q8. How frequently do you refer to the following types of data to plan your math instruction to target the needs of diverse learners? (Middle School Teachers)</i>		
(a).Student work		
Answer	Responses	%
Daily	42	71%
Weekly	15	25%
Bi-weekly (every two weeks)	1	2%
10 times a year	1	2%
5 times a year	0	0%
Once or Twice a Year	0	0%
Never	0	0%

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Q8. How frequently do you refer to the following types of data to plan your math instruction to target the needs of diverse learners? (High School Teachers)

(a).Student work		
Answer	Responses	%
Daily	47	73%
Weekly	11	17%
Bi-weekly (every two weeks)	4	6%
10 times a year	2	3%
5 times a year	0	0%
Once or Twice a Year	0	0%
Never	0	0%
Total Responses	64	

Q51. What actions are you likely to take based on your review of student work? Select all that apply. (Elementary Teachers)

Responses	Responses	%
Adjust instruction	229	99%
Put students into groups based on needs	203	88%
Arrange intervention for student	201	87%
Arrange extension for student	185	80%
Nothing	1	0%
Total Responses	819	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q9. What actions are you likely to take based on your review of student work? Select all that apply. (Middle School Teachers)

Responses	Responses	%
Adjust instruction	59	100%
Put students into groups based on needs	44	75%
Arrange intervention for student	50	85%
Arrange extension for student	36	61%
Nothing	0	0%
Total Responses	189	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

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Q9. What actions are you likely to take based on your review of student work? Select all that apply. (High School Teachers)

Responses	Responses	%
Adjust instruction	60	94%
Put students into groups based on needs	37	58%
Arrange intervention for student	50	78%
Arrange extension for student	31	48%
Nothing	1	2%
Total Responses	179	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Summative assessments (unit test, SOL, etc.)

Q50. How frequently do you refer to the following types of data to plan your math instruction to target the needs of diverse learners? (Elementary Teachers)

(b).Summative assessments (unit test, SOL, etc.)

Answer	Responses	%
Daily	14	6%
Weekly	49	21%
Bi-weekly (every two weeks)	66	28%
10 times a year	54	23%
5 times a year	39	17%
Once or Twice a Year	8	3%
Never	6	3%
Total Responses	236	

Q8. How frequently do you refer to the following types of data to plan your math instruction to target the needs of diverse learners? (Middle School Teachers)

(b).Summative assessments (unit test, SOL, etc.)

Answer	Responses	%
Daily	5	8%
Weekly	26	44%
Bi-weekly (every two weeks)	21	36%
10 times a year	5	8%
5 times a year	2	3%
Once or Twice a Year	0	0%
Never	0	0%
Total Responses	59	

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<i>Q8. How frequently do you refer to the following types of data to plan your math instruction to target the needs of diverse learners? (High School Teachers)</i>		
(b).Summative assessments (unit test, SOL, etc.)		
Answer	Responses	%
Daily	3	5%
Weekly	23	37%
Bi-weekly (every two weeks)	25	40%
10 times a year	5	8%
5 times a year	2	3%
Once or Twice a Year	0	0%
Never	4	6%
Total Responses	62	

<i>Q52. What actions are you likely to take based on your review of summative assessments? Select all that apply. (Elementary Teachers)</i>		
Responses	Responses	%
Adjust instruction	171	90%
Put students into groups based on needs	162	85%
Arrange intervention for student	171	90%
Arrange extension for student	140	74%
Nothing	1	1%
Total Responses	645	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

<i>Q10. What actions are you likely to take based on your review of summative assessments? Select all that apply. (Middle School Teachers)</i>		
Responses	Responses	%
Adjust instruction	51	89%
Put students into groups based on needs	33	58%
Arrange intervention for student	54	95%
Arrange extension for student	24	42%
Nothing	0	0%
Total Responses	162	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

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<i>Q10. What actions are you likely to take based on your review of summative assessments? Select all that apply. (High School Teachers)</i>		
Responses	Responses	%
Adjust instruction	46	82%
Put students into groups based on needs	27	48%
Arrange intervention for student	43	77%
Arrange extension for student	24	43%
Nothing	0	0%
Total Responses	140	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

Formative assessments from Power School

<i>Q50. How frequently do you refer to the following types of data to plan your math instruction to target the needs of diverse learners? (Elementary Teachers)</i>		
(c).Formative assessments from Power School		
Answer	Responses	%
Daily	16	7%
Weekly	30	13%
Bi-weekly (every two weeks)	36	15%
10 times a year	36	15%
5 times a year	43	18%
Once or Twice a Year	8	3%
Never	64	27%
Total Responses	233	

<i>Q8. How frequently do you refer to the following types of data to plan your math instruction to target the needs of diverse learners? (Middle School Teachers)</i>		
(c).Formative assessments from Power School		
Answer	Responses	%
Daily	2	3%
Weekly	14	24%
Bi-weekly (every two weeks)	16	28%
10 times a year	15	26%
5 times a year	5	9%
Once or Twice a Year	4	7%
Never	2	3%
Total Responses	58	

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<i>Q8. How frequently do you refer to the following types of data to plan your math instruction to target the needs of diverse learners? (High School Teachers)</i>		
(c).Formative assessments from Power School		
Answer	Responses	%
Daily	3	5%
Weekly	7	11%
Bi-weekly (every two weeks)	7	11%
10 times a year	4	6%
5 times a year	2	3%
Once or Twice a Year	11	17%
Never	29	46%
Total Responses	63	

<i>Q53. What actions are you likely to take based on your review of formative assessments from Power School? Select all that apply. (Elementary Teachers)</i>		
Responses	Responses	%
Adjust instruction	111	90%
Put students into groups based on needs	112	91%
Arrange intervention for student	104	85%
Arrange extension for student	86	70%
Nothing	4	3%
Total Responses	417	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

<i>Q11. What actions are you likely to take based on your review of formative assessments from Power School? Select all that apply. (Middle School Teachers)</i>		
Responses	Responses	%
Adjust instruction	43	84%
Put students into groups based on needs	28	55%
Arrange intervention for student	45	88%
Arrange extension for student	19	37%
Nothing	2	4%
Total Responses	137	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

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<i>Q11. What actions are you likely to take based on your review of formative assessments from Power School? Select all that apply. (High School Teachers)</i>		
Responses	Responses	%
Adjust instruction	26	81%
Put students into groups based on needs	19	59%
Arrange intervention for student	25	78%
Arrange extension for student	14	44%
Nothing	1	3%
Total Responses	85	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

Other formal formative assessments (e.g. exit ticket, warm-up)

<i>Q50. How frequently do you refer to the following types of data to plan your math instruction to target the needs of diverse learners? (Elementary Teachers)</i>		
(d).Other formal formative assessments (e.g. exit ticket, warm-up)		
Answer	Responses	%
Daily	114	49%
Weekly	84	36%
Bi-weekly (every two weeks)	14	6%
10 times a year	5	2%
5 times a year	4	2%
Once or Twice a Year	0	0%
Never	13	6%
Total Responses	234	

<i>Q8. How frequently do you refer to the following types of data to plan your math instruction to target the needs of diverse learners? (Middle School Teachers)</i>		
(d).Other formal formative assessments (e.g. exit ticket, warm-up)		
Answer	Responses	%
Daily	27	46%
Weekly	29	49%
Bi-weekly (every two weeks)	1	2%
10 times a year	0	0%
5 times a year	1	2%
Once or Twice a Year	0	0%
Never	1	2%
Total Responses	59	

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<i>Q8. How frequently do you refer to the following types of data to plan your math instruction to target the needs of diverse learners? (High School Teachers)</i>		
(d).Other formal formative assessments (e.g. exit ticket, warm-up)		
Answer	Responses	%
Daily	32	50%
Weekly	13	20%
Bi-weekly (every two weeks)	9	14%
10 times a year	3	5%
5 times a year	3	5%
Once or Twice a Year	2	3%
Never	2	3%
Total Responses	64	

<i>Q54. What actions are you likely to take based on your review of other formal formative assessments? Select all that apply. (Elementary Teachers)</i>		
Responses	Responses	%
Adjust instruction	199	93%
Put students into groups based on needs	189	88%
Arrange intervention for student	183	86%
Arrange extension for student	161	75%
Nothing	2	1%
Total Responses	734	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

<i>Q12. What actions are you likely to take based on your review of other formal formative assessments? Select all that apply. (Middle School Teachers)</i>		
Responses	Responses	%
Adjust instruction	54	95%
Put students into groups based on needs	36	63%
Arrange intervention for student	48	84%
Arrange extension for student	27	47%
Nothing	0	0%
Total Responses	165	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

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<i>Q12. What actions are you likely to take based on your review of other formal formative assessments? Select all that apply. (High School Teachers)</i>		
Responses	Responses	%
Adjust instruction	55	93%
Put students into groups based on needs	32	54%
Arrange intervention for student	49	83%
Arrange extension for student	25	42%
Nothing	0	0%
Total Responses	161	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

Informal formative assessment (e.g. observations, student contributions to class discussions)

<i>Q50. How frequently do you refer to the following types of data to plan your math instruction to target the needs of diverse learners? (Elementary Teachers)</i>		
(e).Informal formative assessment (e.g. observations, student contributions to class discussions)		
Answer	Responses	%
Daily	198	85%
Weekly	27	12%
Bi-weekly (every two weeks)	4	2%
10 times a year	3	1%
5 times a year	0	0%
Once or Twice a Year	0	0%
Never	2	1%
Total Responses	234	

<i>Q8. How frequently do you refer to the following types of data to plan your math instruction to target the needs of diverse learners? (Middle School Teachers)</i>		
(e).Informal formative assessment (e.g. observations, student contributions to class discussions)		
Answer	Responses	%
Daily	49	83%
Weekly	8	14%
Bi-weekly (every two weeks)	0	0%
10 times a year	1	2%
5 times a year	0	0%
Once or Twice a Year	1	2%
Never	0	0%
Total Responses	59	

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<i>Q8. How frequently do you refer to the following types of data to plan your math instruction to target the needs of diverse learners? (High School Teachers)</i>		
(e).Informal formative assessment (e.g. observations, student contributions to class discussions)		
Answer	Responses	%
Daily	52	81%
Weekly	8	13%
Bi-weekly (every two weeks)	3	5%
10 times a year	1	2%
5 times a year	0	0%
Once or Twice a Year	0	0%
Never	0	0%
Total Responses	64	

<i>Q55. What actions are you likely to take based on your review of informal formative assessments? Select all that apply. (Elementary Teachers)</i>		
Responses	Responses	%
Adjust instruction	225	97%
Put students into groups based on needs	198	85%
Arrange intervention for student	190	82%
Arrange extension for student	169	73%
Nothing	0	0%
Total Responses	782	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

<i>Q13. What actions are you likely to take based on your review of informal formative assessments? Select all that apply. (Middle School Teachers)</i>		
Responses	Responses	%
Adjust instruction	58	98%
Put students into groups based on needs	45	76%
Arrange intervention for student	50	85%
Arrange extension for student	34	58%
Nothing	0	0%
Total Responses	187	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

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<i>Q13. What actions are you likely to take based on your review of informal formative assessments? Select all that apply. (High School Teachers)</i>		
Responses	Responses	%
Adjust instruction	60	94%
Put students into groups based on needs	37	58%
Arrange intervention for student	46	72%
Arrange extension for student	33	52%
Nothing	1	2%
Total Responses	177	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

Student Feedback about Math Instruction

<i>Q13. Does your teacher encourage you to explore math topics that you are particularly curious about or interested in? (Elementary Students)</i>			
	Gifted in Math (n=416)	Not Gifted in Math (n=1061)	Total (n=1477)
Yes	65%	58%	60%
No	14%	15%	15%
I don't know	20%	27%	25%

<i>Q18. Does your math teacher encourage you to explore math topics that you are particularly curious about or interested in? (Middle School Students)</i>			
	Gifted in Math (n=947)	Not Gifted in Math (n=2586)	Total (n=3533)
Yes	52%	46%	48%
No	27%	27%	27%
I don't know	21%	27%	26%

<i>Q18. Does your math teacher encourage you to explore math topics that you are particularly curious about or interested in? (High School Students)</i>			
	Gifted in Math (n=467)	Not Gifted in Math (n=2043)	Total (n=2510)
Yes	51%	41%	43%
No	28%	38%	36%
I don't know	21%	20%	21%

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<i>Q14. My math class challenges me to solve problems in many ways. (Elementary Students)</i>			
	Gifted in Math (n=415)	Not Gifted in Math (n=1058)	Total (n=1473)
Strongly Agree	38%	37%	37%
Somewhat Agree	50%	52%	51%
Somewhat Disagree	8%	6%	7%
Strongly Disagree	3%	1%	2%
I don't know	1%	4%	3%

<i>Q19. My math classes challenge me to think at a higher level or solve problems critically and creatively. (Middle School Students)</i>			
	Gifted in Math (n=948)	Not Gifted in Math (n=2587)	Total (n=3535)
Strongly Agree	45%	29%	33%
Somewhat Agree	42%	52%	49%
Somewhat Disagree	8%	10%	9%
Strongly Disagree	3%	4%	4%
I don't know	2%	5%	5%

<i>Q19. My math classes challenge me to think at a higher level or solve problems critically and creatively. (High School Students)</i>			
	Gifted in Math (n=466)	Not Gifted in Math (n=2048)	Total (n=2514)
Strongly Agree	45%	32%	35%
Somewhat Agree	43%	49%	48%
Somewhat Disagree	7%	10%	10%
Strongly Disagree	3%	4%	4%
I don't know	1%	5%	4%

<i>Q15. My math class challenges me to explain my thinking about how I solve math problems. (Elementary Students)</i>			
	Gifted in Math (n=417)	Not Gifted in Math (n=1060)	Total (n=1477)
Strongly Agree	54%	53%	53%
Somewhat Agree	37%	37%	37%
Somewhat Disagree	6%	4%	5%
Strongly Disagree	2%	2%	2%
I don't know	1%	4%	3%

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<i>Q16. I can choose some of the lessons or activities I participate in during math class. (Elementary Students)</i>			
	Gifted in Math (n=416)	Not Gifted in Math (n=1060)	Total (n=1476)
Always	9%	11%	10%
Most of the time	31%	28%	29%
Sometimes	32%	31%	31%
Rarely	20%	18%	18%
Never	6%	8%	7%
I don't know	2%	4%	4%

<i>Q20. I can choose some of the lessons or activities I participate in during math class. (Middle School Students)</i>			
	Gifted in Math (n=947)	Not Gifted in Math (n=2588)	Total (n=3535)
Always	4%	6%	6%
Most of the time	12%	16%	15%
Sometimes	28%	28%	28%
Rarely	34%	24%	27%
Never	19%	18%	18%
I don't know	4%	7%	6%

<i>Q20. I can choose some of the lessons or activities I participate in during math class. (High School Students)</i>			
	Gifted in Math (n=467)	Not Gifted in Math (n=2048)	Total (n=2515)
Always	4%	6%	6%
Most of the time	7%	11%	10%
Sometimes	26%	23%	24%
Rarely	34%	26%	27%
Never	24%	28%	27%
I don't know	4%	7%	6%

Differentiation

<i>Q58. How confident are you in your ability to effectively extend math content if needed? (Elementary Teachers)</i>		
Responses	Responses	%
Very Confident	118	51%
Somewhat Confident	102	44%
Not Confident	13	6%
Total Responses	233	

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<i>Q16. How confident are you in your ability to effectively extend math content if needed? (Middle School Teachers)</i>		
Responses	Responses	%
Very Confident	26	45%
Somewhat Confident	26	45%
Not Confident	6	10%
Total Responses	58	

<i>Q16. How confident are you in your ability to effectively extend math content if needed? (High School Teachers)</i>		
Responses	Responses	%
Very Confident	38	58%
Somewhat Confident	26	40%
Not Confident	1	2%
Total Responses	65	

<i>Q59. How confident are you in your ability to effectively remediate math content if needed? (Elementary Teachers)</i>		
Responses	Responses	%
Very Confident	169	73%
Somewhat Confident	60	26%
Not Confident	3	1%
Total Responses	232	

<i>Q17. How confident are you in your ability to effectively remediate math content if needed? (Middle School Teachers)</i>		
Responses	Responses	%
Very Confident	48	81%
Somewhat Confident	11	19%
Not Confident	0	0%
Total Responses	59	

<i>Q17. How confident are you in your ability to effectively remediate math content if needed? (High School Teachers)</i>		
Responses	Responses	%
Very Confident	56	86%
Somewhat Confident	9	14%
Not Confident	0	0%
Total Responses	65	

Support for English Learners

<i>Q17. Does your teacher help you understand the math lesson if the English is difficult for you? (Elementary English Learners)</i>					
	WIDA Level 1 (n=13)	WIDA Level 2 (n=23)	WIDA Level 3 (n=61)	WIDA Level 4 (n=69)	WIDA Level 6 (n=238)
I don't need help with English during math class.	15%	17%	30%	45%	62%
Always	23%	35%	25%	20%	12%
Most of the time	23%	22%	13%	14%	10%
Sometimes	31%	17%	18%	9%	7%
Rarely	8%	0%	2%	6%	3%
Never	0%	4%	5%	0%	2%
I don't know	0%	4%	8%	6%	5%

<i>Q25. Does your math teacher help you to understand the lesson if the English is difficult for you? (Middle School English Learners)</i>					
	WIDA Level 1 (n=30)	WIDA Level 2 (n=38)	WIDA Level 3 (n=88)	WIDA Level 4 (n=140)	WIDA Level 6 (n=496)
I don't need help from my math teacher with my English.	7%	24%	30%	36%	53%
Always	30%	26%	26%	14%	9%
Most of the time	33%	16%	11%	12%	9%
Sometimes	23%	16%	15%	14%	8%
Rarely	3%	13%	8%	9%	5%
Never	3%	0%	8%	6%	7%
I don't know	0%	5%	2%	9%	8%

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<i>Q25. Does your math teacher help you to understand the lesson if the English is difficult for you? (High School English Learners)</i>					
	WIDA Level 1 (n<10)	WIDA Level 2 (n<10)	WIDA Level 3 (n=62)	WIDA Level 4 (n=141)	WIDA Level 6 (n=163)
I don't need help from my math teacher with my English.	--	--	24%	31%	52%
Always	--	--	32%	23%	18%
Most of the time	--	--	13%	16%	9%
Sometimes	--	--	11%	10%	7%
Rarely	--	--	10%	9%	2%
Never	--	--	3%	8%	6%
I don't know	--	--	6%	4%	6%

Support for Students with Disabilities

<i>Q26. Does your math teacher help students who have an IEP or 504 plan to understand the lesson? (Middle School Students with an IEP or 504 plan)*</i>		
	Course Offered by Math Department (n=379)	Course Offered by Special Education Department (n=94)
Always	24%	28%
Most of the time	18%	16%
Sometimes	15%	13%
Rarely	6%	7%
Never	4%	5%
I don't know	33%	31%

*Students were omitted from this analysis if they selected "I don't need support for my IEP/504 needs in my math class."

<i>Q26. Does your math teacher help students who have an IEP or 504 plan to understand the lesson? (High School Students with an IEP or 504 plan)*</i>		
	Course Offered by Math Department (n=389)	Course Offered by Special Education Department (n=21)
Always	30%	43%
Most of the time	23%	29%
Sometimes	17%	0%
Rarely	7%	0%
Never	7%	10%
I don't know	15%	19%

*Students were omitted from this analysis if they selected "I don't need support for my IEP/504 needs in my math class."

Flipped Instruction

Q60. How frequently do you flip your math instruction? (Flipped instruction refers to having students preview content outside of class through videos and focusing on application in the classroom.) (Elementary teachers, by grade level taught)

	Pre-K (n=14)	Kinderg arten (n=42)	1st grade (n=55)	2nd grade (n=44)	3rd grade (n=49)	4th grade (n=47)	5th grade (n=43)
Daily	0%	0%	0%	0%	2%	0%	0%
Weekly	0%	7%	5%	5%	6%	9%	2%
Bi-weekly (every two weeks)	0%	5%	0%	5%	2%	11%	5%
10 times a year	0%	7%	4%	5%	4%	11%	9%
5 times a year	7%	7%	4%	2%	2%	2%	5%
Once or twice a year	0%	0%	4%	5%	2%	15%	12%
Never	93%	74%	84%	80%	82%	53%	67%

Q18. How frequently do you flip your math instruction? (Flipped instruction refers to having students preview content outside of class through videos and focusing on application in the classroom.) (Middle School Teachers)

Responses	Responses	%
Daily	6	10%
Weekly	4	7%
Bi-weekly (every two weeks)	5	8%
10 times a year	7	12%
5 times a year	8	14%
Once or twice a year	10	17%
Never	19	32%
Total Responses	59	

Q18. How frequently do you flip your math instruction? (Flipped instruction refers to having students preview content outside of class through videos and focusing on application in the classroom.) (High School Teachers)

Responses	Responses	%
Daily	4	6%
Weekly	5	8%
Bi-weekly (every two weeks)	7	11%
10 times a year	4	6%
5 times a year	8	12%
Once or twice a year	14	22%
Never	23	35%
Total Responses	65	

Appendix D1

Q61. What types of activities do you do in a class after students have watched a video through flipped instruction? Select all that apply. (Elementary Teachers who flip math instruction with any frequency)

Responses	Responses	%
Further direct instruction	25	53%
Independent student practice	36	77%
Group work on related tasks	37	79%
Class discussion	31	66%
Application of skills	36	77%
Other (Please specify)	2	4%
Total Responses	167	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q19. What types of activities do you do in a class after students have watched a video through flipped instruction? Select all that apply. (Middle School Teachers who flip math instruction with any frequency)

Responses	Responses	%
Further direct instruction	22	55%
Independent student practice	38	95%
Group work on related tasks	33	83%
Class discussion	27	68%
Application of skills	34	85%
Other (Please specify)	1	3%
Total Responses	155	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q19. What types of activities do you do in a class after students have watched a video through flipped instruction? Select all that apply. (High School Teachers who flip math instruction with any frequency)

Responses	Responses	%
Further direct instruction	22	54%
Independent student practice	32	78%
Group work on related tasks	30	73%
Class discussion	25	61%
Application of skills	34	83%
Other (Please specify)	1	2%
Total Responses	144	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Appendix D1

Q62. In your experience with flipping, which of the following have been barriers? Select all that apply. (Elementary Teachers who flip math instruction with any frequency)

Responses	Responses	%
Student participation	20	43%
Time to create videos	30	64%
Access to wifi	21	45%
Access to devices	14	30%
Other (Please specify)	6	13%
Total Responses	91	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q20. In your experience with flipping, which of the following have been barriers? Select all that apply. (Middle School Teachers who flip math instruction with any frequency)

Responses	Responses	%
Student participation	30	75%
Time to create videos	28	70%
Access to wifi	16	40%
Access to devices	15	38%
Other (Please specify)	11	28%
Total Responses	100	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q20. In your experience with flipping, which of the following have been barriers? Select all that apply. (High School Teachers who flip math instruction with any frequency)

Responses	Responses	%
Student participation	29	71%
Time to create videos	23	56%
Access to wifi	9	22%
Access to devices	3	7%
Other (Please specify)	6	15%
Total Responses	70	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Appendix D1

<i>Q63. Which of the following factors affect your decision not to flip your math instruction? Select all that apply. (Elementary Teachers who never flip math instruction)</i>		
Responses	Responses	%
Student participation	37	22%
Time to create videos	68	40%
Access to wifi	37	22%
Access to devices	45	27%
I don't believe it's developmentally appropriate.	67	40%
I am unfamiliar with this model.	40	24%
In my experience, flipping the classroom has not been effective (i.e., it didn't work, or I had to re-teach the material).	13	8%
Other (Please specify)	32	19%
Total Responses	339	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

<i>Q21. Which of the following factors affect your decision not to flip your math instruction? Select all that apply. (Middle School Teachers who never flip math instruction)</i>		
Responses	Responses	%
Student participation	10	53%
Time to create videos	12	63%
Access to wifi	6	32%
Access to devices	6	32%
I don't believe it's developmentally appropriate.	4	21%
I am unfamiliar with this model.	3	16%
In my experience, flipping the classroom has not been effective (i.e., it didn't work, or I had to re-teach the material).	4	21%
Other (Please specify)	5	26%
Total Responses	50	
Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.		

Appendix D1

Q21. Which of the following factors affect your decision not to flip your math instruction? Select all that apply. (High School Teachers who never flip math instruction)

Responses	Responses	%
Student participation	12	52%
Time to create videos	5	22%
Access to wifi	3	13%
Access to devices	4	17%
I don't believe it's developmentally appropriate.	2	9%
I am unfamiliar with this model.	2	9%
In my experience, flipping the classroom has not been effective (i.e., it didn't work, or I had to re-teach the material).	7	30%
Other (Please specify)	5	22%
Total Responses	40	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Math Background

Q64. Which of the following best describes the math content courses you took in your pursuit of an undergraduate or graduate degree? (Note: this refers to math content courses rather than math methods [pedagogy] courses.) (Elementary Teachers)

Responses	Responses	%
I took four or more math content courses in my undergraduate or graduate studies.	80	33%
I took 1-3 math content courses in my undergraduate or graduate studies.	145	59%
I did not take any math content courses in my undergraduate or graduate studies.	20	8%
Total Responses	245	

Q65. Which of the following best describes the math methods (pedagogy) courses you took in your pursuit of an undergraduate or graduate degree? (Elementary Teachers)

Responses	Responses	%
I took at least one math methods (pedagogy) course.	208	85%
I did not take any math methods (pedagogy) courses in my undergraduate or graduate studies.	37	15%
Total Responses	245	

Appendix D1

<i>Q67. Please rate your overall level of confidence in effectively teaching math content to your students. (Elementary Teachers)</i>		
Responses	Responses	%
Very Confident	193	78%
Somewhat Confident	50	20%
Not Confident	4	2%
Total Responses	247	

<i>Q22. Please rate your overall level of confidence in effectively teaching math content to your students. (Middle School Teachers)</i>		
Responses	Responses	%
Very Confident	52	90%
Somewhat Confident	6	10%
Not Confident	0	0%
Total Responses	58	

<i>Q22. Please rate your overall level of confidence in effectively teaching math content to your students. (High School Teachers)</i>		
Responses	Responses	%
Very Confident	59	91%
Somewhat Confident	6	9%
Not Confident	0	0%
Total Responses	65	

<i>Q68. How would you rate your knowledge of how the grade-level math concepts for the math content you teach connect to math concepts from previous grade levels? (Elementary Teachers)</i>		
Responses	Responses	%
Very knowledgeable	154	63%
Somewhat knowledgeable	85	35%
Not knowledgeable	6	2%
Total Responses	245	

Appendix D1

Q69. How would you rate your knowledge of how the grade-level math concepts for the math content you teach connect to future math concepts? (Elementary Teachers)

Responses	Responses	%
Very knowledgeable	112	45%
Somewhat knowledgeable	127	51%
Not knowledgeable	8	3%
Total Responses	247	

Q28. How would you rate your knowledge of how the grade-level math concepts for the math content you teach connect to math concepts from previous grade levels? (Middle School Teachers)

Responses	Responses	%
Very knowledgeable	41	66%
Somewhat knowledgeable	21	34%
Not knowledgeable	0	0%
Total Responses	62	

Q29. How would you rate your knowledge of how the grade-level math concepts for the math content you teach connect to future math concepts? (Middle School Teachers)

Responses	Responses	%
Very knowledgeable	35	56%
Somewhat knowledgeable	27	44%
Not knowledgeable	0	0%
Total Responses	62	

Q28. How would you rate your knowledge of how the grade-level math concepts for the math content you teach connect to math concepts from previous grade levels? (High School Teachers)

Responses	Responses	%
Very knowledgeable	45	69%
Somewhat knowledgeable	19	29%
Not knowledgeable	1	2%
Total Responses	65	

Appendix D1

<i>Q29. How would you rate your knowledge of how the grade-level math concepts for the math content you teach connect to future math concepts? (High School Teachers)</i>		
Responses	Responses	%
Very knowledgeable	41	64%
Somewhat knowledgeable	22	34%
Not knowledgeable	1	2%
Total Responses	64	

<i>Q24. Please rate your level of confidence effectively teaching the content of each of the following courses to your students. (Middle School Teachers)</i>				
Course	Experience with Course	Very Confident	Somewhat Confident	Not Confident
Math 6	I am currently teaching this class. (n=19)	89%	11%	0%
	I have taught this class in the past. (n=13)	77%	15%	8%
	I have never taught this class. (n=8)	75%	25%	0%
Math 7	I am currently teaching this class. (n=23)	96%	4%	0%
	I have taught this class in the past. (n=18)	83%	11%	6%
	I have never taught this class. (n=6)	50%	33%	17%
Math 8	I am currently teaching this class. (n=11)	100%	0%	0%
	I have taught this class in the past. (n=22)	82%	18%	0%
	I have never taught this class. (n=7)	0%	71%	29%
Algebra I	I am currently teaching this class. (n=8)	75%	25%	0%
	I have taught this class in the past. (n=12)	92%	8%	0%
	I have never taught this class. (n=14)	7%	64%	29%
Algebra I Intensified	I am currently teaching this class. (n=8)	88%	13%	0%
	I have taught this class in the past. (n=6)	100%	0%	0%
	I have never taught this class. (n=20)	15%	45%	40%
Intensified Geometry	I am currently teaching this class/I have taught this class in the past. (n=5)	100%	0%	0%
	I have never taught this class. (n=22)	14%	32%	55%

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Q26. Please rate your level of confidence effectively teaching the content of each of the following courses to your students. (High School Teachers)				
Course	Experience with Course	Very Confident	Somewhat Confident	Not Confident
Math Foundations/General Math/Pre-Algebra	I am currently teaching this class. (n=10)	70%	30%	0%
	I have taught this class in the past. (n=29)	86%	7%	7%
	I have never taught this class.(n=19)	53%	37%	11%
Algebra I (Part I, Part II, Algebra I, Block, Strategies) or AFDA	I am currently teaching this class. (n=26)	96%	4%	0%
	I have taught this class in the past. (33)	97%	3%	0%
	I have never taught this class. (5)	60%	20%	20%
Geometry (Principles, Strategies, Geometry)	I am currently teaching this class. (n=14)	93%	7%	0%
	I have taught this class in the past. (n=28)	82%	14%	4%
	I have never taught this class. (n=9)	22%	78%	0%
Intensified Geometry	I am currently teaching this class./I have taught this class in the past. (n=12)	100%	0%	0%
	I have never taught this class. (n=35)	43%	51%	6%
Algebra II and/or Algebra II Strategies	I am currently teaching this class. (n=19)	100%	0%	0%
	I have taught this class in the past. (n=25)	84%	16%	0%
	I have never taught this class. (n=9)	22%	44%	33%
Algebra II Intensified	I am currently teaching this class. (n=6)	100%	0%	0%
	I have taught this class in the past. (n=7)	86%	14%	0%
	I have never taught this class. (n=33)	52%	33%	15%
Math for Liberal Arts (MTH 151/152)	I am currently teaching this class. (n<5)	*	*	*
	I have taught this class in the past. (n<5)	*	*	*
	I have never taught this class. (n=40)	35%	38%	28%
MAT or Pre-calculus	I am currently teaching this class. (n=13)	100%	0%	0%
	I have taught this class in the past. (n=16)	81%	19%	0%
	I have never taught this class.(n=19)	16%	47%	37%
Prob/Stat or AP Statistics	I am currently teaching this class. (n=7)	71%	29%	0%
	I have taught this class in the past. (n=9)	89%	11%	0%
	I have never taught this class. (n=32)	6%	53%	41%
Calculus and above	I am currently teaching this class. (n=12)	100%	0%	0%
	I have taught this class in the past. (n=7)	100%	0%	0%
	I have never taught this class. (n=31)	16%	39%	45%

Math Content Academies (Elementary Teachers)

<i>Q70. Have you ever participated in a content academy offered by the Math Office? (Elementary Teachers)</i>		
Responses	Responses	%
Yes	137	55%
No	110	45%
Total Responses	247	

<i>Q71. Overall, how effective was/were the content academies in increasing your confidence and content knowledge? (Elementary Teachers, have participated in a content academy)</i>		
Responses	Responses	%
Very effective	75	55%
Somewhat effective	56	41%
Just a little effective	5	4%
Not at all effective	1	1%
Total Responses	137	

Preparation for Math Coursework

Middle School

<i>Q45. Generally, how would you rate your students' level of preparation for regular Algebra I? (Middle School Teachers, teachers of regular Algebra I)</i>		
Responses	Responses	%
Most/all were adequately prepared when they entered my class.	2	18%
Most/all were not adequately prepared when they entered my class.	2	18%
About half were prepared and about half were not prepared.	7	64%
I don't know.	0	0%
Total Responses	11	

<i>Q46. Generally, how would you rate your students' level of preparation for intensified Algebra I? (Middle School Teachers, teachers of intensified Algebra I)</i>		
Responses	Responses	%
Most/all were adequately prepared when they entered my class.	4	40%
Most/all were not adequately prepared when they entered my class.	2	20%
About half were prepared and about half were not prepared.	4	40%
I don't know.	0	0%
Total Responses	10	

Appendix D1

<i>Q27. You are currently enrolled in Algebra I. How well did your prior math classes prepare you for Algebra I? (Middle School Students Enrolled in Regular or Intensified Algebra I)</i>		
Responses	Responses	%
My prior math classes fully prepared me for Algebra I.	329	37%
My prior math classes somewhat prepared me for Algebra I.	468	53%
My prior math classes did not prepare me for Algebra I at all.	81	9%
Total Responses	878	

High School

<i>Q47. Among your current students in your regular Algebra II class(es), how many of them took Intensified Algebra I in 7th grade? (High School Teachers, teachers of regular Algebra II)</i>		
Responses	Responses	%
None	6	32%
1-33%	7	37%
34-66%	0	0%
67-100%	0	0%
I don't know	6	32%
Total Responses	19	

<i>Q48. How would you rate the level of preparation of your students who took Intensified Algebra I in 7th grade, in comparison to your other students? (High School Teachers, teachers of regular Algebra II)</i>		
Responses	Responses	%
Generally, the students who took Intensified Algebra I in 7th grade entered my class more prepared.	2	29%
Generally, the other students in my class entered my class more prepared.	1	14%
Both groups of students entered my class about equally prepared.	3	43%
I don't know	1	14%
Total Responses	7	

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Q49. Among your current students in your intensified Algebra II class(es), how many of them took Intensified Algebra I in 7th grade? (High School Teachers, teachers of intensified Algebra II)

Responses	Responses	%
None	0	0%
1-33%	1	17%
34-66%	4	67%
67-100%	0	0%
I don't know	1	17%
Total Responses	6	

Q50. How would you rate the level of preparation of your students who took Intensified Algebra I in 7th grade, in comparison to your other students? (High School Teachers, teachers of intensified Algebra II)

Responses	Responses	%
Generally, the students who took Intensified Algebra I in 7th grade entered my class more prepared.	0	0%
Generally, the other students in my class entered my class more prepared.	0	0%
Both groups of students entered my class about equally prepared.	4	80%
I don't know	1	20%
Total Responses	5	

Q51. Among your current students in your regular Geometry class(es), how many of them took Intensified Algebra I in 7th grade? (High School Teachers, teachers of regular Geometry)

Responses	Responses	%
None	9	56%
1-33%	0	0%
34-66%	0	0%
67-100%	1	6%
I don't know	6	38%
Total Responses	16	

Appendix D1

<i>Q29. How many times have you taken Algebra I? (High School Students Not Currently Enrolled in Algebra I, Have Taken Algebra I before)</i>		
Responses	Responses	%
Once only – in middle school	1,740	82%
Once only – in high school	274	13%
Twice – both in middle school	27	1%
Twice – once in middle school and once in high school	71	3%
Total Responses	2,112	

How many times have you taken Algebra I? (High School Students Not Currently Enrolled in Algebra I, Have Taken Algebra I before)				
<i>Q30. How well did your Algebra I course(s) prepare you for the math courses you took afterwards?</i>	Once only – in middle school (n=1740)	Once only – in high school (n=273)	Twice – both in middle school (n=27)	Twice – once in middle school and once in high school (n=71)
My Algebra I class(es) fully prepared me for later math coursework.	44%	46%	41%	48%
My Algebra I class(es) somewhat prepared me for later math coursework.	48%	48%	52%	46%
My Algebra I class(es) did not prepare me for later math coursework at all.	7%	7%	7%	6%

Support for Math Instruction

Satisfaction with Division-Level Support from the Math Office

Curriculum

<i>Q72. Please rate your level of satisfaction with division-level support from the Math Office in the following areas. (Elementary Teachers)</i>		
(a).Curriculum		
Answer	Responses	%
Very Satisfied	55	22%
Somewhat Satisfied	102	41%
Somewhat Dissatisfied	42	17%
Very Dissatisfied	23	9%
N/A – I don't need support in this area.	3	1%
N/A – I don't receive this type of support from the Math Office.	16	7%
I don't know	5	2%
Total Responses	246	

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<i>Q30. Please rate your level of satisfaction with division-level support from the Math Office in the following areas. (Middle School Teachers)</i>		
(a).Curriculum		
Answer	Responses	%
Very Satisfied	14	23%
Somewhat Satisfied	32	52%
Somewhat Dissatisfied	9	15%
Very Dissatisfied	2	3%
N/A – I don't need support in this area.	1	2%
N/A – I don't receive this type of support from the Math Office.	3	5%
I don't know	0	0%
Total Responses	61	

<i>Q30. Please rate your level of satisfaction with division-level support from the Math Office in the following areas. (High School Teachers)</i>		
(a).Curriculum		
Answer	Responses	%
Very Satisfied	22	34%
Somewhat Satisfied	16	25%
Somewhat Dissatisfied	8	13%
Very Dissatisfied	3	5%
N/A – I don't need support in this area.	4	6%
N/A – I don't receive this type of support from the Math Office.	4	6%
I don't know	7	11%
Total Responses	64	

<i>Q14. Please rate your level of satisfaction with division-level support for the following from the Math Office. (Elementary Administrators)</i>		
(a).Curriculum		
Answer	Responses	%
Very Satisfied	12	41%
Somewhat Satisfied	14	48%
Somewhat Dissatisfied	1	3%
Very Dissatisfied	0	0%
N/A – I don't need support in this area.	1	3%
I don't know	1	3%
Total Responses	29	

Appendix D1

<i>Q14. Please rate your level of satisfaction with division-level support for the following from the Math Office. (Middle School Administrators)</i>		
(a).Curriculum		
Answer	Responses	%
Very Satisfied	9	56%
Somewhat Satisfied	4	25%
Somewhat Dissatisfied	1	6%
Very Dissatisfied	0	0%
N/A – I don't need support in this area.	0	0%
I don't know	2	13%
Total Responses	16	

<i>Q14. Please rate your level of satisfaction with division-level support for the following from the Math Office. (High School Administrators)</i>		
(a).Curriculum		
Answer	Responses	%
Very Satisfied	10	50%
Somewhat Satisfied	3	15%
Somewhat Dissatisfied	0	0%
Very Dissatisfied	0	0%
N/A – I don't need support in this area.	1	5%
I don't know	6	30%
Total Responses	20	

Communication

<i>Q72. Please rate your level of satisfaction with division-level support from the Math Office in the following areas. (Elementary Teachers)</i>		
(b).Communication		
Answer	Responses	%
Very Satisfied	53	22%
Somewhat Satisfied	111	45%
Somewhat Dissatisfied	29	12%
Very Dissatisfied	18	7%
N/A – I don't need support in this area.	3	1%
N/A – I don't receive this type of support from the Math Office.	24	10%
I don't know	7	3%
Total Responses	245	

Appendix D1

<i>Q30. Please rate your level of satisfaction with division-level support from the Math Office in the following areas. (Middle School Teachers)</i>		
(b).Communication		
Answer	Responses	%
Very Satisfied	14	23%
Somewhat Satisfied	24	39%
Somewhat Dissatisfied	14	23%
Very Dissatisfied	3	5%
N/A – I don't need support in this area.	2	3%
N/A – I don't receive this type of support from the Math Office.	4	7%
I don't know	0	0%
Total Responses	61	

<i>Q30. Please rate your level of satisfaction with division-level support from the Math Office in the following areas. (High School Teachers)</i>		
(b).Communication		
Answer	Responses	%
Very Satisfied	25	38%
Somewhat Satisfied	21	32%
Somewhat Dissatisfied	6	9%
Very Dissatisfied	1	2%
N/A – I don't need support in this area.	1	2%
N/A – I don't receive this type of support from the Math Office.	5	8%
I don't know	6	9%
Total Responses	65	

<i>Q14. Please rate your level of satisfaction with division-level support for the following from the Math Office. (Elementary Administrators)</i>		
(b).Communication		
Answer	Responses	%
Very Satisfied	16	55%
Somewhat Satisfied	10	34%
Somewhat Dissatisfied	1	3%
Very Dissatisfied	0	0%
N/A – I don't need support in this area.	1	3%
I don't know	1	3%
Total Responses	29	

Appendix D1

<i>Q14. Please rate your level of satisfaction with division-level support for the following from the Math Office. (Middle School Administrators)</i>		
(b).Communication		
Answer	Responses	%
Very Satisfied	12	75%
Somewhat Satisfied	2	13%
Somewhat Dissatisfied	0	0%
Very Dissatisfied	0	0%
N/A – I don't need support in this area.	0	0%
I don't know	2	13%
Total Responses	16	

<i>Q14. Please rate your level of satisfaction with division-level support for the following from the Math Office. (High School Administrators)</i>		
(b).Communication		
Answer	Responses	%
Very Satisfied	8	40%
Somewhat Satisfied	5	25%
Somewhat Dissatisfied	0	0%
Very Dissatisfied	0	0%
N/A – I don't need support in this area.	1	5%
I don't know	6	30%
Total Responses	20	

Advocacy

<i>Q72. Please rate your level of satisfaction with division-level support from the Math Office in the following areas. (Elementary Teachers)</i>		
(c).Advocacy		
Answer	Responses	%
Very Satisfied	41	17%
Somewhat Satisfied	79	32%
Somewhat Dissatisfied	33	13%
Very Dissatisfied	19	8%
N/A – I don't need support in this area.	10	4%
N/A – I don't receive this type of support from the Math Office.	38	16%
I don't know	25	10%
Total Responses	245	

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<i>Q30. Please rate your level of satisfaction with division-level support from the Math Office in the following areas. (Middle School Teachers)</i>		
(c).Advocacy		
Answer	Responses	%
Very Satisfied	10	16%
Somewhat Satisfied	23	38%
Somewhat Dissatisfied	9	15%
Very Dissatisfied	4	7%
N/A – I don't need support in this area.	3	5%
N/A – I don't receive this type of support from the Math Office.	6	10%
I don't know	6	10%
Total Responses	61	

<i>Q30. Please rate your level of satisfaction with division-level support from the Math Office in the following areas. (High School Teachers)</i>		
(c).Advocacy		
Answer	Responses	%
Very Satisfied	22	34%
Somewhat Satisfied	16	25%
Somewhat Dissatisfied	7	11%
Very Dissatisfied	4	6%
N/A – I don't need support in this area.	1	2%
N/A – I don't receive this type of support from the Math Office.	6	9%
I don't know	9	14%
Total Responses	65	

<i>Q14. Please rate your level of satisfaction with division-level support for the following from the Math Office. (Elementary Administrators)</i>		
(c).Advocacy		
Answer	Responses	%
Very Satisfied	10	34%
Somewhat Satisfied	9	31%
Somewhat Dissatisfied	1	3%
Very Dissatisfied	0	0%
N/A – I don't need support in this area.	2	7%
I don't know	7	24%
Total Responses	29	

Appendix D1

<i>Q14. Please rate your level of satisfaction with division-level support for the following from the Math Office. (Middle School Administrators)</i>		
(c).Advocacy		
Answer	Responses	%
Very Satisfied	12	75%
Somewhat Satisfied	2	13%
Somewhat Dissatisfied	0	0%
Very Dissatisfied	0	0%
N/A – I don't need support in this area.	1	6%
I don't know	1	6%
Total Responses	16	

<i>Q14. Please rate your level of satisfaction with division-level support for the following from the Math Office. (High School Administrators)</i>		
(c).Advocacy		
Answer	Responses	%
Very Satisfied	8	40%
Somewhat Satisfied	3	15%
Somewhat Dissatisfied	1	5%
Very Dissatisfied	0	0%
N/A – I don't need support in this area.	1	5%
I don't know	7	35%
Total Responses	20	

Professional development

<i>Q72. Please rate your level of satisfaction with division-level support from the Math Office in the following areas. (Elementary Teachers)</i>		
(d).Professional development		
Answer	Responses	%
Very Satisfied	57	23%
Somewhat Satisfied	105	43%
Somewhat Dissatisfied	43	18%
Very Dissatisfied	17	7%
N/A – I don't need support in this area.	3	1%
N/A – I don't receive this type of support from the Math Office.	10	4%
I don't know	10	4%
Total Responses	245	

Appendix D1

<i>Q30. Please rate your level of satisfaction with division-level support from the Math Office in the following areas. (Middle School Teachers)</i>		
(d).Professional development		
Answer	Responses	%
Very Satisfied	11	18%
Somewhat Satisfied	30	49%
Somewhat Dissatisfied	11	18%
Very Dissatisfied	6	10%
N/A – I don't need support in this area.	0	0%
N/A – I don't receive this type of support from the Math Office.	3	5%
I don't know	0	0%
Total Responses	61	

<i>Q30. Please rate your level of satisfaction with division-level support from the Math Office in the following areas. (High School Teachers)</i>		
(d).Professional development		
Answer	Responses	%
Very Satisfied	20	31%
Somewhat Satisfied	27	42%
Somewhat Dissatisfied	5	8%
Very Dissatisfied	3	5%
N/A – I don't need support in this area.	1	2%
N/A – I don't receive this type of support from the Math Office.	2	3%
I don't know	7	11%
Total Responses	65	

<i>Q14. Please rate your level of satisfaction with division-level support for the following from the Math Office. (Elementary Administrators)</i>		
(d).Professional development		
Answer	Responses	%
Very Satisfied	11	38%
Somewhat Satisfied	14	48%
Somewhat Dissatisfied	2	7%
Very Dissatisfied	0	0%
N/A – I don't need support in this area.	1	3%
I don't know	1	3%
Total Responses	29	

Appendix D1

<i>Q14. Please rate your level of satisfaction with division-level support for the following from the Math Office. (Middle School Administrators)</i>		
(d).Professional development		
Answer	Responses	%
Very Satisfied	9	56%
Somewhat Satisfied	3	19%
Somewhat Dissatisfied	0	0%
Very Dissatisfied	0	0%
N/A – I don't need support in this area.	0	0%
I don't know	4	25%
Total Responses	16	

<i>Q14. Please rate your level of satisfaction with division-level support for the following from the Math Office. (High School Administrators)</i>		
(d).Professional development		
Answer	Responses	%
Very Satisfied	7	35%
Somewhat Satisfied	5	25%
Somewhat Dissatisfied	0	0%
Very Dissatisfied	0	0%
N/A – I don't need support in this area.	1	5%
I don't know	7	35%
Total Responses	20	

Feedback about your teachers

<i>Q14. Please rate your level of satisfaction with division-level support for the following from the Math Office. (Elementary Administrators)</i>		
(e).Feedback about your teachers		
Answer	Responses	%
Very Satisfied	6	21%
Somewhat Satisfied	9	31%
Somewhat Dissatisfied	2	7%
Very Dissatisfied	0	0%
N/A – I don't need support in this area.	7	24%
I don't know	5	17%
Total Responses	29	

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<i>Q14. Please rate your level of satisfaction with division-level support for the following from the Math Office. (Middle School Administrators)</i>		
(e).Feedback about your teachers		
Answer	Responses	%
Very Satisfied	13	81%
Somewhat Satisfied	1	6%
Somewhat Dissatisfied	0	0%
Very Dissatisfied	0	0%
N/A – I don't need support in this area.	0	0%
I don't know	2	13%
Total Responses	16	

<i>Q14. Please rate your level of satisfaction with division-level support for the following from the Math Office. (High School Administrators)</i>		
(e).Feedback about your teachers		
Answer	Responses	%
Very Satisfied	5	25%
Somewhat Satisfied	8	40%
Somewhat Dissatisfied	0	0%
Very Dissatisfied	0	0%
N/A – I don't need support in this area.	1	5%
I don't know	6	30%
Total Responses	20	

Satisfaction with Resources for Differentiation

<i>Q74. Please rate your level of satisfaction with available resources for differentiation (extension and remediation). (Elementary Teachers)</i>		
Responses	Responses	%
Very Satisfied	34	14%
Somewhat Satisfied	116	47%
Somewhat Dissatisfied	58	24%
Very Dissatisfied	24	10%
N/A – I don't need support in this area.	1	0%
N/A – I don't receive this type of support from the Math Office.	9	4%
I don't know	4	2%
Total Responses	246	

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<i>Q32. Please rate your level of satisfaction with available resources for differentiation (extension and remediation). (Middle School Teachers)</i>		
Responses	Responses	%
Very Satisfied	2	3%
Somewhat Satisfied	26	43%
Somewhat Dissatisfied	15	25%
Very Dissatisfied	6	10%
N/A – I don't need support in this area.	2	3%
N/A – I don't receive this type of support from the Math Office.	7	11%
I don't know	3	5%
Total Responses	61	

<i>Q32. Please rate your level of satisfaction with available resources for differentiation (extension and remediation). (High School Teachers)</i>		
Responses	Responses	%
Very Satisfied	14	22%
Somewhat Satisfied	24	37%
Somewhat Dissatisfied	7	11%
Very Dissatisfied	4	6%
N/A – I don't need support in this area.	2	3%
N/A – I don't receive this type of support from the Math Office.	5	8%
I don't know	9	14%
Total Responses	65	

Availability and Use of Resources

County-created curriculum guides

<i>Q75. How frequently do you use the following curriculum resources? (Elementary Teachers)</i>		
(a).County-created curriculum guides		
Answer	Responses	%
Daily	62	25%
Weekly	104	42%
Bi-weekly (every two weeks)	39	16%
10 times a year	18	7%
5 times a year	10	4%
Once or Twice a Year	7	3%
Never	5	2%
Total Responses	245	

<i>Q33. How frequently do you use the following curriculum resources? (Middle School Teachers)</i>		
(a).County-created curriculum guides		
Answer	Responses	%
Daily	18	30%
Weekly	26	43%
Bi-weekly (every two weeks)	6	10%
10 times a year	5	8%
5 times a year	1	2%
Once or Twice a Year	4	7%
Never	1	2%
Total Responses	61	

<i>Q33. How frequently do you use the following curriculum resources? (High School Teachers)</i>		
(a).County-created curriculum guides		
Answer	Responses	%
Daily	5	8%
Weekly	5	8%
Bi-weekly (every two weeks)	3	5%
10 times a year	8	13%
5 times a year	6	10%
Once or Twice a Year	17	27%
Never	19	30%
Total Responses	63	

County-purchased curriculum resources

Q75. How frequently do you use the following curriculum resources? (Elementary Teachers)		
(b).County-purchased curriculum resources (e.g. textbooks, Algebra Tiles and other manipulatives, supplemental text resources such as <i>Nimble with Numbers</i>)		
Answer	Responses	%
Daily	57	23%
Weekly	94	39%
Bi-weekly (every two weeks)	40	16%
10 times a year	24	10%
5 times a year	6	2%
Once or Twice a Year	5	2%
Never	18	7%
Total Responses	244	

Q33. How frequently do you use the following curriculum resources? (Middle School Teachers)		
(b).County-purchased curriculum resources (e.g. textbooks, Algebra Tiles and other manipulatives, supplemental text resources such as <i>Nimble with Numbers</i>)		
Answer	Responses	%
Daily	14	24%
Weekly	13	22%
Bi-weekly (every two weeks)	11	19%
10 times a year	9	15%
5 times a year	6	10%
Once or Twice a Year	3	5%
Never	3	5%
Total Responses	59	

Q33. How frequently do you use the following curriculum resources? (High School Teachers)		
(b).County-purchased curriculum resources (e.g. textbooks, Algebra Tiles and other manipulatives, supplemental text resources such as <i>Nimble with Numbers</i>)		
Answer	Responses	%
Daily	19	30%
Weekly	9	14%
Bi-weekly (every two weeks)	0	0%
10 times a year	6	9%
5 times a year	6	9%
Once or Twice a Year	10	16%
Never	14	22%
Total Responses	64	

County-purchased technology

<i>Q75. How frequently do you use the following curriculum resources? (Elementary Teachers)</i>		
(c).County-purchased technology (e.g. Dreambox, Reflex Math, Gizmos)		
Answer	Responses	%
Daily	123	50%
Weekly	55	23%
Bi-weekly (every two weeks)	10	4%
10 times a year	5	2%
5 times a year	2	1%
Once or Twice a Year	6	2%
Never	43	18%
Total Responses	244	

<i>Q33. How frequently do you use the following curriculum resources? (Middle School Teachers)</i>		
(c).County-purchased technology (e.g. Dreambox, Reflex Math, Gizmos)		
Answer	Responses	%
Daily	19	31%
Weekly	22	36%
Bi-weekly (every two weeks)	9	15%
10 times a year	5	8%
5 times a year	3	5%
Once or Twice a Year	2	3%
Never	1	2%
Total Responses	61	

<i>Q33. How frequently do you use the following curriculum resources? (High School Teachers)</i>		
(c).County-purchased technology (e.g. Dreambox, Reflex Math, Gizmos)		
Answer	Responses	%
Daily	9	14%
Weekly	7	11%
Bi-weekly (every two weeks)	3	5%
10 times a year	6	9%
5 times a year	6	9%
Once or Twice a Year	8	13%
Never	25	39%
Total Responses	64	

County-recommended outside resources

<i>Q75. How frequently do you use the following curriculum resources? (Elementary Teachers)</i>		
(d).County-recommended outside resources (e.g. VDOE enhanced scope and sequence)		
Answer	Responses	%
Daily	33	14%
Weekly	86	35%
Bi-weekly (every two weeks)	54	22%
10 times a year	19	8%
5 times a year	14	6%
Once or Twice a Year	12	5%
Never	26	11%
Total Responses	244	

<i>Q33. How frequently do you use the following curriculum resources? (Middle School Teachers)</i>		
(d).County-recommended outside resources (e.g. VDOE enhanced scope and sequence)		
Answer	Responses	%
Daily	9	15%
Weekly	22	36%
Bi-weekly (every two weeks)	11	18%
10 times a year	10	16%
5 times a year	3	5%
Once or Twice a Year	3	5%
Never	3	5%
Total Responses	61	

<i>Q33. How frequently do you use the following curriculum resources? (High School Teachers)</i>		
(d).County-recommended outside resources (e.g. VDOE enhanced scope and sequence)		
Answer	Responses	%
Daily	5	8%
Weekly	8	13%
Bi-weekly (every two weeks)	7	11%
10 times a year	13	20%
5 times a year	8	13%
Once or Twice a Year	11	17%
Never	12	19%
Total Responses	64	

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Other outside resources

<i>Q75. How frequently do you use the following curriculum resources? (Elementary Teachers)</i>		
(e).Other outside resources		
Answer	Responses	%
Daily	96	41%
Weekly	77	33%
Bi-weekly (every two weeks)	21	9%
10 times a year	7	3%
5 times a year	2	1%
Once or Twice a Year	8	3%
Never	22	9%
Total Responses	233	

<i>Q33. How frequently do you use the following curriculum resources? (Middle School Teachers)</i>		
(e).Other outside resources		
Answer	Responses	%
Daily	28	48%
Weekly	18	31%
Bi-weekly (every two weeks)	3	5%
10 times a year	4	7%
5 times a year	1	2%
Once or Twice a Year	2	3%
Never	2	3%
Total Responses	58	

<i>Q33. How frequently do you use the following curriculum resources? (High School Teachers)</i>		
(e).Other outside resources		
Answer	Responses	%
Daily	14	23%
Weekly	19	31%
Bi-weekly (every two weeks)	11	18%
10 times a year	7	11%
5 times a year	4	6%
Once or Twice a Year	3	5%
Never	4	6%
Total Responses	62	

Role of Math Lead Teacher, Math Coach, Math Department Chair Lead Teacher

Q78. Which of the following does the math lead teacher in your school provide? Select all that apply. (Elementary Teachers, not math lead teacher)

n=228

Responses	Responses	%
N/A – We don't have this role at my school.	22	10%
Distribution of math information	167	73%
Assistance with finding resources	95	42%
Assistance with planning	66	29%
Support for math instruction	68	30%
Support for interventions	46	20%
Analysis of data	63	28%
Delivery of professional development	58	25%
None	24	11%
Other (Please specify)	19	8%
Total Responses	628	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q79. Which of the following do you provide in your role as math lead teacher? Select all that apply. (Elementary Teachers, math lead teacher)

n=16

Responses	Responses	%
Distribution of math information	15	94%
Assistance with finding resources	13	81%
Assistance with planning	10	63%
Support for math instruction	9	56%
Support for interventions	8	50%
Analysis of data	9	56%
Delivery of professional development	11	69%
None	1	6%
Other (Please specify)	3	19%
Total Responses	79	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

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Q36. Which of the following does the math lead teacher in your school provide? Select all that apply. (Middle School Teachers, not math lead teacher)

n=57

Responses	Responses	%
N/A – We don't have this role at my school.	15	26%
Distribution of math information	40	70%
Assistance with finding resources	34	60%
Assistance with planning	33	58%
Support for math instruction	32	56%
Support for interventions	28	49%
Analysis of data	30	53%
Delivery of professional development	36	63%
None	0	0%
Other (Please specify)	2	4%
Total Responses	250	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q36. Which of the following does the math lead teacher in your school provide? Select all that apply. (High School Teachers, not lead teacher)

n=56

Responses	Responses	%
N/A – We don't have this role at my school.	12	21%
Distribution of math information	34	61%
Assistance with finding resources	21	38%
Assistance with planning	17	30%
Support for math instruction	24	43%
Support for interventions	21	38%
Analysis of data	26	46%
Delivery of professional development	23	41%
None	4	7%
Other (Please specify)	3	5%
Total Responses	185	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

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Q37. Which of the following do you provide in your role as math lead teacher? Select all that apply. (Middle School Teachers, math lead teacher)

n=5

Responses	Responses	%
Distribution of math information	4	80%
Assistance with finding resources	5	100%
Assistance with planning	5	100%
Support for math instruction	5	100%
Support for interventions	5	100%
Analysis of data	5	100%
Delivery of professional development	5	100%
None	0	0%
Other (Please specify)	0	0%
Total Responses	34	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q37. Which of the following do you provide in your role as math lead teacher? Select all that apply. (High School Teachers, math lead teacher)

n=6

Responses	Responses	%
Distribution of math information	6	100%
Assistance with finding resources	5	83%
Assistance with planning	4	67%
Support for math instruction	3	50%
Support for interventions	4	67%
Analysis of data	3	50%
Delivery of professional development	3	50%
None	0	0%
Other (Please specify)	1	17%
Total Responses	29	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Math Coach

Q81. Which of the following does the math coach in your school provide? Select all that apply. (Elementary Teachers, not math coach)

n=224

Responses	Responses	%
N/A – We don't have this role at my school.	6	3%
Distribution of math information	192	86%
Assistance with finding resources	172	77%
Assistance with planning	153	68%
Support for math instruction	127	57%
Support for interventions	112	50%
Analysis of data	150	67%
Delivery of professional development	103	46%
None	10	4%
Other (Please specify)	15	7%
Total Responses	1,040	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q39. Which of the following does the math coach in your school provide? Select all that apply. (Middle School Teachers, not math coach)

n=56

Responses	Responses	%
N/A – We don't have this role at my school.	4	7%
Distribution of math information	50	89%
Assistance with finding resources	47	84%
Assistance with planning	43	77%
Support for math instruction	45	80%
Support for interventions	35	63%
Analysis of data	50	89%
Delivery of professional development	48	86%
None	0	0%
Other (Please specify)	3	5%
Total Responses	325	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

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Q82. Which of the following do you provide in your role as math coach? Select all that apply. (Elementary Teachers, math coach)

n=21

Responses	Responses	%
Distribution of math information	19	90%
Assistance with finding resources	21	100%
Assistance with planning	19	90%
Support for math instruction	21	100%
Support for interventions	18	86%
Analysis of data	20	95%
Delivery of professional development	18	86%
None	0	0%
Other (Please specify)	5	24%
Total Responses	141	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q40. Which of the following do you provide in your role as math coach? Select all that apply. (Middle School Teachers, math coach)

n=6

Responses	Responses	%
Distribution of math information	6	100%
Assistance with finding resources	6	100%
Assistance with planning	6	100%
Support for math instruction	5	83%
Support for interventions	6	100%
Analysis of data	6	100%
Delivery of professional development	6	100%
None	0	0%
Other (Please specify)	0	0%
Total Responses	41	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Department Chair

Q42. Which of the following does the math department chair in your school provide? Select all that apply. (High School Teachers, not department chair)

n=57

Responses	Responses	%
N/A – We don't have this role at my school.	3	5%
Distribution of math information	47	82%
Assistance with finding resources	27	47%
Assistance with planning	17	30%
Support for math instruction	29	51%
Support for interventions	23	40%
Analysis of data	27	47%
Delivery of professional development	28	49%
None	5	9%
Other (Please specify)	4	7%
Total Responses	210	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q43. Which of the following do you provide in your role as math department chair? Select all that apply. (High School Teachers, department chair)

n=5

Responses	Responses	%
Distribution of math information	5	100%
Assistance with finding resources	5	100%
Assistance with planning	5	100%
Support for math instruction	4	80%
Support for interventions	4	80%
Analysis of data	4	80%
Delivery of professional development	2	40%
None	0	0%
Other (Please specify)	0	0%
Total Responses	29	

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Administrator Observations of Math Instruction

<i>Q9. How frequently do you observe math instruction at your school? (Elementary Administrators)</i>		
Responses	Responses	%
Weekly	21	72%
Bi-weekly (every two weeks)	4	14%
10 times a year	3	10%
5 times a year	0	0%
Once or twice a year	1	3%
Never	0	0%
Total Responses	29	

<i>Q9. How frequently do you observe math instruction at your school? (Middle School Administrators)</i>		
Responses	Responses	%
Weekly	5	31%
Bi-weekly (every two weeks)	4	25%
10 times a year	1	6%
5 times a year	1	6%
Once or twice a year	5	31%
Never	0	0%
Total Responses	16	

<i>Q9. How frequently do you observe math instruction at your school? (High School Administrators)</i>		
Responses	Responses	%
Weekly	4	20%
Bi-weekly (every two weeks)	6	30%
10 times a year	3	15%
5 times a year	1	5%
Once or twice a year	3	15%
Never	3	15%
Total Responses	20	

<i>Q10. How comfortable do you feel evaluating quality of instruction while observing math classes? (Elementary Administrators)</i>		
Responses	Responses	%
Very comfortable	26	90%
Somewhat comfortable	3	10%
Not at all comfortable	0	0%
Total Responses	29	

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<i>Q10. How comfortable do you feel evaluating quality of instruction while observing math classes? (Middle School Administrators)</i>		
Responses	Responses	%
Very comfortable	9	56%
Somewhat comfortable	6	38%
Not at all comfortable	1	6%
Total Responses	16	

<i>Q10. How comfortable do you feel evaluating quality of instruction while observing math classes? (High School Administrators)</i>		
Responses	Responses	%
Very comfortable	13	68%
Somewhat comfortable	4	21%
Not at all comfortable	2	11%
Total Responses	19	

Effectiveness of Math Program

<i>Q12. How would you rate the effectiveness of your school's math program? (Elementary Administrators)</i>		
Responses	Responses	%
Very effective	14	48%
Somewhat effective	14	48%
Not at all effective	0	0%
I don't know	1	3%
Total Responses	29	

<i>Q12. How would you rate the effectiveness of your school's math program? (Middle School Administrators)</i>		
Responses	Responses	%
Very effective	10	63%
Somewhat effective	6	38%
Not at all effective	0	0%
I don't know	0	0%
Total Responses	16	

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Q12. How would you rate the effectiveness of your school's math program? (High School Administrators)		
Responses	Responses	%
Very effective	14	70%
Somewhat effective	4	20%
Not at all effective	0	0%
I don't know	2	10%
Total Responses	20	