

# PCAP 2019

## *School Questionnaire*

Your school has been selected to participate in the Pan-Canadian Assessment Program (PCAP). The purpose of PCAP is to examine student performance and provide information on other aspects of education systems. PCAP is being conducted by the Council of Ministers of Education, Canada (CMEC), at the request of the ministry/department of education in your province/territory. PCAP is an assessment of academic achievement in Canada. Its results are important for charting the progress of students in the participating provinces and territories and for shaping curricula and teaching practices. Your responses help put students' performance in context, to see what best supports students' achievement and school experience.

This questionnaire is addressed to the school principal. The questions are about the characteristics of the school, its staff, its facilities, and the community in which the school is located. Some of the questions ask for specific facts, while others require a judgment or opinion. Since your school is part of a pan-Canadian sample, your responses are very important in helping to describe characteristics of schools across Canada. It is therefore important that all questions be answered as carefully and accurately as possible. **When answering the questions, please do so with reference to the 2018–19 school year.** We ask that you respond to all of the questions you feel comfortable answering.

The CMEC may collect personal information during the PCAP, but does not use, disclose, nor retain such personal information. Further, the CMEC will not report any result that would allow the identification of students, teachers, schools, or school boards/districts. The CMEC shall keep all information involved in PCAP secure and confidential. For more information, please consult the CMEC Web site at: [https://www.cmec.ca/131/Learning\\_Assessment\\_Programs.html](https://www.cmec.ca/131/Learning_Assessment_Programs.html).

You can change your responses at any time until you have clicked "Submit" at the end of the questionnaire. We recommend completing the questionnaire in one sitting. The questionnaire will take approximately 20 minutes to complete.

**Thank you for your time and effort  
in completing this questionnaire.**

## Section 1: Background Questions

### 1. How do you identify yourself?

- 1 Female
- 2 Male
- 3 I identify myself in another way.
- 4 I prefer not to say.

### 2. What is the total enrolment of students in your school?

- 1 100 or fewer
- 2 101 to 500
- 3 501 to 1000
- 4 More than 1000

### 3. What is the total enrolment of Grade 8/Secondary II students in your school?

- 1 25 or fewer
- 2 26 to 50
- 3 51 to 75
- 4 76 to 100
- 5 101 to 200
- 6 More than 200

### 4. What grade levels are taught in your school? (Check all that apply.)

- 1 Pre-kindergarten/Pre-primary
- 2 Kindergarten/Primary
- 3 1
- 4 2
- 5 3
- 6 4
- 7 5
- 8 6
- 9 7/Secondary I
- 10 8/Secondary II
- 11 9/Secondary III
- 12 10/Secondary IV
- 13 11/Secondary V
- 14 12

5. How many Grade 8/Secondary II mathematics classes/sections are in your school?

- 1 1
- 2 2
- 3 3
- 4 4
- 5 5 or more

6. Which of the following best represents the governing structure of your school?

- 1 A public school  
*(A school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected public officials)*
- 2 A private school  
*(A school not managed directly or indirectly by a government organization, e.g., one governed by a religious institution, trade union, business, or other private entity)*

7. What percent of students in your school are identified as English-language learners (ELLs; e.g., students who are or have been in special classes for those whose first language is not English)?

- 1 0%
- 2 1 to 5%
- 3 6 to 10%
- 4 11 to 25%
- 5 26 to 50%
- 6 More than 50%

8. What percent of students in your school identify as Indigenous (i.e., First Nations, Métis, or Inuk [Inuit])?

- 1 0%
- 2 1 to 5%
- 3 6 to 10%
- 4 11 to 25%
- 5 26 to 50%
- 6 More than 50%

**9. What is the population of the community, town, or city where your school is located?**

- 1 Fewer than 5000 people
- 2 5000 to 24 999 people
- 3 25 000 to 99 999 people
- 4 100 000 to 499 999 people
- 5 Over 500 000 people

## Section 2: Time Management

10. In your school, how are Grade 8/Secondary II mathematics classes organized?

- 1 Semester
- 2 Full year

11. How many minutes does an average Grade 8/Secondary II mathematics class period last in your school?

- 1 40 or less
- 2 41 to 50
- 3 51 to 60
- 4 61 to 75
- 5 More than 75

12. Does your school offer daily mathematics instruction for Grade 8/Secondary II students?

- 1 Yes
- 2 No

13. How many minutes of instruction per week does your school offer in mathematics for Grade 8/Secondary II students?

- 1 150 or fewer
- 2 151 to 200
- 3 201 to 250
- 4 251 to 300
- 5 More than 300

14. On a typical day, what percent of students are absent from your school for reasons other than a school-sponsored activity?

- 1 Less than 5%
- 2 5 to 10%
- 3 More than 10%

### Section 3: Assessment

15. To what extent are mathematics teachers in your school accountable for the following practices?

	Not at all	A little	More than a little	A lot
(a) Teaching of all the curriculum outcomes	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(b) Use of strategies consistent with the curriculum	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(c) Use of assessment strategies consistent with the curriculum/assessment policies	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(d) Use of resources that support the curriculum	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

16. Does your school participate in provincial/territorial assessments?

- 1 Yes  
 2 No

17. The following question asks your opinion about provincial/territorial assessments that can give results for the school or for students within the school. In general, to what extent do you agree with the following statements about such assessments?

	Strongly disagree	Disagree	Agree	Strongly agree
(a) These assessment results are easily obtained.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(b) These assessment results are easily interpreted.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(c) These assessment results are easy to use in making instructional changes.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(d) Teachers use these assessment results to make changes in their instruction.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(e) Principals have a responsibility to develop an action plan in response to these assessment results.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(f) In our school, we discuss these assessment results with groups of teachers or at staff meetings.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(g) We discuss these assessment results with parents/guardians of students in our school.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

**18. To what extent would you say that each of the following has an influence on your students' learning in your school?**

	Not at all	A little	More than a little	A lot	N/A
(a) Provincial/territorial assessment results that count toward students' final marks	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
(b) Provincial/territorial assessment results that do not count toward students' final marks	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
(c) Results from classroom assessments	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(d) Provincial/territorial curriculum	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(e) Individual teachers	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(f) Parents/guardians	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(g) Parent/guardian advisory committees or school councils	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(h) School climate	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(i) Characteristics of the student body	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(j) Students' voice or representation (e.g., student council, student surveys)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(k) Textbooks	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(l) Access to print resources other than textbooks	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(m) Access to digital resources	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(n) Access to technology	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(o) Teacher groups external to the school (e.g., district committees, professional associations)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(p) External agencies (e.g., in the business community)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(q) Church or religious groups	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(r) Student participation in extracurricular and co-curricular activities	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	

### Section 4: Instructional Climate

**19. To what extent do you emphasize the following when communicating with mathematics teachers in your school?**

	Not at all	A little	More than a little	A lot	N/A
(a) Understanding concepts and big ideas	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(b) High expectations for all students	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(c) Knowledge and understanding needed for students to do well on provincial/territorial assessments	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
(d) Computational skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(e) Developing well-rounded individuals	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(f) Using a variety of strategies to challenge students	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(g) The use of common mathematics assessments	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(h) Integration of technology	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	
(i) The use of a blended learning environment approach (i.e., a mixture of classroom and on-line instruction)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	

**20. How often does each of the following occur in your school?**

	Never	Rarely	Sometimes	Often
(a) Professional development for mathematics teachers	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(b) Parent/guardian information nights specific to mathematics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(c) Events such as math fairs, math days, and math contests	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(d) Mentoring for mathematics teachers	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(e) Professional collaboration related to mathematics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(f) Opportunities for teachers to observe peers instructing mathematics classes	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(g) Administrators providing instructional feedback to teachers	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(h) Recognition of student achievement in mathematics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4



**21. This academic year, does your school offer the following activities outside of school hours to students in Grade 8/Secondary II?**

	Yes	No
(a) Band, orchestra, or choir	<input type="radio"/> 1	<input type="radio"/> 2
(b) Play, improv, or school musical	<input type="radio"/> 1	<input type="radio"/> 2
(c) Yearbook, newspaper, or magazine	<input type="radio"/> 1	<input type="radio"/> 2
(d) Volunteering or service activities	<input type="radio"/> 1	<input type="radio"/> 2
(e) Chess club	<input type="radio"/> 1	<input type="radio"/> 2
(f) Mathematics club	<input type="radio"/> 1	<input type="radio"/> 2
(g) Robotics/coding club	<input type="radio"/> 1	<input type="radio"/> 2
(h) Academic club (other than mathematics)	<input type="radio"/> 1	<input type="radio"/> 2
(i) Debating club or debating activities	<input type="radio"/> 1	<input type="radio"/> 2
(j) Mathematics competitions	<input type="radio"/> 1	<input type="radio"/> 2
(k) Other clubs	<input type="radio"/> 1	<input type="radio"/> 2

**22. In your school, to what extent is student learning hindered by the following?**

	Not at all	A little	More than a little	A lot
(a) Teachers' low expectations of students	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(b) Student absenteeism (all excused absences)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(c) Poor student-teacher relations	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(d) Disruption of classes by students	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(e) Teachers not meeting individual students' needs	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(f) Teacher absenteeism	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(g) Students skipping classes	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(h) Students lacking respect for teachers	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(i) Staff resisting change	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(j) Student use of alcohol or illegal drugs	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(k) Teachers being too strict with students	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(l) Students intimidating or bullying other students	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(m) Class composition	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(n) Lack of time to provide instructional leadership for staff	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

**Section 5: Context for Instruction**

**23. Does your school offer the following for students in Grade 8/Secondary II?**

	Yes	No
(a) Enrichment mathematics	<input type="radio"/> 1	<input type="radio"/> 2
(b) Mathematics interventions	<input type="radio"/> 1	<input type="radio"/> 2
(c) Tutoring for students who have difficulty with mathematics	<input type="radio"/> 1	<input type="radio"/> 2

**24. How often is your school's capacity to provide instruction affected by a shortage or inadequacy of any of the following?**

	Never	Rarely	Sometimes	Often
(a) Instructional materials (e.g., textbooks)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(b) Budget for supplies	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(c) School building and grounds	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(d) Instructional space	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(e) Computers for mathematics instruction	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(f) Sufficient Internet access (e.g., bandwidth)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(g) Library materials relevant to mathematics instruction	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(h) Digital resources/software for mathematics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(i) Qualified mathematics teachers	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(j) Qualified education assistants	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(k) Mathematics specialist to support mathematics teachers	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
(l) Availability of qualified substitute/occasional teachers	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

***Thank you for taking the time to complete this questionnaire.***