

School and Community Data

COMPASS has found the following information valuable in assisting schools considering one of the standards-based mathematics programs. The data has helped schools assess their current mathematics program, make decisions related to curriculum support materials, develop and guide an implementation plan for new curricular materials, and identify professional development needs of school staff. The data has been organized into four areas: overview, student population and learning, the learning environment of the school, and the professional development resources available to support school staff.

Please provide the following information so that COMPASS can support you as completely as possible.

Name of school district: _____

Name(s) of high school(s): _____

Title/position of person supplying this data: _____

Overview:

Where did you hear about the high school standards-based mathematics programs?

Why are you considering these programs?

Who will be involved in decisions related to the selection of materials to support your school's mathematics program?

Are there community needs/pressures that affect your school mathematics program?

Are there state and/or district graduation requirements that affect your school mathematics program?

What time frame will guide materials decisions and program implementation?

Student Population and Learning:

What is the total student population? K-12 9-12

Males	_____	_____
Females	_____	_____

What is the ethnic makeup of your current student population (grades 9-12)?

Black /African American
Native American /American Indian
Hispanic/Latino
Asian/Pacific Islander
White

What portion of each ethnic group participates in a free/reduced price lunch program?

Black /African American
Native American /American Indian
Hispanic/Latino
Asian/Pacific Islander
White

Describe the overall mathematics achievement of your students on any national, state, or local measures used.

Describe the achievement of males on the measures.

Describe the achievement of females on the measures.

Describe the achievement of the school's ethnic groups on each of the measures used.

Describe the achievement of students in the free/reduced lunch program on each of the measures.

School Learning Environment:

Describe the current mathematics program in your high school(s). What courses are offered?

What is the enrollment in each of the courses? (You may find it helpful to examine the enrollments of males, females, ethnic groups, and students in the free/reduced lunch program.)

What is the nature of the mathematics programs offered by your school's feeder schools? Are those standards-based?

Please describe your school's mathematics staff (total #, preparation, teaching experience, involvement with professional organizations, rate of turnover).

To what degree are your school's mathematics teachers familiar with state, local, or national standards for secondary school mathematics programs?

To what degree are the following groups satisfied with the current mathematics program?

	Completely satisfied	Mostly satisfied	Mostly dissatisfied	Completely dissatisfied
Mathematics teachers				
Other subject teachers				
Students				
Building administrators				
Central office administrators				
Parents				
School board members				
Larger community				

What technology resources (computers and graphing calculators) are available to staff? Students?

What does instruction look like in your mathematics classrooms (e.g. teacher-directed, student-oriented, lecture, small group work, projects, presentations)?

Professional Development Resources:

Describe the current professional development program for mathematics teachers in your school.

How much time is currently allocated to professional development for the mathematics faculty (specific to mathematics teaching)? When is this time available (during school year, summer)?

What financial resources are available to support mathematics professional development?

Does your school have professional development staff available to support the implementation of a standards-based mathematics program?

Is there any other information about your school or the mathematics program that you think would be helpful to COMPASS?