

OECD Programme for International Student Assessment 2015

School Questionnaire

Lebanon

Date of Test (Main Study PISA 2015)

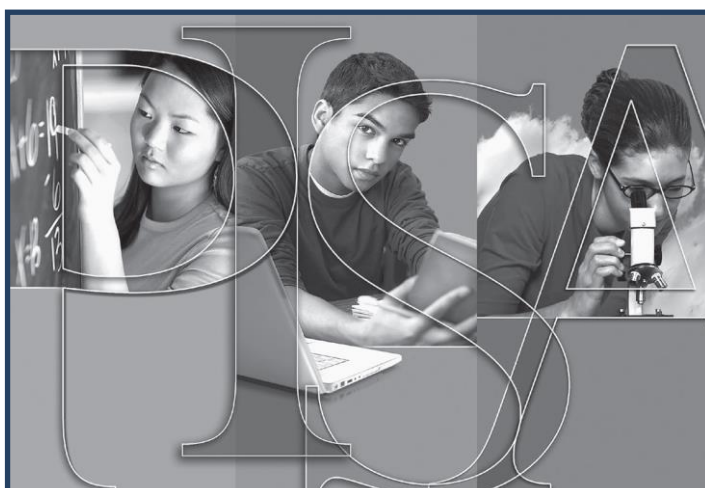
		2015
Day	Month	

School Name

Student ID

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English 313



- cApStAn Linguistic Quality Control (Belgium)
- Deutsches Institut für Internationale Pädagogische Forschung (Germany)
- Educational Testing Service (USA)
- Pearson (UK)
- Statistics Canada (Canada)
- The Tao Initiative: CRP - Henri Tudor and Université de Luxembourg
- Westat (USA)

Dear school administrator,

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

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

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

The questionnaire should be completed by the principal or designate. It should take about 60 minutes to complete.

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

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

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

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

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

School Science includes all school sciences courses referring to the domains of Physics, Chemistry, Biology, Earth Science or Geology, Space Science or Astronomy, Applied Sciences and Technology either taught in your curriculum as separate science subjects or taught within a single 'Integrated-Science' subject. It does NOT include related subjects such as Mathematics, Psychology, Economics, nor possible Earth Science topics included in Geography courses.

SCHOOL BACKGROUND INFORMATION

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

(Please select one response.)

A village, hamlet or rural area (fewer than 3 000 people) ☐ ₁

A small town (3 000 to about 15 000 people) ☐ ₂

A town (15 000 to about 100 000 people) ☐ ₃

A city (100 000 to about 1 000 000 people) ☐ ₄

A large city (with over 1 000 000 people) ☐ ₅

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

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

Number of boys: _____

Number of girls: _____

SC003 What is the average size of English classes in grade 10 in your school?

(Please select one response.)

- | | |
|-----------------------|---------------------------------------|
| 15 students or fewer | <input type="checkbox"/> ₁ |
| 16-20 students | <input type="checkbox"/> ₂ |
| 21-25 students | <input type="checkbox"/> ₃ |
| 26-30 students | <input type="checkbox"/> ₄ |
| 31-35 students | <input type="checkbox"/> ₅ |
| 36-40 students | <input type="checkbox"/> ₆ |
| 41-45 students | <input type="checkbox"/> ₇ |
| 46-50 students | <input type="checkbox"/> ₈ |
| More than 50 students | <input type="checkbox"/> ₉ |

SC004 The goal of the following set of questions is to gather information about the student-computer ratio for students in the grade 10 at your school.

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

Number

At your school, what is the total number of students in the grade 10? _____

Approximately, how many computers are available for these students for educational purposes? _____

Approximately, how many of these computers are connected to the Internet/World Wide Web? _____

Approximately, how many of these computers are portable (e.g. laptop, tablet)? _____

Approximately how many interactive whiteboards are available in the school altogether? _____

Approximately how many data projectors are available in the school altogether? _____

Approximately how many computers with internet connection are available **for teachers** in your school? _____

SC053 **In 2014-2015, which of the following activities does your school offer to students in the grade 10 and/or BT1?**

(Please select one response in each row.)

	<i>Yes</i>	<i>No</i>
Band, orchestra or choir	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
School play or school musical	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
School yearbook, newspaper or magazine	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Volunteering or service activities, e.g. Collecting cloth or food for poor people	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Science club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Science competitions, e.g. participation in Science Fairs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Chess club	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Club with a focus on computers/ Information and Communication Technology	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Art club or art activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Sporting team or sporting activities	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

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

(Please select one response in each row.)

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

SC052 For 15-year-old students, does your school provide the following study help?

(Please select one response in each row.)

Yes

No

Room(s) where the students can do their homework

☐ ₁☐ ₂

Staff help with homework

☐ ₁☐ ₂

SCHOOL MANAGEMENT

SC009 Below are statements about your management of this school. Please indicate the frequency of the following activities and behaviours in your school during 2013-2014.

(Please select one response in each row.)

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

	<i>Did not occur</i>	<i>1-2 times during the year</i>	<i>3-4 times during the year</i>	<i>Once a month</i>	<i>Once a week</i>	<i>More than once a week</i>
I provide staff with opportunities to participate in school decision-making.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
I engage teachers to help build a school culture of continuous improvement.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
I ask teachers to participate in reviewing management practices.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
When a teacher brings up a classroom problem, we solve the problem together.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
I discuss the school's academic goals with teachers at faculty meetings.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

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

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

	<i>Principal</i>	<i>Teachers</i>	<i>School governing board</i>	<i>Regional Education Directorate</i>	<i>Ministry of Education and Higher Education</i>
Selecting teachers for hire	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Firing teachers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Establishing teachers' starting salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Determining teachers' salary increases	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Formulating the school budget	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Deciding on budget allocations within the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Establishing student disciplinary policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Establishing student assessment policies	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁
Approving students for admission to the school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁	<input type="checkbox"/> ₁

	<i>Principal</i>	<i>Teachers</i>	<i>School governing board</i>	<i>Regional Education Directorate</i>	<i>Ministry of Education and Higher Education</i>
Choosing which textbooks are used	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Determining course content	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Deciding which courses are offered	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1

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

(Please select one response in each row.)

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

SC013 **Is your school a public or a private school?**

(Please select one response.)

A public school

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

☐ **1**

A private school

(This is a school managed directly or indirectly by a non-government organisation; e.g. a church, trade union, business, or other private institution.)

☐ **2**

SC014 What kind of organisation runs your school?

(Please select one response.)

A church or other religious organisation

☐ **1**

Another not-for-profit organisation

☐ **2**

A for-profit organisation

☐ **3**

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

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

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

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

(Please select one response in each row.)

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

TEACHING STAFF

SC018 **How many of the following teachers are on the staff of your school?**

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

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

	<i>Full-time</i>	<i>Part-time</i>
Teachers in TOTAL	_____	_____
Teachers fully certified by the Ministry of Education and Higher Education	_____	_____
Teachers with a Bachelor Degree or Teaching diploma or Doctor of Medicine qualification	_____	_____
Teachers with a Master's degree or Advanced Studies Diploma qualification	_____	_____
Teachers with a PhD qualification	_____	_____

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

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

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

	<i>Full-time</i>	<i>Part-time</i>
School science teachers in TOTAL	_____	_____
School science teachers fully certified by the Ministry of Education and Higher Education	_____	_____
School science teachers with a Bachelor degree or Teaching Diploma or Doctor of Medicine or Master degree or advanced studies Diploma or PhD qualification with a major in school science	_____	_____

SC025 During the last three months, what percentage of teaching staff in your school has attended a programme of professional development?

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

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

All teaching staff at your school _____

Science teaching staff at your school _____

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

(Please select one response in each row.)

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

ASSESSMENT AND EVALUATION

SC032 During 2013-2014, have any of the following methods been used to monitor the practice of teachers at your school?

(Please select one response in each row.)

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

SC034 **Generally, in your school, how often are students in grade 10 and assessed using the following methods?**

(Please select one response in each row.)

	<i>Never</i>	<i>1-2 times a year</i>	<i>3-5 times a year</i>	<i>Monthly</i>	<i>More than once a month</i>
Mandatory standardised tests, e.g. official exam	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Non-mandatory standardised tests (e.g. publicly or commercially available tests)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Teacher-developed tests	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Teachers' judgmental ratings	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

SC035

In your school, are standardised tests and or teacher-developed tests of students in grade 10 and/or BT1 used for any of the following purposes?

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

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

SC036 **In your school, are achievement data used in any of the following accountability procedures?**

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

(Please select one response in each row.)

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

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

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

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

(Please select one response in each row.)

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

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

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

(Please select one response in each row.)

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

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

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

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

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

(Please select one response in each row.)

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

TARGETED GROUPS

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

What is your school's policy about this for students in grade 10?

(Please select one response in each row.)

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

SC044 Which measures to support students at risk of academic failure are implemented in your school?

(Please select one response in each row.)

	Yes	No
Our school has a professional counsellor for students at risk of academic failure.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Our school provides mandatory remedial courses during the school year.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Our school offers remedial courses during the school year.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Our school offers remedial courses during the summer.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Our school offers students remedial education while repeating.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Our school offers students specific counselling during repeating.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

**SC048 Please estimate the percentage of students in grade 10
at your school who have the following characteristics.**

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

(Please write the appropriate percentage in each line.)

Students whose native language is different from
English

Students with special needs

Students from socioeconomically disadvantaged
homes

SC051 Do the following statements reflect practices for multicultural learning in your school?

(Please select one response in each row.)

	Yes	No
In our school, students learn about the histories of diverse ethnic and cultural groups that live in Lebanon	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
In our school, students learn about the cultures (e.g. beliefs, norms, values, customs, or arts) of diverse ethnic and cultural groups that live in Lebanon	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
In our school, students learn about different ethnic and cultural perspectives on historical and social events.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
Our school supports activities or organisations that encourage students' expression of diverse ethnic and cultural identities (e.g. artistic groups).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

SCHOOL CLIMATE

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

(Please select one response in each row.)

	<i>Not at all</i>	<i>Very little</i>	<i>To some extent</i>	<i>A lot</i>
Student truancy(non authorized absence of students)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Students skipping classes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Students lacking respect for teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Student use of alcohol or illegal drugs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Students intimidating or bullying other students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Teachers not meeting individual students' needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Teacher absenteeism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Staff resisting change	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Teachers being too strict with students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Teachers not being well prepared for classes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

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

(Please select one response in each row.)

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

SC064 During 2013-2014, what proportion of students' parents participated in the following school-related activities?

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

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

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