

**A Longitudinal/Cross-Sectional Study of the Impact of *Mathematics in Context*
on Student Mathematical Performance**

District Profile
(Working Paper #13)

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Date _____

Description of District Profile

The District Profile was completed by district administrators in the fall of each study year. The District Profile was designed to gather demographic information about the district. Items in the District Profile were adapted from Webb & Dowling (1993).

The initial section of the District Profile provided information about the person who completed the profile. The purpose of the first section of the District Profile (Items 1-3) was to collect information about the superintendent: name, gender, and number of years in this capacity in this district. In the next section, general information about district schools was sought: (a) the number of elementary and middle schools and the grades served by these schools (Items 4 and 5); and (b) the number of elementary and middle schools using *Mathematics in Context* (Items 6 and 7).

In the third section of the District Profile, information was gathered on students' fixed characteristics for the current year: (a) total district student enrollment by race/ethnicity (Item 8); (b) students' gender and racial/ethnic backgrounds (Items 9-16); (c) percent of students for whom English was a second language (Item 17); (c) percent of students who participated in government-funded lunch programs (Item 18); and the number of required attendance days for students (Item 19).

The purpose of the fourth section of the District Profile was to collect information about teachers' fixed characteristics for the current year: (a) total district teacher population by race/ethnicity (Item 20); (b) teachers' gender and racial/ethnic backgrounds (Items 21-29); and (c) the number of required working days for teachers (Item 30). In the next section (Items 31 and 32), information was gathered on paid in-service training for elementary and middle school teachers: (a) the number of days of general professional development; and (b) the number of days for professional development related to mathematics teaching.

In the final section of the District Profile, information was gathered on mathematics requirements for preliminary teacher certification and the number of mathematics-related courses required as part of continuing education. Information was gathered with respect to state requirements in Item 33 and with respect to district requirements in Item 34.

Reference

Webb, N. L., & Dowling, M. (1993). *Evaluation study of the interactive mathematics program (IMP): A preliminary report on the results of questionnaires administered to teachers, students, and parents*. Madison, WI: University of Wisconsin–Madison.

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Indicate the number of district schools which currently use *Mathematics in Context*.

	Number of Schools	Grade Range
6. Middle	_____	_____ to _____
7. Elementary	_____	_____ to _____

Students

8. What is the total district student enrollment? _____

Please indicate the percentage of the student population in the school district according to racial/ethnic categories and gender.

	Female	Male
9. African American	_____	_____
10. American Indian, Eskimo, or Aleut	_____	_____
11. Asian or Pacific Islander	_____	_____
12. Hispanic	_____	_____
13. White	_____	_____
14. Multiracial	_____	_____
15. Haitian	_____	_____
16. Other (please specify) _____	_____	_____

17. For what percentage of district students in the 1998–1998 school year is English a second language? (circle one)

Less than 20 % 1	46–55 % 4
20–35 % 2	56–65 % 5
36–45 % 3	More than 65 % 6

18. What percentage of district students in the 1998–99 school year participate in a government-funded lunch program? (circle one)

Less than 10 % 1	31–40 % 4
10–20 % 2	41–50 % 5
21–30 % 3	More than 50 % 6

19. How many attendance days are there for students in the 1998–99 school year? _____

Date _____

Teachers

20. What is the total number of teachers in the school district? _____

For the 1998–1999 school year, indicate the percentage of teachers in the district according to the following racial/ethnic groups and gender.

	Female	Male
21. African American	_____	_____
22. American Indian, Eskimo, or Aleut	_____	_____
23. Asian or Pacific Islander	_____	_____
24. Hispanic	_____	_____
25. White	_____	_____
26. Multiracial	_____	_____
28. Other (please specify) _____	_____	_____
29. Totals	_____	_____

30. How many working days are there for teachers in the 1998–1999 school year? _____

For each of the categories below, indicate the number of paid in-service training days for general professional development and mathematics teaching professional development in particular.

	Number of days for general professional development	Number of days for professional development related to mathematics teaching
31. Middle	_____	_____
32. Elementary	_____	_____

33. Describe briefly any specific state-mandated math requirements for preliminary teacher certification and how many math-related courses are required of practicing teachers as part of continuing education.

34. Describe briefly any specific district-mandated math requirement for preliminary teacher certification and how many math-related courses are required of practicing teachers as part of continuing education.