

Table IV

Variables Used to Aid Interpretation of Data

Efforts to compare the performance of students, classes, schools, and school districts on tests lead naturally to questions regarding the validity of such comparisons. A number of states now collect student demographic data and school/district variable data in order to assist users of state assessment data in making more valid comparisons and judgments. Student variable data now collected by states include the following in order of frequency of states collecting the data: sex (20), race/ethnicity (17), amount of homework (10), family income (9) type of handicap (8), television viewing time (7), number of parents (6), and validity of student performance as judged by the teacher (4). Other student variables reported include parental education, family occupation of head of household, community type, access to libraries, number of times residence changed, number of siblings, order of birth, home reading materials, ESL Bilingual information, student/teacher/principal attitudes toward the testing program, textbooks used, teacher load (both of the above relating to a specific subject), repeater status, migrancy, and a smattering of pupil/teacher attitudinal variables.

School/district variables in order of frequency mentioned by states include: Title 1 or socioeconomic status data (14), district and school size (17), and urban/suburban/rural classifications (4). Other school district variables mentioned include per capita income; per pupil costs; class size; pupil: teacher ratio; Chapter 1, remedial, compensatory, and bilingual status; dropout rate; attendance rate; pupil mobility data; participating in gifted child programs; and eligibility for free and reduced lunches.

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Table IV
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State	Student Variables							School/District Variables				Notes/ Other
	Family income	Number parents	Race/ethnicity	TV viewing time	Amount homework	Type handling	Teacher- validity of performance	See Other	Title I or SES	School/ District size	Urban, suburban, rural	
Alabama	N	N	N	N	N	Y	N	N	N	N	N	.
Alaska	N	N	Y	N	N	N	N	Y	1 N	Y	N	
Arizona	N	N	Y	N	N	Y	N	Y See Notes	Y	Y		Primary language, limited English proficiency, parti- cipation in Chapter 1, participation in Chapter 1 Migrant, participation in gifted program. Next yr.: State required to collect-- as part of test data-- characteristics of effective classrooms, schools and school districts.
Arkansas	N	N	N	N	N	N	N	N See notes.	N	N	N	Up to IEA's if they want to use this data.

SOURCE: Data Compiled for the Office of Technology Assessment by Northwest Regional Educational Laboratory, 985.

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	Student Variables							School/District Variables			Notes/ Other	
	Family income	Number students	Race/ethnicity	TV viewing time	Amount homework	Type handicapped	Teacher-validity of performance	See parent test (8,12)	Title I or SPS	School/District size		Urban, suburban, rural
California	3,6	N	X	6,8,12 Grade 8: reading & TV	6,8,12 # of writing assignments	N	N	Y	Y	Y	N	Amount of program funding received.
Colorado - No state program												
Connecticut A.	N	N	N	Y	Y	N	Y	See Notes	Optional	Optional	N	Student, teacher, principal questionnaire to measure attitudes regarding program.
Illinois	N	N	*	N	N	N		Y	N	Optional		
Massachusetts aware	N	N	N	N	N	N	N	N	N	N	N	Depends on each LEA: they prepare own reports for their boards.

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State	Student Variables							School/District variables				Notes/ Other	
	Family income	Number parents	Race/ ethnicity	TV viewing time	Amount homework ^x	Type handi- capp	Teacher- validity of performance	Sex	Other	Title I or SES	School/ District size		Urban, suburban, rural
District of Columbia	N	N	N	N	N	N	N	N	N	N	N	N	
Florida	N	N	Y	N	N	Y	N	Y	N	N	N	N	Number of students eligible for free and reduced lunch.
Georgia	N	N	N	N	N	N	N	N	do not formally collect this info.	Y:SES	Y	N	North, middle and south Georgia.
Hawaii	Y	Y	Y	N	N	Y	N	Y	N	Y	Y	N	Ethnic breakdown.
Idaho	N	N	N	Included next year.	Included next year.	Included next year.	N	ncl ext ear	Y ¹	N	N	N	¹ Coursework in high school; attitudes toward coursework. Up to LEA's if they want to use these data.

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State	Student Variables										School/District Variables			Notes— Other
	Family income	Number parents	Race/ethnicity	TV viewing time	Amount homework	Type hand. in capp	Teacher- validity of performance	Sex	Other	Title I or SES	School/ District size	Urban, suburban, rural		
Illinois	N	Y	Y	Y	Y	N	*	Y	Y ¹	N		Y	Continuing motivation; exposure and opportunity to learn; parental influence on achievement; expectations standard; perceived value of achievement.	
Indiana	Y ¹	Y ¹	N	Y ¹	Y ¹	N	N	Y ¹	N	*	*	N	NOTE: Proportion of free and reduced lunches; region; by courses offered at 8th grade & 11th grade (breadth of opportunity to learn).	
Iowa - No state program													To be included next year; also pupil/teacher ratio.	

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		Number parents	Race/ethnicity	TV viewing time	Amount homework	Type hand-capp	Teacher- validity of performance	Sex	Other	Title I or SES	School/ District size	Urban, suburban, rural	
Kansas	Y	Y	N	N	N	N	N	N	N	N	N	N	
Kentucky	N	N	N	N	N	N	N	N	N	N	N	N	
Louisiana	Y	N	Y	N	N	N	N	N	Y: SES	N	N	N	In 1978 (first year), did use additional variables.
Maine	Y: 1985	Y: 1985	Y: 1985	Y	*	Y	Y		*	Y	Y	N	Class size and funds available for instruction; assessed wealth of district.
Maryland	N	N	N	N	N	N	N	N	N	N	N	N	
Massachusetts - No state program													

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State	Student Variables										School/District Variables			Notes/ Other
	Family income	Number of students	Race/ethnicity	TV viewing per week	Amount of homework	Type of handling	Teacher-validity of performance	Sex	Other	Teacher's use of class	School/District size	Urban, suburban, rural		
Michigan	N	N	N	Z	N	N	Z	Y	1985: Will use ESL & handicapped	N	N	N	] Four strata, strat. refers to "out-state" areas.	
Minnesota	N	N	N	Z	N	Z	N	Y	Textbook: teacher's load specific to subject.	Y	N ^a	V ^a		
Mississippi	Y	N	Y	N	N	*	Z	Y	N	N	N	Z		
Missouri	N	N	N	Z	Z	N	Z	N	N	N	Z	Z		
Montana - No state program														

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State	Student Variables									School/District Variables			Notes/ Other
	Family income	Number parents	Race/ethnicity	TV viewing time	Amount homework	Type hand-capp	Teacher-validity of performance	Sex	Other	Title or SES	School/District size	Urban, suburban, rural	
Nebraska - No state program													
Nevada - No state program													
New Hampshire - No state program													
New Jersey - No state program													
New Mexico	N	N	Y	N	N	N	N	N	See Notes	N	Y	N	Data is analyzed by race, language spoken at home, bilingual education status, and number of years in New Mexico schools.

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State	Student Variables							School/District Variables				Notes/ Other	
	Family income	Number parent	Race/ethnicity	TV viewing time	Amount homework	Type handi-capp	Teacher-validity of performance	Sex	h	Title I or SES	School/District size		Urban, suburban, rural
New York	N	N	N	N	N	N	N	N	N	Y	Y	N	Race, ethnicity, dropout rate, annual attendance rates, number of students with limited English proficiency, ratio of students to support staff, pupil mobility data.
North Carolina	N	N	Y	N	Y	N	N	Y	N	Y	Y	N	Participation in Chapter 1 program participation in Migrant program.
North Dakota - No state program													
Ohio - No state program													

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Appendix IV

Variables Used to Aid Interpretation of Data

	Student Variables						School/District Variables				Notes/ Other		
	Family income	Number parents	Race/ ethnicity	TV viewing time	Amount of homework	Type of handicap	Teacher- validity of performance	Sex	Other	Title I or SES		School/ District size	Urban, suburban, rural
Oklahoma - No state program	N	N	N	N	N	N	N	Y	Y: If language other than English	Y	Y	N	
Pennsylvania	N	N	Y	Y	*	N	N	Y	Y: PAL	Y: # low income student	Y: Grade enrollment figure	N	PA2
Rhode Island	Y	Y	Y	Y	Y	N	Y	Y	N	1985	1985	1985	Per capita income
South Carolina	Y	Y	N	N	N	Y	N	N	Y: Repeater status	Y	N	N	Chapter 1 and/or state funded remedial program.

PAL: Family occupation, education (grade 11-occupation desired and occupation expected); type of community; access to library; number of times changed residence; number of siblings in family, first born. Also in grades 8 and 11: perception of parents' interest in school; perception of teacher's expectations of their level of achievement; self-report of reading materials at home.

Y: Class size tuition; per pupil expenditure; teacher data (on teacher questionnaire)--where graduated high school, teacher satisfaction with parents, teacher education level, teacher experience, involvement with activities outside classroom and is that a problem, perceptions about involvement in school. relationship with students, parents and teachers, factors disruptive to teachers, influence on instructional decisions, staff's interpersonal relationship with other staff, discipline problems in school.

Per capita income
Chapter I and/or state funded remedial program.

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South Dakota	N	N	N	N	N	N	N	Z	N	Y	N	Some was done in the 1960's, but no longer.
Tennessee	Not available for interview.											
Texas - No state program												
Utah	Y	N	Y	N	Y	N	N	Y	*	Y	Y	
Vermont - No state program												
Virginia	N	N	N	N	N	N	N	Z	Z	N	N	

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State	Student Variables										School/ District size			Notes/ Other
	Family income	Number parents	Race/ ethnicity	TV viewing time	Not homework	type handi- capp	teacher- validity of performance	Sex	Other	Title I or SES	Urban, suburban, rural			
Washington	N	N	Y	N	N	Y	N	N	N	Y	N	N	If in bilingual program, state remediation program, Indian education.	
West Virginia	N	N	N	N	N	N	N	Y	Y: career interest	N	N	N	Sex information used in-house only.	
Wisconsin	Not available for interview.													
Wyoming	N	N	Y	Y	Y		N	Y	Y: NAEP question	N	N	N		