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.
## Assessment

### Table IV

Variables Used to Aid Interpretation of Data

<table>
<thead>
<tr>
<th>Student Variables</th>
<th>School/District Variables</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
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<th>State</th>
<th>Family income</th>
<th>Number parents</th>
<th>Race/ethnicity</th>
<th>TV viewing time</th>
<th>Amount of homework</th>
<th>Type handedness</th>
<th>Teacher validity of performance</th>
<th>Sex</th>
<th>Other</th>
<th>Title I or SPE</th>
<th>School/District size</th>
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**Primary language, limited English proficiency, participation 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.**

**Up to LEA's if they want to use this data.**

---

*SOURCE: Data Compiled for the Office of Technology Assessment by Northwest Regional Educational Laboratory, 1985.*
<table>
<thead>
<tr>
<th>State</th>
<th>Family income</th>
<th>Number parents</th>
<th>Race/ethnicity</th>
<th>TV viewing time</th>
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<th>Type handicap</th>
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<td>N</td>
<td>Coursework in high school; attitudes toward coursework.</td>
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</table>

Notes: Some data is not available or not applicable.

1. Up to LEA's if they want to use this data.
### State Assessment

**Table IV**

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<thead>
<tr>
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<th>Number of parents</th>
<th>Race/ethnicity</th>
<th>TV viewing time</th>
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<td>NOTE: Proportion of free and reduced lunches; region; by courses offered at 8th grade &amp; 11th grade (broadth of opportunity to learn).</td>
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<td>To be included next year; also pupil/teacher ratio.</td>
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### State Assessment

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In 1978 (first year), did use additional variables.

Class size and funds available for instruction; assessed wealth of district.
**State Assessment**

**Table IV**

Variables Used to Aid Interpretation of Data

<table>
<thead>
<tr>
<th>State</th>
<th>Student Variables</th>
<th>School/District Variables</th>
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### State Assessment

**Table IV**

Variables Used to Aid Interpretation of Data

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<th>State</th>
<th>Student Variables</th>
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<th>Amount homework</th>
<th>Type handicap</th>
<th>Validity of performance</th>
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Data is analyzed by race, language spoken at home, bilingual education status, and number of years in New Mexico schools.
### State Assessment

**Table IV**

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<tr>
<th>Student Variables</th>
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<td>Race, ethnicity, dropout rate, annual attendance rates, number of students with limited English proficiency, ratio of students to support staff, pupil mobility data.</td>
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### State Assessment

#### Variables Used to Aid Interpretation

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**Oklahoma - No state program**

- N: No

**Oregon**

- N: No

**Pennsylvania**

- Y: Yes

**Rhode Island**

- Y: Yes

**South Carolina**

- Y: Yes

---

**PAL:** Family occupation, education (grades 11-12—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.

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**Notes:** Class size tuition; per pupil expenditure; teacher data (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.
### State Assessment

**Table IV**

Variables Used to Aid Interpretation of Data

<table>
<thead>
<tr>
<th>State</th>
<th>Student Variables</th>
<th>School/district Variables</th>
<th>Notes/Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Family income</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Race/ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TV viewing time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Amount homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Type handicapped</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Teacher validity performance</td>
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</tr>
<tr>
<td></td>
<td>Other</td>
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</tr>
<tr>
<td></td>
<td>Title I or SES</td>
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</tr>
<tr>
<td></td>
<td>School/district size</td>
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<td>Urban, suburban, rural</td>
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<td>Tennessee</td>
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<tr>
<td>Texas - No state program</td>
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<tr>
<td>Vermont - No state program</td>
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Some was done in the 1960's, but no longer.
## State Assessment

### Variables Used to Aid Interpretation of Data

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<thead>
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<th>State</th>
<th>Family income</th>
<th>Number of parents</th>
<th>Race/ethnicity</th>
<th>TV viewing time</th>
<th>Type of handi-cap</th>
<th>Teacher/score validity of performance</th>
<th>Sex</th>
<th>Other</th>
<th>Title I or SES</th>
<th>School/District size</th>
<th>Notes/Other</th>
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</tr>
</tbody>
</table>

If in bilingual program, state remediation program, Indian education.

Sex information used in-house only.

NAEP = National Assessment of Educational Progress

Note: ns = not specified.