

# **Appendix K**

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## *Purposes of Variables in Student Data Collection Plan*



**Purposes of Variables in Student Data Collection Plan**

Page No.	Text of Item	Description of Use	Topic	Purpose									
				Outcome	Covariate	Mediating Variable	Moderating Variable	Descriptive Comparison – Treatment Group	Descriptive Comparison – National	E-1 – Resident Student Achievement	E-2 – Minority Group Isolation	E-3 – Non-resident Student Achievement	E-4 – Program Evolution
2	a. Student ID code(s)	Link individual student's data from different data files	Identification code							X		X	
2	b. Age/birthdate	Description of samples	Student Background—age		X			X		X		X	
2	c. Grade	Description of sample	Student Background—grade level		X			X		X		X	
2	d. Gender	Description of samples	Student Background—gender		X		X	X		X		X	
2	e. Race/ethnic group	Test for baseline equivalence (schools and lottery students) Test for reduction in minority group isolation Test for differential impact of magnet schools by race/ethnic group	Student Background—race/ethnic group				X	X		X	X	X	
2	f. Free lunch status	Test for baseline equivalence (schools and lottery students) Test for reduction in minority group isolation Test for differential achievement impact of magnet schools by income	Student Background—socioeconomic status indicator				X	X		X	X	X	

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				Outcome	Covariate	Mediating Variable	Moderating Variable	Descriptive Comparison – Treatment Groups	Descriptive Comparison – National	E-1 – Resident Student Achievement	E-2 – Minority Group Isolation	E-3 – Non-resident Student Achievement	E-4 – Program Evolution
2	g. Reduced-price lunch status	Test for baseline equivalence (schools and lottery students) Test for reduction in minority group isolation Test for differential achievement impact of magnet schools by income	Student Background— socioeconomic status indicator				X	X		X	X	X	
2	h. Parental education	Test for baseline equivalence (schools and lottery students) Test for reduction in minority group isolation Test for differential achievement impact of magnet schools by income	Student Background— socioeconomic status indicator				X	X		X	X	X	
2	i. Other local poverty indicator	Test for baseline equivalence (schools and lottery students) Test for reduction in minority group isolation Test for differential achievement impact of magnet schools by income	Student Background— socioeconomic status indicator				X	X		X	X	X	
2	j. English language status/level	Test for baseline equivalence (schools and lottery students) Test for reduction in minority group isolation Test for differential achievement impact of magnet schools by second language status	Student Background— second language indicator				X	X		X	X	X	

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				Outcome	Covariate	Mediating Variable	Moderating Variable	Descriptive Comparison – Treatment Groups	Descriptive Comparison – National	E-1 – Resident Student Achievement	E-2 – Minority Group Isolation	E-3 – Non-resident Student Achievement	E-4 – Program Evolution
2	k. Home language	Test for baseline equivalence (schools and lottery students) Test for reduction in minority group isolation Test for differential achievement impact of magnet schools by second language status	Student Background—second language indicator				X	X		X	X	X	
2	l. Special education status (e.g., IEP) and classification	Test for baseline equivalence (schools and lottery students) Test for differential achievement impact of magnet schools for educationally disadvantaged students	Student Background—disadvantage indicator				X	X		X	X	X	
2	m. Eligibility for Title 1 services	Test for baseline equivalence (schools and lottery students) Test for differential achievement impact of magnet schools for educationally disadvantaged students	Student Background—disadvantage indicator				X	X		X	X	X	
2	n. School name/ code	Data records management	School identifier										
2	o. School address	Data records management	School identifier										
2	p. Classroom assignment (e.g., teacher name or code number)	Data records management	Classroom Assignment								X		
2	q. Date(s) enrolled in school	Assess mobility of magnet and comparison students	Attendance					X		X		X	

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2	r. Attendance/absence days	Assess mobility of magnet and comparison students	Attendance					X		X		X	
2	s. English language arts scores on tests administered district-wide	Academic outcome variable	Test Scores	X						X		X	
2	t. Mathematics scores on tests administered district-wide	Academic outcome variable	Test Scores	X						X		X	
2	u. Student's "home" attendance area	Verify/determine resident/non-resident status	Residence							X		X	
2	v. Indicator that the student is attending a school outside his/her attendance area	Verify/determine resident/non-resident status	Magnet School Lottery Information							X		X	
2	w. Indicator of why the student is enrolled in a school outside his attendance area (e.g., open enrollment choice, magnet)	Verify/determine resident/non-resident status	Magnet School Lottery Information									X	
2	x. Student's zip code	Verify/determine resident/non-resident status	Residence							X		X	
2	y. To what out-of-attendance-area schools did the child apply and in what preference order, if any?	Determine student magnet preferences and lottery membership	Student Lottery Applications									X	

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2	z. Into which out-of-attendance-area school(s) was the child selected?	Determine student’s lottery placement	Student Lottery Admissions									X	
3	a. Gender	Test for within-school desegregation.	Classroom Characteristics	X								X	
3	b. Race/ethnic group	Test for within-school desegregation.	Classroom Characteristics	X								X	
3	c. Free/ reduced price lunch status	Test for within-school desegregation.	Classroom Characteristics	X								X	
3	d. Parental education	Test for within-school desegregation.	Classroom Characteristics	X								X	
3	e. Resident status (e.g., attendance zone, zip code)	Test for within-school desegregation.	Classroom Characteristics	X								X	
3	f. English language status/level	Test for within-school desegregation.	Classroom Characteristics	X								X	
3	g. Home language	Test for within-school desegregation.	Classroom Characteristics	X								X	
3	h. Special education status—e.g., student has an individualized education plan (IEP)	Test for within-school desegregation.	Classroom Characteristics	X								X	
3	i. Eligibility for Title 1 services	Test for within-school desegregation.	Classroom Characteristics	X								X	