APPENDIX F

Additional Equity Cross-tabulations

Additional Equity Cross-tabulations

Chapters 2–7 report data on several key indicators, disaggregated by one or more equity factors: the prior achievement level of students in the class, the percentage of non-Asian minority students in the class, the percentage of students in the school eligible for free/reduced-price lunch, school size, community type, and region. This appendix includes data on each of these indicators by all relevant equity factors. Each table title includes a reference to the related table in the body of the report.

Table F-1 (Table 2.3 – Science)
Science Classes Taught by Teachers with Varying Experience Teaching Science, by Equity Factors

	Percent of Classes									
	0–2 years		3–5 years		6–10 years		11–20 years		≥ 21 years	
Prior Achievement Level of Class										
Mostly High Achievers	12	(1.7)	13	(1.5)	24	(2.7)	31	(3.1)	21	(2.4)
Average/Mixed Achievers	15	(1.1)	17	(1.4)	23	(1.2)	29	(1.3)	16	(1.2)
Mostly Low Achievers	18	(2.8)	17	(2.7)	27	(4.2)	27	(3.7)	11	(1.8)
Percent of Non-Asian Minority Students in Class										
Lowest Quartile	14	(1.9)	15	(1.9)	20	(2.2)	32	(2.6)	19	(2.1)
Second Quartile	12	(1.5)	14	(1.8)	22	(2.6)	31	(2.2)	21	(2.6)
Third Quartile	12	(1.3)	15	(1.9)	26	(2.2)	32	(2.5)	15	(1.6)
Highest Quartile	21	(2.3)	19	(2.2)	24	(1.9)	24	(2.0)	11	(1.2)
Percent of Students in School Eligible for FRL										
Lowest Quartile	10	(1.3)	15	(1.8)	26	(2.3)	34	(2.5)	15	(1.6)
Second Quartile	11	(1.4)	16	(2.0)	23	(2.0)	30	(1.9)	20	(2.2)
Third Quartile	16	(1.7)	16	(1.7)	21	(2.0)	30	(2.0)	17	(1.6)
Highest Quartile	23	(2.6)	22	(2.5)	23	(2.1)	21	(2.2)	11	(1.4)
School Size										
Smallest Schools	14	(1.6)	17	(1.6)	24	(2.7)	29	(2.0)	16	(1.7)
Second Group	16	(1.9)	17	(2.2)	23	(2.3)	29	(1.7)	16	(1.8)
Third Group	15	(1.5)	17	(1.8)	23	(1.9)	26	(1.7)	18	(2.0)
Largest Schools	14	(2.0)	16	(1.5)	23	(2.0)	32	(2.6)	14	(1.5)
Community Type										
Rural	13	(1.1)	16	(1.5)	22	(1.8)	34	(2.2)	16	(1.7)
Suburban	15	(1.3)	16	(1.5)	25	(1.4)	28	(1.6)	16	(1.3)
Urban	16	(1.9)	18	(1.7)	23	(2.1)	27	(2.0)	16	(1.6)
Region										
Midwest	12	(1.4)	14	(1.4)	21	(1.9)	33	(2.3)	19	(1.7)
Northeast	14	(2.4)	19	(3.1)	23	(2.9)	29	(2.1)	15	(2.1)
South	18	(1.5)	17	(1.4)	24	(1.4)	26	(1.8)	15	(1.2)
West	11	(1.7)	18	(1.9)	24	(2.6)	31	(2.2)	16	(1.9)

Table F-2 (Table 2.3 – Mathematics)
Mathematics Classes Taught by Teachers with Varying Experience Teaching Mathematics, by Equity Factors

	Percent of Classes									
	0–2 years		3–5 years		6–10 years		11–20 years		≥ 21 years	
Prior Achievement Level of Class										
Mostly High Achievers	8	(1.5)	12	(1.5)	22	(2.4)	32	(2.3)	26	(1.9)
Average/Mixed Achievers	13	(1.0)	16	(1.0)	23	(1.1)	29	(1.2)	18	(1.1)
Mostly Low Achievers	15	(2.0)	14	(1.8)	22	(2.1)	33	(2.4)	16	(2.0)
Percent of Non-Asian Minority Students in Class										
Lowest Quartile	12	(1.6)	11	(1.3)	20	(1.9)	32	(2.2)	24	(2.1)
Second Quartile	8	(1.2)	14	(1.4)	24	(1.8)	34	(2.0)	20	(1.6)
Third Quartile	15	(1.8)	16	(1.6)	21	(1.6)	27	(1.9)	21	(1.8)
Highest Quartile	14	(1.8)	16	(1.5)	25	(1.8)	32	(2.1)	13	(1.4)
Percent of Students in School Eligible for FRL										
Lowest Quartile	12	(2.2)	13	(1.4)	24	(1.9)	30	(2.1)	22	(2.0)
Second Quartile	12	(1.0)	13	(1.4)	24	(1.7)	32	(2.0)	19	(1.5)
Third Quartile	12	(1.4)	16	(1.8)	22	(1.8)	30	(1.8)	21	(1.6)
Highest Quartile	14	(1.6)	19	(1.9)	21	(1.7)	31	(2.1)	15	(1.6)
School Size										
Smallest Schools	16	(1.9)	14	(1.4)	21	(1.8)	30	(2.0)	20	(1.9)
Second Group	11	(1.1)	17	(1.8)	21	(1.4)	30	(1.8)	22	(1.7)
Third Group	11	(1.4)	15	(1.6)	24	(1.6)	31	(1.8)	18	(1.6)
Largest Schools	13	(1.7)	14	(1.4)	24	(1.8)	32	(2.0)	17	(2.0)
Community Type										
Rural	13	(1.6)	15	(1.6)	21	(1.6)	31	(2.1)	20	(1.7)
Suburban	12	(1.2)	14	(1.0)	24	(1.1)	31	(1.4)	19	(1.3)
Urban	14	(1.2)	16	(1.7)	21	(1.6)	29	(1.8)	19	(1.7)
Region										
Midwest	12	(1.5)	15	(1.9)	21	(2.0)	30	(1.9)	22	(1.8)
Northeast	10	(1.6)	15	(1.7)	22	(1.9)	33	(2.2)	20	(2.4)
South	16	(1.5)	16	(1.2)	23	(1.2)	28	(1.5)	17	(1.3)
West	8	(1.0)	13	(1.5)	25	(2.0)	36	(2.5)	19	(1.7)

Table F-3 (Table 2.6)
Secondary Teachers with a Degree in Discipline, by Equity Factors

	Percent of Teachers	
	Science	**Mathematics**
Prior Achievement Level of Class		
Mostly High Achievers	76 (2.7)	61 (2.8)
Average/Mixed Achievers	60 (1.9)	53 (2.2)
Mostly Low Achievers	50 (4.5)	49 (2.9)
Percent of Non-Asian Minority Students in Class		
Lowest Quartile	68 (3.6)	64 (3.1)
Second Quartile	65 (3.7)	57 (3.0)
Third Quartile	62 (3.1)	54 (2.8)
Highest Quartile	58 (3.6)	44 (3.1)
Percent of Students in School Eligible for FRL		
Lowest Quartile	68 (3.1)	56 (3.5)
Second Quartile	57 (3.3)	53 (2.8)
Third Quartile	62 (3.7)	54 (3.1)
Highest Quartile	58 (3.9)	51 (3.7)
School Size		
Smallest Schools	60 (3.3)	53 (2.9)
Second Group	64 (3.5)	55 (3.3)
Third Group	63 (3.1)	56 (2.4)
Largest Schools	62 (3.9)	53 (3.4)
Community Type		
Rural	59 (2.8)	55 (3.2)
Suburban	63 (2.3)	55 (2.2)
Urban	63 (3.8)	52 (2.7)
Region		
Midwest	61 (3.9)	63 (3.4)
Northeast	68 (3.2)	61 (3.2)
South	62 (2.4)	51 (2.2)
West	60 (3.4)	43 (3.7)

Table F-4 (Table 2.19)
Secondary Science Classes Taught by Teachers with Substantial Background† in Subject of Selected Class, by Equity Factors

	Percent of Classes	
Prior Achievement Level of Class		
Mostly High Achievers	69	(2.9)
Average/Mixed Achievers	64	(2.1)
Mostly Low Achievers	57	(6.4)
Percent of Non-Asian Minority Students in Class		
Lowest Quartile	63	(4.1)
Second Quartile	69	(3.0)
Third Quartile	63	(2.9)
Highest Quartile	62	(3.6)
Percent of Students in School Eligible for FRL		
Lowest Quartile	67	(2.5)
Second Quartile	67	(3.1)
Third Quartile	61	(4.1)
Highest Quartile	65	(4.4)
School Size		
Smallest Schools	61	(3.5)
Second Group	70	(3.1)
Third Group	65	(3.1)
Largest Schools	61	(3.3)
Community Type		
Rural	66	(3.8)
Suburban	65	(2.3)
Urban	61	(2.7)
Region		
Midwest	70	(3.4)
Northeast	74	(3.1)
South	58	(2.3)
West	60	(4.5)

† Defined as having either a degree or at least three advanced courses in the subject of their selected class.

Table F-5 (Table 2.35)
Class Mean Scores for Science Teacher Perceptions of Preparedness Composites, by Equity Factors

	Mean Score			
	Teach Students from Diverse Backgrounds	**Encourage Students' Interest in Science**	**Teach Science Content†**	**Implement Instruction in Particular Unit**
Prior Achievement Level of Class				
Mostly High Achievers	57 (1.8)	80 (1.3)	83 (1.1)	84 (1.0)
Average/Mixed Achievers	56 (1.0)	69 (1.2)	79 (0.8)	77 (0.5)
Mostly Low Achievers	51 (2.5)	65 (2.8)	73 (3.7)	75 (1.1)
Percent of Non-Asian Minority Students in Class				
Lowest Quartile	54 (1.8)	72 (1.8)	79 (1.6)	80 (1.0)
Second Quartile	54 (1.6)	70 (1.7)	81 (1.0)	79 (0.9)
Third Quartile	57 (1.4)	72 (1.5)	80 (1.1)	79 (0.9)
Highest Quartile	55 (1.4)	65 (2.4)	79 (1.7)	76 (1.0)
Percent of Students in School Eligible for FRL				
Lowest Quartile	60 (2.0)	74 (1.9)	81 (1.0)	79 (1.0)
Second Quartile	57 (1.5)	70 (1.8)	80 (1.1)	80 (0.6)
Third Quartile	54 (1.4)	67 (2.8)	79 (1.3)	76 (0.9)
Highest Quartile	54 (1.7)	68 (1.6)	80 (1.7)	76 (1.1)
School Size				
Smallest Schools	55 (1.6)	70 (1.7)	77 (2.0)	78 (0.9)
Second Group	53 (1.7)	68 (2.1)	81 (1.1)	77 (1.1)
Third Group	59 (1.3)	73 (1.6)	80 (1.1)	79 (0.9)
Largest Schools	56 (1.2)	69 (2.4)	81 (1.8)	78 (0.9)
Community Type				
Rural	54 (1.4)	69 (1.8)	79 (1.0)	79 (0.9)
Suburban	57 (1.3)	71 (1.4)	80 (1.0)	79 (0.6)
Urban	55 (1.3)	70 (2.3)	79 (2.1)	76 (1.1)
Region				
Midwest	54 (1.4)	69 (1.7)	80 (1.4)	77 (1.1)
Northeast	56 (2.4)	73 (2.6)	81 (1.3)	79 (1.2)
South	56 (1.1)	68 (1.4)	79 (1.1)	78 (0.6)
West	57 (1.7)	73 (2.0)	79 (2.5)	77 (0.9)

† Perceptions of Preparedness to Teach Science Content score was computed only for non-self-contained classes and is based on content in the randomly selected class.

Table F-6 (Table 2.38)
Class Mean Scores for Mathematics Teacher Perceptions of Preparedness Composites, by Equity Factors

	Mean Score			
	Teach Students from Diverse Backgrounds	Encourage Students' Interest in Mathematics	Teach Mathematics Content†	Implement Instruction in Particular Unit
Prior Achievement Level of Class				
Mostly High Achievers	59 (1.4)	79 (1.3)	86 (0.5)	88 (0.7)
Average/Mixed Achievers	58 (0.8)	78 (0.8)	81 (0.6)	83 (0.5)
Mostly Low Achievers	58 (1.5)	75 (1.5)	80 (0.8)	83 (0.8)
Percent of Non-Asian Minority Students in Class				
Lowest Quartile	55 (1.5)	75 (1.4)	82 (1.0)	85 (0.7)
Second Quartile	57 (1.2)	78 (1.2)	85 (0.6)	85 (0.7)
Third Quartile	59 (1.2)	78 (1.2)	82 (0.8)	84 (0.7)
Highest Quartile	61 (1.4)	79 (1.3)	81 (0.9)	83 (0.8)
Percent of Students in School Eligible for FRL				
Lowest Quartile	58 (1.4)	76 (1.5)	85 (0.6)	86 (0.7)
Second Quartile	60 (1.3)	79 (1.3)	82 (0.9)	85 (0.6)
Third Quartile	57 (1.2)	77 (1.2)	82 (1.0)	84 (0.7)
Highest Quartile	61 (1.6)	79 (1.5)	81 (1.0)	82 (0.8)
School Size				
Smallest Schools	53 (1.1)	75 (1.4)	80 (0.9)	84 (0.8)
Second Group	57 (1.1)	78 (1.0)	82 (0.8)	84 (0.6)
Third Group	61 (1.2)	78 (1.2)	84 (0.7)	84 (0.6)
Largest Schools	62 (1.5)	80 (1.4)	83 (0.7)	85 (0.7)
Community Type				
Rural	57 (1.3)	77 (1.2)	82 (0.8)	84 (0.7)
Suburban	59 (1.0)	78 (0.9)	83 (0.5)	85 (0.4)
Urban	59 (1.2)	78 (1.3)	81 (0.8)	83 (0.7)
Region				
Midwest	55 (1.6)	76 (1.3)	83 (0.9)	83 (0.8)
Northeast	59 (1.3)	77 (1.6)	84 (1.1)	86 (0.7)
South	59 (1.0)	79 (0.9)	82 (0.6)	84 (0.6)
West	61 (1.6)	77 (1.6)	81 (1.0)	83 (0.7)

† Perceptions of Preparedness to Teach Mathematics Content score was computed only for non-self-contained classes.

Table F-7 (Table 3.4)
Classes Taught by Teachers with More than 35 Hours of Professional Development in the Last Three Years, by Subject and Equity Factors

	Percent of Classes	
	Science	**Mathematics**
Prior Achievement Level of Class		
Mostly High Achievers	33 (2.6)	28 (1.8)
Average/Mixed Achievers	19 (1.0)	20 (1.0)
Mostly Low Achievers	25 (2.8)	30 (2.2)
Percent of Non-Asian Minority Students in Class		
Lowest Quartile	20 (1.9)	19 (1.6)
Second Quartile	19 (1.5)	21 (1.4)
Third Quartile	27 (2.0)	23 (1.7)
Highest Quartile	23 (2.0)	29 (1.9)
Percent of Students in School Eligible for FRL		
Lowest Quartile	23 (1.8)	21 (2.2)
Second Quartile	20 (1.9)	23 (1.9)
Third Quartile	20 (2.0)	23 (1.6)
Highest Quartile	26 (2.7)	29 (2.0)
School Size		
Smallest Schools	20 (2.1)	20 (1.8)
Second Group	19 (2.1)	22 (1.7)
Third Group	24 (1.8)	22 (1.6)
Largest Schools	25 (1.9)	30 (2.1)
Community Type		
Rural	22 (2.2)	21 (1.7)
Suburban	20 (1.1)	22 (1.2)
Urban	27 (2.1)	28 (1.9)
Region		
Midwest	18 (1.8)	17 (1.4)
Northeast	21 (2.6)	23 (2.2)
South	23 (1.4)	26 (1.4)
West	27 (2.6)	27 (2.0)

Table F-8 (Table 3.10)
Class Mean Scores for the Quality of Professional Development Composite, by Subject and Equity Factors

	Mean Score	
	Science	**Mathematics**
Prior Achievement Level of Class		
Mostly High Achievers	66 (2.0)	65 (1.1)
Average/Mixed Achievers	60 (0.9)	64 (0.7)
Mostly Low Achievers	60 (2.7)	64 (1.2)
Percent of Non-Asian Minority Students in Class		
Lowest Quartile	56 (2.0)	58 (1.2)
Second Quartile	61 (1.7)	64 (1.1)
Third Quartile	62 (1.5)	67 (1.5)
Highest Quartile	65 (1.5)	66 (1.1)
Percent of Students in School Eligible for FRL		
Lowest Quartile	60 (1.6)	65 (1.7)
Second Quartile	61 (1.7)	63 (1.2)
Third Quartile	64 (2.2)	64 (1.2)
Highest Quartile	62 (1.4)	65 (1.4)
School Size		
Smallest Schools	56 (2.1)	61 (1.4)
Second Group	62 (1.6)	63 (1.3)
Third Group	63 (1.3)	64 (0.9)
Largest Schools	63 (1.3)	68 (1.4)
Community Type		
Rural	59 (1.8)	62 (1.0)
Suburban	62 (1.1)	64 (0.9)
Urban	62 (1.7)	66 (1.3)
Region		
Midwest	59 (1.6)	60 (1.2)
Northeast	59 (2.4)	64 (1.3)
South	63 (1.3)	67 (1.1)
West	63 (1.5)	64 (1.5)

Table F-9 (Table 3.16)
Class Mean Scores on the Extent to Which Professional Development/Coursework Focused on Student-Centered Instruction Composite, by Subject and Equity Factors

	Mean Score	
	Science	**Mathematics**
Prior Achievement Level of Class		
Mostly High Achievers	59 (2.3)	45 (1.9)
Average/Mixed Achievers	48 (1.3)	48 (1.2)
Mostly Low Achievers	51 (3.8)	51 (1.5)
Percent of Non-Asian Minority Students in Class		
Lowest Quartile	45 (2.1)	42 (1.8)
Second Quartile	49 (2.1)	44 (1.7)
Third Quartile	51 (2.8)	50 (1.5)
Highest Quartile	53 (2.6)	55 (1.7)
Percent of Students in School Eligible for FRL		
Lowest Quartile	53 (2.4)	48 (1.7)
Second Quartile	47 (2.0)	49 (1.9)
Third Quartile	47 (2.9)	48 (1.6)
Highest Quartile	53 (2.6)	51 (1.8)
School Size		
Smallest Schools	49 (2.2)	41 (2.0)
Second Group	46 (2.6)	47 (1.3)
Third Group	49 (2.3)	50 (1.6)
Largest Schools	55 (2.9)	53 (1.9)
Community Type		
Rural	49 (2.2)	45 (1.9)
Suburban	48 (1.6)	49 (1.1)
Urban	54 (2.5)	49 (1.6)
Region		
Midwest	43 (2.3)	40 (1.9)
Northeast	49 (2.7)	48 (1.8)
South	56 (1.7)	54 (1.1)
West	44 (2.9)	45 (1.8)

Table F-10 (Table 3.33)
Schools Providing Various Services to Science Teachers, by Equity Factors

	Percent of Schools		
	Science-Focused Study Groups	One-on-One Science-Focused Coaching	Assistance to Science Teachers in Need[†]
Percent of Students in School Eligible for FRL			
Lowest Quartile	34 (4.7)	16 (3.1)	81 (4.0)
Second Quartile	34 (4.1)	17 (3.9)	78 (3.3)
Third Quartile	49 (4.0)	18 (2.6)	79 (3.6)
Highest Quartile	40 (4.2)	28 (3.8)	86 (3.0)
School Size			
Smallest Schools	35 (4.6)	14 (2.4)	82 (2.8)
Second Group	41 (4.2)	21 (3.0)	80 (3.3)
Third Group	41 (4.1)	24 (3.1)	83 (3.5)
Largest Schools	49 (3.9)	30 (4.1)	81 (3.8)
Community Type			
Rural	42 (4.4)	11 (2.2)	80 (3.1)
Suburban	38 (3.2)	20 (2.1)	83 (2.3)
Urban	38 (4.0)	30 (2.8)	80 (3.7)
Region			
Midwest	39 (5.3)	11 (2.0)	76 (4.1)
Northeast	34 (4.6)	28 (5.0)	88 (3.0)
South	43 (3.8)	24 (2.3)	85 (2.2)
West	39 (4.5)	18 (3.5)	76 (4.1)

[†] Assistance defined as guidance from a formally designated mentor or coach; seminars, classes, and/or study groups; or a higher level of supervision than for other teachers.

Table F-11 (Table 3.34)
Schools Providing Various Services to Mathematics Teachers, by Equity Factors

	Percent of Schools		
	Mathematics-Focused Study Groups	One-on-One Mathematics-Focused Coaching	Assistance to Mathematics Teachers in Need[†]
Percent of Students in School Eligible for FRL			
Lowest Quartile	39 (4.8)	22 (3.6)	76 (5.5)
Second Quartile	46 (4.9)	26 (4.5)	87 (4.0)
Third Quartile	56 (4.0)	29 (3.8)	90 (3.0)
Highest Quartile	61 (4.4)	41 (3.9)	81 (3.3)
School Size			
Smallest Schools	40 (4.4)	22 (3.0)	78 (4.2)
Second Group	52 (4.5)	30 (3.3)	86 (3.6)
Third Group	55 (3.8)	31 (3.5)	87 (2.8)
Largest Schools	67 (4.1)	43 (4.1)	91 (2.7)
Community Type			
Rural	48 (4.5)	18 (2.8)	84 (3.5)
Suburban	47 (3.4)	25 (2.5)	85 (3.0)
Urban	54 (4.2)	47 (4.0)	80 (3.2)
Region			
Midwest	49 (4.6)	17 (2.9)	77 (5.5)
Northeast	37 (4.9)	30 (4.9)	88 (3.5)
South	54 (3.7)	33 (3.1)	92 (1.8)
West	55 (5.1)	35 (3.7)	74 (4.6)

[†] Assistance defined as guidance from a formally designated mentor or coach; seminars, classes, and/or study groups; or a higher level of supervision than for other teachers.

Table F-12 (Table 4.7)
Average Number of AP Science Courses Offered at High Schools, by Equity Factors

	Average Number of Courses
Percent of Students in School Eligible for FRL	
Lowest Quartile	2.0 (0.2)
Second Quartile	1.5 (0.3)
Third Quartile	1.1 (0.2)
Highest Quartile	1.1 (0.2)
School Size	
Smallest Schools	0.7 (0.1)
Second Group	1.2 (0.2)
Third Group	2.1 (0.2)
Largest Schools	2.8 (0.2)
Community Type	
Rural	0.7 (0.1)
Suburban	1.7 (0.2)
Urban	1.7 (0.3)
Region	
Midwest	0.8 (0.1)
Northeast	1.9 (0.2)
South	1.3 (0.1)
West	1.4 (0.2)

Table F-13 (Table 4.10)
Average Percentage of 8th Graders Completing Algebra I and Geometry Prior to 9th Grade, by Equity Factors

	Percent of 8th Grade Students	
	Algebra 1	Geometry
Percent of Students in School Eligible for FRL		
Lowest Quartile	46 (6.1)	13 (3.4)
Second Quartile	26 (4.5)	2 (0.6)
Third Quartile	31 (5.9)	2 (0.8)
Highest Quartile	28 (3.9)	6 (1.9)
School Size		
Smallest Schools	33 (4.6)	4 (1.4)
Second Group	34 (4.1)	7 (2.3)
Third Group	39 (4.0)	5 (1.8)
Largest Schools	42 (3.1)	5 (0.7)
Community Type		
Rural	27 (4.4)	3 (1.7)
Suburban	38 (3.2)	5 (1.5)
Urban	42 (4.7)	7 (1.9)
Region		
Midwest	31 (4.4)	4 (1.5)
Northeast	42 (6.2)	7 (2.9)
South	27 (3.4)	4 (1.4)
West	46 (6.3)	6 (2.2)

Table F-14 (Table 4.14)
Average Number of AP Mathematics Courses Offered at High Schools, by Equity Factors

	Average Number of Courses
Percent of Students in School Eligible for FRL	
Lowest Quartile	1.4 (0.2)
Second Quartile	1.1 (0.2)
Third Quartile	0.8 (0.1)
Highest Quartile	0.7 (0.1)
School Size	
Smallest Schools	0.6 (0.1)
Second Group	0.9 (0.1)
Third Group	1.6 (0.1)
Largest Schools	2.1 (0.1)
Community Type	
Rural	0.6 (0.1)
Suburban	1.2 (0.1)
Urban	1.3 (0.2)
Region	
Midwest	0.8 (0.1)
Northeast	1.3 (0.2)
South	1.0 (0.1)
West	1.0 (0.1)

Table F-15 (Table 5.7)
Science Class Mean Scores on the
Reform-Oriented Instructional Objectives Composite, by Equity Factors

	Mean Score	
Prior Achievement Level of Class		
Mostly High Achievers	86	(0.6)
Average/Mixed Achievers	81	(0.4)
Mostly Low Achievers	77	(1.5)
Percent of Non-Asian Minority Students in Class		
Lowest Quartile	82	(0.8)
Second Quartile	81	(0.6)
Third Quartile	81	(0.9)
Highest Quartile	80	(0.9)
Percent of Students in School Eligible for FRL		
Lowest Quartile	84	(0.8)
Second Quartile	80	(0.8)
Third Quartile	81	(0.8)
Highest Quartile	80	(0.9)
School Size		
Smallest Schools	81	(0.7)
Second Group	81	(0.7)
Third Group	81	(0.8)
Largest Schools	82	(0.9)
Community Type		
Rural	81	(0.8)
Suburban	81	(0.6)
Urban	81	(0.7)
Region		
Midwest	80	(0.8)
Northeast	81	(0.9)
South	82	(0.6)
West	79	(0.9)

Table F-16 (Table 5.10)
Mathematics Class Mean Scores on the Reform-Oriented Instructional Objectives Composite, by Equity Factors

	Mean Score	
Prior Achievement Level of Class		
Mostly High Achievers	85	(0.6)
Average/Mixed Achievers	80	(0.4)
Mostly Low Achievers	77	(0.7)
Percent of Non-Asian Minority Students in Class		
Lowest Quartile	80	(0.7)
Second Quartile	80	(0.5)
Third Quartile	80	(0.6)
Highest Quartile	81	(0.6)
Percent of Students in School Eligible for FRL		
Lowest Quartile	82	(0.8)
Second Quartile	79	(0.6)
Third Quartile	80	(0.6)
Highest Quartile	80	(0.8)
School Size		
Smallest Schools	79	(0.8)
Second Group	79	(0.6)
Third Group	81	(0.6)
Largest Schools	82	(0.7)
Community Type		
Rural	80	(0.7)
Suburban	80	(0.4)
Urban	81	(0.7)
Region		
Midwest	79	(0.6)
Northeast	80	(0.6)
South	83	(0.5)
West	77	(0.7)

Table F-17 (Table 5.16)
Class Mean Scores on Science Teaching Practice Composites, by Equity Factors

	Mean Score	
	Use of Reform-Oriented Teaching Practices	**Use of Instructional Technology**
Prior Achievement Level of Class		
Mostly High Achievers	63 (0.8)	33 (1.6)
Average/Mixed Achievers	60 (0.4)	27 (0.8)
Mostly Low Achievers	59 (1.1)	25 (1.7)
Percent of Non-Asian Minority Students in Class		
Lowest Quartile	60 (0.6)	28 (1.2)
Second Quartile	60 (0.9)	28 (1.2)
Third Quartile	59 (0.8)	27 (1.1)
Highest Quartile	61 (0.8)	25 (1.4)
Percent of Students in School Eligible for FRL		
Lowest Quartile	63 (0.8)	29 (1.0)
Second Quartile	60 (0.9)	28 (1.3)
Third Quartile	60 (0.6)	27 (1.4)
Highest Quartile	60 (0.9)	26 (1.2)
School Size		
Smallest Schools	59 (0.9)	30 (1.1)
Second Group	60 (0.7)	25 (1.1)
Third Group	61 (0.7)	28 (1.2)
Largest Schools	61 (0.8)	27 (1.3)
Community Type		
Rural	59 (0.7)	28 (1.1)
Suburban	60 (0.7)	27 (0.8)
Urban	62 (0.7)	27 (1.3)
Region		
Midwest	58 (0.7)	27 (1.0)
Northeast	61 (1.1)	27 (1.5)
South	61 (0.6)	28 (1.1)
West	61 (1.0)	27 (1.5)

Table F-18 (Table 5.24)
Class Mean Scores on Mathematics Teaching Practice Composites, by Equity Factors

	Mean Score	
	Use of Reform-Oriented Teaching Practices	**Use of Instructional Technology**
Prior Achievement Level of Class		
Mostly High Achievers	74 (0.7)	27 (1.3)
Average/Mixed Achievers	72 (0.5)	28 (0.9)
Mostly Low Achievers	70 (0.9)	30 (1.1)
Percent of Non-Asian Minority Students in Class		
Lowest Quartile	71 (0.8)	27 (1.2)
Second Quartile	72 (0.7)	27 (1.4)
Third Quartile	72 (0.7)	30 (1.4)
Highest Quartile	73 (0.7)	29 (1.4)
Percent of Students in School Eligible for FRL		
Lowest Quartile	74 (0.8)	27 (1.4)
Second Quartile	71 (0.8)	29 (1.6)
Third Quartile	73 (0.6)	29 (1.5)
Highest Quartile	72 (0.9)	31 (1.9)
School Size		
Smallest Schools	72 (0.9)	31 (1.4)
Second Group	71 (0.9)	29 (1.5)
Third Group	72 (0.6)	28 (1.4)
Largest Schools	73 (0.9)	26 (1.7)
Community Type		
Rural	71 (0.8)	29 (1.5)
Suburban	72 (0.5)	28 (0.9)
Urban	73 (0.8)	28 (1.5)
Region		
Midwest	69 (0.7)	28 (1.5)
Northeast	75 (0.7)	28 (1.8)
South	74 (0.6)	31 (1.2)
West	68 (0.9)	23 (1.4)

Table F-19 (Table 5.31)
Classes Required to Take External Assessments Two or More Times per Year, by Subject and Equity Factors

	Percent of Classes	
	Science	**Mathematics**
Prior Achievement Level of Class		
Mostly High Achievers	36 (3.1)	60 (2.6)
Average/Mixed Achievers	36 (1.7)	71 (1.4)
Mostly Low Achievers	53 (3.6)	76 (2.2)
Percent of Non-Asian Minority Students in Class		
Lowest Quartile	26 (2.4)	56 (2.4)
Second Quartile	30 (2.6)	65 (2.0)
Third Quartile	38 (3.3)	71 (2.1)
Highest Quartile	52 (2.4)	83 (1.5)
Percent of Students in School Eligible for FRL		
Lowest Quartile	33 (2.9)	66 (2.4)
Second Quartile	35 (2.4)	73 (1.9)
Third Quartile	45 (3.5)	75 (1.9)
Highest Quartile	50 (3.0)	81 (1.7)
School Size		
Smallest Schools	30 (3.0)	61 (2.7)
Second Group	36 (3.0)	68 (2.2)
Third Group	39 (3.3)	75 (1.8)
Largest Schools	47 (2.6)	75 (1.9)
Community Type		
Rural	34 (2.6)	69 (2.0)
Suburban	39 (2.0)	68 (1.7)
Urban	40 (2.9)	74 (2.0)
Region		
Midwest	33 (2.2)	65 (2.1)
Northeast	21 (3.0)	60 (3.3)
South	50 (2.7)	75 (1.7)
West	33 (3.4)	72 (2.2)

Table F-20 (Table 6.16)
Availability† of Instructional Technologies in Science Classes, by Equity Factors

	Percent of Classes			
	Graphing Calculators	Non-graphing Calculators	Probes For Collecting Data	Microscopes
Prior Achievement Level of Class				
Mostly High Achievers	39 (3.6)	79 (3.3)	58 (4.7)	82 (3.0)
Average/Mixed Achievers	23 (1.5)	77 (1.6)	43 (2.1)	63 (2.0)
Mostly Low Achievers	18 (3.3)	61 (6.0)	34 (4.4)	59 (5.1)
Percent of Non-Asian Minority Students in Class				
Lowest Quartile	31 (3.1)	84 (2.3)	46 (4.0)	63 (3.5)
Second Quartile	25 (2.7)	78 (2.4)	47 (3.4)	67 (3.6)
Third Quartile	17 (2.1)	79 (3.9)	43 (3.3)	72 (2.8)
Highest Quartile	23 (3.3)	65 (3.5)	39 (3.2)	57 (3.9)
Percent of Students in School Eligible for FRL				
Lowest Quartile	22 (2.4)	73 (4.5)	48 (3.8)	73 (2.7)
Second Quartile	22 (2.7)	80 (3.2)	39 (3.8)	68 (3.2)
Third Quartile	27 (3.6)	79 (2.5)	48 (3.5)	63 (3.2)
Highest Quartile	24 (2.8)	70 (3.3)	41 (3.4)	60 (3.9)
School Size				
Smallest Schools	32 (3.1)	81 (3.0)	48 (3.0)	66 (3.2)
Second Group	19 (2.4)	75 (3.3)	38 (3.6)	67 (3.4)
Third Group	23 (2.4)	75 (2.8)	50 (3.4)	67 (3.6)
Largest Schools	25 (3.4)	70 (3.2)	41 (3.5)	62 (3.6)
Community Type				
Rural	27 (2.7)	80 (2.4)	43 (3.5)	68 (2.9)
Suburban	24 (1.7)	76 (2.4)	44 (2.5)	63 (2.1)
Urban	23 (3.2)	70 (2.9)	45 (3.3)	68 (3.2)
Region				
Midwest	24 (2.6)	83 (2.7)	42 (3.4)	66 (3.7)
Northeast	26 (3.0)	79 (4.0)	40 (4.0)	65 (3.6)
South	27 (2.6)	73 (2.7)	46 (2.9)	65 (2.5)
West	16 (2.4)	66 (3.6)	45 (3.8)	66 (3.9)

† Availability defined as having at least one instructional technology per small group (4–5 students).

Table F-21 (Table 6.18)
Availability† of Instructional Technologies in Mathematics Classes, by Equity Factors

	Percent of Classes					
	Scientific Calculators		Graphing Calculators		Probes For Collecting Data	
Prior Achievement Level of Class						
Mostly High Achievers	60	(3.0)	61	(2.7)	27	(2.7)
Average/Mixed Achievers	39	(2.0)	33	(1.6)	18	(1.4)
Mostly Low Achievers	55	(3.7)	50	(3.3)	23	(2.3)
Percent of Non-Asian Minority Students in Class						
Lowest Quartile	58	(2.4)	53	(2.6)	30	(2.4)
Second Quartile	50	(3.5)	44	(3.0)	18	(2.2)
Third Quartile	43	(3.1)	39	(3.2)	20	(3.0)
Highest Quartile	37	(3.2)	34	(3.2)	16	(2.0)
Percent of Students in School Eligible for FRL						
Lowest Quartile	52	(3.5)	47	(3.0)	22	(2.9)
Second Quartile	44	(2.8)	41	(3.2)	17	(2.6)
Third Quartile	44	(3.2)	37	(3.0)	26	(2.6)
Highest Quartile	41	(2.9)	38	(3.5)	18	(2.1)
School Size						
Smallest Schools	47	(3.2)	43	(3.3)	24	(2.5)
Second Group	46	(3.0)	38	(2.5)	22	(2.2)
Third Group	46	(3.6)	43	(3.5)	19	(2.1)
Largest Schools	43	(2.9)	42	(3.3)	18	(2.9)
Community Type						
Rural	50	(3.1)	47	(3.1)	25	(2.6)
Suburban	48	(2.1)	42	(2.1)	19	(1.5)
Urban	38	(2.8)	36	(2.6)	19	(1.9)
Region						
Midwest	55	(3.7)	42	(3.6)	20	(2.2)
Northeast	48	(3.3)	42	(2.9)	20	(2.6)
South	41	(2.4)	43	(2.3)	25	(2.1)
West	42	(3.2)	37	(3.0)	12	(2.0)

† Availability defined as having at least one instructional technology per small group (4–5 students).

Table F-22 (Table 6.21)
Median Amount Schools Spend per Pupil on Science Equipment, Consumable Supplies, and Software, by Equity Factors

	Median Amount							
	Equipment		Consumable Supplies		Software		Total	
Percent of Students in School Eligible for FRL								
Lowest Quartile	$ 0.63	(0.2)	$ 1.67	(0.5)	$ 0.00	---‡	$ 3.56	(0.8)
Second Quartile	$ 0.27	(0.1)†	$ 0.98	(0.3)	$ 0.00	---‡	$ 1.85	(0.5)
Third Quartile	$ 0.57	(0.2)	$ 1.17	(0.2)	$ 0.00	---‡	$ 2.47	(0.6)
Highest Quartile	$ 0.35	(0.4)†	$ 0.65	(0.1)	$ 0.00	---‡	$ 1.54	(0.5)
School Size								
Smallest Schools	$ 0.78	(0.2)	$ 1.95	(0.4)	$ 0.00	---‡	$ 3.94	(0.5)
Second Group	$ 0.30	(0.1)†	$ 1.08	(0.2)	$ 0.00	---‡	$ 1.96	(0.4)
Third Group	$ 0.40	(0.1)	$ 0.95	(0.2)	$ 0.00	---‡	$ 1.82	(0.4)
Largest Schools	$ 0.44	(0.1)	$ 0.79	(0.2)	$ 0.00	---‡	$ 2.04	(0.4)
Community Type								
Rural	$ 0.81	(0.2)	$ 1.63	(0.3)	$ 0.00	---‡	$ 3.78	(0.4)
Suburban	$ 0.39	(0.1)	$ 1.40	(0.2)	$ 0.00	---‡	$ 2.49	(0.3)
Urban	$ 0.34	(0.2)	$ 0.98	(0.2)	$ 0.00	---‡	$ 1.91	(0.7)
Region								
Midwest	$ 0.55	(0.2)	$ 1.80	(0.5)	$ 0.00	---‡	$ 3.18	(0.7)
Northeast	$ 1.34	(0.3)	$ 1.99	(0.5)	$ 0.00	---‡	$ 4.15	(1.0)
South	$ 0.56	(0.1)	$ 0.92	(0.1)	$ 0.00	---‡	$ 2.42	(0.4)
West	$ 0.14	(0.3)†	$ 0.99	(0.2)	$ 0.00	---‡	$ 1.45	(0.5)

† Standard errors for medians are typically computed in Wesvar 5.1 using the Woodruff method. Wesvar was unable to compute a standard error for this estimate using this method; thus, the potentially less-consistent replication standard error is reported.

‡ It was not possible to compute a standard error using either the Woodruff or the replication methods.

Table F-23 (Table 6.22)
Median Amount Schools Spend per Pupil on Mathematics Equipment, Consumable Supplies, and Software, by Equity Factors

	Median Amount							
	Equipment		Consumable Supplies		Software		Total	
Percent of Students in School Eligible for FRL								
Lowest Quartile	$ 0.93	(0.2)	$ 1.06	(0.3)	$ 0.00	---‡	$ 3.60	(0.8)
Second Quartile	$ 0.82	(0.2)	$ 0.66	(0.1)	$ 0.00	---‡	$ 2.75	(0.4)
Third Quartile	$ 1.02	(0.2)	$ 0.99	(0.2)	$ 0.00	---‡	$ 3.69	(0.6)
Highest Quartile	$ 0.92	(0.1)	$ 0.65	(0.2)	$ 0.00	---‡	$ 3.37	(1.0)
School Size								
Smallest Schools	$ 1.11	(0.2)	$ 0.86	(0.2)	$ 0.00	---‡	$ 3.93	(0.8)
Second Group	$ 0.82	(0.2)	$ 0.68	(0.2)	$ 0.00	---‡	$ 3.44	(0.5)
Third Group	$ 0.66	(0.1)	$ 0.92	(0.2)	$ 0.09	(0.4)†	$ 2.75	(0.4)
Largest Schools	$ 0.68	(0.2)	$ 0.61	(0.1)	$ 0.00	---‡	$ 2.06	(0.5)
Community Type								
Rural	$ 1.29	(0.3)	$ 1.01	(0.2)	$ 0.00	---‡	$ 4.58	(0.7)
Suburban	$ 0.81	(0.1)	$ 0.89	(0.1)	$ 0.00	---‡	$ 2.98	(0.5)
Urban	$ 0.58	(0.1)	$ 0.49	(0.1)	$ 0.00	---‡	$ 2.45	(0.5)
Region								
Midwest	$ 0.72	(0.2)	$ 0.70	(0.2)	$ 0.00	---‡	$ 3.25	(0.6)
Northeast	$ 2.22	(0.5)	$ 1.11	(0.4)	$ 0.00	---‡	$ 5.18	(1.4)
South	$ 0.89	(0.2)	$ 0.64	(0.1)	$ 0.00	---‡	$ 2.93	(0.5)
West	$ 0.72	(0.2)	$ 0.91	(0.2)	$ 0.00	---‡	$ 2.19	(0.7)

† Standard errors for medians are typically computed in Wesvar 5.1 using the Woodruff method. Wesvar was unable to compute a standard error for this estimate using this method; thus, the potentially less-consistent replication standard error is reported.

‡ It was not possible to compute a standard error using either the Woodruff or the replication methods.

Table F-24 (Table 6.26)
Class Mean Scores on the Adequacy of Resources for Instruction Composite, by Equity Factors

	Mean Score	
	Science	**Mathematics**
Prior Achievement Level of Class		
Mostly High Achievers	69 (1.6)	74 (0.9)
Average/Mixed Achievers	56 (0.9)	70 (0.7)
Mostly Low Achievers	47 (2.4)	68 (1.4)
Percent of Non-Asian Minority Students in Class		
Lowest Quartile	60 (1.5)	73 (0.9)
Second Quartile	59 (1.5)	71 (1.1)
Third Quartile	58 (1.3)	70 (1.0)
Highest Quartile	50 (1.7)	69 (1.3)
Percent of Students in School Eligible for FRL		
Lowest Quartile	64 (1.7)	73 (1.3)
Second Quartile	55 (1.4)	71 (1.0)
Third Quartile	54 (1.5)	69 (1.1)
Highest Quartile	50 (1.7)	68 (1.4)
School Size		
Smallest Schools	55 (1.8)	71 (1.3)
Second Group	57 (1.5)	71 (1.1)
Third Group	57 (1.6)	70 (1.1)
Largest Schools	57 (1.7)	70 (1.1)
Community Type		
Rural	54 (1.5)	71 (1.2)
Suburban	58 (1.1)	71 (0.8)
Urban	57 (1.7)	70 (0.9)
Region		
Midwest	59 (1.5)	72 (1.0)
Northeast	60 (2.1)	72 (1.2)
South	55 (1.1)	71 (1.0)
West	55 (2.2)	65 (1.2)

Table F-25 (Table 7.16)
School Mean Scores for Factors Affecting Science Instruction Composites, by Equity Factors

	Mean Score				
	Supportive Context for Science Instruction	**Extent to Which a Lack of Materials and Supplies is Problematic**	**Extent to Which Student Issues are Problematic**	**Extent to Which a Lack of Time for Science is Problematic**	**Extent to Which Teacher Issues are Problematic**
Percent of Students in School Eligible for FRL					
Lowest Quartile	65 (2.0)	36 (3.8)	17 (2.2)	40 (2.4)	16 (2.1)
Second Quartile	56 (2.0)	38 (2.8)	29 (2.0)	46 (2.6)	26 (2.8)
Third Quartile	61 (1.9)	42 (2.3)	35 (1.9)	45 (2.4)	23 (2.2)
Highest Quartile	59 (2.5)	42 (3.2)	44 (2.2)	45 (3.2)	26 (2.8)
School Size					
Smallest Schools	64 (2.1)	41 (2.4)	26 (1.9)	38 (2.4)	14 (2.1)
Second Group	56 (2.1)	40 (2.4)	32 (1.7)	48 (2.7)	27 (2.3)
Third Group	64 (1.8)	36 (2.4)	32 (2.0)	41 (2.1)	24 (2.3)
Largest Schools	62 (1.6)	37 (2.1)	34 (1.9)	48 (2.4)	29 (2.2)
Community Type					
Rural	60 (1.9)	40 (2.4)	29 (1.9)	40 (2.8)	18 (2.4)
Suburban	62 (1.4)	37 (2.1)	30 (1.6)	44 (1.8)	22 (1.7)
Urban	63 (1.8)	41 (2.8)	31 (2.3)	42 (2.2)	23 (2.2)
Region					
Midwest	59 (2.1)	40 (3.1)	28 (1.8)	42 (2.2)	20 (2.0)
Northeast	62 (1.9)	35 (3.0)	29 (2.5)	43 (2.9)	23 (2.9)
South	66 (1.4)	38 (1.8)	30 (1.5)	39 (1.8)	21 (1.7)
West	58 (3.2)	45 (3.6)	35 (3.2)	47 (4.3)	24 (3.2)

Table F-26 (Table 7.17)
School Mean Scores for Factors Affecting Mathematics Instruction Composites, by Equity Factors

	Mean Score									
	Supportive Context for Mathematics Instruction		**Extent to Which a Lack of Materials and Supplies is Problematic**		**Extent to Which Student Issues are Problematic**		**Extent to Which a Lack of Time for Mathematics is Problematic**		**Extent to Which Teacher Issues are Problematic**	
Percent of Students in School Eligible for FRL										
Lowest Quartile	74	(2.4)	26	(2.9)	20	(2.1)	31	(2.0)	9	(1.2)
Second Quartile	70	(2.0)	31	(2.8)	39	(2.3)	37	(3.1)	15	(2.3)
Third Quartile	70	(1.7)	29	(2.6)	44	(2.2)	35	(2.0)	13	(1.8)
Highest Quartile	68	(1.8)	35	(2.8)	50	(1.8)	37	(2.4)	19	(1.8)
School Size										
Smallest Schools	70	(1.9)	31	(2.6)	33	(2.0)	34	(2.5)	11	(1.6)
Second Group	68	(2.0)	30	(2.3)	39	(2.1)	35	(2.4)	13	(1.6)
Third Group	71	(1.6)	31	(2.2)	41	(1.7)	36	(2.1)	16	(1.9)
Largest Schools	74	(1.7)	27	(2.6)	41	(2.0)	36	(2.8)	18	(2.4)
Community Type										
Rural	71	(1.7)	32	(2.7)	34	(2.1)	35	(2.7)	11	(1.2)
Suburban	70	(1.5)	30	(2.1)	37	(1.6)	33	(1.8)	14	(1.6)
Urban	69	(1.6)	29	(2.7)	41	(2.2)	38	(2.6)	15	(2.0)
Region										
Midwest	69	(2.5)	29	(3.0)	31	(1.9)	39	(2.9)	13	(2.0)
Northeast	67	(2.2)	28	(2.9)	38	(2.7)	32	(3.1)	13	(2.6)
South	74	(1.4)	32	(1.9)	39	(1.6)	31	(1.6)	13	(1.1)
West	68	(2.2)	32	(3.1)	42	(2.7)	39	(2.9)	15	(2.1)

Table F-27 (Table 7.24)
Class Mean Scores on Factors Affecting Science Instruction Composites, by Equity Factors

	Mean Score			
	Extent to Which the Policy Environment Promotes Effective Instruction	**Extent to Which Stakeholders Promote Effective Instruction**	**Extent to Which School Support Promotes Effective Instruction**	**Extent to Which IT Quality is Problematic for Science Instruction**
Prior Achievement Level of Class				
Mostly High Achievers	67 (2.3)	76 (1.6)	70 (2.1)	22 (2.1)
Average/Mixed Achievers	64 (0.7)	66 (0.9)	64 (1.2)	23 (1.0)
Mostly Low Achievers	59 (2.6)	51 (2.0)	57 (4.0)	31 (3.5)
Percent of Non-Asian Minority Students in Class				
Lowest Quartile	61 (2.2)	68 (1.7)	63 (2.3)	22 (1.7)
Second Quartile	65 (1.3)	70 (1.4)	65 (2.7)	24 (1.7)
Third Quartile	64 (1.7)	66 (1.6)	63 (2.0)	22 (1.7)
Highest Quartile	65 (1.3)	60 (1.3)	64 (1.9)	28 (2.2)
Percent of Students in School Eligible for FRL				
Lowest Quartile	66 (1.7)	75 (1.6)	67 (2.1)	25 (1.8)
Second Quartile	62 (1.8)	66 (1.5)	61 (2.3)	23 (1.5)
Third Quartile	64 (2.3)	61 (1.5)	64 (2.6)	23 (1.7)
Highest Quartile	63 (1.4)	58 (1.5)	63 (2.2)	28 (2.4)
School Size				
Smallest Schools	64 (1.8)	66 (1.8)	59 (2.3)	24 (1.9)
Second Group	63 (1.5)	66 (1.5)	65 (1.9)	23 (1.7)
Third Group	66 (1.4)	66 (1.5)	65 (2.9)	23 (1.7)
Largest Schools	62 (1.3)	66 (1.4)	66 (2.0)	27 (2.1)
Community Type				
Rural	64 (1.8)	64 (1.6)	61 (2.1)	24 (1.6)
Suburban	64 (0.8)	65 (1.0)	65 (1.4)	24 (1.1)
Urban	65 (1.8)	69 (1.2)	65 (2.6)	25 (2.3)
Region				
Midwest	63 (1.1)	67 (1.5)	61 (1.8)	24 (1.9)
Northeast	62 (2.5)	67 (2.4)	66 (2.7)	23 (1.8)
South	66 (1.3)	65 (1.1)	65 (2.1)	23 (1.4)
West	62 (1.5)	66 (1.6)	63 (3.1)	31 (2.5)

Table F-28 (Table 7.25)
Class Mean Scores on Factors Affecting Mathematics Instruction Composites, by Equity Factors

	Mean Score			
	Extent to which the Policy Environment Promotes Effective Instruction	**Extent to which Stakeholders Promote Effective Instruction**	**Extent to which School Support Promotes Effective Instruction**	**Extent to Which IT Quality is Problematic for Mathematics Instruction**
Prior Achievement Level of Class				
Mostly High Achievers	68 (1.9)	76 (1.7)	72 (1.7)	17 (1.3)
Average/Mixed Achievers	70 (0.8)	66 (1.1)	69 (1.0)	22 (0.9)
Mostly Low Achievers	65 (1.6)	52 (1.6)	68 (2.4)	25 (1.7)
Percent of Non-Asian Minority Students in Class				
Lowest Quartile	71 (1.1)	66 (1.6)	66 (1.9)	20 (1.2)
Second Quartile	69 (1.2)	70 (1.3)	69 (1.5)	19 (1.4)
Third Quartile	68 (1.3)	63 (1.6)	69 (2.1)	22 (1.7)
Highest Quartile	66 (1.6)	61 (1.8)	72 (2.0)	25 (1.4)
Percent of Students in School Eligible for FRL				
Lowest Quartile	70 (1.2)	72 (1.3)	70 (2.1)	19 (1.1)
Second Quartile	69 (1.2)	65 (1.3)	70 (1.6)	23 (1.9)
Third Quartile	69 (1.4)	63 (1.9)	68 (1.9)	23 (1.8)
Highest Quartile	66 (1.8)	57 (2.1)	69 (2.1)	24 (1.4)
School Size				
Smallest Schools	70 (1.4)	63 (1.5)	65 (2.4)	23 (1.4)
Second Group	69 (1.4)	62 (1.6)	68 (1.7)	20 (1.3)
Third Group	69 (1.4)	66 (1.5)	71 (1.7)	21 (1.4)
Largest Schools	66 (1.5)	68 (1.4)	73 (1.3)	24 (1.6)
Community Type				
Rural	71 (1.1)	63 (1.2)	69 (1.5)	19 (1.4)
Suburban	68 (0.9)	65 (1.3)	68 (1.5)	21 (1.0)
Urban	67 (1.8)	65 (1.7)	71 (1.5)	25 (1.6)
Region				
Midwest	70 (1.4)	64 (1.6)	66 (1.6)	21 (1.3)
Northeast	68 (1.9)	65 (2.1)	69 (2.1)	21 (2.0)
South	69 (1.1)	66 (1.2)	71 (1.3)	22 (1.2)
West	65 (1.8)	64 (2.1)	68 (1.8)	23 (1.6)