

Student Demographics

Project STAIR

Technical Report TR-08

Stephanie Hopkins | Elizabeth R. Thomas | Sarah R. Powell

Southern Methodist University | University of Missouri | University of Texas at Austin

The research reported here is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP), award H326M170006. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

Copyright © 2022. Southern Methodist University. All rights reserved. This publication, or parts thereof, may not be used or reproduced in any manner without written permission.

This document is available in alternative formats upon request.

Student Demographics Technical Report

Purpose

The purpose of this technical report is to provide information on the demographic makeup of Project STAIR's participating students in Cohort 2 (2019-2020). Demographic information collected from participating students included grade level, gender, English language learner (ELL) status, special education status, race/ethnicity, and free and reduced lunch status.

Method

Our team retrieved student demographic information for students through district protocols specific to each participating district.

Results

Cohort 2 of Project STAIR included 50 student participants. Due to teacher attrition, however, we were unable to retrieve demographic data for 5 students. Of the 45 students with demographic data, we could not collect free and reduced lunch data from 7 of the students. Table 1 presents demographics related to gender, race/ethnicity, and grade level. The sample included 28 female participants (62.2%) and 17 male participants (37.8%). The majority of participants identified as Black ($n = 19$, 42.2%) or Caucasian ($n = 18$, 40.0%) and a smaller amount identifying as Hispanic/ Latino ($n = 5$, 11.1%) and two or more races ($n = 3$, 6.7%). Almost half of the participants were in the seventh grade ($n = 21$, 46.7%), while sixth graders comprised the next largest group ($n = 13$, 28.9%) followed by eighth graders ($n = 11$, 24.4%).

Table 1.

Student Characteristics

Characteristic	<i>n</i>	%
Gender		
Female	28	62.2%
Male	17	37.8%
Race/ethnicity		
Caucasian	19	42.2%
Black	18	40.0%
Hispanic/ Latino	5	11.1%
Two or more races	3	6.7%
Grade		
Sixth	13	28.9%
Seventh	21	46.7%
Eighth	11	24.4%

Due to COVID-19, we were unable to retrieve complete demographic data on all the students who participated in the full length of the project. Therefore, based on where the source of the data (i.e., the district or teacher), multiple students had incomplete student characteristics or status. As shown in Table 2, only a small number of participants were identified as an English Language Learner ($n = 3$, 6.7%). Students identified with a disability with an Individualized Education Program (IEP) included almost half of the participants ($n = 19$, 42.2%). Finally, 19 of the 38 students with free or reduced lunch data qualified for free and reduced lunch in their district ($n = 19$, 50.0%).

Table 2.

Student Statuses

Status description	<i>n</i>	%
English Language Learner	3	6.7%
Special Education Identification	19	42.2%
Free and Reduced Lunch	*19	50.0%

*Out of 38 total participants of available data

