



NELS:88 ANNOTATED BIBLIOGRAPHY

This bibliography is derived from computer searches of online bibliographic databases such as DISSERTATION ABSTRACTS, ERIC, PSYCHOLOGICAL ABSTRACTS, SOCIOLOGICAL ABSTRACTS and MAJORPAPERS, as well as the NCES.ED.GOV website.

These searches were conducted and compiled by NCES contractors. The abstracts were taken directly from these sources. Please contact Jeffrey Owings at Jeffrey.Owings@ed.gov with any corrections.

“NCES”, “ED”, and “EJ” publication numbers are indicated in brackets. Publications with an “NCES” number may be accessed from the National Center for Education Statistics (NCES) at <http://nces.ed.gov>. Publications with “ED” or “EJ” numbers are indexed in the Educational Resources Information Center (ERIC) at <http://www.askeric.org>.

Arranged alphabetically by year

2004

Anguiano, Ruben Patricto Viramontez. (2004). “Families and Schools: The Effect of Parental Involvement on High School Completion.” *Journal of Family Issues* 25 (1) (Jan 2004): 61-86.

This study examined European American, Latino, Asian American, and Native American parental involvement and their children's high school completion. An examination of how different family structures have an influence on a student's education was conducted. This study used the National Education Longitudinal Study (NELS) of 1988 and utilized a hierarchical linear model (HLM) for the statistical analysis. Social capital theory and a family ecological approach were used as the theoretical foundations. The findings demonstrated that different types of parental involvement were important in a student's high school completion, depending on ethnicity. School involvement was not significant in influencing the level of parental involvement and the relation to high school completion. Future research should focus on understanding the ways in which a stronger relationship between families and educational systems could be developed.

Davila, A., Mora, M.T. (2004). The Scholastic Progress of Students with Entrepreneurial Parents. *Economics of Education Review*, 23(3):287-300.

Employing the 1988–1994 surveys from the National Education Longitudinal Study of 1988, we find that non-Hispanic white students with self-employed parents in managerial occupations scholastically underperformed after the eighth grade compared to their counterparts from salaried households with respect to mathematics and reading progress, completing high school, and enrolling in college. The findings also show that this relative underachievement rose with household income. When examining non-managerial vocations, however, the empirical results indicate that the relationship between academic achievement and residing in entrepreneurial households is mixed. Given that many managerial trades can be intergenerationally transferred with relative ease, an explanation for our findings is that teenagers with self-employed parents place less importance on formal scholastic activities because of the expectation of working in family-owned businesses.

Frisco, M.L., Muller, C., Dodson, K. (2004). Participation in Voluntary Youth-Serving Associations and Early Adult Voting Behavior. *Social Science Quarterly*, 85(3):660-677.

We investigate adolescent membership in voluntary associations and whether participation in these activities influences voting behavior during early adulthood. Weighted logistic regression models predicting membership in voluntary associations and voting behavior were estimated using data from the National Educational Longitudinal Study of 1988–1994 (NELS). Our findings suggest that membership in voluntary associations varies by race and socioeconomic status (SES). In addition, membership in organizations historically rooted in moral development and civic socialization positively predict voter-registration status and whether or not young adults participated in the first national election that they were eligible to vote in, but this relationship is moderated by both race and SES. Our findings suggest that a large proportion of U.S. teenagers still participate in community-based programs, many of which foster later civic participation, but that all youth do not equally benefit from participation.

Gill, M.G., Ashton, P., Algina, J. (2004). Authoritative Schools: A Test of a Model to Resolve the School Effectiveness Debate. *Contemporary Educational Psychology*, 29(4):389-410.

School effectiveness research has fueled debate on the importance of a press for academic excellence versus communal values. Research on parenting styles offers a theoretical framework that may resolve the debate. We hypothesized that dimensions of parenting styles—demandingness (academic press) and responsiveness (communal values)—predict students' mathematics achievement, engagement, and locus of control. HLM analyses of NELS: 88 data on 19,435 eighth-graders partially supported the hypothesis: Students' perceptions of school responsiveness predicted their engagement and internal control. In addition, students in responsive schools had smaller differences in mathematics achievement and internal control attributable to SES, suggesting that responsive schools may increase equity. We offer suggestions for further investigation of the model in hope of resolving the debate.

Glick, J.E., White, M.J. (2004). Post-Secondary School Participation of Immigrant and Native Youth: The Role of Familial Resources and Educational Expectations. *Social Science Research*, 33(2):272-300.

This paper extends contemporary research on educational attainment by examining how structural background and familial resources, such as parental involvement and parental expectations, are translated into differential participation in post-secondary education by first- and second-generation youth from different racial and ethnic groups. Longitudinal, nationally representative data from the 1988–1994 panels of the National Education Longitudinal Study (NELS) reveal that the overwhelming majority of immigrant parents expect their children to go to college or beyond. Multinomial logistic regression analysis confirms that immigrant and second-generation youth are more likely than their third or higher generation peers to complete secondary school and go on to post-secondary education despite controls for structural and family background variables. Generation status differences are mediated by educational expectations for group specific models, particularly among Asian origin youth, suggesting support for a conditional model of adaptation among immigrant youth.

Hanson, S.L. (2004). African American Women in Science: Experiences from High School through the Post-Secondary years and Beyond. *NWSA Journal*, 16(1):96-116.

This essay uses data from the National Education Longitudinal Survey (NELS) to provide information on the science achievement, access (course-taking), and attitudes of young African American women at various points in the science education system. In addition, it uses recent data from the NELS 2000 panel to examine these young women's entry into science occupations in the early adult years. This essay also examines the extent to which their experiences differ from those of young white women. There is a growing—but limited—body of research that suggests that in spite of barriers the science system sets up for women, minorities, and minority women, it cannot be assumed that members of these groups will be equally disinterested in science. Using a multicultural gender framework, I argue that gender systems in the African American community provide young women with a unique set of resources that might be important for generating interest and success in science. In one of the most extensive studies of young African American women's science experiences from the early high school years to the early adult years, findings show that there is a continued interest and involvement in science, often more so than that for young white women.

Hollar, D., Moore, D. (2004). Relationship of Substance Use by Students with Disabilities to Long-Term Educational, Employment, and Social Outcomes. *Substance Use & Misuse*, 39(6):931-963.

The study is based on data from the National Education Longitudinal Study of 1988–2000 (NELS: 88). The results indicate that adolescents with disabilities who used either cigarettes or marijuana or who engaged in binge drinking had significantly higher dropout rates, lower high school graduation status, lower college attendance, and lower high school grade point averages, and fewer earned core credit units in English, science, and mathematics than nonusers. In addition, adolescents with disabilities who used either cigarettes, alcohol, or drugs were significantly more likely to engage in sexual activity at a younger age. The findings support the need for improved substance use prevention programming targeting the needs of youth with disabilities.

Kao, G. (2004). Influences on the Educational Outcomes of Immigrant Youth. *International Migration Review*, 35(2):427-450.

Athletic participation is strongly promoted in high schools across the U.S. Physical educators and parents encourage students to be involved in different types of athletic programs. Effects of athletic participation on growth and change were examined during high school by using data from the National Education Longitudinal Study database. The questions covered individual and team sports, extramural and intramural activities, and students' backgrounds and schooling outcomes. The well-executed study used proper methodology for controlling background information and parallel outcomes in the analysis

Liu, Ruth X. (2004). “Parent–Youth Conflict and School Delinquency/Cigarette Use: The Moderating Effects of Gender and Associations with Achievement-Oriented Peers.” *Sociological Inquiry* 74 (2) (May 2004): 271-298.

Hypothesized gender-specific relationships between parent–youth conflict and youth's school delinquency and cigarette use, and the moderating effect of associations with achievement-oriented peers are estimated using information provided by a national sample of

high school students (National Education Longitudinal Study [NELS] 1988–1990, N=13,348). Multiple regression analyses yielded results as follows: Conflict with fathers is more related to adolescent sons' school delinquency and cigarette use than adolescent daughters' while conflict with mothers is only predictive of daughters' school delinquency and cigarette use. Further, associations with highly achievement-oriented peers tend to mitigate adverse effect of conflict with the same-sex parent on school delinquency and cigarette use. These results are observed while controlling for putative common antecedent variables.

Morgan, Stephan L. and Jal D. Mehta. (2004). "Beyond the Laboratory: Evaluating the Survey Evidence for the Disidentification Explanation of Black-White Differences in Achievement." *Sociology of Education* 77 (1) (Jan 2004): 82-102.

The black-white gap in achievement, as measured by performance on standardized tests, has received considerable attention from researchers in the past five years. Claude Steele's stereotype threat and disidentification mechanism is perhaps the most heralded of the new explanations for residual racial differences that persist after adjustments for social background are performed. Analyzing data from the National Education Longitudinal Study, we found qualified support for portions of the disidentification explanation. Black students' academic self-evaluations are more weakly associated with their measured academic performances, a difference that could stem from stereotype threat or a belief that the evaluations are racially biased. But this discounting of performance evaluations does not seem to provoke a more complete disidentification with the schooling process or with academic achievement in general. The findings suggest that there is no clear path from being stereotyped to disidentifying, and in conclusion we discuss alternative explanations for why it may be so.

Yin, Z., Moore, J.B. (2004). Re-examining the Role of Interscholastic Sport Participation in Education. *Psychological Reports*, 94(3):1447-1455.

The purpose of the present study was to examine the relationships of interscholastic sports participation with locus of control, self-concept, cognitive test scores, and school dropout in adolescents via a secondary analysis of National Educational Longitudinal Study 1988 (NELS:88). Subjects were 1,883 students who completed all measurements in 8th grade (1988), at Follow-up 1 (10th, 1990), and Followup 2 (12th, 1992). Scales utilized to measure locus of control, self-concept, and cognitive ability were developed by the National Center for Educational Statistics. Dropout was assessed through school records and contact with participants. At baseline and Follow-up 1, students self-reporting sport participation displayed higher self-concept and locus of control; however, these differences were no longer observed at Follow-up 2. Drop-out rate for boys at Follow-up 2 was significantly lower for students reporting interscholastic sport participation at baseline or at Follow-up 1. Similarly, drop-out rate for girls at Follow-up 2 was significantly lower for students reporting interscholastic sport participation at baseline or at Follow-up 1. These findings support the presumed positive role of sport participation for adolescents in American schools

Adelman, Clifford, Ilona Berkovits, and Bruce Daniel. "Postsecondary Attainment, Attendance,

Curriculum, and Performance: Selected Results from the NELS:88/2000 Postsecondary Education Transcript Study (PETS), 2000." Washington, DC: National Center for Education Statistics, 2003.

This report presents selected results from the National Education Longitudinal Study of 1988 (NELS:88/2000). Most of the participants in this study were eighth graders in 1988, graduates from high school in 1992, and at the time of the postsecondary transcript data collection in the year 2000 were around the age of 26 or 27. Of all likely postsecondary participants, 45% earned a bachelor's degree or higher by age 26 or 27. Of those who earned more than 10 college credits, 51% earned a bachelor's degree or higher by age 26 or 27. Sixty-seven percent of those who earned more than 10 college credits and attended a four-year college at any time received a bachelor's degree or higher by age 26 or 37. Of all undergraduates who earned more than 10 credits, 20% attended institutions in more than one state as undergraduates. More than half of Hispanic/Latino students began their postsecondary careers in community colleges, in contrast to 37% of White students and 41% of Black students. Most undergraduates attended school in summer terms. The higher the mathematics attainment in high school, the more likely the student was to complete a bachelor's degree. Data also show that students who attended more selective colleges had higher grade point averages. Other data are provided about student characteristics.

Bennett, P.R., Xie, Y. (2003). Revisiting Racial Difference in College Attendance: The Role of Historically Black Colleges and Universities. *American Sociological Review*, 68(4):567-581.

It is well known that the college enrollment rates of blacks have historically trailed those of whites, although in recent decades the actual size of the racial gap has fluctuated. Prior research has shown that blacks are more likely than whites to attend college after high school graduation, net of socioeconomic background and academic performance. It has been suggested that this "net black advantage" may be spurious---due to blacks' relatively high enrollment rates in historically black colleges and universities. With data from the National Education Longitudinal Study of 1988-1994, this hypothesis is tested by examining black-white differences in enrollment in different types of colleges: any college, four-year colleges, non-black four-year colleges, and academically selective four-year colleges. Overall, results confirm the existence of a net black advantage at low levels of family socioeconomic background. The implications of these findings for racial equality in access to higher education are explored.

Bodine, A. (2003). School Uniforms, Academic Achievement, and Uses of Research. *Journal of Educational Research*, 97(2):67.

School uniforms are being advocated for a range of social, educational, economic, and familial reasons. In 1998, The Journal of Educational Research (The JER) published an article by D. Brunsma and K. Rockquemore that claims that uniforms correlate negatively with academic achievement, but data presented in this article actually show positive correlation between uniforms and achievement for the total sample, and for all but 1 school sector. Examination of structure of argument reveals that the erroneous claim results from misleading use of sector

analysis. Simultaneous with The JER article, and on the basis of the same National Education Longitudinal Study: 1988 database, an Educational Testing Service article reported that no correlation exists between uniforms and achievement. The two articles are contrasted in this study. The effect of new communication technology in amplifying political uses of academic research is discussed.

Briggs, Derek C. (2003). "Causal Inference and the Heckman Model." Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.

In the social sciences, evaluating the effectiveness of a program or intervention often leads researchers to draw causal inferences from observational research designs. Bias in estimated causal effects becomes an obvious problem in such settings. This paper presents the Heckman Model as an approach sometimes applied to observational data for the purpose of estimating an unbiased causal effect. The paper shows how the Heckman model can be viewed as an extension of the linear regression model, and discusses in some detail the assumptions necessary before either approach can be used to make causal inferences. Linear regression and the Heckman Model can make different assumptions about the relationship between two equations in an underlying behavioral model: a response schedule and a selection function. Under linear regression the two equations are assumed to be independent; under the Heckman Model, the two equations are allowed to be correlated. The Heckman Model is particularly sensitive to the choice of variables included in the selection function. This is demonstrated empirically in the context of estimating the effect of commercial coaching programs on the Scholastic Assessment Test (SAT) performance of high school students. Coaching effects are estimated for both sections of the SAT using data from the National Education Longitudinal Study of 1988. Small changes in the selection function are shown to have a big impact on estimated coaching effects under the Heckman Model.

Chan, Chi Keung. "Analysis of Subsequent Educational Decisions of High School Dropouts and Their Life Outcomes." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

This study used data for a representative sample of 8th graders from the National Educational Longitudinal Study of 1988. The intent was to (1) compare student's dropout status with variables such as demographics, academic and economic factors, limited English proficiency status, and other risk factors of dropping out, (2) distinguish factors associated with four different levels of dropout status (returned to high school, received GED, continued postsecondary studies without high school degree, no further schooling), (3) examine the relationship between subsequent education decisions of dropouts and postsecondary school attainment, and (4) contrast the economic and life satisfaction outcomes of different types of dropouts. Socioeconomic status, academic aspirations and achievement, and family parent interactions were found to be the best determining factors between one-time dropouts who finished education and those who did not. A weak correlation was found between ethnicity and return to high school versus receipt of a GED. Students who completely quit school were found to be unlikely to receive postsecondary education. There were no significant differences in life satisfaction between former dropouts who received a diploma and those who received a GED, but there were significant differences between those who completed their education and those who did not.

Fan, Xitao and Ping Yin. (2003). "Assessing the Factor Structure Invariance of Self-Concept Measurement across Ethnic and Gender Groups: Findings from a National Sample." *Educational And Psychological Measurement* 63 (2) (Apr 2003): 296-318.

Studied the degree of factor structure invariance of self-concept measurement across ethnic and gender groups using data from the National Education Longitudinal Study of 1988. Findings suggest it would be reasonable to consider the factor pattern coefficients and factor variances and covariances as invariant across ethnic and gender groups.

Glick, J.E., White, M.J. (2003). The Academic Trajectories of Immigrant Youths: Analysis within and Across Cohorts. *Demography*, 40(4):759-784.

Two nationally representative cohorts--from the National Educational Longitudinal Study (NELS) and High School and Beyond (HSB)--were used to examine the effects of generation and duration of residence on students' performance on standardized tests over a two-year period. In multivariate models, generational status predicts variation in students' performance on baseline (sophomore) tests, with effects stronger for the later age cohort (NELS) than for the earlier age cohort (HSB). With regard to the trajectory of achievement, generational status has a greatly reduced role for both cohorts. The best predictors of the trajectory of achievement are not those that are based on nativity per se, but those that reflect the social environment experienced in the United States (i.e., ethnicity and family's socioeconomic status).

Goldenring Fine, Jodene, and John M. Davis. (2003). "Grade retention and enrollment in post-secondary education." *Journal of School Psychology* 41 (6) (Nov 2003): 401-12.

Students retained in grade have dropout rates three to seven times higher than do their promoted peers, yet little is known about the outcomes for the most persistent of the retained students who graduate high school. The purpose of this research was to examine the post-secondary (PSE) enrollment rates of retained but persistent high school graduates. Ten thousand 1992 high school graduates in the National Education Longitudinal Study (NELS) data base composed the sample. A logistic regression controlling for gender, socio-economic status (SES), race-ethnicity, and achievement yielded odds ratios indicating significantly lower odds of PSE enrollment for retained graduates compared to promoted graduates. Later grade retention generally reduced the odds of PSE enrollment. Findings suggest that retaining students may be related to negative educational outcomes not realized for many years.

Goldsmith, P.A. (2003). Race Relationships and Racial Patterns in School Sports Participation. *Sociology of Sport Journal*, 20(2):147-172.

This paper examines why African Americans and Whites participate in different high school sports at different rates. Considered are explanations based on family, neighborhood, and school inequality as well as explanations stemming from two race-relations theories (competition theory and the cultural division of labor perspective) that see racial differences in culture as a product of racialized norms that vary in strength across settings. Data from the NELS and the 1990 Census are analyzed by mixing multinomial logistic regression with multilevel models. Results indicate that racial differences in sports that Whites play more are largely the result of SES and neighborhood inequality. Differences in sports Blacks play more have strong race effects. Moreover, racial differences are larger in schools with proportionately more Blacks and in schools with more racial hierarchy, providing partial support for both race-relations theories.

Goldsmith, P.A. (2003). All Segregation is Not Equal: The Impact of Latino and Black School Composition. *Sociological Perspectives*, 46(1):83-106.

Latinos are a large, highly segregated minority group achieving less than whites in school, but the extent to which segregation is responsible for their relatively low achievement is not well known. The effect of proportion Latino on educational achievement is often assumed to be identical to the effect of proportion black. I use the NELS to test this assumption. Results reveal that segregation concentrates disadvantages for Latinos and blacks, but surprisingly, proportion Latino tends to positively influence test scores over the high school years. Proportion black, in contrast, does not affect test scores except for a negative effect for blacks in science. Integration of Latinos with whites would reduce some of the inequalities between schools, it would not hurt and in some areas would help the test scores of whites, but it would hurt Latinos unless some of the helpful features of predominantly Latino schools could be copied.

Hanson, S.L., Kraus, R.S. (2003). Science Experiences Among Female Athletes: Race Makes A Difference. *Journal of Women & Minorities in Science & Engineering*, 9 (3/4):287-324.

Sport participation is increasingly seen as a resource with considerable physical, social, and academic benefits. As a new millennium begins with girls more visible in sport, an important question is whether all girls reap these benefits. Although general academic benefits of sport have been shown, the authors' earlier work showed that experience in the male sport domain benefits young women in the elite (often male) science curriculum. Competition, self-esteem, and other individual resources gained through sport are potential sources of success in the similarly competitive male realm of science. In this research, the authors used critical feminist theory to guide their examination of racial and ethnic variations in the relation between sport participation and science experiences for young women. Data from the nationally representative National Education Longitudinal Study were used to explore the impact of sport participation in the 8th and 10th grades on 10th grade science achievement (measured by science grades and standardized test scores) and course taking for African American, Hispanic, and White women. The findings revealed that sport participation has some positive consequences for the science experiences of each of the groups of women. It also has some negative consequences, although the positive consequences outnumber the negative consequences for Hispanic and White, but not African American, women. Sport in 10th grade, especially competitive varsity sport, is most likely to have positive consequences. The findings revealed that each of the groups experiences different routes to success in science, and sport participation is present at some level in each of these routes. A consideration of multiple areas of science experience is important for understanding the connections between race and ethnicity, sport, and science for young women. Unique socio cultural contexts are used to attempt to understand these findings, and implications are discussed.

Hoachlander, G., Sikora, A.C., Horn, L. (2003). *Community College Students: Goals, Academic Preparation, and Outcomes. Postsecondary Education Descriptive Analysis Reports* (NCES 2003-164). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

This document profiles the goals, preparation, and outcomes of community college students using three data sources: the 1999-2000 National Postsecondary Student Aid Study, the 1996/01 Beginning Postsecondary Students Longitudinal Study, and the National Educational Longitudinal Study of 1988, Fourth Follow-up. This study addresses the following research questions: (1) What percentage of students enrolled in community colleges seek to complete a

formal credential? (2) How do different types of community college students differ in their intentions to complete a formal credential? (3) Among those intending to complete a certificate or degree or transfer to a four-year institution, what percentage actually do so, and how do rates of completion vary among different types of students? (4) Among students intending to complete a formal credential, what is the relationship between rates of completion and different levels of postsecondary preparedness? and (5) When students are asked about the impact of their postsecondary education on various aspects of their labor market participation, how do the responses of students who completed a formal credential differ from those of students who left without a certificate or degree? Appended are a glossary of terms and a section with technical notes and information on the study's methodology.

Hudson, L. (2003). *Racial/Ethnic Differences in the Path to a Postsecondary Credential*. NCES Issue Brief (NCES 2003-005). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

This brief examines racial/ethnic differences in educational attainment, tracking student progress from high school to a postsecondary credential and examining where in this path racial/ethnic differences arise. It uses data from the National Education Longitudinal Study of 1988, "Fourth Follow-up, 2000, which tracks students who were in 8th grade in 1988 and were 8 years beyond their expected high school graduation in 2000. The brief first examines three milestones that are traditional indicators of student progress: on-time attainment of a regular high school diploma, enrollment in a postsecondary institution within a year following high school graduation, and attainment of a postsecondary credential within the scheduled time frame. Overall, 23 percent of all Asians who were in eighth grade in 1988 completed a postsecondary credential through the traditional path, compared to 15 percent of all whites, 4 percent of all blacks, and 4 percent of all Hispanics. The brief also examines student progress through high school and postsecondary education as of 2000 to show how the flexibility within the U.S. educational system affects progress. Results suggest that nontraditional paths do seem to help reduce or eliminate some racial/ethnic attainment differences.

Jeynes, W.H. (2003). The Effects of Religious Commitment on the Academic Achievement of Urban and Other Children. *Education & Urban Society*, 36(1):44-63.

Using the 1992 NELS data set, this study assessed the effects of student religious commitment on the academic achievement of urban and other children. The results indicate that religiously committed urban children performed better on most academic measures than their less religious counterparts, even when controlling for SES, race, and gender. The same general pattern held for all the children in the sample as well. In addition, the effects for religiosity were usually greater for urban children than they were for nonurban children. Supplementary analyses indicated that there were no differences between Catholic and Protestant students, but there were differences between religious students of Christian faith versus students of other religious faiths. These results suggest that when researchers study the effects of religion on the academic achievement of children, the religious nature of the students should be considered. The significance of these results is discussed.

Jeynes, W.H. (2003). The Learning Habits of Twelfth Graders Attending Religious and Non-Religious Schools. *International Journal of Education & Religion*, 4(2):145-158.

Using the 1992 NELS data set for twelfth graders, this study assessed whether students attending religious schools generally have better learning habits than students attending non-religious schools. The study examined learning habits that social scientists typically believe are important for excelling in school. These learning habits include the handing in of work on time, less absenteeism, taking harder courses, diligence, work habits, paying attention, doing more than what is expected, participating in class, and being prepared for class. The results indicate that religious school students outperform non-religious school students in five of the nine categories. More importantly, the two categories in which religious school students outperform their nonreligious counterparts the most, diligence and taking harder courses; were the two categories most strongly related to performing well on achievement tests. The possible reasons for these differences are discussed. Differences between Catholic and non-Catholic religious school students were also examined.

Jaynes, W.H. (2003). The Effects of the Religious Commitment of Twelfth Graders Living in Non-Intact Families on Their Academic Achievement. *Marriage & Family Review, 35*(1/2):77-98.

Using the NELS data set from the 1988-1992 period, this study assessed the effects of student religious commitment among twelfth graders who lived in a non-intact family on their academic achievement. This study first focused upon the effects of religiosity on all the students living in non-intact families in the sample and then specifically addressed the effects of religiosity on Black and Hispanic children living in non-intact families. The results indicate that students with a high level of religiosity did better than less religious students on most measures of academic achievement, even when controlling for SES and gender. These results held for all students living in non-intact families, as well as for Black and Hispanic children living in non-intact families. These results suggest that religiosity may help many children from single-parent families to do well in school.

Levesque, K. (2003). *Public High School Graduates Who Participated in Vocational/Technical Education: 1982-1998. E.D. Tabs.* (NCES 2003-025). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

Patterns and trends in the vocational-technical course taking of public high school graduates between 1982 and 1998 were examined in a study of high school transcripts for the graduating classes of 1982, 1990, 1992, 1994, and 1998. The source data came from the following five studies: (1) High School and Beyond Sophomore Cohort, First Follow-up Survey, (2) High School Transcripts Study, 1982; (3) National Education Longitudinal Study of 1988, Second Follow-up Survey; (4) High School Transcript Study, 1992; and (5) High School Transcript Studies of 1990, 1994, and 1998. The analysis revealed differences in participation in vocational-technical education based on the following variables: race/ethnicity; sex; disability status; English proficiency; academic achievement; and school urbanicity and poverty level. Generally, graduates took fewer vocational courses between 1982 and 1998, although their occupational course taking was relatively steady. Graduates with disabilities as of grade 12 took more vocational and occupational course work by the end of the period studied. Asians and Pacific Islanders and high academic achievers did not exhibit the declines in vocational course taking that were observed for other groups.

Lopez, A., Freed, S., Kijai, J. (2003). Teaching Strategies and Adaptations of Teachers in Multiculturally Diverse Classrooms in Seventh-day Adventist K-8 Schools in North America. *Journal of Research on Christian Education, 12*(1):51-76.

The purpose of this study was to describe the experiences of Adventist teachers--their training, their use of instructional strategies, and the challenges they encounter when teaching students of different cultures. Banks' multicultural paradigms was the theoretical framework from which a survey was developed and sent to all K-8 Adventist teachers in the United States and Canada. Strategies relating to the self-concept development and ethnic additive paradigms were used most frequently by Adventist teachers while those associated with the language paradigm were used the least. Almost half of the teachers subscribed to the goal that "students are individuals with distinct personalities regardless of their background" while about 10% of the teachers considered the goals relating to "protection of diverse groups" the most important. Their strategy use was not related to their most important goals (Nels) for multicultural education. Forty percent of the teachers had no training in multicultural education and the study recommends training so that Adventist teachers will have more effective strategies for relating to diverse students.

Mullis, Ronald L., Richard Rathge, and Ann K. Mullis. (2003). "Predictors of academic performance during early adolescence: A contextual view." *International Journal of Behavioral Development* 27 (6) (Nov 2003): 541-549.

Utilising the National Education Longitudinal Study of 1988 (NELS: 88), this study examined some of the frequently used indicators of social capital and resource capital as predictors of academic performance of 24,599 middle school adolescents (12,111 males and 12,244 females) ranging in age from 13-16 years. Sixty-eight per cent were White, 12.2% were Black, and 12.9% were Hispanic. The participants were drawn from a stratified national sample of over 1000 public and private schools in the United States. Data from NELS: 88 were analysed using indicators of social capital and resource capital. Preliminarily modelling indicated the need to separate social capital into two components: parental networks and student networks. Resource capital, including parent education, parent income, and educational items in the home, was most predictive of academic performance. In addition, student reported misbehaviour (behaviour) in school was included as a mediating variable. The findings indicated that both indicators of social capital were not strong contributors to academic performance among adolescents. Resource capital indicators were found to be stronger contributors to academic performance. The context variable (hypothesised as a mediator variable) of student misbehaviour in school was found to be the best predictor of academic performance. The results are discussed in relation to social capital theory and future research of viable predictors of academic performance among adolescents.

Oates, G.L. (2003). Teacher-Student Racial Congruence, Teacher Perceptions, and Test Performance. *Social Science Quarterly*, 84(3):508-526.

Objective. This research explores the seldom-addressed question of whether teacher-student racial congruence conditions the impact of teacher perceptions on performance. Methods. Multipopulation LISREL models (utilizing data from the NELS) compare the effect of white teachers' perceptions on African-American standardized test performance to the corresponding effect among white students. Parallel models compare the impact of African-American teacher perceptions across races. Preliminary models gauge whether the match/mismatch of teacher's and student's race shapes teacher perceptions of African-American and white students. Results. The impact of teachers' perceptions on test performance shows signs of being especially pronounced in the racially dissonant white teacher-black student context—the very context where teacher perceptions seem especially likely to be unfavorable. Conclusions. This research provides new insight on the relevance of teacher perceptions to the black-white performance gap. Racial

congruence seems primarily consequential to African-American test performance—shaping both teacher perceptions and (somewhat less so) the impact of such perceptions on performance.

Reynolds, N.G., Conaway, B.J. (2003). Factors Affecting Mathematically Talented Females' Enrollment in High School Calculus. *Journal of Secondary Gifted Education*, 14(4): 218-229.

This research explores the seldom-addressed question of whether teacher-student racial congruence conditions the impact of teacher perceptions on performance. Methods: Multipopulation LISREL models (utilizing data from the NELS) compare the effect of white teachers' perceptions on African-American standardized test performance to the corresponding effect among white students. Parallel models compare the impact of African-American teacher perceptions across races. Preliminary models gauge whether the match/mismatch of teacher's and student's race shapes teacher perceptions of African-American and white students. Results: The impact of teachers' perceptions on test performance shows signs of being especially pronounced in the racially dissonant white teacher-black student context—the very context where teacher perceptions seem especially likely to be unfavorable. Conclusions: This research provides new insight on the relevance of teacher perceptions to the black-white performance gap. Racial congruence seems primarily consequential to African-American test performance—shaping both teacher perceptions and (somewhat less so) the impact of such perceptions on performance.

Shmidt, Peter. “Report Urges Colleges to Adopt Income-Based Affirmative-Action Policies.” *Chronicle of Higher Education*. March 31, 2003. <http://www.chronicle.com>

Weinles, Dan. (2003). “Self-Selection and Student Achievement in Urban Schools: Examining the Role of Family Educational Involvement.” Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Educational choice has been found to result in greater satisfaction across schools by social class, race, and prior achievement. However, few studies have attempted to examine stratification effects across choice and non-choice schools by family educational involvement (FEI). Utilizing survey data from the base year of the National Education Longitudinal Study: 1988, the present study sought to investigate first, how FEI is related to the likelihood of attending a school of choice, and second, how FEI is related to the likelihood of attending a choice school of greater admissions selectivity. Finally, the study sought to determine the degree to which school selectivity influences educational achievement, net the effects of FEI. Findings suggest that direct parental involvement in school exerts an independent positive effect on the likelihood of attending a school of choice. Only parental educational expectations, however, were independently and positively associated with attending a school of higher admissions selectivity within the choice sector. Finally, FEI was found to moderate the positive relationship between school admissions selectivity and student achievement, though the relationship remained statistically significant.

Zaff, J.F., Moore, K.A., Papillo, A.R., Williams, S. (2003). Implications of Extracurricular Activity Participation During Adolescence on Positive Outcomes. *Journal of Adolescent Research*, 18(6):599-631.

The present study was conducted to determine if participation in extracurricular activities predicts multiple positive outcomes such as attending college, voting in national and regional elections, and volunteering for community and religious organizations. From analyses of the National Education Longitudinal Study of 1988, a nationally representative survey of students, our results suggest that consistent participation in extracurricular activities from 8th grade

through 12th grade predicts academic achievement and prosocial behaviors in young adulthood. This finding remains after accounting for control and individual, parent, peer, and school process variables. Both research and policy implications are discussed.

2002

Ainsworth, James W. "Why Does it Take a Village? The Mediation of Neighborhood Effects on Educational Achievement." *Social Forces* 81 (1) (Sept. 2002): 117-52.

Analysis of data from the National Educational Longitudinal Study of 1988, linked to neighborhood-level 1990 census data, indicates that neighborhood characteristics not only predict educational outcomes but also rival the strength of commonly cited family- and school-related predictors. Collective socialization was the strongest of proposed mediating processes; social control, social capital, perception of opportunity, and institutional characteristics were also important.

Alt, Martha Naomi, Xianglei Chen, Thomas R. Curtin, Steven J. Ingels, Phillip Kaufman, and Jeffrey A. Owings. (2002). "Coming of Age in the 1990s: The Eighth-Grade Class of 1988 12 Years Later. Initial Results from the Fourth Follow-Up to the National Educational Longitudinal Study of 1988." Washington, DC: National Center for Education Statistics, 2002.

This report examines the eighth grade cohort of 1988 in the year 2000. It presents findings from the fourth followup survey of the National Education Longitudinal Study of 1988 (NELS:88), from the year in which most cohort members turned 26. The period in which this cohort attended school saw major initiatives in educational reform in the United States, with one of the most notable changes being an increase in student loans for higher education. Many social and economic forces may have affected this cohort as well. The data of the fourth followup were collected at a key stage of life transitions for the class of 1988. Most had been out of high school for nearly 8 years, and many had completed their educations and started to form families. By 2000, most had earned a high school diploma (83%), and an additional 9% had earned a GED. In 2000, 29% of the cohort had obtained a bachelors degree, and nearly 47% had some postsecondary credits. About 96% were employed in a full- or part-time job, with those who had a high school degree more likely to be employed than those who did not. Information is also provided on labor market experiences, current work and education activities, income, family formation activities, and civic and leisure activities. Three appendixes contain technical notes and a glossary, a list of areas of inquiry pursued with NELS:88 data, and standard error tables.

Altonji, Joseph G., Todd E. Elder, and Christopher R. Taber. (2002). "An Evaluation of Instrumental Variable Strategies for Estimating the Effects of Catholic Schools." Cambridge, MA: National Bureau of Economic Research, 2002.

Several previous studies have relied on religious affiliation and proximity to Catholic schools as exogenous sources of variation for identifying the effect of Catholic schooling on a wide variety of outcomes. Using three separate approaches, this study examined the validity of these instrumental variables. Evidence was obtained on the validity of using three sources of variation in Catholic school attendance: religious affiliation, proximity to Catholic schools, and the interaction between religion and proximity. The main data set for these analyses was the National Educational Longitudinal Survey of 1988 (NELS:88), which provided data on 24,599 eighth

graders in its first data collection, but results are also presented based on the National Longitudinal Study of the High School Class of 1972 (NLS-72), which contained data on 22,652 high school seniors in 1971-1972. Findings show that none of the candidate approaches is a useful source of identification of the Catholic school effect, at least in currently available data sets. An appendix compares bivariate probits and two state least squares statistical approaches.

Ayala, C.C., Shavelson, R.J., Yin, Y., Schultz, S.E. (2002). Reasoning Dimensions Underlying Science Achievement: The Case of Performance Assessment. *Educational Assessment*, 8(2):101-122.

Snow argued for multidimensional science achievement in the National Education Longitudinal Study of 1988 (NELS:88) along dimensions of basic knowledge and reasoning, spatial-mechanical reasoning, and quantitative science. We focused the generality of these reasoning dimensions in other multiple-choice tests and performance assessments. Confirmatory factor analyses retrieved the 3 dimensions for a test composed of NELS:88, the Third International Mathematics and Science Study (TIMSS) and the National Assessment of Educational Progress (NAEP) multiple-choice items, and the NELS:88 items alone. We used the latter because factor correlations were lower. We administered 3 reasoning-dimension-linked performance assessments to a subsample of 35 students from the main study. Performance assessments correlated moderately with each other and NELS:88 reasoning scores; the 2 methods partially converged on the dimensions. Performance scores scattered across multiple-choice scores due to the broad reasoning and knowledge spectrum tapped. Findings are tentative; larger samples and cognitive studies of reasoning and knowledge might shed light on convergence.

Ballon, Estela. (2002, August). "Racial Differences in High School Math Track Assignment." Paper presented at the annual meeting of the American Sociological Association, Chicago, IL.

Curriculum tracking can be viewed as a system of social stratification within high schools. Students are sorted into different curriculum tracks and provided different learning opportunities. A substantial amount of research has shown that curriculum tracking has advantageous consequences for college track students and disadvantageous consequences for non-college track students. This study examines the pre-high school student and school characteristics that predict high school math track assignment. This study also examines which student and school factors explain racial discrepancies in math track assignment. This study used the National Education Longitudinal Study of 1988 (NELS:88), a longitudinal data set that includes pre-high school and high school data. The findings of this study showed that pre-high school factors played an important role in high school math track assignment. While prior math achievement was a primary factor predicting math track, other important factors included student background, school composition and student coursework. For Mexican American and African American students, under representation in the college and honors math tracks was primarily due to lower eighth-grade math achievement.

Battle, Juan J. (2002). "Longitudinal Analysis of Academic Achievement among a Nationwide Sample of Hispanic Students in One- versus Dual-Parent Households." *Hispanic Journal of Behavioral Sciences* 24 (4) (Nov. 2002): 430-47.

Data on Hispanic students from the National Education Longitudinal Study revealed no differences in 12th-grade educational outcomes between students from one-parent and two-parent families when socioeconomic factors were controlled. For outcomes 2 years after high school, socioeconomic status was a much more important predictor than family configuration.

Beveridge, Andrew, and Sophia Catsambis. (2002, August). "The Neighborhood Connection in Dropping Out: Effects of Family, School and Neighborhood on Early School Leavers." Paper presented at the Annual Meeting of the American Sociological Association, Chicago, IL.

A recent addition of students' residential locations to the NELS data allows us to nationally assess the extent to which the different spheres of adolescents' lives affect their chances of dropping out of school by the tenth grade. In this paper we report preliminary findings indicating that factors at all major spheres of life -family neighborhood and school- affect students' chances of dropping out. Early dropouts are highly concentrated in neighborhoods with high levels of racial segregation and high concentrations of unemployed males, high school dropouts, families living below the poverty line and families receiving public assistance. At the school level, clustering of dropouts is small but schools with high levels of student absenteeism continue to be associated with high chances of dropping out. Living in disadvantaged neighborhoods may also be detrimental for students' family life. Our data indicate that parental educational practices that are usually associated with positive educational outcomes are less effective for helping students remain in school if they live in high-risk neighborhoods. However, parents can offset, to some degree, the negative pressures of disadvantaged neighborhoods, by parental practices such as closely monitoring the student, providing extra learning opportunities, frequently contacting the school and participating in Parent-Teacher Organizations.

Broh, Beckett A. (2002). "Linking extracurricular programming to academic achievement: Who benefits and why?" *Sociology of Education*, 75 (1): 69-91.

This article analyzes data from the National Educational Longitudinal Study of 1988 to test the effect of participation in extracurricular activities in high school achievement. It also explores potential mediating mechanisms that link such participation to academic success. The results show that participation in some activities improves achievement, while participation in others diminishes achievement. Participation in interscholastic sports promotes students' development and social ties among students, parents, and schools, and these benefits explain the positive effect of participation on achievement.

Chambers, Elisha A. and James B. Schreiber. "After-School Pursuits, Ethnicity, and Achievement for 8th- and 10th-Grade Students." *Journal of Educational Research* 96 (2) (Nov-Dec 2002): 90-100.

Examined students' after-school pursuits by category (in- or out-of-school, academic or non-academic, organized or unorganized), considering the association of the pursuits with achievement after dis-aggregating the data by ethnicity. Data from the National Education Longitudinal Study indicated that differing pursuits had differing levels of association after disaggregating by ethnicity. Classifying the pursuits into one or two categories masked important differences in their associations with achievement.

Crawford, Lizabeth, and Katherine Novak. (2002, August). "Routine Activity Patterns and Adolescent Drinking: A Test of Hawdon's Revised Control Theory." Paper presented at the Annual Meeting of the American Sociological Association, Chicago, IL.

The purpose of this paper was to extend prior research on the relative effects of opportunity, reflected in patterns of routine activities, and bonds to conventional society on adolescent

drinking using data from the second and third waves of the National Education Longitudinal Survey (NELS:88). Taken together, the results of this analysis offer substantial support for Hawdon's (1996; 1999) notion that conventional activities can themselves provide opportunities for delinquency insofar as they are low in instrumentality and visibility. Across analyses, routine activity patterns, in particular participation in unstructured and unsupervised peer interactions, had the strongest effects on both alcohol consumption and binge drinking. In opposition to the predictions of control theory, traditional measures of involvement, parental attachment and commitment to conventionality failed to affect these forms of delinquency. While belief in the validity of societal rules did reduce adolescents' overall levels of alcohol use and binge drinking, these effects were relatively small in magnitude. Moreover, belief failed to significantly predict the onset of either behavior among Time-1 abstainers. These results are discussed with reference to their implications for strategies of intervention and the utility of the more pragmatic, versus ideological, aspects of a social-control perspective.

Croninger, Robert G., Jennifer King Rice, and Christopher F. Roellke. (2002). "The Effect of Block Scheduling High School Mathematics Courses on Student Achievement and Teachers' Use of Time: Implications for Educational Productivity." *Economics of Education Review* 21 (6) (Dec 2002): 599-607.

Draws on data from 1988 National Education Longitudinal Study to estimate the impact of block-scheduled mathematics course on 10th-grade student achievement and teachers' use of class time. Findings suggest that while block scheduling is positively associated with teachers' use of multiple instructional methods and more individualized instruction, it has a negative impact on mathematics scores.

Deleire, T., Kalil, A. (2002). Good Things Come in Threes: Single- Parent Multigenerational Family Structure and Adolescent Adjustment. *Demography*, 39(2):393-414.

Using data from the National Educational Longitudinal Study (NELS), we found that teenagers who live in nonmarried families are less likely to graduate from high school or to attend college, more likely to smoke or drink, and more likely to initiate sexual activity. Not all nonmarried families are alike, however. In particular, teenagers living with their single mothers and with at least one grandparent in multigenerational households have developmental outcomes that are at least as good and often better than the outcomes of teenagers in married families. These findings obtain when a wide array of economic resources, parenting behavior, and home and school characteristics are controlled for.

Dike, Sandra, Monique Granville and Kusum Singh. (2002). "Mathematics and Science Achievement: Effects of Motivation, Interest, and Academic Engagement." *Journal of Educational Research* 95 (6) (July-Aug 2002): 323-32.

Investigated the effects of student motivation, attitude, and academic engagement on eighth graders' mathematics and science achievement. Data from the National Education Longitudinal Study of 1988 supported the positive effects of the two motivation factors, attitude, and academic time on mathematics and science achievement. The strongest effects were those of academic time spent on homework.

Du, Jianxia and Gary G. Huang. (2002). "Computer Use at Home and at School: Does it Relate to Academic Performance?" *Journal of Women and Minorities in Science and Engineering* 8 (2): 201-17.

Examines how computer use produces generic benefit to all children and differential benefits to minority and poor children. Analyzes data from the National Education Longitudinal Study (NELS) of 1988-1992.

Dumais, Susan A. (2002). "Cultural Capital, Gender, and School Success: The Role of Habitus." *Sociology of Education*, 75 (1): 44-68.

Studies of the effects of cultural capital on the educational success of male and female students have reached contradictor conclusions, and few studies have considered the role that habitus plays in educational outcomes. This article analyzes the cultural participation of eighth-grade boys and girls and presents a model that includes a measure for habitus.

Eitle, T.M, and Eitle, D.J. (2002). "Race, Cultural Capital, and the Educational Effects of Participation in Sports." *Sociology of Education*, 75 (April): 123-146.

The relationship between participation in sports and academic achievement is examined by exploring both the factors that predict participation in different sports and the influence that participation in specific sports has on academic achievement. While previous studies analyzed the effects of participation in sports on achievement, little research has explored whether students who have fewer academic resources are more likely to play sports. Using data from the National Educational Longitudinal Survey, this study considers whether cultural capital, household educational resources, family structure, and race are related to participation in football, basketball, or other sports and whether the effects of participation on several measures of academic achievement differ by race and sport. The findings suggest that cultural disadvantage contributes to an increased interest in and perhaps dependence on basketball and football as a means of social capital. In addition, playing particular sports may not have the achievement returns for either black or white students that some have previously suggested.

Fairlie, Robert W. (2002). "Private Schools and 'Latino Flight' from Black Schoolchildren." Chicago, IL: Joint Center for Poverty Research, 2002.

Several recent studies provide evidence that the choice between private and public schooling among white students is influenced by the racial composition of the local student population. None of these studies, however, examine whether Latinos are also fleeing to private schools in response to black schoolchildren. This study explores the "Latino flight" hypothesis using data from the National Educational Longitudinal Study and a recently released confidential dataset from the National Center for Education Statistics. In probit regressions for the probability of attending private school among Latinos, the study finds a large, positive, and statistically significant coefficient on the black share of the school-age population. The coefficient estimates imply that a 10 percentage point increase in the black share increases the probability of private school attendance by 25.7 to 33.2 percent among Latino 8th graders and 35.2 to 52.2 percent among Latino 10th graders. These results provide evidence of "Latino flight" from public schools into private schools. An appendix presents means of selected variables.

Goldsmith, Pat, and Mark Konty. (2002, August). "Beliefs of African Americans, Latinos, and Whites and Educational Achievement." Paper presented at the Annual Meeting of the American Sociological Association, Chicago, IL.

This paper examines hypotheses from three types of models about how cultural differences between African Americans, Latinos, and whites may influence the gap in educational achievement among these groups. Deficiency models predict a deficient culture toward education among subordinate racial groups. Structural models predict no racial differences in culture when all else is equal. Resistance models predict a relatively positive culture among subordinate racial groups. Examination of students' aspirations and attitudes with the NELS and the 1990 Census indicates that other things equal, African Americans' and Latinos' cultures are relatively positive, that this cultural advantage they have on whites tends to be larger in predominantly nonwhite schools, and that the test score gap among these groups would be larger if not for the relatively positive cultures of African Americans and Latinos. All these findings support resistance models.

Hagy, Alison P and J. Farley Ordovensky Staniec. (2002). "Immigrant Status, Race, and Institutional Choice in Higher Education." *Economics of Education Review* 21 (4) (Aug 2002): 381-92.

Using data from the 1988 National Educational Longitudinal Study, examines postsecondary enrollment decisions of immigrant students. Finds that first- and second-year generation Asians are significantly more likely to enroll in both 2- and 4-year public colleges and universities, whereas second-generation Hispanics and native blacks have a higher probability of enrolling in both public and private 4-year colleges and universities.

Harvey, Michael W. (2002). "Comparison of Postsecondary Transitional Outcomes between Students with and without Disabilities by Secondary Vocational Education Participation: Findings from the National Education Longitudinal Survey." *Career Development for Exceptional Individuals* 25 (2) (Fall 2002): 99-122.

A study used data from the National Education Longitudinal Study of 1988-1994 to compare postsecondary outcomes among 7,007 students with and without disabilities who participated in secondary vocational education. Students with disabilities who participated in vocational education earned more wages than peers with disabilities who did not participate.

Hoffmann, John P. (2002). "The Community Context of Family Structure and Adolescent Drug Use." *Journal of Family and Marriage* 64 (2) (May 2002): 314-30.

Investigates hypothesis used to explain the relationship between family structure and adolescent drug use, using data from the National Education Longitudinal Study (NELS). Reports that adolescents who resided in single-parent or stepparent families had heightened drug use. Higher adolescent drug use was found in communities with a large proportion of unemployed men.

Honora, Detris and Anthony Rolle. (2002). "A Discussion of the Incongruence between Optimism and Academic Performance and Its Influence on School Violence." *Journal of School Violence* 1 (1) (2002): 67-81.

Examined the degree to which negative behaviors exhibited in adolescents were influenced by various degrees of optimism. Data from the 1988 National Education Longitudinal Study indicated that school environment, father being home after school, self-esteem, school-community involvement, academic preparation, and talking with teachers and counselors independently influenced levels of violence perceived in the school environment.

Ingels, S.J., Curtin, T.R., Kaufman, P., Alt, M.N., Chen, X., Owings, J. (2002). *Coming of Age in the 1990s: The Eighth-Grade Class of 1988 12 Years Later. Initial Results from the Fourth Follow-Up to the National Educational Longitudinal Study of 1988. Statistical Analysis Report.* (NCES 2002-321). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

This report examines the eighth grade cohort of 1988 in the year 2000. It presents findings from the fourth followup survey of the National Education Longitudinal Study of 1988 (NELS:88), from the year in which most cohort members turned 26. The period in which this cohort attended school saw major initiatives in educational reform in the United States, with one of the most notable changes being an increase in student loans for higher education. Many social and economic forces may have affected this cohort as well. The data of the fourth followup were collected at a key stage of life transitions for the class of 1988. Most had been out of high school for nearly 8 years, and many had completed their educations and started to form families. By 2000, most had earned a high school diploma (83%), and an additional 9% had earned a GED. In 2000, 29% of the cohort had obtained a bachelors degree, and nearly 47% had some postsecondary credits. About 96% were employed in a full- or part-time job, with those who had a high school degree more likely to be employed than those who did not. Information is also provided on labor market experiences, current work and education activities, income, family formation activities, and civic and leisure activities. Three appendixes contain technical notes and a glossary, a list of areas of inquiry pursued with NELS:88 data, and standard error tables.

Jeynes, W.H. (2002). Why Religious Schools Positively Impact the Academic Achievement of Children. *International Journal of Education & Religion*, 3(1):16-33.

Using the 1992 NELS data set for twelfth graders, this study assessed why students attending religious schools generally achieve at higher levels academically than students attending non-religious schools. The study examined reasons that social scientists typically give for students from religious schools outperforming their counterparts in non-religious schools. These reasons include the school atmosphere, racial harmony, the level of school discipline, the lower rates of school violence, and the amount of homework given by the teachers. The results confirm that religious schools do outperform non-religious schools in each of these categories. In addition, the effects for students attending a religious school are reduced but not eliminated when these factors are controlled for. The results of this study support the belief that religious schools do differ favorably from non-religious schools on a number of measures that would seem to support an environment of high academic achievement. The results indicate that the factors that researchers point to as possibly explaining the advantages of attending a religious school explain part of, but not all of, the academic advantage of attending a religious school.

Karen, D. (2003). Changes in Access to Higher Education in the United States: 1980-1992. *Sociology of Education*, 75(3):191-211.

This article explores the factors that determine how high school graduates become linked to colleges at particular levels of selectivity: First, it assesses various theories of change in educational attainment by comparing patterns of access to institutions of higher education of varying selectivity in the United States between 1980 and 1992. Second, with regard to how students and colleges of varying selectivity are matched, it replicates the work of James C. Hearn on 1980 high school graduates (using High School and Beyond) and introduces some additional variables, drawn primarily from the work of Pierre Bourdieu, in an analysis of 1992 high school graduates (using the National Education Longitudinal Study).

Lewis, Charles, Judith M. Pollack, and Warren W. Willingham. (2002). "Grades and Test Scores: Accounting for Observed Differences." *Journal of Educational Measurement* 39 (1) (Spring 2002): 1-37.

Proposed a framework of possible differences between grades and test scores and tested the framework with data on 8,454 high school seniors from the National Education Longitudinal Study. Identified differences and correlations among achievement factors. Differences between grades and tests give these measures complementary strengths in high-stakes assessment.

Marsh, H. (In press). "Evaluation of Self-rating Scales in Specific School Subjects from the National Educational Longitudinal Study of 1988: An Application of Confirmatory Factor Analysis." *American Educational Research Journal*.

Confirmatory factor analysis models of intrinsic motivation, extrinsic motivation, and anxiety in mathematics, science, social studies, and English show that the affect scores for each school subject on the NELS survey were contaminated so that simple scale scores are not appropriate. Employing multitrait-multimethod models, the authors found that students were able to differentiate their attitudes in relation to different school subjects. Attitudes toward mathematics, science, English, and social studies were validated in relation to standardized test scores and school grades for each of these subjects. The recommendation is made that more comprehensive, state-of-the-art designs be used for constructing survey items for large-scale studies.

McNeal, Ralph. (2002, August). "Do Parents Respond to Reduced Achievement and Increased Truancy By Becoming Involved? Investigating the Parent Involvement "Reactive Hypotheses." Paper presented at the Annual Meeting of the American Sociological Association, Chicago, IL.

There are many conflicting findings regarding the relationship between parent involvement and student performance. Some findings support a positive relationship between involvement and achievement, while others support a negative relationship. The most common explanation for the negative findings, where parent involvement is associated with lower levels of academic achievement, has been dubbed the 'reactive hypothesis' (e.g. Epstein 1988). This hypothesis claims that any negative relationship between parent involvement and academic achievement stems from a reactive parent involvement strategy whereby a student having academic or behavioral difficulties at school leads to greater levels of parent involvement. Using the National Education Longitudinal Study (NELS:88), this research utilizes a three panel, cross-lagged regression model to empirically investigate this claim. The analysis reveals little empirical support for the reactive hypothesis. In fact, reduced achievement and increased truancy is not met with greater levels of parental support, but with reduced levels of parent involvement.

Miranda, Kathleen and Sharon Anne O'Conner. (2002). "The Linkages among Family Structure, Self-Concept, Effort, and Performance on Mathematics Achievement of American High School Students by Race." *American Secondary Education* 31 (1) (Fall 2002): 72-95.

Uses panel members (1,502 seniors) of the 1988 National Education Longitudinal Study to identify variables that produce high mathematics achievement. Finds, among other things, that the best predictor of student mathematics achievement is prior ability--regardless of race, gender, or from intact or nonintact households.

Muller, Chandra and Kathryn S. Schiller. (Chicago 2002). "When Do Parents Make a Difference? Social Context and Parental Involvement in Transition to High School." Presented at the Annual Meeting of the American Sociological Association.

O'Conner, S.A., Miranda, K. (2002). The Linkages Among Family Structure, Self-Concept, Effort, and Performance on Mathematics Achievement of American High School Students by Race. *American Secondary Education*, 31(1):72-96.

Cognizant of the reform endeavors of Goals 2000 and the modest gains since 1983 (A Nation at Risk) in mathematics achievement of American eighth and twelfth grade students, this study sought to identify the array of motivational and environmental predictor variables that produce high mathematics achievement.

Pallas, Aaron M. (2002). "Tracing Educational Trajectories through Longitudinal Studies." *Educational Statistics Quarterly* 4 (2) (Summer 2002): 14-16.

Data from the fourth followup to the National Education Longitudinal Study of 1988 suggest greater complexity in the individual trajectories, or careers, that characterize the movement from adolescence to adulthood than in earlier years. Understanding the role schooling now plays in the lives of U.S. adults may require a more expansive view than previous follow-ups have allowed.

Park, Sunghee and Joseph S. Renzulli. "Giftedness and High School Dropouts: Personal, Family, and School-Related Factors." Storrs, CT: National Research Center on the Gifted and Talented, 2002.

This study used data from the National Educational Longitudinal Study of 1988 and follow-up data collected in 1990, 1992, and 1994, to examine the characteristics and personal/educational factors related to gifted high school dropouts (n=3,520). Results indicate: (1) many gifted students left school because they were failing school, did not like school, got a job, or were pregnant; (2) most parents whose gifted child dropped out of school were not actively involved in their child's decision to dropout; (3) many gifted students who dropped out of school participated less in extracurricular activities; (4) few gifted students who dropped out had plans to return to school; (5) gifted students who dropped out of school had higher self-concepts than typical dropouts; (6) many gifted students who dropped out were from low socioeconomic families and racial minority groups; (7) gifted students who dropped out had parent with low levels of education; (8) gifted students who dropped out had used marijuana more than gifted students who completed school; and (9) dropout behavior for gifted students was significantly related to students' educational aspirations, pregnancy or child-rearing, gender, and parents' highest level of education. An appendix provides information on the study variables.

Pearson, Jennifer, Michelle Frisco, and Chandra Muller. (2002, August). "Adolescent Sexual Decision Making: Parental Involvement, Family Structure and Academic Achievement." Paper presented at the Annual Meeting of the American Sociological Association, Chicago, IL.

Sexual initiation is an important decision adolescents make that affects their future opportunities and success. Parents influence adolescents' sexual decisions by shaping their values and by teaching them how to plan and manage different aspects of their lives. This paper employs data from the National Education Longitudinal Study of 1988 to 1994 (NELS:88-94) and the National Longitudinal Study of Adolescent Health (Add Health) to examine the relationship between family structure, parental involvement and sexual debut. We investigate (1) how parental involvement is related to sexual initiation; (2) whether involvement explains the well-established

relationship between family structure and sexual initiation; and (3) if academic achievement explains the effects of involvement or family structure on sexual initiation. Results indicate that there is a significant relationship between family structure and sexual debut that is not explained by parental involvement or academic achievement. In addition, parental involvement in education appears to be indirectly related to sexual initiation through its relationship to academic achievement, but general involvement is directly related to first sex.

Pettit, Becky and Alesha Durfee. (2002, August). "The Consequences of Residential Mobility During Childhood on Early Adult Outcomes." Paper presented at the Annual Meeting of the American Sociological Association, Chicago, IL.

Nearly one in five children in the United States move each year. Not all children face an equal risk of moving - living in poverty, family disruption, and being African American all increase the probability of moving. Using data from the NELS:88, this paper examines whether and how residential mobility during childhood influences educational outcomes, labor market success, and family formation in early adulthood. Through a careful analysis of the mechanisms through which moving during childhood affects outcomes, and the use of statistical models to correct for selection into the geographically mobile population, this research clarifies our understanding of the consequences of residential mobility during childhood.

Provasnik, Stephen J. and Christina K. Stearns. (2002). "Teacher Quality and Student Educational Attainment: Findings from the National Education Longitudinal Study (1988-2000)." Paper presented at the Annual Meeting of the American Educational Research Association Chicago, IL.

This study used data from the National Education Longitudinal Study of 1988 (NELS:88) to explore the relationship of teacher quality to student educational attainment by looking at how the quality of a student's eighth-grade mathematics teacher is related to: (1) the highest academic level of mathematics coursework a student completes in high school; (2) high school graduation rates; and (3) postsecondary degree completion rates. It finds that the quality of a student's eighth-grade mathematics teacher is positively related to the three indicators of educational attainment as long as one does not control for the achievement level of the student's eighth-grade mathematics class. When one controls for the achievement level of the student's class, the quality of the teacher is not a significant predictor of attainment.

Rice, J.K., Croninger, R.G., Roellke, C.F. (2002). The Effect of Block Scheduling High School Mathematics Courses on Student Achievement and Teachers' Use of Time: Implications for Educational Productivity. *Economics of Education Review*, 21(6):599-608.

Block scheduling involves the reallocation of instructional time into longer class sessions to encourage more active teaching strategies, reduce fragmentation inherent in single-period schedules, and improve student performance. To the degree that such policies reallocate existing resources to realize higher levels of desired educational outcomes, the goal of productivity can be served. Despite widespread experimentation with various forms of block scheduling, there is conflicting evidence on the impact of these innovations on student achievement, and little evidence of their effect on classroom practice. This study explores these relationships. More specifically, the study draws on data from the National Education Longitudinal Study: 1988 to estimate the impact of block-scheduled mathematics courses on tenth-grade student achievement and teachers' use of class time. Findings suggest that while block scheduling is positively associated with teachers' use of multiple instructional methods and more individualized

instruction, this scheduling reform has a negative impact on students' tenth-grade mathematics scores, controlling for other factors. Implications for educational productivity are discussed.

Sanders, Nicholas M. (2002). "A Search for Effects of High Schools' Work-Related Programs on Early Employment Success in the New Economy." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

The empirical basis for expectations that employer involvement in high school programs contributes to early employment success in today's economy was explored by using data from the National Educational Longitudinal Study (NELS) survey for 1992, when students were sampled in their senior year, and data for 1994, when follow-up interviews with the same students were conducted. Early employment success was indicated by earnings in the first calendar year after grade 12. Ordinary least squares regression was used to build two annual earnings models--one for the subsample that was primarily in the workforce (the W population) and the other for the sample that was primarily in postsecondary education (the PSE population). The number of high school programs that involved employers did not contribute to early employment success; however, the number of other work-related high school programs did contribute to earnings, albeit only in the PSE populations. Concentration in vocational education during senior year did have an earnings payoff in the first full calendar year after high school, albeit not for males in the PSE population. The racial and gender gaps were significantly lower in the PSE sample than in the W sample.

Schiller, Kathryn S. and Chandra Muller. (2002, August). "Raising the Bar: State Policies and Students' Mathematics and Science Course-Taking." Presented at the Annual Meeting of the American Sociological Association.

Schreiber, J.B., Chambers, E.A. (2002). After-School Pursuits, Ethnicity, and Achievement for 8th- and 10th-Grade Students. *Journal of Educational Research*, 96(90): 91-110.

The purpose of this article was to examine students' after-school pursuits in a categorization framework and to consider the association of the pursuits with achievement after disaggregating the data by ethnicity. Student pursuits were categorized as in-or out-of-school, academic or nonacademic, organized or unorganized instead of simply in or out of school. For example, varsity football would be categorized as in-school, nonacademic, organized. A sample of 8,305 8th-and 10th-grade students who were enrolled in both years and had complete data was drawn from the National Education Longitudinal Study (1988) data set. The authors used multiple regression to analyze the models by ethnic background and found that different pursuits had differing levels of association after disaggregating by ethnicity. Also, classifying all after-school pursuits into 1 or 2 categories masked important differences in their associations with achievement.

Scott, Leslie A., and Steven J. Ingels. "The Missing Link: A Validation Study of the NAEP-NELS:88 Equated Mathematics Score." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, April 2002.

The paper explores potential uses of the equated 1992 mathematics scores of the National Assessment of Educational Progress (NAEP) and the National Education Longitudinal Study of 1988 (NELS:88). In the test score equating exercise, NELS:88 math results were put on the NAEP scale. Because NELS:88 contains somewhat richer home background variables than

NAEP, and because it is a longitudinal study and permits test results to be connected to later outcomes (for example, postsecondary attainment), linkage of the two studies extends our information about the interpretation and validity of NAEP mathematics scores in a number of ways. This paper, in particular, examines (a) the construct validity and (b) the predictive validity of the NAEP mathematics scale score. It examines construct validity by regressing the NAEP equated score onto well-known correlates of tested achievement, specifically, such NELS:88 variables as socioeconomic status, sex, race/Hispanic ethnicity, mathematics coursetaking, and educational aspirations of the mother for her child. To gauge predictive validity, key NELS:88 outcomes in 2000 (eight years after completing high school), such as postsecondary attainment in 2000 and income in 1999, are regressed onto the equated NAEP mathematics score. The paper is divided into five sections: (1) Purpose of the Research; (2) Background: NAEP and NELS:88; (3) Background: The Equating Exercise; (4) Analysis Method; (5) Summary and Discussion of Key Findings. The discussion section includes recommendations for future inquiries. Appendix A contains information about math test content specifications and samples for NAEP and NELS:88. Appendix B contains tables for the data analyses in this paper. Appendix C contains further technical documentation of the equating.

Singh, K., Granville, M., Dika, S. (2002). Mathematics and Science Achievement: Effects of Motivation, Interest, and Academic Engagement. *Journal of Educational Research*, 95(6):323-333.

Thomas, John P. (2002). "An Examination of the Relationship between Learning Variables and Academic Achievement Outcomes." [ED471988].

Using eighth-grade transcript and questionnaire data from the National Education Longitudinal Study of 1988, the current study used multivariate procedures to examine the nature of the relationship between educational productivity factors and academic achievement outcomes in reading, mathematics, and science in a sample of approximately 450 eighth graders. Using canonical correlation, discriminant analysis, factor analysis, and multivariate analysis of variance procedures, the results of the current study showed that approximately 40% of the variance in achievement outcomes is attributable to productivity factors. Mathematics achievement was influenced most by advanced course work in mathematics, reading was most influenced by grades in English courses, and both reading and science are strongly affected by parents education level. In addition, grades, family background, and time spent on homework had an impact on achievement outcomes in all three areas.

Von Secker, Clare. (2002). "Effects of Inquiry-Based Teacher Practices on Science Excellence and Equity." *Journal of Educational* 95 (3) (Jan-Feb 2002): 151-60.

Used hierarchical linear models to estimate the extent to which five inquiry-based teacher practices promoted student achievement and reduced achievement gaps among diverse students. Data from the National Education Longitudinal Study suggest that teacher practices that improve overall academic excellence simultaneously are as likely to contribute to greater inequities among diverse students as they are to close achievement gaps.

Wang, Tingyu, Xiaoping Wang, and Renmin Ye. (2002). "Usage of Instructional Materials in High Schools: Analyses of NELS Data." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Based on the recommendations of previous research, this study discusses and analyzes the usage of technology and instructional materials in a broad level in the United States. The National Education Longitudinal Study: 1988-96 (NELS88) is a longitudinal study of the 1988 eighth

graders by the National Center for Education Statistics (NCES). The same students from the 1988 grade sample have been followed up on every two years. Each student and his/her two teachers responded to the surveys designed by the NCES. The study presented in this paper used the first follow-up (tenth grade) student and teacher data files, and selected 53 items as independent and dependent variables. A total of 15,667 tenth grade students were selected from the first follow-up of NELS88 with their 22,646 teachers (8,572 reading, 4,075 history, 4,023 math, and 5,976 science teachers). All students and teachers who had available variables and achievement scores were included, and the student sample represented all tenth grade students throughout the United States by using weighting method. Results are discussed in terms of the frequency of teachers using instructional materials; comparison of teachers' usage of instructional materials by gender, teaching area, and ethnicity; teachers' academic degree, teaching experience and usage of instructional materials; and uses of instructional materials and student achievement. Seven tables and three figures present findings.

Way, Sandra. (2002, August). "The Influence of High School Discipline and Perceptions of Authority on Student Behavior." Paper presented at the Annual Meeting of the American Sociological Association, Chicago, IL.

In order to curb school violence and increase academic achievement, many parents and politicians are calling for stricter disciplining of children in public schools. Underlying this call is the assumption that stricter rules and punishments will deter students from misbehaving by making costs high. Before policy changes should be made, however, it is important to better understand the relationship between school discipline, student behavior, and student achievement. This paper examines this relationship by analyzing data from the National Education Longitudinal Study (NELS). First, I exam the utility of deterrence theory by empirically testing whether students who go to schools with more rules, stricter punishments, and higher perceptions of strict discipline have lower levels of misbehavior. In order to examine the various components of deterrence, both official and perceptual measures of school discipline are used. Second, as an alternative to the instrumental approach of deterrence theory, I examine how normative processes, including moral authority, fairness, and teacher authority, influence behavioral compliance. Specifically, I test how perceptions of fairness and beliefs in the authority of school personnel in the 10th grade are related to behavior in the 12th grade. These variables are added to the above models to discern possible mediating effects, determining if discipline policy, real and perceived, has an effect when normative considerations are taken into account. While preliminary results find some support for each of the theories, evidence is stronger for the normative theories. Interestingly, perceptions of strictness are associated with poorer behavior, contrary to what deterrence theory predicts. Both perceptions of fairness and moral authority are associated with positive outcomes.

Werum, Regina. (2002, August). "Teasing out Cultural and Social Capital Effects: A Case Study of Track Placement Patterns Among Latinos." Paper presented at the Annual Meeting of the American Sociological Association, Chicago, IL.

Educational researchers have long argued that social and cultural capital factors influence educational outcomes as well as social mobility patterns, and that they do so independently of factors typically associated with individual or family background (SES/human capital). Researchers are increasingly grappling with the theoretical implications of this assertion. For example, Lamont and Lareau (1988) (L&L) provide a theoretically-based critical assessment of Bourdieu's and Passeron's work regarding cultural capital. Pointing out that both authors conceptualized cultural capital in multiple and at times contradictory ways, L & L suggest

conceptualizing cultural capital in terms of assets used as a basis for social and cultural exclusion. In a similar vein, Portes (1998) compares European and American conceptualizations of social capital (epitomized e.g., by the work of Bourdieu and Coleman), discussing both overlaps and contradictions in their respective definitions. He stresses that social capital can have positive as well as negative consequences and remains wary of recent efforts to reconceptualize it in terms of communal rather than individual assets. Finally, much of the existing literature continues to treat these different forms of capital as additive or complementary, whereas Lin (1999) and Teachman, Paasch and Carver (1997) stress the potentially compensatory impact such resources can have on educational and other outcomes. Despite this vigorous theoretical debate, empirical analyses comparing the relative strength of SES, cultural, and social capital effects remain scarce. Moreover, most research in this field has relied on qualitative data analysis (Grant 1984; Lareau and Horvat 1999; Useem 1992). Even existing quantitative studies have tended to examine cultural and social capital effects among ethnic majority populations or, at least, ignore the ethnically specific forms social and cultural capital can take (e.g., Carbonaro 1998; Katsillis and Rubinson 1990; Lareau 1989; McNeal 1999). Extending this body of empirical work, I examine the way in which social and cultural capital affect the track placement of immigrants in the United States (also see Portes and MacLeod 1996; Stanton-Salazar and Dornbusch 1995; Werum 2001). In particular, I analyze how these different forms of capital influence high school track placement among students of specific Latino backgrounds. Drawing on several waves of NELS data, my analyses focus on students of Mexican, Cuban, and Puerto Rican origin. In the process, I test the degree to which European- vs. U.S.-based conceptualizations of both cultural and social capital help explain track placement patterns among these immigrant group. On a related note, I discuss second language skills as a case in point to demonstrate that social context fundamentally influences the way we view some forms of capital. That is, while we typically view second language skills as a form of cultural capital, such skills actually perform a social capital function for immigrants.

Wimberly, George L. (2002). "School Relationships Foster Success for African American Students." Iowa City, IA: ACT, 2002.

This study used data from the National Educational Longitudinal Study (NELS) to analyze critical issues affecting the preparation and diversity of the postsecondary applicant pool. Participants were 14,914 respondents, including 1,685 African Americans, who completed all four waves of the NELS. Overall, about two-thirds of all students expected to earn at least a college degree, and just over 10 percent expected no education beyond high school. There was a gap between the education expectations of African American students and their postsecondary participation 2 years past high school. Although 88 percent expected to attend college or earn a college or advanced degree, only 56 percent were moving toward that goal. Significantly more white students than black students were in the process of moving toward that goal. School experiences differed by race. In schools attended by African Americans, fewer students were on a college preparatory track or took advanced placement courses, and the college-going rates were lower than those in predominantly white high schools. Three of five school relationship characteristics positively impacted African American students' educational expectations and postsecondary participation: school personnel expectations, teachers talking with students, and school extracurricular participation. Students (primarily white) who formed good school relationships had higher educational expectations and postsecondary participation.

Wonacott, Michael E. (2002). "The CTE/Academic Balance and Three Secondary Outcomes." Washington, DC: National Research Center for Career and Technical Education. [ED462622]

A study examined the outcomes of taking different balances of career and technical education (CTE) and academic courses. The study sample consisted of members of the National Education Longitudinal Study of 1988 (NELS:88) who were eighth-graders in 1988. The study sample members were divided into four groups as follows: (1) academic concentrators (students completing only an academic concentration); (2) CTE concentrators (students completing only a CTE concentration); (3) dual concentrators (students completing both an academic and a CTE concentration); and (4) nonconcentrators (students completing neither concentration). According to NELS:88 records, the four groups constituted 36.5%, 18.94%, 6.23%, and 38.29% (respectively) of the 10,408 sample members remaining at the time of the study. From the standpoint of academic achievement, the academic concentrators ranked first, the dual concentrators ranked second, the nonconcentrators ranked third, and the CTE concentrators ranked fourth. The lowest risk of dropping out occurred when students completed three Carnegie units of CTE for every four of academic subjects. Risk of dropping out increased as the CTE/academic ratio got smaller or larger. Academic concentrators were most likely to pursue postsecondary education (87%), whereas CTE concentrators were least likely (56%). CTE concentrators were most likely to be in paid employment (93%), whereas academic concentrators were least likely to work (88%).

Yan, Wenfan. (2002). "Postsecondary Enrollment and Persistence of Students from Rural Pennsylvania." Harrisburg, PA: Center for Rural Pennsylvania, Harrisburg. [ED459986]

This report examines the factors that influence the postsecondary enrollment and persistence of rural Pennsylvania students, compared to students from urban and suburban areas. The National Education Longitudinal Study of 1988 provided data on 216 rural, 103 urban, and 323 suburban high school graduates from Pennsylvania. Depending on their status in 1992 and 1994, respondents were labeled as "no postsecondary education (no PSE)," dropouts, late enrollers, or persistent students. "No PSE" accounted for 48 percent of rural students, 28 percent of urban students, and 36 percent of suburban students. Among students who enrolled in college, there were no differences by location for dropouts; suburban students were more likely to be persistent and less likely to be late enrollers than were rural or urban students. Rural students' college enrollment and persistence were significantly related to socioeconomic status, gender, marital status, enrollment in an academic high school program, enrollment in science courses in high school, having friends who thought studying was important, having friends with college plans, parent aspirations, student aspirations, parent involvement in college planning, and employment experiences. Postsecondary persistence was related to types of financial aid received, type of institution attended, acceptance at first-choice institution, and college major. Policy implications are discussed for improving college enrollment and persistence among Pennsylvania's rural students.

2001

Anaya, Henry Daniel. "The Determinants of School Dropout in the United States." (Ph.D. dissertation, Stanford University, 2001).

This paper examined dropout characteristics and differences within the United States, using the United States Department of Education NELS:88 (National Education Longitudinal Survey) dataset. The principal objective was to determine how the dynamics of school dropout vary among U.S. students, and to what extent these variations show up at different stages (i.e., early

vs. late dropout) in the educational attainment process. Results for early dropout determined that African American students dropped out in significantly higher numbers when compared to the four other racial/ethnic student groups studied (whites, Hispanics, Asian and Native Americans). Language minority status was also shown to have a significant impact on dropout. Those students who were from language minority backgrounds were significantly more likely to drop out early on than students who weren't from language minority backgrounds. Problems with teacher motivation of students were significantly related to higher rates of out. Student grades were also a significant factor related to early dropout. Statistical results which held true for both early and late dropout were that higher rates of educational attainment among parents were significantly related to lower levels of student dropout. Family stability (as measured by the number of times a student changed schools), as well as the presence of vocational counseling at a given school was also significantly related to early and late dropout rates. Parental involvement in school activities was also related to lower rates of early and late dropout. No significant behavioral or environmental differences related to either early or late dropout were found with regard to gender or income.

Baker, Bruce D. "Gifted Children in the Current Policy and Fiscal Context of Public Education: A National Snapshot and State-Level Equity Analysis of Texas." *Educational Evaluation and Policy Analysis* 23 (3) (Fall 2001): 229-50 [EJ642260]

Studied whether gifted and talented children require supplemental resources to receive an appropriate education using data from the National Education Longitudinal Study of 1988 and information about the distribution of fiscal and human resources to gifted children in Texas. National results show that some minorities and students of low socioeconomic status are less likely to have access to gifted programs, and Texas results show variation in resources across school districts. (SLD)

Bielinski, J. and Davison, M.L. (2001) "A Sex Difference by Item Difficulty Interaction in Multiple-Choice Mathematics Items Administered to National Probability Samples." *Journal of Educational Measurement* 38: 51-77

A notable gender gap in mathematics achievement has been found in a multitude of data sets. The evidence points to females being more successful at mathematics in grade school; males, on the other hand, are favored by the gender gap in high school. During middle school, both sexes exhibit similar accomplishment. Why does the gap exist? Explanations for this depend upon whether one feels the gap is a characteristic of the examinees or the material being studied. Many argue that basic differences in the male and female thought processes account for the gap: females are better at understanding abstract terms and males do better on applied items. The school math is more concrete and applicable. The authors of this paper take a slightly different stance on the issue. They argue that there is a sex difference by item difficulty interaction present in standardized, multiple choice mathematics tests. Using data from three national studies of student achievement (the 1992 NAEP, TIMSS, and NELS:88), the authors tested their hypothesis. They found that although the association varied across populations, it was statistically significant in all samples. Specifically, results show that easy math questions are easier for females than their male counterparts. Hard math questions, on the other hand, favor males over females. Females will thus outperform males on easier test. On more difficult material, for example college entrance exams, males will do better than females.

Blau, J., Lamb, V., Stearns, E., and Pellerin, L. (2001). "Cosmopolitan Environments and Adolescents' Gains in Social Studies." *Sociology of Education* 74: 121-38.

The authors theorize that high school students' achievement in social studies will be facilitated by residence in a "cosmopolitan" neighborhood environment. A cosmopolitan environment is one where residents come from diverse racial and ethnic groups, but racial inequality in resources is not high. Cosmopolitan settings are beneficial because they are high in "social complexity"; students are challenged to negotiate a wide variety of interactions and roles in their daily lives. To test their theory, the authors use data from the 1990 and 1992 High School Effectiveness Survey administered to students and school administered to students and school administrators as part of the follow-up to NELS:88. They also use data from the 1990 Census. ANOVA estimates show that neighborhood context makes a bigger difference in students' achievement in social studies than in reading, science, or mathematics. A hierarchical linear model of social studies achievement demonstrates that the source of this neighborhood effect is the presence or absence of racially based economic inequality; mere diversity has no effect. In addition to its overall negative effect on social studies learning, racial inequality increases the natural disadvantage boys have in this subject, and (paradoxically) decreases the advantage enjoyed by students of high socioeconomic status. In addition, the HLM model shows that low achievers in tenth grade make greater gains in social studies than others. OLS regression estimates show that this is also true for reading and mathematics (but not science). The reasons seem to be that low achievers who remain in school work hard during their last two years, and that their teachers provide them with encouragement and learning resources.

Briggs, Derek C. (2001). "The Effect of Admissions Test Preparation: Evidence from NELS:88." *Chance* 14 (1): 10-18.

Commercial test preparation programs or coaching programs charge a lot of money and advertise 100-200 point increases in test scores (on the SAT). Studies by the testing services have generally showed much smaller increases but have always been treated with some skepticism. In this issue, a study done by neither of the invested parties using a neutral data source, the National Education Longitudinal Study, reports results similar to those obtained by coaching programs, increases of 20-30 points. The discussion is balanced and raises some interesting new questions about the role of coaching programs.

Catsambis, Sophia, and Andrew A. Beveridge (2001). "Neighborhood and School Influences on the Family Life and Mathematics Performance of Eighth-Grade Students." Baltimore, MD: Center for Research on the Education of Students Placed at Risk. [ED460218]

This study examines how neighborhoods, schools, and families can influence the mathematics achievement of eighth graders, using data from the 1988 National Educational Longitudinal Study combined with U.S. Census data. These data allow simultaneous analysis of all aspects of students' lives. Results indicate that there are associations between family, neighborhood, school on the one hand and mathematics achievement on the other. Neighborhoods characterized by concentrated disadvantage and schools characterized by student poverty and absenteeism tend to depress students' mathematics achievement. Characteristics of disadvantaged neighborhoods tend to influence mathematics achievement indirectly by depressing parental practices associated with high mathematics achievement. The social context of these neighborhoods may depress parents' abilities to engage in effective parental practices and may foster social contexts that are not supportive of academic pursuits for adolescents. The study concludes that place of residence may

have important consequences for the academic success and resulting life chances of adolescent. It may affect minority students the most because they are concentrated in inner-city, disadvantaged neighborhoods. To a certain extent, parents can help students overcome the educational disadvantages of their environments by communicating with them frequently, closely monitoring their activities, and providing extra learning opportunities.

Coker, J.K., Borders, L.D. (2001). "An Analysis of Environmental and Social Factors Affecting Adolescent Problem Drinking." *Journal of Counseling and Development* 79: 200-208.

Prevention of youth substance abuse has become a priority in recent decades. With data indicating that 70% of adolescents report drinking alcohol before the age of 12, researchers have been preoccupied with the life factors that seem to promote or prevent destructive behavior. Historically, theory has focused upon a variety of issues: peer associations, parental relationships, and environmental factors. Recently hypothesize that parental support, parental control, community involvement, and positive school climates of 8th grade students affect the formation of peer relationships and positive value structures in 10th grade, which, in turn, will decrease the incidence of substance abuse. Data from the 1996 NCES longitudinal study of over 17 thousand adolescents were analyzed. Approximately 21% of those surveyed admitted to having engaged in binge drinking behavior within the previous two weeks. Other research has yielded a slightly higher percentage, about one-third of 10th grade youth. Results indicated that parental support and school climate affected peer formation. This then influenced later drinking

Croninger, Robert G.; Lee, Valerie E.. "Social Capital and Dropping Out of High School: Benefits to At-Risk Students of Teachers' Support and Guidance." *Teachers College Record* 103 (4) (Aug 2001): 548-81. [EJ636312]

Used data from the National Educational Longitudinal Study to examine whether teachers provide students with social capital and whether that social capital increases students' likelihood of completing high school. Results show that teachers are an important source of social capital, which significantly reduces the probability of dropping out, particularly among disadvantaged students and students with past academic difficulties.

DeLeire, Thomas; Kalil, Ariel. "Good Things Come in Threes: Single-Parent Multigenerational Family Structure and Adolescent Adjustment." JCPD Working Paper 238 (2001). [ED458320]

This research used data from the 1998 National Educational Longitudinal Study to investigate the development of outcomes for adolescents living with single mothers in multigenerational families compared with adolescents living in married families (as well as a disaggregated set of other family structures). The study measured family structure when students were in 8th grade and examined their developmental outcomes either in 12th grade or 2 years thereafter. Outcomes included self-reported substance use and sexual debut, high school graduation, and college attendance. The disaggregated family structures investigated included never married or divorced single mothers in multigenerational households, two biological cohabiting parents, step families, never married single mothers, divorced single mothers, single mothers with male cohabitators, single father families, grandparent-headed households with no parent present, and married-parent families. Teenagers living in non-married families were less likely to graduate from high school or attend college, more likely to drink or smoke, and more likely to initiate sexual activity. However, teenagers living with their single mother and at least one grandparent in a multigenerational household had developmental outcomes that were at least as good as and often better than outcomes for teenagers in married families.

Fan, Xitao. (2001) "Parental Involvement and Students' Academic Achievement: A Growth Modeling Analysis." *Journal of Experimental Education*; v70 n1 p27-61 Fall 2001. [EJ642228]

Studied the effects of parental involvement on students' academic growth during high school using data from the National Education Longitudinal Study of 1988 with latent growth curve analysis in the framework of structural equation modeling. Discusses the ways in which parental involvement was found to be multidimensional.

Fan, X., Chen, M. (2001). "Parental Involvement and Students' Academic Achievement: A Meta-Analysis." *Educational Psychology Review*, 13 (1): 1-22.

The authors conducted a meta-analysis to provide insights into issues related to parental involvement research. They felt that too many inconsistencies existed regarding the measurable positive effect of parental involvement on students' academic achievement or a lack thereof. The strength of the general relationship between measured parental involvement and students' academic achievement is examined. Study features that have a potentially moderating effect on the relationship between involvement and students' academic achievement are also examined. Both ERIC and PSYCHLIT databases were searched using the following key words: achievement, academic achievement, parents, parental involvement. Only those articles relevant to the authors' topic and those which reported their own empirical findings were kept as being potentially usable for this meta-analysis. Twenty-five studies were found to be adequate for this analysis, and virtually all of these had a different definition for "parental involvement." Each effect size measure (i.e., the correlation coefficient between parental involvement and students' academic achievement; area of academic achievement; and parental involvement dimension. Two types of meta-analysis were used in this study. The first was based on study features and included all correlation coefficients between parent involvement and students' achievement. The second was a study effects meta-analysis; in studies with multiple effect sizes, the numbers are averaged resulting in one measure, which is then used for analysis. General linear model (GML) analysis was also used to assess the effect of each study feature on the correlation coefficients between parental involvement and students' academic achievement. The authors found that parental aspiration/expectation for children's education achievement has the strongest relationship with students' academic achievement. Parental home supervision was discovered to have the weakest correlation to students' academic success.

Frisco, Michelle, Chandra Muller, Daniel Powers and Kathryn S. Schiller. (August 2001). "Managing Transitions: Adolescents' Coital Debut and Mathematics Achievement During High School." Presented at the Annual Meeting of the American Sociological Association in Anaheim, CA.

Goyette, Kimberly Ann. "The College Attendance of Asian Americans." (Ph.D. dissertation University of Michigan, Ann Arbor, 2001).

This research focuses on the high college attendance rates of Asian Americans. In this research, I treat college attendance as a process consisting of three main components. First, students form an expectation to go to college. Next, they gather information about application procedures and apply to school. Finally, they decide to enroll in a particular school. To explain the high college attendance rates of Asian Americans compared to those of whites, I focus on differences in demographic and socioeconomic characteristics, tested proficiency, social capital, attitudes and values, and blocked opportunities. Further, I consider the relevance of each of these approaches across Asian American ethnic groups. Primarily using the National Educational Longitudinal

Study (NELS) 1988-1994, I find that both similarities and diversity among Asian American ethnic groups account for their high likelihood of attending college compared to whites. The high educational expectations of Asian Americans of all ethnic groups underlie their high college attendance rates, but the reasons for these high expectations differ by Asian American ethnic group. For groups with high levels of financial and human capital, like South Asians, Filipinos, Koreans, and Japanese, socioeconomic and other favorable background characteristics explain high expectations. For Chinese, tested proficiency explains some portion of high educational expectations, while parents' expectations account for much of Southeast Asians' educational expectations. This research shows that there are many paths to success among members of this minority group. The factors that underlie Asian Americans' success differ based on their values and experiences, and the interaction of those values and experiences with U.S. society.

Heiser, Jill. *The Effects of Part-Time Work on Adolescent Alcohol Use: Does Job Type Matter*. Southern Sociological Society (2001).

Spawned by government programs that touted the benefits of adolescent work, the number of adolescents who worked in addition to their schooling obligations rose sharply, 1950-1990. Full- or part-time work, as was argued by the social science experts who appeared before these government committees, would be beneficial in that it would increase maturity, responsibility, autonomy, strong work ethic, and "real world" experience that would help foster realistic career decisions. Unfortunately, these studies were not based on empirical evidence. Most recently, other researchers have found that there is no relationship, either positive or negative between part-time work and adolescent substance use. However, it may be that, by differentiating between types of work, a relationship can be found. This paper uses the National Educational Longitudinal Survey (NELS:88) and LISREL 8.3 to determine the relationship, if any, between the type of job that an adolescent holds and its effect on alcohol use. It is hypothesized that service-industry jobs will be the most conducive to an increase in adolescent alcohol use.

Israel, Glenn D., Lionel J. Beaulieu, and Glen Hartless. "The Influence of Family and Community Social Capital on Educational Achievement." *Rural Sociology* 66 (1) (March 2001): 43-68

Analysis of national longitudinal data indicates that high school students' educational achievement (grade average, standardized test scores, staying in school) was strongly affected by process and structural attributes of family social capital (family structure and income, parent education, parent-child interactions) and somewhat affected by attributes of community social capital (residential stability, rurality, community socioeconomic status).

Jacob, Brian A. (2001). "Getting Tough? The Impact of High School Graduation Exams." *Educational Evaluation and Policy Analysis*, v23 n2 p99-121 Sum 2001. [EJ642249]

Examined the impact of high school graduation examinations on student achievement and dropout rates using data from the National Educational Longitudinal Survey, controlling for prior student achievement and other student, school, and state characteristics. Graduation tests had no significant effect on 12th grade mathematics or reading achievement, but they did increase the probability of dropping out among the lowest ability students.

Jeynes, William H. (2001). "The Effects of Recent Parental Divorce on Their Children's Consumption of Alcohol." *Journal of Youth and Adolescence*, v30 n3 p305-19. [EJ636358]

Studied whether children whose parents were recently divorced were more likely to consume

alcohol frequently or in large quantities than those whose parents divorced earlier. Results for nearly 20,000 students from the National Education Longitudinal Study show that children whose parents were recently divorced were more likely to drink more and to be under the influence of alcohol while at school.

Koenig, Judith A., Lissitz, Robert W. (2001, April). The Effects of Centering Method on Parameter Estimates and Variance Explained in Multilevel Models. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA. [ED453261]

This paper uses data from the National Education Longitudinal Study of 1988 (NELS:88) dataset to demonstrate practical examples of the ways in which the method used for centering level-1 variables in multilevel models affects the findings. Demonstrations compare raw metric scaling, grand mean centering, and group mean centering for successively more complex models. Comparisons are made of parameter estimates, their significance levels, and increments in variance explained. Findings show that results are generally similar for raw metric scaling and grand mean centering, and these results differ from those obtained under group mean centering. Two methods are demonstrated for estimating incremental variance explained by nested models. The ways in which centering can be used to examine between-groups and within-groups effects are also shown.

Koretz, Daniel, Berends, Mark. (2001). "Changes in High School Grading Standards in Mathematics, 1982-1992." Santa Monica, CA: The Rand Corporation. [ED457242]

Changes in high school grading standards were evaluated, focusing on mathematics because only in mathematics was it possible to adjust grades to take into account tested achievement. Data are from nationally representative surveys, the High School and Beyond Study, and the National Education Longitudinal Study of 1988. Descriptive analyses were carried out for overall high school grade point average (GPA) and for academic GPA in several subject areas. The term "grade inflation" typically refers to an increase in the average grades attained by students with a given level of proficiency in the material grades are supposed to represent. This change, called "mean shift" inflation in this report, is one way in which grades might become inflated; another way is in the weakening of the relationship between proficiency and grades ("decreased correlation"). This study examined both of these possible changes, and the analyses did not show substantial grade inflation between 1982 and 1992. Results suggest that, if changes in tested proficiency are taken into account, grades were deflated over the period, at least in academic mathematics courses. The report also discusses the widespread perception, not supported by these findings, of grade inflation.

Leahey, Erin; Guo, Guang. (2001). "Gender Differences in Mathematical Trajectories." *Social Forces*, 80 (2): 713-32. [EJ637905]

Large national data sets and curvilinear growth models were used to examine gender differences in mathematics achievement trajectories from elementary through high school. Despite relatively equal starting points and relatively equal slopes, boys had a faster rate of acceleration, resulting in a slight gender difference by 12th grade.

Lee, Valerie E. "Restructuring High Schools for Equity and Excellence: What Works." *Sociology of Education Series* (2001). Teachers College Press, New York, NY [ED451279]

This book uses data from the National Educational Longitudinal Study of 1988 (NELS:88) to examine whether students who attend restructured high schools learn more and have access to a more equal education. The NELS:88 examined the educational status and progress of a large, nationally representative sample of 8th grade students, retesting and resurveying students in 10th and 12th grades. The book investigates how restructuring relates to various organizational and structural properties of schools, including size, curriculum, instruction, teachers' attitudes toward students, and how teachers press students to succeed. There are eight chapters in four parts. Part 1, "Context for the Study," includes (1) "Examining School Reform" and (2) "Who Goes Where? Characteristics of Students and Schools." Part 2, "A Focus on School Restructuring," includes (3) "Restructuring the Middle Grades" and (4) "Restructuring in the Early Years of High School." Part 3, "School Social Organization and Restructuring," includes (5) "The Organization of Teachers' Work Lives," (6) "Cumulative Effects of Restructuring," and (7) "A Focus on One Structural Feature: School Size." Part 4, "Implications from the Study," includes (8) "The Larger Meaning of School Restructuring for American High Schools." Overall, school restructuring positively impacted student achievement and educational environment.

Marsh, Herbert W., Parada, Roberto H., Yeung, Alexander Seeshing, Healey, Jean. (2001) "Aggressive School Troublemakers and Victims: A Longitudinal Model Examining the Pivotal Role of Self-Concept." *Journal of Educational Psychology*, 93 (2): 411-19 Jun 2001. [EJ638753]

Aggressive Troublemaker and Victim factors were related to three components of self concept based on the large, nationally representative National Education Longitudinal Study of 1988 database. At the 8th, 10th, and 12th grade levels, Troublemaker and Victim constructs were reasonably stable over time and moderately positively correlated (many students were both troublemakers and victims).

Morgan, S.L. (2001). "Counterfactuals, Causal Effect Heterogeneity, and the Catholic School Effect on Learning." *Sociology of Education* 74: 341-374.

Coleman and his colleagues first discovered that Catholic school students seem to learn more than their public school counterparts. In this article, the author discusses difficulties with using standard regression techniques to estimate the size of the Catholic school effect. Propensity-score matching is offered as a complementary estimation strategy. Using data from NELS:88, he employs propensity-score matching to estimate the Catholic school effect on students who typically choose to attend Catholic schools. The basic idea is to match Catholic school students with public school students with a similar propensity to attend Catholic school, and then compare their test scores. His lower bound estimates of the Catholic school effect are as large as the regression estimates, and the upper bound estimates are considerably larger. An important finding is that the students who realize the largest benefit are those least likely to be attending a Catholic school. These students are disproportionately minorities from low-SES families. The author warns against drawing too many policy implications from existing work on the Catholic school effect. Even using propensity-score matching, it is not possible to accurately estimate the benefit to public school students of attending Catholic schools. Nor can we tell how Catholic school students' learning would be affected by a massive influx of public school students.

Muller, Chandra., and Christopher C. Ellison. (2001). "Religions Involvement, Social Capital, and Adolescents' Academic Progress: Evidence from the National Education Longitudinal Study of 1988." *Sociological Focus* 34(2): 155-183.

The study examines three questions concerning the links between religious involvement, social capital, and academic achievement of public school students using data from the second and third waves of NELS: (1) What are the relationships between adolescents' religious involvement and their access and their access to social capital within families (parental expectations and parent-child interaction) and communities (intergenerational closure and peers' academic values)? (2) Is adolescent religious involvement associated with academic progress, including self-concept, attitudes (educational expectations, effort (time spent on homework and truancy), opportunities and demands (advanced mathematics course work), and rewards (high school graduation)? And (3) to what extent are the positive relationships between religious involvement and academic progress due to enhanced access to social capital? The study finds that adolescents' religious involvement at grade 10 is consistently and positively associated with various forms of social capital, including parental expectations and parent-child interaction, intergenerational closure, and relations with academically oriented peers. Religious involvement during grade 10 may play a role in the current and future availability of twelfth-graders' community social capital; it has a moderate and positive association with locus of control; it is associated with teens' higher educational expectations, more time spent on homework, and lower levels of truancy. Those estimated effects of religious involvement on academic progress are explained largely by family and community social capital. However, religious involvement remains modestly but significantly linked with desirable outcomes even controlling on the effects of social capital.

Muller, Chandra. "The Role of Caring in the Teacher-Student Relationship for At-Risk Students." *Sociological Inquiry* 71 (2) (Spring 2001): 241-255.

This study uses information from both teachers and students to explore how the perceptions of each other's investment in the relationship affects the productivity of the relationship. Using the National Longitudinal Study of 1988 (NELS), I analyze the conditions and academic consequences of students' investment in the relationship with teachers and school. I find that teachers' perceptions that the student puts forth academic effort and students' perceptions that teachers are caring are each weakly associated with mathematics achievement for most students. For students who are judged by their teachers as at risk of dropping out of high school, however, the value for math achievement of having teachers who care is substantial and mitigates against the negative effect of having been judged as at risk. The results suggest that social capital, as defined by a relationship that facilitates action, is especially high for at-risk students who feel their teachers are interested, expect them to succeed, listen to them, praise their effort, and care.

Muller, P., Kinzie, J., and Stage, F. K. (In press). "Science Achievement Growth Trajectories: Understanding Factors Related to Gender and Racial-Ethnic Differences in Precollege Science Achievement." *American Educational Research Journal*.
Using a sample drawn from the first three waves of the National Education Longitudinal Study of 1988 and hierarchical linear modeling, the authors of this paper study racial-ethnic and gender differences in precollege student growth trajectories for science achievement. The available multi-wave data makes the examination of educational growth predictors possible. Precollege education provides a onetime exposure to the variety of sciences. The precollege learning experience thus determines, to a greater or lesser degree, who will in time choose science as a career. Faced with an obvious under-representation of females, minorities, and people of low socioeconomic status (SES), the authors of this paper hoped to comprehend what happens in precollege education that results in later attrition of non-white or Asian American males. The results point to their often poor academic preparation prior to college. The quality of science achievement grows as students advance through high school. In fact, by age 17, the difference is at its largest. Asian American and white male students show higher science achievement scores

and disproportionately greater overall gains of knowledge in the field. Racial/ethnic differences with regard to science achievement are evident much earlier than gender differences. The differences also tend to be much greater. SES and achievement are linked; they vary directly with each other. People with higher SES generally gain more growth in science achievement. In fact, lower SES students show smaller and smaller growth over time, resulting in a widening of influential before high school matriculation, locus of control was strongly and positively related to achievement status. Students with higher internal locus-of-control achieved more than those with a lower internal or high external locus-of-control.

Mussoline, Lawrence J. and Roger C. Shouse. "School Restructuring as a Policy Agenda: Why One Size May Not Fit All." *Sociology of Education* 74 (1) (Jan. 2001): 44-58.

Recent studies of school restructuring have suggested that a school's shift toward communal norms is likely to be accompanied by particular types of technical reform. The result has been the emergence of a prescriptive agenda of reform practices in the school-improvement literature, despite evidence that the usefulness and effectiveness of instructional practices vary across contexts. The study presented here examined the relationship between school restructuring (defined in terms of the use of "restructured" practices) on mathematics achievement across categories of school socioeconomic status. The findings raise questions about the suitability of defining restructuring in terms of any specific reform agenda and indicate the need for caution regarding the broad implementation of such an agenda in disadvantaged schools.

National Center for Education Statistics. (2001). "Students Whose Parents Did Not Go To College: Postsecondary Access, Persistence, and Attainment." *The Condition of Education: 2001* (NCES-2001-072). U.S. Department of Education, National Center for Education Statistics, Washington, DC: U.S. Government Printing Office.

"The Condition of Education" summarizes important developments and trends in U.S. education using the latest available data. The 2001 edition had a special focus essay on the access, persistence, and success of first-generation students (students whose parents did not attend college). To make the essay available to audiences interested in how academic preparation in high school can increase postsecondary education opportunities, the essay is reprinted in this document. The essay summarizes findings of a recent series of National Center for Education Statistics studies about the experiences of high school graduates and postsecondary students whose parents did not attend college. Data are from the National Education Longitudinal Study, the beginning Postsecondary Students Longitudinal Study, and the Baccalaureate and Beyond Longitudinal Study. These studies show that such students are at a distinct disadvantage when it comes to accessing postsecondary education, and those who overcome barriers and enroll in postsecondary education remain at a disadvantage with respect to staying enrolled and attaining degrees, even when there is control for other factors. Rigorous high school course-taking mitigates, but does not completely close, the gaps in access and persistence. For students who do earn a degree, labor market outcomes in the short term are similar regardless of their parents' education.

Plank, Stephen. (2001). "Career and Technical Education in the Balance: An Analysis of High School Persistence, Academic Achievement, and Postsecondary Destinations." St. Paul, MN: National Research Center for Career and Technical Changing. [ED461721]

A study examined the relationship between: (1) the balance struck between career and technical education (CTE) and academic course-taking during the high school years; and (2) academic achievement, persistence in high school, and postsecondary destinations. Data for the study were drawn from the National Education Longitudinal Study of 1988. The surveys, cognitive tests, and high school transcript information used in the analyses were collected between 1988, when sample members were eighth graders, and 1994, when most sample members were 2 years beyond high school graduation. Some of the results of the analyses are the following: (1) academic concentrators show the highest 1992 achievement, followed by dual (academic and vocational) concentrators, then by students who fulfilled neither concentration, and then by CTE concentrators; (2) after controlling for prior achievement, grades, and student background characteristics, the risk of dropping out is lowest near the point at which a student completes three Carnegie units of CTE for every four Carnegie units of academic subjects (ratios above or below that point are associated with higher drop-out rates); and (3) almost all students were either in postsecondary education or working, or both, in 1994, with academic concentrators most likely to be in full-time school and CTE concentrators most likely to be in full-time employment. The study concluded that further research is needed to determine what characteristics of a high school experience that focuses too exclusively on CTE or academic education increase the risk of dropping out, and what types of integration of academic and vocational education are most successful.

Reis, Sally M., Park, Sunghye. (2001). "Gender Differences in High-Achieving Students in Math and Science." *Journal for the Education of the Gifted*, 25 (1): 52-73. [EJ643140]

This study used data from the National Education Longitudinal Study to examine gender differences between high-achieving students in math and science with respect to their achievement, self-concept, locus of control, number of math and science courses taken, and the people who influenced their decisions to enroll in advanced courses in high school. Locus of control best distinguished between high achieving males and females.

Roscigno, Vincent J., Crowley, Martha L. (2001). "Rurality, Institutional Disadvantage, and Achievement/Attainment." *Rural Sociology*, 66 (2): 268-93. [EJ628508]

Analysis of data from the National Education Longitudinal Study supported the thesis that rural adolescents' disadvantages with regard to certain family and school resources and resulting low investments in education explain rural deficits in both educational attainment and standardized achievement.

Simon, Beth S. (2001). "Family Involvement in High School: Predictors and Effects." *NASSP Bulletin*, 85 (2): 8-19. [EJ634701]

Study of high school, family, and community partnerships is based on reports from 11,000 high school parents and 1,000 high school principals. Findings revealed that regardless of students' background and prior achievement, various parenting, volunteering, and home-learning activities positively influenced student grades, course credits completed, attendance, behavior, and school preparedness.

Spaulding, Randy. (2001, April). "Influences in College Choice for Student Aid Applicants and Non-Applicants." Paper presented at the Annual Conference of the American Educational Research Association, Seattle, WA. [ED452482]

This study used data from the National Education Longitudinal Study (NELS) to look at the influences on choice of college for students who applied for financial aid and those who did not apply. Logistic regression was used to assess how background characteristics, academic predictors, and expectations were related to the selection of a four-year college. The results suggest that application for financial aid is associated with a greater likelihood that a student will attend a four-year college. Most of the predictors examined influence the selection in a similar way. The findings also indicated that student aid does facilitate choice in the college selection process and does to some degree mitigate for lower SES and lack of college savings. Further research needs to take a closer look at differences in SES, the composition of the financial aid award, and other resources available to the student.

Stewart, Endya Bradley. "An Ecological Perspective of Science and Math Academic Achievement among African American Students" (Ph.D. Dissertation, Iowa State University, 2001).

Using data from the National Education Longitudinal Study of 1988 (NELS:88), path analytic procedures were performed to test an ecological model of the effects of family, individual and school characteristics on the academic African American students. A distinctive study is the inclusion of school computer use in the model. The study results show that several of the variables directly or indirectly affected 12th-grade academic achievement. Furthermore, most of the individual influence variables were directly related to 12th-grade achievement. Two surprising findings from this study were the insignificant effects of family income and school computer use on 12th-grade achievement. Overall, the findings support the notion that family, individual, and school characteristics are important predictors of academic success among African American students.

Thomas, John P. (2001). "A Model of Mathematics Achievement Using Proficiency Scores." [ED459216]

Using eighth-grade transcript and questionnaire data from the National Education Longitudinal Study of 1988, this study used logistic regression procedures to investigate the extent to which the probability of mathematics proficiency depends on the values of various background factors. The results of the analyses, which were based on a subsample of approximately 450 students, indicate that when race and gender were the sole explanatory variables, the probability of mathematics proficiency at the highest level was greatest for Asian/Pacific Islanders and Whites. Using this model, the odds of mathematics proficiency for females were no different from that of males. When other factors were included in the model, the probability of mathematics proficiency increased with advanced math course enrollment, grades, socioeconomic status, reading proficiency level, and homework. In addition, when other factors were controlled, males were more likely to achieve at the highest level of proficiency than females. A cumulative logit model was used to assess the effect of the explanatory variables on the cumulative probabilities for math proficiency. The results of this analysis reveal that attendance at private nonreligious schools, advanced math enrollment, and increased homework increase the odds of higher mathematics proficiency. Chi-squared tests of the association between mathematics proficiency and the covariates as well as correlation analyses among the covariates suggest that the absence of some variables from the prediction equations may be a result of multicollinearity among the explanatory variables.

Wiley, S.D. (2001). "Contextual Effects on Student Achievement: School Leadership and Professional Community." *Journal of Educational Change* 2: 1-33.

The author reviews two elements of school context that have been identified with effective teaching. One is transformational leadership, or leadership by means of promoting “a shared vision that drives belief and actions”; the other is professional community among teachers. Noting that no national-level statistical study had investigated the interdependence of these two contextual process or the independent effects of each on student achievement, Wiley proposes to do so.

The author analyzes data from the High School Effectiveness Study (HSES), a longitudinal study conducted in 1990 and 1992 within NELS: 88-92. She uses data from high school mathematics teachers to measure effects on student achievement in mathematics. HLM is employed to analyze the effects of school-level variables, professional community, and transformational leadership on 12th grade math achievement.

The author finds that the effects of transformational leadership and professional community on student achievement are interdependent. However, Professional community only has a noteworthy positive effect when an above average level of transformational leadership is also present. A related finding is that the effects on student achievement are found to be strongest in schools with a lower average socioeconomic status (SES). Also, neither teacher participation in decision-making nor administrator management skills are found to be related to student achievement.

Witta, E. Lea. (2001, February). “Does Method of Handling Missing Data Affect Results of a Structural Equation Model?” Paper presented at the Annual Meeting of the Southwest Educational Research Association, New Orleans, LA. [ED454245]

The influence of method of handling missing data on estimates produced by a structural equation model of the effects of part-time work on high-school student achievement was investigated. Missing data methods studied were listwise deletion, pairwise deletion, the expectation maximization (EM) algorithm, regression, and response pattern. The 26 variables selected from the National Educational Longitudinal Survey of 1988 database were those previously used by K. Singh and M. Ozturk (1999) in an analysis of part-time work. Results indicate the data was not missing completely at random, and although the covariance matrices, measurement models, and structural models using the five missing data methods were not significantly different statistically, the individual best fitting structural model for each missing data method differed substantively. Results are discussed.

Yang, Jung-Ho. “The Effects of School Community on Students’ Academic Learning Growth: A Multilevel Analysis of NELS:88 for High Schools.” (Ph.D. dissertation, University of Wisconsin, Madison, 2001).

The analyses in this study consist of a series of investigations of school community effects on students in the high school. The purpose is to examine how the communal organization of high schools in particular influence students' learning growth throughout the entire high school years. Much research in this topic hypothesizes that communal forms of school organization (e.g., shared values, norms and beliefs, common activities, and social relations among school members) are strongly associated with the outcomes of students. However, the findings from prior studies

provide varying evidence relating to the organizational effects of communal schools. The sources of the inconsistent evidence range from the measurement of school community through the inappropriateness of data to numerous methodological issues. By reconceptualizing school community, using a rich data set, and employing more adequate advanced analytic methods, this study tries to make a unique contribution to understanding school community and its effects on students. Employing data from the three waves of the National Educational Longitudinal Study of 1988, which tracked students from their entry into high school through each of the four years of high school, the study focused on a sample of 7,785 students in 675 high schools. The main research questions upon which analyses are based are: (1) "To what extent is school community affected by properties of demographic and structural environments (e.g., socioeconomic status, school size, minority concentrations, and sectors)?" and (2) "To what extent do the organizational characteristics of communal schools influence the academic learning growth of students attending those schools?" Due to the complexity of the data and the research questions, I proceed with the data analyses from descriptive through bivariate to multivariate analyses (e.g., discriminant, regression, and HLM analyses) in two subject areas of mathematics and science. I find, first, that the degree of school community varies significantly from school to school. Most notably, small schools and schools in the non-public sectors are most likely to have higher levels of school community. Second, in two models of early and late growth models, the results show that communal schools affect student learning growth over the first two years of high school in mathematics, but not during the final two years. Third, when the analysis of overall linear growth during the entire high school period is undertaken, there is, with one exception, no evidence that students in communal schools are either advantaged or disadvantaged in their achievement growth in both subjects of mathematics and science. The exception is that school community measured as of tenth grade appears to marginally affect achievement growth in mathematics. The results of my study suggest that estimates of the effects of communal school organization are, at a minimum, not consistently strong, and that, therefore, educators and policymakers should be cautious about the expected consequences of reorganizing schools on a communal model.

Young, Tamera M., Martin Sue S., Young, Michael E., Ting, Ling. (2001). "Internal Poverty and Teen Pregnancy." *Adolescence*, 36 (142): 289-304. [EJ634377]

Examined selected predictor variables from baseline 1988 wave of data, taken from the National Education Longitudinal Study, in relation to pregnancy status. Results indicated statistically significant difference in locus of control between those females who became pregnant later in adolescence (external) and those who did not (internal). Pregnancy was also related to lower personal efficacy and lower educational expectations.

2000

Addonizio, Michael F., and James L. Phelps. "Class Size and Student Performance: A Framework for Policy Analysis." *Journal for Education Finance* 26 (2) (Fall 2000): 135-156. [EJ619653]

A survey of one national and three statewide studies (in Tennessee, Texas, and Alabama) of class-size achievement effects revealed no consistent pattern across various subjects and grade levels. However, smaller classes can improve student achievement, particularly in early grades and when teacher quality remains constant.

Antshel, Kevin M., and Eric M. Anderman. "Social Influences on Sports Participation during

Adolescence.” *Journal of Research and Development in Education* 33 (2) (Winter 2000): 85-94. [EJ604258]

Used data from the first follow-up of the National Education Longitudinal Study to examine predictors of school-based sports participation during 10th grade. Sports participation during adolescence related to gender, coming from a high socioeconomic status background, engaging in other outdoor activities, admiring an athlete, self-perception of popularity and social desirability, and prior participation in athletics.

Ardon, Kenneth. “The Effects of Educational Finance on School Quality.” (Ph.D. dissertation, University of California, Santa Barbara, 2000).

Researchers have focused a great deal of attention on the relationship between inputs and outputs in the production of education. For the most part, they have found that expenditures have little or no effect on student outcomes. However, these studies may suffer from misspecification and omitted variable bias. If expenditures are correlated with an unobserved determinant of school quality, past estimates of the effectiveness of resources will be biased and inconsistent. In other words, districts may spend more money in part *because* they serve students with low achievement levels. This could lead researchers to underestimate the effectiveness of increased spending. To test this concept, I begin by estimating a conventional educational production function. I then instrument for expenditures to investigate whether the possible endogeneity of expenditures influences the results. I find some evidence that OLS estimates of the coefficient on expenditures may be biased downwards—conclusions about the ineffectiveness of expenditures based upon past research may be incorrect. Chapter Two extends the analysis using additional data from data sets commonly used by economists (HSB and NELS). I explore the possibility of omitted variable bias and instrument for inputs to correct for possible misspecification. The results with this data are not conclusive—the effect of any misspecification is unclear. Chapter Three examines the recent poor performance of California students in national comparisons. In the early 1980's California's students performed better than their peers around the country on standardized tests. Some have blamed the decline on ineffective schools and the transformation in school finance since the 1970's. However, California's schools have faced an influx of non-English speaking immigrants during the same period. I test whether the decline in test scores was caused by changes in student characteristics and find that approximately half of the discrepancy between California and the rest of the country is due to different demographics.

Askoy, Tefvik, and Charles R. Link. “A Panel Analysis of Student Mathematics Achievement in the US in the 1990's: Does Increasing the Amount of Time in Learning Activities Affect Math Achievement?” (2000). [EJ607903]

Uses panel estimation techniques to estimate econometric models of mathematics achievement determinants for a nationally representative sample of high-school students. Extra time spent on math homework increases test scores; an extra hour of TV viewing negatively affects scores. Longer math periods also help.

Ballon, Estela Godinez. “Math Curriculum Tracking and Educational Outcomes.” (Ph.D. dissertation, University of California, Los Angeles, 2000).

Curriculum tracking can be viewed as a system of social stratification within high schools. Students are sorted into different curriculum tracks and provided different learning opportunities. A substantial amount of research has shown that curriculum tracking has advantageous

consequences for college track students and disadvantageous consequences for non-college track students. Research has also shown that low-income and minority students are overrepresented in non-college tracks and underrepresented in college tracks. The vast majority of previous studies on curriculum tracking have lacked pre-high school data and lacked a focus on minority students. The purpose of the study was fourfold: (1) to examine the pre-high school factors which impact high school math track assignment, (2) to examine the pre-high school factors which explain racial discrepancies in math track assignment, (3) to examine the impact of math track on twelfth-grade math achievement and graduating from high school, and (4) to examine the role of math track in explaining racial discrepancies in twelfth-grade math achievement and graduating from high school. This study used the National Education Longitudinal Study of 1988 (NELS:88), a longitudinal data set which includes pre-high school, high school and post-high school data. This study used multivariate analyses including ordinary least squares, multinomial and logistic regression techniques. The findings of this study showed that pre-high school factors played an important role in high school math track assignment. While prior math achievement was a primary factor predicting math track, other important factors included student background, school composition and student coursework. For Mexican American and African American students, underrepresentation in the college and honors math tracks was primarily due to lower eighth-grade math achievement. The findings also showed that being in the college and honors math track significantly increased twelfth-grade math achievement and the likelihood of graduating from high school. High school math track did not appear to play a role in explaining racial discrepancies in twelfth-grade math achievement. Math track, however, played a moderate role in explaining racial discrepancies in graduating from high school

Battle, Juan, and Barbara M. Scott. "Mother-Only versus Father-Only Households: Educational Outcomes for African American Males." *Journal of African American Men* 5 (2) (2000): 93-116.

Over the past three decades, there have been dramatic demographic changes in the number of African American children being raised by a single parent. During the years of this demographic change, discussions around the "pathologies" of African American families have intensified around questions regarding the impact of having African American males raised by their mothers without their fathers present. Using the National Educational Longitudinal Study (NELS), this research examines the relative effect of being in a single parent mother-only vs father-only family (in 8th grade in 1988) on the educational achievement (in 1992 & 1994) of African American males.

Berkner, Lutz. "Using National Educational Longitudinal Study Data to Examine the Transition to College." *New Directions for Institutional Research* 27 (3) (Fall 2000): 103-107. [EJ621641]

Provides information regarding the National Educational Longitudinal Study database that was used for many of the studies in this volume. Provides relevant background and instructions so that others may use this resource from the National Center for Education Statistics.

Broene, Pam, and Keith Rust. *Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets*. Washington, DC: National Center for Education Statistics, February 14, 2000. Working Paper. [NCES 2000-03]

This paper reviews the PC versions of three statistical software packages (Stata Intercooled release 5.0; SUDAAN version 7.11; and WesVarPC version 2.12) that are designed for analyzing survey data. Using NELS:88 and SASS data, variance estimates are computed. The performances of these packages are evaluated.

Cabrera, Alberto F., and Steven M. La Nasa. "Overcoming the Tasks on the Path to College for American's Disadvantaged." *New Directions for Institutional Research* 27 (3) (Fall 2000): 31-43. [EJ621637]

Using data from the National Educational Longitudinal Study of 1988, seeks to gain a better understanding of what factors assist economically and sociologically underprivileged Americans to ready themselves for college.

Cabrera, Alberto F., and Steven M. Lasa.. "Three Critical Tasks America's Disadvantaged Face on Their Path to College." *New Directions for Institutional Research* 27 (3) (Fall 2000): 23-29. [EJ621636]

Using data from the National Educational Longitudinal Study of 1988, examines the wide disparity of college-choice activities between socioeconomic groups. In order to highlight this disparity, analyzes three tasks that all students must complete on their path to college.

Cabrera, Alberto F., and Steven M. La Nasa. "Using National Databases to Study the College Choice of Low-SES Students. AIR 2000 National Forum Paper. (2000) [ED446514]

This study investigated how economically and sociologically underprivileged students readied themselves for college, highlighting factors affecting the lowest socioeconomic status (SES) students' chances to: secure college qualifications, graduate from high school, and apply to four-year institutions. Data from the 1988 National Educational Longitudinal Study were used to examine the three tasks. A model was developed to portray the college choice process as the by-product of interrelated influences beginning in 8th grade and continuing until college enrollment. The influences included: academic ability, amount and quality of parental involvement/encouragement, early educational and occupational aspirations, acquisition of college qualifications, and availability of information about college. Most of the lowest SES 8th graders had parents with no college experience and were exposed to factors placing them at risk of dropping out of high school. About 81 percent of 8th graders who completed the three tasks enrolled in college by 1994. Securing college qualifications correlated with SES, with the lowest SES students least likely to secure minimal qualifications. Parental involvement, early planning for college, and experiencing at-risk factors most affected students' chances of becoming college qualified. Rate of graduation from high school correlated and college application rates varied in direct relation to SES.

Capraro, Mary Margaret, Robert M. Capraro, and Bettie Barret Wiggins. *An Investigation of the Effects of Gender, Socioeconomic Status, Race, and Grades on Standardized Test Scores*. (Paper presented at the Annual Meeting of the Southwest Educational Research Association, Dallas, TX, 28 January 2000). [ED444867]

The main objective of this study was to show whether eighth graders' performance on standardized mathematics tests could be predicted from a variety of variables. These predictors included gender, race, socioeconomic status, and previously earned grades in mathematics. Data came from the base year of the National Educational Longitudinal Study of Eight Graders (NELS 88). A random sample of 180 students consisting of 30 Black males, 30 Black females, 30 White males, 30 White females, 30 Hispanic males, and 30 Hispanic females were selected from the data set. Multiple regression analysis was used to analyze the data. Females were no less likely to score well on mathematics standardized tests than were their male counterparts. However, there

were differences between racial groups. The effects of socioeconomic status varied among groups but were found to be consistently significant across racial lines.

Carter, Rebecca S., and Roger A. Wojrkiewicz. "Parental Involvement with Adolescents' Education: Do Daughters or Sons Get More Help?" *Adolescence* 35 (137) (Spring 2000): 29-44.

An examination of whether parents were involved differently with the education of their adolescent daughters and sons used data from the National Education Longitudinal Study (NELS), which collected information from approximately 25,000 eighth-grade students. Several types of parental involvement were analyzed for gender differences, including school discussion, parent-school connection, parental expectations, parental attendance at school events, and three measures of parental supervision (checking homework, limiting TV watching, and limiting going out with friends). Results showed that, considering net of students' grades, tests scores, and educational aspirations, parents helped daughters in some ways and sons in other ways. Generally, daughters experienced more parental involvement with their education than did sons. Findings are discussed in terms of parents' traditional socialization practices versus a shift in parental treatment in response to social trends.

Chapin, June R. "From Eighth Grade Social Studies to Young Adulthood Voting and Community Service: National Educational Longitudinal Study of 1988 Eighth Graders." (Paper Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 24-48, 2000). [ED441748]

Using data from the National Education Longitudinal Study 1988 (NELS:88), a nationally representative sample of eighth graders in 1988, who were studied again in 1994, was analyzed for three voting patterns: registered to vote (68.1%), voted in 1992 presidential election (45.5%), and voted last year in local or state election (30.6%) and community service (34.7%). Characteristics of the young adult voters were reported. Test scores do not tell the whole story for Asian-Americans and Blacks or explain gender differences. The study analyzed the average grade in social studies courses, A and B students registered, voted significantly more, and did more volunteer work than C or below C students. Students who took three or more years of social studies courses were significantly higher on the three voting behaviors but there was not as consistent of a pattern for community service. Type of community service as well as characteristics of the participants were noted showing wide gender differences. Suggestions were made for further research using large databases, especially the issue of tracking in the social studies. Ultimately, future research needs to address the question: What changes in schools' and teachers' practice may better civic development for all students?

Currie, Janet, and Thomas Duncan. "School Quality and the Longer-Term Effects of Head Start." *Journal of Human Resources* 35 (4) (Fall 2000): 755-774. [EJ616007]

Comparison of data for 2,531 Black and 14,343 White children showed that Black children who participate in Head Start later attend schools of lesser quality than other Black children. Gaps in test scores between Head Start participants and others are similar for Blacks and Whites. Head Start effects may fade quicker among Blacks because of inferior schools.

Dickinson, Wendy B. "Enhanced Detection of Multivariate Outliers Using Algorithm-Based Visual Display Techniques." (Paper Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 24-48, 2000). [ED442855]

This study uses an algorithm-based visual display technique (FACES) to provide enhanced detection of multivariate outliers within large-scale data sets. The FACES computer graphing algorithm (H. Chernoff, 1973) constructs a cartoon-like face, using up to 18 variables for each case. A major advantage of FACES is the ability to store and show the values of the variables. The research used data from a national, longitudinal study of school children, their parents, and their teachers, and the National Education Longitudinal Study of 1988 (NELS-88). Data for the Stanford Achievement tests from a Florida school district were also used. Four random stratified samples of 250 cases each were drawn from male and female databases for the NELS-88 and Stanford scores. Pearson product-moment correlation coefficients were calculated between the variables in each sample, and variables were assigned to the features of the FACE. The application of the FACES graphing algorithm translates the data into a meaningful visual correlate, providing one summative visual image per student. The ease of outlier detection on seeing a page of Chernoff FACES is readily apparent to the trained researcher, the school administrator, and parents. Four appendixes contain the Mahalanobis distance values for faces for the four samples. Also attached is a set of FACES for each sample that illustrates outlier cases.

Fan Banson Seelai. "A Study of Selected Status Risk and Behavioral Risk Characteristics of Students in Two Texas Secondary Alternative Education Programs." (Ph.D. dissertation, Baylor University, 2000).

The purpose of the study was to determine, based on the description and analysis of selected characteristics related to student background, family background, student opinions and goals, student school life experiences, and student activities, if students voluntarily enrolled in The Opportunity Program to Initiate Optimum Needs Satisfaction (OPTIONS) and students involuntarily assigned to the McLennan County Challenge Academy (Challenge Academy) represent two different populations or a single population. One hundred forty-four students participated in the study. Data were collected for the study in the first month of the 1998-1999 school year using a questionnaire developed by Dr. Mark Bateman and Dr. Eric Robinson of Baylor University. The 28-item data collection instrument adapted or borrowed 26 questions from the National Education Longitudinal study of 1988 (NELS:88). Two questions not used in the NELS:88 study were added to the questionnaire. The collected data were analyzed descriptively and a chi-square test was run when the use of the statistical test was valid. Statistical differences between the two groups of students were identified for four of the five examined areas. The ethnic/racial distributions of the two groups were different. Students in the OPTIONS program were predominately White while the majority of the students at the Challenge Academy were Black or Hispanic. OPTIONS program students had less experience with incarceration of family members and loss of family members to violent death than their peers at the Challenge Academy. The students in the OPTIONS program appeared to have a better sense of efficacy and a greater expectation of further education than did Challenge Academy students. The Challenge Academy students also appeared to feel that they did not have as much control over their lives as the students did in the OPTIONS program felt they had. The students assigned to the Challenge Academy participated in more non-school activities than did the students in the OPTIONS program. Neither group of students had a high rate of participation in non-school related activities, but Challenge Academy students participated in these activities more than OPTIONS program students did.

Feuerstein, Abe. "School Characteristics and Parent Involvement: Influences on Participation in Children's Schools." *Journal of Educational Research* 94 (1) (September-October 2000): 29-40. [EJ615790]

Investigated school-level variables thought to influence the degree of parent participation in their children's education. Data from the 1988 National Educational Longitudinal Study, which examined 8th grade students and schools, indicated that many forms of parent involvement are not easily influenced by school-level variables. However, several forms of involvement can be increased when teachers attempt to contact parents.

Figlio, David and Jens Ludwig. "Sex, Drugs, and Catholic Schools: Private Schooling and Non-Market Adolescent Behaviors." Arlington, VA: National Science Foundation, 2000. [ED462752]

This paper examines the effects of private schooling on adolescent nonmarket behaviors. Differences between private- and public-school students were controlled by making use of the rich set of covariates available with the National Education Longitudinal Survey (NELS:88) microdataset. An instrumental-variables strategy was also employed that exploits variation across metropolitan areas in the costs that parents face in transporting their children to private schools, which stem from differences in the quality of the local transportation infrastructure. Evidence was found suggesting that religious private schooling reduces teen sexual activity, arrests, and use of hard drugs (cocaine), but not drinking, smoking, gang involvement, or marijuana use. Two questions require further research: Could public schools reduce teen sexual activity by either including "character education" as part of the curriculum without reference to specific religious ideologies or by dropping sex and drug education classes? and Are there other policies that public schools could adapt from religious private schools that would improve the academic or nonacademic outcomes of students?

Freeman, Frederick Joseph. "Selected Characteristics of Students Voluntarily Enrolled in an Alternative Education Program." (Ph.D. dissertation, Baylor University, 2000).

Of U.S. students in grades kindergarten through 12, 88.8% are enrolled in public schools. Alternatives to conventional public schooling have been available for many decades. Since the mid-1980s, school choice proponents have encouraged an increase in the number of publicly funded alternative schools. In Texas, there are two distinct types of public school alternative education settings: alternative education programs for discipline management and alternative education campuses. Texas alternative education campuses serve students who are, for reasons other than discipline management, considered to be at-risk of dropping out prior to completing high school. This study examines the backgrounds, families, opinions and goals, school experiences, and activities of students voluntarily enrolled at a Texas alternative education campus during the 1998-1999 school year. This included an analysis of data from a survey instrument modeled on the student questionnaire developed for the National Education Longitudinal Study of 1988 (NELS:88) of the U.S. Department of Education. Conclusions were drawn from survey data findings: (1) The students do not appear to be receiving a high degree of parental intervention related to students' use of time. (2) The students appear to have a very positive outlook related to their own efficacy and their futures. (3) Many students do not appear to be receiving assistance from school officials in planning their academics. (4) The students expect as adults to be working in positions that typically require post-secondary education. (5) The students who had been retained in grade during schooling do not appear to have become discouraged about future educational plans. (6) The students do not appear to be engaged in out-of-school activities. The study includes a review of related literature, a description of the methods and procedures, a report of the data, implications for practice, and recommendations for further research.

Frisco, Michelle, Chandra Muller, and Daniel Powers. (March 2000). "Adolescents' Sexual Initiation and Academic Attainment." Presented at the Annual Meeting of the Population Association of America in Washington, DC.

Gianochi, Susan P. "What Can NELS Tell Us about Adolescent Behavior Problems? (And Vice Versa)." (2000) [ED449245]

This research uses the National Education Longitudinal Study of 1988 (NELS) to examine student misbehavior in the context of individual, familial, and institutional influences. The NELS is the third longitudinal study of students and schools conducted by the National Center for Education Statistics, and the NELS surveys encompass not only students but also their parents, teachers, and school administrators. The purpose of the paper is to add to the experiential base of students using data collected by NELS. Latent factor structures of student misbehavior as well as variables that aid in the explanation of student misbehavior were derived through common factor analysis of selected NELS items. Factor structures were tested for internal consistency and generalizability by gender, race, and socioeconomic status. A series of exploratory univariate and multivariate logistic regression models were used to determine risk factors for and protective factors against behavior problems. The NELS project provides a wealth of information with which to study student misbehavior, but it does pose certain limitations, including those of missing data, survey revisions, and survey breadth over depth. It was hypothesized that misbehavior would be distinct from substance abuse in high school, though strongly correlated, but scaling procedures yielded a misbehavior variable heavily defined by substance abuse. Misbehavior was inseparable from substance abuse, but substance abuse was not dependent on misbehavior for viability. One explanation for this finding may lie in the survey itself since misbehavior items were sparse and could have been explored more thoroughly. It was hypothesized that six variables would explain adolescent behavior, but only four reliable constructs were realized: student self-reported self-concept, peer influence, parent involvement, and administrator-reported school climate. It is hoped that this research can be used to design appropriate treatment and prevention programs for adolescents and to draw attention to the penetrating influence of a child's friends on his or her behavior. It can also show the wealth of data collected and the usefulness of NELS data.

Goldsmith, Pat Antonio. "Race Relations in Schools: The Effects of Competition and Hierarchy on Education, Sports Participation, and Standardized Test Scores." (Ph.D. dissertation, University of Arizona, 2000).

I investigate the influence of race upon high school student's approaches to education, sports participation, and high school test scores. The theoretical perspective employed suggest that the effect of race upon these items will vary across schools. To explain this school level variation, I employ two theories of race relations: competition theory and the cultural division of labor perspective. Using the National Longitudinal and Educational Study of 1988 (NELS: 88) and multilevel model statistical procedures, support for both theories is found. I conclude that race relations in schools impact student's cultural activities and test scores.

Gregoire, Michelle, and James Algina. *Reconceptualizing the Debate in School Climate and Students' Academic Motivation and Achievement: A Multilevel Analysis*. (Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, 24-28 April 2000). [ED441805]

Theory on parenting styles was used as a theoretical framework to examine the relationship of aspects of school climate to the mathematics achievement, academic engagement, and locus of control orientation of eighth graders. Student and school data were drawn from the National Educational Longitudinal Study of 1988 for 19,435 students and 997 schools. Hierarchical linear modeling techniques were used to examine the relationship between students' and administrators' perceptions of school climate and students' achievement, engagement, and control orientation. With students' individual background characteristics as well as aggregated socioeconomic status of the schools controlled, authoritarian school climates were associated with lower academic engagement and control perceptions for eighth graders, as well as more differentiating effects of prior grades on their mathematics achievement, a greater gender gap in academic engagement, and increased differentiating of students' socioeconomic status on their mathematics achievement and perceptions of control. Authoritative schools, on the other hand, were not associated with either beneficial or detrimental outcomes for students; however, this component was created from administrators' reports that were less predictive of student outcomes than were students' report. Findings for authoritarian schools are comparable to results documented in the parenting styles literature. Implications for policy and practice are discussed, as are suggestions for further research. Three appendixes contain factor loadings and item descriptors from the principal components analysis, a description of variables used in the analysis, and a description of the hierarchical models used in the analysis.

Grissmer, David, and Michael J. Ross. "Analytical Issues in the Assessment of Student Achievement" (Proceedings from a Research Seminar, Washington D.C.) November 1998. [NCES 2000-050]

In November 1998 a group of researchers and scholars gathered to explore methodological issues related to the measurement of student achievement, with a more specific focus on the sharing of perspectives on the black-white test score gap. Papers from this conference are: (1) "Introduction: Toward Heuristic Models of Student Outcomes and More Effective Policy Interventions" (C. Kent McGuire); (2) "Synthesizing Results from the NAEP Trial State Assessment" (Stephen W. Raudenbush); (3) "Moving Educational Research toward Scientific Consensus" (David W. Grissmer and Ann Flanagan); (4) "Response: Guidance for Future Directions in Improving the Use of NAEP Data" (Sylvia T. Johnson); (5) "Understanding Ethnic Differences in Academic Achievement: Empirical Lessons from National Data" (Meredith Phillips); (6) "Certification Test Scores, Teacher Quality, and Student Achievement" (Ronald F. Ferguson with Jordana Brown); (7) "Response: Two Studies of Academic Achievement" (Robert M. Hauser); (8) "Improving Longitudinal Data on Student Achievement: Some Lessons from Recent Research Using NELS:88" (Dominic J. Brewer and Dan D. Goldhaber); (9) "School-Level Correlates of Reading and Mathematics Achievement in Public Schools" (Donald McLaughlin and Gili Drori); (10) "Response: Opportunities for Design Changes" (Valerie E. Lee); (11) "Assessment Trends in a Contemporary Policy Context" (Marshall S. Smith); (12) "Educational Research and Educational Policy: An Historical Perspective" (Christopher Jencks); and (13) "Improving Research and Data Collection on Student Achievement" (Brenda J. Turnbull, David W. Grissmer, and J. Michael Ross).

Grissmer, David W., Ann Flanagan, Jennifer Kawata, and Stephanie Williamson. *Improving Student Achievement: What State NAEP Test Scores Tell Us*. Santa Monica, CA: RAND Education (2000).

This report presents results of a study that examined state-level achievement scores on the National Assessment of Educational Progress (NAEP) tests given in math and reading from 1990 through 1996. The report develops three measures that compare state performance: raw

achievement scores, estimates of score differences for students with similar family characteristics, and estimated improvement trends. While the analysis is primarily concerned with NAEP, 1990 Census data and NELS:88 data were employed to develop alternative family control variables – specifically, we developed equations from NELS that relate reading and math achievement to eight family characteristics: highest educational level of each parent, family income, family size, family type, age of mother at child’s birth, mother’s labor-force status, and race and/or ethnicity.

Hamrick, Florence A., and Frances K. Stage. *Community Activities, Educational Mentors, and College Predisposition Decisions of White, African American, and Hispanic Eighth Graders*. (2000). [ED444424]

This study tested a causal model of student college predisposition that incorporated traditional measures of influences (parents' education, income, gender, parents' expectations, grades, school activities), as well as two additional influences (first-generation status and mentoring) identified in qualitative studies of pre-college through early college experiences of minority and low-income students. Specifically, the models examined the impact on explained variance in eighth-grade students' college predisposition decisions and sought to identify patterns among the selected variables for sub-groups of students. Data for the model was drawn from the National Education Longitudinal Study 1988; the sample consisted of 300 students randomly drawn from unweighted groups of White, Hispanic, and African American students. This study reinforced the contributions of mentoring and community involvement for all sub-groups of students and also highlighted the generally indirect nature of their influences on eighth-grade predisposition. For African American students, the circuitous route of effects ran from community involvement and educational mentoring to grades, to parental expectations, and lastly to predisposition. The study also reinforced the central role of parental expectations on students' early decisions regarding college.

Hanson, Sandra L., Johnson, Elizabeth Palmer. (2000). “Expecting the Unexpected: A Comparative Study of African-American Women's Experiences in Science during the High School Years.” *Journal of Women and Minorities in Science and Engineering* v6 n4 p265-94. [EJ633635]

Explores the science experiences of young African-American women during their high school years using data from the National Educational Longitudinal Study (NELS) for 1988-1992. Argues that gender is constructed in different ways in white and African-American communities within the context of a critical feminist perspective. Indicates that African-American women do as well as white women and African-American men.

Horn, Laura, and Anne-Marie Nuñez. *Mapping the Road to College: First-Generation Students' Math Track, Planning Strategies, and Context of Support*. Washington, DC: National Center for Education Statistics, March 2000. Statistical Analysis Report. [NCES 2000-153]

This publication compares first-generation students (i.e., those whose parents have no more than a high school education) with their peers whose parents attended college. It focuses on mathematics course taking—the effectiveness of taking algebra in 8th grade and advanced math courses in high school in getting to college—and planning strategies students used to prepare for college. The report also examines the involvement of students’ parents, teachers, and other “institutional agents” capable of helping them prepare for college.

Huang, Gary, Nebiyu Taddese, and Elizabeth Walter. *Entry and Persistence of Women and Minorities in College Science and Engineering Education*. Washington DC: National Center for Educational Statistics, June 2000. Research and Development Report. [NCES 2000-601]

This study examines the gaps related to gender and race-ethnicity in entry, persistence, and attainment of postsecondary science and engineering education. The overall goal of the study was to try to determine the relative importance of variables in sustaining the gender and race-ethnicity gaps in Science and Engineering education.

Jeynes, William H. "The Effects of Several of the Most Common Family Structures on the Academic Achievement of Eighth Graders." *Marriage and Family Review* 30 (1-2) (2000): 73-97.

Over the last twenty-five years, researchers have become greatly interested in the effects of family structure on the academic achievement of children. The vast majority of these studies have focused on one or two family structures in their analysis. There remains, however, a considerable amount of debate about which of these family structures impacts the academic achievement of children the most. Using the NELS data set from the 1988-1992 period, the effects of seven family structure variables were examined to determine the extent to which several family structures impact the academic achievement of children. The results of this study indicate that the effects of family structure on the academic achievement of children vary considerably among the most common family structures. When SES, race, & gender are not controlled, living with a never-married single parent or living with a remarried widow(er) has the greatest impact on the academic achievement of children. When these variables are controlled, living with a cohabiting couple or a remarried widow(er) has the largest impact on the academic achievement of children.

Johnson, R.A., Hoffmann, J.P. (2000). "Adolescent Cigarette Smoking in U.S. Racial/ethnic Subgroups: Findings from the National Education Longitudinal Study." *Journal of Health and Social Behavior*. 41(December): 392-407.

Using nationally representative data for 16,454 8th graders and 13,840 10th graders, we explore racial/ethnic differences in "daily cigarette initiation," beginning to smoke on a daily basis between baseline interviews and reinterviews conducted two years later. In both samples, the initiation rate among whites is more than double the rate among blacks and higher than rates among Asian/Pacific Islanders and Hispanics. Risk factors at the individual, family, and peer-group levels of analysis do not explain most racial/ethnic differences. We develop alternative hypotheses by extending theories of cigarette use to the school level, and we test them using multilevel models: Consistent with social learning theory, cigarette risk among blacks and Hispanics decreases as the percentage of racial/ethnic minority students in the school increases with the academic competitiveness of the school—especially among females—after controlling for the adolescent's academic performance.

Knepper, Paula R. (2000) Beginning Postsecondary Students Longitudinal Study First Follow-Up: BPS:96/98. Public Access Data Analysis System (DAS). [CD-ROM]. [ED442335]

This CD-ROM computer disc contains a separate data analysis system for the following National Center for Education Statistics studies: 1996 Beginning Postsecondary Students First Follow-Up (BPS:96/98); 1990 Beginning Postsecondary Students Second Follow-Up (BPS:90/94); Baccalaureate and Beyond Second Follow-Up (B&B:93/97); Undergraduate Students (NPSAS:96); Graduate and First-Professional Students (NPSAS:96); Undergraduate Students (NPSAS:93); Graduate and First-Professional Students (NPSAS:93); Undergraduate Students

(NPSAS:90); Graduate/First Professionals (NPSAS:90); Undergraduate Students (NPSAS:87); Graduate and First-Professional Students (NPSAS:87); High School & Beyond: Sophomores, 1980-1992; High School & Beyond: Seniors, 1980-86; National Education Longitudinal Study: 1988/94; National Longitudinal Study of the High School Class of 1972; National Household Education Survey of 1995 Adult Education; National Study of Postsecondary Faculty, 1993; and National Survey of Postsecondary Faculty: 1987-88. Installation instructions are noted on the CD-ROM disc label.

Lee, Valerie E. (2000). School Size and the Organization of Secondary School. In M.T. Hallinan (Ed.), *Handbook of the Sociology of Education* (pp. 327-344). New York, NY: Kluwer Academic/Plenum Publishers.

“The major focus of this chapter is on the size of secondary, rather than elementary, schools. Elementary schools are often small, based on an interest in providing intimate relations and a supportive environment for young children. The purpose of many elementary schools was, and still is, to provide relatively simple and relatively undifferentiated educational programs to the children of a socially homogeneous neighborhood clientele. On the other hand, secondary schools—particularly public comprehensive schools—need more students in order to accomplish their more complex purposes. Typically, secondary schools draw from larger areas with more heterogeneous populations. The historical development of public high schools is instructive in understanding their purpose in and in understanding how growing enrollments helped define that purpose. These explanations are closely tied to the high school curriculum.

Levesque, Karen, Doug Lauen, Peter Teitelbaum, Martha Alt, and Sally Librera. *Vocational Education in the United States: Toward the Year 2000*. Washington, DC: National Center for Education Statistics, February, 2000. Statistical Analysis Report. [NCES 2000-029]

Vocational education at the turn of the century is an enterprise in transition. This publication addresses the primary question about the size of the enterprise at the secondary and postsecondary levels and whether it is growing, shrinking, or holding constant over time. The report also presents findings about the academic preparation of high school students who participate in vocational education, relevant school reform efforts, and transitions after high school. To set the context for understanding these findings, the report describes economic and labor market trends and their implications for vocational programs, as well as changing workplace practices and employer perspectives on worker skills and proficiency.

Muller, Chandra, and Katherine S. Schiller. 2000. “Leveling the Playing Field? Students’ Educational Attainment and States’ Performance Testing.” *Sociology of Education* 73 (3): 196-218.

Muller, Patricia Ann. “Precollege Science Achievement Growth: Racial-ethnic and Gender differences in Cognitive and Psychosocial Constructs.” (Ph.D. dissertation, Indiana University, 2000).

The purpose of this study was to gain a more complete understanding of the differences in science, mathematics and engineering education among racial-ethnic and gender subgroups by exploring factors related to precollege science achievement growth rates. Using Hierarchical Linear Modeling (HLM) and multi-wave, longitudinal data from the first three waves of the National Education Longitudinal Study of 1988-1994 (NELS:88/94), this study examined precollege science achievement growth rates during the 8th to 10th grade period and the 10th to 12th grade period for African American males, African American females, Latino males, Latina

females, Asian American males, Asian American females, White males and White females. For the 8th-10th grade period, previous grades were significantly and positively related to science achievement growth for all subgroups; and socio-economic status and high school program were significantly and positively related to science achievement growth for all subgroups except one (Latino males, and Asian American males respectively). For the 10th-12th grade period, the quantity of science courses completed (science units) was the only variable that was statistically significant for more than one racial-ethnic by gender subgroup. Science units taken were significantly and positively related to 10 th-12th grade growth rates for all racial-ethnic by gender subgroups except Latino males. Locus-of-control was the only cognitive or psychosocial factor included from Eccles, Adler, Futterman, Goff, Kaczala, Meece and Midgley's (1983) theoretical framework for achievement behaviors that appeared to exhibit any pattern across race-ethnicities. Locus-of-control was positively related to 8th-10th grade science achievement growth for females across all racial-ethnic subgroups, as well as for African American males. However, for both the 8th-10th grade and 10th-12th grade periods, there was no consistency across racial-ethnic or gender subgroups in effects of the remaining cognitive and psychosocial factors on science achievement growth rates. Cognitive and psychosocial variables were statistically significant only for specific subgroups, and did not generally exhibit any commonalities across gender, or by race. The findings accentuated the importance of disaggregating data and analyses by both race-ethnicity and gender.

Osborne, Jason W.. "The Advantages of Hierarchical Linear Modeling." *ERIC/AE Digest* Office of Educational Research and Improvement (ED), Washington, DC. (2000). [ED447198]

This digest introduces hierarchical data structure, describes how hierarchical models work, and presents three approaches to analyzing hierarchical data. Hierarchical, or nested data, present several problems for analysis. People or creatures that exist within hierarchies tend to be more similar to each other than people randomly sampled from the entire population; for this reason, observations based on these individuals are not fully independent. Hierarchical linear modeling can address problems caused by this situation. The basic concept is similar to that of ordinary least squares regression. On a base level (usually the individual), an outcome variable is predicted as a function of a linear combination of one or more level 1 variables. On subsequent levels, the level 1 slope (or slopes) and intercept become dependent variables being predicted from level 2 variables. Through this process, the effects of level 1 variables on the outcome are accurately modeled, and the effects of level 2 variables are also modeled on the outcome. Cross-level interactions can be modeled. Data from the National Education Longitudinal Survey of 1988 are used to illustrate disaggregated, aggregated, and hierarchical analyses. These analyses reveal the need for multilevel analysis of multilevel data.

Owings, Jeffrey. *NELS:88/2000 Fourth Follow-up: An Overview*. Washington, DC: National Center for Education Statistics, February 7, 2000. Brochure/Pamphlet. [NCES 2000-301]

This pamphlet provides an overview for the fourth follow-up of the National Education Longitudinal Study of 1988 (NELS:88/2000).

Painter, Gary, and David I. Levine. "Family Structure and Youths' Outcomes." *Journal of Human Resources* 35 (3) (Summer 2000): 524-549. [EJ609286]

National Education Longitudinal Study data were used to examine whether parents' divorce/remarriage or existing family disadvantages caused such outcomes as teens' lower

educational attainment or higher rates of parenthood. Neither divorce nor remarriage during a youth's high school years was strongly correlated with preexisting characteristics of the youth or family.

Perna, Laura Walter. (2000). "Differences in the Decision To Attend College Among African Americans, Hispanics, and Whites." *Journal of Higher Education* 71 (2): 117-41 Mar-Apr 2000. [EJ605216]

This study expands traditional college investment decision-making models to include measures of social and cultural capital as proxies for expectations, preferences, tastes, and uncertainty. The model is then used to compare four-year enrollment decisions among African Americans, Hispanics, and whites, using the National Educational Longitudinal Study database.

Perna, Laura Walter. "Racial/Ethnic Group Differences In the Realization of Educational Plans." (Paper Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 24-48, 2000). [ED443330]

This study examines racial/ethnic group differences in two- and four-year college enrollment rates of bachelor's degree aspirants, controlled for differences in expected costs and benefits, financial resources, academic characteristics, and social and cultural capital. The sample (n=7,832) is drawn from the National Educational Longitudinal Study (NELS:90/94), which surveys students during middle and high school and two years after high school. The study finds that despite an increase in the predisposition toward college, only 28 percent of African Americans and 20 percent of Hispanics were actually enrolled in a four-year institution during the fall after their expected high school graduations. The study concludes that when the econometric framework is expanded to include measures of social and cultural capital, college choice does not conform to a rational choice model. The findings suggest several reasons why African Americans and Hispanics are less likely than whites and Asians to enroll in a four-year college immediately after graduating from high school. Important factors include their under-representation among students enrolled in at least one advanced mathematics course; for Hispanics, another barrier appears to be related to the level of parental involvement; and for African Americans, the decision is influenced by the values, norms, and characteristics of the high school attended.

Pong, S. and Ju, D. (2000). "The Effects of Change in Family Structure and Income on Dropping Out of Middle and High School." *Journal of Family Issues* 21:147-169.

Studies have repeatedly linked family disruption with a greater risk of children dropping out of school. One popular explanation, the "economic deprivation" argument made by McLanahan, holds that family disruption means fewer economic resources for children, which increases the risk of dropping out. An alternative thesis, the "persistent poverty" argument, suggests that pre-existing economic deprivation tends to lead to both family breakup and a greater risk of dropping out. To untangle this "chicken or egg" problem, the authors employ a sub-sample of students from the NELS:88 dataset who lived with both parents while attending eighth grade. Logistic regression models are used to test whether students' initial family income, or the loss of income associated with family disruption, explains more of the risk of dropping out.

The results suggest that both explanations of the link between family disruption and dropping out are partially correct. Consistent with the economic deprivation argument, family eighth and twelfth grade increases children's chances of dropping out. Consistent with the persistent poverty thesis, families that experienced disruption started out with lower incomes on average, and lower family income in eighth grade is also associated with a higher risk of dropping out.

Post, David, and Suet-ling Pong. "Employment During Middle School: The Effects on Academic Achievement in the U.S. and Abroad." *Educational Evaluation and Policy Analysis* 22 (3) (Fall 2000): 273-298. [EJ619031]

Proposed a framework for analyzing the relationship between academic achievement and student employment and applied this framework to results from the National Education Longitudinal Study of 1988 and the Third International Mathematics and Science Study. Findings show negative effects on achievement from adolescent employment, even after controlling for family background.

Roberts, J. Kyle. *The Pitfalls of Ignoring Multilevel Design in National Datasets*. (Paper presented at the Annual Meeting of the Mid-South Educational Research Association 28th, Bowling Green, KY, 17-19 November 2000). [ED448198]

This paper examines the differences between multilevel modeling and weighted ordinary least squares (OLS) regression for analyzing data from the National Educational Longitudinal Study 1988 (NELS:88). The final sample consisted of 718 students in 298 schools. Eighteen variables from the NELS:88 dataset were used, with the dependent variable being the science item response theory estimated number right standardized t-score. Results from the analyses yield no single criterion for choosing one method over the other, but they do illustrate some theoretical situations when multilevel models are preferred. As contextual effects grow larger, multilevel analyses tend to produce more accurate results of the data. Multilevel techniques also allow the researcher to use statistical analyses that are able to mine more complex data.

Rumberger, R.W. and S.L. Thomas. "The Distribution of Dropout and Turnover Rates Among Urban and Suburban High Schools." *Sociology of Education* 73: (1) (January 2000): 39-67.

Although school dropout remains an important policy issue and has generated considerable research, little of this research has examined dropout as a measure of school performance. Even less attention has been paid to student turnover, another, related measure of how well schools are keeping students enrolled. This study examined the distributions of both dropout and turnover rates among a large sample of U.S. high schools and tested a series of models to explain these differences, using data from the NELS High School Effectiveness Study and nonlinear multilevel modeling. The results revealed substantial variability in school dropout and turnover rates among the high schools. Moreover, consistent with other work in this area, much of the variation in school dropout and turnover rates could be attributed to differences in the background characteristics of the students. Yet student composition, school resources, and school processes--factors that policy makers and educators control--also influence dropout and turnover rates.

Schiller, Kathryn S. and Chandra Muller. 2000. "External Examinations and Accountability, Educational Expectations, and High School Graduation." *American Journal of Education* 108 (2): 73-102.

Examines the relationship between students' likelihood of earning a high school diploma and states' policies concerning external assessments and accountability in the United States. Use of external assessments as incentive systems; Scope of the standardized testing; Accountability for schools; Measures of state testing policies.

Schvaneveldt, Paul L. "The Influence of Parental Behaviors during Early Adolescence on Post-Secondary Education Attainment as Mediated by Academic Achievement, Peers, and Substance Use." (Ph.D.

dissertation, University of North Carolina, Greensboro, 2000).

The purpose of this study was to test a conceptual model of young adult educational attainment, two-years post-high school. Specifically, the model posited that experiencing greater connection with parents, greater parental involvement in academic activities, and greater parental regulation of behaviors in the 8th grade would result in higher levels of academic achievement and affiliation with peer groups that held education-oriented values in the 10th grade. In turn, it was posited that higher academic achievement and affiliating with peer groups holding education-oriented values would result in greater post-secondary educational attainment two years post-high school. Finally, higher academic achievement and peer academic values in the 10th grade would result in less substance use in the 12th grade, which, in turn, would result in higher post-secondary educational attainment two years later. Participants in the study were drawn from those who participated in all four waves of the National Educational Longitudinal Study (NELS:88). A sample of the 13,116 were analyzed. The full model was examined using structural equation modeling procedures or the strength of standardized regression weights and goodness-of-fit indicators. Stacked models or comparisons by sex race and socioeconomic status also were assessed. Finally, revised models for the full sample and each group were tested. The current study provides that post secondary educational attainment can be facilitated among all sexes, racial and socioeconomic groups by greater parental discussion of academic activities with their child during early adolescence. This greater discussion of academic activities is associated with greater academic achievement during middle adolescence that, in turn is associated with greater post-secondary educational attainment. This relationship was significant and positive for all groups, but was significantly stronger for youth from a higher SES background and those who are Asian or Caucasian. Parenting behaviors had a modest impact on peer group values for Caucasian youth only. Peer group values, in turn, significantly influenced alcohol and substance use for all groups except Asian youth. Substance use was negatively associated with post-secondary educational attainment for all youth except Asian youth. Alcohol use was not associated with educational attainment except for Caucasian youth who were identified as having a positive relationship between alcohol use and post-secondary educational attainment. A similar positive relationship between alcohol use and post-secondary educational attainment was identified for higher SES youth. The current study overcomes many of the limitations of previous research in that a longitudinal design and large nationally representative sample were used. Group comparisons, by sex, race, and socioeconomic status illustrated important variations in later educational development.

Sherron, Todd, Jeff Allen, and Randall E. Shumacker. *A Fixed Effects Panel Data Model: Mathematics Achievement in the U.S.* (Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, 24-28 April 2000). [ED440864]

Statistical models that combine cross section and time series data offer analysis and interpretation advantages over separate cross section or time series data analyses (Matyas & Severstre, 1996). Data that embodies time series and cross section units have not been commonplace in the research community until the last 25 years (Tieslav, 1999). In this study, a fixed effects panel data model is applied to the National Education Longitudinal Study of 1988 data to determine if educational process variables, teacher emphasis, student self-concept and socioeconomic status can account for variance in student mathematical achievement. A model that includes seven independent variables accounted for 25 percent of the variance in student mathematical achievement test score. The primary objective of this study was not to explain mathematics achievement but provide educational researchers with a functional and viable model.

Smith-Maddox, Renee. "Educational Aspirations of African American Eighth Graders." *Race, Gender & Class in Education* 7 (3) (Fall 2000): 58-80. [EJ617313]

Used cross-sectional data from the 1988 National Education Longitudinal Study to explore the factors affecting the educational aspirations of African American eighth graders. Results, based on a sample of 3,009 students, indicate a combination of family, community, and school characteristics has a direct effect on aspiration.

Theroux, Pamela Jean. "Transitioning Families, Adjusting Adolescents: Linking Parent Partnering Patterns to Teen School Performance." (Ph.D. dissertation, Columbia University, 2000).

A positive associative link has been established between stable, "traditional" marital structures and adolescents' school performance leaving a negative link between "non-traditional" family types, both stable and unstable, and student outcomes. Yet, demographic changes predict that before leaving high school, the average student today will have spent time in a "non-traditional" family form. Using general socialization, social resource and stress theories set in a chronological, ecological and socio-historical context, this study explored the extent to which familial environmental context affected youth academic achievement. It investigated the disruptive patterns of changing family structures, introducing a measure of stability within structure, in combination with types of mobility. In revealing family context, indices of parent partnering status and stability, student performance, family mobility and parenting practices were developed using the panel cohort of the National Educational Longitudinal Study of 1988 (NELS:88), 8th-12th grades. Analyses techniques included correlation, multiple classification analysis, general linear modeling and OLS regression techniques. The major findings were, first, the immediate effects on grades from parent partnering change are more moderate than previous research proposed, and, second, a clear pattern of positive effects from re-stabilization was seen for those in disrupted families. Third, the timing of disruption is predictive of lower performance where (a) students experiencing disruption during the years under study had poorer performance compared to those who had experienced an event prior to adolescence; and (b) those who experienced disruption coinciding with entry in or exit from adolescence had the poorest performance. Fourth, modeling mobility as distinct events, school and/or residential, revealed change in school and parent partners was most detrimental whereas residential mobility combined with family transition, though negative, was not significantly different from those who experienced transition without mobility. Fifth, results imply that the effects of class and race status significantly diminish for students in disrupted families; and girls, not boys, are proportionately more at risk from external environmental stability factors. Sixth, student achievement is enhanced when parents continue to be involved in ways that support an adolescent student's career, even in the context of familial or environmental instability.

Trusty, Jerry, Kok-mun Ng, Maximino Plata. "Interaction Effects of Gender, SES, and Race-Ethnicity on Postsecondary Educational Choices of U.S. Students." *Career Development Quarterly* 49 (1) (September 2000): 45-59. [EJ619282]

Presents data from the National Education Longitudinal Study on participants who attended postsecondary institution within two years of high school and had chosen a field of study. Educational choices had a three-way Gender x SES x Race-Ethnicity interaction. Race-ethnicity effects were strongest for men at lower SES levels and weakest for women at high SES levels.

Warren, John Robert, Paul C. LePore, and Robert D. Mare. "Employment During High School: Consequences for Students' Grades in Academic Courses." *American Educational Research*

Journal 37(4) Winter 2000: 943-969.

High school students who work intensively at paid jobs tend to have lower grades in academic courses. Prior research has not properly tested theories about the source of the relationship between student employment and grades (or other outcomes), and has not explicitly modeled the potentially reciprocal nature of this relationship. Using data from NELS:88, we focus on both the short- and long-term effects of adolescent employment on grades in academic courses and simultaneously consider the extent to which grades may influence employment behaviors. We find no evidence that high school employment has either short- or long-term effects on grades in academic courses or that grades in these courses influence employment activities. Pre-existing differences between more and less intensively employed students fully account for the association between employment intensity and grades in academic courses.

Weaver, Gabriela C.. An Examination of the National Educational Longitudinal Study (NELS:88) Database to Probe the Correlation between Computer Use in Schools and Improvement in Test Scores. *Journal of Science Education and Technology* 9 (2) (June 2000). [EJ607203]

Examines the database for the National Educational Longitudinal Study (NELS:88) for connections between student use of computers in math and science classes and their academic success. Finds that computer use was significantly correlated with gender, socioeconomic status, parent's level of education, and Item Response Theory (IRT) scores.

Wimberly, George Lee III. "Links Between Capital and Educational Attainment Among African American Adolescents." (Ph.D. dissertation, The University of Chicago, 2000).

This study uses National Educational Longitudinal Study of 1988/94 data (NELS:88:94) to examine how social capital in the school context affects African American adolescents' educational expectations and educational attainment. Social capital theories offer an alternative explanation of the educational attainment process, moving beyond race and social class. Social capital is defined as the resources one gains from relationships with other individuals, institutions, or corporate actors. These relationships facilitate norms and values, funnel information, and create as well as help one take advantage of opportunities. I conceptualize social capital as both a derivative of and stimulus for economic, human, and cultural capital. This study adds to the research linking African American students' relationships with school personnel, their peers, and their parents with their educational outcomes. This study's central hypothesis is that school social capital increases African American students' educational expectations and educational attainment. The findings support this hypothesis with some variations between African American and White students. Although most students have high educational expectations, nearly half of the African American students have not attended college two years past high school. Among African Americans, their social capital tends to legitimate strong educational norms and values which have a positive effect on their educational outcomes. However, weak economic, human, and cultural capital may limit African American students' social capital that provides information about college and creates educational opportunities. The findings suggest that White students' social capital explains their educational outcomes better than it does for African Americans. Findings from this study will guide school administrators and policymakers as they design programs and initiatives to help students succeed in high school and college. Just as policies have sought to improve students' economic and human capital, policies should be directed toward increasing students' social capital. These policies can focus on students' relationships with school personnel, their peers, and their parents. School reform initiatives are the beginning of this process.

Witta, E. Lea. "Effectiveness of Four Methods of Handling Missing Data Using Samples from a National Database." (Paper Presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 24-48, 2000). [ED442810]

The effectiveness of four methods of handling missing data in reproducing the target sample covariance matrix and mean vector was tested using three levels of incomplete cases: 30%, 50%, and 70%. Data were selected from the National Education Longitudinal Study (NELS) database. Three levels of sample sizes (500, 1000, and 2000) were used. The assumption of missing data completely at random was violated in all samples. Results indicate that listwise deletion was most effective in replicating the target mean vector and covariance matrix.

Witta, E. Lea. (2000, April). "Four Methods of Handling Missing Data in Predicting Educational Achievement." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA. [ED445022]

Four methods of handling missing data were applied to missing values for variables selected from the National Education Longitudinal Study of 1988. Variables used were those selected by K. Singh and M. Ozturk (1999) for a study concerning high school students' academic achievement and work. Samples selected consisted of 100 cases, 300 cases, and 500 cases. The proportion of incomplete cases was manipulated to represent 30%, 50%, and 70% for each sample. In addition, composite variables were created and tested. Results indicate the expectation maximization (EM) algorithm and regression procedures provide accurate estimates under all conditions. Listwise and pairwise deletion were effective with small proportions of missing data and when composites were created.

Yeung, Alexander Seeshing, Marsh, Herbert W., Suliman, Rosemary. (2000). "Can Two Tongues Live in Harmony: Analysis of the National Education Longitudinal Study of 1988 (NELS88) Longitudinal Data on the Maintenance of Home Language." *American Educational Research Journal*, 37 (4): 1001-26. [EJ628773]

Used data from the National Education Longitudinal Study to examine the relationships among first language (not English), maintenance of that home language, English proficiency, and academic achievement. Results do not support speculation that home language proficiency would have persistent negative effects on English and other academic outcomes but do suggest the need for support in enhancing the home language for maintenance.

Zeigler, John F. "Constructivist Views of Teaching, Learning, and Supervising held by Public School Teachers and Their Influence on Student Achievements in Mathematics." (Ph.D. dissertation, Indiana University of Pennsylvania, 2000).

As a result of school reform efforts, educators have begun to develop strategies to improve education based on the inherent content of schooling: authentic learning, critical thinking, constructing knowledge, new roles for teachers, and performance based assessments. These developments share a common emphasis on intellectual development and tend to be considered under the increasingly popular term, constructivism. This study examined four areas of interest: (a) characteristics of teachers' perceptions of constructivist teaching, learning, and supervision; (b) factors influencing teachers' perceptions of constructivist teaching, learning, and supervision; (c) relationships of teachers' perceptions of constructivist teaching, learning, and supervisory

practices; and (d) the influence of constructivist practices on student math achievement. The focus of this study examined relationships between the perceptions of constructivist practices contained in the National Education Longitudinal Study of 1988. As a large-scale study, NELS: 88 was developed by the U.S. Department of Education's National Center for Education Statistics (NCES) to investigate the institutional, social, and family background factors that influence students' educational development from eighth grade, through high school, and into post-secondary education. This information was used to conduct a correlation analysis of the dependent and independent variables to make sure they measured distinct concepts. Variables selected were then used to build composite measures of the constructs of interest. Factor analysis was employed as an exploratory tool to examine how these variables related to one another. Merarchical multiple linear regression analysis was then used to determine the relationships between the independent and dependent variables while controlling for other pertinent school and teacher characteristics. The findings suggest that different dimensions of constructivist teaching, learning, and supervisory practices have differing effects on student achievement. The results confirm research supporting the positive effect of constructivist learning practices. Specifically, an emphasis on problem solving was positively related to student achievement in mathematics. The results of the study also suggest that school setting, mathematics certification, teaching experience, gender, and minority status are all factors related to the use of constructivist, teaching, learning, and supervisory practices.

1999

Alt, Martha Naomi, and Denise Bradby. *Procedures Guide for Transcript Studies*. Washington, DC: National Center for Education Statistics, May 11, 1999. Working Paper. [NCES 1999-05]

NCES has collected secondary transcript data since 1982. This report sets forth a set of standard procedures for conducting analyses with these data. It provides information that should lead to standardized practices and an understanding of the decisions that are made when analyzing these data. A companion paper, *The 1998 Revision of the Secondary School Taxonomy*, concerns the framework used for aggregating individual course offerings when analyzing transcript data.

Atanda, Robert T. *Do Gatekeeper Courses Expand Options?* Washington, DC: National Center for Education Statistics, March 1999. *Statistics in Brief*. [NCES 1999-303]

This report examines the relationship between selected 8th-grade characteristics (e.g., enrollment in algebra as an 8th grader) and high school course-taking patterns with student outcome variables (e.g., applying to college) that may lead to academic success.

Barton, Paul E. "Learn More, Earn More?" *ETS Policy Notes* 9 (2) (Summer 1999). [ED433907]

It is generally acknowledged that the earnings differential between those who have college degrees and those who do not is large, but whether higher achieving students who do not go on to college earn more than lower achieving students has not been clarified. Research from the National Education Longitudinal Study of 1988 shows that the labor market does not generally reward efforts to excel in school for those who persevere to graduation. In the United States, a situation has developed in which those under the age of 21 are pretty much treated alike in the labor market. The age-level of jobs that pay more and have career ladders and fringe benefits seems to be rising toward the mid-20s. Young graduates who are not rewarded in the years just

after high school are not likely to realize this, and this makes raising high school achievement levels and graduation rates more difficult. Overall, there is a disjuncture between the age at which public education is completed and the age of economic adulthood.

Bielinski, John Stuart. "Sex Difference by Item Difficulty: An Interaction in Multiple-Choice Mathematics Achievement Test Items Administered to National Probability Samples." (Ph.D. dissertation, University of Minnesota, 1999).

This study seeks to replicate a sex difference by item difficulty interaction reported by Bielinski and Davison, 1998. Using multiple-choice mathematics items from a minimum competency test, that study demonstrated that easy items were easier for females than males and hard items were harder for females than males. They reported a significant interaction on seven of nine forms of the test administered to an 8th grade sample in a mid-western state. The present study used multiple-choice mathematics items from the NELS:88, 1992 NAEP, and the TIMSS. Participants spanned grades from 4th to 12th. Using the three-parameter logistic model and the DIF option in BILOG-MG, separate item difficulty estimates for males and females were generated. The sex difference by item difficulty interaction was evaluated by computing the Pearson correlation between the item difficulty difference ($\underline{b}_m - \underline{b}_f$) and item difficulty estimated on the combined male/female sample. In all nine item pools the correlation was negative, and in five, it was significant. The findings imply that gender DIF is related to item difficulty, which runs contrary to the usual assumption that DIF is a function of construct irrelevant item characteristics. The interaction also suggests that the size and direction of sex differences in mean math achievement may depend on the composition of item difficulties. The effect of sex differences in math course-taking on the interaction was also examined. If sex differences in math course-taking alone account for the interaction then the interaction should disappear after controlling for math course-taking. Examinees were assigned to one of three mutually exclusive subgroups based on the highest level of math they had taken in high school: Basic (less than algebra); Standard (algebra to trigonometry); and Advanced (above trigonometry). Males were more likely than females to be in the Basic and Advanced group; whereas females were more likely to be in the Standard group. The sex difference by item difficulty interaction was reanalyzed within these mutually exclusive groups. Of the six groups within which the interaction was re-computed, three remained statistically significant. The results suggest that math course-taking differences, alone, cannot account for the interaction.

Bradby, Denise, and Gary Hoachlander. *1998 Revision of the Secondary School Taxonomy*. Washington, DC: National Center for Education Statistics, May 11, 1999. Working Paper. [NCES 1999-06]

The Secondary School Taxonomy (SST) was developed in the 1980s as a framework for aggregating and analyzing transcript data and has since been used to monitor the nation's progress toward meeting national goals for student course-taking in academic and vocational subjects, as well as overall trends in course-taking in America's high schools. This report is the first published update of the SST since it was developed. A companion paper, Procedures Guide for Transcript Studies, sets forth a set of standard procedures for conducting secondary school transcript analyses with NCES data.

Carbonaro, William J. "Opening the Debate on Closure and Schooling Outcomes." *American Sociological Review* 64 (5) (October 1999): 682-686.

Carbonaro comments on Morgan and Sorensen's article on parental networks, social closure, and mathematics learning. Using the same data, Carbonaro came to different conclusions.

Choy, Susan P. *College Access and Affordability*. Washington, DC: National Center for Education Statistics, March 1999. Brochure/Pamphlet. [NCES 1999-108]

This essay from the *Condition of Education 1998*, shows the enrollments of students from different socioeconomic backgrounds in different types of postsecondary institutions and the amounts (net of student aid received in different forms) they must contribute from their own resources to attend postsecondary institutions.

Cloud, William Heal III. "Locus of Control of Twelfth-grade Students as Measured by the National Educational Longitudinal Study (NELS): Its Relationship to Alcohol Consumption and Selected Demographic Variables." (Ph.D. dissertation, Wilmington College, Delaware, 1999).

The purpose of this study was to examine the relationship between alcohol consumption and locus of control of twelfth grade students as measured by the National Education Longitudinal Study (NELS) 1992 follow-up survey. The NELS was identified as a useful post-hoc database since it was the largest and most current U.S. school database focusing on grades 8, 10, and 12. The literature review explored studies that focused on alcohol consumption and its relationship to locus of control for adolescent students. The main areas covered in the literature review included the relationships between the independent variables: alcohol consumption, race, gender, academic achievement, and socioeconomic status, and the dependent variable locus of control. The NELS: database 88 provided the original sample group for this study and included the NELS: 88 completed student questionnaires. Multiple regression was used to examine the relationship between the dependent variable, locus of control, and the independent variables which included alcohol consumption, race, gender, academic achievement, and socioeconomic status. Results of the study indicated that there was a statistically significant relationship ($p < .001$) between locus of control and alcohol consumption, gender, academic achievement and socioeconomic status.

Desimone, Laura. "Linking Parent Involvement with Student Achievement: Do Race and Income Matter?" *Journal of Educational Research* 93 (1) (September-October, 1999): 11-30. [EJ598248]

Used data from the 1988 National Education Longitudinal Study to examine relationships between 12 types of parent involvement and 8th-grade mathematics and reading scores. Results showed statistically significant differences in the relationship between parent involvement and student achievement according to race/ethnicity and family income, how achievement was measured, type of involvement, and whether parents or students reported it.

Driscoll, Anne K. "Risk of High School Dropout among Immigrant and Native Hispanic Youth." *International Migration Review* 33 (4) (Winter 1999): 857-875. [EJ600615]

Examined the relationship between Hispanic immigrant generation and high school dropout rates. Using National Education Longitudinal Study data, researchers followed Hispanic eighth graders for 4 years to investigate dropout behavior. Odds of early high school dropout were uniformly high among all generations. Net of various relevant factors, generation associated with overall likelihood of dropping out and timing of dropout.

Fan, Xitao, and Michael J. Chen. "Academic Achievement of Rural School Students: A Multi-Year Comparison with Their Peers in Suburban and Urban Schools." *Journal of Research in Rural Education* 15 (1) (Spring 1999): 31-46. [EJ59940]

Achievement in reading, math, science, and social studies was examined among rural, suburban, and urban school students using data from the National Education Longitudinal Study of 1988. Controlling for socioeconomic status and using nationally representative samples of 8th, 10th, and 12th graders, rural student achievement equaled or exceeded that of their peers in metropolitan schools.

Figlio, David N. "Functional Form and the Estimated Effects of School Resources." *Economics of Education Review* 18 (2) (April 1999): 241-252. [EJ583639]

Lack of statistically significant input/achievement relationships in many production-function studies has bolstered "money doesn't matter" arguments. This study uses detailed national student data to estimate an education production function that omits restrictive assumptions, concluding that school inputs (especially instructional hours) significantly affect student performance.

Figlio, David N., Stone, Joe A. (1999). Are Private Schools Really Better? In Polachek, Solomon (Ed.), *Research in Labor Economics* (18) (pp.115-140). Greenwich, CT: JAI Press.

The authors question whether private school attendance improves student outcomes. Earlier studies, most of which compared public and Catholic schools, found a strong, beneficial effect resulting from Catholic school attendance. However, this effect might result from selection bias; in other words, there may be unobserved differences between students who attend Catholic School and those who attend public school. This problem is typically addressed (if it is addressed at all) by using the student's religion as a proxy for the likelihood of choosing private school. Unfortunately, religion is a poor proxy because it is endogenous to the process that explains student achievement.

The authors propose an improved model where the likelihood of attending private school is proxied by a set of factors that discriminate between private and public school attendees but do not affect student achievement. Their model also extends past research by including non-religious private schools, as well as religious and public ones. The model is tested using data from NELS:88.

The results show that neither religious nor non-religious private schools have a significantly positive effect on either test scores or high school completion. However, African-Americans who live in large cities fare better in private than in public schools in terms of test score improvements. Private schools, and particularly non-religious ones, also increase the probability of attending a selective college and the probability of staying in college.

Franzese, Bettina. "Effects of Adolescent Sexuality on Students' Scholastic Achievement: The Neglected Outcome." (Ph.D. dissertation, Alfred University, 1999).

Many studies have examined the deleterious effects of teenage sexuality on adolescents' health and life opportunities. However, research has neglected the effect of teenage sexuality on school-related outcomes. This research explicitly examined the impact of teenage sexuality on students' academic achievement. Data were drawn from the National Education Longitudinal Study (NELS), in which 8th grade students were interviewed in 1988, reinterviewed in 1990, and again, as seniors in high school, in 1992. Measures of sexual activity and sexual attitudes were used in data analysis, as well as current achievement, previous achievement, ethnicity, socioeconomic status—and as potential common causes—problem behavior and parental involvement. Structural equation modeling (SEM) was used to test the effects of sexuality on current academic

achievement. Results indicate that sexuality and earlier sexual debut had a moderate negative impact on boys' achievement; for girls, there was no meaningful relation between sexuality and age of sexual debut on achievement. Implications for school psychologists are noted, as well as suggestions for future research.

Goldhaber, Dan D., Dominic J. Brewer, and Deborah J. Anderson. "A Three-Way Error Components Analysis of Educational Productivity." *Educational Economics* 7 (3) (December 1999): 199-208. [EJ597060]

Estimates a model allowing researchers to determine how much achievement on a 10th-grade standardized test can be explained by observable schooling resources and unobservable school, teacher, and class effects. Although few observable variables are significant test-score determinants, unobservable effects seem important in explaining student achievement.

Goldschmit, Pete, and Jia Wang. "When Can Schools Affect Dropout Behavior? A Longitudinal Multilevel Analysis." *American Educational Research Journal* 36 (4) (Winter 1999): 715-738. [EJ615849]

Used the National Education Longitudinal Study database to examine student and school factors associated with dropping out in different grades. Results show that the mix of student risk factors changes between early and late dropouts. School factors can account for approximately two-thirds of the difference in mean school dropout rates, but do not mediate specific student risk factors well.

Goyette, Kimberly, and Yu Xie. "Educational Expectations of Asian American Youths: Determinants and Ethnic Differences." *Sociology of Education* 72 (1) (January 1999): 22-36.

This study explored three factors that may explain why distinct Asian American groups have higher educational expectations than do Whites: favorable socioeconomic and background characteristics, demonstrated academic ability, and parents' high expectations. Data were from 13,112 subjects (980 Asians) in the 1990 follow-up of the National Education Longitudinal Study, in which 8th graders were surveyed in 1988 and reinterviewed in 1990, 1992, and 1994. Although all Asian American ethnic groups had higher expectations than did whites, the higher educational expectations of Asian American groups that are well assimilated into US society were principally influenced by socioeconomic and demographic factors. Parental expectations generally explained a large portion of children's high educational expectations for all Asian American groups. ((c) 1999 APA/PsycINFO, all rights reserved.)

Goyette, Kimberly. *Application to College: A Comparison of Asian American and White High School Students*. (Paper presented at the Annual Meeting of the American Educational Research Association Montreal, Quebec, Canada, April 19-23, 1999) [ED432623, UD033038]

This paper explores an important component of the high college enrollment of Asian American students: application to college while in high school. Using data from the 1988-1992 waves of the National Educational Longitudinal Study (NELS), rates of application to college are compared for Asian Americans and Whites and various Asian American ethnic groups. Using logistic and negative binomial regression models, the study examines whether the high educational expectations of Asian Americans are sufficient to explain their higher college application rates, and, if not, whether factors such as immigration generation, socioeconomic and

family background characteristics and tested ability further explain these differences. Educational expectations explain a great deal of the greater propensity of Asian Americans to apply to college. In addition, the favorable socioeconomic and other background characteristics of Koreans and South Asians enable them to apply to more schools than do Whites. Chinese are more likely to apply to college and to apply to more colleges than Whites, owing in part to their high proficiency test scores. High expectations are an important determinant of college attendance, although some Asian American ethnic groups have advantages above and beyond those that affect their educational expectations.

Hallinan, Maureen T., and Warren N. Kubitschek. "Conceptualizing and Measuring School Social Networks." *American Sociological Review* 64 (5) (October 1999): 687-693

Hallinan and Kubitschek comment on Morgan and Sorensen's article on parental networks, social closure, and mathematics learning. The absence of clear and convincing definitions of norm-enforcing and horizon-expanding schools and the social networks that characterize them leads to logical gaps in the reasoning of Morgan and Sorensen's article.

Hamilton, Laura S.. "Detecting Gender-Based Differential Item Functioning on a Constructed-Response Science Test." *Applied Measurement in Education* 12 (3) (1999): 211-235. [EJ590645]

Explored methods for detecting gender-based differential item functioning on a science test that was part of the National Education Longitudinal Study of 1988. Exploration of conditioning variables and interviews with 25 high school students show a large male advantage for one item in particular. Discusses the basis of gender differences.

Horn, Laura J., and Jennifer Berktold. *Students with Disabilities in Postsecondary Education: A Profile of Preparation, Participation, and Outcomes*. Washington, DC: National Center for Education Statistics, June 1999. Statistical Analysis Report. [NCES 1999-187]

This report provides a comprehensive profile of students with disabilities enrolled in postsecondary education. It is based on an analysis of four different surveys conducted by the National Center for Education Statistics, which were used to address the following four issues: (1) representation of students with disabilities enrolled in postsecondary education; (2) who among high school students with disabilities gains access to postsecondary education; (3) among those who enroll in postsecondary education, how well do they persist to degree attainment; and (4) among college graduates, what are the early labor market outcomes and graduate school enrollment rates of students with disabilities.

Hudson, Lisa, and David Hurst. *Students Who Prepare for College and a Vocation*. Washington, DC: National Center for Education Statistics, August 31, 1999. Issue brief. [NCES 1999-072]

This issue brief focuses on high school students who complete both a vocational and a college preparatory curriculum. The percentage of students who complete both curricula is small but growing. Those who concentrate in vocational areas that use computers most extensively (business and technology/communications) are most likely to also complete a college preparatory curriculum. The academic achievement gains and postsecondary participation rates of students who complete both curricula are similar to those who complete only a college preparatory curriculum.

Ingels, Steven J., Leslie A. Scott, John R. Taylor. *National Education Longitudinal Study of 1988 (NELS:88) Base Year Through Second Follow-up: Final Methodology Report*. Washington, DC: National Center for Education Statistics, May 12, 1999. Working Paper. [NCES 98-06]

This report provides documentation about the purposes of the study, the data collection instruments, the sample design, and data collection and data processing procedures for the base year through second follow-up surveys of the National Education Longitudinal Study of 1988 (NELS:88).

Jeon, Haekyung. "The Impact of Family Dissolution in Adolescence on Later Educational Outcomes" (Ph.D. dissertation, Cornell University, 1999).

The purpose of this research project is to evaluate the impact of family dissolution during adolescence on the opportunity to attend college. This project utilizes the NELS 88 data, a nationally representative panel of eighth graders spanning the years 1988–1994. The data contain information on the respondent's living arrangements; socio-economic and demographic characteristics, parental education attainment, race, and family income; the respondent's educational history and achievement test scores; educational aspirations of the respondent; and parental time allocation. This study compares educational choices and outcomes for two groups of students, those from *Intact Families*: Respondents who lived with both biological parents from 1988 to 1992, when they were seniors in high school, and those in *Disrupted Families*: Respondents who were living with both biological parents in 1988, but whose parents divorced or separated before 1992, the year students finished their senior year of high school. The analysis controls for differences in family background, aspirations, and achievement test scores, measured at the 1988 interview and includes the changes in these variables during 1988–1992. This study finds three main results. The first is that family structure plays a significant role in children's educational outcomes. The second is that imperfect capital markets are consistent with the cost of education being greater for disrupted families than for intact families. Finally, family environment accounts for children from intact families being more likely to continue to higher education than those from disrupted families.

Jeynes, William H. "Effects of Remarriages Following Divorce on the Academic Achievement of Children." *Journal of Youth and Adolescence* 28 (3) (June 1999): 385-393. [EJ600506]

Used data from the National Educational Longitudinal Survey to study the effects of remarriage following divorce on children's academic achievement. Results indicate that children from reconstituted families score no higher, and often lower than children of divorce from single-parent families.

Jeynes, William H. "The Effects of Religious Commitment on the Academic Achievement of Black and Hispanic Children." *Urban Education* 34 (4) (November 1999): 458-479. [EJ598422]

Assessed the effects of student religious commitment on the academic achievement of Black and Hispanic children using data from the National Education Longitudinal Survey (1988-1992). Religiously committed students performed better than their less religious counterparts. Discusses the significance of these results.

Johnson, Rita Merkin. "Gender Differences in Mathematics Performance: Walberg's Educational Productivity Model and the NELS:88 Database." (Ph.D. dissertation, University of the Pacific, 1999).

While gender differences in mathematics achievement and attitudes overall have been declining during the past two decades, there still exists a disparity in advanced mathematics achievement and upper-level mathematics course-taking patterns that contributes to fewer females than males choosing professions in math, science, and technology fields. This study used a secondary analysis of the National Educational Longitudinal Study of 1988 database (NELS:88) and Walberg's Educational Productivity Model to determine whether gender differences in mathematics achievement testing outcomes, coursework, and attitude could be explained by the model and whether the Productivity Factors in the model operated differently for males and females. Productivity Factors from the eighth grade NELS:88 database were used to model the twelfth grade outcomes related to achievement testing, coursework, and attitude toward mathematics. Multiple and logistic regression analyses were run to examine the effect of the Productivity Model in accounting for gender differences in achievement (testing and coursework) and attitude. In order to accommodate the complex survey design of the NELS:88 database, the data analysis was done using Sudaan. Findings indicate that there are significant gender differences, favoring males, in overall math achievement, top quartile math achievement, and attitude toward mathematics, but no significant differences in math coursework. When the Productivity Factors are entered into the model, the differences in top quartile achievement and attitude disappear. Further analysis also indicates that a number of the Productivity Factors are significantly related to the achievement and attitude outcomes for males and females. Suggestions for further research and implications for parents and educators focus on the significant Productivity Factors, which can possibly be modified through intervention or training, i.e., what Walberg calls the "alterable curriculum." These include the motivational factors of expectancy for success, locus of control, and perceived usefulness of mathematics, as well as parental aspirations, classroom environment, peer influences, and television viewing patterns.

Johnson, Robert A., and John P. Hoffman. "Adolescent Cigarette Smoking in U.S. Racial/Ethnic Subgroups: Findings from the National Education Longitudinal Study." *Journal of Health and Social Behavior* 41 (December 2000): 392-407.

Using nationally representative data for 16,454 8th graders and 13,840 10th graders, we explore racial/ethnic differences in "daily cigarette initiation," beginning to smoke on a daily basis between baseline interviews and reinterviews conducted two years later. In both samples, the initiation rate among whites is more than double the rate among blacks and higher than rates among Asian/Pacific Islanders and Hispanics. Risk factors at the individual, family, and peer-group levels of analysis do not explain most racial/ethnic differences. We develop alternative hypotheses by extending theories of cigarette use to the school level, and we test them using multilevel models: Consistent with social learning theory, cigarette risk among Blacks and Hispanics decreases as the percentage of racial/ethnic minority students in the school increases. Consistent with strain theory, cigarette risk increase with the academic competitiveness of the school—especially among females—after controlling for the adolescent's academic performance.

Jordan, Will J. "Black High School Students' Participation in School-Sponsored Sports Activities: Effects on School Engagement and Achievement." *Journal of Negro Education* 68 (1) (Winter 1999): 54-71. [EJ606016]

Examined the effects of sports participation on African American high school students' school engagement, academic achievement, and self-evaluation. Data from the National Educational Longitudinal Study of 1998 indicated that sports participation improved African American

students' school engagement and academic self-confidence. There was a positive relationship between sports participation and academic achievement.

Jordan, Will J., and Sandra Murray Nettles. "How Students Invest Their Time Outside of School: Effects on School Engagement, Perceptions of Life Chances, and Achievement." Center for Research on the Education of Students Placed At Risk, Baltimore, MD. (1999) [ED428174]

The purpose of this study is to examine the degree to which various kinds of out-of-school activities in which adolescents are involved influence their school engagement, achievement, and perceptions of their life chances. It was assumed that, since students spend more time on average outside of school than in school, how they use this time is bound to have an impact on their school learning, school engagement, and whether their outlook toward the future is optimistic. Analysis of data from the National Education Longitudinal Study of 1988 for samples between 10,000 and 14,000 shows that student participation in structured activities and religious activities and time spent interacting with adults during 10th grade appear to have positive and significant effects on various educational outcomes by grade 12. Time spent "hanging out" with peers was consistently negatively associated with educational outcomes for the study sample, with few exceptions. The effects of time spent working for pay and time spent alone were somewhat inconsistent throughout the analysis. Analysis results have implications for after school and summer school policies and programs. An appendix describes the construction of study variables.

Jull, Pamela Maynard Morgan. "Economic Resources and Secondary School Attainment." (Ph.D. dissertation, Cornell University, 1999).

Colleges are increasingly relying on families to meet the rising costs of higher education. Parental economic resources are more and more likely to make a difference in the probability that students will attend college, yet little is known about how economic resources influence academic attainment at any level. This research investigates the special role that the economic resources of the family play in promoting or diminishing several aspects of academic attainment: student ability, educational aspirations and high school completion. The data are from the National Educational Longitudinal Survey which began with 25,000 eighth grade students in 1988 (NELS:88). They include questionnaires from students, teachers and school administrators, and students' parents. I find that the *level* of economic resources are a powerful determinant of parents' expectations for their children's attainment, and those expectations play a substantial role in determining the actual attainment of their children. However, only extremely low levels of economic resources substantially diminish the likelihood that a child will complete high school. I also find that the type of economic resource also matters in determining the role of resources in the attainment process—extremely low levels of educational items in the home and a lack of savings for college significantly decrease the likelihood that students will finish high school. These effects vary by family size and sex of the student. Finally, life course disruptions can be significant deterrents of high school attainment especially for females. The implications for education policy are that extremely low-resource families need special attention if their children are to reach the most fundamental landmark in educational attainment—a high school diploma. Also, these families need intervention at least as early as the student's eighth grade year since early conditions frame parents' expectations. Policy should promote savings for future education as well as establishing an adequate learning environment the home.

Jung, Kyusuk. "Testing a Multisystemic Model of School Dropout." (Ph.D. dissertation, The Ohio State University, 1999).

Based on Henggeler's multisystemic perspective of adolescent behavior and empirical findings in the area of school dropout, this study constructed multisystemic model of school dropout and tested it. Specifically, this study examined the following: (a) whether the multisystemic model is statistically significant in explaining school dropout; (b) whether each of variables in the model is significant, controlling for all other independent variables; (c) what variables are more powerful than other variables in explaining dropping out; (d) how well the model explains dropping out; and (e) whether a different set of variables explain dropping out for various gender-race groups. Data for this study were taken from the National Education Longitudinal Study of 1988 (NELS:88), designed and sponsored by the National Center for Education Statistics (NCES). The 1988 eighth graders were followed in 1990, 1992, and 1994 in the study. The samples for this study consists of (a) 17,1307 eighth graders in 1988 who were resurveyed in 1990, (b) 15,810 eighth graders in 1988 who were resurveyed in 1990 and 1992, and (c) 16,228 tenth graders in 1990 who were resurveyed in 1992. Logistic regression analyses showed that the multisystemic model of school dropout was significant and that most multisystemic variables in the model had significant impact on dropping out of secondary school. Especially, among the significant variables, eight variables (socio-economic status, pregnancy/parenting, parenting style, parents' educational aspiration for their child, association with school dropouts, academic performance, grade retention, absenteeism) were found to have strong impact on dropping out. However, separate logistic regression analyses of various gender-race groups showed that except academic performance, the impact of all other multisystemic variables on dropping out varied widely among different gender-race groups. These results indicate that effective programs for preventing dropout need to be comprehensive, addressing multisystemic factors, with emphasis on the eight important variables. They also suggest that a multisystemic approach with a different focus for each of gender-race groups is needed to address each group's different needs and lead to effective prevention of dropping out.

Kaufman, Phillip, Jin Y. Kwon, Steve Klein, and Christopher D. Chapman. *Dropout Rates in the United States: 1998*. Washington, DC: National Center for Education Statistics, December 1999. Statistical Analysis Report.[NCES 2000-022]

This report presents national data on high school dropout rates and high school completion rates from 1972 to 1998. It also provides state level information for the 1990's. It examines the relationship between student characteristics and the likelihood of dropping out and of completing high school.

Kaufman, Phillip, and Xianglei Chen. *Projected Postsecondary Outcomes of 1992 High School Graduates*. Washington, DC: National Center for Education Statistics, June 1999. Working Paper. [NCES 1999-15]

This working paper uses data combined from the third follow-up of the National Education Longitudinal Study of 1988 (NELS:88/94) and the Beginning Postsecondary Students Longitudinal Study (BPS:90/94) to project the postsecondary outcomes of the high school class of 1992. Specifically, over a 4-year period it tracks the expected path of college-qualified students who first enrolled in a 4-year college or university in the 1992–93 academic year. The focus of the report is the attainment and persistence rates for a cohort of high school graduates who had completed the necessary steps in high school to be prepared to enter a 4-year college or university.

Knowles, Kathleen Travis. "The Effect of Teacher Engagement on Student Achievement and Motivation." (Ph.D. dissertation, University of Maryland, College Park, 1999).

This study examined the effect of teacher engagement on student achievement and motivation. Teacher engagement referred to a combination of teacher characteristics related to teacher knowledge and teacher motivation. The four teacher characteristics included teachers' pedagogical knowledge about English, teachers' pedagogical knowledge about student motivation, teachers' intrinsic motivation toward teaching, and teachers' self-efficacy toward teaching. It was predicted that the four teacher characteristics would be associated with students' achievement and motivation. The data for this study were acquired from the National Educational Longitudinal Study: 1989 (NELS:88). A nationally representative sample of eighth and tenth grade students, and their associated English teachers were the participants in this study. The dependent variables were student achievement, assessed by a reading achievement score, and student motivation, assessed with a measure constructed from relevant student questionnaire items. Factor analyses were executed to form statistical constructs representing each teacher characteristic. To measure the relationship among the teacher characteristics and student outcomes, multiple regressions were performed, with any overlap caused by the other three teacher characteristics controlled for. Analyses revealed that teachers' pedagogical knowledge about student motivation positively predicted tenth grade student achievement and motivation, after prior achievement and motivation were controlled. Analyses revealed that teachers' pedagogical knowledge about English negatively predicted tenth grade achievement, and positively predicted tenth grade student motivation, after prior student achievement and motivation were controlled. Teachers' intrinsic motivation toward teaching positively predicted tenth grade student achievement and motivation, after prior achievement and motivation had been controlled. Teachers' self-efficacy toward teaching negatively predicted tenth grade student achievement and motivation, after prior student achievement and motivation were controlled. Analyses also revealed that the four teacher characteristics were positively correlated with each other, and could be statistically represented with one factor (teacher engagement). Teacher engagement predicted tenth grade student achievement and motivation, after prior student achievement and motivation had been controlled. These findings suggest that teachers who are knowledgeable about student motivation and English, and are motivated toward teaching positively influence high school students' achievement and motivation. Teacher engagement was also shown to be a statistically supported construct, and was predictive of student achievement and motivation.

Le, Vi-Nhuan. *Identifying Differential Item Functioning on the NELS:88 History Achievement Test*. CSE Technical Report (1999). Office of Educational Research and Improvement (ED), Washington, DC [ED443879]

This study examined gender-based differential item functioning (DIF) on the 10th-grade history achievement test administered as part of the National Education Longitudinal Study of 1988 (NELS:88), which followed 24,599 8th graders into 10th and 12th grades. Several DIF analyses with varying matching criteria were conducted, and the results were supplemented with a survey study that helped validate the interpretations of the underlying causes of DIF. DIF in favor of each gender corresponded to traditional sex role stereotypes; males performed better on "masculine" items, whereas females were advantaged on "feminine" questions. The survey study, conducted with 432 high school juniors and seniors, confirmed that both high school boys and high school girls perceived the items to be sex-typed in the manner predicted by sex-role appropriateness. The findings reveal that the male advantage on this particular test was limited to specific content areas and did not represent a difference in overall proficiency.

Lee, Daniel, John Maddaus, Theodore Coladarci, Gordan A. Donaldson Jr.. *The Effects of Public School Choice on the Academic Achievement of Minority Students*. (Paper presented at the Annual

Meeting of the American Educational Research Association, Montreal, Quebec, Canada, 19-23 April 1999). [ED431793]

Black and Hispanic students are more likely to exercise public school choice. Previous large-scale quantitative studies have ignored ethnic distinctions as well as choice's multidimensional nature. As a result, the effects of public sector choice policy on the academic achievement of minority students are unknown. This study uses data from the National Educational Longitudinal Study of 1988 in a structural equation model to test and compare the effects of school choice on the academic achievement of 853 Black and Hispanic high school students. It is concluded that school choice has no indirect effect on academic achievement. Other findings include: (1) a student's socioeconomic status predicts choice; (2) school choice positively influences a sense of belonging and support; (3) school choice's influence on student effort is indirectly transmitted via an enhanced sense of belonging and support; and (4) choosing does not increase the likelihood that students will enroll in an academically rigorous program.

Lee, Valerie E., David T. Burkam, Todd Chow-Hoy, Becky A. Smerdon, and Douglas Goverdt. *High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates*. Washington, DC: National Center for Education Statistics, May 1999. Working Paper. [NCES 98-09]

The study described in this report focuses on an important feature of secondary schools: the mathematics curriculum. The study investigates how the structure of the high school curriculum influences the courses students take, how students' academic and social background characteristics are mapped onto their course choices, and ultimately how secondary school curriculum structure influences student achievement.

Ludwig, Jens, and LaurieJ. Bassi. "The Puzzling Case of Schools Resources and Student Achievement." *Educational Evaluation and Policy Analysis* 21 (4) (Winter 1999): 385-403. [EJ604335]

Shows that commonly used "value-added" models are misspecified when estimated using the National Education Longitudinal Study, a finding that raises questions about whether previous value-added studies are unbiased. Also reviews more recent literature using instrumental variables methods to address omitted variables bias.

Mane, Ferran. "Trends in the Payoff to Academic and Occupation-Specific Skills: The Short and Medium Run Returns to Academic and Vocational High School Course for Non-college-bound Students." *Economics of Education Review* 18 (4) (October 1999): 417-437. [EJ594813]

Using data from three longitudinal surveys of American high school students, shows that vocational courses helped noncollege-bound students start their work life more successfully. Short- and medium-term payoffs to vocational courses rose substantially between 1972 and 1980 and remained high in 1992. Job-specific skills are valuable.

McNeal, Ralph B. Jr.. "Parental Involvement as Social Capital: Differential Effectiveness on Science Achievement, Truancy, and Dropping Out." *Social Forces*, 78 (1), (September 1999): 117-144. [EJ593784]

Analysis of National Educational Longitudinal Study data examined measures of parent/student involvement (parent/child discussion, involvement in parent/teacher organization, monitoring adolescent behavior, educational-support strategies) and their effects on achievement, truancy,

and dropping out. Parental involvement generally explained behavioral but not cognitive outcomes and had greater effects for more affluent and White students.

Miranda, Kathleen. "An Analysis of the Aspirations and Influences of Family, the Mathematics Classroom, and Beliefs About Learning Mathematics on the Mathematics Achievement of American High School Students: A Study Using NELS:88 Data." (Ph.D. dissertation, St John's University, New York, 1999).

This dissertation was a longitudinal study implementing the National Educational Longitudinal Study of 1988 (NELS:88) data. It attempted to identify alterable variables which if manipulated could encourage students to take more courses in higher level mathematics in high school. The sample was comprised of the 12,053 students who participated in the Base Year, First Follow-Up, and Second Follow-Up rounds of the NELS:88 and who had transcripts available, enabling the results to be generalized to all students in the United States who were in the eighth grade in 1988, tenth grade in 1990, and in twelfth grade in 1992. Three types of factors were examined, family factors which represented the parents' involvement with their child's education, student factors which included an early start in advanced mathematics, the willingness to study mathematics, and the perceived usefulness of mathematics, and what the teacher emphasized in the mathematics classroom. Hierarchical regression analysis was used to examine the relationships among the above factors and the student's persistence in the mathematics pipeline. Before analysis, the data were weighted to adjust for unequal probabilities of selection into the study and to compensate for the unit non-response of members of certain subgroups. The standard errors used in the statistical analyses were adjusted by the mean design effect of the Second Follow-Up panel study since SPSS 8.0 assumes simple random sampling, but NELS:88 has a complex, stratified, clustered sample design. The results confirmed the finding of previous research that the best predictor of mathematics achievement is the completion of the study of higher level mathematics. Furthermore, it showed that students who continued taking advanced mathematics shared many of the same attributes. They started advanced mathematics earlier, spent more time doing mathematics homework, were willing to ask challenging questions, and recognized the utility of mathematics. They had a higher SES, although its effect was diminished when students demonstrated prior mathematics achievement. They came from homes in which mothers expected them to continue their education well beyond high school and where discussions about school and planning for college were prevalent. Students who continued taking mathematics also had teachers who emphasized thinking about the meanings of problems and developing strategies to solve them.

Mouw, Ted, and Yu Xie. "Bilingualism and the Academic Achievement of First- and Second-Generation Asian Americans: Accommodation With or Without Assimilation?" *American Sociological Review* 64 (2) (April 1999): 232–252.

Recent scholarship claims that bilingualism has a positive effect on the academic achievement of immigrant children. According to this perspective, growing up speaking two languages is beneficial because it stimulates cognitive development and allows immigrants a means of resisting unwanted assimilation. Immigrant children who are fluent bilinguals can use their native-language ability to maintain beneficial aspects of their ethnic culture while accommodating to the linguistic demands of an English-speaking society. Using data on 832 first- and second-generation Asian American 8th-grade students from the 1988 National Education Longitudinal Study, the authors tested for these hypothesized effects of bilingualism. Findings showed no evidence that bilingualism per se has a positive effect on achievement. Instead, speaking a native language with parents has a temporary positive effect if the parents are not

proficient in English. These results indicate the academic importance of bilingualism is transitional: The educational benefits of delaying linguistic assimilation exist only before immigrant parents achieve a moderate level of English-language proficiency.

Morgan, Stephen L., and Aage B. Sorenson. "Parental Networks, Social Closure, and Mathematics Learning: A Test of Coleman's Social Capital Explanation of School Effects." *American Sociological Review* 64 (5) (October 1999): 661-681.

An analysis of gains in mathematics achievement between the 10th and 12th grades for respondents to the National Education Longitudinal Study of 1998 explains why Catholic schools apparently produce more learning than public schools. Evidence of a negative effect of parental social closure within the public school sector lends support to alternative hypothesis that horizon-expanding schools foster more learning than do norm-enforcing schools.

Muller, Chandra, Susan Katz and L. Janelle Dance. 1999. "Investing in Teaching and Learning: Dynamics of the Teacher-Student Relationship from Each Actor's Perspective." *Urban Education* 34 (3): 292-337.

Muller, Chandra. (April 1999). "Religious and Family Capital for Adolescents' College Preparation and Early College Success." Presented at the Annual Meeting of the American Educational Research Association.

Muller, Chandra and Michelle Frisco. (August 1999). "Youth Organizations: Beyond Family and School." Paper presented at the Annual Meeting of the American Sociological Association, San Francisco.

Muller, Chandra and Kathryn S. Schiller. (August 1999). "States' Assessment Policies as Incentive Systems and Students' Academic Attainment." Paper presented at the Annual Meeting of the American Sociological Association, San Francisco.

O'Connor, Sharon Anne, Kathleen Miranda, and T. Mark Beasley. The Linkages among the Home Environment and Academic Self-Concepts on Achievement of Intact and Nonintact Family Structures of American High School Students. (Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Quebec, Canada, 23 April 1999). [ED436314]

Cognizant of the American high school students' waning test scores and a decreased desire to pursue higher level courses in mathematics and science, there has been a categorical effort to identify the demographic and motivational variables that contribute to mathematics and science achievement. This study utilized the 1992 panel members (8,140 males, 8,349 females) of the National Education Longitudinal Study of 1988. Two theoretical frameworks were used in the study: Walberg's Educational Productivity Model analyzed the interconnections among parental influence, family structure (intact: two-parent and/or nonintact: one-parent households), and the SES predictor variables within the home environment section of the model. The Shavelson, Hubner, and Stanton Structural Model (1976) provided a theoretical mechanism for understanding the multifaceted construct of self-concept. The findings of the study disclosed that females and males closely paralleled each other on both criteria. The best predictor for achievement for both genders, regardless of family structure was prior ability. Similarly, both males and females in intact and nonintact households were directly influenced by low mathematics performance for the criterion mathematics. An additional key finding for males from both intact and nonintact households was that SES had a direct influence on both terminal variables.

Peterson, Steven A. (1999). "School District Central Office Power and Student Performance." *School Psychology International* 20 (4): 376-87. [EJ626056]

Examines the hypothesis that as central district offices try to assert their power over school buildings, students' performance will decline. Uses the National Educational Longitudinal Study as a database to test this expectation. Results suggest that intrusive central offices are associated with somewhat lower student performance.

Pribesh, Shana and Douglas B. Downey. "Why Are Residential and School Moves Associated with Poor School Performance?" *Demography* 36 (4) (Nov. 1999): 521-534.

Most research on residential mobility has documented a clear pattern: Residential and school moves are associated with poor academic performance. Explanations for this relationship, however, remain speculative. Some researchers argue that moving affects social relationships that are important to academic achievement. But the association between moving and school performance may be spurious; the negative correlation may be a function of other characteristics of people who move often. We offer several conceptual and analytical refinements to these ideas, allowing us to produce more precise tests than past researchers. Using longitudinal data, we find that differences in achievement between movers and nonmovers are partially a result of declines in social relationships experienced by students who move. Most of the negative effect of moving, however, is due to preexisting differences between the two groups.

Rice, Jennifer King. "The Impact of Class Size on Instructional Strategies and the Use of Time in High School Mathematics and Science Course." *Educational Evaluation and Policy Analysis* 21 (2) (Summer 1999): 215-229. [EJ592474]

Estimated the impact of class size on instructional practices and the use of time in high school mathematics and science courses using data from the National Education Longitudinal Study. Findings reveal that class size has an impact on the use of class time, both instructional and noninstructional.

Rojewski, Jay W. "Career-Related Predictors of Work-Bound and College-Bound Status of Adolescents in Rural and Nonrural Areas." *Journal of Research in Rural Education* 15 (3) (Winter 1999): 141-156. [EJ60835]

Data from the National Education Longitudinal Study, 1988-94, were used to examine career-related characteristics of rural and nonrural secondary students. The best predictors of transition status were occupational aspiration for college-bound youth, socioeconomic status (SES) for rural work-bound students, and SES and vocational education for nonrural adolescents.

Rumberger, Russell W., Katherine A. Larson, Robert K. Ream, and Gregory J. Palardy. *The Educational Consequences of Mobility for California Students and Schools*. Policy Analysis for California Education, Berkeley, CA. Research Series (1999). [ED441040]

This study examined three important aspects of student mobility (incidence, consequences, and causes) as they apply to students and schools in California, especially at the secondary level. The study drew on an extensive set of data on California students, parents, and schools that included surveys of 1,114 8th graders followed over 6 years as part of the National Education Longitudinal Study, surveys of 10th graders in 56 schools (part of the High School Effectiveness Study), interviews with 19 mobile high school students and their parents, and interviews with 32 educators. Mobility rates of California students are generally higher than elsewhere in the United States. Almost 75% of California students made unscheduled school changes between grades 1 and 12, compared to 60% of the rest of the United States. Student mobility is prevalent among all ethnic and immigrant groups in California. Overall, only half of high school changes result from changes in family residence. In fact, students themselves often initiate changes at the high school level. Findings indicate that students suffer psychologically, socially, and academically from mobility. Mobility also has effects on classrooms and schools that must deal with mobile

students. Some suggestions are made for reducing student mobility and coping with it when it does occur.

Salvucci, Sameena, Stephen Wenck, and James Tyson. *Development of a Prototype System for Accessing Linked NCES data*. Washington, DC: National Center for Education Statistics, August 31, 1999. Working Paper. [NCES 98-15]

Recently, NCES began providing its survey data and tools through the Internet, a step which has greatly expanded accessibility to these data. However, both NCES internal staff and its customers have a further need for the ability to directly access "linked" data from multiple survey, multiple components within a survey, and multiple time points, for methodological and analytic purposes. This paper is a report of a project that assesses NCES' capabilities to support the dissemination of linked data.

Schiavone, Peggy Nelson. "A Study of Factors Related to the Choice of Post-secondary Education for Physically Handicapped and Learning Disabled Students." (Ph.D. dissertation, Widener University, 1999).

Institutions of higher education have begun admitting high-risk students to stabilize enrollments and to meet goals determined by federal initiatives (Abrams & Jernigan, 1984). These initiatives have created a need for transition planning which is mandated in the Individuals with Disabilities Education Act (IDEA), formerly the Education for All Handicapped Children Act (PL94-142). As of Fall 1991, of freshmen entering college 2.2% were learning disabled (Astin, 1991). Greater than 25% of all entering freshmen polled indicated that they anticipated a need for remedial work in math and 10% in science, English, and foreign languages (Astin, 1991). Those identified as having a disability have employment rates well below those of their peers in the general population (Marder, 1992). Significantly, parenthood was found to be a more common occurrence among females with disabilities than females in the general population (Wagner, 1992). Continuing one's education after high school has provided access for many generations to better wages and better long-term prospects. However, students with disabilities are less likely than their peers in the general population to access the benefits of postsecondary education (Warder, 1992). This finding is significant due to the economy being likely to demand workers to be highly and specifically skilled. It is in the best interest of this population, as well as society in general, to aid in facilitating the best decision being made regarding postsecondary education. This high-risk population includes those students who are learning disabled and physically handicapped. These students need to be prepared for making a sound decision regarding college attendance and its concomitant transition component while still in secondary school. The importance of transforming students from passive learner to active learner has been stressed by Fox (1985). Academic support services which have a transition-to-college component are an important factor in increasing the probability that learning disabled and physically handicapped students will make a successful transition from secondary to postsecondary level education. These services must be initiated once the student enters secondary education and must be included on the Individualized Education Plan (IEP). Additionally, high parent expectations are related to positive post school outcomes (Wagner, 1993). Given the significance of these findings educators have an obligation to stress the importance of parental expectations. The information collected for this study was obtained through analysis of data from the National Education Longitudinal Study of 1988 (NELS:88). This longitudinal study permitted researchers to observe critical transitions of students beginning with eighth grade, following through to twelfth and beyond. The data collected through this study provided measures for educational attainment. and

contains much information regarding critical influences in the life of a student disabled or not. The research question that needed to be investigated focused on learning disabled and physically handicapped middle and high school students and whether or not they made the choice to attend institutions of higher education. The factors related to that choice were identified and isolated, and applied in a knowledgeable manner to those who are identified as being learning disabled and physically handicapped

Schneider, Barbara, and David L. Stevenson. *The Ambitious Generation: America's Teenagers, Motivated but Directionless*. New Haven, CT: Yale, 1999.

This book draws on NELS:88 as well as the Sloan Study of Youth and Social Development and the Havighurst River City archives at the University of Chicago. It examines the educational and occupational aspirations and expectations of contemporary adolescents, in the historical context of changes since the 1950s. It investigates in particular the degree to which adolescent ambitions are properly aligned with educational choices and preparation and realistic planning about how occupational ambitions may be realized. It delineates the role of both schools and families in shaping aligned ambitions. While the book is organized around case studies of and interview material with individual adolescents representative of the spectrum of situations typical of contemporary youth, NELS:88 data are used to provide a framework from which to judge the typicality of the depicted individual situations.

Schiller, Kathryn S. "Effects of Feeder Patterns on Students' Transition to High School." *Sociology of Education*. 72 (4) (Oct. 1999): 216-233.

This article explores the transition between levels of schooling as a process in which students are moved between organizations. It focuses on a structural aspect of the transition process: students' patterns of movement from middle schools to high schools, which differentially affect students' academic adjustment to high school, depending how well the students were doing academically in middle school. Students who excelled in middle school seem to benefit from attending the same high school as a majority of their eighth-grade classmates, but those who are struggling academically seem to benefit from enrolling in another high school. Thus, institutional processes of schools affect students differently, depending on their positions in the educational hierarchy, and provide varying opportunities for structural mobility within the stratification systems of schools.

Shafer, Linda L. *Data Sources on Lifelong Learning* National Center for Educational Statistics. National Center for Educational Statistics (1999). Working Paper. [ED431892]

This document summarizes National Center for Education Statistics (NCES) data on the topic of lifelong learning, which is defined broadly as "all types of learning activities in which adults engage" and which includes both "traditional" and "nontraditional" (returning) postsecondary students. All 11 NCES data sets that report on the educational efforts of adults and ways they might be used to examine the topic of lifelong learning are briefly described. Information on the NCES databases is organized into four categories: longitudinal data on secondary school students; cross-sectional data on postsecondary students; longitudinal data on postsecondary school students; and cross-sectional data on adults. The following data sets are discussed: National Longitudinal Study of 1972; High School and Beyond: Sophomore Class of 1980 and Senior Class of 1982; National Educational Longitudinal Study of 1988; Integrated Postsecondary Education Data System; National Postsecondary Student Aid Study; Beginning Postsecondary Students Survey; Baccalaureate and Beyond; National Adult Literacy Survey;

International Adult Literacy Survey; National Household Education Survey: Adult Education, 1991 and 1995; and Recent College Graduates Survey.

Smerdon, Becky A., David T. Burkam, and Valerie E. Lee. "Access to Constructivist and Didactic Teaching: Who Gets It? Where Is It Practiced?" *Teacher's College Record* 101 (1) (Fall 1999): 5-34. [EJ598238]

Investigated access to didactic and constructivist instruction in U.S. high school science classrooms. Data from a national sample of 3,660 students and their science teachers (from the National Educational Longitudinal Study) indicated that access to the two types of instruction varied by gender, socioeconomic status, academic ability, and course level.

Smith, Elizabeth Sue. "The Making of Citizens: Social Capital and the Political Socialization of Youth." (Ph.D. dissertation, University of Minnesota, 1999).

In this thesis, the role of social capital resources, social relationships and networks, in helping to develop in young people the attitudes and orientations conducive to participation in civic and political life is examined. A national data set, the National Education Longitudinal Study (NELS), and a regional panel data set are used to assess how pre-adults are shaped and socialized by their parents, peers, schools and religious and extracurricular organizations. Using the NELS data and structural equation modeling, I found several key social capital resource variables present in adolescence to have important effect on young adult political behavior. Parental involvement in the young person's life was a good predictor of greater participation in extracurricular activities at school and was influential in motivating greater political and civic participation in adulthood. Participation in religious activities at a young age was influential at promoting greater civic virtue in the form of commitment to and participation in community service activities. Finally, and most significantly, the analysis of the longitudinal data showed that extracurricular activities, the voluntary associations of youth, as early as the eighth grade year were particularly influential in motivating greater civic virtue and greater political participation in young adulthood. Analysis of the regional panel data provided further insight into the causal connection between social capital resources and politically relevant behavior. These social capital resources were shown to affect good citizenship orientations and behavior, including civility, civic virtue, political tolerance and political participation. In addition, extracurricular participation was found to have a causal effect on the development of important resources and skills, political trust and civic duty conducive to greater political involvement in adulthood. The findings of this study suggest much more attention needs to be paid to how young people are being socialized.

Smith-Maddox, Renee. "The Social Networks and Resources of African American 8th graders: Evidence from the National Education Longitudinal Study of 1988." *Adolescence* 34 (133) (Spring 1999): 169-183.

This study used data from the National Education Longitudinal Study of 1988 to examine the relationship of social and cultural resources and teachers' perception of ability to the educational aspirations of African American 8th graders. The results were compared by social class. It was found that discussions with parents about school or careers, participation in activities outside of school, parental involvement, and parents' expectations were positively related to educational aspirations, while poverty status and teachers' perception of low achievement level were negatively related to aspirations. ((c) 1999 APA/PsycINFO, all rights reserved.)

Strouse, Darcy L.. "Adolescent Crowd Orientations: A Social and Temporal Analysis." *New Directions for Child and Adolescent Development* 84 (Summer 1999): 37-54. [EJ591755]

Reports findings on changes in adolescent-crowd orientations using national data from the National Education Longitudinal Study of 1988. Categorizes high school students into five prototypical peer-crowd orientations at tenth and twelfth grade. Illuminates the change in students' peer crowd orientation by examining individual and relationship factors that predict change in orientation over time.

Swanson, Christopher B., and Barbara Schneider. (1999). "Students on the Move: Residential and Educational Mobility in America's Schools. *Sociology of Education* 72: 54-67.

The authors draw a conceptual distinction between two types of mobility experienced by adolescents: residential mobility and educational mobility (meaning a non-routine move from one school to another). They then conduct analyses examining the effects of these types of mobility on academic achievement. They construct regression models utilizing data from NELS: 88-94. The finding is that residential and educational mobility often have different effects on achievement. In addition the timing of a change matters. The worst kind of mobility, from the point of view of student outcomes, is educational mobility that occurs after tenth grade. Students who experience this type of mobility are disadvantaged in terms of math achievement, and have a higher risk of behavioral problems and dropping out. On the other hand, educational mobility that takes place between the eighth and tenth grades is beneficial in terms of math achievement and the long-term risk of dropping out. (However, such students are at a higher short-term risk of dropping out.

Theroux, Pamlea Jean. "Transitioning Families, Adjusting Adolescents: Linking Parent Partnering Patterns to Teen School Performance. An Investigation of the Longitudinal Effects of Parent Partnering Changes Alone and Combined with Residential and School Mobility on Adolescent Educational Achievement." (Ph.D. dissertation, Columbia University, 1999)

A positive associative link has been established between stable, "traditional" marital structures and adolescents' school performance leaving a negative link between "non-traditional" family types, both stable and unstable, and student outcomes. Yet, demographic changes predict that before leaving high school, the average student today will have spent time in a "non-traditional" family form. Using general socialization, social resource and stress theories set in a chronological, ecological and socio-historical context, this study explored the extent to which familial environmental context affected youth academic achievement. It investigated the disruptive patterns of changing family structures, introducing a measure of stability within structure, in combination with types of mobility. In revealing family context, indices of parent partnering status and stability, student performance, family mobility and parenting practices were developed using the panel cohort of the National Educational Longitudinal Study of 1988 (NELS:88), 8th-12th grades. Analyses techniques included correlation, multiple classification analysis, general linear modeling and OLS regression techniques. The major findings were, first, the immediate effects on grades from parent partnering change are more moderate than previous research proposed, and, second, a clear pattern of positive effects from re-stabilization was seen for those in disrupted families. Third, the timing of disruption is predictive of lower performance where (a) students experiencing disruption during the years under study had poorer performance

compared to those who had experienced an event prior to adolescence; and (b) those who experienced disruption coinciding with entry in or exit from adolescence had the poorest performance. Fourth, modeling mobility as distinct events, school and/or residential, revealed change in school *and* parent partners was most detrimental whereas residential mobility combined with family transition, though negative, was not significantly different from those who experienced transition without mobility. Fifth, results imply that the effects of class and race status significantly diminish for students in disrupted families; and girls, not boys, are proportionately more at risk from external environmental stability factors. Sixth, student achievement is enhanced when parents continue to be involved in ways that support an adolescent student's career, even in the context of familial or environmental instability.

Thomas, John P. "Influences on Mathematics Learning among African American High School Students." *Practicum Papers* (1999): 39. [ED430806, SE062592]

The major purpose of this study was to determine if the influences of educational productivity factors on achievement and attitudes are the same for African Americans and other ethnic groups. Using Walberg's Educational Productivity Model as a framework, this study estimated the influence of home environment, quality and quantity of instruction, use of out-of-school time, peers, perceptions about the usefulness of mathematics in the future, and school socio-economic status on mathematical achievement and attitude outcomes for students of various ethnic backgrounds. Transcript and survey data representing the factors were collected from 10,001 students who participated in all of the first three waves of the National Longitudinal Study of 1988 (NELS:88). Regression analyses indicated that the relationship between educational productivity factors with both mathematics achievement and attitudes were no different for African Americans than for members of other ethnic groups. In addition, the analyses indicated that even though there were differences in mathematics achievement between African Americans and other ethnic groups, they were substantially diminished when differences in productivity factors with respect to ethnicity were controlled.

Wechsler, Norman Martin. "Proposition: That Student Attendance can be Improved at a Large Urban High School." (Ph.D. dissertation, Columbia University Teacher's College, 1999).

This dissertation is a case study of DeWitt Clinton High School (DWCHS), a large, public, urban high school located in the Bronx, New York, where the author served as principal beginning in 1993 and continuing through the time this study was written. The dissertation examined the proposition that student attendance can be improved at large urban high schools. Using multiple sources of evidence, the study examined four major research questions: (1) *Does a relationship exist between attendance and achievement?* Using both a national longitudinal database, NELS:88, and an in-house analysis of data, the study concluded that the number of days of student absence correlated significantly with the number of classes passed. (2) *How do attendance, dropout, and graduation outcomes at DWCHS compare to the results at a comparable school and groups of schools in the district?* Comparing results at DWCHS to a comparable school, to all Bronx high schools participating in the NYS Attendance Improvement/Dropout Prevention program, and to all academic/comprehensive and vocational/technical high schools in the Bronx, the results indicated that DWCHS improved longitudinally in each category examined in terms of attendance, dropout, and graduation rates, whereas the results of the comparative groups did not. (3) *What happened at DWCHS as a result of leadership and management initiatives—the quantitative and qualitative inputs—which may have contributed to the student performance outcomes reported in this case study?* And (4) *What were the perceptions of faculty and staff members at DWCHS as they pertain to issues of school*

and attendance improvement which took place from 1990–1997? The study used two surveys to obtain the opinions of some 200 faculty and staff members at DWCHS concerning school and attendance improvement. The study concluded that they perceived attendance monitoring, family outreach, and support services to be most responsible for improvement in attendance rates. Expanded guidance and counseling services provided through an expanded House system were seen as being most important to this improvement. The study concluded that large, public, urban high schools *can* be improved, and that improving attendance is a most important part of the overall school improvement process.

Yan, Wenfan. "Successful African American Students: The Role of Parental Involvement." *Journal of Negro Education* 68 (1) (Winter 1999): 5-22. [EJ606013]

Compared social capital characteristics of successful African American high school students to those of successful white and unsuccessful African American peers, examining: parent-teen, parent-school, and parent-parent interactions and family norms. Data from the National Educational Longitudinal Study indicated that despite comparatively more disadvantaged upbringings, successful African American students demonstrated higher levels of social capital on most indicators.

Zvoch, K. (1999). "Family Type and Investment in Education: A Comparison of Genetic and Stepparent Families." *Evolution and Human Behavior* 20: 453-464.

The inclusive fitness theory (Hamilton 1964) provides a theoretical basis for understanding the augmented conflict and instability observed in stepfamilies by acknowledging the direct and indirect manner in which individuals contribute genetically to future generations. This theory predicts that due to the potential for genetic proliferation through close relatives, individuals will preferentially value and assist those with whom they share a common descent. In accordance with this theory, Zvoch hypothesizes that children with two genetic parents will receive more parental support for pursuit of higher education compared to children residing in stepparent households.

The author analyzed data from the National Education Longitudinal Study of 1988 (NELS:88) to investigate postsecondary educational investment in two-parent families. A two-stage stratified clustered probability sample design was used to randomly sample 1,000 of the 40,000 schools in the U.S. that provided instruction to eighth graders in 1988. Approximately 25 students from each school were randomly chosen to participate in the study; they completed questionnaires to assess parental support for postsecondary education. Eventually students were removed from the study if any of the following pertained to them: relevant data were not available; parent data were not available; the student resided in a single-parent or alternative household; a parent indicated their child was not planning on continuing his or her education after the completion of secondary schooling; there were any missing data on the variables being a two genetic parent family, and 772 of whom lived in a stepparent family.

A one-way multivariate analysis of variance (MANOVA) was performed on the three investment-related dependent variables. Measures of child achievement, familial SES, and the number of financial dependents in each family were used as a set of covariates. It was found that family type was significantly related to the weighted multivariate combination of educational investment measures. Univariate ANOVA revealed a statistically significant difference in the mean investment decisions between family types. A second multivariate analysis was conducted to ensure resources and /or child related factors did not account for these differences. The findings of all these tests supported the author's hypothesis that stepchildren were likely to receive less parental support for pursuit of postsecondary education, relative to children with two genetic

parents. These findings raise concerns that children raised by two genetic parents are at a potential advantage in gaining access to higher levels of education than stepchildren, thus restricting the latter's educational success.

1998

Ainsworth-Darnell, James W., Douglas B. Downey, and Mikaela J. Dufur. "Sex of Parent and Children's Well-being in Single-Parent Households." *Journal of Marriage and the Family* 60 (4) (Nov 1998): 878-93.

Highlights how single mothers and single fathers differ in ways that often predate their family structure, but suggests that there is little evidence that offspring are better off or develop particular characteristics in one household versus the other. Suggests that theorists have overemphasized the role of parents' sex in youths' development.

Ainsworth-Darnell, James W. and Douglas B. Downey. "Assessing the Oppositional Culture Explanation for Racial/Ethnic Differences in School Performance." *American Sociological Review* 63 (4) (Aug. 1998): 536-553.

The oppositional culture explanation for racial disparities in school performance posits that individuals from historically oppressed groups (involuntary minorities) signify their antagonism toward the dominant group by resisting school goals. In contrast, individuals from the dominant group and groups that migrated freely to the host country (immigrant minorities) maintain optimistic views of their chances for educational and occupational success. Because of its historical and cross-cultural appeal, this explanation has been well-received by academics, although key implications of the theory have not been carefully tested. Proponents have failed to systematically compare perceptions of occupational opportunity and resistance to school across involuntary, dominant, and immigrant groups. Using a large sample of African American, Asian American, and non-Hispanic white high school sophomores from the first follow-up of the National Education Longitudinal Study, we provide the first rigorous test of the oppositional culture explanation. Upon close scrutiny, its key predictions fail.

Akerhielm, Karen, Jacqueline Berger, Marianne Hooker, and Donald Wise. *Factors Related to College Enrollments*. Washington, DC: Office of the Under Secretary, 1998.

This report looks at factors related to postsecondary enrollment, with an emphasis on how early indicators, such as expectations and course-taking behavior in the eighth grade, are related to college attendance six years later. The study also examines whether financial aid availability is a critical factor in determining postsecondary attendance.

Anderman, Eric M. "The Middle School Experience: Effects on the Math and Science Achievement of Adolescents with LD." *Journal of Learning Disabilities* 31 (2) (Mar-Apr 1998): 128-38.

Using data from the National Education Longitudinal Study and applying hierarchical linear modeling, this study found a strong gap in achievement in math and science between adolescents

with and without learning disabilities (LD). The gap was reduced for LD adolescents who did not make a school transition until at least 9th grade. (DB)

Battle, Juan J. "What Beats Having Two Parents? Educational Outcomes for African American Students in Single- versus Dual-Parent Families." *Journal of Black Studies* 28(6) (July 1998): 783-801.

Uses a representative national sample from the National Education Longitudinal Study, focusing on students before high school and controlling for socio-economic status (SES). Findings show that students in single- versus dual-parent families significantly depends on SES. At the mean level of SES there is no statistically significant difference in achievement scores.

Berketold, Jennifer, Phillip Kaufman, and Sonya Geis. *Subsequent Educational Attainment of High School Dropouts*. Washington, DC: National Center for Education Statistics, June 1998. Statistical Analysis Report. [NCES 98-085]

This report looks at 1988 8th graders who dropped out of high school and examines their subsequent educational and employment experiences as of 1994. The analysis reveals that nearly half of dropouts had completed high school by 1994, either by earning a diploma or by obtaining an alternative credential.

Bracey, Gerald E. "An Optimal Size for High Schools?" *Phi Delta Kappan* 79 (5) (Jan 1998): 406.

Using 8th-, 10th-, and 12th-grade data for the same students from the 1988 National Education Longitudinal Study, researchers examined achievement growth for schools with 100 to 2,800 students. Math achievement rises as school size increases to about 600 students, holds steady to about 900 students, and then diminishes. Overall, students gained more in high-socioeconomic status schools, regardless of school size.

Brunsma, David L., and Kerry A Rockquemore. "Effects of Student Uniforms on Attendance, Behavior Problems, Substance Use, and Academic Achievement." *Journal of Educational Research* 92 (1) (Sept–Oct 1998): 53–62.

Data on 10th-grade students taken from The National Education Longitudinal Study of 1988 was used to test empirically the claims made by uniform advocates. The findings indicate that student uniforms have no direct effect on substance use, behavioral problems, or attendance. Contrary to current discourse, the authors found a negative effect of uniforms on student academic achievement. Uniform policies may indirectly affect school environment and student outcomes by providing a visible and public symbol of commitment to school improvement and reform. ((c) 1998 APA/PsycINFO, all rights reserved.)

Burkam, David T., Valerie E. Lee, Todd K. Chow-Hoy, Douglas Geverdt, and Becky A. Smerdon. "Sector Differences in High School Course-Taking: A Private School or Catholic School Effect?" *Sociology of Education* 71 (4) (Oct. 1998): 314–335

This study investigated the influence of attending public, Catholic, or independent secondary schools on students' course taking in mathematics, using data on 3,374 high school graduates of

184 urban and suburban high schools from the High School Effectiveness Supplement to the National Education Longitudinal Study of 1988. With hierarchical linear modeling methods and accounting for factors associated with selection into schools in different sectors, the authors found that the private school students took more advanced mathematics courses than did the public school students. However, after controlling for additional differences in selectivity between the two types of private schools, they found that Catholic schools influence their students' course-taking behaviors especially strongly and that the social distribution of course taking is especially equitable in Catholic schools.

Carbonaro, William J. "A Little Help from My Friend's Parents: Intergenerational Closure and Educational Outcomes." *Sociology of Education*, 71, October 1998: 295-313.

Coleman's theory of social capital predicts that students who have high levels of "intergenerational closure"—that is, whose parents know more of their children's friends' parents—will have better educational outcomes than will students with low levels of intergenerational closure. This study used data from the National Education Longitudinal Study of 1988 to test whether intergenerational closure affects children's educational outcomes. The main findings were that closure was positively associated with mathematics achievement, but not significantly associated with achievement in any other subject, closure was not significantly associated with 12th grade point averages, and students with more closure were less likely to drop out of high school by the 12th grade.

Cardina, Catherine E., and John K Roden. "Academic Proficiency of Students Who Reported Intentions of Majoring in Education." *Journal of Teacher Education* 49 (1) (Jan-Feb 1998): 38-46.

Compared academic proficiency levels of high school seniors indicating intention to major in education and seniors intending to major in other areas. Data from the 1992 National Education Longitudinal Study indicated that seniors choosing education had similar academic abilities to students choosing all other areas. Gender, race, and socioeconomic status were important factors in choice making.

Catterall, James S. "Risk and Resilience in Student Transitions to High School." *American Journal of Education* 106 (2) (Feb. 1998): 302-333.

This article explores the concepts of risk and resilience applied to children and youth. I suggest advantages in considering a definition of risk grounded in actual school performance and behavior, as opposed to common conceptions of risk tied to various group-level probabilities of failure. The study focuses on students doing poorly or lacking confidence in finishing school as of the eighth grade who turn themselves around by the tenth grade. Using data from the National Education Longitudinal Study of 1988 (NELS:88) survey, analyses examine the nature of performance-based risks and the conditions under which students improve their performance levels and outlooks by grade 10. The estimated models of resilience show influences resembling those found in studies of individual resilience in other domains. The importance of family supports, school responsiveness to students, and student involvement in school and community activities stand out as predictors of recovery from low performance. A few patterns within subgroups emerge: for instance, the noninfluence of socioeconomic status (SES) on resilience within the Hispanic and African American cohorts, and the finding that Hispanic youth are less resilient in schools where there are perceived problems with youth gangs.

Chapin, June R. "Is Service Learning a Good Idea? Data from the National Longitudinal Study of 1988." *Social Studies* 89 (5) (Sep–Oct 1998): 205–11. [EJ578561, SO530758]

Presents data from the National Education Longitudinal Study of 1988 (NELS: 88) to demonstrate the widespread participation of high school seniors in voluntary community service. Suggests that teachers should build on this interest in community service, and offers hints to help make community and service learning more effective learning experiences. (DSK)

Chavez, Lisa. *The Relationship Between the Parental and Marital Experiences of 1988 8th grade Girls and High School Completion as of 1994*. Washington, DC: National Center for Education Statistics, 1998. Statistics in Brief. [ED419207]

The National Education Longitudinal Study of 1988, a nationally representative sample of 1988 8th graders who were followed up 2 years later in 1990 and again in 1992 and 1994, provides an opportunity to consider how motherhood and marriage were related to the educational attainment of 1988 8th grade females. Findings drawn from this report are listed here. (1) By June of 1992, when this cohort of female students was scheduled to complete high school, 11 percent had given birth to at least one child and 5 percent had been married at least once. (2) Being an unwed mother before scheduled graduation was more detrimental to eventual high school completion than getting married before graduation—58 percent of females who had a child before June 1992 but never married had completed high school by 1994, compared with 84 percent who had married after scheduled graduation but did not have children. (3) Approximately 95 percent of females who were neither married nor had children by 1994 (two years after graduation) had completed high school by 1994. Tables and charts depicting these statistics are provided. (MKA)

Coleman, Beverly Eugene. "School Violence and Student Achievement in Reading and Mathematics among Eighth Graders." (Ph.D. Dissertation, University of Illinois at Urbana-Champaign, 1998.) [ED430064, UD032906]

This study analyzed base-year student data files from the 1988 National Education Longitudinal Study (NELS:88) cross-sectionally to identify relationships between school violence and student achievement in reading and mathematics. The analysis identified student behavior variables related to three measures of school violence: (1) personal behavior, such as being sent to the office for misbehaving, parents being warned about behavior, or fighting with other students; (2) victimization, whether having something stolen, receiving a drug offer, receiving threats or harm; and (3) perception of violence indicated by student responses to how they perceived violence problems in their school. Background variables included in the analyses were sex, race/ethnicity, socioeconomic status quartile, school type (public, Catholic, other religious private, nonreligious private), and school community location (urban, suburban, and rural). Associations of school violence measures plus student background characteristics on student achievement show that when the incidence of negative personal behavior increases, there is a negative effect on achievement. Students experiencing victimization and students' perceptions of violence in their schools show.

Cook, Philip J., and Jens Ludwig. "The Burden of "Acting White": Do Black Adolescents Disparage Academic Achievement?" *The Black-White Test Score Gap* Eds. Christopher Jencks, Meredith Phillips, et al. Washington, DC: Brookings Institution 1998.

Recent ethnographic work suggests that some minority students condemn academic success as a rejection of their cultural identity. Due to the history of racial discrimination in the US, African

Americans “began to doubt their own intellectual ability, began to define academic success as White people’s prerogative, and began to discourage their peers, perhaps unconsciously, from emulating White people in academic striving.” In this chapter, the authors use the National Education Longitudinal Study (NELS), which provides recent data on American 10th graders, to answer 3 questions: Do African American adolescents report greater alienation from school than non-Hispanic whites? Does academic success lead to social ostracism among black adolescents? Do the social costs and benefits of academic success differ by race? The authors begin by discussing the “acting white” hypothesis in greater detail, tracing its evolution from an ethnographic finding to a popular media story to conventional wisdom, and reviewing earlier surveys that have explored the issue. They then describe the NELS data. They compare the alienation from school of black and white 10th graders in 1990, and also look at the social costs of academic success for blacks and whites. ((c) 1998 APA/PsycINFO, all rights reserved.)

Elliot, M. (1998). “School Finance and Opportunities to Learn: Does Money Well Spent Enhance Students’ Achievement?” *Sociology of Education* 71(3): 223-245.

With widespread inequalities in schools’ access to scarce financial resources, it has become important to understand the relationship between school finance and student achievement. Parents and educators often assume that more money translates into better schools and higher achievement, but there is considerable controversy among scholars over the size of the effects and the specific pathways by which financial resources translate into more effective schools. This study examines three related questions: Do educational expenditures affect students’ achievement? How does access to learning opportunities affect math and science achievement? If funds are allocated to provide critical opportunities to learn, do students learn more? Using hierarchical linear modeling, this study specifically examined the direct effects of school expenditures on math and science achievement and the indirect effects of expenditures on achievement through schools’ provision of learning opportunities. Results show that more classes tend to be smaller, and teachers put greater emphasis on higher order thinking in math rather than memorization of facts. In schools where less money is spent, however, classes tend to make greater use of calculators. These findings suggest that resources are most effective in promoting student achievement when they are used not only to hire greater numbers of more educated teachers but also to encourage teachers to use effective teaching strategies which emphasize higher order thinking and inquiry skills.

Fan, Xitao, and Michael J. Chen. *Academic Achievement of Rural School Students: A Multi-Year Comparison with Their Peers in Suburban and Urban Schools*, 1998. [ED418829]

This study examined the issue of whether any differences exist in school achievement among rural, suburban, and urban school students in four major areas of school learning: reading, mathematics, science, and social studies. Data from the National Education Longitudinal Study of 1988 (NELS: 88), which followed a nationally representative sample of 24,500 students from the 8th to the 12th grade, were used. Performance comparisons among rural, suburban, and urban students were made for the nationally representative samples of 8th, 10th, and 12th graders in four areas of school learning: reading, math, science, and social studies. Performance comparisons were made after adjusting for the potential influence of socioeconomic status. Performance comparison analyses were conducted separately for the four major ethnic groups (whites, blacks, Hispanics, and Asian Americans and Pacific Islanders) and separately for public and private school students. In addition, performance comparisons of rural, suburban, and urban students were made separately for the four geographic regions of the United States: the Northeast, Midwest, South, and West. Classifications of rural, suburban, and urban schools, and of geographic regions, were based on the 1980 Census classification of the schools from which the

students were sampled. The results showed that students from rural schools performed as well as, if not better than, their peers in metropolitan schools in math, science, reading, and social studies.

Gamoran, Adam. *The Quality of Vocational Education. Background Papers from the 1994 National Assessment of Vocational Education*. Washington, DC: National Institution on Postsecondary Education, Library, and Lifelong Learning, Office of Educational Research and Improvement, 1998. [ED419950]

This document contains five papers. "Vocational Teacher Education in U.S. Colleges and Universities and Its Responsiveness to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990" (Richard L. Lynch) documents the trend toward decreasing enrollments in teacher training programs in virtually all vocational fields. "Occupational Experience as the Basis for Alternative Teacher Certification in Vocational Education" (Richard L. Lynch) establishes that occupational experience is an inadequate substitute for formal teacher preparation in vocational education. "Curricular Tracks and High School Vocational Education" (James A. Kulik) demonstrates that most of the difference between vocational and academic students' test scores is due to students' characteristics rather than the nature of vocational education. "The Impact of Academic Course Work on Labor Market Outcomes for Youth Who Do Not Attend College: A Research Review" (Adam Gamoran) documents the importance of a solid foundation in basic academic skills. "The Effect of High School Vocational Education on Academic Achievement Gain and High School Persistence: Evidence from NELS:88 (National Education Longitudinal Study of 1988)" (Kenneth A. Rasinski, Steven Pedlow) suggests that the benefits of vocational education for high school completion may occur by improving students' success in courses.

George, Rani, and David Kaplan. "A Structural Model of Parent and Teacher Influences on Science Attitudes of Eighth Graders: Evidence from NELS: 88." *Science Education* 82 (1) (Jan 1998): 93–109. [EJ558750, SE559036]

Proposes a model of parent and teacher influences on the science attitudes of eighth-grade students using data from the base year survey of the National Educational Longitudinal Study of 1988 (NELS: 88). Utilizes structural equation modeling methodology for analysis of categorical data. Contains 61 references. (DDR)

Hamilton, Laura S.; Snow, Richard E. *Exploring Differential Item Functioning on Science Achievement Tests*. Washington, DC: Office of Educational Research and Improvement (ED), 1998. CSE Technical Report 483. [ED427077, TM029459]

This study explores methods for detecting gender-based differential item functioning (DIF) on the 12th grade multiple-choice and constructed-response science tests administered as part of the National Education Longitudinal Study of 1988 (NELS:88). Several combinations of conditioning variables were explored for DIF detection on both tests, and results were supplemented with evidence from interviews of 25 students who completed the test items. On both tests, DIF in favor of males was exhibited primarily on items that involved visualization and that called upon knowledge and experiences acquired outside of school. The findings reveal that neither content nor format alone explained the patterns of male and female performance, and that an investigation of response processes may provide valuable additional information about the nature of gender differences in science achievement.

Hamilton, Laura S. "Gender Differences in High School Science Achievement Tests: Do Format and

Content Matter?" *Educational Evaluation and Policy Analysis* 20 (3) (Fall 1998): 179–195.

Gender differences on the National Education Longitudinal Study of 1988 (NELS:88) multiple-choice and constructed-response science tests were explored through a combination of statistical analyses and interviews. Performance gaps between males and females in high school varied across formats (multiple-choice versus constructed-response) and across items within a format. Differences were largest for items that involved visual content and called on application of knowledge commonly acquired through extracurricular activities. Large-scale surveys such as NELS:88 are widely used by researchers to study the effects of various student and school characteristics on achievement. The results of this investigation reveal the value of studying the validity of the outcome measure and suggest that conclusions about group differences and about correlates of achievement depend heavily on specific features of the items that make up the test. ((c) 1998 APA/PsycINFO, all rights reserved.)

Hao, Lingxin and Melissa Bonstead-Bruns. "Parent-Child Differences in Educational Expectations and the Academic Achievement of Immigrant and Native Students." *Sociology of Education* 71 (3) (Jul. 1998): 175-198.

This article argues that both parents' and children's educational expectations are spurred by between-family social capital and within-family social capital and that agreement between parents and children on educational expectations facilitates children's achievement. The analyses of eighth graders from four immigrant groups (Chinese, Filipino, Korean, and Mexican) and three native groups (Mexican, black, and white) indicate that high levels of parent-child interactions increase parents' and children's expectations and that higher shared family expectations enhance achievement and greater differences suppress achievement. Immigrant status increases expectations, for Chinese and Korean families more than for Mexican families, and Chinese background is beneficial for children's achievement, but Mexican background is harmful. However, all else being equal, the higher rate of retention of parental language promotes academic achievement, which gives immigrant Mexican children an advantage over their Asian counterparts.

Horn, Laura, and Xianglei Chen. *Toward Resiliency: At-Risk Students Who Make It To College*. Washington, DC: National Institution on Postsecondary Education, Library, and Lifelong Learning, Office of Educational Research and Improvement, May 1998.

The aim of this study is to determine whether student, parent, and peer engagement factors that contributed to at-risk students' success in graduating from high school continued to be important in making the transition from high school to postsecondary education. Only students who were considered at moderate to high risk of dropping out of high school were included in the analysis.

Kao, Grace and Marta Tienda. "Educational Aspirations of Minority Youth." *American Journal of Education* 106 (3) (May 1998): 349-384.

Using the National Education Longitudinal Study of 1988 (NELS:88), we analyze how educational aspirations are formed and maintained from eighth to twelfth grades among a single cohort of youth. Guided by research in the status-attainment literature, which focuses on how aspirations are shaped, and the blocked-opportunities framework, which considers the structural obstacles that bound or level aspirations, we find that the relative shares of minority youth who have high educational aspirations are high from eighth to twelfth grades. However, ethnic groups

differ in the extent to which high educational aspirations are maintained such that black and Hispanic youth have less stable aspirations. Our results suggest that family socioeconomic status (SES) not only contributes to ambitious aspirations in eighth grade but, more important, to the maintenance of high aspirations throughout the high school years. Because black and Hispanic students are less likely to maintain their high aspirations throughout high school, owing to their lower family SES background, we argue that their early aspirations are less concrete than those of white and especially Asian students. Focus-group discussions with adolescents support quantitative findings that, compared to whites and Asians, black and Hispanic youth are relatively uninformed about college, thus dampening their odds of reaching their educational goals.

Kaufman, Phillip, Lisa Chavez, and Douglas Lauen. *Generational Status and Educational Outcomes Among Asian And Hispanic 1988 8th graders*. Washington, DC: National Center for Education Statistics, December 1998. Statistical Analysis Report. [NCES 1999-020]

This analysis examines the relationship between generational status and various analysis educational indicators and outcomes of Asian and Hispanic students from the 1988 8th grade cohort as they entered and progressed through high school and began postsecondary education. It compares these cohorts both within and between generations on (1) student background (family and language characteristics); (2) 8th grade experiences (8th grade school characteristics, achievement test scores, and plans for high school); (3) high school experiences (type of high school and graduation rates); (4) postsecondary expectations (student and parental); and (5) postsecondary enrollment.

Kilburn, M. Rebecca, Lawrence M. Hanser, and Jacob A. Klerman. *Estimating AFQT Scores for National Educational Longitudinal Study (NELS) Respondents*. Washington, DC: Office of the Secretary of Defense, 1998. [ED431774, TM029250]

This document reports on the first segment of a project that estimates the determinants of individual enlistment decisions using the 1992 second follow-up of the National Educational Longitudinal Study (NELS). The NELS sample contains youths who were high school seniors in 1992. The project's first segment estimates scores on the Armed Forces Qualification Test (AFQT) for NELS respondents, and it uses the results of this estimation to draw some implications for recruiting policy. The second project report will replicate the studies of J. Hosek and C. Peterson (1985, 1990) and estimate additional models of enlistment decisions. The NELS does not contain AFQT scores, but it does contain extensive demographic information on its sample, including scores on mathematics, science, and reading tests. The basic assumption is that a person who scored at some percentile on a NELS test would score at a similar percentile were the same population given a component of the National Assessment of Educational Progress (NAEP) of the AFQT with comparable content. Analyses suggest that in 1992 a higher fraction of youths scored in the ranges that qualified them for military enlistment than was true in 1980. This finding implies that when the AFQT is renormed as planned using a random sample of the youth population collected in 1997, fewer individuals will qualify for enlistment than is currently true using the old AFQT norms. The methodology also suggests a way that AFQT scores renorming could be approximated on a regular basis between National Longitudinal Survey of Youth norming studies. Appendixes contain standard and percentile test score tables and relate test score estimates to recruiting outcomes.

This document is also available as a RAND publication. It can be downloaded as a PDF from <http://www.rand.org/publications/electronic/ed.html>.

Muller, Chandra. 1998. "Gender Differences in Parent Involvement and Adolescents' Mathematics Achievement." *Sociology of Education* 71 (4): 336-356.

How does parents' involvement in school differ for sons and daughters, and what difference does it make in the gender gap in mathematics achievement? This article reports on a longitudinal study of the impact of parental involvement on adolescents' mathematics achievement from Grade 8 to 12. The study found that gender differences in scores on mathematics achievement tests were small but consistent among high school seniors. Gender differences in Grade 8 test scores and gains from Grade 8 to 10 were found only when parental involvement was controlled. The relationship between parental involvement and achievement is similar for girls and boys and diminishes over the course of high school to the point that parental involvement has essentially no relationship to the gains in achievement made by seniors.

Muller, Chandra. 1998. "The Minimum Competency Exam Requirement, Teachers' and Students' Expectations and Academic Performance." *Social Psychology of Education* 2 (2): 199-216.

Muller, Chandra. (August 1998). "Social Capital in the Teacher-Student Relationship." Presented at the Annual Meeting of the American Sociological Association, San Francisco.

Owings, Jeff, Timothy Madigan, and Bruce Daniel. *Who Goes to America's Highly Ranked "National" Universities?* Washington, DC: National Center for Education Statistics, November, 1998. Statistics in Brief. [NCES 98-095]

NCES merged the lists of colleges and universities reported in the September 18, 1995 issue of "U.S. News and World Report" with data NCES collected as part of a national longitudinal study of high school students who are followed into postsecondary education. That effort produced this report which examines the characteristics of students who enter "Tier 1" National universities. The findings presented in this report underscore the importance of high school achievement and course taking.

Perna, Laura Walter. *Differences in the Decision to Attend College Among Blacks, Hispanics, and Whites.* (Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA, April 13-17, 1998.) [ED420252]

This study examined the extent to which the relative influence on college investment decisions of economic, academic, structural, social, and cultural capital varied by racial/ethnic group. Data from the third (1994) follow-up to the National Education Longitudinal Study of 1988 were used. The adjusted weighted sample included 11,933 individuals who graduated from high school in 1992. The study found that, on average, blacks and Hispanics had less economic and academic capital than whites. Black high school graduates were observed to have more of some types of social and cultural capital than high school graduates of other ethnic groups, in that they were more likely to express interest in earning advanced degrees, receive help from their high schools with college admissions materials, and use more than one tool to prepare for college admissions tests. After controlling for differences in economic, academic, structural, social, and cultural capital, the probability of enrolling in a four-year college or university in the fall after graduating from high school was 11 percent higher for blacks than for whites. The probability of enrollment was about equal for Hispanics and whites.

Pong, Suet-ling. "The School Compositional Effect of Single Parenthood on 10th-Grade Achievement." *Sociology of Education* 71 (1) (January 1998): 23–42.

It is widely acknowledged that single parenthood carries educational disadvantages for the individual children of single parents (A. Gamoran, 1992). Using National Education Longitudinal Study data, the author also found a detrimental contextual effect on 10th-grade mathematics and reading achievement associated with attending a school in which a high concentration of children are from single-parent homes. This effect was evident even when individual demographic characteristics and family background were controlled. To account for this contextual effect, the author investigated the mediating role of a school's net socioeconomic status and net social capital, as indicated by parents' social relations and networks with other parents. Results indicate that both can account for differences in mathematics and reading achievement between schools enrolling less than 25 percent and schools with 25–49 percent of students from single-parent families. Furthermore, there is evidence that even academic disadvantage of attending schools with 50 percent or more students from single-parent families can be offset when social relations and networks among parents are strong.

Rumberger, Russell W. and Katherine A. Larson. "Student Mobility and the Increased Risk of High School Dropout." *American Journal of Education* 107 (1) (Nov. 1998): 1-35.

A variety of evidence suggests that students in the United States change schools frequently. But there has been relatively little research that examines the educational consequences of student mobility. This study examined the incidence of student mobility between the eighth and twelfth grades and its effect on high school completion using the National Educational Longitudinal Survey third follow-up data. Three models were tested on two groups of students. For eighth-grade students in 1988, we predicted (1) whether students changed schools or dropped out between the eighth and twelfth grades and (2) high school completion status two years after twelfth grade. For twelfth-grade students in 1992 we predicted high school completion status two years after twelfth grade. The models were developed from a conceptual framework based on theories of dropping out, postsecondary institutional departure, and student transfer adjustment that suggest school mobility may represent a less severe form of educational disengagement similar to dropping out. The results generally support this idea. That is, measures of social and academic engagement, such as low grades, misbehavior, and high absenteeism, predicted both whether students changed schools or dropped out. The results further indicate that, controlling for other predictors, students who made even one nonpromotional school change between the eighth and twelfth grades were twice as likely to not complete high school as students who did not change schools. Together, the findings suggest that student mobility is both a symptom of disengagement and an important risk factor for high school dropout.

Schneider, B., Swanson, C. B., Riegle-Crumb, C. (1998). "Opportunities for Learning: Course Sequences and Positional Advantages." *Social Psychology of Education* 2: 25-53.

Do the course sequences taken by high school students have consequences for students' personal lives and academic careers in secondary school and beyond? Using data from NELS:88-94, Schneider et al. examine the relationship between math and science sequences taken by 10th, 11th, and 12th graders and academic achievement and college attendance rates. They take into account how any change, routine or non-routine (i.e., the movement of a student from a middle school into a corresponding high school upon graduation from middle school as opposed to a transfer from one high school to another), may affect or alter the educational path of the student. They find that not only is the level of course sequence in 10th grade associated with the level of course

sequence in 12th grade, and with the relative academic success or failure of the student, but that transitions into and out of these sequences due to a non-routine change of school can disrupt whatever positional advantage (or disadvantage) the student might have acquired in his previous schooling.

Schoenhals, Mark, Marta Tienda, and Barbara Schneider. "The Educational and Personal Consequences of Adolescent Employment." *Social Forces* 77 (2) (Dec. 1998): 723-61.

National Education Longitudinal Study data on student employment in 10th grade indicate that previous findings of adverse effects on academic outcomes may be attributable to preexisting differences among youth who choose to work at various intensities. Also, increased working hours were related to decreased time spent watching television. Implications for a longer-term stratification are discussed.

Smith-Maddox, Renee. "Defining Culture as a Dimension of Academic Achievement: Implications for Culturally Responsive Curriculum, Instruction, and Assessment." *The Journal of Negro Education* 63 (7) (Summer 1998): 302-317.

This article reviews the literature on the various dimensions of culture to discuss the implications for student learning and the development of culturally responsive assessments. Using data from the National Education Longitudinal Study of 1988 (NELS:88), the author examines the cultural context in which students live as a basis for understanding the effects of contextual influences (such as home, school, and community) and culturally relevant strategies on academic achievement by racial/ethnic groups. Overall, the analysis is useful not only for explaining the role of culture in teaching and learning but also for revealing its importance in the development of culturally responsive assessment instruments. Recommendations for future studies with a within-group and cross-cultural research design are proposed.

Thomas, Ramona S. *Black and Latino College Enrollment: Effects of Background, High School Preparation, Family and Peer Influence, and Financial Aid*. (Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA, April 13–17, 1998.) [ED420253]

This study examined the college enrollment decisions of black and Latino students, focusing on factors that influenced their decision to attend college. Data from the National Education Longitudinal Study of 1988–1994 were used, namely a sample of 11,879 seniors who completed high school in 1992, including 1,181 blacks and 1,505 Latinos. The study found that black students who enrolled in a four-year college were more likely to: be female (62 percent), have come from upper-middle-class backgrounds (36 percent), have parents with some college education (52 percent), have been placed in a college-prep program in high school (62 percent), and fall in the third quartile of standardized tests (33 percent), than their peers. Unlike blacks, Latinos who enrolled in a four-year college were slightly more likely to be male (53 percent) and to be from low-income backgrounds (30 percent), and were about equally as likely to have parents with educational levels no higher than high school or some college (38 percent and 37 percent) and to fall into the two highest test quartiles (34 percent and 33 percent respectively). High school preparation and the availability of financial aid also had a significant influence on the college enrollment decisions of both groups.

Trusty, Jerry, and Trace Pirtle. "Parents' Transmission of Educational Goals to Their Adolescent Children." *Journal of Research and Development in Education* 32 (1) (Fall 1998): 53–65.

The relationship between parents' educational expectations for their adolescent children and children's expectations was studied using data from the National Education Longitudinal Study of 1988. Specifically, the 1992 to 1994 panel sample was used, consisting of 7,957–10,247 respondents (differences are the result of nonresponses). Several hypotheses derived from previous research literature were tested, and some were supported whereas others were not. Contrary to previous research, we found that fathers and mothers equally influenced adolescents' educational expectations, despite the fact that more mothers than fathers lived with their adolescent children. Consistent with previous literature, educational goal transmission was not stronger for same-gender—as opposed to opposite-gender—adolescent/parent pairs. Results suggest that the goal-transmission process is strong, and disagreement among parents and children on educational goals was infrequent. Somewhat surprisingly, adolescents tended to have slightly higher postsecondary educational expectations than parents had for them, and adolescents more often revised their expectations upwards than downwards. ((c) 1998 APA/PsycINFO, all rights reserved.)

Williams, Deborah Bugg. *Parent Involvement Gender Effects on Preadolescent Student Performance*. (Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA, April 13–17, 1998.) [ED420401]

This study investigated the effect of parent involvement on the academic achievement of middle school students and examined the role of parent and student gender in that relationship. The study also explored the effects of out-of-school activities on 8th grade students' academic achievement. Data were derived from the National Education Longitudinal Study of 1988 and analyzed using nine educational productivity factors to account for multiple influences on increased learning. The results suggest that a number of factors drawn from the educational productivity model significantly affected student achievement, including student gender, parental contact, parental expectations, out-of-school instruction, and parental satisfaction. Findings also indicated that fathers and mothers contribute significantly different factors to male and female students' academic performance, but that parental involvement—by fathers and mothers—is indeed important for student success.

1997

Anderman, Eric M., and David M.S. Kimweli. "Victimization And Safety In Schools Serving Early Adolescents." *Journal of Early Adolescence* 17 (4) (November 1997): 408–438.

Hierarchical linear modeling techniques were used to examine the relations between school-level variables and victimization, behavior, and perceptions of school safety using a nationally representative sample of 8th-graders from the National Education Longitudinal Study (National Center for Education Statistics, 1994). The results indicate that victimization, getting into trouble for bad behavior, and perceptions of school as unsafe were more characteristic of schools with 6th–8th grade or 7th–9th-grade configurations than in kindergarten through 8th grade or kindergarten through 12th grade schools. After controlling for school-level variables, ethnicity and socioeconomic status did not emerge as strong predictors. Females were less likely to report being victimized or getting into trouble for bad behavior than were males. The results also indicate that schools with kindergarten through 8th grade and kindergarten through 12th grade configurations reported dealing with repeated occurrences of bad behavior and with serious behavioral infractions more harshly than did other types of schools.

Battle, Juan J. "Academic Achievement among Hispanic Students from One- Versus Dual-Parent Households." *Hispanic Journal of Behavioral Sciences* 19 (2) (May 1997): 156-170.

Among Approximately 24,6000 Hispanic eighth graders surveyed by the National Education Longitudinal Study of 1988, those from two-parent families had significantly higher academic achievement (standardized test scores) than students from one-parent families. However, this difference disappeared when analyses were controlled for socioeconomic status (parents' education, occupation, and income).

Battle, Juan J. "The Relative Effects of Married Versus Divorced Family Configuration and Socioeconomic Status on the Educational Achievement of African American Middle-Grade Students." *Journal of Negro Education* 66 (1) (Winter 1997): 29-42.

Reports research examining the relative effects of parental marital status and socioeconomic status (SES) on the educational achievement of African-American middle-grade students. Data from the National Education Longitudinal Study of 1988 show that at lower SES, African American students from divorced households scored significantly higher on a standardized test.

Berkner, Lutz, and Lisa Chavez. *Access to Postsecondary Education for the 1992 High School Graduates*. Washington, DC: National Center for Education Statistics, October 1997. [NCES 98-105]

This report uses data from the National Education Longitudinal Study of 1988 (NELS:88) to examine access to postsecondary education of 1992 high school graduates by 1994, two years after high school graduation. After an overview of the postsecondary enrollment rates of the 1992 high school graduates by family income, race-ethnicity, and parental levels of education, the report focuses on the factors associated with the relatively low four-year college enrollment rates of Hispanic, Black, and low-income high school graduates. It examines college costs and financial aid, the educational expectations and immediate college plans of the high school graduates, and their academic preparation as measured by a four-year "college qualification index" developed for this study.

Burkam, David T., Lee, Valerie E., Smerdon, Becky A. (1997). "Gender and Science Learning Early in High School: Subject Matter and Laboratory Experiences." *American Educational Research Journal*, 34 (2): 297-331.

This study used a large and nationally representative, longitudinal database, NELS:88, to identify important factors related to gender differences in 10th-grade science performance. It built on an earlier study focusing on 8th-grade science performance, wherein gender differences were found to be related to (a) subject matter (life versus physical science), (b) student ability level, and (c) frequency of hands-on lab opportunities. The moderate unadjusted advantage for 8th-grade boys on the physical science test widened by the 10th grade. The gender differences were smaller on the life-science test and favored males among students of average and above-average ability and females among the less able students. Hands-on lab activities-relatively infrequent in high school science classes-continued to be related to all students' performance, but especially to girls'. These findings suggest the importance of the active involvement of students in the science classroom as a means to promote gender equity. Implications for the underrepresentation of women in physical science careers are discussed.

Chiang, Fang-Shen, Brian Rowan, and Robert J. Miller. "Using Research on Employees' Performance to Study the Effects of Teachers on Students' Achievement." *Sociology of Education* 70(4) (Oct. 1997): 256-284.

The study reported here used general ideas about employees' performance to develop and test a model of teachers' effects on students' achievement in mathematics using data from the longitudinal files of the National Education Longitudinal Study of 1988 (NELS:88). A general model of employees' performance suggests that the effects of teachers on students' achievement can be explained by three general classes of variables: teachers' ability, motivation, and work situation. This article discusses how these general classes of variables can be operationalized in the NELS:88 data set and presents estimates of models of the combined effects of these classes of variables on students' achievement. The analyses revealed that teachers' knowledge of subject matter and expectancy motivation have direct effects on students' achievement in mathematics and that the size of these effects depends on the average levels of ability of students in a school.

Fan, Xitao, Michael Chen, and Audrey R. Matsumoto. "Gender Differences In Mathematics Achievement: Findings From The National Education Longitudinal Study Of 1988." *Journal of Experimental Education* 65 (3) (Spring 1997): 229-242.

Data from national samples from the National Education Longitudinal Study of 1988 were used to study gender differences in mathematics achievement. Gender differences were not found when total group means were compared, but noteworthy differences favoring males were found at the high end of the score distributions

Figlio, D. "Did the 'Tax Revolt' Reduce School Performance?" *Journal of Public Economic*. 65 (1997): 245-269.

Finn, Jeremy D., Rock, Donald A. (1997). "Academic Success Among Students at Risk for School Failure." *Journal of Applied Psychology*, 82 (2): 221-234.

A sample of 1,803 minority students from low-income homes was classified into 3 groups on the basis of grades, test scores, and persistence from Grade 8 through Grade 12; the classifications were academically successful school completers ("resilient" students), school completers with poorer academic performance (nonresilient completers), and noncompleters (dropouts). Groups were compared in terms of psychological characteristics and measures of "school engagement." Large, significant differences were found among groups on engagement behaviors, even after background and psychological characteristics were controlled statistically. The findings support the hypothesis that student engagement is an important component of academic resilience. Furthermore, they provide information for designing interventions to improve the educational prognoses of students at risk.

Green, Patricia J.; Hoogstra, Lisa A.; Ingels, Steven J.; Greene, Harrison N.; Marnell, Patricia K. *Formulating a Design for the ECLS: A Review of Longitudinal Studies. Working Papers Series*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, 1997. [ED416254, TM028134]

The Early Childhood Longitudinal Study (ECLS) is a new study that will focus on children's early school experiences beginning in kindergarten. Approximately 23,000 children will be selected as they enter kindergarten and followed through fifth grade. Base-year data will be collected in the fall of 1998, but there will a field test in the 1996-97 school year. This paper,

prepared in support of the development of the ECLS, reviews nine studies, each of which may provide some design features that would be useful in the ECLS. The studies reviewed are the: (1) Beginning School Study; (2) Children of the National Longitudinal Study of Youth; (3) Greensboro Early Schooling Study; (4) Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity; (5) District of Columbia Early Learning and Early Identification Study; (6) National Education Longitudinal Study of 1988 (NELS:88); (7) Canadian National Longitudinal Survey of Children; (8) National Survey of Children; and (9) National Child Development Study. In reviewing the design and results of these studies, several cross-cutting issues were recognized, including the cognitive assessments, the social and emotional measurements, and the measures of environment. Issues concerning overall study design are also explored, and individual summaries are provided for each of the studies. Study design and sampling and administration procedures will be largely based on the experience of the NELS:88. Each of the study summaries contains references.

Hoffer, Thomas B. "High School Graduation Requirements: Effects on Dropping Out and Student Achievement." *Teachers College Record* 98 (1997): 584–607. [EJ549998]

Data from a national survey of high school students were examined to determine the effects of increased mathematics requirements on the kinds of mathematics students studied, dropout rates, achievement test score gains, and the association of socioeconomic status with test scores and dropping out. Results found little effect on probability of dropping out or achievement gains.

Horn, Laura. *Confronting The Odds: Students At Risk And The Pipeline To Higher Education*. Washington, DC: National Center for Education Statistics, December 1997. Statistical Analysis Report. [NCES 98-094]

This reports looks at the critical junctures in the pipeline to college enrollment where at-risk high school graduates leave at substantially higher rates than their counterparts not at risk. It also identifies factors that contribute to at-risk students' successful navigation of the pipeline to college enrollment.

Kaplan, David, and Pamela R. Elliott. "A Model-Based Approach To Validating Education Indicators Using Multilevel Structural Equation Modeling." *Journal of Educational and Behavioral Statistics* 22 (3) (Fall 1997): 323–347.

Tested an approach to validating the selection of education indicators by incorporating them into a multilevel structural model and using the estimates from that model to engage in policy-relevant simulations. Multilevel structural equation modeling was applied to a subsample of 1,165 10th-grade students from the First Follow-Up of the National Education Longitudinal Study of 1988 (National Center for Education Statistics, 1988). Focus of attention was on science education indicators. A within-school model of science achievement was linked to a between-school model of the academic press of the school. Separate estimation of these models revealed adequate fit to the data after minor modifications. The multilevel model also showed adequate fit to the data. Results demonstrate that it is possible to employ multilevel structural modeling methods to capture the salient relationships among science education indicators based on an organizational model of schooling wherein such relationships are implied. Final within- and between-school model equations are appended.

Kupermintz, Haggai; Snow, Richard E. (1997). "Enhancing the Validity and Usefulness of Large-Scale Educational Assessments: III. NELS:88 Mathematics Achievement to 12th Grade." *American*

Educational Research Journal, 34 (1): 124-50. [EJ545453]

This study, third in a series using data from the National Education Longitudinal Study of 1988 (NELS:88), demonstrates the usefulness of multidimensional representation of mathematics achievement as it extends analyses through grade 12. Findings support a distinction between mathematical reasoning and knowledge for two of the three test forms.

Lee, Valerie E., Julia B. Smith, and Robert G. Croninger. "How High School Organization Influences The Equitable Distribution Of Learning In Mathematics And Science." *Sociology of Education* 70 (2) (April 1997): 128-150.

Presents the 3rd in a series of studies, and a longitudinal follow-up to V. E. Lee and J. B. Smith's restructuring study (1995) which reexamined the link between high school organizational and structural practices and student learning. Subjects were 9,631 seniors in 789 US (mostly public) high schools drawn from the first three waves of the National Education Longitudinal Study of 1988. Hierarchical linear modeling was used to analyze the data related to achievement gains in science and mathematics and the effects of school organizational factors. Results show that school structural practices do influence academic achievement. Although students learn somewhat less in the last 2 years than in the first two, several features of the social and academic organization of high schools are strongly associated with learning in both periods. Findings support research favoring a more communal as opposed to bureaucratic organizational form in high schools, and suggest that the number and type of practices schools adopt are less important than are the forms that social relations, the curriculum, and instruction take in individual schools.

LePore, Paul C., and John Robert Warren. "A Comparison of Single-Sex and Coeducational Catholic Secondary Schooling: Evidence From the National Educational Longitudinal Study of 1988." *American Educational Research Journal* 34(3) Fall 1997: 485-511.

Three questions were addressed using data from NELS:88. First, are there differences between single-sex and coeducational Catholic secondary school students in academic and social psychological outcomes? Second, do these differences especially favor young women in single-sex schools? Third, can student pre-enrollment differences account for apparent sector effects? The results indicated that single-sex Catholic secondary schools were not especially favorable academic settings and that any advantages of attending these schools only benefited boys. However, any sector differences in student achievement test scores were explained by pre-enrollment differences in measured background and prior achievement. Recent changes in the demographic make-up of all Catholic high school may account for the differences between these findings and prior research.

Lizarazo, Cristina and Chandra Muller. (September 1997). "Parental Involvement and First Sexual Experience." Paper presented at the Annual Meeting of the Southern Demographic Association.

Madigan, Timothy. *Science Proficiency And Course Taking In High School: The Relationship Of Science Course-Taking Patterns To Increases In Science Proficiency Between The 8th And 12th Grades*. Washington, DC: National Center for Education Statistics, April 1997. [NCES 97-838]

This report uses longitudinal data to examine whether students at the same level of science proficiency during eighth grade have higher science proficiency levels four years later if they took more semesters of science in the interim as compared to students who took fewer semesters of science. This report will ascertain the relationship between taking challenging science courses

in high school and experiencing gains in science proficiency. In addition, the relationships among school and student characteristics, high school curriculum and changes in proficiency level are also examined.

Mau, Wei-Cheng. "Parental Influences On The High School Students' Academic Achievement: A Comparison Of Asian Immigrants, Asian Americans, And White Americans." *Psychology in the Schools* 34 (3) (July 1997): 267–277.

Investigated the differences in parental influence on academic achievement of Asian immigrants, Asian Americans, and white Americans. The sample consisted of a nationally representative sample of 10th graders obtained from the National Education Longitudinal Study of 1988. Results indicate that both Asian immigrants and Asian Americans spent significantly more time on homework and perceived higher parental educational expectations than did white American students. White Americans, on the other hand, reported more parental involvement in school activities. There was a negative relationship between parental involvement and academic achievement for both Asian immigrants and Asian Americans.

McMillen, Marilyn, and Phillip Kaufman. *Dropout Rates In The United States: 1996*. Washington, DC: National Center for Education Statistics, December 1997. [NCES 98-250]

This report, the ninth in the series, presents data for 1996 on high school dropout and persistence rates, and examines high school completion and graduation rates. In addition to extending time series data reported in earlier years, this report focuses on the characteristics of high school dropouts and high school completers in 1996.

McMillen, Marilyn M., Phillip Kaufman, and Steve Klein. *Dropout Rates In The United States: 1995*. Washington, DC: National Center for Education Statistics, July 1997. Statistical Analysis Report. [NCES 97-473]

This report, which is the eighth in the series, presents data for 1995 on high school dropout and retention rates, and examines high school completion and graduation rates. In addition to extending time series data reported in earlier reports, this report focuses on three specific sub-populations that are at particular risk of dropping out of school: foreign-born persons attending U.S. schools, young adults who have been retained a grade or more while enrolled, and individuals who have some type of learning, physical, or other disability.

Moore, Kristin A., Jennifer Manlove, Dana A. Gleib, and Donna R. Morrison. *Nonmarital School-Age Motherhood: Family, Individual, And School Influences*. Washington, DC: Child Trends, Inc., 1997. [ED415018]

Despite a voluminous literature on the determinants of adolescent parenthood, little research exists on school-level influences on nonmarital, school-age motherhood. To address this gap, analyses of data from the National Education Longitudinal Study (NELS) were conducted to determine individual, family, and school-level predictors of nonmarital motherhood of girls between eighth and twelfth grade for a nationally representative sample. All independent variables were measured in eighth grade, and the analyses were repeated separately for black adolescents and white adolescents. The analyses indicated that school safety was an important predictor of nonmarital motherhood. However, school context did not override the effects of family- and individual-level influences. Low individual educational performance measures, such as low test scores and grades, predicted a higher risk of early motherhood, as did being held back

in school and repeatedly changing schools. A substantial level of involvement in school clubs and religious organizations was associated with a lower risk of school-age motherhood. Among blacks, attending sexuality education at least once a week was associated with a greater risk of having a nonmarital birth. In general, adolescents least prepared for motherhood and least prepared to be self-sufficient were at the greatest risk of a nonmarital birth during the high school years.

Muller, Chandra. (1997). "The Role of Standardized Achievement Tests in the Development of the Teacher-Student Relationship." Paper presented at the Annual Meeting of the American Educational Research Association, March.

Nussbaum, E. Michael; And Others. (1997). "Enhancing the Validity and Usefulness of Large-Scale Educational Assessments: IV. NELS:88 Science Achievement to 12th Grade." *American Educational Research Journal*, 34 (1): 151-73. [EJ545454]

This study is fourth in a series demonstrating that achievement tests are multidimensional and that using subscores from national surveys can enhance test validity and usefulness. It extends the analyses of science achievement data from the National Education Longitudinal Study of 1988 (NELS: 88) through grade 12.

Patrikakou, Evanthia N. "A Model of Parental Attitudes And The Academic Achievement Of Adolescents." *Journal of Research and Development in Education* 31 (1) (Fall 1997): 7-26.

Applied and estimated a structural model in order to understand the academic achievement among adolescents. Despite initial evidence indicating the importance of adolescent perceptions on school performance, there have been few studies that have explored the relationship among parental attitudes, their perception by the adolescent, and academic achievement. The theoretical model of this study placed an emphasis on parental attitudes and expectations, the student's perception of them, and certain psychological and academic characteristics of the student. The study used data from 5,643 adolescents (mean age 14 years) who participated in the National Education Longitudinal Study. The model accounted for 75 percent of the variance in academic achievement across the 4 sample ethnic groups used. After prior achievement, student expectations had the strongest direct impact on achievement. The greatest indirect effects derived from the perception of parental expectations. Results support the position that parental expectations and perceptions of parental expectations are essential in raising the academic expectations and thus, the achievement of adolescents.

Pollack, Judith M., and Donald A. Rock. *Constructed Response Tests In The NELS:88 High School Effectiveness Study*. Washington, DC: National Center for Education Statistics, May 1997. [NCES: 97-804]

This report describes an experiment in constructed response testing undertaken in conjunction with the National Education Longitudinal Study of 1988 (NELS:88). The experiment was designed to explore the practical and psychometric issues involved in using constructed response test formats in the context of a large-scale, voluntary national survey. This report also describes the objectives and issues involved in the development of the constructed response tests, and on the steps taken to address these issues. Finally, this report concludes with a summary of the major issues and results, and with a description of the data file that will be made available to researchers wishing to conduct further investigations.

Rojewski, Jay W., and Baiyin Yang. "Longitudinal Analysis Of Select Influences On Adolescents' Occupational Aspirations." *Journal of Vocational Behavior* 51 (3) (December 1997): 375–410.

The National Education Longitudinal Study of 1988 was used to investigate the longitudinal influence of select demographic and latent variables on the development of adolescents' occupational aspirations at 3 critical points in the career development process—early, mid-, and late adolescence. Linear structural equation analysis examined the contributions of demographic variables, SES, self-esteem, locus of control, educational aspirations, and academic achievement on adolescents' occupational aspirations measured at grades 8, 10, and 12. Occupational aspirations of adolescents were relatively stable across the 4-year time period. Further, earlier aspirations offered significant predictive power for subsequent ones. Structural coefficients for social demographic variables indicated that SES had significant effects on adolescents' aspirations. In contrast, 2 latent variables, academic achievement and self-evaluation, initially represented only modest effects on aspirations which then decreased consistently over time.

Rossi, Robert, Jerald Herting, and Jean Wolman. *Profiles Of Students With Disabilities As Identified In NELS:88*. Washington, DC: National Center for Education Statistics, June 1997. [NCES 97-254]

The primary purposes of this report are to identify those students in NELS:88 who had or may have had a disabling condition or received services related to such a condition, and to examine their characteristics and their educational experiences and outcomes, as they progressed from the eighth grade in 1988 into and out of high school in 1992. Another purpose is to examine the alternative perceptions of disability status that are available from the four different respondent groups in NELS:88 (parents, teachers, students, and school officials) and to assess the extent to which these various perceptions affect descriptions of the characteristics, experiences, and outcomes of students with disabilities.

Schiller, Kathryn, and Chandra Muller. (August 1997). "Expectations, External Examinations and the Process of Educational Attainment." Paper presented at the Annual Meeting of the American Sociological Association, Toronto.

Sojourner, Jeannette, and Susan N. Kushner. *Variables that Impact the Education of African American Students: Parental Involvement, Religious Socialization, Socioeconomic Status, Self-Concept, and Gender*. (Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, 24–28 March, 1997). [ED410326]

The National Education Longitudinal Study (NELS) database was used as a data source to examine school and nonschool factors related to the educational attainment of African American students. The 1,868 African American students who participated in the NELS First Follow-Up were the focus of the study. Five predictors of mathematics and reading achievement were used in a multiple regression analysis. These variables were: parental involvement, religious socialization, self-concept, socioeconomic status (SES), and gender. About 70 percent of these students were classified as in the first and second quartiles on the SES scale, and nearly two-thirds lived in the South. SES and self-concept were found to be the strongest predictors of reading and mathematics achievement. Religious socialization was not found statistically significant for mathematics and reading achievement. Although parental involvement was found to be negatively related to mathematics and reading achievement, this result should be interpreted with caution since the magnitude of the relationship was very small. Results of this study also suggest that a different research design may be more suitable for examining variables related to African Americans and academic achievement. A small local sample may be more appropriate.

Tate, William F. "Race-Ethnicity, SES, Gender, and Language Proficiency Trends in Mathematics Achievement: An Update." *Journal for Research in Mathematics Education* 28 (6) (Dec. 1997): 652-679.

The purpose of this article is to document changes in U. S. mathematics achievement by reviewing national trend studies, college admissions examinations, and Advanced Placement tests. This article examined this quantitative research literature to determine trends in mathematics achievement of various social groups defined along lines of race, class, gender, ethnicity, and language proficiency. The findings of this review indicate that over the last 15 years all demographic groups have improved in mathematics achievement--specifically, in basic skills. Moreover, the mathematics achievement gap is slowly closing between White students and students of color on assessments of basic skills. Males tended to outperform females on standardized measures; however, gender differences were small and generally not significant. Consistent with past reviews of mathematics achievement, course taking was a powerful variable, often resulting in similar achievement gains across diverse groups. This finding has serious implications for equity-related policy. The article concludes with two other recommendations: the need for fiscal and cultural policy to support standards-based reform.

1996

Anderman, Eric M.. *The Middle School Experience: Effects on the Math and Science Achievement of Learning Disabled Adolescents*. (Paper presented at the Biennial Meeting of the Society for Research on Adolescence, Boston, MA, 7-10 March 1996). [ED397617]

This study examined the relationship between transition from elementary to middle school and achievement gaps in math and science in eighth graders with (N=296) and without (N=1608) learning disabilities (LD). An abundance of research suggests that motivation and achievement decline during the early adolescent years, and that this decline is often attributable to the transition from elementary to middle grade schools during early adolescence. Using data from the National Education Longitudinal Study, the study found that on average there is a strong gap in achievement between LD and non-LD early adolescents. Hierarchical linear modeling was used to examine school effects on these achievement gaps. Results indicated that the gap between LD and non-LD adolescents is greatly reduced for adolescents who do not make a school transition until at least the ninth grade. Findings suggest that the policies and practices of typical middle grade schools are particularly incompatible with the educational and psychological needs of early adolescents with LD.

Berends, Mark, and Daniel Koretz. *Reporting Minority Students' Test Scores: How Well Can the NAEP Account for Differences in Social Context?* Princeton, NJ, and Washington, DC: National Assessment of Educational Progress and RAND Corp., 1996. [ED404366]

Investigated the adequacy of the National Assessment of Educational Progress (NAEP) for taking into account dissimilarities in students' family, school, and community contexts when reporting test score differences among ethnic-racial populations. Reading and mathematics scores on the 1990 NAEP (E. G. Johnson and N. L. Allen, 1992) from 6,300-6,500 subjects (grades 8 and 12) were compared with data from the National Education Longitudinal Study (S. J. Ingels et al., 1990) of 25,000 subjects (grade 8) and from the 1980 High School and Beyond survey (C. Jones et al., 1980) of 28,000 subjects (grade 12). The National Education Longitudinal Study and the

High School and Beyond survey were identified as having rich social context measures. Results show that there are substantial weaknesses in the NAEP's set of social-context measures which lead to an overestimate of the achievement differences between students who come from different population groups but similar social contexts. (PsycINFO Database Copyright 1997 American Psychological Assn, all rights reserved.)

Ellison, Christopher G., and Chandra Muller. 1996. "Effects of Religious Commitment and Parental Involvement on Adolescent Self-Concept: Evidence From the National Education Longitudinal Survey." Paper presented at the Society for the Scientific Study of Religion (November).

Gamoran, Adam. "Student Achievement In Public Magnet, Public Comprehensive, and Private City High Schools." *Educational Evaluation and Policy Analysis* 18 (1) (March 1996): 1–18. [EJ525420]

Using data from the National Education Longitudinal Study, the achievement growth of students in magnet schools, Catholic schools, and secular private schools was compared to that of students in public comprehensive schools during the first two years of high school. Some advantages of magnet schools and Catholic schools are discussed.

Goldhaber, Dan D., and Dominic J. Brewer. *Evaluating the Effect of Teacher Degree Level on Educational Performance*. Westat, Inc., Rockville, MD. December 1996. [ED406400]

Data from the National Educational Longitudinal Study of 1988 (NELS:88), which allow students to be linked to particular teachers, are used to estimate the impact of teacher degrees on student performance in the subject areas of mathematics, science, English, and history. The NELS:88 was a nationally representative survey of about 24,000 eighth graders in 1988, about 18,000 of whom were surveyed again in 1990. It was found that several teacher characteristics do appear to make a difference in student performance. Teachers certified in mathematics and those with Bachelors' or Masters' degrees in mathematics and science were associated with higher student performance scores. Mathematics and science degrees were not found to influence student outcomes in English and history, suggesting that it is the subject-specific training rather than teacher ability that results in improved performance. This finding suggests that student achievement in technical subjects can be improved by requiring in-subject teaching.

Goldhaber, Dan D., and Dominic J. Brewer. "Why Don't Schools and Teachers Seem to Matter? Assessing the Impacts of Unobservables on Educational Productivity." (Revised version of a paper presented at meetings of the Econometric Society. San Francisco, CA, January 1996) [ED400237]

Data from the National Educational Longitudinal Study of 1988 are used to link students with particular teachers and classes to estimate the impact of observable and unobservable schooling characteristics on student outcomes. A variety of models show some schooling resources, particularly teacher qualifications, to be significant in influencing tenth grade mathematics test scores. Teachers who are certified in mathematics and those with bachelors or masters degrees in math are identified with higher test scores. Unobservable school, teacher, and class characteristics are important in explaining student achievement but do not appear to be correlated with observable variables in this sample. The results suggest that the omission of unobservables does not cause biased estimates in standard educational production functions.

Haggerty, Catherine C., Bernard L. Dugoni, Laura A. Reed, Ann E. Cederlund, and John R. Taylor. *National Education Longitudinal Study: 1988–1994 Methodology Report*. Washington, DC:

National Center for Education Statistics, March 1996. [NCES 96-174.]

This technical report documents data collection activities, response analyses, weighting procedures, and other aspects of the 1994 follow-up of the NELS:88 sample.

Hanson, Sandra L. *Lost Talent: Women in the Sciences. Labor and Social Change Series*. Philadelphia, PA: Temple University Press, 1996. [ED402414]

The research reported followed groups of young women from large national samples to begin to understand the complexities that explain the loss of scientifically talented young women from the sciences. The study explores women's experiences in diverse areas of science and presents a picture of the successful woman scientist. Data sets used are the High School and Beyond survey, a longitudinal study of approximately 58,000 high school students, the National Educational Longitudinal Study of 26,200 eighth graders, and the Longitudinal Study of American Youth, a study involving 52 high schools and 52 middle schools. Four aspects of experience in mathematics and science are explored: (1) achievement; (2) access; (3) attitudes; and (4) activities. Four sets of causal factors (gender, family resources, school resources, and individual resources) are also considered. Overall, research indicates that gender is an important factor in creating lost talent. Young talented women are more likely to leave the sciences than are young men because of structural barriers and selection processes. Chapters consider science experiences in school and outside, resources, gender and resources, survivors in the sciences, and conclusions about science persistence. An appendix describes measures used and the analysis design

Hoffer, Thomas B., and Whitney Moore. *High School Seniors' Instructional Experiences In Science And Mathematics*. Washington, DC: National Center for Education Statistics, February 1996. [NCES 95-278]

This survey report examines key characteristics and explores teaching methods and practices of math and science teachers of NELS:88 Second Follow-up students.

Huang, Gary, Sameena Salvucci, Samuel Peng, and Jeffrey Owings. *National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues*. Washington, DC: National Center for Education Statistics, February 28, 1996. Working Paper. [NCES 96-03]

This report is designed to serve several audiences. First, it will inform beginning NELS:88 data users of the many substantive issues that can be addressed by the data. Second, it will hopefully challenge experienced analysts by presenting them with promising but complicated research ideas that can be explored with NELS:88 data. Third, other audiences may find this report useful for gaining an overview of the richness of NELS:88 data in addressing education policy issues.

Hurtado, Sylvia, et al. "Differences in College Access in Choice among Racial/Ethnic Groups: Identifying Continuing Barriers." AIR 1996 Annual Forum Paper, May 1996. [ED397733]

A study investigated the college application behaviors of students from different racial/ethnic groups (Whites, African Americans, Asian Americans, and Hispanic Americans) to understand differences in the college search and choice process. Data were drawn from two large national longitudinal studies, the National Education Longitudinal Study (1988) and the Beginning Postsecondary Students Longitudinal Study. Analysis revealed significant group differences in college application behavior (number of colleges applied to, time of submission of application),

first choice of institution, and tuition cost. Substantial data tables showing analyses are included. Asian Americans were most likely to follow assumptions underlying traditional college choice models. Latino students were the least prepared regarding knowledge about college and least likely to fit traditional college choice models. It is concluded that the findings suggest a need for campuses to evaluate the potential effects of policy decisions that may affect student choice for different applicant populations. Implications for institutional research needs are also noted

Ingels, Steven J. *Sample Exclusion In NELS:88: Characteristics Of Base Year Ineligible Students; Changes In Eligibility Status After Four Years*. Washington, DC: National Center for Education Statistics, March 1996. [NCES 95-723]

The National Education Longitudinal Studies Program (NELS) is a long-term effort that encompasses the educational experience of youth from three decades. This report is based on the National Education Longitudinal Study of 1988 (NELS:88), a component of the NELS series that began as a national probability sample of eighth grade schools and students in 1988. These students have been followed over time at 2-year intervals, with the most recent followup taking place in 1994. The report is one of a series of methodological monographs that deal with technical issues concerning the analysis of NELS:88 data and the sampling and survey methodology of the study. This methodology monograph addresses issues of student sample exclusion in NELS:88, particularly the problem posed by eighth graders who were declared ineligible for the study owing to factors--physical or mental disabilities, or lack of proficiency in the English language--deemed by their schools to pose a barrier to participation. Chapter 1 explains the exclusion of some students from the survey and discusses the reliability and validity issues exclusion poses. Chapter 2 reviews characteristics of base-year ineligible, and chapter 3 discusses the eligibility status of the excluded 188 eighth graders in 1992. Chapter 4 considers other potential sources of sample undercoverage, and chapter 5 discusses the need for greater inclusiveness and recommendations to minimize sources of undercoverage. Chapter 6 is a 105-item bibliography. Five appendixes contain three supplementary tables, screening for eligibility reassessment, study eligibility criteria, technical notes, and a glossary.

Ingels, Steven J., Leslie A. Scott, and Martin R. Frankel. *Sampling Design, Weighting And Estimation Report For NELS:88 Base Year Through Second Follow-Up*. Washington, DC: National Center for Education Statistics, April 1996.

Ingels, Steven J., Leslie A. Scott, John R. Taylor, and Jeffery Owings. *National Education Longitudinal Study Of 1988 Base Year Through Second Follow-Up: Final Methodology Report*. Washington, DC: National Center for Education Statistics, May 1996. [NCES 96-174]

This technical report documents the methodology of the National Education Longitudinal Study of 1988 (NELS:88) base year survey of eighth graders through the 1992 second followup survey of high school students and dropouts. Chapter 1 begins with an overview and history of the NELS:88 and its database, Chapter 2 contains a description of the data collection instruments. Base year through second followup sample design and weighting procedures are discussed in chapter 3, and chapter 4 describes data collection procedures, schedules, and results. Chapter 5 describes data control and preparation activities, and chapter 6 contains recommendations for future studies. The 18 appendixes contain supplemental information, including Spanish versions of the student and parent questionnaires, completion and nonresponse tables, forms used in conducting the survey, and discussions of the data files.

Jordan, Will J., James M. McPartland, and Julia Lara. "Exploring the causes of early dropout among race-

ethnicity and gender groups". *Youth and Society* 28 (1) (1996): 62-94.

Keith, Timothy Z. "Effects of Parental Involvement on Achievement for Students Who Attend School in Rural America" *Journal of Research in Rural Education* 12 (2) (Fall 1996): 55-67. [EJ534739]

Analysis of 1988 and 1990 data from the National Educational Longitudinal Study revealed that parental involvement had a small but significant effect on the change in student achievement from 8th to 10th grade. Rural schools did not differ from urban or suburban schools in extent of parent involvement, change in achievement, or influence of parent involvement.

Kaufman, Philip, Marilyn McMillen, and David Sweet. *A Comparison of High School Dropout Rates In 1982 And 1992*. Washington, DC: National Center for Education Statistics, October 1996. [NCES 96-893]

This report examines the changing demographics of high school students over the last decade and investigates the impact these changes may have had on high school dropout rates.

Lee, Valerie E., Xianglei Chen, and Becky A. Smerdon (1996). *The Influence of School Climate on Gender Differences in the Achievement and Engagement of Young Adolescents*. Washington, DC: American Association of University Women.

This study identifies elements of the climate of middle-grade schools that are associated with schools' effectiveness in terms of the engagement and achievement of their students. Of special interest is how school climate influences gender equity, defined as systematic differences in achievement and engagement between eighth-grade boys and girls. Using data on more than 9,000 students in almost 400 schools drawn from the base year of the National Educational Longitudinal Study of 1988 (NELS:88), school climate is defined on several dimensions: teaching and learning climate, normative climate, and composition/structure climate. The nested research questions and data are addressed with hierarchical linear modeling (HLM) methods. Observed gender differences in outcomes are small to moderate, favoring girls as well as boys. Climate effects are stronger for effectiveness than for equity. Teaching and learning climate effects, although modest, favor a flexible curriculum organization and authentic instruction. More substantial effects accrue from elements of normative climate, particularly academic orientation, safety, and order. Composition and structure effects are strong, particularly on reading achievement. Not all climate elements that positively influence effectiveness also induce gender equity. Implications for policy and school reform are discussed.

Lee, Valerie E., and David T Burkam. "Gender Differences In Middle Grade Science Achievement: Subject Domain, Ability Level, And Course Emphasis." *Science Education* 80 (6) November 1996: 613-650. [EJ533238]

Identified important explanatory factors for gender differences in science performance. Data from the National Education Longitudinal Study of 1988 (S. J. Ingels et al., 1989) was used. Scores from the physical science and life science subtests of 9,190 male and 9,529 female 8th graders documented a large advantage for boys on the subtest of physical science and a modest advantage for girls on the subtest of life science. In physical science, the disadvantage for girls is more pronounced for the most able students. Class, teacher, and school characteristics were examined as possible influencing factors. Laboratory experience was identified as a particularly salient factor. Female Subjects were shown to be underrepresented in science activities outside the

classroom, to visit science museums less often, and to have less positive attitudes about science in general and their science classes in particular.

LePore, Paul C. and John Robert Warren. *The Advantages of Single-Sex Catholic Secondary Schooling: Selection Effects, School Effects, or "Much Ado About Nothing"*. (Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY, 8-12 April 1996). [ED402325]

Data from the National Education Longitudinal Study of 1988 (NELS:88) were used to investigate whether there are differences between single-sex and coeducational Catholic secondary school students in academic and social psychological outcomes, whether any differences especially favor young women in single-sex Catholic secondary schools, and whether pre-enrollment differences between students account for any sector differences. In its base year, NELS:88 included approximately 25,000 randomly selected students in public and private schools. The analysis is based on students in Catholic schools with Non vocational emphasis. It is concluded that single-sex Catholic secondary schools are not especially advantageous academic settings, and that the few observed advantages of attending these schools benefit boys more than girls. Single-sex school boys appear to have higher achievement test scores in grades 10 and 12 than boys in coeducational schools, but they do not appear to learn more in that boys in both sectors increase their scores between grades 8 and 12 by about the same amount. It is also argued that sector differences in 10th- and 12th-grade student achievement test scores are due to pre-enrollment differences in measured background and prior achievement.

Lippman, Laura, Shelley Burns, Edith McArthur, Robert Burton, Thomas M. Smith, and Phil Kaufman. *Urban Schools: The Challenge Of Location And Poverty*. Washington, DC: National Center for Education Statistics, July 1996.

This analytic report draws from several NCES surveys to illuminate the question of the condition of education in urban schools compared to schools in other locations.

Lisella, Linda Charlton, and Thomas S. Servatka. "Extracurricular Participation and Academic Achievement in Minority Students in Urban Schools." *Urban Review* 28 (1) (March 1996): 63-80.

Investigates the relationships between participating in traditional extracurricular activities and the academic achievement levels of minority males and female students in poor urban schools. Figures from a national database (24,355 eighth graders) show that in almost 50 percent of cases, male participation in extracurriculars was associated with lower achievement.

Manlove, Jennifer, and Carrie George. *Positive Educational Outcomes among School-Age Mothers*. (Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY, 8 April 1996). [ED417358]

Due to the unusually high number of adolescent mothers in the United States, public concern surrounding the issue of teenage motherhood has accelerated. In order to understand this birth trend, an ecological framework which considers multiple aspects of the lives of teenage mothers is presented here. The study, which uses the National Education Longitudinal Study of 1988 (NELS:88), identifies characteristics measured at the family, individual, and school levels and which are associated with positive educational outcomes. The models suggest some buffering factors associated with positive educational outcomes among school-age mothers; the data

indicate that 49.4 percent of teen mothers had dropped out by the equivalent of the twelfth grade. The main family background characteristics that the models revealed included race/ethnicity (African-American teen mothers are more likely to be enrolled in high school or in an alternative program than are whites); family structure (living with two biological parents in eighth grade is associated with a greater likelihood of staying in school); and location (mothers in the eighth grade in central city schools or in the South were less likely to be enrolled in school than to drop out of school). Models describe different characteristics of mothers in school, in an alternative program, out of school, and a control group.

Marsh, Herbert W., and Alexander Seeshing Yeung. "The Distinctiveness of Affects in Specific School Subjects: An Application of Confirmatory Factor Analysis With the National Education Longitudinal Study of 1988." *American Educational Research Journal* 33 (3) (Fall 1996): 665–689.

Does academic affect generalize across different school subjects, or is it specific to particular subjects? Substantively, this study considers the distinctiveness of affects associated with different school subjects and critically evaluates this distinctiveness in relation to school grades and standardized test scores. Methodologically, the study describes problems related to combining responses to single-item self-rating scales, adapts confirmatory factor analysis models of multitrait-multimethod data to address this problem, and provides guidelines for more effective use of NELS:88 data. NELS respondents rated three affects (looking forward to, perceived usefulness, anxiety) in each of four school subjects (mathematics, science, social studies, English). The CFA models showed that simple scale scores were inappropriate. MTMM models indicated that ratings in different school subjects were very distinct, and extended models incorporating school grades and test scores support this subject specificity of academic affect.

Masino, Linda L., and Robert M. Hodapp. "Parental Educational Expectations for Adolescents with Disabilities" *Exceptional Children* 62 (6) May 1996: 515-523 [EJ522847]

Using data on eighth-grade students from the National Education Longitudinal Study of 1988, this study compared parent expectations for students with visual impairment, hearing impairment, deafness, orthopedic impairment, or no disability. Parental educational expectations were higher for students with disabilities than for those without. Student disability status did not contribute significantly to the ability to predict parental expectations.

McMillen, Marilyn M., and Phillip Kaufman. *Dropout Rates In The United States: 1994*. Washington, DC: National Center for Education Statistics, July 1996. [NCES 96-863]

This report looks at high school dropout and graduation rates in the United States.

Morgan, Stephen L. "Trends in Black-White Differences in Educational Expectations: 1980-92." *Sociology of Education* 69 (4) (October 1996): 308-319

Evaluates changes in social background, resource constraints, and labor market incentives as possible explanations for differences in the educational expectations between black, and white high school students during 1980-92. Maintains that a consideration of relative direct costs and improvement of social background is necessary to explain these differences.

- Muller, Chandra. 1996. "Conditions of Effective Teacher Responsiveness to Students: Minimizing the Negative Impact of Mismatch." Paper presented at the Annual Meeting of the American Sociological Association (August).
- Muller, Chandra. 1996. "Erosion of a Dream: When Teachers and Students Disagree About the Future." Paper presented at the Annual Meeting of the American Educational Research Association (April).
- Muller, Chandra. 1996. "Gender Differences in the Influence of Parental Involvement in Mathematics Achievement." Paper presented at the Annual Meeting of the American Educational Research Association (April).
- Muller, Chandra. 1996. "Parents and Schools." *Discovery Magazine*. University of Texas, 14 (3): 31-35.
- Muller, Chandra. 1996. "Relationship of Family/Community Ties to Academic Achievement." U.S. Department of Education, Office of Research and Improvement/The Spencer Foundation. Paper presented at the Invitational Conference on New Perspectives on Education Research, Stanford, CA, June.
- Newmann, Fred M.. *Center on Organization and Restructuring of Schools: Activities and Accomplishments, 1990-1996*. University of Wisconsin, Madison. 1996. [ED412626]

From 1990 to 1995, the Center on Organization and Restructuring of Schools at the University of Wisconsin-Madison examined questions about the effects of school restructuring on student performance. Center researchers analyzed data from more than 1,500 elementary, middle, and high schools throughout the United States and conducted field research in 44 schools in 16 states. The Center studies how organizational features of schools can be changed to increase the intellectual and social competence of students. The 5-year program of research focused on restructuring in four areas: the experiences of students in school; the professional life of teachers; the governance, management, and leadership of schools; and the coordination of community resources to better serve educationally disadvantaged students. The studies also focused on critical issues for elementary-secondary education: student achievement, educational equity, decentralization, communities of learning, and change through support. The research was carried out through 18 different studies that gathered data through literature reviews and analysis of the following sources of empirical evidence: School Restructuring Study, National Educational Longitudinal Study of 1988, Study of Chicago School Reform, Longitudinal Study of School Restructuring, and exploratory field studies on social capital. The findings show that school restructuring can improve student learning, but must be clearly focused on four key areas: student learning, authentic pedagogy, school organizational capacity, and external support. The research also underscored the importance of building social capital. Information is provided about the Center's deliverable products; research dissemination; publications; and workshops, conference presentations, and consulting services.

- Owings, Jeffery, et al. "Who Reports Participation in Varsity Intercollegiate Sports at 4-Year Colleges?" Washington, DC: National Center for Education Statistics (1996). *Statistics in Brief*. [NCES 97-911] [ED404908]

This study examined participation in high school and intercollegiate varsity athletics by following a cohort of 8th-graders through high school and the first 2 years of college. Data from the National Education Longitudinal Study of 1988 were used to track all 1988 8th-graders through 2

years after scheduled high school graduation, all 1988 8th-graders who completed high school, and all 1988 8th-graders who attended 4-year colleges by 1994. For the approximately 3 million students enrolled in 8th-grade in 1988, only 5.2 percent reported participation in intercollegiate athletics at 4-year colleges in 1994, only 2.2 percent if participation at National Collegiate Athletic Association (NCAA) Division I schools is examined separately. Among students attending 4-year colleges, 14.8 percent reported participation in intercollegiate athletics. Males were almost twice as likely as females to report participation in intercollegiate sports at NCAA Division I schools, while high socioeconomic status (SES) students were 10 times as likely as low SES students to report such participation. Black and white students were twice as likely as Hispanic students to report participation in intercollegiate sports at NCAA Division I schools. Also, while 90 percent of participants in intercollegiate athletics met previous NCAA academic standards, only 68 percent would have met the new requirements that went into effect in August 1996.

Powell, Art. *Lessons From Privilege: The American Prep School Tradition*. Cambridge, Massachusetts: Harvard University Press (1996).

Powell's book attempts to identify significant features of the independent school tradition and to explore their implications for issues confronting all American schools. The features of independent schools are viewed from within three broad rubrics: community, standards, and personalization. Powell addresses such issues as the nature and governance of independent educational communities, the tension between standards and meritocracy, the challenge of average college-bound students, the role of personal attention, and the role of the good teacher. He makes use of several data bases: the SAT, the NCES Schools and Staffing Survey, and NELS:88. Powell's use of NELS:88 data draws in particular on the special sampling stratum of National Association of Independent Schools (NAIS) institutions.

Reardon, Sean F. *Eighth Grade Minimum Competency Testing and Early High School Dropout Patterns*. (Paper presented at the Annual Meeting of the American Educational Research Association, New York, 8–12 April 1996). [ED400273]

Data from the National Education Longitudinal Survey (NELS) are used to examine the relationship between minimum competency testing and dropout rates. Proponents of such testing have argued that minimum competency tests provide incentives for schools and students, but opponents have argued that such tests lead to a low-level basic skills curriculum and increase dropout rates by discouraging low-scoring students from continuing in school. The focus is on 8th grade testing, specifically tests that students must pass to be promoted to the ninth grade. Students in urban schools and in schools with high concentrations of low-income and minority students are more likely to face minimum competency test requirements. Longitudinal data from the 1988 and 1990 NELS show that in schools with high concentrations of low socioeconomic status students, minimum competency requirements are linked to sharply higher dropout rates. Once socioeconomic composition is taken into account, schools with below average student grades, low attendance rates, and high concentrations of minority students and students who are above age for their grade display no further systematic relationship between minimum competency testing policies and dropout rates. More detailed analysis for students surveyed in 1988 and 1990, in a final sample of 720 schools, confirms the relationship of minimum competency testing and dropping out for low and moderately low socioeconomic status schools, although they do not give clear evidence of causality.

Rees, Daniel L. et al. "Tracking in the United States: Descriptive Statistics from NELS." *Economics of*

Education Review 15 (1) (February 1996): 83-89. [EJ522746]

Although researchers believe ability grouping is widespread, national descriptive statistics are scarce. Data from the 1988 National Educational Longitudinal Study data suggest a sizeable majority of 8th- and 10th-grade students are tracked. Informal tracking patterns are similar. Low-socioeconomic students, blacks, and Hispanics tend to be enrolled in lower-track classes.

Rojewski, Jay W.. "Educational and Occupational Aspirations of High School Seniors with Learning Disabilities." *Exceptional Children* 62 (5) March-April 1996: 463-476. [EJ519867]

Using data from the National Education Longitudinal Study of 1988, this study found that high school seniors with learning disabilities held lower aspirations than peers for both educational and occupational outcomes. No practical gender differences were found for students with learning disabilities.

Sanderson, Allen R., Bernard L. Dugoni, Kenneth A. Rasinski, and John R. Taylor. *National Education Longitudinal Study: 1988–1994, Descriptive Summary With An Essay On Access And Choice In Postsecondary Education*. Washington, DC: National Center for Education Statistics, April 1996. [NCES 96–175]

The general descriptive publication for the 1994 follow-up of NELS:88.

Schneider, Barbara, Kathryn S. Schiller, and James S. Coleman. "Public School Choice: Some Evidence From The National Education Longitudinal Study Of 1988." *Educational Evaluation and Policy Analysis* 18 (1) (March 1996):19–29.

Programs to provide parents with opportunities to choose among public schools have increased to the point that more American high school students are enrolled in public "schools of choice" than private schools. Using indicators of students' "exercise of choice" and enrollment in a public school of choice from NELS:88, this article explores certain groups' propensities to take advantage of opportunities to choose in the public sector. Controlling on the availability of opportunities for choice in their schools, African Americans and Hispanics show a greater propensity to take advantage of those opportunities than Whites and Asian Americans. Students whose parents have lower levels of education are also more likely than those with more education to take advantage of opportunities to choose.

Scott, Leslie A., Steven J. Ingels, Paul Pulliam, Supriti Sehra, John R. Taylor, and Diana Jergovic. *National Education Longitudinal Study Of 1988 (NELS:88): High School Effectiveness Study: Data File User's Manual*. Washington, DC: National Center for Education Statistics, May 1996.

Sharp, Sally, et al. *Insider Information: Social Influences on College Attendance*. (Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY, April 1996). [ED395555]

This study examined how tracking, among a number of other background and school experience variables, affects students' predisposition to pursue a college education. It hypothesized that background characteristics and experiences affect secondary school track placement, that tracking significantly impacts students' postsecondary plans, and that background characteristics and school experiences influence student decisions to attend two- or four-year institutions. The study explored research on college choice and educational stratification, including tracking, and utilized

data from the National Education Longitudinal Study of 1988 which is examining critical transitions students experience as they leave elementary school, progress through high school, and enter postsecondary institutions or the workforce. The study used a split group analysis technique to study such variables as socioeconomic status, student's gender, student's race/ethnicity, parents' desire for their child to attend college, and the student's self-report of his or her ability level. The study revealed a number of important relationships among students' background characteristics (especially gender and ethnic group) and track placement and their decisions about whether and where to attend a postsecondary institution. Implications for improving educational access to minority group students are drawn.

Smith, Julia, and Valerie Lee. *High School Restructuring and the Equitable Distribution of Achievement*. (1996) [ED397489]

Although the effort to restructure the American high school is in high gear, little attention has been directed to how changes in high schools' organizational structures might affect the dynamic of equity in student learning--the ways that schooling outcomes reflect students' social background. This paper aims to identify organizational properties of schools that are simultaneously associated with both effectiveness and equity, with a focus on equity. The investigation addresses the ways that achievement gains in mathematics and science correspond to the social distribution of family socioeconomic status. Using data from the first three waves of the National Education Longitudinal Study (1988), researchers compared the equity of achievement between schools that follow restructured reform practices to those following more traditional practices. In addition to finding improved achievement and equity in restructuring schools, the study identified specific characteristics of these schools' academic and social organization that help explain their improved student performance. These include smaller school size; a restricted, unified academic curriculum; and a strong commitment to viewing learning resources as a public, rather than a private good.

Sterbin, Allan, and Ernest Rakow. *Self-Esteem, Locus of Control, and Student Achievement*. (Paper presented at the Annual Meeting of the Mid-South Educational Research Association., Tuscaloosa, AL, November 1996). [ED406429]

The direct effects of locus of control and self-esteem on standardized test scores were studied. The relationships among the standardized test scores and measures of locus of control and self-esteem for 12,260 students from the National Education Longitudinal Study 1994 database were examined, using the same definition of locus of control and self-concept (self-esteem) as used in the 1972 National Longitudinal Study, the High School and Beyond, and the National Education Longitudinal Study of 1988 data sets. Results show that locus of control is significantly correlated with standardized test scores ($r=0.29$), as is self-esteem ($r=0.16$). Additionally, the two measures are highly correlated with each other ($r=0.58$). These findings suggest that the constructs need better operational definitions, perhaps definitions that are more situation specific. Research findings suggest that the relationship between self-esteem and student achievement is more complex than it first appears. Self-esteem is significantly related to socioeconomic status, gender, and locus of control, variables that must be taken into account before the effects of self-esteem on achievement can be assessed.

Sui-Chu, Esther Ho and J. Douglas Willms. "Effects of Parental Involvement on Eighth-Grade Achievement." *Sociology of Education* 69 (2) (Apr. 1996): 126-141.

The indicators of parental involvement in children's education vary considerably across studies, most of which treat parental involvement as a unidimensional construct. This study identified four dimensions of parental involvement and assessed the relationship of each dimension with parental background and academic achievement for a large representative sample of U.S. middle school students. The findings provide little support for the conjecture that parents with low socioeconomic status are less involved in their children's schooling than are parents with higher socioeconomic status. Furthermore, although schools varied somewhat in parental involvement associated with volunteering and attendance at meetings of parent-teacher organizations, they did not vary substantially in levels of involvement associated with home supervision, discussion of school-related activities, or parent-teacher communication. Yet the discussion of school-related activities at home had the strongest relationship with academic achievement. Parents' participation at school had a moderate effect on reading achievement, but a negligible effect on mathematics achievement.

Teachman, Jay D., Kathleen Paasch, and Karen Carver. "Social Capital and Dropping Out of School Early." *Journal of Marriage and the Family*, 58 August 1996: 773-783.

The authors make use of the data from NELS:88 to examine the effects of various measures of social capital on the likelihood of dropping out of school early (before the 10th grade), controlling for indicators of the financial and human capital of parents. Prior literature has shown that both family structure and attending a Catholic school are related to the likelihood of finishing high school. Results indicate that more specific indicators of social capital (patterns of parental interaction, number of times the child changed schools) can account for all of the effect of attending a Catholic school, but only a fraction of the effect of family structure on leaving school early.

Tuma, John, and Shelly K. Burns. "Trends in Participation in Secondary Vocational Education: 1982-1992." Washington, DC: National Center for Education Statistics, 1996. Statistical Analysis Report. [NCES 96-004] [ED392973]

Trends in participation in secondary vocational education from 1982 through 1992 were identified by analyzing the following four transcript data sets: High School and Beyond (1982 graduates); National Assessment of Educational Progress 1987 High School Transcript Study; National Assessment of Educational Progress 1990 High School Transcript Study; and National Educational Longitudinal Study of 1988. Special attention was paid to general course-taking patterns among public high school graduates, detailed trends in vocational course taking, and relationships between vocational and academic course taking. Among the study's main conclusions were the following: (1) vocational students completed more academic coursework and more advanced academic coursework in 1992 than in 1982; (2) participation in high-technology programs did not increase significantly between 1982 and 1992; (3) students' participation in vocational programs that are nontraditional for their gender did not increase significantly during the period studied, although gender disparities did decrease somewhat because of declines in rate of program participation by the predominant gender group in certain fields; (4) vocational education programs appear to be accessible to students with disabilities; and (5) participation in secondary-level vocational education is becoming increasingly diffuse.

U.S. Department of Education, National Center for Education Statistics. "Types of Contact between Parents and School Personnel." Indicator of the Month. Washington, DC: 1996. [ED395385]

This brief presents national statistics to determine reasons for school personnel contacting parents of 12th-grade students. Data are from the National Education Longitudinal Study (NELS) of 1988, conducted by the United States Department of Education, National Center for Education Statistics. Parents of 12th-grade students reported they were more likely to be contacted by school personnel regarding the academic performance of their child than about their child's behavior. Private school personnel tended to contact parents of seniors to request volunteer service or to discuss the child's post-high school plans, while public school personnel tended to contact parents of seniors about their child's academic performance. Parents of white seniors were more likely than those of black, Hispanic, or Asian seniors to be asked to volunteer at school. School personnel were more likely to contact black parents than white or Hispanic parents to inform them how to help their child with school work. Parents of seniors in economically disadvantaged schools were more likely than parents of seniors in nondisadvantaged schools to be contacted about academic performance or academic programs. Parents in rural schools were the least likely to be contacted about attendance, and parents in urban schools were the least likely to be contacted by school personnel requesting parent volunteers. Parents who had a bachelor's degree or higher or whose children scored high on achievement tests were more likely to be called by school personnel regarding their child's post-high school plans and to be asked to volunteer than were other parents.

Zigarelli, Michael A.. "An Empirical Test of Conclusions from Effective Schools Research." *Journal of Educational Research* 90 (2) (November-December 1996): 103-110. [EJ538520]
Using National Educational Longitudinal Study data for 1988, 1990, and 1992, this study assessed the effects of six effective schools variables on student achievement level. Regression analysis of the data indicated that the most important effective schools characteristics are an achievement-oriented school culture, principal's autonomy in hiring and firing teachers, and high teacher morale.

1995

Adams, Candace Renee. "Direct And Indirect Effects Of School Learning Variables On Black 10th Graders' Academic Achievement (Tenth Grade)." (Ph.D. dissertation, Virginia Polytechnic Institute and State University, 1995).

The purpose of this study was to estimate the direct and indirect effects of certain school learning variables on the academic achievement of black 10th graders. Simultaneously looking at variables associated with student background characteristics (i.e., gender and socioeconomic status); the school (i.e., students' perceptions of the school environment, teachers, and teaching); family (i.e., parental expectations and involvement); and students (i.e., educational aspirations and motivation) a model of academic achievement was constructed. Responses to questions from a large, nationally representative dataset (i.e., the National Education Longitudinal Study of 1988 or NELS:88) were employed to test the model. The 1,766 black students participating in the study in both 1988 and 1990 formed the sample. Following a test of the overall model using a program of linear structural relations (LISREL), developed by Joreskog and Sorbom (1989), the magnitude of path coefficients were examined for significance. Prior achievement produced an overwhelmingly large effect on later achievement. Socioeconomic status (SES) produced a large effect and students' perceptions of teachers produced a small although statistically significant effect on achievement. In addition, prior achievement, SES, and parental aspirations also

influenced student aspirations. Student motivation was affected by prior levels of achievement, gender, and SES. Findings indicate that despite high educational aspirations of both black children and their parents, these aspirations often affect neither student achievement as measured by scores on standardized tests nor student motivation.

Booker, Carris E. "An Analysis Of Student Behavior By African 8th graders From Non-Traditional Family Structures." (Ph.D. dissertation, Texas Southern University, 1995).

The purpose of this study was to determine if there were significant differences in student behavior from female-headed households consisting of mother only, grandmother only, and mother and grandmother together headed households. Several variables were examined to ascertain if there were significant differences between the female-headed households when compared to selected student-teacher behavior variables and demographic data from the student-teacher behavior questionnaire. The National Education Longitudinal Study of 1988 (NELS:88) employed a two-stage stratified sample design, with schools as the first-stage unit and students within schools as the second-stage unit. Within each stratum, schools were selected with probabilities proportional to their estimated eighth grade enrollment. Within each school approximately 26 students were randomly selected. From a national standpoint, out of approximately 39,000 schools with 8th graders, a total of 1,734 schools were selected, of which 1,052 participated and provided usable data. The One-way and Two-way Analysis of Variance (ANOVA) techniques were used to analyze the data, with a level of significance established at .05. The F-test for homogeneity of variance was used to determine whether the sample met the criterion of equality. The results of this research revealed that one of the thirteen hypotheses was significant. Recommended suggestions for further research included the following: This investigation could be replicated using the National Education Longitudinal Study (NELS:88) first follow-up data for longitudinal comparisons. This investigation could be replicated using a comparison between African American, white, and Hispanic students from female-headed households. This investigation could be replicated using male-headed household of African American students. This investigation should further analyze gender of students from two-parent and female-headed households of African American families with respect to student behavior. A comparison study should be conducted analyzing student behavior from female-headed households and male-headed households of African American families.

Boozer, Michael, and Cecilia Rouse. "Intraschool Variation In Class Size: Patterns And Implications." *Princeton University Industrial Relations Section Working Paper No. 344* (June 1995) [RIEJAN96, ED385935, EA026963.]

Economists attempting to explain the widening of the black-white wage gap in the late 1970s by differences in school quality have been faced with the problem that recent data reveal virtually no gap in the quality of schools attended by blacks and whites. This paper reexamines racial differences in school quality. It begins by considering the effects of using the pupil-teacher ratio, rather than the school's average class size, in an education- production function, because the pupil-teacher ratio is a rough proxy, at best. Second, the importance of using actual class size rather than school-level measures of class size is considered. Two data sets were analyzed: (1) a 1994 telephone survey of a random sample of 500 New Jersey teachers; and (2) the National Education Longitudinal Survey of 1988 (NELS). The data show that although the pupil-teacher ratio and average class size were correlated, the pupil-teacher ratio was systematically less than or equal to the average class size. Mathematically, part of the difference was due to the intraschool allocation of teachers to classes. As a result, while the pupil-teacher ratio suggests no black-white differences in class size, measures of the school's average class size suggest that blacks were in

larger classes. Further, the two measures result in differing estimates of the importance of class size in an education-production function. Another conclusion was that school-level measures may obscure important within-school variation in class size due to the small class sizes for compensatory education. Because black students are more likely to be assigned to compensatory-education classes, a kind of aggregation bias results. The data found that not only were blacks in schools with larger average class sizes, but they were also in larger classes within schools, depending on class type. The intraschool class-size patterns suggest that using within-school variation in education production functions is not a perfect solution to aggregation problems because of nonrandom assignment of students to classes of differing sizes. However, once the selection problem has been addressed, it appears that smaller classes at the 8th grade lead to larger test score gains from 8th to 10th grade and that differences in class size can explain approximately 15 percent of the black-white difference in educational achievement. Eight tables are included. Appendices contain methodological notes and statistical tables.

Burstein, Leigh, Lorraine M. McDonnell, Jeanette Van Winkle, Tor H. Ormseth, Jim Mirocha, and Gretchen Guiton. *Validating National Curriculum Indicators*. Santa Monica, CA: RAND Corporation, 1995.

This report summarizes research aimed at improving the quality of information collected about school curriculum through surveys of classroom teachers, such as those used in NAEP and NELS. Data were collected as part of a special methodological substudy within selected NELS:88 schools in California and Washington. The purpose of the study was to design and pilot a model for collecting in-depth, benchmark data on school coursework. These data can serve as anchors against which the validity of survey items might be assessed. The report provides data on the accuracy of teacher reports on instructional content, on instructional strategy, and on instructional goals, and makes recommendations for future studies.

Catsambis, Sophia. "Gender, Race, Ethnicity, And Science Education In The Middle Grades." *Journal of Research in Science Teaching* 32 (3) (March 1995): 243–257.

Examined gender differences in science achievements and attitudes of 8th-grade students. Data were from a nationally representative sample of approximately 1,052 schools and 24,500 8th-grade students who participated in the National Education Longitudinal Study of 1988 (S. J. Ingels et al., 1989). Females did not lag behind their male classmates in science achievement tests, grades, and course enrollments. Actually, some females had higher probabilities of enrolling in high-ability classes than did males. However, females had less positive attitudes toward science, participated in fewer relevant extracurricular activities, and aspired less often to science careers than did males. Students' science attitudes and career interests also varied according to racial or ethnic background. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved.)

Catsambis, Sophia, Lynn M. Mulkey, Robert L. Crain, and Maria Acevedo-Stasi. "For Better or For Worse: The Variable Effects of Gender and Ability Grouping in Mathematics." (Paper presented at the meetings of the American Sociological Association, Washington, DC, August 1995)

Employs 1988 National Education Longitudinal Survey data to investigate variability in the social experience of middle-school students and accounts for these effects in terms of gender and whether or not they are ability grouped in mathematics. Two techniques are used to enhance the validity of the measures in constructing the models: the use of a predictive score (a variable to predict which students would be in high, middle, and low tracks), and of a school-level indicator

of tracking that minimizes error in teacher response by representing the aggregate of teacher responses about tracking in a school. Significant main effects are found, as are first- and second-order interactions: net of background controls, the effects of mathematics tracking are stronger for male than for female students. Across all dependent measures, high ability students tend to be negatively affected by tracked classroom organization; the magnitude of these effects is greater for males than for females. The effects of tracking are also negative for low ability students—specifically for males; low ability females are least affected by tracking. The importance of subject area and gender in evaluating the variable effects of middle-school tracking is emphasized. (Copyright 1995, Sociological Abstracts, Inc., all rights reserved.).

Chaney, Bradford. *Student Outcomes and The Professional Preparation Of 8th grade Teachers In Science And Mathematics*. Rockville, MD: Westat, Inc., May 1995. [RED-9255255]

The purpose of this study was to investigate the importance of teachers' professional preparation in mathematics and science, particularly with respect to student outcomes as measured through student test scores. The study uses the baseline data collected in 1988 for the National Education Longitudinal Study, a national study of 24,599 students in the eighth grade. The following factors affecting science and mathematics learning are discussed in detail: student characteristics including attitudes, students' plans for the future, student behavioral characteristics, gender equity, and minorities; school environment characteristics including attention given to science and mathematics, assessment, and resources; teacher characteristics and practices including teacher preparation, cooperative learning, texts, and homework; and family environment. Other topics discussed include: teacher characteristics as measured through transcripts including types of courses taken and grade point averages; teachers' backgrounds and the classroom environment including content covered by teachers, approach to homework, teachers' use of time, teachers' attitudes, patterns in teacher and student assignments, and influence of teachers on student attitudes; and teacher's background and student outcomes including inequalities in teachers assignments and student outcomes and multiple regressions.

Coley, Richard J. *Dreams Deferred: High School Dropouts In The United States*. Princeton, NJ: Educational Testing Service, 1995. [ED392818.]

Data on dropout trends over time are combined with data from the National Education Longitudinal Survey to give a picture of the dropout situation in the United States and the aspirations of students who have dropped out. In 1993, about 381,000 students dropped out of high school. In economic terms the consequences of dropping out can be demonstrated by the fact that, in 1992, dropouts earned about \$6,000 a year less than those who completed high school. By all measures, the percentage of students dropping out of high school is declining. Even in large urban school districts, where dropout rates have been highest, they are improving. In 1992–93 the median 4-year dropout rate was 28 percent. Black and Hispanic American students are still somewhat more likely to drop out than whites and Asian Americans. Thirty percent of girls who dropped out did so because of pregnancy. Many dropouts remain optimistic about their prospects. Only 15 percent of dropouts indicated that they expected to attain less than a high school education in their lifetimes, with about a fifth planning to attend a vocational or trade school. One third planned to attend college.

Downey, Douglas B. "Understanding Academic Achievement among Children in Stepparents: The Role of Parental Resources, Sex of Stepparent, and Sex of Child." *Social Forces* 73 (3) (March 1995): 875–894.

Data from the 1988 National Education Longitudinal Study on a nationally representative sample of 8th graders (N = 24,599) are used to explore whether: (1) parental resources mediate the effect of living in a stephousehold on academic achievement; and (2) the sex of the biological parent or child affects these processes. Results indicate that interpersonal, economic, and cultural parental resources explain much of the difference in academic achievement among children from step- and mother/father households. Also, although both boys and girls tend to fare better in mother/stepfather than in father/stepmother households, children do not appear to be more disturbed by the entrance of an opposite-sex than of a same-sex stepparent. 4 Tables, 1 Figure, 30 References. Adapted from the source document. (Copyright 1995, Sociological Abstracts, Inc., all rights reserved.).

Downey, Douglas B. "When Bigger is not Better: Family Size, Parental Resources, and Children's Educational Performance." *American Sociological Review* 60 (5) (October 1995): 746–761.

Ehrenberg, Ronald G., Daniel G. Goldhaber, and Dominic J. Brewer. "Do Teachers' Race, Gender, and Ethnicity Matter? Evidence from the National Education Longitudinal Study of 1988." *Industrial and Labor Relations Review* 48 (3) (April 1995): 547–61. [EJ500811, CE527654.]

Data from the National Education Longitudinal Study showed that a match between teachers' race, gender, or ethnicity (RGE) and students' RGE had little association with achievement, but sometimes determined teachers' subjective evaluation of students. The influence of these subjective factors suggests that in some cases teachers' RGE do matter.

Fan, Xitao. "Change in Mathematics Proficiency for Male and Female Students from 8th to 12th Grade: A Study Based on a National Longitudinal Sample." (Paper presented at the meetings of American Educational Research Association, San Francisco, April 1995). [RIE96, ED387348, SE056796.]

Gender differences in mathematics proficiency have received considerable attention. This study explored some potential gender differences in mathematics achievement using data from the 1988 National Education Longitudinal Study. Obvious gender differences in mathematics proficiency did not seem to exist when comparisons were made on central tendency measures. When the high ends of the math score distributions were examined, meaningful gender difference favoring male students emerged. These gender differences increased from the 8th to the 12th grade, and became more prominent as more extreme score ranges were examined. It is argued that the observed gender differences within the extreme score ranges are practically meaningful, since these students are very likely to be those who will consider going into areas such as science, mathematics, or engineering. Significant gender differences within these high math score ranges are likely to be one reason for the gender imbalance in the inflow of new students choosing these areas as careers.

Fan, Xitao, and Lin Wang. "How Comparable Are the Jackknife and Bootstrap Results: An Investigation for a Case of Canonical Correlation Analysis." (Paper presented at the meetings of the American Educational Research Association, San Francisco, April 1995). [RIEFEB96, ED387509, TM023701.]

The jackknife and bootstrap methods are becoming more popular in research. Although the two approaches have similar goals and employ similar strategies, information is lacking with regard to the comparability of their results. This study systematically investigated the issue for a canonical correlation analysis, using data from four random samples from the National Education Longitudinal Study of 1988. Some conspicuous discrepancies are observed mainly under small

sample size conditions, and this raises some concern when researchers need to choose between the two for their small samples. Due to the lack of theoretical sampling distributions in canonical analysis, it is unclear which method had superior performance. It is suggested that Monte Carlo simulation is needed for this kind of comparison. It is also suggested that caution is warranted in generalizing the results to other statistical techniques, since the validity of such generalizations is uncertain.

Fejgin, Naomi. "Factors Contributing to the Academic Excellence of American Jewish and Asian Students." *Sociology of Education* 68 (1) (January 1995): 18–30.

Drawn on data from the National Education Longitudinal Study (N = 26,432) to examine factors that contribute to the academic excellence of Jewish and Asian students in the US. Socioeconomic and cultural factors are examined. In a 4-step model, the relative contribution of each group of variables to standardized mathematics and English scores is estimated. Results indicate that traditional socioeconomic measures explain a portion of the advantage of these groups over other racial-ethnic groups and cancel the advantage of Jewish over Asian students. Parents' and students' attitudes and actions related to schoolwork mediate the effects of parents' education and income and further explain the Jewish advantage in mathematics scores. Private school attendance explains the rest of Jewish students' mathematics advantage, but not that of Asian students. (Copyright 1995, Sociological Abstracts, Inc., all rights reserved.).

Friedlin, Boris, and Sameena Salvucci. "Empirical Evaluation Of Social, Psychological, And Educational Construct Variables In NCES Surveys." *National Center for Education Statistics Working Paper*, no. 94–14 (March 1995).

Green, Patricia J., Bernard L. Dugoni, and Steven J. Ingels. *A Profile of the American High School Senior in 1992, National Education Longitudinal Study of 1988*. Washington, DC: National Center for Education Statistics, June 1995. [NCES 95-384, RIEJAN96, ED386502, TM024106.]

The National Education Longitudinal Study of 1988 (NELS:88) provides information about factors that influence student academic performance and social development. This report describes the experiences of spring 1992 seniors, focusing on their school environments, course-taking and tested achievement, postsecondary plans and occupational goals, and outside-of-school experiences. The typical senior was enrolled in a college preparatory program. Nine of 10 seniors demonstrated basic proficiency in reading and mathematics, but somewhat fewer demonstrated basic proficiency in science. Three-quarters of all seniors planned on continuing their education beyond high school, and over half expected to hold a professional occupation. Over a quarter of all seniors were from racial and ethnic minority groups. Students generally reported that the quality of education in their schools was good, that their teachers were interested in their students, and that grading was fair. About half of all students worked in addition to going to school. Students participated in a variety of extracurricular activities, but reported a great deal of television viewing.

Green, Patricia J., Bernard L. Dugoni, and Steven J. Ingels. *Trends Among High School Seniors, 1972–1992, National Education Longitudinal Study Of 1988*. Washington, DC: National Center for Education Statistics, June 1995. [NCES 95-380, RIEFEB96, ED387533, TM024104.]

This report presents data from three longitudinal studies conducted by the National Center for Education Statistics. The National Longitudinal Study of the Class of 1972, the High School and Beyond study, and the National Education Longitudinal Study of 1988 (NELS:88) were all

designed to assess the educational experiences and achievements of high school students. With each study cohort, the scope of the study was enlarged until the three studies came to provide a rich resource for examining changes in U.S. education in the past 20 years. Enrollment in academic programs had declined from 1972 to 1980, falling from 46 percent to 39 percent, but by 1992, it had returned to its 1972 level, and 48 percent of seniors were in academic programs. The percentage of seniors in vocational programs has declined from 22 percent in 1972 to 12 percent in 1992. The rebound in academic program enrollment is caused primarily by higher enrollment rates among females and minorities. Differences in achievement among racial and ethnic groups are decreasing, but social class distinctions are becoming more marked. In 1992, more students planned to go to college than in 1972, and heightened expectations for graduate degrees became apparent for all racial and ethnic groups. Five appendixes provide 44 supplementary tables and an illustrative figure, information about study methodology, and a list of publications using NELS:88 data.

Green, Patricia, and Leslie A. Scott. *“At Risk” 8th graders Four Years Later*. Washington, DC: National Center for Education Statistics, July 1995. [NCES 95-736, RIEJAN96, ED386496, TM024070.]

The early identification of students at risk of school failure and the development of strategies to improve their chances of success in school are important topics for researchers, policymakers, and educators. This report examines high school outcomes and determines, through data from the National Education Longitudinal Study of 1988, if any outcomes are related to risk factors that can be identified at the beginning of high school. “At-risk” 8th grade students were identified as those who live in single-parent families; have family incomes of less than \$15,000; have an older sibling who has dropped out; have parents who did not finish high school; have limited proficiency in English; or are at home without adult supervision more than three hours a day. About 26 percent of 8th graders nationally major finding is that of students identified as having multiple risk factors in eighth grade, only 60 percent graduated from high school on time, compared with 90 percent of students with no risk factors. Sixty-five percent of students with multiple risk factors failed to complete a basic sequence of high school courses. At-risk students were more likely to test poorly in mathematics, and they were more likely to report getting into trouble at school. Students with multiple risk factors in eighth grade were also more likely to have a child in 1992. Four figures and three tables present study findings. A brief appendix discusses methodology.

Hedges, Larry V. and Nowell, Amy. “Sex Differences In Mental Test Scores, Variability, And Numbers Of High-Scoring Individuals.” *Science* 269 (July 1995): 41–45.

This report summarizes research aimed at improving the quality of information collected about school curriculum through surveys of classroom teachers, such as those used in NAEP and NELS. Data were collected as part of a special methodological substudy within selected NELS:88 schools in California and Washington. The purpose of the study was to design and pilot a model for collecting in-depth, benchmark data on school coursework. These data can serve as anchors against which the validity of survey items might be assessed. The report provides data on the accuracy of teacher reports on instructional content, on instructional strategy, and on instructional goals, and makes recommendations for future studies.

Hernandez-Gantes, Victor M. “What Influences Eighth-Grade Hispanic Students’ Academic Achievement? A Structural Equation Analysis.” (Paper presented at the meetings of the American Educational Research Association, San Francisco, April 1995. [RIEJAN96, ED386505,

UD030551.]

A structural model of school learning was tested to examine both direct and indirect influences of previous grades, quality of instruction, motivation, quantity of instruction, and homework on Hispanic-American 8th grade students' academic achievement, while controlling for background variables. The model was analyzed with path analytic techniques using a sample of 2,721 eighth grade students from the National Education Longitudinal Study of 1988 (NELS:88). The achievement of Hispanic-American students was strongly influenced by previous grades, motivation, quantity of instruction, and homework. The most influential background variables were family background and English proficiency, while gender had a small but meaningful influence, indicating that boys do better than girls on achievement. These results support both the variables tested and the framework derived from school learning theory..

Hodapp, Robert M., and Diane V. Krasner. "Families Of Children With Disabilities: Findings From A National Sample Of 8th grade Students." *Exceptionality* 5 (2) (1995): 71–81.

Examined rates of divorce and separation, family income, and educational costs in data collected from the 1988 National Education Longitudinal Study of less than 25,000 8th-grade students to determine the effects on families of a child with visual (VI), hearing (HI), or orthopedic impairments (OIs). Subjects were 89 children with VIs, 105 children with HIs, 29 deaf children, 60 children with OIs, and 22,368 children without disabilities. 20.01 percent of parents with disabled children were divorced or separated as compared to 15.3 percent for other parents. Families with disabled children earned \$4,000–\$5,000 less than other families; the effect on family income was most pronounced among minority families having children with VIs. No differences in educational expenses were noted among family groups. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved.)

Hodapp, Robert M., and Diane V. Krasner. "Reflections On Using Large, National Data Bases In Special Education Research." *Exceptionality* 5 (2) (1995): 103–108.

Discusses the use of the National Education Longitudinal Study database in special education research (see PA, Vol 82:33717). Lack of information about the child's disability condition, identification of the disability by the mother, and the use of data collected by others are considered weaknesses of the study, but are seen as outweighed its strengths. A database with a large nationwide sample of different ethnic groups permits closer examination of specific disability conditions, and these findings have important implications for teachers and counselors. Few studies exist which compare families of children with different disabilities. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved.)

Hoffer, Thomas B., Kenneth A. Rasinski, and Whitney Moore. *Social Background Differences in High School Mathematics and Science Coursetaking and Achievement*. Washington, DC: National Center for Education Statistics, August 1995. [NCES 95-206]

Data from NELS:88 high school students were examined to determine the effects of increased mathematics requirements on the kinds of mathematics students studied, dropout rates, achievement test score gains, and the association of socioeconomic status with test scores and dropping out. Results found little effect on probability of dropping out or achievement gains.

Huang, Gary Gang. "National Data for Studying Rural Education: Elementary and Secondary Education Applications." *ERIC Digest: Clearinghouse on Rural Education and Small Schools (CRESS)*

(May 1995). [EDO-RC-95-2, RIEOCT95.]

This digest describes datasets of the National Center for Education Statistics (NCES) that are related to rural education, discusses potential uses of NCES data, and offers practical tips for accessing these data. NCES has primarily two types of data; population data on the school universe and national surveys. Two population databases are the Common Core of Data, which describes all U.S. public elementary and secondary schools and school districts, and the School District Data Book, which provides comprehensive data on school districts and communities and links sociodemographic complexities to schooling. NCES longitudinal surveys that follow cohorts of middle-school and high-school students for 10–14 years include the National Longitudinal Survey (beginning in 1972), the High School and Beyond Survey (beginning in 1980), and the National Education Longitudinal Survey of 1988. Cross-sectional surveys include the School and Staffing Survey, conducted every 3 years; the National Assessment of Educational Progress, collecting information on student performance for over 25 years; and the National Household Education Survey (1991). NCES data have a variety of uses in program planning and design, policy making (although rural-specific policy issues are inadequately covered), and scholarly research. NCES datasets use several measures of rurality; researchers are advised to check that the dataset used contains a suitable locale measure. Other suggestions for researchers include taking advantage of CD-ROM technology, obtaining customized datasets and tabulations from NCES, and attending NCES seminars.

Huang, Shwu yong L. “Effects Of Home And School Learning Environments On The Academic Achievement Of 8th grade Asian American Students.” (Paper presented at the meeting of the American Educational Research Association, San Francisco, April 1995.) [RIEDEC95, ED385655, UD030548.]

This study attempts to build on research that has already been conducted to explore some of the factors that differentiate learning environments that may influence the academic achievement of Asian-American students. Their learning environments, in terms of parent guidance, teacher support, class order, satisfaction, and teaching quality, were studied with attention to gender and language spoken at home. Subjects were 1,527 8th grade Asian Americans of differing ethnic backgrounds from the National Education Longitudinal Study of 1988. The student questionnaire and results from a battery of 8th grade tests were used to gather student data. In general, Asian-American students had favorable learning environments at home and in school. Students reported good parent support, positive teacher support, good teaching quality, and satisfaction. Girls had a more favorable perception of parental guidance and class order than did boys. Language-minority students reported less parental guidance and lower class order than students from English-speaking families, and this was coupled with lower achievement in reading and science standardized test scores. The implications of these findings for educational policy and practice are discussed.

Ingels, Steven J., and John B. Baldrige. *National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors.* Washington, DC: National Center for Education Statistics, January 1995. Statistics Working Paper. [NCES 95-05]

The National Education Longitudinal Studies (NELS) program is a long-term effort that now encompasses the educational experience of youth from three decades, the 1970s, 1980s, and 1990s. The NELS program studies the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major

studies: (1) the National Longitudinal Study of the High School Class of 1972 (NLS-72); (2) High School and Beyond (HS&B); and (3) the National Education Longitudinal Study of 1988 (NELS:88). This monograph discusses opportunities for drawing comparisons across the cohorts that comprise the three studies, as well as some of the differences in survey content and design that may limit the possibilities of drawing valid comparisons. At the student level, cohorts can be compared on an intergenerational or cross-cohort time-lag basis. Fixed-time comparisons are also possible, and longitudinal comparative analysis of the cohorts can be performed by modeling the history of the age/grade cohorts. Comparisons among institutions are also possible, and possible time points for comparison are identified. The overall sample designs are essentially similar for the three studies, but some differences in school and subgroup sampling are identified, especially as they pertain to high school seniors. Cautions in comparisons due to differing response rates and student characteristics are outlined. The first appendix discusses item overlap among the NELS:88 second followup and HS&B and NLS-72. The second appendix discusses NELS:88 first followup item overlap with HS&B base year sophomore items.

Ingels, Steven J., and Kathryn L. Dowd. *National Education Longitudinal Study of 1988: Conducting trend analyses: HS&B and NELS:88 sophomore cohort dropouts*. Washington, DC: National Center for Education, January 1995. Statistics Working Paper [NCES 95-07].

The National Education Longitudinal Studies (NELS) program is a long-term effort that now encompasses the educational experience of youth from three decades, the 1970s, 1980s, and 1990s. The NELS program studies the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: (1) the National Longitudinal Study of the High School Class of 1972 (NLS-72); (2) High School and Beyond (HS&B); and (3) the National Education Longitudinal Study of 1988 (NELS:88). This monograph discusses opportunities for drawing comparisons across the cohorts that comprise the three studies, as well as some of the differences in survey content and design that may limit the possibilities of drawing valid comparisons. The focus is on dropouts in 1982 and 1992. A major difference is that the HS&B database contains information only for late dropouts (persons dropping out after the spring term of sophomore year) while the NELS:88 began with an eighth grade cohort. Implications of this design difference are discussed. Issues of the comparability of tenth grade samples and differences in defining dropouts in the two samples are reviewed. Three appendixes (which comprises three-fourths of the document) discuss the second followup dropout questionnaire item overlap and present the 1982 HS&B and 1992 NELS:88 dropout questionnaires.

Ingels, Steven J., and Kathryn L. Dowd. *National Education Longitudinal Study of 1988: Second Follow-Up Questionnaire Content Areas and Research Issues*. Washington, DC: National Center for Education, January 1995. Statistics Working Paper [NCES 95-04]

The National Education Longitudinal Study of 1988 (NELS:88) provides a wealth of information about factors that influence academic performance and social development of students. The focus of this content overview is the research issues addressed by the NELS:88 second followup in 1992. In 1988, by surveying nearly 25,000 eighth graders, their parents, teachers, and principals, baseline information was obtained. In 1990, the first followup was conducted, and in 1992, the second followup of this cohort occurred. At the student level, this followup collected a third set of scores on the cognitive battery, providing measures of cognitive growth, and information about educational processes and individual plans for the future. The first section of this report contains discussions of content areas and corresponding questions in the NELS:88 Second Followup for

Student, Dropout, and School Questionnaires in the following categories, presented in table form: (1) equity/access/choice; (2) cognitive growth; (3) tracking dynamics; (4) dropping out; (5) transition patterns; (6) school effectiveness; and (7) parental involvement. The second section contains discussions of the content areas and corresponding questions for Student, Teacher, and Parent Questionnaires in the same seven categories. A list of technical documentation and analysis reports on the NELS:88 is attached.

Ingels, Steven J., Kathryn L. Dowd, John R. Taylor, Virginia H. Bartot, Martin R. Frankel, and Paul A. Pulliam. *National Education Longitudinal Study of 1988. Second Follow-Up: Transcript Component Data File User's Manual*. Washington, DC: National Center for Education Statistics, March 1995. [NCES 94-377, RIENOV95, ED384642, TM023837.]

This manual familiarizes data users with the procedures followed for data collection and processing of the high school transcript component of the National Education Longitudinal Study of 1988 (NELS:88). A second objective is to provide the necessary documentation for using the data files. Chapter 6 and appendix F, in particular, contain information that will allow the user to incur minimal startup cost. The rest of the manual provides a wide range of information on NELS:88. Chapter 1 gives an overview of the study. Chapter 2 contains a description of the data collection materials and procedures. Chapter 3 documents sample design and weighting procedures, while chapter 4 concentrates on data control and preparation. Data processing, including the conversion of transcript data to machine-readable form, machine editing, and construction of the merged, clean data tapes is described in chapter 5. In addition to startup information, chapter 6 describes the organization and contents of the data files and provides important suggestions for using them. The 16 appendixes provide a wealth of supplemental information, including: transcript survey data collection materials; grade conversion scales; NELS:88 Transcript Data weights, flags and composite variables; codebooks for the transcript component; glossary of NELS:88 terminology; and a list of NELS:88 publications.

Ingels, Steven J., and Jeffrey A. Owings. "Methodological Issues Encountered in Following a Cohort of 8th graders." (Paper presented at the COPAFS Seminar on New Directions in Statistical Methodology, Session on Longitudinal Surveys, Bethesda, May 1994.) [RIEJAN95, ED374146, TM022067.] [Appears also in "Seminar on new directions in statistical methodology." *Statistical Policy Working Paper*, no. 23, June, 1995, pp.428–445, in which discussions also appear by Gary M. Shapiro, pp. 446–448, and James M. Lepkowski, pp. 449–451. This working paper is published by the Federal Committee on Statistical Methodology, U.S. Office of Management and Budget].

The National Education Longitudinal Study of 1988 (NELS:88) serves as an example of how three specific problems of representativeness in a longitudinal study may be approached and overcome. NELS:88 was designed to provide longitudinal data about the educational transitions experienced by students as they leave eighth grade and move through high school and postsecondary education. The cohort, initially 26,432 students, is being followed at 2-year intervals. The three key issues that are discussed are: (1) eligibility and exclusion rules and the measures taken to deal with undercoverage resulting from exclusion; (2) the need for sample freshening to ensure representative sophomore and senior cohorts in 1990 and 1992; and (3) attempts to minimize sample attrition and nonresponse error. Longitudinal designs are a powerful vehicle for measuring individual-level change. At the same time, they have distinct limitations, which can be overcome by careful execution and research design. One figure and three tables illustrate the discussion.

Ingels, Steven J., and John R. Taylor. *Conducting cross-cohort comparisons using HS&B, NAEP, and NELS:88 academic transcript data*. Washington, DC: National Center for Education Statistics, January 1995, [NCES 95-06]

The National Education Longitudinal Studies (NELS) program is a long-term effort that now encompasses the educational experience of youth from three decades, the 1970s, 1980s, and 1990s. The NELS program studies the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: (1) the National Longitudinal Study of the High School Class of 1972 (NLS-72); (2) High School and Beyond (HS&B); and (3) the National Education Longitudinal Study of 1988 (NELS:88). This monograph discusses opportunities for drawing comparisons across the cohorts that comprise the three studies, as well as some of the differences in survey content and design that may limit the possibilities of drawing valid comparisons. The focus is on high school transcripts. When transcript information is coupled with other data about students, it permits the specification of complex models of educational processes and the measurement of high school program and course effects on post-high school outcomes. Comparison of transcript information among the three studies means attention to issues of content comparability and sample design. Content comparability is discussed in the "crosswalks" that form the final section of this report, and design comparability is discussed in some detail. Some other difference of note among the studies are discussed, but their general designs were quite similar. The attached crosswalks cover student-level and course-level comparisons.

Kao, Grace. "Asian Americans as model minorities? A look at their academic performance." *American Journal of Education* 103 (2) (February 1995): 121–159.

To determine whether Asian American (ASA) students fit the image of "model minorities," the authors examined the academic performance (AP) of ASA and White 8th-grade students and characterized the features of the students' home and school environments that affect their AP. A literature review of AP among ethnic minorities is presented, and a conceptual model of family factors affecting educational aspirations and grades is diagrammed. Primary data for this study were taken from the National Education Longitudinal Study of 1988 (US Department of Education, 1990), and 24,599 students were included. ASA students had slightly higher math scores and comparable reading scores relative to white students. The stereotype of ASAs as model students is discussed. The higher grades of ASA students are seen as due more to cultural and behavioral differences in families than to the higher educational level of Asian parents. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved.)

Kao, Grace, and Marta Tienda. "Optimism And Achievement: The Educational Performance Of Immigrant Youth." *Social Science Quarterly* 76 (1) (March 1995): 1–19. [A previous version was presented at the meetings of the Population Association of America, Miami, May, 1994.]

The educational performance of native-born, first-and second-generation black, Hispanic, Asian, and non-Hispanic white youth was examined through analysis of data from the first wave (1988) of the National Education Longitudinal Study on 24,599 students from 1,052 randomly selected, US schools. The cohort was followed from eighth through twelfth grade. Behavioral differences between immigrant and native parents were essential factors in explaining differential educational performance of immigrant and native youth. The relationship between generational status and educational performance varied by race and ethnicity. Parental nativity was most crucial for Asians, while child's birthplace was most crucial for blacks. Results offer support for

accommodation-without-assimilation and immigrant optimism explanations of the generational status and scholastic performance, of immigrants, little support for straight-line assimilation explanations. (Copyright 1996, Sociological Abstracts, Inc., all rights reserved.)

Kupermintz, Haggai, Michelle M. Ennis, Laura S. Hamilton, Joan E. Talbert, and Richard E. Snow. "Enhancing the Validity and Usefulness of Large-Scale Educational Assessments: I. NELS:88 Mathematics Achievement." *American Educational Research Journal* 32 (3) (September 1995): 525–554. [Originally a report of the Center for Research on the Context of Secondary Teaching, Stanford University. Version of a paper presented at the meetings of the American Educational Research Association, New Orleans, April, 1994. [RIEMAR95, ED376198, TM022305, G0087CO235, RED-9253068.]

This study demonstrates that the validity and usefulness of mathematics achievement tests can be improved by defining psychologically meaningful subscores that yield differential relations with student, teacher, and school variables. The National Education Longitudinal Study of 1988 (NELS:88) 8th- and 10th-grade math tests were subjected to full information item factor analysis. Math knowledge and math reasoning factors were distinguished at both grade levels. Regression analyses showed that student attitudes, instructional variables, course, and program experiences related more to knowledge, whereas gender, socioeconomic status, and some ethnic differences related more to reasoning. Teacher emphasis on higher-order thinking, student use of home computers, and early experience with advanced mathematics courses related to both dimensions. It is recommended that national educational surveys use multidimensional achievement scores, not total scores alone.

Lee, Seh Ahn. "Classroom Structure, Functioning, And Student Outcomes: An Organizational-Cultural Approach To Classroom Research." (Ph.D. dissertation, University of Chicago, 1995).

By using the National Education Longitudinal Study of 1988 (NELS:88) on American 8th graders, this study examines the relations between classroom organization characteristics and student education outcomes, with a focus on the classroom functioning mechanism. Classroom organization characteristics refer to the given structure or composition of the student body in the classroom with respect to students' racial and socioeconomic backgrounds and other student-level academic traits pertaining to the schooling process. Three classroom-level student outcome measures are of concern: math achievement, academic attitude toward liking a math course, and academic aspiration. Teacher practice, student behavior, and classroom culture are conceptualized and measured to illuminate the classroom functioning mechanism. Classroom culture is the students' shared perception about their orientation and sentiments within the classroom regarding school activities and performance. An assumption undergirds the concept of classroom culture: That students place emphasis on either athletics or academic pursuits or both for social support and approval from their classmates. The findings suggest that organizational structure of a math class does affect the student educational outcomes through the within-classroom functioning and culture. Most important, homogeneity or heterogeneity of the student body characteristics in the classroom appears to affect to a great degree the pattern of behavior and practice of the students and teachers in the classroom, which in turn influences student education outcomes. For instance, a heterogeneous student body with respect to socioeconomic backgrounds and academic performance is likely to generate a higher classroom mean test score and, to a lesser degree, a better academic attitude and aspiration than a homogeneous student body. The classroom culture-which is strongly related to the characteristics of classroom composition regarding academic ability, socioeconomic backgrounds, and academic aspirations-is very useful in explaining this result. A classroom where good students are more likely to be popular appears to

affect positively the overall academic aspiration level. Likewise, a classroom where good students are more likely to be important is shown to have a positive impact on students' academic aspirations. The dimension of popularity, however, does not seem to account for students' academic achievement and attitude. Most important, students' "being important," whether they be athletes or good students, appears to boost their academic achievement level.

Lee, Seyong. "Family-School Connections And Students' Education: Continuity And Change Of Family Involvement From Middle Grades To High School." (Ph.D. dissertation, Johns Hopkins University, 1995).

Prior research has documented that family involvement is important for students' education. Little, however, is known about how family-school connections change over time, and how such change is associated with family background and students' achievement. This study explores the continuity and change in family-school connections from the middle grades to high school, and the effects of these connections on student outcomes in high school. Data come from the survey of 17,424 students in the National Education Longitudinal Study, Base Year (1988) and First Follow-Up (1990). This study is based on Epstein's (1987) social organizational perspective of overlapping spheres of influence which emphasizes the importance of family-school connections for students' education, and changes in these relationships along the developmental time line of students. The results indicate that, overall, family-school connections decline from grades 8 to 10. Despite the decline, the underlying structure of family-school connections does not change in this transition period. Previous family involvement in grade 8 strongly influences family involvement in grade 10. Family SES, family structure, students' race, gender, and school sector have only modest and selective effects on family-school connections in high school, independent of previous family involvement in the middle grades. Previous student outcomes in the middle grades predict their outcomes in high school. With this important predictor statistically controlled, family involvement in high school has positive effects on students' attitudes, attendance, behaviors, academic commitment, and GPAs. Not all types of involvement are linked to positive outcomes. Personal contacts between parents and teachers in high school are likely to occur due to students' poor academic performance or behavior problem. When families are continuously involved in this transition period, high school students benefit regardless of whether they were good or poor students in the middle grades. Even if not continuously involved, family involvement in high school positively influences student outcomes for good and poor students in grade 8. These results have implications for families and schools. Families need to remain influential in their adolescents' lives as knowledgeable partners with the school. Schools need to develop policies and programs to conduct productive partnerships with families, even at high school.

Lee, Valerie E., and Susanna Loeb. "Where Do Head Start Attendees End Up? One Reason Why Preschool Effects Fade Out." *Educational Evaluation and Policy Analysis* 17 (1) (March 1995): 62–82. [CIJOCT95, EJ505841, TM518813.]

The relationship between preschool experience and the quality of schools subsequently attended as young adolescents was studied for 14,837 8th graders from the National Education Longitudinal Study of 1988. The low quality of middle-grade schools attended by former Head Start participants explains, in part, why Head Start effects fail.

Lee, Valerie E., and Julia B. Smith "Effects of High School Restructuring and Size on Early Gains in Achievement and Engagement." *Sociology of Education* 68 (4) (October 1995): 241–270.

The impact on sophomores of attending high schools whose practices are consistent with the school-restructuring movement is assessed, based on data for 11,794 sophomores in 830 high schools from the first two waves of the National Education Longitudinal Study of 1988. Focus is on the specific effects in four subjects, and the social distribution of the gains. School size is evaluated as an independent structural feature. Results reveal that students' gains in achievement and engagement were significantly higher in schools with restructuring practices and lower in schools without reforms. Also, higher and more socially equitable engagement and achievement were consistently associated with smaller high schools. (Copyright 1996, Sociological Abstracts, Inc., all rights reserved.)

Marine, Ginger Minton. "The College Attendance Decision-Making Process Among Rural Students: Effects Of Selected Background, School, And Community Characteristics (Educational Expectations)." (Ph.D. dissertation, University of Georgia, 1995).

Educational researchers, policy analysts, and the general public agree regarding the benefits of obtaining a college education. Earning a degree provides a solid economic return and gains in cognitive, moral, and psychosocial development for college attenders have also been found. Importantly, these individual benefits seem to have a multigenerational and societal impact. Some groups still make little use of postsecondary education, however. Lower-income, Hispanic, black, and rural youth are frequently cited as underrepresented in college enrollments. This study examines the development of postsecondary expectations among rural students, paying particular attention to the factors that have influence the development of these expectations over time. Prior research has suggested a number of factors important to the development of postsecondary aspirations and to eventual postsecondary educational enrollment and attainment. Using longitudinal data from the National Education Longitudinal Study of 1988 (NELS 88), a large nationally representative data set collected by the National Center for Education Statistics, this study employed multivariate analysis procedures to measure the effects of rural residence and other factors on the development of educational expectations. Results of the study suggest that rural residence plays both a direct and an indirect role in the development of educational expectations. Much of the indirect effect of rural residence may be associated with the general academic characteristics of rural residents and their schools. Results also indicate, however, that living in a rural area has direct negative effects on student expectations. That is, some effects are not mediated through other individual and school characteristics, and are independent of the lower socioeconomic status of rural residents. Strikingly, this negative effect of rural residence on educational expectations seems to increase over the high-school years. These results suggest that policy makers need to devise programs that will ameliorate the negative effect of rural residence on postsecondary expectations. Particular attention needs to be paid to the time when students are undertaking "getting ready" activities. Provision of intensive assessment, counseling and information-giving activities for parents and students in middle school may be required to increase rural students' awareness of the educational opportunities within their reach.

Mau, Wei Cheng. "Educational Planning And Academic Achievement Of Middle School Children: A Racial And Cultural Comparison." *Journal of Counseling and Development* 73 (May 1995): 518–526. [EJ515763]

A nationally representative sample of middle school students from diverse backgrounds was surveyed on educational aspirations, planning, and achievements. Results indicated significant racial and gender differences in educational and vocational planning help-seeking behaviors and significant race and sex interaction in students' educational aspirations. Other results and implications are reported.

Mau, Wei Cheng, Margaret Domnick, and Randolph A. Ellsworth. "Characteristics Of Female Students Who Aspire To Science And Engineering Or Homemaking Occupations." *Career Development Quarterly* 43 (June 1995): 323–337. [EJ517452]

Identified predictors that discriminated between nontraditional and traditional career aspirations in 8th grade female students (n=930). Results indicate that educational aspirations, parental expectations, self-reported grade point averages, and science proficiency were the best discriminators between the groups, and that differences across racial-ethnic groups were significant.

Muller, Chandra. 1995. "The Importance of Parent's Ties to Teen Peer Groups." Paper presented to the National Academy of Education, April.

Muller, Chandra. "Maternal Employment, Parent Involvement, and Mathematics Achievement among Adolescents." *Journal of Marriage and the Family* 57(1) (February 1995): 85–100. [An earlier version was given at the meetings of the American Sociological Association, Cincinnati, August, 1991. EJ498766, CG546299.]

Data on 13,881 students and their parents suggests that mother's time in the labor force is clearly only associated with amount of unsupervised time after school and whether parents volunteer at school. Students' gains in test scores over two years are generally independent of maternal employment status.

Muller, Chandra. 1995. "The Mismatch of Teacher and Student Expectations: Circumstances and Consequences." Paper presented at the Annual Meeting of the American Sociological Association (August).

Muller, Chandra. 1995. "Parent Ties to the School and Community and Academic Performance." *Transforming Schools: Trends, Dilemmas, and Prospects*. Eds. Peter Cookson and Barbara Schneider. New York: Garland.

Muller, Chandra. "Parent Ties To The School And Community And Mathematics Achievement." *Transforming Schools* Eds. Peter W. Cookson, and Barbara L. Schneider. New York: Garland Publishing Co., 1995.

Muthén, Bengt, Li Chiao Huang, Booil Jo, Siek Toon Khoo, Ginger Nelson Goff, John R. Novak, and Jeffrey Chen Shih. "Opportunity-To-Learn Effects On Achievement: Analytical Aspects." *Educational Evaluation and Policy Analysis* 17 (3) (September 1995): 371–403.

A set of methods is proposed for the analysis of opportunity to learn (OTL) in relation to achievement in large-scale educational assessments. The focus is on how to assess the effect of OTL on performance while taking prior performance and other background factors into account. The methods are illustrated with mathematics data from the National Assessment of Educational Progress and from the National Education Longitudinal Study of 1988. Methods are discussed for combining OTL information, for studying the OTL sensitivity of test items, and for studying OTL effects in the context of multivariate proficiency scores as well as scores from several occasions. Implications for future large-scale educational assessments are discussed.

Myers, David, and Nancy Heiser. *Students' School Transition Patterns Between Eighth Grade And Tenth Grades, Based On NELS:88*. Washington, DC: U.S. National Center for Education Statistics, April 1995. [NCES 95-137]

This study examined the characteristics of students who switched between school sectors (public to private, or private to public) as they moved from 8th to 10th grade. Five sets of variables were examined to estimate the association between students' transition patterns and the following student, school, and family characteristics: (1) student and family background characteristics; (2) the amount of parental involvement in the student's education; (3) the student's academic achievement and educational expectations; (4) the characteristics of the student's school; and (5) parental satisfaction with the student's school.

Newmann, Fred M., and Gary G. Wehlage. *Successful School Restructuring: A Report To The Public And Educators*. Madison, WI: Center on Organization and Restructuring of School, 1995.

Since the late 1980s, education reformers in the United States have emphasized "restructuring" of schools. This book synthesizes 5 years of research conducted by the Center on Organization and Restructuring of Schools (CORS). From 1990 to 1995, the center analyzed data from the following sources: (1) the School Restructuring Study (SRS), an examination of 24 significantly restructured schools; (2) the National Education Longitudinal Study of 1988 (NELS:88), a nationally representative sample of over 10,000 students from grades 8 through 12; (3) the Study of Chicago School Reform, an analysis of survey data from 8,000 teachers and principals in 400 elementary and 40 high schools from 1990–94; and (4) the Longitudinal Study of School Restructuring, 4-year case studies of 8 schools. A conclusion is that the recent education reform movement gives too much attention to changes in school organization that do not directly address the quality of student learning. Student learning can meet high standards if educators and the public give students three kinds of support—teachers who practice authentic pedagogy, schools that strengthen professional community, and supportive external agencies and parents. The following structural conditions can enhance the professional community needed to promote learning of high intellectual quality—shared governance, independent work structures, staff development, deregulation, small school size, and parent involvement.

O'Brien, Eileen, and Mary Rollefson. "Extracurricular Participation And Student Engagement." *National Center for Education Statistics Education Policy Issues: Statistical Perspectives* (June 1995). [NCES 95-741, RIENOV95, ED384097, EA026776.]

Almost every high school in the United States offers some type of extracurricular activity. This document examines the relationship between extracurricular participation and student engagement in school using data from 1992 public high school seniors in the National Education Longitudinal Study (NELS). It also explores whether the availability of these activities varies according to school characteristics, and whether participation differs according to student background and school setting. Although it is not known if the relationship between participation in extracurricular activities and success in school is causal, the data show a strong association between extracurricular participation and each of the following success indicators—better attendance, higher academic achievement, and aspirations to higher levels of education. The data also indicate that differences in participation were not related to differences in availability, as extracurricular activities were available to virtually all high school seniors regardless of affluence, size, location, or minority status of schools. However, students of low socioeconomic status (SES) participated less than did their high-SES classmates. Despite the gap, however, low-SES students participated at fairly high levels and persisted in their participation regardless of the

relative affluence of the schools they attended. Three tables are included. It is suggested that further study of the individual constraints of poverty and family background and the influence of school community on student engagement would be valuable.

Osbourne, Jason W. "Academics, Self-Esteem, And Race: A Look At The Underlying Assumptions Of The Disidentification Hypothesis." *Personality and Social Psychology Bulletin* 21 (5) (May 1995): 449–455.

Tested 3 assumptions underlying C. Steele's (1992) theory of disidentification [Claude M. Steele: "Race and the schooling of Black Americans." *Atlantic Monthly*, v. 269, no. 4, April, 1992, pp. 68–78] in the content of a nationally representative sample of 8th graders: (1) African American students score lower on measures of academic achievement than white students; (2) African American students tend not to report lower self-esteem than white students; and (3) correlations between measures of academic achievement and global self-esteem should be moderate. Data were drawn from 544 African American male and 689 African American female students and 5,294 white male and 5,473 white female students in the National Education Longitudinal Study. Analyses revealed a pattern of weakening correlations between self-esteem and academic outcomes from the 8th to 10th grade for African American students, particularly Black male students, whereas the correlations for white students remained stable or increased. Results show general support for Steele's theory. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved.)

Owens, Emiel W., and Hersholt C. Waxman. "Investigating Technology Use in Science and Mathematics Classrooms Across Urban, Suburban, and Rural High Schools." *High School Journal* 79 (1) (October–November 1995): 41–48.

Examined 15,000 10th graders' self-reported use of technology in science and mathematics classes in 3 community settings: urban, suburban and rural, using data from the National Education Longitudinal Study (1992). Subjects were asked to describe frequency of computer use in science classes for experiments and reports, collecting and analyzing data, calculations, and models and simulations; and the use of computers and calculators in their most recent mathematics class. Classification of the urbanization of schools was taken from the census department. 90 percent of the Subjects reported that they very rarely used computers in science classes. 84 percent of the Subjects reported not having used computers in math classes. Subjects from urban schools were most likely to use computers in science, and those from suburban schools used computers more than Subjects from rural areas. Results show that technology was not widely used in mathematics and science high school classes.

Owings, Jeffrey, Marilyn McMillen, John Burkett, and Bruce Daniel. "Making The Cut: Who Meets Highly Selective College Entrance Criteria?" Washington, DC: National Center for Education Statistics (April 1995). Statistics in Brief. [NCES 95-732, RIESEP95, ED382121, HE028322.]

This study used national data to categorize college-bound high school seniors on each of five criteria identified as representative of those required for admission to highly selective colleges. Data came from the National Education Longitudinal Study of 1988 (NELS: 88). Selected criteria included grade point average (GPA), the Scholastic Aptitude Test (SAT) scores, courses taken, teachers' perceptions, and participation in extracurricular activities. Demographic and social characteristics of the college-bound seniors who met the highly selective criteria were examined and less restrictive criteria were considered as well. Findings included: (1) more females than males excelled in grades; (2) the percentage of college-bound seniors who achieved GPAs of 3.5

or more and SAT scores of 1100 or more was higher for Asian and white students than for Hispanic, Black, or American Indian students; (3) seniors from high socioeconomic backgrounds were more likely than their contemporaries at other status levels to meet any of the selective criteria; and (4) about one-half of college-bound seniors attending schools identified as “all other private schools” scored 1100 or higher on the SAT, while about 20 percent of their peers at public and Catholic schools achieved this level.

Owings, Jeffrey, Marilyn McMillen, and Bruce Daniel. “Who Can Play? An Examination Of NCAA’s Proposition 16.” Washington, DC: National Center for Education Statistics (July 1995). Statistics in Brief. [NCES 95-763, RIEJAN96, ED386082, HE028484.]

This study looked at 1992 high school seniors to see how many of them would have met the new National Collegiate Athletic Association’s (NCAA) Proposition 16 eligibility requirements for freshman participation in Division I college varsity sports. The new, stricter requirements are based on a combination of the high school grade point average in 13 core courses and specified Scholastic Assessment Test or American College Testing Program scores. These requirements were applied to the transcripts of a National Education Longitudinal Study of 1988 sample of 1992 college-bound high school seniors. Findings revealed that: (1) 83.2 percent met earlier NCAA standards while only 64.7 percent met the Proposition 16 requirements; (2) only 46.4 percent of black and 54.1 percent of Hispanic students in the sample met the stricter requirements as compared to 67 percent of white and Asian seniors; (3) college-bound high school seniors from the lowest of the socioeconomic status levels were the least likely to meet the requirements with only 42 percent qualifying to participate; and (4) college-bound high school athletes met the requirements at the same rate as nonathletes.

Patrikakou, Evanthia N. “A Structural Model of Academic Achievement: Evidence from Populations With and Without Learning Disabilities.” (Ph.D. dissertation, University of Illinois at Chicago, 1995).

The objective of the present study was to construct and estimate a structural model in order to explain academic achievement of adolescents with and without learning disabilities (LD). Although academic achievement is a primary component of the federal definition of LD, there have been no research efforts to investigate factors that influence it. The theoretical model placed an emphasis on parental attitudes, the student’s perception of them, and certain psychological and academic characteristics of the student. The study utilized data from the National Education Longitudinal Study. Sample sizes for the various groups used in the analyses are as follows: 318 African Americans, 243 Asians, 375 Hispanics, 4644 whites, and 269 whites with LD. The model accounted for 75 percent of the variance in academic achievement across each of the five groups. After prior achievement, student’s expectations had the strongest direct impact on achievement. The greatest indirect effects derived from the perception of parental expectations. The comparison between the groups of whites with and without LD showed that the most important factors were the same for both groups, suggesting that the model worked in similar ways for the populations with and without LD. Implications of the various findings are discussed.

Peng, Samuel S., DeeAnn Wright, and Susan T. Hill. *Understanding Racial-Ethnic Differences In Secondary School Science And Mathematics Achievement*. Washington, DC: National Center for Education Statistics, February 1995. Research and Development Report. [NCES 95-710, RIEAUG95, ED381342, SE055976.]

This study was designed to address two related issues: (1) Why are blacks, Hispanics, and American Indians underrepresented in science and mathematics-related fields, and (2) Why do students of these minority groups have lower achievement test scores in science and mathematics than other students? Data on a number of home, school, and student variables were collected from the 1988 8th grade cohort of the National Education Longitudinal Study. Major findings include: (1) At early ages, all students have equally positive attitudes toward science and mathematics learning in school and have similar aspirations for science and mathematics-related careers, but as they get older, more minority students become unprepared to enter these fields as they fall behind in mathematics and science learning; (2) a larger percentage of minority students come from families in poverty which have fewer learning materials at home such as books and computers, and their parents are more likely than others to have low educational levels and to be unemployed and are less likely to provide adequate mentoring or role models for mathematics and science learning; and (3) these minority students are more likely to attend disadvantaged schools where the overall academic and supporting environments are less conducive to learning, suffer from the lack of persistent effort and active involvement in school, and are in low-track achievement groups.

Powell, Brian, and Douglas B. Downey. "Well-Being Of Adolescents In Single-Parent Households: The Case Of The Same-Sex Hypothesis." (Paper presented at the meetings of the American Sociological Association, Washington, DC, August 1995.)

Examines the social psychological evidence regarding one question increasingly addressed in legal scholarship and in custody cases: are children who live with their same-sex parent in a better situation than their peers living with an opposite-sex parent? After evaluating the current state of research on the same-sex hypothesis, this literature is extended by analyzing 3 data sets (National Education Longitudinal Study of 1988, High School and Beyond, and General Social Survey), focusing on a broader array of socioemotional, academic, and personality variables than previously studied, and exploring the implications of same-sex parenting on adolescence and adulthood. No evidence of a same-sex benefit is found, even for youths who recently experienced a family disruption. (Copyright 1995, Sociological Abstracts, Inc., all rights reserved.)

Rock, Donald A., and Judith M. Pollack. "Mathematics Course-Taking And Gains In Mathematics Achievement." Washington, DC: National Center for Education Statistics, May 1995. Statistics in Brief [NCES 95-714, RIEJAN96, ED386499, TM024075.]

This brief report documents growth in mathematics achievement during the high school years and its relationship to differential course taking in mathematics. Data are taken from the National Education Longitudinal Study of 1988 (NELS:88), which was designed to monitor the transition of the nation's 1988 8th graders as they progress from junior to senior high school and on to postsecondary education and the world of work. Analyses were based on slightly more than 10,000 NELS:88 students. It was found that slightly over 61 percent of high school students do not go beyond the algebra 2/geometry level of coursework, and only approximately one of nine students takes a calculus course in high school. About one in four never goes beyond algebra 1. Growth in mathematics achievement appears to be greater in the first two years of high school compared to the last 2 years. Students who take the more advanced courses show greater gains in mathematics, and, after they move to the precalculus level, they show greater gains in conceptual understanding and problem solving skills.

Rock, Donald A., and Judith M. Pollack. *Psychometric Report For The NELS:88 Base Year Through Second Follow-Up: National Education Longitudinal Study Of 1988*. Washington, DC: National Center for Education Statistics, August 1995. [NCES 95-382]

Using cognitive test data collected during the base-year, first follow-up, and second follow-up of NELS:88 this report will examine cognitive growth over time. Major topics covered by this report include (1) types of gains (lower level computational vs. higher level problem solving) reported for students with different characteristics and experiences; (2) techniques for measuring gains over time; and (3) suggestions for using NELS:88 cognitive test data for purposes of longitudinal analysis.

Rumberger, Russell W. "Dropping Out Of Middle School: A Multilevel Analysis Of Students And Schools." *American Educational Research Journal* 32 (3) (September 1995): 583–625.

Using data from the National Education Longitudinal Study of 1988 with hierarchical linear modeling, this study identified individual-level and school-level variables influencing the decision to drop out of middle school. At the individual level, grade retention is the single most powerful predictor.

Russell, Steve, and Joyce Meikamp. "Cultural diversity among gifted students and their teachers in rural West Virginia." *Reaching to the Future: Boldly Facing Challenges in Rural Communities*. (Conference proceedings of the American Council on Rural Special Education (ACRES), Las Vegas, March, 1995, Salt Lake City, UT: American Council on Rural Special Education, 1995.) [RIEAUG95, ED381316, RC020037.]

This paper addresses both the underrepresentation of minority students in gifted education programs and the lack of culturally diverse gifted education teachers in rural West Virginia. The 1988 National Education Longitudinal Study found disproportionate representation of minority group students in gifted education. In West Virginia, only 3 black teachers have been certified since 1976 to teach gifted students, as opposed to approximately 700 Caucasian teachers. To further explore this trend, 200 gifted teachers were surveyed in West Virginia concerning the ethnicity of themselves and their students. West Virginia gifted students are identified by an IQ score of 130 or above, which represents 2 percent of the student population. However, only 37 of the state's 12,503 black students were identified as gifted, accounting for only two-thirds of 1 percent of black students. While blacks were represented among counselors, supervisors, principals, and classroom teachers, there were no black school psychologists responsible for administering and interpreting IQ tests. One approach to increasing the number of black students and other minority groups in gifted programs involves developing community, teacher, and parent awareness programs that help identify gifted students. Equally important is the training of minority group teachers for gifted education. Includes tables of demographic characteristics of gifted teachers and students in West Virginia.

Scott, Leslie A., Donald A. Rock, Judith M. Pollack, and Steven J. Ingels. *National Education Longitudinal Study Of 1988: Two Years Later: Cognitive Gains And School Transitions Of NELS:88 8th graders*. Washington, DC: National Center for Education Statistics, September 1995. [NCES 95-436]

Describes essential changes that occurred between 8th and 10th grades as observed among the longitudinal cohort members of NELS:88 8th graders.

Singh, Kusum, and Monique Granville. "Factors that Affect Enrollment in Eighth Grade Algebra for African-American Students." *Research in Middle Level Education Quarterly*, 22 (2), (Winter 1999): 57-73.

Explored the variables that affect enrollment in eighth-grade algebra for African-American students. Studied constructs that fell into three broad categories: individual characteristics, home/parent variables, and school-related variables. Assessed data from the base-year student and parent data files of the National Education Longitudinal Study of 1988. Concluded that these constructs, together with school counseling factors, significantly predict enrollment in algebra.

Singh, Kusum, Patricia G. Bickley, Paul Trivette, Timothy Z. Keith, et al. "The Effects of Four Components of Parental Involvement on 8th Grade Student Achievement: Structural Analysis of NELS:88 data." *School Psychology Review* 24 (2) (1995): 299-317.

Assessed the effects of different components of parental involvement on the academic achievement of 8th graders. Four components of parental involvement considered were parental aspirations for children's education, parent-child communication about school, home structure, and parental participation in school-related activities. Data from a nationally representative sample of 21,834 students and their parents were analyzed using latent variable structural equation models. Results suggest that educational aspirations of parents have a powerful influence on the 8th-grade student's achievement. The study found a small negative effect of home structure on achievement and no effect of parent-child communication and parental participation in school-related activities. These effects appear age-specific, suggesting that parent involvement may affect learning more in elementary than in middle school. (PsycINFO Database Copyright 1996 American Psychological Assn, all rights reserved.)

Taylor, Dianne L., and Abbas Tashakkori. "Decision Participation And School Climate As Predictors Of Job Satisfaction And Teachers' Sense Of Efficacy." *The Journal of Experimental Education* 63 (3) (March 1995): 217-230.

To guide school restructuring, the impact of teachers' decision participation and school climate on teachers' sense of efficacy and job satisfaction was analyzed with data from 9,987 teachers, taken from the 1990 National Education Longitudinal Study. Job satisfaction was most strongly correlated with the school climate dimension variable, lack of obstacles to teaching, and principal leadership. The best predictors of teachers' sense of efficacy were the school climate dimensions of faculty communication and the lack of obstacles to teaching. Contrary to expectations on school restructuring, decision participation did not explain the variance on job satisfaction or teachers' sense of efficacy beyond the contribution of the school climate dimension variables. (Copyright 1996, Sociological Abstracts, Inc., all rights reserved.)

U.S. National Center for Education Statistics. *Dropouts and Late Completers*. Washington, DC: March 1995. [NCES 95-720. Information extracted from *The Condition of Education, 1994*. RIESEP95, ED382756, UD030441.]

Information about school dropouts and those who complete their high school education late is summarized in a table and two graphs using information from the High School and Beyond Survey and the National Education Longitudinal Study of 1988. In 1990, 7 percent of the 8th grade class of 1988 were dropouts; they were not enrolled in school and had not finished high school. In 1992, 12 percent were dropouts. Eighty-four percent of the sophomore class of 1980 completed high school on time (by 1982), and about two-thirds of the remaining 16 percent (10

percent) completed high school over the next 10 years, the vast majority within the first 4 years. The final completion rate as of 1992 was 93.7 percent. Among the sophomores of 1980, whites and Asian Americans were more likely to complete high school on time than were blacks, Hispanic Americans, or American Indians. In 1992, American Indians, the group with the highest dropout rate, dropped out at a rate of over 25 percent. In 1992, the urban dropout rate was 13.7 percent, the rural dropout rate was 12.5 percent, and the suburban dropout rate was 9.6 percent. The dropout rate was highest in the South and lowest in the Northeast.

Voelkl, Kristin E. "School Warmth, Student Participation, And Achievement." *Journal of Experimental Education* 63 (2) (December 1995): 127–138.

Examined the effect of perceived degree of teacher warmth, caring, and supportiveness on students' participation in class and academic achievement using a nationwide sample of 13,121 8th graders. Subjects were participants in the National Education Longitudinal Study of 1988. The influence of participation was considered a mediator between school warmth and academic achievement. Findings indicated that, although warmth was significantly related to academic achievement and to participation, the relationship between warmth and achievement was nonexistent after the effect of participation was eliminated. Ss' class participation may have a prominent and crucial influence on the relationship between Ss' perceptions and achievement. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved.)

Vryhof, Steven Craig. "Between Memory And Vision: Reformed Christian Schooling In America." (Ph.D. dissertation, University of Chicago, 1995).

Framed in James S. Coleman's functional communities theory, this study examines those Christian schools established from a Reformed or Calvinist perspective and known by their umbrella organization, Christian Schools International (CSI). The first part of the study focuses on the American context of this type of schooling: the public school monopoly, "the myth of the common school," and the "moral and spiritual crisis" in education. The second part of the study includes a brief history of Reformed Christian schools and a summary of the Reformed Christian philosophy of education. The third part of the study provides journalistic descriptions of three Reformed Christian schools chosen for their geographic, historical, ethnic, and socioeconomic diversity. The fourth and final part of the study is based on the NELS:88 data and includes descriptives of these school communities compared to their public, Catholic, private/religious, and private/non-religious counterparts. The statistical analysis focuses on a between-sector comparison of the effects of family background and functional community variables on academic outcomes in reading, mathematics, science, and social studies. Differences were found between the five sectors in level of functional community and the functional community variables for the entire sample seem to explain some of the academic achievement. While SES predicted strongly, its predictive power was affected by interaction with school type. Such results, we expect, are due to functional community factors. It appears likely that the conditions of sponsorship of these nonpublic schools—parental control, a shared vision, a reinforcing network of norms and relationships—fosters value consistency and intergenerational closure in a way that increases academic achievement while decreasing the penalty of low SES. The study concludes by calling for greater choice in schooling and greater support for conditions of sponsorship other than the public school monopoly. The argument is based on an invigorated understanding of democratic pluralism along with the theoretical grounding and statistical support of the functional community idea.

Woo, Elaine. (3 April 1995): "Immigrants Do Well in School, Study Finds." *Los Angeles Times* (April 3, 1995): 1.

LEAD PARAGRAPH

The conventional wisdom about immigrant children suggests that they bring substandard skills and poor attitudes to school and that assimilation—the embrace of mainstream American values and lifestyles—is their salvation. But a new national study of 25,000 8th graders offers compelling evidence to the contrary. The findings are likely to stir further debate about how well immigrant youths learn and whether they are a boon for-or a drag on-the nation's economy and public schools.

Source: The National Education Longitudinal Study of 1988, National Opinion Research Center, University of Chicago

Zhang, Wanli. "Influences Of Internal And External Frames Of Reference On The Formation Of Math And Verbal Self-Concepts For Gifted And Nongifted Tenth Grade Students." (Ph.D. dissertation, University of Connecticut, 1995).

Recent research on self-concept has supported the utility of the multifaceted, hierarchical model proposed by Marsh and others (Marsh, Byrne, and Shavelson, 1988; Marsh and Shavelson, 1985). In this model, two effects were combined into a single analytic framework. In one effect, the Internal/External (I/E) frames of reference, students "internally" compared their self-perceived math ability with their self-perceived verbal ability and "externally" compared their math and verbal abilities with other students' abilities. In the other effect, the Big Fish Little Pond Effect (BFLPE), the negative effects of school-average achievement on academic self-concept were considered in corresponding content areas. The present study was undertaken to (1) estimate and test Marsh's model that attempts to explain the relationship between mathematics and English achievement and mathematics and verbal self-concept; and (2) to determine whether the model is invariant with respect to student ability and gender. The first follow-up of the National Education Longitudinal Study of 1988 (NELS:88) data was analyzed by structural equation modeling. LISREL (linear structural relations) was employed to test Marsh's model and to examine whether the structure of academic self-concept is invariant across student groups. The present research found that: (1) math and verbal self-concepts are substantially less correlated than math and English achievement. This pattern is invariant across boys and girls as well as gifted and nongifted students; (2) individual level math (English) achievement has a positive, direct effect on math (verbal) self-concept but a negative, direct effect on verbal (math) self-concept. This conclusion is invariant across boys and girls as well as gifted and nongifted students; (3) school level math (English) achievement has a negative effect on math (verbal) self-concept but not on verbal (math) self-concept. This pattern is invariant across boys and girls as well as gifted and nongifted students; and (4) there are statistically significant gender differences and giftedness differences in the correlations between math and verbal self-concepts. Higher correlations exist between math self-concept and verbal self-concept for boys than for girls and for gifted than for nongifted students. These findings support Marsh's model which combined the "Big Fish Little Pond Effect" (BFLPE) and the effect of Internal/External (I/E) frames of reference.

Zill, Nicholas, Christine Nord, and Laura S. Loomis, Westat, Inc. (1995). "Adolescent Time Use Risky Behavior Outcomes: An Analysis of National Data." For the Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, September 11, 1995.

Akerhielm, Karen. "Adding Value To The Value-Added Educational Production Function." *Proceedings of the Social Statistics Section, American Statistical Association* (1994): 192–195. [See also Smith, Thomas M.: "Discussion." This paper also appears in "Schools and Staffing Survey: 1994. Papers presented at the 1994 meetings of the American Statistical Association." National Center for Education Statistics Working Paper, January 1995. [NCES 95–01]

Becker, Henry Jay. "Validity Of Student Reports In NELS:88: The Case Of 'High-End' Computer Use In Science Classes." (Paper presented at the meeting of the American Educational Research Association, New Orleans, April 1994).

Burks, Linda C. "Ability Group Level and Achievement." *School Community Journal* 4 (1) (March 1994):11–24. [CIJOCT94, EJ484891, EA529448.]

Using data from the 1988 National Education Longitudinal Study, this research investigated whether ability grouping level magnifies the effects of background differences on mathematics achievement for 8th grade public school students. Students in high-ability groups viewed math more positively, exhibited more appropriate behavior in math class, and did more mathematics homework than students in the low or middle groups.

Catsambis, Sophia. "The Path To Math: Gender And Racial-Ethnic Differences In Mathematics Participation From Middle School To High School." *Sociology of Education* 67 (3) (July 1994): 199–215. [CIJMAR95, EJ493916, SO525989]

Analyzes national data to trace the development of gender differences in learning opportunities, achievement, and choices in mathematics among white, black, and Hispanic students. Finds that the major barriers to mathematics achievement for minority student of both sexes are limited learning opportunities and low achievement levels.

Catsambis, Sophia, Lynn Mulkey, Robert L. Crain, and Maria Ascevedo. "Gender and Middle-School Tracking Effects on Student Attitudes, Engagement, Aspirations and Locus of Control." (Paper presented at the meetings of the American Sociological Association, Los Angeles, CA, August 1994.)

Data from the 1988 National Education Longitudinal Survey yield significant differences in the effects of educational tracking on males (Ms) and females (Fs) on most dependent variables investigated. Focus is then narrowed to patterned variability in some short-term student outcomes shown to have consequences for long-term educational and occupational attainment-attitudes toward mathematics and English, locus of control, engagement in school, and educational attitudes and aspirations-as an effect of students' tracking experience. Results reveal significant main effects as well as second and third order interactions: net of background controls, the effects of mathematics tracking seem to be stronger than those of tracking in English. Tracking seems to encourage, to a small degree, positive attitudes toward mathematics, high levels of school engagement, and high educational aspirations for low-ability students. However, tracking in mathematics seems to have different effects for high ability Ms and Fs-positive for Fs and negative for Ms. (Copyright 1994, Sociological Abstracts, Inc., all rights reserved.)

Chaney, Bradford. *Teachers' Academic Backgrounds and Student Outcomes in Science and Mathematics: NSF/NELS:88 Teacher Transcript Analysis*. Rockville, MD: Westat, Inc, April 1994. [RIEFEB95, ED374970, SE054923, NSF-RED-9255255.]

This study focused on teachers' academic preparation for teaching science and mathematics, as measured by the National Education Longitudinal Study of 1988 (NELS:88) which collected data for a nationally representative sample of 26,435 8th-grade students clustered within 1,052 schools. The relationship between teachers' academic preparation, their subsequent teaching methods, and student outcomes as measured by student scores on proficiency exams was examined. On average, student proficiency scores were best if their teachers had grade point averages above 3.0 in science or mathematics. Further, students in mathematics performed best if their teachers had taken advanced mathematics courses, while courses in mathematics pedagogy only provided an extra benefit if teachers had also taken advanced mathematics courses. Students in science showed small differences based on the number of science courses their teachers had taken, but no difference based on courses in science education.

Conroy, Carol A., and Thomas H. Bruening. "The Role of the Agricultural Educator in Meeting the Needs of a Diverse Student Population." *Pennsylvania State University Department of Agricultural and Extension Education Research Report* (1994). [RIEJAN96, ED385736, CE069645]

A study examined factors associated with achievement for African American 8th graders and whether differences existed relative to poverty status and depth of poverty. Data were extracted from the National Education Longitudinal Study of 1988. An independent data set of 3,009 students was created including information for students identifying themselves as "black, not of Hispanic origin" and reporting annual family income in ranges that matched closely with the official federal poverty thresholds for 1988. To examine the depth of poverty, two subgroups were created according to whether the reported income was above or below 50 percent of the poverty threshold. A t-test determined if statistically significant differences existed in test score means for students living in poverty versus not living in poverty, and for students grouped by depth of poverty. Analysis of variance tests determined what portion of the variance in student achievement was due to the selected independent variables. Findings indicated that, for African American 8th graders, students not living in poverty were more likely to achieve at a higher level, as measured by standardized reading and math tests, than those living in poverty. With the exception of parents' educational level, general preparedness for class, and personal study factors, few variables were identified that contributed to achievement. Serious consideration must be given to how interventions can be introduced within the public schools, working with family units to promote conditions that would enhance achievement by breaking the poverty cycle.

Conway, Kathleen Potter. "Parent Involvement, Gender And Race/Ethnicity: The Relationship Of Student And Self-Concept." (Ph.D. dissertation, Hofstra University, 1994).

Considered a path to enhance student performance, parental involvement in schools has been a component of contemporary programs and reform movements. The purpose of this study was to examine the relationships among parental involvement in school and parental educational aspirations for the student and student achievement, self-concept, and student educational aspirations. The second purpose was to explore whether this relationship was affected by the sex of the student, the sex of the parent, or an interaction of both. Finally, the question of the relevance of socioeconomic status and race to this relationship was considered. Data from a nationally representative sample, The National Education Longitudinal Study of 1988 and 1990

were analyzed. A close examination of the sample provided a snapshot of the parents and students. Multivariate analyses indicated a solid relationship between parental involvement together with a parent's educational aspirations for the child and the student's achievement, self-concept, and aspirations. The sex of the student, race, and SES were meaningful additions to the model. Educational aspirations that a parent holds for the child exhibited the strongest relationship. Since several aspects of parental involvement did not have a strong relationship, questions arise regarding both the measure and value of parental involvement.

Davis, James Earl, and Will J. Jordan. "The Effects of School Context, Structure, and Experiences on African American Males in Middle and High School." *The Journal of Negro Education* 63 4 (September 1994): 570–587.

Negative school experiences and outcomes for students can be the result of school contextual and structural factors, especially for black males (Ms). A 1988 National Education Longitudinal Study sample of black M eighth and tenth graders (N = 1,471 in base year) was used to study issues affecting achievement and engagement in school-relations of student, teacher and school characteristics, outcome measures of academic achievement, grades, locus of control and engagement. Regression analyses found that urban context, emphasis on discipline, inability of teachers to motivate students, and absenteeism among teachers influenced middle school academic achievement, and teacher's locus of control influenced high school achievement. Course grades in middle school were influenced by teacher's assignment of homework, and study habits influenced middle school engagement. Teachers who assigned more homework also issued higher grades. Black Ms in urban school had lower achievement than those in suburban/rural areas. No variables affected black Ms' locus of control. Overall, at both grade levels, school experiences and personal practices were major determinants of success for black M students; this suggests that suspension and remediation are disincentives for engagement and achievement. (Copyright 1996, Sociological Abstracts, Inc., all rights reserved.)

Finn, Jeremy D., and Maria F. Owings. "Family Structure and School Performance in Eighth Grade." *Journal of Research and Development in Education* 27 (3) (March 1994): 176–87. [CIJDEC94, EJ488802, SP523438.]

Study compared academic performance in 8th graders from natural parent families and single-parent and parent-stepparent families. National Education Longitudinal Study data indicated the effects of alternative family structures were strong and consistent but reduced or eliminated for single-mother families when controlling for race and socioeconomic status.

Goldhaber, Daniel D. "Public Or Private High Schools: School Choice And The Consequences." (Ph.D. dissertation, Cornell University, 1994).

There is much popular debate over whether a school choice system, which included private schools, would help to improve the overall achievement of students. This dissertation attempts to help answer this question by examining the relative performance of public and private high schools, as well as the mechanism for school selection and the potential effects on public schools of school choice. At the individual level, data from NELS:88 is used to estimate separate models of achievement for schools in each sector, from which estimated sector achievement differentials are calculated. These differentials are then used in a structural model of school choice to determine whether parents choose schools which academically benefit their children. The results here do not support the hypothesis that private schools utilize resources more efficiently resulting in better outcomes for private school students. Controlling for school and family resources and

sample selection, no statistically significant differences between school sectors are found. Aggregate data from New York State are used to determine the relationship between public school per pupil spending and private school enrollment rates. The results here are found to be somewhat sensitive to model specification. In general there is evidence that increases in private school enrollment do not result in decreases in public school per pupil expenditure. Private school enrollment rates are not found to respond to changes in public school quality, proxied here by public school per pupil spending. All aggregate models show private school enrollment rates to be sensitive to private school tuition suggesting that educational vouchers would result in significant increases in private school enrollment.

Grissmer, David W., Shiela Nataraj Kirby, Mark Berends, and Stephanie Williamson. *Student Achievement and the Changing American Family*. Santa Monica, CA: RAND Corporation, 1994. [RAND Report no. MR-488-LE, ED388702]

Perceived declines in student achievement and family environment and the perceived ineffectiveness of increases in educational expenditures have stimulated the present investigation, which focuses primarily on estimating the change in achievement test scores that can be attributed to changing family and demographic characteristics. Family characteristics included in the analysis were income, family size, parental education levels, age of the mother at the child's birth, labor force participation of the mother, and single-parent families. The analysis estimates effects of family changes on achievement scores of a national sample of students aged 14 to 17 in 1970 to 1975 and 1990 using the National Longitudinal Survey of Youth of 1980 and the National Education Longitudinal Survey of 1988. Using test scores as the sole measure of the effects of changes in the family provides no evidence of a deteriorating family environment for youth in 1990 compared to the same age group in 1970–1975. This study does not support the view that the schools of the 1970s and 1980s have deteriorated in significant ways with respect to the schools of the 1950s and 1960s in their instruction, and it suggests that schools have made significant progress in decreasing educational inequalities for minorities.

Griswold, Carolyn Puckett. "Families, Education, And Equity: The Role Of Social And Cultural Capital." (Ph.D. dissertation, University of Georgia, 1994).

Although researchers have for some time found relationships between socioeconomic status and educational attainment, much of the variation in attainment remains unexplained, and the mechanisms through which background affects attainment have not been clear. One theory that has been proposed, but rarely tested empirically, is that family social and cultural capital affect attainment. Social capital is the set of networks through which families gain help, information, and norms; cultural capital is made up of family beliefs and knowledge about education. It is proposed that some types of social and cultural capital are resources providing special advantages in the educational system. This study investigates the relationships among socioeconomic background, social and cultural capital, and educational attainment. Of particular interest is the power of these relationships in middle school and early high school. Little has been done to explore these relationships, especially among younger students and their parents. Moreover, work needs to be done to conceptualize appropriate measures of them. This study addresses these needs, using longitudinal data from a recent nationally representative data set, the National Education Longitudinal Study of 1988 (NELS:88), collected by the National Center for Education Statistics (NCES). The study used data from a base-year survey of students who were in eighth grade in 1988, and first follow-up data collected in 1990. These data were explored using multivariate analysis tools, including regression and the Linear Structural Relations program (LISREL). Use of LISREL allowed testing of structural and measurement relationships

simultaneously. Results of this study suggest that social and cultural capital are related to background and contextual influences. Moreover, some aspects of social and cultural capital do appear to influence educational attainment above and beyond the contribution of background and contextual influences. It does appear that disadvantaged children and their families tend to lack the kinds of social and cultural capital that can be leveraged into advantage in the educational system. Moreover, regardless of socioeconomic status, students having these types of social and cultural capital are more likely to have higher attainment. Results may offer policy-makers valuable insight into what is needed to encourage postsecondary attendance.

Hektner, Joel. "When Moving Up Implies Moving Out: Rural Adolescent Conflict in the Transition to Adulthood." (Paper presented at the meeting of the American Educational Research Association, New Orleans, April, 1994). [RIEFEB95, ED374949, RC019807.]

This paper examines the influence of community context on the attitudes of rural and nonrural adolescents toward their own future geographic and social mobility. Part of a national sample in a longitudinal study of career development, the 1,060 subjects were public school students in grades 6, 8, 10, and 12 from 3 contrasting Illinois communities. Subjects completed questionnaires based on those used in the National Education Longitudinal Study (NELS), and some also participated in the experience sampling method for obtaining self-reports on activities and moods. Some analyses were replicated using NELS data. Hypotheses were that rural adolescents would be more likely than their nonrural counterparts to have future residential preferences that would be incompatible with their career aspirations, and that the resulting conflict would lead to uncertainty and negative affect regarding the future. Questionnaire data revealed a greater prevalence among rural than among nonrural adolescents of a potential conflict between the perceived importance of staying close to parents and relatives and moving away from their area. Those adolescents expressing this potential conflict were more likely to indicate feeling empty, angry, and pessimistic about their futures. Compared to urban and suburban students, rural adolescents (particularly rural males) expressed more hesitancy about pursuing further education, more anger about their futures, and more worry and lower motivation when doing activities related to their future goals.

Henry, Tamara. (8 August 1994) "Grade System Fails Pupils in Poverty." *USA Today*. 01D.

LEAD PARAGRAPH: Students in high-poverty schools tend to receive higher grades than children of the same achievement level in affluent schools, says an Education Department report that warns the inflated marks may do more harm than good.

The department's Office of Research and Improvement notes parents rely primarily on grades to determine how much their children are learning. If poorer students' grades are inflated, their parents get a distorted idea of their academic abilities or job preparedness.

KEY-WORD-IN-CONTEXT: ... grades given to 8th graders in English and math with their test scores from the National Education Longitudinal Study of 1988. Affluent schools were defined as having no more than 10 percent of students...

Ingels, Steven J., Kathryn L. Dowd, John D. Baldridge, James L. Stipe, Virginia A. Bartot, and Martin R. Frankel. *National Education Longitudinal Study of 1988. Second Follow-Up: Student Component Data File User's Manual*. Washington, DC: National Center for Education Statistics, September 1994. [NCES 94-374] Includes a copy of the Third Follow-Up (1994) questionnaire. RIEMAY95, ED378245, TM022634]

This manual familiarizes data users with the procedures followed for data collection and processing of the second follow-up student component of the National Education Longitudinal Study of 1988 (NELS:88), with the corollary objective of providing necessary documentation for use of the data file. Chapter 1 presents an overview and history of the NELS:88, a national longitudinal study of the educational, vocational, and personal development of students at various grade levels. Chapter 2 describes data collection instruments, and chapter 3 considers sample design and weighting procedures. Data collection procedures, schedules, and results are in chapter 4, while chapter 5 describes data control and preparation, and chapter 6 reviews data processing. Chapter 7 describes the organization and contents of the data file and gives suggestions for using it.

Ingels, Steven J., Kathryn L. Dowd, James L. Stipe, John D. Baldrige, Virginia H. Bartot, and Martin R. Frankel. *National Education Longitudinal Study of 1988. Second Follow-Up: Dropout Component Data File User's Manual*. Washington, D.C.: National Center for Education Statistics, October 1994. [NCES 94-375, RIEMAY95, ED378246, TM022635.]

This manual familiarizes data users with the procedures followed for data collection and processing of the second follow-up dropout component of the National Education Longitudinal Study of 1988 (NELS:88), a survey of the educational and personal characteristics of students. The dropout data file contains records for 2,028 sample members who completed the second follow-up questionnaire in 1992. Documentation for use of the data file is also provided. Chapter 1 reviews the NELS:88 study and its follow-ups and chapter 2 contains a general description of the data collection instruments. Sample design and weighting procedures as well as design effects, non-sampling measurement errors, and problematic variables are discussed in chapter 3. Chapter 4 considers data collection schedules, procedures, and results. Chapters 5 and 6 describe data control and processing respectively. Finally, chapter 7 describes the organization and contents of the data file and gives suggestions for using it.

Ingels, Steven J., and Jeffrey A. Owings. "Methodological Issues Encountered in Following a Cohort of 8th graders." (Paper presented at the COPAFS Seminar on New Directions in Statistical Methodology, Session on Longitudinal Surveys, Bethesda, May 1994).

The National Education Longitudinal Study of 1988 (NELS:88) serves as an example of how three specific problems of representativeness in a longitudinal study may be approached and overcome. NELS:88 was designed to provide longitudinal data about the educational transitions experienced by students as they leave eighth grade and move through high school and postsecondary education. The cohort, initially 26,432 students, is being followed at 2-year intervals. The three key issues that are discussed are: (1) eligibility and exclusion rules and the measures taken to deal with undercoverage resulting from exclusion; (2) the need for sample freshening to ensure representative sophomore and senior cohorts in 1990 and 1992; and (3) attempts to minimize sample attrition and nonresponse error. Longitudinal designs are a powerful vehicle for measuring individual-level change. At the same time, they have distinct limitations, which can be overcome by careful execution and research design.

Ingels, Steven J., Barbara L. Schneider, Leslie A. Scott, and Stephen Plank. *National Education Longitudinal Study of 1988: A Profile of the American High School Sophomore in 1990*. Washington: National Center for Education Statistics, December 1994. [NCES 95-086, RIEJUL95, ED380515, TM022887]

This report profiles the American high school sophomore in the 1989–90 school year using data from the National Education Longitudinal Study. It describes the tested achievement of sophomores in mathematics and patterns of course-taking in mathematics, as well as English, science, and social studies. The report summarizes sophomore reports of how they and their families make decisions about school, work, and college plans. Also examined are sophomores' reports of their future plans, including educational expectations. Just over 11 percent were not able to perform simple arithmetic operations on whole numbers, but about one-fourth had mastered simple problem solving, but not complex problem solving. Just over 22 percent had achieved the highest level of mathematics mastery, that is, conceptual understanding and complex problem solving. Geometry and foreign language were among the key “gatekeeper” courses for college admission. Overall, gender differences were small, but students did differ in mathematics achievement by socioeconomic status and by high school program placement. While black and white students had similar educational expectations, blacks were much less likely to have taken geometry and foreign languages.

Ingels, Steven J., Leslie A. Scott, Donald A. Rock, Judith M. Pollack, and Kenneth A. Rasinski. *National Education Longitudinal Study of 1988. First Follow-Up Final Technical Report, Base Year to First Follow-Up*. Washington, DC: National Center for Education Statistics, October 1994. [NCES 94-632, RIEJUN95, ED379315, TM022680, RS88003001.]

Technical aspects of the first follow-up survey for the National Education Longitudinal Study of 1988 (NELS:88) are documented and summarized. Some information overlaps materials in the users' manuals for this follow-up, such as the overview and general descriptions of data collection, sampling, weighting, variance estimation, nonresponse patterns, and discussions of data control and processing. Unique to this report are: (1) psychometric documentation of the NELS:88 first follow-up tests; (2) documentation of the confidentiality and deductive disclosure analyses conducted with first follow-up data; (3) the detailed report on the base year ineligible study; (4) expanded standard error/design effects tables; (5) samples of district contact letters and permission forms; (6) documentation of the update of addresses for the High School and Beyond Study; (7) content abstracts of publications about the NELS:88; (8) Spanish language survey instrumentation; and (9) a glossary of study terms.

Ingels, Steven J., Lisa Thalji, Paul Pulliam, Virginia H. Bartot, and Martin R. Frankel. *National Education Longitudinal Study of 1988. Second Follow-Up: School Component Data File User's Manual*. Washington: U.S. National Center for Education Statistics, September 1994. [NCES 94-376, RIEMAR95, ED376212 TM022337.]

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the second follow-up school component of the National Education Longitudinal Study of 1988 (NELS:88) and to provide the necessary documentation for use of the data file. Chapter 1 contains an overview and the history of the NELS:88 and the studies it comprises. Chapter 2 is a general description of the data collection instruments used in the NELS:88 second follow-up. Sample design and weighting procedures are documented in Chapter 3, including standard errors, design effects, and nonsampling measurement errors. Data collection procedures, schedules, and results are presented in Chapter 4. Chapter 5 describes data control and preparation, and Chapter 6 describes data processing. Chapter 7 describes the organization and contents of the data file and provides suggestions for using it.

Ingels, Steven J., Lisa Thalji, Paul Pulliam, Virginia H. Bartot, and Martin R. Frankel. *National Education Longitudinal Study of 1988. Second Follow-Up: Teacher Component Data File User's*

Manual. Washington, DC: National Center for Education Statistics, September 1994. [NCES 94-379, RIEMAY95, ED378213, TM022567.]

This manual was produced to familiarize data users with the procedures followed for data collection and processing of the second follow-up teacher component of the National Education Longitudinal Study of 1988 (NELS:88) and to provide the necessary documentation for use of the data file. The NELS:88 teacher component was designed to provide teacher information that could be used to analyze the behaviors and outcomes of the student sample. The teacher survey instrument was administered to one mathematics or science teacher of second follow-up sample members enrolled in mathematics or science in a NELS:88 sampled school. It collected teacher evaluations of student characteristics, and performance and curricular information. Parts 1, 2, 3, and 4 contain an overview of the study, descriptions of data collection instruments and processes, and a review of sample design and weighting. Parts 5 and 6 describe data control, preparation, and processing. Chapter 7, and Appendix D, contain the information necessary to use the file. In all, there are 10 appendixes with supplemental information.

Ingels, Steven J., Lisa Thalji, Paul Pulliam, Virginia H. Bartot, and Martin R. Frankel. *National Education Longitudinal Study of 1988. Second Follow-Up: Parent Component Data File User's Manual*. Washington, DC: National Center for Education Statistics, September 1994. [NCES 94-378, RIEAPR95, ED377237, TM022499.]

This manual familiarizes data users with the procedures followed for data collection and processing of the second follow-up parent component of the National Education Longitudinal Study of 1988. It also provides documentation necessary for use of the data file. Chapter 7 and Appendix E in particular contain essential information that allows the user to work with the data. The rest of the manual provides a wide range of information on the design and conduct of the survey. Chapter 1 is an overview of the study, which examined the achievements of students at various grade levels. The parent follow-up sample consisted of over 17,750 parents or guardians. Chapter 2 contains a general description of data collection instruments. Sample design and weighting are discussed in Chapter 4, while Chapter 5 describes data control. Chapter 6 describes data processing, and Chapter 7 reviews the organization and contents of the file.

Jaskir, John. "The Application of Proficient Scaling on the Measurement of Change." (Ph.D. dissertation, Rutgers University, 1994).

Characterizing individual change in longitudinal research has been traditionally dominated by the use of the difference score. It is argued in the present study that there is a need to go beyond that of a single change measure and to characterize individuals according to the cognitive processes or structures used within a particular domain. This is particularly important when assessment is used for diagnostic purposes. A model-based procedure is presented which provides qualitative information about an individual's initial status as well as changes in status. In the present study the problem of measuring change is reexamined within the framework of proficiency scaling. The usefulness of proficiency scaling in describing individual change was demonstrated within the mathematical section of the National Education Longitudinal Study of 1988 (NELS:88). Data from 5837 students who took the base year and first follow-up tests were used. The results suggested that proficiency gain scores were more advantageous than gain scores derived using the total test score. Specifically, the use of proficiency gain scores: (1) provided qualitative information about what skills a person had learned and which ones still needed development; (2) minimized the usual psychometric problems associated with traditional change scores; and (3) showed higher validity coefficients with process variables than those generated by the more

traditional methods. The construct validity of the proficiency scores was established by differentiation between groups and correlations with process variables. Item response theory methods using a formal Bayesian approach were used to generate the proficiency gain scores along with the item parameters and estimates of student ability. A finding was that gain scores derived from the Bayesian estimates of ability had better psychometric properties when measuring change in an adaptive longitudinal design over gain scores generated from procedures normally used, i.e., LOGIST. Using the Bayesian gain scores the usual negative relationship with initial status was not found and higher validity coefficients with process variables were observed than those generated by LOGIST.

Jordan, Will J., Julia Lara, and James M. McPartland. *Exploring the Complexity of Early Dropout Causal Structures*. Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Students, August 1994. Research Report 48 [RIEFEB95, ED375227, UD030130, R117R90002.]

This study analyzes NELS:88 data from a dropout sample of students who were enrolled in the eighth grade in 1988 but who were not enrolled in school in 1990. The data for this analysis were collected in spring 1990 to examine reasons for dropping out and plans for dropouts to resume their education. In both areas, differences were found on race-ethnicity and gender. Concerning reasons for dropping out, a larger percentage of white and Hispanic dropouts cited school-related factors as a cause than did African Americans; African American dropouts cited suspension and expulsion more often than any other group. A significantly larger percentage of male than female dropouts cited job-related factors; females cited family-related reasons more often than did white females. The overwhelming majority of dropouts did have plans for resuming their education, but these plans differed by race-ethnicity and gender. Both male and female white dropouts more frequently planned to take equivalency tests; Hispanic adolescents favored attending alternative high schools, and African American adolescents more often planned to return to a regular high school to earn their diplomas.

Keith, Patricia B., and Marilyn V. Lichtman. "Does Parental Involvement Influence The Academic Achievement Of Mexican-American 8th graders? Results from the National Education Longitudinal Study." *School Psychology Quarterly* 9 (4) (December 1994): 256–273. [Originally a paper presented at the meeting of the American Educational Research Association, San Francisco, April, 1992.]

Examined the influence of parental involvement on the academic achievement of 1,714 8th-grade Mexican-American children. The structural equations model used considers and controls for diversity of family backgrounds and values, parents' English language proficiency and place of birth, students' previous achievement, and home rules. The most salient finding was that parental involvement influenced overall academic achievement, as well as promoting gains in the specific subject areas of reading, mathematics, science, and social studies. The strongest influence on academic achievement was previous achievement. Parents' English proficiency influenced parental involvement; those parents with less proficiency had higher educational aspirations for their children. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved.)

Kennedy, Eugene, and Hae Seong Park. "Home Language as a Predictor of Academic Achievement: A Comparative Study of Mexican-and Asian-American Youth." *Journal of Research and Development in Education* 27 (3) (March 1994):188-94. [CIJDEC94. EJ488803. SP523439].

Researchers examined relationships between students' home language and academic achievement. National Education Longitudinal Study data indicated socioeconomic and social psychological variables explained the association of home language with academic performance for Mexican-Americans. For Asian Americans, speaking another language at home related positively to grades and negatively to reading scores.

Kim, Hyunyoung. "Reexamination of the Model Minority Stereotype Through the Analysis of Factors Affecting Higher Education Aspirations of Asian American Students." (Ph.D. dissertation, North Carolina State University of Raleigh, 1994).

The four-fold purpose of this study was: (a) to examine differences between Asian American students and other racial groups in terms of higher education aspirations, academic achievement, and socioeconomic characteristics, (b) to examine differences among six Asian American groups in terms of higher education aspirations, academic achievement, and socioeconomic characteristics, (c) to identify factors related to Asian American students' higher education aspirations, and (d) to investigate the effects of the selected factors on higher education aspirations of Asian American students. This study was based on the 1990 First Follow-Up Survey of the 1988 National Education Longitudinal Study (NELS:88). This present study was concerned with Asian Americans, Latinos, African Americans, and whites. To balance the sample size of each group, this study employed systematic random sampling. As a result, the actual sample size was 3,820 (973 Asian Americans, 934 Latinos, 939 African Americans, and 974 whites). The 973 Asian Americans include 257 Chinese, 210 Filipinos, 67 Japanese, 151 Koreans, 188 Southeast Asians, and 100 South Asians. Descriptive statistics, analysis of variance, Scheffe's multiple comparison, and multiple regression analysis using the backward elimination method were used to test 15 research null hypotheses of this study. The findings of this study led to the following conclusions: (a) Among the nationwide sample of tenth graders, Asian American students as a group excel over white, African American, and Latino students in terms of academic achievement, educational aspirations, and parental level of education; (b) Higher educational level does not appear to lead to higher occupational status for Asian Americans, as it does for white Americans; (c) Asian American students are extremely diverse and heterogeneous in terms of academic achievement, higher education aspirations, and socioeconomic characteristics; (d) Asian American female students, Chinese in particular, tend to have lower educational aspirations than their male counterparts, whereas African American male students and Latino male students tend to have lower educational aspirations than their female counterparts; (e) Parental expectations and self-concept and vision appear to be the most important factors affecting higher education aspirations, regardless of racial background of students; and (f) Students' academic, socioeconomic, and demographic characteristics appear to have a greater impact on Asian American students' higher education aspirations than institutional characteristics.

Lee, Valerie E., David T. Burkam, Herbert Zimiles, and Barbara Ladewski. "Family Structure and its Effect on Behavioral and Emotional Problems in Young Adolescents." *Journal of Research on Adolescence* 4 (3) (1994): 405–437.

Investigated the incidence of school-related emotional and behavioral problems associated with variation in family structure in young adolescents using 16,621 8th graders from the National Education Longitudinal Study of 1988. Using a multinomial-logit model, the unique association of family structure with these problems was evaluated after adjusting for demographic differences. Interactions between the students' gender and that of the custodial parent critically influenced outcomes, suggesting increased problems for girls of this age from families in which

the mother has remarried or the natural father has custody. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved.)

Lee, Valerie E., and Robert G. Croninger. "The Relative Importance of Home and School in the Development of Literacy Skills for Middle-Grade Students." *American Journal of Education* 102 (3) (May 1994): 286–329.

The respective home environments of poor and middle-income children affect their literacy development and leads to substantial differences in reading ability and behavior. Schools can mediate home influences and may either ameliorate or magnify the inequities in reading development related to family economic conditions. This study tests these contentions in a sample of poor (n = 2,037) and middle-class (n = 4,062) 8th graders from the National Education Longitudinal Study of 1988. Home and school effects on a standardized test of reading comprehension are explored with hierarchical linear modeling. While homes exert an important influence on this outcome, findings focusing on schools and classrooms are emphasized. The study also highlights school conditions and policies that foster social equity in the literacy development of young adolescents. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved.)

Lee, Valerie E., and Julia B. Smith. *Effects of High School Restructuring and Size on Gains in Achievement and Engagement for Early Secondary School Students*. Madison, WI: Center on Organization and Restructuring of Schools; Wisconsin Center for Education Research, April 1994. [RIEOCT94, ED370210, EA025845, R117Q00005-94.].

School restructuring continues to be a common approach to improving education. Despite restructuring's continued and growing support, there is little research to support its effectiveness. The theoretical contrast exposed in school restructuring is between bureaucratic and organic organizational forms. A study assessed the effect of restructuring on students during their early high school years. Data were used from the first two waves of the National Education Longitudinal Study of 1988 with a nationally representative sample of 11,794 high school sophomores in 820 secondary schools. Restructuring effects were evaluated on gains in students' engagement and achievement in mathematics, reading, social studies, and science between grades 8 and 10, as well as the social distribution of the gains. Schools were categorized as restructured, moderate, or traditional based on 30 structural practices measures. Restructured high schools and unrestructured schools were contrasted with traditionally reformed schools. High school size was an important structural feature. Results showed that students' achievement and engagement were significantly higher in restructured schools and lower in unrestructured schools. Achievement and engagement gains were also more equitably distributed in restructured schools. Smaller schools also had higher and more equitable engagement and achievement.

Lee, Valerie E., and Julia B. Smith "High School Restructuring and Student Achievement. A New Study Finds Strong Links." *Issues in Restructuring* Madison, WI: Center on Organization and Restructuring of Schools; Wisconsin Center for Education Research, September 1994. [RIEAPR95, ED376565, EA026258, R117Q00005-94.]

The recent movement to restructure schools has raised fundamental questions: Can changes in school structure improve student performance? Under what conditions might some structures be more effective than others? This document presents findings from Lee and Smith's study that examined the role of school restructuring on student performance. Methodology was based on an analysis of data collected as part of the National Education Longitudinal Study (NELS) in 1988

and 1990. The standardized test scores of 11,794 students in mathematics, reading, social studies, and science were traced as they moved from grades 8 to 10. Information about the schools' reform efforts was used to classify the schools as traditional, moderate, or restructuring. Findings indicate that not only were student achievement gains in the first 2 years of high school significantly higher in the restructured schools than in the traditional schools, but those gains were also distributed more equitably. Students in the restructured schools learned more, as indicated by test results, and were more engaged than their counterparts. Students in smaller high schools made greater gains in academic performance in all four areas, and those gains were more equitably distributed across the student body. The results lend support to the communal, rather than bureaucratic, school model. The document includes commentaries by two academic researchers—Anthony S. Bryk and Milbrey W. McLaughlin—and an article by Leon Lynn, who presents interpretations of Lee and Smith's study by three experienced high school principals. Finally, comments are offered by the director and associate director of the Center on Organization and Restructuring of Schools.

Marsh, Herbert W. "Using the National Longitudinal Study of 1988 to Evaluate Theoretical Models of Self-Concept: The Self-Description Questionnaire." *Journal of Educational Psychology* 86 (3) (September 1994): 439–456.

Self-concept scales (Math, English, Parent Relations, Same-Sex Peer Relations, and Opposite-Sex Peer Relations) from the Australian Self-Description Questionnaire II (SDQII) were included in the National Education Longitudinal Survey of 1988 (NELS:88). Mean differences that were based on responses by 17, 544 (NELS:88) US and 1,147 (SDQII normative archive) Australian students were small, and gender differences (girls higher for English and Same-Sex Relations but lower for Math) were similar for both countries. Structural equation models relating mathematics and English achievement scores, school grades, self-concepts, and school average abilities replicated and extended previous results that were based on the internal/external frame of reference model and the big-fish-little-pond effect. The results support the construct validity of the SDQII responses in the NELS:88 data and have implications for self-concept theory, measurement, and practice. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved.)

McGrew, Kevin S., and Others. "Matching Information in National Data Collection Programs to a Model of School Completion Outcomes and Indicators." *National Center on Educational Outcomes Technical Report 7*, January 1994. [ED379905, EC303785, H159C00004, RIEJUL95.]

This study mapped the correspondence between indicators included in "Educational Outcomes and Indicators for Students Completing School," developed by the National Center on Educational Outcomes (NCEO), and indicators included in national data collection programs. These data collection programs included such efforts as the National Assessment of Educational Progress, the National Longitudinal Transition Study of Special Education Students, the National Education Longitudinal Study of 1992, the National Health Interview Survey, and others. Results indicated that important school completion outcomes for all students are substantially represented in the national data collection system. Across 13 national data collection programs, 91 percent of the NCEO school completion outcome indicators were found to be represented by at least one measure. However, it is currently not possible to produce comprehensive reports about the status of students with disabilities due to the significant exclusion of such students from data collection programs and the variable or nonexistent identification of such students in national data collection programs. Recommendations are provided to realize the potential for producing useful policy-relevant information regarding school completion outcomes for students with disabilities.

McMillen, Marilyn M., Phillip Kaufman, and Summer D. Whitener. *Dropout Rates in the United States: 1993*. Washington, DC: National Center for Education Statistics, September 1994. [NCES 94-669]

This report looks at high school dropout and retention rates.

Muller, Chandra. 1994. "Gender Differences in the Relationship of Parent Involvement with Adolescent Academic Behavior." Paper presented at the Annual Meeting of the American Sociological Association (August).

Muller, Chandra. 1994. "Intergenerational Networks and Academic Behavior Among Adolescents: The Role of Parent Friendships in the Lives of Teens." Paper presented at the Annual Meeting of the American Sociological Association (August).

Muller, Chandra. 1994. "Parent Involvement Strategies and Achievement Gains Among Adolescents." Paper presented at the Annual Meeting of the American Educational Research Association (April).

"National School Matters: Notes, Ideas, Trends In Education: Education Chief Wants Help For Parents." (11 September 1994) *Atlanta Constitution*. 1

LEAD PARAGRAPH: As part of a broad initiative by the U.S. Department of Education to strengthen the role parents play in their children's learning, Education Secretary Dick Riley last week said he will try to persuade corporate America to give busy parents more flexible work schedules and time off to improve their children's educational performance.

Riley cited three factors over which parents exercise authority-student absenteeism, the variety of reading materials in the home, and excessive television watching-as explaining 90 percent of the difference between good and bad 8th grade scores nationwide on one particular standardized test.

KEY-WORD-IN-CONTEXT:

Parents can no longer depend on schools to look out for their child's interests, said Dr. Chandra Muller, an assistant professor of sociology at the University of Texas in Austin, who is one of more than 150 researchers now analyzing the data from the Survey, the National Education Longitudinal Study.

"Parenthood Boosts Dropout Rate." (14 September 1994) *Chicago Sun-Times*. 30. [An Associated Press story.]. Based on the 1993 annual dropout report (see McMillen, Kaufman and Whitener).

Peng, Samuel S. "Understanding Resilient Students: The Use Of National Longitudinal Databases." *Educational Resilience in Inner-City America: Challenges and Prospects*. Eds. Margaret C. Wang and Edmund W. Gordon. Hillsdale, NJ: Lawrence Erlbaum Associates, 1994.

Peng, Samuel S., and Susan T. Hill. "Characteristics And Educational Experiences Of High-Achieving Minority Secondary Students In Science And Mathematics." *Journal of Women and Minorities in Science and Engineering* 1 (1994): 89-104.

Peng, Samuel S., and Ralph M. Lee. "Educational Experiences And Needs Of Middle School Students In Poverty." *Rethinking Policy For At-Risk Students*. Eds. Kenneth K. Wong and Margaret C. Wang. Berkeley, CA: McCutcheon Publishing Corp., 1994. [ED364628]

Students in poverty areas still perform poorly on achievement tests, have high dropout rates, and are not receiving the kind of assistance they need. This paper reports the educational experiences and needs of middle school students in poverty. Specific topics include: (1) the distribution of middle school students in poverty by social background, community type, and geographic region; (2) educational opportunities for middle school students in poverty as measured by school characteristics, curriculum, teacher qualification, and special services; (3) deficiencies in student performance in school; and (4) educational emphases for the future. In addressing most of these topics, students in poverty are compared with less economically disadvantaged students. Study results do not show any significant differences in curriculum requirements and offerings; thus, no special effort would be necessary in that area. However, the study does reveal deficiencies in teacher qualifications for students in poverty. More qualified and experienced teachers, especially teachers with positive attitudes toward students, are needed in schools where students in poverty concentrate. In these schools, emphasis should be placed on programs for improved safety and discipline, teacher improvement, improved student attendance and classroom behaviors, and improved communication with parents including support to parents in teaching students what is right.

Peng, Samuel S., and DeeAnn Wright. "Explanation Of Academic Achievement Of Asian American Students." *Journal of Educational Research* 87 (6) (July 1994): 346–352. [An earlier version was given at the meetings of the American Statistical Association, Ft. Lauderdale, FL, January, 1993; see Peng and Wright: "Learning programs at home...."].

Hypothesized that Asian American students have higher academic achievement than other minority students because they are more likely to experience certain home environments and educational activities that are conducive to learning. Data were drawn from the base-year survey of the National Education Longitudinal Study of 1988. The sample included 1,527 Asian Americans, 3,171 Hispanics, 3,009 blacks, and 299 Native Americans, as well as 16,317 White and 276 other students. Findings indicate that Asian American students were more likely to live in an intact 2-parent family, to spend more time doing homework, and to attend more lessons outside of school. Also, Asian American parents had higher educational expectations for their children, although they did not directly help their children in schoolwork more than other parents. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved.)

Rasinski, Kenneth A., David Mingay, and Norman M. Bradburn. "Do Respondents Really "Mark All That Apply" On Self-Administered Questions?" *Public Opinion Quarterly* 58 (3) (September 1994): 400–408.

Assessed the effect of using "mark all that apply" (MATA) question instructions on survey reporting, as part of the field test for the 2nd follow-up of the National Education Longitudinal Study of 1988 (K. Dowd et al, 1991). MATA instructions were compared with instructions asking respondents (2,210 8th graders) to indicate "yes" or "no" to each response option on responses to 3 items dispersed throughout the questionnaire and consisting of different topics and numbers of response options. For the 3 items, significantly fewer response options were selected with the MATA instructions than with the yes/no instructions, but because external validity criteria were not available, overreporting to the yes/no instructions cannot be ruled out. Instruction-dependent primacy effects, predicted under the hypothesis that respondents would engage in more

superficial processing when given the MATA instructions, were not found. (PsycINFO Database Copyright 1995 American Psychological Assn, all rights reserved.)

Rasinski, Kenneth A., and Steven Pedlow. "Using Transcripts to Study the Effectiveness of Vocational Education." *Journal of Vocational Education Research* 19 (3) (1994): 23–43. [CIJDEC95, EJ507743, CE528109.]

Analysis of transcript data from the National Education Longitudinal Study 1988 8th graders Second Follow-up found no significant impact of vocational education on math, science, or reading achievement. Vocational education in the first two years of high school may indirectly affect drop-outs. Agriculture and technical/communications courses directly lead to reduced propensity to drop out.

Richards, Bruce Allen. "The Impact Of Demographic, Parental Monitoring Variables And Family Structure On Asian 8th grade Youth Relative To Participation In Non-Formal Education (Japanese, Chinese, Filipino, Korean, Indochinese)." (Ph.D. dissertation, Pennsylvania State University, 1994).

Data from the National Education Longitudinal Study of 1988 (NELS:88) conducted by the National Center for Education Statistics were used to examine the relationships of demographic factors, parental monitoring variables and family structure on two groups of Asian youth: (1) affluent Asians of Japanese, Chinese, Filipino or Korean descent, and (2) Indochinese Asians (less affluent) of Southeast Asian descent and compared them to non-Asians. This study examined Hu's (1989) bi-polar model of American Asian socioeconomic status using descriptive statistics and regression analysis. Moreover, these data were used to determine the level of impact the aforementioned variables had on non-formal educational programs. The target sample included a sample of 24,599 8th grade students from 1,052 schools participating in the study. Percentages, frequencies and block (multiple) regression were computed to examine the relationships and differences between the dependent variable (participation in non-formal education) and the independent variables (demographic, parental monitoring, and family structure factors). Overall findings showed little difference between Asian youth and non-Asian youth relative to their participation in non-formal education. Socioeconomic status and the number of siblings were variables showing the most significance between groups. Demographic factors showed that Asians were primarily located in urban areas in western and southern United States. Parental monitoring variables were nearly the same among all three groups with the exception of parental contact with the schools, of which both Asian groups showed less contact. Family structure variables revealed larger families with the Indochinese. Participation in service-learning programs was suggested as a possible alternative for bridging non-formal programs (like 4-H, scouting) with formal education.

Rock, Donald, Jeffrey Owings, and Ralph Lee. "Changes In Math Proficiency Between 8th And 10th Grades." Washington, DC: National Center for Education Statistics, January 1994. Statistics in Brief [NCES 93-455, ED372928, SE054210, RIEDEC94.]

Between 8th and 10th grades, many students are asked to make curriculum-related decisions that may ultimately influence their achievement in core academic subjects such as mathematics. While past achievement often limits the level of courses available to a student, aspirations for postsecondary education ultimately determine the level of mathematics needed to meet selected occupational or postsecondary education goals. The interrelationships between coursework, prior achievement, and aspirations may be seen in a recent study. This report presents findings from

this longitudinal study regarding changes in mathematics proficiency levels experienced by students as they moved from 8th to 10th grade. Data were obtained from the base year and first follow-up surveys of the National Education Longitudinal Study of 1988 (NELS:88). The scope of the NELS:88 sample used is limited to the 16,659 students who were attending school both at the time of the base year and first follow-up. The findings include: (1) Students who take higher level mathematics courses (i.e., geometry, algebra II, trigonometry, pre-calculus, calculus) between 8th and 10th grades are more likely to be classified as being proficient at higher levels of mathematics than are students who do not take higher levels of mathematics courses; (2) Students who have fallen furthest behind by 8th grade are the ones who are most likely to continue to fall behind 2 years later; and (3) Students who expect to go to college are classified at higher mathematics proficiency levels at the 8th grade level.

Rubenstein, Carin. (22 September 1994). "Beyond Bake Sales: Helping To Improve Schools." *New York Times*. 6.

Rubenstein, Carin. (8 September 1994). "Success In School Is Called A Family Endeavor." *New York Times*. 2.

Schiller, Kathryn S. "Private And Public Schools In Two Decades: Sophomore Classes Of 1980 And 1990 Compared." (Paper presented at the meetings of the American Educational Research Association, New Orleans, April 1994.)

Schneider, Barbara, David Lee Stevenson, and J. Link. "Social And Cultural Capital And Early School Leavers." (Paper presented at the meetings of the American Educational Research Association, New Orleans, April 1994).

Seo, Diane. (13 November 1994). "A Lesson In Musical Chairs\Plagued by an Ever-Shifting Enrollment, Inner City Schools Have Become Revolving Doors, Leaving Teachers Frustrated and Programs in Disarray." *Los Angeles Times*. 14.

LEAD PARAGRAPH: At Dorsey High School in the Crenshaw District, about 1,000 student-nearly 90 percent of the enrollment-will either leave or enter some time after the school year begins. The situation is only a little better at the 1,700 student Bethune Middle School in South-Central Los Angeles, which lost 713 students and gained 513 last school year. "Transiency has always been one of our monumental problems in the inner city," said Bethune Principal Edith Morris. "It breaks up the continuity of our whole program and it drastically affects test scores because youngsters don't have any continuity in their education."

KEY-WORD-IN-CONTEXT:

...later," Locke teacher Cynthia Williams said. "We lose a lot of books that way."

The National Education Longitudinal Study of 1988 also found that students who change schools twice by eighth grade are...

Smith, Thomas M. "Discussion: Education Research Using The Schools And Staffing Survey And The National Education Longitudinal Survey." *Proceedings of the Social Statistics Section, American Statistical Association* (1994): 213-215. [Discusses a paper by Akerhielm and one by Swain, q.v. This paper also appears in "Schools and Staffing Survey: 1994: Papers presented at the 1994

meetings of the American Statistical Association.” *National Center for Education Statistics Working Paper*, NCES 95-01, January, 1995, pp. 77–79.]

Smith-Maddox, Renee P. “African American 8th graders: Factors Affecting Their Educational And Occupational Aspirations.” (Ph.D. dissertation, Brandeis University, 1994).

Concerns about the effectiveness of public schools to prepare students for employment and higher education have received considerable attention from parents, scholars, and policymakers. Often the least effective school systems are in urban communities with the least resources. The resources available to families and the actions parents take with their children at home, in school and in the community can ensure that their children have opportunities to realize their educational goals and career expectations. Within this context, parent involvement has emerged as a major policy issue in the education reform movement. This study uses cross-sectional data from the 1988 National Education Longitudinal Study of 8th graders (NELS:88) to examine five domains of influence on the educational and occupational aspirations of 2,607 African American 8th graders. The five domains are students, familial, school, teacher and neighborhood measures. In addition, placement in ability groups and access to social resources are included in the analysis as mediating factors. The regression analyses show that the most important predictors of aspirations are grades, poverty status, parent’s expectations and attending a Catholic school. Reading test scores, father’s occupation, parent’s education, low-ability group assignment in two courses, and discussing high school plans and careers with a teacher and an adult outside of the family also tend to be important for educational aspirations while gender, attending schools in rural areas, and high-ability group assignment in one or two courses are important for occupational aspirations. Subsample analyses based on poverty status, urbanicity of the respondent’s school, and school region were also conducted to determine within-group differences among African American adolescents. The findings suggest that career education should be an integral part of the middle school curriculum. This study also contributes to our understanding of the role of family, school and the community in keeping the career and educational options of adolescents open.

Snow, R. E., and M. M. Ennis. “Correlates Of High Mathematical Ability In A National Sample Of 8th graders.” *From Psychometrics To Giftedness*. Eds. C. P. Benbow, and D. Lubinski. Baltimore, MD: Johns Hopkins University Press, 1994.

Spiegel, Amy Noelani. “Student and School Variables Related to the Academic Engagement of At-Risk Students.” (Ph.D. dissertation, University of Minnesota, 1994).

A national sample of 3,234 students considered “at-risk” for leaving school before high school graduation because of low socioeconomic status was selected for inclusion in this study. These students were participants in the National Education Longitudinal Study of 1988 (NELS:88). Because engagement in school has been theoretically and empirically linked to dropout behavior, this study investigated the involvement in school or “academic engagement” of the students at risk, using variables from a survey indicating student attendance and preparedness for class. A significant relationship between level of engagement and problem behavior was found, suggesting students at lower levels of engagement have higher than expected levels of problem behavior. A significant relationship between level of engagement and academic achievement was also found, indicating students with higher levels of engagement tend to have higher academic achievement scores. A discriminant analysis was performed to investigate the relationship between level of engagement and six school characteristics found to be present in “effective” schools: Academic Press, Discipline, Parental Involvement, School Climate, School Leadership, and Teacher-Pupil Ratio. One significant discriminant function was found. The school variables

contributing most to this function were School Climate, Discipline, and Parental Involvement. Schools with more positive school climate and more consistent and fair discipline policies tended to have students engaged at higher levels. Schools that initiated more parent contact tended to have at-risk students engaged at lower levels. The results suggest that the level of academic engagement of students at risk is related to important student outcomes, and that certain school variables are significantly related to level of engagement of students at risk.

Steele, Sara M., Kalyani Rai, Marsha A. Appel, and Ruth Witt Jensen. *Getting Acquainted With U.S. Tenth Graders: Implications for nonschool programs*. Madison, WI: Department of Continuing and Vocational Education, November 1994. [ED392801].

This report is based on the second survey in the National Education Longitudinal Study of 1988 series (NELS:88). Data are from a questionnaire administered to 20,706 10th graders and dropouts in 1990. The study design resulted in a sample representative of 10th graders across the country. The wealth of NELS:88 data makes it difficult to organize and summarize the findings. Overall, the main variables examined (ethnicity, socioeconomic status, family type, sex of student, urbanicity, region, and former 4-H participation) showed little difference for more than three-fourths of the items examined. Ethnicity and family type were the two variables showing the most difference, followed by socioeconomic status. The differences found among 10th graders, while sometimes substantial, were rarely traceable primarily to a demographic characteristic. Areas of concern are: (1) the percent of tenth graders with high occupational aspirations whose educational programs were not consistent with their expectations; (2) the percent using substances; and (3) the percent who had difficulty with the tests included in the study.

Stevenson, David Lee, Kathryn S. Schiller, and Barbara Schneider. "Sequences of Opportunities for Learning." *Sociology of Education* 67 (3) (July 1994): 184–198. [CIJMAR95, EJ493915, SO525988.]

Asserts that students' opportunities to learn subjects can be organized into sequences that span grades and schools. Examines national patterns in opportunities for learning mathematics and science from grade 8 to grade 10. Finds that the level of mathematics in grade 8 is closely related to that taken in high school, but this is not true of science courses.

Swaim, Paul. "Work Experience, Local Labor Markets, And Dropping Out Of High School." *Proceedings of the Social Statistics Section, American Statistical Association* (1994): 207–212. [See also Smith, Thomas M.: "Discussion...". This paper also appears in "Schools and Staffing Survey: 1994: Papers presented at the 1994 meeting of the American Statistical Association." *National Center for Education Statistics Working Paper*, NCES 95–01, January, 1995, pp. 71–76.]

Taylor, Dianne L., and Abbas Tashakkori. "Predicting Teachers' Sense of Efficacy and Job Satisfaction Using School Climate and Participatory Decision Making." (Paper presented at the meetings of the Southwest Educational Research Association, San Antonio, January 1994.) [RIEAUG94, ED368702, SP035134.]

This study examined the relationship of teacher decisional participation and school climate to teachers' sense of efficacy and their job satisfaction. Data came from the National Education Longitudinal Study of 1988 (NELS:88) project, involving 1,035 schools with eighth grade students, and from the 1990 follow up of 1,296 schools. The final data set involved 9,987

teachers and 27,994 ratings of students. Results indicate that school climate has a noteworthy association with job satisfaction; however, the relationship between climate and sense of efficacy is limited. Climate was found to be composed of three elements: principal leadership, faculty collegiality, and student discipline. Each of these climate components had a relatively strong association with teachers' feelings of job satisfaction. Participation in decision making did not explain as much of the variance in job satisfaction as the climate variables, and accounted for very little of the variance in teachers' sense of efficacy. Results tentatively suggest that satisfaction mediates the relationship between perceptions of school climate and a sense of efficacy.

Tuma, John. "Measuring Enrollment and Participation in Secondary Vocational Education with High School Transcript Records." *Journal of Vocational Education Research* 19 (3) (1994): 3–22. [CIJDEC95, EJ507742, CE528108.]

Four national transcript data sets were analyzed to determine the following: vocational education participation of high school graduates declined 1982–1992, academic participation increased, vocational credits completed fell by one-third, and fewer advanced vocational courses were completed. Reliability, validity, and cost effectiveness of using transcript data were demonstrated.

"What Do Student Grades Mean? Differences Across Schools." *Education Research Report* (January 1994). [RIEJUL94, ED367666, TM021103.]

In spite of widespread concerns about low academic achievement nationally, parents generally have expressed satisfaction with their own children's achievement and schools, largely because their children's grades suggest that they are doing well. This report examines what student grades tell about achievement through the use of data from the National Education Longitudinal Study of 1988 (NELS:88). Overall, the average grade today is a "B." Comparisons of schools in high-poverty areas and those in more affluent areas indicate that "B" students in high-poverty schools have about the same NELS:88 test scores as do students receiving "D" or lower in schools with the lowest concentrations of poor students. "C" students in the poorest schools had about the same test scores as failing students in the most affluent schools. While NELS:88 scores are only one indicator, other indicators also show the need to improve the quality of education in schools, particularly in poverty areas. Parents need to ask how grades are determined, and whether the student is receiving an appropriately challenging education.

Yu, Hahn Cao. "The Complexity Of Diversity: Understanding The Multiple Worlds Of Vietnamese High School Students." (Ph.D. dissertation, Stanford University, 1994).

The growing complexity in educating today's diverse youth threatens to overwhelm those on the frontlines of American public schools. Among the fastest growing groups in California classrooms are those from Vietnam. How educators come to understand Vietnamese students' multiple adjustment, academic, and developmental needs and formulate programs and services, will greatly impact the students' preparedness to become productive members of society. Previous studies have not critically examined how immigrant students' developmental needs can be met, given the contexts in which they arise, and few have adopted the students' perspective. In this study, I address the following: (1) What are the challenges and resources for Vietnamese immigrant adolescents in their adjustment to American schools and society? (2) What are the domains of adaptation and how do they interact? (3) From the students' perspective, what school strategies promote adjustment, development, and achievement? This exploratory study involves 13 case studies and 301 surveys of Vietnamese adolescents in two high schools. In-depth

interviews with students, teachers, counselors, and administrators are analyzed. Survey data place case study students relative to school-level and national (NELS: 88) student data. This research focuses on the students' multiple worlds of family, school, and peers, and their negotiation of the border crossings among different worlds. Tremendous difficulties arise for these adolescents from the incongruities of values and expectations among their multiple worlds. This study's focus on student perspectives has highlighted deficiencies of and possibilities for current policy. Age, for example, is an inappropriate indicator of grade placement because of the gaps in some youths' schooling. Educators also cannot assume that conventional methods of soliciting parental involvement will enable Vietnamese parents to cross the border between home and school. The most crucial implication from this study is that educators face frustrations that can be alleviated once they gain a more holistic view of each immigrant youth. When schools provide appropriate bridging and support programs that acknowledge and work with the multitude of problems arising from the different expectations and pressures from their multiple worlds, students are more likely to become well-adjusted individuals and an integral part of their school and adopted society.

1993

Akerhielm, Karen Blinder. "The Determinants Of Student Achievement In The United States: A Microeconometric Study With Endogenous Educational Inputs." (Ph.D. dissertation, Yale University, 1993.)

Using the National Education Longitudinal Study (NELS), a new and extensive data set from the U.S. Department of Education, this dissertation analyzes the relationships between eighth and tenth grade student achievement in four subjects and various family resources, community characteristics, and school inputs, including class size and school sector (public or private). Based on pupil-specific data not previously available in national samples and in response to the problems of using endogenous educational inputs, this thesis applies instrumental variable estimation methods to account for the endogeneity of class size, employs sample selection bias corrections to address the private school student selection issue, and proposes and implements a new technique for a value-added specification that accounts for the endogeneity of initial ability. The findings of this thesis show that after correction for non-random student allocation and selection, the overall relationship between class size and student achievement becomes negative and significant for some subjects and that the educational advantage attributed to private schools compared to public schools, is eliminated or substantially reduced by allowing for the distinctive selection of students into the private schools.

Akst, Daniel. (14 March 1993) "Looking At What Works-The City's Catholic School System: Interview With Jerome Porath." *Los Angeles Times*. 3.

LEAD PARAGRAPH: Can the schools be saved? Worries about the quality of American education have put that question on the national agenda, and lately students of the subject have turned with increasing interest-perhaps even awe-to the Catholic schools. While big-city school systems flounder, academics and parents invariably give the Catholic schools high marks. With scant resources and ideas that once seemed backward, Catholic schools are suddenly prime examples of the latest thinking about school-based management and empowered teachers.

KEY-WORD-IN-CONTEXT: ...a columnist for The Times.

this is the research that's been based on the National Education Longitudinal Study as well as the National Assessment of Educational Progress (both federal initiatives).

Anderson, Judith, et al. "Re-Examining The Relationship Between School Poverty And Student Achievement." *ERS Spectrum* (March 1993). [CIJOCT93, EJ463912, EA528105.]

Uses data from National Education Longitudinal Study of 1988 to examine relationship between student poverty, school poverty, and student achievement. Students in high-poverty public schools, whatever their socioeconomic status, show considerably greater need for special education support than do students in schools with lower percentages of poor students. Schoolwide Chapter 1 projects may be needed in less poverty-stricken schools.

Bobbitt, Sharon A. "Using Opportunity To Learn Items in Elementary and Secondary National Surveys." (Paper presented at the meetings of the American Educational Research Association, Atlanta, GA, April 1993.) [RIEMAR94, ED363667, TM020790.]

Information on opportunity to learn can be collected in national surveys primarily in terms of the written curriculum or the real curriculum (what is actually taught). Questions of this sort are asked in several national surveys, with the most comprehensive being in the National Education Longitudinal Survey of 1988. Other national surveys for which some curriculum information is collected include the National Assessment of Educational Progress, the Schools and Staffing Survey, and the Fast Response Survey System. The information collected on curriculum and course content in each of these surveys is described. The National Center for Education Statistics (NCES) will also begin to collect some information on topic coverage at the elementary school level with the Early Childhood Longitudinal Study in 1996. In a longer term project, the school quality project, the NCES will examine the measurement of opportunity to learn and how to collect data about it. These efforts will help create a better understanding of the definition and measurement of opportunity to learn.

Braddock, Jomills Henry II, and Marvin P. Dawkins. "Ability Grouping, Aspirations, and Attainments: Evidence from the National Education Longitudinal Study of 1988." *Journal of Negro Education* 62 (3) (June 1993): 324–36. [CIJMAR94, EJ473821, UD517611.]

Analyzes base-year and first follow-up data from the National Education Longitudinal Study of 1988 to determine the extent to which African-American, Latino, American Indian, and Asian American students are maldistributed across curriculum tracks and ability grouped classes relative to their Anglo counterparts. Policy implications of the results are discussed.

Burton, Bob. "Some Observations on the Effect of Centering on the Results Obtained from Hierarchical Linear Modeling." (Paper presented at the meetings of the American Educational Research Association, Atlanta, GA, April 1993.) [RIEMAR94, ED363656, TM020778.]

Education researchers have long been concerned with finding the appropriate method for correlational analysis of hierarchical data. In recent years, the alternative of hierarchical linear modeling (HLM) has come into extensive use. HLM users typically center some or all student-level predictors either at the grand mean or at the school means. This procedure adds stability to the estimation process and leads to intercepts that are more readily interpretable. Centering also has the effect of changing the coefficients that are being estimated, and cannot be regarded as merely a technical device, when, in fact, it changes the research questions that are actually being

asked. Some issues in centering are addressed theoretically and empirically. A combined equation for the two levels of modeling is presented, and some algebraic manipulation is used to show how each form of centering can be expected to modify the estimated coefficients. Data from the National Education Longitudinal Study are analyzed to investigate the effect of minority status on a mathematics achievement test score, comparing results based on centering with those based on raw data. Two tables illustrate the analyses.

Choy, Susan P., and Sharon A. Bobbitt. *America's Teachers: Profile of a Profession*. Washington, DC: National Center for Education Statistics, May 1993. [RIENOV93, ED359185, SP034659.]

In 1987–88, the National Center for Education Statistics conducted six major surveys that collected information on various aspects of the teaching profession. The surveys included: the Schools and Staffing Survey (SASS), the National Assessment of Educational Progress (NAEP), the National Education Longitudinal Study of 1988 (NELS:88), the Common Core of Data (CCD), the Recent College Graduates Study (RCG), and the National Survey of Postsecondary Faculty (NSOPF). This report draws from all of these surveys to profile America's teachers. It covers a wide variety of topics, such as the size and demographic characteristics of the teaching work force, teacher supply and demand, teacher education and qualifications, the use of resources in the school and classroom, teacher compensation, and teachers' opinions about various aspects of teaching and the teaching profession. Some highlights are as follows: in the fall of 1987 there were 2.6 million full-time equivalent teachers and 40 million students in the United States; 8 percent of the teachers were new to teaching, and 7 percent were returned to teaching after an absence of 1 year or more; 39 percent of teachers majored in general education for their bachelor's degree or associate's degree; a master's was the highest degree earned for 40 percent of public school teachers and 30 percent of private school teachers; 90 percent of public school teachers and 84 percent of private school teachers were employed full time as teachers; and the average scheduled salary for a beginning teacher with a bachelor's degree was \$17,180 for public school teachers and \$12,389 for private school teachers. Tables show data by teacher and school characteristics and in some cases also by state. Two appendixes provide detailed information about the various surveys and their sample designs, the overall accuracy of the estimates, and the statistical procedures used; and the standard errors for all estimates cited in comparisons and selected other estimates.

Coleman, James S., Kathryn S. Schiller, and Barbara Schneider. "Parent Choice and Inequality." *Parents, their Children, and Schools*, Eds. Barbara Schneider and James S. Coleman. Boulder, CO: Westview Press, 1993.

Dewalt, Mark W. "Using Youth Group Participation Variables and Smoking To Predict Drug Use in a National Sample." (Paper presented at the meetings of the American Educational Research Association, Atlanta, GA, April 1993). [RIEMAR94, ED363558, SO023495.]

This paper discusses a study that examines the relationship between participation in religious youth groups, smoking behavior and subsequent use of cocaine, marijuana, and alcohol. The document briefly surveys earlier research on smoking and drug abuse. The study surveyed students, schools, parents, teachers, and student academic achievement data. Surveys began with eighth grade students and followed up the same students 2 years later. The document presents three models of drug use. The first relates smoking behavior and participation in a religious youth group to predict subsequent marijuana use. The hypothesis is that variables occur before smoking behavior and that smoking is a gateway drug leading to marijuana use. The second model predicts cocaine use from the same variables. The same hypothesis applies. The third model predicts binge

drinking with the same hypothesis and variables. Path analysis was particularly relevant to this study because the technique has the ability to decompose effects into direct, indirect, and total effects. This enables the researcher to identify links between the variables and to establish weak causal ordering. The results of the study show that religious participation was related to lower substance abuse. The findings also confirm the notion that smoking usually precedes substance abuse. The results of this study reiterate the importance of drug prevention programs and the fact that drug prevention activities should occur in more places than the public school. Programs designed to discourage drug use must also contain a component that deals with tobacco use as well.

Downey, Douglas B., and Brian Powell. "Do Children in Single-Parent Households Fare Better Living with Same-Sex Parents?" *Journal of Marriage and the Family* 55 (1) (February 1993): 55–71. [CIJJUL93, EJ459003, CG542446].

Used data from National Education Longitudinal Study (with 3,483 and 409 8th graders living in mother-only and father-only homes, respectively) to test whether children in single-parent homes fare better living with same-sex parent. Of 35 social psychological and educational outcomes studied, found none in which both males and females benefitted significantly from living with same-sex parent.

Driesler, Karla Jean. "Self-Concept, Locus-Of-Control And The Home Environment As Predictors Of Reading Comprehension In 8th grade Students." (Ph.D. dissertation, University of Tennessee, 1993.)

The purpose of this study was twofold: to develop a valid and reliable measure of the home environment process variables and to determine the relative contribution of SES, self-concept, locus of control, and the home environment to the prediction of reading comprehension. From a secondary analysis of data from the National Education Longitudinal Study (NELS:88), a parent survey of 13,932 8th-grade students was used to determine potential measures of the home environment process variables. A student survey was used to assess the student's perception of self-concept and locus of control. Factor analysis of the home environment questions yielded five scales for use in subsequent correlational and regression analysis. The five scales were: Parent Involvement in Cultural Activities, Family Rules; Parent-School Involvement, Parent-Teacher Involvement and Parent-Child Interaction. Hierarchical regression analysis showed that SES accounts for 12 percent ($p < .0001$) of the variance in reading comprehension. The amount of variance predicted when self-concept and locus of control were added was 17 percent ($p < .0001$). When the measures of the home environment were added to the regression equation, the amount of variance predicted was 24 percent ($p < .0001$). There were no significant interaction effects between SES and the other independent variables with reading comprehension. This suggests that regardless of the socioeconomic background, the relative influence of self-concept, locus of control, and the measures of the home environment are the same.

Finn, Jeremy D. *School Engagement and Students at Risk*. Washington, DC: National Center for Education Statistics, August 1993. [NCES 93-470, RIEFEB94, ED362322, PS021802.]

To examine the proposition that students who do not remain active participants in class or school may be at risk for school failure, regardless of status characteristics such as ethnicity or family income, two studies of engagement and achievement were conducted. The studies used a nationwide sample of 8th grade students from the U.S. Department of Education's National Education Longitudinal Study of 1988 (NELS:88) survey. The first study examined the

association of participation in school and classroom activities with academic achievement in 15,737 8th graders attending public schools. The study found that participation and academic achievement were positively related, even after controlling for gender, ethnicity, and socioeconomic status. The second study examined behaviors that distinguish students who are at risk, but who are successful in school subjects, from their less successful peers. A sample of 5,945 8th graders identified as at risk by virtue of race, home language or socioeconomic status were classified as unsuccessful, passing, or successful, based on reading and mathematics achievement tests. It was found that achievement groups were distinct in terms of variety of classroom participation behaviors, out-of-class participation, and interactions with their parents regarding school. Three major conclusions were drawn from the investigation: (1) behavioral risk factors are indeed related to significant outcomes of schooling; (2) risk behaviors have their roots in the early school years or before; and (3) more attention should be given by educators and researchers to encouraging the potential of “marginal” students. Further research is needed to identify manipulable aspects of classroom and school processes that encourage student engagement.

Finn, Jeremy D., and Kristin E. Voelkl. “School Characteristics Related to Student Engagement.” *Journal of Negro Education* 62 (3) (June 1993): 249–68. [Theme issue topic: “The Opportunity to Learn: Implications for School Reform.” Section title: “Section A: Teaching, Schools, and Opportunity to Learn.” CIJMAR94, EJ473817, UD517607.]

Examines aspects of the structural and regulatory environment of schools to identify features associated with higher levels of engagement among at-risk 8th graders. Results from 6,488 at-risk students (about 33 percent were Hispanic American, 28 percent were African American, and 39 percent were white) support the importance of school characteristics in student engagement.

Green, Patricia, John B. Baldridge, Daniel Zahs, and Steven J. Ingels. *High School Seniors Look to the Future, 1972 and 1992*. Washington, DC: National Center for Education Statistics, November 1993. [NCES 93-473, RIEJUN94, ED 366655, TM021080.]

In light of the many changes of the past 20 years, it may be expected that plans of high school seniors for further education may have also changed, along with the kinds of jobs they expect to have and the things they regard as important. These questions are examined through data from the National Longitudinal Study of 1972 (NLS) and the National Education Longitudinal Study in 1988 (NELS:88), the 1992 Second Follow-Up. The proportion of seniors in academic or college preparatory programs was approximately the same in both years, although enrollment in the general track increased and enrollment in vocational education decreased. In 1992, there was little difference between the sexes in high school program placement. In 1992, only 5.3 of students reported that they would not attend some kind of school after high school, but in 1972, 18.9 percent had reported that they would not continue. Eighty-four percent in 1992 planned to go to college, compared with the 63 percent who planned to attend in 1972. Differences for females were dramatic, with female seniors in 1992 four times more likely to plan on graduate or professional school as in 1972. Nearly 60 percent in 1992 planned a professional career, compared with approximately 45 percent in 1972. Changes in values were most marked among women, who in 1992 espoused values closer to those traditionally held by men.

Hernandez-Gantes, Victor Manuel. “Direct And Indirect Influences Of School Learning Variables On Hispanic American 8th grade Students’ Academic Achievement.” (Ph.D. dissertation, Virginia Polytechnic Institute and State University, 1993.)

The purpose of this study was to determine the extent of the direct and indirect influence of previous grades, quality of instruction, motivation, quantity of instruction, and homework on Hispanic-American eighth grade students' academic achievement, while controlling for important background variables (family background, student's English proficiency, and gender). Few researchers have examined both direct and indirect effects of school learning variables and background influences simultaneously. Path analytic techniques were used to test a model of school learning on Hispanic-American eighth grade students' achievement, while controlling for background variables. The National Education Longitudinal Study of 1988 (NELS:88) was used to test the model. NELS:88 is large, nationally representative survey of 8th graders developed by the National Center for Education Statistics (NCES). Results indicate that the achievement of Hispanic-American students was strongly influenced by previous grades, motivation, quantity of instruction, and time spent on homework. The most influential background variables were family background and English proficiency, while gender had a small but significant influence, indicating boys doing better than girls on achievement. These results support both the variables tested and the framework derived from school learning theory.

Howley, Craig, and Joyce Stern. "A New Age for Research in Rural Education?" *Rural Education: Newsletter for a Special Interest Group of the American Educational Research Association* Supplement 2 (March 1993). [Issued by the Appalachia Educational Lab., Charleston, W. Va. RIEOCT94, ED370734, RC019625.]

The National Center for Education Statistics (NCES) new classification system for location of public schools and the NCES databases will provide new opportunities for rural education researchers. NCES developed a coding system called "Johnson codes" based on zip codes and Census definitions both of rural and nonrural places and of metropolitan and nonmetropolitan counties. The system locates all public schools on a continuum of seven "types of locale" from the most extreme rural location to the most concentrated urban location. In an effort to improve use of and access to its databases, NCES is gathering new data, producing new products, providing technical assistance, and conducting training activities. NCES produces public-use files and restricted-use files. In the past, mainframe computer tapes constituted the principal format for the NCES databases. Now, NCES has begun to make data available in CD-ROM format. The National Data Resource Center, operated by NCES, is a source of free technical assistance for the educational research community. NCES envisions a substantial effort to train those interested in accessing and using its data and new products through training seminars and possibly a national conference. This article describes the following NCES statistical databases in terms of type, scope, format, kinds of data, and contacts for information: (1) Common Core of Data; (2) School District Databook; (3) National Education Longitudinal Survey of 1988; and (4) Schools and Staffing Survey (SASS) and SASS Teacher Follow-up Survey.

Ingels, Steven J. "Strategies for Including All Students in National and State Assessments: Lessons from a National Longitudinal Study." (Paper presented at the National Conference on Large-Scale Assessment of the Council of Chief State School Officers, Albuquerque, NM, June 1993.) [RIEMAR94, ED363645, TM020668.]

Recent investigations of the extent to which students with disabilities are allowed to participate in major national data collections used in measurement-driven education reform suggest that 40 to 50 percent of students with disabilities are typically excluded from major assessments, although they are included to a greater degree in assessments that do not require completion of cognitive tests. The problem is one of accurate statistical reporting and modeling educational processes and phenomena. Exclusion issues are examined in the longitudinal perspective of the National

Education Longitudinal Study of 1988 (NELS:88), using data from the base year and follow-up studies. It is recommended that educational longitudinal studies be designed so that they will map the school careers of learning disabled, physically handicapped, and limited English proficiency students in such a way that clear evaluation can be made of these children's integration and progress. The upcoming study of the kindergarten cohort of the Early Childhood Longitudinal Study (ECLS) offers the opportunity to improve past survey and assessment practice. What eliminating exclusion can mean to this study is described.

Ingels, Steven J., and Leslie A. Scott. "Exclusion of Students with Barriers to Participation in NELS:88-Baseline Excluded Students Two and Four Years Later." (Paper presented at the meetings of the American Educational Research Association, Atlanta, GA, April 1993.) [RIEDEC93, ED360371, TM020275.]

Sample undercoverage issues in the National Education Longitudinal Study of 1988 (NELS:88) are addressed. The main focus is the exclusion of certain categories of student in the base year, 1988, and in in-school follow-up rounds. A subsidiary focus is the question of how adequately transfer students were captured within the sampling procedures of the study. Recommendations are offered for how better to deal with undercoverage issues in future school-based longitudinal studies. The six ways in which a student might not have been selected were: (1) refusal by the school to participate; (2) ineligibility of the school; (3) ineligibility of the student, for language, disability, behavioral problems, or lack of English; (4) absence from the school due to study elsewhere; (5) temporary unavailability due to illness or transition; (6) clerical error; and (7) inadequate sampling frame that omitted a school. The exclusion of students is referred to as a problem, but including everyone would have been more of a problem. Ways to increase the rate of meaningful participation in the future are discussed. The experience of NELS:88 suggests that more students have been excluded than is justified.

Ingels, Steven J., and Leslie A. Scott. "High School Dropouts And Returnees." (Paper presented at the meetings of the American Educational Research Association, Atlanta, GA, April 1993.)

Jordan, Mary . (24 November 1993) "Slow Down for Children. Turn Off TV and Talk, Riley Tells Parents." *Washington Post*. A01.

LEAD PARAGRAPH: Education Secretary Richard W. Riley pleaded with parents yesterday to "slow down the pace of their lives to help their children" and said they should turn off television and read and talk with their youngsters.

KEY-WORD-IN-CONTEXT: ...CAPTIONS: Center for Education Statistics, High School and Beyond, Base Year Survey, "1980 Sophomore Cohort," and National Education Longitudinal Study of 1988, "First Follow-up" survey.

Keith, Timothy Z., Patricia B. Keith, Gretchen C. Troutman, Patricia G. Bickley, et al. "Does Parental Involvement Affect 8th grade Student Achievement? Structural Analysis Of National Data." *School Psychology Review* 22 (3) (1993): 474-496. [Portions were presented at the meetings of the National Association of School Psychologists and the American Educational Research Association, 1992.]

Examined the effects of parental involvement on the achievement of 8th-grade students. Data from 21,814 students and their parents participating in the National Education Longitudinal Study were analyzed. Results suggest that parental involvement in students' academic lives is indeed a

powerful influence on 8th-grade students' achievement. This effect holds for all academic areas, and appears to result in part from the increased homework completed by students with more involved parents. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved.)

Kerbow, David, and Annette Bernhardt. "Parental Intervention In The School: The Context Of Minority Involvement." *Parents, Their Children, And Schools*, Eds. Barbara Schneider and James S. Coleman. Boulder, CO: Westview Press, 1993.

Lee, Seh Ahn. "Family Structure Effects on Student Outcomes." *Parents, Their Children, and Schools*. Eds. Barbara Schneider and James S. Coleman. Boulder, CO: Westview Press, 1993. [Paper presented at the meetings of the American Sociological Association, Cincinnati, August, 1991.]

An examination of how family structure—that is, the formalized relationships between adults and children in the household, impacts the educational outcomes (standardized test composite scores of mathematics and reading, grade composite and misbehavior) of children, and how parental involvement affects differences of student outcomes within each family structure. Data are drawn from NELS:88, base year. Results of ordinary least squares regression and a simulated group mean comparison method show that family structure exerts a significant influence on the three student outcomes. This effect can be mediated to a greater extent by parental involvement in the home, which can be conceptualized as social capital in need of supply for education of youth.

Lee, Valerie E. and Julia B. Smith. "Collective Responsibility for Learning and Its Effects on Gains in Achievement for Early Secondary School Students." *American Journal of Education* 104 (2) (Feb. 1996): 103-147.

How the organization of teachers' work affects students in their early years of high school is the focus of this study. A nationally representative sample of 11,692 high school sophomores in 820 U. S. high schools and 9,904 of those students' teachers was used, drawn from the base year and first follow-up of the National Educational Longitudinal Study of 1988 (NELS:88). Organizational effects were evaluated on students' gains in achievement (in mathematics, reading, science, and social studies) between eighth and tenth grade, as well as the social distribution of those gains. The study focused on three constructs measuring the organization of teachers' work: collective responsibility for student learning, staff cooperation, and control over classroom and school work conditions. Results were very consistent: achievement gains are significantly higher in schools where teachers take collective responsibility for students' academic success or failure rather than blaming students for their own failure. Achievement gains were also higher in schools with more cooperation among staff. Moreover, the distribution of achievement gains is more socially equitable in schools with high levels of collective responsibility for learning.

Mac Iver, Douglas J., and Joyce L. Epstein. "Middle Grades Research: Not Yet Mature, But No Longer A Child." *Elementary School Journal* 93 5 (May 1993): 519–533.

McGrew, Kevin S., Martha L. Thurlow, and Amy N. Spiegel. "An Investigation Of The Exclusion Of Students With Disabilities In National Data Collection Programs." *Educational Evaluation and Policy Analysis* 15 (3) (September 1993): 339–352.

McMillen, Marilyn M., Elvie Germino Hausken, Phillip Kaufman, Steven J. Ingels, Kathryn L. Dowd, Martin R. Frankel, and Jiahe Qian. "Dropping Out Of School: 1982 And 1992." *Issue Brief* (August 1993). [NCES 93-901, RIEAPR94, ED364571, TM020791.]

In recent years, concern over students dropping out of school has increased. A primary focus is the size of the dropout population, a question that has been addressed in two National Center for Education Statistics (NCES) longitudinal studies. Both studies provide the data needed to consider the dropout experiences between the sophomore and senior years of two groups of students a decade apart in time. Over the 10 years between the 1980–82 High School and Beyond survey (HS&B) and the 1990–92 data from the National Education Longitudinal Study of 1988 (NELS:88) (follow-ups), there was a 43 percent reduction in the percent of sophomores who dropped out of school. The NELS:88 rate for the sophomore cohort of 1990 is 6.2 percent. Relative rankings for racial and ethnic groups did not change over the decade, and in both cohorts the dropout rates for Hispanics were higher than those for whites and Asians. Rates for blacks were between those of Hispanic Americans and whites. In both periods, failure in school and dislike for school were major factors leading students to drop out of school. Pregnancy and marriage were important factors influencing females' decisions to leave school early.

McMillen, Marilyn M., Phillip Kaufman, and Denise Bradby. *Dropout Rates In The United States: 1992*. Washington, DC: National Center for Education Statistics, September 1993. [NCES 93-464, RIEMAR94, ED363671, UD029548.]

This fifth annual report on dropout rates in the United States presents data for 1992 on high school dropout and retention rates and high school completion and graduate rates. The report is based on the best and most current available data, drawing on the Current Population Survey of the Census and the National Education Longitudinal Study of 1988. Dropout rates have declined over the last 10 to 15 years. The event dropout rate (proportion who drop out in a single year) for persons aged 15 through 24 years in grades 10 through 12 in 1978 was 6.7 percent, but in 1992 it was 4.4 percent. The status dropout rate (proportion who have not completed high school and are not enrolled at a particular time) for persons aged 16 through 24 years has dropped from 14.2 percent in 1978 to 11.0 percent in 1992. Dropout rates decrease markedly as income rises. The overall differential between whites and blacks is narrowing, although differences do remain for racial and ethnic groups. Persons in central cities, in southern or western areas, in low-income families, and from Hispanic-American families were more likely to be status dropouts than were other groups. The high school completion rate has gradually increased over the last 20 years, from about 82 percent in 1972 to 86 percent in 1992. Fifteen figures and 28 tables present information on dropouts and trends.

Meisels, Samuel J., and Fong ruey Liaw. "Failure In Grade: Do Retained Students Catch Up?" *Journal of Educational Research* 87 (2) (November 1993): 69–77. [Paper presented at the meetings of the American Educational Research Association, Chicago, IL, 1991.]

Examined the phenomenon of retention in kindergarten (K) through grade 8 using data from the National Education Longitudinal Study of 1988. Data on 16,623 white, black, and Hispanic public school students show that boys, minorities, and students from lower SES are more likely to be retained. In a 1st subanalysis, students who were retained in K–3 were compared with those who were retained in grades 4–8. The 2nd analysis compared students retained in K–8 with the total sample of nonretainees. Results suggest that the timing of retention is not uniformly associated with superior performance. Retention at any point was associated with less optimal academic and personal-social outcomes. Nonretained students demonstrated higher grades and test scores, and fewer academic, emotional, and behavioral problems than the retained group. Retention was associated with more negative outcomes for female, White, and higher SES

students. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved.)

Muller, Chandra. "Parent Involvement In Education And School Sector." (Paper presented at the meetings of the American Educational Research Association, Atlanta, GA, April 1993). [RIEFEB94, ED361888, EA025275.]

Findings of a study that examined the impact of parent involvement on student performance in Catholic and public schools are presented in this paper. Methodology involved regression analysis of the National Education Longitudinal Study of 1988 (NELS:88) database, which contains information on 1,035 schools (802 public and 233 private schools) and findings of a survey and series of standardized tests administered to 24,599 8th graders. First, in terms of external involvement, Catholic parents were much more involved than their non-Catholic counterparts. However, Catholic parents and public school parents did not interact differently in the home. Second, a strong verbal relationship between parent and child was an important factor of student academic performance in both public and Catholic schools. Parental regulation of children's extracurricular activities appeared to contribute to improved achievement for public school children, but not for Catholic students. Finally, increased parent involvement in Catholic school activities appeared to facilitate improvements in the performance of all students in the school. The findings suggest that there may be some measurable differences in the climate of public schools compared with Catholic schools and in the association of climate with performance. Much of the differences appeared to be related to the ways parents interact with their children outside the home, in the context of the school and community.

Muller, Chandra. "Parent Involvement And Academic Achievement: An Analysis Of Family Resources Available To The Child." *Parents, Their Children, and Schools*. Eds. Barbara Schneider and James S. Coleman. Boulder, CO: Westview Press, 1993.

Muller, Chandra. "Parent Involvement In Catholic Schools." *Private School Monitor* 14, (1-2) (September 1993): 14-17. [CIJAN95, EJ489351, EA529712.]

Using the 1988 National Education Longitudinal Study data, this paper examines whether there are discernible differences in parents' involvement level, depending on the type of school (Catholic or public) their child attends. There are some differences in involvement external to the family, but few measured differences in the ways Catholic and public school parents interact within the home.

Muller, Chandra, and David Kerbow. "Parent Involvement In The Home, School, And Community." *Parents, Their Children, and Schools*. Eds. Barbara Schneider and James S. Coleman. Boulder, CO: Westview Press, 1993.

Peng, Samuel S., and DeeAnn Wright. "Learning Programs at Home: An Explanation of the High Academic Achievement of Asian American Students." (Paper presented at the meeting of the American Statistical Association, Ft. Lauderdale, January 1993). [18p. ED364629. UD029607. See Peng and Wright: "Explanation of academic achievement of Asian American students" for published version.].

An explanation of why Asian American students perform better than others in school may lie in the nature of the learning programs they receive at home. The purpose of this paper is to define such programs that account for most of the differences in academic achievement among

racial/ethnic groups. Data were used from the National Education Longitudinal Study of 1988 concerning family characteristics and learning activities at home from parents and students, as well as school experience and school performance of students, and the findings from previous research in the area of student performance. Areas analyzed involved such categories as demographic environment of the family, discipline and effort, parental assistance, educational pressure, and educational opportunities. The first analysis examined whether the selected variables of learning programs at home were significantly related to student achievement as measured by the combined test scores of students on reading and mathematics tests. A second analysis examined whether there were differences in these variables between Asian American students and students from other racial-ethnic backgrounds. Two major findings were drawn from the study: (1) learning programs at home are important factors in student academic achievement (students from families supportive of learning are likely to have high achievement scores); and (2) learning programs at home account for most of the difference in student achievement among racial-ethnic groups.

Pieper, David, and Leslie A. Scott. *User's Guide To The NELS:88 Base Year/First Follow-Up Electronic Codebook*. Chicago, IL: National Opinion Research Center, March 1993.

Plank, Stephen, Kathryn S. Schiller, Barbara Schneider, and James S. Coleman. "Effects Of Choice In Education." *School Choice: Examining The Evidence*. Eds. E. Rasell, and R. Rothstein. Washington, DC: Economic Policy Institute, 1993.

Rasinski, Kenneth A., Steven J. Ingels, Donald A. Rock, and Judith M. Pollack. *America's High School Sophomores: A Ten-Year Comparison, 1980-1990*. Washington, DC: National Center for Education Statistics, June 1993. [NCES 93-087, RIEDEC93, ED360318, TM019994.]

This study of high school sophomores in 1980 and 1990 compares the experiences of students in the two cohorts, identifying changes in in-school and out-of-school activities, academic achievement, self-concept, values, plans, and aspirations. Similarities and differences between the two groups are documented using data from the National Education Longitudinal Study of 1988 (NELS:88) and High School and Beyond (HS&B, 1980). HS&B and NELS:88 sophomores are marked by basic demographic differences, including the smaller size of the NELS:88 1990 cohort, reflecting the baby bust of the 1970s, and a higher proportion of racial minority and poverty status sophomores in 1990. NELS:88 sophomores also reflect the influence of various waves of school reform since the late 1970s and early 1980s. Overall, the comparison paints a picture that is in most respects encouraging in its portrayal of the high school academic orientation and postsecondary expectations of the 1990 sophomore class. Positive changes, however, are typically small or moderate in magnitude. Among the findings are: (1) general and college preparatory program placement has increased, at the expense of vocational program placement; (2) patterns of extracurricular participation changed especially in musical activities (31 percent in 1980 to 22 percent in 1990) and in hobby clubs (21 percent in 1980 to 7 percent in 1990); (3) changes in sophomores giving high importance to particular life values (e.g., marriage and family 83 percent rating this as very important in 1980, 72 percent in 1990); (4) small but statistically significant increase in the number of females aspiring to traditionally male-dominated non-professional occupations (15.6 percent in 1980 versus 18. percent in 1990). Sixteen tables and 13 figures present data from the 2 studies.

Raudenbush, Stephen W. "A Crossed Random Effects Model For Unbalanced Data With Applications In Cross-Sectional And Longitudinal Research." *Journal of Educational Statistics* 18 (4) (December 1993): 321-349.

Sketches a crossed random effects model which is directly applicable to a central analysis problem for the NELS:88 design, to wit, how to study school, teacher and classroom effects over time in a situation in which one unit (students) is nested in another unit (schools) but the unit does not remain stable (students migrate across schools and change classrooms/teachers between eighth grade and high school, hence are not nested in a single school but cross-classified by two types of schools, multiple sets of teachers, and so on. NELS:88 is one of the examples.

Sayler, Michael F., and William K. Brookshire. "Social, Emotional, And Behavioral Adjustment Of Accelerated Students, Students In Gifted Classes, And Regular Students In Eighth Grade." *Gifted Child Quarterly* 37 (4) (September 1993): 150–154.

Investigated differences in the social, emotional, and behavioral adjustment of gifted and regular 8th-grade students. Three groups were identified: (1) 365 gifted students who entered school early or skipped at least one grade K–7, (2) 334 students enrolled in 8th-grade gifted classes, and (3) 323 regular 8th-grade students. Data were self-reported in the National Education Longitudinal Study. Results indicate that accelerated students and students in gifted classes had better perceptions of their social relationships and emotional development and tended to have fewer serious school behavior problems than regular students. Contrary to commonly held beliefs, most students who entered school early or skipped elementary grades did not report unusual social isolation or experience profound emotional difficulties. They had serious behavioral problems less frequently than regular students. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved.)

Schiller, Kathryn S., Stephen Plank, and Barbara Schneider. "Are They Schools of Choice? A Response to Sosniak and Ethington." *Educational Evaluation and Policy Analysis* 15 (1) (March 1993): 99–108. [Comments on "When Public School Choice Is Not Academic: Findings from the National Education Longitudinal Study of 1988" (L. A. Sosniak and C. A. Ethington) (1992). Includes "Studying Choice and Its Consequences for Curriculum and Instruction: A Response to Schiller, Plank, and Schneider" (L. A. Sosniak and C. A. Ethington). EJ463420 TM517240K CIJSEP93].

S. Schiller, S. Plank, and B. Schneider argue that whether or not curricular differences exist between choice and nonchoice public schools cannot be answered by the analysis of Sosniak and Ethington. Sosniak and Ethington reiterate that choice as a policy is not a mechanism for stimulating curriculum change.

Schneider, Barbara. "Parents, Their Children, And Schools: An Introduction." IN *Parents, Their Children, And Schools*. Eds. Barbara Schneider and James S. Coleman. Boulder, CO: Westview Press, 1993.

Schneider, Barbara, and James S. Coleman, editors. "*Parents, Their Children, And Schools*." Boulder, CO: Westview Press, 1993. [xv, 192 p. Includes chapters by Schneider; Muller; Muller and Kerbow; Lee; Kerbow and Bernhardt; and Coleman, Schiller and Schneider.]

Steele, Sara M., Thomas F. Miller, Kalyani Rai, Marsha A. Appel, and Ruth Witt Jensen. *Getting Acquainted with U.S. 8th graders: Implications for Nonschool Programs*. Madison, WI: Department of Continuing and Vocational Education, University of Wisconsin, July 1993. [RIEJAN95, ED374144, TM022057, 91-EXCA-2-0135.]

Data from the National Education Longitudinal Study of 1988 (NELS:88) provides information about critical transitions experienced by students as they leave elementary or middle school and progress through the educational system to the world of work. The Extension NELS study reported here used NELS:88 data for the base year sample of 24,599 8th graders to identify findings with implications for nonschool programs aimed at younger teens, parenting programs, and programs for those interested in helping community institutions be more effective with younger teens. Part 1 of this report gives an overview and summary of major findings, while Part 2 lists specific findings and Part 3 provides a comparative analysis of student characteristics. 8th graders were found to be varied in terms of demographic characteristics, but surprisingly alike overall, with similar expectations and similar degrees of involvement in extracurricular activities and community-based youth programs. Findings with regard to school and community background, parent characteristics and involvement, and ethnic and socioeconomic characteristics are summarized for program planners.

Steele, Sara M., Thomas F. Miller, and Kalyani Rai. *Nationwide Participation in 4-H during the 1980s: Information from the Office of Education NELS:88 Study*. Madison, WI: Department of Continuing and Vocational Education, University of Wisconsin, July 1993. [RIEJAN95, ED374248, CE067155.]

A study examined national participation in 4-H Club activities during the 1980s. The study population was a carefully drawn sample of 24,500 8th graders from more than 1,000 public and private schools throughout the country as well as their parents and teachers. The study established that, as of 1988, about one of every six 8th grade students had at some time participated in 4-H. Fewer than 3 percent of the 8th grade 4-H participants were from families who were actively farming, nearly 10 percent were from a city or suburb, and only 5 percent expected to be farmers at age 30. Among ethnic groups, blacks were most likely to participate in 4-H (20 percent versus 18 percent of White and 7 percent of Hispanic students). Nearly one-third of 8th graders participating in 4-H for the first time had annual family incomes below \$15,000. Efforts to make 4-H relevant to young teens appeared more successful at the community level than at the national level. The parents of students who remained in 4-H were slightly more likely to be active in school activities. Little indication was found that participation in 4-H results in measurable differences in such areas as better grades, better self-esteem, and more certainty about future plans.

Steelman, Lala C., and Brian Powell. "Doing The Right Thing: Race And Parental Locus Of Responsibility For Funding College." *Sociology of Education* 66 (4) (October 1993): 223–244.

Used data from High School and Beyond and the National Education Longitudinal Study of 1988 to compare the responses of minority vs. White parents to questions regarding where parents locate the responsibility for funding college (parent, student, or government), whether they favor specific governmental funding strategies, and whether they have saved for their children's education. Although racial variations were modest, minority parents not only were more receptive to government involvement than were White parents, but also were more likely to place the financial burden on themselves. Findings suggest that support for governmental aid for higher education transcends pure self-interest and corresponds more closely with a minority-status argument.

Thalji, Lisa, Jeanette Daugherty-Hill, Robert Miller, and Paul Buckley. *Field Test Report, National Education Longitudinal Study: 1988–1994*. Chicago: National Opinion Research Center, December 1993..

Ukaga, Okechukwu Michael. "Structural Determinants Of At- Risk Students: Relationship With 8th graders' Expectations For Completing High School." (Ph.D. dissertation, Pennsylvania State University, 1993.)

Data from a national survey of 8th graders (NELS:88) conducted by the National Center for Education Statistics were used to examine the relationships between four groups of factors related to high school dropout and 8th graders' perceptions regarding their likelihood of not graduating from high school. The study examined regression models for urban, suburban and rural subgroups to determine if they differ in regard to the factors which significantly influenced the 8th graders' expectation for not completing high school. The target population consisted of all 8th graders in private and public schools in the U.S. for the 1988–89 academic year. A sample of 24,599 students from 1,052 schools participated in the survey. Statistical Analysis System (SAS) available through the Center of Academic Computing at The Pennsylvania State University was used to process the data. Percentages, frequencies, Chi square distributions, and correlation analyses were computed to examine the bivariate relationships between the dependent variable and the independent variables. Regression analysis was utilized to develop models for urban, suburban and rural 8th graders' expectations of not completing high school. Generally, locus of control, self-concept, and educational aspirations were found to be the most significant variables related to 8th graders' expectations for not completing high school. Examination of these variables for the rural, urban and suburban subgroups revealed similar trends. Locus of control, self-concept, and educational aspiration were inversely correlated with perceived likelihood of not graduating from high school. Additionally, respondents who reported that other students saw them as "troublemakers" had higher expectations for completing high school than those whose peers did not. The results provide a basis for implications related to programs designed for youth identified at an early age as being dropout prone.

Weishew, Nancy L., and Samuel S. Peng. "Variables Predicting Students' Problem Behaviors." *Journal of Educational Research* 87 (1) (September 1993): 5–17.

Analyzed data from the 1988 National Education Longitudinal Study to identify variables related to student misbehavior, violent behavior, substance abuse, preparedness for class, and classroom behavior. 1,051 schools with 8th graders were sampled and factor analysis was performed. While variables not under school control (such as students' family background) were important predictors of student behavior, some school practices and policies were also significant. Fewer behavior problems were found in schools with high-achieving and interested students; drug/alcohol-free environments; disciplined, structured environments; positive climates; and involved parents. (PsycINFO Database Copyright 1994 American Psychological Assn, all rights reserved.)

Wood, Deril D. "Academic Achievement Of 8th Grade Minority Students: Path Analysis Of Asian, Hispanic And Black 8th graders." (Ph.D. dissertation, University of South Florida, 1993.)

The purpose of this study was to analyze the academic achievement of 8th grade minority students by examining the direct and indirect effects of family, personal and school variables on a composite measure of academic achievement. Minority groups included in this study were Asian, Hispanic and black. A literature review provided a theoretical basis for the study by identifying nine explanatory variables that fit into three categories. Academic achievement was composed of the sum of the number of items correct on standardized tests scores in reading, mathematics, science and social studies. Data for this study were collected from a stratified random sample of

8th grade students, in American public schools, through the National Center for Education Statistics Longitudinal Study (NELS:88). A total of 6481 students and their parents for whom there was complete data were included in the study. A series of regression analyses were conducted for each of the three minority groups to produce the path models. The criterion of meaningfulness for paths was set at 0.05 or greater. Among Asian subjects, seven of the nine explanatory variables demonstrated meaningful direct effects on academic achievement. Among Hispanic as well as black subjects, five of the nine explanatory variables had meaningful direct effects on academic achievement. For all three groups, SES, motivation and ability demonstrated the largest direct effects on achievement. School variables demonstrated only negligible effects on achievement. Motivation and ability were the best mediators of family variables. The mediating effects of school variables were either negligible or absent. Three explanatory variables (SES, motivation and ability) showed the greatest potential for influencing academic achievement among students in the three minority groups. However, these variables showed greater similarities in the way they affected achievement for Hispanics and blacks, than for Asians and Hispanics or for Asians and blacks. Family structure, part time employment and the three school variables had only negligible impact on the academic achievement of minority students.

Zhang, Meifang. "Family As A Dynamic Of Educational Attainment: Asian Students In America." (Ph.D. dissertation, University of South Carolina, 1993.)

This paper investigates the role of the immigrant family in the educational achievement of Asian children in America. The analytical models examined the structural properties of immigrant families that contribute to the generation of highly useful social capital. I argue that the revitalized family functions induced by immigration, social capital generated in the immigration process, and the social structural conditions of immigrant families are important determinants of the educational achievement of Asian American students. In contrast to the status achievement model which predicts a reproductive effect of family socioeconomic status, the present model emphasizes psychological change experienced by families during the immigration process and proposes an interactive effect of socioeconomic status with family social capital that is ignited by immigration. The analysis relies on social structural conditions of Asian immigrant families as indicators of the existence of intangible forms of social capital. Among immigrant families, it is the more intangible forms of social capital such as parental expectations, mutual obligations and motivations for family achievement that most influence the achievements of children. The paper explains how specific social structural conditions such as downward mobility are responsible for the formation of social capital in Asian immigrant families. Several hypothesized effects of immigrant family structural conditions on the educational achievement of children are tested by means of a comparative multivariate regression analysis of the National Education Longitudinal Survey (1988). Many inter-group differences are found in relationships between family background characteristics and the educational achievement of children. For example, low family socioeconomic status retards students' academic performance, but this effect is reduced significantly by immigrant status. Similarly, sibship size tends to inversely associate with academic achievement, but as hypothesized, this pattern is completed mediated by Asian immigrant families. There is also some evidence that Black families are able to reduce the usually harmful effects of large sibship size and split family structure. Tangible social capital, like parents discussing school activities with their children, appears to benefit the native groups while making no substantial difference in the academic performance of Asian students. Field data collected from various Chinese "communities" in Los Angeles are also used to examine interactive effects of family socioeconomic status and family social structural conditions. These data also suggest that immigration revitalizes family functions and generates social capital that facilitates the educational attainment of immigrant children.

Anderson, Judith, et al. "Poverty And Achievement: Re-Examining The Relationship Between School Poverty And Student Achievement: An Examination Of Eighth Grade Student Achievement Using The National Education Longitudinal Study Of 1988." (Paper presented at the meetings of the American Educational Research Association, San Francisco, April 1992.) [RIEOCT92, ED346207, UD028694].

A study was done of the relationship between public school poverty and student achievement among 8th graders, focusing on the poorest schools that are most likely to receive Chapter 1 assistance and on those students who seem to be achieving against all odds as compared to their peers who are not doing well in the same school. The study used data from the National Education Longitudinal Study of 1988 (NELS:88), which contains detailed information on the characteristics of schools that eighth grade students attend as well as information on the students, their families, and their teachers. The 1988 base year survey included 24,599 students. Analysis of the data led to the conclusion that high poverty public schools in the sample show a considerably greater need for special educational support programs than do low poverty schools; that students in these schools, whatever their family socioeconomic status, have lower achievement than do students in the low poverty schools; and that schools with more than 50 percent of their students eligible for free or reduced price lunches enroll large numbers of students who may be at risk of academic failure.

Bradby, Denise. *Language Characteristics and Academic Achievement: A Look at Asian and Hispanic 8th graders in NELS: 88. Statistical Analysis Report*. Washington, DC: National Center for Education Statistics, February 1992. [NCES 92-479, ED343971, UD028588, RIEAUG92].

This report examines the demographic and language characteristics and educational aspirations of Asian American and Hispanic American 8th graders and relates that information to their mathematical ability and reading comprehension as measured by an achievement test. Special attention is paid to students who come from homes in which a non-English language is spoken. The report uses information selected from the National Education Longitudinal Study of 1988 (NELS:88). The NELS:88 administered questionnaires and tests to a national sample of 25,000 eighth grade students in over 1,000 public and private schools in spring 1988. A second data collection was conducted in spring 1990. Of the 1,505 Asian American students evaluated, 73 percent were reported as language minorities (LMs), while 77 percent of the 3,129 Hispanic American students evaluated were LMs. Of the LM students, 66 percent of the Asian Americans had high English proficiency as compared to 64 percent of the LM Hispanic Americans. Both Asian American and Hispanic American groups had 4 percent of LM students showing low English proficiency. Overall, the study found many similarities between the two groups. However, differences are apparent when data are divided along language proficiency, mathematics achievement, aspiration, and other measures.

Braddock, Jomills Henry II, and Robert E. Slavin. "Why Ability Grouping Must End: Achieving Excellence and Equity in American Education." (Paper presented at the Common Destiny Conference, Johns Hopkins University, Baltimore, September 1992.) [Authors are affiliated with the Center for Research on Effective Schooling for Disadvantaged Students, Johns Hopkins University. RIEJUL93, ED355296, UD029044.]

This review of research focuses on policies and practices that result in placing students in groups that are more or less homogeneous with respect to academic performance. Recent analysis of data from the National Education Longitudinal Study of 1988 provides the largest and best-controlled multi-year study of ability grouping ever conducted (Braddock and Slavin). The outcomes of scores of studies have been similar, and these outcomes are discussed in the following categories: (1) opportunities to learn; (2) ability grouping and achievement; (3) ability grouping and segregation; (4) ability grouping and intergroup relations; (5) ability grouping, self-esteem, and feelings of inferiority; (6) ability grouping, delinquency, and dropouts; and (7) alternatives to ability grouping. Ability grouping must end because it is ineffective, harmful to many students, and damaging to interracial relations and democratic society. Effective and practical alternatives exist. Public schools must provide more equitable access to learning opportunities that develop reasoning, inference, and critical thinking skills. Major school restructuring will be necessary to develop the needed alternatives

Cagampang, Frances Helen Haymore. "What Parents Know About Preparing For College And How It Affects Their Children's Academic Performance: Parents' Information In The College Choice Decision." (Ph.D. dissertation, University of California, Berkeley, 1992.)

Information about high school performance expectations and college entrance requirements and application procedures are elements of human and social capital that college-educated parents have by virtue of their own postsecondary experience. Families who live in neighborhoods with few college-educated members are likely to have less information about preparing for college, thus their children's educational aspirations may remain unfulfilled. This information is particularly important in the predisposition phase of the college-choice decision (usually grades 7 to 9) when students are deciding whether to attend college. Previous college choice research has represented these skills and knowledge by a single measure—parents' level of education. This research is unique in that it focuses on the predisposition stage, on college choice among first-generation college aspirants, and on parents' information rather than parents' education as predictor of college readiness. It also is unique in that it uses data collected from ten focus groups composed of African-American, Hispanic, and American Indian parents. It also uses a nationally representative sample (National Education Longitudinal Study of 1988, NELS:88) of 8th graders and their parents in LISREL analysis with an endogenous latent predictor of college readiness, parents' information. Few focus group participants were informed about college preparation and entrance requirements: although all were concerned about costs, many were unaware of financial aid. Some schools had effectively informed parents about college entrance requirements. In NELS:88, large disparities in families' access to information were associated with race and parents' level of education in descriptive analyses. Best-fitting LISREL models were first identified with a random one-third sample of non-college-educated families who wanted their children to attend college, and subsequently estimated with the remaining two-thirds. In the first LISREL analysis, parent teacher organization meetings and parents' education were equally influential in predicting students' college readiness, a latent measure of academic achievement and college aspirations. The second LISREL analysis showed that school-initiated parent information activities contributed significantly to students' readiness for college, controlling for parents' level of education. In this exploratory analysis, parents' information, whether obtained from their own activities or from school-initiated programs, contributes significantly to children's academic performance.

Coleman, James S., and Kathryn S. Schiller. "A Comparison Of Public And Private Schools: The Impact Of Community Values." *Independent Schools, Independent Thinkers*. Ed. Pearl Rock Kane. San Francisco: Jossey-Bass, 1992.

Collins, Mary A. "School Social Context, Self-Esteem, And Locus-Of-Control Among White, Black And Hispanic Youth." (Ph.D. dissertation, University of Maryland, 1992.)

This research examines school social context effects on the self-esteem and locus of control of white, black, and Hispanic youth, with a particular emphasis on racial and ethnic differences. The research uses data from the National Education Longitudinal Study of 1988. Previous research on racial or ethnic differences on social psychological characteristics, particularly self-esteem, have focused primarily on black-white differences. This research examined individual, school, and social context effects on the self-esteem and locus of control of white, black, and Hispanic youth. The results indicate that including multiple groups is important to understanding these social psychological characteristics. The assumption that minority status is a key factor in black-white differences in self-esteem appears to miss an important aspect of this relationship. Similar "minority status" effects do not appear for Hispanic youth. This suggests that the higher self-esteem of black youth may reflect a distinct black culture of self-value. The relationship between self-esteem and socioeconomic status and several academic performance variables is positive for all youth, but tends to be weaker for black youth. The self-esteem of black youth who score low on these measures does not appear to suffer as does the self-esteem of white or Hispanic youth. Racial context is an important factor for black youth in supporting their self-esteem; black youth in schools that are not predominantly black have lower self-esteem. Among white and Hispanic youth, there is no beneficial effect on self-esteem of attending a predominantly same-race school. Racial/ethnic differences are also observed for locus of control. Specifically, Hispanic youth in predominantly Hispanic schools tend to have higher locus of control scores than Hispanic youth in other schools. Thus, race, SES, academic performance and racial context join to affect the self-esteem and locus of control of these three racial/ethnic groups in different ways. This suggests that research focusing on multiple racial or ethnic groups is necessary to understand more fully the cultural dynamic that seems to be operating.

Crone, Linda J., and Abbas Tashakkori. "Variance of Student Achievement in Effective and Ineffective Schools: Inconsistencies across SES Categories." (Paper presented at the meetings of the American Educational Research Association, San Francisco, 20 April 1992.) [ED346613, EA024066, RIENOV92.]

Findings from a study that sought to determine the degree to which effective schools are uniformly effective for all students regardless of socioeconomic status (SES) are presented in this paper. Data were derived from a large nationally representative set of 989 schools that were involved in the National Education Longitudinal Study (NELS) of 1988, a project involving 8th graders. Questionnaires were also administered to students, parents, and schools. Regression analysis was used to classify the schools into effectiveness levels and compare their variance of student achievement. Findings indicate that effective schools were homogeneously effective for students only when the student population was homogeneous. When high-and low-SES schools were examined separately, upper-SES schools had the smallest variation in student achievement in the effective schools. Conversely, the lower SES schools had the smallest variation in student achievement in the ineffective schools. The results point to the importance of considering the variance of student achievement and its relationship to SES variables in studies of school effectiveness.

Dewalt, Mark W. "The Relationship between Youth Group Participation and Use of Tobacco and Drugs." (Paper presented at the meetings of the American Educational Research Association, San Francisco, 20 April 1992.) [ED350375, UD028899, RIEFEB93.]

A study was done of the relationship between the use of tobacco, alcohol, and other drugs, and participation in youth groups that emphasize moral values. The study used data from the National Education Longitudinal Study of 1988 (NELS:88) and the 1990 follow-up of the same students and parents. The NELS:88 and 1990 data contain student, school, teacher, and parent surveys and test scores of a nationally representative sample of 24,599 8th grade students in 1,035 schools. A null hypothesis that youth group participation, number of television viewing hours, lack of parents in the home when children return from school, knowing the parents of a child's best friend, socioeconomic status, and locus of control were not related to students' smoking behavior was tested using a multiple regression analysis with a two-stage stratified sample probability design. Results of the analysis show that participants in scouting, boys' clubs, girls' clubs, 4-H, or Young Men's Christian Association were more likely to use cigarettes than were nonparticipating peers, although the positive relationship was very small. In addition, the results show that participation in religious youth groups was related to lower substance abuse, and that nonparticipants in religious groups were more likely to smoke cigarettes.

Drazen, Shelley. "Student Achievement and Family and Community Poverty: Twenty Years of Education Reform." (Paper presented at the meetings of the Eastern Psychological Association, Boston, 2 April 1992.) [ED346234, UD028725, RIEOCT92.]

A study was done of student achievement and its relation to family and community poverty in light of 20 years of education reform and Chapter 1 funding since 1966. The study used the following three long-term studies of American high school students, in which measures of achievement and socioeconomic standing are meant to be comparable among different cohorts of students: (1) the National Longitudinal Study of the High School Class of 1972, which measured data for approximately 19,000 high school students; (2) the High School and Beyond Study, which measured the sophomore and senior classes of 1980 and included approximately 58,000 students; and (3) the National Education Longitudinal Survey of 1988, which measured approximately 25,000 students. The results indicate that the most potent factors in student achievement in 1972 in reading were level of parents' education, time spent on homework, non-minority racial status, and parental income. In 1988, the most potent factors were parents' educational level, non-minority status, family income, time spent on homework, and being female. For mathematics achievement, the most important factors in 1972 included non-minority status, being male, parental education, time spent on homework, and parental income. In 1988, they included parental education, non-minority status, family income, and time spent on homework. The only factor that seemed to change in importance was gender, although this finding may be due to the different ages tested.

Epstein, Joyce L., and Douglas J. Mac Iver. "Opportunities To Learn. Effects on 8th graders of Curriculum Offerings and Instructional Approaches ." Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Students. Report no. 34 (July 1992). [RIEMAR93, ED351419, UD028929, R117-R90002.]

A study was done of the effects of school practices and curriculum offerings on 8th graders nationally. The study used data from the National Education Longitudinal Study of 1988, a survey of 24,600 8th graders in 1,035 public and independent schools as well as the Hopkins Enhancement Survey of school practices. The results reveal that in many schools students are not

offered real challenges in advanced academic courses and have few opportunities to experience rich instructional approaches that develop higher level skills. However, when these opportunities to learn are extended, students of all levels of ability benefit in higher achievement and more positive attitudes. Other findings include the following: (1) students in homogeneously grouped algebra classes, regardless of the ability level of the class, perform better than do students in heterogeneous algebra classes; (2) heterogeneous grouping in English classes does not disadvantage high-, average-, or low-ability students; (3) opportunities to learn through frequent experiences with high level instructional approaches influence 8th graders' achievements and attitudes; and (4) generally, the results suggest the need for greater equity in access to advanced curriculum offerings and challenging instructional approaches for all students.

Hawkins, Randolph, and Others. "Athletic Investment and Academic Resilience among African American Females and Males in the Middle Grades." *Cleveland State University, Urban Child Research Center Research Report*, 3 (December 1992). [RIEJAN94, D361450, UD029462.]

This study looks at the relationship between athletic participation among middle grade African American students and academic achievement, particularly athletics, as an instrument through which students gain academic resilience and attachment to academic goals. The data for the analysis were drawn from the base year of the National Education Longitudinal Study of 1988 (NELS:88), a nationally representative sample of 24,599 8th graders. The African American subsample included 1,105 male and 1,112 female public school students. Multiple regression analyses were used to estimate the net or direct effect of interscholastic and intramural athletic participation on the academic resiliency of African American students as measured by educational aspiration, investments in pro-academic behaviors, and social status among their school peers. The analysis found that sports participation is positively associated with black 8th grade male aspirations to enroll in academic or college preparatory programs in high school, with having definite plans to complete high school and with plans to attend college. This pattern is similar for females, although their educational plans are more strongly influenced by intramural participation than by interscholastic participation. In addition, the data show positive links between athletic participation and several indicators of pro-academic investment behaviors and attitudes.

Hawkins, Randolph, Dierdre A. Royster, and Jomills H. Braddock. "School Sports And Academic Resilience Among African American, Anglo And Latino Males." (Paper presented at the meeting of the American Sociological Association, Pittsburgh, August 1992.)

Conceptualizing academic resilience as a continual process of attaching and re-attaching to educational goals behaviorally and attitudinally, athletic involvement is examined as an important mechanism in fostering the resiliency process among young African American males. NELS:88 data are used to examine the prevalence of interscholastic and intramural sports programs in public school, athletic participation patterns among African-American, Anglo, and Latin males, and the relationship between athletic involvement and academic resiliency and attachment, as indicated by student conduct, future educational plans, attitudes about academic achievement and teacher's ratings of the academic promise of student athletes. New methods for expanding the role of athletics in curricular and extracurricular settings are proposed and the strategy of increasing and diversifying opportunities for athletic involvement is suggested as an especially useful mechanism in facilitating academic resiliency and attachment among young males.

Horn, Laura, and Anne Hafner. *A Profile of American 8th grade Mathematics and Science Instruction. National Education Longitudinal Study of 1988*. Statistical Analysis Report. Washington, DC:

National Center for Education Statistics, June 1992. [NCES 92-486, ED347094, SE053174, RIENOV92.]

The National Education Longitudinal Study of 1988 (NELS:88) is the third in a series of longitudinal studies sponsored by the National Center for Education Statistics. This report profiles the mathematics and science instruction received by 8th graders (11,414 surveyed in mathematics and 10,686 in science) in public and private schools in 1988 and proposes to trace the participants into the 10th and 12th grades. A preface lists highlighted findings, tables, and figures included in the document. The body of the report consists of five chapters. Chapter I discusses the purpose and format of the report and limitations of the study. Chapters II and III examine the relationship of various aspects of mathematics and science instruction to students' socioeconomic status and race-ethnicity and type of school attended. Among the aspects examined were the major topics taught, average class size, hours per week attended, allocation of class time, assigned homework, availability of instructional materials, student attitudes toward mathematics and science, and teacher characteristics and qualifications. Chapter IV examines mathematics and science achievement test scores in relation to the various components of instruction measured in the study. Chapter V provides a descriptive profile of the mathematics curriculum, the science curriculum, teacher characteristics and qualifications, classroom characteristics, school type differences, and students' opportunity to learn based on the findings.

Horn, Laura, and Jerry West. *A Profile of Parents of 8th graders. National Education Longitudinal Study of 1988. Statistical Analysis Report.* Washington: National Center for Education Statistics, July 1992. [NCES 92-488, ED350341, TM019102, RIEFEB93.]

The National Education Longitudinal Study of 1988 (NELS:88) is the third in a series of longitudinal studies sponsored by the National Center for Education Statistics. The NELS:88 is being conducted in several waves, beginning with a base year experience of approximately 25,000 8th graders. This report profiles the family characteristics and the level of involvement reported by the parents of 1988 8th graders, using the base year survey and dropout data from the first follow-up. About 93 percent of the parents of the first year sample were interviewed to provide information about home life and family experiences. The parent component is not, however, a representative sample of 8th graders' parents. Their inclusion is linked to the student participants. This study examined child-directed involvement, including activities such as parent-child discussions and school-directed involvement such as parent-teacher association membership and volunteering in the school. There was some indication that parent involvement was related to whether or not students scored below the basic level in reading or mathematics proficiency, but there was a strong relationship between parent involvement and whether or not a student dropped out of school between the 8th and 10th grades

Huang, Gary Gang. *Self-Reported Biliteracy and Self-Esteem: A Study of Mexican American 8th Graders.* Charleston, West Virginia: Appalachia Educational Laboratory, April 1992. [RIESE93, ED356937, RC019119.]

This study examines the relationship between proficient bilingualism or biliteracy (proficiency in reading and writing in both Spanish and English) and the self-esteem of Mexican American students. The concept of proficient bilingualism has not been widely used to examine bilingual education's noncognitive functions, in particular its effect on the self-esteem of Mexican American students. This study analyzed data from the 1988 National Education Longitudinal Survey. The sample included 1,034 Mexican, Mexican American, and Chicano 8th graders with a Spanish-English bilingual background. Based on self-report, students were categorized as either

biliterate, English monoliterate, Spanish monoliterate, or oral bilingual. A set of 13 questions that measured self-esteem were factor analyzed, generating three subdimensions (self-deprecation, self-confidence, and fatalism). Controlling for students' sociodemographic background, school experience, academic performance, and status among peers, analysis revealed: (1) Mexican American children who saw themselves as biliterates had the highest self-confidence as compared to monoliterates and oral bilinguals; (2) English monoliterate children had lower fatalistic attitudes than other children; (3) self-reported Spanish monoliterates seemed disadvantaged in the three measures of self esteem; and (4) there was a strong interactive effect between parents' education and children's birth place (U.S. or foreign) on biliteracy identity.

Ingels, Steven J., Leslie A. Scott, Judith T. Lindmark, Martin R. Frankel, and Sharon L. Myers. *National Education Longitudinal Study of 1988. First Follow-Up: Student Component Data File User's Manual. Volume I*. Washington, DC: National Center for Education Statistics, April 1992. [501p. NCES 92-030. For volume II, see Ingels, above. ED347180, TM018596, RIENOV92.]

This manual provides guidance and documentation for users of the public release data for the student component of the National Education Longitudinal Study of 1988 (NELS:88). The general aim of NELLS, a continuing long-term project, is to study the educational, vocational, and personal development of students at various grades and the factors that influence that development. The student component files contain data from the base year and the first follow-up. This manual is designed to familiarize the user with both waves of the NELS:88. The manual contains seven chapters. Chapter 1, "Introduction" provides information about the purposes of the study, the data collection instruments, the sample design, and data collection and data processing procedures is presented. The other chapters (2 through 7) are as follows: "Data Collection Instruments"; "Sample Design and Implementation"; "Data Collection"; "Data Control and Preparation"; "Data Processing"; and "Guide to Files and Codebook."

Ingels, Steven J., Leslie A. Scott, Judith T. Lindmark, Martin R. Frankel, and Sharon L. Myers. *National Education Longitudinal Study of 1988. First Follow-Up: Student Component Data File User's Manual. Volume II: Appendices M-W*. Washington: National Center for Education Statistics, April 1992. [NCES 92-088. For volume I, Ingels, below. ED347181, TM018597, RIENOV92.]

This volume contains 11 appendices to a user's manual that provides guidance and documentation for users of the public release data for the student component of the National Education Longitudinal Study of 1988 (NELS:88). The general aim of the NELS, a continuing long-term project, is to study the educational, vocational, and personal development of students at various grades and the factors that influence that development. The student component files contain data from the base year and the first follow-up. The appendices in this volume, appendices M through W, present student questionnaires used in the NELS:88 and some lists of critical items for the study in its base year and first follow-up. The following are the titles of the appendices: (1) "Appendix M: Base Year Student Questionnaire"; (2) "Appendix N: Critical Items: Base Year Student Questionnaire"; (3) "Appendix O: First Follow-Up Student Questionnaire"; (4) "Appendix P: First Follow-Up Student Questionnaire: An Explanation of Nonresponse on the Language Items"; (5) "Appendix Q: First Follow-Up Dropout Questionnaire"; (6) "Appendix R: First Follow-Up New Student Supplement"; (7) "Appendix S: First Follow-Up Abbreviated Questionnaire"; (8) "Appendix T: Critical Items: First Follow-Up Student and Dropout Questionnaires, and New Student Supplement"; (9) "Appendix U: Phase 4 Enrollment Screener"; (10) "Appendix V: Second Follow-Up Student Questionnaire"; and (11) "Appendix W: Second Follow-Up Dropout Questionnaire."

Ingels, Steven J., Leslie A. Scott, Judith T. Lindmark, Martin R. Frankel, and Sharon L. Myers. *National Education Longitudinal Study of 1988. First Follow-Up: School Component Data File User's Manual*. Washington: National Center for Education Statistics, May 1992. [NCES 92-084, ED349340, TM019059, RIEJAN93.]

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the first follow-up component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data file. Use of the data set does not require the analyst to be a statistician or a sophisticated computer programmer. Chapter 6 and Appendix C, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. The rest of the manual provides a wide range of information on a variety of topics related to the National Center for Education Statistics (NCES) and the NELS:88. Chapter 1 contains an overview of the study, while Chapter 2 contains a general description of data collection instruments. The sample design and weighting procedures are discussed in Chapter 3 and data collection procedures, schedules, and results are described in Chapter 4. Chapter 5 describes data preparation and processing. Chapter 6 is a guide to the data files and the codebook. The appendices contain: (1) a list of other NCES publications; (2) guidelines for Statistical Analysis System (SAS) users; (3) the school administrator questionnaire; (4) the record layout for the school questionnaire; (5) specifications for the composite variables; and (6) a codebook.

Ingels, Steven J., Leslie A. Scott, Judith T. Lindmark, Martin R. Frankel, and Sharon L. Myers.. *National Education Longitudinal Study of 1988. First Follow-Up: Teacher Component Data File User's Manual*. Washington, DC: National Center for Education Statistics, November 1992. [NCES 93-085, RIEJUN93, ED354271, TM019560.]

This user's manual has been produced to familiarize data users with the procedures followed for data collection and processing of the first follow-up teacher component of the National Education Longitudinal Study of 1988 (NELS:88). The teacher component provides teacher information that can be used to analyze the behaviors and outcomes of the student sample. Another objective is to provide the documentation necessary to use the data files. Chapter 1 presents the history and an overview of the NELS:88 program. Chapter 2 contains a general description of the data collection instruments of the first follow-up study. The sample design and weighting procedures of the first follow-up are documented in chapter 3; and data collection procedures, schedules, and results are presented in chapter 4. Chapter 5 describes data preparation and processing. Chapter 6 describes the organization and contents of the data file and provides important suggestions for using it. The seven appendixes contain a list of other publications, guidelines for Statistical Analysis System (SAS) users, the first follow-up teacher questionnaires, and the record layout for the questionnaire. A codebook for the data is the final section of the manual.

Ingels, Steven J., Leslie A. Scott, Judith T. Lindmark, Martin R. Frankel, and Sharon L. Myers. *National Education Longitudinal Study of 1988. First Follow-Up: Dropout Component Data File User's Manual*. Washington, DC: National Center for Education Statistics, November 1992. [NCES 92-083, RIEJUN93, ED354257, TM019510.]

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the first follow-up dropout component of the National Education Longitudinal Study of 1988 (NELS:88). Necessary documentation is also provided for use of the data files. The base-year population covered by the NELS:88 included only those 8th graders who were considered capable of filling out a NELS:88 student questionnaire and completing the

NELS:88 student test. Thus, projected student counts from the NELS:88 may not match official enrollment statistics. Chapter 1 begins with an overview and history of the NELS:88 program, and Chapter 2 contains a general description of the data collection instruments for the base year and the first follow-up studies. The sample design and weighting procedures are documented in Chapter 3. Data collection procedures, schedules, and results are presented in Chapter 4. Chapter 5 describes data control and data preparation activities. Data processing is described in Chapter 6, and Chapter 7 describes the organization and contents of the data files and provides important suggestions for using them.

Kaufman, Phillip, and Denise Bradby. *Characteristics of At-Risk Students in NELS:88*. Washington: National Center for Education Statistics, August 1992. [NCES 92-042, ED349369, UD028864, RIEJAN93.]

The study described in this report examined the characteristics of 8th-grade students who were at risk of school failure. The study used data from the National Education Longitudinal Study of 1988, which is a large-scale, national longitudinal study begun in the spring of 1988 when 25,000 8th graders attending public and private schools across the nation were surveyed along with the students' parents, teachers, and school principals. The students were re-surveyed in 1990, and the base year and follow-up data of NELS:88 taken together provide a wealth of information about 8th graders' as they move in and out of the U.S. school system and into the varied activities of early adolescence. This study, focused on at-risk students within the eighth grade cohort, examined the following sets of variables: (1) basic demographic characteristics; (2) family and personal background characteristics; (3) the amount of parental involvement in the student's education; (4) the students' academic history; (5) student behavioral factors; (6) teacher perceptions of the students; and (7) characteristics of the students' schools. Black, Hispanic American, and Native American students and students from low-socioeconomic backgrounds were more likely to be at-risk. Male 8th graders were more likely to have low basic skills, but were no more likely to drop out. After controlling for sex and socioeconomic status, black and Hispanic American dropout rates were found to be the same as that for whites. However, even when controlling for sex and economic status, black and Hispanic American students were more likely than white students to perform below basic proficiency levels.

Kaufman, Phillip, Marilyn M. McMillen, and Denise Bradby. *Dropout Rates in the United States: 1991*. Washington, DC: National Center for Education Statistics, September 1992. [ED351421, UD028931.]

This fourth annual report presents data for 1991 on high school dropout and retention rates, along with time series data for the period from 1972 to 1991. The report also examines high school completion and graduation rates and includes a discussion of new data collection efforts that have direct bearing on issues of high school dropouts and graduates. The data are from the Current Population Survey to develop national event and status dropout rates; 1990 Decennial Census data to develop status dropout rates for states, counties, and large cities; and the National Education Longitudinal Study of 1988 for developing 8th- through 10th-grade cohort dropout rates. Dropout rates are presented separately for persons with different levels of income. Detailed status rate data on educational and generational levels of Hispanic American dropouts are also included for the first time. The report also contains new data on the cohort dropout rates for 8th graders who dropped out of school between 1988 and 1990. Included is a detailed examination of high school completion and graduation rates.

Keith, Patricia Berg. "Effects Of Parental Involvement On Mexican-American 8th grade Students' Academic Achievement: A Structural Equations Analysis." (Ph.D. dissertation, Virginia Polytechnic Institute and State University, 1992.)

Mexican-American children are educationally disadvantaged, are at risk for academic failure, and have not demonstrated the academic achievement that other immigrant groups have, even after they have lived in the U.S. for many generations. Today, parental involvement is being touted by government officials and the popular press as one mechanism through which academic achievement can be increased. If parental involvement is indeed effective, it may be one mechanism for improving the achievement of Mexican-American students. Causal modeling (path analysis) was used to investigate the influence of parental involvement on overall academic achievement, and the reading, math, science, and social studies achievement on 1,714 eighth grade Mexican-American children. Research utilized NELS:88, the third major national longitudinal survey developed by NCES. Parental involvement, defined as discussing school activities and having high educational aspirations for children, positively affected all academic achievement areas. SES and previous learning also had strong influences on achievement. Interestingly, as parents' language proficiency increased, parental involvement decreased, when controlling for other variables. Gender differences were evident in all academic areas and females received more attention than males from their parents. Family rules did not influence achievement; it may have a negative influence on social studies achievement. Since a good education is necessary for all who live in modern society, educators and policy makers should continue to encourage Mexican-American parents to discuss school activities and have high educational aspirations for their children. Parental involvement is one potentially alterable variable which can positively influence the academic achievement of Mexican-American children.

Krasner, Diane. "Risk and Protective Factors and Achievement of Children At Risk." (Ph.D. dissertation, University of California, Los Angeles, 1992.) [ED349363, UD028854, RIEJAN93.]

A study was done to identify social, economic, and childhood characteristics of high and low achieving children living in adverse environmental conditions, and to test the association between achievement and specific risk and protective factors. In addition, the study identified the most powerful model for predicting achievement by comparing models. Using the National Education Longitudinal Study of 1988, a baseline of data on school experiences was collected on a stratified sample of approximately 25,000 eighth grade children in 1,052 schools across the United States. The final sample consisted of 900 students, of whom approximately 500 were Black, 200 were Hispanic American, and 200 were white. In addition, four components constituted the base year study design: a student questionnaire and cognitive test, parent questionnaires, teacher questionnaires, and a school administrator questionnaire. Analysis of the data and comparison of five models found the following: (1) differences among all ethnic groups in reading and mathematics achievement; (2) more risk and protective factors for White students than other groups and more risk factors for black and Hispanic Americans; and (3) differences across ethnic groups between high and low achieving students.

Lee, Valerie E., and Julia B. Smith. "Effects of School Restructuring on the Achievement and Engagement of Middle-Grade Students." *Sociology of Education* 66 (3) (July 1992): 164–187. [ED346617, EA024070, R117Q00005-92, RIENOV92.]

This study examined the impact of attending restructured schools on the achievement and engagement of young adolescents. The restructuring movement is placed within the conceptual

framework that favors the development of more communally organized schools, as opposed to the largely bureaucratic model of most American schools. Using a subsample of data from the base year of the National Longitudinal Study of 1988 (NELS:88), including 8,845 8th graders in 377 public, Catholic, and independent middle-grade schools, the effects of school restructuring on student achievement, engagement with academic work, and the extent of at-risk behaviors are examined. The construct of restructuring is captured as less departmentalization, more heterogeneous grouping, more team teaching, and a composite index of restructuring. The study makes use of multilevel analytic models and includes statistical controls for characteristics of students and schools. Findings indicate that restructuring has modest but positive effects on both achievement and engagement and contributes to a more equitable distribution of these outcomes among students from different social backgrounds. Students attending schools with fewer 8th grade peers also demonstrate more academic engagement and a more equitable distribution of achievement.

McMillen, Marilyn M. "Eighth to Tenth Grade Dropouts." (January 1992). Statistics In Brief [NCES 92-006, ED342871, UD028581, RIEJUL92.]

This report presents data from the 1988 National Education Longitudinal Study (NELS:88), which started with an eighth grade cohort and aimed to provide data on dropout experiences as students made the transition into high school and to examine the contextual school and family factors associated with dropping out. The report offers extensive explanation of the parameters of the study, the survey methodology, and the data reliability. In particular, the NELS:88 baseline comprised a national probability sample (24,599 students) of all regular public and private eighth grade schools in the 50 states and the District of Columbia in the 1987–88 school year. A follow-up survey was conducted on the spring of 1990 with a successful data collection effort for approximately 93 percent of the base-year student respondents. The data are presented in the following bar graphs: (1) 8th to 10th grade cohort dropout rates by race/ethnicity and sex; (2) 8th to 10th grade cohort dropout rates by region and metropolitan status; and (3) 8th to 10th grade cohort dropout rates by eighth grade school (public, Catholic, religious private, and non-religious private).

Mulkeen, Patricia. "Adolescent Activities In School And The Community: Patterns Of Participation." (Ph.D. dissertation, Pennsylvania State University, 1992.)

Considering adolescent activities as having an important role in fostering adolescent development apart from the school and the family, the purpose of this study is to describe the patterns of participation in activities offered by schools and communities, and to examine the characteristics which differentiate young people who take part in different patterns. Based on Bronfenbrenner's ecological model, three categories of influences on activity participation were examined: Community characteristics, family characteristics, and individual characteristics. This investigation was conducted using data from the National Education Longitudinal Study of 1988. Two groups of 8th graders were identified through cluster analysis. Examination of the means on activity participation showed that the two clusters were differentiated by level of participation, not types of activities chosen; therefore, "levels" of participation rather than "patterns" of participation are discussed. Comparison of nonparticipants, low-level participants, and high level participants on community, family, and individual characteristics yielded results for the most part consistent with the predicted associations although more striking differences were found between participants and nonparticipants than between low and high level participants. The community characteristics of small class size and higher economic resources were associated with higher participation. Family characteristics such as high SES, high parental education, limit setting, and

involvement in school events were also associated with higher participation while minority ethnic group membership was not associated with lower participation. Individual characteristics such as academic achievement and self-concept were associated with higher participation, as was being female. The results were discussed with respect to the need for clear criteria for choosing a cluster analysis solution. Accepting the two cluster solution leads to the conclusion that intensity, not type of activity, is the important factor in differentiating participants. Suggestions for future research include approaching the study of adolescent activity participation investigations of how adolescents perceive activities and the effort required to participate in different activities. The large-scale research answers questions of “who does what activities?” in ways that can be generalized to the population while smaller-scale designs provide insight into why individuals do different activities and what participation means to them.

Muller, Chandra. 1992. “Student and Parent Embeddedness in the School Community and Academic Performance.” Paper presented at the Annual Meeting of American Sociological Association (August).

National Center on Educational Outcomes, Minneapolis MN. “Including Students with Disabilities in National and State Data Collection Programs.” *Brief Report 1* Washington, DC: Special Education Programs (ED/OSERS), March 1992. [For full technical report, see ED 347 769. ED348819, EC301441, H159C00004. RIEJAN93.]

This brief report highlights the issues, evidence, and first steps toward including students with disabilities in educational data systems. The report notes that if students with disabilities are excluded from educational data collection systems, policy makers do not have an adequate set of information from which to make policy decisions. The report lists points at which exclusion occurs, and states that an estimated 40 percent to 50 percent of school-age students with disabilities are excluded from such national data collection programs as National Assessment of Educational Progress and the National Education Longitudinal Study. The report points out that estimates of exclusion in state assessment programs are largely unavailable. Steps toward including students are listed, such as developing assessment modifications, accommodations, or alternatives; increasing inclusion of students with disabilities during instrument development; and developing more inclusive definitions of sample eligibility.

Owings, Jeffrey, and Samuel S. Peng. “Transitions Experienced by 1988 8th graders.” *Statistics In Brief*, Washington, DC: National Center for Education Statistics, April 1992. [NCES 92-023, ED343943, TM018121, RIEAUG92.]

This brief report presents findings regarding two types of transitions experienced by students as they move between the eighth and 10th grades: continuing or dropping out of school and transferring between sectors. While 98 percent of public school students remained in public schools, over one-third of Catholic school 8th graders and over 25 percent of National Association of Independent Schools students transferred to public or other private schools. About 6 percent of all 8th graders were classified as dropouts by spring of their scheduled 10th-grade year. For most students, the move between eighth and 10th grades involves a change of schools and exposure to new educational settings. These transitions may have an impact on student learning and personal development. Consequently, differences in transition patterns and possible outcomes are of major interest. Data were obtained from the base year and first follow-up surveys of the National Education Longitudinal Study of 1988 (NELS:88), which began in 1988 with a sample of 1,052 schools and 24,599 8th graders. In the spring of 1990, 17,424 students were

studied in the first follow-up to determine their education status and progress, and school, community, and work experiences.

Peng, Samuel S., and Ralph M. Lee. "Home Variables, Parent-Child Activities, And Academic Achievement: A Study Of 1988 8th graders." (Paper presented at the meetings of the American Educational Research Association, San Francisco, April 1992.)

Peng, Samuel S., and Ralph M. Lee. "Measuring Student At-Riskness by Demographic Characteristics." (Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, 20 April 1992.) [RIEDEC92.].

Findings of a study that examined the relationship between student demographic characteristics and at-risk status are presented in this paper. Demographic characteristics likely to place students at risk include low family income, low parental education, single-parent family, and limited-English proficiency. Data were derived from the National Education Longitudinal Study of 1988 (NELS:88), a survey sponsored by the National Center for Education Statistics. The database provides information on 24,599 8th graders from 1,035 schools nationwide. A follow-up study of the same students was conducted during spring 1990. Findings indicate that over 50 percent of the 8th graders in 1988 had at least one of the above characteristics, and about 12 percent had three or more such characteristics, confirming the concern that a significant number of students were at risk for academic failure. The percentage of such students was higher among racial/ethnic minorities and urban area students, indicating the need for greater educational improvement efforts in these populations. The study also examined the impact of multiple characteristics on school success, provided a basis for identifying at risk students, and made recommendations for preventive actions.

Peng, Samuel S., Margaret C. Wang, and Herbert J. Walberg. "Demographic Disparities Of Inner-City 8th graders." *Urban Education* 26 (4) (January 1992): 441-59. [EJ440492, UD516376, CIJJUN92.]

Develops a definition of inner-city children based on community location and poverty level, and applies this definition to eighth grade data from the National Education Longitudinal Study of 1988. Inner-city students differ from others in racial and ethnic backgrounds, family incomes, parents' education and employment, and family composition. (SLD) [Previous abstract from ERIC. Subsequent abstract from Sociological Abstracts.] A demographic and socioeconomic profile is developed of inner-city (I-C) children, whose education is often characterized by high dropout rates and low achievement test scores, based on data from the 1988 National Education Longitudinal Study for 8th graders. Findings reveal that: (1) some 7 percent of these 8th graders were I-C students, indicating 3+ million students in I-C schools, overall; (2) 80 percent of I-C students were minorities (African American [48 percent], followed by Hispanic [25 percent]); (3) 24+ percent were language minorities (82 percent Hispanic or Asian American); (4) less than 50 percent of I-C children lived with both parents; and (5) about 48 percent of I-C students lived in families whose annual income was below \$15,000 in 1988, the poverty level for a family of four. These characteristics represent disadvantages that I-C students and teachers face. They have various implications for education, including the need for different instructional strategies to effectively accommodate diverse needs of students, and the need for further understanding of the educational function taking place at home and in the community. (Copyright 1993, Sociological Abstracts, Inc., all rights reserved.)

Peng, Samuel S., Margaret C. Wang, and Herbert J. Walberg. "Resilient Students In Urban Settings." (Paper presented at the meetings of the American Educational Research Association, San Francisco, April 1992).

Pittman, Shirley Gaines. "The Effect of Educational Productivity Factors on 8th Grade Interest and Achievement in Science." (Ph.D. dissertation, University of Illinois at Chicago, 1992.)

This dissertation reports findings of a secondary analysis employing cross-sectional data from the 1988 National Education Longitudinal Study of 1988 (NELS:88). The study uses the educational productivity model (Walberg, 1990b) to investigate the influence of aptitude, instruction, and psychological environments on science interest and achievement. The factors of ability, development, and motivation or self-concept are included in the category of aptitude. Instruction is comprised of quantity and quality of instruction. The psychological environments include home, social or classroom, peer group outside of school, and out-of-school factors. This study's significance lies in the theoretical and practical information it provides regarding the degree to which the educational productivity factors influence science interest and achievement of eighth grade students. Pearson correlation analyses measured the degree of association between the dependent and independent variables. Multiple regression analyses, cross-validations, and alternate models were also employed. The sample includes approximately 5,162 eighth grade students. Student and teacher responses to survey questions and students' science achievement scores were used in this study. Factors of aptitude, instruction, and the psychological environment were found to influence science interest and achievement. Based upon these findings, policy related recommendations are included for changes to increase student interest and achievement in science.

Roark, Anne C. (11 December 1992). "Study Finds Youths at Risk, Neglected and Unoccupied." *Los Angeles Times*. 1.

LEAD PARAGRAPHS: Nearly half of America's adolescents have too little to do after school and are in danger of falling victim to gangs, drugs, sex or other activities that could limit their potential as adults, the Carnegie Corp. of New York said in a report released Thursday.

In one of the most stinging assessments ever made of this country's youth programs, Carnegie has called on businesses and federal, state and local governments to provide greater resources for sports, recreation and other after-school programs, especially those that serve low-income teenagers.

KEY-WORD-IN-CONTEXT: ...youth groups: 15.3 Neighborhood clubs: 12.7 Boys or girls clubs: 10.7 Source: National Education Longitudinal Study of 1988: A Profile of the American 8th grader.

Rumberger, Russell W. "Dropping Out of Middle School: A Multilevel Analysis of Students and Schools." *American Educational Research Journal* 32 (3) (September 1995): 583-625. [Version of an article presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). CIJFEB96, EJ512946, TM519138.]

Using data from the National Education Longitudinal Study of 1988 with hierarchical linear modeling, this study identified individual-level and school-level variables influencing the decision to drop out of middle school. At the individual level, grade retention is the single most powerful predictor.

Schneider, Barbara, and Roger Shouse. "Children of Color in Independent Schools: An Analysis of the 8th grade Cohort from the National Education Longitudinal Study of 1988." *Journal of Negro Education* 61 (2) (March 1992): 223–34. [Special issue with title "African Americans and Independent Schools: Status, Attainment, and Issues." EJ449483, UD516694, CIJDEC92.]

Discusses finding of the National Education Longitudinal Study of 1988 with respect to minority students (children of color) in independent nonpublic schools. Helping African American students feel less like outsiders at majority-white independent schools is discussed, and the role of the teacher is emphasized.

Scott, Leslie A., and Steven J. Ingels. "Transitions to High School; Instruction and Achievement: Findings from the NELS:88 First Follow-Up (1990) Student Survey." (Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, 20 April 1992.) [ED349327, TM018953, RS-8800-3001, RIEJAN93.]

The longitudinal analysis population of the National Education Longitudinal Study of 1988 (NELS:88) is used to produce descriptive findings about the transition to high school of eighth grade students. An overview summarizes some of the policy issues of the study and sketches the research design and samples. First, longitudinal data are used to describe some basic transitions, specifically, the proportions of the sample who changed between public and private sectors between the 8th and 10th grades or who dropped out of school. 8th graders' perceptions of the ease of transition are summarized. Second, taking mathematics as an example, cross-sectional data are used to describe 10th grade learning and achievement, student reports of course-taking and classroom practices and emphases are summarized, and both sociodemographic and instructional correlates of mathematics achievement are examined. These examples illustrate the use of the two principal analysis populations available through the first follow-up dataset, a representative sample of 8th graders followed 2 years later as 10th graders.

Sebring, Penny A., and Eric M. Camburn. *A Profile of 8th graders in Catholic Schools. Based on the National Education Longitudinal Study of 1988*. Washington, DC: National Catholic Educational Association, 1992. [ED349367, UD028859, RIEJAN93.]

This report constructs a profile of the 225,000 8th graders attending Catholic schools in the United States in 1988 and compares them to 8th graders attending public schools. The analysis focused on themes of excellence and equity. Study data were taken from the National Education Longitudinal Study of 1988. The study design incorporated a clustered, stratified national probability sample of approximately 1,000 schools (approximately 800 public schools and 200 private schools), with an average of 25 students in each school participating. Following an introduction, chapter 1, "Catholic Schools and Their Eighth Grade Students," provides an overview of Catholic schools with eighth grades; compares them to public schools, with particular attention to urban areas; and notes that with respect to achievement, urban Catholic students clearly outperform their public school counterparts. Chapter 2, "Experiences of 8th graders in Catholic Schools," focuses on subjects that students take, extracurricular activities, perceptions of teachers, and parent participation. Chapter 3, "Academic Performance of 8th graders in Catholic Schools," reports reading and mathematics test scores by behaviorally anchored proficiency scores, and reports history/social studies and science test scores by quartile.

Shouse, Roger, Barbara Schneider, and Stephen Plank. "Teacher Assessments of Student Effort: Effects of Student Characteristics and School Type." *Educational Policy* 6 (3) (September 1992): 266–88. [EJ448512, EA526982, CIJDEC92.]

Evidence from the National Education Longitudinal Study of 1988 suggests that teacher ratings are influenced by student characteristics such as race and ethnicity, family background, gender, and school sector. This article examines why the influence of race and ethnicity seems most pronounced in public schools, compared with Catholic and nonsectarian private schools.

Solorzano, Daniel G. "An Exploratory Analysis of the Effects of Race, Class, and Gender on Student and Parent Mobility Aspirations." *Journal of Negro Education* 61 (1) (December 1992): 30–44. [EJ443940, UD516528, CIJAUG92.]

The cultural deficit model is challenged by findings of high African American aspirations in a study of effects of race, social class, and gender on student and parent aspirations and expectations for the eighth grade cohort of the National Education Longitudinal Study (1988) (survey of 22, 651 parents).

Sosniak, Lauren A., and Corinna A. Ethington. "When Public School "Choice" Is Not Academic: Findings from the National Education Longitudinal Study of 1988." *Educational Evaluation and Policy Analysis* 14 (1) (March 1992): 35–52. [An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3–7, 1991). See Schiller, Plank and Schneider, 1993, for a comment and a rejoinder by Sosniak and Ethington. EJ446664, TM516526, CIJOCT92.]

The claim that public school choice encourages more than standardized education is examined using data for 66 schools from the National Education Longitudinal Study of 1988. Little support is found for the argument that choice is currently an inventive way to alter the academic lives of students and teachers.

Talbert, Joan E., and Milbrey Wallin McLaughlin. "Understanding Teaching in Context." *Center for Research on the Context of Secondary School Teaching Report* no. CRC-P92-142. (March 1992). [ED342756, SP033641, RIEJUL92.]

This study, begun in October 1987, was conducted to explore the effect of particular contexts of schooling on educational outcomes and to provide a comprehensive look at what and how context conditions affect teaching and learning. The study design integrates 3 years of field research in 16 public and private high schools in 2 states and analyses of national survey data from the High School and Beyond and the National Education Longitudinal Study 1988 programs. The research focuses on the bottom-up teacher's-eye perspective within embedded contexts rather than the outside-in view of researchers and policymakers usual in the context-effects research traditions. Teachers' perspectives consider teaching as an integrating activity, intertwined with students, subject matter, instruction, dynamics of the school setting, and features of the immediate workplace environment. Results indicate ways of informing educators, administrators, and policymakers with respect to improving the conditions and quality of teaching, and they suggest principles and strategies for redesigning contexts to support teachers' professional growth and success in the classroom.

U.S. Office of Educational Research and Improvement "Parental Satisfaction With Schools And The Need For Standards." *Education Research Report*. Washington, DC: November 1992. [RIEAPR93, ED352206, PS021039.]

This research report compares parents' satisfaction about the quality of their eighth grade children's schooling with the children's mathematics achievement. The report uses data from the National Education Longitudinal Study of 1988 (NELS:88). Despite low student achievement in mathematics as indicated by a study conducted in 1990, data from the NELS:88 indicated that a large majority of parents of eighth grade students in public and private schools believed that their child's school was doing a good job of preparing students for high school and college. This was indicated for parents in general, and for parents of low-achieving students and students attending schools in high poverty neighborhoods in particular. Parents rely primarily on grades to determine how much their children are learning. In light of the fact, however, that 45 percent of students who scored in the bottom quarter of the NELS:88 mathematics test reported getting mostly As and Bs on their report cards, parents cannot rely solely on their children's grades to determine the quality of their education. Parents need external standards against which they can assess the performance of their children and their children's schools. In mathematics, such standards have been developed by the National Council of Teachers of Mathematics. Parents can procure a copy of these standards and ask their children's teachers specific questions about grades and students' preparation for high school and college.

Witta, Eleanor Lea. "Seven Methods of Handling Missing Data Using Samples from a National Database (Data Handling)." (Ph.D. dissertation, Virginia Polytechnic Institute and State University, 1992).

The effectiveness of seven methods of handling missing data was investigated in a factorial design using random samples selected from the National Education Longitudinal study of 1988 (NELS:88). Methods evaluated were listwise deletion, pairwise deletion, mean substitution, Buck's procedure, mean regression, one iteration regression, and iterative regression. Factors controlled were number of variables (4 and 8), average intercorrelation (0.2 and 0.4), sample size (200 and 2000), and proportion of incomplete cases (10 percent, 20 percent, and 40 percent). The pattern of missing values was determined by the pattern existing in the variables selected from NELS:88 data base. Covariance matrices resulting from the use of each missing data method were compared to the 'true' covariance matrix using multi-sample analysis in LISREL 7. Variable means were compared to the 'true' means using the MANOVA procedure in SPSS/PC. Statistically significant differences ($p \leq .05$) were detected in both comparisons. The most surprising result of this study was the effectiveness ($p > .05$) of pairwise deletion whenever the sample size was large thus supporting the contention that the error term disappears as sample size approaches infinity (Glasser, 1964). Listwise deletion was also effective ($p > .05$) whenever there were four variables or the sample size was small. Almost as surprising was the relative ineffectiveness ($p \leq .05$) of the regression methods. This is explained by the difference in proportion of incomplete cases versus the proportion of missing values, and by the distribution of the missing values within the incomplete cases.

Wu, Shi Chang. *Education and Learning in Schools with High Dropout Rates*. Washington, DC: National Center for Education Statistics, 1992. Evaluative report. [RIEAPR94, ED364627, UD029605.]

This paper explores the practical implications of the distributional perspective on dropping out of school—a perspective that says that the concentration of student exodus from certain schools may reflect the impact of contextual or organizational factors as opposed to those that operate simply at the individual level. Based on data from the National Education Longitudinal Study of 1988

and two follow-up surveys, it can be said that schools where learning was considered definitely a high priority, where academic achievement was emphasized, and where students were encouraged to enroll in academic classes were clearly related to a lower school dropout rate. Data reveal that the opposite educational environment existed in schools where the dropout rate was high. Thus, the size of a particular school's dropout rate appeared to be indicative of the quality of the school's academic program and operation. Additionally, empirical evidence points to a correlation between high dropout rates and students exposure to demoralized students, teachers with negative attitudes toward students, teachers considering students difficult to motivate, and the overall quality of the school's operating environment and classroom activities.

1991

Braddock, Jomills Henry II, and Others. "Bouncing Back: Sports and Academic Resilience among African American Males." *Education and Urban Society* 24 (1) (November 1991): 113–31. [Theme issue with title "Resilience, Schooling, and Development in African American Youth." For related documents, see UD 516 260-267 and UD 516 269–271, EJ437026, UD516268, CIJAPR92.]

Data for 1,140 African American male students from 802 public schools from the National Education Longitudinal Study of 1988 indicate that sports participation is positively associated with aspirations of African American male 8th graders to complete high school and enter college. Other positive effects of athletic participation are found for this sample.

Burbridge, Lynn C. "The Interaction of Race, Gender, and Socioeconomic Status in Education Outcomes." *Center for Research on Women Working Paper Series*, no. 246 (1991): [Wellesley Coll., Mass. Center for Research on Women. Paper presented at the Annual Meeting of the American Sociological Association (Cincinnati, OH, August 24, 1991). RIEDEC93, ED360243, SO023282.]

This study is part of an on-going research project to assess differences in educational attainment when controlling for race, sex, and socioeconomic status. The National Education Longitudinal Survey (NELS) 1988 of 8th graders and a survey of 10th graders, High School and Beyond 1980–82 (HSB), were utilized to obtain data that were then analyzed. This research found that socioeconomic status determined educational outcomes more than any other variable. This result is in keeping with the findings in previous research. In addition, the study found that the school performance of low socioeconomic status boys is not as good as that of girls from low socioeconomic backgrounds in the 8th grade sample. This finding was consistent across racial and ethnic groups. The finding did not hold true in the high school sample however. Although this result was due in part to the fact that many low performing boys may have dropped out, those boys who remained in school made considerable gains relative to girls as they approached graduation. Boys from higher socioeconomic homes did as well as or better than girls in both data sets. Nevertheless, girls expressed a greater interest in college, especially girls from higher socioeconomic backgrounds. Black and Hispanic girls were more likely to take advanced placement examinations. This may reflect the better employment opportunities many boys have right after high school. Many black young men and some Hispanics express interest in the military as an alternative to college.

Dowd, Kathryn and others. *The NELS:88 Second Follow-Up Field Test Report. Volume 1*. Chicago: National Opinion Research Center, June 1991. [For Volume 2, which contains field test questionnaires and data, see Dowd, below. ED335418, TM017119, RS90005001, RIEDEC91.]

The Second Follow-Up Field Test (SFUFT) of the National Education Longitudinal Study of 1988 (NELS:88) was conducted in 1990 and 1991 by the National Opinion Research Center and the Educational Testing Service. The SFUFT evaluated free response items (FRIs) for possible inclusion in the Second Follow-Up Main Study (SFUMS) and tested survey instruments, procedures, and forms. This report focuses on a methodological examination of the SFUFT data and the questionnaires developed. The SFUFT included four major survey components: students, dropouts, parents, and school administrators. Four questionnaires and five cognitive tests were developed, including the: Student Questionnaire, Not Currently In School (Dropout) Questionnaire, Parent Questionnaire, School Administrator Questionnaire (SAQ), and Cognitive Test Battery. Most of the students surveyed were in the last half of their senior year in high school. The major purpose of the parent component field test was to gather sufficient observations for evaluating the performance of questionnaire items. Data were obtained from: 2,254 students in 94 schools (overall response rate of 70.5 percent); 108 dropouts; 506 parents (response rate of 73.5 percent); and 65 schools/principals. The results show that the goals set for this pretest effort were attained, the FRIs were successfully administered, and the FRIs measure the same/ similar domains as do multiple-choice questions. Recommendations for implementation of the SFUMS are provided. Numerous tables and figures are included. Documentation of 1990 instrument development meetings, documentation supporting questionnaire experiment analyses and cognitive test analyses, and a summary of cognitive interviews are appended.

Dowd, Kathryn L., and Others. *The NELS:88 Second Follow-Up Field Test Report. Volume 2*. Chicago: National Opinion Research Center, June 1991. [Volume 2 contains only Appendix E of this report: "Field Test Instruments and Data"; for Volume 1, see Dowd, above. ED335419, TM017120, RS90005001, RIEDEC91.]

The Second Follow-Up Field Test (SFUFT) of the National Education Longitudinal Study of 1988 (NELS:88) was conducted in 1990 and 1991 by the National Opinion Research Center and the Educational Testing Service. The SFUFT evaluated free response items (FRIs) for possible inclusion in the Second Follow-Up Main Study (SFUMS) and tested survey instruments, procedures, and forms. This appendix contains copies of the questionnaires that were designed for the four major survey components of the SFUFT (students, dropouts, parents, and school administrators). The four questionnaires include: the 124-item Student Questionnaire, the 100-item Not Currently In School (Dropout) Questionnaire, the 85-item Parent Questionnaire, and the 58-item School Administrator Questionnaire (SAQ). Fifteen proposed Early Graduate supplemental questions are also included. The questionnaires from the field test components have been annotated with descriptive statistics. For categorical variables, frequency and percent distributions are recorded, while means and standard deviations are listed for continuous items. The annotated questionnaires are intended to provide information that allow evaluation of items or groups of items. The descriptive statistics are designed to allow assessment of response variation and may provide some indication of what the frequency of responses might be for a given item when it is included in a main study questionnaire. Statistics presented are unweighted and are not adjusted for missing data.

Eccles, Jacquelynne S., Sarah Lord, and Carol Midgley. "What Are We Doing to Early Adolescents? The Impact of Educational Contexts on Early Adolescents." *American Journal of Education* 99 (4)

(August 1991): 521–42. [Theme issue with title “Development and Education across Adolescence.” EJ436973, UD516215, CIJAPR92.]

Explores the hypothesis that declines in achievement demonstrated in early adolescence result from educational context through a review of studies and analyses using National Education Longitudinal Study data (sample of 24,599 8th graders). Evidence of a mismatch between school environment and student needs is discussed.

Hispanic Policy Development Project, Inc. “Disadvantaged Urban 8th graders: Where They Are and How They Do.” *The Research Bulletin* 2 (1) (March 1991). [ED335431, UD028167, RIEDEC91.]

This report describes disadvantaged urban 8th-grade students. All statistical data were drawn from the student, parent, and school files of the base year of the National Education Longitudinal Study of 1988 (NELS:88). The following findings are summarized: (1) rural schools contain the greatest proportion of disadvantaged 8th graders, but urban schools contain the highest concentration of such students; (2) one-third of poor urban students live only with their mothers; (3) 43 percent of the parents of urban disadvantaged students have not completed high school; (4) African Americans and Hispanic Americans together constitute 68 percent of urban disadvantaged students compared to non-Hispanic whites, who make up only 23 percent of such students; (5) 28 percent of poor urban students come from homes in which English is not the dominant language or is not spoken at all; (6) 93 percent of urban disadvantaged students attend public schools, compared to 56 percent of urban students in the top socioeconomic quartile; and (7) 80 percent of urban disadvantaged students scored in the bottom half of standardized tests for reading and mathematics.

Hoachlander, E. Gareth. *A Profile of Schools Attended by 8th Graders in 1988*. Washington, DC: National Center for Education Statistics, September 1991. [NCES 91-129, ED338689, TM017514, RIEMAR92.]

As part of the National Education Longitudinal Study of 1988 (NELS:88), this study examined the schools attended by 8th-graders in 1988, the year during which the more than 25,000 8th graders of the cohort were first studied. NELS:88 provides information on 802 public schools, 105 Catholic schools, 68 other religious schools, and 60 private, nonreligious schools. Throughout the report, the unit of analysis is the school rather than students or teachers. Most of the school data were provided by school administrators. The data are used to develop a profile of the schools attended by eighth- graders, with information about various aspects of the learning environment, school policies and programs, and administrators’ assessments of school climate. In 1988, 87.9 percent of 8th graders attended public schools, 7.6 percent attended Catholic schools, 2.9 percent attended other religious schools, and 1.5 percent attended private non-religious schools. The study shows that 8th graders learned under a wide range of different conditions in both public and private schools.

“Hot, Hip and Happening\High Life: A Weekly Forum For High School Students.” (11 April 1991): *Los Angeles Times*. 3.

RELEVANT TEXT: Research shows six major factors push teenagers to drop out of school, according to a survey of 24,600 students in the National Education Longitudinal Study that was reported in a recent issue of NEA Today, the newspaper of the National Education Assn.

Here they are, along with the percentage of 8th graders who are subject to each and so are more likely than most to fail in school and drop out.

- Single-parent family-22 percent
- Family income less than \$15,000-21 percent
- Often at home alone-14 percent
- Uneducated parents-11 percent
- Sibling who dropped out-10 percent
- Limited English proficiency-2 percent

Ingels, Steven J. "The Problem of Excluded Baseline Students in a School-Based Longitudinal Study: Correcting National Dropout Estimates and Accommodating Eligibility Change over Time." (Paper presented at the meetings of the American Educational Research Association, Chicago, IL, April 1991.) National Opinion Research Center. ED334273, TM016921,. NCES-300-86-0010; NCES-RS-8800-3001, RIENOV91.]

Some students are excluded from the National Education Longitudinal Study of 1988 (NELS:88) because of an inability, whether due to physical, mental, or linguistic barriers, to participate in studies requiring questionnaire or cognitive test completion. The implications of this exclusion for sample representativeness, national estimation, and policy studies are examined. Also described is a special study undertaken in the NELS:88 First Follow-Up to compensate in key respects for undercoverage bias related to such exclusion. The special study examined a subsample of 600 ineligible base-year 8th grade students, collecting data on their enrollment status and demographic characteristics. Results obtained will allow calculation of a more accurate cohort dropout rate and will permit students who have become eligible (as through increased proficiency in English) to be taken into the study. Longitudinal studies similar to the NELS:88 must accommodate changes in eligibility as studies continue through 1992. In addition to a description of the NELS:88 and the Followback Study of Excluded 1988 8th graders, recommendations concerning ways of reducing the numbers of excluded students are presented. Two figures illustrate the text. Four appendices provide the rationale and procedures for "sample freshening"; and exclusion criteria for the High School and Beyond Study of 1980, the National Assessment of Educational Progress of 1990, and the Base Year Ineligibles Study of the NELS:88 First Follow-Up.

Ingels, Steven J., and Leslie A. Scott. "National Dropout Statistics from a Longitudinal Cohort Perspective: Estimating Rates of School-Leaving and School Noncompletion." (Paper presented at the meetings of the American Educational Research Association, Chicago, IL, 3 April 1991.) [National Opinion Research Center, ED334260, TM016870, NCES-RS-8800-3001, RIENOV91,].

The collection of dropout statistics is discussed from the perspective of the National Education Longitudinal Study of 1988 (NELS:88). The NELS:88 follows a cohort of 1988 8th graders over time and is designed to provide trend data about transitions experienced as students progress through the educational system. Dropout statistics are provided for each year, for those who have not finished school at any given point and for the cohort as a whole. The concept of a dropout has been operationalized to distinguish those who are not enrolled in some alternative education. The ways in which the NELS:88 remedies weaknesses of the High School and Beyond study are reviewed, centering on the more accurate estimates provided by confirmation from school enrollment and demographic data. Data from longitudinal cohort studies similar to the NELS:88

make more meaningful analysis of educational trends possible. Three appendices provide supplemental information about survey methodology. (SLD).

Jones, Dylan . (29 March 1991). "Repeating Grades Harms Pupils." *USA Today*: 01D.

FULL TEXT: Holding kids back a grade doesn't help their academic performance later-and may hurt them in other ways, says a new University of Michigan study.

"You would expect retention to have some positive effect someplace," says Samuel Meisels, who headed the research. "But, wherever we looked, we were unable to find something that was positive about it."

The study, based on the 1988 National Education Longitudinal Study of 16,412 pupils from kindergarten to grade 8, showed 8th graders who have been held back in elementary school are 3 1/2 times as likely to have lower grades, lower test scores and learning problems as other students.

Meisels says educators have overlooked emotional damage caused by failing a student: loss of self-esteem, separation from a peer group and loss of standing in the eyes of teachers.

"It's far cheaper and probably more effective to hire a tutor for five hours a week and keep the child in step with his peers," he says.

"This confirms our data," says Dan French of the Massachusetts Department of Education, who has fought against retention in his state. He says retention "contributes to increased dropout rates."

Kaufman, Phillip, Marilyn M. McMillen, and Summer D. Whitener. *Dropout Rates in the United States: 1990*. Washington, DC: National Center for Education Statistics, September 1991. [NCES 91-053, ED338770, UD028396, RIEMAR92.]

This report presents national data for 1990 on high school dropout and retention rates. The report uses the Current Population Survey and the National Education Longitudinal Study of 1988. The three types of dropout rates discussed are: (1) event rates, (2) status rates, and (3) cohort rates. The report also examines high school completion and graduation rates. Data indicate that national dropout rates have declined over the last decade. The event dropout rate for persons 15 through 24 years old in grades 10 through 12 was 6.2 percent in 1980 and 4.1 percent in 1990. The status dropout rate for persons 16 through 24 was 14.1 percent in 1973 and 12.1 percent in 1990. In addition, recently collected longitudinal data reveal that about 7 percent of the 8th graders enrolled in the spring of 1988 dropped out before the end of their sophomore year in high school. The following results are highlighted: (1) male and female rates are comparable; (2) central city rates are higher than suburban rates; (3) rates for Hispanic Americans are higher than rates for whites; and (4) status and cohort rates in the South are higher than those in the Northeast and Midwest and are higher for blacks than for whites. New data collection efforts by the National Center for Education Statistics that have a bearing on issues of high school dropouts and graduates are briefly discussed in the concluding section.

Kaufman, Phillip, and Kenneth A. Rasinski. *Quality of the Responses of 8th grade Students in NELS:88-National Education Longitudinal Study of 1988. Technical Report.* Washington: National Center for Education Statistics, September 1991. [NCES 91-487, ED339722, TM017557, RIEAPR92.]

The base-year survey of the National Education Longitudinal Study of 1988 (NELS:88) took place in spring 1988. Data on a variety of topics were obtained by questionnaires and achievement tests administered to a national probability sample of 25,000 8th graders. This report presents results of an examination of the quality of responses of 8th grade students to a subset of variables available in the NELS:88 database. The quality of the data was assessed several ways. The correspondence between parent and student responses to similar items on the survey instruments was examined. When data were available, the study examined consistency among responses to related items. Finally, the reliability of several scales created from NELS:88 data was assessed. The indicators of data quality suggest that NELS:88 data display a high degree of accuracy and consistency, comparing favorably with responses from the last longitudinal study of the National Center for Education Statistics, the High School and Beyond Study (HSB). The quality of student responses to items common to both studies was somewhat less for NELS:88 8th-graders than for HSB high school sophomores and seniors, with quality increasing with age, and, as expected from prior research, with reading ability and socioeconomic status.

MacIver, Douglas J. "Helping Students Who Fall Behind: Remedial Activities in the Middle Grades." *Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD, Report 22* (October 1991). [ED339545, PS020189, RI17R90002, RIEAPR92.]

Data from the National Education Longitudinal Study of 1988 (NELS:88) and the Hopkins Enhancement Survey of NELS:88 Middle Grades Practices were used to examine the prevalence and antecedents of different types of remedial activities in the middle grades. Data were also used to estimate the effects of remedial activities on the mathematics and reading achievement of public school students who had fallen behind in school. Usable data were obtained from over 1,000 schools. Results indicated that pull-out programs, after- or before-school coaching classes, peer tutoring, and summer classes were the most common types of remedial activity. The probability of a school offering a particular type of remedial activity was moderately dependent on the school's geographic region, the socioeconomic characteristics of the student population, and whether the school was public or private. Remedial activities that provided students with substantial extra instruction were effective in raising achievement test scores. Peer tutoring, and before-or after-school classes, were not effective in raising test scores.

Muller, Chandra. 1991. "Maternal Employment, Parent Involvement, and Academic Achievement: An Analysis of Family Resources Available to the Child." (Paper presented at the Annual Meeting of American Sociological Association. August.)

Muller, Chandra, Kathryn S. Schiller, and Seh-Ahn Lee. 1991. "Latchkey Children in the Late '80's: Family Composition, Working Mothers, and After School Supervision." (Paper presented at the Annual Meeting of American Educational Research Association. April.)

Muller, Chandra. "Parental involvement in the educational process: An analysis of family resources and academic achievement." (Ph.D. dissertation, Department of Sociology, University of Chicago, August 1991.)

Muller, Chandra, Lee She-Ahn, and Kathryn Schiller. "Defying Statistics or 'Latch-key' Children in the Late '80s: Family Composition, Working Mothers, and After School Supervision." (Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, 6 April 1991.) [ED338357, PS019899, RIEMAR92.]

This study explored the effects of after-school supervision on 8th graders' academic performance. Data from the National Education Longitudinal Study of 1988 relating to a total sample size of 20,491 students (after exclusions) in 802 public and 233 private schools were analyzed. The analysis indicated that parents do not discriminate between sons and daughters when they leave children unsupervised. Hispanics and Asians are most likely, and Anglos least likely, to make sure their children have adult supervision. Parents with only a high school education are most likely to provide supervision, and parents with advanced degrees are most likely to leave their children unsupervised for short periods of time. Students living with both natural parents are supervised more than students living in other family types. Homemaking mothers are twice as likely as working mothers to make sure their child is supervised. The analysis of the consequences of lack of supervision indicated that the number of hours students watch television increases with the number of hours spent unsupervised. Students left unsupervised for less than an hour perform better on tests than students in other groups. Students left unsupervised for long periods of time receive lower grades than those in other groups.

Mullins, Mary E. , (19 June 1991). "At Risk: A Look At Kids And Danger Signals." *USA Today*: 07A.

FULL-TEXT: Numbers help tell the story of why schools increasingly take on the role of social service providers.

The charts below come from two sources:

- The Kids Count Data Book from The Center for the Study of Social Policy in Washington, D.C., examining how eight measures of children's well-being changed in the 1980s.
- The National Education Longitudinal Study of 1988, with data on the lives of 24,600 8th graders in 1,000 public and private schools. Their message: Students' lives revolve around more than just reading, writing and arithmetic. And in many cases, the conditions that affect their school work are changing for the worse.

WORSENING:

Children in poverty 1979: 16 percent 1989: 20.1 percent
Out-of-wedlock births 1980: 7.5 percent 1988: 8.2 percent
Incarceration rate 1979: 118 1987: 166
per 100,000 juveniles
Violent death rate, 1984: 62.4 1988: 69.7
ages 15-19, per 100,000 teens

STALLED:

Low birth weight babies 1980: 6.8 percent 1988: 6.9 percent
Graduating high school 1982: 69.7 percent 1988: 71.2 percent

IMPROVED:

Infant mortality rate 1980: 12.6 1988: 10.0
per 1,000 live births

Child death rates

(ages 1-14, per 100,000 children) 1980: 39.5 1988: 33.2

Percentage of 8th graders who say they are home alone for various hours of the day:

- 13 percent never home alone
- 32 percent less than 1 hour a day
- 28 percent 1-2 hours
- 13 percent 2-3 hours
- 14 percent 3 or more hours

Blacks (20 percent) and American Indians (19 percent) are more likely than whites (12 percent) to report being home without an adult for more than 3 hours a day.

Percentage of 8th graders in categories considered indicators of being “at-risk” of dropping out or failing in school:

- Single parent family 22.3 percent
- Family income less than \$15,000 21.3 percent
- Parents have no high school diploma 10.5 percent
- Has sibling who dropped out 10 percent
- Limited English proficiency 2.3 percent.

Percentage of 8th graders reporting they don’t feel safe at school.

- Total 11.8 percent
- Asian 11.7 percent
- Hispanic 16.1 percent
- Black 18.0 percent
- White 9.9 percent
- American Indian 18.0 percent

Percentage of 8th graders reporting someone has tried to sell them drugs.

- Total 10.0 percent
- Asian 4.8 percent
- Hispanic 14.3 percent
- Black 7.6 percent
- White 9.9 percent
- American Indian 16.4 percent

New York State Education Department. *Characteristics of New York State’s Eighth Grade Students from the National Education Longitudinal Study of 1988*. 1991. [ED340732, TM017779, RIEMAY92.]

Data from the National Education Longitudinal Study of 1988 (NELS:88) are reported for New York State. The NELS:88 is the most comprehensive longitudinal study conducted to date by the National Center for Education Statistics. The base year survey conducted in spring 1988 included approximately 1,000 schools nationally and almost 25,000 8th grade students; and included separate surveys of the students’ parents, teachers, and administrators. The weighted sample size is 189,181 New York 8th graders. The data in this report highlight the following five trends in a relatively consistent manner: (1) students outside New York City are less at-risk and perform better than their New York City or United States counterparts; (2) non-public school students are

less at-risk and perform better than their public school counterparts; (3) White (non-Hispanic American) and other minority students outperform black and Hispanic American students; (4) 8th graders in New York City are remarkably similar to their United States counterparts; and (5) little if any difference is found between girls and boys. Data are presented in 22 tables in the categories of at-risk issues, students at home, students at school, and mathematics and reading performance. Data limitations are also discussed.

Rasinski, Kenneth A. "How Seriously Should We Take Children's Reports About The Seriousness Of Problems In Their Schools? A Psychological Analysis Of The Validity Of Children's Survey Responses." (Version of a paper presented at the meetings of the American Association for Public Opinion Research, St. Petersburg, FL, May 1989. 10 September 1991.) [Based on NELS:88 Field Test.]

Rock, Donald A., and Judith M. Pollack. *Psychometric Report for the NELS:88 Base Year Test Battery. Contractor Report. Technical Report.* Washington, DC: National Center for Education Statistics, April 1991. [NCES 91-468, ED334241, TM016774, RIENOV91.]

The National Education Longitudinal Study of 1988 (NELS:88) is designed to monitor the transition of a national sample of young adults as they progress from junior to senior high school and then to postsecondary education or the world of work. An in-depth description is provided of the rationale, development, and psychometric properties of the base year test for grade 8. The achievement test battery was composed of four tests; (1) reading comprehension; (2) mathematics; (3) science; and (4) history/citizenship/geography. The eighth grade (base year) sample was composed of approximately 24,600 8th graders from 1,052 schools. Results show that the NELS:88 test battery met or exceeded all its psychometric objectives. Reliabilities for the reading comprehension, mathematics, and history/ citizenship/geography tests were acceptable; the science test was somewhat less reliable. Internal consistency was high enough to justify item response theory scoring. There was no consistent evidence of item bias for gender or racial/ ethnic groups. Factor analyses support the discriminant validity of the four content areas tested. Five tables and seven figures complement the discussion. A 32-item list of references is included. Eight appendices provide item analysis statistics, differential item functioning statistics, item parameters, test information functions, descriptions of individual items, intercorrelations of testlets, definitions of proficiency scores, and standard errors of measurement at theta scale points.

Rock, Donald A., Judith M. Pollack, and Anne Hafner. *The Tested Achievement of the National Education Longitudinal Study of 1988 Eighth Grade Class. E.D. Tabs.* Washington, DC: National Center for Education Statistics, April 1991. [NCES 91-460, ED335365, TM016959, RIEDEC91.]

Sixty tables are presented, which examine the test achievement of a national probability sample of 8th graders in public and private schools. Statistics were obtained from the base-year student survey of the National Education Longitudinal Study of 1988 (NELS:88). The NELS:88 monitors the transition of a national sample of young adults as they progress from junior high to senior high school and on to postsecondary education and/or work. Its purpose is to provide policy-relevant data concerning the effectiveness of schools, curriculum paths, special programs, variations in curriculum content, and/or mode of delivery in bringing about educational growth. The NELS:88 test battery includes four tests: (1) reading comprehension; (2) mathematics; (3) science; and (4) history/citizenship/government. This report is a tabular summary of achievement test scores for approximately 25,000 8th graders from slightly more than 1,000 schools. Results are grouped into: student background variables; parental involvement variables; and school

characteristics and school climate. Reading and mathematics tables contain, in addition to mean scores, the percentage of each group scoring at each proficiency level and the standard error of the percentage estimate. Effect sizes are included to compare group differences. Technical notes on survey design, response rates, variables in the tables, significance testing, and methods for estimating standard errors and effect sizes follow the tables.

Spencer, Bruce D., and Wendene Foran. "Sampling Probabilities for Aggregations, with Application to NELS:88 and Other Educational Longitudinal Surveys." *Journal of Educational Statistics* 16 (1) (March 1991): 21–33. [CIJJUL91, EJ423881, TM515591].

Surveys in which one can observe-after sample selection-that each sample member belongs to one or more aggregations are considered. A formula for the probability that a given aggregation contains at least one sample member is applied to eighth grade data from the National Education Longitudinal Study of 1988 (NELS:88).

Waggoner, Dorothy Ed. "Numbers and Needs: Ethnic and Linguistic Minorities in the United States." *The Number News*, no. 1–2 (1991). [The title of Issue 1 is "The Number News." RIENOV93, ED359285, UD029272.]

This document consists of the first 10 issues of a newsletter devoted to statistical information on the status of minorities (particularly linguistic minorities) in the United States based on excerpts and interpretations of data from the 1990 Census of Population. Information from other sources, such as the National Center for Education Statistics and the Immigration and Naturalization Service, is also reported. Issue 1 (1991) concentrates on the growth in the minority population and the increasing diversity of the United States. Issue 2 (1991), reviewing questions of undercounting of minorities, focuses on the use of information gained about linguistic minorities and limited English speaking people. Issue 3 (1991) highlights the increasing diversity of the U.S. Asian population. Issue 4 (1991) focuses on Hispanic, American Indian, and Alaska Native minorities. Issue 1 (1992) focuses on the growth of the Pacific Islander population in the United States. Issue 2 (1992) covers language minorities in Vermont, African American census information, gender equity, and the accuracy of the homeless count. Issue 3 (1992) is devoted to diversity and multilingualism in the nation's largest cities and in California, New York, and Texas. Issue 4 (1992) features national information on multilingualism and the foreign-born population. Issue 5 (1992) provides language data from the National Education Longitudinal Study (NELS:88), with a focus on children and elementary and secondary education. Issue 6 (1992) explores population data and information about schools and students.

1990

Coons, Phyllis. (2 September 1990). "Study Sees Parents As Key To Success Of 8th Graders." *Boston Globe*. 33.

LEAD PARAGRAPH: Why do some students do well and enjoy school while others do not? A new national study, "A Profile of the American Eighth Grader" by The National Education Longitudinal Study of 1988, the most comprehensive so far of students in this age group, suggests some of the make-or-break factors in school success.

Both the national study and a 1988 report on the Massachusetts Educational Assessment of 8th graders in Massachusetts give students and teachers barely passing grades, but parents of students in both studies clearly flunk out.

KEY-WORD-IN-CONTEXT: ... do not? A new national study, "A Profile of the American Eighth Grader" by The National Education Longitudinal Study of 1988, the most comprehensive so far of students in this age group, suggests...

Cross, Christopher T. *Selected Addresses, Speeches, and Remarks of the Assistant Secretary of Education for Educational Research and Improvement, April 17–August 7, 1990* (Eleven Items). Washington, DC: Office of Educational Research and Improvement, Department of Education, 1990. For additional addresses by same author, see ED 319 108, ED323672, EA022280, RIEFEB91.]

Eleven separate addresses made by the Assistant Secretary of Education for Educational Research and Improvement during the period April–August 1990 comprise this document. Arranged chronologically, it includes two addresses before the American Educational Research Association in April and others as follows: (1) to Javits Grant recipients on May 16–17; (2) before the National Alliance for Business on May 22; (3) before U.S. Department of Energy Education Directors on May 23; (4) at the Seminar on Base Year Findings of the National Education Longitudinal Survey, National Center for Education Statistics, on June 27; (5) "New Deans of Education," an institute sponsored by the American Association of Colleges for Teacher Education, on June 27; (6) before the State Liaisons for the 1990–91 Blue Ribbon Schools Program on July 12; (7) "Minority Teachers: Meeting the Need and Taking the Lead" on July 15; (8) at the Office of Educational Research and Improvement (OERI) Roundtable on Public School Choice on July 19; and (9) before the National Conference of State Legislatures on August 7.

De La Rosa, Denise, and Carlyle E. Maw. *Hispanic Education: A Statistical Portrait 1990*. Washington, DC: National Council of La Raza, 1990. [ED325562]

This report provides statistical data on the educational status of Hispanic Americans. Summaries are provided of educational status, attainment, and literacy at various points in the educational pipeline. Information about elementary and secondary school teachers is also included. Statistical data were drawn primarily from recent reports of the National Center for Education Statistics and the United States Bureau of the Census. The following summary findings are reported: (1) Hispanics are the most undereducated segment of the population; (2) Hispanics represent a growing segment of the school-age population; (3) Hispanic students face serious difficulties; (4) achievement test scores of Hispanics and blacks remain lower than those of whites, and in some cases the gap is widening; (5) Hispanic 8th graders have lower educational expectations than blacks or whites; (6) Hispanics are unlikely to have Hispanic teachers who can serve as mentors; (7) Hispanics continue to be at risk of academic failure and dropping out; (8) Hispanics continue to have the highest dropout rate of any group; (9) Hispanics continue to have the lowest high school completion rates of any group, and the gap between Hispanics and both blacks and whites is continuing to grow; (10) Hispanic enrollment in higher education is low and Hispanic students tend to enroll in schools not offering advanced degrees; (11) compared to blacks and whites, Hispanics rely more heavily on student loans and less on grants to finance postsecondary education; and (12) Hispanic illiteracy rates are much higher than those of blacks or whites.

Hafner, Anne, Steven J. Ingels, Barbara Schneider, and D. L. Stevenson. *A Profile of the American Eighth Grader: NELS:88 Student Descriptive Summary. National Education Longitudinal Study of 1988*.

Washington, DC: National Center for Education Statistics, June 1990. [NCES 90-458, ED322221, TM015507, RIEDEC90.]

Descriptive statistics and associated analysis on American 8th graders are presented based on data from the 1988 National Education Longitudinal Study. The study will be repeated with the same cohort at 2-year intervals. Study variables cover attitudes, school performance, and activities of the 8th grade students. In addition to direct student data, the study design incorporates data from students' school principals, parents, and teachers to identify additional factors that affect student achievement. In addition to a general statistical profile of the target population, statistics and accompanying analyses cover mathematics and reading performance, at-risk issues, school safety and climate, and high school and college plans. Focus is on circumstances under which children flourish and succeed. The study included a clustered, stratified national probability sample of about 800 public and 200 private schools. Almost 25,000 students participated in the base-year study. The sample represents the nation's 8th grade population, totalling about 3 million 8th graders in over 38,000 school in the spring of 1988. Results reveal that the American 8th grade population is very diverse. One out of every five students is unable to perform basic arithmetic tasks, and 14 percent of the students are unable to perform basic reading comprehension tasks. The NELS: 88 provides some indicators of "at risk" status and has identified six primary risk factors. Pertinent methodological discussions and associated data are appended. Fifteen graphs and 69 data tables are included.

Ingels, Steven J. "Findings from the NELS:88 Base Year Student Survey." (Paper presented at the Meetings of the American Educational Research Association, Boston, 16 April 1990). [ED319747, TM014820 300-86-0010, RIEOCT90.]

The National Education Longitudinal Study of 1988 (NELS: 88), a longitudinal study sponsored by the National Center for Education Statistics, provides trend data about transitions experienced as young people develop, attend school, and embark on careers. The study began with a national sample of about 26,000 8th graders in 1988 and follows these students at 2-year intervals through high school and further. Findings of the base year are summarized, drawn from the descriptive summary "A Profile of the American Eighth Grader" by A. Hafner and others (1990). Characteristics of sample members, in-school and out-of-school experiences, and aspirations and choice behaviors are described. The paper is divided into three sections: (1) background on the study; (2) cross-sectional findings from the NELS:88 base year, with 24 tables and 16 graphs; and (3) issues for the next wave of data.

Ingels, Steven J., Sameer Y. Abraham, Rosemary Karr, Bruce Spencer, and Martin R. Frankel. *National Education Longitudinal Study of 1988. Base Year: Parent Component Data File User's Manual*. Washington, DC: National Center for Education Statistics, March 1990. [NCES 90-466, DE350319, TM019072, RIEFEB93.]

This manual has been produced to familiarize data users with the procedures used for data collection and processing of the base year parent component of the National Education Longitudinal Study of 1988 (NELS:88) and to provide necessary documentation for using the data files. Chapter 7 and Appendix F, in particular, contain essential information that allows the user to proceed with minimal startup cost. The rest of the manual provides a wide range of information on a variety of topics, beginning with an overview and history of the NELS:88 and the studies it comprises. Chapter 2 contains a general description of data collection instruments, while chapter 3 discusses the sample design and weighting procedures. Data collection procedures, schedules, and results are presented in chapter 4. Chapter 5 describes data control and

data preparation. Chapter 6 deals with data processing, and chapter 7 describes organization and contents of the data files and presents a guide to the codebook. Appendixes contain: (1) the parent questionnaire; (2) a list of critical items from the parent questionnaire; (3) the record layout; (4) specifications for the composite variables; (5) a description of related data files; (6) guidelines for SAS users; and (7) a codebook for the questionnaire.

Ingels, Steven J., Sameer Y. Abraham, Rosemary Karr, Bruce D. Spencer, and Martin R. Frankel. *National Education Longitudinal Study of 1988: Base year: Student component data file user's manual*. Washington, DC: National Center for Education Statistics, March 1990. [NCES 90-464].

Ingels, Steven J., Sameer Y. Abraham, Kenneth A. Rasinski, Rosemary Karr, Bruce D. Spencer, and Martin R. Frankel. *National Education Longitudinal Study of 1988. Base Year: School Component Data File User's Manual*. Washington, DC: National Center for Education Statistics, March 1990. [NCES 90-482, ED322223, TM015511, RIEDEC90.]

This manual is designed to familiarize data users with the procedures followed for data collection and processing of the base-year school component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data files. The manual provides a wide range of information on topics related to the National Center for Education Statistics (NCES) and the study at hand. More specifically, the report includes: an overview and history of NCES longitudinal studies, a general description of the data collection instruments used in the 1988 base-year study, the base-year sample design and weighting procedures, data collection procedures as well as schedules and results, data control and data preparation activities, data processing, organization and content of the data files and means of using them, guidelines for the Statistical Analysis System and Statistical, and several code books of school questionnaire data. The NELS:88 base-year study collected data from students, parents, teachers, and school administrators. Self-administered questionnaires and tests were the principal mode of data collection. The NELS:88 public use data files are available on four separate tapes, one for each study component. The tape for the school survey contains a file based on data for 1,015 schools.

Ingels, Steven J., Sameer Y. Abraham, Kenneth A. Rasinski, Rosemary Karr, Bruce D. Spencer, and Martin R. Frankel. *National Education Longitudinal Study of 1988. Base Year: Teacher Component Data File User's Manual*. Washington, DC. : National Center for Education Statistics, March 1990. [NCES 90-484, ED322222, TM015510, RIEDEC90.]

This manual will familiarize data users with the procedures followed for data collection and processing of the base-year teacher component of the National Education Longitudinal Study of 1988. A corollary objective is to provide the necessary documentation for use of the data files. The manual provides a wide range of information on topics related to the National Center for Education Statistics (NCES) and the study at hand. More specifically, the report includes an overview and history of NCES longitudinal studies, a general description of the data collection instruments used in the 1988 base-year study, the base-year sample design and procedures used for selecting teachers, data collection procedures as well as schedules and results, data control and data preparation activities, data processing, organization and content of the data files and means of using them, guidelines for the Statistical Analysis System and Statistical Package for the Social Sciences, and several code books of teacher questionnaire data. The target sample included 1,052 schools. Self-administered questionnaires and tests were the principal mode of data collection. The NELS:88 base-year study collected data from students, parents, teachers, and school administrators. The NELS:88 public use data files are available on four separate tapes, one for

each study component. The tape for the teacher survey contains a data file based on 5,193 teacher instruments, resulting in 44,512 sets of teacher ratings and data for 23,188 of the 24,599 participating students from 1,052 schools.

Ingels, Steven J., Kenneth A. Rasinski, Martin R. Frankel, Bruce D. Spencer, and Paul Buckley. *National Education Longitudinal Study of 1988: Base year final technical report*. Chicago:IL: National Opinion Research Center, 1990.

Knopes, Carol, Donna Gable, and Dennis Kelly (19 September 1990). "School Line: A Quick Look at What's Happening at USA Schools." *USA Today*. 07A.

SCHOOL LINE A QUICK LOOK AT WHAT'S HAPPENING AT USA SCHOOLS. [One item based on NELS:88 as follows in full-text:] The roots of failure.

How many 8th graders have one of six factors that research shows puts them "at risk" of dropping out or failing in school:

Pct. of students

Single-parent family 22 percent

Under \$15,000 family income 21 percent

Often at home alone 14 percent

Uneducated parents 11 percent

Siblings who drop out 10 percent

Limited English proficiency 2 percent

Source: The National Education Longitudinal Study; 1988 survey of 24,000 8th graders.

"Parental Involvement in Education." *Issues in Education* (August 1990). Washington, DC: Office of Educational Research and Improvement (ED). [Report no. AS-90-001, ED324139, PS019131, RIEFEB91.]

Findings from a new nationally representative survey of 25,000 American 8th graders, their parents, teachers, and principals are reported. The study was produced by the Education Department's Office of Educational Research and Improvement and is called the National Education Longitudinal Study of 1988, or NELS:88. NELS:88 will follow the children every 2 years as they move into high school, college, or the labor market. The study's first survey year findings, which concern parents and children, parents and schools, and parent participation, reveal startling communication gaps among American adolescents, their parents, and their schools. Not only do students communicate infrequently with their parents about school, they also rarely get advice from counselors or teachers. It is concluded that attainment of national, state, and community educational goals is impossible without a significant increase in parental involvement in education.

Pollack, Judith M. "Some Issues in Free Response Testing," Princeton, NJ: Educational Testing Program, 12 June 1990. [ED322200, TM015402, RIEDEC90.]

This paper summarizes an investigation of applications and issues in free response (FR) testing during 1989. It draws on ideas from the results of the National Education Longitudinal Study 1988 (NELS:88) field test, a seminar series at the Educational Testing Service (ETS), working papers prepared for several FR testing applications, and conversations with several individuals at the ETS and elsewhere who have been implementing FR testing. Focus is on incorporating FR

items in the NELS:88 test battery. Benefits of the FR format, scoring considerations, resource costs, domain coverage, reliability considerations, validity considerations, equating issues, and implications for longitudinal testing are considered. The primary advantage of the FR format is that it offers the opportunity to assess what the student can do, rather than only what the student knows. However, given the short testing time available for the NELS:88 survey, the use of FR items would necessarily entail a very sparse sampling of the content domains being tested. The resulting low reliability of the change score measurements would limit the usefulness of the data in identifying factors related to educational achievement. It is concluded that FR tests may be more accurate than multiple-choice tests, but they involve considerable cost and sacrifice reliability. The appropriate choice or mix of FR and multiple-choice testing modes depends on the purposes and uses of the test scores.

Rasinski, Kenneth A., and Jerry West. *8th Graders' Reports of Courses Taken during the 1988 Academic Year by Selected Student Characteristics*. Washington, DC: National Center for Education Statistics, July 1990. E.D. TABS. [NCES 90-459, ED329557, TM015568, RIEJUL91.]

This set of tables examines self-reports of coursework taken by a national probability sample of 8th graders in public and private schools in the United States. Statistics were obtained from the base-year student survey of the National Education Longitudinal Study of 1988 (NELS:88). NELS:88 figures on 8th graders provide a baseline for assessing progress in high school. Estimates in the tables are based on a sample of 24,599 students in 1,052 schools across the nation. The estimates project to about 3,008,080 8th graders in about 38,774 eligible public, private, and Catholic schools during the 1988 school year. Exclusions to the sample are discussed in the technical notes following 45 pages of tables. Three basic sets of tables on self-reported course-taking are provided in the areas of: (1) mathematics, science, and computer education (Tables 1.1 to 1.5); (2) English, foreign language, history, social studies, and religion (Tables 2.1 to 2.5); and (3) arts, vocational education, and personal development (Tables 3.1 to 3.5). Within each set of tables, the first table shows course-taking across all schools. Subsequent tables show course-taking for public, Catholic, independent private, and other private schools. In addition to information about the sample, the technical notes contain information about survey design, response rates, variables used in the tables, and methods for estimating standard errors.

Spencer, Bruce D., Martin R. Frankel, Steven J. Ingels, Kenneth A. Rasinski, and Roger Tourangeau. *Base Year Sample Design Report: National Education Longitudinal Study of 1988*. Washington, DC: National Center for Education Statistics, August 1990. [NCES 90-463, Abridgement, by Kathryn L. Dowd, of a more extensive contractor report. ED325502, TM015732, RIEMAR91.]

The sampling procedures and results of data collection are documented for the National Education Longitudinal Study of 1988 (NELS:88) base-year survey of 8th graders, which was conducted during the winter, spring, and summer of 1988. This abridged version of the 1989 contractor report does not report any information that could violate the confidentiality requirements of Public Law 100-297. It is designed to be a companion to separately published users' manuals for the NELS:88 Base Year Data Files. The target population consisted of all public and private schools with eighth grades in the United States. Excluded were students with severe mental, emotional, or physical handicaps, and those without sufficient command of English to complete the survey materials. The survey used a two-stage stratified, clustered sample design, with responses from about 69 percent of the 1,057 targeted schools and about 93 percent of the 24,599 students who were contacted. This report reviews: (1) the NELS:88 study background and purpose; (2) sample design and implementation; (3) sample weights; (4) school and item non-response data; and (5) standard errors and design effects. Eighteen tables and two

figures contain data from the study. Three appendices contain the standard errors and design effects for the student, parent, and school questionnaire data tabulated for all schools; males; females; Asians; Hispanics; blacks; whites and others; public schools; Catholic schools; other private schools; and students of low, middle, and high socioeconomic status.

Thomas, Jeffrey. "The Numbers Game: What 8th graders Study-And How Much of It They Do." *Humanities* 11 (6) (November 1990): 9–10. [EJ429245, SO522155, CIJNOV91.]

Presents data from the National Education Longitudinal Study (1988) concerning attitudes and academic experiences of 8th graders. Includes academic requirements for different geographic regions; number of hours spent watching television and recreational reading; emphasis given to English topics; time spent on English and social studies homework; and literary genres in assignments.

U.S. Office of Educational Research and Improvement "National Education Longitudinal Study of 1988: A Profile of the American Eighth Grader." Washington, DC, August 1990 Research in Brief. [For the larger report, see ED 322 221, RIEDEC93, ED360352, TM020232.]

The National Education Longitudinal Study of 1988 (NELS:88) is the first nationally representative longitudinal sample of 8th grade students in public and private schools. Data provide measures of student performance and allow for the examination of attitudes and activities of 8th graders as they pass through the education system. Overall, 53 percent had none of the six commonly used risk factors, while 20 percent had two or more. A majority had high educational aspirations, but many were not planning to enter high school programs that would lead them to realize their goals. More than two-thirds reported positive feelings about school. Nineteen percent overall and 30 percent of Hispanic, Black, and American Indian students were not proficient in basic mathematics skills for everyday tasks. Fourteen percent of all 8th graders and about 30 percent of students who usually speak a language other than English were not able to perform basic reading tasks. About 18 percent of the students had repeated at least 1 grade. Typical students reported spending four times as many hours each week watching television as they spent doing homework. NELS:88 data will be used for many years to analyze important issues in American education. Follow-Ups began in 1990 and will continue at 2-year intervals.

U.S. Office of Educational Research and Improvement "Restructuring Schools for Young Adolescents." *Issues in Education*. Washington, DC:August 1990. [Report no. AS 90-002, OERI-AS-90-002, ED322649, EA022209, RIEJAN91.]

The schools attended by young adolescents must be transformed into "communities for learning" that provide students with a climate fostering their intellectual development. Such communities have high expectations for students, challenge them with an integrated curriculum, offer meaningful relationships with adults, and maintain an environment where students feel safe, motivated, and engaged with their schoolwork. According to the U.S. Education Department's National Longitudinal Study of 1988 (NELS:88), which surveyed 25,000 American 8th graders, such learning communities are seldom found in our schools. Regarding school relationships, data show that by spring of the school year, 35 percent of 8th grade students said they had not talked with their teacher about coursework during the school year and 65 percent had not discussed their course selections with a school counselor. Concerning learning readiness, teachers said that 20 percent of sampled 8th graders were inattentive; 47 percent of the students said they were bored at least half the time spent in school. Over 10 percent of 8th graders were frequently absent, and a third had been sent to the office for misbehaving. School climate is far from engaging, with a

significant percentage of students citing tardiness, absenteeism, cutting class, and class disruption as serious problems. Fundamental restructuring is needed to redress these problems. Specific recommendations are outlined.

West, Jerry, Kenneth A. Rasinski, and Eric Camburn. "Parental Involvement In Education: Findings From The NELS:88 Base Year Parent Survey." (Paper presented at the meetings of the American Education Research Association, Boston, MD, March 1990).

Woodall, Martha. (10 October 1990) "Study Of Schoolchildren's Habits Finds Reading Is Not One Of Them." *Philadelphia Inquirer*. B01.

LEAD PARAGRAPH: Students at independent schools watch far less television and do far more homework than their counterparts in public and Catholic schools, but all have one thing in common-they don't read much for fun.

This fact about reading habits, contained in a recent federal study, surprised and depressed John C. Esty Jr., president of the National Association of Independent Schools.

KEY-WORD-IN-CONTEXT:...to Jerry West, a researcher at the center. Jeffrey A. Owings, project officer for the National Education Longitudinal Study of 1988, said researchers expanded their latest study to include more non-public school...

1989

"Connecticut Participation in the National Education Longitudinal Study (NELS)." *Connecticut State Department of Education Research Bulletin*, 3 (1989). [ED336388, TM015583, RIEJAN92.]

Statewide information concerning the Connecticut eight-grade public school students who participated in the National Education Longitudinal Study (NELS) in the spring of 1988 is presented. Over 900 students in 46 schools in 35 school districts, almost evenly divided between males and females, completed cognitive tests and student surveys about demographics and a range of additional topics. The same students are being tested in 1990 and will be followed biennially through 1994. About one-third (36.3 percent) of the students were considered educationally at risk, with Black students and Hispanic students more likely to have one or more identified risk factors. Seventeen percent of the students had repeated at least one grade. A large majority (86.5 percent) planned to attend public high school; 1 in 10 planned to attend a private high school. One-third (32.2 percent) planned to enter a college preparatory program, while 73.4 percent planned to attend college. Outside of school, students spent more time watching television than doing homework, and stated that music and sports were their most popular extracurricular activities. Suburban students were more likely to consider drugs a serious problem in their schools than were non-suburban students. About 81 percent felt that the quality of teaching at their schools was good. Black and Hispanic students were more likely to feel good about themselves than were White students.

Greene, Harrison, and Others. *National Education Longitudinal Study of 1988 (NELS:88) first Follow-Up field test report*. Chicago, IL: National Opinion Research Center, 2 June 1989.

Ingels, Steven J., Louis Rizzo, and Kenneth A. Rasinski. "School, Individual and Item Nonresponse in the National Education Longitudinal Study of 1988 (NELS:88) Base Year Survey." (Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, 27 March 1989.) [ED312311, TM014109, NCES-300-86-0010, RIEMAR90.]

Nonresponse issues are investigated for the base year (1988) survey of the United States Department of Education's National Education Longitudinal Study of 1988 (NELS:88), a national probability sample of middle schools and 8th grade students in the spring of 1988. The total 8th grade enrollment for the NELS:88 sample of schools was 203,002; of these, 10,583 students were excluded due to limitations in their language proficiency or to mental or physical disabilities. As in the 1980 High School and Beyond (HSB) Study, the NELS:88 sample included about 70 percent initial selections and 30 percent replacement schools. NELS:88 non-respondents were 51.96 percent male and 43.07 percent female, with the gender of 4.96 percent not indicated, while NELS:88 respondents were 49.8 percent male and 50.2 percent female. Part 1 of this paper gives a brief overview of the study and its sample design, and outlines the main non-response issues, namely: (1) school and individual ineligibility for the study; (2) unit non-response, i.e., the fact that some schools and individuals declined to participate; and (3) item non-response in the student questionnaires and cognitive tests. Part 2 describes the methodology used for adjusting school level non-response in the NELS:88. Actual estimators are given, along with a method for evaluating the estimators and a method for deriving the estimate of response propensities for each school. Part 3 reports the results of an item non-response analysis of the student questionnaire data and the cognitive tests. Some comparisons are offered with non-response in the first year of the HSB survey.

Marshall, Robert E. "Guide to Databases Containing Data on Vocational and Adult Education Maintained by the U.S. Department of Education." Washington, DC: Office of Vocational and Adult Education (11 September 1989). [ED311257, CE053263, RIEMAR90.]

This guide provides information on 22 databases maintained within the United States Department of Education in which information on vocational and/or adult education has been identified, including those housed in the Office of Vocational and Adult Education (OVAE). The guide was developed by conducting an in-house survey, and the information it contains has been reviewed by those listed as contact persons for their databases. Each one-page database profile consists of a description, design, survey type, how often data are collected, planned updates, and contact address. The databases included are the following: (1) Administrator and Teacher Survey of High School and Beyond Schools; (2) 1987 High School Transcript Study; (3) National Education Longitudinal Survey, 1988; (4) High School and Beyond Longitudinal Study; (5) National Longitudinal Survey, 1972; (6) Schools and Staffing Survey; (7) Beginning Postsecondary Students; (8) Integrated Postsecondary Education Data System; (9) National Postsecondary Student Aid Study; (10) Fast Response Survey System for National Assessment of Vocational Education; (11) Vocational-Technical Education Financial Database; (12) Vocational-Technical Education Program Performance Database; (13) Adult Education Financial Database; (14) Adult Education Program Performance Database; (15) Common Core of Data Part 4-Revenues and Current Expenditures for Public Elementary and Secondary Education FY 82-86; (16) Common Core of Data Public Education Agency Universe, 1987-88; (17) Inventory of Datasets Containing Data on OVAE-Administered Programs; (18) National Rural Education Data File; Expenditures for Public Elementary and Secondary Education FY 82-86; (19) Common Core of Data Public School Universe, 1986-87; (20) Common Core of Data Nonfiscal Report, 1987-88; (21) State Program Improvement Information in Vocational Education; and (22) GEPA 406A Data System.

Prindle, Carol, and Kenneth A. Rasinski. "The National Education Longitudinal Study of 1988: Data Collection Results and Analysis Potential." (Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, 27 March 1989). [For the NELS:88 report on which this paper is based, see ED 295 985, ED308215, TM013551, RIENOV89.]

The National Education Longitudinal Study of 1988 (NELS:88) is the most recent in a series of longitudinal studies conducted by the National Center for Education Statistics at the United States Department of Education. The NELS:88 began with a baseline assessment of school experiences, with the purpose of relating these experiences to current academic achievement and to later achievement in school and in life. A total of 1,201 schools from 50 states participated in the base-year study. Out of 29,884 students selected, 92.9 percent responded. Out of 26,410 parents selected, 90.5 percent responded. The unique features of the NELS:88 and how researchers can use these new features to study educational policy and the effects of education on children are the subjects of this paper. One special feature of the NELS:88 is that it focuses on 8th graders, thus creating a longitudinal data base that will enable researchers to assess the effects of elementary, middle, and junior high school experiences on high school performance and school completion. Both self-reports and teacher and administrator reports are assessed as well as the student's family and home environment. Special sampling procedures and Follow-Up methods are discussed. Policy makers will be particularly interested in data concerning primary-to-secondary transition patterns, school effectiveness, dropouts, parental involvement, equity of education across minority groups and for at-risk students, cognitive growth, ability grouping and tracking, needs of language minorities, mathematics and science programs, humanities and history programs, and programs for gifted and talented students.

1988

Ingels, Steven J., and et al. "Symposium on the National Education Longitudinal Study of 1988 (NELS:88) and the NELS:88 Field Test ." (Paper presented at the meetings of the American Educational Research Association, New Orleans, Louisiana, 5 April 1988.) [ED297006, TM011952, RIEDEC88.]

The National Education Longitudinal Study of 1988 (NELS:88) is a major new panel study of educational outcomes sponsored by the Center for Education Statistics of the United States Department of Education. The NELS:88 is designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Initially focusing on 8th graders, the cohort will be reassessed at two-year intervals. Six papers delivered during this symposium include: (1) "The National Education Longitudinal Study of 1988: NELS:88, Its Design and Objectives" (S. J. Ingels); (2) "The National Education Longitudinal Study of 1988 School Survey" (R. P. Russo); (3) "The National Education Longitudinal Study of 1988 Teacher Survey" (R. P. Russo); (4) "The Design and Validation of the NELS Test Battery" (D. A. Rock and J. M. Pollack); (5) "Methodological Experiments of the NELS:88 Field Test Student Survey" (S. R. Lucas); and (6) "Methodological Experiments of the NELS:88 Field Test Parent Survey" (B. B. Simon). (TJH).

Payer, Elizabeth T. "Institutional Projects Funded by OERI," Washington, DC:Office of Educational Research and Improvement, February 1988. [ED295603, IR013255, RIENOV88.]

This directory is a revised listing of projects funded by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education. It includes the addresses, telephone numbers, mission statements, major activities, key staff, and OERI liaison of the 9 regional educational laboratories, the 19 national research and development centers, the 16 Educational Resources Information Center (ERIC) clearinghouses, the ERIC Processing and Reference Facility, the ERIC Document Reproduction Service, the National Education Longitudinal Study of 1988, and the National Assessment of Educational Progress.

Payer, Elizabeth T. "Institutional Projects Funded by OERI. Revised April 1988," Washington, DC: Office of Educational Research and Improvement, April 1988. [For earlier edition issued in February 1988, see ED 295 603. ED303159, IR013658, RIEJUN89.]

This directory is an update of an earlier listing of the projects funded by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education that was issued in February 1988. It includes the addresses, telephone numbers, mission statements, major activities, and key staff of the regional educational laboratories, the national research and development centers, the ERIC clearinghouses, the National Assessment of Educational Progress, the National Education Longitudinal Study of 1988, and the National Diffusion Network (NDN) State Facilitators (A total of 49 entries). Also included are the OERI project officers monitoring the projects for the Federal Government. Updated information presented in this edition includes new titles for several projects, some staff changes, and the NDN information.

Russo, Rocco P. "The National Education Longitudinal Study of 1988 School Survey." (Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, 5 April 1988.) [ED295985, TM011825, RIENOV88.]

The 1988 National Education Longitudinal Study (NELS:88) focuses on a sample of students enrolled in the eighth grade during the spring of 1988. Building on its predecessors (the National Longitudinal Study of the High School Class of 1972 and High School and Beyond), the study is designed to provide trend data about the critical transitions experienced by young people as they develop, attend school, and embark on careers. Sample projections estimated that 26,000 students will be selected at random from a nationally representative sample of approximately 1,000 schools. This discussion identifies the purpose and objectives of the school survey component of the NELS:88, describes the survey administration procedures, and presents the results of the field test of the NELS:88 school survey undertaken in the spring of 1987. Recommendations emerging from these analyses address the areas of pre-survey activities, data collection activities, and instrumentation.

Russo, Rocco P. "The National Education Longitudinal Study of 1988: Teacher Survey." (Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, 5 April 1988.) [ED293893, TM011494, RIESEP88.]

The National Education Longitudinal Study of 1988 (NELS) is the third in a series of longitudinal studies sponsored by the Center for Education Statistics of the Department of Education. The NELS focuses on 26,000 randomly selected 8th grade students constituting a national sample. The study involved administration of a cognitive test to students; surveys of students, parents, school administrators, and teachers; and a base-year data collection period during the spring of 1988, with Follow-Up surveys at two-year intervals intended to facilitate long-term trend analysis. The purpose and objectives of the teacher survey component of the NELS, survey administration procedures, and results of the field test of the NELS teacher survey

undertaken in the spring of 1987 are discussed. The teacher survey links data on specific teacher characteristics and practices with data on the characteristics and educational outcomes of participating students. It gathers data on teacher impressions of individual students, curriculum content, and teacher background and activities.

1987

Ingels, Steven J., et al.. *National Education Longitudinal Study of 1988. Field Test Report*. Chicago, IL: National Opinion Research Center, 1 July 1987. [ED289897, TM870673, RIEMAY88.]

In anticipation of the base-year survey of the National Education Longitudinal Study of 1988 (NELS:88), a field test of the questionnaire and test items was conducted in 1987. NELS:88 is a national, longitudinal study designed to provide trend data about the critical transitions of young people as they develop, attend school, and enter the work force. The base-year NELS will survey a sample of 26,200 8th graders from 800 public and 200 private schools. Follow-Up surveys will be repeated every two years. NELS questionnaires include surveys of students, teachers, administrators, and parents; both biographical and attitudinal items are included. The student survey also contains cognitive tests in reading/English, mathematics, science, and social studies. Five states were selected as field test sites for these instruments. A number of analyses were conducted on the test items and the sampling procedures. Both classical test theory and latent trait theory were used to determine the most appropriate items. The field test also examined the effects of conducting orientations and ways of distributing parent questionnaires. Results generally demonstrated the appropriateness of the survey design, procedures, and instruments. Problems with specific items were reported. This report includes chapters on: (1) field test preparation; (2) student data collection; (3) analysis of student survey results; (4) parent survey; and (5) school and teacher surveys. The extensive appendices contain nine research instruments: Eighth Grade Locator Booklet; Eighth Grade Questionnaire; Tenth Grade Questionnaire; Twelfth Grade Questionnaire; Parent Questionnaire; Teacher Questionnaire; School Questionnaire; New York Supplement; and Summary of Cognitive Test Battery.

1986

Brown, George H., and Elizabeth M. Faupel. "The National Assessment of Educational Progress and the Longitudinal Studies Program: Together or Apart?" (Report of a Planning Conference, Center for Education Statistics, Washington, DC, 11 December 1986. 1987). [Issued by NCES. CS 87-446. For reports from related conferences, see HE 020 862 and PS 016 941. ED285919, TM870644, RIEJAN88.]

The National Assessment of Educational Progress (NAEP) and the Longitudinal Studies Program (LSP) are major survey projects on educational outcomes performed by the Center for Education Statistics. NAEP is a continuing cross-sectional survey of young Americans' skills, knowledge, and attitudes. The LSP studies follow a sample of students as they progress through school into work and family life. This document reports on a planning conference to develop recommendations for the Center for Education Statistics on merging NAEP and the National Education Longitudinal Study (NELS) of 1988. Both the technical problems and complex ramifications of the merger were addressed. Summaries and full texts of the five conference papers which had been commissioned by expert panelists are presented: (1) "More Bang for the Buck: An Integrated Data Collection Strategy" (Alan L. Ginsburg et al.); (2) "Shooting at a

Moving Target: Merging the National Assessment of Educational Progress and the Longitudinal Studies Program-A State Perspective” (Joan Boykoff Baron and Pascal D. Forgione); (3) “How to Optimize and Articulate a Longitudinal and a Cross Sectional Research Program” (Calvin C. Jones); (4) “Instrument Design for a Combined NAEP and NELS” (R. Darrell Bock); and (5) “Sampling Problems in Merging a Cross-Sectional and a Longitudinal Program” (Bruce D. Spencer). Summary remarks by David Sweet and Emerson Elliott of the Center are presented. Papers written after the conference by senior officials from the Center include discussions of implications by David A. Sweet, Gary W. Phillips, and C. Dennis Carroll.

Jones, Calvin C. “Relationships between the National Assessment of Educational Progress and the National Education Longitudinal Studies Program.” (paper commissioned by the Study Group on the National Assessment of Student Achievement, 2 September 1986.) [National Opinion Research Center, Chicago. One of 46 papers commissioned by them and cited in Appendix B to their final report “The Nation’s Report Card” (TM 870 049). For other papers in this group, see TM 870 050-094 in ERIC. ED279683, TM870070, RIEJUL87.]

The National Assessment of Educational Progress (NAEP) is compared to the two studies of the National Education Longitudinal Studies (NELS) Program-the National Longitudinal Study of the Class of 1972 (resurveyed in 1973, 1974, 1976, and 1979) and the 1980 High School and Beyond study (partially resurveyed and retested in 1982). The third phase of the NELS program, the National Education Longitudinal Study of 1988 (initiated in 1986) breaks new ground. Transitions into and through secondary school and the processes of program selection and tracking will be studied, and a less biased sample of dropouts will be included. There are advantages and disadvantages to greater integration and exchange of information between these studies. Five factors influencing the utility of the data collected in these two programs are reviewed: (1) Population definitions and sample designs are inconsistent and change over time. (2) The response burden upon institutions and individuals can be lessened by NAEP’s use of matrix sampling and BIB spiralling. Coordination is needed to prevent schools from participating in both surveys at once, and to help in data exchange. (3) Data should be useful to educators and administrators at the state and local level. NELS allows states to survey supplemental data; this may also be useful for NAEP. (4) Data collection and processing costs may be helped by states’ supplementary data collection and by increased efficiency. Otherwise, the required sample sizes would be too large and too costly. (5) Opportunities provided by new technology involve microcomputers, computer assisted testing, and computer assisted interviewing.

1985

Bishop, John H. “Data Collection for Improving Elementary/ Secondary Education.” *Invited Papers: Elementary/Secondary Education Data Redesign Project*, Washington, DC: National Center for Education Statistics, October 1985. [ED272538, TM860454, see also TM 860 450 in ERIC. RIEDEC86.]

To better understand ways to improve education, large longitudinal data sets are required, such as the National Education Longitudinal Study of 1988 which follows students through their schooling and into the labor market. In addition, data comparing the performance of state and local school systems is essential for educational accountability. The following data collection activities are needed: (1) data that accurately compare states and local education agencies; (2) measures of educational outcomes; (3) achievement test scores by subject, age group, minority

status, and state; (4) performance on minimum competency tests for high school graduation and changing requirements, by state; (5) changes in test performance of particular cohorts, by state; (6) achievement test scores and gains, adjusted for each state's population demographics; (7) assessment of higher order cognitive skills; (8) international comparisons; (9) assessment of study habits; (10) assessment of locus of control; (11) measures of the economic outcomes of schooling; and (12) development of causal models of educational improvement. Additional data would also improve NCES's Current Population Survey on attendance and completion of schooling. (GDC).