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These searches were conducted and compiled by RTI International, NCES's prime contractor for ELS:2002. Please contact John Wirt at [John.Wirt@ed.gov](mailto:John.Wirt@ed.gov) with any corrections.

*“NCES”, “ED” (ERIC documents), and “EJ” (ERIC journals) 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.eric.ed.gov>.*

### ***Arranged alphabetically by year***

#### **2005.**

Chromy, James R., Peter H. Siegel, and Elizabeth Copello. (2005). “Propensity Models Versus Weighting Cell Approaches to Nonresponse Adjustment: A Methodological Comparison.” *Proceedings of the Joint Statistical Meetings*, Minneapolis, August 2005.

Statistical adjustment of nonresponse is a deep and pervasive issue for sample surveys. Contemporary statistical methods offer two broad classes of approach to nonresponse adjustment. One is the use of a traditional weighting cell approach. More recently, response propensity modeling, using, typically, logistic regression, has been developed as a further approach to nonresponse adjustment. Additionally, RTI's General Exponential Model (GEM) is a generalization of weight adjustments, and in addition to nonresponse adjustment can optionally include features such as poststratification and weight trimming.

The authors use data from the Education Longitudinal Study of 2002 (ELS:2002) to compare the results of the weighting class method, raking, a logistic regression propensity model, and GEM. They focus on nonresponse adjustment but also look at extreme weight adjustment and poststratification. For the one-dimensional case where each unit is in one unique cell, it can be shown that the three methods will produce the same results. Expanding to many variables and multiple dimensions, marginal totals, variances, and weight distributions can be compared. (Note: an expanded version of

this paper is forthcoming in the NCES Working Paper Series as Siegel, Chromy and Copello [2005]).

Ingels, Steven J., Laura J. Burns, Xianglei Chen, Emily Forrest Cataldi, and Stephanie Charleston. (2005). *A Profile of the American High School Sophomore in 2002: Initial Results From the Base Year of the Education Longitudinal Study of 2002*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. [NCES 2005338].

The data for this report describe the tested achievement and educational status of a cohort based on a nationally representative probability sample of 15,362 10th-graders in 752 public, Catholic, and other private schools, who were studied in the spring term of the 2001-02 school year. The base-year data collection for the Education Longitudinal Study of 2002 (ELS:2002) is the first wave of a new longitudinal study of high school students that continues a series of nationally representative longitudinal studies conducted by the United States Department of Education's National Center for Education Statistics (NCES) over recent decades. Future survey waves will follow both students and high school dropouts and will monitor the transition of the cohort to postsecondary education, the labor force, and family formation. Although the base-year study comprised surveys of parents, teachers, school administrators, and library media specialists, as well as the cohort of high school sophomores, to remain concise, this report draws primarily on data from students, the primary unit of analysis for the study. This document is organized in the following sections: (1) Introduction; (2) Sociodemographic and Educational Profile of American High School Sophomores in 2002; (3) School Experiences; (4) Extracurricular and Sports Activities; (5) Sophomores' Time Use; (6) Tested Achievement- the Reading and Mathematics Proficiency of High School Sophomore Class of 2002; and (7) Values, Expectations, and Plans. The following are appended: (1) Technical Notes and Glossary; and (2) Standard Error Tables. (Contains 40 tables & 35 figures.)

Ingels, Steven J., Michael Planty, and Robert Bozick (2005). *A Profile of the American High School Senior in 2004: A First Look—Initial Results From the First Follow-up of the Education Longitudinal Study of 2002 (ELS:2002)*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. [NCES 2006348].

This ED TAB report presents initial findings from the first follow-up of the Education Longitudinal Study of 2002 (ELS:2002). ELS:2002 is the fourth major secondary school longitudinal study sponsored by NCES, closely reflecting the research purposes and design of its three predecessor studies, NLS-72, HS&B, and NELS:88. ELS:2002 began with a nationally representative sample of 10th-graders in 2002. In the first follow-up, this sophomore cohort was studied 2 years later (2004), and the sample freshened to provide a representative sample of 12th-graders. This ED TAB report summarizes the demographic and educational characteristics of the high school senior class of 2004. It also reports on the senior cohort's mathematics achievement, their expectations for

eventual educational attainment, the importance to them of various institutional characteristics in choosing a college, and their values and plans.

Ingels, Steven J., Daniel J. Pratt, James Rogers, Peter H. Siegel, and Ellen Stutts. (2005). *ELS:2002 Base Year to First Follow-Up Data File Documentation*. Washington, DC: National Center for Education Statistics. [NCES 2006344].

This data file documentation report describes the procedures and methodologies employed during the Education Longitudinal Study of 2002 (ELS:2002) base year and first follow-up, with focus on the latter. The manual is designed to provide guidance and documentation for users of the public-use data as released in Electronic Codebook (ECB) format (NCES 2006346). Included in the documentation are the following: an overview of the study and its predecessor studies; an account of instrumentation (both the mathematics assessment and the various questionnaires); documentation of the sample design, weighting, design effects, and analyses of data quality; a summary of the data collection methodology and results, including detailed response rates; a description of data preparation and processing activities; and an overview of data file structure and contents. In addition, further documentation is contained in a series of appendices. This publication is available online only, at the NCES website ([www.nces.ed.gov](http://www.nces.ed.gov)).

Planty, Mike, and Jill F. DeVoe. (2005). *An Examination of the Conditions of School Facilities Attended by Tenth-Grade Students in 2002*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. [NCES 2006302].

This report presents key findings from the Education Longitudinal Study of 2002 (ELS:2002) Facilities Checklist for all ELS:2002 public and private schools and students in the 10th grade. The first section presents findings at the school level. National estimates on the appearance, safety and security, noise levels, and neighborhood conditions for public and private 10th-grade schools in 2002 are provided. The second section presents a description of the number and percentage of 10th-grade students who attend schools with a particular condition. In this section, national estimates on the number of 10th-grade public and private school students that attend schools with certain characteristics based on structural appearance and safety and security are provided. Appendixes discuss the goals and objectives of the ELS:2002 study, the base year study design and methodology. Also, discussions of base year sampling, weighting, response rates, and standard errors follow. Additionally, an account is provided of the statistical procedures employed for this report. A glossary is presented and, finally, the facilities checklist instrument is duplicated.

Scott, Leslie A. (2005). *School Library Media Centers: Selected Results From the Education Longitudinal Study of 2002 (ELS:2002)*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. [NCES 2005302].

This report provides an overview of the current state of school library media centers that serve U.S. 10th-graders. The National Center for Education Statistics (NCES) Education Longitudinal Study of 2002 (ELS:2002) provides comprehensive data from multiple sources on school library media centers that served 10th-graders in 2002. ELS:2002 is a longitudinal study of a nationally representative sample of 15,525 10th-graders in 752 schools in the United States in 2002. The first follow-up was conducted in 2004, when most of the students were in the 12th grade. During the high school years, ELS:2002 was a multilevel study, involving multiple respondent populations, including students, their parents, their teachers, and their schools (from which data were collected from the school principal, the school librarian, and a facilities checklist). The ELS:2002 library media center survey, administered primarily to school librarians, examined various aspects of school libraries: their space, organization, collections, resources, staffing, and use. In addition, 10th-graders provided information on their use of and opinions about their school libraries. This E.D. TAB summarizes findings for all ELS:2002 schools and students about library media centers. Findings for schools are presented by the following school characteristics: school sector, school urbanicity, school region, grade span, school enrollment, and the percentage of students receiving free or reduced-price lunch in grade 10. Findings for students are presented by the following student characteristics: sex, race/ethnicity, socioeconomic status (SES), composite achievement test score in grade 10, student's school sector, student's school urbanicity, and student's school region. Comparisons by these school and student characteristics have been tested for statistical significance. The following are appended: (1) Technical Notes and Glossary; (2) Standard Error Tables; and; (3) ELS:2002 Library Media Center Questionnaire. (Contains 48 tables.)

#### **2004.**

Cahalan, Margaret W., and Bruce Daniel. (2004). "United States High School Sophomores' Demographics and Educational Expectations: 1980-2002." Paper presented at the American Educational Research Association Annual Meeting, San Diego, California (April 2004).

Using information from the three NCES high school sophomore cohort surveys (HS&B, NELS:88, ELS:2002) Part I of the paper provides a descriptive summary of selected primarily demographic trends related to high school sophomores. Part II focuses on sophomores' educational expectations and examines the relationships between aspirations and demographic variables observing changes between the studies. A concluding section briefly notes some areas of future study. An appendix includes selected information from related Census reports over the time frame of interest.

Ingels, Steven J., Daniel J. Pratt, James Rogers, Peter H. Siegel, and Ellen Stutts. (2004). *ELS:2002 Base Year Data File User's Manual*. Washington, DC: National Center for Education Statistics. [NCES 2004405].

This manual has been produced to familiarize data users with the procedures followed for data collection and processing for the base year of the Education Longitudinal Study of 2002 (ELS:2002). It also provides the necessary documentation for use of the public-use data files, as they appear on the ELS:2002 base year Electronic Codebook (ECB) (NCES 2004404). Most social scientists and policy analysts should find the data set organized and equipped in a manner that facilitates straightforward production of statistical summaries and analyses. This manual provides extensive documentation of the content of the data files and how to access and manipulate them. Chapter 1 serves as an introduction to ELS:2002. It includes an overview and history of the National Center for Education Statistics (NCES) program of longitudinal high school cohorts, summarizes the ELS:2002 objectives, and supplies an overview of the base year and longitudinal study design. Chapter 2 describes the data collection instruments, including both the development and content of the student, parent, school administrator, teacher, and library media center questionnaires, as well as the student assessments in reading and mathematics, and the facilities checklist. The sample design and weighting procedures used in the base year study are documented in chapter 3, as are weights, imputation, and the calculation of design effects. Data collection schedules, training, procedures, and results are presented in chapter 4. Chapter 5 describes data preparation and processing, including the receipt control system, optical scanning, machine editing, and data file preparation. Chapter 6 describes the contents of the data files, including the data structure and analysis populations. The appendices include, among other topics, an introduction to the public-use ECB (appendix A); the ELS:2002 questionnaires (appendix B); a glossary of special terms used in the ELS:2002 documentation (appendix E), and a crosswalk to the National Education; Longitudinal Study of 1988 (NELS:88) and the High School and Beyond (HS&B) longitudinal study sophomore questionnaires (appendix H). (Contains 11 appendices, 45 tables, and 7 figures.) This publication is available online only, at the NCES website ([www.nces.ed.gov](http://www.nces.ed.gov)).

Ingels, Steven J. (2004). "Creating Time Series Data Sets: Reconciling the Conflicting Imperatives of Continuity and Change." Paper presented at the American Educational Research Association Annual Meeting, San Diego, California (April 2004).

The paper is divided into four parts. Part 1 provides an overview of the evolving design of the NCES high school longitudinal studies (NLS-72, HS&B, NELS:88, and ELS:2002). Part 2 describes the various kinds of intercohort analyses that can be undertaken with the studies. Part 3 (the bulk of the paper) addresses threats to true change measurement. It does so by examining the tension between the need for continuity to ensure true replication (measurement conditions must be kept constant), and the necessity for updating and revision across the dimensions of survey design, content, and methodology (nothing can be frozen in time and remain relevant). Threats to

comparability are catalogued across the dimensions of sample design and definition; test and questionnaire content and format; and data collection and processing. Incremental improvements that may sharpen cross-sectional estimation may pose significant risk to cross-cohort change measurement. At the same time, some changes in design, content and methodology will be both necessary and desirable. Part 4 of the paper summarizes recommendations for dealing with the tradeoffs between strict continuity for replication, and change in response to altered circumstances and new methodological opportunities.

Ingels, Steven J., and Leslie A. Scott. (2004). *The High School Sophomore Class of 2002: A Demographic Description. (First Results from the Base Year of the Education Longitudinal Study of 2002.* Washington, DC: National Center for Education Statistics. [NCES 2004371].

This ED-TAB report presents first findings from the base year of the Education Longitudinal Study of 2002 (ELS:2002). ELS:2002 is the fourth major secondary school longitudinal study sponsored by NCES, closely reflecting the research purposes and designs of its three predecessor studies NLS-72, HS&B and NELS:88. Beginning with a nationally representative sample of 10<sup>th</sup>-graders in 2002, ELS:2002 is designed to provide data about critical transitions experienced by students as they proceed through high school and into postsecondary education or the workplace. This E.D. Tab report summarizes the sociodemographic and educational characteristics of the sophomore class of 2002. These characteristics are captured in a series of student- and school-level classification variables. At the student level, these variables are: sex, age, race/ethnicity, language minority status, family composition, parental education, student's expectations, and tested achievement. Also included are three characteristics of each student's school: sector (public, Catholic, or other private), metropolitan status (urban, suburban, or rural), and region in which schools are located (Northeast, Midwest, South or West). This publication is available online only, at the NCES website ([www.nces.ed.gov](http://www.nces.ed.gov)).

Scott, Leslie A. (2004). "Two new themes: motivational scales and computer technology items in ELS: 2002." Paper presented at the American Educational Research Association Annual Meeting, San Diego, California (April 2004).

This paper contributes to the theme of the need to update ongoing study series (balancing exploration of new themes with the need for continuity with past contents). Two areas in which ELS:2002 has innovated, making it different from its predecessors, are in the inclusion of new psychological scales, and computer items. A considerable battery of psychological scales encompassing numerous motivational variables was included on the ELS student questionnaires. (These items can be linked to similar scales on PISA in 2000, to which the ELS:2002 reading results can also be linked.) A second focus of the paper is to analyze the set of new items that are designed to provide additional insight into the role of educational technology in contemporary American high schools. The paper presents the theoretical framework underlying the inclusion of specific computer items on the ELS:2002 school, parent and student questionnaires, and the relationship of the various factors thought to be associated with effective use of computers in school, and

underscores their potential for cross-sectional analysis of the base year and longitudinal analysis thereafter.

### **2003.**

Burns, Laura J., Ruth Heuer, Steven J. Ingels, Judy Pollack, Daniel J. Pratt, Don Rock, Jim Rogers, Leslie A. Scott, Peter Siegel, and Ellen Stutts. (2003). *Education Longitudinal Study of 2002 Base Year Field Test Report*. Washington, DC: National Center for Education Statistics (Working Paper Series). [NCES 200303].

This field test report provides information about the methods and procedures of the study, and the performance of field test forms (specifically, tests and questionnaires), in the ELS:2002 base year field test (2001). Information provided on assessment and questionnaire item performance includes item response rates, reliability and factor structure, differential item functioning, reliabilities of scales, inter-item consistency, etc. The report is presented in an introduction and seven chapters. The introduction provides a basic account of the design of the study and the goals of the 2001 field test. Chapter 1 deals with field test preparation, such as sampling and the instrument development process. Chapter 2 deals with securing cooperation—enlisting the sample of schools as well as students and their parents and other respondent populations. Chapter 3 provides an account of data collection methods and procedures. Chapter 4 treats of the survey control system and data processing. Chapter 5 comprises an analysis of student survey results (both questionnaire and test) in terms of measures of data quality. Chapter 6 similarly analyzes the quality of school, teacher, library survey and facilities results. The final chapter, chapter 7, is an analysis of parent survey results. Additional material (including the field test questionnaires) is presented in a series of appendices. This publication is available online at the NCES website ([www.nces.ed.gov](http://www.nces.ed.gov)).

### **2002.**

Ingels, Steven J. (2002). “Longitudinal Studies of Youth: Recent American Experience.” Paper presented at the International Seminar of the Korea Institute for Youth Development, Seoul, Korea (June 2002). [ED466770]

This paper summarizes recent experience of large-scale, nationally-representative longitudinal youth transition studies in the United States. Two study series are considered. First, the longitudinal youth cohorts of the U.S. Department of Labor's Bureau of Labor Statistics (BLS): the National Longitudinal Study, with youth cohorts that started in 1979 (NLSY79) and 1997 (NLSY97). Second, the student cohorts sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). The NCES study series comprises the following: the National Longitudinal Study of the High School Class of 1972 (NLS-72), High School and Beyond (HS&B), the National Education Longitudinal Study of 1988 (NELS:88), and the new Education Longitudinal Study of 2002 (ELS:2002). The paper is divided into four sections. The

first section supplies an overview of the U.S. Department of Labor and Department of Education studies. The second section compares the studies, looking to commonalities and differences in their approach to issues of design and method. The third section summarizes the content of the research instruments used in the studies. The fourth and final section talks about some of the research applications of these databases. In addition, there are two appendices. The first appendix points to further sources of information about the design, content, and findings of these studies. The second appendix contains more detailed information about the content of the instruments described in section 3. Note: this paper can be downloaded as a PDF file from the ERIC database: <http://www.eric.ed.gov>.