

Bibliography for the National Education Longitudinal Study of 1988

Covering years 1985 to August 1, 2010

2010

Bound, J., Lovenheim, M. F. and Turner, S. (2010). *Increasing Time To Baccalaureate Degree In The United States*. National Bureau of Economic Research. NBER Working Papers: 15892.

Report

Time to completion of the baccalaureate degree has increased markedly in the United States over the last three decades, even as the wage premium for college graduates has continued to rise. Using data from the National Longitudinal Survey of the High School Class of 1972 and the National Educational Longitudinal Study of 1988, we show that the increase in time to degree is localized among those who begin their postsecondary education at public colleges outside the most selective universities. In addition, we find evidence that the increases in time to degree were more marked amongst low income students. We consider several potential explanations for these trends. First, we find no evidence that changes in the college preparedness or the demographic composition of degree recipients can account for the observed increases. Instead, our results suggest that declines in collegiate resources in the less-selective public sector increased time to degree. Furthermore, we present evidence of increased hours of employment among students, which is consistent with students working more to meet rising college costs and likely increases time to degree by crowding out time spent on academic pursuits.

Davis, K. C. (2010). Predicting The Academic Attainment Of African-American students. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 70(8).

Dissertation/Thesis

The current research analyzes a set of survey data to determine what factors best predict the educational success of young African-Americans. Examining a national sample of 1,176 African-American students taken from the National Educational Longitudinal Study 1988-2000 (NELS), the following research examines three constructs that are associated with educational attainment: (1) Family Structure and Social Status, (2) Parental and Peer Influence, and (3) Social Bonding. Logistic regression modeling is used to illustrate which of the three constructs has the most predictive strength in assessing educational achievement levels of young African-Americans. In this study the construct of Family Structure and Social Status includes variables reflective of parental marital status, number of siblings, family income, parent education, and the availability of educational resources in the home. The construct measuring parental and peer influence includes variables reflective of the student's interaction with their parents and friends. The Social Bonding construct has been developed from a reformulation of Hirschi's social bonding theory to redirect the focus of analysis providing a theoretical context to predict which African-American youth will exhibit positive educational trajectories. Several variables have been selected that reflect the four components of social bonding: attachment, belief, commitment, and involvement. Though several factors contributing to the successful completion of a four-year degree, the results of this study convincingly demonstrate that, of the three constructs under study, Social Bonding emerges as the most robust predictor of educational success among young African-American students.

Griffith, C. A., Lloyd, J. W., Lane, K. L. and Tankersley, M. (2010). Grade Retention Of Students During Grades K-8 Predicts Reading Achievement And Progress During

Secondary Schooling. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 26(1): 51-66.

Journal Article

Using National Education Longitudinal Study (NELS) data, researchers examined the reading growth rates of secondary students who had been retained between kindergarten and 8th grade and those of a matched comparison group of students who had never been retained (n¼878 in each group). Descriptive statistics and latent growth models revealed that the retained group correctly answered 22.27% of NELS reading questions in 8th grade compared to 22.96% answered correctly by the not-retained students and that the not-retained students could expect to answer 3.33% more reading questions correctly at 10th and 12th grades compared to 2.44% for the retained group. The article discusses whether these findings are the result of other initial differences between the groups, negative consequences of retention, or alternative explanations.

Haddad, E., Zhang, Y., Torres, B. and Chen, C. (2010). The Reciprocal Relationships Among Parents' Expectations, Adolescents' Expectations, And Adolescents' Achievement: A Two-Wave Longitudinal Analysis Of The NELS Data. *Journal of Youth and Adolescence*, Not yet in print.

Journal Article

Previous research has consistently demonstrated the importance of parents' expectations and adolescents' expectations on adolescents' academic achievement. Less is known, however, about the reciprocal relationships among these constructs. To address this issue, we analyzed two waves of data from the National Education Longitudinal Study of 1988 (NELS:88) using longitudinal cross-lagged path models. The sample consisted of 14,376 students (51.1% females; 6.5% Asian, 11.1% Hispanic, 9.2% African American, and 73.2% White). Results indicated that there was a reciprocal relationship between parents' expectations and adolescents' expectations (i.e., they had mutual influence on each other). Moreover, there was a reciprocal relationship between expectations (both parents' and adolescents') and adolescents' academic achievement. Multiple-group analyses of gender and ethnicity revealed that the effects of parents' expectations on students' expectations were stronger among males than among females. With respect to ethnic differences, the effects of adolescents' expectations were weakest on parents' expectations among African Americans as compared to the other ethnic groups (i.e., Asian, Hispanic and White). Implications of these findings are discussed.

Hardie, J. H. (2010). How Aspirations Are Formed And Challenged In The Transition To Adulthood And Implications For Adult Well-Being. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 70(7).

Dissertation/Thesis

Aspirations play a primary role in linking social class background to later attainment. Planful adolescents who formulate ambitious educational and occupational goals are more likely to succeed than those who hold modest expectations. Yet we know little about the process by which young people choose and develop aspirations or the barriers they face in attempting to achieve these goals. This dissertation aims to fill this gap, by asking how structural factors shape the choices young people make regarding their educational and occupational futures, how the ability to follow through on these choices is distributed, and how failing to meet one's chosen goals may impact individuals' job satisfaction and psychological well-being. The first chapter uses in-depth interviews with 61 junior and senior high school girls to show how social class shapes educational and occupational aspirations and plans through the availability and use of social networks. These interviews reveal that middle class adolescents are embedded in resource-rich social networks that facilitate high educational and occupational attainment while limited social

ties, family instability, and parental disengagement produce disadvantages for working class and poor youth. The second chapter uses survey data from the National Longitudinal Study of Youth 1979 (NLSY79) and National Educational Longitudinal Study (NELS) to explore the relationship between events in the transition to adulthood and fulfillment of one's educational and occupational expectations. Findings reveal that the order and timing of family formation and dissolution events can disrupt young people's paths to attainment in early adulthood. The final chapter uses NLSY79 and NELS datasets to test the relationship between falling short of one's expectations and emotional and psychological outcomes in early adulthood. Results indicate that occupational expectations can serve as baseline standard with which to judge later accomplishments—falling short of these goals leads to lower emotional and psychological well-being in adulthood. These findings support the claims of relative deprivation theory, which argues that dissatisfaction arises from the gap between what one has and what one wants.

Lee, C. and Kim, E. (2010). Academic Readiness For College: The Role Of School Administrators. *AASA Journal of Scholarship & Practice*, 6(4): 14-28.

Journal Article

The study utilized the National Education Longitudinal Study of 1988 (NELS:88) to identify which characteristics of academically effective high schools are key determinants of students' academic readiness for college. A multilevel analysis shows that high school characteristics affect student preparation for college in four core subject areas: reading, math, science, and history. In addition, prior academic achievement is the strongest predictor of academic readiness, followed by high school socioeconomic status and high school climate. Results indicate that students attending schools where academics are emphasized are more likely to succeed, suggesting a systematic link between student achievement and academic climate.

Nicholls, G. M., Wolfe, H., Besterfield-Sacre, M. and Shuman, L. J. (2010). Predicting STEM Degree Outcomes Based on Eighth Grade Data and Standard Test Scores. *Journal of Engineering Education*, 99(3): 209-223.

Journal Article

Background: Early identification of students who are potential candidates for achieving a degree in a Science, Technology, Engineering, or Mathematics (STEM) major would enable educators to offer programs designed to better enhance student interests and capabilities in those areas. Purpose:(HYPOTHESIS) This study uses an integrated model leveraging the strengths of multiple statistical techniques to analyze the educational process from pre-high school through college and predict which students will achieve a STEM education. Design/Method: The probability of earning a STEM degree is modeled using variables available as of the eighth grade as well as standardized test scores from high school. These include demographic, attitudinal, experiential, and academic performance measures derived from the National Education Longitudinal Study of 1988 (NELS:88) dataset. The integrated model combines logistic regression, survival analysis, and receiver operating characteristics (ROC) curve analysis to predict whether an individual is likely to obtain a STEM degree. Results: Predicted results of the integrated model were compared to actual outcomes and those of a separate logistic regression model. The modeling process identified a set of significant predictive variables and achieved very good predictive accuracy. The integrated model and logistic regression model performed with comparable precision. Conclusions: The modeling process was adept at identifying STEM students and a large pool of other degree students that might have been capable of pursuing a STEM degree. The results suggest that it is quite feasible to identify good STEM candidates for a pro-STEM intervention to engage their interest in STEM and support stronger quantitative skill development.

Park, S. and Pascarella, E. T. (2010). Community College Attendance And Socioeconomic Plans. *Community College Journal of Research & Practice*, 34(9): 700-716.

Journal Article

Using data from the National Education Longitudinal Study, 1988 (NELS: 88), this paper documents differences in the socioeconomic plans of students in two-year and four-year colleges. We found attendance at a two-year college led to a modest but statistically significant disadvantage in socioeconomic plans. However, the impact of attending a community college on educational and occupational goals are conditional rather than general. That is, the negative impact on socioeconomic plans of attending a two-year college held for women but not men. Finally, according to our research, the negative effect of attending a two-year college differed in magnitude by an individual's tested cognitive preparation. In particular, attending a two-year college significantly reduced subsequent socioeconomic plans only for students with relatively high precollege test scores.

Peugh, J. L. (2010). A Practical Guide To Multilevel Modeling. *Journal of School Psychology*, 48(1): 85-112.

Journal Article

Collecting data from students within classrooms or schools, and collecting data from students on multiple occasions over time, are two common sampling methods used in educational research that often require multilevel modeling (MLM) data analysis techniques to avoid Type-1 errors. The purpose of this article is to clarify the seven major steps involved in a multilevel analysis: (1) clarifying the research question, (2) choosing the appropriate parameter estimator, (3) assessing the need for MLM, (4) building the level-1 model, (5) building the level-2 model, (6) multilevel effect size reporting, and (7) likelihood ratio model testing. The seven steps are illustrated with both a cross-sectional and a longitudinal MLM example from the National Educational Longitudinal Study (NELS) dataset. The goal of this article is to assist applied researchers in conducting and interpreting multilevel analyses and to offer recommendations to guide the reporting of MLM analysis results.

Pickett, M. W. (2010). The Invisible Black Woman In The Title IX Shuffle: An Empirical Analysis And Critical Examination Of Gender Equity Policy In Assessing Access And Participation Of Black And White High School Girls In Interscholastic Sports. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 70(8).

Dissertation/Thesis

There has been considerable progress in women's sport participation opportunities since the enactment of Title IX of the Education Amendments Act of 1972. These opportunities have allowed women and girls to participate in sports at the primary and secondary school level, as well as at the collegiate level in considerable numbers. Institutions have been adding new, emerging, or growth sports to their sports lineup. Despite this progress, much remains to be done to achieve true equity in women's access to sports. Indeed, recent evidence suggests that women of color may not have benefited from the array of new sports and athletic opportunities as much as white women. To examine this issue, we compare Post-Title IX trends in black and white females' sports participation and directly examine the effect of race on participation opportunities. Quantitative analysis based on multiple national data sets, including the National Longitudinal Study (NLS), the High School and Beyond Survey (HSB), the National Educational Longitudinal Survey (NELS), and the Educational Longitudinal Survey (ELS), reveal that compared to white females, black females have indeed lost ground since Title IX, and that public schools attended by black females offer fewer sport participation opportunities to girls. Qualitative analysis is presented through a detailed, critical examination of the history of

white and black women and sports, followed by an assessment of the legal challenges to gender inequality involving Title IX. Although Title IX is supposed to provide greater sports participation and athletic opportunities for women, oftentimes, women of color are disproportionately excluded from participation. As a policy, Title IX is designed to promote gender equity and equality in education, including sports. However, interscholastic athletic access and participation opportunities for females are unevenly distributed along racial lines. Implications for policy and future research are discussed.

Rose, V. C. (2010). Predicting Success: Academic Potential And Talent Development Factors Among Black And White Students. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 70(8).

Dissertation/Thesis

A broadened conception of giftedness has impacted the language and nature of the field of gifted education, making talent development its central metaphor. Despite the emergence of the talent development paradigm, relatively little talent development research exists among racially and socioeconomically diverse learners. The purpose of this study was to expand upon talent development research and to examine how well academic potential predicts success. This study employed secondary data analysis of the National Education Longitudinal Study of 1988 (NELS:88). François Gagné's Differentiated Model of Giftedness and Talent served as the theoretical and conceptual framework. The analytic sample included 1,916 Black and White eighth grade students who scored in the top decile within their racial group on any one of four base-year achievement tests. Descriptive statistics and regression analyses were used to examine educational degree attainment and occupational prestige. Findings revealed that socioeconomic indicators were the most influential predictors of success for both Black and White students. Additional common predictors of success included attending a private school, grades being important, and participation in gifted programs for Black students and Advanced Placement programs for White students. Additional findings demonstrated comparable educational degree attainment and occupational prestige across race and levels of academic potential. Several interrelated implications for policy, practice, and research emerged from this study. Most notably, policy implications include establishing identification policies that err on the side of inclusion, and a shift in focus from early indicators of the achievement gap to an emphasis on long-term educational and life outcomes.

Serig, D. (2010). Research Review: "Doing Well And Doing Good By Doing Art". *Teaching Artist Journal*, 8(2): 113-121.

Journal Article

In this article, the author comments on James Catterall's research "Doing Well and Doing Good by Doing Art." The purpose is to understand how this study frames the argument for a high level of arts involvement in secondary school. By doing so, important characteristics and limitations of social science research and of this study in particular are shown to attempt to create the frames through which phenomena are viewed. Catterall's study employs logical causation modeling, which may help in understanding the relationships between an involved education in the arts and other variables associated with "doing good" and "doing well." The author briefly explains the two main concepts of logical causation modeling and explores their relevance to Catterall's research. Besides distinctions between correlation and causation, the author uses opportunities from this study to highlight another characteristic and limitation of social science research: operationalization. He raises concerns and awareness of characteristics crucial to understanding social science research such as Catterall's study. Then, he turns to the findings of Catterall's analysis of the National Educational Longitudinal Survey (NELS) 20 and 26 panels keeping in mind the cautions and critiques of social science research. Taken together, the strengths and limitations of Catterall's research that the author

highlights in this review contribute to the growing understanding of the impact of an education in the arts and to a developing theory of arts and education.

Shi, Y., Leite, W. and Algina, J. (2010). The Impact Of Omitting The Interaction Between Crossed Factors In Cross-Classified Random Effects Modelling. *British Journal of Mathematical & Statistical Psychology*, 63(1): 1-15.

Journal Article

Cross-classified random effects modelling (CCREM) is a special case of multi-level modelling where the units of one level are nested within two cross-classified factors. Typically, CCREM analyses omit the random interaction effect of the cross-classified factors. We investigate the impact of the omission of the interaction effect on parameter estimates and standard errors. Results from a Monte Carlo simulation study indicate that, for fixed effects, both coefficients estimates and accompanied standard error estimates are not biased. For random effects, results are affected at level 2 but not at level 1 by the presence of an interaction variance and/or a correlation between the residual of level two factors. Results from the analysis of the Early Childhood Longitudinal Study and the National Educational Longitudinal Study agree with those obtained from simulated data. We recommend that researchers attempt to include interaction effects of cross-classified factors in their models.

Spence, N. J. and Brewster, K. L. (2010). Adolescents' Sexual Initiation: The Interaction Of Race/Ethnicity And Immigrant Status. *Population Research & Policy Review*, 29(3): 339-362.

Journal Article

This paper provides an in-depth examination of the joint effects of race/ethnicity and immigrant status on adolescents' intercourse risk. We employ a sample of 4,535 females and 3,759 males from the National Education Longitudinal Study (NELS 88/94) who were followed for 6 years beginning in the eighth grade. We use discrete-time logistic regression models to estimate the associations of race/ethnicity and immigrant generational status with first intercourse hazard, and to evaluate the statistical interactions between race/ethnicity and immigrant status. Overall, Asian and Hispanic girls had lower and non-Hispanic Black girls had higher estimated risks relative to non-Hispanic White girls. Hispanic boys and White non-Hispanic boys had similar intercourse risks, but Black boys had higher and Asian boys lower relative risks. However, these patterns are contingent on immigrant status. Among girls, the protective effects of Asian or Hispanic identity are found only among second generation youth. Risk profiles for boys are more complex: being a third-plus generation Hispanic is associated with a higher risk while an Asian identity is associated with a lower risk only among first- and second-generation youth. These findings confirm the importance of accounting for the overlap between race/ethnicity and immigrant status in models of adolescent behavior. As the demographic diversity of the US population grows, researchers must include both race/ethnicity and immigrant status in their models of adolescent behavior.

Strayhorn, T. L. (2010). When Race And Gender Collide: Social And Cultural Capital's Influence On The Academic Achievement Of African American And Latino Males. *Review of Higher Education: Journal of the Association for the Study of Higher Education*, 33(3): 307-332.

Journal Article

This study regressed undergraduate grades on background traits, pre-college variables, and measures of sociocultural capital for nationally representative samples of African American and Latino male undergraduates using data from the NCES's National Education Longitudinal Study (NELS:88/00). Results suggest that African American and Latino

males differ significantly on measures of social and cultural capital, thereby challenging normative assumptions that all racial/ethnic minorities are equal. Additionally, achievement prior to college matters most for Latino males while African American males reap significant benefits from their socioeconomic standing and involvement during college. Implications for future research, policy, and practice are highlighted.

Swanson, J. (2010). Dual Enrollment. *Principal Leadership*, 10(7): 42-46.

Journal Article

The article discusses the author's view concerning the result of the educational research projects which explores the postsecondary data of dual enrollment participation from the National Educational Longitudinal Study (NELS) in the U.S. Accordingly, the research investigates high school dual enrollment course participation and its effects in postsecondary academic success. In addition, the students who join the research are those who participate in dual enrollment programs in high schools.

2009

Apel, R., Pogarsky, G. and Bates, L. (2009). The Sanctions-Perceptions Link In A Model Of School-Based Deterrence. *Journal of Quantitative Criminology*, 25(2): 201-226.

Journal Article

This paper reports a study examining associations between objective indicators of the level of discipline within schools and students' perceptions of the strictness of discipline. Data were analyzed from the National Education Longitudinal Survey (NELS), a nationally representative panel study of eighth grade students attending public and private schools in 1988. We find evidence for an association between objective and perceived risk of discipline in models that examine the covariation of these two constructs at several cross sections, and in models of change in perceptions as a function of change in school sanctioning climate. Moreover, these associations were strongest in small and less disordered schools.

Baker, J. G. (2009). Class, Ability, Mobility: Economic And Academic Paths From Middle School To Early Adulthood. *Journal of Education Finance*, 34.

Journal Article

This article examines academic and economic progression of 8th graders using the National Educational Longitudinal Study of 1988 (NELS 88). In terms of educational mobility, this analysis indicates it is clearly better to possess academic ability--middle-school students who have high-academic ability but low family socioeconomic status (SES) obtain baccalaureate degrees at over twice the rate of modest-ability students from affluent families. The findings in this article indicate considerable economic mobility. Over one in five middle-school students whose family was in the lowest SES quartile had advanced to the highest SES quartile as young adults--the keys to this advancement are attainment of the baccalaureate degree, attendance in a private middle school, and an intensive curriculum in high school. This does not diminish the strong positive effect that parental income has on student success; however, it clearly indicates that students from the lowest SES can achieve economic and academic success, despite meager economic resources.

Bhatt, R. (2009). Essays On Education. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 69(8).

Dissertation/Thesis

In the following chapters, aspects of the formal and informal education system are analyzed in an economic framework. The goal of these chapters is to quantify the impact of resources and rules, and the results are of particular interest to the policy makers and educators who administer them. Chapter one provides a motivation and introduction for the work in chapters two through four. The second chapter quantifies how much leisure reading is induced by public library use, a ubiquitous source of low cost books. Reading builds important cognitive skills in children and adults alike. Individuals who use the public library are not random, and in the presence of any unobserved heterogeneity which affects the library use decision as well as how much time is spent reading, standard ordinary least squares estimation (OLS) techniques will produce biased estimates. To overcome this, I use an instrumental variables (IV) approach, where the instrument is a household's distance to their closest public library. Using merged data from the Current Population Survey and American Time Use Survey, I estimate that individuals age 15 and over who used the library at least once in the past month read about 35 more minutes per day than individuals who did not. This increase in reading time comes at the expense of time spent watching television, and there is no statistically significant effect on other leisure and non-leisure activities. To examine the impact of library use for children, I use data from the National Household Education Survey and find that library use has a positive impact on homework completion rates, but these results are not robust to geographic aggregation of the data. The third chapter examines the impact of gifted and talented program participation on the academic and peer group outcomes of children who participated in the program during their 8th grade year. Gifted programs are a specific form of ability tracking that exist in elementary schools in the U.S., where only the highest ability children are given a supplemental curriculum to their traditional school course work. Participation in a gifted program is not random, so to estimate the causal effect of participation I use an IV approach. The instrument is a measure of each child's relative likelihood of being admitted into the program, and is based on the criteria the child's school uses for gifted admission. This measure is constructed by interacting three variables: (i) the criteria used by the school to admit the student into the gifted program, (ii) a measure of how each child fulfills this criteria, and (iii) a measure of how the child's classmates fulfill this criteria. Using data from the National Educational Longitudinal Survey, I find that participation in a gifted program has a large and positive impact on math test scores in the year immediately following participation, but this effect dwindles over time. Moreover, I find that participation has no effect on the quality of a child's peer group, nor on the child's self-reported interest in school. A larger effect of participation on test scores is found for children in more rigorous programs. The fourth chapter analyzes the effect of school lunch period lengths on children's nutrition. According to medical evidence, it takes 20 minutes for an individual to feel full once they begin eating, so individuals with short meal lengths are more likely to over-consume compared to those with lengthier meals. To assess whether short lunch lengths have some explanatory power for the prevalence of overweight school children, I use data from the School Nutrition Dietary Assessment-III. The length of time a child has for lunch may not be random since there are many unobserved school characteristics that may be related to lunch length and children's nutrition, as well as the possibility that certain types of children choose to attend schools with short/lengthy lunch periods. To deal with unobserved school characteristics, I control for a comprehensive set of school lunch period characteristics, and to proxy for unobserved characteristics of children, I include information about the child's home dietary habits. The OLS estimates controlling for these and other variables suggest that a 10 minute increase in a child's assigned lunch length will reduce his BMI by 0.22 points and decrease his probability of being overweight by 2.3%. In addition, I use a school fixed effects (FE) estimation, which relies on variation among a small and select sample of schools that assign different lunch lengths to children in different grades, and find that a 10 minute increase in lunch length decreases the probability of being overweight by 5.5% and reduces BMI by 0.36 points.

Bryan, J., Moore-Thomas, C., Day-Vines, N., Holcomb-McCoy, C. and Mitchell, N. (2009). Characteristics Of Students Who Receive School Counseling Services: Implications For

Practice And Research. *Journal of School Counseling*, 7: 1-29.

Journal Article

Data from the National Education Longitudinal Study of 1988-2000 (NELS: 88) were used to examine the characteristics of students who see their school counselor about general, academic, career, and academic issues. Study results indicated that overall, school counselors were more likely to have contact with students who are identified as at-risk for school failure. Implications for future school counseling research are discussed.

Carlson, D. (2009). The Effect Of Formal Education On Political Participation: A School-Centric Perspective. Paper presented at the annual meeting of the Southern Political Science Association.

Conference Paper

Decades of research have given us an impressive understanding of the mechanisms through which individual-level educational characteristics affect political participation. We know relatively little, however, about the manners through which the institutional providers of education, schools, impact the political behavior of individuals. This study seeks to shed some light on this important issue by analyzing the effect of schools on students' later-life political participation in three distinct stages. First, I employ a dynamic dataset, the National Education Longitudinal Study of 1988 (NELS:88), and multilevel modeling techniques to examine the extent to which school-level factors contribute to variation in political participation among young adults. Second, I analyze the mechanisms through which schools shape later-life participation. I perform this analysis by empirically testing several theories of educational effects at both the individual and school levels. Specifically, I examine whether schools increase participation by socializing students into social networks where participation is the norm, by inculcating an ethic of participation during students' school-age years, by developing cognitive skills that lower the cost of gathering the information required to participate, or by any combination of these mechanisms. Finally, I explore the persistence of school effects over time by analyzing participation of individuals at three points in time: their senior year of high school, two years after high school graduation, and eight years after high school graduation.

Dalton, B., Glennie, E. and Ingels, S. J. (2009). *Late High School Dropouts: Characteristics, Experiences, And Changes Across Cohorts. Descriptive Analysis Report (NCES 2009-307)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This report presents information about selected characteristics and experiences of high school sophomores in 2002 who subsequently dropped out of school. It also presents comparative data about late high school dropouts in the years 1982, 1992, and 2004. Three data sources provide the information for the report: the High School and Beyond Longitudinal Study of 1980 Sophomores (HS&B-So:80/92), the sophomore cohort of the National Education Longitudinal Study of 1988 (NELS:88), and the sophomore cohort of the Education Longitudinal Study of 2002 (ELS:2002). In each case, high school students were surveyed in the spring term of their sophomore year and then again 2 years later in the spring, when most of them were seniors. Dropouts are defined as sophomores who left school (and remained out of school) without receiving a regular diploma or earning a GED or equivalency credential by the spring 2 years later. All estimates have been weighted to represent the population of high school sophomores in each cohort, and the estimated standard errors account for the complex survey designs of these studies. All comparisons reported, unless explicitly noted, have met the criterion of statistical significance using a two-tailed Student's t test with an alpha level of 0.05. Adjustments for multiple comparisons were not included. The report is provided with the caution that the relationships between student characteristics and dropping out are purely

correlational and do not indicate causality. This report is descriptive in nature, and the results are from bivariate comparisons that test for differences between groups defined by student characteristics and dropout status. Release of this descriptive report is intended to encourage more in-depth analyses of the relationship between these variables using more sophisticated statistical methods. Dropping out of high school is a major life event that severely impacts students' chances for subsequent educational and occupational opportunities. Even if dropouts obtain an equivalency credential, their ability to benefit from additional postsecondary options may be limited. Two appendixes are included; (A) Technical Notes and Glossary; and (B) Standard Error Tables.

Diemer, M. A., Hsieh, C. and Pan, T. (2009). School And Parental Influences On Sociopolitical Development Among Poor Adolescents Of Color. *The Counseling Psychologist*, 37(2): 317-344.

Journal Article

Sociopolitical development represents a motivation to reduce sociopolitical inequity, a healthy sense of the self, and perceived agency in the context of structural oppression. Sociopolitical development has been associated with progress in career development, school engagement, and healthier sexual behavior among oppressed and marginalized adolescents. However, knowledge of outcomes that sociopolitical development may facilitate has outpaced knowledge of what may facilitate sociopolitical development. This paper examines key aspects of adolescents' context—the school and parents—and their potential influence on the sociopolitical development of poor adolescents of color. This research question is examined with 2,078 National Educational Longitudinal Survey participants. The obtained structural equation model suggests that parental support and student racial relations are predictive of sociopolitical development. These results provide empirical support for extant sociopolitical development models and illuminate our understanding of a critical social justice issue. These results inform sociopolitical development interventions, counseling practice, and scholarly understanding of how oppressed adolescents cope with sociopolitical inequity.

Dill, J. S. (2009). Preparing For Public Life: School Sector And The Educational Context Of Lasting Citizen Formation. *Social Forces*, 87.

Journal Article

School sector and educational context seem to make a difference in civic socialization. There is limited knowledge, however, of the mechanisms through which socialization may occur in public and private schools, and the extent to which they have any lasting effect. Does the private school effect on civic socialization persist into young adulthood, and if it does, what explains the effect? Analyzing data from NELS:88 using HLM, the results of this study show that, net of background controls, there is a private school effect on civic participation in young adulthood, but it is mediated through contextual factors in the family and school--such as parent-school involvement, intergenerational closure, student-teacher relationships and prior participation--that seem to account for the effect on adult civic behavior.

Faulkner, C. L. (2009). Segmented Paths Of Immigrant Incorporation? Assimilation Theory And The New Second Generation. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 70(2).

Dissertation/Thesis

This dissertation examines segmented assimilation theory, the recent, highly influential theoretical statement on immigrant incorporation. I focus on the theory's claim that immigrants and their offspring experience multiple paths of assimilation. Using National Educational Longitudinal Study and Children of Immigrants Longitudinal Study data, I

examine how context of reception, adaptation obstacles, and protective factors—including family relationships and cultural attachments—are associated with paths of economic mobility and acculturation among children of immigrants. I operationalize these paths as the direction of change between two points for the following indicators: educational and occupational status, English use, non-English ability, and ethnic identity. I also take into account five key social structural factors that segmented assimilation theory and research overlook: (1) the intergenerational nature of assimilation, (2) life course stage, (3) where immigrants start out on their paths of assimilation, or their "starting points," (4) gender, and (5) immigrant generational status. Binomial and multinomial logistic regression analyses reveal that paths of assimilation and the factors associated with them differ according to starting point, gender, immigrant generational status, and, in the case of intragenerational assimilation, life course stage. These associations are enormously complicated and do not follow a coherent pattern. Nonetheless, a number of my findings contradict segmented assimilation's claims. For example, Blacks from intermediate economic starting points have more positive mobility outcomes than Whites. Additionally, elements traditionally associated with minority oppositional subcultures, such as negative views of race relations in the U.S. and experiences of discrimination, are related to positive economic mobility and classical acculturation paths for children of immigrants. These results indicate that exposure to native minorities may not have the detrimental effects that segmented assimilation alleges. Among the protective factors, while parent-youth relationships are consistently important for predicting economic and cultural assimilation, I find little evidence that cultural attachments promote greater economic success among immigrants' offspring. These results suggest that immigrants' cultural attributes may be less important for their success than the quality of their family relationships.

Goldsmith, P. R. (2009). Schools Or Neighborhoods Or Both? Race And Ethnic Segregation And Educational Attainment. *Social Forces*, 87(4): 1913-1941.

Journal Article

Whites, Blacks and Latinos in the United States tend to live in different neighborhoods and attend different schools. Does this segregation influence youth in the long run? This study used longitudinal data from the NELS to see whether neighborhoods' or schools' proportion Black and/or Latino during the high school years influences educational attainment through age 26. The analyses indicate that concentrations of Blacks and Latinos in schools, but not zip code areas, associates with lower attainment in the long run. Students in predominantly Black and Latino schools are less likely to earn a high school diploma or equivalent and to earn a bachelor's degree or more than similar students in predominantly White schools.

Greene, A. D. (2009). High School Vocational Program Tracking: Race-Ethnic Variations In Placement And Consequences For Academic And Career Outcomes. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 69(12).

Dissertation/Thesis

Data from the National Educational Longitudinal Study (NELS:88) are used to examine differential student placement and to assess the independent effects of race on academic tracking "within" the vocational program. The study examines how the structure of tracking within the vocational program shapes both academic achievement outcomes and career opportunities among high school students. Student's placement in the vocational program is argued to function as a unique track program that disadvantage students academically, particularly students of color. Racial-ethnic minority students are disproportionately placed into lower level academic courses and programs including vocational education. Once so placed, their subsequent enrollment patterns in specific vocational courses may have varying effects on students' academic and career outcomes. Few studies have attempted to disaggregate how students are further tracked once they

are placed into broad high school curriculum tracks. This study analyzes the specific variations in patterns of race-ethnic student placement within vocational programs and examines the consequences of such placement for academic achievement and career attainment outcomes. Findings reveal that several racial-ethnic variations are associated with the tracking processes within the vocational program and subsequent student academic and career outcomes. Race-ethnicity most often was negatively associated with performance on standardized achievement tests and enrollment into low vocational tracks, primarily among males. There were noteworthy gender differences in the assignment within vocational tracks, academic success, and eventual employment status and occupational placement.

Grubb, W. N. (2009). *The Money Myth: School Resources, Outcomes, And Equity.*

Book, Whole

Examines how inequalities in resources other than money, such as leadership, instruction, and tracking policies, contribute to the deepening divide in the quality and success of American education. Discusses moving beyond money--the variety of educational resources; multiple resources, multiple outcomes--testing the improved school finance with the National Educational Longitudinal Survey of the Class of 1988; when money does matter, explaining the weak effects of school funding; families as resources, the effects of family background and demographic effects; students as resources--the effects of connectedness to schooling; equity and inequality, from static to dynamic conceptions; dynamic inequality, schooling outcomes over time; correcting dynamic inequality in practice--exploring what schools do for low-performing students; making resources matter--implications for school-level practice; supporting the improved school finance--district, state, and federal roles; the implications for litigation of the improved school finance; and the implications for reform--conceptions of schooling and the role of the welfare state. Grubb is Professor and David Gardner Chair in Higher Education at the School of Education, University of California, Berkeley, and Faculty Coordinator of the Principal Leadership Institute. Index.

Harding, D. J. (2009). Violence, Older Peers, And The Socialization Of Adolescent Boys In Disadvantaged Neighborhoods. *American Sociological Review*, 74(3): 445-464.

Journal Article

Most theoretical perspectives on neighborhood effects on youth assume that neighborhood context serves as a source of socialization. The exact sources and processes underlying adolescent socialization in disadvantaged neighborhoods, however, are largely unspecified and unelaborated. This article proposes that cross-cohort socialization by older neighborhood peers is one source of socialization for adolescent boys. Data from the National Educational Longitudinal Survey suggest that adolescents in disadvantaged neighborhoods are more likely to spend time with older individuals. I analyze qualitative interview data from 60 adolescent boys in three neighborhoods in Boston to understand the causes and consequences of these interactions and relationships. Some of the strategies these adolescents employ to cope with violence in disadvantaged neighborhoods promote interaction with older peers, particularly those who are most disadvantaged. Furthermore, such interactions can expose adolescents to local, unconventional, or alternative cultural models.

Kelly, S. and Price, H. (2009). Vocational Education: A Clean Slate For Disengaged Students? *Social Science Research*, 38(4): 810-825.

Journal Article

Students' social psychological adjustment to school is an important determinant of achievement growth as well as school continuation and post-secondary educational

attainment. Yet many students begin high school with low levels of efficacy and self-worth, and low levels of identification with and liking of school. In this study, we investigate the hypothesis that vocational education in high school provides disengaged students with an educational clean slate, leading to a recovery of engagement for at-risk students. Using propensity score models, we assess the relationship between vocational course taking and changes in effort, extracurricular participation, sense of belonging, interest in school, attitudes toward school and teachers, educational expectations, career aspirations, locus of control, and self-concept with the NELS:88 database.

Konstantopoulos, S. (2009). The Mean Is Not Enough: Using Quantile Regression To Examine Trends In Asian-White Differences Across The Entire Achievement Distribution. *Teachers College Record*, 111(5): 1274-1295.

Journal Article

In recent years, Asian Americans have been consistently described as a model minority. The high levels of educational achievement and educational attainment are the main determinants for identifying Asian Americans as a model minority. Nonetheless, only a few studies have examined empirically the accomplishments of Asian Americans, and even fewer studies have compared their achievement with other important societal groups such as Whites. In addition, differences in academic achievement between Asian Americans and Whites across the entire achievement distribution, or differences in the variability of the achievement distribution, have not been documented. However, this is an important task because it provides information about the achievement gap for lower, average, and higher achieving students. Purpose: The present study examines differences in academic achievement between Asian American and White students in average scores (e.g., middle of the achievement distribution), in extreme scores (e.g., the upper and the lower tails of the achievement distribution), and in the variability of the achievement distribution. The main objective of this study is to determine the achievement gap between Asian American and White students in the lower and upper tails of the achievement distribution to shed some light on whether the achievement gap between the two groups varies by achievement level. Participants: I use data from four national probability samples of high school seniors to examine Asian American-White differences in achievement from 1972 to 1992. Specifically, I used data from the base year of the NLS (NELS:72), the base year of the High School and Beyond (HSB) survey of 1980, the first follow-up of the HSB survey in 1982 (that is HSB:80, HSB:82), and the second follow-up of NELS (NELS:92). Research Design: The study is correlational and uses quantile regression to analyze observational data from the 1970s, 1980s, and 1990s. Findings: The findings indicate that the Asian American-White gap is more pronounced in mathematics than in reading. In 1992, the gap in the middle and the upper tail of the mathematics distribution is greater than one third of a SD, which is not a trivial gap in education. In reading, the gap is overall smaller, and nearly one third of a SD in 1992 in the upper tail (favoring Asian students). Conclusions: It appears that Asian American students are indeed a model minority group that performs not only at similar levels but also at higher levels than the majority group, especially among high achievers in mathematics (and reading in the 1990s).

Leveque, A. H. (2009). Rigor And Caring In A Small Learning Community: Can Tracking Be Effective For At-Risk High School Students? *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 69.

Dissertation/Thesis

Designing meaningful interventions for low-performing high school students that adequately cares about individual students and challenges students to improve their academic achievement is a central challenge of urban comprehensive high schools. This study examined one particular program for academically low-performing students. Two aspects of the climate of this mini-school were studied in detail-the extent to which it

provides a strong academic press for its students; and the extent to which a strong sense of community is present among students and staff. The study also evaluated the claim that its program is successful as a dropout prevention program for low performing students. Interviews of teachers, students, and administrators explored the personal experiences of academic press and community. Surveys were conducted to analyze the degree to which academic press and a strong sense of community exists relative to what might be expected for a school enrolling this type of student body. Using survey items from the National Educational Longitudinal Study (NELS-88), academic press the sense of community at the mini-school were compared to two samples: low performing students eligible for the mini-school program, but who remained at the comprehensive high school, and 279 similarly academically at-risk students from the NELS-88 study who attended large, comprehensive high schools in the U.S. in the early 1990s. Results indicated that sense of community and academic press were driving forces of the school climate at Figg Street. While there were mixed results for both rigor and caring, positive consequences, particularly in the 10th and 12th grades, were found for students enrolled in the mini-school, particularly for in terms of increasing students' social capital (primarily their relationships with teachers), academic press for understanding in science and history, and increased CAHSEE passing rates. There is still need for improvement in this small learning community, especially in terms of students' behavior and the social stigma associated with tracking low performing students into a distinct program. Regardless, enough evidence suggests that the smallness of this mini-school allows the program to foster a school climate with a relatively strong sense of community and academic press for low performing students.

Lleras, C. (2009). People Skills Count. *ASEE Prism*, 18(6): 16.

Journal Article

The article focuses on the study conducted by sociologist Christy Lleras which shows that students with social skills earn more money than their peers despite their equal test scores. It states that Lleras cites the data in the National Educational Longitudinal Study of 1988 which followed the life of 11,000 10th graders ten years after they graduated. Moreover, the statement of Lleras regarding schools that do not foster good work habits and social skills is offered.

Ma, Y. (2009). Family Socioeconomic Status, Parental Involvement, And College Major Choices: Gender, Race/Ethnic, And Nativity Patterns. *Sociological Perspectives*, 52(2): 211-234.

Journal Article

College major choice is a much-neglected yet highly significant topic in sociological research. This article focuses on family socioeconomic status (SES) and parental involvement to examine potential family influences on patterned college major choice by gender, race/ethnicity, and nativity. Using data from the National Education Longitudinal Study 1988- 1994 (NELS:88-94), this study confirms old gender patterns and finds new racial/ethnic patterns in college major choice. Lower SES children are found to favor more lucrative college majors. Family SES is found to have differential effects on men and women and for racial/ethnic minorities and whites. Parental involvement in children's domain-specific education exerts significant effects on children's college major choice. These together suggest important theoretical and policy implication

Melguizo, T. (2009). Are Community Colleges An Alternative Path For Hispanic Students To Attain A Bachelor's Degree? *Teachers College Record*, 111(1): 90-123.

Journal Article

Background/Context: *This study contributes to the longstanding debate over whether*

community colleges democratize education or divert students from attaining a bachelor's degree. Purpose/Objective/Research Question/Focus of Study: The objective of this study is to determine whether Hispanic students have a lower chance of earning a bachelor's degree (B.A.) if they transfer from a community college.

Population/Participants/Subjects: This study uses the High School and Beyond Sophomore sample (HS&B/So) high school senior class of 1982 and the National Education Longitudinal Study (NELS:88/2000) high school senior class of 1992 to compare the progress of two samples of "traditional" Hispanic transfer and Hispanic "rising junior" students. The final sample is composed of 220 students from the high school senior class of 1982 and 140 students from the high school senior class of 1992.

Research Design: Regression analysis is used to identify the effect of being a transfer student on B.A. attainment, after controlling for individual characteristics and institutional characteristics of the community college. Simulation analysis is used to identify the factors that affected B.A. attainment in the 1980s, which are used to predict B.A. rates a decade later.

Findings/Results: The results show that the negative impact of being a transfer student in the 1980s had disappeared within a decade. The results suggest that the relatively lower attainment rate of Hispanic transfer students is the result of individual characteristics and lack of academic preparation rather than institutional characteristics.

Conclusions/Recommendations: Although community colleges have the potential to be an alternative path toward a B.A., until transfer rates increase, Hispanics may be better off beginning their college education at a 4-year institution.

Melguizo, T. and Dowd, A. C. (2009). Baccalaureate Success Of Transfers And Rising 4-Year College Juniors. *Teachers College Record*, 111(1): 55-89.

Journal Article

Background/Context: A longstanding debate continues concerning whether community colleges democratize education by expanding enrollment or divert students from attaining a bachelor's degree. The extant evidence is contradictory, but recent findings suggest that community colleges are serving to democratize education without a sizeable diversion effect preventing students from ultimately earning the bachelor's degree. The diversion effect appears to be much smaller than previously stated.

Purpose/Objective/Research Question/Focus of Study: The main objective of this study is to compare the effect of being a successful community college "transfer" student instead of a "rising junior" in a 4-year college on bachelor's degree attainment (250 transfers and 790 rising juniors). This study examines the effect of socioeconomic status (SES) and institutional selectivity on the bachelor's degree completion of transfer students and rising 4-year college juniors.

Data Collection and Analysis: We analyze the National Education Longitudinal Study (NELS:88/2000) high school senior class of 1992 to compare the degree completion outcomes of two samples, transfer and rising junior students, with equivalent degree aspirations. Logistic regression is used to estimate the differences in attainment. Interactions are included to examine the effect of SES and institutional selectivity. To address the problem of selection of students into institutions, we control for proxy variables for students' motivation. In addition, a Heckman two-stage regression model is estimated using the average state tuition in the state where the student finished high school as the instrumental variable. Finally, to adjust for unobserved institutional characteristics related to the state where the institution is located, a model that includes a state-level dummy variable indicating those that have strong transfer and articulation systems is estimated to more fully control for state characteristics.

Findings/Results: Three main findings emerge from this inquiry. First, the negative effect of being a transfer as opposed to a rising junior diminishes substantially after controlling for differences in SES. The negative effect "disappears" in the sense of not being statistically significant, after corrections for self-selection bias and the addition of variables controlling for transfer policies in the state where the student attended college. Second, and consistent with prior research, degree completion rates increase with selectivity of the 4-year institution attended. Third, the results show that when we allow the effects of community college attendance to vary by SES by introducing an

interaction term, there are no statistically significant differences between the completion rates of low-SES transfer and low-SES rising junior students.

Conclusions/Recommendations: Our main conclusion is that previous estimates have overstated the diversion effect. Alongside other recent contributions to the democratization-versus-diversion-effect debate, this study provides an additional piece of evidence demonstrating that the diversion effect is much smaller than was previously estimated. Community college practitioners should feel confident in counseling traditional-age students who want to earn the bachelor's degree to transfer, because the evidence shows that they are as likely to succeed as their 4-year college counterparts.

Mello, Z. R. (2009). Racial/Ethnic Group And Socioeconomic Status Variation In Educational And Occupational Expectations From Adolescence To Adulthood. *Journal of Applied Developmental Psychology*, 30(4): 494-504.

Journal Article

This longitudinal study examined the development of educational and occupational expectations from adolescence to adulthood in relation to racial/ethnic and socioeconomic status (SES) group membership. Hierarchical linear modeling on national data (NELS:88) spanning 12 years yielded several findings: (a) African American participants reported the highest educational expectations, followed by Hispanic and Asian American/Pacific Islander, European American, and American Indian/Alaskan Native participants, (b) African American and Asian American/Pacific Islander participants reported the highest occupational expectations, followed by Hispanic, American Indian/Alaskan Native, and European American participants, (c) racial/ethnic group patterns persisted from adolescence to adulthood, and (d) SES positively predicted expectations. Results highlight the importance of considering SES when examining educational and occupational expectations across racial/ethnic groups.

Oates, G. (2009). An Empirical Test Of Five Prominent Explanations For The Black-White Academic Performance Gap. *Social Psychology of Education*, 12(4): 415-441.

Journal Article

The viability of five prominent explanations for the Black-White performance gap ("academic engagement," "cultural capital," "social capital," "school quality" and "biased treatment") is examined using NELS data and a LISREL model that adjusts for clustering of students within schools. Empirical models have typically assessed these factors individually—a practice that probably fosters overestimation of their explanatory power. School quality and biased treatment emerge as the primary explanations for Black-White high school test performance differentials. Access to better-quality schools and receipt of more stimulating interpersonal "signals" from gatekeepers ensue from racial (and socioeconomic) privilege. Enhanced test performance in turn ensues from these resources. In essence, the explanations for the racial gap that place more emphasis on what Black and White students "bring to" high school (i.e., specific levels of engagement, cultural and social capital), seem less consequential to performance differentials than "what happens to" them when they get there (i.e., quality of education provided, and race-contingent treatment received).

O'Connell, M. and Sheikh, H. (2009). Non-Cognitive Abilities And Early School Dropout: Longitudinal Evidence From NELS. *Educational Studies*, 35(4): 475-479.

Journal Article

Educational success is often synonymous with attainment of academic qualifications. However for some students, simply continuing to attend school rather than dropping out may represent an important attainment, and completion of secondary school significantly reduces chances of subsequent chronic poverty. The longitudinal US NELS dataset was

assessed to examine predictors of dropout. Results supported a differentiated perspective of student outcomes whereby dropout before Grade 12 was predicted far less by prior academic achievement in Grade 8 than academic achievement in Grade 12, and to a greater extent by non-cognitive measures such as daily school preparation, planning and subjective peer perception. Cognitive ability measures are known to correlate well with academic achievement but "non-cognitive abilities" may have an important role in the prediction of persistence, especially among marginalized students.

Pema, E. and Mehay, S. (2009). The Effect Of High School JROTC On Student Achievement, Educational Attainment, And Enlistment. *Southern Economic Journal*, 76(2): 533-552.

Journal Article

The Junior Reserve Officers' Training Corps (JROTC) is a high school initiative that serves many at-risk students. Its goals range from reducing dropout rates and improving academic achievement to preparing students for military careers. Using data from High School and Beyond (HSB) and the National Educational Longitudinal Study (NELS), we estimate average treatment effects on students attending schools that typically host JROTC. Applying a two-stage matching technique, we find that JROTC participants have poorer academic outcomes than other students; although, a large portion of these differences is explained by their at-risk status. In addition, program effects appear to differ by demographic group, with Black participants having lower dropout rates than White participants. The program also appears to improve self-esteem scores of females. Although the majority of JROTC participants do not join the military, we find large marginal enlistment effects.

Pickett, M. W., Dawkins, M. P. and Braddock, J. H. (2009). The Effect Of Title IX On Participation Of Black And White Females In High School Sports: Evidence From National Longitudinal Surveys. *Journal of Race & Policy*, 5(1): 79-90.

Journal Article

There has been considerable progress in women's sport participation opportunities since the enactment of Title IX of the Education Amendment Act of 1972. Despite this progress, much remains to be done to achieve true equity in women's access to sports. Indeed, recent evidence suggests that women of color may not have benefited as much as white women. To examine this issue, we compare Post-Title IX trends in Black and White females' sports participation and directly examine the effect of race on participation opportunities. Analysis based on multiple national data sets, including the National Longitudinal Study (NLS), the High School and Beyond Survey (HSB), the National Educational Longitudinal Survey (NELS), and the Educational Longitudinal Survey (ELS), reveal that compared to White females, Black females have lost ground since Title IX, and that public schools attended by Black females offer fewer sport participation opportunities to girls. Implications for policy are discussed.

Ramirez, A. L. and Carptenter, D. (2009). The Matter Of Dropouts. *Phi Delta Kappan*, 90(9): 656-659.

Journal Article

The article discusses how examining the diversity of students can help reduce the achievement gap. The authors suggest that the achievement gap is more complex than a divide between White and minority students and comment on differences in achievement within ethnic and racial groups. They describe research which reveals that ethnicity did not affect dropout risks and suggest that gaps exist within ethnic groups based on factors such as socioeconomic status, amount of algebra studied, work in English language acquisition programs and parental participation in education. They suggest factors such

as school suspensions, time held back and time spent on homework affect risks of dropping out.

- Redford, J., Johnson, J. and Honnold, J. (2009). Parenting Practices, Cultural Capital, And Educational Outcomes: The Effects Of Concerted Cultivation On Academic Achievement. *Race, Gender & Class*, 16(1): 25-44.

Journal Article

Research consistently documents a strong, positive relationship between socio-economic status and academic achievement. Annette Lareau (2003) argues that parents' child-rearing practices have a profound effect on academic and later occupational success for children, even holding constant gender, race and school effects. In Unequal Childhoods, Lareau uses qualitative research to illustrate how a middle-class form of parenting she terms 'concerted cultivation' transmits cultural advantages to middle-class children, providing them vital cultural capital needed to effectively negotiate inside the educational system. Using the National Education Longitudinal Study (NELS), the current study quantitatively tests the theoretical validity of concerted cultivation. Results show that concerted cultivation significantly predicts both student GPA and standardized test scores, with parent and student habitus, in the form of expectations, playing the largest roles.

- Rojewski, J. W. and Lee, I. H. (2009). Development Of Occupational Aspiration Prestige: A Piecewise Latent Growth Model Of Selected Influences. *Journal of Vocational Behavior*, 75(1): 82-90.

Journal Article

Using the National Education Longitudinal Study of 1988 (NELS:88) data sets, the complex phenomenon of intra-individual and inter-individual differences in and the potential predictors of those differences on career aspirations development over a 12-year period was analyzed. Results indicated that 73.1% of the total growth (change) in adolescents' occupational aspiration prestige scores were achieved between grades 8-10, while 26.9% of growth was achieved between grades 10 and 12. One-third of the total growth in the occupational aspiration scores of these individuals as young adults was observed between high school graduation and 2 years after graduation, while 67.4% of the total growth was obtained during the period between 2 and 8 years after high school graduation. Individuals with higher initial aspiration scores experienced slower growth in aspirations than those with lower initial aspirations. A negative association between career aspiration prestige scores in grade 12 and 8 years post-graduation existed.

- Sakura-Lemessy, I., Carter-Tellison, K. and Sakura-Lemessy, D. (2009). Curriculum Placement, Race, Class And Gender Differences In Wage Growth Amongst Non-College Workers: Evidence From The NELS 1988-2000 Data. *Journal of African American Studies*, 13(4): 406-430.

Journal Article

This study assessed competing predictions from neoclassical human capital and social reproduction theories regarding the role of students' gender, class and racial status in determining high school curriculum placement, early post-secondary job destination and wage attainment. Our findings support predictions from reproductive theories in that they revealed significant class, race and gender disparities in students' educational and employment outcomes, even after accounting for workers' prior achievement. These findings have important implications for two fields of research: education and labor market inequality, especially within the context of the education literature where institutional processes are often assumed to be neutral. Moreover, our results highlighted the mechanisms underpinning high school curriculum tracking that discriminate against

race, class and gender subgroups. We conclude with a discussion on policy recommendations and suggestions for future research.

- Smitananda, P. (2009). Post-Secondary Academic Attainment Of Asian Americans: Analyses Of NELS 1988-2000. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 69(11).

Dissertation/Thesis

Academic attainment is generally one of the social indicators representing individual success in both social and economic status. However, not all students have the opportunity to access and success postsecondary education. There is a wide variety of factors that contribute to obstacles and barriers to a higher education for minority such as Asian subgroups. This study attempts to examine factors that differentiate postsecondary academic attainment within minority populations, especially Asian Americans, under the scope of the ecological perspective. By using National Educational Longitudinal Study database (NELS), the main purpose is to identify differentiating factors among Asian groups and to elicit factors that should be considered in higher education policy and other educational programs, for Asian subgroups in particular. The result shows that there is significant difference in academic attainment within Asian Americans. However, the patterns of attainment varied in accordance with ecological educational factors. Multivariate analysis showed that, when controlling all educational factors, academic attainment does not differ within Asian subgroups for bachelor's degree or higher. However, for certificate/associate's degree, the Southeast Asian group was more likely to attain certificate/associate's degree compared to high school degree. The limitations, implications, and recommendations for future study are discussed.

- Southgate, D. and Roscigno, V. (2009). The Impact Of Music On Childhood And Adolescent Achievement. *Social Science Quarterly*, 90(1): 4-21.

Journal Article

Objective: The study examines the association between music involvement and academic achievement in both childhood and adolescence using three measures of music participation: in school, outside of school, and parental involvement in the form of concert attendance. Methods: We review prior work pertaining to music's impact on achievement and then draw from two nationally representative data sources (ECLS-K and NELS:88). Our analyses apply logistic and OLS regression techniques to assess patterns of music involvement and possible effects on math and reading performance for both elementary and high school students. Results: Music involvement varies quite systematically by class, and gender status, and such involvement holds implications for both math and reading achievement, and for young children and adolescents. Notably, associations with achievement persist in our modeling even when prior achievement levels are accounted for. Although music does mediate some student background effects, this mediation is only minimal. Conclusions: Music participation, both inside and outside of school, is associated with measures of academic achievement among children and adolescents. Future work should further delineate the relevant processes of music involvement, as well as how background inequalities and music involvement intersect in relation to educational performance.

- Steward, N. R., Farkas, G. and Bingenheimer, J. B. (2009). Detailed Educational Pathways Among Females After Very Early Sexual Intercourse. *Perspectives on Sexual & Reproductive Health*, 41(4): 244-252.

Journal Article

Context: Although studies have shown that early sex is negatively associated with high school graduation and college enrollment, no recent study has examined the extent to

which early sex affects educational attainment, and the mediating mechanisms have not been established. Methods: Data from 4,613 female participants in the National Educational Longitudinal Study were used to examine the relationship between early sexual intercourse (i.e., first sex prior to age 15) and educational attainment. Logistic regression analyses that controlled for background characteristics, school performance, behavioral factors and academic aspirations were conducted to assess this association, as well as to explore the potential mediating role of early marriage and childbearing. Results: Young women who had had early sex had reduced odds of having graduated from high school (odds ratio, 0.4) and from college (0.5). Postsecondary enrollment was positively associated with expectations of postsecondary education (1.5) and levels of academic achievement (1.4–1.5), but not with early sex. Respondents who had married before their expected high school graduation date had reduced odds of having graduated from high school (0.1), enrolled in postsecondary school (0.4) or completed college (0.1); those who had a child before their expected high school graduation date had reduced odds of having graduated from high school (0.3) or college (0.1). Conclusions: Programs that target early parenthood and marriage, and that provide hope for future educational opportunities, could lessen the impact of early sex for young women.

Strayhorn, T. (2009). Different Folks, Different Hopes: The Educational Aspirations Of Black Males In Urban, Suburban, And Rural High Schools. *Urban Education*, 44(6): 710-731.

Journal Article

The educational aspirations of Black males in urban, suburban, and rural high schools were examined in this study, using a nationally-representative sample of respondents to the National Educational Longitudinal Study (NELS:88/00). Hierarchical linear regression analysis revealed statistically significant relationships between aspirations and SES, academic achievement, and urban city with high-SES, high-achieving, suburban Black males reporting the highest aspirations. Leveled and/or lower aspirations were associated with low-SES, low-achieving, Black males in urban and rural settings. Implications for future practice, theory, and research are discussed, along with recommendations for future policy.

Vance, J. L. (2009). Influence Of Beginning College Type On Post-Secondary Educational Achievement: A Matched Pairs Study. *Colorado State University*.

Dissertation/Thesis

The purpose of this study was to gather more information about the influence of beginning higher education at a two-year college versus beginning at a four-year college on a student's educational achievement. The three outcomes of interest were: (1) whether a student remains continuously enrolled throughout college; (2) total number of college credits a student completes; and (3) highest degree, if any, a student obtains. In order to compare students who began at two-year colleges with their peers who began at four-year colleges, students were matched on the following six variables: (1) gender, (2) ethnicity, (3) mother's highest level of education, (4) father's highest level of education, (5) total family income during the student's eighth grade year, and (6) the student's own predictions of how far they will go in post secondary education, made while seniors in high school. The study used data collected by the National Educational Longitudinal Study of 1988 (NELS:88). The study supported previous literature, finding that students who begin at two-year schools are 48 % more likely to complete less than one year of full-time enrollment than are their four-year peers and are 42 % less likely to stay continuously enrolled over their college experience than are their four-year peers. The study also found that students who begin at four-year schools are 46 % more likely to obtain a bachelor's degree than their two-year peers. For all three outcome variables of interest those students who began at four-year colleges achieved more academically than their matched peers who began at two-year colleges. When two students who are very similar in terms of gender, ethnicity, parents' level of education, socioeconomic status

and self perceived future achievement begin their education at different colleges--one a four-year school and the other a two-year school--the four-year attendee consistently will achieve more academically. This information is important and relevant to students, parents, researchers, and policymakers alike.

Walter, R. (2009). An Analysis Of Earnings And Job Satisfaction Outcomes Associated With Sub-Baccalaureate Educational Attainment. *Dissertation Abstracts International Section A: Humanities and Social Sciences, University of Wisconsin*. 68(1).

Dissertation/Thesis

In this study, the earnings and job satisfaction differences across gender, race, educational attainment at the sub-baccalaureate level and occupation are examined using the National Education Longitudinal Study of 1988 (NELS:88/2000). ANOVA and logistic regression analyses were carried out on workers aged 25-26 with sub-baccalaureate education. Results showed statistically significant economic returns at the 95% confidence level for obtaining a high school diploma in contrast to those who had not completed high school (\$5,500-\$6,200 increase in annual earnings), however, no statistically significant earnings returns at the 95% confidence level were found for individuals who completed postsecondary certificates or associate degrees in comparison to those who had attained a high school diploma. Results were mixed regarding the potential association between educational attainment and job satisfaction for different groups in different occupations. However, it is possible that the potential association between different levels of educational attainment and job satisfaction is "masked" by its potential influence on earnings, which had a statistically significant positive relationship at the 95% confidence level with most measures of job satisfaction used in this dataset. Based on the results from the present study, it is recommended that educators and policy leaders encourage all students to complete their high school studies. In addition, policy-makers should strengthen efforts aimed at reducing the high school dropout rate to ensure that all young adults attain the credential associated with higher earnings potential, and experience reduced risks for criminal behavior and other problematic or maladaptive outcomes. Moreover, given the absence of statistically significant economic returns at the 95% confidence level to sub-baccalaureate credentials in this subsample, two-year college leaders should re-evaluate the curricula of postsecondary programs to align the content courses closely with the skills and knowledge required in local or regional labor markets.

Wells, R., Lohman, D. and Marron, M. (2009). What Factors Are Associated With Grade Acceleration? An Analysis And Comparison Of Two U.S. Databases. *Journal of Advanced Academics*, 20(2): 248-273.

Journal Article

The benefits of whole-grade acceleration for the highest achieving students in K-12 education are widely acknowledged. However, much less is known about which personal, family, and school factors are correlated with student acceleration. Which children are grade accelerated in K-7 education? Have factors associated with grade acceleration changed over time? We analyze data from the NELS (students from 1988-1992) and the ELS (students from 2002-2004) nationally representative and longitudinal databases to answer these questions. Other things being equal, females, Asian Americans, and students living on the U.S. east or west coast were more likely to be grade accelerated. For example, females had odds of being accelerated that were 1.3 times higher than the odds of males being accelerated. Students from the northeastern region of the U.S. had odds of acceleration that were nearly twice (1.9 times) as high as Midwest students' odds of acceleration. When accelerated students were compared to older classmates of similar achievement who were not accelerated, the accelerated students showed greater gains in achievement than nonaccelerated classmates in and throughout high school. In other

words, accelerated students do not just keep up with their older classmates, they actually perform better.

Yeung, R. (2009). Are School Uniforms A Good Fit? Results From The ECLS-K And The NELS. *Educational Policy*, 23(6): 847-874.

Journal Article

One of the most common proposals put forth for reform of the American system of education is to require school uniforms. Proponents argue that uniforms can make schools safer and also improve school attendance and increase student achievement. Opponents contend that uniforms have not been proven to work and may be an infringement on the freedom of speech of young people. Within an econometric framework, this study examines the effect of school uniforms on student achievement. It tackles methodological challenges through the use of a value-added functional form and the use of multiple data sets. The results do not suggest any significant association between school uniform policies and achievement. Although the results do not definitely support or reject either side of the uniform argument, they do strongly intimate that uniforms are not the solution to all of American education's ills.

2008

Ash, J. R. (2008). Determining The Association Between African American Parenting Practices And The Academic Performance Of African American High School Students. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 69(5).

Dissertation/Thesis

The purpose of this study was to examine the association between African American parenting practices and the academic performance of African American students. The focal point of this study was to develop the concept "Constant Presence and Academic Parental Pressure [CPAPP]." This concept highlights the foundation of the study, which examined how parents who are involved in their child's academic endeavors assists them with achieving higher academia in school. Through the use of The National Educational Longitudinal Study of 1988 [NELS:88], this study sought to determine if parental practices, parental presence, and constant academic pressure, resulted with students exhibiting strong academic performance. Several questions were taken from the (NELS:88) study to determine what parental practices produce successful academic outcomes in children. These questions were selected on the basis of what best described family social capital, family culture, and family and community learning and how these variables would lead to the academic success of the student. A Factor Analysis was performed on the variables social capital, family culture, and family and community learning. From the factor analysis twelve factors were derived. With those twelve factors, a multiple linear regression model was developed and it revealed that ten factors were significant in explaining student achievement. However, only two factors Reading Resources and Important to Participate in Religious and Community Activities were significant ($p < .001$) for all academic subjects (reading, mathematics, reading/math composite, science, and history/citizenship/geography). It was concluded that students who are high achievers have parents who value reading resources. There was also a significant level of student achievement for students who were involved in religious activities as well. It was also concluded that academic success could be achieved with other factors within the family. Recommendations for research included: (a) a replication of this study by other researchers; (b) a replication of this study with other ethnic groups; (c) a more intensive quantitative study be conducted to understand the effects of parental pressure when compared to peer and student pressures and how these associated pressure(s) impact student achievement.

Baker, J. and Finn, M. (2008). Can A Merit-Based Scholarship Program Increase Science And Engineering Baccalaureates? *Journal for the Education of the Gifted*, 31(1).

Journal Article

The purpose of this paper is to investigate the following question: To what extent would a nationally competitive scholarship program increase science, technology, engineering, or mathematics (STEM) degree awards to our "best and brightest"? This inquiry is prompted by a 2006 report of a National Academy of Sciences (NAS) panel, "Rising Above the Gathering Storm" which proposed a national STEM scholarship program to improve United States competitiveness. Using the Department of Education National Education Longitudinal Study of 1988 (NELS-88), high school graduates from the class of 1992 who would potentially win such a scholarship were identified using ACT/SAT/AP test scores, grade point averages (GPA) and class standing, high school classes completed, and science fair participation. NELS-88 college transcript data indicated a lower bound estimate of between 60% to 80% of students likely to win the merit scholarships are already completing STEM degrees.

Bianchi, A. and Munroe, P. (2008). Working Hard Or Hardly Working: Sources Of Legitimation For High School Students' Academic Engagement. *Sociological Focus*, 41.

Journal Article

Academic engagement is a precursor to student achievement, and thus exploring its potential antecedents informs studies of adolescent development. We employ a theory from structural social psychology, the theory of the legitimacy of authority to craft measures of possible sources of legitimating; authorization, endorsement, and propriety, for student engagement. We examine the effects of these measures on three aspects of academic engagement: disciplinary conformity effort during class, and-out-of-school homework, which represent compliance to norms for appropriate school-related behaviors. With a subsample from the 10th grade first-year follow-up survey of NELS:88 (N = 3,868), we complete maximum likelihood factor analyses and weighted regressions with lagged dependent variables. We find that sources of legitimation positively predict levels of academic engagement and compete favorably with perceptions of parental aspirations for future educational achievement as predictors. We argue that sources of legitimation should also be incorporated into tests of theories regarding reproduction of social inequalities

Calcagno, J. C., Bailey, T. and Jenkins, D. (2008). Community College Student Success: What Institutional Characteristics Make A Difference? *Economics of Education Review*, 27.

Journal Article

Most of the models developed to examine student persistence and attainment in postsecondary education largely fail to account for the influence of institutional factors, particularly when attendance is observed at multiple institutions. Multi-institutional attendance is common for students who begin at a community college, but until now an empirical framework to estimate the contribution of more than one institution's characteristics on students' educational outcomes has been largely absent in the literature. One of the goals of this study is to determine which "institutional" characteristics are correlated with positive community college outcomes for students who attend one or more colleges as measured by "individual" student probability of completing a certificate or degree or transferring to a baccalaureate institution. Using individual-level data from the National Education Longitudinal Study of 1988 (NELS:88) and institutional-level data from the Integrated Postsecondary Education Data System (IPEDS), we find consistent results across different specifications; namely, a negative relationship between relatively large institutional size, proportion of part-time faculty and minority students on the attainment of community college students. (Contains 6 tables.)

Corbett, M. (2008). To Participate Or Not To Participate: The Relationship Between School-Sponsored Extracurricular Activity Participation And Student Outcomes. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 68(7).

Dissertation/Thesis

The purpose of this study was to investigate possible relationships between school-sponsored extracurricular activity participation and a host of student outcomes: student achievement, student grades, student aspirations, communication with parents, adults' wishes for student, time spent on homework, student effort in class and misbehavior. Extracurricular activity participation was measured by three constructs: athletic participation, non-athletic participation and degree of participation. The researcher conducted one stepwise multiple regression analysis for each predictor-outcome pair, and generated a total of 24 regression equations to explore the relationship between school sponsored extracurricular activity participation and the outcomes listed above. The data set utilized for this investigation was gathered from the National Educational Longitudinal Study of 1988 (NELS:88) Base Year and First Follow-Up. The data utilized were largely student reported in 1988 and 1990; the exceptions were measures of academic achievement that consisted of scores on standardized tests administered to students by NELS:88 and a measure of socioeconomic status. The study controlled for the effects of sex and socioeconomic status as well as base-year measures of outcome variables when such measures were available. Low and moderate levels of each kind of participation were found to be associated with more favorable student outcomes, with only one exception: No statistically significant relationship was detected between non-athletic participation and adults' wishes for the student. As expected, the previous measures of outcome variables explained the vast majority of outcome variance in most regression models. Degree of participation was found to be the strongest predictor for most outcomes, while non-athletic participation was found to be the weakest. The detection of an inverted U-shaped relationship between many predictor-outcome pairs indicated that high levels of participation were negatively related to student outcomes; the strongest curvilinear relationships were found in the athletic participation regression models. Because eighth-grade measures of outcome variables were included in the regression models, the small, but statistically-significant, favorable effects of 10th-grade participation indicated that participation implies added value to student outcomes. Though extracurricular activity participation was not found to be a panacea, the detection of favorable effects and the absence of negative effects indicate that curtailment of extracurricular activity participation would be detrimental to students.

Corwyn, R. F. and Bradley, R. H. (2008). The Pan-Ethnic Asian Label And Predictors Of Eighth-Grade Student Achievement. *School Psychology Quarterly*, 23.

Journal Article

Using data from the National Education Longitudinal Study of 1988 (NELS:88), the authors investigate whether four groups of Asian Americans (Chinese, Korean, Filipino, and South East Asian) show comparable scores on variables that past studies have found to be related to academic achievement and whether these variables similarly predict academic achievement for all four groups. Results show significant group differences on the scores of all variables (except parents setting rules) and in the pattern of associations of study variables with academic achievement of eighth graders. Implications for school psychologists and suggestions for future research are discussed.

Davis, J. (2008). A Measurement Of Uncertainty For Use In Non-Experimental Studies Of Human Life History Behavior. *Paper presented at the annual meeting of the American Sociological Association, Boston, MA.*

Conference Paper

Uncertainty has detrimental consequences for life history. Experimental research shows that, under uncertainty, non-human organisms act to maximize fitness in the immediate environment but effectively trade-off long-term survivability and reproductive value. Since the study of human life history behavior is not amenable to experimentation a measurement of uncertainty designed for use in non-experimental research is required. In this paper, I propose and test a measure of uncertainty, Upsilon, using data from the National Educational Longitudinal Survey (1988-2000). Upsilon is based on the principle assumptions of life history theory and behavioral ecology. The analyses focus on somatic effort as measured by investments in educational attainment over time. Respondents are ages 14-15 and in the 8th Grade in 1988. Upsilon is measured in 1990. Respondents with higher scores on Upsilon, which indicate uncertainty about future resource acquisition, severely truncated their educational development relative to others more certain about the future. Upsilon's effect is robust with respect to controls including preferences for antisocial behavior and scholastic aptitude. Overall, the effects of Upsilon on educational outcomes closely match the predictions of formal theoretical models of life history behavior under environmental uncertainty. Future research will continue to evaluate the validity of Upsilon.

Dowd, A. and Melguizo, T. (2008). Socioeconomic Stratification Of Community College Transfer Access In The 1980s And 1990s: Evidence From HS&B And NELS. *Review of Higher Education*, 31.

Journal Article

This study analyzes the High School and Beyond (HS&B) and National Educational Longitudinal Study (NELS) data to determine whether a "middle-class takeover" of the community college transfer function occurred between the late 1980s and early 1990s. The findings demonstrate that the middle-class share of transfer enrollments and graduates at both selective and less selective four-year institutions did not increase, except for an increase in the share of lower-middle-SES students among transfer graduates of less selective institutions. On the contrary, our point estimates, though not statistically significant, suggest that the share of students from the highest-SES quintile increased among transfers to selective institutions.

Filer, K. L. and Chang, M. (2008). Peer & Parent Encouragement Of Early Algebra Enrollment & Mathematics Achievement. *Middle Grades Research Journal*, 3.

Journal Article

Using data from the National Education Longitudinal Study of 1988 (NELS:88), path analytic procedures were performed to test a model of the effects of parent and peer encouragement to take algebra on the mathematics achievement of eighth grade students. The effects of socio-economic status (SES) on middle school algebra course-taking and mathematics achievement were also examined. Results showed peer and parent influence variables as well as SES were directly related to early algebra attendance and eighth grade mathematics achievement. Furthermore, algebra instruction in eighth grade was directly related to higher mathematics achievement scores. Overall, the findings supported the benefits of algebra instruction prior to high school for the improvement of mathematics achievement scores. This research extended the body of work on parent and peer influences to consider their impact on higher level course taking and mathematics achievement.

Finn, J. D., Fish, R. M. and Scott, L. A. (2008). Educational Sequelae Of High School Misbehavior. *Journal of Educational Research*, 101.

Journal Article

Despite the fact that misbehavior in school is a pervasive problem to educators and

despite its adverse consequences, few researchers have examined the range of misbehaviors by students, their antecedents, or their consequences. The authors used data from the National Education Longitudinal Survey of 1988 (NELS:88) conducted by the National Center for Education Statistics (NCES) to examine immediate and long-term educational sequelae of misbehavior in high school. The authors constructed an extent of serious misconduct (ESM) measure based on classroom and school misbehaviors, ranging from classroom disruption to fighting and gang membership. The authors first examined relationships among specific misbehaviors and the relationship of ESM to student and school demographic characteristics. Second, the authors studied relationships of ESM with high school and post-high school academic outcomes. Misbehavior was related to high school grades, test scores, and graduation and dropout rates. Misbehavior also was related to entering a postsecondary program of study and completing a postsecondary program. In both cases, well-behaved students were more likely to participate in postsecondary education than were moderately misbehaving students, but moderately misbehaving students did not participate more than did seriously misbehaving students. The authors discussed results in terms of the need to understand more about the structure of school-related misbehavior and the antecedents of misbehavior, including characteristics of classrooms and schools that may exacerbate student misconduct.

Flowers, L. A. (2008). Racial Differences In The Impact Of Participating In Advanced Placement Programs On Educational And Labor Market Outcomes. *Educational Foundations*, 22.

Journal Article

Despite the wealth of information generated in recent years regarding the benefits for students who participate in Advanced Placement (AP) programs on educational outcomes, limited research exists contrasting and comparing the differential effects of AP program participation on educational and labor market outcomes by race. However, research conducted by Robinson (2003) has revealed that White students and racial and ethnic minority students who took AP science and calculus courses were more likely to choose science-related careers (i.e., engineering, medicine, etc.). Building on the work of Robinson, the present study sought to examine nationally representative data from the National Education Longitudinal Study of 1988 (NELS: 88/2000) to further explore racial differences in selected educational and labor outcomes based on AP program participation. Thus, the primary objective of this study was to explore racial differences in the effects of AP program participation on success outcomes in order to determine if students who participated in AP programs in high school obtained greater educational and labor market success after high school. Overall, this study found compelling evidence to conclude that AP program participation was associated with higher college entrance examination scores, undergraduate grade point averages (GPAs), postsecondary attainments, and income. Implications for practice and limitations of this study are discussed.

Grubb, W. (2008). Multiple Resources, Multiple Outcomes: Testing The 'Improved' School Finance With NELS:88. *American Educational Research Journal*, 45(1): 104-144.

Journal Article

This article first presents the conceptual framework of the "improved" school finance. This approach clarifies that effective school resources include compound resources, complex resources, and abstract resources in addition to the simple resources usually included in production functions. The implications of this approach are then explored with the National Educational Longitudinal Survey of the Class of 1988 (NELS:88), data rich enough to measure many school resources and many outcomes. The results indicate that simple resources are much less powerful than compound, complex, and abstract resources. Many effective resources are unaffected by spending levels and must be constructed within schools, explaining why money often does not make a difference to

outcomes. The results also indicate that, while a few powerful resources affect all outcomes, some affect test scores but not progress through high school, while others affect progress but not learning

Guglielmi, R. S. (2008). Native Language Proficiency, English Literacy, Academic Achievement, And Occupational Attainment In Limited-English-Proficient Students: A Latent Growth Modeling Perspective. *Journal of Educational Psychology*, 100(2): 322-342.

Journal Article

The hypothesis that native language (L1) proficiency promotes English acquisition and overall academic achievement, a key theoretical assumption underlying bilingual education, was tested using latent growth modeling of data from 899 limited-English-proficient (LEP) eighth graders who were followed for 12 years in the National Education Longitudinal Study (NELS:88/2000). A model in which L1 proficiency predicted English (L2) reading ability, which in turn predicted high school achievement and distal educational/occupational attainment, fit the data well for the full LEP sample and a Hispanic subsample. In Hispanics, the model explained 24.1%, 7.4%, 29.4%, and 46.3% of the variance in initial English reading level, English reading growth, high school achievement, and post-high school attainment, respectively. Model fit for an Asian subsample, however, was poor. Possible reasons for lack of group invariance include cultural differences in construct conceptualization, greater linguistic and cultural heterogeneity within the Asian subgroup, and cross-language transfer difficulties when L1 and L2 lack a shared alphabetic structure. At least for Hispanic LEP students, this study's results establish the theoretical foundation for exploring the effectiveness of specific educational interventions.

Hanson, S. and Fang, F. (2008). Gender, Race, And Job Satisfaction In Science Occupations: A Look At The Model Minority. *Paper presented at the annual meeting of the American Sociological Association.*

Journal Article

Data from the National Educational Longitudinal Survey are used to examine job satisfaction among scientists. Focus is on the model minority and the extent to which job satisfaction among scientists varies by sex and race. A multi-cultural gender perspective guides the research. Job satisfaction models including internal and external sources of job satisfaction are estimated. Findings show that white scientists have higher overall job satisfaction than Asian American scientists. Additionally, there are race differences favoring whites on external sources of job satisfaction (e.g. pay and fringe benefits). Asian American and white male scientists have similar levels of satisfaction. However, white women scientists have higher levels of internal job satisfaction than do Asian American women scientists. Thus race and sex interact to influence job satisfaction among scientists. Findings suggest that although Asian Americans (the "model" minority) are more likely than others to earn science degrees and be in scientific professions, they are not more likely to be satisfied with their job in the sciences. Causal processes are examined and implications of these findings are suggested.

Hao, L. and Pong, S. (2008). The Role Of School In The Upward Mobility Of Disadvantaged Immigrants' Children. *Annals of the American Academy of Political and Social Science*, 620(1): 62-89.

Journal Article

How can we explain exceptional advancement by disadvantaged immigrants' children? Extending segmented assimilation theory, this article traces the structural and relational attributes of high schools attended by young adults who reached their late twenties in 2000. Hypotheses are derived from theories in sociology of education and tested with

four waves of data from the National Educational Longitudinal Study (NELS). The authors offer three major findings. First, an overwhelming majority of disadvantaged students attend public schools; some relational attributes are typical in public schools attended by disadvantaged students. Second, children's upward mobility is shaped by the structural and relational attributes of their high schools. Most school effects are the same for disadvantaged and advantaged youngsters, and student-educator bonds and curriculum structure have even stronger positive effects for the disadvantaged. Finally, mobility patterns differ widely among Chinese, Mexicans, and whites. Mexicans are less likely to be exposed to favorable school attributes.

Hoffmann, J. P. and Dufur, M. J. (2008). Family And School Capital Effects On Delinquency: Substitutes Or Complements? *Sociological Perspectives*, 51(1): 29-62.

Journal Article

Studies imply that family and school resources independently affect delinquency. Yet research has not developed a conceptual or analytic framework for exploring how these variables may interact to affect delinquent behavior. The authors propose that certain family and school variables may serve as substitute or complementary forms of capital in equations designed to predict delinquency. In particular, school capital may substitute for low family capital to decrease involvement in delinquent behavior. Using data from the 1990 National Educational Longitudinal Study and the 1994-1995 National Longitudinal Study of Adolescent Health (Add Health), the authors find that high-quality school environments serve as substitutes for poor parental attachment and a lack of parental involvement in children's schooling, especially among adolescents who experience low academic achievement or report a lack of academic values. Hence, school-based social capital attenuates involvement in delinquency partly by compensating for high-risk family environments.

Houtenville, A. J. and Conway, K. S. (2008). Parental Effort, School Resources, And Student Achievement. *Journal of Human Resources*, 43(2): 437-453.

Journal Article

This article investigates an important factor in student achievement--parental involvement. Using data from the National Education Longitudinal Study (NELS), we estimate a value-added education production function that includes parental effort as an input. Parental effort equations are also estimated as a function of child, parent, household, and school characteristics. Our results suggest that parental effort has a strong positive effect on achievement that is large relative to the effect of school resources and is not captured by family background variables. Parents appear to reduce their effort in response to increased school resources, suggesting potential "crowding out" of school resources.

Ingels, S. J., Dalton, B. W. and LoGerfo, L. (2008). *Trends Among High School Seniors, 1972-2004 (NCES 2008-320)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This report describes patterns of continuity and change among spring 2004 high school seniors from the Education Longitudinal Study of 2002 (ELS:2002) first follow-up study, spring 1992 seniors from the National Education Longitudinal Study of 1988 (NELS:88) second follow-up study, spring 1980 seniors from the High School and Beyond (HS&B) base-year study, and spring 1972 seniors from the National Longitudinal Study of the High School Class of 1972 (NLS:72) base-year study. It supplies demographic profiles of 1972, 1980, 1992, and 2004 seniors and discusses their senior-year coursetaking and extracurricular activities, life values, educational expectations, and post-high school

education and career plans. Chapter 1 describes changes in the racial/ethnic makeup of high school seniors from 1982 to 2004. Chapter 2 examines the courses taken by seniors during their senior year (in contrast to courses accumulated throughout their high school program, as examined in, for example, Bozick and Ingels 2008 and Dalton et al. 2007). During this last year of high school, seniors took higher-level courses in mathematics, science, and foreign language in greater proportions in 2004 than in 1982 (the first year for which coursetaking data are available). Seniors participated in a variety of extracurricular activities. The ones examined in chapter 3 are student government, honor society, athletics, newspaper or yearbook, vocational club, and academic club. There was both some overall change and a good deal of stability in the patterns of participation among seniors. Chapter 4 examines plans for work and school immediately after high school, as well as the importance of certain factors in choosing a postsecondary education institution. Plans for highest educational level and occupational attainment at age 30 are examined in chapter 5.

Konstantopoulos, S. and Constant, A. (2008). The Gender Gap Reloaded: Are School Characteristics Linked To Labor Market Performance? *Social Science Research*, 37(2): 374-385.

Journal Article

This study examines the wage gender gap of young adults in the 1970s, 1980s, and 2000 in the US. Using quantile regression we estimate the gender gap across the entire wage distribution. We also study the importance of high school characteristics in predicting future labor market performance. We conduct analyses for three major racial/ethnic groups in the US: Whites, Blacks, and Hispanics, employing data from two rich longitudinal studies: NLS and NELS. Our results indicate that while some school characteristics are positive and significant predictors of future wages for Whites, they are less so for the two minority groups. We find significant wage gender disparities favoring men across all three surveys in the 1970s, 1980s, and 2000. The wage gender gap is more pronounced in higher paid jobs (90th quantile) for all groups, indicating the presence of a persistent and alarming "glass ceiling."

Krenzke, T. and Judkins, D. (2008). Filling In The Blanks: Some Guesses Are Better Than Others. *Chance*, 21(3): 7-13.

Journal Article

The article discusses the method of imputation in statistics. According to the author, imputation is the process of using educated guesses in filling in missing values for the purpose of preserving a multivariate structure. However, challenges, such as complex skip patterns, large variables and variable types, are encountered in the method. Furthermore, the author uses data from the National Educational Longitudinal Survey in illustrating imputation algorithm.

Langlie, M. (2008). The Effect Of Culturally Relevant Pedagogy On The Mathematics Achievement Of Black And Hispanic High School Students. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 69.

Dissertation/Thesis

Using data from the National Educational Longitudinal Study of 1988 (NELS:88), this study examines the effect of Culturally Relevant Pedagogy on the mathematics achievement of black and Hispanic tenth grade students. Data from the Teacher Questionnaire were used to develop an index of Culturally Relevant Pedagogy for each mathematics teacher and, through standard multiple regression analysis, determine the relationship between the teacher's use of Culturally Relevant Pedagogy and the mathematics achievement of their black and Hispanic tenth grade students. Results from

this study suggest that black and Hispanic students whose mathematics teachers emphasize an awareness of the importance of mathematics in everyday life, encourage their students to become interested in mathematics and encourage students to understand the applications of mathematics in the basic and applied sciences, will achieve more in mathematics

Lee, D. and Cohen, J. (2008). Examining Strain In A School Context. *Youth Violence and Juvenile Justice*, 6(2): 115-135.

Journal Article

General strain theory has accumulated a considerable amount of empirical support. Many of these assessments have tested the direct relationship that strain has on crime and delinquency. The research presented here examines the relationship between schools and delinquency within a general strain theory perspective. More specifically, this research examines how schools can not only act as a source of an individual's strain and subsequent delinquency but also be a source for mediating or coping with strain and minimizing delinquency. To test the relationship between schools and delinquency, data from the National Educational Longitudinal Survey (NELS:88) are analyzed in a model of general strain that specifies sources of school-based strain and sources of school-based mechanisms for controlling strain.

Lee, S. M., Daniels, M. H., Puig, A., Newgent, R. A. and Nam, S. K. (2008). A Data-Based Model To Predict Postsecondary Educational Attainment Of Low-Socioeconomic-Status Students. *Professional School Counseling*, 11(5): 306-316.

Journal Article

The National Educational Longitudinal Study database was used to examine the educational development of students of low socioeconomic status (SES). A path analysis was conducted to determine the effects of student background, psychological, and behavioral variables on postsecondary educational attainment of low-SES students. The results show that high school math scores were the most powerful predictor of postsecondary educational attainment, followed by effects of academic expectations, locus of control, reading scores, problem behavior, and classroom behavior. Implications for school counselors are discussed.

Leveque, A. H. (2008). Rigor And Caring In A Small Learning Community: Can Tracking Be Effective For At-Risk High School Students? *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 69(1).

Dissertation/Thesis

Designing meaningful interventions for low-performing high school students that adequately cares about individual students and challenges students to improve their academic achievement is a central challenge of urban comprehensive high schools. This study examined one particular program for academically low-performing students. Two aspects of the climate of this mini-school were studied in detail, the extent to which it provides a strong academic press for its students; and the extent to which a strong sense of community is present among students and staff. The study also evaluated the claim that its program is successful as a dropout prevention program for low performing students. Interviews of teachers, students, and administrators explored the personal experiences of academic press and community. Surveys were conducted to analyze the degree to which academic press and a strong sense of community exists relative to what might be expected for a school enrolling this type of student body. Using survey items from the National Educational Longitudinal Study (NELS-88), academic press and the sense of community at the mini-school were compared to two samples: low performing students eligible for the mini-school program, but who remained at the comprehensive

high school, and 279 similarly academically at-risk students from the NELS-88 study who attended large, comprehensive high schools in the U.S. in the early 1990s. Results indicated that sense of community and academic press were driving forces of the school climate at Figg Street. While there were mixed results for both rigor and caring, positive consequences, particularly in the 10th and 12th grades, were found for students enrolled in the mini-school, particularly in terms of increasing students' social capital (primarily their relationships with teachers), academic press for understanding in science and history, and increased CAHSEE passing rates. There is still need for improvement in this small learning community, especially in terms of students' behavior and the social stigma associated with tracking low performing students into a distinct program. Regardless, enough evidence suggests that the smallness of this mini-school allows the program to foster a school climate with a relatively strong sense of community and academic press for low performing students.

Levine, D. I. and Painter, G. (2008). Are Measured School Effects Just Sorting? Causality And Correlation In The National Education Longitudinal Survey. *Economics of Education Review*, 27(4): 460-470.

Journal Article

Youth who share a school and neighborhood often show similar levels of academic achievement, but some studies find all or most of this correlation is due to sorting (not causation). We analyze the National Education Longitudinal Survey (NELS) in three ways to decompose sorting versus causality: We first control for much richer measures of family background than other analysts have used. We next use characteristics of the students' future high school as an instrument for family background (as future high school quality is correlated with unobserved family background but cannot cause junior high test scores). Finally, we use regression and semi-nonparametric matching methods to look at changes in test score when youth change schools. The results create a collage of evidence that a significant fraction of the correlation is causal.

Lleras, C. (2008). Do Skills And Behaviors In High School Matter? The Contribution Of Noncognitive Factors In Explaining Differences In Educational Attainment And Earnings. *Social Science Research*, 37(3): 888-902.

Journal Article

Using data from the National Educational Longitudinal Study (NELS), this study examines the unique and collective impact of cognitive skills and non-cognitive behaviors in high school on educational attainment and earnings for a tenth grade cohort, 10 years later in 2000. The results indicate that students with better social skills, work habits, and who participated in extracurricular activities in high school had higher educational attainment and earnings, even after controlling for cognitive skills. Skills and behaviors in high school also explain a substantial portion of the socioeconomic, sex, and racial and ethnic gaps in educational attainment and earnings.

Maltese, A. (2008). Persistence In Stem: An Investigation Of The Relationship Between High School Experiences In Science And Mathematics And College Degree Completion In STEM Fields. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 69.

Dissertation/Thesis

While the number of Bachelor's degrees awarded annually has nearly tripled over the past 40 years (NSF, 2008), the same cannot be said for degrees in the STEM (science, technology, engineering and mathematics) fields. The Bureau of Labor Statistics projects that by the year 2014 the combination of new positions and retirements will lead to 2 million job openings in STEM (BLS, 2005). Thus, the research questions I sought to

answer with this study were: (1) What are the most common enrollment patterns for students who enter into and exit from the STEM pipeline during high school and college? (2) Controlling for differences in student background and early interest in STEM careers, what are the high school science and mathematics classroom experiences that characterize student completion of a college major in STEM? Using data from NELS:88 I analyzed descriptive statistics and completed logistic regressions to gain an understanding of factors related to student persistence in STEM. Approximately 4700 students with transcript records and who participated in all survey rounds were included in the analyses. The results of the descriptive analysis demonstrated that most students who went on to complete majors in STEM completed at least three or four years of STEM courses during high school, and enrolled in advanced high school mathematics and science courses at higher rates. At almost every pipeline checkpoint indicators of the level of coursework and achievement were significant in predicting student completion of a STEM degree. The results also support previous research that showed demographic variables have little effect on persistence once the sample is limited to those who have the intrinsic ability and desire to complete a college degree. The most significant finding is that measures of student interest and engagement in science and mathematics were significant in predicting completion of a STEM degree, above and beyond the effects of course enrollment and performance. A final analysis, which involved the comparison of descriptive statistics for students who switched into and out of the STEM pipeline during high school, suggested that attitudes toward mathematics and science play a major role in choices regarding pipeline persistence

Matthew, E. (2008). Effort Optimism In The Classroom: Black And White Attitudes About Structure And Academic Achievement. Paper presented at the annual meeting of the American Sociological Association, Boston, MA.

Conference Paper

Do Black and White students hold similar beliefs about causes of life opportunities? Advocates of oppositional culture theory argue that black students consider structural barriers to have more influence on future life opportunities than do their own efforts in the classroom; detractors contend that Black and White students equally consider academic performance to be keys to future life opportunities. Here, I use data from the second follow-up of the National Educational Longitudinal Survey (NELS 88:92) to demonstrate that students simultaneously accept structural and individualistic explanations for prosperity in life. Black students report greater support for structural explanations than do Whites, but equal or greater beliefs about importance of education. I find that individual differences in socioeconomic status and academic performance affect beliefs about academic achievement and social structure differently between the two races, but that gender does not. Finally, I find that Blacks are less optimistic than Whites about occupational prosperity and prospects for home ownership, but more optimistic about chances for upward intergenerational mobility. These findings confirm that Black and White students differ in their optimism about future opportunities, and that this difference remains net of controls for academic performance, socioeconomic status, gender, and attitudes about academic achievement.

Mau, W. J. and Mau, Y. (2008). Factors Influencing High School Students To Persist In Aspirations Of Teaching Careers. *Journal of Career Development*, 34(3): 234-249.

Journal Article

This study longitudinally tracks 10th grade students for 4 years regarding their persistence in aspirations of teaching careers using a nationally representative sample (National Educational Longitudinal Survey of 1988). Factors contributing to persistence in aspirations of teaching careers are examined based on the social-cognitive career theory (SCCT). Results suggest that there are racial differences in persistence in aspirations to teaching careers. Students who persist perform better on academic achievement, score

higher on locus of control, and come from a family that had a higher socioeconomic status and a higher parental education level than students who do not persist. Results also suggest a good fit of the social-cognitive model in prediction of persistence in teaching aspirations.

Mello, Z. R. (2008). Gender Variation In Developmental Trajectories Of Educational And Occupational Expectations And Attainment From Adolescence To Adulthood. *Developmental Psychology*, 44(4): 1069-1080.

Journal Article

Adolescents' future expectations are a potentially important precursor of adult attainment and may illuminate how males and females vary in schooling and work. Thus, this longitudinal study examined gender variation in developmental trajectories of educational and occupational expectations from adolescence to adulthood and in connection to corresponding adult attainment. National data (NELS:88) including individuals aged 14 to 26 and hierarchical linear modeling analyses yielded several findings: Males and females had similar developmental trajectories of educational expectations from adolescence to adulthood with the sample average expecting to attend college. Probabilities of expecting a professional occupation were lower for males than females. Adolescent educational and occupational expectations predicted corresponding attainment in adulthood, although the relationship varied by gender. Males who reported high occupational expectations in adolescence had higher occupational attainment in adulthood compared to males with low occupational expectations, whereas females' adult occupational attainment did not vary by their adolescent occupational expectations. Gender variation in expectations and attainment is discussed in light of historical changes, and future directions of research are proposed.

Muhammad, C. G. (2008). African American Students And College Choice: A Consideration Of The Role Of School Counselors. *NASSP Bulletin*, 92(2): 81-94.

Journal Article

Misinformation in the African American community regarding college costs, access, and the benefits of a college education abound. Counseling from a trustworthy, supportive school counselor can make a difference in stemming African American talent loss, especially among young Black men. Using the 1988 National Educational Longitudinal Survey, the author finds that African American students' understanding of their counselors' expectations for their future education positively influences college predisposition at a magnitude comparable to fatherly support. Implications for principals and school counselor assignments are addressed.

Orsuwan, M. and Mun, S. L. (2008). Examining Longer-Term Teacher Effects On Asian American Student Achievement: A National Study. *Asian American Policy Review*, 17(1).

Journal Article

Using the National Education Longitudinal Study of 1988 (NELS: 88) data, we examine the impact of teacher characteristics on the long-term outcomes of Asian American students. Three long-term outcomes examined in this study include college entry, college completion, and earnings. The logistic regression results indicate that teachers influence students' lives when they are still in school settings. Thus, we see teacher characteristics significantly influence school-related outcomes such as college entry and college completion. However, we do not find any teacher effect on students' earnings.

Printy, S. M. (2008). Leadership For Teacher Learning: A Community Of Practice Perspective. *Educational Administration Quarterly*, 44(2): 187-226.

Journal Article

Purpose: The study is a two-stage inquiry into the influence of high school principals and department chairpersons on the nature of science and mathematics teachers' community of practice participation. Of particular interest is the extent to which formal leaders influence the formation of productive communities of practice and the extent to which leaders affect teachers' professional beliefs and their instructional skills. Research Design: Using the National Educational Longitudinal Study of 1988 (NELS:88) Second Follow-up Teacher File, measures for the analysis are constructed with the Rasch model. Analysis proceeds in two stages using hierarchical linear modeling. The first stage investigates the importance of school leaders to mathematics and science teachers' participation in productive communities of practice. The second stage looks at the relationship between school leadership and teachers' competence and pedagogical skills, net of the influence of communities of practice. Findings: Results suggest that both principals and department chairpersons are instrumental in shaping opportunities for teachers to learn in communities of practice. Furthermore, results show that principals are well removed from the instructional concerns of teachers and that department chairpersons might serve to slow down the rate of instructional change. Conclusions: The connections between school-level leadership and teachers' social learning in their communities of practice have drawn the recent attention of those writing about and conducting research on teacher communities. Researchers, practitioners, and policy makers want to know if school leaders can make a difference in how teachers think about their work and the quality of their instruction in classrooms. Findings offer insight into important links in the causal chain between leadership and student achievement.

Roksa, J. and Keith, B. (2008). Credits, Time, And Attainment: Articulation Policies And Success After Transfer. *Educational Evaluation and Policy Analysis*, 30(3): 236-254.

Journal Article

While state legislatures are increasingly enacting articulation policies, research to date provides little evidence that these policies enhance students' likelihood of transfer. Based on a careful historical review of state statutes, the authors propose that articulation policies do not improve transfer rates because that is not their intended purpose; the main goal of articulation policies is to prevent the loss of credits when students transfer within state higher education systems. Subsequently, the authors use the National Education Longitudinal Study to evaluate articulation policies based on an alternative set of outcomes: attainment of a bachelor's degree, time to degree, and credits required to complete a bachelor's degree. They discuss the limitations of existing data and propose that future studies be designed to specifically evaluate the transfer or loss of credits applicable toward general education requirements.

Schafer, M. and Wilkinson, M. (2008). Should Dropouts Go Back To Obtain A High School Credential. Paper presented at the annual meeting of the American Sociological Association, Boston, MA.

Conference Paper

We use data from the National Educational Longitudinal Survey (NELS:88-2000) to explore whether dropouts benefit from returning to obtain their high school credential. We define dropouts as those who (1) reported ever dropping out in the 1994 (third follow-up) wave of the NELS survey and (2) had not obtained a degree by the end of 1992. About 48% of these "1992 status dropouts" went back to earn a GED or a diploma sometime between 1993 and the fourth follow-up NELS wave in 2000. We explored differences in postsecondary educational attendance and credential attainment, as well as

differences in 1999 income (using Tobit analysis), comparing the benefits of the GED versus the diploma versus remaining status dropouts by 2000. We also compare results across school location, gender, race, and class. Results show broad benefits in 1999 incomes and postsecondary access to earning a high school credential, but significant differences across regional contexts and status groups.

- Sharkey, N. S. and Goldhaber, D. (2008). Teacher Licensure Status And Student Achievement: Lessons From Private Schools. *Economics of Education Review*, 27(5): 504-516.

Journal Article

Data from the "National Education Longitudinal Survey of 1988" (NELS:88) were used to investigate the effect of teacher licensure status on private school students' 12th grade math and science test scores. This data includes schooling and family background information on students that can be linked to employment information on teachers. We find that, contrary to conventional wisdom, private school students of fully certified 12th grade math and science teachers do not appear to outperform students of private school teachers who are not fully certified.

- Smitananda, P. (2008). Post-Secondary Academic Attainment Of Asian Americans: Analysis Of NELS 1988-2000. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 69(1).

Dissertation/Thesis

Academic attainment is generally one of the social indicators representing individual success in both social and economic status. However, not all students have the opportunity to access and success postsecondary education. There is a wide variety of factors that contribute to obstacles and barriers to a higher education for minority such as Asian subgroups. This study attempts to examine factors that differentiate postsecondary academic attainment within minority populations, especially Asian Americans, under the scope of the ecological perspective. By using National Educational Longitudinal Study database (NELS), the main purpose is to identify differentiating factors among Asian groups and to elicit factors that should be considered in higher education policy and other educational programs, for Asian subgroups in particular. The result shows that there is significant difference in academic attainment within Asian Americans. However, the patterns of attainment varied in accordance with ecological educational factors. Multivariate analysis showed that, when controlling all educational factors, academic attainment does not differ within Asian subgroups for bachelor's degree or higher. However, for certificate/associate's degree, the Southeast Asian group was more likely to attain certificate/associate's degree compared to high school degree. The limitations, implications, and recommendations for future study are discussed

- Stewart, E. B. (2008). Individual And School Structural Effects On African American High School Students' Academic Achievement. *The High School Journal*, 91(2): 16-34.

Journal Article

The research examining the correlates of academic achievement is immense. In particular, scores of studies have examined individual- and family-level variables that influence student achievement. Based upon Bronfenbrenner's (1979) ecological theory of human development, this study extends one step beyond previous studies and incorporates school-level characteristics into an investigation of the factors that influence adolescents' academic achievement. Using regression-based techniques that account for within school clustering of students, this research examined the extent to which individual-level and school structural variables predict academic achievement among a sample of 10th grade African American students abstracted from the National Educational

Longitudinal Study (NELS) database. The results suggest that individual-level predictors, such as student effort, parent-child discussion, and associations with positive peers, play a substantial role in increasing students' achievement. Further, the results also suggest that school climate, in particular the sense of school cohesion felt by students, teachers, and administrators, is important to successful student outcomes. Given these findings, the author suggests that an ecological approach which encompasses individual-, family-, and school-level variables be considered when examining predictors of academic achievement. Also, policy and interventions aimed at improving academic achievement need to take into consideration the impact of individual-level and school structural factors on students and their ability to succeed.

Stewart, E. B. (2008). School Structural Characteristics, Student Effort, Peer Associations, And Parental Involvement: The Influence Of School And Individual-Level Factors On Academic Achievement. *Education & Urban Society*, 40(2): 179-204.

Journal Article

This research examines the extent to which individual-level and school structural variables are predictors of academic achievement among a sample of 10th-grade students abstracted from the National Educational Longitudinal Study database. A secondary analysis of the data produced the following findings. The study results show that individual-level predictors, such as student effort, parent-child discussion, and associations with positive peers, play a substantial role in increasing students' achievement. Furthermore, the results also suggest that school climate—in particular, the sense of school cohesion felt by students, teachers, and administrators—is important to successful student outcomes. In total, school structural characteristics were found to have relatively small effects on student achievement when compared with individual-level characteristics. Given these results, interventions aimed at improving academic achievement need take into consideration the impact of individual-level and school structural factors on students and their ability to succeed.

Swanson, J. L. (2008). An Analysis Of The Impact Of High School Dual Enrollment Course Participation On Post-Secondary Academic Success, Persistence And Degree Completion. *Dissertation Abstracts International Section A: Humanities and Social Sciences, University of Iowa*. 69(1).

Dissertation/Thesis

The study explored several possible impacts of high school dual enrollment course participation on post-secondary persistence and degree completion. The potentiality of participation in dual enrollment programs has not been evaluated using a national database of student records. Programs have grown in number and enrollment without a basis for evaluating the probability of improving students' success in post-secondary education. This research sought to identify dual enrollment participants' likelihood of acquiring college credits, of continuously enrolling through the second year in college, of graduating with bachelor's degrees in less than 4.56 years, and of earning post-secondary credentials. An original causal model was developed to guide the selection of variables used in twenty-one logistic regression equations. Utilizing NELS: 88/2000 restricted data, PETS (Post-secondary Educational Transcript Study: 2000) and PETS supplementary variables, the research addressed the total and direct effects of dual enrollment participation on a specific set of outcomes. The analytical sample included students who were members of the senior class of 1992 for whom transcripts from high school and college had been collected. Tinto's theory of individual departure from institutions of higher education and Merton's theory of anticipatory socialization were tested as a means to understand the influences of dual enrollment participation on students entering postsecondary education. Resultant inferential statistics showed that demographic and high school characteristics of dual enrollment participants, as identified in the causal model, were of little consequence to degree attainment or the types of

colleges students attended immediately after high school. Students who gained college credits through dual enrollment were more likely to enter college immediately after high school and persist to the second year in post-secondary education. Dual enrollment participants who demonstrated academic momentum (early acquisition of credit and immediate entry to college) were also more likely to complete a bachelor's degree or advanced degrees. Dual enrollment participation provided students with experiences that may have changed their outlooks on achieving a bachelor's degree.

Takei, Y. and Shouse, R. (2008). Ratings In Black And White: Does Racial Symmetry Or Asymmetry Influence Teacher Assessment Of A Pupil's Work Habits? *Social Psychology of Education*, 11(4): 367-387.

Journal Article

Racial asymmetry, the circumstance of having a teacher's race differ from that of his or her student's race, is often considered important because most Black students are taught by White teachers. This paper analyzes data from a nationally representative sample of students and teachers to ascertain the extent to which Black and White teachers differ in their evaluations of the work habits of their Black pupils. Unlike most other investigations on this topic, we explored the likelihood that subject matter and school demographics influence teacher-student relationships beyond the more visible factors of racial symmetry or asymmetry. Our analyses of NELS: 88 data using this framework reveal an inconsistent racial effect on teachers' evaluations of Black students. The ratings of African American pupils by both Black and White teachers seem to be influenced by both the academic subject they teach and the demographic characteristic of the school. We discuss these findings and suggest avenues for further study.

Wang, X. (2008). From Access To Success: Factors Predicting The Educational Outcomes Of Baccalaureate Aspirants Beginning At Community Colleges. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 69(1).

Dissertation/Thesis

Studying factors that predict bachelor's degree attainment has generated considerable empirical interest over the past few decades. Relatively few studies, however, have focused on bachelor's degree-seeking students beginning at community colleges and the unique factors that predict their educational trajectory and outcomes. The purpose of this dissertation is to examine factors associated with the transfer and educational attainment of community college students whose degree goals are baccalaureate or higher. The conceptual model guiding this study draws on literature on community colleges, transfer students, and college persistence, as well as upon theories in psychology. Based on the data from the National Education Longitudinal Study of 1988 (NELS: 88/2000) and the Postsecondary Education Transcript Study (PETS), this study tests logistic regression models to predict bachelor's degree-seeking community college entrants' transfer to four-year institutions, and conditional upon successful transfer, baccalaureate degree attainment as well as persistence in postsecondary education. An Ordinary Least Squares (OLS) regression model predicting student academic achievement at four-year institutions is also tested. The findings from this dissertation indicate that socioeconomic status (SES), perceived value of education, enrollment intensity, and community college GPA significantly predict whether baccalaureate aspirants transfer to four-year institutions or not. Among community college transfers, the probability of attaining a bachelor's degree is significantly associated with gender, race/ethnicity, high school curriculum, perceived value of education, community college GPA, and remediation in math. Perceived locus of control, remediation in reading, and community college GPA are significant predictors of persistence in postsecondary education among community college transfers. Academic achievement at four-year institutions is related to gender, race/ethnicity, high school test score, self-concept, perceived value of education, community college GPA, enrollment intensity, social involvement, and co-enrollment.

Implications of these findings for policy development and future research are also discussed.

- Yao, J. (2008). Community Service And Post-College Career Choice: A Theory-Based Investigation. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 68(1).

Dissertation/Thesis

With the phenomenal growth of community service opportunities in U.S. high schools and higher education institutions from the 1990s, there is also a growing body of research evidence documenting the positive influences of community service on its participants' cognitive, psychosocial and moral development. The student outcome of particular interest to the present study is post-college career choice, which has never been examined within an explicit theoretical framework despite the significant findings from a few empirical studies. There are also nontrivial methodological limitations among prior studies, such as the use of career plan as a proxy for actual occupations entered, the neglect of academic disciplines as a source of influence on career choice, and so on. Built upon both developmental and socialization theories, the current study seeks to understand the unique impact of community service participation on the choice of service-related careers after college, when personality types and important environmental factors are controlled for their influences. It incorporates data from the base-year and four follow-up surveys of the National Education Longitudinal Study (NELS:88), which provide nationally representative information about the original 8th grade cohort's involvement in community service and their development from high school through college and post-college years. Results from logistic regression analyses suggest that it is continuous volunteering from high school to college, rather than volunteering in college alone, that increases the likelihood of college graduates with non-Social personality preferences to pursue service-related careers. Moreover, there are significant gender and personality differences in terms of the impact of community service on post-college career choice, as indicated by the results of separate analyses on the subgroups of the sample. The present study both contributes to theoretical knowledge about the socialization dynamics of community service, and to empirical studies of college impact on career outcomes. Importance of the study and implications for future research and policy are also discussed.

- Zelkowski, J. S. (2008). Important Secondary Mathematics Enrollment Factors That Influence The Completion Of A Bachelor's Degree. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 69(1).

Dissertation/Thesis

This dissertation focused on strengthening, clarifying, and extending the importance of secondary mathematics education. Clifford Adelman, in his 1999 and 2006 Toolbox research, demonstrated a strong connection between the secondary mathematics courses completed in high school and the odds of a student completing a bachelor's degree. Three additional variables, early entry to algebra (before grade nine), continuous enrollment in secondary mathematics, and secondary mathematics intensity level (MIL) were included in an effort to more carefully study the importance of secondary mathematics for the prototypical college bound student. These three variables, in addition to Adelman's highest mathematics course completed in high school and his constructed overall academic intensity variable from Carnegie credits earned, were analyzed while controlling for 12th grade socioeconomic status and 8th grade math proficiency. Logistic regression was used with data from the National Center for Education Statistics' National Education Longitudinal Study. NELS was conducted from 1988 to 2000. These data provided a rich and large sample size of students with secondary and post-secondary transcripts for this study. The results of the data analysis confirmed Adelman's findings. Further, continuous enrollment in secondary mathematics education emerged as important, if not more

important, than the completion of a specific secondary mathematics course for students seeking a bachelor's degree during their post-secondary education. The secondary mathematics intensity level (MIL) significantly increased the odds of bachelor degree completion. The MIL variable was constructed from available NELS variables related to secondary mathematics for each student. The MIL results indicate that secondary mathematics teachers should increase student expectations and classroom intensity in an effort to raise students' odds of bachelor degree completion. Finally, the results of this study in conjunction with Adelman's results solidify the importance of secondary mathematics as a most important variable to increasing the odds of bachelor degree completion. State departments of education and higher education commissions should consider the results from this study as they move forward regarding secondary mathematics policies.

2007

Graduation Rates. (2007). *American School Board Journal*, 194: 14-15.

Journal Article

The article presents college dropout surveys and strategies for improving college graduation rates in the U.S. Based on the report "Addressing America's Dropout Challenge: State Efforts to Boost Graduation Rates Require Federal Support," the passage of the Graduation Promise Act of 2007 will help state schools develop innovative solutions to improve graduation rates. The proposed bill offers five-year grants to school districts and non-profit organizations to finance pilot programs that aim to improve graduation rates. College dropout surveys from the Economic Policy Institute and National Educational Longitudinal Study are presented.

Most Students Eager To Enter College; Few Are Prepared To Earn Degrees. (2007). *PA Times*, 30(1): 22-22.

Journal Article

The article provides information on the report entitled "Reclaiming the American Dream" which aims to provide educators, parents and policymakers a clear agenda for ensuring that every student graduates from high school prepared for success in college in the U.S. The report is based on Bridgespan Group Company's analysis of data from the National Educational Longitudinal Study. Recommendations of the said report are presented.

Afshartous, D. and Wolf, M. (2007). Avoiding 'Data snooping' In Multilevel And Mixed Effects Models. *Journal of the Royal Statistical Society: Series A (Statistics in Society)*, 170(4): 1035-1059.

Journal Article

Multilevel or mixed effects models are commonly applied to hierarchical data. The level 2 residuals, which are otherwise known as random effects, are often of both substantive and diagnostic interest. Substantively, they are frequently used for institutional comparisons or rankings. Diagnostically, they are used to assess the model assumptions at the group level. Inference on the level 2 residuals, however, typically does not account for 'data snooping', i.e. for the harmful effects of carrying out a multitude of hypothesis tests at the same time. We provide a very general framework that encompasses both of the following inference problems: inference on the 'absolute' level 2 residuals to determine which are significantly different from 0, and inference on any prespecified number of pairwise comparisons. Thus, the user has the choice of testing the comparisons of interest. As our methods are flexible with respect to the estimation method that is invoked, the user may choose the desired estimation method accordingly.

We demonstrate the methods with the London education authority data, the wafer data and the National Educational Longitudinal Study data.

Apel, R., Pogarsky, G. and Bates, L. (2007). A School-Based Test Of The Sanctions-Perceptions Link In Deterrence Theory. *Paper presented at the annual meeting of the American Society of Criminology.*

Conference Paper

A cornerstone of deterrence theory and the economic model of crime is the proposition that individuals choose criminal behavior when the potential benefits of crime outweigh the potential costs. Literally dozens of studies over the last 40 years have been conducted on the effect of sanctions and sanction perceptions on behavior, and the general consensus is that sanctions and perceptions are indeed inversely related to crime in a theoretically consonant fashion (Nagin, 1998). However, criminologists and economists take for granted that perceptions vary directly with sanctions (and thereby influence individual behavior), despite a lack of empirical evidence in support of this presumption. We thus conduct a test of the sanctions-perceptions link anticipated (but little tested) from deterrence theory. We will do so using the National Education Longitudinal Survey (NELS), a nationally representative sample of eighth grade students attending public and private schools in 1988. The NELS is unique for this purpose in at least three ways. First, we are able to construct measures of sanctions and perceptions from two independent sources, principals for the former and students for the latter. Using independent data sources will avoid the problem of correlated measurement error (e.g., response set bias) and feedback from student-report perceptions to student-report sanctions. Second, schools constitute a "closed system," and one may argue that sanction threats are communicated more efficiently, consistently, and effectively in such a system. In contrast, "arrest risk" in the community may be quite nebulous to the average citizen, and under normal circumstances lawmakers are not inclined to advertise changes in the penal code. Third, the data are longitudinal, which will allow us to assess whether change in sanctions is associated with change in perceptions.

Arbona, C. and Nora, A. (2007). The Influence Of Academic And Environmental Factors On Hispanic College Degree Attainment. *Review of Higher Education*, 30.

Journal Article

This study used the NELS 88-2000 data base to examine among Hispanic students precollege, college, and environmental predictors of (a) college first enrolled in (two-year versus four-year) and (b) undergraduate degree attainment for students who first enrolled in a two-year or four-year college. Hispanic students who attended a four-year college right after high school were much more likely to obtain a bachelor's degree than their peers who first attended a community college. Furthermore, precollege variables were more salient in predicting bachelor degree attainment for students who started in two-year colleges, while college-related variables were more salient for students who started in four-year colleges.

Bassinette, R. (2007). The Relative Impact Of Individual And School-Level Factors On Student Attachment To School: An Analysis Using NELS:88. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 67.

Dissertation/Thesis

Delinquency remains a problem in American schools and neighborhoods. Juvenile arrests have climbed steadily, and nearly 400,000 students fell victim to violent crimes in 2002. Eight-eight thousand of these crimes took place at school. Educators and juvenile justice professionals recognize that many juvenile offenders are disengaged from school, while the literatures suggest that attachment to school is related to positive academic and

behavioral outcomes. Despite the apparent importance of the construct, school attachment remains under-researched and ill defined. This study therefore presented a model of school attachment, and examined the relative contributions of individual and school-level variables to the construct. This study conducted secondary data analyses using a sample (n =14,834) from the NELS:88 first follow-up study of 1990. Data analyses included factor analyses and hierarchical linear modeling (HLM) procedures. Results of the factor analyses suggest 2 attachment factors. School attachment was characterized primarily by minor problem behaviors and more serious delinquency by students. Social attachment was characterized by the pursuit of the conventional goals of meaningful work and a happy family life. Results of the HLM analyses suggest that the vast majority of the explained variance on measures of attachment was between individuals rather than between schools, thereby suggesting the importance of individual-level variables to attachment. Peers' views of education and parental communication and academic support showed the strongest relationship to both attachment constructs. High parental expectations of students and increased levels of supervision outside school were found to be related to increased social attachment. At the school-level, teacher beliefs about students' abilities and effective school leadership were related to increased social attachment. The results of this study suggest that much of the power to influence school attachment lay in the domain of parents and peers. Schools and juvenile officials that wish to diminish negative behaviors must consider peer relationships and seek to build relationships with parents to achieve their goals. Exerting control from within schools may make schools safer, but disengagement characterized by misbehavior and a lack of positive behaviors is likely to remain unless it is addressed through the multitude of influences that impact teenagers.

Battle, J. and Pastrana Jr, A. (2007). The Relative Importance Of Race And Socioeconomic Status Among Hispanic And White Students. *Hispanic Journal of Behavioral Sciences*, 29(1): 35-49.

Journal Article

Using a nationally representative sample from the National Educational Longitudinal Study, this research examines the longitudinal effects of race and socioeconomic status on 12th-grade educational achievement and achievement 2 years after high school. For 12th-grade outcomes, the authors found no statistical difference in scores between Hispanic and White students. Two years after high school, the results were very surprising: (a) when controlling for socioeconomic status, Hispanic students actually outperformed their White counterparts; (b) socioeconomic status was 10 times more powerful than race in predicting outcomes; and (c) White students received a greater benefit for increases in socioeconomic status than did their Hispanic counterparts.

Bobbitt-Zeher, D. (2007). The Gender Income Gap And The Role Of Education. *Sociology of Education*, 80(1): 1-22.

Journal Article

Education is thought to be the pathway to success for disadvantaged groups. Given that young women now match or surpass men's educational achievements on many measures, how do they fare in terms of equal earnings? Would further educational changes matter for closing any existing gap? Analyzing data from the National Educational Longitudinal Survey, the author found that college-educated men in their mid-20s already earn, on average, about \$7,000 more per year than do college-educated women. The findings suggest that this gap would still be substantial, about \$4,400 per year, if women and men had similar educational credentials, scores on standardized tests, fields of study, and degrees from colleges of similar selectivity. Although women's gains in education may have been central to narrowing the gender gap in income historically, gender differences in fields of study continue to disadvantage women. Moreover, gender differences in work-related factors are more important than are

educational differences for understanding contemporary income inequality among young workers.

Bowdon, J. (2007). Does Discussion About Math Course Sequence Matter Differently For White Americans, Mexican Americans, And Mexican Immigrants? *Paper presented at the annual meeting of the American Sociological Association.*

Conference Paper

Does social capital work the same for all students, regardless of race and immigration status? There is mounting evidence that not all students receive the same educational return on parental investment or interaction with school officials. Using NELS-88, this paper tests whether social capital, in the form of discussion about course sequence with parents, counselors, and teachers, has a significant and equivalent effect on the likelihood of white Americans, Mexican Americans, and Mexican immigrants taking a college preparatory math sequence in high school. Math course sequence is used as an indicator of both high school achievement and college preparedness. By determining whether discussion with parents, counselors, and teachers matters equally for students across these three groups, or whether discussion with one of these entities matters more for one group over another, this study advances theory about factors that impact the achievement of students from Mexican origin.

Braddock, J. H., Hua, L. and Dawkins, M. P. (2007). Effects Of Participation In High School Sports And Nonsport Extracurricular Activities On Political Engagement Among Black Young Adults. *Negro Educational Review*, 58(3): 201-215.

Journal Article

The impact of involvement in high school athletics and nonsport extracurricular activities on political engagement among young Black adults was examined. We developed a conceptual model to identify school engagement factors and assess their influence on political participation (i.e., voter registration and voting behavior) of Blacks in early adulthood. Using data from the National Educational Longitudinal Study of 1988 (NELS:88), bivariate and multivariate (logistic regression) analyses revealed that participation in varsity individual sports and participation in nonsport extracurricular activities have significant net effects on political participation. Furthermore, the effects of participation in these school engagement activities are mediated by educational attainment. However, the effect of participation in varsity team sports on political participation is not significant. While our study confirmed the importance of participation in school engaging extracurricular activities, both sport and nonsport, in shaping political engagement of Blacks in early adulthood, the model was only partially confirmed. Limitations and implications of these findings for future research are discussed.

Bui, K. (2007). Educational Expectations And Academic Achievement Among Middle And High School Students. *Education*, 127.

Journal Article

Using data from the National Education Longitudinal Study (NELS), this report examined the prospective relationships between educational expectations and academic achievement among students (n = 10,262) surveyed and tested in Grades 8, 10, and 12. Cross-lagged analyses indicated that between Grades 8 and 10 the path from achievement to expectations was moderately positive and stronger than the path from expectations to achievement; however, between Grades 10 and 12 these paths were equally weak. These results provide evidence for reciprocal effects between educational expectations and academic achievement, but the path between academic achievement to educational expectations seems to be stronger than the reverse path from Grades 8 to 10. (Contains 1 table and 1 figure.)

Byrnes, J. P. and Miller, D. C. (2007). The Relative Importance Of Predictors Of Math And Science Achievement: An Opportunity-Propensity Analysis. *Contemporary Educational Psychology*, 32.

Journal Article

In the present study, the authors propose a new framework that integrates literature on achievement, supports the testing of novel hypotheses, and stresses the importance of examining a large number of factors in the same study. This framework assumes that high achievement is a function of three categories of factors: (a) opportunity factors (e.g., coursework), (b) propensity factors (e.g., prerequisite skills, motivation), and (c) distal factors (e.g., SES). A secondary analysis of the National Longitudinal Educational Study (NELS:88) using hierarchical regression and structural equation modeling revealed that 58-81% of the variance in achievement was explained by family variables and specific opportunity and propensity factors. The findings are discussed in terms of their potential implications for intervention efforts.

Chang, M., Singh, K. and Mo, Y. (2007). Science Engagement And Science Achievement: Longitudinal Models Using NELS Data. *Educational Research and Evaluation*, 13.

Journal Article

The study explored the relationship of self-concept and locus of control to science engagement and science achievement. Furthermore, the relationship of self variables with science engagement and science achievement was studied across ethnicity, gender, and socioeconomic status (SES). The data were accessed from the 3 waves of the National Education Longitudinal Study:88 (NELS:88) to estimate both cross-sectional and multilevel longitudinal models. It was hypothesized that self-concept and locus of control would have a positive effect on science engagement and science achievement and that science engagement would affect science achievement positively. The results supported the theoretical formulations of the conceptual model and showed significant effects of self-concept and locus of control constructs on science engagement and science Item Response Theory (IRT) scores. Furthermore, science engagement showed a positive but small effect on science achievement, especially the time spent on science homework. The study supported earlier findings that the inclusion of non-ability factors improves the explanation and understanding of differences in science achievement. The study has implications for practice.

Coppejans, M., Gilleskie, D., Sieg, H. and Strumpf, K. (2007). Consumer Demand Under Price Uncertainty: Empirical Evidence From The Market For Cigarettes. *The Review Of Economics and Statistics*, 89(3): 510-521.

Journal Article

The goal of this paper is to analyze consumer demand in markets with large price uncertainty. We develop a demand model for goods that are subject to habit formation. We show that consumption plans of forward looking individuals depend not only on preferences and current period prices, but also on individual beliefs about the evolution of future prices. Moreover, a mean preserving spread in the price distribution and, hence, an increase in price uncertainty reduces consumption along the optimal path. With smoking as our application, we test the predictions of our model. We use a unique data set of prices for cigarettes collected by the Bureau of Labor Statistics to characterize price uncertainty and price expectations of individuals. We have also obtained access to the restricted use version of the National Education Longitudinal Study, which provides detailed information on smoking behavior of teenagers in the U.S. Our estimation results suggest that teenagers who live in metropolitan areas with a large amount of cigarette price volatility have, on average, significantly lower levels of cigarette consumption. Moreover, these individuals are less likely to start consuming cigarettes. Our results also

provide evidence that young individuals are forward looking. Myopic individuals would not respond to an increase in uncertainty about future prices by reducing consumption.

Covay, E. (2007). We Got Spirit, How 'Bout You? Sense Of Community And Perceptions Of Safety. Paper presented at the annual meeting of the American Sociological Association.

Conference Paper

In an ideal world, schools would provide students with a safe environment conducive to learning. However, every type of school is touched by crime and/or fear in some way. Students' perceptions of safety have implications for their learning process. Situations that are defined as real have real consequences, and fear takes focus away from learning. The school may not be able to control external factors, but the school can control its own school climate, which may increase perceptions of safety. This study examines the relationship between sense of community and perceptions of safety in eighth and tenth grade using NELS:88. The results indicate that when students feel that they have interpersonal relationships with teachers they are more likely to feel safe in school net of personal incidents of crime and school behavioral environment in both eighth and tenth grade. In tenth grade the racial composition of the school matters for perceptions of safety, with black students being less likely to feel safe as the percent of white students increases. The findings of this study can help schools to create environments where students feel safe, allowing the students to focus their attention on academics rather than fear.

Davila, A. and Mora, M. T. (2007). An Assessment Of Civic Engagement And Educational Attainment: Fact Sheet. Center for Information and Research on Civic Learning and Engagement.

Report

It is well documented that individuals with higher levels of education tend to be more civically engaged. In a two-part study conducted for the Center for Information and Research on Civic Learning and Engagement (CIRCLE), the authors provided empirical evidence using 1988-2000 panel data from the National Education Longitudinal Study of 1988 (NELS) that civic engagement might also promote educational attainment: civically-engaged teenagers make greater scholastic progress during high school and subsequently acquire higher levels of education than their otherwise similar peers. The purpose of this fact sheet is to provide highlights from the study.

Davila, A. and Mora, M. T. (2007). Do Gender And Ethnicity Affect Civic Engagement And Academic Progress? Working Paper 53. Center for Information and Research on Civic Learning and Engagement.

Report

Using panel data from the National Education Longitudinal Study of 1988 (NELS), the authors first analyze how civic engagement (measured in terms of community service and participation in student government) undertaken at the high school level varies across race/ethnicity and gender. The findings indicate that female high school students tend to be more civically engaged than males in the same race/ethnic group. Also, Asian students have the highest participation rates in civic activities out of the four race/ethnic groups considered here (non-Hispanic whites, African Americans, Hispanics, and Asians); Hispanics tend to be the least involved. Underlying preferences, college aspirations, and opportunity costs explain a large part of these inter-gender and inter-ethnic differences in civic engagement. This study also investigates whether civic engagement differently affects scholastic progress in four academic disciplines and subsequent educational attainment along racial/ethnic and gender lines. The empirical results show that when controlling for a host of socioeconomic characteristics, community service activities

required for classes have slightly larger effects on the academic progress of males versus females, but similar effects across race/ethnicity. Finally, performing community service during high school significantly enhances the odds of subsequent college graduation overall, although less so for Hispanic females than their non-Hispanic peers.

Davila, A. and Mora, M. T. (2007). *Civic Engagement And High School Academic Progress: An Analysis Using NELS Data. CIRCLE Working Paper 52.* Center for Information and Research on Civic Learning and Engagement.

Report

Using panel data from the National Education Longitudinal Study of 1988 (NELS), this study empirically analyzes the relationship between two forms of civic engagement, student government and community service, and educational progress made after the eighth grade by addressing the following questions. Does civic engagement affect academic progress in mathematics, reading, history, and science? Does voluntary community service differently influence scholastic progress compared to involuntary service, and does the frequency of this engagement matter? Are teenagers involved in civic activities more likely to acquire higher education than their peers? In general, the authors' findings indicate that civically-engaged high school students tend to make greater academic progress and are more likely to graduate from college than their peers several years later.

Daw, J. K. (2007). *The Effective Limits Of Agency: The Role Of Effort In Educational Attainment. Paper presented at the annual meeting of the American Sociological Association.*

Conference Paper

One of the dominant political self-conceptions in American society is "Bootstrap Theory," the notion that individuals are largely responsible for their stratification outcomes and achievements, and that hard work is the proper route to success. By opposition, the bulk of sociological stratification research has focused on structural impediments to self-determinism. Examining reading achievement scores in secondary school using the National Educational Longitudinal Study of 1988 (NELS 88) this paper tests a) Whether Bootstraps Theory holds in this arena, and b) Whether a view combining the predictions of Bootstraps Theory and traditional sociological research - basically, effort within context - applies. Results suggest that Bootstraps theory does not hold on average, and that the combined view does apply, but with limited predictive validity.

Dee, T. S. (2007). *Teachers And The Gender Gaps In Student Achievement. The Journal of Human Resources, 42(3): 528-554.*

Journal Article

In the United States, girls outperform boys in measures of reading achievement while generally underperforming in science and mathematics. One major class of explanations for these gaps involves the gender-based interactions between students and teachers (e.g., role-model and Pygmalion effects). However, the evidence on whether these interactions actually matter is limited and contradictory. In this study, I present new empirical evidence on whether assignment to a same-gender teacher influences student achievement, teacher perceptions of student performance, and student engagement. This study's identification strategy exploits a unique "matched pairs" feature of a major longitudinal survey. Within-student comparisons based on these data indicate that assignment to a same-gender teacher significantly improves the achievement of both girls and boys as well as teacher perceptions of student performance and student engagement with the teacher's subject. For example, assignment to a female science teacher increases the likelihood that a girl views science as useful for her future.

However, because the middle-school teachers in most academic subjects are female, these results also suggest that the gender dynamics between teachers and students at this level amplify boys' large underperformance in reading while attenuating the more modest underperformance of girls in math and science.

Demeris, H., Childs, R. A. and Jordan, A. (2007). The Influence Of Students With Special Needs Included In Grade-3 Classrooms On The Large-Scale Achievement Scores Of Students Without Special Needs. *Canadian Journal of Education*, 30(3): 609-627.

Journal Article

This study investigates the relationship between the number of students with special needs (designated as exceptional or receiving special education services) in grade-3 classrooms in 1997-1998 and their achievement scores in reading, writing, and mathematics on Ontario's provincial assessment with their peers without special needs. When the variance due to differences in class size and socio-economic status was removed, the correlations between the number of students with special needs and the average class achievement scores were slightly, but significantly, positive (.05 to .07), suggesting that the presence of students with special needs does not adversely affect achievement of other students.

Diemer, M. A. (2007). Parental And School Influences Upon The Career Development Of Poor Youth Of Color. *Journal of Vocational Behavior*, 70(3): 502-524.

Journal Article

Critical career development tasks for adolescents include developing vocational expectations and a connection to the world of work. Given the sociopolitical barriers to the career development of poor Youth of Color, it is vital to identify contextual resources facilitative of their career development. The present study examines the impact of relational and instrumental parental support and instrumental school support upon vocational expectations and work salience among poor Youth of Color. Participants from the National Educational Longitudinal Study (NELS) were examined longitudinally from 12th grade to two years after they had finished high school. The obtained structural models suggested that relational and instrumental parental support had a direct effect upon work salience and instrumental parental support a significant indirect effect two years later. Instrumental school support and relational parental support had direct effects upon vocational expectations and non-significant indirect effects two years later. These findings illuminate contextual factors facilitative of vocational expectations and work salience, provide support for school-based career development programs, and suggest that incorporating relational and instrumental parental support could augment intervention programs for poor Youth of Color.

Dufur, M., Parcel, T. and McKune, B. (2007). Comparing The Efficacy Of Social Capital In Different Contexts: The Case Of Adolescent Substance Use. *Paper presented at the annual meeting of the American Sociological Association, New York, NY.*

Conference Paper

A relatively neglected problem is the analysis of how individuals derive social capital from more than one context and the extent to which they may benefit from the capital derived from each. In this paper we address this deficit through a study of adolescent substance use problems. We hypothesize that youth derive social capital from both their families and from their schools, and we believe that capital from each context is influential in resisting substance use. In this case, greater access to social capital both at home and at school should provide protective effects against adolescent use of illegal substances (including, for teenagers, alcohol and tobacco). Using data from the National Educational Longitudinal Study of 1988, we illustrate the importance of considering context by

showing that capital from each context is helpful to different degrees in protecting adolescents from using and abusing illicit substances, with social capital in the family being more influential than capital at school. We discuss the implications of these findings for future research on social capital and the contexts from which it is derived.

Dumais, S. (2007). Capital And First-Generation College Success. Paper presented at the annual meeting of the American Sociological Association.

Conference Paper

Using data from the NELS:2000 and PETS, I assess the levels of economic, cultural, human, social, and informational capital possessed by first-generation college students and their non-first-generation peers. I analyze the effects these forms of capital have on enrollment in and persistence through a four-year postsecondary education and on undergraduate grade point averages, and determine whether capital has a greater effect on non-first-generation students (the reproduction model), first-generation students (the mobility model), or neither group. All forms of capital are less common among first-generation than non-first-generation students. When analyzed separately, each form of capital significantly and positively affects four-year college enrollment, bachelor's degree attainment, and undergraduate grade point average, but in models where all five forms of capital are included together, cultural capital does not affect any outcome, and informational capital does not affect GPA. In the final models, first-generation status loses its negative effect on four-year college enrollment and graduation, and has a positive effect on undergraduate GPA. Informational capital interacts positively with first-generation status for enrollment in and graduation from a bachelor's degree program, lending support to the mobility model, while social capital interacts negatively with first-generation status for graduation and GPA, indicating support for the reproduction model.

Dunham, R. and Wilson, G. (2007). Race, Within-Family Social Capital, And School Dropout: An Analysis Of Whites, Blacks, Hispanics, And Asians. *Sociological Spectrum*, 27(2): 207-221.

Journal Article

This study uses data from the National Educational Longitudinal Survey to assess whether the dynamics of social capital, namely, their sources in class background and consequences for dropout operate uniformly among Whites, African Americans, Hispanics, and Asian adolescents. Findings indicate that varying levels of social capital across groups are explained largely by their respective standing in the class structure. However, the effects of social capital on dropout vary across ethnic groups. Specifically, Whites and Asians get greater "returns" to social capital than African Americans and Hispanics in terms of reducing the likelihood of dropping out. The contribution of the findings regarding differential returns toward uncovering the sources of the intergenerational transmission of racial stratification is discussed. In addition, "supply" (e.g., oppositional culture) and "demand" (neighborhood effects, school-based evaluation practices) side factors that may explain the differential returns are identified. Suggestions for future research to improve our understanding of the sources of social capital and its consequences for dropout are offered.

Easton-Brooks, D. and Davis, A. (2007). Wealth, Traditional Socioeconomic Indicators, And The Achievement Debt. *Journal of Negro Education*, 76(4): 530-541.

Journal Article

This study examined whether socioeconomic indicators including wealth, parents' education, parents' occupation, and parents' income predicted the academic outcomes of African Americans and European Americans differently. Using a sample of 1,302 African American and 6,362 European American public high school students drawn from the first-

and second-year follow-up of the National Educational Longitudinal Study of 1988, the study found that socioeconomic status (SES) accounted for significant variance in the academic achievement of African American students, and that wealth explained variance for students of both ethnicities beyond what was explained by SES alone. Wealth accounts for greater variance in outcomes of African American students than of European American students.

Fletcher, J. M. (2007). Social Multipliers In Sexual Initiation Decisions Among U.S. High School Students. *Demography*, 44(2): 373-388.

Journal Article

In this article, I use a national sample of high school students to test for several types of social influences on the decision to have sexual intercourse. I find evidence of endogenous social interactions (social multipliers), where the propensity of an individual choosing to have sex varies with the average behavior in his or her school. Additionally, the magnitude of the social multipliers and several other interesting risk factors differ by gender and by race. These findings might help explain the large variation in sexual initiation across schools in the United States. These results also add to the debate over school vouchers and ability grouping because social multipliers imply changes in school-wide rates of sexual behavior with moderate changes in school-body composition. In this way, school vouchers and ability grouping might exacerbate the situation of high rates of teenage pregnancy and out-of-wedlock births in some communities. To show the potential benefits and costs of public policies that cause students to change schools, I present the results of several simulation exercises that predict the school-level changes in rates of sexual initiation following changes in school composition.

Glanville, J. L. and Wildhagen, T. (2007). The Measurement Of School Engagement: Assessing Dimensionality And Measurement Invariance Across Race And Ethnicity. *Educational & Psychological Measurement*, 67(6): 1019-1041.

Journal Article

The purposes of this study were to (a) assess the measurement of school engagement in prior research that used the National Educational Longitudinal Study of 1988 (NELS:88), (b) systematically develop an improved measurement model for school engagement, and (c) examine the measurement invariance of this model across racial and ethnic groups. Results from confirmatory factor analyses indicated that school engagement should be measured as a multidimensional concept. A higher order measurement model in which behavioral and psychological engagement are second-order latent variables that influence several subdimensions is consistent with the data. Results from a series of multiple group analyses indicated that the proposed measurement model exhibits measurement invariance for White, African American, Latino, and Asian students. Therefore, it is appropriate to compare the effects of the dimensions of engagement across these groups. The results demonstrate the advantages of confirmatory factor analysis for enhancing the understanding and measurement of school engagement.

Goldsmith, P. (2007). Separate Makes Unequal: Racial Segregation And Educational Attainment. *Paper presented at the annual meeting of the American Sociological Association.*

Conference Paper

This study asks if racial segregation fosters racial inequality by reducing the educational attainment of adolescents in predominantly minority contexts. While previous research has shown predominantly minority contexts to reduce educational attainment, it is not clear whether the important context is schools or neighborhoods. Because most adolescents experience a similar racial mix in their neighborhood and school, the effects

of racial mix in one context can be mistaken for effects from the other. Analyses of NELS data merged with information on adolescents' residential zip-code areas shows that schools' proportion minority but not neighborhoods' reduces educational attainment at age 26 net of students' ability and background. Further analyses suggest that the harmful effects of predominantly minority schools is related to their curricular focus on compensatory and general education instead of college preparation. I discuss whether the curriculum differences impact attainment because they reduce learning or whether they are a proxy for a climate of low expectations.

Haile, G. A. and Nguyen, A. N. (2007). Determinants Of Academic Attainment In The United States: A Quantile Regression Analysis Of Test Scores. *Education Economics*, 16(1): 29-57.

Journal Article

We investigate the determinants of high school students' academic attainment in mathematics, reading and science in the United States; focusing particularly on possible differential impacts of ethnicity and family background across the distribution of test scores. Using data from the NELS2000 and employing quantile regression, we find two important results. First, the gaps in mathematics, reading and science test scores among ethnic groups vary across the conditional quantiles of the measured test scores. Specifically, Blacks and Hispanics tend to fare worse in their attainment at higher quantiles, particularly in science. Secondly, the effects of family background factors such as parental education and father's occupation also vary across quantiles of the test score distribution. The implication of these findings is that the influence racial and family background factors may have on academic attainment, which are commonly identified on the basis of a conditional mean distribution of test scores, may not tell the whole story the attainment discourse has to note

Hanson, S. (2007). Young Women, Sports, And Science. *Theory Into Practice*, 46(2): 155-161.

Journal Article

This article examines young women's access to two traditionally male domains, sport and science, from two perspectives. The structural approach suggests that sport and science are stratified by gender and have historically been chilly climates for women. The Critical approach argues that structure and agency are important in understanding sources of inequality, including gender. Data from the nationally representative High School and Beyond (HSB) and National Educational Longitudinal Study (NELS) were used to explore the relationship between involvement in sports and success in science for high school aged women. Findings suggest that sports participation provides a unique resource for young women especially with regard to science attitudes and access (course-taking). Young girls who are given an early opportunity to participate in sports may be more prepared for the male culture in science classrooms. Implications of the findings for parents, educators, coaches, and policy makers are also discussed.

Harris, A.,L. and Robinson, K. (2007). Schooling Behaviors Or Prior Skills? A Cautionary Tale Of Omitted Variable Bias Within Oppositional Culture Theory. *Sociology of Education*, 80(2): 139-157.

Journal Article

Prior research on oppositional culture theory is generally focused on beliefs about the opportunity structure, or the quote acting white unquote hypothesis, as an explanation for racial differences in school achievement. However, little attention has been given to the mechanism by which these beliefs affect achievement: schooling behaviors. The authors posit that students prior level of skills may be an important omitted factor that bias is the effective schooling behaviors on achievement. Using data from the National

Education Longitudinal Survey. But, they found that where as behaviors account for a larger proportion of Asian-Americans achievement advantage than do prior skills, prior skills explain half to nearly three quarters of all Blacks low achievement relative to that of whites and that dramatic declines in behavioral effects on achievement are observed after prior skills are controlled. Finally, the findings show that schooling behaviors are partially shaped by prior skills. They suggest that students with low skill levels prior to high school are likely to have poor achievement at the end of their high school careers, regardless of his schooling behaviors during high school.

Hart, D., Donnelly, T. M., Youniss, J. and Atkins, R. (2007). High School Community Service As A Predictor Of Adult Voting And Volunteering. *American Educational Research Journal*, 44(1): 197-219.

Journal Article

The influences of high school community service participation, extracurricular involvement, and civic knowledge on voting and volunteering in early adulthood were examined using the National Educational Longitudinal Study. The major finding in this study is that both voluntary and school required community service in high school were strong predictors of adult voting and volunteering. In addition, involvement in high school extracurricular activities was predictive of voting and volunteering. Civic knowledge was related only to voting. The authors consider the findings for their policy relevance and their contributions to theoretical debates.

Hill, L. E. and Jepsen, C. (2007). Positive Outcomes From Poor Starts: Predictors Of Dropping Back In. *Economics of Education Review*, 26(5): 588-603.

Journal Article

A vast body of research finds an association between missteps taken during the teen years (such as motherhood or dropping out of high school) and poor economic and educational outcomes. However, youth who take major missteps as teens often have subsequent success in school or the labor market. This paper attempts to draw lessons from youth who appear headed for a poor start in life, yet manage to have a positive economic or educational outcome by their early 20s. Using National Educational Longitudinal Survey (NELS), we provide one of the first longitudinal analyses of well-being for teen mothers and high school dropouts that includes a nationally-representative population of Hispanic and Asian youth. In general, the predictors of positive outcomes are similar for those with high probabilities of poor starts as for the general population. A few high-school-age behaviors and community measures have additional associations with positive outcomes for likely poor starters. However, these correlates do not appear for all groups of likely poor starters, and they are not always in the expected direction.

Hoxby, C. M. (2007). Does Competition Among Public Schools Benefit Students And Taxpayers? Reply. *The American Economic Review*, 97(5): 2038-2055.

Journal Article

A reply to Rothstein's comment.

Hynes, K., Peters, H. E. and Joyner, K. (2007). Has The Association Between Family Background Characteristics And Early Male Fertility Changed Over Time? *Paper presented at the annual meeting of the American Sociological Association, New York, NY.*

Conference Paper

Recent policy initiatives in child support and marriage promotion have led to increased interest in the causes and consequences of men's family formation decisions. Results

from prior research on the factors associated with early male fertility have differed across studies. One plausible reason for these differences is that studies have used data from various cohorts. Considerable changes in family structure, parental education levels, and maternal employment have occurred in the past 50 years, leading to the possibility that the associations between family background and early fertility may have changed over time. This study pools data from the 1979 National Longitudinal Survey of Youth, the National Educational Longitudinal Surveys, the 1997 National Longitudinal Survey of Youth, and the 2002 National Survey of Family Growth to examine whether there are cohort differences in the association between family background characteristics and early fertility for men. We estimate similar models for women, and analyze our data separately by race/ethnicity.

Kienzl, G. and Kena, G. (2007). *Economic Outcomes Of High School Completers And Noncompleters 8 Years Later. Issue Brief (NCES 2007-019)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This Issue Brief uses data from the National Education Longitudinal Study of 1988 (NELS:88) to compare the economic outcomes of high school completers at three different points in time with the outcomes of individuals who did not complete high school. Differences by sex and the type of credential earned are also examined. The findings suggest that individuals who completed high school within 6 years generally had more favorable economic outcomes than their counterparts who completed high school later or not at all. However, differences in economic outcomes were most prominent between males and females even after controlling for the timing and type of high school credential earned.

Konty, M. (2007). *Player Control Foul: Sports, Masculinity And Delinquency. Paper presented at the annual meeting of the American Society of Criminology.*

Conference Paper

Crimes committed by athletes are often highly publicized leading to the presumption that athletes are, for various reasons, more likely than non-athletes to break the law. Several theories of delinquency challenge this assumption. Social control theory, for example, would argue that the involvement in and commitment to sports activities should control delinquency. Alternatively, theories of masculinity make the prediction that the masculine nature of sports, or at least some sports, produces an individual that is more prone to delinquency, particularly violence. Both of these positions can claim some empirical support. We test these competing explanations using two data sets: ADD Health and NELS. These data allow us to test the over-time effects of sports participation on delinquency with nationally representative data. Each data set contributes unique tests of these explanations. Generally, we find that participation in particular sports is related to more masculine attitudes and violence than participation in other sports and this relationship is limited to violence and does not hold for other types of delinquency.

Lee, J. C. and Staff, J. (2007). *When Work Matters: The Varying Impact Of Work Intensity On High School Dropout. Sociology of Education, 80(2): 158-178.*

Journal Article

While the association between teenagers' work and academic performance continues to be debated in studies of adolescent employment, many researchers have found that "intensive" involvement in paid work increases the risk of high school dropout. It is still unclear, however, whether this relationship is spurious owing to preexisting differences in socioeconomic background, school performance, aspirations, and orientations toward work and school. Using propensity score matching techniques, the authors address this

issue and assess variation in the effects of work hours on the probability of dropping out of high school. The results suggest that long hours on the job do not encourage high school dropout among all students.

Leeds, M. A., Miller, C. and Stull, J. (2007). Interscholastic Athletics And Investment In Human Capital. *Social Science Quarterly*, 88(3): 729-744.

Journal Article

Objectives: Several studies, such as Hoberman (1997) and Leeds (2003) , have claimed that success in the athletic arena has distorted the human capital decisions of young black men. We test this hypothesis by determining how participation in interscholastic athletics affects the study habits of Black and White youths. Methods: We build a theoretical model that allows youths to invest in athletic or academic human capital. We test this model using data from the National Educational Longitudinal Survey and accounting for possible self-selection bias. Results: We find that athletic participation does not have a statistically significant impact on the amount of time young Black men and women spend studying. The impact for young White men and women is positive and significant, though the impact of playing football and basketball does have a negative impact for young White men. Conclusions: Participating in interscholastic athletics does not have the pervasive negative impact on young Black men that Hoberman (1997) and Leeds (2003) claim. The expected negative impact of basketball and football—the so-called money sports—exists for young white men, though this is offset by the positive impact of participation in athletics per se.

Ludwig, J. and Miller, D. (2007). Does Head Start Improve Children's Life Chances? Evidence From A Regression Discontinuity Design. *The Quarterly Journal of Economics*, 122(1): 159-208.

Journal Article

This paper exploits a new source of variation in Head Start funding to identify the program's effects on health and schooling. In 1965 the Office of Economic Opportunity (OEO) provided technical assistance to the 300 poorest counties in the U.S. to develop Head Start funding proposals. The result was a large and lasting discontinuity in Head Start funding rates at the OEO cutoff for grant-writing assistance, but no discontinuity in other forms of federal social spending. We find evidence of a large negative discontinuity at the OEO cutoff in mortality rates for children ages 5-9 from causes that could be affected by Head Start, but not for other mortality causes or birth cohorts that should not be affected by the program. We also find suggestive evidence for a positive effect of Head Start on educational attainment in both the 1990 Census, concentrated among those cohorts born late enough to have been exposed to the program, and among respondents in the National Education Longitudinal Study of 1988.

Melhado, L. (2007). Teenage Parents' Educational Attainment Is Affected More By Available Resources Than By Parenthood. *Perspectives on Sexual and Reproductive Health*, 39(3): 184-185.

Journal Article

Research has shown that teenage parents have poorer educational outcomes than their childless peers, but the focus has been on the resources available to teenagers before they became parents. In the NELS analysis, the researcher explored the effect on educational attainment by age 26 of the material resources available to teenagers after they became parents. In addition, and in contrast to most research, the analyst examined both women and men who had been teenage parents, hypothesizing that if resources limit educational attainment, they should do so for both genders.

Moller, S., Stearns, E. and Southworth, S. (2007). *The Frog In The Pond: Does Gender Matter? Secondary Schools And Gendered Outcomes. Paper presented at the annual meeting of the American Sociological Association, New York, NY.*

Conference Paper

Researchers have argued that post-secondary educational attainment and later labor market outcomes are shaped by students' characteristics in conjunction with the organization of the high schools these students attend. An important component of a high school's organizational structure is the inclusiveness of the advanced curriculum. Using the National Education Longitudinal Study 1988-2000 (NELS), we explain how high school inclusiveness interacts with gender to predict students' college prestige and income in young adulthood. The results show that girls and boys who attend more inclusive high schools attend more prestigious colleges; yet the positive effect of inclusiveness is stronger for girls than boys. In addition, the gender gap in income is lower among students who attend more inclusive schools. This research furthers the debate on the effects of school structure on stratification by clarifying how schools' inclusiveness in offering advanced placement curricula impacts long-term gender stratification.

Olivares, Y. (2007). *Are All Groups Created Equal? What Role Do Different Types Of Groups Play In Changing Aspirations? Dissertation Abstracts International Section A: Humanities and Social Sciences, The Ohio State University.*

Dissertation/Thesis

This study uses the NELS 1988-2000 questionnaires to look at the correlation between the types of groups that students join and their educational and occupational aspirations and achievements. This study looks at how changing membership status correlates with changes in aspirations. The theory is that different types of groups provide students with different resources such as skills, networks and information. These resources should foster higher aspirations and thus higher achievement. The research measures changes in both individual group membership as well as the aggregate group membership changes. This research is intended to provide a better understanding of the importance of group membership both during school years and beyond. In order to find the strongest factors to measure the hypothesis analysis is done on factors that previous researchers correlate with aspirations, achievement and or participation. Academic achievement, in this study, is measured by highest education completed by 2000, at approximately twenty six years of age. Occupational achievement is measured by using Stevens & Cho's socio-economic indexes for the 1980 census (1985) to rank occupations of respondents by 2000 (approximately twenty-six years of age). Overall this research seeks to find out what are more relevant, individual groups or aggregate groups in predicting changes in aspirations and thus achievement.

Pacheco, J. S. and Plutzer, E. (2007). *Stay In School, Don't Become A Parent. American Politics Research, 35(1): 32-56.*

Journal Article

We investigate three important life transitions- becoming a parent, getting married, and dropping out or graduating from high school- on the development of civic engagement. We qualify the socioeconomic status and resources frameworks by arguing that effects should differ across racial and ethnic lines. We address these issues by analyzing data from a nationally representative, 12-year panel study comprising more than 12,000 eighth graders in 1988 (National Educational Longitudinal Survey, 1988-2000). We show that early parenthood can have important and lasting impacts on voter turnout many years later. For Whites, early parenthood leads to increased risk of dropping out of high school. High school interruption has major negative impacts on later turnout, even when the student eventually returned to earn a diploma. The findings advance our

understanding of the crucial period of adolescence by showing how race and event timing condition the impact of formative life events on later political participation.

Pearce, R. R. and Lin, Z. (2007). Chinese American Post-Secondary Achievement And Attainment: A Cultural And Structural Analysis. *Educational Review*, 59(1): 19-36.

Journal Article

In this article, the authors compare Chinese American post-secondary educational attainment with that of White Americans and, in identifying those factors that most strongly account for success, argue that commonalities exist among social structural factors, while distinct differences are evident among cultural capital factors. The article rejects the notion of minority assimilation as the source of success and suggests that Chinese and White cultures, in promoting education, are harmonistic but different. Among the most commonly touted elements of the Model Minority analogy is high academic achievement among Asian Americans. The assertion of high achievement among Asian Americans is not without severe critics, particularly when asserted across the board for all subgroups among Asian Americans. However, when we isolate groups, such as Chinese Americans, or even further isolate immigrant generations, we find clear evidence of academic achievement at least on par with, and in some cases surpassing, achievement among White Americans. In looking specifically at Chinese Americans, several types of explanations can be found in the literature. The two broadest types focus either on structural or cultural factors thought to contribute to achievement. By its very nature, the cultural explanation must identify beneficial elements of one culture as compared to less-beneficial or even detrimental elements of another culture. The structural explanation places its focus on conditions seen to constrain behavior and limit opportunity. This study is a first step in trying to draft a methodology that will allow for further quantitative analysis of cultural factors and will eventually lead to a comprehensive analysis of the strength and direction of the relationships between structural and cultural variables and academic achievement and attainment among Asian Americans. Using secondary analysis of the National Educational Longitudinal Survey: 1988-2000 data set, the authors identify variables and groups of variables that operationalize cultural factors allowing for analysis through quantitative methods. The study first demonstrates academic success among Chinese Americans when compared with White Americans and then explores the links between social structural positions and cultural components in explaining the apparent academic success of Chinese Americans when compared to White Americans.

Peterson, S. (2007). Life In High School And Later Political Behavior. Paper presented at the annual meeting of the New England Political Science Association.

Conference Paper

This research report explores how events in high school can affect political behavior years later. The research uses the National Education Longitudinal Study (NELS) which interviewed students in 1988, 1990, and 1992, and then several times more after high school. The data base allows examination of events in high school as these might affect later levels of political participation.

Rothstein, J. (2007). Does Competition Among Public Schools Benefit Students And Taxpayers? Comment. *The American Economic Review*, 97(5): 2026-2037.

Journal Article

A comment on Hoxby's "Does Competition Among Public Schools Benefit Students and Taxpayers?"

Rowan-Kenyon, H. T. (2007). Predictors Of Delayed College Enrollment And The Impact Of Socioeconomic Status. *The Journal of Higher Education*, 78(2): 188-214.

Journal Article

Using constructs from traditional enrollment models, this study examines students who delay college enrollment. Graduates who delay enrollment average fewer resources and weaker preparation than immediate enrollers do, but they average more resources and better preparation than graduates who do not enroll. In addition, socioeconomic status is related to timing of college enrollment.

Sciarra, D. T. and Whitson, M. L. (2007). Predictive Factors In Postsecondary Educational Attainment Among Latinos. *Professional School Counseling*, 10(3): 307-316.

Journal Article

The study in this article investigated factors that distinguish the increasing number of Latino students who continue their education beyond high school from the small and stable number who complete a baccalaureate degree. The sample included a cohort of 866 Latino men and women who participated in the National Educational Longitudinal Study (1988-2000) and had varying amounts of postsecondary education by the year 2000. The study employed educational, psychological, and familial predictor variables from 1990 when participants were sophomores in high school. Data were analyzed using a multinomial logistic regression and results indicated that several factors were significant in distinguishing those with some postsecondary education, no degree, from bachelor's completers. Parent support and locus of control were the two most significant predictors. Implications for school counselors are discussed.

Scott, L. and Ingels, S. (2007). *Interpreting 12th-Graders' NAEP-Scaled Mathematics Performance Using High School Predictors And Postsecondary Outcomes from the National Education Longitudinal Study Of 1988 (NELS:88) Statistical Analysis Report (NCES 2007-328)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

The search for an understandable reporting format has led the National Assessment Governing Board to explore the possibility of measuring and interpreting student performance on the 12th-grade National Assessment of Educational Progress (NAEP), the Nation's Report Card, in terms of readiness for college, the workplace, and the military. This report explores using the 1992 NAEP-scaled mathematics scores in conjunction with a wider spectrum of NELS:88 12th-grade cross-sectional and longitudinal data elements. Results include a NELS:88 12th-grade mathematics score expressed on the NAEP scale. NELS:88 student and parent survey data, as well as data both from high school and postsecondary transcripts, are used to explore what achievement on the NAEP mathematics scale might mean relative to both student, family, and high school factors as well as later education outcomes. Socioeconomic Status (SES) was positively associated with NELS:88 NAEP scaled mathematics performance: NELS:88 12th-graders from higher SES families achieved higher levels of proficiency and only one-tenth of 1 percent of seniors in the lowest SES quarter reached the NAEP Advanced level. NELS:88 seniors whose educational expectations were to attain a bachelor's degree or higher had a better understanding of mathematics than seniors with lesser educational expectations. Regarding antecedents to NAEP-Scaled NELS:88 Performance, approximately 91 percent of the students scoring in the lowest quarter of the NELS:88 8th-grade achievement distribution had a below-Basic NELS:88 12th-grade NAEP-scaled score; of those who scored in the top 8th-grade mathematics quarter in 8th grade, 44 percent were at the Proficient or Advanced levels of NAEP-scaled achievement as seniors. A majority of Proficient and above NELS:88 performers on the 1992 NAEP mathematics scale also

maintained an "A" average in mathematics throughout high school. Of those who completed no more than non-academic Mathematics, 95 percent scored below Basic. Of seniors who completed calculus, 55 percent scored at the Proficient level, and 13 percent at Advanced. The report also explored the relationship between NELS:88 NAEP-scaled mathematics performance and postsecondary education outcomes that include: (1) postsecondary attendance 2 years after scheduled high school graduation; (2) highest degree attained 8 years after scheduled high school graduation); and (3) selectivity of first postsecondary school attended. For those with NAEP-scaled performance at less than Basic, some 46 percent had had no postsecondary attendance 2 years later in contrast to 98 percent of those who scored at Advanced having entered a postsecondary institution. Eight years following scheduled graduation, over 91 percent of NELS:88 seniors at the Advanced level for NAEP-scaled mathematics performance had earned a bachelor's degree or higher, compared to 18 percent of the below-Basic group, 50 percent of those at Basic, and 79 percent of those at the Proficient level. With respect to selectivity of institution first attended, findings showed that of examinees who scored at the NAEP Advanced mathematics level in NELS:88 in 1992, 72 percent had enrolled in either highly selective or selective (40 percent) postsecondary institutions. Of those who scored at Basic or below, about 1 percent of each of these two groups enrolled in a highly selective institution, while 9 percent of those at the Proficient level did so. The vantage point of the NELS:88 perspectives may allow the interpretation of the NAEP achievement levels and scale scores to be extended and deepened. Apart from this special reference to NAEP metrics, the substantive conclusions of the report confirm past research using the NELS:88 database rather than provide novel or unique findings, and the NAEP-scaled score does not uncover relationships or conclusions that could not already be observed using the NELS:88 scale scores and the NELS:88 proficiency levels. The primary contribution of the NAEP-scaled score is to help interpret the NAEP achievement levels in their relationship to a wider set of variables, including longitudinal data. The secondary contribution of the NAEP-scaled mathematics score is a benefit to NELS:88, expressing some of its conclusions in a NAEP metric that has become a familiar yardstick for measuring achievement.

Stearns, E., Moller, S., Blau, J. and Potochnick, S. (2007). Staying Back And Dropping Out: The Relationship Between Grade Retention And School Dropout. *Sociology of Education*, 80(3): 210-240.

Journal Article

Students who repeat a grade prior to high school have a higher risk of dropping out of high school than do students who are continuously promoted. This study tested whether standard theories of dropout- including the participation-identification model and the social capital model- explain this link. Although the presence of variables, including academic achievement and disciplinary problems, reduces the higher probability of retained students dropping out, existing models of dropping out do not adequately explain the markedly higher probability of dropping out for retained students. Regression decomposition reveals differences between promoted and retained students in the importance of resources and illustrates that various resources hold different levels of importance for White, Black, and Latino students.

Stewart, E. B. (2007). Individual And School Structural Effects On African American High School Students' Academic Achievement. *High School Journal*, 91(2): 16-34.

Journal Article

The research examining the correlates of academic achievement is immense. In particular, scores of studies have examined individual and family-level variables that influence student achievement. Based upon Bronfenbrenner's (1979) ecological theory of human development, this study extends one step beyond previous studies and incorporates school-level characteristics into an investigation of the factors that influence

adolescents' academic achievement. Using regression based techniques that account for within school clustering of students, this research examined the extent to which individual-level and school structural variables predict academic achievement among a sample of 10th grade African American students abstracted from the National Educational Longitudinal Study (NELS) database. The results suggest that individual-level predictors, such as student effort, parent-child discussion, and associations with positive peers, play a substantial role in increasing students' achievement. Further, the results also suggest that school climate, in particular the sense of school cohesion felt by students, teachers, and administrators, is important to successful student outcomes. Given these findings, the author suggests that an ecological approach which encompasses individual-, family-, and school level variables be considered when examining predictors of academic achievement. Also, policy and interventions aimed at improving academic achievement need to take into consideration the impact of individual-level and school structural factors on students and their ability to succeed.

Walters, N. (2007). Social Control, Delinquency, And Status Attainment: An Integrated Approach. *Paper presented at the annual meeting of the Society of Criminology.*

Conference Paper

Relatively few criminologists have accepted Hagan's (1991) challenge to integrate research on delinquency and stratification, which has resulted in a rather limited understanding of how adolescent delinquency effects later life chances. Using four waves of panel data from the National Education Longitudinal Study of 1988 (NELS:88), I examine the causes and consequences of adolescent delinquency within an integrated social control-status attainment framework. Initial findings suggest that general delinquency, substance use, and unstructured socialization have differing effects on educational and occupational attainment. Furthermore, these relationships vary by both sex and SES due to the operation of different causal mechanisms. For example, lower-SES boys experience greater overall disadvantage as a result of delinquent behavior compared to their more advantaged peers; however, they may overcome this deficiency to the extent that they are able to obtain quality job contacts. These findings indicate that the relationship between adolescent delinquency and subsequent life chances is not as clear-cut as previously believed.

Walters, N. and Staff, J. (2007). Assessing The Longer-Term Effect Of Adolescent Alcohol And Illicit Drug Use On Wages. *Paper presented at the annual meeting of the American Society of Criminology.*

Conference Paper

Prior research indicates that adult alcohol use has a strong positive effect on occupational attainment and earnings. Furthermore, Hagan (1991) demonstrated that identification with an adolescent "party subculture" may improve occupational outcomes for some youth despite potential short-term negative consequences. Using three waves of panel data from the National Education Longitudinal Study of 1988 (NELS:88), we test the lagged effect of adolescent alcohol use on earnings and provide a more complete understanding of the mechanism through which it might operate. We further examine the short and long-term consequences of illicit drug use as well. Initial findings suggest that teenage alcohol use does indeed have a strong positive effect on early adult wages, but this effect can be explained largely by informal socialization activities that increase one's social capital. However, illicit substance use has a consistently negative lagged effect on wages. Furthermore, this relationship appears to operate through a different mechanism than does alcohol use. These findings as well as their specification by class and gender are discussed further.

Way, S. (2007). School Climates Of Disorder: Individual Experiences And Contextual Effects. Paper presented at the annual meeting of the American Sociological Association, New York, NY.

Conference Paper

Disorderly school climates exist in schools where there is a general sense of disciplinary chaos and disorganization and where the socially approved authority relationship between students and teachers has broken down. This paper explores how attending a school with high climates of disorder may affect educational outcomes. It is predicted that after controlling for individual experiences with disorder, students who attend disorderly high schools will be more likely to misbehave and have lower academic achievement than similar students in more orderly schools. Multilevel regression analyses performed on data from the National Educational Longitudinal Study (1988) show when students feel unsafe, experience victimization or are disruptive, their educational achievement suffers. In addition, the analysis indicates that contextual measures of school disorder are adversely related to grades, test scores, likelihood of graduating, frequency of fighting, and educational commitment. Although students who go to disorderly schools may be able to escape negative effects of disorder to some degree, such as through measures that minimize personal experience with safety and victimizations, they are unlikely to avoid the negative effects entirely. Going to a disorderly school in itself appears to reduce academic achievement, regardless of personal experience with disorder.

2006

Science, Engineering Careers Start Early. (2006). *Industrial Engineer: IE*, 38(7): 14-14.

Journal Article

The article focuses on the research led by Robert H. Hai about early science emphasis on youngsters. His research claims validity with the help of the data from the National Educational Longitudinal Study. Through the study, it is believed that those youth who are expected to go into the sciences were two times more likely to get a degree in a life science and three times more likely to get a physical science degree or engineering than students who expressed interest in other career options.

Adelman, C. (2006). *The Toolbox Revisited: Paths To Degree Completion From High School Through College*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

The Toolbox Revisited is a data essay that follows a nationally representative cohort of students from high school into postsecondary education, and asks what aspects of their formal schooling contribute to completing a bachelor's degree by their mid-20s. The universe of students is confined to those who attended a four-year college at any time, thus including students who started out in other types of institutions, particularly community colleges. The core question is not about basic "access" to higher education. It is not about persistence to the second term or the second year following postsecondary entry. It is about completion of academic credentials, the culmination of opportunity, guidance, choice, effort, and commitment. Appended are: (1) Changes in Demography, Geo-Demography, and Postsecondary Entry from the High School & Beyond/Sophomores to the NELS:88/2000; (2) Principal Features of the NCES Grade-cohort Longitudinal Studies; (3) Differences Between the High School & Beyond/Sophomore Cohort and NELS:88/2000 High School Record Variables, and Limited Imputation Procedures for the NELS:88/2000; (4) Technical Issues; (5) Populations Included and Excluded from the Study Universe; (6) Gradations of the Academic Intensity of High School Curriculum; (7) Logistic Models for Two Alternative Presentations of High School Background; (8) The

Timing of Departure; (9) Course Categories Included in Aggregates for Participation Rates in the First Two Calendar Academic Years of Attendance; (9) Collinearity Statistic (Tolerance) for the Seven Steps of the Logistic Narrative; (10) So They Earned a Degree? Now, How Long Did It Take Them?; and (11) Tables on Miscellaneous Topics Raised in the Text. A glossary is also included.

Aldous, J. (2006). Family, Ethnicity, And Immigrant Youths' Educational Achievements. *Journal of Family Issues*, 27(12): 1633-1667.

Journal Article

Data from the 1988 National Educational Longitudinal Study (NELS) are used to examine immigrant youths' reading comprehension and mathematics standardized scores as well as their parents' demographic characteristics and parent-child relations that could influence children's educational achievements. The comparisons were among parents who had emigrated from Asian, Central and South American, or the less often included European countries and their first- and second-generation offspring. It appeared that Asian students did somewhat better than the other groups. However, regardless of ethnicity and also as hypothesized, parents' aspirations for their children to obtain more education as well as the children's own aspirations generally were positively related to their children's doing well in school. Contrary to previous research, though, ethnic background did not consistently differentiate parental help with homework or parent-child conversations about school on the adolescents' standardized scores.

Attewell, P., Lavin, D., Domina, T. and Levey, T. (2006). New Evidence On College Remediation. *The Journal of Higher Education*, 77(5): 886-924.

Journal Article

Using college transcripts, we separate the effects of remedial coursework from high school preparation. For two-year colleges, taking remedial classes was not associated with less academic success. In four-year colleges, there are negative effects of remedial coursework, but many minority students who complete a bachelor's degree do so after taking remediation.

Bassinette, R. (2006). The Relative Impact Of Individual And School-Level Factors On Student Attachment To School: An Analysis Using NELS.

Book, Whole

Beattie, I. and Thaden, L. (2006). Measuring Academic Curriculum: Counterfactual Models Of How Coursework Affects Educational Outcomes. *Paper presented at the annual meeting of the American Sociological Association, Montreal, Quebec.*

Conference Paper

Prior research shows that students who concentrate on academic coursework during high school are advantaged in terms of cognitive skills (test scores) and educational attainment (college completion). However, this research is plagued by two methodological problems: 1) there are multiple measures of coursework available in large-scale survey datasets yet little empirical evidence as to which measure best captures underlying concepts, and 2) most analyses of the effects of academic coursework fail to adequately control for selection bias to rule out whether pre-existing differences between academic concentrators and other students are actually driving results. This study addresses these limitations using National Educational Longitudinal Survey (NELS) transcript data and counterfactual models. We isolate the causal effects of a variety of measures of academic coursework on 12th grade test scores and the probability of completing a BA. We find that when two groups of teens who were identical

in 8th grade on observed factors experience different high school exposure to academic curriculum, those in academic tracks are more likely to complete a Bachelor's degree but do not have significant improvement in test scores. Academic math and English coursework and the public release NELS transcript measure of academic coursework have the most pronounced causal influence on BA completion.

Bozick, R. (2006). Precocious Behaviors In Early Adolescence: Employment And The Transition To First Sexual Intercourse. *The Journal of Early Adolescence*, 26(1): 60-86.

Journal Article

This article explores the relationship between employment and first sexual intercourse in the early teen years. Past research has examined the influence of a wide range of social contexts on adolescent sexual behavior. Very few studies, however, consider the workplace. In this study, a series of Cox proportional hazard models predicting the risk of first sexual intercourse were estimated for a sample of eighth graders aged 12 to 14 from the National Education Longitudinal Study of 1988 (N = 10,704). Working more than 4 hours a week and holding an adult-type job is associated with an increased risk of engaging in sexual intercourse in early adolescence. These effects remain after controlling for sociodemographic variables, family and academic factors, and measures of age-graded development. The findings lend support to the precocious development hypothesis, which posits that taking on adult roles at an early age may speed up the onset of other adult behaviors.

Braddock, J. H.,II and Hua, L. (2006). Determining The College Destination Of African American High School Seniors: Does College Athletic Reputation Matter. *The Journal of Negro Education*, 75(3): 535-545.

Journal Article

This study extends research on college choice by examining what African American students say about the importance of the college's athletic reputation when choosing which school to attend. The authors first examine, among African American students attending 4-year colleges or universities, the overall distribution of self-reported factors that, as high school seniors, shaped the selection of their first choice institutions. Then factor analysis was conducted to examine the structure of relations among the diverse factors shaping student preferences and their contribution to understanding variation in the college choice process among African Americans. Finally, logistic regression analyses were undertaken to understand the relationship of athletic reputation with other relevant college selection and access factors. The descriptive results show that roughly one out of every three African American respondents report that a school's athletic reputation is at least a somewhat important consideration in determining their college choice. The factor analysis revealed four common factors--Academic/Career, Economic/Practical, Demographic, and Social. Academic/Career issues represented the strongest factor, with Social considerations ranked somewhat lower in importance. A college's athletic reputation had the highest loading on the Social factor across analysis groups.

Buchmann, C. and DiPrete, T. A. (2006). The Growing Female Advantage In College Completion: The Role Of Family Background And Academic Achievement. *American Sociological Review*, 71(4): 515-541.

Journal Article

In a few short decades, the gender gap in college completion has reversed from favoring men to favoring women. This study, which is the first to assess broadly the causes of the growing female advantage in college completion, considers the impact of family resources as well as gender differences in academic performance and in the pathways to college completion on the rising gender gap. Analyses of General Social Survey data indicate that

the female-favorable trend in college completion emerged unevenly by family status of origin to the disadvantage of sons in families with a low-educated or absent father. Additional analyses of National Educational Longitudinal Survey (NELS) data indicate that women's superior academic performance plays a large role in producing the gender gap in college completion, but that this effect remains latent until after the transition to college. For NELS cohorts, who were born in the mid-1970s, the female advantage in college completion remains largest in families with a low-educated or absent father, but currently extends to all family types. In conjunction with women's growing incentives to attain higher education, gender differences in resources related to family background and academic performance largely explain the growing female advantage in college completion.

Carpenter, D. M., II, Ramirez, A. and Severn, L. (2006). Gap Or Gaps: Challenging The Singular Definition Of The Achievement Gap. *Education and Urban Society*, 39(1): 113-127.

Journal Article

For decades, researchers examined the "achievement gap" between minority and nonminority students. This singular definition of achievement gap ignores important within-group differences. This article uses National Education Longitudinal Study (NELS:88) data to examine within-group differences and compares those across Latino, African American, and White populations. Results question the singular definition of achievement gap. Given the importance of how issues are defined, a singular definition of achievement gap may mean current policies miss the mark in raising achievement levels between and within groups.

Chatterji, P. (2006). Does Alcohol Use During High School Affect Educational Attainment? Evidence From The National Education Longitudinal Study. *Economics of Education Review*, 25(1).

Journal Article

This paper uses data from the National Education Longitudinal Study to estimate the association between high school alcohol use and educational attainment measured around age 26. Initially, the effect of alcohol use on educational attainment is estimated using baseline probit models, which ignore the possibility that unmeasured determinants of alcohol use and educational attainment are correlated. A bivariate probit model is used next to estimate the equations jointly, with alcohol policies as identifying variables. Because these identifying variables are problematic, the bivariate probit model is then re-estimated without any identifying exclusions but with the correlation coefficient fixed at various levels. This part of the analysis allows one to gauge the sensitivity of the estimates to correlation between the unobservable determinants of both outcomes. The results suggest that alcohol use is associated with reductions in educational attainment, but there is little evidence that this association represents a causal relationship.

Chatterji, P. (2006). Illicit Drug Use And Educational Attainment. *Health Economics*, 15(5): 489-511.

Journal Article

This paper uses data from the National Education Longitudinal Study to estimate the association between illicit drug use during high school and the number of years of schooling completed. The analysis accounts for the possibility that drug use is endogenous using two methods: (1) by controlling for individual-level characteristics measured before high school entrance; and (2) by using an instrumental variables method, with state drug policies and 8th grade school characteristics as identifying

variables. Findings suggest that marijuana and cocaine use in both 10th and 12th grade are associated with reductions in the number of years of schooling completed.

Cooper, H., Robinson, J. C. and Patall, E. A. (2006). Does Homework Improve Academic Achievement? A Synthesis of Research, 1987-2003. *Review of Educational Research*, 76(1): 1-62.

Journal Article

In this article, research conducted in the United States since 1987 on the effects of homework is summarized. Studies are grouped into four research designs. The authors found that all studies, regardless of type, had design flaws. However, both within and across design types, there was generally consistent evidence for a positive influence of homework on achievement. Studies that reported simple homework-achievement correlations revealed evidence that a stronger correlation existed (a) in grades 7-12 than in k-6 and (b) when students rather than parents reported time on homework. No strong evidence was found for an association between the homework-achievement link and the outcome measure (grades as opposed to standardized tests) or the subject matter (reading as opposed to math). On the basis of these results and others, the authors suggest future research.

Coutinho, M. J., Oswald, D. P. and Best, A. M. (2006). Differences In Outcomes For Female And Male Students In Special Education. *Career Development for Exceptional Individuals*, 29(1): 48-59.

Journal Article

Interest in differences in outcomes for male and female students in special education has increased in recent years. Using the nationally representative, longitudinal National Education Longitudinal Study of 1988 (NELS-88) data set, a logistic regression model was used to examine the extent to which outcome variables were differentially associated with gender for students participating in special education. Evidence was obtained for several differential effects, with most results favoring males. Among other findings, females as compared to males with disabilities were less likely to obtain a high school diploma, were less likely to be employed, earned less, and were more likely to be a biological parent. Recommendations are provided for improved transition services, the implementation of promising practices related to self-determination, and renewed emphasis on comprehensive and flexible life-career preparation to foster better outcomes among females with disabilities.

Crosnoe, R. (2006). The Connection Between Academic Failure And Adolescent Drinking In Secondary School. *Sociology of Education*, 79(1): 44-60.

Journal Article

Academic failure and drinking are both problematic aspects of the adolescent stage of the life course, and the connection between these two behaviors can disrupt the basic functioning of individuals and schools. Drawing on theories of problem behavior from multiple disciplines, this study attempted to determine whether academic failure was a risk factor for adolescent drinking, and vice versa, and then to identify the mechanisms underlying these two longitudinal associations. Cross-lagged models of data from 11,927 middle school and high school students in the National Longitudinal Study of Adolescent Health revealed that the number of classes failed in one year predicted alcohol use a year later more than early alcohol use predicted later class failures. Aspects of social bonding (e.g., attachments to adults) and symptoms of general maladjustment (e.g., delinquency) did more than opportunity structures (e.g., peer norms) to explain the connection between these two behaviors over one year of secondary school.

Dawkins, M., Williams, M. and Guilbault, M. (2006). Participation In School Sports: Risk Or Protective Factor For Drug Use Among Black And White Students? *Journal of Negro Education*, 75.

Journal Article

This study examined the relationship between participation in school-based sports and drug use among Black and White high school students, using data from participants in the National Educational Longitudinal Survey of 1988 (NELS, NCES, 1988) and follow-up surveys in 1990 and 1992. While previous research produced inconsistent results, the present study revealed that participation in school-based sports was associated with a reduction in cigarette and marijuana use, thus, serving as a protective factor for Black and White students. However, the protective role of sports involvement for alcohol use was present only among Black females. Participation in sports was associated with an increase in alcohol use (serving as a risk factor) among White males and females and Black males (after controlling for conventional predictors of alcohol use in adolescence). Implications for expanding the role of sports as a potential school resource in drug use prevention planning are discussed.

Dee, T. S. (2006). The Why Chromosome: How A Teacher's Gender Affects Boys And Girls. *Education Next*, 6.

Journal Article

Gender gaps in educational outcomes are a matter of real and growing concern. It has been known for a long time, since the 1970s, that girls outscore boys in the National Assessment of Educational Progress (NAEP) reading tests, while boys tend to outperform girls in math and science. Boys are increasingly less likely than girls to attend college and to receive a bachelor's degree. Female college students continue to be underrepresented in such technical fields as engineering and computer science. One popular, if controversial, response to these patterns has been a renewed push for single-sex education--an effort that has drawn support from across political divides. The majority of arguments for single-sex schools and classrooms focus on the effects on interactions among students, but they also present the possibility of greatly increasing the number of students with teachers of the same gender. Is there any convincing evidence that doing so could make a difference in education--for boys and girls alike? This article offers new and convincing evidence of the differential impact of a teacher's gender on student learning. The author investigated the effect of a teacher's gender using the National Education Longitudinal Survey (NELS), which contains data on a nationally representative sample of nearly 25,000 8th graders from 1988. In addition to examining the effect of teacher gender on students' test-score performance, he examined teacher perceptions of a student's performance and student perceptions of the subject taught by a particular teacher. Results confirm that a teacher's gender does have large effects on student test performance, teacher perceptions of students, and students' engagement with academic material. Simply put, girls have better educational outcomes when taught by women and boys are better off when taught by men. These findings persist, even after accounting for a variety of other characteristics of students, teachers, and classrooms that may influence student learning.

Deke, J. and Haimson, J. (2006). *Valuing Student Competencies: Which Ones Predict Postsecondary Educational Attainment And Earnings, And For Whom?* Mathematica Policy Research, Inc.

Report

This report examines how indicators of academic and nonacademic competencies are related to postsecondary educational and labor market outcomes. Drawing on the National Education Longitudinal Study (NELS) surveys of students and teachers, the

authors analyze how postsecondary earnings and the likelihood of attending and completing a postsecondary education program are related to several competencies--specifically, indicators of math skills, work habits, leadership skills, teamwork and other sports-related skills, and attitudes toward whether luck or effort determine success in life ("locus of control"). The authors find that the benefit of incremental gains in a competency does depend on the mix of skills each student possesses, and that, when choosing between improving math skills and various nonacademic competencies, it is better for students to improve in areas where they are weak than to focus on further developing areas where they are well above average. This suggests that the emphasis on improving the academic performance of low achievers may be well placed but that the concerns of some parents that their higher achieving children might benefit more from developing nonacademic skills might also be well founded.

Deke, J. and Haimson, J. (2006). *Expanding Beyond Academics: Who Benefits And How? Trends In Education Research. Issue Brief. Number 2.* Mathematica Policy Research, Inc.

Report

This brief summarizes the findings of Mathematica's Valuing Competencies study, which analyzed the effects of students' high school competencies on their postsecondary earnings and educational attainment. The effects of several competency measures, including academic achievement (as captured by test scores) and composite measures of leadership skills, sports-related skills, work habits, pro-social behavior, and locus of control (a measure of students' belief that they control their future) were estimated. Using the National Education Longitudinal Study (NELS), a survey of students, parents, and school staff, as well as tests administered during high school, the fraction of students who benefited most from gains in each competency measure and how these benefits depended on a student's existing strengths and weaknesses were estimated.

Dougherty, K. J. (2006). It's Not Enough To Get Through The Open Door: Inequalities By Social Background In Transfer From Community Colleges To Four-Year Colleges. *Teachers College Record*, 108(3): 452-487.

Journal Article

The growing policy interest in community colleges as gateways to the baccalaureate degree naturally raises the question of how equitably transfer opportunities are distributed by student background and what factors may explain background differences that might be found. We analyze two nationally representative datasets to examine how the likelihood of transfer is affected by social background, precollege academic characteristics, external demands at college entrance, and experiences during college. We find that high-SES students have significantly higher transfer rates, in part because of advantages in precollege academic preparation and educational aspirations. Older college entrants are much less likely to transfer than students entering college right out of high school, and a significant portion of this age gap is more often due to having children, lower educational aspirations, and a vocational major, and being enrolled part time. Though women and non-Whites differ from men and Whites in transfer rates, these differences are not statistically significant. But there is an important caveat: Blacks tend to have higher educational aspirations than Whites of the same socioeconomic background. When we control for educational aspirations, thus removing this Black aspirational advantage, the Black-White gap in transfer rates widens considerably, becoming statistically significant in one of our samples but not the other.

Drapela, L. A. (2006). Investigating The Effects Of Family, Peer, And School Domains On Postdropout Drug Use. *Youth & Society*, 37(3): 316-347.

Journal Article

This study assesses the effects of three factors on dropping out of high school and later drug use: antecedents to dropout; predictors of drug use articulated by criminological theories (e.g., social bonds, peers, and strain); and postdropout factors associated with adult social bonds (e.g., marriage and employment). Two findings emerge from the analyses. First, an antecedent to dropout- disruptive school behavior- explains differences in drug use between high school dropouts and high school students. Second, when dropouts alone are considered, school problems, early drug use, and deviant peers intensify dropouts' drug use, independent of marital status and job stability. Results suggest that factors exacerbating substance use among dropouts have a more persistent effect on their deviant behavior than do those inhibiting it.

Engerman, K. and Bailey, U. J. O. (2006). Family Decision-Making Style, Peer Group Affiliation And Prior Academic Achievement As Predictor Of The Academic Achievement Of African American Students. *The Journal of Negro Education*, 75(3, Research and Its Impact on Educational Policy and Practice): 443-457.

Journal Article

This study examined family decision-making style, peer group affiliation, and prior academic achievement as predictors of academic achievement of African American students. The sample for this study was 16,489 students who participated in both the first follow-up (10th grade) and second follow-up (12th grade) student questionnaire of the National Education Longitudinal Study of 1988 (NELS:88). However, findings were only discussed for the 1,628 African American participants. Logistic regression models were constructed. Findings indicated that prior academic performance and socioeconomic status (SES) predicted academic achievement. The study includes a discussion of the relevance of the findings for educational practice and/or policy.

Gabler, J. and Kaufman, J. (2006). Chess, Cheerleading, Chopin: What Gets You Into College? *Contexts: Understanding People In Their Social Worlds*, 5(2): 45-49.

Journal Article

The article focuses on the National Educational Longitudinal Survey conducted by researchers from the Department of Education in 1988 to the present which try to distinguish several extra-curricular activities that encourage children to attend colleges and universities in the U.S. The researchers wanted to find out whether extra-curricular participation mattered for admission to highly selective institutions. It found out that grades, entrance examination test scores and parents' income and education matter, but it is the extra-curricular activities during high schools that really influence a student to pursue college.

Gabler, J., Kaufman, J. and Fosse, N. (2006). Cultural Capital In The College Application And Admissions Processes At Elite And Non-Elite Institutions. *Paper presented at the annual meeting of the American Sociological Association, Montreal, Quebec.*

Conference Paper

While the sociological literature has long seen a good deal of well-placed attention on educational attainment, studies of college attainment have largely failed to consider two distinct but crucial steps in the process: application and admission. Further, the important distinction between "elite," highly competitive institutions and non-elite institutions has been insufficiently attended to. We use data from the National Educational Longitudinal Survey to identify variables predicting (a) application to college and (b) admission to college at both the elite and non-elite levels for a cohort of students entering college in the 1990s. We find that selection into the applicant group is the crucial step for most students; students from favored socio-economic and cultural backgrounds are far more

likely to apply to college. Once students are selected into the applicant group, cultural capital is an important predictor of admission- particularly at the elite level.

- Glick, J. E., Ruf, S. D., White, M. J. and Goldscheider, F. (2006). Educational Engagement And Early Family Formation: Differences By Ethnicity And Generation. *Social Forces*, 84(3): 1391-1415.

Journal Article

This paper examines how school engagement influences the timing of family formation for youth. We pay particular attention to variation across four racial/ethnic groups and by generation status, variation that reflects the diversification of U.S. society through immigration. Using data from the National Education Longitudinal Study (NELS), we employ discrete-time multinomial logistic regression models examining the likelihood of childbearing or marriage in late adolescence. We find that the delaying effects of school enrollment and engagement vary by race/ethnicity, suggesting that strategies for socioeconomic success that focus on delaying family roles are more important among some groups than others. The results also indicate that controlling for school enrollment and school engagement reduces differences in early marriage and nonmarital childbearing by generation status.

- Goldin, C., Katz, L. F. and Kuziemko, I. (2006). The Homecoming Of American College Women: The Reversal of the College Gender Gap. *The Journal of Economic Perspectives*, 20(4): 133-156.

Journal Article

Women are currently the majority of U.S. college students and of those receiving a bachelor's degree, but were 39 percent of undergraduates in 1960. We use three longitudinal data sets of high school graduates in 1957, 1972, and 1992 to understand the narrowing of the gender gap in college and its reversal. From 1972 to 1992 high school girls narrowed the gap with boys in math and science course taking and in achievement test scores. These variables, which we term the proximate determinants, can account for 30 to 60 percent of the relative increase in women's college completion rate. Behind these changes were several others: the future work expectations of young women increased greatly between 1968 and 1979 and the age at first marriage for college graduate women rose by 2.5 years in the 1970s, allowing them to be more serious students. The reversal of the college gender gap, rather than just its elimination, was due in part to the persistence of behavioral and developmental differences between males and females.

- Goldrick-Rab, S. (2006). Following Their Every Move: An Investigation of Social-Class Differences in College Pathways. *Sociology of Education*, 79(1): 61-79.

Journal Article

As more Americans enter college than ever before, their pathways through the broadly differentiated higher education system are changing. Movement in, out, and among institutions now characterizes students' attendance patterns- half of all undergraduates who begin at a four-year institution go on to attend at least one other college, and over one-third take some time off from college after their initial enrollment. This study investigated whether there is social-class variation in these patterns, with advantaged and disadvantaged students responding to new postsecondary choices by engaging in different pathways. National longitudinal data from postsecondary transcripts were used to follow students across schools and to examine the importance of family background and high school preparation in predicting forms of college attendance. The results demonstrate that students from lower socioeconomic backgrounds are more likely than are economically advantaged students (net of prior academic preparation) to follow

pathways that are characterized by interrupted movement. Such pathways appear to be less effective routes to the timely completion of degrees. Thus, differences in how students attend college represent an additional layer of stratification in higher education.

Goyette, K. A. and Mullen, A. L. (2006). Who Studies the Arts And Sciences? Social Background And The Choice And Consequences Of Undergraduate Field Of Study. *The Journal of Higher Education*, 77(3): 497-538.

Journal Article

Curricula in U.S. colleges and universities have historically evolved around two ideal types: arts and science fields (A&S), and vocational fields. Using the National Educational Longitudinal Study, 1992-1994, we find that high socioeconomic status (SES) students are more likely to choose A&S fields than are low-SES students. The Baccalaureate and Beyond Longitudinal Study, 1993-1997, shows that vocational majors are employed at higher paying jobs than are A&S majors 4 years after college graduation, while arts and science majors are more likely to enroll in graduate school during these years. We conclude that these distinct educational trajectories reinforce the relationship between parents' and their children's social class.

Haveman, R. and Smeeding, T. (2006). The Role Of Higher Education In Social Mobility. *The Future of Children*, 16(2, Opportunity in America): 125-150.

Journal Article

Most Americans expect the nation's colleges and universities to promote the goal of social mobility to make it possible for anyone with ability and motivation to succeed. But according to Robert Haveman and Timothy Smeeding, income-related gaps both in access to and in success in higher education are large and growing. In the top-tier colleges and universities, almost three-quarters of the entering class is from the highest socioeconomic quartile. The pool of qualified youth is far greater than the number admitted and enrolled; hence America's top colleges could enroll more moderate- and low-income students without lowering their selection standards. Higher-income parents make enormous efforts to ensure their children's academic success, while children of poor parents begin the "college education game" later and with fewer resources. Students in poor and minority neighborhoods are less well prepared academically; ill prepared to select colleges, apply for admission, and secure acceptance; and poorly informed about the cost of attending college and the availability of needs-based financial aid. Sharply rising college prices during the 1980s and 1990s, together with the growing inequality of family income, have raised the cost of attending college far more for low-income students than for well-to-do students. Financial aid has risen more slowly, and the share targeted on low-income students has been falling. The authors offer bold policy recommendations to increase educational opportunities for low- and middle-income students. These involve the development of financing structures that will increase access for students from lower-income families. Public institutions could price tuition close to real costs and use added revenues to provide direct student aid for students from low-income families. Federal subsidies to students who attend wealthy institutions could be capped, with the savings redirected to students attending less well-endowed schools, both public and private. Finally, federal and state governments could redirect to lower-income students the financial support they now provide colleges and universities.

Heck, R. H. and Mahoe, R. (2006). Student Transition To High School And Persistence: Highlighting The Influences Of Social Divisions And School Contingencies. *American Journal of Education*, 112(3): 418-446.

Journal Article

Although explanations for why students drop out of high school have drawn considerable

attention for many years (often focusing on their deficits or background risks), researchers have recently turned their attention to ways in which school environments, structures, and practices may influence students' successful transition to high school and eventual graduation. In this article, we provide results from a multilevel, longitudinal study describing how individuals, their social groupings (social class, race-ethnicity), and organizational features of schools intersect in ways that have consequences for students' likelihood for receiving diplomas.

Hoffman, J. (2006). Family Structure, Community Context, And Adolescent Problem Behaviors. *Journal of Youth and Adolescence*, 35(6): 867-880.

Journal Article

A number of models have been proposed to explain the relationship between family structure and adolescent problem behaviors, including several that consider parent-child relations, family income, stress, and residential mobility. However, studies have not explored whether the different types of communities within which families reside affect the association between family structure and problem behaviors. A community context model also suggests that the relationship between family structure and problem behaviors may be conditioned by community characteristics. The results of a multilevel regression model that used data from the National Educational Longitudinal Study (NELS; n = 10,286) indicated that adolescents from homes with a recently divorced mother, a mother and stepfather, a single mother, or a single father reported more problem behaviors regardless of the community context. Moreover, adolescents living in communities with a high proportion of impoverished residents, female headed households, or jobless males reported more problem behaviors irrespective of family structure.

Hoffmann, J. P. (2006). Extracurricular Activities, Athletic Participation, And Adolescent Alcohol Use: Gender-Differentiated And School-Contextual Effects. *Journal of Health and Social Behavior*, 47(3): 275-290.

Journal Article

This research investigates the effects of extracurricular activities on alcohol use among male (n = 4,495) and female (n = 5,398) adolescents who participated in the 1990-92 National Education Longitudinal Study. Previous studies have assessed the association between extracurricular activities and alcohol use, but none have explored whether the association depends on the school context. Using a multilevel model, I examine whether school-level factors affect the relationship between involvement in athletic or nonathletic activities and changes in adolescent alcohol use from 1990 to 1992. The results indicate that the negative association between nonathletic activities and alcohol use is stronger among males in low-minority-population schools. Moreover, the positive association between athletic involvement and alcohol use is stronger among females in lower-socioeconomic-status schools and males in higher-socioeconomic-status schools. I propose that these results reflect variation in high school cultures and in the resources available to schools.

Ishitani, T. T. (2006). Studying Attrition And Degree Completion Behavior Among First-Generation College Students In The United States. *Journal of Higher Education*, 77(5): 861-885.

Journal Article

The article presents a research study concerning college degree completion among college students. The researchers looked at first-generation students in particular. A number of factors, including rank in their high school classes; educational level of their parents; types of financial aid awarded; participation in work-study programs; and

income levels affected the likelihood of graduation. The researchers also examined how ethnicity affected college completion rates. Students who attended private colleges and universities and those who had higher family income levels as well as those who received grants rather than loans had higher rates of graduation.

Ishitani, T. and Snider, K. (2006). Longitudinal Effects Of College Preparation Programs On College Retention. IR Applications. Volume 9. *Association for Institutional Research*.

Journal Article

The effects of various college preparation programs, class ranking, and student background characteristics on college retention were studied. The data were obtained from the National Education Longitudinal Study:1988-2000 and NELS:88/2000 Postsecondary Education Transcript Study. The sample contained 4,445 first-time freshmen students who enrolled in four-year institutions between 1992 and 1994. Using survival analysis techniques, the focal point of the study was to examine longitudinal impact of high school programs on college retention. Participation in ACT/SAT preparation courses reduced the likelihood of departure by 42% or 55% in the second or third year in college, while receiving assistance in financial aid application increased the odds of departure by 89% in the second year.

Kluwin, T. N. and Morris, C. S. (2006). Lost In A Giant Database: The Potentials And Pitfalls Of Secondary Analysis For Deaf Education. *American Annals of the Deaf*, 151(2): 121-128.

Journal Article

Secondary research or archival research is the analysis of data collected by another person or agency. It offers several advantages, including reduced cost, a less time-consuming research process, and access to larger populations and thus greater generalizability. At the same time, it offers several limitations, including the fact that the original design of the study may not be adaptable to the purposes of the archival researcher. This paper describes an attempt to replicate the Kluwin and Stinson (1993) longitudinal study of the effects of mainstreaming deaf high school students by using the National Educational Longitudinal Study data set. The authors report several limitations to the secondary analysis of this kind of public data, including the need for better definitions of handicapping conditions in these large-scale studies, the inclusion of larger numbers of low-incidence handicaps, and the need for variables of use to researchers in specific handicaps.

Konstantopoulos, S. (2006). Trends Of School Effects On Student Achievement: Evidence From NLS:72, HSB:82, And NELS:92. *Teachers College Record*, 108(12): 2550-2581.

Journal Article

The impact of schools on student achievement has been of great interest in school effects research the last four decades. This study examines trends of school effects on student achievement, employing three national probability samples of high school seniors: NLS:72, HSB:82, and NELS:92. Hierarchical linear models are used to investigate school effects. The findings reveal that the substantial proportion of the variation in student achievement lies within schools, not between schools. There is also considerable between-school variation in achievement, which becomes larger over time. Schools are more diverse and more segregated in the 1990s than in the 1970s. In addition, school characteristics such as school region, school socioeconomic status, and certain characteristics of the student body of the school, such as students' daily attendance, students in college preparatory classes, and high school graduates enrolled in colleges are important predictors of average student achievement. The school predictors explained consistently more than 50% of the variation in average student achievement across surveys. We also find considerable teacher heterogeneity in achievement within schools,

which suggests important teacher effects on student achievement. Teacher heterogeneity in student achievement was larger than school heterogeneity, which may indicate that teacher effects have a relatively larger impact on mathematics and science student achievement than do school effects.

- Laird, J., Chen, X. and Levesque, K. (2006). *The Postsecondary Educational Experiences Of High School Career And Technical Education Concentrators. Selected Results From The NELS:88/2000 Postsecondary Education Transcript Study (PETS) 2000 (NCES 2006-309)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

The purpose of this publication is two fold. First, it presents data on the postsecondary educational experiences of students from the high school class of 1992 who concentrated in CTE while in high school, including information on their postsecondary enrollment, coursetaking, and degree attainment. Second, it demonstrates the richness and unique potential of the dataset analyzed, the National Education Longitudinal Study of 1988 (NELS:88/2000). NELS:88/2000 is one of only two data collections--and the most recent--to have gathered both high school and postsecondary transcripts from a nationally representative sample of students. Other analysts, notably Adelman, have used NELS:88/2000 to examine relations between academic coursetaking in high school and postsecondary experiences (Adelman 2006, 2004b; Adelman, Daniel, and Berkovits 2003). The contribution of this current publication is its focus on high school CTE students and their subsequent educational experiences.

- Lee, S. M., Daniels, M. H. and Kissinger, D. B. (2006). Parental Influences On Adolescent Adjustment: Parenting Styles Versus Parenting Practices. *The Family Journal*, 14(3): 253-259.

Journal Article

The study identified distinct patterns of parental practices that differentially influence adolescent behavior using the National Educational Longitudinal Survey (NELS:88) database. Following Brenner and Fox's research model (1999), the cluster analysis was used to classify the four types of parental practices. The clusters of parenting practices in the current study showed convergence with Baumrind's parenting style. The results indicated that these four clusters differentially affected students' self-concept, locus of control, and academic achievement. The authors discuss how these identified parenting behavior patterns are linked with children's adjustment, development, and achievement.

- Lincove, J. A. and Painter, G. (2006). Does The Age That Children Start Kindergarten Matter? Evidence Of Long-Term Educational And Social Outcomes. *Educational Evaluation and Policy Analysis*, 28(2): 153-179.

Journal Article

The appropriate age for students to begin school is an issue of debate for educators, administrators, and parents. Parents worry that young children may not be able to compete with older classmates; schools worry that young students will not be able to meet rigorous academic standards associated with school accountability. Past literature is inconclusive as to the overall effect of age at school entry. Some research suggests that younger students have lower average achievement in early elementary school, while others find that students with summer birthdates, who are assumed to be younger at school entry, gain more education on average. At present, little is known about the impact of age at school entry on education attainment as students transition from high school into college and the labor market. This study uses data from the National Education Longitudinal Survey to examine long-term effects of age at school entry on both educational and social outcomes, with special attention to those students who enter

kindergarten a year later than their peers. The results of this study suggest that delaying kindergarten does not create any long-term advantages for students.

- Lleras, C. (2006). How Do Skills and Behaviors in High School Matter? Explaining Differences in Educational Attainment and Earnings. *Paper presented at the annual meeting of the American Sociological Association, Montreal, Quebec.*

Conference Paper

Using data from the National Educational Longitudinal Survey, this study examines the unique and collective impact of cognitive skills and noncognitive behaviors in high school on educational attainment and earnings for a tenth grade cohort, nine years later in 2000. The results indicate that students with better social skills, work habits, and who participated in extracurricular activities in high school had higher educational attainment and earnings, even after controlling for cognitive skills. Skills and behaviors in high school also explained a substantial portion of the educational and earnings disadvantage among students from lower SES backgrounds, and between African American and Hispanic students, and White students.

- Lopez, M. H. and Brown, B. (2006). *Civic Engagement Among 2-Year And 4-Year College Students. Fact Sheet.* Center for Information and Research on Civic Learning and Engagement.

Report

There is a strong link in the United States between education and political and civic participation, though little data exists focusing on the large group of Americans who study in community colleges, either finishing their education with associates' degrees or moving on to bachelor's degree programs. This fact sheet uses one relatively recent dataset to look closely at community college students. It uses the National Educational Longitudinal Study of 1988 (NELS:88). NELS:88 provides a nationally representative large sample of young people who were 8th graders in 1988 and followed up subsequently in 1990, 1992 (when they were high school seniors), 1994, and 2000 (at the age of 26). While this is not a recent dataset (young people in this data collection were in college in the mid 1990s), it does provide a detailed account of the post-secondary experiences of students. It offers information on three main forms of engagement: voting, volunteering, and following the news. Findings include: (1) Those who have attended 4-year institutions report higher levels of volunteering in both 1994 and 2000 than young people with other college experiences--Those with no college experience also reported volunteering, but at rates that are lower than either group that attended college; (2) Across all groups, there is a high-level self-reported voter registration that appears to be higher than that observed in the Census Bureau's Current Population Survey November Supplements in 1994 and 2000--Self-reported levels of voter registration may be inflated, but some differences are again evident across young people by the type of institution they attended; (3) Newspaper consumption, regardless of the post-secondary experience of a young person, is low--On average, 27 percent of young people reported that they read a newspaper or magazine daily in 2000. However, some significant differences in daily television news viewership are evident. Those with no college experience report the highest levels of daily television news watching in 2000, while those with the greatest level of college exposure report the lowest levels of television news viewership.

- Ludwig, J. and Mayer, S. (2006). "Culture" And The Intergenerational Transmission of Poverty: The Prevention Paradox. *The Future of Children*, 16(2, Opportunity in America): 175-196.

Journal Article

Many U.S. policymakers support changing the "culture" of poor parents to encourage marriage, work, and religion as a means to end the intergenerational transmission of

poverty. In this article Jens Ludwig and Susan Mayer review and evaluate research on how parental work, marriage, and religion affect children's socioeconomic status as adults, as well as on the likelihood that changing these indicators of parental behavior will reduce poverty in the next generation. They conclude that even if policymakers were able to ensure that all children had married, working, and religious parents, the result would be a far smaller reduction in poverty among the children's generation than many people believe.

- Luo, B. (2006). Why Do Asian American Students Do Better On Mathematics Tests? Paper presented at the annual meeting of the American Sociological Association, Montreal, Quebec.

Conference Paper

The purpose of this study is to explain the gap between Asian American and white students in mathematics test scores by combining both cultural and socioeconomic approaches presented in previous studies. The sample consisted of a nationally representative sample of 1465 Asian American and 8757 white American students obtained from National Educational Longitudinal Study of 2002, by the National Center for Educational Statistics. Ordinary Least Square (OLS) results indicate that parental involvement and students' individual motivation explain why Asian American students perform better than white American students. Meanwhile, better socioeconomic backgrounds and higher rates of two-biological-parent households also contribute to Asian student's better performance on mathematics test scores. However, Asian students who live with both biological parents make lower mathematics test scores than white American students who live with both biological parents. This result implies that Asian American students might have higher pressure from their parents on their education.

- Lutz, A. (2006). Spanish Maintenance Among English-Speaking Latino Youth: The Role Of Individual And Social Characteristics. *Social Forces*, 84(3): 1417-1433.

Journal Article

This paper investigates the effects of individual, family, social and demographic characteristics on the maintenance of Spanish among English-speaking Latino youth. This research finds effects of generation, gender, race, parent's English proficiency, single-parent status, parental income, and neighborhood concentration of co-ethnics as well as combined effects of race and gender on Spanish oral proficiency. The findings presented here suggest support for elements of the assimilation and the segmented assimilation theoretical perspectives as well as the race-gender experience theory. The author suggests that Spanish-speaking proficiency may be associated with opportunities to speak Spanish that are structured differently, not only by family and neighborhood contexts that allow for greater or lesser contact with Spanish, but also by gender and race.

- Mau, W. J. and Mau, Y. (2006). Factors Influencing High School Students To Persist In Aspirations Of Teaching Careers. *Journal of Career Development*, 32(3): 234-249.

Journal Article

This study longitudinally tracks 10th grade students for 4 years regarding their persistence in aspirations of teaching careers using a nationally representative sample (National Educational Longitudinal Survey of 1988). Factors contributing to persistence in aspirations of teaching careers are examined based on the social-cognitive career theory (SCCT). Results suggest that there are racial differences in persistence in aspirations to teaching careers. Students who persist perform better on academic achievement, score higher on locus of control, and come from a family that had a higher socioeconomic status and a higher parental education level than students who do not persist. Results

also suggest a good fit of the social-cognitive model in prediction of persistence in teaching aspirations.

McCarron, G. P. and Inkelas, K. K. (2006). The Gap Between Educational Aspirations And Attainment For First-Generation College Students And The Role Of Parental Involvement. *Journal of College Student Development*, 47(5): 534-549.

Journal Article

The primary purpose of this study was to examine if parental involvement had a significant influence on the educational aspirations of first-generation students as compared to the educational aspirations of non-first-generation students. Additionally, the study investigated if the educational aspirations of first-generation students differed from their actual educational attainments. Lastly, the study explored the differences in educational attainment for first-generation students by gender, race/ethnicity, and socioeconomic status. Longitudinal data from a nationally representative sample of 1,879 students generated by the National Educational Longitudinal Study 1988-2000 was used as the basis for analysis.

McFarland, D. A. and Thomas, R. J. (2006). Bowling Young: How Youth Voluntary Associations Influence Adult Political Participation. *American Sociological Review*, 71(3): 401-425.

Journal Article

Do the voluntary activities of youth increase political engagement in adulthood? Political participation is typically characterized by inertia: reproduced within families, highly correlated with social class, and largely stable after the onset of adulthood. This research illustrates an element of political socialization that occurs just before the transition into full citizenship, that mimics adult civic life, and that can be available regardless of family advantage. The authors use two longitudinal national datasets to identify the kinds of voluntary associations that encourage members to be more politically active later in life. They find that general involvement in extracurricular activities is important, but that in particular, involvement in youth voluntary associations concerning community service, representation, speaking in public forums, and generating a communal identity most encourage future political participation. The authors find these effects net of self-selection and causal factors traditionally characterized in political socialization research. The influence of youth voluntary associations on future political activity is nontrivial and has implications for both democratic education and election outcomes.

Miller, R. J. and Rowan, B. (2006). Effects Of Organic Management On Student Achievement. *American Educational Research Journal*, 43(2): 219-253.

Journal Article

Proponents of school restructuring often promote the purported benefits of professional forms of management that call for staff cooperation and collegiality, teachers' participation in school decision making, and supportive leadership by school principals. A theoretical perspective on organizations known as contingency theory refers to such management patterns as "organic management." This study examined the relationships between organic management and growth in student achievement in elementary and secondary schools. Two national databases were used to estimate a series of three-level growth models of student achievement at the elementary and secondary levels. Results suggested that organic forms of management are not a particularly powerful determinant of student achievement at either of these levels of schooling.

Nguyen, A. N., Taylor, J. and Bradley, S. (2006). The Estimated Effect Of Catholic Schooling On Educational Outcomes Using Propensity Score Matching. *Bulletin of Economic Research*, 58(4): 285-307.

Journal Article

This paper examines the effect of attending a Catholic high school on educational outcomes. The statistical analysis is based on data obtained from the U.S. National Educational Longitudinal Study. Using propensity score matching methods to control for selection bias, we find that Catholic schooling improves math test scores, with stronger effects for males than for females, but appears to have little effect (if any) on reading scores. Catholic schooling also raises high school graduation rates and substantially increases the likelihood of enrollment in a 4-year college. Use of the difference-in-difference method suggests that the effect of Catholic schooling on changes in math scores is more muted, though still statistically significant.

O'Bryan, S. T. (2006). Bringing Parents Back In: African American Parental Involvement, Extracurricular Participation, And Educational Policy. *Journal of Negro Education*, 75(3): 401-414.

Journal Article

A study employs data from the National Educational Longitudinal Study (NELS) to explore the relationship between African American student participation in extracurricular activities and parental educational involvement. Results indicate that school-based activities might provide contexts for effectively and creatively involving parents in schools, particularly with regard to sports participation.

Pagliarulo McCarron, G. and Kurotsuchi Inkelas, K. (2006). The Gap Between Educational Aspirations And Attainment For First-Generation College Students And The Role Of Parental Involvement. *Journal of College Student Development*, 47(5): 534-549.

Journal Article

The primary purpose of this study was to examine if parental involvement had a significant influence on the educational aspirations of first-generation students as compared to the educational aspirations of non-first-generation students. Additionally, the study investigated if the educational aspirations of first-generation students differed from their actual educational attainments. Lastly, the study explored the differences in educational attainment for first-generation students by gender, race/ethnicity, and socioeconomic status. Longitudinal data from a nationally representative sample of 1,879 students generated by the National Educational Longitudinal Study 1988-2000 was used as the basis for analysis.

Pearce, R. R. (2006). Effects Of Cultural And Social Structural Factors On The Achievement Of White And Chinese American Students At School Transition Points. *American Educational Research Journal*, 43(1): 75.

Journal Article

Chinese Americans' high levels of educational achievement have earned them attention as a "model minority" to be emulated by underachieving and underrepresented minority groups. However, the model minority analogy does not adequately explain how this achievement is realized, or how such information can be used to help other groups close the achievement gap. The ability of both White and Chinese American students to weather school transitions and to remain on track for high achievement and attainment can be explained by both social structural and cultural factors. When the effects of social structural factors such as gender, socioeconomic status, family composition, and parent-

education level are controlled, the relative importance of cultural factors such as parental expectations and involvement becomes clear.

Planty, M., Bozick, R. and Regnier, M. (2006). Helping Because You Have To or Helping Because You Want To? Sustaining Participation in Service Work From Adolescence Through Young Adulthood. *Youth & Society*, 38(2): 177-202.

Journal Article

This article examines whether the motive behind community service performed during high school- either voluntary or required- influences engagement in volunteer work during the young adult years. Using a sample of students from the National Education Longitudinal Study of 1988 (N= 9,966), service work in high school is linked with community service in young adulthood. The findings show that participation in community service declines substantially in the 2 years following high school graduation but then rebounds slightly once members of the sample reach their mid-20s. In general, community service participation in high school was related to volunteer work both 2 and 8 years after high school graduation. However, those who were required to participate in community service while in high school were only able to sustain involvement 8 years after graduation if they reported that their participation was voluntary. Strengths and limitations of the analysis as well as implications for youth policy are discussed.

Powell, B., Steelman, L. C. and Carini, R. M. (2006). Advancing Age, Advantaged Youth: Parental Age And The Transmission Of Resources To Children. *Social Forces*, 84(3): 1359-1390.

Journal Article

Using data from the National Education Longitudinal Study of 1988, we identify parental age as influential in the parental provision of economic resources, social capital and cultural capital to adolescents, as well as in parental educational expectations for their children. At the bivariate level, the relationship is curvilinear, suggesting that having comparatively young or old parents is disadvantageous to teenagers, at least with regard to resource allocation. With controls for socioeconomic background and family structure, however, the pattern typically becomes positive and linear: as the age of the parent rises, so too does the transmission of resources to adolescent offspring. These patterns hold for most economic, social and cultural resources, although the pattern is strongest for economic ones and weakest- albeit still significant--for more interactional ones. Although maternal age is the primary focus of this article, supplementary analyses also confirm a generally positive relationship between paternal age and parental resources. These results suggest that parental age may warrant attention similar to that given to family structure, race and gender.

Roach, R. (2006). Virginia Study Urges Early Science Education. *Diverse: Issues in Higher Education*, 23(10): 23.

Journal Article

The article provides information on a study that analyzed data from a National Educational Longitudinal Study, launched in 1988, to determine whether expectations about science made a difference in future choice of college academic study. Dr. Robert H. Tai, an assistant professor of science education at the university's Curry School of Education, and University of Virginia researchers Christine Qui Liu, Adam V. Maltese and Xitao Fan conducted the study. The National Research Council reported that the United States' leadership role in science and technology field is slipping.

Roksa, J. (2006). Does The Vocational Focus Of Community Colleges Hinder Students' Educational Attainment? *Review of Higher Education*, 29(4): 499-527.

Journal Article

This study examines the effects of vocational focus of community colleges on students' educational attainment. By examining different aspects of vocational education and three distinct student outcomes, the results demonstrate variation in the extent to which institutional focus on vocational training influences students' progress through higher education. Controlling for individual and state characteristics, this study found that the vocational focus of associate degree programs has no negative effects on students' educational attainment. However, when institutions move away from degree-granting programs and focus on awarding short-term certificates, students' likelihood of earning associate degrees is adversely affected.

Roscigno, V. J., Tomaskovic-Devey, D. and Crowley, M. (2006). Education And The Inequalities Of Place. *Social Forces*, 84(4): 2121-2145.

Journal Article

Students living in inner city and rural areas of the United States exhibit lower educational achievement and a higher likelihood of dropping out of high school than do their suburban counterparts. Educational research and policy has tended to neglect these inequalities or, at best, focus on one type but not the other. In this article, we integrate literatures on spatial stratification and educational outcomes, and offer a framework in which resources influential for achievement/attainment are viewed as embedded within, and varying across, inner city, rural and suburban places. We draw from the National Educational Longitudinal Survey and the Common Core of Data, and employ hierarchical linear and hierarchical logistic modeling techniques to test our arguments. Results reveal inner city and rural disadvantages in both family and school resources. These resource inequalities translate into important educational investments at both family and school levels, and help explain deficits in attainment and standardized achievement. We conclude by discussing the implications of our approach and findings for analyses of educational stratification specifically and spatial patterning of inequality more generally.

Rothstein, J. M. (2006). Good Principals Or Good Peers? Parental Valuation Of School Characteristics, Tiebout Equilibrium, And The Incentive Effects Of Competition Among Jurisdictions. *The American Economic Review*, 96(4): 1333-1350.

Journal Article

School choice policies may improve productivity if parents choose well-run schools, but not if parents primarily choose schools for their peer groups. Theoretically, high income families cluster near preferred schools in housing market equilibrium; these need only be effective schools if effectiveness is highly valued. If it is, equilibrium effectiveness sorting' will be more complete in markets offering more residential choice. Although effectiveness is unobserved to the econometrician, I discuss observable implications of effectiveness sorting. I find no evidence of a choice effect on sorting, indicating a small role for effectiveness in preferences and suggesting caution about choice's productivity implications.

Rouse, C. E. and Barrow, L. (2006). U.S. Elementary And Secondary Schools: Equalizing Opportunity Or Replicating The Status Quo? *The Future of Children*, 16(2, Opportunity in America): 99-123.

Journal Article

Although education pays off handsomely in the United States, children from low-income

families attain less education than children from more advantaged families. In this article, Cecilia Elena Rouse and Lisa Barrow investigate why family background is so strongly linked to education.

The authors show that family socioeconomic status affects such educational outcomes as test scores, grade retention, and high school graduation, and that educational attainment strongly affects adult earnings. They then go on to ask why children from more advantaged families get more or better schooling than those from less advantaged families. For low-income students, greater psychological costs, the cost of forgone income (continuing in school instead of getting a job), and borrowing costs all help to explain why these students attain less education than more privileged children. And these income-related differences in costs may themselves be driven by differences in access to quality schools. As a result, U.S. public schools tend to reinforce the transmission of low socioeconomic status from parents to children.

Policy interventions aimed at improving school quality for children from disadvantaged families thus have the potential to increase social mobility. Despite the considerable political attention paid to increasing school accountability, as in the No Child Left Behind Act, along with charter schools and vouchers to help the children of poor families attend private school, to date the best evidence suggests that such programs will improve student achievement only modestly.

Based on the best research evidence, smaller class sizes seem to be one promising avenue for improving school quality for disadvantaged students. High teacher quality is also likely to be important. However, advantaged families, by spending more money on education outside school, can and will partly undo policy attempts to equalize school quality for poor and nonpoor children.

Sandefur, G. D., Meier, A. M. and Campbell, M. E. (2006). Family Resources, Social Capital, And College Attendance. *Social Science Research*, 35(2): 525-553.

Journal Article

Using four waves of the National Educational Longitudinal Survey (NELS), we study the influence of parental education, family income, and selected aspects of social capital on the probability of attending different types of post-secondary education. We focus specifically on social capital over which parents and adolescents have some control while the children are adolescents. We compare the importance of social capital to parental education and family income, factors over which parents and children have little control by the time children are adolescents, in explaining the likelihood of individuals attending college. The results suggest that parental expectations, parent/adolescent discussion of school activities, Catholic school attendance, school changing, parental involvement in school activities, and parent-school academic contact are strongly related to post-secondary enrollment. Using predicted probabilities generated by models of college attendance, we show that the individual and cumulative effects of these social capital variables are sizable enough to warrant further research as well as consideration in policy discussions of how to increase educational attainment.

Smith, J. S. (2006). Examining The Long-Term Impact Of Achievement Loss During The Transition To High School. *Journal of Secondary Gifted Education*, 17(4): 211-221.

Journal Article

Research shows that prior academic achievement is a strong predictor of future academic performance. For some students, the transition from one educational environment to another is associated with academic challenges and achievement loss. This study examined the extent to which achievement loss during the transition from middle school to high school later impacted college outcomes. Using data from the National Educational

Longitudinal Study 1988/2000 (NELS: 88/2000), the results from a logistic regression analysis suggest that high-achieving middle school students who experienced achievement loss were more likely to leave their first college than high-achieving students who did not experience achievement loss.

- Sokatch, A. (2006). Peer Influences On The College-Going Decisions Of Low Socioeconomic Status Urban Youth. *Education and Urban Society*, 39(1): 128-146.

Journal Article

The roles that peers play in the decision to go to college are not well understood. Logistic regression is used to explore the role that peers play in the college-going decisions of a sample of low-income urban minority public high school graduates drawn from the National Education Longitudinal Study (NELS:88) database. Friends' plans are found to be the single best predictor of 4-year college enrollment for these low-income urban minority students, even when controlling for variables traditionally assumed to affect college going. These peer variables are stronger predictors of 4-year college-going behavior for this group than they are for a comparison sample of all U.S. high school graduates. These data are important for the formation of policies to improve all levels of college access programming.

- St. John, E. P. (2006). Public Policy And Equal Educational Opportunity: School Reforms, Postsecondary Encouragement, And State Policies On Postsecondary Education. 443. AMS Press, Inc. New York.

Book, Whole

Charter school research: Trends and implications / Suzanne E. Eckes and Kelly E. Rapp - Enhancing or destroying equity? An examination of educational vouchers / Kim K. Metcalf and Kelli M. Paul - Accountability v. adequate funding: Which policies influence adequate preparation for college? / Glenda Droogsma Musoba- Comprehensive school reform: Intervention designs, teacher practices, and classroom outcomes / Edward P. St. John et al- Who applies for and who is selected for Washington State Achievers scholarships? A preliminary assessment / Amon Emeka and Charles Hirschman - Early academic behaviors of Washington State Achievers / William E. Sedlacek and Hung-Bin Sheu - The impact of guarantees of financial aid on college enrollment: An evaluation of the Washington State Achievers program / Edward P. St. John and Shouping Hu- Postsecondary encouragement and academic success: Degree attainment by Indiana's Twenty-First Century Scholars / Edward P. St. John et al.- Postsecondary access and attainment: Reanalysis of the National Education Longitudinal Study / Edward P. St. John and Choong-Geun Chung- Diversity and persistence in Indiana higher education: The impact of preparation, major choices, and student aid / Edward P. St. John et al.- Understanding and interpreting research on educational opportunity / Edward P. St. John.

- Stewart, E. B. (2006). Family And Individual-Level Predictors Of Academic Success For African American Students: A Longitudinal Path Analysis Utilizing National Data. *Journal of Black Studies*, 36(4): 597-621.

Journal Article

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- and individual-level characteristics on the academic achievement of African American students. The study results show that several of the family influence variables directly or indirectly affected 12th-grade academic achievement. Furthermore, most of the individual influence variables were directly related to 12th-grade achievement. A surprising finding from this study was the nonsignificant effect of family income on 12th-grade achievement. Overall, the findings support the notion that family- and individual-level

characteristics are important predictors of academic success among African American students.

Thompson, M. S., Gorin, J. S., Obeidat, K. and Chen, Y. (2006). Understanding Differences In Postsecondary Educational Attainment: A Comparison Of Predictive Measures For Black And White Students. *The Journal of Negro Education*, 75(3): 546.

Journal Article

This study examines how student-level indicators- such as expectations for postsecondary education, academic achievement, participation in college preparatory tests, and student-parent communications- are related to postsecondary educational attainment for Black and White populations. Publicly available data for studying postsecondary attainment are described, and data from the College Board and the National Center for Education Statistics were analyzed to describe postsecondary educational attainment across ethnic groups. Following a univariate assessment of Black-White differences on potential predictors of attainment, multiple regression analyses were conducted to examine how these indicators collectively predict postsecondary attainment for Black and White students. When controlling for other predictors, gender was the strongest indicator of educational attainment among Black students, with females completing more postsecondary education than males; greater mathematics achievement and higher parental expectations were also predictive of higher postsecondary attainment. In contrast, for White students, higher student expectations and socioeconomic status (SES), along with greater mathematics achievement, were most predictive of postsecondary attainment in the full model. Substantive implications are discussed, along with design concerns for future studies of postsecondary attainment.

Yang, P. (2006). Through A Generation Lens: School Performance Of Asian American Students. *Paper presented at the annual meeting of the American Sociological Association, Montreal, Quebec.*

Conference Paper

This paper examines how different generations of Asian American students differ in school performance. Three competing theories are tested. Classic assimilation theory portrays an ascendance in school performance over generations; receptive environment theory foresees a descent in school performance across generations; and immigrant aspiration theory predicts a nonlinear cross-generational pattern, namely, a rise in education achievement of the second generation but a decline in the achievement of the third or higher generation. Data from the 1988 and 1992 National Educational Longitudinal Study are utilized to test these theories. The most important finding of this study may be summarized as "second-generation advantage" and "third-generation decline." The bivariate tabular analysis uncovers a very clear nonlinear pattern across generations in all measurements of school performance including GPA and mathematics, science, reading, and social studies standardized test scores. The multiple regression analysis reveals a straight-line decline pattern across generations in GPA and a clearly nonlinear pattern across generations in all standardized test scores. These results lend substantial support to immigrant aspiration theory. The implications of the findings are discussed.

Yasutake, S., Astone, N., Tapales, A. and Galinski, A. (2006). School Characteristics And Educational Attainment Of Immigrant Children: Traditional And New Measures Of School Characteristics. *Paper presented at the annual meeting of the American Sociological Association, Montreal, Quebec.*

Conference Paper

This paper presents the preliminary analysis of the association of school quality with

immigrant status using traditional and new measures, and the association of immigrant status and educational attainment by using standardized test scores. We used the National Educational Longitudinal Study (NELS: 88). Our analysis shows significant associations between school quality and immigrant status and between educational attainment and immigrant status, which encourages further research on the relationships between educational outcomes and school quality for immigrant children.

2005

Adelman, C. (2005). *Moving Into Town And Moving On: The Community College In The Lives Of Traditional-Age Students*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This report offers a series of transcript-based portraits of traditional-age community college students. As of 2001, students under the age of 22 constituted 42 percent of all credit-seeking students in community colleges and those under the age of 24 constituted nearly three-fourths of first-time community college students. As the baby-boom echo continues to play out with larger high school graduating classes, and as national and state policies focus even more intensely on the intersection between secondary and postsecondary education, this group is of increasing importance to community colleges. The three portraits offered here are designed to help community college administrators and faculty, along with state higher education officers, in developing responsive indicators of institutional performance. They may also prove useful to researchers in refining and refreshing the questions they ask and the variables they employ when exploring similar terrain. To provide the portraits, this data essay draws principally on the most recently completed of the grade-cohort longitudinal studies of the National Center for Education Statistics (NCES): the National Education Longitudinal Study of 1988 (NELS:88/2000), which began with a national sample of 25,000 eighth-graders in U.S. schools in 1988 and followed subgroups of this cohort to 2000. The postsecondary transcripts for 8,900 members of this cohort (representing a weighted 2.2 million students) were gathered in 2000, when most cohort members were 26 or 27 years old, and the story lines of this report are built from the transcript records. Three other NCES data sets are used to produce both comparative and trend data. Two of these are earlier grade-cohort longitudinal studies that also included college transcript data: the National Longitudinal Study of the High School Class of 1972 (NLS:72), for which postsecondary transcripts were gathered in 1984, when most of its students were 30 or 31 years old; and the High School and Beyond Longitudinal Study of 1980 high school sophomores (High School and Beyond/Sophomore Cohort), for which postsecondary transcripts were gathered in 1993, when most of its students were 29 or 30 years old. More important is the Beginning Postsecondary Students Longitudinal Study of 1995-96, which followed its sample through 2001. The BPS96/01, as it is called, includes beginning students of all ages, and thus provides critical data justifying the focus of "Moving into Town" on traditional-age students. The following are appended: (1) Principal Features of the NCES Grade-cohort Longitudinal Studies; (2) Technical Issues; (3) Tables on Miscellaneous Topics Raised in the Text; (4) Comparative Course Participation Rates of Community College Students; (5) Financial Aid in the First Year of Attendance: Highlights from the Beginning Postsecondary Students Longitudinal Study, 1995/96-2001; (6) First-to-Second Year "Retention" of Community College Students: The Critical Factor of Age at Entry; (7) Occupational Course Credit Clusters Used in the NELS:88/2000 Postsecondary Transcript Files; (8) Occupation Codes Used for The NELS:88/2000 Transcript Files (as Amended); and (9) Congruent Combinations of Field of Study and Occupation, by Degree Level: NELS:88/2000 Longitudinal Study.

Adelman, C. (2005). Educational "Anticipations" Of Traditional Age Community College Students: A Prolegomena To Any Future Accountability Indicators. *Journal of Applied Research in the Community College*, 12.

Journal Article

This article offers a five-level variable that highlights the level and the consistency of a student's educational "anticipations," and tests the explanatory power of this approach to the histories of traditional age community college students using the postsecondary transcript files of theNELS:88\2000 longitudinal study. In logistic models of the likelihood of (a) attending a 4-year college at all and (b) earning a bachelor's degree, the "anticipations" built from responses to pairs of questions asked in grades 10 and 12 played a modestly positive role, along with academic momentum coming forward from high school. When the universe is confined to those who entered community colleges within seven months of high school graduation and the educational anticipations questions asked again two years later, 19 percent raised expectations to the bachelor's level, 59 percent maintained them at that level, and only 7 percent lowered expectations. The maintenance of bachelor's expectations increased both the probability of transfer and bachelor's degree completion, reinforced by the number of credits earned in science, technology, engineering, and mathematics in the first two years of community college attendance. These and allied findings undercut a key support for the "cooling out" hypotheses applied to traditional-age students who start out in community colleges.

Ainsworth, J. W. and Roscigno, V. J. (2005). Stratification, School-Work Linkages And Vocational Education. *Social Forces*, 84(1): 257-284.

Journal Article

Building on more classical status attainment and reproduction perspectives, this article examines the extent of class, race, and gender inequality in high school vocational education, and the consequences for students' later educational and occupational trajectories. Analyses demonstrate significant class, race, and gender disparities in vocational educational placement, even after accounting for prior achievement and educational expectations. The implications of these patterns are striking. Vocational involvement increases the likelihood of dropping out of high school and significantly decreases college attendance. While vocational training does reduce unemployment spells later on, this is less true for non-Whites and women, who tend to be placed in service sector vocational training and, consequently, similar jobs. We conclude by denoting, at a more general theoretical level, the need to further explore how occupational stratification and concentration may be fostered prior to labor market entry, and by educational institutional processes often assumed to be neutral.

Alon, S. and Tienda, M. (2005). Assessing The "Mismatch" Hypothesis: Differences In College Graduation Rates By Institutional Selectivity. *Sociology of Education*, 78(4): 294-315.

Journal Article

This article evaluates the "mismatch" hypothesis, advocated by opponents of affirmative action, which predicts lower graduation rates for minority students who attend selective postsecondary institutions than for those who attend colleges and universities where their academic credentials are better matched to the institutional average. Using two nationally representative longitudinal surveys and a unique survey of students who were enrolled at selective and highly selective institutions, the authors tested the mismatch hypothesis by implementing a robust methodology that jointly considered enrollment in and graduation from selective institutions as interrelated outcomes. The findings do not support the "mismatch" hypothesis for Black and Hispanic (as well as White and Asian) students who attended college during the 1980s and early 1990s.

Altonji, J. G., Elder, T. E. and Taber, C. R. (2005). Selection On Observed And Unobserved Variables: Assessing The Effectiveness Of Catholic Schools. *The Journal of Political Economy*, 113(1): 151-184.

Journal Article

In this paper we measure the effect of Catholic high school attendance on educational attainment and test scores. Because we do not have a good instrumental variable for Catholic school attendance, we develop new estimation methods based on the idea that the amount of selection on the observed explanatory variables in a model provides a guide to the amount of selection on the unobservables. We also propose an informal way to assess selectivity bias based on measuring the ratio of selection on unobservables to selection on observables that would be required if one is to attribute the entire effect of Catholic school attendance to selection bias. We use our methods to estimate the effect of attending a Catholic high school on a variety of outcomes. Our main conclusion is that Catholic high schools substantially increase the probability of graduating from high school and, more tentatively, attending college. We find little evidence of an effect on test scores.

Altonji, J. G., Elder, T. E. and Taber, C. R. (2005). An Evaluation Of Instrumental Variable Strategies For Estimating The Effects Of Catholic Schooling. *The Journal of Human Resources*, 40(4): 791-821.

Journal Article

Several previous studies have relied on religious affiliation and the 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, we examine the validity of these instrumental variables. We find that none of the candidate instruments is a useful source of identification in currently available data sets. We also investigate the role of exclusion restrictions versus nonlinearity as the source of identification in bivariate probit models. The analysis may be useful as a template for the assessment of instrumental variables strategies in other applications.

Apryas, J. M. (2005). A Multilevel Analysis Of Student Achievement In The National Educational Longitudinal Study Of 1988. *Rutgers University*.

Dissertation/Thesis

The purpose of this study was to investigate the communal effects that student and school characteristics have on mathematics achievement for 12th grade students. The student-level variables investigated were socioeconomic status (SES) and student perceptions of parental academic emphasis, engagement, and teacher effectiveness. The school-level variables were teacher perceptions of collaboration, academic emphasis, and leadership, as well as principal perceptions of their own influence. The researcher employed hierarchical linear modeling (HLM) to explore a proposed process by which variables at two levels of the school environment may simultaneously influence student outcomes.

The data were drawn from the National Education Longitudinal Study of 1988 (NELS:88) Second Follow-Up, collected from students, teachers, and principals across the U.S. in 1992. In the NELS:88, student-level measures were linked to characteristics of their teachers, making possible a multilevel study using two units of analysis. Both student- and school-level measures were associated with achievement. Student SES and engagement explained 22% of the variation in mathematics achievement. School-level teacher collaboration and academic emphasis were influential also. Student-level parental academic emphasis and perceived teacher effectiveness, along with school leadership and principal influence were insignificant predictors of mathematics achievement.

As predicted by social cognitive theory, student achievement was associated with individual and environmental measures. Variables proximal and distal to a child's educational experience interacted to explain 12th grade mathematics achievement, in part as expected. A school environment marked by high student SES, student engagement, and academic emphasis promoted higher student achievement, although teacher collaboration detracted from achievement after accounting for other measures. Implications for research and leadership practice were considered. The results indicated that school leaders may promote 12th grade mathematics achievement by placing greater emphasis on academic components.

Arriagada, P. A. (2005). Family Context And Spanish-Language Use: A Study Of Latino Children In The United States. *Social Science Quarterly*, 86(3): 599-619.

Journal Article

This article seeks to explain why Latino children maintain some knowledge of their native language even though past research has consistently supported the view that non-English-language use rarely lasts past the third generation. I argue that family context, in addition to assimilation characteristics, plays an important role in determining their language situation. I use both logistic regression and tobit regression, as well as data from the 1988 National Education Longitudinal Study, to examine the use and proficiency of Spanish among Latino children. The results demonstrate that language and family context strongly influence Spanish usage and proficiency for Latino children, regardless of generational status. These findings reveal a relationship between assimilation, family, and language that can have important implications for the future academic and economic success of Latino children.

Bailey, T., Calcagno, J. C. and Jenkins, D. (2005). Community College Student Success: What Institutional Characteristics Make a Difference? CCRC Working Paper No. 3. *Community College Research Center*.

Journal Article

The goal of this study is to determine the institutional characteristics that affect the success of community college students as measured by the individual student probability of completing a certificate or degree or transferring to a baccalaureate institution. While there is extensive research on the institutional determinants of educational outcomes for K-12 education and a growing literature on this topic for baccalaureate institutions, few researchers have attempted to address the issue for community colleges. Using individual level data from the National Education Longitudinal Study of 1988 (NELS:88) and institutional level data from the Integrated Postsecondary Education Data System (IPEDS), we address two methodological challenges associated with research on community college students: unobserved institutional effects and attendance at multiple institutions. The most consistent results across specifications are the negative relationship between individual success and larger institutional size, and the proportion of part-time faculty and minority students.

Bailey, T., Jenkins, D. and Leinbach, T. (2005). Community College Low-Income and Minority Student Completion Study: Descriptive Statistics from the 1992 High School Cohort. *Community College Research Center*.

Journal Article

This report summarizes statistics on access and attainment in higher education, focusing particularly on community college students, using data from the National Education Longitudinal Study of 1988 (NELS:88), which follows a nationally representative sample of individuals who were eighth graders in the spring of 1988. A sample of these

respondents was surveyed through four follow-ups in 1990, 1992, 1994 and 2000. The 2000 survey collected information on both education and job outcomes of respondents. The NELS:88 database includes transcripts of individuals in the sample who enrolled in any postsecondary education. This report provides a detailed statistical analysis of the cohort's enrollment in and completion of higher education over the eight-year period from 1992 through 2000, with emphasis on the access and attainment of low-income and minority students. The majority of these students entered higher education in the 1992-93 school year or shortly thereafter. Therefore, NELS:88 represents a sample of young postsecondary students, much like the imagined "traditional" undergraduate student. This report includes detailed charts showing rates of enrollment and completion of various outcomes (certificate, associate degree, bachelor's degree, and transfer to baccalaureate institutions) for students by race/ethnicity, income level, and parents' highest level of education, and by initial type of institution in which students enrolled. (Contains 28 figures and 39 tables.)

Bali, V. A., Anagnostopoulos, D. and Roberts, R. (2005). Toward A Political Explanation Of Grade Retention. *Educational Evaluation and Policy Analysis*, 27(2): 133-155.

Journal Article

Policies that mandate in-grade retention of low-performing students have become central components of standards-based reforms across the country. While educational researchers have extensively studied the student-level correlates of retention and the consequences of retention for student achievement, little attention has been focused on identifying the factors that influence district retention decisions. In this study, the authors explored the significance of a political explanation of retention. A multivariate approach was used to investigate levels of student retention in 2000-2001 in 1,039 Texas school districts. Results showed that, as in earlier studies, student achievement and demographics were directly linked to levels of retention. However, changes in district leadership, local voters' ideology, and minority representation among district officials also had significant effects on retention levels. These findings suggest that retention is driven not only by student-level characteristics and district resources but also by the constraints and preferences of local constituencies and leadership.

Battle, J., Alderman-Swain, W. and Tyner, A. R. (2005). Using An Intersectionality Model To Explain The Educational Outcomes For Black Students In A Variety Of Family Configurations. *Race, Gender & Class*, 12(1): 126-151.

Journal Article

Using a nationally representative sample from the National Educational Longitudinal Study (NELS) and a theoretical model of intersectionality, this research examines the longitudinal effects that a variety of single-parent households have on the educational outcomes of Black males and females. We found that: (1) in general, parental configuration in the 8th grade has no impact on educational achievement in the 12th grade or two years after high school; (2) in general, economic capital is more important in predicting educational outcomes than parental configuration; (3) Black male students in divorced households or one-parent households in the 8th grade have better outcomes in 12th grade than do their male counterparts in married or two-parent households; and (4) race, gender, and class are simultaneously intersecting categories in the family experiences and educational achievement processes of Black students.

Bozick, R. and DeLuca, S. (2005). Better Late Than Never? Delayed Enrollment In The High School To College Transition. *Social Forces*, 84(1): 531-554.

Journal Article

In this paper, we examine the antecedents and consequences of timing in the transition

from high school to college. Using the National Education Longitudinal Study of 1988 (NELS:88), we find that 16 percent of high school graduates postpone enrollment by seven months or more after completing high school. Delayers tend to have some common characteristics: they come from families with few socioeconomic resources, they have performed poorly on standardized tests, they have dropped out of school, and they have exited high school with a GED. We find that even after controlling for these academic and socioeconomic characteristics, students who delay postsecondary enrollment have lower odds of bachelor degree completion. Additionally, we find that delayers are more likely than on-time enrollees to attend less than 4-year institutions and to transition to other roles such as spouses or parents before entering college. Controlling for institutional context and life course contingencies, however, does not completely explain the negative relationship between delayed enrollment and degree completion.

Burkhart, J. H. (2005). A Quantitative Analysis Of Student Cultural Background Influencing Teacher Expectations Of Eighth Grade Mathematical Achievement: NELS:88. *Indiana University of Pennsylvania.*

Dissertation/Thesis

American students' mathematical achievements are regularly compared to mathematical achievements of other students from all over the world. Due to the fact that these comparisons typically demonstrate a poor reflection on American students, reform efforts have been generated by both state and federal governments to assist in improving American students' achievement. However, real change needs to begin in the classroom. It is this level where influences on student achievement, such as teacher self-efficacy and expectations, have the most direct influence on student performance. This study examined three areas of interest: (a) to what extent does teachers' self-efficacy and expectations influence students' math achievement; (b) to what extent does student SES and ethnicity influence the relationship between teachers' self-efficacy, expectations, and students' math achievement; and (c) to what extent do school demographics and teachers' background variables influence the relationship between teachers' self-efficacy, expectations, and students' math achievement.

Data for the study was taken from the National Educational Longitudinal Study of 1988 developed by the National Center for Educational Statistics. Variables selected for this study included school demographics, teachers' self-efficacy and expectations, teachers' background, and student math achievement. Regression analysis was employed to determine the relationship between teachers' self-efficacy, expectations, and students' math achievement while controlling for student, teacher, and school demographic factors. The findings suggest the relationship between teachers' self-efficacy, expectations, and students' math achievement do not differ for students from different ethnicities or levels of SES. However, teacher self-efficacy demonstrates an influence on student math performance according to the level of achievement earned by the students. Specifically, the lower level achieving math students (level 1) regardless of ethnicity or SES, are viewed by teachers as achieving to their ability but not making satisfactory math progress. Conversely, students at math level 2 and above are viewed by teachers as achieving to their ability and they are making satisfactory math progress. Finally, although teachers' backgrounds and school demographics demonstrate influence on student's math achievement at level 2 and above, the level of teacher self-efficacy continued to emerge as the most influential.

Carbonaro, W. (2005). Tracking, Students' Effort, and Academic Achievement. *Sociology of Education*, 78(1): 27-49.

Journal Article

This study examined the links among students' effort, tracking, and students'

achievement. It found that students in higher tracks exert substantially more effort than do students in lower tracks. These differences in effort are largely explained by differences in prior effort and achievement, as well as students' experiences in their classes. Students' effort is strongly related to students' learning, and track differences in students' effort account for a modest portion of track differences in students' learning. Finally, the effect of students' effort on students' learning is roughly the same, regardless of the track in which a student is placed.

Carlson, D., Scott, L. and Planty, M. (2005). *What Is The Status Of High School Athletes 8 Years After Their Senior Year? Statistics in Brief (NCES 2005-303)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This Statistics in Brief examines the status of high school athletes 8 years after their senior year in high school. Using a representative sample of 10th-graders in 1990, who were seniors in 1992, from the National Education Longitudinal Study of 1988 (NELS:88), this Brief provides information on the 1990-1992 high school athletes' educational, labor market, and health status in the year 2000, eight years after scheduled high school graduation. Outcomes for persons who reported participation in high school athletics (persons who indicated involvement in any school sports, at any level, in 1990 or 1992) are compared to outcomes for persons who did not report any high school athletic participation. In addition, outcomes for different types of high school athletes--persons who participated as elite athletes (team captains or most valuable players [MVPs] in 1990 or 1992), varsity athletes, and junior varsity (JV)/intramural athletes--are compared. Consistent with previous research, this report generally found positive relationships between high school athletic participation and educational, labor market, and health outcomes in 2000, eight years after scheduled high school graduation. High school athletes at the elite and varsity levels of participation experienced greater educational and labor market success than non-athletes. The health outcomes for high school athletes included lesser rates of smoking at the elite and varsity levels of participation and greater rates of participation in fitness activities and in group sports/recreation activities at all three levels of participation, compared to non-athletes. High school athletes at the elite and varsity level, however, were more likely to be binge drinkers. Future work in this area should include more extensive controls for possible selection effects of high school athletic participation.

Carter, C. S. (2005). *Effects Of Formal Dance Training And Education On Student Performance, Perceived Wellness, And Self-Concept In High School Students. Dissertation Abstracts International Section A: Humanities and Social Sciences, 65(8)*.

Dissertation/Thesis

The purpose of this study was to examine the effects that dance education has for students who are currently receiving intensive dance education. The examination involved a comparison of students who are and are not receiving dance instruction; and focused on self-concept, overall perceived wellness, and school performance as measured by cumulative GPA, attendance, and conduct behavior. A convenience sample of 90 high school students was drawn from 3 different public schools that had a magnet program for dance, in the state of Florida. Participants completed an on-line survey in a computer lab or classroom at each of the respective schools. The survey included four demographic questions, cumulative GPA, six questions from the National Educational Longitudinal Study regarding attendance and conduct behavior, the Rosenberg Self-Esteem Scale, and the Perceived Wellness Scale for Youth. Data were analyzed using correlational comparisons and analyses of variance (ANOVA). A significant difference was found between dancers and non-dancers for perceived wellness, self-concept, and cumulative GPA. Evidence supported a positive impact on academic performance, but there is a need

for interventions that address healthier views of wellness and self-concept among the dancer population.

Chapin, J. R. (2005). Voting And Community Volunteer Participation Of 1988 Eighth Grade Social Studies Students 12 Years Later. *Theory and Research in Social Education*, 33.

Journal Article

Three voting behaviors and three types of volunteer participation were analyzed using longitudinal data from NELS:88/2000, a national sample of over 12,000 eighth graders in 1988 who were young adults in 2000. From 1994 to 2000 this cohort increased about 10% in both the three voting behaviors and the three volunteer participations. Wide race/ethnicity and smaller gender differences favoring females were observed both in voting behavior and volunteer participation. Higher socioeconomic status and higher student-reported middle school social studies grades predicted increased voting and volunteer participation. Each with one exception, regular high school diploma and years of education also predicted increased voting and volunteer participation. Higher scores on the 12th grade standardized test score predicted high voting patterns but presented a mixed pattern with the three types of volunteer participation.

Chen, X. and Carroll, D. (2005). *First-Generation Students In Postsecondary Education: A Look At Their College Transcripts. Postsecondary Education Descriptive Analysis Report (NCES 2005-171)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Recent research has generated a large body of knowledge about students who are the first members of their families to attend college (referred to as "first-generation students" in this report). What do first-generation students study in college? How well do they do in their coursework? Is their coursework different from that of their peers whose parents went to college? This report explores these questions by using data from the Postsecondary Education Transcript Study (PETS) of the National Education Longitudinal Study of 1988 (NELS:88) to examine the majors and course taking patterns of first-generation students and to compare their postsecondary experiences and outcomes with those of students whose parents went to college. This analysis focuses on a subset of the NELS1992 12th-graders who had enrolled in postsecondary education between 1992 and 2000 and who also have complete postsecondary transcripts available; in addition, the analysis also required that parents' education levels be reported. The findings of this study contribute to earlier research by distinguishing between first-generation students and their counterparts with respect to major fields of study chosen, the types of courses taken, amount of coursework completed, academic performance, and postsecondary outcomes.

Dee, T. S. (2005). A Teacher Like Me: Does Race, Ethnicity, Or Gender Matter? *The American Economic Review*, 95(2): 158-165.

Journal Article

The large and persistent achievement gaps separating minority and non-minority students are arguably the most important educational problem in the United States. In particular, reducing or eliminating these gaps by raising the achievement of minority students is widely seen as a critical component of promoting broader social equality with respect to a variety of outcomes like educational attainment and earnings as well as crime, health and family structure (e.g., Christopher Jencks and Meredith Phillips 1998). The more modest gender gaps in achievement are also viewed as a prominent policy concern, particularly with respect to the fields of science and mathematics (e.g., American Association of University Women 1992). The recent Federal legislation, the No

Child Left Behind (NCLB) Act of 2001, clearly reflects these concerns, explicitly requiring that these demographic subgroups make "adequate yearly progress" towards proficiency on state tests. NCLB also emphasizes that schools should meet these and other goals by implementing effective reforms grounded in "scientifically based" research. However, the available empirical evidence suggests that the determinants of the demographic achievement gaps are not very well understood. For example, Jencks and Phillips (1998) argue that traditional explanations for the black-white achievement gaps (i.e., those based on income inequality, differences in family structure and school spending) actually have relatively little explanatory power. They also suggest that more successful future explanations of achievement gaps are likely to be based on credible data that assess more nuanced hypotheses about the dynamics within schools, classrooms and families. The notion that the classroom dynamics between teachers and students make a substantive contribution to the demographic gaps in achievement already has a wide currency among educational researchers and commentators. For example, proposals for promoting racial and gender equity often emphasize the need for improvements in teacher training and professional development (e.g., Ronald F. Ferguson 1998, American Association of University Women 1992). Another frequently recurring proposal for increasing the relative achievement of minority student is to improve the recruitment and retention of minority teachers (e.g., Beatriz Chu Clewell and Ana María Villegas 1998, National Commission on Teaching and America's Future 1996, Joint Center for Political Studies 1989, Patricia A. Graham 1987). However, the evidence that the demographic interactions between students and teachers matter is surprisingly thin, sometimes contradictory and usually based on small, localized samples. In this study, I present new evidence on this issue by evaluating whether assignment to a demographically similar teacher influences the teacher's subjective evaluations of student behavior and performance. This analysis is based on a large, nationally representative survey, the National Education Longitudinal Study of 1988 (NELS:88). These data allow me to examine whether the effects of demographically similar teachers vary with key student traits or across Census regions. However, the key innovation of this analysis arguably involves how the identification strategy exploits a unique feature of the NELS:88 survey design to purge the potential biases created by the non-random sorting of students across and within schools. Specifically, for each of the 8th grade students surveyed, NELS:88 solicited student-specific evaluations from teachers in two distinct academic subjects. This unusual feature of the data makes it possible to implement a fixed effect econometric specification that essentially identifies how two demographically different teachers evaluated the same student.

Driscoll, A. K., Sugland, B. W., Manlove, J. and Papillo, A. R. (2005). Community Opportunity, Perceptions Of Opportunity, And The Odds Of An Adolescent Birth. *Youth & Society*, 37(1): 33-61.

Journal Article

The ability of the opportunity cost framework to predict the risk of a teen birth is tested by analyzing the relationship between adolescents' perceptions of opportunity and the odds of a teen birth across levels of community opportunity. Patterns of this relationship are compared across African American, Latina, and White teens and across socioeconomic status (SES) level. High educational expectations protect Whites, Latinas, and low-SES teens from low-opportunity communities from a teen birth.

Eitle, T. (2005). Do Gender And Race Matter? Explaining The Relationship Between Sports Participation And Achievement. *Sociological Spectrum*, 25(2): 177-195.

Journal Article

Using data from the National Educational Longitudinal Survey, I explore whether there are gender and race differences in the effects of participation in a variety of sports on achievement in four domains. While results suggest that selection accounts for some of

the sports effects and perhaps gender differences found in prior research, the achievement benefits of playing other team sports (not softball or basketball) and individual sports appear to be greater and more consistent for White female participants than for others, particularly in the three achievement domains (Mathematics, Science, and History) where females trail males in average test scores.

Feldman, A. F. and Matjasko, J. L. (2005). The Role Of School-Based Extracurricular Activities In Adolescent Development: A Comprehensive Review And Future Directions. *Review of Educational Research*, 75(2): 159-210.

Journal Article

This article reviews the contemporary literature on school-based activity participation, focusing on patterns of participation, academic achievement, substance use, sexual activity, psychological adjustment, delinquency, and young adult outcomes. Also, the authors discuss possible mediators and moderators of extracurricular activity participation in regard to adolescent development. The review indicates that the associations between school-based activity participation and these outcomes are mostly positive but that the picture becomes mixed once moderator variables are included. The authors suggest areas for future research that include using new methods for measuring activities and applying an overarching theoretical framework to investigations of extracurricular activities and adolescent development. Finally, to move toward a causal model of activities and adolescent functioning, future research must consider the mechanisms through which activities exert their influence on development. The authors propose several possible mechanisms of participation in terms of adjustment during adolescence and young adulthood.

Fisher, E. J. (2005). Black Student Achievement And The Oppositional Culture Model. *The Journal of Negro Education*, 74(3): 201-209.

Journal Article

This study explores the connection between Black student achievement and the oppositional culture model. The author examined the educational experience of both under-achieving and high-achieving high school students of African heritage in one urban high school in Massachusetts. Utilizing data from an exploratory study, the author suggests that Ogbu's oppositional culture explanation may not be applicable to the experience of certain Black heritage students in the United States.

Fouad, N. A. and Byars-Winston, A. M. (2005). Cultural Context Of Career Choice: Meta-Analysis Of Race/Ethnicity Differences. *The Career Development Quarterly*, 53(3): 223-233.

Journal Article

The authors focus on career counseling from a cultural perspective, using the proxy construct of race/ethnicity. They briefly describe traditional career counseling and critique the degree to which the myriad cultural contexts that shape clients' career development are incorporated into vocational theories and practice. They conducted a meta-analysis of research that has investigated the relationship between culture and vocational choice variables and concluded (a) that race/ethnicity differences do not greatly affect career aspirations but (b) that there are differences among racial/ethnic groups in perceptions of career-related opportunities and barriers.

Frisco, M. L. (2005). Parental Involvement And Young Women's Contraceptive Use. *Journal of Marriage and Family*, 67(1): 110.

Journal Article

Young adult women in the United States tend to delay family formation, pursue higher education and professional jobs, and become sexually active before marriage. Using effective contraception is the best way to ensure that nonmarital parenthood does not disrupt educational and career plans. Because parental involvement in education shapes teenagers' attitudes about school and work by encouraging achievement and by providing a home environment that values education, this study assesses whether it may also influence contraceptive choices during early adulthood. Analysis of data from 3,828 young women who participated in the National Education Longitudinal Study indicates that parental involvement not only increases the odds that young adult women use contraception, but it is also tied to the likelihood of using specific birth control methods.

Gilleskie, D. B. and Strumpf, K. S. (2005). The Behavioral Dynamics Of Youth Smoking. *The Journal of Human Resources*, 40(4): 822-866.

Journal Article

Individual smoking behavior persists over time, but is this repeated behavior attributed to past use or individual heterogeneity? Using longitudinal data on teens from all 50 United States from 1988 to 1992, we find a significant causal role for endogenous past cigarette consumption even after controlling extensively for observed and unobserved heterogeneity. We also find measurable evidence of different sensitivities to cigarette price depending on past use. These two findings suggest that a cigarette price increase will have a larger aggregate effect in the long run than in the short run as more individuals accumulate in the price-sensitive nonsmoking group.

Haghighat, E. (2005). School Social Capital And Pupils' Academic Performance. *International Studies in Sociology of Education*, 15(3): 213-236.

Journal Article

It is widely acknowledged that there are important ties among pupils, parents and schools affecting children's educational outcome. Using NELS: 88, a nationally representative sample of eighth graders in the United States, this study explores the role of schools in their academic performance. The study suggests that, with other things equal, "school ambiance" has a significant and positive effect on mathematics and reading test scores of pupils. "School outreach" shows a positive and significant effect on mathematics achievement as well, but not on the pupils' reading test scores. "Parental involvement" initiated mainly by the parents does not show a significant result. (Contains 3 tables and 5 notes.)

Hanson, S. L. (2005). Hidden Drangons: Asian American Women And Sport. *Journal of Sport & Social Issues*, 29(3): 279-312.

Journal Article

In this research, the authors take a multicultural feminist approach to examining Asian American women's participation in sport during the high school years. Data come from the nationally representative, longitudinal National Educational Longitudinal Survey. Asian American women are virtually invisible in the sport literature in part because of simplistic stereotypes of submissive, subservient Asian American women. Findings suggest considerable diversity across groups of Asian American women in sport participation. They also show that Asian American women, as a whole, have a different pattern of sport participation than other women. However, they are not less involved in sport. They are

slightly less involved in sport than are young Asian American men, but this gender effect exists across race and ethnic groups. Implications of these findings for understanding the complexity of Asian American culture and the importance of examining Asian American gender systems as unique products of Asian American history and culture are discussed.

Harris, A. and Robinson, K. (2005). Is The Effect of Oppositional Culture On Academic Achievement Overestimated? Paper presented at the annual meeting of the American Sociological Association, Philadelphia, PA. 1-22.

Conference Paper

Previous research on Ogbu's (1978) oppositional culture hypothesis (or resistance model), which posits that ethnic minorities resist school goals by adopting behaviors and attitudes that compromise their school achievement, have tested the theory by assessing whether minorities in high school differ from Whites on schooling behaviors and attitudes. However, we posit that students' skill level prior to high school may be an important omitted factor that biases the effect that schooling behaviors and attitudes have on achievement. Using data from the National Educational Longitudinal Survey (NELS), we examine the extent to which the effects of behaviors and attitudes remain important for achievement once prior skills are controlled. There are two noteworthy findings that have implications for the resistance model. First, the effects of students' behaviors and attitudes during high school on both reading and math achievement decline significantly once their prior skill levels are taken into account. Second, while schooling behaviors and attitudes have no implications for the Black-White achievement gap, accounting for prior skills closes the gaps in both reading and math by 66 and 73 percent, respectively. Schooling behaviors explain the Asian advantage relative to Whites in math, however. These findings suggest that the apparent effect of behaviors and attitudes during high school on achievement is mostly a function of the particular skill set students possess when they enter high school. We conclude by discussing the implications of these findings for the oppositional culture theory (specifically, whether the importance currently attributed to behaviors and attitudes should be reassessed).

Hawkins, R. and Mulkey, L. M. (2005). Athletic Investment And Academic Resilience In A National Sample Of African American Females And Males In The Middle Grades. *Education and Urban Society*, 38(1): 62-88.

Journal Article

This research examines the impact of gender on the association between sport participation and students' educational opportunities and outcomes by comparing African American male and female eighth graders, including student background and school demographic and organization characteristics. Unlike previous studies it also investigates the link between interscholastic and intramural athletic participation and "academic resilience" for African American eighth-grade females and males using educational plans, peer status, and academic investments as indicators of academic attachment. Data for these analyses are drawn from the base year of the National Education Longitudinal Study of 1988 (NELS:88) conducted by the U.S. Department of Education's National Center for Education Statistics. These data offer evidence that athletic participation can and often does have a positive impact on student motivation and engagement, and that these positive benefits accrue to both male and female athletes.

Hollar, D. (2005). Risk Behaviors For Varying Categories Of Disability in NELS:88. *Journal of School Health*, 75(9): 350-358.

Journal Article

A large body of research shows that youth with disabilities, who comprise about 13% of the country's school-aged population, report comparable to higher incidence rates of

alcohol, tobacco, and other drug (ATOD) use than their peers. Furthermore, youth with disabilities who reported ATOD use or who engaged in binge drinking had significantly more negative educational outcomes and engaged in sexual activity at a younger age than nonusers. This study describes risk factors for substance use, personal characteristics, aspects of the attitudinal environment, and educational, employment, and social outcomes among youth across 6 categories of disability. Data came from the National Center for Education Statistics' National Education Longitudinal Study of 1988-2000 (NELS:88). The findings indicate that (a) youth with varying types of disabilities are relatively homogeneous with respect to risk behaviors, personal characteristics, and outcomes; (b) youth with emotional, learning, or multiple disabilities may be at heightened risk for binge drinking and marijuana use; and (c) youth with emotional and multiple disabilities may be less likely to graduate from high school or its equivalent 8 years beyond the 12th grade. Based on these results and limitations of the NELS sampling strategy, appropriate interventions are discussed as well as the need for more definitive operational definitions for disabilities, specifically the biopsychosocial approach used by the International Classification of Functioning, Disability, and Health.

Hong, S. and Ho, H. (2005). Direct And Indirect Longitudinal Effects Of Parental Involvement On Student Achievement Second-Order Latent Growth Modeling Across Ethnic Groups. *Journal of Educational Psychology*, 97(1): 32-42.

Journal Article

The present study on the influence of parental involvement on students' academic achievement overcame limitations in current research by including simultaneous considerations of multidimensional, longitudinal, and ethnic factors. Results indicated (a) significant ethnic differences in the direct effects of parental involvement on academic achievement; (b) consistent indirect effects, mediated by student educational aspiration, across all 4 ethnic groups for initial status and subsequent academic growth; (c) consistent indirect effects, mediated by student locus of control, across all 4 ethnic groups for initial achievement status only; and (d) greater parental involvement, in terms of communication and educational aspiration for children to enhance students' educational aspiration and students' locus of control.

Hurst, D., Kelly, D. and Princiotta, D. (2005). *Educational Attainment Of High School Dropouts 8 Years Later (NCES 2005-026)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This issue brief examines the educational outcomes of students who were ever classified as high school dropouts by 8 years after when most of their 1988 cohort of 8th graders would have completed high school. Some students who drop out return a short time later to earn a diploma, some may pursue an alternative credential such as a General Educational Development (GED) certificate, and others may enroll in a postsecondary institution without having earned a high school credential. Using data on public and private school students from the National Education Longitudinal Study of 1988 (NELS:88), examines the educational attainment of the 21 percent of 1988 eighth-graders who had dropped out of high school at least once since eighth grade.

Hurst, M. D. (2005). Teenage Smoking. *Education Week*, 24(40): 9-9.

Journal Article

The article cites that according to a report by the National Center for Education Statistics, teenagers who perform poorly in school are more likely than their high-achieving peers to smoke. Only 5 percent of students who performed well academically smoked at least one cigarette a day, compared with 14 percent of low-performing students, the study found.

The report analyzes data from the National Educational Longitudinal Study of 1988, which followed the smoking behavior of 10,827 students over a 12-year period starting when they were 8th graders and continuing until 2000.

- Jeynes, W. H. (2005). The Effects Of Parental Involvement On The Academic Achievement Of African American Youth. *Journal of Negro Education*, 74(3): 260.

Journal Article

The effects of parental involvement on the academic achievement of African American 12th grade youth is assessed based on National Educational Longitudinal Study (NELS) data using several models. It is found that parental involvement had a positive impact on the educational outcomes of the youth and they are more likely to be involved in the education of their daughters than of their sons.

- Kim, D. H. and Schneider, B. (2005). Social Capital In Action: Alignment Of Parental Support In Adolescents' Transition To Postsecondary Education. *Social Forces*, 84(2): 1181-1206.

Journal Article

This article examines the effects of social capital in the transition to postsecondary education, in particular, transitions to selective colleges. Refining the theory of social capital with the concept of alignment between parents' and adolescents' goals and actions, we emphasize the complementarity of extra-group ties as social capital through which parents can effectively bridge resources and information to adolescents, enabling them to make informed choices about college. This study explores conditions that ease the transition to college, especially for students who are disadvantaged (e.g., children of immigrants). Using data from the National Education Longitudinal Study of 1988-94, a multinomial logistic regression analysis that differentiates among students who choose different pathways after high school graduation (a 2-year college, a 4-year college or no postsecondary enrollment). A Heckman selection model is used to predict the selectivity of 4-year colleges attended by students. Results show that alignment of parents' and students' goals increases students' odds of attending a postsecondary institution in the year after high school graduation. The effect of parents' education on the selectivity of the college attended is also dependent on aligned ambition and aligned action between parents and adolescents. For example, active participation in postsecondary school guidance programs by parents is more beneficial to students whose parents have lower levels of educational attainment.

- Kogan, S. M., Luo, Z., Brody, G. H. and Murry, V. M. (2005). The Influence Of High School Dropout On Substance Use Among African American Youth. *Journal of Ethnicity in Substance Abuse*, 4(1): 35-52.

Journal Article

The role of high school dropout in the onset and rapid escalation of substance use was investigated with 1,762 African American youth participating in the 1990 and 1992 follow-ups of the National Educational Longitudinal Study of 1988 (NELS:88). In 1990, all youth were students; most were in the 10th grade and approximately 16 years old. Path analysis models were used to examine dropout's unique contribution to substance use and its mediational effect on the association of prior problem behavior with later substance use. Compared with students, dropout youth were 1.6 times more likely to smoke cigarettes and 1.3 times more likely to smoke marijuana. Partial mediational effects emerged for problem behavior and use of cigarettes and marijuana.

Kogan, S. M., Luo, Z., Murry, V. M. and Brody, G. H. (2005). Risk And Protective Factors For Substance Use Among African American High School Dropouts. *Psychology of Addictive Behaviors*, 19(4): 382-391.

Journal Article

Risk and protective factors that predict substance use were investigated with 318 African American high school dropout youths who completed the 1992 follow-up of the National Educational Longitudinal Study of 1988. A conceptual model linking positive family relationships and religious involvement to youths' substance use and conventional peer affiliations through a positive life orientation was examined with structural equation modeling. Positive life orientation, which included optimism and conventional goals for the future, fully mediated the influence of family relationships on conventional peer affiliations. Religious involvement directly predicted conventional peer affiliations and positive life orientation. Conventional peer affiliations mediated the other variables' influence on substance use.

Konstantopoulos, S. (2005). Trends Of School Effects On Student Achievement Evidence from NLS:72, HSB:82, and NELS:92 (No. 1749). Institute for the Study of Labor. Bonn, Germany.

Book, Whole

The impact of schools on student achievement has been of great interest for the last four decades. This study examines trends of school effects on student achievement employing three national probability samples of high school seniors: NLS:72, HSB:82, and NELS:92. Hierarchical linear models are used to investigate school effects. The findings reveal that the substantial proportion of the variation in student achievement lies within schools not between schools. There is also considerable between school variation in achievement, which becomes larger over time. Schools are more diverse and more segregated in the 1990s than in the 1970s. In addition, school characteristics such as school region, school SES, and certain characteristics of the student body of the school, such as students' daily attendance, students in college preparatory classes, and high school graduates enrolled in colleges are important predictors of average student achievement. The school predictors explained consistently more than 50% of the variation in average student achievement across surveys. We also find considerable teacher heterogeneity in achievement within schools, which suggests important teacher effects on student achievement. Teacher heterogeneity in student achievement was larger than school heterogeneity, which may indicate that teacher effects have a relatively larger impact on mathematics and science student achievement than school effects.

Lee, S. M. (2005). A Databased Model To Predict Postsecondary Educational Attainment Of Low-Socioeconomic-Status Students. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 65(8).

Dissertation/Thesis

This research identified patterns of influence on low socioeconomic status (SES) students' long-term educational development, thereby revealing areas for support and intervention by policy makers, counselors, parents, and other social service personnel. National Educational Longitudinal Study 1988-2000 data were used to examine the longitudinal educational development of low-SES students. Participants were drawn from those who were in the lowest quartile of SES in the 1988 survey and were resurveyed in the 2000 survey (N = 2,460). Through simultaneous examination of variables associated with student demographic characteristics, student psychological characteristics, student behavioral characteristics, family characteristics, and school characteristics, a guiding theoretical model was proposed. Using an ordinary least-squares estimation procedure,

path coefficients for the model were calculated. Based on the strength of standardized regression weights and goodness-of-fit indicators, the original model was modified. The GFI index (.986), the AGFI (.962), and the RMSR (.023) represent a good fit of the revised model. Regarding effect size, all variables collectively accounted for around 20% of the variability in educational attainment. The results of the current study provided strong evidence that educational attainment of low-SES students can be facilitated by greater internal locus of control and higher student academic expectations during early adolescence. These two psychological variables were associated with greater academic performance (math and reading scores), greater student classroom preparedness behavior, and less student problem behaviors during early adolescence that, in turn, are associated with greater educational attainment. Student demographic variables also influenced educational attainment directly (by gender) as well as indirectly (by race). Interestingly, no statistically significant effects of parent and school related variables on educational attainment were found in this low-SES student group. It is vital to identify the factors influencing educational attainment of low-SES students and the present research is an effort in that direction. Investigating these sources of variation, school counselors could be in a better position to provide appropriate educational interventions for low-SES students and, eventually, modify guidance service delivery models toward enhancing the learning and development of low-SES students as well as all students in schools.

Lundy, G. F. and Firebaugh, G. (2005). Peer Relations And School Resistance: Does Oppositional Culture Apply To Race Or To Gender? *The Journal of Negro Education*, 74(3): 233-245.

Journal Article

Oppositional culture theory argues that members of involuntary minority groups tend to underachieve in high school for fear that they be accused of "acting White." The underlying assumption, then, is that academic success harms peer relationships for involuntary minorities more than it does for other groups. Prior tests based on survey data fail to support the theory. Using the first follow-up (high school sophomores) of the National Education Longitudinal Study (NELS), we examined race/ethnic and gender differences with respect to the two main components of oppositional culture theory: peer relations and school resistance. Like prior survey analyses, we found no support for the thesis that oppositional culture accounts for race/ethnic differences in school achievement. However, oppositional culture does appear to play a key role in explaining why male students tend to receive lower grades despite standardized test scores that equal or exceed the scores of female students. Based on a battery of measures in the NELN, we find that anti-studious attitudes and behaviors are more prevalent among males than females, and conclude that future researchers should be more sensitive to this gender aspect of school culture.

Lutz, A. (2005). Biliteracy And Latino Students' Educational Achievement. Paper presented at the annual meeting of the American Sociological Association, Philadelphia, PA. 1-20.

Conference Paper

The relationship between Spanish maintenance and achievement test scores in math and reading of English-speaking Latino students is investigated using data from the National Educational Longitudinal Survey (NELS:88). The analysis indicates that biliteracy, in comparison to English monolingualism, offers a significant advantage in both math and reading achievement test scores. Those with oral proficiency in Spanish (whether little or substantial), in addition to a high level of proficiency in English, are not significantly different in terms of math and reading test scores than those who speak only English.

Marcotte, D. E., Bailey, T., Borkoski, C. and Kienzl, G. S. (2005). The Returns Of A Community College Education: Evidence From The National Education Longitudinal Survey.

Educational Evaluation and Policy Analysis, 27(2): 157-175.

Journal Article

Using the 2000 follow-up of the National Education Longitudinal Survey, the authors estimated earnings effects of a community college education. Previous research relied on data collected from students enrolled 20 or 30 years ago. Because the labor market and community colleges have changed dramatically since then, the authors provide an update by studying students enrolled in the 1990s. They found substantial evidence that a community college education has positive effects on earnings among young workers. This effect was larger for annual earnings than for hourly wages. Earnings benefits accrued both to those who failed to earn a credential and to those who earned an associate degree. The current results are similar to estimates for earlier cohorts. The stability of the wage advantage of a community college education during a period of growing enrollment provides evidence of a growing relative demand for a community college over a high school education.

Marsh, H. W. and Kleitman, S. (2005). Consequences Of Employment During High School: Character Building, Subversion Of Academic Goals, Or A Threshold? *American Educational Research Journal*, 42(2): 331-369.

Journal Article

This study showed that working during high school had negative effects on 15 of 23 Grade 12 and postsecondary outcomes such as achievement, course-work selection, educational and occupational aspirations, and college attendance. These effects were found with control for background variables and parallel outcomes from Grades 8 and 10 based on the 8-year (four-wave), nationally representative National Education Longitudinal Survey of 1988. The only benefit of working was a reduction in postsecondary unemployment, but even this effect was nonlinear. In the case of most outcomes, the effects of hours worked were primarily linear and negative and were consistent across ethnicity, gender, socioeconomic status, initial ability levels, and different types of work. Among continuing students who worked during high school, however, working to save money for college had mostly favorable effects.

Miller, D. C. (2005). *Adolescent Cigarette Smoking: A Longitudinal Analysis Through Young Adulthood. Statistics In Brief (NCES 2005-333)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

The primary aims of this report are to (1) identify the incidence of daily smoking at several time points during the adolescent and young adult years, including the prevalence of new daily smokers relative to repeat daily smokers; (2) identify several specific developmental patterns of smoking; and (3) examine the specific developmental patterns of smoking in relation to various descriptive characteristics. This analysis uses data from the National Education Longitudinal Study of 1988 (NELS:88), where the smoking behavior of a nationally representative cohort of 1988 eighth-graders was assessed at various time points over a 12-year period (i.e., from about age 14 to age 26). Results show that 6 percent at 8th grade, 12 percent at 10th grade, 17 percent at 12th grade, and one-quarter at the age of about 26 years reported usually smoking one or more cigarettes a day. Using the information obtained about individuals' smoking behavior over the time period, 68 percent were identified as nondaily smokers, followed by teen/young adult smokers (15 percent), and then teen smokers (9 percent) and late-onset smokers (8 percent). Bivariate and multivariate analyses are used to examine these developmental patterns in relation to individual demographic characteristics, family demographic characteristics, and various education-related characteristics. It was found,

for example, that adolescent smoking is associated with lower academic achievement, which is consistent with prior research. A technical appendix is included.

Nguyen, A., Haile, G. and Taylor, J. (2005). Ethnic And Gender Differences In Intergenerational Mobility: A Study Of 26-Year-Olds In The USA. *Scottish Journal of Political Economy*, 52(4): 544-564.

Journal Article

This paper uses the traditional income framework and a non-monetary framework to estimate intergenerational mobility in economic status for a sample of 26-year-old Whites, Blacks and Hispanics in the USA using data from the first and fifth sweeps of the National Educational Longitudinal Study (1988 and 2000). Intergenerational income mobility is found to be greater for males than for females, although there are differences between Whites, Blacks and Hispanics. Transition probabilities indicate that Hispanics are the most upwardly mobile in terms of educational attainment and occupational status. Ordered logits are used to estimate the impact of parental education and occupation on educational and occupational outcomes.

Parker, J. S. and Benson, M. J. (2005). Parent-Adolescent Relations And Adolescent Functioning: Self-Esteem, Substance Abuse, And Delinquency. *Family Therapy- The Journal of the California Graduate School of Family Psychology*, 32(3): 131-142.

Journal Article

The present study examined parental support and monitoring as they relate to adolescent outcomes. It was hypothesized that support and monitoring would be associated with higher self-esteem and less risky behavior during adolescence. The diverse sample included 16,749 adolescents assessed as part of the National Educational Longitudinal Study. Both high parental support and parental monitoring were related to greater self-esteem and lower risk behaviors. The findings partially confirm, as well as extend, propositions in attachment theory.

Perna, L. W. (2005). The Benefits Of Higher Education: Sex, Racial/Ethnic, And Socioeconomic Group Differences. *Review of Higher Education*, 29(1): 23-52.

Journal Article

This study analyzes data from the NELS:92/00 to explore sex, racial/ethnic, and socioeconomic group differences in the benefits that high school graduates realize from college. Sex differences in higher education benefits may be a source of observed differences between women and men in college enrollment and degree attainment rates. The findings also suggest that observed racial/ethnic and SES group differences in college enrollment cannot be attributed to actual differences in higher education's economic and non-economic benefits, as some benefits are greater for African Americans than for Whites and benefits generally do not vary by SES.

Perna, L. W. and Titus, M. A. (2005). The Relationship Between Parental Involvement As Social Capital And College Enrollment: An Examination of Racial/Ethnic Group Differences. *The Journal of Higher Education*, 76(5): 485-518.

Journal Article

Multilevel analyses show that the relationship between parental involvement and enrollment in a four-year college varies across racial/ethnic groups and that the likelihood of enrolling in a two-year or four-year institution depends on the volume of resources that may be accessed through social networks at the high school attended.

Ramirez, A. and Carpenter, D. (2005). Challenging Assumptions About The Achievement Gap. *Phi Delta Kappan*, 86(8): 599-603.

Journal Article

Argues that school policy should be based on students' weaknesses and strengths to better serve minority students and close the achievement gap. Idea that public school policy and practices are based on stereotype in an effort to reduce "between-group" differences, while ignoring within-group differences; variables that affect majority and minority students' learning; examination of data from the National Educational Longitudinal Study (NELS:88); how data-driven decision making should be used cautiously; assertion that school-based factors and home-based factors need to be considered in making constructive policy.

Rathunde, K. and Csikszentmihalyi, M. (2005). Middle School Students' Motivation And Quality Of Experience: A Comparison Of Montessori And Traditional School Environments. *American Journal of Education*, 111(3): 341-371.

Journal Article

This study compared the motivation and quality of experience of demographically matched students from Montessori and traditional middle school programs. Approximately 290 students responded to the Experience Sampling Method (ESM) and filled out questionnaires. Multivariate analyses showed that the Montessori students reported greater affect, potency (i.e., feeling energetic), intrinsic motivation, flow experience, and undivided interest (i.e., the combination of high intrinsic motivation and high salience or importance) while engaged in academic activities at school. The traditional middle school students reported higher salience while doing academic work; however, such responses were often accompanied by low intrinsic motivation. When engaged in informal, nonacademic activities, the students in both school contexts reported similar experiences. These results are discussed in terms of current thought on motivation in education and middle school reform.

Ream, R. K. (2005). Toward Understanding How Social Capital Mediates The Impact Of Mobility On Mexican American Achievement. *Social Forces*, 84(1): 201-224.

Journal Article

This study links the social capital literature with research on student mobility to investigate low test score performance among Mexican origin youth. Specifically, it examines whether Mexican Americans learn less in school than non-Latino Whites, in part because they have limited social capital due to the fact that they are more mobile during their school careers. This study also considers whether different forms of peer social capital, like different kinds of currency, have differential exchange value, and if such differences influence the test-score gap. Findings encourage greater sensitivity to inter- and intra-ethnic distinctions in the socialization process that contribute to group differences in the availability and utility of the resources that inhere in social networks.

Robinson, K. (2005). Educational Endowments And Test Score Divergence During Middle And High School. Paper presented at the annual meeting of the American Sociological Association, Philadelphia, PA. 1-23.

Conference Paper

Data from the National Educational Longitudinal Study of 1988 are used to detail the extent to which racial differences in the amount of educational resources students receive in eighth grade account for test score divergence that occurs between grades eight through twelve. The conceptual approach used in this study is unique in that it treats

educational endowments as a fixed characteristic and assesses the extent to which it differentially affects test score improvement (divergence) over time for White and African American students. Findings suggest that net of family background, being advantaged on educational endowments in eighth grade is an important reason test scores for White students improve at a faster rate between middle and high school compared to African American students. The sample consists of 6,905 White students and 869 African American students who were followed from grades eight through twelve.

Rumberger, R. W. (2005). Does Segregation Still Matter? The Impact of Student Composition On Academic Achievement In High School. *Teachers College Record*, 107(9): 1999-2045.

Journal Article

The Coleman report, published 12 years after the Brown decision, confirmed that widespread school segregation in the United States created inequality of educational opportunity. This study examines whether racial and socioeconomic segregation, which is on the rise in the United States, is still contributing to the achievement differences among students. The study used data from the National Education Longitudinal Survey of 1988 to estimate multilevel models of achievement growth between grades 8 and 12 in mathematics, science, reading, and history for a sample of 14,217 students attending a representative sample of 913 U.S. high schools. The study found that the average socioeconomic level of students' schools had as much impact on their achievement growth as their own socioeconomic status, net of other background factors. Moreover, school socioeconomic status had as much impact on advantaged as on disadvantaged students, and almost as much impact on Whites as on Blacks, raising questions about the likely impact of widespread integration. The impact of socioeconomic composition was explained by four school characteristics: teacher expectations, the amount of homework that students do, the number of rigorous courses that students take, and students' feelings about safety. The results suggest that schools serving mostly lower-income students tend to be organized and operated differently than those serving more-affluent students, transcending other school-level differences such as public or private, large or small. This article then addresses the question of whether such school characteristics can be changed by policies to reform schools and funding systems versus policies to desegregate schools.

Rumberger, R. W. and Palardy, G. J. (2005). Test Scores, Dropout Rates, And Transfer Rates As Alternative Indicators Of High School Performance. *American Educational Research Journal*, 42(1): 3-42.

Journal Article

This study investigated the relationships among several different indicators of high school performance: test scores, dropout rates, transfer rates, and attrition rates. Hierarchical linear models were used to analyze panel data from a sample of 14,199 students who took part in the National Education Longitudinal Survey of 1988. The results generally support the notion of an alternative as opposed to a common view of school effectiveness: Schools that are effective in promoting student learning (growth in achievement) are not necessarily effective in reducing dropout or transfer rates. In fact, after control for student inputs, high schools exhibit relatively little variability in dropout rates but considerable variation in transfer rates. In addition, characteristics of schools that contributed to performance in one area often did not contribute to performance in another. Given these findings, the authors suggest that, along with test scores, dropout and transfer rates should be used to judge school performance.

Sandefur, G. D., Eggerling-Boeck, J. and Park, H. (2005). Off To A Good Start? Postsecondary Education And Early Adult Life. In Settersten, R., Furstenberg F. and Rumbaut R. G. *On The Frontier Of Adulthood: Theory, Research, And Public Policy*. 292-319. University of Chicago Press. Chicago, IL.

Book, Section

This chapter focuses on getting off to a good start in the transition to adulthood by examining two key dimensions of the early transition to adulthood: educational attainment and avoiding early out-of-wedlock childbearing. The authors also examine the relationship between some critical components of social structure- family and school characteristics- and educational attainment. The authors also examine leaving home, work, and marriage. The authors examine two cohorts: the High School and Beyond Survey (HSB) of people born in 1964; and the National Educational Longitudinal Study (NELS) of people born in 1974. This chapter is organized as follows. The authors develop a model of how individuals make decisions that are part of the transition to adulthood, drawing on simple rational choice models of decision making, previous work on the association between race and ethnicity and the transition to adulthood, and the theoretical model underlying the work of Furstenberg and colleagues (1999) that suggests some of the ways in which families and schools can influence this critical period of life. The authors then use the HSB and NELS data to examine the educational attainment, employment, residential independence, childbearing, and marital status of individuals at ages twenty-eight and twenty-six, respectively. Finally, the authors look at the association between some key social structural variables- race and ethnicity, parental education, family type, and the type of school- and these markers of the transition to adulthood.

Sirin, S. R. (2005). Socioeconomic Status And Academic Achievement: A Meta-Analytic Review Of Research. *Review of Educational Research*, 75(3): 417-453.

Journal Article

This meta-analysis reviewed the literature on socioeconomic status (SES) and academic achievement in journal articles published between 1990 and 2000. The sample included 101,157 students, 6,871 schools, and 128 school districts gathered from 74 independent samples. The results showed a medium to strong SES-achievement relation. This relation, however, is moderated by the unit, the source, the range of SES variable, and the type of SES-achievement measure. The relation is also contingent upon school level, minority status, and school location. The author conducted a replica of White's (1982) meta-analysis to see whether the SES-achievement correlation had changed since White's initial review was published. The results showed a slight decrease in the average correlation. Practical implications for future research and policy are discussed.

Spera, C. (2005). A Review Of The Relationship Among Parenting Practices, Parenting Styles, And Adolescent School Achievement. *Educational Psychology Review*, 17(2): 125-146.

Journal Article

This article reviews the literature on the relationship among parenting practices, parenting styles, and adolescent school achievement. The review of the empirical research indicates that parental involvement and monitoring are robust predictors of adolescent achievement. Several studies, however, indicate that parental involvement declines in adolescence, prompting the call for future research on the reasons for and associated consequences of this decline. Furthermore, the review indicates that authoritative parenting styles are often associated with higher levels of student achievement, although these findings are not consistent across culture, ethnicity, and socioeconomic status. Darling and Steinberg's contextual model of parenting provides a promising model to help resolve these discrepancies; however, further research is needed to examine the major linkages of the model. It is also argued that the contextual model should expand its notion of context towards the larger cultural and economic context in which families reside.

Swail, W. S., Cabrera, A. and Lee, C. (2005). Latino High School And Baccalaureate Graduates: A Comparison. Latino Students & The Educational Pipeline, Part II. *Online Submission*, Educational Policy Institute.

Journal, Electronic

While Part I looked at the entire cohort of 8th graders and what became of them 12-years later, this section focuses on the NELS cohort that went on to postsecondary education. For that reason, we suggest caution in comparing data herein with those in Part I. The percentages will not match up perfectly between reports because the cohorts analyzed are slightly different. Data in Part I will show lower rates in terms of academic progress and achievement because the entire 8th-grade cohort is utilized. In Part II, by screening out those students who chose not to go on to any type of postsecondary education within 8 years of scheduled high school graduation, we expect and do see more rigorous course-taking patterns in high school, higher graduation rates and matriculation rates, and, ultimately, higher postsecondary graduation rates.

Swail, W. S., Cabrera, A. and Lee, C. (2005). From Middle School To The Workforce: Latino Students In The Educational Pipeline. Latino Students & The Educational Pipeline, Part I. *Online Submission*, Educational Policy Institute.

Journal, Electronic

This report is one of a series of three reports on Latino students in the educational pipeline. The purpose of this series is to provide a sense of the challenges facing Latino youth compared to White youth on the pathways to postsecondary education and the baccalaureate. In researching Part I, our interest was in finding out what happened to NELS 8th-grade Latino students from 1988 12-years later. Through descriptive and inferential statistics, this section describes how Latino students compared with White students throughout the various stages of the educational and occupational pipeline. The section covers background characteristics, preparation for postsecondary education, access to postsecondary education, postsecondary persistence and completion, and employment outcomes.

Thomas, S. L., Heck, R. H. and Bauer, K. W. (2005). Weighting And adjusting For Design Effects In Secondary Data Analyses. *New Directions for Institutional Research*, 127: 51-72.

Journal Article

Institutional researchers frequently use national datasets such as those provided by the National Center for Education Statistics (NCES). The authors of this chapter explore the adjustments required when analyzing NCES data collected using complex sample designs.

Tsui, M. (2005). Family Income, Home Environment, Parenting, And Mathematics Achievement Of Children In China And The United States. *Education and Urban Society*, 37(3): 336-355.

Journal Article

Using standardized tests and surveys of eighth graders in China and the United States, this study explores the relationships among family income, parenting, home environment, and mathematics achievement. Focusing on Chinese only children and American children with no more than one sibling, the study found that the mathematics achievement of Chinese eighth graders is higher than American students. Chinese parents had higher expectations for their children and talked more frequently with them about school. Furthermore, the relationship between parental expectations and mathematics scores is stronger for Chinese students than for American students. China's national curriculum,

well-trained elementary and secondary school mathematics teachers, high parental expectations, a universal concern for children's education engendered by the one child rule, and children's willingness to work hard on mathematics are discussed as possible causes for the higher mathematics achievement of Chinese children.

Wachira, P. (2005). An Analysis Of The Influence Of Low Socioeconomic Status, Students Perceived Beliefs Of Ability And Beliefs About Their Context On Mathematics Achievement and Attitudes: Evidence From the National Educational Longitudinal Study Of 1988-2000. *Kent State University*.

Dissertation/Thesis

The purpose of this study was to examine factors related to the individual, family and school contexts on the mathematics achievement and attitudes of low socioeconomic status students. These factors were viewed as potential predictors of mathematics achievement and attitudes. The set of predictors included demographic, psychological and contextual factors related to school and family. Family factors were represented by perceived parental involvement in the child's academics and parental aspirations for the child. Psychological factors included self-efficacy beliefs, student's educational expectations and future aspirations, and effort in mathematics. School factors included perceived instructional objectives emphasized by the mathematics teacher. Mathematics achievement was measured by scores on the NELS standardized achievement test, while student attitudes were measured by student's interest in mathematics. It was hypothesized that the coming together of individual and contextual factors is most relevant in understanding and improving the mathematics achievement and in developing positive attitudes towards mathematics of low socioeconomic status students than when these factors are considered in isolation.

The study was longitudinal and the sample was drawn from students who participated in the first and second follow-up rounds of the National Educational Longitudinal study of 1988-2000 (NELS:88), a national study conducted by the National Center for Educational Statistics for the Department of Education.

Correlational and multiple regression analyses were used to examine the relationships among these factors and student's mathematics achievement and attitudes. The results confirmed the finding of previous research that the best predictor of mathematics achievement is prior achievement in mathematics. Three other predictors that were significant were educational expectations and future aspirations, classroom environment and class achievement level, but these explained a notably small proportion of the variance. Significant predictors of student attitudes were self-efficacy beliefs, educational expectations and future aspirations and perceived teacher emphasis on the importance of mathematics.

Warren, J. R. and Edwards, M. R. (2005). High School Exit Examinations And High School Completion: Evidence From The Early 1990s. *Educational Evaluation and Policy Analysis*, 27(1): 53-74.

Journal Article

For more than two decades, many states have required students to pass exit examinations to obtain high school diplomas. Despite these sweeping policy initiatives, we know relatively little about whether such policies are related to the chances that high school students will obtain diplomas. The authors estimate the association between high school exit examination requirements and students' chances of obtaining diplomas, acquiring general educational development (GED), or leaving school with neither credential. They also assess whether these associations vary according to socioeconomic status (SES) or prior academic achievement. Using data from the National Education

Longitudinal Study of 1988, they found that high school exit examination requirements- at least as they existed in the early 1990s- are not associated with increased chances of obtaining a GED or of leaving school with neither a GED nor a diploma, even among low-SES and low-achieving students.

Xu, J. (2005). Purposes For Doing Homework Reported By Middle And High School Students. *The Journal of Educational Research*, 99(1): 46.

Journal Article

The author examined purposes for doing homework perceived by 920 students in grades 5-12. Through an exploratory factor analysis, eight homework purposes were reduced to two factor structures: Intrinsic Reasons and Extrinsic Reasons. Both factors related positively to students' use of homework management strategies. However, only Intrinsic Reasons was related to lower frequency of incomplete homework and to higher self-reported grade. Each factor was further subjected to a 2 × 2 × 2 (Grade × Gender × Homework Help) analysis of variance. Older students and students who did not receive homework help were more likely to disagree that they did homework for extrinsic reasons. The effect of homework help on Intrinsic Reasons was apparent among only the boys.

Yan, W. and Lin, Q. (2005). Parent Involvement And Mathematics Achievement: Contrast Across Racial And Ethnic Groups. *Journal of Educational Research*, 99(2): 116.

Journal Article

The purpose in this study was to illustrate the complexity of the focus on parent involvement as a strategy for enhancing school outcomes by empirically testing the predictive ability of three components of parent involvement on 12th graders' mathematics achievement by race and ethnicity. The authors used data from the NELS:88, which was based on a sample of 24,599 eighth-grade students and their parents and teachers. They used the longitudinal data extracted from the student and parent questionnaire in base-year, first follow-up, and second follow-up data, respectively. Complete information was available for 19,386 students on all variables. They included weights to correct for oversampling of policy-relevant strata, such as schools with disproportionate numbers of Asians and Hispanics. The means of mathematics scores showed that all racial and ethnic groups had a statistically significant gain in mathematics scores from 8th to 12th grade. Asian students had the highest mathematics achievement, and Caucasian students scored higher than did Hispanic and African American students. Compared with Caucasian students, Hispanic and African American students had lower 8th-and 12th-grade mathematics achievement. Findings indicate that parent involvement might be an effective means for Caucasian parents to promote their teenagers' mathematics achievement, particularly when these parents use the three family-obligation activities: (a) knowing teenagers' schoolwork and parents of teenagers' friends, (b) holding high parent educational expectations, and (c) enhancing parent-teenager relationships.

2004

How Educational Stats Can Work For Your School. (2004). *Independent School*, 63(2): 11.

Journal Article

Reports on the National Educational Longitudinal Study, which assessed the success of independent school graduates, administered by the National Center for Education Statistics of the U.S. Department of Education. Features of the study; Benefits of the study; Information on the report "Values Added: The Lifelong Returns of an Independent School Education."

Values Added: The Lifelong Returns Of An Independent School Education. (2004). Boston, MA: National Association of Independent Schools (NAIS).

Report

This report highlights findings from the National Educational Longitudinal Study (NELS), a study funded by the U.S. Department of Education that charted the life experiences of nearly 25,000 students from public and private schools from the time they were eighth graders through their mid-20s. "Values Added: The Lifelong Benefits of an Independent School Education" shows the outcomes for students from National Association of Independent Schools (NAIS) schools, and highlights some of the ways independent schools nurture intellectual growth and help kids develop into healthy, active, and community-minded adults.

Adelman, C. (2004). *The Empirical Curriculum: Changes In Postsecondary Course-Taking, 1972-2000.* U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Book, Whole

Adelman, C. (2004). *Principal Indicators Of Student Academic Histories In Postsecondary Education.* U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This document is a descriptive account of the major features of the postsecondary academic experience and attainment of traditional-age students during the period 1972-2000, with an emphasis on the period 1992-2000. To provide this account, the report draws on three grade-cohort longitudinal studies that were designed and carried out by the National Center for Education Statistics (NCES), and within those studies, high school and (principally) college transcript records: (1) The National Longitudinal Study of the High School Class of 1972; (2) The High School and Beyond Longitudinal Study of 1980 Sophomores; and (3) The National Education Longitudinal Study of 1988. A glossary (variables used, in order of first appearance in the tables) is also included. Appended are: (1) Principal Features of the NCES Grade-Cohort Longitudinal Studies; (2) Decision Rules for Data Entry for the NELS: 88/2000 Postsecondary Transcript Study; (3) Technical Issues; and (4) Standard Errors for Selected Tables.

Agodini, R. and Dynarski, M. (2004). Are Experiments The Only Option? A Look At Dropout Prevention Programs. *The review of Economics And Statistics*, 86(1): 180-194.

Journal Article

By comparing experimental and propensity-score impact estimates of dropout prevention programs, we examine whether propensity-score methods produce unbiased estimates of program impacts. We find no consistent evidence that such methods replicate experimental impacts in our setting. This finding holds even when the data available for matching are extensive. Our findings suggest that evaluators who plan to use nonexperimental methods, such as propensity-score matching, need to consider carefully how programs recruit individuals and why individuals enter programs, as unobserved factors may exert powerful influences on outcomes that are not easily captured using nonexperimental methods.

Anderson, A. R. (2004). Student Engagement And Dropout: An Investigation With Students Who Have Mild Disabilities. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 65(4).

Dissertation/Thesis

Although student dropout has been a significant national issue for the last 2 decades, the number of students who leave school prematurely has remained relatively unchanged since 1987 (Kaufman, Alt, & Chapman, 2001). Current legislation and societal trends, such as the No Child Left Behind Act, the growing disparity between the earnings of dropouts and school completers, and the increased effect of education on employment and earnings indicate that school completion is perhaps more important now than at any other time in our nation's history. Students with mild disabilities, one of the highest-risk populations for dropout, have only occasionally been the focus of research or intervention efforts. The purpose of this study was to examine the engagement of students with Learning Disabilities and Emotional Disturbance and the relation of engagement to dropout and completion. Student engagement in this study is based on the work of Finn (1989) and McPartland (1994). Data were drawn from the National Educational Longitudinal Study (NELS) database. Three of four types of engagement proposed by Christenson and Anderson (2002) were used in this study: behavioral (e.g., attendance, preparation), psychological (e.g., relationships with teachers), and cognitive (importance of education to future, boredom at school). Participants were parent-identified students with Learning Disabilities and Emotional Disturbance and comparison groups of average-achieving peers and non-disabled students who dropped out and stayed in school. Comparisons of the engagement of students with mild disabilities and average achieving peers were significant, but small in terms of the effect sizes, and indicated that students with disabilities reported less desirable engagement than average-achieving peers. After accounting for achievement test scores, grade retention, and SES, variables strongly associated with dropout and completion, student engagement variables were significant predictors of dropout and completion for students with Learning Disabilities, Emotional Disturbance, and students without disabilities. Implications of these results in terms of the construct of student engagement and dropout and future directions for research are described.

Anderson, S. G. and Eamon, M. K. (2004). Health Coverage Instability For Mothers In Working Families. *Social Work*, 49(3)(3): 395-405.

Journal Article

Using data from the National Longitudinal Survey of Youth, the authors examined the health insurance coverage stability of 1,667 women in working families over a three-year period (1995-1997). Findings revealed that coverage instability is common. Nearly one-half of low-income women experienced health coverage instability over the three-year study period, and low-income women with poor education, single marital status, low work hours, and frequent job changes were at even greater risk of coverage instability. The findings also imply that women affected by recent welfare reforms are likely to experience widespread health coverage problems. The implications for health care policy development, social work administration, and social work practice are discussed.

Anguiano, R. P. V. (2004). Families And Schools: The Effect Of Parental Involvement On High School Completion. *Journal of Family Issues*, 25(1): 61-85.

Journal Article

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.

Ash, J. (2004). Determining The Association Between African American Parenting Practices And The Academic Performance Of African American High School Students. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 69.

Dissertation/Thesis

The purpose of this study was to examine the association between African American parenting practices and the academic performance of African American students. The focal point of this study was to develop the concept "Constant Presence and Academic Parental Pressure [CPAPP]." This concept highlights the foundation of the study, which examined how parents who are involved in their child's academic endeavors assists them with achieving higher academia in school. Through the use of The National Educational Longitudinal Study of 1988 [NELS: 88], this study sought to determine if parental practices, parental presence, and constant academic pressure, resulted with students exhibiting strong academic performance. Several questions were taken from the (NELS: 88) study to determine what parental practices produce successful academic outcomes in children. These questions were selected on the basis of what best described family social capital, family culture, and family and community learning and how these variables would lead to the academic success of the student. A Factor Analysis was performed on the variables social capital, family culture, and family and community learning. From the factor analysis twelve factors were derived. With those twelve factors, a multiple linear regression model was developed and it revealed that ten factors were significant in explaining student achievement. However, only two factors Reading Resources and Important to Participate in Religious and Community Activities were significant ($p < .001$) for all academic subjects (reading, mathematics, reading/math composite, science, and history/citizenship/geography). It was concluded that students who are high achievers, have parents who value reading resources. There was also a significant level of student achievement for students who were involved in religious activities as well. It was also concluded that academic success could be achieved with other factors within the family. Recommendations for research included: (a) a replication of this study by other researchers; (b) a replication of this study with other ethnic groups; (c) a more intensive quantitative study be conducted to understand the effects of parental pressure when compared to peer and student pressures and how these associated pressure(s) impact student achievement.

Battle, J. and Coates, D. L. (2004). Father-Only And Mother-Only, Single-Parent Family Status Of Black Girls And Achievement In Grade Twelve And At Two-Years Post High School. *The Journal of Negro Education*, 73(4, Special Focus: Parenting, Family, and Youth): 392-407.

Journal Article

Over the past three decades, there have been dramatic demographic changes in the number of Black children being reared by a single parent. New arguments and discussions about the "pathologies" of Black families have intensified and new questions regarding the impact of having Black children reared by their mothers without their fathers present have arisen along with this demographic shift. Much of the research on single-parent families has tended to focus on male children and adolescents and has neglected the experience of females in these groups. A secondary data analysis, using data from the National Educational Longitudinal Study (NELS), examines the relative effect on 12th grade educational achievement in 1992 and two years after high school in

1994 of being in a single-parent, mother-only or father-only family for Black girls in 8th grade in 1988. Findings show that, for these Black girls (a) parental configuration was not as significant a predictor of achievement as was socioeconomic status; (b) in 12th grade in 1992, the students in mother-only households outperformed their counterparts in father-only households; and (c) in 1994 the parental configuration differences disappeared when socioeconomic status was held constant. These results are similar to results reported for Black males based on the NELS data. The implications of these results for interpreting the impact of single-parenting on achievement in girls are discussed.

Blair, S. L. and Legazpi Blair, M. C. (2004). Gender, Family, And The Occupational Attainment Of Young Adults. Paper presented at the annual meeting of the American Sociological Association, San Francisco, CA. 1-19.

Conference Paper

Previous studies have demonstrated a clear linkage between the familial context and the occupational aspirations of children, yet comparatively few have sought to examine how family characteristics affect the eventual occupational attainment of young adults. Using data from the National Educational Longitudinal Study (1988-2000), this study focuses on the gendered nature of family characteristics on the occupational selection of females and males in their early adult lives. Overall, females are more likely to attain a professional job, while males are more likely to attain a service or semi-skilled job. Family characteristics (e.g., parental education, number of siblings) appear to affect females and males in a similar manner, yet there is also clear evidence of same-sex parent-child influence. Males appear to be more readily affected by their peer relationships than are females. The implications of these findings are discussed.

Bobbitt-Zeher, D. (2004). The Times, They Are A Changing? Education And The Gender Income Gap For Young Adults. Paper presented at the annual meeting of the American Sociological Association, San Francisco, CA. 1-23.

Conference Paper

Dramatic changes in gender relations in the realms of education, family, and employment lead one to ponder the existence of a gender income gap for young adults entering the labor market. This paper examines two questions. First, does an income differential exist between young men and women in the early stages of their careers? Second, if a gap does exist, what social factors explain it? Particular attention is given to the impact of education on the gender income gap. Analyzing data from the National Educational Longitudinal Survey, I find that women in their mid-20s earn substantially less than comparably aged men. Explanations resting on differences between men and women in education, cognitive skills, and values do little to explain the gender gap in income among young workers in the U.S. Explanatory power comes from family characteristics, in particular having children, being a single parent, and the related number of hours worked per week, and the occupational categories of young adults.

Bonner-Tompkins, E. (2004). Examining Predictors Of Disproportionate Representation And Differential Access In Special Education Using The National Educational Longitudinal Study Of 1988: Do Race, Ethnicity Or English Language Proficiency Matter? Princeton University.

Dissertation/Thesis

This dissertation utilizes the National Educational Longitudinal Study of 1988 (NELS) to consider whether race, ethnicity or English language proficiency influence disability classification or service receipt after controlling for student, parent, and school factors that proxy the need for special education services. The NELS provides a nationally

representative dataset of 8th graders and their experiences in secondary school. However some student groups are disproportionately excluded from the NELS, including students with mental retardation and students served in restrictive special education settings.

This dissertation finds no evidence of disproportionate representation by race and ethnicity among the majority of the disability classification categories considered. When controlling for determinants of student need, students of color generally appear less likely than their white peers to be classified as having a disability. Moreover, this dissertation provides no evidence of differential access by ethnicity to special education services in the secondary grades among students classified as having a disability.

English language learners, however, appear more likely to have both mild cognitive and physical disabilities and to receive special education services once they are identified as having a disability. Whether these patterns reflect differences in student need for services or bias remains unclear. The greater level of access to special education services prior to 8th grade found among whites with disabilities in the NELS, however, suggests that students of color with disabilities may flounder in general education for a longer duration before receiving early intervention services or being referred to special education.

Future research on differences in classification and service delivery by diverse student groups will benefit from more recent and nationally representative student level data that are aligned to IDEA--definitions of disability and offer more detailed information regarding the receipt of specific special education services. This dissertation recommends that federal policymakers require a multivariate approach to determining whether disproportionate representation and differential access exist in ways suggestive of bias and include systemic data collections on student disability status by English language proficiency.

Briggs, D. C. (2004). Causal Inference And The Heckman Model. *Journal of Educational and Behavioral Statistics*, 29(4): 397-420.

Journal Article

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 article presents the Heckman Model as an approach sometimes applied to observational data for the purpose of estimating an unbiased causal effect and shows how the Heckman Model can be used to correct for the problem of selection bias. It discusses in detail the assumptions necessary before the approach can be used to make causal inferences. The Heckman Model makes assumptions about the relationship between two equations in an underlying behavioral model: a response schedule and a selection function. This article shows that 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 SAT performance of high school students. Coaching effects for both sections of the SAT are estimated 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.

Contreras, A. R. (2004). Impact Of Brown On Multicultural Education Of Hispanic Americans. *The Journal of Negro Education*, 73(3, Special Issue: Brown v. Board of Education at 50): 314-327.

Journal Article

This article suggests that many forces, including various branches of the federal government, in confusing and often conflicting ways, have constructed and influenced the Hispanic identity and educational status. Moreover, this unique identity of Hispanics is

important because of their common cultural experience in the United States- an experience that is both distinct from and common to that of African Americans. School desegregation, however, has collapsed the Hispanic narrative, rendering it homeless in a "Black-White" binary that was the legacy of Brown, and, then, rendering it invisible in a "White-Non-White" binary that was the legacy of Keyes v. School District No. 1 (Denver, Colorado), which held that Hispanics "constitute an identifiable class for purposes of the 14th Amendment." Recognizing Hispanics as a distinct group would threaten the privilege connected to those binaries. Nevertheless, Hispanics are a significant percentage of our nation's population and are becoming a greater percentage every day. Allowing for the greater educational segregation of Hispanics is inconsistent with the spirit, if not the letter, of Brown.

Corcoran, S. P., Evans, W. N. and Schwab, R. M. (2004). Changing Labor-Market Opportunities For Women And The Quality Of Teachers, 1957-2000. *The American Economic Review*, 94(2): 230-235.

Journal Article

School officials and policy makers have grown increasingly concerned about their ability to attract and retain talented teachers. A number of authors have shown that in recent years the brightest students at least those with the highest verbal and math scores on standardized tests are less likely to enter teaching. In addition, it is frequently claimed that the ability of schools to attract these top students has been steadily declining for years. There is, however, surprisingly little evidence measuring the extent to which this popular proposition is true. We have good reason to suspect that the quality of those entering teaching has fallen over time. Teaching has remained a predominately female profession for years; at the same time, the employment opportunities for talented women outside of teaching have soared. In this paper, we combine data from four longitudinal surveys of high school graduates spanning the years 1957-1992 to examine how the propensity for talented women to enter teaching has changed over time. We find that while the quality of the average new female teacher has fallen only slightly over this period, the likelihood that a female from the top of her high school class will eventually enter teaching has fallen dramatically from 1964 to 1992 by our estimation, from almost 20% to under 4%.

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

Journal Article

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.

Downey, D. B. and Pribesh, S. (2004). When Race Matters: Teachers' Evaluations Of Students' Classroom Behavior. *Sociology of Education*, 77(4): 267-282.

Journal Article

Past studies have noted that Black students' classroom behavior is rated more favorably by Black teachers than by White teachers. This pattern could be a function of White teachers' bias-rating Black students more harshly than they deserve-or Black students' misbehavior-acting out more when placed with White teachers versus Black teachers. If explanations emphasizing Black students' misbehavior (oppositional culture) are accurate, matching effects should be more substantial among adolescents than among young children. To assess this possibility, the authors estimated matching effects among kindergartners in the Early Childhood Longitudinal Study-Kindergarten Class of 1998-99 and eighth graders from the National Education Longitudinal Study of 1988. They found that the effects of matching are comparable across both kindergartners and adolescents, a pattern that is more readily understood from the position of White teachers' bias than from that of oppositional culture.

Drapela, L. A. (2004). Does Dropping Out Of High School Cause Deviant Behavior? An Analysis Of The National Education Longitudinal Study. *Deviant Behavior*, 26(1): 47-62.

Journal Article

After nearly 40 years of research, the relationship between dropping out of high school and law-violating behavior remains unclear: Some studies show a criminogenic effect of dropout status on crime and deviance, others show an inhibiting effect, and still others find no effect. Using three waves of a nationally representative panel sample of eighth graders, the following study attempts to explain these conflicting findings by exploring the theoretical and temporal dimensions of the dropout-drug use problem. Results show that these two variables are weakly associated with one another and that antecedents to dropout, such as school discipline problems and pre-dropout levels of drug use, have more substantive effects on post-dropout adolescent drug use than dropout status. The effects of these weak stakes in conformity on both dropping out and later drug use are consistent with a Social Control theory perspective on adolescent deviance.

Entwisle, D. R., Alexander, K. L. and Olson, L. S. (2004). Temporary As Compared To Permanent High School Dropout. *Social Forces*, 82(3): 1181-1205.

Journal Article

More and more high school dropouts are obtaining GEDs or returning to school to earn diplomas, and several studies point to socioeconomic status, academic standing, parenthood status, and students' expectations as predictors of dropouts' later high school certification. Absent from these studies, however, are measures of students' motivational characteristics and employment patterns prior to dropping out. This article, which takes a life course perspective, draws upon a longitudinal study of first-time dropouts in Baltimore, where the dropout rate is high (over 40 percent), to compare those who dropped out temporarily with those who dropped out permanently. We find that Baltimore students who later achieved high school degrees resembled their counterparts- those who finished high school- in national studies in terms of demographics and school performance. We also find that before dropping out, the temporary dropouts had more positive motivational qualities and were more often employed than the permanent dropouts. Policy implications of the findings are discussed, including the pivotal role of work and alternative routes to high school certification in the lives of disadvantaged adolescents.

Frisco, M. L., Muller, C. and Dodson, K. (2004). Participation In Voluntary Youth-Serving Associations And Early Adult Voting Behavior. *Social Science Quarterly*, 85(3): 660-676.

Journal Article

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.

Fuligni, A. J. and Hardway, C. (2004). Preparing Diverse Adolescents For The Transition To Adulthood. *The Future of Children*, 14(2, Children of Immigrant Families): 99-119.

Journal Article

A review of the research on the extent to which adolescents from immigrant and ethnic minority families are prepared for adulthood based on three critical developmental outcomes: educational achievement, acquisition of employable skills and abilities, and physical and mental health.

Gill, M. G., Ashton, P. and Algina, J. (2004). Authoritative Schools: A Test Of A Model To Resolve The School Effectiveness Debate. *Contemporary Educational Psychology*, 29

Journal Article

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. and White, M. J. (2004). Post-Secondary School Participation Of Immigrant And Native Youth: The Role Of Familial Resources And Educational Expectations. *Social Science Research*, 32(2): 272-300.

Journal Article

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 firstand 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 secondgeneration 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.

Goldsmith, P. A. (2004). Schools' Racial Mix, Students' Optimism, And The Black-White And Latino-White Achievement Gaps. *Sociology of Education*, 77(2): 121-147.

Journal Article

This article examines how schools' racial and ethnic mix of students and teachers influences Black, White, and Latino students' occupational expectations, educational aspirations, and concrete attitudes. Findings from multilevel-model analyses of data from the National Education Longitudinal Study show that Latinos' and Blacks' beliefs are more optimistic and more pro-school in segregated-minority schools, especially when these schools also employ many minority teachers. Further analyses indicate that the positive effects of segregated-minority schools on Blacks' and Latinos' beliefs reduce the Black-White and Latino-white gaps in achievement. These findings suggest that teachers and administrators in segregated-White schools need to address how they lower minority students' beliefs and that segregated-minority schools can be improved by hiring many minority teachers.

Goyette, K. A. (2004). Certainty And College Attendance. Paper presented at the annual meeting of the American Sociological Association, San Francisco, CA. 1-20.

Conference Paper

Sociologists concerned with inequalities in education often puzzle over the mismatch between the educational expectations and college attendance of students with low socioeconomic status (SES). While researchers have explored many of the obstacles to college enrollment that low-SES students face, few have attempted to capture a concept that social reproduction theorists like Bourdieu propose is central to class reproduction: that perceptions of opportunities and the means to achieve goals differ according to socioeconomic background. I explore the concept of certainty of college attendance as a rough and imperfect operationalization of this concept. Using data from the National Educational Longitudinal Study (NELS), I show that variation in certainty is related to socioeconomic status, with higher SES students being more certain of their chances of attending college than those with lower SES. Using multinomial logistic regression models, I show that certainty about college accounts for some, but not all, of the gap in college attendance by SES among those who expect to attend college. Finally, I find that proficiency test scores, significant others' influences and friends' values, and a student's occupational expectations and career values can account for a large portion of the variation in certainty about college attendance by SES.

Gregory, A. and Weinstein, R. S. (2004). Connection And Regulation At Home And In School: Predicting Growth In Achievement For Adolescents. *Journal of Adolescent Research*, 19(4): 405-427.

Journal Article

Qualities of adolescent-adult relationships across home and school environments are examined as predictors of academic growth in mathematics. An ethnically diverse sample of adolescents was drawn from the National Educational Longitudinal Study, 1988. In separate analyses, adolescents' perceptions of (a) connection with parents and teachers and (b) regulation from parents and teachers uniquely predicted academic growth in math from 8th to 12th grade. Thus, assets across home and school were additive. No

evidence supported a compensatory process in which less connection or regulation at home was compensated by the presence of these experiences in school. Within school, teacher connection was the strongest predictor for all adolescents, but a combination of connection and regulation, making up an authoritative teaching style, predicted even greater academic growth in math for adolescents from low socioeconomic backgrounds.

Hamrick, F. A. and Stage, F. K. (2004). College Predisposition At High-Minority Enrollment, Low-Income Schools. *Review of Higher Education*, 27(2): 151.

Journal Article

In this article we explore modifications to a traditional model to better explain college choice for groups of students attending schools with high-minority enrollment and low income. We hope that by incorporating factors suggested by qualitative studies of low-income and minority students, we can better understand the processes and ultimately improve opportunities for these students.

Hanson, S. (2004). African American Women In Science: Experiences From High School Through The Post-Secondary Years And Beyond. *NWSA Journal*, 16(1): 96-115.

Journal Article

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. and Moore, D. (2004). Relationship Of Substance Use By Students With Disabilities To Long-Term Educational, Employment, And Social Outcomes. *Substance Use & Misuse*, 39(6): 931-962.

Journal Article

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.

Hurst, D., Kelly, D. and Princiotta, D. (2004). *Educational Attainment Of High School Dropouts 8 Years Later. Issue Brief (NCES 2005-026)*. National Center for Education Statistics, U.S. Department of Education. Washington, DC.

Report

This issue brief examines the educational outcomes of students who were classified as high school dropouts 8 years after most of their 1988 cohort of 8th graders would have completed high school. Some students who drop out return a short time later to earn a diploma, some may pursue an alternative credential such as a General Educational Development (GED) certificate, and others may enroll in a postsecondary institution without having earned a high school credential. Data on public and private school students from the National Education Longitudinal Study of 1988 (NELS:88), examines the educational attainment of 1988 eighth-graders who had dropped out of high school at least once since eighth grade. Results show that the majority of students (63%) who drop out of high school go on to earn a high school diploma or alternative certification.

Ishee, J. H. (2004). Benefits Of High School Athletic Participation. *Journal of Physical Education, Recreation, & Dance*, 75(7): 10.

Journal Article

Athletic participation is strongly promoted in high schools across the nation. Marsh and Kleitman examines the effects of athletic participation on growth and change during high school by using data from the National Education Longitudinal Study database. They recommend that schools retain athletic programs, particularly extramural and team sport, and even develop more exciting athletic programs.

Ishitani, T. T. and Snider, K. G. (2004). Longitudinal Effects Of College Preparation Programs On College Retention. 1-23.

Conference Paper

The effects of various college preparation programs, aptitude scores, and student background characteristics on college retention were studied. The data were obtained from the National Education Longitudinal Study: 1988-2000 and NELS:88/2000 Postsecondary Education Transcript Study. The effective sample contained 4,445 first-time freshmen students who were matriculated into four-year institutions between 1992 and 1994. Using survival analysis techniques, the focal point of the study was to examine longitudinal impact of high school programs on college retention. Participation in ACT/SAT preparation courses reduced the likelihood of departure by 42% or 55% in the second or third year in college, while receiving assistance in financial aid application increased the odds of departure by 89% in the second year. (Contains 4 tables and 1 figure.)

Israel, G. D. and Beaulieu, L. J. (2004). Investing In Communities: Social Capital's Role In Keeping Youth in School. *Journal of the Community Development Society*, 34(2): 35-57.

Journal Article

Discusses an approach to economic development through the enhancement of the local labor force's human capital based on formal education. Use of a social capital framework for analyzing how local institutions affect educational achievement among public school students; Exploration of how social capital in the broader community context mediates the effects of family and school social capital on keeping students in school; Use of hierarchical linear models for estimating social contributions; Affirmation of the role of family social capital.

Kao, G. (2004). Parental Influences On The Educational Outcomes Of Immigrant Youth. *The International Migration Review*, 38(2): 427-449.

Journal Article

Recent research suggests that children with immigrant parents tend to outperform their counterparts with native-born parents. This article examines whether the relative advantage of children of immigrants can be traced to differences in the character of parent-child relationships. Using the National Education Longitudinal Study of 1988 (NELS), I examine whether parent-child interaction varies among racial and generational groups. Descriptive tabulations suggest that immigrant parents are less likely to share decisionmaking power and to talk about school in general than are native-born parents. However, immigrant parents are more likely to talk about college, and their children report that they are closer to their parents than youth of native-born parents. While differences in parent-child interaction account for some of the differences in educational achievement between racial and generational groups, significant variation by race and generational status remains. Finally, I found significant variation between parenting behavior and its impact on GPA by race and ethnicity.

Keith, T. Z., Diamond-Hallam, C. and Fine, J. G. (2004). Longitudinal Effects Of In-School And Out-Of-School Homework On High School Grades. *School Psychology Quarterly*, 19(3): 187-211.

Journal Article

Research has shown that time spent on homework is an important influence on school learning. Many students complete their "home" work in school, yet it is unclear whether homework's effectiveness varies depending on whether it is completed in school or at home. The purpose of this research was to determine the relative influence on students' high school grades of time spent doing homework in school as compared to time spent doing homework out-of-school. We used longitudinal data from the National Education Longitudinal Study to develop, cross-validate, and test a series of structural equation models of the effects of in-school and out-of-school homework on students' high school grades. Results suggest that out-of-school homework had a substantial effect on grades, whereas in-school homework had no such effect. This finding held across different definitions of homework, and when using achievement test scores as an alternative measure of school learning. The findings suggest that schools should encourage students to complete homework at home, rather than in school.

Kelly, S. (2004). Do Increased Levels Of Parental Involvement Account For Social Class Differences In Track Placement? *Social Science Research*, 33(4): 626-659.

Journal Article

The objective of this paper is to determine whether increased levels of school involvement among socially advantaged parents account for their children's advantage in track placement in high schools. Sociologists have documented that the American educational system plays a crucial role in transmitting social status from parents to children. Despite massive educational expansion and efforts to equalize the between-school differences in educational opportunity through desegregation legislation, the relative effects of social class on educational attainment have changed little. One explanation for this persisting inequality is that the differentiation of students within schools undermines attempts to equalize opportunities. To examine relations between parental background, involvement, expectations, and track placement I use data from the National Educational Longitudinal Survey (NELS:88), which began collecting data on 8th graders during the 1987-1988 school year. Students were subsequently followed up as tenth graders and as seniors. More highly educated parents are in fact more directly involved in the schooling of their 8th grade children. This seems to be true across the

range of variables explored here, and refers to both specific involvement with academics and more general involvement. This research supports and extends much of the prior research on track placement and social class in secondary schools. At the baseline level, students of higher social class have a huge advantage in attaining placement in elite mathematics sequences. Students who have a parent with a college degree are approximately five times more likely to be in the highest math sequence than are students whose parents did not attend college. Even after controlling for middle school grades and standardized test scores in four different subject areas, a substantial effect persists. Having a parent with a college degree makes one almost 20% more likely to be in one of the top two math sequences. This is not a small advantage. Prior research has also noted that there may be an interaction between social class and achievement, such that the social class effect operates only among the lower achieving students.

King, K. L. J. (2004). A Comparison Of The Psychological Attributes, Aspirations, And Outcomes Of Students With Learning Disabilities. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 64(12).

Dissertation/Thesis

This study utilized the data from the National Educational Longitudinal Study (NELS:88) to examine the effects of race, gender, socioeconomic status, retention, reading/mathematics achievement, self-concept, services, and aspirations for students with learning disabilities on postsecondary attainment two years post high-school. One-way analysis of variance indicated that socioeconomic status, retention, locus of control, and self-concept significantly impacted postsecondary participation rates for students with disabilities. Services, ability, race, and aspirations did not contribute to outcomes. Students who received services for their learning disability were no more likely to pursue postsecondary education than students who did not receive services for their learning disability, regardless of reading and mathematics achievement. It should be noted, however, that this finding may be a reflection of the data collection method rather than a reflection of services. Three logistic regression analyses were also conducted to ascertain the predictive ability of the selected variables. In each analysis, the group who did not participate in any postsecondary education was compared with the group who participated in some postsecondary education, the group pursuing an associate degree, and the group pursuing a baccalaureate degree. The variables of socioeconomic status and locus of control were statistically significant when classifying the group who did not participate in any postsecondary education and the group who were pursuing an associate degree. Socioeconomic status, locus of control, and retention status were also statistically significant when classifying the group who did not participate in any postsecondary education and the group pursuing a baccalaureate degree. Students were 3.14 times as likely to pursue a baccalaureate degree when their socioeconomic status moved from one quartile to the next. They were 2.03 times as likely to pursue a baccalaureate degree when their locus of control scores moved to the next quartile. Students who had been retained were 35% less likely to pursue a baccalaureate as compared to those who had never been retained.

King, V., Harris, K. M. and Heard, H. E. (2004). Racial And Ethnic Diversity In Nonresident Father Involvement. *Journal of Marriage and Family*, 66(1): 1-21.

Journal Article

This study is the first to examine racial and ethnic diversity in nonresident father involvement for multiple domains of father involvement. Data come from a sample of 5,377 adolescents with nonresident fathers in the National Longitudinal Study of Adolescent Health (Add Health). In addition to contact, we explore more intensive types of involvement and qualities of the father-child relationship that tap key dimensions of social capital found to be especially important in promoting child well-being. We find racial/ethnic differences for many aspects of father involvement, some of which can be

explained by structural differences, especially father's education and nonmarital childbearing. Our findings suggest that White youth with less educated fathers experience the greatest loss of social capital by living apart from their fathers.

Kosciulek, J. F. (2004). Research Applications Of The Longitudinal Study Of The Vocational Rehabilitation Services Program. *Rehabilitation Counseling Bulletin*, 47(3): 173-180.

Journal Article

Current state and national disability and employment policy program and funding directives, such as the Ticket to Work and Work Incentives Improvement Act of 1999 and the Workforce Investment Act of 1998, require the state-federal vocational rehabilitation (VR) program to demonstrate service efficacy in order to maintain and expand program funding and services. The purpose of this article is to facilitate the study of the impact and results of the VR program by providing a framework for research using the Longitudinal Study of the Vocational Rehabilitation Services Program (LSVRSP) database. Following an overview of the LSVRSP, the following lines of inquiry that can be pursued using the LSVRSP database are discussed: (a) basic research, (b) rehabilitation counseling practice, (c) rehabilitation counselor education, and (d) policy evaluation and development.

Kurzman, C. and Leahey, E. (2004). Intellectuals And Democratization, 1905-1912 And 1989-1996. *The American Journal of Sociology*, 109(4): 937-986.

Journal Article

This article bridges the gap in studies of the social bases of democratization between qualitative studies focused on social groups and quantitative studies focused on national characteristics. Qualitative historical evidence suggests the importance of classes-in-particular, the emerging class of intellectuals-in the wave of democratizations in the decade before World War I. Quantitative cross-national data on a more recent wave of democratizations, from 1989 to 1996, confirm these findings. Models using direct maximum-likelihood estimation find that the ratio of adults with higher education has a significant positive effect on change in democracy levels, as measured by two longitudinal scales (Polity IV and Polyarchy). Proxies for the working class and the middle class-candidates proposed in previous studies as the social basis of democratization- also have significant effects.

Lee, V. E. (2004). Effects Of High-School Size On Student Outcomes: Response To Howley And Howley. *Education Policy Analysis Archives*, 12.

Journal Article

I take issue with several points in the Howleys' reanalysis (Vol. 12 No. 52 of this journal) of "High School Size: Which Works Best and for Whom?" (Lee & Smith, 1997). That the original sample of NELS schools might have underrepresented small rural public schools would not bias results, as they claim. Their assertion that our conclusions about an ideal high-school size privileged excellence over equity ignores the fact that our multilevel analyses explored the two outcomes simultaneously. Neither do I agree that our claim about "ideal size" (600-900) was too narrow, as our paper was clear that our focus was on achievement and its equitable distribution. Perhaps the most important area of disagreement concerns non-linear relationships between school size and achievement gains. Ignoring the skewed distribution of school size, without either transforming or categorizing the variable produces findings that spuriously favor the smallest schools. Our recent involvement as expert witnesses on opposite sides in a court case may have motivated the Howleys' attempt to discredit our work. Finally, I argue that research attempting to establish a direct link between school size and student outcomes may be misguided. Rather, school size influences student outcomes only indirectly, through the

academic and social organization of schools. Considerable evidence links these organizational factors to student outcomes (especially learning and its equitable distribution).

- Liu, R. 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): 271-297.

Journal Article

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 4 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.

- Long, B. T. (2004). Does The Format Of A Financial Aid Program Matter? The Effect Of State In-Kind Tuition Subsidies. *The Review of Economics and Statistics*, 86(3): 767-782.

Journal Article

This paper examines the importance of format in aid programs, focusing on state appropriations to public postsecondary institutions. These funds subsidize costs for in-state students, but they may also influence choices between institutions due to their in-kind format. Using the conditional logistic choice model and extensive match-specific information, the paper approximates the choice between nearly 2,700 college options to examine the effect of several dissimilar state systems. The results suggest that the level and distribution pattern of subsidies strongly affect decisions. If the aid could instead be applied to any in-state college, up to 29% more students would prefer to attend private four-year colleges.

- Long, M. C. (2004). Race and College Admissions: An Alternative to Affirmative Action? *The Review of Economics and Statistics*, 86(4): 1020-1033.

Journal Article

During the late 1990s, several states eliminated affirmative action admissions policies at their public colleges. Some of these states substituted a program that grants admission to the top x% of each high school's graduating class. These new programs were instituted in efforts to restore minority college enrollments to their prior levels. This paper finds that the preferences given to minority applicants under affirmative action are large and that the minority share of admitted students in top-tier institutions would fall substantially after eliminating these preferences. However, there are not sufficient numbers of minorities in the top x% of their high school for the expected recovery from an x% program to be very large. Furthermore, most minority beneficiaries would have been accepted without these programs. As a result, x% programs are unable to replace traditional affirmative action and maintain the share of minority students.

Lutz, A. (2004). Dual Language Proficiencies Among Latino Youth: The Role Of Individual, Social And Demographic Characteristics In The Maintenance Of Spanish. *Paper presented at the annual meeting of the American Sociological Association, San Francisco, CA.* 1-46.

Conference Paper

An understanding of the production of bilingualism is relevant not only to national dialogues regarding the nature and persistence of ethnic identity, but also to concerns regarding educational equity and social mobility of immigrant children. This paper investigates dual-language proficiency among Latino youth in the United States. The purpose of the paper is two-fold. First, it presents a look at bilingual proficiencies in English and Spanish through descriptive statistics of a Hispanic sample from the National Educational Longitudinal Survey (NELS:88) that has been re-estimated to include students who were originally excluded from the survey because of lack of English skills. Second, it investigates the effects of individual, family, social and demographic characteristics on the maintenance of Spanish among English-speaking Hispanic children through multivariate analysis. This research finds effects of generation, gender, race, Catholic religious affiliation, single-parent status, parental income, and neighborhood concentration of co-ethnics on differential dual-language proficiencies. The findings here suggest support for elements of both the assimilation and the segmented assimilation theoretical perspectives. Effects of generation, income and religion on dual language proficiencies appear to follow the theoretical trajectory of the assimilation perspective whereby language accommodation is part of a larger process of shedding of ethnic distinction and integrating with the larger society. However, this research also lends support to the segmented assimilation perspective in that it finds language proficiencies to be significantly segmented by race and gender, and effects of socioeconomic status on Spanish maintenance to vary significantly by ethnic group.

Ma, Y. (2004). Educational Niche- A Preliminary Examination Of Fields Of Study For Bachelor's Degree. *Paper presented at the annual meeting of the American Sociological Association, San Francisco, CA.*

Conference Paper

Research has shown that field of education, net of level of education, have consequences later on- for career paths, labor market success, etc. This study investigates gender and racial/ethnic differentiation in fields of study for bachelor's degree and the factors that contribute to such patterning. The classification of fields of study employs two schemes: one is based on hierarchical nature of earnings power and results in a binary outcome of lucrative/non-lucrative fields; the other reflects horizontal dimension of field differences and results in a 4-category outcome: math/physical science/engineering, biology/life science, economics/business, humanity/social science/education. This research draws upon human capital, socialization, and education literature and brings three potential driving forces into focus of analysis: expected labor market attachment, value differences, and previous academic achievement. With data from 1988-2000 National Educational Longitudinal Survey, the preliminary analysis shows that (1) controlling for all the explanatory factors, Afro-Americans are the most likely to major in lucrative fields among the four racial/ethnic groups, and men are two times more likely than women to major in lucrative fields; (2) regarding 4-category outcome, largest gender gap occurs within the field of math/physics/engineering, and gender gap in biology/life sciences remains insignificant, all else being equal; (3) value differences and previous achievement figure prominently in predicting the outcome, while expected labor market attachment does not.

Marks, H. M. and Jones, S. R. (2004). Community Service in the Transition: Shifts and Continuities in Participation from High School to College. *The Journal of Higher Education*, 75(3): 307-339.

Journal Article

This study investigates shifts in community service participation from high school to college in a sample of 6,491 members of the National Educational Longitudinal Study of 1988 (NELS:88) cohort who were surveyed two years out of high school. Two theories informed the inquiry: social participation theory distinguishes between core and segmental volunteers, while transition theory emphasizes the importance of personal, social, and contextual resources in managing change.

Morgan, S. L. and Mehta, J. D. (2004). Beyond The Laboratory: Evaluating The Survey Evidence For The Disidentification Explanation of Black-White Differences In Achievement. *Sociology of Education*, 77(1): 82-101.

Journal Article

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.

Painter, G. and Levine, D. I. (2004). Daddies, Devotion, And Dollars. *American Journal of Economics & Sociology*, 63(4): 813-850.

Journal Article

Growing up in a family that lacks a biological father is correlated with a number of poor outcomes for youths. This study uses the National Educational Longitudinal Survey of 1988 to examine the extent to which differences in income or parental involvement can explain the effects of family structure on youth outcomes. We find that measurement error in income from single-parent homes has a large effect on the results because of the variability in income earned over a youth's teen years. Overall, we find that lower income explains most of the disadvantages of youths in single-parent homes, but neither gaps in income nor in parental involvement explain the disadvantages of families with stepfathers.

Parker, J. S. and Benson, M. J. (2004). Parent-Adolescent Relations And Adolescent Functioning: Self-Esteem, Substance Abuse, And Delinquency. *Adolescence*, 39(155): 519-530.

Journal Article

The present study examined parental support and monitoring as they relate to adolescent outcomes. It was hypothesized that support and monitoring would be associated with higher self-esteem and less risky behavior during adolescence. The diverse sample included 16,749 adolescents assessed as part of the National Educational Longitudinal

Study. Both high parental support and parental monitoring were related to greater self-esteem and lower risk behaviors. The findings partially confirm, as well as extend, propositions in attachment theory.

Pearce, L. D. and Haynie, D. L. (2004). Intergenerational Religious Dynamics And Adolescent Delinquency. *Social Forces*, 82(4): 1553-1572.

Journal Article

Integrating theories about religious influence, religious homogamy, and delinquency, this study examines religions potential for both reducing and facilitating adolescent delinquency. Analyses of data from the National Longitudinal Study of Adolescent Health show that the more religious mothers and their adolescent children are, the less often the children are delinquent; however, the effect of one's religiosity depends on the other. When either a mother or child is very religious and the other is not, the child's delinquency increases. Thus, religion can be cohesive when shared among family members, but when unshared, higher adolescent delinquency results. These findings shed light on how family religious dynamics shape well-being and more generally emphasize that the influence of religiosity depends on the social context in which it is experienced.

Perna, L. W. and Titus, M. A. (2004). Understanding Differences In The Choice Of College Attended: The Role Of State Public Policies. *Review of Higher Education: Journal of the Association for the Study of Higher Education*, 27(4): 501-525.

Journal Article

This study used multilevel modeling to address various research questions. We drew student-level data from the National Educational Longitudinal Study. The six survey items reflect the frequency of discussions between students and their parents. One limitation is the inability to use sample weights at the student level to correct for sampling error, nonresponse, and the oversampling of some groups. A related limitation pertains to differences in the definition of particular policies across states. At least six conclusions may be drawn from this research. First, the results of this study confirm the conclusion that higher education enrollment patterns are stratified by SES. Second, although state public policies do not explain SES differences in college enrollment, measures of all four types of state public policies are related to the enrollment patterns of high school graduates. Third, this research demonstrates the importance of viewing the effects of state public policies on a state's higher education system as a whole. Fourth, the analyses suggest that state need-based financial aid and institutional financial aid promote student choice among different types of colleges and universities. Fifth, the analyses suggest that increasing direct appropriations to higher education institutions in the state may help reduce "brain drain." Finally, the analyses show that college enrollment patterns mirror the composition of a state's higher education system.

Peterson-Lewis, S. and Bratton, L. M. (2004). Perceptions Of "Acting Black" Among African American Teens: Implications Of Racial Dramaturgy For Academic And Social Achievement. *Urban Review*, 36(2): 81-100.

Journal Article

Content analysis of 56 African American high school students' descriptions of the meaning of "acting Black" revealed five underlying content dimensions: (1) academic/scholastic, (2) aesthetic/stylistic, (3) behavioral, (4) dispositional, and (5) impressionistic. With the exception of the qualities in the aesthetic/stylistic category, the respondents attributed primarily negative qualities to "acting Black." Although Black youths' perspectives on "acting White" have been a topic of great interest among those concerned about the academic achievement gap between Black and White youths, results of the present study

suggest that the quest to improve academic and social achievement among African American youths will need to focus on altering youths' definitions of "acting Black."

- Renzulli, J. S. and Park, S. (2004). Gifted Dropouts: The Who And The Why. In Baum, S. *Twice-Exceptional and Special Populations of Gifted Students*. 117-137. Corwin Press. Thousand Oaks, CA.

Book, Section

Two studies were conducted to obtain comprehensive information about gifted high school dropouts and to examine factors that are related to their dropout behavior using the Dropout and Student questionnaires of the National Educational Longitudinal Study of 1988 (NELS:88). The results indicated that many gifted dropouts were from low socioeconomic-status families and racial minority groups; had parents with low levels of education; and participated less in extracurricular activities. Also, reasons for gifted male dropouts were more related to economic issues, while reasons for gifted female dropouts were more related to personal issues, although both males and females were likely to offer school-related reasons. The logistic regression analysis results indicated that dropout behavior for gifted students was significantly related to students' educational aspirations, pregnancy or child-rearing, gender, father's highest level of education, and mother's highest level of education.

- Ricciuti, H. N. (2004). Single Parenthood, Achievement, And Problem Behavior In White, Black, And Hispanic Children. *The Journal of Educational Research*, 97(4): 196-206.

Journal Article

The author investigated whether adverse effects of single parenthood not observed in 6 to 7-year-old NLSY (National Longitudinal Study of Youth) children might emerge when they reached 12 to 13 years of age. Outcomes included mathematics, reading, vocabulary scores, and behavior problem ratings. Little or no evidence of systematic negative effects emerged at the later age except for some isolated findings in the Black sample that suggested that vocabulary scores were somewhat negatively influenced by years of single-parent experience and positively affected by extended 2-parent experience. The general absence of adverse effects, as well as the minimally significant relationships found in the Black sample, may be explained in terms of the role played by maternal education and ability. The findings suggest that the presence of positive maternal attitudes and parenting resources may significantly mitigate the likelihood of adverse child outcomes of single parenthood.

- Rouse, C. E. (2004). Low-Income Students And College Attendance: An Exploration Of Income Expectations. *Social Science Quarterly*, 85(5): 1299-1317.

Journal Article

Rouse analyzes data on income expectations from a small sample of low-income minority high school seniors in Baltimore City MD and uses data from Dominitz and Manski's sample of higher income White students in Madison WI, and the NELS88 for comparisons. Result of the comparison shows that the expected returns to postsecondary education appears similar between the two samples of senior students.

- Schreiber, J. and Griffin, B. (2004). Review Of Multilevel Modeling And Multilevel Studies In The Journal Of Educational Research (1992-2002). *Journal of Educational Research*, 98(1): 24-33.

Journal Article

The authors provide (a) an introduction to multilevel modeling, a framework from which

one may interpret and evaluate multilevel models and (b) a brief review of multilevel modeling studies published in The Journal of Educational Research over the last decade. To accomplish the 1st purpose, we offer an illustrated multilevel analysis of educational data, then present recommendations for consideration by readers who are interested in understanding and evaluating research that employs multilevel models. We then review 8 studies published in The Journal of Educational Research during 1992-2002 that incorporate multilevel modeling, one of which was written by the 1st author.

Simon, B. S. (2004). High School Outreach And Family Involvement. *Social Psychology of Education*, 7(2): 185-209.

Journal Article

This study addressed the question: when high schools reach out to involve parents, are parents more likely to be involved in their teenagers' education? Guided by the microinteractionist theory of symbolic interaction, this study analyzed individual-level reports from parents about their perceptions of school outreach and of their own involvement. Data were analyzed from over 11,000 parents of high school seniors participating in the National Educational Longitudinal Study of 1988. Findings revealed that, regardless of students' background and achievement, high schools' outreach positively and significantly predicted parents' involvement in a range of parenting, volunteering, and learning at home activities. The data suggest that high schools have the capacity to conduct activities that encourage families' involvement in teenagers' learning and development.

Song, C. and Glick, J. E. (2004). College Attendance And Choice Of College Majors Among Asian-American Students. *Social Science Quarterly*, 85(5): 1401-1421.

Journal Article

Song and Glick explore how various measures, ranging from assimilation, to human capital, to family capital, and Holland's career-development theories, affect Asian-American students' choice of college majors. The findings of the study show little difference between Asian men and White men. On the other hand, there are significant differences among women.

Stearns, E. (2004). Interracial Friendliness And The Social Organization Of Schools. *Youth & Society*, 35(4): 395-419.

Journal Article

How does the social organization of American public high schools influence opportunities for interracial contact and friendship among their students? The author examines the influence of tracking differentiation, the extent to which students are separated into different academic tracks, on the degree of interracial friendliness in public high schools. Multilevel models reveal a negative relation between the degree of tracking differentiation and the probability that students observe interracial friendships. This is particularly so for vocational/technical students.

Troumpoucis, P. (2004). Women Reap More Benefits From Higher Education, Study Finds. *Black Issues in Higher Education*, 21(10): 9.

Journal Article

Higher education offers a variety of benefits, both economic and non-economic, and women seem to reap much bigger economic benefits from earning an associate's degree or a bachelor's degree than their male counterparts, according to a new study. The study's author said this revelation could shed some light on why the numbers of women

in college are swelling- women, she said, perceive a larger payoff to pursuing postsecondary education than men do. The study, "The Benefits of Higher Education: Sex, Racial/Ethnic and Socioeconomic Group Differences," was conducted by Dr. Laura Perna, associate professor of education policy and leadership at the University of Maryland. Perna drew on data from the U.S. Department of Education's National Educational Longitudinal Study that followed more than 9,000 students who graduated in 1992 and were interviewed from time to time until 2000. The study found that more women earned degrees than men: 41 percent of women had earned a bachelor's degree by 2000, compared to 33 percent of men; meanwhile, only 12 percent of women didn't pursue any type of postsecondary education, compared to 17 percent of men who didn't. The study reported marked differences in income between women who earn an associate's degree or a bachelor's degree versus those who didn't. This document briefly analyzes the study.

Trusty, J. and Niles, S. G. (2004). Realized Potential Or Lost Talent: High School Variables And Bachelor's Degree Completion. *The Career Development Quarterly*, 53(1): 2-15.

Journal Article

This study examined how background and high school variables affected participants in either realizing their potential by completing a bachelor's degree or experiencing lost talent by not completing a bachelor's degree. A sample of participants who had demonstrated above average cognitive ability and had high postsecondary educational goals when in 8th grade was selected from the National Education Longitudinal Study of 1988 (national longitudinal data from 1988 to 2000; National Education, 2002). Several background and high school variables had strong effects on degree completion. Results were used to develop the Realized Potential or Lost Talent model. Implications for helping young people in their educational-career development are included.

Yin, Z. and Moore, J. B. (2004). Re-Examining The Role Of Interscholastic Sport Participation In Education. *Psychological Reports*, 94(3): 1447-1454.

Journal Article

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 Follow-up 2 (12th, 1992). Scales utilized to measure locus of control, self-concept, and cognitive ability were developed by the National Center for Education 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.

2003

Adelman, C., Daniel, B. and Berkovits, I. (2003). *Postsecondary Attainment, Attendance, Curriculum, And Performance: Selected Results From The NELS:88/2000 Postsecondary Education Transcript Study (PETS), 2000* (NCES 2003-94). National Center for Education Statistics, Institute of Education Sciences, U.S. Dept. of Education. Washington, DC.

Book, Whole

Alderman-Swain, W. and Battle, J. (2003). Invisible Gender: Educational Outcomes For African American Females In Father-Only Versus Mother-Only Households. *Paper presented at the annual meeting of the American Sociological Association, Atlanta, GA.* 1-34.

Conference Paper

In the last three decades, we have witnessed dramatic demographic changes in the number of African American children raised by a single parent. During this period, the majority of scholarly work has focused on African American males raised in mother-only households. Missing from this important discussion is the influence of other types of African American single parent households on African American females. Using a nationally representative sample of eighth grade students from the National Educational Longitudinal Study (NELS), this research examines the relative effects of being in a single parent mother-only versus father-only household on the educational achievement of African American middle-grade females (N=63,090). Findings are that: (1) females in mother-only households perform less well than their counterparts in father-only households; (2) socioeconomic status is over three times more important than household type in predicting educational outcomes; (3) females in mother-only households get a greater return for increases in socioeconomic status than their counterparts in father-only households; and (4) race, gender, and class are simultaneously intersecting categories/relations in the family experiences and educational achievement processes of African American females.

Applebee, A. N., Langer, J. A., Nystrand, M. and Gamoran, A. (2003). Discussion-Based Approaches To Developing Understanding: Classroom Instruction And Student Performance In Middle And High School English. *American Educational Research Journal*, 40(3): 685-730.

Journal Article

This study examines the relationships between student literacy performance and discussion-based approaches to the development of understanding in 64 middle and high school English classrooms. A series of hierarchical linear models indicated that discussion-based approaches were significantly related to spring performance, controlling for fall performance and other background variables. These approaches were effective across a range of situations and for low-achieving as well as high-achieving students, although interpretations are complicated because instruction is unequally distributed across tracks. Overall, the results suggest that students whose classroom literacy experiences emphasize discussion-based approaches in the context of high academic demands internalize the knowledge and skills necessary to engage in challenging literacy tasks on their own.

Arnold, P. F. (2003). Characteristics Of Families And Schools That Foster Academic Resilience: Insights Gained From The National Education Longitudinal Study 1988-1994. *Florida State University.*

Dissertation/Thesis

Many situations and personal characteristics can leave an individual at risk for various kinds of failure. The surmounting of or recovery from failure is often referred to as resilience. The purpose of this study was to determine what kinds of life experiences of at-risk students help them become academically resilient.

For this study, academic resilience was operationalized as school persistence. Students were identified as at risk based on being in the bottom SES quartile. The data for this study came from the National Education Longitudinal Study: 1988-94 (NELS). The 1988 base year NELs data provided information about the students when they were in 8th grade. The third follow-up in 1994 provided information about the students' dropout

status. The researcher's theory was that academic resilience was made possible when a stable support system was in place for the at-risk student that ameliorated various risk factors. This support system consisted of protective factors provided by the family, the schools, and the students' own individual characteristics.

Questionnaire and demographic data from NELS related to risk and protective factors associated with academic success or failure were reduced using factor analysis. The resulting 12 factors were entered into a logistic regression analysis as factor scores as were six risk factors derived from NELS. These served as the independent variables. Dropout status was the dependent variable. The conclusions that followed from the logistic regression analysis of at-risk student data were as follows: (1) Individual factors such as an internal locus of control and high self-concept increase the odds of academic persistence. (2) Supportive families with high academic expectations for their children increase the odds of academic persistence. (3) Having parents who graduated from high school and were native English speakers increase the odds of academic persistence. (4) Positive school climate, as measured by the NELS surveys of parents, students, and school administrators, does not significantly increase the odds of academic persistence. The latter finding was unexpected since previous studies had found school climate related to resilience.

Implications of the study for practice and recommendations for further research are discussed.

Bennett, P. R. and Xie, Y. (2003). Revisiting Racial Differences In College Attendance: The Role Of Historically Black Colleges And Universities. *American Sociological Review*, 68(4): 567-580.

Journal Article

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.

Beveridge, A. A. and Catsambis, S. (2003). Adolescent At-Risk Behaviors: A Multi-Level Analysis Of Family, Neighborhood And School Factors Affecting Adolescent Behavioral Outcomes. *Paper presented at the annual meeting of the American Sociological Association, Atlanta, GA.* 1-7.

Conference Paper

Families, neighborhoods and schools influence a variety of outcomes for adolescents, including academic achievement and various at-risk behaviors (such as dropping out of school, alcohol use, drug use, use of violence). We use data from the National Educational Longitudinal Study, a large longitudinal survey of eighth graders continuing from 1988 through 2000, combined with U.S. census data at the level of students' residential zip codes. We simultaneously analyze all aspects of student lives: their families, neighborhoods, and schools. Our findings suggest that "bringing neighborhood in" makes sense for this line of research. Disadvantages at the neighborhood and school level may place students at risk of educational failure, by influencing their behaviors and

academic achievement directly and indirectly. Disadvantaged neighborhoods and schools may directly and indirectly lead to higher levels of at-risk student behaviors, even after controlling for individual and family background variables. Some of these may be mitigated by family practices.

Bodine, A. (2003). School Uniforms, Academic Achievement, And Uses Of Research. *Journal of Educational Research*, 97(2): 67-71.

Journal Article

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. Brunnsma 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, D. C. (2003). Causal Inference And The Heckman Model. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.

Conference Paper

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.

Brunnsma, D. and Rockquemore, K. (2003). Statistics, Sound Bites, And School Uniforms: A Reply To Bodine. *Journal of Educational Research*, 97(2): 2-77.

Journal Article

It is refreshing to observe another scholar engaging the important and timely question of the effects of school uniforms on academic achievement. The extant literature is largely anecdotal, often methodologically flawed, unpublished, or published without peer review, and sometimes funded by uniform supply companies. A. Bodine's (2003) "School Uniforms, Academic Achievement, and Uses of Research," however, adds little information to increase empirical and substantive knowledge of the effectiveness of uniforms in U.S. schools. In response, the authors (a) clarified the intent and contribution

of their original study (D. L. Brunsmas & K. A. Rockquemore, 1998), (b) responded to the methodological issues raised by A. Bodine, and (c) reflected on the policy implications of the related studies published in *The Journal of Educational Research* and the *Educational Testing Service*. By doing so, they hoped to increase academic interest in the school uniform debate and to encourage further empirical analyses of the effects of existing policies.

Chan, C. K. (2003). 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.

Conference Paper

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.

Coleman, M. and DeLeire, T. (2003). An Economic Model Of Locus Of Control And The Human Capital Investment Decision. *Journal of Human Resources*, 38(3): 701-721.

Journal Article

We present an economic model of how teenagers' outlooks—specifically their locus of control—affect their human capital investments. Locus of control measures the extent to which a person believes their actions affect their outcomes. The model allows locus of control to affect teenagers' assessment of the return to education. The effect of eighth graders' locus of control on high school completion and college attendance is examined using the National Educational Longitudinal Study. The results indicate that locus of control influences education decisions and suggests that locus of control operates through teenagers' expectations of the returns to human capital investments.

Farkas, G. (2003). Racial Disparities And Discrimination In Education: What Do We Know, How Do We Know It, And What Do We Need To Know. *Teachers College Record*, 105(6): 1119-1146.

Journal Article

This paper reviews what we have learned about racial discrepancies in education, with particular attention to those that might be attributable to discrimination. Empirical studies have found that, on average, African American, Latino, and American Indian children arrive at kindergarten or first grade with lower levels of oral language, prereading, and premathematics skills, as well as lesser general knowledge, than that possessed by White and Asian American children. African American, Latino, and American Indian children are also reported to display behaviors less well suited to the school's learning environment. It

has been estimated that at least half, and probably more, of the Black-White gap in 12th-grade academic achievement would be eliminated if we could eliminate the Black-White performance gap at school entry. The remainder of the performance gap occurs during grades one through twelve. It is here that researchers have looked for discrimination by teachers and school administrators. In particular, they have looked for curricular track placements that, adjusting for prior performance, are disadvantageous for ethnic minority students. They have also looked for the possibility that teachers hold lower expectations for, and are less encouraging to, minority students. The evidence on these matters is mixed. It is suggested that, with the cooperation of school administrators and teachers, district-specific studies of these issues might be undertaken, using both local administrative data and participant-observational methods.

Finn, K. V. and Frone, M. R. (2003). Predictors Of Aggression At School: The Effect Of School-Related Alcohol Use. *NASSP Bulletin*, 87(636): 38-54.

Journal Article

School-related alcohol use is a large but understudied problem in American schools. This investigation examined factors related to aggression at school, particularly the role of alcohol use. School aggression was higher among students who were male, rebellious, had a weak sense of school identification, low academic achievement, and engaged in alcohol use during the school day. General alcohol use was not related to school aggression beyond the effect of school-related alcohol use. Schools that encourage school involvement and alcohol resistance may help prevent problems of student aggression.

Flowers, L. A., Milner, H. R. and Moore III, J. L. (2003). Effects Of Locus Of Control On African American High School Seniors' Educational Aspirations: Implications For Preservice And Inservice High School Teachers And Counselors. *The High School Journal*, 87(1): 39-50.

Journal Article

The major purpose of this study was to investigate the impact of locus of control on African American high school seniors' educational aspirations. Controlling for family, student, and school characteristics, the results of the study suggest that African American high school seniors who reported higher levels of locus of control were more likely to have higher educational aspirations than African American high school seniors who reported lower levels of locus of control. Implications for preservice and inservice high school teachers and counselors are discussed.

Flowers, T. A. (2003). Exploring The Influence Of Reading For Pleasure On African American High School Students' Reading Achievement. *The High School Journal*, 87(1): 58-62.

Journal Article

National data were utilized to examine the influence of reading for pleasure on African American high school students' reading achievement. Overall, the study found that reading for pleasure positively impacted African American students' scores on a standardized measure of reading. Implications for teachers and parents were discussed.

Glick, J. E. and White, M. J. (2003). The Academic Trajectories Of Immigrant Youths: Analysis Within And Across Cohorts. *Demography*, 40(4): 759-783.

Journal Article

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).

Goddard, R. D. (2003). Relational Networks, Social Trust, And Norms: A Social Capital Perspective On Students' Chances Of Academic Success. *Educational Evaluation and Policy Analysis*, 25(1): 59-74.

Journal Article

This study elaborates a theoretical rationale for relational networks, norms, and trust as structural and functional forms of social capital that can facilitate student achievement. The results of hierarchical generalized linear modeling show that 4th-grade students' odds of passing state-mandated mathematics and writing assessments are modestly increased in urban schools characterized by high levels of social capital. The results suggest the need for more research investigating the extent to which social capital is independent from socioeconomic status and whether social capital may be developed in schools serving high concentrations of poor and minority students.

Goldenring Fine, J. and Davis, J. A. (2003). Grade Retention And Enrollment In Post-Secondary Education. *Journal of School Psychology*, 41(6): 401-412.

Journal Article

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 postsecondary (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.

Journal Article

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.

Journal Article

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.

Guest, A. and Schneider, B. (2003). Adolescents' Extracurricular Participation In Context: The Mediating Effects Of Schools, Communities, And Identity. *Sociology of Education*, 76(2): 89-109.

Journal Article

To understand the meaning of high school students' participation in extracurricular activities, it is important to account for social contexts as influences on development. This study investigated how school and community contexts relate to associations among high school students' extracurricular participation, academic achievement, and educational ambition. On the basis of survey data from the Alfred P. Sloan Study of Youth and Social Development, the results show that participation in sports is most strongly associated with achievement in schools with low educational expectations and schools in poor communities. Participation in non-sports extracurricular activities, while also demonstrating some contextual variation, is more consistently associated with both higher academic achievement and higher educational expectations across types of communities than is participation in sports. A further examination of these associations suggests that having an athletic identity accounts for much of the variation in the value of sports. Thus, identity can help to explain the finding that social contexts differentially influence developmental outcomes associated with participation in extracurricular activities.

Hamilton, L. S., McCaffrey, D. F., Stecher, B. M., Klein, S. P., Robyn, A. and Bugliari, D. (2003). Studying Large-Scale Reforms Of Instructional Practice: An Example From Mathematics And Science. *Educational Evaluation and Policy Analysis*, 25(1): 1-29.

Journal Article

A number of challenges are encountered when evaluating a large-scale, multisite educational reform aimed at changing classroom practice. The challenges include substantial variability in implementation with little information on actual practice, lack of common, appropriate outcome measures, and the need to synthesize evaluation results across multiple study sites. This article describes an approach to addressing these challenges in the context of a study of the relationships between student achievement and instructional practices in the National Science Foundation's Systemic Initiatives (SI) program. We gathered data from eleven SI sites and investigated relationships at the site level and pooled across sites using a planned meta-analytic approach. We found small but consistent positive relationships between teachers' reported use of standards-based instruction and student achievement. The article also describes the ways in which we addressed the challenges discussed, as well as a number of additional obstacles that need to be addressed to improve future evaluations of large-scale reforms.

Hannaway, J. and Woodroffe, N. (2003). Policy Instruments In Education. *Review of Research in Education*, 27: 1-24.

Journal Article

We review a range of education policy instruments receiving attention in recent years and the assumptions underlying them, and examine what we know about their effects. The instruments we review fall under two categories: market-based reforms, specifically vouchers, tuition tax credits, and charter schools; and accountability- or incentive-based reforms, specifically school-based accountability measures and teacher performance pay. Not all involved in education policy debates agree with the need for new directions and new incentives at schools, however. Thus, we also consider the impact of expanding school resources as a third option for fixing schools. In particular, we review the literature on reduced class sizes and quality teachers as two possible areas of resource investment. Our review shows that, while details associated with the policy instruments are likely to be highly significant, there are risks if these instruments are not finely crafted. Simple increases in school resources do not appear to make a difference in education outcomes, but the well-targeted investment of resources may be worthwhile. Further research is needed in this area, especially with regard to how we identify quality teachers.

Hanson, S. L. and 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.

Journal Article

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.

Hill, A. T. (2003). A Panel Study Of The Effects Of Teacher Education, Class Size, And Time-On-Task On Student Achievement: Evidence From NELS:88. *University of Delaware*.

Dissertation/Thesis

Primary and secondary education in the United States are moving increasingly to a standards-based system in which the quality of the educational experiences available to

the nation's young people is measured by student performance on standardized tests. Given state and local budget constraints, it is important for policy makers to have information about the factors most likely to increase student achievement. The effect of a number of inputs to the educational production process in mathematics, reading, and science are studied using a student-specific fixed-effects framework and data from the National Education Longitudinal Study of 1988 (NELS:88).

Three key questions are addressed in this dissertation. First, is teacher education important in determining student achievement in mathematics, reading, and science? If teacher education is important, what types of teacher education matter? Second, do class size and the level of distractions in the classroom affect student achievement? Third, do increases in the amount of homework assigned and the source of the homework data-- either from the student or from the teacher--have an effect on student achievement? This dissertation represents the first known use of the science portion of the NELS:88 data with educational production functions estimated with student-specific fixed-effects. Moreover, it is the first opportunity to test whether serious bias is introduced into achievement models, as Betts (1998) has suggested, when the student's reported amount of homework completed is used as an explanatory variable instead of the homework measure reported by the student's teacher.

The results suggest that teacher education is important in determining student achievement. Teacher graduate education in the field the student is studying contributes significantly to higher student achievement in mathematics, reading, and science, but teacher graduate degrees in education have little or no effect on student performance. Additional homework has a consistent, statistically significant, positive effect on student achievement and there seems to be little evidence that the use of the student's measure of homework biases results, a concern noted by Betts. Class size provides inconsistent effects. Decreasing the level of distractions in the classroom has a consistent, positive effect on student achievement.

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

Report

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.

Hoffman, J. P. (2003). A Contextual Analysis Of Differential Association, Social Control, And Strain Theories Of Delinquency. *Social Forces*, 81(3): 753-786.

Journal Article

The history of criminological thought has seen several theories that attempt to link community conditions and individual-level processes. However, a comparative analysis of contextual effects has not been undertaken. This article estimates a multilevel model that examines the effects of variables derived from three delinquency theories. The results indicate that youths residing in areas of high male joblessness who experience stressful life events or little parental supervision are especially likely to be involved in delinquent behavior. The attenuating impact of school involvement on delinquency is more pronounced in urban environments low in male joblessness. These results suggest that examining the contextual implications of delinquency theories is important, but theories need to be developed with more attention to specific contextual processes.

Horvat, E. M., Weininger, E. B. and Lareau, A. (2003). From Social Ties To Social Capital: Class Differences In The Relations Between Schools And Parent Networks. *American Educational Research Journal*, 40(2): 319-351.

Journal Article

Focusing on parental networks- a central dimension of social capital-this article uses ethnographic data to examine social-class differences in the relations between families and schools. We detail the characteristics of networks across different classes and then explore the ways that networks come into play when parents are confronted by problematic school situations. The middle-class parents in our study tended to react collectively, in contrast to working-class and poor parents. The middle-class parents were also uniquely able to draw on contacts with professionals to mobilize the information, expertise, or authority needed to contest the judgments of school officials. We did not find substantial race differences. We affirm the importance of a resource-centered conception of social capital that grants the issue of inequality a predominant place.

Hudson, L. (2003). *Racial/Ethnic Differences In The Path To A Postsecondary Credential*. NCES Issue Brief (NCES 2003-005). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Hunter, J. P. and Csikszentmihalyi, M. (2003). The Positive Psychology Of Interested Adolescents. *Journal of Youth and Adolescence*, 32(1): 27-35.

Journal Article

Using the experience sampling method (ESM) and a diverse national sample of young people, this study identifies two groups of adolescents: those who experience chronic interest in everyday life experiences and another who experience widespread boredom. These groups are compared against several measures of psychological well-being: global self-esteem, locus of control, and emotions regarding one's future prospects. It is hypothesized that a generalized chronic experience of interest, an innate physiological function, can be used as a signal for a larger measure of psychological health, while chronic boredom is a sign of psychic dysfunction. A strong association between the experience of interest and well-being was found.

Jeynes, W. (2003). The Learning Habits Of Twelfth Graders Attending Religious And Non-Religious Schools. *International Journal of Education & Religion*, 4(2): 145-167.

Journal Article

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 nonreligious 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 nonreligious 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.

Jeynes, W. H. (2003). The Effects Of Black And Hispanic 12th Graders Living In Intact Families And Being Religious On Their Academic Achievement. *Urban Education*, 38(1): 35-57.

Journal Article

Using the National Education Longitudinal Survey (NELS) data set from the 1988 to 1992 period, this study assessed the effects of the combination of living in an intact family and student religious commitment on the academic achievement of Black and Hispanic 12th graders. The results indicate that Black and Hispanic children who lived in an intact family and showed a high level of religiosity scored as well as White students on most measures of academic achievement, even when controlling for socioeconomic status and gender. These same Black and Hispanic students also performed better than their Black and Hispanic counterparts who were not from intact families and/or were not high in religiosity. These results suggest that parental family structure and religiosity may play a larger role in explaining the academic gap between Black and Hispanic students, on one hand, and Whites, on the other hand, than was previously believed.

Jeynes, W. H. (2003). The Effects Of Religious Commitment On The Academic Achievement Of Urban And Other Children. *Education and Urban Society*, 36(1): 44-62.

Journal Article

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). A Meta-Analysis: The Effects Of Parental Involvement On Minority Children's Academic Achievement. *Education and Urban Society*, 35(2): 202-218.

Journal Article

A meta-analysis was undertaken, including 21 studies, to determine the impact of parental involvement on the academic achievement of minority children. Statistical analyses were undertaken to determine the overall effects of parental involvement obtained for each study as well as specific components of parental involvement. Four different measures of academic achievement were used. The possible differing effects of parental involvement by gender and socioeconomic status were also considered. The results indicate that the impact of parental involvement overall is significant for all the minority groups under study. For all groups, parental involvement, as a whole, affected all the academic variables under study by at least two tenths of a standard deviation unit. However, among some of the races, certain aspects of parental involvement had a greater impact than did others. The significance of these results is discussed.

Jeynes, 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.

Journal Article

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 nonintact families. These results suggest that religiosity may help many children from single-parent families to do well in school.

Kao, G. and Thompson, J. S. (2003). Racial And Ethnic Stratification In Educational Achievement And Attainment. *Annual Review of Sociology*, 29: 417-442.

Journal Article

Understanding racial, ethnic, and immigrant variation in educational achievement and attainment is more important than ever as the U.S. population becomes increasingly diverse. The Census Bureau estimates that in 2000, 34% of all youth aged 15-19 were from minority groups; it estimates that by 2025, this will increase to 46% (U.S. Census Bureau 2000). In addition, approximately one in five school-age children reside in an immigrant family (Zhou 1997, Suarez-Orozco & Suarez-Orozco 2001). We provide an overview of recent empirical research on racial, ethnic, and immigrant differences in educational achievement and attainment, and we examine some current theories that

attempt to explain these differences. We explore group differences in grades, test scores, course taking, and tracking, especially throughout secondary schooling, and then discuss variation in high school completion, transitions to college, and college completion. We also summarize key theoretical explanations used to explain persistent differences net of variation in socioeconomic status, which focus on family and cultural beliefs that stem from minority group and class experiences. Overall, there are many signs of optimism. Racial and ethnic gaps in educational achievement and attainment have narrowed over the past three decades by every measure available to social scientists. Educational aspirations are universally high for all racial and ethnic groups as most adolescents expect to go to college. However, substantial gaps remain, especially between less advantaged groups such as African Americans, Hispanics, and Native Americans and more advantaged groups such as Whites and Asian Americans. The racial and ethnic hierarchy in educational achievement is apparent across varying measures of the academic experience.

Keesler, V. (2003). Learning to Work: A Study Of Secondary Vocational Education. Paper presented at the annual meeting of the American Sociological Association, Atlanta, GA. 1-18.

Conference Paper

Secondary vocational education seeks to integrate academics and occupational skills in the school experience of high school students. Ninety-seven percent of all high school students in America took at least one vocational course during their time at high school. While the ideology of vocational education is to prepare students for postsecondary education as well as for a career, vocational education has a negative effect on postsecondary education attendance. Using data from the National Educational Longitudinal Survey, I investigated this effect. I found that, when controlling for demographic variables, student achievement and aspiration variables, and parental involvement variables, the negative effect of vocational education on postsecondary education attendance is eliminated. Socioeconomic status, family composition, student aspirations, the amount of positive affirmation a student receives and parental aspirations all have a positive effect on postsecondary education attendance.

Lan, W. and Lanthier, R. (2003). Changes in Students' Academic Performance And Perceptions Of School And Self Before Dropping Out of Schools. *Journal of Education for Students Placed at Risk*, 8(3): 309-332.

Journal Article

This study was designed to investigate changes in personal attributes of high-school dropout students between 8th grade and 12th grade. Students who participated in 3 waves of data collection in the "National Educational Longitudinal Study: 1988-1994" in the 8th, 10th, and 12th grades, but who dropped out before completing high school, were identified. Scales were developed on rational and empirical grounds that measured the following personal attributes: academic performance, relationships with teachers, relationships with peers, perceptions of school, participation in school activities, motivation for school work, effort expended in school work, self-esteem, and locus of control. Longitudinal comparisons in the personal attributes showed a gradually deteriorating process. Except in academic performance, the students scored at the national average in eighth grade. However, their academic performance, relationship with teachers, perception of school, motivation in school work, and participation in school activities were significantly below the national average in the 10th and 12th grades. The study showed a developmental pattern of the personal attributes of dropout students and identified that the transition to high school is a critical yet neglected time when interventions should be provided.

Lee, V. E. and Burkam, D. T. (2003). Dropping Out Of High School: The Role Of School Organization And Structure. *American Educational Research Journal*, 40(2): 353-393.

Journal Article

In this study, we explore how high schools, through their structures and organization, may influence students' decisions to stay in school or drop out. Traditional explanations for dropout behavior have focused on students' social background and academic behaviors. What high schools might do to push out or hold students has received less empirical scrutiny. Using a sample of 3,840 students in 190 urban and suburban high schools from the High School Effectiveness Supplement of the National Educational Longitudinal Study of 1988, we apply multilevel methods to explore schools' influence on dropping out, taking into account students' academic and social background. Our findings center on schools' curriculum, size, and social relations. In schools that offer mainly academic courses and few nonacademic courses, students are less likely to drop out. Similarly, students in schools enrolling fewer than 1,500 students more often stay in school. Most important, students are less likely to drop out of high schools where relationships between teachers and students are positive. The impact of positive relations, however, is contingent on the organizational and structural characteristics of high schools.

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

Report

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.

Levine, D. I. and Painter, G. (2003). The Schooling Cost Of Teenage Out-Of-Wedlock Childbearing: Analysis With A Within-School Propensity-Score-Matching Estimator. *The Review of Economics & Statistics*, 85(4): 884-900.

Journal Article

Teen out-of-wedlock mothers have lower education and earnings than do peers who have children later. This study uses the National Educational Longitudinal Survey of 1988 to examine the extent to which the apparent effects of out-of-wedlock teen childbearing are due to preexisting disadvantages of the young women and their families. We use a novel method that matches teen mothers to similar young women in their junior high school (that is, prior to pregnancy). We find that out-of-wedlock fertility reduces education substantially, although far less than the cross-sectional comparisons of means suggest. We further find that this effect is larger among those with lower probabilities of having a child out of wedlock.

Lopez, A., Freed, S. and 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.

Journal Article

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.

Mau, W. (2003). Factors That Influence Persistence In Science And Engineering Career Aspirations. *The Career Development Quarterly*, 51(3): 234-243.

Journal Article

The author investigated students' persistence regarding career aspirations in science and engineering (SE) professional careers as a function of race and sex. In a nationally representative sample of 8th graders, persistent racial minority and female students were compared with nonpersistent racial minority and male students regarding their self-concept, parental involvement, socioeconomic status, and academic achievement. Men were more likely than women to persist in SE career aspirations. Persistent students scored higher than did nonpersistent students on all of the variables studied. Academic proficiency and math self-efficacy were 2 of the strongest predictors of persistence in SE careers.

McMillian, M. (2003). Is No Child Left Behind 'Wise Schooling' For African American Male Students? *The High School Journal*, 87(2): 25-33.

Journal Article

To improve achievement among African American students, education professions must pay special attention to African American male achievement and reframe the academic achievement gap as a treatment gap. Engagement studies suggest that African American students, and African American boys in particular, are susceptible to academic disengagement. Specifically, research (Steele and Aronson 1995; Osborne 1995) suggests that education professionals' "stereotypes about ability" are partly responsible for the disengagement and lagging achievement of African American male students. This author recommends that education professionals use "wise schooling" to minimize the effects of these stereotypes on achievement.

Molnar, J. A. (2003). The Relationship Between Constructivist Supervisory Practices, School Climate, And Student Proficiency In Reading, Mathematics, And Science: Evidence From NELS:88. *Indiana University of Pennsylvania*.

Dissertation/Thesis

In an effort to improve instruction and student learning, school reform efforts have become prevalent. School reformers have examined many aspects of the school experience, including learning theories such as behaviorism and constructivism, the changing roles of teachers and supervisors, and even the concept of the school itself. The theoretical framework for this study centered around constructivist learning theory. The study itself focused on the application of constructivist learning theory to the supervisory process. The study examined five areas of interest: (a) teachers' perceptions of constructivist supervisory behavior; (b) teachers' perceptions of efficacy and control in the classroom; (c) teachers' perceptions of school climate; (d) teachers' perceptions of job satisfaction, and (e) the influences of each of the aforementioned on student proficiency in mathematics, reading, and science.

Data for the study was drawn from the first follow-up survey of the National Educational Longitudinal Study of 1988 (NELS: 88). NELS: 88 investigated a wide variety of factors that influence the educational process. The first follow-up focuses on environmental factors that affect teachers and students. Variables were selected from the NELS:88 data set that represented the areas to be examined. Factor analysis and correlational analysis were applied to ensure that the variables were measuring distinct constructs and to determine ways they could be grouped for analysis. Multiple linear regression analysis was applied to determine relationships among the individual and composite variables, controlling for student and teacher demographic factors.

The results of the study suggest that varying relationships do exist between constructivist supervisory practices and the constructs measuring school climate and job satisfaction. The results also suggest that varying relationships exist between each of these factors and student proficiency in mathematics, reading, and science. Specifically, school climate, job satisfaction, and student proficiency were influenced by constructivist supervisory practices that included teachers' freedom to experiment with teaching and teachers' control over texts and materials.

Mullis, R., Rathge, R. and Mullis, A. (2003). Predictors Of Academic Performance During Early Adolescence: A Contextual View. *International Journal of Behavioral Development*, 27(6): 541.

Journal Article

Utilizing 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 percent were White, 12.2 percent were Black, and 12.9 percent were Hispanic. The participants were drawn from a stratified national sample of over 1,000 public and private schools in the United States. Data from NELS:88 were analyzed using indicators of social capital and resource capital. Preliminary modeling 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 misbehavior (behavior) 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 (hypothesized as a mediator variable) of student misbehavior 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): 508-525.

Journal Article

Oates explores the seldom-addressed question of whether teacher-student racial congruence conditions the impact of teacher perceptions on performance. 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.

Ream, R. K. (2003). Counterfeit Social Capital And Mexican-American Underachievement. *Educational Evaluation and Policy Analysis*, 25(3): 237-262.

Journal Article

A critical issue facing U.S. schools and one with broad social implication is the persistent disparity in educational achievement between racial/ethnic groups. The achievement gap may be particularly pronounced for Mexican-Americans who constitute the vast majority of U.S. Latinos and are among the most educationally at risk of all Latino subgroups. By employing mixed-methods research techniques, this study shows that social network instability accompanying high mobility rates may contribute to Mexican-American underachievement. Moreover, this investigation challenges wholly beneficial and ecumenical notions of social capital. Mexican-origin youth in possession of what on the surface appears to be a valued form of social currency may actually be the unwitting recipients of a form of counterfeit social capital that impinges on their school success. Efforts to reduce unnecessary and reactive student mobility and increase the stock of beneficial forms of social capital (while rooting out its impostors) may deserve policy consideration.

Reynolds, N. G. and Conaway, B. J. (2003). Factors Affecting Mathematically Talented Females' Enrollment in High School Calculus. *Journal of Secondary Gifted Education*, 14(4): 218-228.

Journal Article

The purpose of this study was to determine if identifying factors existed that would explain differential mathematics participation among females in high school, specifically the enrollment in high school Calculus. The factors investigated were socioeconomic status, educational aspirations, the education of both parents, and the number of siblings. The database used for this study was taken from the National Educational Longitudinal Study (NELS:88) and the follow-up conducted in 1992. The sample for the present research was composed of females enrolled in algebra at the onset of this study who scored in the fourth quartile on the mathematics section of the standardized test. The results showed a difference between the two groups in mother's education, SES, and educational aspirations. However, when applying all factors together in a logistical regression, the results of this research determined that the factors did not have predictive value in determining the probability of a mathematically talented female enrolling in high school Calculus. This research suggests that some factors that affect course taking in the general population of students may not be generalized to mathematically talented females.

Schiller, K. S. and Muller, C. (2003). Raising The Bar And Equity? Effects Of State High School Graduation Requirements And Accountability Policies On Students' Mathematics Course Taking. *Educational Evaluation and Policy Analysis*, 25(3): 299-318.

Journal Article

In response to the national push to raise academic performance of all students, most states have adopted policies designed to raise academic standards, monitor progress toward those standards, and hold schools and students responsible for attaining them. Given the complex nature of the educational process, these policies are likely to have mixed effects on both general levels of attainment and stratification based on race or ethnicity and social class. Using nationally representative longitudinal data and hierarchical linear modeling, this article explored the association between students' mathematics course work and states' high school graduation requirements and assessment or accountability policies. We found that students in states with more graduation requirements tended to enroll in higher level mathematics courses as freshmen and persist to take more advanced level courses. Similar trends were also found for students in states that link test performance to consequences for schools. Extensive testing, however, had little effect on course taking except to increase differences based on socio-economic status. In contrast, differences between racial or ethnic groups tended to be smaller in states where test performance was linked to consequences for students.

Schmidt, J. A. (2003). Correlates Of Reduced Misconduct Among Adolescents Facing Adversity. *Journal of Youth and Adolescence*, 32(6): 439-452.

Journal Article

This study examines the association between engagement in daily challenges and school misconduct in a sample of adolescents. Engagement is assessed by the amount of time spent in challenging activities and in terms of subjective ratings of success in daily challenges. Analyses employ data from a study in which adolescents provided self-reports of their immediate experience over the course of 1 week in response to signals generated at random times by alarm wristwatches. Analyses also test whether the number of opportunities for engagement in school activities is associated with misconduct. Because adolescents who face substantial adversity at home or at school are at particular risk for increased misconduct, associations are tested separately for high and low adversity adolescents. Results indicate that both time in daily challenge and perceived success in daily challenge are independently associated with reduced misconduct, and that these associations are slightly more pronounced for high (as compared to low) adversity adolescents. Extracurricular opportunities were shown to be associated with reductions in misconduct for high but not low adversity adolescents. Among high adversity adolescents, opportunity for engagement and perceived success in daily challenge were not only associated with reduced misconduct in cross-sectional analyses but also were predictive of reductions in misconduct over time.

Schmidt, J. A. and Padilla, B. (2003). Self-Esteem And Family Challenge: An Investigation Of Their Effects On Achievement. *Journal of Youth and Adolescence*, 32(1): 37-46.

Journal Article

This study uses longitudinal data on a sample of 10th graders to investigate the associations between self-esteem, family challenge, and 2 indicators of adolescent achievement: high school grades and extracurricular involvement. Research on self-esteem and on family challenge has linked both of these factors to achievement in adolescents, but studies have not simultaneously examined the effects of these factors on achievement. The present study finds that family challenge and self-esteem are correlated with one another, and examines the effects of each of these factors on

achievement while controlling on the other factor. Controlling on self-esteem, family challenge was positively associated with grades in school, and was marginally associated with extracurricular participation. Controlling on family challenge, we did not find self-esteem to be predictive of grades or extracurricular involvement in longitudinal analyses, but we did find some evidence for a relationship in the opposite direction, with grades in 10th grade predicting self-esteem in 12th grade. Results also suggest differences in academic achievement and extracurricular participation by race/ethnicity. Implications of these findings for the role of family challenge and self-esteem in the positive development of adolescents are discussed.

Shmidt, P. (2003). "Report Urges Colleges To Adopt Income-Based Affirmative-Action Policies." *Chronicle of Higher Education*.

Newspaper Article

Excerpt: Using data from two federally sponsored, longitudinal studies of people who finished high school in 1995 -- the "National Education Longitudinal Study of 1988" and the "High School and Beyond" study -- the researchers attempted to analyze how the enrollments of the nation's 146 most selective colleges would have changed if the institutions had adopted various alternatives to race- and ethnicity-based affirmative action.

Smith, T. (2003). Who Values The GED? An Examination Of The Paradox Underlying The Demand For The General Educational Development Credential. *Teachers College Record*, 105(3): 375-415.

Journal Article

The General Educational Development (GED) credential is the most widely recognized form of alternative secondary certification in the United States today. Unlike other educational credentials, however, GED certification does not require school attendance or mastery of any specific curriculum. Although the requirements for certification are notably different from traditional high school diplomas, the GED is widely viewed as the functional equivalent of the high school diploma. While surveys of employers have shown that they generally consider the GED equivalent to the traditional high school diploma in hiring decisions, much of the literature on the economic returns to GED attainment indicate that these returns are significantly below those of traditional high school graduates and not much higher than those of other dropouts. This article examines the paradox of strong individual demand and strong institutional support for this credential despite educational and economic returns markedly lower than those of traditional high school graduates. The literature on the history of the GED, as well as the cognitive, educational, and economic outcomes associated with it, is examined through the lenses of several economic and sociological paradigms. This article suggests that the GED's potential as a signal of a recipient's basic cognitive skills may be negated by the inability of a test-based credential to signal at least minimal internalization of institutional norms, particularly those most valued in the workplace. The analysis suggests that the GED serves as a systemic safety valve for a system with comparatively high dropout rates. The GED program is a low-cost way to integrate hundreds of thousands of off-track individuals back into the mainstream of society, while at the same time providing an efficient means for the educational system to appear to meet its goals of equality of educational opportunity.

Sokol-Katz, J., Braddock II, J. H. and Basinger-Fleischman, L. (2003). Teachers? Academic Perceptions Of Student-Athletes: Do They Vary By Type of Sport? *Paper presented at the annual meeting of the American Sociological Association, Atlanta, GA.* 1-16.

Conference Paper

It has been suggested that athletes are the recipients of a "halo effect" (Coakley, 1998), whereby achievement on the playing field is assumed to carry over to other areas of the athlete's life. However, no solid empirical research has been conducted on whether such a halo effect is extended to teacher perceptions of the academic investment of high school varsity athletes. This is particularly important to investigate, given research that finds that teachers' expectations can influence their perceptions regarding student ability and performance, which can potentially influence student achievement. For this reason, we investigate whether teacher bias exists, in any direction, in comparisons of their perceptions of student athletes and non-athletes. In addition, it is our belief that there is no singular sport experience, either between the genders or when looking at different types of sports. For this reason, we will examine males and females separately and look at the specific type of sport in which student athletes are involved utilizing the eighth and tenth grade waves of the National Educational Longitudinal Study (NELS:88). Our primary research question is: net of student background, school context, and academic achievement variables, are student athletes differentially assessed by teachers in terms of their academic investment?

Stinebrickner, R. and Stinebrickner, T. R. (2003). Understanding Educational Outcomes Of Students From Low-Income Families: Evidence From A Liberal Arts College With A Full Tuition Subsidy Program. *The Journal of Human Resources*, 38(3): 591-617.

Journal Article

Issues related to schooling attainment of children from low-income families arise frequently in current education policy debates. There has been a specific interest in understanding why a very high percentage of children from low-income families do not graduate from college and why the college graduation rates of children from low-income families are substantially lower than those of children from other families. Using unique new data obtained directly from a high-quality liberal arts college that maintains a full tuition subsidy program (and large room and board subsidies) for all students, this paper provides direct evidence that reasons unrelated to the direct costs of college are very important in explaining these realities.

Sun, Y. (2003). The Well-Being Of Adolescents In Households With No Biological Parents. *Journal of Marriage and Family*, 65(4): 894-909.

Journal Article

On the basis of a large, nationally representative sample of 19,071 American middle-school students, the current study compares adolescents living with neither biological parent with their peers in five other family structures on a wide range of outcome measures. The results reveal some overall disadvantages of living with neither parent, although the disadvantages relative to nontraditional families are limited. Differences in family resources either partially or completely account for outcome differences between non-biological-parent and other family structures. Further, boys and girls in non-biological-parent families appear to fare similarly. Finally, measurement problems and their implications are discussed.

Tang, W. (2003). Investigating The Factors Influencing Educational Attainment Across Ethnic And Gender Groups: Structural Analysis Of NELS:88-2000 Database. *University of California, Santa Barbara*.

Dissertation/Thesis

The purpose of this study was twofold: (1) to determine the relative influence of twelve variables (socioeconomic status, prior achievement, self-concept, locus of control, educational aspirations, parental expectations, parental involvement, peer influence,

college plans, average grades, test scores, and coursework completion) simultaneously in predicting educational attainment (EA); (2) to locate similarities and differences in the effects of those twelve variables on EA across ethnic and gender groups.

Two central questions are addressed. What factors are major contributors to EA? What significant differences exist among ethnic and gender groups? A modified version of the Wisconsin model of EA was applied to samples in the NELS:88-2000 database. Data were selected from the base year, and the second and fourth follow-up reports. Structural equation modeling (SEM) was utilized to perform single-group analysis on a total sample ($N = 12,144$), and multiple-group analysis on randomly selected samples of males ($N = 419$) and females ($N = 419$) in each ethnic group. Any models containing an ethnic factor were tested separately, with a sub-sample containing only two groups to assure accurate comparisons of each ethnic group. The study also performed latent mean analysis and invariance tests to identify differences among any ethnic and gender groups.

There are several important findings. Socioeconomic status (SES) factors and prior achievement had the largest total effects on EA for all ethnic and gender groups. This was mainly through other mediating productivity factors, although direct effects of SES and prior achievement were very small or even negative. Coursework completion, average grades, and college plans had large direct effects on EA for almost all ethnic and gender groups. Educational aspirations were moderately associated with EA for Whites, Blacks, and Hispanics. All other factors had either no relationship with EA or small effect sizes on EA. Large differences were evidenced between Asian males and Black males in structural paths from parental expectations and educational aspirations to EA; between Black males and females from college plans to EA; between Hispanic males and females from parental involvement to EA; and between Asian males and females from peer influence and test scores to EA.

Teitelbaum, P. (2003). The Influence Of High School Graduation Requirement Policies In Mathematics And Science On Student Course-Taking Patterns And Achievement. *Educational Evaluation and Policy Analysis*, 25(1): 31-57.

Journal Article

One of the most widely implemented educational reform efforts of the last two decades has been the adoption of increased high school graduation requirements, especially in mathematics and science. The present study examines the effect of that reform. More particularly, this article first investigates the extent to which a commonly adopted requirement that students complete three credits in mathematics and science was implemented at schools. Using multilevel regression analysis, the study then examines the relationship between three-course requirements in mathematics and science and three expected outcomes: increases in the number of credits students earned in mathematics and science, increases in the level of mathematics and science classes completed by students, and increases in student achievement in math and science. To test this relationship, the author drew a nationally representative sample of 1992 public high school graduates from the National Educational Longitudinal Study conducted in 1988. These findings suggest that increasing the number of credits students have to earn in mathematics and science to graduate from high school by itself may not be sufficient to improve student proficiency in these subjects.

Tippitt, D. A. M. (2003). Does Having An Ethnically Diverse Faculty Make A Difference? What The Courts Said In The 1980s And Surprising Results Of A Quantitative Study Using NELS. *Columbia University*.

Dissertation/Thesis

This dissertation, through two quantitative studies, explores the relationship between faculty diversity and educational outcomes. In a world with increasing diversity, there is a

need to satisfactorily serve students from various ethnicities. The first study surveyed the seniors in three Westchester high schools and assessed their college aspirations, career aspirations, and grade point averages. The Westchester County study was too small to make generalizable findings. A second study on the same topic was completed using the National Educational Longitudinal Study (NELS). The results were surprising.

The NELS database was analyzed to explore the relationship between faculty diversity and achievement. Students in 8th grade were surveyed. Only students who participated in 8th grade were used for this study in 10th grade. Similarly, only the students who were surveyed in 8th and 10th grades were used in 12th grade. Students in each cohort were analyzed based on the geographic location of their school: non-rural, suburban, and urban. Students were analyzed in three categories, all students (who were predominantly White), Black students, and Latino students. Regression analysis was used to determine the relationship between faculty diversity, student ethnicity, and standardized math and reading test scores as well as college aspirations. The data resulted in unexpected findings.

This study found the relationship between faculty diversity and student achievement to be disappointing. First, for African American students in each grade and in each geographic setting, there was not a relationship between faculty diversity and student achievement. Second, for Latino students in 8th and 10th grades, there was a relationship between faculty diversity and students' scores on standardized reading tests. There was no measurable difference in 12th grade. There was not a significant relationship between faculty diversity and student achievement on standardized math scores. Similarly for Latino students, faculty diversity did not influence their standardized math scores or their college aspirations. Faculty diversity did not influence the standardized reading and math scores for White Students. However, faculty diversity did increase White 10th and 12th grade suburban students' college aspirations and the college aspirations of all 8th and 12th grade non-rural students. These results were surprising.

Trusty, J., Plata, M. and Salazar, C. F. (2003). Modeling Mexican Americans' Educational Expectations: Longitudinal Effects Of Variables Across Adolescence. *Journal of Adolescent Research*, 18(2): 131-153.

Journal Article

Using a national sample of Mexican Americans, the authors developed structural equation models of the effects of four eighth-grade latent variables on educational expectations assessed 6 years later. Models for Mexican American women and men did not differ from one another. The latent variable, parents' influences, had a strong positive effect on educational expectations at late adolescence. Parents' influences dominated the effects of the other latent independent variables, socioeconomic status, eighth-grade achievement test scores, and self-perceptions. The four eighth-grade latent variables explained 41 percent of the variability in educational expectations at late adolescence. The findings reveal consistencies and inconsistencies with previous research findings and models.

Trzesniewski, K. H., Donnellan, M. B. and Robins, R. W. (2003). Stability Of Self-Esteem Across The Life Span. *Journal of Personality and Social Psychology*, 84(1): 205-220.

Journal Article

Two studies examined the rank-order stability of self-esteem from age 6 to 83: Study 1 was a meta-analysis of 50 published articles (N = 29,839) and Study 2 analyzed data from 4 large national studies (N = 74,381). Self-esteem showed substantial continuity over time (disattenuated correlations ranged from the .50s to .70s), comparable to the stability found for personality traits. Both studies provided evidence for a robust developmental trend: Self-esteem stability was low during childhood, increased

throughout adolescence and young adulthood, and declined during midlife and old age. This trend could not be explained by age differences in the reliability of self-esteem measures, and generally replicated across gender, ethnicity, self-esteem scale, nationality (U.S. vs. non-U.S.), and year of publication.

Tyler, J. H. (2003). Economic Benefits Of The GED: Lessons From Recent Research. *Review of Educational Research*, 73(3): 369-403.

Journal Article

In 1998, the U.S. Department of Education published a comprehensive synthesis of the General Educational Development certificate (GED). Since that time, additional research has shed light on the economic benefits of the GED. This review of that research highlights four lessons. First, the presence of the GED option may encourage some students to drop out of school. Second, economic benefits associated with a GED accrue only to dropouts who leave school with very low skills. Third, economic benefits associated with a GED appear over time rather than immediately upon receipt of the credential. Fourth, the returns to postsecondary education and training are as large for GED holders as for regular high school graduates, but GED holders obtain very little postsecondary education or on-the-job training.

Wainer, H. and Robinson, D. H. (2003). Shaping Up The Practice Of Null Hypothesis Significance Testing. *Educational Researcher*, 32(7): 22-30.

Journal Article

Recent criticisms of null hypothesis significance testing (NHST) have appeared in education and psychology research journals (e.g., Cohen, 1990, 1994; Kupfersmid, 1988; Rosenthal, 1991; Rosnow & Rosenthal, 1989; Shaver, 1985; Sohn, 2000; Thompson, 1994, 1997; see also Research in the Schools [1998]). In this article we discuss these criticisms for both current use of NHST and plausible future use. We suggest that the historical use of such procedures was reasonable and that current users might spend time profitably reading some of Fisher's applied work. However, we also believe that modifications to NHST and to the interpretations of its outcomes might better suit the needs of modern science. Our primary conclusion is that NHST is most often useful as an adjunct to other results (e.g., effect sizes) rather than as a stand-alone result. We cite some examples, however, where NHST can be profitably used alone. Last, we find considerable experimental support for a less rigid attitude toward the interpretation of the probability yielded from such procedures.

Waite, L. J. and Lehrer, E. L. (2003). The Benefits From Marriage And Religion In The United States: A Comparative Analysis. *Population and Development Review*, 29(2): 255-275.

Journal Article

In the United States, married people have better outcomes on a variety of measures of well-being than do single persons. People who participate in religious activities show similar advantages relative to those who have no religious involvement. This article presents a comparative analysis of these two social institutions: marriage and religion. A critical review of the literature on how religious involvement and being married affect a range of child and adult outcomes provides evidence of generally positive effects. Religion and marriage have an impact on many of the same domains of life, and there are remarkable similarities in the mechanisms through which they exert an influence.

Warren, J. R. and Lee, J. C. (2003). The Impact Of Adolescent Employment On High School Dropout: Differences By Individual And Labor-Market Characteristics. *Social Science Research*, 32(1): 98-128.

Journal Article

In this paper we address five questions. First, how do individual- and labor-market-level factors influence high school students' paid employment behaviors? Second, to what extent is student employment associated with high school dropout net of these factors? Third, does the association between student employment and dropout vary by students' race/ethnicity and other socio-demographic characteristics? Fourth, to what extent do local labor-market opportunities influence high school dropout? Fifth, does the association between student employment and high school dropout vary by local labor-market circumstances? Using data from the National Educational Longitudinal Study of 1988 and the 1990 U.S. Census, we find that several individual and labor-market-level factors influence students' employment behaviors; that adolescent employment and dropout are strongly associated, even after adjusting for individual- and labor-market-level factors; that this association does not vary by individual-level attributes; and that this association does not vary across labor markets. We end by describing two perspectives on the mechanisms linking adolescent employment and dropout.

Wayne, A. J. and Youngs, P. (2003). Teacher Characteristics And Student Achievement Gains: A Review. *Review of Educational Research*, 73(1): 89-122.

Journal Article

A large body of studies exists that examines the relationship between student achievement gains and the characteristics of teachers. To help policymakers and researchers use and build on this body of studies, this article reviews the studies systematically and synthesizes their results with deliberate consideration of each study's qualities. Determinate relationships are described for four categories of teacher characteristics: college ratings, test scores, degrees and coursework, and certification status. The review details the implications of these relationships in light of study limitations and proposes directions for future research.

Weinles, D. (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.*

Conference Paper

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 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.

Wells, T., Sandefur, G. D. and Hogan, D. P. (2003). What Happens After The High School Years Among Young Persons With Disabilities? *Social Forces*, 82(2): 803-832.

Journal Article

In this article, we examine the immediate post-high school years of adolescents with disabilities. Using data from the National Educational Longitudinal Study of 1988 and the National Longitudinal Transition Study of Special Education Students, 1987-1991, we examine the transition from adolescence to adulthood and uncover the specific factors that are associated with the likelihood of making various early transitions to adulthood. Our results reveal that disability and type of disability profoundly affect youths' immediate post-high school activities. In addition, family socioeconomic resources have a smaller impact on the transition to adulthood among adolescents with disabilities than among adolescents without disabilities. Many resources families use to increase education and to promote the transition to adulthood do not operate, effectively blocking the intergenerational transfer of socioeconomic privilege.

Wolfe, E. W. (2003). Using Logistic Regression To Detect Item-Level Non-Response Bias In Surveys. *Journal of Applied Measurement*, 4(3): 234-248.

Journal Article

This article describes a procedure for evaluating item-level non-response bias in questionnaire items. Specifically, logistic regression is used to determine whether non-responses are random or systematic in nature for one question from the National Educational Longitudinal Study of 1994 concerning drug use behaviors. It turns out that, indeed, non-responses are systematic, with males and lower achieving students being more likely to contribute to non-response along with two-way interactions between ethnicity and SES and ethnicity and geographic region. In addition, the magnitude of the potential bias is estimated, which demonstrates that the parameter estimates obtained by assuming that the data are missing at random may be extremely biased, given this frame of reference. Finally, several steps are suggested for evaluating the threat of non-response bias in survey research.

Xie, Y. and Goyette, K. (2003). Social Mobility And The Educational Choices Of Asian Americans. *Social Science Research*, 32(3): 467-498.

Journal Article

In this paper, we propose a synthetic framework, "strategic adaptation," for understanding the social mobility process of Asian Americans. We argue that Asian Americans consciously choose occupations where they can effectively cope with potential discrimination and other disadvantages by achieving marketable credentials. Our empirical analyses are primarily based on data from the 1988-1994 National Educational Longitudinal Survey. There are four main findings from our study. First, Asian American youth tend to choose occupations with a high representation of Asian workers and high average earnings/education, relative to Whites, even after controlling for socioeconomic background and academic performance. Second, Asians are more likely than Whites to expect to enter college and to major in fields that have high financial payoffs. Third, a large fraction of this racial gap is attributable to occupational expectation. Finally, Asians are more likely than are White to actually enroll in college and to pursue high-earning majors, and these racial differences are attributable to both educational expectation and occupational expectation.

Yin, P. and Fan, X. (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): 296-318.

Journal Article

This study investigated the degree of factor structure invariance of self-concept measurement across ethnic and gender groups. The National Educational Longitudinal Survey of 1988 (NELS:88) data were used for the investigation. The factor pattern coefficients and factor variances/covariances were found to be statistically not invariant across either ethnic or gender groups. The concern about the effect of the large sample size on the statistical significance test results led to the authors' examination of descriptive model fit indices that suggested that it would be reasonable to consider the factor pattern coefficients and factor variances and covariances as invariant across ethnic and gender groups.

Zaff, J. F., Moore, K. A., Papillo, A. R. and Williams, S. (2003). Implications Of Extracurricular Activity Participation During Adolescence On Positive Outcomes. *Journal of Adolescent Research*, 18(6): 599-630.

Journal Article

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, J. W. (2002). Why Does It Take a Village? The Mediation Of Neighborhood Effects On Educational Achievement. *Social Forces*, 81(1): 117-152.

Journal Article

The urban and educational literature has recently begun to focus on the increase of concentrated poverty in inner-city neighborhoods and the educational failure of youth often associated with living in these neighborhoods. The current study examines this issue by identifying which neighborhood characteristics influence educational achievement and what mechanisms mediate these associations. Using the National Educational Longitudinal Study of 1988 linked to 1990 census information at the neighborhood level, the current study finds not only that neighborhood characteristics predict educational outcomes but also that the strength of the predictions often rivals that associated with more commonly cited family- and school-related factors. When considering how neighborhood characteristics influence educational outcomes, theorists have proposed several mediating processes, including collective socialization, social control, social capital, perception of opportunity, and institutional characteristics. The current study reveals that these mediators account for about 40% of the neighborhood effect on educational achievement, with collective socialization having the strongest influence. Also discussed are the theoretical and policy implications of this study and directions for future research.

Alt, M. N., Chen, X., Curtin, T. R., Ingels, S. J., Kaufman, P. and 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*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, J. G., Elder, T. E. and Taber, C. R. (2002). *An Evaluation Of Instrumental Variable Strategies For Estimating The Effects Of Catholic Schools*. Cambridge, MA: National Bureau of Economic Research.

Report

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., Shavelson, R., Yin, Y. and Schultz, S. (2002). Reasoning Dimensions Underlying Science Achievement: The Case Of Performance Assessment. *Educational Assessment*, 8(2): 101.

Journal Article

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, E. (2002). Racial Differences In High School Math Track Assignment. Paper presented at the annual meeting of the American Sociological Association, Chicago, IL.

Conference Paper

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, J. J. (2002). Longitudinal Analysis Of Academic Achievement Among A Nationwide Sample. *Hispanic Journal of Behavioral Sciences*, 24(4): 430-447.

Journal Article

Previous researchers have found that, on average, students in single-parent households do not perform as well in school as their counterparts in dual-parent households. Another frequent finding is that the higher a student's socioeconomic status, the higher her or his educational achievement. However, there has been little attention paid to how family configuration and socioeconomic status interact to affect educational achievement of Hispanic students. Using a nationally representative sample, this research found that for 12th grade outcomes, in the presence of socioeconomic status, family configuration is not statistically significant. Furthermore, results for 2 years after high school showed, among other things, that socioeconomic status is much more important in predicting outcomes than is family configuration. The article ends with a discussion of policy implications.

Belfield, C. R. and Levin, H. M. (2002). The Effects Of Competition Between Schools On Educational Outcomes: A Review For The United States. *Review of Educational Research*, 72(2): 279-341.

Journal Article

This article systematically reviews U.S. evidence from cross-sectional research on educational outcomes when schools must compete with each other. Competition typically is measured by using either the Herfindahl Index or the enrollment rate at an alternative school choice. Outcomes are academic test scores, graduation/attainment, expenditures/efficiency, teacher quality, students' post-school wages, and local housing prices. The sampling strategy identified more than 41 relevant empirical studies. A sizable majority report beneficial effects of competition, and many report statistically significant correlations. For each study, the effect size of an increase of competition by

one standard deviation is reported. The positive gains from competition are modest in scope with respect to realistic changes in levels of competition. The review also notes several methodological challenges and recommends caution in reasoning from point estimates to public policy.

Beveridge, A. and Catsambis, S. (2002). 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.*

Conference Paper

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.

Blank, R. K. (2002). Using Surveys Of Enacted Curriculum To Advance Evaluation Of Instruction In Relation To Standards. *Peabody Journal of Education*, 77(4, Reinventing Evaluation): 86-121.

Journal Article

A partnership among researchers at the Council of Chief State School Officers and the Wisconsin Center for Education Research has recently produced an advanced, in-depth approach to collecting and reporting data on the enacted curriculum in K through 12 mathematics and science education (i.e., the subject content and instructional practices taught in classrooms). The surveys serve as a practical research tool for collecting consistent, reliable data on math and science instruction based on teacher reports. The data from the surveys can give states, districts, and schools an objective method of analyzing teaching practices and teachers' professional development in relation to content standards and system goals for improvement. This article describes results from initial studies using the Surveys of Enacted Curriculum and outlines how the survey data and reporting system provide powerful tools to assist educators and evaluators of education in the ongoing effort to improve student performance.

Bowen, N. K., Bowen, G. L. and Ware, W. B. (2002). Neighborhood Social Disorganization, Families, And The Educational Behavior Of Adolescents. *Journal of Adolescent Research*, 17(5): 468-490.

Journal Article

Using data on 1,757 middle and high school students from a nationally representative sample, relationships among youth perceptions of neighborhood characteristics, parenting processes, and their own school behavior, attendance, and grades were tested using structural equation modeling. A model with direct neighborhood effects on self-reported

educational behavior as well as indirect effects mediated through perceptions of supportive parenting and parental educational support fit the data well in calibration and validation samples. Perceived neighborhood social disorganization exerted a larger effect than did family processes on self-reported educational behavior. The importance of including measures of neighborhood environment in future research on educational outcomes is discussed in the context of their substantial contribution in the present investigation.

Broh, B. A. (2002). Linking Extracurricular Programming to Academic Achievement: Who Benefits And Why? *Sociology of Education*, 75(1): 69-95.

Journal Article

This article analyzes data from the National Educational Longitudinal Study of 1988 to test the effect of participation in extracurricular activities on 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.

Carbonaro, W. J. and Gamoran, A. (2002). The Production Of Achievement Inequality In High School English. *American Educational Research Journal*, 39(4): 801-827.

Journal Article

Does unequal access to high quality English instruction lead to unequal achievement outcomes for students? Four key aspects of high quality instruction- quantity of assignments, coherence of instruction, student voice in curricular and pedagogical issues, and the content of instruction- are examined to see whether each aspect affects growth in reading achievement from grades 8 to 12. Analyses indicate that some aspects of student voice enhance achievement growth, but quantity and coherence do not. Content has the most substantial impact on achievement growth: greater emphasis on analytical writing is associated with greater growth in reading scores. Overall, these measures of instructional practices partially explain why students' track position and reading achievement are related.

Chambers, E. A. and Schreiber, J. (2002). After-School Pursuits, Ethnicity, And Achievement For 8th And 10th Grade Students. *Journal of Educational Research*, 96(2): 90-100.

Journal Article

Examined students' after-school pursuits by category (in- or out-of-school, academic or nonacademic, 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.

Cheng, S. and Starks, B. (2002). Racial Differences In The Effects Of Significant Others On Students' Educational Expectations. *Sociology of Education*, 75(4): 306-327.

Journal Article

This study compares the impact of the educational aspirations of parents, teachers, close relatives, and peers on students' educational expectations across various racial groups. Using data from the National Education Longitudinal Study, the authors found that both the levels of significant others' aspirations and the effects of these aspirations vary by

students' racial statuses and types of significant others. First, Asian, Hispanic, and African American parents tend to hold higher educational aspirations for their children than do white parents, but the relative influences of Asian and Hispanic mothers and African American fathers on students' educational expectations are smaller than those of their white counterparts. Second, the aspirations of close relatives have greater effects on African American and Hispanic American students' educational expectations. Third, although teachers and friends vary in their aspirations for students, depending on their race, the effects of these aspirations are similar for all racial groups. The results suggest different processes through which familial significant others and other socializing agents influence the educational attitudes of students across racial groups.

Crawford, L. and Novak, K. (2002). Routine Activity Patterns And Adolescent Drinking: A Test Of Hawdon's Revised Control Theory. Paper presented Annual Meeting of the American Sociological Association, Chicago, IL.

Conference Paper

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.

Darling-Hammond, L., Aness, J. and Ort, S. W. (2002). Reinventing High School: Outcomes Of The Coalition Campus Schools Project. *American Educational Research Journal*, 39(3): 639-673.

Journal Article

Long-standing critiques of large "factory model" high schools and growing evidence for the benefits of small schools, especially for the achievement of low-income and minority students, have stimulated initiatives in many cities to redesign secondary education. This seven-year study of the Coalition Campus Schools Project in New York City documented a unique "birthing" process for new, small schools that were created as part of a network of reform-oriented schools in a context of system-wide reform. The study found that five new schools that were created to replace a failing comprehensive high school produced, as a group, substantially better attendance, lower incident rates, better performance on reading and writing assessments, higher graduation rates, and higher college-going rates than the previous school, despite serving a more educationally disadvantaged population of students. The schools shared a number of design features, detailed in this study, that appeared to contribute to these outcomes. The study also describes successful system-level efforts to leverage these innovations and continuing policy dilemmas influencing the long-term fate of reforms.

DeCicca, P., Kenkel, D. and Mathios, A. (2002). Putting Out The Fires: Will Higher Taxes Reduce The Onset Of Youth Smoking? *The Journal of Political Economy*, 110(1): 144-169.

Journal Article

This paper reexamines whether higher cigarette taxes will substantially reduce youth smoking. We study the impact of taxes during exactly the period in adolescence in which most smokers start their habits. We find weak or nonexistent tax effects in models of the onset of smoking between eighth and twelfth grades, models of the onset of heavy smoking between eighth and twelfth grades, and discrete-time hazard models that include state fixed effects. We also provide a new perspective on the relationship between smoking and schooling: students who eventually drop out of school are already more likely to smoke in the eighth grade.

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

Journal Article

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.

Dika, S. L. and Singh, K. (2002). Applications Of Social Capital In Educational Literature: A Critical Synthesis. *Review of Educational Research*, 72(1): 31-60.

Journal Article

This critical synthesis incorporates both theoretical and empirical literature on social capital since its original conceptualization by Bourdieu (1986) and Coleman (1988) in the late 1980s. The focus of the review is on educational literature that studies social capital and educational outcomes. After outlining their approach, the authors briefly trace the intellectual history of the concept and its transport to the field of education. Next, they undertake a critical review of the literature by first examining trends in conceptualization, methods, and outcomes and then assessing empirical support for claims that social capital is positively linked to educational and psychosocial outcomes. Finally, they discuss gaps in the conceptualization, measurement, and analysis of social capital in educational literature.

Dike, S., Granville, M. and Singh, K. (2002). Mathematics And Science Achievement: Effects Of Motivation, Interest, And Academic Engagement. *Journal of Educational Research*, 95(6): 323-332.

Journal Article

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.

Downey, D. B. and Ainsworth-Darnell, J. W. (2002). The Search For Oppositional Culture Among Black Students. *American Sociological Review*, 67(1): 156-164.

Journal Article

A reply to Farkas, Lleras, and Maczuga; Does Oppositional Culture Exist In Minority And Poverty Peer Groups?

Du, J. and Huang, G. (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): 201-217.

Journal Article

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, S. A. (2002). Cultural Capital, Gender, And School Success: The Role Of Habitus. *Sociology of Education*, 75(1): 44-68.

Journal Article

Studies of the effects of cultural capital on the educational success of male and female students have reached contradictory 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. Through a detailed analysis of cultural practices that have typically been grouped together as a single scale, the author found that female and higher-SES students are more likely to participate in cultural activities. In addition, in both standard ordinary least squares and fixed school-effects models, she found that cultural capital has a positive, significant effect on the grades of female students, both with and without controlling for Bourdieu's notion of habitus. For male students, the effect is weaker and present only in the fixed-effects models. Habitus itself has a strong effect for both male and female students in all models. The author argues that traditional gender stereotypes play a role in the lack of cultural participation by male students and that female students may be more encouraged to make use of their cultural capital to succeed in school.

Eccles, J. S. and Templeton, J. (2002). Extracurricular And Other After-School Activities For Youth. *Review of Research in Education*, 26: 113-180.

Journal Article

This paper reviews the literature concerning the elements of extra-curricular learning environments and other out-of-school experiences that can facilitate positive youth development. The article offers a thorough review of the literature and presents a set of meta-analyses. Findings show there is a growing body of research that youth programs that are focused on prevention and promotion increase positive outcomes. In addition, some non-academically focused programs engendered positive gains in academic achievement, school engagement, and high school graduation rates. The effects of program were found in after-school programs within a school as well as programs out of school, in the communities. Directions for future research are discussed.

Eitle, T. M. and Eitle, D. J. (2002). Race, Cultural Capital, And The Educational Effects Of Participation In Sports. *Sociology of Education*, 75(2): 123-146.

Journal Article

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, R. W. (2002). Private Schools And "Latino Flight" From Black Schoolchildren. *Demography*, 39(4): 655-674.

Journal Article

Several recent studies provided evidence that White students' choice between private and public schools is influenced by the racial composition of the local student population. None of these studies, however, examined whether Latinos are also fleeing to private schools in response to Black schoolchildren. I explore the "Latino-flight" hypothesis using data from the National Educational Longitudinal Study and a recently released confidential data set from the National Center for Education Statistics. In probit regressions for the probability of Latinos attending private schools, I found 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% among Latino 8th graders and 35.2% to 52.2% among Latino 10th graders. I interpret these results as providing evidence of "Latino flight" from public schools into private schools. I did not find evidence that Latinos respond differently to Black schoolchildren than do Whites.

Fairlie, R. W. and Resch, A. M. (2002). Is There "White Flight" Into Private Schools? Evidence From The National Educational Longitudinal Survey. *Review of Economics & Statistics*, 84(1): 21.

Journal Article

Using a recently released confidential data set from the National Center for Education Statistics (NCES), we find some evidence of "White flight" from public schools into private schools partly in response to minority schoolchildren. We also examine whether White flight is from all minorities or only from certain minority groups, delineated by race or income. We find that White families are fleeing public schools with large concentrations of poor minority schoolchildren. In addition, the clearest flight appears to occur from poor Black schoolchildren. The results for White flight from Asians and Hispanics are less clear.

Farkas, G., Lleras, C. and Maczuga, S. (2002). Does Oppositional Culture Exist In Minority And Poverty Peer Groups? *American Sociological Review*, 67(1): 148-155.

Journal Article

A comment on Ainsworth-Darnell and Downey 1998 with NELS:88 data re-analyzed.

Follo, E., Hoffer, T. B. and Vorheis-Sargent, A. (2002). Where Will Urban High School Teachers For The 21st Century Come From? *American Secondary Education*, 30(3): 2-22.

Journal Article

This paper focuses on the urban teacher supply problem as it is occurring in Oakland County, Michigan. The literature is reviewed to expand on the problem at the national level and local data are included to clarify the problem at hand. The paper then proceeds to describe an integrated set of local initiatives intended to answer the central question: Where will urban teachers for the 21st century come from?

Gamoran, A. and Carbonaro, W. J. (2002). High School English: A National Portrait. *The High School Journal*, 86(2): 1-13.

Journal Article

What sorts of instruction do students experience in high school English? Most research findings rely on small-scale, localized contexts. The purpose of this study is to provide a national portrait of high school English by documenting its overall quality on several dimensions that are theoretically important. In addition, the study examines individual and structural sources of inequality in the types of English instruction that occur in different types of classes and to which different types of students are exposed. Nystrand's (1997) and Applebee's (1996) conceptual frameworks were used to identify four essential aspects of classroom instruction in English: quantity, coherence, student voice, and content. Data from teachers and students in the 1990 wave of the National Educational Longitudinal Survey provide evidence. The results show that most students do not receive English instruction that meets the standards suggested by these authors. This finding comes from reports by teachers as well as students. There is also evidence of unequal access to high quality instruction: students in honors classes have greater access to high quality instruction, and students in general-track classes have the least access on several indicators. The study provides a useful baseline for understanding how far we have to go in the reform of high school English.

Goldsmith, P. and Konty, M. (2002). Beliefs Of African Americans, Latinos, And Whites And Educational Achievement. *Paper presented at the Annual Meeting of the American Sociological Association, Chicago, IL.*

Conference Paper

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.

Goyette, K. A. and Conchas, G. Q. (2002). Family And Non-Family Roots Of Social Capital Among Vietnamese And Mexican American Children. *Research in the Sociology of Education*, 13: 41.

Journal Article

This research considers the influence of both familial and non-familial social capital on the study habits of two recent immigrant groups: Vietnamese Americans and Mexican Americans. Using the 1988-1990 National Educational Longitudinal Study and qualitative data from a two-year study of minority students' experiences in a California high school, we find that Vietnamese students study more than do Mexican students because they have more positive peer associations and more supportive relationships with teachers than do Mexican students. Contrary to popular belief, this research suggests that family practices do not sufficiently explain why Vietnamese students study more than Mexican students.

Hagy, A. P. and Staniec, J. F. (2002). Immigrant Status, Race, And Institutional Choice In Higher Education. *Economics of Education Review*, 21(4): 381-392.

Journal Article

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, M. 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): 99-122.

Journal Article

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, J. P. (2002). The Community Context Of Family Structure And Adolescent Drug Use. *Journal of Marriage and Family*, 64(2): 314-330.

Journal Article

A number of hypotheses used to explain the relationships between family structure and adolescent drug use are investigated. Adolescents are at increased risk of drug use if they reside in communities with a higher proportion of unemployed and out-of-workforce men.

Honora, D. and Rolle, A. (2002). A Discussion Of The Incongruence Between Optimism And Academic Performance And Its Influence On School Violence. *Journal of School Violence*, 1(1): 67-81.

Journal Article

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. and Chen, X. (2002). *Coming Of Age In The 1990s: The Eighth-Grade Class Of 1988, 12 Years Later (NCES 2002-321)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This report presents findings from the fourth follow-up survey of the National Education Longitudinal Study of 1988 (NELS:88/2000). The report examines the educational and labor market outcomes of the initial eighth-grade cohort of 1988 in the year 2000, when the majority of the cohort was 26 years old.

Jeynes, W. (2002). Why Religious Schools Positively Impact The Academic Achievement Of Children. *International Journal of Education & Religion*, 3(1): 16-32.

Journal Article

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 nonreligious schools. The study examined reasons that social scientists typically give for students from religious schools outperforming their counterparts in nonreligious 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 nonreligious 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 nonreligious 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.

Jeynes, W. H. (2002). Educational Policy And The Effects Of Attending A Religious School On The Academic Achievement Of Children. *Educational Policy*, 16(3): 406-424.

Journal Article

Using the 1992 National Education Longitudinal Survey data set, this study assessed the effects of students attending religious schools on the academic achievement of those children. The results indicate that those children attending religious schools performed better academically than those who did not. Students from religious schools included all private religious schools examined in the study. Students who did not attend religious schools included students attending public schools and nonreligious preparatory or other private schools. Results also indicate that Black and Hispanic students as well as children of low socioeconomic status performed better academically in religious schools than in nonreligious schools. These results suggest students attending religious schools in general perform better academically than do students attending nonreligious schools. The significance of these results is discussed as it relates to school choice and learning from the religious school model.

Jeynes, W. (2002). *Divorce, Family Structure, And The Academic Success Of Children*. Haworth Press. New York, NY US

Book, Whole

Examines the effects of parental divorce, remarriage, and other family structures on the academic achievement of adolescents. The author addresses important methodological issues that few social scientists dare to examine. The research in this book examines certain family structures that are both very important and unique, e.g., children of divorce living with neither parent. The author uses a highly respected nationwide data set, the National Educational Longitudinal Study (NELS), to determine the results. The author points out that whether one controls for socioeconomic status and how that is undertaken can dramatically change the results one obtains for the effects of divorce and remarriage. The research presents evidence that the means by which most researchers control for socioeconomic status results in significantly understanding the effects of parental divorce on adolescents. The author argues that many social scientists have a very simplistic notion of the significance of socioeconomic status, and that a much more sophisticated and realistic view of socioeconomic status is needed.

Jeynes, W. H. (2002). The Relationship Between The Consumption Of Various Drugs By Adolescents And Their Academic Achievement. *The American Journal of Drug and Alcohol Abuse*, 28(1): 15-35.

Journal Article

Assessed the relationship between adolescent patterns of consumption of marijuana, cocaine, alcohol, and cigarette consumption and academic achievement. Data were from 18,726 students who participated in the National Educational Longitudinal Survey (NELS) in 1992. The results indicated that increased frequency of cigarette smoking and being under the influence of marijuana, cocaine, and alcohol did frequently have an impact on adolescent academic achievement. When all types of drug consumption were considered together, cigarette smoking, being drunk, and under the influence of alcohol while at school were the variables that produced the most consistent statistically significant effects. Being under the influence of cocaine generally produced the largest regression coefficients, but the effects were often not statistically significant, which may in part be due to the small portion of students who reported being under the influence of cocaine while at school. When examined separately, being under the influence of cocaine and marijuana each had consistently statistically significant effects on academic achievement.

Jeynes, W. H. (2002). Examining The Effects Of Parental Absence On The Academic Achievement Of Adolescents: The Challenge Of Controlling For Family Income. *Journal of Family & Economic Issues*, 23(2): 189-210.

Journal Article

Researchers are concerned about how to best control for family income when examining the effects of parental divorce and the death of a parent on the children's academic achievement. Some researchers have argued that a predissolution control is preferable over a postdissolution control for family income, because parental divorce or the death of a parent nearly always causes family income reduction. Using the National Educational Longitudinal Study 1988-92 data set, this study has examined whether using a predissolution control for family income yields a different pattern of effects from when a postdissolution control is used. The results indicate that using a predissolution control rather than a postdissolution control for family income does yield a different pattern of effects.

Kaplan, D. (2002). Modeling Sustained Educational Change with Panel Data: The Case for Dynamic Multiplier Analysis. *Journal of Educational and Behavioral Statistics*, 27(2): 85-103.

Journal Article

This article considers the problem of modeling sustained educational change via the use of dynamic multipliers applied to panel data. Dynamic multipliers arise from the incorporation of lagged endogenous variables in linear models. Three types of dynamic multipliers can be defined: (a) the impact multiplier, (b) interim multipliers, and (c) the long-run equilibrium multiplier. An impact multiplier gives the effect of a unit increase in an exogenous variable on an endogenous variable in the particular sample period. An interim multiplier gives the effect of a unit increase in an exogenous variable on an endogenous variable when that effect is sustained for a specified amount of time. A long-run equilibrium multiplier gives the effect of a unit increase in an exogenous variable on an endogenous variable when sustained into the indefinite future. This article seeks to develop and advocate dynamic multiplier analysis for education research. Extensions to multivariate dynamic linear models and multilevel linear models are provided. Three examples are presented to illustrate the methodology. The article closes with a discussion of the implications of dynamic multiplier analysis for education policy analysis.

Kaplan, D. (2002). Structural Equation Modeling: Foundations And Extensions. 186. Thousand Oaks, CA: Sage Publications.

Book, Whole

Using detailed, empirical examples, Structural Equation Modeling, Second Edition, presents a thorough and sophisticated treatment of the foundations of structural equation modeling (SEM). It also demonstrates how SEM can provide a unique lens on the problems social and behavioral scientists face. Thoroughly revised to address recent developments, this new edition includes: The foundations of SEM, including path analysis and factor analysis. Traditional SEM for continuous latent variables, including latent growth curve modeling for continuous growth factors, and issues in testing assumptions of SEM. SEM for categorical latent variables, including latent class analysis, Markov models (latent and mixed latent), and growth mixture modeling. Philosophical issues in the practice of SEM, including the problem of causal inference.

Karen, D. (2002). Changes In Access To Higher Education In The United States: 1980-1992. *Sociology of Education*, 75(3): 191-210.

Journal Article

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).

Katz, R. S. (2002). Re-Examining The Integrative Social Capital Theory Of Crime. *Western Criminology Review*, 4(1): 30-54.

Journal Article

Developmental theories of crime offer criminologists an opportunity to understand how

early attachment processes and later attachment processes are linked to the development of empathy and desistance. Sampson and Laub's classic work illustrated that among non-substance-abusing men, attachments to partners or to work lead toward desistance (Sampson and Laub 1993). Similarly, Hagan and McCarthy's research further develops an integrated social capital theory of crime based upon numerous theoretical perspectives including revised strain theory, control theory, the sociology of emotions literature, and Braithwaite's reintegrative shaming (Hagan and McCarthy 1997; Braithwaite 1989; Hay 2001). However, Hagan and McCarthy omit the work of developmental psychology positing that early insecure attachment in conjunction with child abuse leads to a variety of negative developmental outcomes including mistrust, shame, doubt, and survival delinquency. This shame, as evidenced by Hagan and McCarthy's work, is reinforced by punitive criminal justice responses to youth crime leading to more criminal behavior. This paper re-examines Hagan and McCarthy's tenets using the National Educational Longitudinal Study. Findings illustrate that proactive rather than reactive responses to youth crime act to decrease shame and transform the effects of early insecure attachments indirectly leading towards desistance from some types of crime.

Kim, H. and Rojewski, J. W. (2002). Using Structural Equation Modeling To Improve Research In Career And Technical Education. *Journal of Vocational Education Research*, 27(2): 257-274.

Journal Article

This paper describes structural equation modeling (SEM) and possibilities for using SEM to address problems specific to workforce education and career development. A sample of adolescents identified as work-bound (i.e., transition directly from secondary school to work) from the National Education Longitudinal Study 1988-1996 database (NELS:88-94, 1996) was selected for illustrative purposes. The authors urge greater use of sophisticated analytic techniques like SEM in career and technical research to more adequately consider the complexity of work-based issues and problems.

Kupermintz, H. (2002). Affective And Conative Factors As Aptitude Resources In High School Science Achievement. *Educational Assessment*, 8(2): 123.

Journal Article

This article examines the role of affect and conation in high school students' science test performance. It provides a profile of partial correlations of standardized multiple-choice and constructed response test scores with affect and conation scores (after accounting for general ability and student background) at 3 distinct levels of generality: domain-specific, task-general, and situation-specific. Results show differential patterns of correlations, varying with level of generality of affective and conative constructs, and with different aspects of science achievement represented by the dimensions of basic knowledge and reasoning, quantitative science reasoning, and spatial-mechanical reasoning. The discussion invokes several theoretical frameworks to interpret these results. The article concludes by stressing the need for empirical and theoretical integration in the study of academic task performance.

Ladd, H. F. (2002). School Vouchers: A Critical View. *The Journal of Economic Perspectives*, 16(4): 3-24.

Journal Article

This paper marshals available evidence from both the U.S. and other countries on the effects of private schools, peer effects, and competition to demonstrate that that any gains in overall student achievement from a large scale voucher program are at best likely to be small. Moreover, given the tendency of parents to judge schools in part by the

characteristics of a school's students, a universal voucher system would undoubtedly harm large numbers of disadvantaged students. Although the case for a small means tested voucher program is somewhat stronger, it will do little to improve education for low-performing students.

- Lau, S. and Roeser, R. (2002). Cognitive Abilities And Motivational Processes In High School Students' Situational Engagement And Achievement In Science. *Educational Assessment*, 8(2): 139.

Journal Article

Building on Snow's (1989) idea of 2 pathways to achievement outcomes, a performance and a commitment pathway, this study examined how cognitive and motivational factors associated with each of these pathways, respectively, contributed to the prediction of achievement outcomes in science. The sample consisted of 491 10th- and 11th-grade high school students. Results of hierarchical regression analyses showed that (a) students' cognitive abilities were the strongest predictors of their performance in science as measured by standardized test scores; (b) motivational processes enhanced the predictive validity for science test scores and grades beyond the variance accounted for by ability; and (c) motivational processes were the strongest predictors of students' commitment to science in the form of situational engagement and anticipated choices of science-related college majors and careers. These results are consistent with Snow's (1989) conjecture that both performance and commitment pathway-related factors are necessary for understanding the full range of person-level inputs to achievement outcomes.

- Lee, J. (2002). Racial And Ethnic Achievement Gap Trends: Reversing The Progress Toward Equity? *Educational Researcher*, 31(1): 3-12.

Journal Article

Racial and ethnic achievement gaps narrowed substantially in the 1970s and 1980s. As some of the gaps widened in the 1990s, there were some setbacks in the progress the nation made toward racial and ethnic equity. This article offers a look below the surface at Black-White and Hispanic-White achievement gap trends over the past 30 years. The literature review and data analysis identify the key factors that seem to have contributed to bifurcated patterns in achievement gaps. The conventional measures of socioeconomic and family conditions, youth culture and student behavior, and schooling conditions and practices might account for some of the achievement gap trends for a limited time period or for a particular racial and ethnic group. However, they do not fully capture the variations. This preliminary analysis of covariations in racial and ethnic gap patterns across several large data sets has implications for future research on the achievement of minority groups.

- Lewis, C., Pollack, J. M. and Willingham, W. W. (2002). Grades And Test Scores: Accounting For Observed Differences. *Journal of Educational Measurement*, 39(1): 1-37.

Journal Article

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. and Yeung, A. S. (2002). 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*, 33(3): 665-689.

Journal Article

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.

Marsh, H. W. and Kleitman, S. (2002). Extracurricular School Activities: The Good, The Bad, And The Nonlinear. *Harvard Educational Review*, 72(4): 464-512.

Journal Article

In this article, Herbert W. Marsh and Sabina Kleitman examine the effects of participation in extracurricular school activities (ESAs) on grade-twelve and postsecondary outcomes (e.g., school grades, coursework selection, homework, educational and occupational aspirations, self-esteem, freedom from substance abuse, number of university applications, subsequent college enrollment, and highest educational level). Their analyses are grounded in three theoretical models: the threshold model, the identification/commitment model, and the social inequality gap reduction model. They find that, consistent with the threshold model predictions, there were some small nonlinear ESA effects - monotonic increases over most of the ESA range, but diminishing returns for extremely high levels of ESA. Consistent with identification/commitment model predictions, school-based ESAs were more beneficial than out-of-school activities, and the most beneficial ESAs included both nonacademic (sports, student government, school publications, and performing arts) and academic activities. Finally, consistent with the social inequality gap reduction model predictions (as well as the identification/commitment model), ESAs benefited socioeconomically disadvantaged students as much or more than advantaged students. In summary, the authors' findings support the conclusion that ESAs foster school identification/commitment that benefits diverse academic outcomes, particularly for socioeconomically disadvantaged students who are least well served by the traditional educational curriculum.

McNeal, R. (2002). 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.*

Conference Paper

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, K. and O'Conner, S. A. (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): 72-95.

Journal Article

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.

Motl, R. W. and DiStefano, C. (2002). Longitudinal Invariance Of Self-Esteem And Method Effects Associated With Negatively Worded Items. *Structural Equation Modeling*, 9(4): 562-578.

Journal Article

When developing self-report instruments, researchers often have included both positively and negatively worded items to negate the possibility of response bias. Unfortunately, this strategy may interfere with examinations of the latent structure of self-report instruments by introducing method effects, particularly among negatively worded items. This study examined the longitudinal invariance of method effects associated with negatively worded items using a self-report measure of global self-esteem. Data were obtained from the National Educational Longitudinal Study (NELS) (S. J. Ingels et al., 1992) across 3 waves, each separated by 2 years, and the longitudinal invariance of the method effects was tested. The final sample consisted of 3,950 students. Results indicated that method effects associated with negatively worded items exhibited longitudinal invariance of the factor structure, factor loadings, item uniquenesses, factor variances, and factor covariances. Therefore, method effects associated with negatively worded items demonstrated invariance across time, similar to measures of personality traits, and should be considered of potential substantive importance.

Muller, C. and Schiller, K. S. (2002). When Do Parents Make A Difference? Social Context And Parental Involvement In Transition To High School. *Paper presented at the annual meeting of the American Sociological Association, Chicago, IL.*

Conference Paper

Neal, D. (2002). How Vouchers Could Change The Market For Education. *The Journal of Economic Perspectives*, 16(4): 25-44.

Journal Article

Vouchers play a small role in the U.S. education system, and there is only a small probability that vouchers will, in the foreseeable future, be adopted on a large scale in any school district or state. At the moment, only three states have adopted publicly funded voucher programs, and all of these programs are limited in scale. Nonetheless, in recent years, over 40 state legislatures have considered proposals to provide some type of voucher program or tuition tax credit for at least some families in a given state or school district, and the Children's Scholarship Fund (see <http://www.scholarshipfund.org>) has helped create or expand privately funded voucher programs in numerous cities. As vouchers become a more significant part of education policy debates, the time is right to consider what we know and do not know about the likely effects of adopting various voucher schemes. In the balance of this paper, I describe both empirical and theoretical

work on education that speaks to this topic. I argue that we cannot confidently predict the outcomes that would result from various voucher schemes, and I also stress that debates over vouchers per se are not informative. Details concerning funding, targeting and discretion in the use of vouchers should greatly affect the outcomes associated with any particular voucher program. Still, empirical evidence on the performance of public versus private schools as well as numerical results from existing simulation models suggest that policymakers should be able to design voucher programs that would be helpful to minority students in large cities. Public schools in large cities often perform poorly in minority neighborhoods, and this is especially true in economically disadvantaged areas.

A starting point for many voucher advocates is the belief that private schools foster higher levels of achievement and attainment than public schools, and therefore, I begin by reviewing the existing literature on the relative performance of public and private schools. However, achievement and attainment differences among public and private schools are only a small part of a much bigger picture.

Many of the most important potential consequences of large-scale voucher programs involve changes in who enters the teaching profession; how teachers and students allocate time and effort to various tasks; and how students sort themselves into schools, classrooms and neighborhoods. These changes are of interest per se and may have important consequences beyond their effects on test scores and graduation rates. After discussing these issues, I conclude by describing agency problems that might arise between taxpayers and schools under vouchers. Opponents of vouchers often contend that private schools cannot be held accountable to taxpayers for how they use public funds. I explore two distinct versions of this hypothesis and discuss their merits.

O'Conner, S. A. and 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): 72-95.

Journal Article

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. This study utilized the 1992 panel members (1,502 seniors) of the National Education Longitudinal Study of 1988 (NELS:88). The results disclosed that both genders within all four races, Asian, Hispanic, Black-non-Hispanic, and White, closely parallel each other within intact and nonintact households. The best predictor for achievement was "prior ability" followed by a negligible influence of socioeconomic status (SES). The authors believe future research should be focused on ascertaining a new measure of SES as it invariably influences the predictor "prior ability." Additional key findings were the lack of influence of self-concept, and the students' perceptions of performance and effort on the criterion mathematics achievement.

Owings, J. A. (2002). *Quick Guide To Using The NELS:88 Data*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

The purpose of the "Quick Guide" is to orient potential users of the NELS:88/2000 data to suggested techniques for working with the data files. Special attention is paid to topics that will help users avoid the most commonly made mistakes in working with NELS:88 data. This guide is meant to serve as an introduction. It is taken from the: Base-Year to Fourth Follow-up Data File User's Manual: Appendix A (NCES 2002-323), which contains more detailed information about the NELS:88 data files.

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

Journal Article

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, S. and Renzulli, J. S. (2002). *Giftedness And High School Dropouts: Personal, Family, And School-Related Factors*. Storrs, CT: National Research Center on the Gifted and Talented.

Report

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.

Park, H. and Bauer, S. (2002). Parenting Practices, Ethnicity, Socioeconomic Status And Academic Achievement In Adolescents. *School Psychology International*, 23(4): 386-395.

Journal Article

This study was concerned with the relationship between parenting practices and academic achievement of high school students. A sample of 873 Asian Americans, 1,449 Hispanics, 1,176 African Americans and 8,292 European Americans was selected from the first follow-up (1990) and second follow-up (1992) of the National Educational Longitudinal Study (NELS). Analysis of variance (ANOVA), hierarchical and stepwise multiple regressions were employed to determine the extent to which parenting practice predicts academic achievement. The results of the study showed that European Americans are more authoritative than other ethnic groups, but the relationship between having an authoritative parenting style and student academic achievement is supported only for the majority group. Implications for practices and suggestions for future research are offered.

Pearson, J., Frisco, M. L. and Muller, C. (2002). Adolescent Sexual Decision Making: Parental Involvement, Family Structure And Academic Achievement. *Paper presented at the Annual Meeting of the American Sociological Association, Chicago, IL.*

Conference Paper

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, B. and Durfee, A. (2002). The Consequences Of Residential Mobility During Childhood On Early Adult Outcomes. *Paper presented at the Annual Meeting of the American Sociological Association, Chicago, IL.*

Conference Paper

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.

Plank, S. B. (2002). A Question Of Balance: CTE, Academic Courses, High School Persistence, And Student Achievement. *Journal of Vocational Education Research*, 26(3): 279-327.

Journal Article

Educators, researchers, and policymakers are currently examining the ways that career and technical education (CTE) is, and could be, coupled with core academic education in U.S. high schools. This study discusses how CTE and academic curricula can, or should, co-exist. The study examines the relationship between (a) the balance struck between CTE and academic course-taking during the high school years, and (b) academic achievement and persistence in high school. Data come from the National Education Longitudinal Study of 1988. The balance between CTE and academic course-taking is shown to have some influence on both test scores and the likelihood of dropping out, with effects being most dramatic and noteworthy for the likelihood of dropping out. Specifically, the analyses suggest that a ratio of approximately three CTE credits to every four academic credits was associated with the lowest likelihood of dropping out for this sample. Implications for policy, practice, and future research are discussed.

Provasnik, S. J. and Stearns, C. K. (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.*

Conference Paper

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 eighthgrade 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. and 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.

Journal Article

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.

Richard, E. (2002). Snow's Remaking Of The Concept Of Aptitude And Multidimensional Test Validity: Introduction To The Special Issue. *Educational Assessment*, 8(2): 77.

Journal Article

Richard E. Snow conceived of individuals' performances as the result of a transaction between their aptitudes and the particular characteristics of the situation in which a performance occurred over time. By aptitudes he meant the cognitive, conative, and affective resources that an individual brings to the situation. By situation he meant the characteristics of a particular environment (e.g., test) that afforded or impeded, that assisted or constrained, certain courses of goal-directed action for different individuals. In relation to achievement tests, Snow proposed that individuals' test performances emerged from the organization of their demographic background and intellectual history; an "assembly" of cognitive, conative, and affective processes needed to more or less effectively respond to a series of situation-embedded test tasks (e.g., multiple-choice items); and the ways in which the demand characteristics and opportunities of the tasks were attuned to or mismatched with individuals' aptitude resources. Performance and its determinants were not viewed as static but rather as dynamic processes unfolding over time at the interface of person and situation. From this reasoning and related empirical findings, Snow concluded that a new multivariate approach to validating interpretations of achievement test scores was needed. In this introduction to this special issue, we describe some of Snow's "big ideas" regarding issues of aptitude, person-situation transactions, and test validity. We then describe the design of the "high school study" we undertook, after Snow's passing in 1997, to explore some of these ideas further.

Roeser, R., Shavelson, R. and Kupermintz, H. (2002). The Concept of Aptitude And Multidimensional Validity Revisited. *Educational Assessment*, 8(2): 191.

Journal Article

Richard E. Snow, reasoning from his new conception of aptitude, advocated a multidimensional approach to validating the construct of academic achievement. We briefly overview Snow's approach and then summarize evidence from this special issue in 3 themes: (a) the multidimensional structure of science achievement, (b) the incremental predictive validity provided when both cognitive and motivational (affective and conative) constructs are used to model individual differences in achievement, and (c) the co-contributions of ability, motivational orientations, and characteristics of achievement test situations to performance differences. Overall, our studies confirmed or established (a) a multidimensional structure of science achievement scores, (b) the validity of several key motivational constructs for predicting science achievement among high school students, (c) systematic variation in relations between motivational and general-ability constructs and science reasoning dimensions, assessment type, and achievement behavior (performance and anticipated choice), and (d) how alternative assessment methods (constructed response and performance assessment) shed light on the notion of multidimensional validity.

Sanders, N. 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.*

Conference Paper

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, K. S. and Muller, C. (2002). Raising The Bar: State Policies And Students' Mathematics And Science Course-Taking. *Presented at the Annual Meeting of the American Sociological Association.*

Conference Paper

Schreiber, J. and Chambers, E. (2002). After-School Pursuits, Ethnicity, And Achievement For 8th And 10th Grade Students. *Journal of Educational Research*, 96(2): 90.

Journal Article

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 afterschool pursuits into 1 or 2 categories masked important differences in their associations with achievement.

Scott, L. A. and Ingels, S. J. (2002). 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.*

Conference Paper

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. and Dika, S. (2002). Mathematics and Science Achievement: Effects Of Motivation, Interest, And Academic Engagement. *Journal of Educational Research*, 95(6): 323.

Journal Article

The purpose of the present study was to examine the effects of three school-related constructs, motivation, attitude, and academic engagement, on eighth-grade students' achievement in mathematics and science. Although cognitive abilities of the students and their home backgrounds are important predictors of achievement, in recent years affective variables have emerged as salient factors affecting success and persistence in mathematics and science subject areas. The authors used the nationally representative sample of 8th graders drawn from the National Education Longitudinal Study of 1988. They used structural equation models to estimate and test the hypothesized relationships of 2 motivation factors, 1 attitude factor, and 1 academic engagement factor, on achievement in mathematics and science. Results supported the positive effects of the 2 motivation factors, attitude and academic time on mathematics and science achievement. The strongest effects were those of academic time spent on homework.

Smerdon, B. A. (2002). Students' Perceptions Of Membership In Their High Schools. *Sociology of Education*, 75(4): 287-305.

Journal Article

Many recent school-reform efforts have advocated for designing schools in ways that promote students' perceptions of membership. This study investigated students' perceptions of school membership, linking student and school characteristics to these perceptions. Specifically, it drew on psychological, sociological, and educational theory to create a measure of perceived school membership consisting of three interrelated dimensions: (1) students' feelings of belonging, (2) students' commitment to school, and (3) students' commitment to academic work. Data from a nationally representative sample of high school students were used to estimate observed relationships between certain student and school characteristics and students' perceptions of high school. One important finding is that students who may need perceived school membership the most and may benefit most from it perceived lower levels of membership than did their peers. In addition, students who were in the academic track, took more mathematics and English courses, and held higher educational expectations perceived higher school membership than did their peers. Perceived membership was also higher in schools where students had more influence over academic work and attended homerooms.

Somers, P., Cofer, J. and Vander-Putten, J. (2002). The Early Bird Goes To College: The Link Between Early College Aspirations And Postsecondary Matriculation. *Journal of College Student Development*, 43(1): 93-107.

Journal Article

Used the National Educational Longitudinal Study (NELS:88) to examine how 8th- and 10th-grade student and parent attitudes and aspirations affected post-secondary attendance. Two-year and four-year students differed by socioeconomic status; educational aspirations; and concerns about college costs, reputation, and admission standards. The authors recommend early intervention to effect long-term systematic change in the culture and climate of schools. Such programs can decrease the distance between the "rungs on the ladder" of educational aspirations and social mobility for students who have been historically underrepresented in higher education.

Stage, F. K. (2002). Reflections On Higher Education Within The Beltway: An Outsider's Point Of View. *Educational Researcher*, 31(4): 26-28.

Journal Article

As a result of a year that I spent as a senior fellow at the National Science Foundation, I learned much about the workings of this agency in relation to education and educational research. In this commentary I describe my work at the agency and present eight observations that might be useful to those in the educational community who interact with colleagues at major federal agencies.

Sun, Y. and Li, Y. (2002). Children's Well-Being During Parents' Marital Disruption Process: A Pooled Time-Series Analysis. *Journal of Marriage and Family*, 64(2): 472-488.

Journal Article

Differences in family resources either partially or completely mediate the detrimental effects of the disruption process over time. The causal role of divorce in affecting children is also discussed.

Thomas, J. P. (2002). *An Examination Of The Relationship Between Learning Variables And Academic Achievement Outcomes.*

Report

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.

Trusty, J. (2002). African American's Educational Expectations: Longitudinal Causal Models For Women And Men. *Journal of Counseling & Development*, 80(3): 332-345.

Journal Article

Trusty investigated the long-term educational development of African American adolescents in a national longitudinal sample. The dependent variable was the highest level of education that participants ever expected to achieve.

Trusty, J. (2002). Effects Of High School Course-Taking And Other Variables On Choice Of Science And Mathematics College Majors. *Journal of Counseling & Development*, 80(4): 464-474.

Journal Article

Using a nationally representative sample, the effects of high school course-taking on subsequent choice of science and math majors in college were examined in the context of background variables, early academic performance, and educational attitudes and behavior in high school. Effects of course-taking on choice of science and math majors were stronger for women than for men. For women, eighth-grade math test scores positively influenced math course-taking in high school, which in turn positively influenced later choice of science and math majors. For men, completing high school physics had a significant positive effect on choice of science and math majors. These and other findings are discussed in terms of career theory and counseling and education practice.

Valadez, J. R. (2002). The Influence Of Social Capital On Mathematics Course Selection By Latino High School Students. *Hispanic Journal of Behavioral Sciences*, 24(3): 319-339.

Journal Article

This study examined the processes involved in high school mathematics course selection among Latino students. Of particular interest in this study was an investigation of how parental involvement affects these processes. The findings in this research generally provide evidence to support the notion that social capital is associated with more informed educational decisions. Introduction of ethnicity and socioeconomic variables complicate the findings by showing that aspects of parental involvement may be effective for White students but not for Latinos. Although social capital is effective for upper socioeconomic Latinos at increasing the likelihood of algebra and advanced mathematics enrollment, it tends to be less effective for lower socioeconomic Latinos. Future research

should point toward a continued examination of the nature of our stratified society and how social capital varies across social class groups. Future initiatives should be directed at schools to develop programs, interventions, and partnerships with Latino families to help parents recognize and take advantage of their own resources to guide their children toward higher education.

Von Secker, C. (2002). Effects Of Inquiry-Based Teacher Practices On Science Excellence And Equity. *Journal of Educational Research*, 95(3): 151.

Journal Article

Within science education reforms, a pedagogical shift from a teacher-centered, textbook-based instructional paradigm to a student-centered, inquiry-based model is called for. Despite strong theoretical grounding, there is limited empirical evidence that these reforms will achieve national goals of academic excellence and equity. The author used hierarchical linear models to estimate the extent to which 5 inquiry-based teacher practices promote achievement of all students (excellence) and reduce gaps in achievement among students with different demographic profiles (equity). Findings suggest that teacher practices that improve overall academic excellence simultaneously are as likely to contribute to greater inequities among more and less advantaged students as they are to close persistent achievement gaps.

Wang, T., Wang, X. and Ye, R. (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.*

Conference Paper

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.

Warren, J. R. and LePore, P. C. (2002). Employment During High School: Consequences For Students' Grades In Academic Courses. *Journal of Vocational Education Research*, 26(3): 366-411.

Journal Article

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. 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.

Way, S. (2002). 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.*

Conference Paper

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, R. (2002). 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.*

Conference Paper

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 Bordieu 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.

Willingham, W. W., Pollack, J. M. and Lewis, C. (2002). Grades And Test Scores: Accounting For Observed Differences. *Journal of Educational Measurement*, 39(1): 1-37.

Journal Article

Why do grades and test scores often differ? A framework of possible differences is proposed in this article. An approximation of the framework was tested with data on 8,454 high school seniors from the National Education Longitudinal Study. Individual and group differences in grade versus test performance were substantially reduced by focusing the two measures on similar academic subjects, correcting for grading variations and unreliability, and adding teacher ratings and other information about students. Concurrent prediction of high school average was thus increased from 0.62 to 0.90; differential prediction in eight subgroups was reduced to 0.02 letter-grades. Grading variation was a major source of discrepancy between grades and test scores. Other major sources were teacher ratings and Scholastic Engagement, a promising organizing principle for understanding student achievement. Engagement was defined by three types of observable behavior: employing school skills, demonstrating initiative, and avoiding competing activities. While groups varied in average achievement, group performance was generally similar on grades and tests. Major factors in achievement were similarly constituted and similarly related from group to group. Differences between grades and tests give these measures complementary strengths in high-stakes assessment. If artifactual differences between the two measures are not corrected, common statistical estimates of validity and fairness are unduly conservative.

Wimberly, G. L. (2002). *School Relationships Foster Success For African American Students*. Iowa City, IA: ACT.

Report

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, M. E. (2002). *The CTE/Academic Balance And Three Secondary Outcomes*. Washington, DC: National Research Center for Career and Technical Education.

Report

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, W. (2002). *Postsecondary Enrollment And Persistence Of Students From Rural Pennsylvania [ED459986]*. Harrisburg, PA: Center for Rural Pennsylvania, Harrisburg.

Report

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

Abedi, J. and Lord, C. (2001). The Language Factor In Mathematics Tests. *Applied Measurement in Education*, 14(3): 219-234.

Journal Article

In this study we investigated the importance of language in student test performance on mathematics word problems. Students were given released items from the National Assessment of Educational Progress mathematics assessment, along with parallel items that were modified to reduce their linguistic complexity. In interviews, students typically preferred the revised items over the original counterparts. Paper-and-pencil tests containing original and revised items were administered to 1,174 8th grade students. Students who were English language learners (ELLs) scored lower on the math test than proficient speakers of English. There were also differences in math performance with respect to socioeconomic status (SES) but not gender. Linguistic modification of test items resulted in significant differences in math performance; scores on the linguistically modified version were slightly higher. Some student groups benefited more from the linguistic modification of items, in particular, students in low-level and average math classes, but also ELLs and low SES students.

Alexander, K. L., Entwisle, D. R. and Olson, L. S. (2001). Schools, Achievement, And Inequality: A Seasonal Perspective. *Educational Evaluation and Policy Analysis*, 23(2): 171-191.

Journal Article

Are there socioeconomic differences in the seasonality of children's learning over the school year and summer months? The achievement gap across social lines increases during the primary grades, as much research indicates, but descriptive analyses and HLM within-person growth models for a representative panel of Baltimore school children demonstrate that the increase can be traced mainly to the out-of-school environment (i.e., influences situated in home and community). School-year verbal and quantitative achievement gains are comparable for upper socioeconomic status (SES) and lower SES children, but summer gains, when children are out of school, evidence large disparities. During the summer, upper SES children's skills continue to advance (albeit at a slower rate than during the school year), but lower SES children's gains, on average, are flat. This seasonal pattern of achievement gains implies that schooling plays an important compensatory role, one that is obscured when achievement is compared on an annual basis, as is typical. Policy implications of the seasonality of learning are discussed, including support for preventive measures over the preschool years and for programs, possibly including calendar reforms and summer school, to support disadvantaged children's learning year-round.

Anaya, H. D. (2001). The Determinants Of School Dropout In The United States. *Stanford University*.

Dissertation/Thesis

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, B. D. (2001). 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): 229-250.

Journal Article

Should we be concerned if educational resources for gifted and talented children vary widely from school to school, district to district, or state to state? Does it matter whether those resources are distributed unevenly by race or social class? This article begins by addressing the basic underlying question: Do gifted and talented children require supplemental resources at all? Two alternate theoretical perspectives are discussed. Under one, the standards-based cost function, there is no need to provide supplemental resources to gifted children, whereas under the alternative resource-cost model, there may be a reasonable need. Accepting the resource-cost model assumption that gifted children do require supplemental resources, this article then explores the distribution of gifted and talented programming opportunities across a national sample of students (the National Education Longitudinal Study of 1988) and the distribution of fiscal and human resources to gifted education within Texas, a state long considered a national leader in gifted education. National results show that Hispanic and Native American students are less likely to have access to gifted programs in the eighth grade than Asian/Pacific Island students. Also, students in the lowest socioeconomic status (SES) quartile are far less likely than students in the highest two SES quartiles to have access to eighth-grade gifted and talented programs. Students in districts that are large or suburban, or both, are more likely than those in urban districts to have access, and students in Southern and Western states far more likely to have access than those in the Northeast. Texas results show substantial variance (CV = 125 percent) in spending per gifted pupil across districts. They further show that district level fiscal resources and community economic characteristics influence spending and the availability of specialized personnel.

Baker, J. A., Derrer, R. D., Davis, S. M. and Dinklage-Travis, H. E. (2001). The Flip Side Of The Coin: Understanding The School's Contribution To Dropout And Completion. *School Psychology Quarterly*, 16(4): 406-426.

Journal Article

In this narrative review, we argue that schools play an important role in fostering student retention and completion. We suggest that psychological perspectives on the goodness of fit between students and the school environment should be used to guide school reform efforts. Using a structural perspective from organizational theory, we review aspects of schooling associated with dropout. We briefly review selected reform initiatives that restructure the school environment to improve student achievement and retention. We propose that efforts to understand and promote school completion will be most effective if they are based on sound psychological theory and science and are embedded in an ecological perspective that accounts for the complex reciprocal interactions of individuals and their environment.

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(1): 51-77.

Journal Article

A 1998 study by J. Bielinski & M. L. Davison reported a sex difference by item difficulty interaction in which easy items tended to be easier for females than males, and hard items tended to be harder for females than males. To extend their research to nationally representative samples of students, this study used math achievement data from the 1992 National Assessment of Educational Progress, Third International Mathematics and Science Study, and the National Educational Longitudinal Study of 1988. The data included students in grades 4, 8, 10, and 12. The interaction was assessed by correlating the item difficulty difference (male-female) with item difficulty computed on the combined male/female sample. Using only the multiple-choice mathematics items, the predicted negative correlation was found for all 8 populations and was significant in 5. An argument is made that this phenomenon may help explain the greater variability in math achievement among males as compared to females and the emergence of higher performance of males in late adolescence.

Blau, J. R., Lamb, V. L., Stearns, E. and Pellerin, L. (2001). Cosmopolitan Environments And Adolescents' Gains In Social Studies. *Sociology of Education*, 74(2): 121-138.

Journal Article

Neighborhoods vary in the extent to which they are socially and culturally diverse and whether there is little or much economic inequality. They also vary in the extent to which racial differences are confounded with economic ones. This study included measures of these neighborhood characteristics, along with a measure of school problems, to predict students' gains on achievement tests between the 10th and 12th grades. The results from a multilevel analysis show that students who attend schools in neighborhoods in which there are no pronounced racial inequalities are likely to make gains in social studies. The authors conclude that opportunities for social learning are superior when there are few racially confounded economic barriers. The results also show that students with low scores on a mathematics-reading composite test in the 10th grade make greater gains than do other students in social studies, mathematics, and reading, suggesting a catch-up effect during the last two years of high school.

Butty, J. L. M. (2001). Teacher Instruction, Student Attitudes, And Mathematics Performance Among 10th And 12th Grade Black And Hispanic Students. *Journal of Negro Education*, 70(1-2): 19-37.

Journal Article

Using data from the first and the second National Educational Longitudinal Study (NELS): 88 follow-up studies, this study examined the differential impact of reform and traditional types of instruction on the mathematics performance and attitudes of Black and Hispanic 10th, 11th and 12th grade students. Findings from this sampled group showed that 12th grade students receiving reform instruction had a significantly higher achievement score than students receiving traditional instruction. Also, 10th grade students with better attitudes toward mathematics had a significantly higher achievement score than those with poorer attitudes towards mathematics. In addition, students with good attitudes toward mathematics in the 10th grade achieved better mathematics scores in 12th grade. Practical implications, suggestions for future research, and implications for the Talent Development Secondary School Project are discussed.

Cappella, E. and Weinstein, R. S. (2001). Turning Around Reading Achievement Predictors Of High School Students' Academic Resilience. *Journal of Educational Psychology*, 93(4): 758-771.

Journal Article

In a national, longitudinal database, factors were examined that enabled public school students on a path toward failure to significantly improve reading achievement by high school graduation. Youths who faced the proximal risk of low achievement during the transition to high school were vulnerable to continued low achievement or failure; yet, a small number improved reading proficiency from failing the basic level to passing the intermediate or advanced levels. Being Caucasian, being female, having an internal locus of control, and taking an academic curriculum in high school independently predicted academic resilience. The role of student socioeconomic status in predicting resilience was explained by psychological and school environment variables. The path between locus of control and resilience was partly mediated by high school curriculum; the path between 8th-grade educational aspirations and resilience was fully mediated by curriculum.

Catsambis, S. and Beveridge, A. A. (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.

Report

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.

Catsambis, S. (2001). Expanding Knowledge Of Parental Involvement In Children's Secondary Education: Connections With High School Seniors' Academic Success. *Social Psychology of Education*, 5(2): 149-177.

Journal Article

This paper analyzes data from the parent and student components of the National Educational Longitudinal Study of 1988 to investigate family educational involvement in secondary education. It examines connections between parental involvement practices and the educational outcomes of high school seniors. Utilizing multiple involvement indicators for the 8th and 12th grades, the study concludes that the nature of relationships between parental involvement and 12th grade educational outcomes depends on the type of parental practices and educational outcomes considered. Parental involvement indicators are not associated with achievement growth between the 8th and 12th grades. However, a number of parental involvement indicators are associated with

seniors' enrollment in an academic high school program and with their coursework in core academic subjects. High levels of educational expectations, consistent encouragement, and actions that enhance the learning opportunities of children are the family practices that are positively associated with the above educational experiences of high school seniors. The relationships between parental involvement and educational outcomes exist regardless of students' socioeconomic or race/ethnic background and regardless of whether parental practices are measured in the middle grades or in high school.

Coker, J. K. and Borders, L. D. (2001). An Analysis Of Environmental And Social Factors Affecting Adolescent Problem Drinking. *Journal of Counseling and Development*, 79(2): 200-208.

Journal Article

Researchers only recently have begun to examine the environmental and contextual factors that influence adolescent drinking behavior. The objective of this study was to create and test a comprehensive model of adolescent problem drinking. Items from the National Education Longitudinal Study: 1988-1994 (NELS:88) (National Center for Education Statistics, 1996) were used to create measurement models for all latent variables in the hypothesized structural model. Results indicated that high levels of parental support and a positive school climate in the 8th grade influence the formation of relationships with peers with positive values in the 10th grade that guarded against problem-drinking behavior in the 10th grade.

Correll, S. J. (2001). Gender And The Career Choice Process: The Role Of Biased Self-Assessments. *The American Journal of Sociology*, 106(6): 1691-1730.

Journal Article

This article develops a supply-side mechanism about how cultural beliefs about gender differentially influence the early career-relevant decisions of men and women. Cultural beliefs about gender are argued to bias individuals' perceptions of their competence at various career-relevant tasks, controlling for actual ability. To the extent that individuals then act on gender-differentiated perceptions when making career decisions, cultural beliefs about gender channel men and women in substantially different career directions. The hypotheses are evaluated by considering how gendered beliefs about mathematics impact individuals' assessments of their own mathematical competence, which, in turn, leads to gender differences in decisions to persist on a path toward a career in science, math, or engineering.

Croninger, R. G. and Lee, V. E. (2001). Social Capital And Dropping Out Of High School: Benefits To At-Risk Students Of Teachers' Support And Guidance. *Teachers College Record*, 103(4): 548.

Journal Article

Do teachers provide students with valuable forms of social capital? Do these forms of social capital increase the likelihood that students complete high school, particularly students who are at risk of failure? Using data from the National Educational Longitudinal Study (NELS:88), we address these questions and examine whether social capital reduces the likelihood of dropping out between the 10th and 12th grades for a cohort of 11,000 adolescents who attended more than 1,000 public and private high schools between 1990 and 1992. We measure social capital in two ways: (a) students' beliefs about how much their 10th-grade teachers support their efforts to succeed in school and (b) teachers' reports about whether individual 10th-grade students receive guidance from them about school or personal matters. We find that teachers are an important source of social capital for students. These teacher-based forms of social capital reduce the probability of dropping out by nearly half. However, students who come from socially disadvantaged

backgrounds and who have had academic difficulties in the past find guidance and assistance from teachers especially helpful. We discuss the implications of these findings for investigations of dropping out, risk, and social capital.

Darling-Hammond, L., Berry, B. and Thoreson, A. (2001). Does Teacher Certification Matter? Evaluating The Evidence. *Educational Evaluation and Policy Analysis*, 23(1): 57-77.

Journal Article

The authors respond to Dan Goldhaber and Dominic Brewer's article in the Summer 2000 issue of Educational Evaluation and Policy Analysis that claimed from an analysis of NELS teacher and student data that teacher certification has little bearing on student achievement. Goldhaber and Brewer found strong and consistent evidence that, as compared with students whose teachers are uncertified, students achieve at higher levels in mathematics when they have teachers who hold standard certification in mathematics. (The same was true to a somewhat lesser extent in science.) However, they emphasized their finding that, "Contrary to conventional wisdom, mathematics and science [students] who have teachers with emergency credentials do no worse than students whose teachers have standard teaching credentials " and suggested that certification be abandoned. This article critiques the methodological grounding for this finding and presents additional data on the characteristics of the small sub-sample of teachers in NELS data base who held temporary and emergency credentials. It finds that most of these teachers have qualifications resembling those of teachers with standard certification, and that those who have more education training appear to do better in producing student achievement. It also reviews the literature on teacher education and certification as the basis for evaluating Goldhaber and Brewer's claim that states should eliminate certification requirements and proposes additional research that would illuminate how teacher education and certification operate-and could better operate-to enable teachers to succeed in their work.

Dee, T. S. (2001). The Effects Of Minimum Legal Drinking Ages On Teen Childbearing. *The Journal of Human Resources*, 36(4): 823-838.

Journal Article

This study provides empirical evidence on the structural relationship between alcohol use and teen childbearing by exploiting the exogenous variation in youth alcohol availability generated by changes in state minimum legal drinking ages. The reduced-form childbearing models are based on state-level panel data and two-way fixed effect specifications as well as models that incorporate as controls the contemporaneous childbearing data from older women who were unaffected by the state changes in youth alcohol policy. The results indicate that alcohol availability and use have large, independent, and statistically significant effects on childbearing among Black teens but not necessarily among White teens.

DeLeire, T. and Kalil, A. (2001). *Good Things Come In Threes: Single-Parent Multigenerational Family Structure And Adolescent Adjustment.*

Report

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

Journal Article

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.

Fan, X. (2001). Parental Involvement And Students' Academic Achievement: A Growth Modeling Analysis. *Journal of Experimental Education*, 70(1): 27-61.

Journal Article

The major research objective of this study was to assess the effect of parental involvement on students' academic growth during the high school years. The National Education Longitudinal Study of 1988 (NELS:88) data were used, and latent growth curve analysis within the framework of structural equation modeling was the major analytic tool. The following are the major findings of the study: (a) Parental involvement appears to be multidimensional; (b) ethnic group samples reported comparable degrees of parental involvement; (c) parents' aspiration for their children's education attainment had a consistent and positive effect on students' academic growth; and (d) the effect, or lack thereof, of parental involvement was consistent across ethnic group samples and across data sources (student vs. parent data). Plausible reasons for the consistent effect of parents' aspirations on students' academic achievement are discussed. The author offers explanations for why some parental involvement dimensions showed negative, though generally small, effects on students' academic growth.

Fejgin, N. (2001). Participation In High School Competitive Sports: A Subversion Of School Mission Or Contribution To Academic Goals? In Melnick, M. J. and Yiannakis A. *Contemporary Issues In Sociology Of Sport*. 95-108. Champaign, IL: Human Kinetics

Book, Section

This reprinted article originally appeared in Sociology of Sport Journal, 1994, vol 11, pp. 211-230. Longitudinal data from a nationally representative sample of 10th graders (National Educational Longitudinal Study of 1988 First Follow-Up) were used to assess the net effect of athletic participation on student outcomes after controlling for student background and 8th grade measures of the dependent variables. The analyses show positive effects of athletic participation on grades, self-concept, locus of control, and educational aspirations, and a negative effect on discipline problems. Analysis also shows that athletic participation is unequally distributed across gender and socioeconomic groups: Males, students from higher socioeconomic levels, students attending private and smaller schools, and those with previous experience in school and private sport teams are more engaged in high school competitive sport.

Frisco, M., Muller, C., Powers, D. and Schiller, K. S. (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.*

Conference Paper

Gaviria, A. and Raphael, S. (2001). School-Based Peer Effects And Juvenile Behavior. *The Review Of Economics And Statistics*, 83(2): 257-268.

Journal Article

We use a sample of tenth-graders to test for peer-group influences on the propensity to engage in five activities: drug use, alcohol drinking, cigarette smoking, church going, and the likelihood of dropping out of high school. We find strong evidence of peer-group effects at the school level for all activities. Tests for bias due to endogenous school choice yield mixed results. We find evidence of endogeneity bias for two of the five activities analyzed (drug use and alcohol drinking). On the whole, these results confirm the findings of previous research concerning interaction effects at the neighborhood level.

Goldenberg, C., Gallimore, R., Reese, L. and Garnier, H. (2001). Cause or Effect? A Longitudinal Study Of Immigrant Latino Parents' Aspirations And Expectations, And Their Children's School Performance. *American Educational Research Journal*, 38(3): 547-582.

Journal Article

How much formal schooling for their children do immigrant Latino parents aspire to and expect? Do parents' aspirations or expectations influence children's school achievement? Do aspirations or expectations diminish the longer parents are in the U.S. or if they experience discrimination? Using quantitative and qualitative methods, we address these questions in a longitudinal study (kindergarten to sixth grade) of 81 Latino children and their immigrant parents. We find that (a) parents' educational aspirations are high and invariant throughout the elementary years; however, expectations fluctuate; (b) children's school performance influences parents' expectations, but expectations do not influence performance; and (c) immigrant Latino parents attribute high instrumental value to formal schooling, and neither time spent in the U.S. nor perceived discrimination diminishes this belief.

Goldhaber, D. D. and Brewer, D. J. (2001). Evaluating The Evidence On Teacher Certification: A Rejoinder. *Educational Evaluation and Policy Analysis*, 23(1): 79-86.

Journal Article

In "Does Teacher Certification Matter? Evaluating the Evidence" (appearing in this issue of Educational Evaluation and Policy Analysis), Linda Darling-Hammond, Barnett Berry, and Amy Thoreson, comment on our earlier piece, "Does Teacher Certification Matter? High School Teacher Certification Status and Student Achievement" (Educational Evaluation and Policy Analysis, Summer 2000). Unfortunately, the Darling-Hammond et al. piece does not accurately portray our original article, which is one of the first studies of the effects of teacher certification on student achievement that uses a national student level dataset in a multivariate framework. Here we discuss the portrayal of our paper, and argue that there are important policy questions about certification, and the teacher labor market in general, that ought to be addressed by researchers in a dispassionate way that focuses on rigorous, high quality empirical findings. As yet we do not believe there is enough information to draw strong conclusions about the impacts of certification on the teacher applicant pool or about the overall level of quality of the teacher workforce. Thus, it is important to ask questions about these issues so that research can be used to guide the development of sound public policy.

Goyette, K. A. (2001). The College Attendance Of Asian Americans. *University of Michigan, Ann Arbor*.

Dissertation/Thesis

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, J. (2001). *The Effects Of Part-Time Work On Adolescent Alcohol Use: Does Job Type Matter*. Southern Sociological Society.

Report

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.

Holloway, D. L. and Krensky, B. (2001). Introduction: The Arts, Urban Education, And Social Change. *Education and Urban Society*, 33(4): 354-365.

Journal Article

Meaningful arts education in U.S. schools has been pushed to the margins of curricula, especially in poorer, urban school districts. In the majority of schools, the arts are considered frills or the province of a talented few, expendable from limited budgets and academic programs feeling the pressure of high-stakes accountability policies. Denying youth artistic instruction and resources has been a regular practice in U.S. schools for more than a decade.

Israel, G. D., Beaulieu, L. J. and Hartless, G. (2001). The Influence Of Family And Community Social Capital On Educational Achievement. *Rural Sociology*, 66(1): 43-68.

Journal Article

It is increasingly recognized that families and communities are important in helping youths develop the knowledge and skills they need to obtain technologically sophisticated jobs, which are an emerging part of the global economy. In this paper we adopt social capital as a framework for examining the influence of family and community on promoting educational achievement among public school students. We explore more fully the role of community social capital in influencing educational performance beyond that attributed to family social capital. Using data from the National Education Longitudinal Survey (NELS), we find that both process and structural attributes of family social capital are key factors affecting high school students' educational achievement. Process and structural attributes of community social capital also help youths to excel, though they contribute less strongly to achievement. These findings suggest that policies designed to promote educational achievement must extend beyond the school and must seek to strengthen social capital in the family and the community.

Jacob, B. A. (2001). Getting Tough? The Impact Of High School Graduation Exams. *Educational Evaluation and Policy Analysis*, 23(2): 99-121.

Journal Article

The impact of high school graduation exams on student achievement and dropout rates is examined. Using data from the National Educational Longitudinal Survey (NELS), this analysis is able to control for prior student achievement and a variety of other student, school, and state characteristics. It was found that graduation tests have no significant impact on 12th-grade math or reading achievement. These results are robust with a variety of specification checks. Although graduation tests have no appreciable effect on the probability of dropping out for the average student, they increase the probability of dropping out among the lowest ability students. These results suggest that policymakers would be well advised to rethink current graduation test policies.

Jeynes, W. H. (2001). The Effects Of Recent Parental Divorce On Their Children's Consumption Of Alcohol. *Journal of Youth and Adolescence*, 30(3): 305-319.

Journal Article

This study tests whether children whose parents were recently divorced (within the past 4 years) were more likely to consume alcohol frequently and/or in large quantities than their counterparts in single-parent divorced families whose parents had been divorced 4 years or more. Several researchers have argued that divorce has a greater impact on children during the first few years following a divorce.

Kao, G. (2001). Race And Ethnic Differences In Peer Influences On Educational Achievement. In Massey, D. S. and Anderson E. *Problem Of The century: Racial Atratification In The United States*. 437-460. Russell Sage Foundation. New York, NY.

Book, Section

In this chapter the author examined racial and ethnic differences in the attitudes of friends toward school, social life, and work and considered their influence on academic aspirations and achievement. The author argued that systematic intergroup differences in attitudes and behavior contributed significantly to intergroup variation in performance outcomes. Characteristics of peers differed, in part, because peer groups tended to be racially and ethnically segregated, so that group differences in academic performance often yielded distinct peer cultures structured along racial and ethnic lines. Data was used from the National Educational Longitudinal Study(NELS). The NELS is based on a two-stage probability sample that first selected a nationally representative sample of 1,052 schools and then surveyed 24,599 respondents from these schools who were eighth graders in 1988. The survey followed them at 2 yr intervals through 1994, when most of the sample members were about 20 yrs old. Using the NELS, the author documented these differences with respect to value orientation and educational plans among friends, as well as the degree to which the extent of peer influence differed from group to group.

Kim, S. (2001). Prevention Of Adolescent Substance Use: An Investigation Of Cross-Level Interaction Effects Of Self, Peer, Family And School Level Risk And Protective Factors Using Multilevel Modeling. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 61(9).

Dissertation/Thesis

A large number of adolescents engage in cigarette, alcohol, and marijuana use. Risk and protective factors for adolescent substance use can be classified into individual factors and contextual factors. Therefore, contextualism is a valuable approach for understanding adolescent substance use behavior and an ecological perspective to examine self, family, peer, and school level risk and protective factors comprehensively is critical for the study of adolescent substance use. In the present study, the main effects of protective and risk factors that work at both individual and contextual levels, and cross-level interaction effects across the adolescent, family, peer and school domains using National Educational Longitudinal Survey (NELS:88) was examined. Mixed effects models or multilevel models were implemented due to a special focus of the investigation on the cross-level interactions among protective factors and risk factors. Results indicated that at the student level, internality, positive peer value, and parent concern or control worked as protective factors against substance use, whereas the number of friends who dropped out of school and parents' divorce worked as critical risk factors for adolescent substance use development. At the school level, school programs for promoting parental support/involvement, reducing negative impacts of family, and promoting extracurricular activities worked as protective factors that guard against student-level risk factors through cross-level interactions. Also, the connection or interaction between school staff and parents which was measured by the number of parents school staff met with was a

critical factor that buffered the effects of individual level risk factors. Thus, the impact of school programs or policies on adolescent substance use through cross-level interactions was demonstrated in this study. A practical implication of this study is that prevention practitioners can develop appropriate intervention approaches and in turn effectively protect adolescents from the development of substance use, by understanding the differential mechanism of main effects and interaction effects of risk and protective factors across the individual level and the school contextual level.

Kleinmann, E. L. (2001). A Longitudinal Analysis Of The NELS:88 Data: Selected Factors Predictive Of Job Satisfaction Of Students With Mild Orthopedic And Learning Disabilities. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 62(2).

Dissertation/Thesis

Since the passage of Public Law 101-476, the Individuals with Disabilities Education Act (IDEA), services needed by students thirteen years old and older with disabilities to successfully make the transition from school to adult life must be included in each student's individualized educational program (IEP). This research project addresses the following questions relating to the transition practices of schools and families during the high school years of students with mild orthopedic and learning disabilities: (1) To what extent can selected school related variables predict the likelihood that a student with a mild orthopedic or learning disability will attain job satisfaction after graduation from high school? (2) Does the involvement of parents of twelfth grade students with mild orthopedic or learning disabilities affect the job satisfaction of the students? (3) Do selected teaching practices such as emphasis on specific skills and specific interests have an effect on job satisfaction of students with mild orthopedic or learning disabilities after graduation? The subjects for this study are American students, who participated in the National Educational Longitudinal Study of 1988 (NELS:88). The data for this study were drawn from the NELS:88 base year, the second follow-up year, 1992 and the third follow-up year, 1994. Data from the NELS:88 questionnaire are used as predictors in order to determine the ability of students with disabilities to attain career goals upon graduation from high school. The findings of this study are threefold. Students whose parents are actively involved with them through their high school years are more likely to be satisfied with their jobs two years after graduation. The more involved students with orthopedic disabilities are with extracurricular activities, the more likely they are to be satisfied in their jobs two years after graduation. Students with learning disabilities, on the other hand, do not get involved in extracurricular activities to an extent that the results are measurable. Classes offering specific skills and interests appear to affect students with learning disabilities, in that students report a higher job satisfaction two years after high school when they have been involved in such courses. Students with orthopedic disabilities, on the other hand, report job satisfaction two years after high school regardless of their involvement in special classes.

Koenig, J. A. and Lissitz, R. W. (2001). 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.*

Conference Paper

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.

Konstantopoulos, S., Modi, M. and Hedges, L. V. (2001). Who Are America's Gifted? *American Journal of Education*, 109(3): 344-382.

Journal Article

Mainstream education research has devoted little attention to studying highly talented students. Though there exists an expansive specialized literature dedicated to the study of academic giftedness, no recent study has used a large, nationally representative sample to describe gifted American students and how they differ from their nongifted counterparts. Yet identification and management of intellectual talent is essential to maintaining high national standards of achievement in education, international economic competitiveness, and labor market efficiency, as well as to avoid ever-increasing social inequality arising from nonlinear returns to ability. This study uses both descriptive statistics and multivariate analytic techniques to explore correlates of academic giftedness for American eighth graders, using the National Education Longitudinal Study of 1988 (NELS:88). Our findings indicate that students who are self-reliant and spend more time on homework assignments and leisure reading per week are much more likely to be academically gifted than other students. In addition, high levels of parental educational aspirations as well as high levels of family socioeconomic status are important predictors of academic giftedness.

Koretz, D. and Berends, M. (2001). *Changes In High School Grading Standards In Mathematics, 1982-1992*. Santa Monica, CA: The Rand Corporation.

Report

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, E. and Guo, G. (2001). Gender Differences In Mathematical Trajectories. *Social Forces*, 80(2): 713-732.

Journal Article

In this article we test the hypothesis that male students outperform female students in mathematics. Using large national data sets and curvilinear growth models, we examine gender differences in mathematical trajectories from elementary school through high school. We analyze subsamples of high-scoring students and also different areas of math, such as reasoning and geometry. Despite relatively equal starting points in elementary school, and relatively equal slopes, we find that boys have a faster rate of acceleration. By the 12th grade, this results in a slight gender difference, which is most pronounced in geometry. Realizing this slight and delayed emergence of gender differences, we qualify

the strong conclusions of earlier research, such as Benbow and Stanley's (1980, 1983), which found that large gender differences emerge by junior high school.

Lee, V. E. (2001). *Restructuring High Schools For Equity And Excellence: What Works*. Teachers College Press. New York, NY.

Book, Whole

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.

Marcus, R. F. and Sanders-Reio, J. (2001). The Influence Of Attachment On School Completion. *School Psychology Quarterly*, 16(4): 427-444.

Journal Article

The likelihood that children will complete school is enhanced by their healthy attachment to others and to key institutions. School completion and dropping out of school are developmental processes with strong social and emotional antecedents. The early development of attachment bonds, and subsequent positive and negative behaviors and relationships set an early path toward school completion or dropout. Emotional bonds to parents broaden to peer and teacher relationships and the school setting, affecting academic progress. Ways to enhance emotional bonds before and during the school years are discussed.

Marsh, H. W., Parada, R. H. and Yeung, A. S. (2001). Aggressive School Troublemakers And Victims A Longitudinal Model Examining The Pivotal Role Of Self-Concept. *Journal of Educational Psychology*, 93(2): 411-419.

Journal Article

Aggressive Troublemaker (getting into physical fights, getting into trouble, being seen as a troublemaker, and being punished for getting into trouble) and Victim (being threatened with harm, not feeling safe) factors were related to 3 components of self-concept (General, Same Sex, and Opposite Sex) based on the large, nationally representative National Education Longitudinal Study of 1988 database. At 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). The Victim factor was negatively correlated with self-concept and had negative effects on subsequent self-concept. Whereas the Troublemaker factor was also correlated somewhat negatively with self-concept, it had small positive effects on subsequent self-concept: Low self-concept may trigger troublemaking behavior in a possibly successful attempt to enhance subsequent self-concept. Although boys had higher Troublemaker

and Victim scores than did girls, the effects of these constructs on subsequent self-concepts were similar for boys and girls.

McFarland, D. A. (2001). Student Resistance: How the Formal and Informal Organization of Classrooms Facilitate Everyday Forms of Student Defiance. *The American Journal of Sociology*, 107(3): 612-678.

Journal Article

Critical and resistance theorists propose that race and class backgrounds influence everyday forms of student resistance in schools. This article argues that the microsocial process of student defiance is less characterized by individual traits of race and class than by the formal and informal organizational characteristics of social settings. Using unique data on resistance in multiple schools and classrooms, this article finds that defiant behaviors arise when instructional formats give students access to public discourse and when students have advantaged social network relations. Social opportunities of tasks, coupled with political opportunities of networks, enable students to consistently undermine and redirect classroom affairs. The results suggest that resistant behavior is more the result of organizational features of social networks and instruction than "alienation" factors, and is therefore rectifiable through classroom management.

Mickelson, R. A. (2001). Subverting Swann: First And Second Generation Segregation In The Charlotte-Mecklenburg Schools. *American Educational Research Journal*, 38(2): 215-252.

Journal Article

For more than 40 years, communities across the United States have grappled with Brown's mandate to provide equality of educational opportunities to Black children by ending school segregation. Despite considerable unambiguous evidence that desegregation enhances students' long-term outcomes such as educational and occupational attainment, the situation with respect to short-term outcomes is more ambiguous and more highly contested. Using survey data from the Charlotte-Mecklenburg Schools, a North Carolina district that used mandatory busing to desegregate its schools, the author demonstrates the direct and indirect negative effects of segregation on academic achievement in ways not employed previously. The distinctive research design includes a longitudinal measure of exposure to racially isolated Black elementary education, multiple indicators of educational outcomes, measures of track placement, and a large representative sample of grade 12 students from the entire school system. By demonstrating how both direct and indirect effects of segregated education impair Blacks' academic outcomes, and how, even in an ostensibly desegregated school system, Whites retain privileged access to greater opportunities to learn, this article increases our understanding of the role of segregated schooling in maintaining the racial gap in academic achievement. Future research in other school districts once believed to be successfully desegregated will allow us to judge whether the situation in the Charlotte-Mecklenburg School district reflects a more general pattern.

Morgan, S. L. (2001). Counterfactuals, Causal Effect Heterogeneity, And The Catholic School Effect On Learning. *Sociology of Education*, 74(4): 341-374.

Journal Article

School-effects research in sociology cannot be separated from concerns about causality. Purely descriptive modeling justifications are untenable. Focusing on the Catholic school effect on learning, this article demonstrates an approach that places regression modeling strategies within a specific and well-developed framework for thinking about causality. While regression models should properly remain the workhorse methodology for school-effects research, regression estimates should more often be subject to exacting interpretations and presented alongside alternative estimates of more specific parameters

of interest. In this demonstration, propensity score matching estimates of the Catholic school effect for the Catholic schooled are provided to supplement the estimates obtained by regression models. Although subject to their own set of weaknesses, the matching estimates suggest that the Catholic school effect is the strongest among those Catholic school students who, according to their observed characteristics, are least likely to attend Catholic schools. Four alternative explanations are offered for this finding, each of which should be pursued in further research.

Muller, C. (2001). The Role Of Caring In The Teacher-Student Relationship For At-Risk Students. *Sociological Inquiry*, 71(2): 241-255.

Journal Article

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, C. and Ellison, C. (2001). Religions Involvement, Social Capital, And Adolescents' Academic Progress: Evidence From The National Education Longitudinal Study Of 1988. *Sociological Focus*, 34(2): 155-183.

Journal Article

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 NELLS: (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, P. A., Stage, F. K. and Kinzie, J. (2001). Science Achievement Growth Trajectories: Understanding Factors Related to Gender and Racial-Ethnic Differences in Precollege Science Achievement. *American Educational Research Journal*, 38(4): 981-1012.

Journal Article

Using hierarchical linear modeling (HLM) and longitudinal data from the first three waves of the National Education Longitudinal Study (NELS:88), we examined achievement and growth rates in precollege science by racial-ethnic and gender subgroups. We found socioeconomic status and previous grades strongly and positively related to students' eighth-grade achievement across all racial-ethnic by gender subgroups. We also found locus-of-control to be strongly related to eighth-grade science achievement for all subgroups except Asian American males. In modeling the growth rate, we found that the quantity of science units completed in high school was the only consistent predictor of science growth rates across all racial-ethnic by gender subgroups. The relationships between individual-level factors and science growth rates differed greatly for the remaining individual-level variables, highlighting the need for further research that both disaggregates data by race-ethnicity and gender.

Mussoline, L. J. and Shouse, R. C. (2001). School Restructuring As A Policy Agenda: Why One Size May Not Fit All. *Sociology of Education*, 74(1): 44-58.

Journal Article

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. Washington DC: National Center for Education Statistics.

Report

"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.

Ozturk, M. A. (2001). Personal And Social Factors That Influence Advanced Mathematics Course-Taking During High School. *Dissertation Abstracts International Section A: Humanities and Social Sciences, Virginia Polytechnic Institute*. 67(1).

Dissertation/Thesis

This study explored the factors that influence public high school students' advanced math coursetaking. The factors investigated were parental involvement, peers' educational aspirations, students' own educational aspirations, and math self-concept. These factors were further examined for students in different settings as defined by school demographic variables of urbanicity, minority concentration, and poverty concentration. The study analyzed longitudinal data from the National Education Longitudinal Study of 1988 (NELS: 88), using structural equation modeling. Results indicated that parental involvement was much more important than peer influence for students' educational aspirations, and in turn, for their advanced level mathematics course-taking. Parental involvement had a larger effect for students in high minority, high-poverty urban schools, who, on the average, had taken the smallest number of advanced mathematics courses, compared to students in other settings. Results from the study indicated that African-American students' math self-concepts were not affected by their previous math achievement, suggesting the lack of feedback about their mathematics performance. Recommendations based on the findings included improving parental involvement for all students, especially for students in high-minority, high-poverty urban schools, and providing more feedback to African-American students about their level of performance in mathematics and its consequences in terms of advanced math course-taking.

Park, H. S., Bauer, S. and Oescher, J. (2001). Religiousness As A Predictor Of Alcohol Use In High School Students. *Journal of Drug Education*, 31(3): 289-303.

Journal Article

Examines the relationship between religiousness and alcohol use of adolescents. Categories of variables related to alcohol use; Utilization of data from the National Educational Longitudinal Study of 1988; Impact of religiousness on substance use.

Plank, S. B. (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.

Report

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.

Plank, S. B. and Jordan, W. J. (2001). Effects Of Information, Guidance, And Actions On Postsecondary Destinations: A Study Of Talent Loss. *American Educational Research Journal*, 38(4): 947-979.

Journal Article

This study uses National Educational Longitudinal Study data to show that information about higher education, guidance, and essential preparatory actions taken by secondary students influence whether they will attend post-secondary educational institutions (PEW within 2 years of high school graduation, and, if so, what types of institutions. The conceptual framework is embedded in research on college choice and talent loss. Talent loss is described as the occurrence of promising students not reaching their full educational potential. Choice theory attempts to explain the myriad factors contributing to individuals' post-secondary destinations. We find that increased levels of information, guidance, and critical actions taken are positively and significantly associated with initial enrollment in a 4-year PET, as opposed to enrollment in a 2-year PET (full or part time) or no enrollment. These factors explain a large part of the effect of socioeconomic status on post secondary destination, controlling for high school achievement.

Quirk, K. J., Keith, T. Z. and Quirk, J. T. (2001). Employment During High School And Student Achievement: Longitudinal Analysis Of National Data. *Journal of Educational Research*, 95(1): 4-10.

Journal Article

The relationship between employment and academic performance in a nationally representative sample of U.S. students was examined in a longitudinal study as the students progressed from grade 8 to 12. The participants (N = 15,552) took part in the base year (1988), first follow-up (1990), and second follow-up (1992) of the National Education Longitudinal Study (NELS). Structural equation modeling was used to analyze the NELS data set while controlling for the effects of family background, previous achievement, gender, and ethnicity. Employment had an overall negative and curvilinear effect on high school GPA. Students who worked fewer than 12 hours per week fared better academically than those students who were not employed. A significant decline in academic performance was observed when students worked more than 11-13 hours per week.

Reis, S. M. and Park, S. (2001). Gender Differences In High-Achieving Students In Math And Science. *Journal for the Education of the Gifted*, 25(1): 52-73.

Journal Article

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.

Roberts, J. K. (2001). Examining Mutable Reform Options For Urban Schools With Multilevel Analysis In The National Educational Longitudinal Study:88. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 61(7).

Dissertation/Thesis

The present study examined the effects of science course taking and school urbanicity on

students' science achievement levels. More specifically, this study analyzed the National Educational Longitudinal Study (NELS:88) with multilevel techniques to investigate mutable reform options for urban schools in the area of science achievement. This study provided a unique insight into current research because all analyses were conducted with both ordinary least squares regression (OLS) and multilevel modeling techniques. Results from the comparison of OLS and multilevel techniques showed little effect on either overestimation or underestimation between the OLS weighted sample and the multilevel analysis. Although the differences between these two analyses were small, the multilevel techniques were optimized when the differences between schools was largest. Results from the multilevel and weighted analyses produced large differences when compared against the unweighted analysis. The unweighted sample consistently overestimated the coefficients of slope for each of the predictor variables. Because of these findings, researchers should be strongly cautioned against interpreting analyses run with the NELS:88 dataset without a weighted sample or without multilevel techniques. The results from the multiple regression analysis in both multilevel modeling and weighted OLS indicated that students who had parents who attended a school event, were not afraid to ask questions in science class, spent more time on homework each week, did not attend a school where science was taught in a non-English language, and had parents who belonged to a parent/teacher organization scored higher in terms of student science achievement than did their urban counterparts who did not meet these qualifications. From these results, several recommendations were made for schools concerning ways they could improve science education, including fostering attitudes of inquiry in science, increasing the quantity of science instruction, and involving parents more in the student's educational experience.

Roscigno, V. J. and Crowley, M. L. (2001). Rurality, Institutional Disadvantage, And Achievement/Attainment. *Rural Sociology*, 66(2): 268-292.

Journal Article

Students living in rural areas of the United States exhibit lower levels of educational achievement and a higher likelihood of dropping out of high school than do their nonrural counterparts. In this paper we extend the literature by offering a framework in which resources influencing achievement/attainment are viewed as embedded in, and varying across, rural and nonrural places because of differences in structures of local opportunity. We draw from the National Educational Longitudinal Survey and the Common Core of Data, and employ hierarchical linear and hierarchical logistic modeling techniques to test our ideas. Rural adolescents are disadvantaged in regard to those family and school resources which are conducive to educational success. These resources translate into important educational investments at both family and school levels, and explain rural deficits in both attainment and standardized achievement. We discuss the implications of our findings for analyses of rural deprivation and inequality specifically, and for educational processes and the spatial patterning of stratification in general.

Schewior, R. W. (2001). Educational Outcomes And Student Effort: Evidence From NELS 1992. *Rutgers University*.

Dissertation/Thesis

Past studies of student achievement have repeatedly focused on teacher and school characteristics in an effort to discover if additional moneys should be spent on schooling, and if so, where they should be spent. These analyses have generally focused on elementary characteristics of students: family background, race, sex, urbanicity, and region of the country. The National Educational Longitudinal Survey, NELS (1988) and follow-up studies, provide unique information on the quality of student effort as proxied by information on "doing homework". A theoretical model that explicitly models the endogeneity of doing homework is developed and using NELS 1992 data on high school seniors and a standard "value-added" type analysis, the efficacy of doing homework on

educational outcomes (achievement levels) is tested. Each of several econometric techniques for correcting for the endogeneity of doing homework yields a small positive estimate when homework is completed "most of the time". However, the returns to doing homework "all of the time" are large and significant. In addition, there is some evidence that higher ability students benefit more from all schooling inputs (including homework) than lower ability students. No measured schooling input (class size or a teacher's salary) has a meaningful effect on homework completion. Programs for parents with less education are suggested by both the direct effect on achievement and a significant indirect effect as mediated by homework.

Sheridan, D. W. (2001). *An Analysis Of The Impact Of Alternative Placement On Students Challenged By Academic, Attendance, And Behavior Conditions As Recorded In The National Education Longitudinal Study Of 1988. Baylor University.*

Dissertation/Thesis

The purpose of this evaluation study was to analyze the impact of alternative placement on students challenged by academic, attendance, and behavior conditions as recorded in the National Education Longitudinal Study of 1988 (NELS:88) of the U.S. Department of Education. The U.S. Department of Education (1999) recorded numerous data through the National Education Longitudinal Study of 1988. The NELS:88 study recognized the following types of alternative placements: (a) school-within-a-school, (b) dropout prevention program, (c) street academy, (d) high school reentry program, (e) alternative campus setting, (f) program for teenage parents, (g) drug rehabilitation program, (h) alcohol rehabilitation program, and (i) gang prevention program.

This study examines the backgrounds, families, opinions and goals, school experiences, and activities of students who participated in the National Education Longitudinal Study of 1988. The analysis of data from the NELS:88 survey instrument focuses on the alternative campus setting, the outreach program, the drug rehabilitation program, and the alcohol rehabilitation program.

Conclusions were drawn from questionnaire data findings: The appropriate alternative placement program and/or setting is vital for the students success. The practice of the educational system as a whole, to place and provide the necessary support for a student in the proper alternative setting, if warranted, is essential. The initial placement for students who necessitate an alternative setting must be correct if the student is to be successful and return to the regular school setting. The one-size fits all alternative placement programs would be very ineffective with the majority of the students in today's world. Also, multiple placements would be unsuccessful and disastrous with the majority of the students given the results of this study.

Simon, B. S. (2001). *Family Involvement In High School: Predictors And Effects. NASSP Bulletin, 85(627): 8-19.*

Journal Article

Reports from more than 11,000 parents of high school seniors and 1,000 high school principals were analyzed to learn about high school, family, and community partnerships. Analyses 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, R. (2001). 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.*

Conference Paper

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, E. B. (2001). An Ecological Perspective Of Science And Math Academic Achievement Among African American Students. *Iowa State University.*

Dissertation/Thesis

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.

Sun, Y. (2001). Family Environment And Adolescents' Well-Being Before And After Parents' Marital Disruption: A Longitudinal Analysis. *Journal of Marriage and Family*, 63(3): 697-713.

Journal Article

Although previous research has noted that children of divorce tend to fare less well than peers raised in families with two biological parents, much less is known about how parents' marital disruption affects children as a continuous process in its different phases. Based on two waves of a large, nationally representative panel, this study demonstrates that even before the disruption, both male and female adolescents from families that subsequently dissolve exhibit more academic, psychological, and behavioral problems than peers whose parents remain married. Families on the verge of breakup are also characterized by less intimate parent-parent and parent-child relationships, less parental commitment to children's education, and fewer economic and human resources. These differences in family environment account for most well-being deficits among adolescents in predisrupted families. Furthermore, the deterioration in different domains of the family environment appears to be associated with maladjustment in different aspects of children's lives. The postdisruption effects on adolescents can either be totally or largely predicted by predisruption factors and by changes in family circumstances during the period coinciding with the disruption. Finally, the analyses indicate that female adolescents are as likely to be affected by the parental divorce process as male adolescents.

Thomas, J. P. (2001). *A Model Of Mathematics Achievement Using Proficiency Scores.*

Report

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 results of multicollinearity among the explanatory variables.

Velez, W. and Saenz, R. (2001). *Toward A Comprehensive Model Of The School Leaving Process Among Latinos. School Psychology Quarterly, 16(4): 445-467.*

Journal Article

The Latino population continues to have extremely high dropout rates compared to other racial and ethnic groups. This trend is particularly disturbing given the major demographic changes currently under way in this country, with a disproportionate share of the current and future growth of the U.S. population due to the Latino population. Failure to reduce the dropout rates of Latino youth will have serious consequences in the near future. This article provides an overview of the literature on Latino dropouts as well as research and data needs in the study of this phenomenon. The article also contains a brief discussion of key policy issues that can be addressed with the development of research and data sources focusing on Latino dropouts. The authors conclude with a discussion regarding the urgency in reducing the high Latino dropout rate.

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

Journal Article

This paper contains empirical evidence of a positive relationship between faculty relations and student achievement in mathematics in U.S. high schools. The findings are based on composite measures of professional community and transformational leadership which were defined and constructed through comparisons of theoretical models from studies of the social organization of schools. I find that the effects of transformational leadership and professional community are interdependent. However, these two processes are not equally dependent on each other. Professional community only has a positive effect on student achievement in mathematics in schools whose teachers experience above average transformational leadership. I also find that these effects are strongest in lower socioeconomic status (SES) schools. Thus, I confirm findings from in-depth studies and studies of purposeful samples that the social organization of teachers and administrators within schools can affect student achievement.

Witta, E. L. (2001). 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.

Conference Paper

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, J. (2001). The Effects Of School Community On Students' Academic Learning Growth: A Multilevel Analysis Of NELS:88 For High Schools. University of Wisconsin, Madison.

Dissertation/Thesis

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, T. M., Martin, S. S., Young, M. E. and Ting, L. (2001). Internal Poverty And Teen Pregnancy. *Adolescence*, 36(142): 289-301.

Journal Article

The subjects for the present study were drawn from the female students who participated in the National Education Longitudinal Study (NELS) initial eighth-grade data collection. Adolescent females who later became pregnant were matched on race, birth month, and birth year with adolescent females who did not report a pregnancy. The study examined selected predictor variables from the baseline 1988 wave of data in relation to the outcome variable of pregnancy status. Results indicated a statistically significant difference in locus of control between those females who later became pregnant and those who later did not experience a pregnancy during adolescence. Those who later became pregnant were much more likely to have an external locus of control ($p = .0001$). Females who later became pregnant were also more likely to have a poorer sense of personal efficacy ($p = .0001$). Finally, females who later experienced a teen pregnancy had more traditional occupational expectations ($p = .006$) and lower educational expectations ($p = .001$) than did those who did not later report a teen pregnancy.

2000

Addonizio, M. F. and Phelps, J. L. (2000). Class Size And Student Performance: A Framework For Policy Analysis. *Journal for Education Finance*, 26(2): 135-156.

Journal Article

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.

Ainsworth-Darnell, J. (2000). Does It Take A Village? How Neighborhood Context Affects School Performance Across Racial Groups. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 60(8).

Dissertation/Thesis

The urban and educational literature has recently begun to focus on the increase in concentrated poverty in inner-city neighborhoods, and the educational failure of youth often associated with living in these neighborhoods, a trend that disproportionately affects racial minorities. The current study examines this issue from several perspectives by identifying which neighborhood characteristics influence educational outcomes, whether the relationships between neighborhood characteristics and educational outcomes differ across racial groups, and what the mechanisms are that mediate these associations. Utilizing the National Educational Longitudinal Study of 1988 linked to 1990 Census information at the zip-code level, the current study finds that neighborhood characteristics are not only predictive of educational outcomes, but the strength of their predictions often rivals more commonly cited family- and school-related factors. Moreover, the predictive power of individual neighborhood characteristics depends heavily on the type of educational outcome being considered, as well as the race of the student. For example, the presence of positive role models is associated with higher achievement test scores, but is unrelated to students' dropout status. Furthermore, White students tend to benefit more than Blacks from living in advantaged neighborhoods, while Black students suffer a greater penalty than Whites for living in disadvantaged neighborhoods. When considering how neighborhood characteristics influence educational outcomes,

theorists have proposed several mediating processes, including collective socialization, social control, social capital, perception of opportunity, and institutional characteristics. The current study reveals that these mediators account for only a modest proportion of the neighborhood effects on educational outcomes, with collective socialization and social control having the strongest influence. The policy implications of this research and directions for future research are discussed.

Antshel, K. M. and Anderman, E. M. (2000). Social Influences On Sports Participation During Adolescence. *Journal of Research and Development in Education*, 33(2): 85-94.

Journal Article

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, K. (2000). The Effects Of Educational Finance On School Quality. *University of California, Santa Barbara.*

Dissertation/Thesis

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.

Asakawa, K. and Csikszentmihalyi, M. (2000). Feelings Of Connectedness And Internalization Of Values In Asian American Adolescents. *Journal of Youth and Adolescence*, 29(2): 121-145.

Journal Article

This study is an attempt to examine a possible mechanism for the high academic achievements of Asian Americans by comparing the quality of experience of Asian American and Caucasian American adolescents. The Experience Sampling Method (ESM)

was used to record subjective experiences. Subjects were 34 Asian American and 392 Caucasian American adolescents in the sixth, eighth, tenth, and twelfth grades. The ESM analyses revealed interesting differences between the two groups in their psychological functioning. The levels of Asian Americans' perceived importance of activities to future goals and happiness, enjoyment, self-esteem, and activeness covaried more positively and strongly as compared to those of Caucasian American adolescents. The physical presence of others also affected the quality of experience of Asian American adolescents more strongly and more positively than that of Caucasian American adolescents. The implications of these findings are discussed in terms of Asian adolescents' readiness for internalization of cultural values, which may promote academic excellence.

Askoy, T. and Link, C. R. (2000). *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?*

Report

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.

Baker, B. D., Keller-Wolff, C. and Wolf-Wendel, L. (2000). Two Steps Forward, One Step Back: Race/Ethnicity And Student Achievement In Education Policy Research. *Educational Policy*, 14(4): 511.

Journal Article

The goal of this study is to bring the discussion of ethnic heterogeneity and the racial/ethnic classification of students for research purposes into the education policy arena. The relationship between race and ethnicity and academic achievement is focused on in particular. The heterogeneity of academic performance in reading and math is demonstrated between subgroups of Hispanic and Asian/Pacific Island students, using the National Educational Longitudinal Study of 1988 (NELS:88). In the case of both the Hispanic and Asian/Pacific Island aggregate groups there are substantial, though not always statistically significant, academic performance differences among ethnic subgroups, with a range of math performance among Hispanic subgroups of 10.7 points (mean score = 34.4) between Cuban and Puerto Rican students and a range of math performance among Asian/Pacific Island students of 15.3 points (mean score = 41.0) between West Asian and Pacific Island students.

Ballou, E. G. (2000). *Math Curriculum Tracking And Educational Outcomes. University of California, Los Angeles.*

Dissertation/Thesis

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, J. and Scott, B. M. (2000). Mother-Only Versus Father-Only Households: Educational Outcomes For African American Males. *Journal of African American Men*, 5(2): 93-116.

Journal Article

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.

Bellair, P. E. and Roscigno, V. J. (2000). Local Labor-Market Opportunity And Adolescent Delinquency. *Social Forces*, 78(4): 1509-1538.

Journal Article

In this article, we extend the literature on adolescent delinquency by offering a theoretical framework that integrates insights from labor-market and stratification research on the one hand and micro-level family and criminological research on the other. Analyses draw from local labor-market data and nationally representative longitudinal survey data on adolescents and employ techniques that take into account clustering within hierarchical structures. Findings suggest strong effects of low-wage service-sector concentration and unemployment on the likelihood of both fighting and drug use among adolescents. Consistent with our emphasis on potential mediating processes, we find that these effects are partially produced through the patterning of family income, family intactness, and adolescent attachment to parents and school. An interesting finding is that low-wage service-sector size and unemployment effects on adolescent delinquency persist even with potential mediators controlled. We conclude by discussing these persistent effects and their implications.

Berkner, L. (2000). Using National Educational Longitudinal Study Data To Examine The Transition To College. *New Directions for Institutional Research*, 2000(107): 103-107.

Journal Article

Provides information regarding the U.S. National Education Longitudinal Study (NELS) database in an aim to examine the transition of students to college. Background on the

NELS; content of the unit record files accessible through the Electronic Codebook System software; features of the Data Analysis System software used to analyze NELS data.

- Broene, P. and Rust, K. (2000). *Strengths And Limitations Of Using SUDAAN, Stata, And WesVarPC For Computing Variances From NCES Data Sets, Working Paper (NCES 2000-03)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

- Burnett, M. A. (2000). One Strike And You're Out: An Analysis Of No Pass/No Play Policies. *High School Journal*, 84(2): 1-7.

Journal Article

Examines the effectiveness of the No Pass/No Play Bill, legislation on U.S. schools' implementation of academic guidelines for student participation in extracurricular activities. Historical analysis; benefits of athletics to students; social effects of the policies.

- Butty, J. L. M. (2000). One Case For Systemic Reform: Differences Among Four Combinations Of Traditional And Reform Instructional Practices And Mathematics Performance Of 10th And 12th Grade African American And Hispanic Students. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 61(3).

Dissertation/Thesis

Recent reform efforts propose a systemic approach to educational reform to improve education from the bottom up and the top down through coordinated state policies. These efforts call for instructional practices where students are encouraged to explore, develop, conjecture, prove, and solve problems. To date, however, very little is known about how these practices affect student achievement and attitude toward mathematics among minority students, especially at the high school level. This study investigated the following: (1) the effects of four combinations of instruction students received in the 10th and 12th grades on student mathematics performance, as reported in the first and second follow-up of the National Educational Longitudinal Study (NELS:88); (2) the relationship between student attitude toward mathematics in the 10th grade and mathematics achievement in the 12th grade and their mathematics achievement in the 10th grade and attitude toward mathematics in the 12th grade, as reported in the first and second follow-up of NELS:88; and (3) the relationship between the four combinations of instruction students received in the 10th and 12th grades and mathematics performance, after controlling for student sex, and socioeconomic status (SES); teacher experience, and attitudes and beliefs; and school type. The study sample consisted of data on 364 Black and Hispanic students drawn from the first and second follow-up studies of NELS:88. To cross validate the NELS:88 study, two pilot surveys were administered to mathematics teachers in an urban school district to identify items that measure reform and traditional instructional practices. One-way analysis of variance (ANOVA) showed that different combinations of instructional practices students received in the 10th and 12th grades did not affect their mathematics performance. Pearson product-moment coefficients were significant ($p < .05$), suggesting that students with a good attitude toward mathematics in the 10th grade obtained higher mathematics scores in the 12th grade. Results also indicated that combinations of instruction students received in the 10th and 12th grades accounted for an insignificant proportion of student

mathematics performance after controlling for specified variables. Overall, these findings highlight the influential nature of instruction. They further show that more research is needed. It is suggested that future research focus on an exhaustive range of questions on different types of instruction across different settings and perspectives.

Cabrera, A. F. and La Nasa, S. M. (2000). Editors' Notes. *New Directions for Institutional Research*, 2000(107): 1-3.

Journal Article

Introduces a series of articles on the college-choice decision of high school students in the U.S. College-choice process for low-socioeconomic status students; racial and ethnic differences in college enrollment decisions; background information on the National Educational Longitudinal Study of 1988.

Cabrera, A. F. and La Nasa, S. M. (2000). Understanding the College-Choice Process. *New Directions for Institutional Research*, 2000(107): 5-22.

Journal Article

Examines the process that students and their families undergo when making decisions about college. Stages, factors and outcomes of the college-choice process; Elements that influence college planning; Primary considerations shaping actual matriculation; Role of high school counselors in postsecondary plans of low-income students; Factors facilitating the path to college.

Cabrera, A. F. and La Nasa, S. M. (2000). Three Critical Tasks America's Disadvantaged Face On Their Path To College. *New Directions for Institutional Research*, 2000(107): 23-29.

Journal Article

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, A. F. and La Nasa, S. M. (2000). Overcoming the Tasks on the Path to College for America's Disadvantaged. *New Directions for Institutional Research*, 2000(107): 31-43.

Journal Article

Deals with factors that assist economically and sociologically underprivileged U.S. citizens to prepare themselves for college. Prerequisites in enrolling in a four-year college; Differential factors affecting lowest-socioeconomic status (SES) students on the path to college; Discrepancies between backgrounds and experiences of the lowest- and highest-SES students on the path to college.

Cabrera, A. F. and La Nasa, S. M. (2000). Using National Databases to Student the College Choice of Low-SES Students. *Annual Meeting of the Association of Institutional Research*, Cincinnati, OH.

Conference Paper

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 1998 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. (Contains 61 references.)

Capraro, M. M., Capraro, R. M. and Wiggins, B. W. (2000). 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.*

Conference Paper

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, R. S. and Wojtkiewicz, R. A. (2000). Parental Involvement With Adolescents' Education: Do Daughters Or Sons Get More Help? *Adolescence*, 35(137): 29-44.

Journal Article

This research examined whether parents were involved differently with the education of their adolescent daughters and sons. The investigation 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 television watching, and limiting going out with friends). The results showed that, 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. The findings are discussed in terms of parents' traditional socialization practices versus a shift in parental treatment in response to social trends.

Chapin, J. R. (2000). 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.*

Conference Paper

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?

Choy, S. P., Horn, L. J., Nunez, A. M., and Chen, X. Transitions to College: What Helps At-Risk Students and Students Whose Parents Did Not Attend College. *New Directions for Institutional Research*, 2000(107): 45-63.

Journal Article

Investigates factors that facilitate postsecondary enrollment for subpopulation of high school students in the U.S. Characteristics of students whose family background and early education experiences put them at risk of not completing high school; Aspects important for increasing the chances of at-risk graduates who made it through high school going to college; Ways for teachers and counselors to assist students whose parents did not go to college.

Currie, J. and Thomas, D. (2000). School Quality And The Longer-Term Effects Of Head Start. *The Journal of Human Resources*, 35(4): 755-774.

Journal Article

Research on Head Start in the United States suggests that effects on test scores "fade out" more quickly for Black children than for White children. The authors use data from the 1988 wave of the National Educational Longitudinal Survey to show that Head Start Black children go on to attend schools of worse quality than other Black children. The authors do not see any similar pattern among Whites. Moreover, when they stratify by an indicator of school quality, gaps in test scores between Head Start and other children are very similar for Blacks and Whites. Hence, the effects of Head Start may fade out more rapidly among Black students, at least in part because Black Head Start children are more likely to subsequently attend inferior schools.

Dickinson, W. B. (2000). 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.*

Conference Paper

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.

Ehrlich, E. A. (2000). The Relationship Between Parental Involvement Practices And High School Seniors' Post-Secondary plan: Evidence From The NELS:88. *Indiana University of Pennsylvania.*

Dissertation/Thesis

This study addresses the field of research on parental involvement at the senior high school level. Looking at the NELS:88 data on high school seniors, this study explores the relationship between four patterns of parental involvement practices and post-secondary plans. The four patterns of parental involvement were categorized as Decisions, Academic, Contacts, and Finances. The results show that long-term student outcomes, such as post-secondary plans, are affected by different patterns of parental involvement practices in different ways. Influences on parental involvement, such as socioeconomic level, family structure, and ethnicity, are examined and their impact on the families of high school seniors is discussed. Certain family circumstances were found to influence parental involvement practices as well as effect long-term outcomes such as post-secondary plan. Current concepts of social and cultural capital serve to structure the analysis of the influence that particular patterns of parental involvement have on post-secondary planning. Educators, counselors, and parents at the secondary level should find valuable information in this study to design parental involvement programs that are meaningful to families, and offer specific activities that are related to patterns of parental involvement practice. This study draws on the National Educational Longitudinal Study (NELS:88) second follow-up data, descriptive statistics, factor analysis, multiple regression and discriminant function analysis to explain the relationship between patterns of parental involvement practices and high school seniors' post-secondary plans.

Feuerstein, A. (2000). School Characteristics And Parent Involvement: Influences On Participation In Children's Schools. *Journal of Educational Research*, 94(1): 29-40.

Journal Article

Several school-level variables thought to influence the degree to which parents are involved in their children's education were explored. The author sought to clarify, both theoretically and empirically, the meaning of parent involvement. Also, several statistical regression models were developed on the basis of school characteristics. The models help to explain the variance in 9 categories of parent involvement. The results of this study indicate that many forms of parent involvement, such as the structure that parents create for students in the home environment, are not easily influenced by school-level variables. However, several forms of parent involvement, including parent volunteerism and participation in parent-teacher organizations, can be increased when teachers attempt to contact parents.

Figlio, D. and Ludwig, J. (2000). *Sex, Drugs, And Catholic Schools: Private Schooling And Non-Market Adolescent Behaviors.* Arlington, VA: National Science Foundation.

Report

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, F. J. (2000). Selected Characteristics Of Students Voluntarily Enrolled In An Alternative Education Program. *Baylor University*.

Dissertation/Thesis

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, M., Muller, C. and Powers, D. (2000). Adolescents' Sexual Initiation and Academic Attainment. Presented at the Annual Meeting of the Population Association of America in Washington, DC.

Conference Paper

Gamoran, A. and Hannigan, E. C. (2000). Algebra for Everyone? Benefits of College Preparatory Mathematics for Students with Diverse Abilities in Early Secondary School. *Educational Evaluation and Policy Analysis*, 22(3): 241-254.

Journal Article

Both the research literature and the experiences of many educators indicate that unequal

access to academic curricula produces inequities in student learning of mathematics. "Algebra for everyone" has become a popular slogan of reform in response to these inequalities. Do all students benefit from taking algebra, regardless of their prior math performance? If so, then systems that track students away from algebra are preventing students from realizing their potential for learning. This study uses national survey data to examine the impact of high school algebra among students who differ in their math skills prior to entering high school. Regression analysis with over 12,500 students indicates that all students benefit from taking algebra; among those with very low prior achievement, the benefits are somewhat smaller, but algebra is still worthwhile for all students. These results do not derive from unwarranted extrapolation, and they are not an artifact of ceiling effects. The analysis suggests that a given student who has not taken algebra would have achieved more by doing so, but it does not say what would happen if the whole system were changed to include all students in high school algebra. However, additional analysis indicates that students gain no less from algebra when their schools include more diverse populations of algebra-takers, compared to schools with more homogeneous populations of students taking algebra.

George, R. and Thomas, G. (2000). Victimization Among Middle And High School Students: A Multilevel Analysis. *The High School Journal*, 84(1): 48-57.

Journal Article

The present study used multilevel modeling techniques to examine the role of school- and individual-level predictors in the explanation of student victimization. This study tests the life-style and routine activity theory of victimization. Base year and 1st follow-up data from the National Educational Longitudinal Study of 1988 were used. For 8th graders, school-level factors were significant predictors, whereas for the 10th graders, student-level factors were more important. Lifestyle and substance abuse variables were significant predictors of victimization even after controlling for school-level predictors.

Gianochi, S. P. (2000). *What Can NELS Tell Us about Adolescent Behavior Problems? (And Vice Versa)*. University of Delaware. ED449245.

Report

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.

- Goldhaber, D. D. and Brewer, D. J. (2000). Does Teacher Certification Matter? High School Teacher Certification Status and Student Achievement. *Educational Evaluation and Policy Analysis*, 22(2): 129-145.

Journal Article

We empirically test how 12th-grade students of teachers with probationary certification, emergency certification, private school certification, or no certification in their subject area compare relative to students of teachers who have standard certification in their subject area. We also determine whether specific state-by-state differences in teacher licensure requirements systematically affect student achievement. In mathematics, we find teachers who have a standard certification have a statistically significant positive impact on student test scores relative to teachers who either hold private school certification or are not certified in their subject area. Contrary to conventional wisdom, mathematics and science students who have teachers with emergency credentials do no worse than students whose teachers have standard teaching credentials.

- Goldsmith, P. A. (2000). Race Relations In Schools: The Effects Of Competition And Hierarchy On Education, Sports Participation, And Standardized Test Scores. *University of Arizona*.

Dissertation/Thesis

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, M. and Algina, J. (2000). 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.*

Conference Paper

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.

Griffith, J. (2000). School Climate As Group Evaluation And Group Consensus: Student And Parent Perceptions Of The Elementary School Environment. *The Elementary School Journal*, 101(1): 35-61.

Journal Article

Examined relation between parent-student consensus regarding perceptions of the school environment and evaluation of school environment. Found that consensus was positively related to evaluation of school environment. Schools with more racially/ethnically diverse student populations and more school newcomers showed less student-parent consensus regarding school environment. Student and parent school evaluations related to school-level student satisfaction and academic performance.

Grissmer, D. W., Flanagan, A., Kawata, J. and Williamson, S. (2000). *Improving Student Achievement: What State NAEP Test Scores Tell Us*. Santa Monica, CA: RAND Education.

Report

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.

Grissmer, D. and Ross, M. J. (2000). Analytical Issues In The Assessment Of Student Achievement (NCES 2000-050). *Proceedings from a Research Seminar, Washington D.C.*

Conference Paper

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).

Hamrick, F. A. and Stage, F. K. (2000). Community Activities, Educational Mentors, And College Predisposition Decisions Of White, African American, And Hispanic Eighth Graders. *Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.*

Conference Paper

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, S. L. and Johnson, E. P. (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*, 6(4): 265-294.

Journal Article

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.

Hanson, S. L. (2000). Explaining The Success Of African American Women In High School Science: Family Influences. *Paper presented at the 62nd Annual Conference of the National Council on Family Relations, Minneapolis, MN.*

Conference Paper

Data from the National Educational Longitudinal Study were used to explore the science experiences of young African American women in the high school years. Within the context of a critical feminist perspective it is argued that gender is constructed in a different way in White and African American families. Instead of expecting a disadvantage for young African American women because of their gender and minority statuses, it is suggested that unique gender ideologies and work-family arrangements in the African American family will give these young women the resources and agency that will allow them to compete with their White female counterparts in the science domain. Results confirm these expectations. On a majority of science measures, African American women do as well as, and sometimes better than, White women. African American families compensate for deficits in some resources (e.g., family socioeconomic status) by providing young women with an excess of other resources (e.g., unique gender

ideologies, work expectations, and maternal expectations and involvement). Implications of these findings are discussed.

Horn, L. and Nuñez, A. (2000). *Mapping The Road To College: First-Generation Students' Math Track, Planning Strategies, And Context of Support [NCES 2000-153]*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Hoxby, C. M. (2000). Does Competition among Public Schools Benefit Students and Taxpayers? *The American Economic Review*, 90(5): 1209-1238.

Journal Article

Tiebout choice among districts is the most powerful market force in American public education. Naive estimates of its effects are biased by endogenous district formation. I derive instruments from the natural boundaries in a metropolitan area. My results suggest that metropolitan areas with greater Tiebout choice have more productive public schools and less private schooling. Little of the effect of Tiebout choice works through its effect on household sorting. This finding may be explained by another finding: students are equally segregated by school in metropolitan areas with greater and lesser degrees of Tiebout choice among districts.

Huang, G., Taddese, N. and Walter, E. (2000). *Entry And Persistence Of Women And Minorities In College Science And Engineering Education (NCES 2000-601)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Jasinski, J. L. (2000). Beyond High School: An Examination Of Hispanic Educational Attainment. *Social Science Quarterly*, 81(1): 276-290.

Journal Article

Low educational attainment has been a barrier to the advancement of Hispanic Americans in the United States, and a number of explanations for this have been suggested. One group of explanations centers on Hispanic Americans' use and exposure to English. A second group of explanations focuses more on socioeconomic disadvantages facing this population. Much of the research that looks at educational attainment among Hispanic Americans, however, does not consider Hispanic group differences. Methods. This research used the National Education Longitudinal Study, a stratified probability sample of approximately 24,000 students, to examine educational attainment among the 6,294 White non-Hispanic, and 492 Mexican, Cuban, and Puerto Rican youth included in all four waves of the survey. Results. The results suggest the importance of both the diversity of the Hispanic population and socioeconomic factors in explaining participation in

postsecondary education. *Conclusions.* Effective policies targeted toward Hispanic educational attainment need to address economic circumstances of these students rather than focus primarily on language deficiencies or immigration status.

Jeynes, W. H. (2000). The Effects Of Several Of The Most Common Family Structures On The Academic Achievement Of Eighth Graders. *Marriage and Family Review*, 30(1-2): 73-97.

Journal Article

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.

Jeynes, W. (2000). Effects Of The Religious Commitment Of Adolescents On Their Consumption Of Marijuana & Cocaine. *Journal of Health And Social Policy*, 21(4): 1-20.

Journal Article

There has been very little research on the effects of adolescent religious commitment on the behavioral patterns of adolescents. Using the National Educational Longitudinal Survey (NELS) data set from the 1988-1992 period, a longitudinal design was used to assess the effects of student religious commitment on the marijuana and cocaine consumption of those children. Dummy variables were created for the effect of belonging to each of the various minority groups (African American, Hispanic, Asian, and Native American) and gender. The results support the notion that a high level of religious commitment among adolescents reduces their likelihood of consuming marijuana and cocaine. Religiously committed adolescents consumed marijuana and cocaine less frequently and were less likely to be under the influence of marijuana at school than their less religious counterparts. There were, however, no differences in the likelihood of religious and less religious twelfth graders to be under the influence of cocaine while at school.

Johnson, R. A. and 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(4): 392-407.

Journal Article

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 re-interviews 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 increases with the academic competitiveness of the school, especially among females, after controlling for the adolescents academic performance.

Kleinmann, E. (2000). A Longitudinal Analysis Of The NELS:88 Data Selected Factors Predictive Of Job Satisfaction Of Students With Mild Orthopedic And Learning Disabilities. Widener University.

Dissertation/Thesis

Since the passage of Public Law 101-476, the Individuals with Disabilities Education Act (IDEA), services needed by students thirteen years old and older with disabilities to successfully make the transition from school to adult life must be included in each student's individualized educational program (IEP).

This research project addresses the following questions relating to the transition practices of schools and families during the high school years of students with mild orthopedic and learning disabilities: (1) To what extent can selected school related variables predict the likelihood that a student with a mild orthopedic or learning disability will attain job satisfaction after graduation from high school? (2) Does the involvement of parents of twelfth grade students with mild orthopedic or learning disabilities affect the job satisfaction of the students? (3) Do selected teaching practices such as emphasis on specific skills and specific interests have an effect on job satisfaction of students with mild orthopedic or learning disabilities after graduation?

The subjects for this study are American students, who participated in the National Educational Longitudinal Study of 1988 (NELS:88). The data for this study were drawn from the NELS:88 base year, the second follow up year, 1992 and the third follow up year, 1994. Data from the NELS:88 questionnaire are used as predictors in order to determine the ability of students with disabilities to attain career goals upon graduation from high school.

The findings of this study are threefold. Students whose parents are actively involved with them through their high school years are more likely to be satisfied with their jobs two years after graduation.

The more involved students with orthopedic disabilities are with extracurricular activities, the more likely they are to be satisfied in their jobs two years after graduation. Students with learning disabilities, on the other hand, do not get involved in extracurricular activities to an extent that the results are measurable.

Classes offering specific skills and interests appear to effect students with learning disabilities, in that students report a higher job satisfaction two years after high school when they have been involved in such courses. Students with orthopedic disabilities, on the other hand, report job satisfaction two years after high school regardless of their involvement in special classes.

Lee, V. E. and Loeb, S. (2000). School Size In Chicago Elementary Schools: Effects On Teachers' Attitudes And Students' Achievement. *American Educational Research Journal*, 37(1): 3-31.

Journal Article

This study explores whether teachers and students are influenced by the size of the inner-city elementary school to which they belong. Focusing on teachers' attitudes about their responsibility for student learning and students' 1-year gains in mathematics achievement scores, we used data from almost 5,000 teachers and 23,000 sixth and eighth grade students in 264 K-8 Chicago schools. The data were collected through 1997 surveys and annual standardized tests. We employed hierarchical linear modeling (HLM)

to estimate school effects. On both outcomes, small schools (enrolling fewer than 400 students) are favored compared with medium-sized or larger schools. In small schools, teachers have a more positive attitude about their responsibility for students' learning and students learn more. Even after taking size into account, learning is also higher in schools with higher levels of collective responsibility. Thus, we conclude that school size influences student achievement directly and indirectly, through its effect on teachers' attitudes.

Levesque, K., Lauen, D., Teitelbaum, P., Alt, M. N. and Librera, S. (2000). *Vocational Education In The United States: Toward The Year 2000 (NCES 2000-029)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Manlove, J., Mariner, C. and Papillo, A. R. (2000). Subsequent Fertility Among Teen Mothers: Longitudinal Analyses Of Recent National Data. *Journal of Marriage and the Family*, 62(2): 430-448.

Journal Article

A sample of high school age mothers was followed from 1988 to 1994 in order to examine factors associated with having a second teen birth or a closely spaced second birth. The study incorporates a life-course perspective. Factors associated with postponing a subsequent birth include characteristics measured prior to the first birth, at the time of the first birth, and after the first birth. Analyses suggest that a combination of young teen mothers staying in school, living at home with their parents, and (among older teen mothers) being engaged in educational or work activities might help reduce the risk of a second untimely birth. Those teenage mothers who were able to complete their high school diploma, or even their GED, were less likely to have a second teen birth.

Mau, W. and Bikos, L. H. (2000). Educational And Vocational Aspirations Of Minority And Female Students: A Longitudinal Study. *Journal of Counseling and Development*, 78(2): 186-194.

Journal Article

This study examined the relative importance of school, family, personal/psychological, race, and sex variables in predicting educational and vocational aspirations. A nationally representative sample of 10th grade students was followed through 2 years beyond their high school. Results suggested that sex and race significantly predicted educational and vocational aspirations of students. The educational aspiration model was shown to be more robust than the occupational aspiration model. Overall, students showed increases in educational and occupational aspirations, regardless of sex and race. Compared with other groups, Asian Americans had the greatest increase in educational aspirations. Female students, on average, had higher educational and vocational aspirations.

Mau, W. and Lynn, R. (2000). Gender Differences In Homework And Test Scores In Mathematics, Reading And Science At Tenth And Twelfth Grade. *Psychology, Evolution & Gender*, 2(2): 119-125.

Journal Article

Obtained gender differences in math, reading, science and the amount of homework done out of school for 10th and 12th graders from the American National Educational Longitudinal Study. Males obtained significantly higher mean scores in math and science, and females obtained significantly higher mean scores in reading and amount of homework. There were significant correlations between test scores and amount of homework, suggesting that amount of homework contributes to test scores.

McEwan, P. J. (2000). The Potential Impact Of Large-Scale Voucher Programs. *Review of Educational Research*, 70(2): 103-149.

Journal Article

This review assesses the potential impact of large-scale voucher programs, drawing on empirical literature in economics, education, and sociology. The discussion is guided by three research questions, grounded within an economic framework. First, are private schools more efficient than public schools? Second, does the increasingly competitive schooling market promoted by vouchers cause public schools to become more efficient? And third, do vouchers result in increased student sorting across public and private schools, perhaps increasing segregation by socioeconomic status, and what does sorting portend for student outcomes? For some questions, there is a paucity of credible evidence. For others, evidence from non-voucher systems is used inappropriately to forecast the impact of vouchers. The review concludes that empirical evidence is not sufficiently compelling to justify either strong advocacy or opposition to large-scale voucher programs.

Muller, P. A. (2000). Precollege Science Achievement Growth: Racial-ethnic and Gender Differences in Cognitive and Psychosocial Constructs. *Indiana University*.

Dissertation/Thesis

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 10th-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.

Muller, C. and Schiller, K. S. (2000). Leveling The Playing Field? Students' Educational Attainment And States' Performance Testing. *Sociology of Education*, 73(3): 196-218.

Journal Article

Sociologists and policy makers have hotly debated whether American public schools reflect the "common school" ideal, in which all students have access to similar opportunities for learning, and how reform may better approximate that ideal. In the analyses reported here, the authors explore variations among states in the relationships of students' educational attainment with their family backgrounds, eighth-grade course placements, and high school teachers' assessments of their academic potential. The focus is on whether states' mandatory testing policies are associated with differences in public school students' attainment, measured by the likelihood of obtaining a high school diploma and the amount of advanced mathematics course credits students earn. The findings indicate that eighth-grade mathematics courses and teachers' expectations have a weaker relationship with these student outcomes in states with more extensive academic testing and that socioeconomic status has a stronger relationship with these outcomes in states that link test performance to consequences for schools. The results also suggest that outcomes are likely to vary significantly among states for academically vulnerable students.

Osborne, J. W. (2000). The Advantages Of Hierarchical Linear Modeling. *ERIC/AE Digest*. ED447198.

Journal Article

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.

Painter, G. and Levine, D. I. (2000). Family Structure And Youths' Outcomes: Which Correlations Are Causal? *The Journal of Human Resources*, 35(3): 524-549.

Journal Article

Growing up in a family that lacks a biological father is correlated with lower education and higher rates of teen out-of-wedlock fertility. This study uses the National Educational Longitudinal Survey of 1988 (NELS) to examine the extent to which the apparent effects of divorce or remarriage during a youth's high-school years were not causal, but were

due to preexisting disadvantages of the family or youth. The correlations between family structure and youth outcomes appear to be largely causal: neither divorce nor remarriage during a youth's high school years have a strong relation to preexisting characteristics of the youth or family.

Parker, J. S. and Benson, M. J. (2000). Parent Processes & Adolescent Problems: Delinquency, Substance Abuse, & Peer & Self-Esteem Deficits. *Presented at the 62nd Annual Conference of the National Council on Family Relations, Minneapolis, MN.*

Conference Paper

Attachment and family systems theories provide a framework for examining parental structure and support and adolescent delinquency, substance abuse, peer relations and self-esteem. Two parent scales, support and decidedness, and eight adolescent outcome variables were derived from the National Educational Longitudinal Study (NELS). The sample of 16,749 adolescents was diverse regarding race and ethnicity. Parental support was associated with lower peer difficulties and risk behaviors, and higher self-concept. Moderate amounts of parental decidedness were related to lower levels of peer difficulties, negative self-concept, and risk behaviors. Both high and low amounts of parental decision making were associated with negative adolescent outcomes.

Perna, L. W. (2000). 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.*

Conference Paper

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 redisposition 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.

Perna, L. W. (2000). Differences In The Decision To Attend College Among African Americans, Hispanics, And Whites. *The Journal of Higher Education, 71(2, Special Issue: The Shape of Diversity): 117-141.*

Journal Article

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, L. W. (2000). Racial and Ethnic Group Differences in College Enrollment Decisions. *New Directions for Institutional Research*, 2000(107): 65-83.

Journal Article

Explores data on racial and ethnic group differences in college enrollment in the U.S. Reason for the underrepresentation of African Americans and Hispanics among undergraduates and bachelor's degree recipients; Theoretical framework for understanding racial and ethnic group differences in college enrollment; Areas for intervention.

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(2): 147-169.

Journal Article

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 preexisting 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, D. and Pong, S. (2000). Employment During Middle School: The Effects On Academic Achievement In The U. S. And Abroad. *Educational Evaluation and Policy Analysis*, 22(3): 273-298.

Journal Article

Investigated whether early employment retards the competence of children who work, by focusing on the 2 indicators of child development that are goals in all education systems: (1) math and (2) science achievement. After reviewing the major theoretical perspectives on school achievement and employment, a general framework for analyzing their relationship is proposed. The results of a cross-national study are presented. From the US, the authors used cross-sectional and longitudinal National Educational Longitudinal Study (NELS) data. In the U.S. and in 22 other nations, cross-sectional Third International Mathematics Science Study data were used to examine the effects of after-school work during the 8th grade. Findings from each investigation were consistent: for boys, and to a lesser extent for girls, there were negative effects on math and science achievement that were associated with adolescent employment, even after controlling for family background and in the NELS, after controlling for prior achievement.

Ray, B. D. (2000). Home Schooling: The Ameliorator Of Negative Influences On Learning? *Peabody Journal of Education*, 75(1/2, The Home Education Movement in Context, Practice, and Theory): 71-106.

Journal Article

Regnerus, M. D. (2000). Shaping Schooling Success: Religious Socialization And Educational Outcomes In Metropolitan Public Schools. *Journal for the Scientific Study of Religion*, 39(3): 363-370.

Journal Article

Examined religious socialization as it relates to schooling success. A hierarchical linear model of involvement in church activities as providing integration and motivation toward schooling success among metropolitan public high school sophomores was proposed and tested. Data on 4,434 10th graders were obtained from a supplemental study to the National Educational Longitudinal Study (1988). Results indicate that students' participation in church activities was related to heightened educational expectations, and that the more intensely religious students scored higher on standardized math/reading tests, even while controlling for variables that often show religious effects to be spurious.

Roberts, J. K. (2000). 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. ED448198.*

Conference Paper

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.

Roberts, J. K. (2000). Examining Mutable Reform Options For Urban Schools With Multilevel Analysis In The National Educational Longitudinal Study:88. *Texas A&M.*

Dissertation/Thesis

The present study examined the effects of science course taking and school urbanicity on students' science achievement levels. More specifically, this study analyzed the National Educational Longitudinal Study (NELS:88) with multilevel techniques to investigate mutable reform options for urban schools in the area of science achievement. This study provided a unique insight into current research because all analyses were conducted with both ordinary least squares regression (OLS) and multilevel modeling techniques.

Results from the comparison of OLS and multilevel techniques showed little effect on either overestimation or underestimation between the OLS weighted sample and the multilevel analysis. Although the differences between these two analyses were small, the multilevel techniques were optimized when the differences between schools was largest.

Results from the multilevel and weighted analyses produced large differences when compared against the unweighted analysis. The unweighted sample consistently overestimated the coefficients of slope for each of the predictor variables. Because of

these findings, researchers should be strongly cautioned against interpreting analyses run with the NELS:88 dataset without a weighted sample or without multilevel techniques.

The results from the multiple regression analysis in both multilevel modeling and weighted OLS indicated that students who had parents who attended a school event, were not afraid to ask questions in science class, spent more time on homework each week, did not attend a school where science was taught in a non-English language, and had parents who belonged to a parent/teacher organization scored higher in terms of student science achievement than did their urban counterparts who did not meet these qualifications. From these results, several recommendations were made for schools concerning ways they could improve science education, including fostering attitudes of inquiry in science, increasing the quantity of science instruction, and involving parents more in the student's educational experience.

Ross, C. E. and Broh, B. A. (2000). The Roles Of Self-esteem And The Sense Of Personal Control In The Academic Achievement Process. *Sociology of Education*, 73(4): 270-284.

Journal Article

This article proposes that academic achievement boosts self-esteem and the sense of personal control, but that only the latter influences subsequent academic achievement. Most previous research on adolescent self-concept has included self-esteem or, less commonly, the sense of personal control, but not both. Using three waves of panel data from the National Educational Longitudinal Study, the authors examined the effects of academic achievement in the 8th grade on the sense of personal control and self-esteem in the 10th grade and the subsequent effects of control and esteem in the 10th grade on academic achievement in the 12th grade. They present evidence that the sense of personal control affects subsequent academic achievement, but that self-esteem does not. Earlier academic achievement and parental support increase self-esteem and the sense of personal control. Although the authors expected that achievement would have a larger effect on personal control and that parental support would have a larger effect on self-esteem, they found evidence for the former but not for the latter.

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

Journal Article

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 influenced dropout and turnover rates.

Sander, W. (2000). Catholic High Schools And Homework. *Educational Evaluation and Policy Analysis*, 22(3): 299-311.

Journal Article

This article provides evidence on the effect of Catholic high schools on the total hours of

homework students do. Estimates are undertaken for White and minority students, adjusting for selectivity bias. It is shown that Catholic high schools have either no effect or a very modest positive effect on hours of homework done by White students. For minority students, Catholic high schools have a relatively large positive effect on the amount of time spent doing homework. It is also shown that one of the ways that Catholic high schools increase minority test scores is through homework. A Catholic school effect on test scores of White students was not found.

Sanders, M. G. and Jordan, W. J. (2000). Student-Teacher Relations And Academic Achievement In High School. In Sanders, M. G. *Schooling students Placed At Risk: Research, Policy, And Practice In The Education Of Poor And Minority Adolescents*. 65-82. Lawrence Erlbaum Associates Publishers. Mahwah, NJ.

Book, Section

This chapter examines the relationship between students' perceptions of teacher-student relations and their academic achievement. Using panel data drawn from the National Educational Longitudinal Survey of 1988, the authors explore the degree to which teacher-student relations, measured as teacher expectations and teacher supportiveness at grades 10 and 12, influence 12th-grade students' educational investments and academic achievement. Multiple regression is used first to model the effects of students' perceptions of their relationships with teachers as predictors of their investment behaviors, and then to analyze the concurrent effects of teacher-student relations and student investments on academic achievement. The authors find consistent evidence that teacher-student relations have a positive and significant influence on adolescents' educational investments, measured as school conduct, classroom preparation, and avoidance of maladaptive behaviors. The authors also find that positive teacher-student relations and prosocial investment behaviors among students enhance academic achievement, measured as both standardized test scores and grade point averages.

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

Journal Article

Proponents argue that state-mandated assessments of student performance will encourage cooperation between teachers and students leading to greater academic success, while opponents argue they will increase inequality by structurally limiting disadvantaged students' opportunities. Using two national studies conducted in the early 1990s, we find that the relationship of students' likelihood of high school graduation with their background, aspirations, and teachers' expectations varies among states with differing assessment and accountability policies. Linking test performance to consequences for students weakens the relationship between teachers' low expectations and earning a diploma, and greater consequences for schools appear to strengthen the same relationship.

Schvaneveldt, P. L. (2000). The Influence Of Parental Behaviors During Early Adolescence On Post-Secondary Education Attainment As Mediated By Academic Achievement, Peers, And Substance Use. *University of North Carolina, Greensboro*.

Dissertation/Thesis

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.

Seelai, F. B. (2000). A Study Of Selected Status Risk And Behavioral Risk Characteristics Of Students In Two Texas Secondary Alternative Education Programs. *Baylor University*.

Dissertation/Thesis

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.

Sherron, T., Allen, J. and Shumacker, R. (2000). 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.* ED440864.

Conference Paper

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.

Singh, K. and Ozturk, M. (2000). Effect Of Part-Time Work On High School Mathematics And Science Course Taking. *Journal of Educational Research*, 94(2): 67-74.

Journal Article

The effect of part-time work intensity on high school course work completed in mathematics and science and its indirect effect on 12th-grade achievement was explored. Longitudinal data from a nationally representative sample were used to test the models through path analysis. Socioeconomic status and previous achievement were included as exogenous variables for control purposes, and part-time work intensity was hypothesized to negatively affect course work completed in the 2 subjects, as well as 12th-grade achievement through course work during high school. Results suggest that, controlling for the background variables, there was a significant negative effect of part-time work intensity on course work and that its indirect effect on 12th-grade achievement through course work was larger than its direct effect.

Smith-Maddox, R. (2000). Educational Aspirations Of African American Eighth Graders. *Race, Gender & Class in Education*, 7(3): 58-80.

Journal Article

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.

Stone, S. (2000). Understanding The Nature And Impact Of Parent Support For Learning Over The Transition To High School: Evidence From The Student Life In High Schools Project And The National Education Longitudinal Study Of 1988. *The University of Chicago.*

Dissertation/Thesis

This dissertation takes an intensive look at the ways in which student, family, and school characteristics influence changes in parent involvement as students move into high

school within urban environments. For urban adolescents, the transition to high school is often marked by declines in school performance. Few studies, however, have looked specifically at the influence of home environments during this period even though previous research suggests that parent involvement in schooling drops off precisely as students move into high school.

This dissertation combines both qualitative and quantitative data sources from two longitudinal studies to address these issues. These data sources include: student, teacher, and parent interviews from the Student Life in High Schools Project and student and school administrator surveys from National Education Longitudinal Study of 1988 (NELS). Combining these two data sources are necessary in order to deeply examine the nature, determinants and consequences of changes in home support over the transition.

The overarching goal of this work was to investigate the student, family and school determinants of indicators of three dimensions of home support for learning: in-home communication about school, monitoring of student time, and direct school interactions. In addition, it links different types of home support to key student outcomes including grades and school dropout. Specifically, this dissertation examines the weight of evidence for four alternative explanations of what might account for changes in parent involvement over the transition: normative adolescent development, family-adolescent match, family-task match, and family-school match.

Overall, findings from this dissertation rule various home supports to student grades and drop-out. I found that the alternative explanations forwarded best explain different types of involvement. Changes in indicators of home monitoring are best accounted for by a normative adolescent developmental explanation. Rather, indicators of in-home communication and direct-school interaction are differentially accounted for by the remaining three explanations. Findings from this dissertation underscore that no-English home language background is an important constraint to parent involvement. Findings from this dissertation are used to inform the question of how high schools--especially urban high schools--can better target and support parental involvement to promote adolescent school success.

Stull, W. J., Sanders, N. M. and Stull, J. C. (2000). The Effects Of School Size And Leadership On Participation In The School-To-Work Movement. *Journal of Vocational Education Research*, 25(4): 472-502.

Journal Article

Analysis of data from 1,144 public high schools identified factors affecting school-to-work programs. Schools with stronger leadership, evidenced by innovation, school climate, and external cooperative relationships, had significantly broader programs. Scope of programming increased only slightly in schools with larger enrollments.

Thomas, J. P. (2000). Influences On Mathematics Learning And Attitudes Among African American High School Students. *The Journal of Negro Education*, 69(3): 165-183.

Journal Article

The purpose of this study was to determine if the influences of educational productivity factors on mathematics achievement and attitudes toward mathematics 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 socioeconomic status on mathematics 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). These results suggest that narrowing the gap in student achievement across ethnicity lies in simultaneously optimizing several different alterable factors related to achievement outcomes.

Townsend, B. L. (2000). The Disproportionate Discipline Of African American Learners: Reducing School Suspensions And Expulsions. *Exceptional Children*, 66(3): 381-391.

Journal Article

School disciplinary practices for students with disabilities and their peers without disabilities have long been questioned. Moreover, the school discipline of both dominant culture and ethnic minority children and youth has raised concerns. In that regard, school discipline has in general become a hotbed for litigation and debate. While suspect discipline practices have been used with students across ethnic backgrounds, they are disproportionately meted out to African American students, particularly males (Harry & Anderson, 1995). This article examines exclusionary discipline practices and their impact on African American students. Culturally responsive instructional and management strategies are identified that can mitigate school suspensions and expulsions of African American children and youth.

Trusty, J. (2000). High Educational Expectations And Low Achievement: Stability Of Educational Goals Across Adolescence. *Journal of Educational Research*, 93(6): 356-365.

Journal Article

Discusses the results of a study using data from the National Education Longitudinal Study of 1988 to investigate variables predicting the stability of adolescents' postsecondary educational expectations. Attitude/achievement for low socioeconomic status students; comparative effects of types of early achievement.

Trusty, J., Ng, K. and Plata, M. (2000). Interaction Effects Of Gender, SES, And Race-Ethnicity On Postsecondary Educational Choices Of U.S. Students. *The Career Development Quarterly*, 49(1): 45-59.

Journal Article

The authors present data for a subsample of the National Education Longitudinal Study of 1988 (NELS:88; 1996). All participants in the study had attended a postsecondary institution within 2 years of graduation from high school and had selected a field of study. Educational choices were categorized by predominant Holland types (e.g., Realistic, Social, Conventional). There was 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. The nature of gender and SES effects differed across racial-ethnic groups.

Trusty, J., Robinson, C. R., Plata, M. and Ng, K. (2000). Effects Of Gender, Socioeconomic Status, And Early Academic Performance On Postsecondary Educational Choice. *Journal of Counseling and Development*, 78(4): 463-472.

Journal Article

National data were used to study the effects of gender, socioeconomic status (SES), and 4 types of eighth-grade academic performance on postsecondary educational choices at late adolescence. Educational choices were classified by predominant Holland type (R, I, A, S, E, C). Gender had the strongest independent influences on educational choice. Gender also interacted with SES and academic performance. Relationships between SES and educational choice were stronger for women than for men. For women, eighth-grade reading scores were the strongest predictor of educational choice, whereas for men,

mathematics scores were the strongest predictor. Implications for theory and counseling practice are discussed.

- Warren, J. R., LePore, P. C. and Mare, R. D. (2000). Employment During High School: Consequences For Students' Grades In Academic Courses. *American Educational Research Journal*, 37(4): 943-969.

Journal Article

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. 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, G. C. (2000). An Examination Of The National Education Longitudinal Study (NELS:88) Database To Probe The Correlation Between Computer Use In School And Improvement In Test Scores. *Journal of Science Education & Technology*, 9(2): 121-133.

Journal Article

The database for the National Education Longitudinal Study (NELS:88), compiled by the National Center for Education Statistics (NCES), was examined for connections between student use of computers in math and science classes and their academic success. Data were studied from the surveys carried out in the base year in 1988, first follow-up 2 years later, and second follow-up 2 years after that. Composite variables from the three datasets were examined for their connections to socioeconomic status, parent's level of education, respondent's race, and respondent's gender. Race was the only one of these four factors that was not found to correlate to the amount of computer use in schools. Values for the Item Response Theory (IRT) scores and gains in those IRT scores between subsequent follow-ups were examined with respect to average computer use in math and science classes. It was found that gains in IRT scores could be positively correlated to the amount and type of computer use in science and math classes.

- Wimberly, G. L. (2000). Links Between Capital And Educational Attainment Among African American Adolescents. *The University of Chicago*.

Dissertation/Thesis

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. L. (2000). 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.

Conference Paper

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. L. (2000). 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.

Journal Article

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.

Yang, J. (2000). The Effects Of School Community On Students' Academic Learning Growth: A Multilevel Analysis Of NELS:88 For High Schools. 286.

Dissertation/Thesis

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.

Yeung, A. S., Marsh, H. W. and Suliman, R. (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): 1001-1026.

Journal Article

Using the nationally representative National Education Longitudinal Study of 1988 (NELS88) database, the relations of first language (L1, non-English) proficiency to subsequent use of that language (home language maintenance), English proficiency, and academic achievement were examined. Structural equation modeling (SEM) results showed that L1 proficiency in tenth grade (T2) did not affect subsequent English test scores, school grades, or English proficiency in twelfth grade (T3), but had a strong positive effect on T3 L1 use and also positive effects on T3 standardized tests in English, math, and history. Use of L1 up to twelfth grade had almost no effect on T3 English outcomes or on T3 achievements other than English. Negative impacts of frequency in L1 use on perceived English proficiency were found only in the early years of high school and did not persist over time. The results did not support speculations that home language proficiency would have persistent negative effects on English and other academic outcomes, but suggest the need for support in L1 enhancement for home language maintenance.

Zeigler, J. F. (2000). *Constructivist Views Of Teaching, Learning, And Supervising Held By Public School Teachers And Their Influence On Student Achievements In Mathematics. Indiana University of Pennsylvania.*

Dissertation/Thesis

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, M. N. and Bradby, D. (1999). *Procedures Guide for Transcript Studies (NCES 1999-05)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

*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, R. T. (1999). *Do Gatekeeper Courses Expand Options? Statistics in Brief (NCES 1999-303)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, P. E. (1999). Learn More, Earn More? *ETS Policy Notes*, 9(2). ED433907.

Journal Article

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, J. S. (1999). Sex Difference By Item Difficulty: An Interaction In Multiple-Choice Mathematics Achievement Test Items Administered To National Probability Samples. *University of Minnesota*.

Dissertation/Thesis

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 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, D. and Hoachlander, G. (1999). *1998 Revision Of The Secondary School Taxonomy Working Paper (NCES 1999-06)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, W. J. (1999). Opening The Debate On Closure And Schooling Outcomes. *American Sociological Review*, 64(5): 682-686.

Journal Article

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, S. P. (1999). *College Access and Affordability (NCES 1999-108)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

*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, W. H. (1999). 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. *Wilmington College*.

Dissertation/Thesis

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, L. (1999). Linking Parent Involvement With Student Achievement: Do Race And Income Matter? *Journal of Educational Research*, 93(1): 11-30.

Journal Article

Parent involvement in children's learning at school and at home is considered a key component of school reform, but more information is needed about how the effects of this involvement vary for students from disparate racial-ethnic and economic backgrounds. Data from the National Education Longitudinal Study of 1988 were used to examine the relationship between 12 types of parent involvement and 8th-grade mathematics and reading scores. Ordinary least-squares regression indicated that statistically significant differences existed in the relationship between parent involvement and student achievement according to the students' race-ethnicity (i.e., Asian, Black, Hispanic, and White) and family income (i.e., low and middle), as well as according to how achievement was measured, type of involvement, and whether it was reported by the student or parent.

Driscoll, A. K. (1999). Risk Of High School Dropout Among Immigrant And Native Hispanic Youth. *The International Migration Review*, 33(4): 857-875.

Journal Article

This article examines the relationship between immigrant generation and high school dropout among Hispanic students. Using the NELS:88 dataset, Hispanic 8th grade students were followed for 4 years to determine if, and when, they dropped out of high school. The findings suggest that, while the odds of early high school dropout are uniformly high among all generations, net of individual and family resources second generation eighth graders are less likely to drop out at any time, and first and second generation sophomores are more likely to complete high school. High educational expectations, family income, and past academic performance protect against high school dropout.

Fan, X. and Chen, M. (1999). 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): 31-46.

Journal Article

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, D. N. (1999). Functional Form And The Estimated Effects Of School Resources. *Economics of Education Review*, 18(2): 241-252.

Journal Article

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, D. N. and Stone, J. A. (1999). Are Private Schools Really Better? In Anonymous *Research in Labor Economics*. 115-140. Greenwich, CT: JAI Press.

Book, Section

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, B. (1999). Effects Of Adolescent Sexuality On Students' Scholastic Achievement: The Neglected Outcome. *Alfred University*.

Dissertation/Thesis

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.

Freese, J. and Powell, B. (1999). Sociobiology, Status, And Parental Investment In Sons And Daughters: Testing The Trivers-Willard Hypothesis. *The American Journal of Sociology*, 104(6): 1704-1743.

Journal Article

While some dismiss sociobiological theories as untestable, post hoc explanations, this article argues that sociologists should instead increase their efforts to identify and engage those theories that have novel empirical implications. Regarding parental investment, Trivers and Willard use Darwinian reasoning to hypothesize that high-status parents favor sons over daughters and that low-status parents favor daughters over sons. The application of this hypothesis to contemporary societies has been widely accepted by sociobiologists, although it has received little actual empirical scrutiny. The Trivers-Willard hypothesis is tested in this study using two nationally representative surveys of American adolescents and their parents. Across several different measures of investment, little evidence of the predicted parental investment behaviors is found. This article seeks not only to contribute to settling the empirical point at issue but also to encourage a renewed and empirically focused dialogue between sociologists and sociobiologists.

Goldhaber, D. D., Brewer, D. J. and Anderson, D. (1999). A Three-Way Error Components Analysis Of Educational Productivity. *Educational Economics*, 7(3): 199-208.

Journal Article

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.

Goldschmidt, P. and Wang, J. (1999). When Can Schools Affect Dropout Behavior? A Longitudinal Multilevel Analysis. *American Educational Research Journal*, 36(4): 715-738.

Journal Article

The National Educational Longitudinal Study (NELS) database was used to examine student and school factors associated with students dropping out in different grades. Specifically, a hierarchical logistic model was used to address three issues. First, are early (middle school) and late (high school) dropouts equally affected by traditionally defined risk factors? Second, do school-level factors, after controlling for differences in enrollment, account for between-school differences in school dropout rates, and can these school factors mediate individual student risk factors? Third, what impact does early predicted risk have on the likelihood of dropping out late? Results showed that the mix of student risk factors changes between early and late dropouts, while family characteristics are more important for late dropouts. Consistent with previous research, the results also indicated that being held back is the single strongest predictor of dropping out and that its effect is consistent for both early and late dropouts. School factors can account for approximately two thirds of the differences in mean school dropout rates, but they do a poor job of mediating specific student risk factors. The results indicate as well that early predicted risk, at both the student level and the school level, significantly affects the odds of a student dropping out late.

Goyette, K. (1999). 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. ED432623.

Conference Paper

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.

Goyette, K. and Xie, Y. (1999). Educational Expectations Of Asian American Youths: Determinants And Ethnic Differences. *Sociology of Education*, 72(1): 22-36.

Journal Article

The study presented here 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. With data from the National Education Longitudinal Study, the authors used linear and logistic multivariate regression models to examine these differences in educational expectations. The analyses indicated that although all Asian American ethnic groups have higher expectations than Whites, the higher educational expectations of Asian American groups that are well assimilated into U.S. society are principally influenced by socioeconomic and demographic factors. Parental expectations generally explain a large portion of children's high educational expectations for all Asian American groups.

Hallinan, M. T. and Kubitschek, W. N. (1999). Conceptualizing And Measuring School Social Networks. *American Sociological Review*, 64(5): 687-693.

Journal Article

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, L. S. (1999). Detecting Gender-Based Differential Item Functioning On A Constructed-Response Science Test. *Applied Measurement in Education*, 12(4): 211-235.

Journal Article

In this study, I explored methods for detecting gender-based differential item functioning on a 12th-grade constructed-response (CR) science test administered as part of the National Education Longitudinal Study of 1988 (NELS:88). The primary difficulty encountered with many CR tests is the absence of a reliable and appropriate measure of ability on which to condition. In this study, several combinations of conditioning variables were explored, and results were supplemented with evidence from interviews of students who completed the test items. The study revealed that 1 item in particular displayed a large male advantage and contributed to the gender difference on total score. Results were similar to those obtained with the NELS:88 multiple-choice test. In both cases, gender differences were largest on items that involved visualization and called on knowledge acquired outside of school. Implications for users of large-scale assessment results are discussed.

Hedges, L. V. and Nowell, A. (1999). Changes In The Black-White Gap In Achievement Test Scores. *Sociology of Education*, 72(2): 111-135.

Journal Article

Two questions of scholarly and public policy interest concerning the well-documented racial difference in scores on achievement tests are as follows: (1) How much of the racial difference ("gap") can be attributed to social-class differences between Blacks and Whites? and (2) How much has the racial gap changed over the past 30 years? To address these questions, the authors analyzed evidence from seven probability samples of national populations of adolescents from 1965 to 1996 and found that Black-White differences in achievement are large and are decreasing slowly over time. About a third

of the gap in test scores is accounted for by racial differences in social class, and although this gap appears to have narrowed since 1965, the rate at which it is narrowing seems to have decreased since 1972. The two groups are becoming more equal at the bottom of the test-score distribution, but at the top, Blacks are hugely underrepresented and are approaching parity with Whites slowly, if at all.

Hermitte, M. C. (1999). *Coincidence Or Reality: An Exploratory Analysis Of English As A Second Language And Bilingual Education Using The National Educational Longitudinal Study Of 1988 Through First Follow-Up Year.* University of North Carolina at Chapel Hill.

Dissertation/Thesis

Horn, L. J. and Berkstol, J. (1999). *Students With Disabilities In Postsecondary Education: A Profile of Preparation, Participation, And Outcomes (NCES 1999-187).* U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Huberty, C. J. and Petoskey, M. D. (1999). Use Of Multiple Correlation Analysis And Multiple Regression Analysis. *Journal of Vocational Education Research*, 24(1): 15-43.

Journal Article

Distinguishes between multiple correlation and multiple regression analysis. Illustrates suggested information reporting methods and reviews the use of regression methods when dealing with problems of missing data.

Hudson, L. and Hurst, D. (1999). *Students Who Prepare For College And A Vocation (NCES 1999-072).* U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, S. J., Scott, L. and Taylor, J. (1999). *National Education Longitudinal Study Of 1988 (NELS:88) Base Year Through Second Follow-up: Final Methodology Report (NCES 98-06).* U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, H. (1999). *The Impact Of Family Dissolution In Adolescence On Later Educational Outcomes. Cornell University.*

Dissertation/Thesis

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, W. H. (1999). *The Effects Of Religious Commitment On The Academic Achievement Of Black And Hispanic Children. Urban Education, 34(4): 458-479.*

Journal Article

Using the National Education Longitudinal Survey (NELS) data set from the 1988 to 1992 period, this study assessed the effects of student religious commitment on the academic achievement of Black and Hispanic children. The results indicate that religiously committed Black and Hispanic children performed better on most academic measures than their less religious counterparts, even when controlling for socioeconomic status, gender, and whether the student attended a private religious school. These results suggest that when researchers study the effects of religion on the academic achievement of children, the nature of the school should be considered but also the religious nature of many of the Black and Hispanic students. The significance of these results is discussed.

Jeynes, W. H. (1999). *Effects Of Remarriage Following Divorce On The Academic Achievement Of Children. Journal of Youth and Adolescence, 28(3): 385-393.*

Journal Article

Most educational leaders are aware of the added academic challenges that children of divorce from single-parent homes face. However, there has been an assumption among educators and the American public that parental remarriage benefits children academically. Therefore, educational researchers and theorists have given almost no exhortations for teachers and principals about sensitizing themselves to the needs of children of divorce from reconstituted families. Using the 1988 National Educational Longitudinal Survey data set, this study matched students by family structure, race, and

socioeconomic status. The results indicate that children of divorce from reconstituted families score no higher and often even lower in academic achievement than children of divorce from single-parent families. Therefore, the assumption by many educators that children of divorce from reconstituted families are better off academically than children of divorce from single-parent families is not supported.

Johnson, R. M. (1999). Gender Differences in Mathematics Performance: Walberg's Educational Productivity Model and the NELS:88 Database. *University of the Pacific*.

Dissertation/Thesis

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, R. A. and Hoffmann, J. P. (1999). Adolescent Cigarette Smoking In U.S. Racial/Ethnic Subgroups: Findings From The National Education Longitudinal Study. *Journal of Health and Social Behavior*, 41(4): 392-407.

Journal Article

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, W. J. and Nettles, S. M. (1999). *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.

Report

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.

Jordan, W. J. (1999). Black High School Students' Participation In School-Sponsored Sports Activities: Effects On School Engagement And Achievement. *The Journal of Negro Education*, 68(1): 54-71.

Journal Article

Myths abound about the role of sports in schooling, particularly for Black student athletes. The literature affords little guidance on the specific relationship between participation in school sponsored sports and various outcomes for Black adolescents. Using a nationally representative sample, this study examines: (a) the effects of sports participation on various school engagement and student self evaluative variables, controlling for important background characteristics such as SES and gender; (b) the potential differential effects of sports participation for Black students; and (c) the degree to which sports participation affects Black students' academic achievement. Sports participation was found to improve the school engagement and academic self confidence of all student athletes. Moreover, a positive intervening relationship was found between sports participation and academic achievement.

Jull, P. (1999). *Economic Resources And Secondary School Attainment*. Cornell University.

Dissertation/Thesis

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, K. (1999). *Testing A Multisystemic Model Of School Dropout. The Ohio State University.*

Dissertation/Thesis

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, P. and Chen, X. (1999). *Projected Postsecondary Outcomes Of 1992 High School Graduates (NCES 1999-15)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Kaufman, P., Kwon, J., Klein, S. G. and Chapman, C. (1999). *Dropout Rates In The United States: 1998 (NCES 2000-022)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Knowles, K. T. (1999). *The Effect of Teacher Engagement on Student Achievement and Motivation*. University of Maryland, College Park.

Dissertation/Thesis

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, V. (1999). *Identifying Differential Item Functioning On The NELS:88 History Achievement Test*. Office of Educational Research and Improvement. Washington, DC.

Report

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, D., Maddaus, J., Coladarci, T. and Donaldson Jr., G. A. (1999). 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.*

Conference Paper

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, V. E., Burkam, D. T., Chow-Hoy, T. K., Smerdon, B. A. and Goverdt, D. (1999). *High School Curriculum Structure: Effects On Coursetaking And Achievement In Mathematics For High School Graduates (NCES 98-09)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

- Lee, O. (1999). Equity Implications Based On The Conceptions Of Science Achievement In Major Reform Documents. *Review of Educational Research*, 69(1): 83-115.

Journal Article

The construct of science achievement, what K-12 students should know and be able to do in science, is central to science education reform. This paper analyzes current conceptions of science achievement in major reform documents, and considers equity implications for science achievement and assessment in the context of standards-based and systemic reform. The paper reviews documents on science content standards (NSES and Project 2061), performance standards (New Standards), and large-scale assessment frameworks (1996 NAEP and TIMSS). Although the documents emphasize equity as the key principle, they present the assimilationist perspective by defining science and science achievement in terms of the Western science tradition with little consideration of alternative views of

science and ways of knowing from diverse backgrounds. Based on the conception of equity in terms of social justice, the paper proposes the cultural anthropological perspective to develop a more inclusive and broader view of science achievement and assessment for diverse students.

- Lee, O. (1999). Science Knowledge, World Views, And Information Sources In Social And Cultural Contexts: Making Sense After A Natural Disaster. *American Educational Research Journal*, 36(2): 187-219.

Journal Article

This study examined children's views of the world after they personally experienced a natural disaster ,specifically Hurricane Andrew in South Florida during the summer of 1992. The study addressed three issues: (a) children's knowledge of the hurricane; (b) children's views of the world, especially the causality of the hurricane; and (c) children's sources of information in social and cultural contexts. The study was conducted in the early spring of 1994. It involved 127 fourth and fifth grade students in two elementary schools located in areas that were particularly hard hit by the hurricane. The student sample was representative of various ethnic, socioeconomic, and gender backgrounds. Both quantitative and qualitative research methods were used for data collection and analysis. Results indicate significant differences as well as similarities in children's knowledge, world views, and information sources by ethnicity, socioeconomic status, and gender. Implications for promoting scientific literacy for all students, including socially and culturally diverse students, are discussed.

- Ludwig, J. and Bassi, L. J. (1999). The Puzzling Case Of School Resources And Student Achievement. *Educational Evaluation and Policy Analysis*, 21(4): 385-403.

Journal Article

Whether additional school spending translates to overall improved student learning remains unclear. One explanation for the mixed findings in the literature is the possibility that studies confound the effects of school resources with those of unobserved variables. We show that commonly used "value-added" models are mis-specified when estimated using the National Education Longitudinal Study, which raises questions about whether previous value-added studies are unbiased. We also review a more recent literature that uses instrumental variables (IV) methods to address omitted variables bias. Most IV studies suggest that additional resources typically translate to (modest) gains in test scores and that the biases associated with value-added models are large enough to be of practical importance.

- Mane, F. (1999). 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): 417-437.

Journal Article

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 Jr., R. B. (1999). Parental Involvement As Social Capital: Differential Effectiveness On Science Achievement, Truancy, And Dropping Out. *Social Forces*, 78(1): 117-145.

Journal Article

Using the concepts of cultural and social capital I provide a theoretical framework for why

there should be differential effects of parental involvement across cognitive (e.g., science achievement) and behavioral (e.g., truancy and dropping out) outcomes. Findings indicate that parental involvement is generally a salient factor in explaining behavioral but not cognitive outcomes, with greatest support for parent-child discussion and involvement in parent-teacher organizations. Findings also indicate that specific dimensions of involvement have greater effects for more affluent and White students, providing empirical evidence to support Lareau's (1989) contention that the greater levels of cultural capital possessed by members of the upper class magnify parental involvement's effect for advantaged students. The theoretical framework and associated findings provide insight into the seemingly inconsistent findings revealed in much previous research on parent involvement and achievement.

Miranda, K. (1999). 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. *St. John's University, New York.*

Dissertation/Thesis

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.

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

Journal Article

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.

- Mouw, T. and Xie, Y. (1999). Bilingualism And The Academic Achievement Of First And Second-Generation Asian Americans: Accommodation With Or Without Assimilation? *American Sociological Review*, 64(2): 232-252.

Journal Article

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.

- Muller, C. (1999). Religious And Family Capital For Adolescents' College Preparation And Early College Success. *Presented at the Annual Meeting of the American Educational Research Association.*

Conference Paper

- Muller, C. and Frisco, M. (1999). Youth Organizations: Beyond Family And School. *Paper presented at the Annual Meeting of the American Sociological Association, San Francisco.*

Conference Paper

- Muller, C. and Schiller, K. S. (1999). States' Assessment Policies As Incentive Systems And Students' Academic Attainment. *Paper presented at the Annual Meeting of the American Sociological Association, San Francisco.*

Conference Paper

- Muller, C., Katz, S. R. and Dance, L. J. (1999). Investing In Teaching And Learning: Dynamics Of The Teacher-Student Relationship From Each Actor's Perspective. *Urban Education*, 34(3): 292-337.

Journal Article

This article integrates findings from three independent studies (one national quantitative and two urban qualitative) to analyze two aspects of the teacher-student relationship: (a) how teachers and students each view their mutual relationship and (b) how this relationship affects students' subsequent academic performance. All three studies corroborate the significant finding that teachers base their educational expectations heavily on students' test scores, whereas the students shape their own educational expectations largely from their perceptions of their teachers' expectations as well as their test scores. Teachers' reliance on test scores masks racial differences in their expectations, which students may perceive as racism.

O'Connor, S. A., Miranda, K. and Beasley, T. M. (1999). 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.*

Conference Paper

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, S. A. (1999). School District Central Office Power And Student Performance. *School Psychology International*, 20(4): 376-387.

Journal Article

The literature on effective schools suggests that building level power is associated with increased student performance. To the extent that central district offices try to assert their power over school buildings, one would hypothesize that students' performance would decline. This study uses the National Education Longitudinal Study as a database to test this expectation. This database traces students interviewed in 8th grade until their graduation from high school. Results suggest that intrusive central offices are associated with somewhat lower student performance.

Pribesh, S. and Downey, D. B. (1999). Why Are Residential And School Moves Associated With Poor School Performance? *Demography*, 36(4): 521-534.

Journal Article

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, J. K. (1999). The Impact Of Class Size On Instructional Strategies And The Use Of Time In High School Mathematics And Science Courses. *Educational Evaluation and Policy Analysis*, 21(2): 215-229.

Journal Article

This study estimated the impact of class size on instructional practices and the use of time in high school mathematics and science courses. More specifically, the analysis examined the influence of class size on two categories of variables that measure the use of time: (a) time devoted to instruction (e.g., working with small groups, using innovative instructional practices, leading whole-group discussion, amount of homework assigned) and (b) time committed to non-instructional activities (e.g., conducting administrative tasks, maintaining order). The analysis also explored the influence of other factors such as characteristics of the class and the teacher. Findings revealed that class size has an impact on the use of class time, both instructional and non-instructional. The effect varied by subject area, type of student, and amount of time teachers spend planning for class.

- Rojewski, J. W. (1999). 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): 141-156.

Journal Article

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.

- Rojewski, J. W. (1999). Occupational And Educational Aspirations And Attainment Of Young Adults With And Without LD 2 Years After High School Completion. *Journal of Learning Disabilities*, 32(6): 533-552.

Journal Article

A national longitudinal database was used to compare the aspirations and attainment of individuals with and without learning disabilities (LD) 2 years after high school completion. Analyses revealed that individuals with LD reported lower graduation rates, were more likely to aspire to moderate- (men) or low-prestige (women) occupations, and were more likely to be employed and less likely to be enrolled in some type of postsecondary education program than their nondisabled peers. High educational aspirations in grade 12 and successful completion of an academic or college-prep high school program were equally important in predicting 2-year postsecondary status for adolescents enrolled in postsecondary education regardless of disability status. However, depending on disability status, different predictors were identified for individuals who were either employed or out of the workforce. These results point to a continued need for transition planning and support for young adults with LD and suggest ways in which professionals can anticipate and adjust for identified differences in aspirations and postsecondary attainment.

- Roscigno, V. J. and Ainsworth-Darnell, J. W. (1999). Race, Cultural Capital, And Educational Resources: Persistent Inequalities And Achievement Returns. *Sociology of Education*, 72(3): 158-178.

Journal Article

Theories of cultural capital and family educational resources explain how and why background matters for achievement, yet it is unclear whether the processes described are equally applicable to non-Whites. The study presented here examined (1) the extent to which Black and White students differ in cultural capital and educational resources, (2)

the mediating role these attributes may play between family background and racial disparities in achievement, and (3) whether educational returns vary by racial group. The findings suggest that significant racial variations in cultural capital and household educational items are largely a function of disparities in family socioeconomic status, but that these resources have only a small mediating effect on the gap in Black-White achievement. Black and low-SES students tend to receive less educational return, probably because of micropolitical evaluative processes at the school and classroom levels.

Rumberger, R. W., Larson, K., Ream, R. K. and Palardy, G. J. (1999). *The Educational Consequences Of Mobility For California Students And Schools*. Policy Analysis for California Education. Berkeley, CA. ED441040.

Report

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, S., Weng, S. and Tyson, J. (1999). *Development Of A Prototype System For Accessing Linked NCES Data (NCES 98-15)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, P. N. (1999). *A Study Of Factors Related To The Choice Of Post-Secondary Education For Physically Handicapped And Learning Disabled Students*. Widener University.

Dissertation/Thesis

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

Schiller, K. S. (1999). Effects Of Feeder Patterns On Students' Transition To High School. *Sociology of Education*, 72(4): 216-233.

Journal Article

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.

Schneider, B. and Stevenson, D. L. (1999). *The Ambitious Generation: America's Teenagers, Motivated But Directionless*. New Haven, CT: Yale.

Book, Whole

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.

Shafer, L. L. (1999). *Sources On Lifelong Learning (NCES 199911)*. U.S. Department of Education. Washington DC: National Center for Education Statistics.

Report

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, B. A. and Burkam, D. T. (1999). Access To Constructivist And Didactic Teaching: Who Gets It? Where Is It Practiced? *Teachers College Record*, 101(1): 5-34.

Journal Article

Calls for the reform of instruction in U.S. classrooms, particularly in secondary schools, are growing and often strident. Many reformers advocate a move away from traditional, teacher-centered, (didactic) direct instruction, where students are passive receptors of knowledge, toward more student-centered understanding-based (constructivist) teaching that focuses on exploration and experimentation. In this study we investigate the issue of access to these two types of instruction in U.S. high school science classrooms. We use a nationally representative sample of 3,660 students and their science teachers drawn from the first two waves of the National Education Longitudinal Study (NELS:88). Although didactic instruction is more common among higher-socioeconomic status and female students, constructivist instruction is practiced more often among students of lower ability. Constructivist teaching is also more common in both higher-level science courses (i.e., chemistry) and lower-level courses (i.e., basic biology and physical science). The students of average social and academic status appear to be the forgotten majority with respect to constructivist instruction. We offer explanations for the findings and discuss implications for educational policy and social equity in high school science.

Smith, E. S. (1999). *The Making of Citizens: Social Capital And The Political Socialization Of Youth*. University of Minnesota.

Dissertation/Thesis

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, R. (1999). The Social Networks And Resources Of African American Eighth Graders: Evidence From The National Education Longitudinal Study Of 1988. *Adolescence*, 34(133): 169-183.

Journal Article

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 eighth 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.

Strouse, D. L. (1999). Adolescent Crowd Orientations: A Social And Temporal Analysis. *New Directions for Child & Adolescent Development*, 1999(84): 37-54.

Journal Article

This article discusses the findings from secondary data analyses of dataset on the linkages between crowd movement during high school. The current investigation examines a large sample of adolescents from the followup cohorts of the National Education Longitudinal Study of 1988. This national data set is the major longitudinal effort to assess the critical transitions experienced by students as they leave elementary school and progress through high school and into college or their careers.

Swanson, C. B. and Schneider, B. (1999). Students On The Move: Residential And Educational Mobility In America's Schools. *Sociology of Education*, 72(1): 54-67.

Journal Article

Research on the effects of mobility on children's development and educational attainment has focused on change of residence, but paid little attention to change of schools. This study used data from the National Education Longitudinal Study (NELS) to examine the independent effects of residential and educational mobility for students who move to a new home but do not change schools (movers), change schools but do not move to a new

home (changers), and both move and change schools concurrently (leavers). Using the longitudinal design of the NELS database, the authors assessed the timing and duration of the effects of both types of mobility on students' educational achievement and social outcomes in high school. They found that despite some negative short-term consequences, mobility early in high school (particularly a change of schools) can lead to important long-term educational benefits. No evidence of positive effects was found for either type of mobility late in high school.

Theroux, P. J. (1999). *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. Columbia University.*

Dissertation/Thesis

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, J. P. (1999). *Influences On Mathematics Learning Among African American High School Students. Practicum Papers, 39.*

Journal Article

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.

Trusty, J. and Harris, M. B. C. (1999). Lost Talent: Predictors Of The Stability Of Educational Expectations Across Adolescence. *Journal of Adolescent Research*, 14(3): 359-382.

Journal Article

Logistic regression analyses were used to determine the extent to which demographic variables, students' personal resources, and family resources were predictive of stable or lowered educational expectations across the time period from eighth grade to 2 years post-high school. The sample was limited to U.S. students who (a) indicated in the eighth grade that they later expected at least a bachelor's degree, and (b) achieved above the median score on eighth-grade reading and math tests. Therefore, students had high early expectations and showed early signs of academic talent. Lowered educational expectations across time have been described in the research literature as lost talent. For male and female adolescents, low socioeconomic status was most strongly related to lost talent. Racial group membership was also predictive of lost talent. For females, external locus of control was predictive of lost talent; whereas for males, family resources were protective factors.

Wechsler, N. M. (1999). Proposition: That Student Attendance Can Be Improved At A Large Urban High School. *Columbia University Teacher's College*.

Dissertation/Thesis

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, W. (1999). Successful African American Students: The Role Of Parental Involvement. *The Journal of Negro Education*, 68(1): 5-22.

Journal Article

Research on parental involvement suggests that families play a key role in students' school success. Using social capital theory as a conceptual framework, this study sought to identify unique characteristics of social capital held by successful African American students compared to those of successful White and non-successful Black peers. It examined social capital along four dimensions: (a) parent-teen interactions, (b) parent-school interactions, (c) parent-parent interactions, and (d) family norms. Despite their comparatively more disadvantaged home environments, successful African American students demonstrated higher levels of social capital on 6 of the 11 indicators examined. The implications of these findings for parents, educators, and educational policymakers are discussed.

Zvoch, K. (1999). Family Type And Investment In Education: A Comparison Of Genetic And Stepparent Families. *Evolution and Human Behavior*, 20(6): 453-464.

Journal Article

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 familytype 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

Adams, C. R. and Singh, K. (1998). Direct and indirect effects of school learning variables on the academic achievement of African American 10th graders. *The Journal of Negro Education*, 67(1): 48-66.

Journal Article

In focusing on the direct and indirect effects of certain school learning variables on the academic achievement of African American 10th graders, a model was proposed. The model considered those 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); the family (i.e., parental expectations and involvement); and students (i.e., student educational aspirations and motivation). It was tested using data from African American students who participated in the National Education Longitudinal Study of 1988. A revised model was developed after only socioeconomic status, prior academic achievement, and students' perceptions of teachers and teaching quality were found to have statistically significant effects on achievement.

Ainsworth-Darnell, J. W. and Downey, D. B. (1998). Assessing The Oppositional Culture Explanation For Racial/Ethnic Differences In School Performance. *American Sociological Review*, 63(4): 536-553.

Journal Article

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.

Ainsworth-Darnell, J. W., Downey, D. B. and Dufur, M. J. (1998). Sex of Parent And Children's Well-being In Single-Parent Households. *Journal of Marriage and the Family*, 60(4): 878-893.

Journal Article

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.

Akerhielm, K., Berger, J., Hooker, M. and Wise, D. (1998). *Factors Related To College Enrollments*. Washington, DC: Office of the Under Secretary.

Report

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, E. M. (1998). The Middle School Experience: Effects On The Math And Science Achievement Of Adolescents With LD. *Journal of Learning Disabilities*, 31(2): 128-138.

Journal Article

The present study examined the relation between middle school transitions and achievement gaps in math and science between adolescents with and without learning disabilities (LD). An abundance of research indicates 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, it was found that, on average, there was a strong gap in achievement between the two groups of early adolescents. Hierarchical linear modeling was used to examine school effects on these achievement gaps. Results indicated that although there were achievement gaps in math and science between adolescents with LD and non-LD adolescents, this gap was greatly reduced for adolescents who did not make a school transition until at least the ninth grade. It is proposed that the policies and practices of typical middle-grade schools are particularly incompatible with the educational and psychological needs of young adolescents with LD.

Artiles, A. J., Aguirre-Munoz, Z. and Abedi, J. (1998). Predicting Placement In Learning Disabilities Programs: Do Predictors Vary By Ethnic Group? *Exceptional Children*, 64(4): 543-559.

Journal Article

Notwithstanding the historical persistence of the disproportionate representation of ethnic minority students in special education, there is a scarcity of research on factors affecting the placement of minority students in these programs. The purpose of this study was to identify placement predictors in learning disabilities (LD) programs for Latino, African-American, and Anglo students. We used 12 predictor variables from two key domains (student and family) and used placement data from a national database of eighth-grade students. We found that although some factors predicted placement in LD programs for all ethnic groups, placement predictors also varied by student ethnicity. Based on these findings, we provide implications for research and practice from a sociocultural perspective.

Asakawa, K. and Csikszentmihalyi, M. (1998). The Quality Of Experience Of Asian American Adolescents In Academic Activities: An Exploration Of Educational Achievement. *Journal of Research on Adolescence*, 8(2): 241-262.

Journal Article

This study explores the reasons for high academic achievements of Asian Americans by comparing the quality of experience of Asian and Caucasian American adolescents. The Experience Sampling Method (ESM) was used to record subjective experiences. The participants were 33 Asian American students and 33 Caucasian American students in the 6th, 8th, 10th, and 12th grades. The ESM activity analyses showed that these 2 groups did not differ in the percentage of time they spent on homework and study over 1 week. However, when studying, Asian Americans reported relatively more positive experiences than Caucasian Americans. Moreover, when studying, Asian American adolescents enjoyed what they were doing significantly more in addition to perceiving the importance of what they were doing to attain their future goals. Positive experiences and

motivational states characterized by high momentary enjoyment and high importance to future goals when engaged in academic activities are suggested as significant factors for promoting the educational success of Asian Americans.

Asakawa, K. and Csikszentmihalyi, M. (1998). The Quality Of Experience Of Asian American Adolescents In Activities Related To Future Goals. *Journal of Youth and Adolescence*, 27(2): 141-163.

Journal Article

This study explored the reason for the high academic achievements of Asian Americans by comparing the quality of experience of Asian and Caucasian American adolescents. The Experience Sampling Method was used to record subjective experiences. Subjects were 34 Asian American and 392 Caucasian American adolescents in the 6th, 8th, 10th, and 12th grades. When engaged in "work-like" activities and activities important for their future goals, Asian American students reported more positive experiences relative to Caucasian American adolescents. The examination of parental practices concerning children's academic activities indicated that Asian American parents structured their children's lives to facilitate academic success, and at the same time, they provided their children with freedom (or support their children's autonomy) in actual academic activities. The internalization of cultural values was suggested as a possible factor for promoting the educational success of Asian Americans.

Ballou, D. and Podgursky, M. (1998). Teacher Recruitment And Retention In Public And Private Schools. *Journal of Policy Analysis and Management*, 17(3): 393-417.

Journal Article

Private school salaries are substantially below those in public school systems. Nonetheless, private school heads are as satisfied as public school principals with the quality of their new teachers and substantially more satisfied with their experienced instructors. This difference remains after controlling for school and community characteristics and for the principal's tenure and educational priorities. In addition, appraisals of experienced and new teachers suggest that private schools are more successful at retaining the best of their new teachers and developing the teaching skills of their faculties. Apparent reasons include greater flexibility in structuring pay, more supervision and mentoring of new teachers, and freedom to dismiss teachers for poor performance. These findings suggest that improvements in the quality of public school performance will require the use of accountability tools such as pay-for-performance and dismissal.

Battle, J. J. (1998). What Beats Having Two Parents? Educational Outcomes For African American Students In Single Versus Dual-Parent Families. *Journal of Black Studies*, 28(6): 783-801.

Journal Article

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.

Berkold, J., Kaufman, P. and Geis, S. (1998). *Subsequent Educational Attainment Of High School Dropouts (NCES 98-085)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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

Journal Article

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, D. L. and Rockquemore, K. A. (1998). Effects Of Student Uniforms On Attendance, Behavior Problems, Substance Use, And Academic Achievement. *Journal of Educational Research*, 92(1): 53-62.

Journal Article

Studies the effects of school uniforms on attendance, behavior problems, substance use and academic achievement among tenth graders. Association of mandatory uniform policies with public school reform; effects of uniform policies to school environments.

Burkam, D. T., Lee, V. E., Chow-Hoy, T. K., Gevert, D. and Smerdon, B. A. (1998). Sector Differences In High School Course-Taking: A Private School Or Catholic School Effect? *Sociology of Education*, 71(4): 314-335.

Journal Article

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, W. J. (1998). A Little Help From My Friend's Parents: Intergenerational Closure And Educational Outcomes. *Sociology of Education*, 71(4): 295-313.

Journal Article

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 grade point averages,

and students with more closure were less likely to drop out of high school by the 12th grade.

Cardina, C. E. and Roden, J. K. (1998). Academic Proficiency Of Students Who Reported Intentions Of Majoring in Education. *Journal of Teacher Education*, 49(1): 38-46.

Journal Article

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, J. S. (1998). Risk And Resilience In Student Transitions To High School. *American Journal of Education*, 106(2): 302-333.

Journal Article

Looks at the concepts of risk and resilience applied to student transitions in high school. Information on students doing poorly or lacking confidence in finishing school, as of the eighth grade who improve by the tenth grade; details on the use of data from the National Education Longitudinal Study of 1988 survey; examination of the nature of performance-based risks and the conditions under which students improve their performance levels.

Chapin, J. R. (1998). Is Service Learning A Good Idea? Data From The National Longitudinal Study Of 1998. *Social Studies*, 89(5): 205-211.

Journal Article

Provides data from the National Longitudinal Study of 1988 that indicates the widespread participation of high school seniors in community service without being required by their schools. Definition of community service or service learning; examples of community service; effectiveness of community service and service learning.

Chavez, L. (1998). *The Relationship Between The Parental and Marital Experiences of 1988 8th Grade Girls and High School Completion as of 1994 (NCES 98096)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Coleman, B. E. (1998). School Violence And Student Achievement In Reading And Mathematics Among Eighth Graders. *University of Illinois at Urbana-Champaign*.

Dissertation/Thesis

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.

Downey, D. B., Ainsworth-Darnell, J. W. and Dufur, M. J. (1998). Sex Of Parent And Children's Well-Being In Single-Parent Households. *Journal of Marriage and the Family*, 60(4): 878-893.

Journal Article

Do women and men play unique roles in shaping children's well-being? If so, we should note important differences between offspring living with single mothers and those living with single fathers. To date, researchers have been unable to assess this claim satisfactorily because they have lacked generalizable data with detailed information about adolescents in both single-mother and single-father households. We compare well-being among youths living in single-mother and single-father households using the 1990 wave of the National Education Longitudinal Study and among adults raised by single parents using data from the General Social Surveys, 1972-1994. Our results highlight how single mothers and single fathers differ from each other in ways that often predate their family structure but suggest that there is little evidence that offspring are better off or develop particular characteristics in one household versus the other. We suggest that theorists have overemphasized the role of parent's sex in youths' development at the expense of understanding more structural explanations for the association between family structure and well-being.

Elliott, M. (1998). School Finance And Opportunities To Learn: Does Money Well Spent Enhance Students' Achievement? *Sociology of Education*, 71(3): 223-245.

Journal Article

The study reported here linked U.S. census data on school finance to data from the National Education Longitudinal Survey of 1988 to evaluate the process through which financial resources affect opportunities to learn in U.S. public high schools. It examined the direct effects of school expenditures on students' achievement in math and science and the indirect effects of expenditures on achievement through their provision of opportunities to learn. It also tested multiple components of opportunities to learn to determine their relative impact on students' success. The results indicate that per-pupil expenditures indirectly increase students' achievement by giving students access to educated teachers who use effective pedagogies in the classroom.

Fan, X. and Chen, M. J. (1998). *Academic Achievement Of Rural School Students: A Multi-Year Comparison With Their Peers In Suburban And Urban Schools.*

Report

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.

Frank, K. A. (1998). Quantitative Methods For Studying Social Context In Multilevels And Through Interpersonal Relations. *Review of Research in Education*, 23: 171-216.

Journal Article

Schooling occurs on multiple levels. Typically, the structure of multilevel models has followed the organizational structure of schools: students within classrooms within schools within districts within states within countries. Multilevel models capture effects identified with each of these levels, as well as interactions of effects across levels. Furthermore, many recent developments in estimation allow us to specify more complex multilevel models addressing a greater variety of outcomes and multiple sources of random effects.

But the social context of schooling is defined by relations among people. By studying the relations among the participants in schooling, we can begin to understand the processes through which individuals are affected by, and partially construct, schools as organizations and institutions. Institutions gain their salience as they are conducted into the school by teachers or students, and school cultures are formed through the accumulation of relations and influences among participants in schools. Our attention to these relations will require that we gather different forms of data and use quantitative methods to graphically represent relations among people as well as estimate effects on the selection of, and influence through, relations.

In the future, we may expect to see combinations of multilevel and social network models, including many we cannot now anticipate. These developments will help us understand the contexts in which students learn and teachers work. Most important, as quantitative methods become increasingly sophisticated mathematically, their application should help forge a link with others who study similar phenomena through alternate forms of inquiry.

Gamoran, A. (1998). *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.

Report

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, R. and Kaplan, D. (1998). A Structural Model Of Parent And Teacher Influences On Science Attitudes Of Eighth Graders: Evidence From NELS:88. *Science Education*, 82(1): 93-109.

Journal Article

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.

Griffith, J. (1998). The Relation Of School Structure And Social Environment To Parent Involvement In Elementary Schools. *The Elementary School Journal*, 99(1): 53-80.

Journal Article

Employing a sample of 122 public elementary schools, the present study used results of parent and student surveys to examine relations among school structure, school population composition, parent involvement, and parent perceptions of school safety, school climate, the school facility, the helpfulness of school staff, the academic instruction, teacher-student relationships, and student recognition. At the individual parent level, characteristics associated with higher participation in school activities included having a child enrolled in the gifted and talented program, a child in the second grade, multiple children enrolled in the public schools, and perceptions of a safe, empowering, and positive school climate.

Hamilton, L. S. and Snow, R. E. (1998). *Exploring Differential Item Functioning On Science Achievement Tests*. Washington, DC: Office of Educational Research and Improvement.

Report

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, L. S. (1998). Gender Differences On High School Science Achievement Tests: Do Format And Content Matter? *Educational Evaluation and Policy Analysis*, 20(3): 179-195.

Journal Article

Gender differences on the 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 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.

Hao, L. and Bonstead-Bruns, M. (1998). Parent-Child Differences In Educational Expectations And The Academic Achievement Of Immigrant And Native Students. *Sociology of Education*, 71(3): 175-198.

Journal Article

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.

Honour, L. C. (1998). Intrinsic And Extrinsic Factors Which Influence Academic, Especially Science, Major Choice In High School Students Participating In The National Educational Longitudinal Study of 1988 (NELS:88). *Dissertation Abstracts International Section A: Humanities and Social Sciences*, University of Southern California. 58(11-A): 4184.

Dissertation/Thesis

This study investigated the intrinsic and extrinsic factors which influence longitudinal science-related academic performance and academic, especially science, major choice in high school students. Data collected for the National Educational Longitudinal Study of 1988 (NELS '88), which involved approximately 25,000 high school students from 1,052 public and private schools in the United States, were clustered according to a priori

determined grouping variables. These variables, which included gender, SES, self-concept, task value, effort, parental support, school support, coursework, achievement and extracurricular activities, organized within intrinsic or extrinsic categories, and further ordered within discrete high school grade levels, i.e., eighth and twelfth grades. Statistical analyses, including t-tests and correlational analyses, identified numerous variables which were influential in science performance and academic major choice. Particularly large statistical outcomes, which may have special significance, were identified, for example, with science and math performance in the eighth grade which was highly predictive of twelfth grade performance, as well as with gender. Gender outcomes demonstrated that females outperform males in all achievement categories except standardized testing with a consequent potential gender bias which may affect science opportunity for females; that performance expectations from significant others are not prevalently directed at males but favor females although males are significantly more responsive to such support than females; that school support and related activities are not significantly predictive of academic success nor of academic major choice; that females are more likely to enter the biological sciences while males are more likely to enter the physical sciences or computer sciences and engineering; and that high SES is correlated with high science interest.

Horn, L. and Chen, X. (1998). *Toward Resiliency: At-Risk Students Who Make It To College*. Washington, DC: National Institution on Postsecondary Education, Library, and Lifelong.

Report

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, G. and Tienda, M. (1998). Educational Aspirations Of Minority Youth. *American Journal of Education*, 106(3): 349-384.

Journal Article

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, P., Chavez, L. and Lauen, D. (1998). *Generational Status And Educational Outcomes Among Asian And Hispanic 1988 8th Graders (NCES 1999-020)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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. R., Hanser, L. M. and Klerman, J. A. (1998). Estimating AFQT Scores For National Educational Longitudinal Study (NELS) Respondents. 54. RAND. Santa Monica, CA

Book, Whole

This document describes a methodology for imputing AFQT scores for members of the National Educational Longitudinal Study (NELS) sample. It then uses that methodology to explore some implications of test score trends for military recruiting. A forthcoming report uses these estimated test scores in models of individual enlistment behavior. The report will be of interest both to individuals concerned with the methodological issues related to imputing test scores and to those setting recruiting policy.

Lee, O. and Fradd, S. H. (1998). Science For All, Including Students From Non-English-Language Backgrounds. *Educational Researcher*, 27(4): 12-21.

Journal Article

Standards-based reform across subject areas has an overarching goal of achieving high academic standards for all students. Although much is known about what constitutes high academic standards, little attention has been given to the attainment of educational equity for all students. In this article, we propose the notion of instructional congruence as a way of making academic content accessible, meaningful, and relevant for diverse learners. Although our discussion considers students from non-English-language backgrounds (NELB) in science education, comparable approaches can be applied to other diverse student groups and other subject areas. We discuss an agenda for research, practice, and policy in promoting high standards for all students across subject areas.

Lee, V. E., Chow-Hoy, T. K., Burkam, D. T., Gevertz, D. and Smerdon, B. A. (1998). Sector Differences In High School Course Taking: A Private School Or Catholic School Effect. *Sociology of Education*, 71(4): 314-335.

Journal Article

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.

Manlove, J. (1998). The Influence Of High School Dropout And School Disengagement On The Risk Of School-Age Pregnancy. *Journal of Research on Adolescence*, 8(2): 187-220.

Journal Article

Using data from a recent longitudinal cohort of 8th graders, I found that factors relevant to teens' school experiences, including characteristics of their school and classroom, their family background, and individual engagement, were associated with the risk of school-age pregnancy leading to a live birth. The research tested whether high school dropout status, or other measures of school engagement, similarly influenced the likelihood of school-age pregnancy among White, Black, and Hispanic teens. A set of proportional hazards models indicated that for all racial and ethnic groups, high levels of school engagement were associated with postponing pregnancy. Among White and Hispanic teens, dropouts, especially young dropouts, were more likely to have a school-age pregnancy, net of other family and educational factors. Although African American teens did not show a relation between dropping out and the risk of pregnancy, other measures of engagement were important predictors of having a school-age pregnancy for this group.

Marsh, H. W. and Yeung, A. S. (1998). Longitudinal Structural Equation Models Of Academic Self-Concept And Achievement: Gender Differences In The Development Of Math And English Constructs. *American Educational Research Journal*, 35(4): 705-738.

Journal Article

Longitudinal causal models of growth in math and English constructs (school grades, standardized tests, academic self-concept, affect and coursework selection) were based on three waves of data from the large (N = 24,599), nationally representative National Education Longitudinal Study of 1988. Math and English self-concepts had significant path coefficients leading to subsequent school grades, coursework selection, and standardized test scores. Unlike previous studies that did not consider math and English constructs in the same model, we found these relations to be very domain specific (e. g., there were significant positive paths from math self-concept to subsequent math outcomes but not to subsequent English outcomes). Girls had higher scores for all English constructs and math school grades, but they had lower math self-concepts. Whereas similar studies conducted over the past 20 years found diminishing gender differences, these data show relative gains for girls in achievement and coursework selection for both mathematics and English. Path coefficients relating prior math and English constructs to subsequent outcomes, however, were similar for boys and girls. Hence, the extreme domain specificity of relations between prior self-concept and subsequent outcomes was similar for boys and girls.

McNeal Jr., R. B. (1998). High School Extracurricular Activities: Closed Structures And Stratifying Patterns Of Participation. *Journal of Educational Research*, 91(3): 183-191.

Journal Article

Much existing research documents the benefits gained by students when they participate in high school extracurricular activities (Camp, 1990; Eidsmore, 1964; Haensly, Lupkowski, & Edlind, 1986; Holland & Andre, 1987; McNeal, 1995; Yarworth & Gauthier, 1978). However, we know little about the patterns of participation (i.e., who is more likely to participate in which activities?). A finding in this research was that extracurricular activities are not equitably participated in by various subgroups of the high school population. To some degree, members of various racial and ethnic minority groups have greater likelihood(s) of participating in all types of extracurricular activities studied (athletics, cheerleading, fine arts, academic organizations, newspaper/yearbook, student government/service organizations, and vocational activities). Girls have an increased likelihood of participating in all the activities except athletics, which are

dominated by boys. Finally, evidence also supports the hypothesis that the high school extracurriculum is one arena in which students of higher socioeconomic standing and greater academic ability have a distinct advantage. Given the differential rates of participation, and specifically the increased rates by various minorities, restricting access to or eliminating specific activities may make student access, and the resulting benefits from participation (e.g., network, prestige, cultural capital), less equitably distributed among the student population.

Moore, K. A., Manlove, J., Gleib, D. A. and Morrison, D. R. (1998). Nonmarital School-Age Motherhood: Family, Individual, And School Characteristics. *Journal of Adolescent Research*, 13(4): 433-457.

Journal Article

Despite 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 nationally representative data were conducted to examine individual, family, and school-level predictors of nonmarital motherhood between 8th grade and 12th grade. All independent variables were measured in 8th 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 family and individual-level effects. Low individual educational performance measures, such as lower test scores and self-reported 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.

Muller, C. (1998). Gender Differences In Parent Involvement And Adolescents' Mathematics Achievement. *Sociology of Education*, 71(4): 336-356.

Journal Article

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

Journal Article

This paper analyzes whether the minimum competency exam requirement for high school graduation affects students' academic performance directly or affects the educational process by moderating the effect of teachers' expectations on students' mathematics test score gains, proficiency levels, and high school graduation. Tenth-grade students and their mathematics teachers from the National Education Longitudinal Study of 1988 are analyzed. Contingent, negative associations were found between the minimum competency exam requirement and both mathematics proficiency and performance. The requirement was also not found to be associated with the odds of earning a diploma. In the case of mathematics achievement, teachers' expectations were a more important predictor of learning gains and proficiency than were students' expectations. Students'

expectations better predicted who earns a diploma. The minimum competency exam requirement was found to moderate the association between teachers' expectations and mathematics achievement but did not affect the relation between teachers' expectations and high school graduation.

Muller, C. (1998). Social Capital In The Teacher-Student Relationship. *Presented at the Annual Meeting of the American Sociological Association, San Francisco, CA.*

Conference Paper

Owings, J., Madigan, T. and Daniel, B. (1998). *Who Goes to America's Highly Ranked "National" Universities? (NCES 98-095)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, L. W. (1998). 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.* ED420252.

Conference Paper

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, S. (1998). The School Compositional Effect Of Single Parenthood On 10th-Grade Achievement. *Sociology of Education*, 71(1): 23-42.

Journal Article

It is widely acknowledged that single parenthood carries educational disadvantages for the individual children of single parents. Using NELS 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 (SES) and net social capital, as indicated by parents' social relations and networks with other parents. She found 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 the 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.

Roscigno, V. J. (1998). Race And The Reproduction Of Educational Disadvantage. *Social Forces*, 76(3): 1033-1061.

Journal Article

Research has uncovered many mechanisms that exacerbate racial inequalities in achievement. Due to specialization within the field, however, little focus has been devoted to the multitiered and often interconnected institutional nature of these processes. Matching data from the restricted-use National Educational Longitudinal Survey and the Common Core of Data, I hierarchically model the influence of family/peer and educational institutional processes simultaneously on the Black-White gap in achievement. The modeling strategy used offers a more comprehensive understanding of the reproductive interinstitutional dynamics at work, suggesting strong linkages between family/peer group attributes and access to educational resources. I conclude by suggesting the need to extend this line of inquiry a step further still, developing a theoretically driven contextual and spatial understanding of educational opportunity and achievement.

Rumberger, R. W. and Larson, K. A. (1998). Student Mobility And The Increased Risk Of High School Dropout. *American Journal of Education*, 107(1): 1-35.

Journal Article

Examines the incidence of student mobility between the eighth and twelfth grades in the United States and its effect on high school completion using the National Educational Longitudinal Survey third follow-up data. Variations among social groups; demographic, family and school factors that predict student mobility; conclusions on the risk of high school dropout.

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

Journal Article

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, M., Tienda, M. and Schneider, B. (1998). The Educational And Personal Consequences Of Adolescent Employment. *Social Forces*, 77(2): 723-762.

Journal Article

This article examines the short-term educational and personal consequences of youth employment and develops a conceptual distinction between time-allocation and socialization effects. Results demonstrate that much of the adverse effect of youth employment on academic outcomes (grades and time spent on homework) found in previous research is attributable to preexisting differences among youth who elect to work at various intensities. The findings also reveal a positive time-allocation effect of youth employment: the more youth work, the more they decrease the time they spend watching television relative to other students. The article discusses the implications of these findings for longer-term stratification.

Singh, K. (1998). Part-Time Employment In High School And Its Effect On Academic Achievement. *Journal of Educational Research*, 91(3): 131-139.

Journal Article

Reports on a study conducted on the impact of part-time employment on the academic performance of high school students. In-depth look at the increase in high school students who work part-time; reference to the 1950s in relation to high school students working part-time; details on the First Follow-Up of the National Education Longitudinal Study of 1988; findings of the study.

Smith-Maddox, R. (1998). Defining Culture As A Dimension Of Academic Achievement: Implications For Culturally Responsive Curriculum, Instruction, And Assessment. *The Journal of Negro Education*, 67(3): 302-317.

Journal Article

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.

Stasz, C. and Brewer, D. J. (1998). Work-Based Learning: Student Perspectives On Quality And Links To School. *Educational Evaluation and Policy Analysis*, 20(1): 31-46.

Journal Article

Programs that incorporate work-based learning (WBL) experiences in connection with school activities are proliferating, yet we know very little about their quality as learning experiences for young people or the costs associated with participating in them. This article examines two programs operating in the same school district, where students receive course credit for participating in WBL. One program provides unpaid internships each year of high school; the other provides paid work experience for one semester. We contrast the kinds of learning opportunities each offers to students, as measured by a student survey and a case study of program operations. We focus on two issues: the quality of students' work experiences in these programs and the relationship between program participation and school learning, including effects on school work and social experiences. We find that students perceive the quality of their work experiences to be very similar across the programs despite differences in the type of work involved and in several structural features of the programs. We find that both programs have weaknesses in establishing connections between school and work and that the number of hours

students work negatively affects some aspects of school performance, such as having time to do homework and the desire to stay in school. Our findings raise questions about the value added of WBL, given costs associated with the program design and delivery and, in some cases, with participation.

Thomas, R. S. (1998). 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.*

Conference Paper

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, J. and Pirtle, T. (1998). Parents' Transmission Of Educational Goals To Their Adolescent Children. *Journal of Research and Development in Education*, 32(1): 53-65.

Journal Article

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.

Trusty, J. (1998). Family Influences on Educational Expectations of Late Adolescents. *Journal of Educational Research*, 91(5): 260-270.

Journal Article

Using national data, the author examined the influence of family and parenting variables on expectations regarding education. Demographic, family, and parenting variables were reported by adolescents and parents while the adolescents were seniors in high school, and educational expectations were reported by adolescents 2 years beyond high school. Socioeconomic status (SES) was most strongly related to educational expectations. Adolescents' perceptions of parents' personal involvement and parents' reports of their

own behavior were both related to educational expectations. Also, both seemed to interact with SES. Variables quantifying the affective dimension of family relationships were only weakly related to educational expectations.

Wang, J. (1998). Opportunity To Learn: The Impacts And Policy Implications. *Educational Evaluation and Policy Analysis*, 20(3): 137-156.

Journal Article

This study investigated the relationship between students' opportunity to learn (OTL) and their science achievement. The data are of 623 8th-graders enrolled in five public schools in Los Angeles, California. Hierarchical linear modeling was used to analyze OTL variables at two levels of instructional processes: the classroom level and the student level. Students' science test scores are based on a written test and a hands-on test. OTL effects on these two test scores were studied to see whether the effects differ depending on how science achievement is measured. It was found that OTL variables were significant predictors of both written and hands-on test scores even after students' general ability level, ethnicity, and gender were controlled. The OTL effects varied by test format (written test and hands-on test). Content exposure was the most significant predictor of students' written test scores, and quality of instructional delivery was the most significant predictor of the hands-on test scores. In conclusion, OTL variables are not unitary constructs; they are multidimensional, and different dimensions of OTL should be measured simultaneously to properly document the OTL-achievement relation.

Williams, D. B. (1998). Parent Involvement Gender Effects On Preadolescent Student Performance. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA. ED4204011.

Conference Paper

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.

Zellman, G. L. and Waterman, J. M. (1998). Understanding The Impact Of Parent School Involvement On Children's Educational Outcomes. *Journal of Educational Research*, 91(6): 370-380.

Journal Article

Parent school involvement in children's education is associated with positive educational outcomes. This association has prompted efforts to increase such involvement through formal programs. However, among the few programs that have been rigorously evaluated, most do not appear to improve child outcomes. Using data from a study of 193 Los Angeles area 2nd- and 5th-grade children and their mothers, the authors attempted to confirm the relationship between parent involvement and child outcomes and understand what underlies it. The findings indicate that parent school involvement contributes to positive child outcomes. However, such involvement appears to be a

manifestation of parental enthusiasm and positive parenting style. Parent-involvement programs might be more effective if they focused on such underlying constructs.

1997

Alt, M. N. (1997). How Effective An Educational Tool Is Student Community Service? *NASSP Bulletin*, 81(591): 8-16.

Journal Article

Alt discusses student community service and how little evidence exists to support its educational benefits. Results of various studies on this subject are also discussed.

Anderman, E. M. and Kimweli, D. M. S. (1997). Victimization And Safety In Schools Serving Early Adolescents. *The Journal of Early Adolescence*, 17(4): 408-438.

Journal Article

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. The results indicated that victimization, getting into trouble for bad behavior, and perceptions of school as unsafe were more characteristic of schools with 6th- through 8th-grade or 7th- through 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 indicated 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, J. (1997). The Relative Effects Of Married Versus Divorced Family Configuration And Socioeconomic Status On The Educational Achievement Of African American Middle-Grade Students. *The Journal of Negro Education*, 66(1): 29-42.

Journal Article

This article reports research examining the relative effects of parental marital status and socioeconomic status (SES) on the educational achievement of African American middle-grade students. Analyses of data from a nationally representative sample (NELS:88) reveal that at lower levels of SES, African American students from divorced households scored significantly higher on a standardized test measure. At the mean and higher levels of SES, no significant difference was found between students from divorced and married households on the test measure. The article concludes with a discussion of the reasons behind these findings and the implications of the findings for public policy.

Battle, J. (1997). Academic Achievement Among Hispanic Students From One Versus Dual-Parent Households. *Hispanic Journal of Behavioral Sciences*, 19(2): 156-170.

Journal Article

Using data from a nationally representative sample of eighth-grade students, this research examines the relative effect of being in a one-parent versus dual-parent household on the educational achievement of Hispanic middle-grade students. It found that under most circumstances, students in dual-parent households do better than their counterparts in one-parent households. However, when appropriately controlling for

socioeconomic status, students in one-parent households are not statistically significantly different than their counterparts in dual-parent households. The article concludes with suggestions for public policy to bring about more parity for students in these varying types of households.

Berkner, L. and Chavez, L. (1997). *Access To Postsecondary Education For The 1992 High School Graduates (NCES 98-105)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, D. T., Lee, V. E. and Smerdon, B. A. (1997). Gender And Science Learning Early In High School: Subject Matter And Laboratory Experiences. *American Educational Research Journal*, 34(2): 297-331.

Journal Article

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, F., Rowan, B. and Miller, R. J. (1997). Using Research On Employees' Performance To Study The Effects Of Teachers On Students' Achievement. *Sociology of Education*, 70(4): 256-284.

Journal Article

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.

Cook, P. J. and Ludwig, J. (1997). Weighing The "Burden Of 'Acting White'": Are There Differences In Attitudes Toward Education? *Journal of Policy Analysis and Management*, 16(2): 256-278.

Journal Article

Recent reports by ethnographic researchers and media sources suggest that many African Americans view academic success as a form of "acting White," and that peer pressure reduces their level of effort and performance. This article analyzes the National Education Longitudinal Study of 1988 to answer three questions: (1) do Blacks experience greater alienation toward school than non-Hispanic Whites?; (2) do Blacks incur social penalties from their peers for succeeding academically? and (3) if so, are these "achievement penalties" greater than those for Whites? Our analysis suggests the answer to each of the three questions is "apparently not."

Currie, J. and Thomas, D. (1997). School Quality And The Longer Term Effects Of Head Start. *Journal of Human Resources*, 35(4): 755-774.

Journal Article

Suggests that effects on test scores fade out more quickly for black children than for white children in the Head Start preschool program. Data from the 1988 wave of the National Educational Longitudinal Survey; pattern of school attendance of black children; stratification by an indicator of school quality; gaps in test scores between Head Start and other children.

Di Giacomo, A. J. (1997). Using The National Educational Longitudinal Study To Assess The Effects Of Cooperative Learning On Student Achievement. *Wilmington College*.

Dissertation/Thesis

The purpose of this study was to examine the relationship between cooperative learning and achievement using the National Educational Longitudinal Study (NELS), a large, nationally-representative, longitudinal database on high school students. Although the majority of previous studies on the effect of cooperative learning strategies on achievement have reported it to be positive, those studies had limitations which inspired this study. They generally focused only on the elementary grades, used samples from only one class or school, and, typically, had a duration of only several weeks or months. This study differed because it focused on high school students, utilized a large national database, and had a duration of two years.

This longitudinal study examined the relationship between cooperative learning strategies and achievement among tenth grade students in the domains of mathematics, reading, and science. The issue of educational reform in the USA was the policy backdrop against which this study was undertaken. The results were inconclusive. Among the cognitive test score means for mathematics, reading, and science, only the science scores showed a slight effect for the cooperative learning group.

Fan, X. and Chen, M. (1997). Gender Differences In Mathematics Achievement: Findings From The National Educational Longitudinal Study Of 1988. *Journal of Experimental Education*, 65(3): 229-243.

Journal Article

Data from the National Education Longitudinal Study of 1988 (NELS:88) national samples

were used to investigate gender differences in mathematics achievement. Gender differences were not found when total-group means were compared. When the high end of math score distributions was examined, however, noteworthy gender differences favoring male students emerged. These differences became larger from the 8th grade to the 12th grade and were more prominent at more extreme score ranges. The trends were consistent for Whites, Asians, and Hispanics, but not for African Americans. The observed gender differences for students at the high end of the math score distributions are important because these students are likely to consider pursuing careers in science, mathematics, and engineering. Gender differences at the high end of the math score distributions are likely to be one reason for the gender imbalance in the flow of new students into science and engineering careers.

Figlio, D. (1997). Did The 'Tax Revolt' Reduce School Performance? *Journal of Public Economic*, 65(3): 245-269.

Journal Article

This paper uses detailed school-level data from 49 states to analyze the effects of tax-revolt era property tax limitations on school services. I find that limitations are associated with larger student-teacher ratios and lower cost-of-living adjusted starting teacher salaries, all else equal. These results are robust to modelling the results as endogenous and using a variety of measures for whether the limitation binds at particular schools. However, I find no such evidence that schools subject to limitations have reduced their administrative costs. Furthermore, I find that limitations are associated with lower student performance on mathematics, science, social studies and reading examinations, all else equal.

Finn, J. D. and Rock, D. A. (1997). Academic Success Among Students At Risk For School Failure. *Journal of Applied Psychology*, 82(2): 221-234.

Journal Article

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.

Goldhaber, D. D. and Brewer, D. J. (1997). Why Don't Schools And Teachers Seem To Matter? Assessing The Impact Of Unobservables On Educational Productivity. *The Journal of Human Resources*, 32(3): 505-523.

Journal Article

Using data drawn from the National Education Longitudinal Study of 1988, which allows students to be linked to particular teachers and classes, we estimate the impact of observable and unobservable schooling characteristics on student outcomes. A variety of models show some schooling resources (in particular, teacher qualifications) to be significant in influencing 10th-grade mathematics 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 our sample. Thus, our results

suggest that the omission of unobservables does not cause biased estimates in standard educational production functions.

Green, P. J., Hoogstra, L. A., Ingels, S. J., Greene, H. N. and Marnell, P. K. (1997). *Formulating A Design For The ECLS: A Review Of Longitudinal Studies*. U.S. Department of Education. Washington, DC: Office of Educational Research and Improvement.

Report

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.

Hagtvet, K. A. (1997). The Function Of Indicators And Errors In Construct Measures: An Application Of Generalizability Theory. *Journal of Vocational Education Research*, 22(4): 248-266.

Journal Article

Explains the use of the construct representation and inference functions of indicators used in construct measurements of self-concept. Illustrates validity and reliability issues with data from 2,114 12th-grade vocational-technical students.

Hamilton, L. S. and Snow, R. E. (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): 151-173.

Journal Article

This study is fourth in a series demonstrating that achievement tests are multidimensional and that using psychologically meaningful subscores in national education surveys can enhance test validity and usefulness. It carries the analysis of the NELS:88 science test through to the 12th grade. The test was subjected to full information item factor analysis. Factors reflecting quantitative science, spatial-mechanical reasoning, and basic knowledge and reasoning were obtained. When compared with previous 8th- and 10th-grade analyses, the factor structure appeared to simplify and stabilize in high school, probably because of greater curriculum standardization in high school as well as changes in the test. Regression analyses showed that different patterns of prior achievement and course taking were associated with each 12th-grade science factor. Being in an advanced track was related to quantitative science. Spatial-mechanical reasoning showed the strongest gender and ethnic effects. Asian-American students on average showed an advantage on quantitative science but a disadvantage on spatial-mechanical reasoning scores. It is recommended that

multidimensional achievement scores be used to capture educational effects that total scores used alone miss.

Hoffer, T. B. (1997). High School Graduation Requirements: Effects On Dropping Out And Student Achievement. *Teachers College Record*, 98(4): 584-607.

Journal Article

Several state and local authorities have recently enacted legislation requiring high school students to complete at least 3 years of mathematics in order to graduate. This study examines effects of these policies on three types of outcomes: the kinds of mathematics courses students complete during high school, high school dropout rates, and mathematics achievement test score gains during high school. Two additional questions related to achievement are also addressed: whether requiring more courses affects the association of student socioeconomic status (SES) with test scores and dropping out, and whether requiring more courses reduces the effects of completing additional math courses on achievement. Results from an analysis of the nationally representative National Education Longitudinal Study of 1988 (NELS:88) data give little support for the notion that requiring more mathematics courses is generally beneficial or harmful. No effects are found on either the probability of dropping out or achievement gains, and the effects of SES are not reduced in the schools requiring three math courses. The three-course requirement does lead to higher rates of course completions in geometry and algebra 2, but the higher requirements apparently dilute the effectiveness of completing the additional courses. The results thus give little credence to efforts to improve achievement outcomes by simply raising the number of math courses students must complete in order to graduate from high school.

Horn, L. (1997). *Confronting The Odds: Students At Risk And The Pipeline To Higher Education (NCES 98-094)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Hurtado, S., Inkelas, K. K., Briggs, C. and Rhee, B. (1997). Differences In College Access And Choice Among Racial/Ethnic Groups: Identifying Continuing Barriers. *Research in Higher Education*, 38(1): 43-75.

Journal Article

This study focuses on the college application behaviors of students from various racial/ethnic groups in order to understand differences in access and college choice. Student characteristics, predispositions, academic abilities, and income levels were taken into account in our analyses. We analyzed data from the National Education Longitudinal Study (NELS) and the Beginning Postsecondary Student Longitudinal Study (BPS) and found significant group differences in preparation behaviors, college application behavior (number of colleges to which students applied), and attendance at their first choice of institution. The results of this study call attention to the need for campuses to evaluate the potential effects of policy decisions that may impact student choice for different populations of students.

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

Journal Article

This article considers 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 the first follow-up of the National Education Longitudinal Study of 1988 (National Center for Education Statistics, 1988) to demonstrate the potential of this approach. 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. Utilizing the reduced form of the full multilevel model, predictive validity of the model was studied by gauging movements in various outcome indicators as a function of changes in policy-relevant input indicators. The article closes with a discussion of the limitations of the proposed modeling approach, the potential for future model development, and the implications of this approach for quantitative modeling within the domain of education policy.

Kupermintz, H. and Snow, R. 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): 124-150.

Journal Article

The present study demonstrates the utility of a multidimensional representation of student mathematics achievement. Third in a series of studies using the math test item level data from the NELS:88 longitudinal study, it carries the analyses through the 12th grade. Full information factor analysis was employed to investigate the structure of math achievement, create meaningful achievement scales, and explore their relationships with student background, academic program, and instructional variables. The findings support a basic distinction between Mathematical Reasoning (MR) and Mathematical Knowledge (MK) for two of the three administered test forms (low and middle levels), replicating previous findings for the 8th- and 10th-grade data. A more complex structure for the high test form reflected variation in problem-solving strategies as well as in content. Regression analyses suggested differential patterns of relationships between student, program, and instructional variables for math achievement subscores. These patterns were also compared with results for the unidimensional total score. Discussion emphasizes implications for score interpretations, both normative and criterion-referenced, within the context of a validity argument.

Lee, V. E. and Smith, J. B. (1997). High School Size: Which Works Best And For Whom? *Educational Evaluation and Policy Analysis*, 19(3): 205-227.

Journal Article

The study described in this article investigates the relationship between high school size and student learning. We used three waves of data from NELS:88 and hierarchical linear modeling (HLM) methods to examine how students' achievement growth in two subjects (reading and mathematics) over the high school years is influenced by the size of the high school they attend. Three research questions guided the study: (a) Which size high school is most effective for students' learning? (b) In which size high school is learning most equitably distributed? and (c) Are size effects consistent across high schools defined by their social compositions? Results suggest that the ideal high school, defined in terms of effectiveness (i.e., learning), enrolls between 600 and 900 students. In schools smaller than this, students learn less; those in large high schools (especially over 2,100) learn considerably less. Learning is more equitable in very small schools, with equity defined by the relationship between learning and student socioeconomic status (SES). An important

finding from the study is that the influence of school size on learning is different in schools that enroll students of varying SES and in schools with differing proportions of minorities. Enrollment size has a stronger effect on learning in schools with lower-SES students and also in schools with high concentrations of minority students. Implications for educational policy are discussed.

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

Journal Article

Using a sample of 9,631 students in 789 U.S. high schools with three waves of data from the National Education Longitudinal Study of 1988, the study presented here was an extension of an earlier study that found positive effects for practices that are consistent with the restructuring movement on learning in the first 2 years of high school and on the equitable distribution of learning by social class. The current study identified the characteristics of high school organization that are positively related to learning in mathematics and science and to equity during the first and last 2 years of high school and investigated whether such organizational factors explain the results of the earlier study. It found that although students learn somewhat less in the last 2 years than in the first 2 years, several features of the social and academic organization of high schools are strongly associated with learning in both periods.

LePore, P. C. and Warren, J. R. (1997). 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): 485-511.

Journal Article

Three questions were addressed using data from the National Educational Longitudinal Study of 1988. 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 schools may account for the differences between our findings and prior research.

Lizarazo, C. and Muller, C. (1997). Parental Involvement And First Sexual Experience. *Paper presented at the Annual Meeting of the Southern Demographic Association.*

Conference Paper

Madigan, T. (1997). *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 (NCES 97-838)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Marks, H. M. and Louis, K. S. (1997). Does Teacher Empowerment Affect The Classroom? The Implications Of Teacher Empowerment For Instructional Practice And Student Academic Performance. *Educational Evaluation and Policy Analysis*, 19(3): 245-275.

Journal Article

Findings from recent research about the relationship of teacher empowerment to other school reform objectives of interest, such as classroom practices or student academic performance, are mixed. This study investigates teacher empowerment in schools that have at least four years of experience with some form of decentralized or school-based management. Based on the assumption that participation in school decision making can enhance teachers' commitment, expertise, and, ultimately, student achievement, we hypothesize a positive relationship between empowerment and student performance through the linkages of school organization for instruction and pedagogical quality. The data we use to examine empowerment are drawn from a sample of 24 restructuring elementary, middle, and high schools, 8 schools at each grade level. Most of the schools are urban, representing 16 states and 22 school districts. Data sources include teacher surveys, ratings of pedagogical quality, assessments of student academic performance, and case studies based on interviews and observations; the primary method of analysis is hierarchical linear modeling (HLM). The results suggest: (1) Overall, empowerment appears to be an important but not sufficient condition of obtaining real changes in teachers' ways of working and their instructional practices; (2) The effects of empowerment on classroom practice vary depending on the domain in which teacher influence is focused; (3) Teacher empowerment affects pedagogical quality and student academic performance indirectly through school organization for instruction.

Mau, W. (1997). 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): 267-277.

Journal Article

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, M. M., Kaufman, P. and Klein, S. G. (1997). *Dropout Rates In The United States: 1995 (NCES 97-473)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

McMillen, M. and Kaufman, P. (1997). *Dropout Rates In The United States: 1996 (NCES 98-250)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Moore, K. A., Manlove, J., Gleib, D. A. and Morrison, D. R. (1997). *Nonmarital School-Age Motherhood: Family, Individual, And School Influences*. Washington, DC: Child Trends, Inc. ED415018.

Report

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, C. (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.*

Conference Paper

Nussbaum, M. E., Hamilton, L. S. and Snow, R. E. (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): 151-173.

Journal Article

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 12th grade.

Osborne, J. W. (1997). Race And Academic Disidentification. *Journal of Educational Psychology*, 89(4): 728-735.

Journal Article

Success in school appears to be related to identification with academics (J.D. Finn, 1989). C. Steele (1992) argued that African Americans' relatively poor academic outcomes are attributable to a system of schooling that causes African Americans to disidentify with academics. Previous studies reported empirical evidence supporting this hypothesis. The goal of this study was to examine data from a nationally representative longitudinal sample of students to determine if (a) African American boys remain disidentified through 12th grade, (b) African American girls disidentify, (c) other disadvantaged minority groups (Hispanics) show evidence of disidentification, and (d) disidentification is global across all academic domains or specific to some content areas. In general, African American boys remained disidentified. No other group examined demonstrated significant disidentification. Identification or disidentification did not appear to vary across content areas.

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

Journal Article

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.

Phillips, M. (1997). What Makes Schools Effective? A Comparison Of The Relationships Of Communitarian Climate And Academic Climate To Mathematics Achievement And Attendance During Middle School. *American Educational Research Journal*, 34(4): 633-662.

Journal Article

Over the past few decades, scholars and policymakers have been perplexed about why students learn so little in some schools. Many researchers and reformers currently claim that school effectiveness hinges on communal organization. They contend that shared values and activities, positive adult social relations, positive teacher-student relations, and democratic governance enhance students' school engagement and their academic achievement. Yet a competing theory, that of academic press, posits a more direct link between school processes and academic outcomes. This theory suggests that schools are effective when they offer demanding curricula and employ teachers whose educational expectations for their students are high. The present article used hierarchical modeling to compare the merits of these two theories. Analyses of longitudinal data on three cohorts of students (N > 5,600) from 23 middle schools indicated that communal organization was not related to mathematics achievement or attendance. Academic press, on the other hand, was positively related to both mathematics achievement and attendance.

These results call for somewhat greater skepticism about the currently popular communitarian solution to school ineffectiveness.

- Pollack, J. M. and Rock, D. A. (1997). *Constructed Response Tests In The NELS:88 High School Effectiveness Study (NCES 97-804)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

- Pong, S. (1997). Family Structure, School Context, And Eighth-Grade Math And Reading Achievement. *Journal of Marriage and the Family*, 59(3): 734-746.

Journal Article

Schools include growing proportions of students from single-parent families and stepfamilies, and this trend prompts the investigation of whether these families affect all students' achievement. Analysis of eighth-grade math and reading achievement scores shows that schools that are predominated by students from single-parent families and stepfamilies negatively affect their students' achievement, even after individual demographic characteristics and family background are controlled. This negative effect of single-parent families and stepfamilies is partly explained by the relatively low socioeconomic status of children in these schools. However, the negative effect of single-parent families and stepfamilies on school achievement can be countervailed when social relations among parents are strong.

- Rojewski, J. W. and Bakerman, R. (1997). Applying Log-Linear Models To The Study Of Career Development And Transition Of Individuals With Disabilities. *Exceptionality*, 7(3): 169-186.

Journal Article

Examines the application of log linear models on the study of career development and transition of individuals with disabilities in the U.S. Interpretation of categorical data; transition of individuals with disabilities from school to adult life; improvement of quality education.

- Rojewski, J. W. and Yang, B. (1997). Longitudinal Analysis Of Select Influences On Adolescents' Occupational Aspirations. *Journal of Vocational Behavior*, 51(3): 375-410.

Journal Article

National Education Longitudinal Study data from 18,311 subjects examined occupational aspiration at early, middle, and late adolescence. Aspirations were relatively stable throughout; early aspirations significantly predicated later ones. Socioeconomic status had a significant influence; academic achievement and self-evaluation had modest, decreasing effects over time.

Rosenblatt, J. A. and Furlong, M. J. (1997). Assessing The Reliability And Validity Of Student Self-Reports Of Campus Violence. *Journal of Youth and Adolescence*, 26(2): 187-202.

Journal Article

Responses of adolescents who failed reliability and/or validity checks on a school climate and violence questionnaire were compared with a randomly selected matched group of students who answered consistently and accurately.

Rossi, R., Herting, J. and Wolman, J. (1997). *Profiles Of Students With Disabilities As Identified In NELS:88 (NCES 97-254)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Rowan, B., Chiang, F. and Miller, R. J. (1997). Using Research On Employees' Performance To Study The Effects Of Teachers On Students' Achievement. *Sociology of Education*, 70(4): 256-284.

Journal Article

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 has 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.

Schiller, K. and Muller, C. (1997). Expectations, External Examinations And The Process Of Educational Attainment. *Paper presented at the Annual Meeting of the American Sociological Association, Toronto.*

Conference Paper

Smith, J. B. (1997). Effects Of Eighth-Grade Transition Programs On High School Retention And Experiences. *Journal of Educational Research*, 90(3): 144-152.

Journal Article

The effectiveness of middle school transition programs on high school retention and student performance are explored in this study. From a nationally representative sample of public school students, results suggest that programs targeting a combination of

students, parents, and school staff in assisting students to make this transition have a measured impact, even after accounting for student demographics, family characteristics, and student behavior. Further, there is some indication that the best results may be achieved in a combination of program commitment and other middle school characteristics focused on attaining a more personal adult commitment to student success.

Sojourner, J. and Kushner, S. N. (1997). 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, IL.*

Conference Paper

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, W. F. (1997). Race-Ethnicity, SES, Gender, And Language Proficiency Trends In Mathematics Achievement: An Update. *Journal for Research in Mathematics Education*, 28(6): 652-679.

Journal Article

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.

Teachman, J. D., Paasch, K. and Carver, K. (1997). Social Capital And The Generation Of Human Capital. *Social Forces*, 75(4): 1343-1359.

Journal Article

We make use of a large sample of data taken from the National Educational Longitudinal

Survey to examine the effects of various measures of financial, human and social capital on the likelihood of dropping out of school. We test whether social capital mediates the effect of parental financial and human capital on leaving school. The findings indicate that both more general measures of social capital (attending a Catholic school, family structure) and more specific measures of social capital (parent-child and parent-school interaction) are related to dropping out of high school. The findings also indicate that social capital interacts with the financial and human capital of parents to determine school continuation.

Trusty, J. and Lampe, R. E. (1997). Relationship Of High-School Seniors' Perceptions Of Parental Involvement And Control To Seniors' Locus Of Control. *Journal of Counseling and Development*, 75(5): 375-384.

Journal Article

There are competing theories on the effects of parental involvement and control on adolescent development. Each theory holds implications for parents, adolescents, and counselors working with parents and adolescents. Using a national data set, this study sought to support or disconfirm theory and research regarding parental involvement with and control over various aspects of high school seniors' lives. Findings support the contention that parental involvement and parental control are conditional on one another in predicting adolescents' locus of control. From high-school seniors' perspectives, parental control with parental involvement was related to internal locus of control, whereas control without involvement was related to external locus of control.

1996

Anderman, E. M. (1996). 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.*

Conference Paper

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.

Argys, L. M., Rees, D. I. and Brewer, D. J. (1996). Detracking America's Schools: Equity at Zero Cost? *Journal of Policy Analysis and Management*, 15(4): 623-645.

Journal Article

Schools across the country are ending the practice of grouping students based on ability, in part, because of research indicating that tracking hurts low-ability students without helping students of other ability levels. Using a nationally representative survey conducted by the National Center for Education Statistics (NCES) we reexamine the impact of tracking on high school student achievement through the estimation of a standard education production function. This approach allows us to control for the

possibility that track is correlated with factors such as class size and teacher education. In addition, we address the possibility that there are unobserved student or school characteristics that affect both achievement and track placement. Our results indicate that abolishing tracking in America's schools would have a large positive impact on achievement for students currently in the lower tracks, but that this increase in achievement would come at the expense of students in uppertrack classes.

Baker, T. L. and Vélez, W. (1996). Access To And Opportunity In Postsecondary Education In The United States: A Review. *Sociology of Education*, 69(Extra Issue: Special Issue on Sociology and Educational Policy: Bringing Scholarship and Practice Together): 82-101.

Journal Article

This review of the research on access to and persistence in higher education found that the proportions of women, older, and part-time college students have increased dramatically since 1960 and that although enrollments of African Americans and Latinos have also increased, they slowed in the 1980s, perhaps because of changed financial aid policies. Predictive research on access and persistence indicates the generally declining importance of socioeconomic advantage, as compared to academic ability. Weaker social and academic integration of students within their institutions has been used to explain lower rates of college persistence; the converse, the generally positive effects of women's and historically Black colleges. Beginning at a community college lessens a student's chances of attaining a baccalaureate degree. Most forms of financial aid strengthen the persistence of minority students, though loans may not.

Becker, B. J. (1996). A Look At The Literature (And Other Resources) On Teaching Statistics. *Journal of Educational and Behavioral Statistics*, 21(1): 71-90.

Journal Article

*Statistics instructors and others interested in the teaching of statistics will find many print and nonprint resources on this topic. The print literature on the teaching of statistics is largely anecdotal and comprises mainly recommendations for instruction based on the experiences and intuitions of individual instructors. Less than 30% of the print literature reports the results of empirical studies, but these cover a broad range of topics, including the use of computers in statistics instruction, teaching materials, and teaching strategies. A large portion of the nonempirical literature is devoted to descriptions of statistics courses and specific lessons that, though untested, still provide a resource for instruction. Recently numerous nonprint (electronic) resources for instruction, problem solving, and discussions about statistics instruction have also become available. These include many data sets and other instructional resources, statistics discussion groups, and the electronic *Journal of Statistics Education*.*

Berends, M. and Koretz, D. (1996). *Reporting Minority Students' Test Scores: How Well Can The NAEP Account For Differences In Social Context?* Princeton, NJ: RAND Corp.

Report

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.

Bracey, G. W. (1996). SES And Involvement. *Phi Delta Kappan*, 78(2): 169.

Journal Article

Discusses a study on the involvement of parents in schools and the effect of that involvement on students' achievement. Use of data from the National Education Longitudinal Study (NELS); the effect of socioeconomic status (SES) on achievement and on parent involvement; how the findings on the relation between SES and involvement contradict the author's experiences working in a school district.

Catterall, J. S. and Moody, D. E. (1996). Where Excellence And Preparedness Meet: Increased Course Requirements And At-Risk Students. *High School Journal*, 80(2): 139-167.

Journal Article

Explores relationships between increased course requirements for high school graduation and the educational fortunes of at-risk students. Effects of the additional course requirements to lower performing students; impact to teacher assignments; school principals and curriculum officials' reactions to the issue.

Coates, R. D. (1996). Academic Achievement And The Interplay Of Race, Class And Gender. *National Journal of Sociology*, 10(2): 85-107.

Journal Article

This article reports on research, which investigates the interplay of race, class and gender as it affects academic achievement. This research uses data from the National Educational Longitudinal Study: 1988-94 completed by the National Center for Education Statistics. A basic assumption in this paper is that the simultaneity of race, class and gender produces a dynamic which cannot be understood by reducing the interaction to its elemental parts. That is to say, the intersection of race, class and gender is greater than the sum of its parts. Implicitly, this assumption means that only by looking at the simultaneity of race, class and gender can one come to understand the nature of this dynamic interaction. This research demonstrates that unique academic consequences are associated with different groups dependent upon specific interactions of race, class and gender. Data analysis shows a considerable amount of variation both within and among racial groups. While the same general patterns are obvious among both racial and gender groups, the relative importance in explaining academic achievement for each is decidedly different in very specific ways.

D'Agostino, C., Frasco, A. (1996). Testing A Social-Cognitive Model Of Achievement Motivation. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 57(5).

Dissertation/Thesis

The purpose of the research was to test a proposed conceptual model of mathematics achievement motivation. The model suggests that students' positive beliefs and cognitions about self and context result in mastery goal orientations and expectancies for success, a relationship moderated by beliefs about ability (self-efficacy). In turn, mastery goal orientation and expectancies positively affect process cognitions (e.g., better learning strategies, preference for challenging tasks, increased effort and persistence), and these cognitions affect mathematics performance outcomes (e.g., more time spent on work and academic activities, better grades). On the other hand, if a student comes to an academic situation with negative beliefs about self and/or context, he or she is more

likely to have performance goal orientations and expectancies for failure. These are believed to negatively affect process cognitions (e.g., less effective strategies, preference for easy tasks, decreased effort and persistence) and results in mathematics performance outcomes that reflect a lack of motivation to achieve (e.g., less time spent on work, little or no time spent on academic activities, lower grades and test scores). The sample was drawn from the National Education Longitudinal Study (NELS) and included 2,254 students who were in-school (in or out of grade) and who completed all relevant items in the 8th, 10th, and 12th grades. These data allowed an examination of the model over time. The results showed that beliefs about self, context, and efficacy related positively to mastery orientation, expectancies for future success, and strategy use. These were related positively to mathematics achievement outcomes. In contrast, performance orientation was negatively linked to the other variables in the model. Also, the results showed that beliefs about self and context, self-efficacy, expectancies, strategy use, and mathematics achievement outcomes did not change from 8th to 12th grade.

Dawkins, M. P. (1996). The Social Context Of Substance Use Among African American Youth: Rural, Urban And Suburban Comparisons. *Journal of Alcohol and Drug Education*, 41(3): 68-85.

Journal Article

This study compared substance use perceptions and behavior of African American youth in metropolitan (urban and suburban) and nonmetropolitan (rural) settings. Based on an analysis of data from a subsample of 3,009 African American eighth graders who participated in the National Educational Longitudinal Study of 1988 (NELS:88) and follow-ups in 1990 and 1992, the findings revealed that, overall, substance abuse is perceived as a relatively serious problem at school, and by the twelfth grade most adolescents have tried alcohol and a substantial proportion have used marijuana. Early substance use and peer influence are major determinants of later substance use within each context. However, some important differences exist in the prediction of alcohol and marijuana use within each social context, suggesting a need to take into account the relative importance of selective socio-demographic, risk and protective factors for substance use within different social-environmental settings.

Dougherty, K. J. (1996). Opportunity-To-Learn Standards: A Sociological Critique. *Sociology of Education*, 69(Extra Issue: Special Issue on Sociology and Educational Policy: Bringing Scholarship and Practice Together): 40-65.

Journal Article

Opportunity-to-learn (OTL) standards commendably try to force schools to confront how they serve or subvert students' achievement. Unfortunately, the current standards ignore much sociological research on the sources of students' attainment. They disregard in-school factors, such as racial and class segregation and curricular and instructional differentiation, and extra-school factors, such as class and racial differences in home environments, educational aspirations, and knowledge of how schooling works. Advocates of OTL also overlook how controversial these standards are liable to be in a society as diverse and educationally oriented as the United States.

Dryfoos, J. G. (1996). Adolescents At Risk: Shaping Programs To Fit The Need. *The Journal of Negro Education*, 65(1): 5-18.

Journal Article

This article analyzes data revealing that about one-third of teenagers are at extremely high risk because they "do it all," one-third are involved in several high-risk behaviors, and one-third are at relatively low risk. Because adolescents have different needs for support, the author suggests that (a) prevention programs focus on the common

characteristics of high-risk youngsters, not on separate substance, sexual, and delinquent behaviors; and (b) programs dealing with families, schools, and community institutions incorporate individual attention, enhancement of basic cognitive and social skills, exposure to career choices, and other known common elements of successful interventions. Comprehensive school-community partnerships are proposed to package all the requisite elements.

Ellison, C. G. and Muller, C. (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.*

Conference Paper

Fan, X. and Wang, L. (1996). Comparability Of Jackknife And Bootstrap Results: An Investigation For A Case Of Canonical Analysis. *Journal of Experimental Education*, 64(2): 173-189.

Journal Article

The jackknife and bootstrap methods are becoming increasingly popular in research. Although the two approaches have similar goals and use similar strategies, information is lacking with regard to the comparability of their results. In the present study, this issue was systematically investigated for a case of canonical correlation analysis. Bootstrap, jackknife, and Monte Carlo experiments were carried out for 4 sample sizes (n = 200, 100, 50, 20). The jackknife analyses were also varied as regards the number of jackknife observations deleted in each analysis. Some meaningful discrepancies were observed between the bootstrap and jackknife results, especially under small sample-size conditions. Based on the comparisons made with Monte Carlo estimates, the empirical results suggest that the bootstrap technique provides less biased and more consistent results than the jackknife technique does.

Gamoran, A. (1996). Student Achievement In Public Magnet, Public Comprehensive, And Private City High Schools. *Educational Evaluation & Policy Analysis*, 18(1): 1-18.

Journal Article

Problems with our public urban high schools are widely discussed, and many see magnet schools and private schools as the answer. But are those schools really better at increasing the academic skills of students? Using the National Educational Longitudinal Survey, I estimated the effect of attending a magnet school, Catholic school, or secular private school on the achievement of urban students in math, reading, science, and social studies. I then compared these estimates to the achievement of students who attend comprehensive public high schools. I found that magnet schools are more effective than regular schools at raising the proficiency of students in science, reading, and social studies; Catholic schools have a positive impact on math skills while secular private schools do not offer any advantage, net of preexisting differences among students. Further analyses tested the sensitivity of the results to assumptions about independence and selectivity; these showed support for the magnet school advantages in reading and social studies, but raised doubts about the Catholic school effects in math and the magnet school effects in science.

Gamoran, A. (1996). Do Magnet Schools Boost Achievement? *Educational Leadership*, 54(2): 42-46.

Journal Article

Compares the effectiveness of urban magnet schools in the United State in improving student achievement with public high schools, and both Catholic and secular private

schools. Use of data from the National Educational Longitudinal Study; relative favorability of the study for supporters of private school choice.

Gau, S. (1996). *The Effects Of Opportunity To Learn On Mathematics Achievement: An HLM Analysis Of NELS:88 Data Set. University of New York at Buffalo.*

Dissertation/Thesis

The purpose of this study was to further our understanding of the effects of a broad conception of opportunity to learn (OTL) on student mathematics achievement. A set of two-level hierarchical linear models (HLM) was employed to analyze a subset of the base year (1988, eighth grade) data files of the restricted use National Education Longitudinal Study of 1988 (NELS:88), second follow-up data base. Three constructs of teachers' mathematical knowledge, content and level of instruction, and school mathematical resources were identified. Sets of explanatory variables associated with each construct, as well as control variables associated with student mathematics achievement, were analyzed.

Descriptive statistics revealed that the distribution of OTL is not equal throughout different categories of schools. Public schools with low or middle average student SES provide less mathematical learning opportunity to their eighth graders than their high SES counterparts.

The HLM analyses showed that teachers' mathematics degree, high achievement group, textbook coverage, and weekly homework are significantly associated with student mathematics achievement. Among these OTL variables, high achievement group, followed by weekly homework, have the strongest association with student mathematics achievement. At the school-level, the proportion of algebra classes, and the availability of school calculators and a mathematics club are masked by the one strong control variable of school average student SES.

Overall, after statistically controlling for effects derived from control variables (gender, race, SES, prior performance, school sector, minority concentration, urbanicity, and school average student SES), the expanded OTL concept explained 14.12% of the variance in student mathematics achievement at the student-level and little if any variation at the school-level. The expanded OTL has accounted for slightly more variance in student mathematics achievement than previous studies, but there is room for improvement in studying the effects of OTL on student mathematics achievement.

Four implications for educational policymaking are provided. They are: The need to recruit, retrain and retain teachers with adequate mathematical knowledge, to encourage high content and level of instruction (including high level of instruction, coverage, and appropriate amount of homework), to provide more advanced mathematics courses, and to increase opportunity in disadvantaged areas.

Gerber, S. B. (1996). *Extracurricular Activities And Academic Achievement. Journal of Research & Development in Education, 30(1): 42-50.*

Journal Article

This study examined the relationship between participation in extracurricular activities and academic achievement using data from the National Educational Longitudinal Study (NELS). The NELS project began in 1988, collecting data on 24,599 8th graders. For this study, African-American and White students (N = 10,944) attending public schools were selected. Possible racial differences between the students were also addressed. Participation was based on the number of organizations in which students reported taking part; separate measures were determined for school-related and nonschool activities. Analyses were performed separately for African-American and White students. Results

showed that the amount of participation in extracurricular activities was positively related to academic achievement. The relationship was stronger for White students overall, and for school-related activities for both racial groups.

Goldhaber, D. D. and Dominic, J. B. (1996). *Evaluating the Effect of Teacher Degree Level on Educational Performance*. Rockville, MD: Westat, Inc. ED406400.

Report

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, D. D. and Dominic, J. B. (1996). *Why Don't Schools and Teachers Seem to Matter? Assessing the Impacts of Unobservables on Educational Productivity. Revised version of paper presented at meetings of the Econometric Society*. ED400237.

Conference Paper

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. Six statistical tables are included.

Griffith, J. (1996). *Relation Of Parental Involvement, Empowerment, And School Traits To Student Academic Performance*. *Journal of Educational Research*, 90(1): 33-41.

Journal Article

School-level data on parent perceptions and structural characteristics of 42 elementary schools were used to examine the relation of parental involvement and empowerment to student academic performance. Results showed that measures of parental involvement and empowerment could be reliably predicted. Multiple regression analyses showed that parental involvement and empowerment accounted for substantial variance in student standardized test performance (lowest $R^2 = 25$ percent and 5 percent, respectively). Positive relations of parental involvement to student test performance were largely unaffected by school characteristics or the socioeconomic, racial, and ethnic composition of the student population.

Guo, G., Brooks-Gunn, J. and Harris, K. M. (1996). *Parent's Labor Force Attachment And Grade Retention Among Urban Black Children*. *Sociology of Education*, 69(3): 217-236.

Journal Article

This study focused on the impact of weak labor force attachment on grade retention by Grade 9 among urban Black children using data from a 20-year longitudinal study in Baltimore. Unlike more traditional measures, such as high school completion, grade retention is a dynamic indicator of both primary and secondary education. A youngster must be promoted at the end of each grade to graduate from high school. Higher risks of grade retention are associated with welfare dependence only when income is obtained from welfare alone, when receipt of welfare is persistent, and when a child is in the fourth or higher grade. Preschool verbal ability is predictive of grade retention only in Grades 1-3, but not in Grades 4-9.

Haggerty, C., Dugoni, B. L., Cederland, A. and Taylor, J. (1996). National Education Longitudinal Study 1988-1994. Methodology Report (NCES 96-174). National Center for Education Statistics, U.S. Dept. of Education. Washington, DC

Book, Whole

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, S. L. (1996). *Lost Talent: Women In The Sciences. Labor And Social Change Series.* Philadelphia, PA: Temple University Press. ED402414.

Report

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 eight 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, T. B., Quinn, P. and Suter, L. (1996). *High School Seniors' Instructional Experiences In Science And Mathematics (NCES 95-278).* U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This study examines the instructional experiences of a national sample of 1992 high school seniors in the subjects of science and mathematics. The study analyzes data from the National Education Longitudinal Study of 1988 (NELS:88). The information on instruction comes from the NELS:88 1992 survey of teachers, which collected questionnaires from the science and mathematics teachers of 9,853 sampled seniors enrolled in public and private high schools across the United States. Two general questions are addressed: To what extent are high school seniors' instructional experiences affected by their social backgrounds and by the schools they attend? To

answer these questions, multiple regression analysis is used to sort out the influences of social background and schooling variables on instructional variables and achievement score differences.

Huang, G., Salvucci, S. and Peng, S. S. (1996). *National Education Longitudinal Study Of 1988 (NELS:88) Research Framework And Issues (NCES 96-03)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, S. (1996). *Differences In College Access In Choice Among Racial/Ethnic Groups: Identifying Continuing Barriers. AIR Annual Forum Paper. ED397733.*

Conference Paper

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, S. J., Scott, L. A., Taylor, J. and Owings, J. A. (1996). *National Education Longitudinal Study Of 1988 Base Year Through Second Follow-Up: Final Methodology Report (NCES 96-174)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Ingels, S. J., Scott, L. A. and Frankel, M. R. (1996). *Sampling Design, Weighting And Estimation Report For NELS:88 Base Year Through Second Follow-Up*. U.S. Department of

Education. Washington, DC: National Center for Education Statistics.

Report

Ingels, S. J. (1996). *Characteristics Of Base Year Ineligible Students: Changes In Eligibility Status After Four Years (NCES 96-723)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

A description of the sample exclusion and undercoverage in the NELS:88 survey.

Jordan, W. J., McPartland, J. M. and Lara, J. (1996). Exploring The Causes Of Early Dropout Among Race-Ethnicity And Gender Groups. *Youth and Society*, 28(1): 62-94.

Journal Article

This study uses nationally representative high school student data to show race ethnicity and gender differences in reasons for early school dropout and plans for dropouts to resume their education. Factor analyses show that separate reasons for dropping out include school-related, family-related, and job-related causes, as well as influences from peers and residential mobility. White dropouts cited alienation from school more often than either African Americans or Hispanics of both sexes. African American males reported being suspended or expelled from school more than the other groups. Hispanic and African American females cited family-related reasons more often than did White females. The overwhelming majority of dropouts did have plans for resuming their education, which differed across race-ethnicity and gender. Male and female White dropouts planned to take equivalency tests; Hispanic adolescents favored attending alternative high schools; and African American adolescents planned to return to a regular high school to earn their diplomas. Implications for research and practice are discussed.

Kaufman, P., McMillen, M. M. and Sweet, D. (1996). *The Influence Of School Climate On Gender Differences In The Achievement And Engagement Of Young Adolescents*. Washington, DC: American Association of University Women.

Report

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.

Keith, T. Z. (1996). Effects Of Parental Involvement On Achievement For Students Who Attend School In Rural America. *Journal of Research in Rural Education*, 12(2): 55-67.

Journal Article

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.

Kromrey, J. D. and Hines, C. V. (1996). Estimating The Coefficient Of Cross-Validity In Multiple Regression: A Comparison Of Analytical And Empirical Methods. *Journal of Experimental Education*, 64(3): 240-266.

Journal Article

In predictive applications of multiple regression, interest centers on the estimation of the population coefficient of cross-validation rather than the population multiple correlation. The accuracy of 3 analytical formulas for shrinkage estimation (Ezekiel, Browne, & Darlington) and 4 empirical techniques (simple cross-validation, multi-cross-validation, jackknife, and bootstrap) were investigated in a Monte Carlo study. Random samples of size 20 to 200 were drawn from a pseudopopulation of actual field data. Regression models were investigated with population coefficients of determination ranging from .04 to .50 and with numbers of regressors ranging from 2 to 10. For all techniques except the Browne formula and multi-cross-validation, substantial statistical bias was evident when the shrunken R^2 values were used to estimate the coefficient of cross-validation. In addition, none of the techniques examined provided unbiased estimates with sample sizes smaller than 100, regardless of the number of regressors.

Lee, V. E. and Burkam, D. T. (1996). Gender Differences In Middle Grade Science Achievement: Subject Domain, Ability Level, And Course Emphasis. *Science Education*, 80(6): 613-650.

Journal Article

Identified important explanatory factors for gender differences in science performance. Data from the National Educational 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 Ss 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.

Lee, V. E., Chen, X. and Smerdon, B. A. (1996). *The Influence of School Climate on Gender Differences in the Achievement of Young Adolescents*. Washington, DC: American Association of University Women Educational Foundation. ED407077.

Report

This study examined elements of the climate of middle-grades schools that are associated with schools' effectiveness in terms of the engagement and achievement of their students, with special emphasis on gender equity. Drawn from the National Educational Longitudinal Study of 1988, data on 9,020 eighth graders from 377 middle-grades schools were used to examine student-level variables, such as achievement, engagement, socioeconomic status (SES), and academic background; and school-level variables, such as school composition and structure, teaching and learning climate, and

normative climate. Observed gender differences in outcomes were 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. (A description of the variables used in the study is appended. Contains 67 references.)

Lee, V. E. and Smith, J. B. (1996). Collective Responsibility For Learning And Its Effects On Gains In Achievement For Early Secondary School Students. *American Journal of Education*, 104(2): 103-147.

Journal Article

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.

LePore, P. C. (1996). The Effectiveness Of Single-Sex Catholic Secondary Schooling: Evidence From The National Educational Longitudinal Study Of 1988. *Paper presented at the Annual Meetings of the American Educational Research Association, New York, NY.*

Conference Paper

Using data from the National Education Longitudinal Study of 1988, we ask three questions. 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 Catholic secondary schools, as prior research has concluded? Third, can pre-enrollment differences between students account for these sector effects?

We conclude 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. In the end, we argue that the few observed sector differences in 10th and 12th grade student achievement test scores are due to pre-enrollment differences in measured background and prior achievement.

Lippman, L., Burns, S., McArthur, E., Burton, R., Smith, T. M. and Kaufman, P. (1996). *Urban Schools: The Challenge Of Location And Poverty*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, L. C. and Servatka, T. (1996). Extracurricular Participation And Academic Achievement In Minority Students In Urban Schools. *Urban Review*, 28(1): 63-80.

Journal Article

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.

- López, M. H. (1996). The Educational And Labor Market Impacts Of Bilingual Education In The Short And Long Run: Evidence From The National Education Longitudinal Study Of 1988 And High School And Beyond. *Princeton University*.

Dissertation/Thesis

During the last two decades there has been a rapid rise in the number of students identified as limited English proficient (LEP) in the U.S. school system. Schools have responded to this increase by instituting a variety of bilingual education programs with the primary objective of improving the English language skills of students whose native tongue is not English and whose level of English proficiency is low. Despite widespread agreement on the goals of improving English proficiency among LEP students, there is considerable disagreement over whether bilingual education programs help achieve that goal, or whether they actually slow down the acquisition of English language skills specifically, and educational progress more generally.

This dissertation investigates to what extent participation in a bilingual education program affects educational attainment in the short and long runs, and ultimately labor market performance. If language deficiencies inhibit educational progress, then one would expect LEP students who have received no English language assistance to be held back a grade at higher rates, to drop out at higher rates, and in the long run, to earn lower wages and obtain fewer years of education than native English speakers.

I address this relationship by first delineating a control group to serve as a counterfactual for the program participants. Together, the control and treatment groups constitute an "at risk" group. Within this "at risk" sample, students are non-randomly assigned to participate in the program. Using three similar strategies to address the problem of selection, I find that overall, exposure to bilingual education, exclusive of the timing of exposure, produces statistically insignificant to small but negative and statistically significant effects on educational achievement. However, this result masks the importance of timing of a student's first exposure to bilingual education. The National Education Longitudinal Study of 1988 data suggests that earlier exposure produces no difference in outcome relative to a control group, while in the High School and Beyond data, earlier exposure leads to lower levels of educational attainment but no difference in labor market performance relative to a control group.

- Louis, K. S., Marks, H. M. and Kruse, S. (1996). Teachers' Professional Community In Restructuring Schools. *American Educational Research Journal*, 33(4): 757-798.

Journal Article

Professional community among teachers, the subject of a number of recent major studies, is regarded as an ingredient that may contribute to the improvement of schools. The research reported in this article is grounded in the assumption that how teachers

interact with each other outside of their classrooms may be critical to the effects of restructuring on students. The analysis focuses on the type of professional community that occurs within a school and investigates both the organizational factors that facilitate its development and its consequences for teachers' sense of responsibility for student learning. The findings suggest that wide variation in professional community exists between schools, much of which is attributable to both structural features and human resources characteristics, as well as school level. Implications for current school reform efforts are discussed.

Manlove, J. and George, C. (1996). Positive Educational Outcomes Among School-Age Mothers. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Conference Paper

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, H. W. (1996). Positive And Negative Global Self-Esteem A Substantively Meaningful Distinction Or Artifacts. *Journal of Personality and Social Psychology*, 70(4): 810-819.

Journal Article

Global self-esteem based on M. Rosenberg's (1965) scale is typically treated as a unidimensional scale. However, factor analyses suggest separate factors associated with positively and negatively worded items, and there is an ongoing debate about the substantive meaningfulness of this distinction. Confirmatory factor analysis (CFA) was used to evaluate alternative 1- and 2-factor models and to test hypotheses about how the factors vary with reading ability and age. Responses based on the National Longitudinal Study of 1988 (S.J. Ingles et al., 1992) reflected a relatively unidimensional factor and method effects associated with negatively worded items. Such effects are common in rating scale responses, and this CFA approach may be useful in evaluating whether factors associated with positively and negatively worded items are substantively meaningful or artifacts.

Marsh, H. W. and Yeung, A. S. (1996). The Distinctiveness Of Affects In Specific School Subjects: An Application Of Confirmatory Factor Analysis With The National Educational Longitudinal Study Of 1988. *American Educational Research Journal*, 33(3): 665-689.

Journal Article

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 (CFA) models of multitrait-multimethod (MTMM) data to address this problem, and provides guidelines for more effective use of the National Educational Longitudinal Survey of 1988 (NELS88) data. A large, nationally representative sample of eighth-grade students (N = 24,599) 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 supported this subject specificity of academic affect.

Masino, L. L. and Hodapp, R. M. (1996). Parental Educational Expectations For Adolescents With Disabilities. *Exceptional Children*, 62(6): 515-534.

Journal Article

This study used a national sample (from the National Education Longitudinal Study of 1988) of 8th-grade students to examine the effects of child disability on parental educational expectations. Four types of disability conditions were included: visual impairment (n = 97), hearing impairment (n = 126), deafness (n = 38), and orthopedic impairment (n = 61). Controls without disabilities were also included. Although parental expectations were found to be higher for students with disabilities than for those without, student disability status (disabled versus nondisabled) did not contribute significantly to the ability to predict parental expectations. School performance, parent education, and race were found to similarly influence parental educational expectations for students with and without disabilities.

McMillen, M. M. and Kaufman, P. (1996). *Dropout Rates In The United States: 1994 (NCES 96-863)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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

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

Journal Article

This article evaluates changes in social background, resource constraints, and labor market incentives as complementary explanations for differences in the educational expectations of two cohorts of Black and White high school students. Although improvement in social background can account for part of the aggregate between-cohort increase in expectations, relative direct costs and labor market incentives are necessary to explain the remaining increase, why Black students' adjusted expectations were higher than White students', why White students' expectations increased more than did Black students', and why the expectations of Black students of both cohorts were more likely to increase between the sophomore and senior years of high school.

Muller, C. (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.*

Conference Paper

Muller, C. (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.*

Conference Paper

Muller, C. (1996). Gender Differences In The Influence Of Parental Involvement In Mathematics Achievement. *Paper presented at the Annual Meeting of the American Educational Research Association.*

Conference Paper

Muller, C. (1996). Parents And Schools. *Discovery Magazine*, 14(3): 31-35.

Journal Article

Muller, C. (1996). Relationship Of Family/Community Ties To Academic Achievement. *Paper presented at the Invitational Conference on New Perspectives on Education Research, Stanford, CA.*

Conference Paper

Newmann, F. M. (1996). *Center On Organization And Restructuring Of Schools: Activities And Accomplishments, 1990-1996 [ED412626]*. University of Wisconsin, Madison.

Report

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, J. (1996). *Who Reports Participation In Varsity Intercollegiate Sports at 4-Year Colleges? (NCES 97-911)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Patrikakou, E. N. (1996). Investigating The Academic Achievement Of Adolescents With Learning Disabilities: A Structural Modeling Approach. *Journal of Educational Psychology*, 88(3): 435-450.

Journal Article

Although academic performance is a primary component of the federal definition of learning disabilities (LD), there have been few investigations of factors that influence academic growth among adolescents with LD. The focus of the present study is parental attitudes, their effects on adolescents with and without LD and on the academic achievement of those students. The estimated model accounted for 72 percent and 74 percent of the variance in academic achievement for the groups of students with and without LD, respectively. The findings support the position that parental expectations and perceptions of parental expectations are instrumental in raising the academic expectations and the achievement of adolescents with and without LD. The comparison between the students with and without LD showed that the most important factors were the same for both groups, suggesting the model worked in the same way for the two populations.

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

Book, Whole

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, S. F. (1996). 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, NY.*

Conference Paper

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, D. I., Argys, L. M. and Brewer, D. J. (1996). *Tracking In The United States: Descriptive Statistics From NELS*. Santa Monica, CA: RAND Institute on Education and Training.

Book, Whole

Although there is a general sense among education researchers that the practice of ability grouping is widespread, national descriptive statistics on the subject is scarce. This note presents data from the National Educational Longitudinal Study of 1988 that suggest a sizeable majority of 8th and 10th grade students are tracked. Also, it is found that informal tracking patterns in the 8th grade and 10th grade seem to be broadly similar. Lastly, the authors note that students from low socioeconomic backgrounds, Blacks, and Hispanics are more likely to be enrolled in lower track classes and less likely to be in upper track classes.

Rojewski, J. W. (1996). Educational And Occupational Aspirations Of High School Seniors With Learning Disabilities. *Exceptional Children*, 62(5): 463-476.

Journal Article

Using the National Education Longitudinal Study of 1988, this study investigated the educational and occupational aspirations of high school seniors with and without learning disabilities. Effect sizes showed practical differences between the aspirations of young people with learning disabilities and their peers without disabilities, with the latter holding higher aspirations for both educational and occupational outcomes. No practical differences were found for female versus male adolescents with learning disabilities. Adolescents with learning disabilities who aspired to a high school diploma or less, and those who aspired to an advanced college degree, espoused lower occupational aspirations than did their peers without disabilities.

Rojewski, J. W. (1996). Occupational Aspirations And Early Career-Choice Patterns Of Adolescents With And Without Learning Disabilities. *Learning Disability Quarterly*, 19(2): 99-116.

Journal Article

The National Education Longitudinal Study of 1988 (NELS:88) database was used to examine the influence of gender and learning disability status on the occupational aspirations and career-choice patterns of adolescents at grades 8 and 10. Results indicated that adolescents with learning disabilities displayed different career-choice

patterns and strategies than their nondisabled peers at two points early in the career-exploration stage: Youth with learning disabilities were less likely to aspire to high-prestige occupations and were more likely to be indecisive about future occupational alternatives. Females with learning disabilities appeared to be at particularly high risk of setting limits on their occupational futures. In terms of career-choice patterns, nondisabled youth were more likely to identify occupations within a particular prestige level and remain consistent from grade 8 to grade 10. By comparison, youth with learning disabilities were more likely to express lower or indecisive aspirations in early adolescence and then report higher aspirations in mid-adolescence.

Roth, J. L. (1996). A Contextual Perspective On Adolescent Motherhood: The Role Of School Experiences. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 56(12).

Dissertation/Thesis

Teenage pregnancy and childbearing are perceived as major social concerns. The purpose of this dissertation is to extend our understanding, both theoretically and empirically, of the role of the individual and the environment in adolescent motherhood. This is done using the multiple manuscript format. The first paper provides a review of the literature on the antecedents of adolescent motherhood using the contextual perspective as the theoretical framework. Contextual theory recognizes the multiple spheres of influence on adolescents' sexual behavior. However, the majority of research has focused on the role of individual characteristics and the family environment. There is conjecture, but little research on the way peers, schools, neighborhoods, and national culture and government help shape adolescents' sexual behavior. The two empirical investigations address the lack of research in one of these contexts, the school environment. In the second paper, longitudinal data from the National Educational Longitudinal Study, a nationally-representative dataset, was used to more closely investigate the influence of school-related experiences on adolescent childbearing and dropping out of high school at two points during adolescence. The results from logistic regression analyses show that the context of schooling measures is predictive of adolescent childbearing during early and late adolescence. As early as the eighth grade, future adolescent mothers show a pattern of negative experiences in school. The negative experiences in school are also predictive of early adolescent childbearers who remain in school. In the third paper, the findings from in-depth interviews with young women who became mothers during adolescence are used to discuss the role of school experiences and attainment in adolescent mothers. The most striking finding is the diversity in school experiences of the young mothers prior to becoming pregnant.

Sanderson, A., Dugoni, B. L., Rasinski, K. A. and Taylor, J. (1996). *National Education Longitudinal Study 1988-1994: Descriptive Summary Report: With An Essay On Access And Choice In Postsecondary Education (NCES 96-175)*. U.S. Department of Education. Washington, D.C: National Center for Education Statistics.

Report

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

Schneider, B., Schiller, K. S. and Coleman, J. S. (1996). Public School Choice: Some Evidence from the National Education Longitudinal Study Of 1988. *Educational Evaluation and Policy Analysis*, 18(1): 19-29.

Journal Article

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 the National Education Longitudinal Study of 1988, 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, L. A., Ingels, S. J., Pulliam, P., Sehra, S., Taylor, J. and Jergovic, D. (1996). *National Education Longitudinal Study Of 1988 (NELS:88): High School Effectiveness Study: Data File User's Manual*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Sharp, S. (1996). *Insider Information: Social Influences On College Attendance*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Conference Paper

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.

Shouse, R. C. (1996). Academic Press And Sense Of Community: Conflict, Congruence, And Implications For Student Achievement. *Social Psychology of Education*, 1(1): 47-68.

Journal Article

Examined tensions between 2 visions of schooling. One stresses social cohesion. The other emphasizes strong academic mission. Though not incongruous, numerous organizational studies reveal the potential for social cohesion and communality to be achieved at the expense of academic demand or "press." To examine their separate and joint effects, measures of academic press and communality were developed from the First Follow-up Survey of the National Educational Longitudinal Study of 1988. Data from a subsample of 398 schools with an average of 20 students and 11 students per school were included in the analysis. Results indicate (1) significant links between academic press and student mathematics achievement; (2) that academic press has its greatest achievement effect among low-SES schools; (3) that strong sense of community may have a negative impact on achievement in low-SES schools with weak academic press; and (4) that for low- and middle-SES schools, the greatest achievement effects follow from strong combinations of communality and academic press. These findings highlight an important additional component of the "school as community" model, indicating that

for most schools, academic press serves as a key prerequisite for the positive achievement effects of communality.

- Singer, J. D. and Willett, J. B. (1996). Methodological Issues In The Design Of Longitudinal Research: Principles And Recommendations For A Quantitative Study Of Teachers' Careers. *Educational Evaluation and Policy Analysis*, 18(4): 265-283.

Journal Article

In this paper, we initiate a discussion of the possible methodological features of a potential new national longitudinal study of teachers' careers. We use a review of the substantive and methodological literatures and "pseudolongitudinal" analyses of data drawn from the National Center for Education Statistics' Schools and Staffing Survey and Teacher Follow-Up Survey to support our arguments. Our presentation is framed by six key principles of research design that are then used to support concrete recommendations about whom should be studied, how often they should be observed, and for how long the study should continue. Our six design principles assert that, in the new study, we must collect truly longitudinal data, view time as both an outcome and a predictor, collect data on both time-varying and time-invariant measures, collect data prospectively whenever possible, collect data beginning in multiple base years, and collect data at all relevant levels of the organizational hierarchy. Although it is impossible to define a single research design that is optimal for answering all research questions about the teaching career, we recommend that the new study should sample from the population of teachers who are beginning their first, second, third, and subsequent spells, that each of these teachers be followed for at least 12 years (both in and out of teaching), and that they should be measured on at least six occasions during this period. We also recommend that the study be replicated starting in two, if not three, base years. We welcome public comment and discussion of our proposals.

- Singh, K. and Hernandez-Gantes, V. M. (1996). The Relation Of English Language Proficiency To Educational Aspirations Of Mexican-American Eighth Graders. *The Journal of Early Adolescence*, 16(3): 253-273.

Journal Article

The present study examined the relation of English language proficiency to the educational aspirations of Mexican American eighth graders. Research consistently has documented low levels of participation in postsecondary education by Hispanic youth. The present study proposed that English language proficiency had a significant relation to the educational aspirations of Mexican American eighth graders and estimated the proposed relation, controlling for other relevant causes of educational aspirations. The sample consisted of 1,641 Mexican American eighth graders. Results indicated that there was a significant although moderate direct relation of language proficiency to educational aspirations and academic achievement. The findings are of theoretical and practical significance and provide support that better English language skills might lead to improved educational outcomes for Mexican American students. The study also underscores the need for more empirical research on language issues and their relation to educational and psychosocial outcomes for language-minority youth.

- Smith, J. and Lee, V. E. (1996). *High School Restructuring And The Equitable Distribution Of Achievement*. Washington, DC: Office of Educational Research and Improvement. ED397489.

Report

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.

Smith, T. (1996). *Types of Contact Between Parents And School Personnel (NCES 96-797)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Smith, J. B. (1996). Does An Extra Year Make Any Difference? The Impact Of Early Access To Algebra On Long-Term Gains In Mathematics Attainment. *Educational Evaluation and Policy Analysis*, 18(2): 141-153.

Journal Article

This study investigates the lasting impact of taking algebra before high school on students' subsequent mathematics attainment in high school. Using a nationally representative sample of high school students, I explore the effects of early access to algebra on students' access to advanced mathematics courses and subsequent high school math achievement. Results demonstrate that early access to algebra has an effect beyond simple increased knowledge measures and, in fact, may "socialize" a student into taking more mathematics, regulating access both to advanced coursework and increased achievement in high school. Implications for broader curriculum policy changes concerning early access to algebra are discussed.

Snow, R. E. and Ennis, M. (1996). Correlates Of High Mathematical Ability In A National Sample Of Eighth Graders. In Lubinski, D. J. and Benbow C. (Eds.), *Intellectual talent: Psychometric And Social Issues*. 301-327. Johns Hopkins University Press. Baltimore, MD

Book, Section

Investigate subscoreing to determine whether richer cognitive interpretations might be gotten from the tests and the questionnaires / focus on the correlates of high mathematical ability at the 8th-grade level.

Sterbin, A. and Rakow, E. (1996). Self-Esteem, Locus of Control, And Student Achievement. Paper presented at the Annual Meeting of the Mid-South Educational Research Association., Tuscaloosa, AL.

Conference Paper

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, E. H. and Willms, J. D. (1996). Effects of Parental Involvement on Eighth-Grade Achievement. *Sociology of Education*, 69(2): 126-141.

Journal Article

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, J. D., Paasch, K. and Carver, K. (1996). Social Capital And Dropping Out Of School Early. *Journal of Marriage & the Family*, 58(3): 773-783.

Journal Article

Examined 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. Analyses were based on data taken from the National Educational Longitudinal Study, consisting of 8th graders surveyed in 1988 with follow-ups conducted in 1990 and 1992. Prior literature (J. Coleman, 1988) 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.

Trusty, J. (1996). Relationship Of Parental Involvement In Teens' Career Development To Teens' Attitudes, Perceptions, And Behavior. *Journal of Research & Development in Education*, 30(1): 63-71.

Journal Article

Investigated the relationships between parents' involvement in their teens' career development and (1) demographic variables, (2) teens' attitudes about education, (3) perceptions of their future, and (4) school and leisure behavior. Participants were 9,075 high school seniors from the 1992 cross sectional sample of the National Educational Longitudinal Study of 1988 (NELS:88). All data used in the analysis were from the NELS:88 Second Follow-up (1992) Student Survey, except for some demographic variables which were derived from Base-year (1988) and First Follow-up (1990) Surveys. Parental involvement (PI) was quantified by summing scores on 8 items from the Student Survey. Results showed that gender was related to PI, with female teens indicating more PI. PI was positively related to constructive school attitudes, favorable perceptions of the future, and productive behavior. PI was negatively related to substance use and behavior problems.

Trusty, J. and Watts, R. E. (1996). Parents' Perceptions Of Career Information Resources. *The Career Development Quarterly*, 44(3): 242-249.

Journal Article

Examined parents' perceptions of resources of career information for their children. Participants were 11,068 parents of high school seniors from the 1992 second follow-up Parent Component Data File of the National Educational Longitudinal Study of 1988. Parents indicated that persons working in the seniors' career fields of interest, school counselors, schools, books and magazines, and vocational schools and community colleges were viewed positively as career information resources. "Adolescent's friend" was rated as a best source least frequently of all possible sources. In general, parents appeared to readily perceive useful career information sources for their children's career development. Implications for career development professionals are discussed.

Trusty, J., Watts, R. E. and Crawford, R. (1996). Career Information Resources For Parents Of Public School Seniors: Findings From A National Study. *Journal of Career Development*, 22(4): 227-238.

Journal Article

Examined what and whom parents of public school seniors in the U.S. perceive as their best sources of career development information. Also, the relationship between schools' contact of parents regarding their children's career development and parents' perceptions of career information sources was investigated. The Parent Questionnaire of the National Educational Longitudinal Study of 1988 was administered to 9,659 parents of students in the 1992 freshened cross-sectional sample, which was representative of 1992 high school seniors. In the questionnaire, parents indicated the job or occupation that interests their teen. Parents were then asked to indicate their best sources of information for finding education or employment in that field. Results indicate that schools, school counselors,

and people working in the particular field of interest were perceived by more parents as the best sources of career information. This result was consistent across socioeconomic status quartiles, racial groups, birth languages, urbanicity, and the high school programs of students. It was also found that parents who had been contacted by their teen's school indicated school and school counselor more often as best sources. A higher percentage of parents who were contacted also reported books or magazines as the best sources.

Tuma, J. and Burns, S. (1996). *Trends In Participation In Secondary Vocational Education: 1982-1992 (NCES 96-004)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Wolpin, K. I. (1996). Public-Policy Uses of Discrete-Choice Dynamic Programming Models. *The American Economic Review*, 86(2): 427-432.

Journal Article

The quantitative assessment of proposals for altering existing public policies or for initiating new ones is most often conducted either by extrapolating from existing policies or by conducting and evaluating experimental pilot projects. The former approach relies on the existence of current or past policy variation that encompasses policies that are "close" to the proposed policy. An example will help to clarify the point. In the recent debate about the impact of the minimum wage on teenage employment, it is argued by those who advocate increasing the minimum wage that, based on available estimates, disemployment effects of proposed policy changes would be small. All economic and social programs were at one time untried and there is always an abundance of current policy proposals that have no obvious analogues in existing policy regimes. Over the last decade, there has emerged a growing literature on techniques for estimating behavioral models that involve discrete choices and that have dynamic programming structures.

Zhang, W. (1996). Influences Of Internal And External Frames Of Reference On The Formation Of Math And Verbal Self-Concepts For Gifted And Non-Gifted Tenth Grade Students. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 56(10).

Dissertation/Thesis

Recent research on self-concept has supported the utility of the multifaceted, hierarchical model proposed by Marsh and others (Marsh, Byrne, & Shavelson, 1988; Marsh & 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 non-gifted 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 non-gifted students; (3) school level math (English) achievement has a negative effect on math (verbal) self-concept but not on verbal (math) self-concept.

Zigarelli, M. A. (1996). An Empirical Test Of Conclusions From Effective School Research. *Journal of Educational Research*, 90(2): 103-110.

Journal Article

Presents a study which analyzed effective school variables identified through research conducted by the National Longitudinal Study for the years 1988, 1990, and 1992. What the regression analysis of data indicates; importance of effective teaching skills; correlation between effective schools and academia.

1995

Adams, C. R. (1995). Direct And Indirect Effects Of School Learning Variables On Black 10th Graders' Academic Achievement (Tenth Grade). *Virginia Polytechnic Institute and State University*.

Dissertation/Thesis

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.

Bauch, P. A. and Goldring, E. B. (1995). Parent Involvement And School Responsiveness: Facilitating The Home/School Connection In Schools Of Choice. *Educational Evaluation and Policy Analysis*, 17(1): 1-21.

Journal Article

School choice advocates maintain that parents who choose their schools will be involved. This study asks: (a) What are the characteristics of families who prefer different types of choice arrangements and what are their reasons for choosing? (b) How are parents involved in their children's education under different types of choice arrangements? (c) How do schools respond to parents under different types of choice arrangements? Findings reveal that religion, income, and ethnicity are important in understanding parents' reasons for school choice and that school type is a major factor in understanding the relationships between parent involvement and school responsiveness.

Berends, M. and Koretz, D. M. (1995). Reporting Minority Students' Test Scores: How Well Can The National Assessment Of Educational Progress Account For Differences In Social Context? *Educational Assessment*, 3(3): 249-285.

Journal Article

This article investigates 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 population groups (i.e., racial and ethnic minorities). This question was addressed by comparing the NAEP to other representative data for grades 8 and 12, the National Education Longitudinal Study (NELS) and High School and Beyond (HSB), that contain richer social context measures. Our analyses show that NAEP lacks a number of important social context measures and that the quality of some (but by no means all) of NAEP's measures is low because of reliance on student self-reports and other unreliable data sources. These weaknesses of NAEP have important practical implications: Compared to HSB and NELS, NAEP usually overestimates the achievement differences between students who come from different population groups but similar social contexts. However, at the secondary school level at which these analyses were conducted, these overestimates primarily reflect NAEP's lack of important measures rather than its reliance on student self-reports.

Berends, M., Koretz, D. M. and Harris, E. (1995). *Identifying Students At Risk Of Low Achievement In NAEP And NELS*. Washington DC: National Center for Education Statistics, NAEP Technical Review Panel. ED404372.

Report

Data from the 1990 National Assessment of Educational Progress (NAEP) and the National Education Longitudinal Study of 1988 (NELS) are analyzed for eighth graders to distinguish the characteristics of low-achieving groups and the independent predictors of low test scores. Results provide a basis for evaluating the adequacy of the NAEP for these purposes. Analyses compared the bottom decile and quartile on the test-score distribution to the eighth-grade population as a whole in terms of simple univariate statistics. Logistic regression analysis was used to estimate the independent relationships between an individual's low achievement levels and social context characteristics in the NELS. Finally, several ordinary regressions and bivariate correlations among the social context measures were themselves analyzed to assess the adequacy of proxies in the NAEP. Findings demonstrate that several of the characteristics presently in the NAEP are useful for differentiating low achievers as a group from the eighth grade population as a whole. Analyses of the NELS show, however, that the NAEP currently lacks several measures important for the purpose. These include low family income, low levels of family closure, large families, single parent households, mothers who were young when

they gave birth, greater school mobility, grade retention, lower grade point averages, low school mean income, and low levels of closure in the school as a whole.

Booker, C. E. (1995). *An Analysis Of Student Behavior By African 8th graders From Non-Traditional Family Structures. Texas Southern University.*

Dissertation/Thesis

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, M. and Rouse, C. E. (1995). *Intraschool Variation In Class Size: Patterns And Implications.* Princeton University Industrial Relations Section Working Paper No. 344. Ed385935.

Report

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.

Brest, P. and Oshige, M. (1995). Affirmative Action For Whom? *Stanford Law Review*, 47(5): 855-900.

Journal Article

Affirmative action was initially conceived as a remedy to benefit African Americans. Although many affirmative action programs include the members of other racial and ethnic groups, little attention has been paid to the criteria for inclusion. In this article, Paul Brest and Miranda Oshige propose a framework for analyzing which groups to include in a law school's affirmative action program for student admissions and faculty hiring, and consider the inclusion of African Americans, Native Americans, Latinos, Asian Americans, and persons of low socioeconomic status in terms of that framework. The authors conclude that the reasons for including African Americans do not necessarily apply to the members of these other groups. There is no single answer, they argue, to the question, "Affirmative action for whom?" and institutions may come to different conclusions based on the rationales and empirical assumptions underlying their programs.

Burstein, L., McDonnell, L., Van Winkle, J., Ormseth, T., Mirocha, J. and Guiton, G. (1995). *Validating National Curriculum Indicators*. Santa Monica, CA: RAND Corporation.

Report

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, S., Mulkey, L. M., Crain, R. L. and Acevedo-Stasi, M. (1995). 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.*

Conference Paper

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.

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

Journal Article

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 Educational 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.

Chaney, B. (1995). *Student Outcomes and the Professional Preparation of 8th grade Teachers in Science And Mathematics*. Washington, DC: National Science Foundation. ED389530.

Report

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, R. J. (1995). *Dreams Deferred: High School Dropouts In The United States*. Princeton, NJ: Educational Testing Service.

Report

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, D. B. (1995). Understanding Academic Achievement Among Children In Stepparents: The Role Of Parental Resources, Sex Of Stepparent, And Sex Of Child. *Social Forces*, 73(3): 875-894.

Journal Article

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 stepfamily 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.

Downey, D. B. (1995). When Bigger Is Not Better: Family Size, Parental Resources, And Children's Educational Performance. *American Sociological Review*, 60(5): 746-761.

Journal Article

Although the inverse relationship between the number of siblings and children's educational performance has been well established, explanations for this relationship remain primitive. One explanation, resource dilution, posits that parents have finite levels of resources (time, energy, money, etc.) and that these resources are diluted among children as sibship size increases. I provide a more rigorous investigation of the dilution model than previous studies, testing its implications with a sample of 24,599 eighth graders from the 1988 National Education Longitudinal Study. My analyses support the resource dilution model in three ways. First, the availability of parental resources decreases as the number of siblings increases, net of controls. The functional form of this relationship is not always linear, however, and depends on whether the resource is interpersonal or economic. Second, parental resources explain most or all of the inverse relationship between sibship size and educational outcomes. Finally, interactions between sibship size and parental resources support the dilution model as children benefit less from certain parental resources when they have many versus few siblings.

Ehrenberg, R. G., Goldhaber, D. D. and Brewer, D. J. (1995). Do Teachers' Race, Gender, And Ethnicity Matter? Evidence From The National Educational Longitudinal Study Of 1988. *Industrial and Labor Relations Review*, 48(3): 547-561.

Journal Article

Using data from the National Educational Longitudinal Study of 1988 (NELS), the authors find that the match between teachers' race, gender, and ethnicity and those of their students had little association with how much the students learned, but in several instances it seems to have been a significant determinant of teachers' subjective evaluations of their students. For example, test scores of white female students in

mathematics and science did not increase more rapidly when the teacher was a White woman than when the teacher was a White man, but White female teachers evaluated their White female students more highly than did White male teachers.

- Fan, X. (1995). 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, CA.

Conference Paper

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, X. and Wang, L. (1995). 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, CA.

Conference Paper

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, N. (1995). Factors Contributing To The Academic Excellence Of American Jewish And Asian Students. *Sociology of Education*, 68(1): 18-30.

Journal Article

The study reported in this article examined factors that contribute to the academic excellence of Jewish and Asian students in the United States. Two potential explanations of the achievement edge were considered: the socioeconomic and the cultural. In a four-step model, the relative contribution of each group of variables to standardized mathematics and English scores was estimated. The study found 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.

Friedlin, B. and Salvucci, S. (1995). *Empirical Evaluation Of Social, Psychological, And Educational Construct Variables In NCES Surveys (NCES 95-014)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This study provide an analysis and evaluation of composite variables in National Education Longitudinal Study of 1988 (NELS:88) and School and Staffing Survey(SASS). The study has provided ways of understanding the contributions made by individual survey items through an appraisal of the contributions they make to composite measures of which they are a part. It also shown how composite variables may provide more reliable measures of the concepts of interest than do individual survey items, and how they may permit the more effective summarization and communication of survey results.

Green, P. and Scott, L. A. (1995). *"At Risk" 8th Graders Four Years Later (NCES 95-736)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Green, P. J., Dugoni, B. L. and Ingels, S. J. (1995). *Trends Among High School Seniors, 1972-1992 (NCES 95-380)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Using data from NLS-72, HS&B, and NELS:88, this survey report will compare the experiences of twelfth grade students from these three cohorts. Educational achievement, school experiences, course taking patterns, and goals and aspirations of these students will be examined and trends established for the past twenty year period.

Green, P. J., Dugoni, B. L., Ingels, S. and Camburn, E. M. (1995). *A Profile Of The American High School Senior In 1992 (NCES 95-384)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This report will provide a summary description of the 1992 class of high school seniors. It

will highlight academic and social achievement, attitudes and values (citizenship), development of self-concept, educational experiences, course taking, and postsecondary plans. Because they represent the outcomes of our current elementary/secondary school system, a major purpose of this report is to present an overall profile of American high school seniors. Both academic and non-academic education outcomes for major social and demographic subgroups of students will be reported.

Hamilton, L. S., Nussbaum, E. M., Kupermintz, H., Kerkhoven, J. I. M. and Snow, R. E. (1995). Enhancing the Validity and Usefulness of Large-Scale Educational Assessments: II. NELS:88 Science Achievement. *American Educational Research Journal*, 32(3): 555-581.

Journal Article

This study is the second in a series demonstrating that achievement tests are multidimensional and that using psychologically meaningful subscores in national educational surveys can enhance test validity and usefulness. NELS:88 8th- and 10th-grade science tests were subjected to full information item factor analysis. Factors reflecting everyday knowledge, scientific reasoning, chemistry knowledge, and reasoning with knowledge were obtained in 8th grade. Quantitative science, spatial-mechanical, and basic knowledge and reasoning were distinguishable factors in 10th grade. Regression analyses showed that different patterns of prior math and science achievement, and of course taking, were associated with each 10th-grade science factor. Teacher emphasis on problem solving and understanding related more to quantitative science, and basic knowledge and reasoning. Spatial-mechanical reasoning showed the strongest gender and ethnicity effects; it related also to science museum visits but not to instructional variables. It is recommended that multidimensional achievement scores be used to capture student and teacher effects that total scores used alone miss.

Hedges, L. V. and Nowell, A. (1995). Sex Differences In Mental Test Scores, Variability, And Numbers Of High-Scoring Individuals. *Science*, 269(5220): 41-45.

Journal Article

Studied sex differences in central tendency, variability, and the scores on mental tests. Six data sets collected over 32 yrs were analyzed: (1) The Project Talent data set (age 15 yrs); (2) The National Linguistic Study data set; (3) The National Longitudinal Study of Youth data set (15-22 yrs old); (4) The High School and Beyond data set; (5) The National Educational Longitudinal Study of the 8th Grade; and (6) The National Assessment of Educational Progress trend data set, (9-27 yrs old). Results show that females perform better on tests of reading comprehension, perceptual speed, and associative memory while males perform better on tests of mathematics and social studies. Males also performed better on vocational aptitude scales such as mechanical reasoning, electronics information, and auto and shop information. Thus, sex differences are generally small in mental tests and sex variation ratios change over time.

Hernandez-Gantes, V. M. (1995). 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, CA.*

Conference Paper

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, R. M. and Krasner, D. V. (1995). Families Of Children With Disabilities: Findings From A National Sample Of 8th Grade Students. *Exceptionality*, 5(2): 71-81.

Journal Article

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.

Hodapp, R. M. and Krasner, D. V. (1995). Reflections On 'Using Large, National Data Bases In Special Education Research'. *Exceptionality*, 5(2): 103-108.

Journal Article

Discusses the use of the National Educational Longitudinal Study database in special education research. 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 by 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.

Hoffer, T. B., Rasinski, K. A. and Moore, W. (1995). *Social Background Differences In High School Mathematics And Science Coursetaking And Achievement (NCES 95-206)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, G. G. (1995). *National Data For Studying Rural Education: Elementary And Secondary Education Applications*. ERIC Digest: Clearinghouse on Rural Education and Small Schools.

Report

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, S. Y. (1995). 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, CA.

Conference Paper

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, S. J. and Owings, J. A. (1995). 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, MD.

Conference Paper

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, S. J. (1995). *A Profile Of The American High School Sophomore In 1990 (NCES 95-086)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

The report will highlight some of the general findings of the survey and is designed to stimulate interest in the study, among both policymakers and practitioners. Although this report will replicate topics from previous cohorts (NLS-72 and HS&B), the major focus will be on issues of greater relevance to this younger cohort, such as 1) profile of tenth graders; 2) experiences in school; 3) experiences outside of school; and 4) preparation for world of work and postsecondary education.

Ingels, S. J. and Baldrige, J. (1995). *National Education Longitudinal Study of 1988 Conducting Trend Analyses Of NLS-72, HS&B, And NELS:88 Seniors (NCES 95-05)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This report discusses opportunities for drawing comparisons across the cohorts that comprise NLS-72, HS&B, and NELS:88, as well as some of the differences in survey content and design that may limit the possibility of drawing valid conclusions.

Ingels, S. J., Dowd, K., Taylor, J., Bartot, V., Frankel, M. R. and Pulliam, P. (1995). *Second Follow-Up: Transcript Component Data File User's Manual (NCES 95-377)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

NELS:88 Second Follow-up Transcript Data File Users Manual to accompany tape and CD-ROM data. The high school transcript data collected in the spring of 1992 typically includes coursework and grades for NELS sample members during their high school years grades 9 through 12.

Ingels, S. J. and Dowd, K. (1995). *National Education Longitudinal Study Of 1988 Conducting Trend Analyses HS&B And NELS:88 Sophomore Cohort Dropouts (NCES 95-07)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This Working Paper provides information that will assist researchers in designing comparative analyses of HS&B and NELS:88 dropouts. This document provides a general overview of trend comparison issues in NLS-72, HS&B, and NELS:88.

Ingels, S. J. and Dowd, K. (1995). *National Education Longitudinal Study Of 1988: Second Follow-Up Questionnaire Content Areas And Research Issues (NCES 95-04)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This Working Paper provides an overview of NELS:88, followed by a guide, organized by research theme, to the content of the NELS:88 second follow-up student, dropout, school, parent, and teacher questionnaires. Appended to this document is a bibliography of NCES NELS:88 analytical and technical publications.

Ingels, S. J. and Taylor, J. (1995). *National Education Longitudinal Study Of 1988 Conducting Cross-Cohort Comparisons Using HS&B, NAEP, And NELS:88 Academic Transcript Data*

(NCES 95-06). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This report provides information that will assist researchers in designing comparative analyses of these four NCES high school transcript data bases; NELS:88, NLS-72, NAEP, and HS&B.

Kao, G. and Tienda, M. (1995). Optimism And Achievement: The Educational Performance Of Immigrant Youth. *Social Science Quarterly*, 76(1): 1-19.

Journal Article

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.

Kao, G. (1995). Asian Americans As Model Minorities? A Look At Their Academic Performance. *American Journal of Education*, 103(2): 121-159.

Journal Article

The image of Asian-Americans as "model minorities" is driven, in part, by the high academic achievement of Asian-American children. To evaluate this characterization, I use the National Education Longitudinal Study of 1988 (NELS:88) to compare Asian and White eighth graders on reading and math test scores and grades. Results indicate that the difference between Asians overall and Whites on reading and math test scores can be explained by differences in family background. However, analyses by Asian subgroups reveal that Chinese, Korean, and Southeast Asian youth earn higher math scores while Pacific Islanders earn considerably lower math and reading scores than their White counterparts. Whites and Asians differ substantially in their grade performance, which suggests that cultural and behavioral differences may be an important influence on grades. Analyses of Asian subgroups show no statistical difference between ethnic groups, although only Southeast Asians earn perceivably higher grades than Whites after controlling for the effects of family characteristics.

Kennedy, E. (1995). Correlates Of Perceived Popularity Among Peers: A Study Of Race and Gender Differences Among Middle School Students. *The Journal of Negro Education*, 64(2): 186-195.

Journal Article

Using data from a nationwide sample of middle school students, the correlates examined in this study include measures of socioeconomic background, self-reported school grades, and perceptions of peer status with respect to academics, behavior, and athletics. The analyses were conducted separately for male and female Asian, Black, Hispanic, and White American students. With the exception of Black females, athletic status yielded stronger correlations with perceived popularity among peers than any other variables

considered. For Black females, the strongest single predictor of popularity was academic status. SES background and grades were significant predictors for Hispanic and White students only. The regression models considered were found less effective at predicting popularity among Black students than among the other groups.

Kromrey, J. D. and Hines, C. V. (1995). Use Of Empirical Estimates Of Shrinkage In Multiple Regression: A Caution. *Educational and Psychological Measurement*, 55(6): 901-925.

Journal Article

Empirical techniques to estimate the shrinkage of the sample R^2 have been advocated as alternatives to analytical formulae. Although such techniques may be appropriate for estimating the coefficient of cross-validation, they do not provide accurate estimates of the population multiple correlation. The accuracy of four empirical techniques (simple cross-validation, multi-cross-validation, jackknife, and bootstrap) was investigated in a Monte Carlo study. Random samples of size 20 to 200 were drawn from a pseudopopulation of actual field data. Regression models were investigated with population coefficients of determination ranging from .04 to .50 and with numbers of regressors ranging from 2 to 10. Substantial statistical bias was evident when the shrunken R^2 values were used to estimate the population squared multiple correlation. Researchers are advised to avoid the empirical techniques when the parameter of interest is the population coefficient of determination rather than the coefficient of cross-validation.

Kupermintz, H., Ennis, M. M., Hamilton, L. S., Talbert, J. E. and Snow, R. E. (1995). Enhancing The Validity And Usefulness Of Large-Scale Educational Assessments: I. NELS:88 Mathematics Achievement. *American Educational Research Journal*, 32(3): 525-554.

Journal Article

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 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, SES, and some ethnic differences related more to reasoning. Teacher emphasis on higher order thinking, student use of home computers, and early experience with advanced math courses related to both dimensions. It is recommended that national educational surveys use multidimensional achievement scores, not total scores alone.

Lee, S. A. (1995). Classroom Structure, Functioning, And Student Outcomes: An Organizational-Cultural Approach To Classroom Research. *University of Chicago*.

Dissertation/Thesis

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, S. (1995). *Family-School Connections And Students' Education: Continuity And Change Of Family Involvement From Middle Grades To High School.* Johns Hopkins University.

Dissertation/Thesis

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, V. E. and Loeb, S. (1995). Where Do Head Start Attendees End Up? One Reason Why Preschool Effects Fade Out. *Educational Evaluation and Policy Analysis*, 17(1): 62-82.

Journal Article

This study investigates the relationship between preschool experience and the quality of schools subsequently attended as young adolescents. In particular, we differentiate the characteristics of middle-grade schools attended by eighth graders who earlier experienced Head Start, other preschool programs, or did not attend preschool. School quality is defined in terms of social composition, academic rigor, safety, and social relations. After accounting for family background and demographics, we find that former Head Start attendees are educated in middle-grade schools of significantly lower quality than their counterparts who did not attend preschool, and particularly compared to peers who attended other preschools. No matter how beneficial Head Start was initially for its young participants, such benefits are structurally undermined if students are subsequently exposed to schooling of systematically lower quality. The low quality of middle-grade schools attended by former Head Start participants explains, in part, why Head Start effects fade over time.

Lee, V. E. and Smith, J. B. (1995). Effects Of High School Restructuring And Size On Early Gains In Achievement And Engagement. *Sociology of Education*, 68(4): 241-270.

Journal Article

This study assessed the impact on 10th-grade students of attending high schools whose practices are consistent with the school-restructuring movement. Using data on a sample of 11,794 sophomores in 830 high schools from the first two waves of the National Educational Longitudinal Study of 1988, the authors evaluated restructuring effects on students' gains in engagement and achievement in four subjects and the social distribution of those gains. High schools with several practices consistent with restructuring and those with none of the 30 practices that were considered were contrasted with schools that engaged in only traditional reforms. School size was evaluated as an independent structural feature. The results revealed that students' gains in achievement and engagement were significantly higher in schools with restructuring practices and lower in schools without reforms. Higher and more socially equitable engagement and achievement were consistently associated with smaller high schools.

Marine, G. M. (1995). The College Attendance Decision-Making Process Among Rural Students: Effects Of Selected Background, School, And Community Characteristics (Educational Expectations). *University of Georgia*.

Dissertation/Thesis

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, W. (1995). Educational Planning And Academic Achievement Of Middle School Students: A Racial And Cultural Comparison. *Journal of Counseling and Development*, 73(5): 518-526.

Journal Article

Mau surveyed a nationally representative sample of middle school students from diverse cultural and ethnic backgrounds on educational aspirations, planning, and achievements. Results indicated significant racial and gender differences in educational and vocational planning help-seeking behaviors.

Mau, W., Domnick, M. and Ellsworth, R. A. (1995). Characteristics Of Female Students Who Aspire To Science And Engineering Or Homemaking Occupations. *The Career Development Quarterly*, 43(4): 323.

Journal Article

This study identified predictors that discriminated between nontraditional and traditional career aspirations in a sample composed of 930 eighth-grade female students (52 Asian Americans, 123 Hispanics, 61 African Americans, 669 Whites, and 15 Native Americans). Results indicated that the students who aspired to careers in science or engineering scored significantly higher on educational aspirations; perceived parental expectations; student-reported grade point averages (GPAs); and mathematics, reading, and science test scores than did girls who aspired to homemaking occupations. They also scored higher on measures of self-esteem, internal locus of control, and socioeconomic status, and had fewer siblings. Educational aspirations, parental expectations, self-reported GPA, and science proficiency were the best discriminators between the groups. Results also indicated that differences in the distributions of career aspirations across racial-ethnic groups were significant.

Muller, C. (1995). The Importance Of Parent's Ties To Teen Peer Groups. *Paper presented to the National Academy of Education.*

Conference Paper

Muller, C. (1995). The Mismatch Of Teacher And Student Expectations: Circumstances And Consequences. *Paper presented at the Annual Meeting of the American Sociological Association.*

Conference Paper

Muller, C. (1995). Parent Ties To The School And Community And Academic Performance. In P. Cookson and B. Schneider (Eds.), *Transforming Schools: Trends, Dilemmas and Prospects*. New York: Garland.

Book, Section

Muller, C. (1995). Maternal Employment, Parent Involvement, And Mathematics Achievement Among Adolescents. *Journal of Marriage & the Family*, 57(1): 85-100.

Journal Article

Examined how parent involvement intervenes in the relationship between maternal employment status and mathematics achievement of 8th graders. Data on 13,881 students and their parents from the National Educational Longitudinal Study of 1988, base year and first follow-up, are analyzed. Of 11 forms of involvement examined, mother's time in the labor force was clearly associated only with amount of unsupervised time after school and whether parents volunteered at school. Part-time employed mothers generally had the highest levels of involvement. Students performed better on base-year achievement tests when mothers were employed part-time or not employed; however, the latter can be explained entirely by unsupervised time after school. Students' gains in test scores over 2 yrs were generally independent of maternal employment status; however, when the amount of time students spent unsupervised after school was controlled, students of nonemployed mothers gained slightly less.

Muthen, B., Huang, L., Jo, B., et al. (1995). Opportunity-To-Learn Effects On Achievement: Analytical Aspects. *Educational Evaluation and Policy Analysis*, 17(3, The Leigh Burstein Legacy): 371-403.

Journal Article

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. 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, D. E. and Heiser, N. (1995). *Students' School Transition Patterns Between 8th And 10th Grades, Based On NELS:88 (NCES 95-137)*. U.S. Department of Education. Washington, DC: National Center of Education Statistics.

Report

The report will describe the transitions experienced by eighth grade students as they move from junior high to high school. This analytical report will focus on family and school characteristics, patterns of changes between private and public schools, and changes in school characteristics and student experiences.

Newmann, F. M. and Wehlage, G. G. (1995). *Successful School Restructuring: A Report To The Public And Educators*. Madison, WI: Center on Organization and Restructuring of School.

Report

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, E. and Rollefson, M. (1995). *Participation And Student Engagement (NCES 95-741)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Odden, A. and Clune, W. (1995). Improving Educational Productivity And School Finance. *Educational Researcher*, 24(9): 6-10.

Journal Article

Presents strategies for improving student academic achievement and U.S. school productivity. Among the strategies are the following: making student achievement a priority goal for schools, enhancing and toughening the curriculum, managing all educational resources at the school and classroom levels, providing a variety of system incentives towards these objectives, and restructuring school finance and teacher compensation.

Osborne, J. W. (1995). Academics, Self-Esteem, And Eace: A Look At The Underlying Assumptions Of The Disidentification Hypothesis. *Personality and Social Psychology Bulletin*, 21(5): 449-455.

Journal Article

Theorists have argued that global self-esteem should be related to performance in academics. However, studies have reported lower academic achievement among African American students than among White students but have failed to find lower global self-esteem among African American students. Steele has attempted to explain this paradox by proposing that African American children detach their self-esteem from academic outcomes, thus protecting them from failure. The present study tested empirical hypotheses derived from Steele's theoretical framework. Data were taken from a nationally representative longitudinal study of American students. Analyses revealed a pattern of weakening correlations between self-esteem and academic outcomes from 8th to 10th grade for African American students (particularly African American male students), whereas the correlations for White students remained stable or increased. These results show general support for Steele's model in the context of a nationally representative sample.

Owens, E. W. and Waxman, H. C. (1995). Investigating Technology Use In Science And Mathematics Classrooms Across Urban, Suburban, And Rural High Schools. *The High School Journal*, 79(1): 41-48.

Journal Article

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 Educational Longitudinal Study (1992). Students 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% of the students reported that they very rarely used computers in science classes. 84% of the students reported not having used computers in math classes. Students from urban schools were most likely to use computers in science, and those from suburban schools used computers more than students from rural areas. Results show that technology was not widely used in mathematics and science high school classes.

Owings, J., McMillen, M. M., Burkett, J. and Daniel, B. (1995). *Making The Cut: Who Meets Highly Selective College Entrance Criteria?* (NCES 95-732). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, J., McMillen, M. M. and Daniel, B. (1995). *Who Can Play? An Examination Of NCAA's Proposition 16 (NCES 95-763)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, E. N. (1995). A Structural Model Of Academic Achievement Evidence From Populations With And Without Learning Disabilities. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 56(6).

Dissertation/Thesis

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 Educational Longitudinal Study. Sample sizes for the various groups used in the analyses are as follows: 318 African-Americans, 243 Asians, 375 Hispanics, 4,644 Whites, and 269 Whites with LD. The model accounted for 75% 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, S. S., Wright, D. and Hill, S. T. (1995). *Understanding Racial-Ethnic Differences In Secondary School Science And Mathematics Achievement (NCES 95-710)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, B. and Downey, D. B. (1995). 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.

Conference Paper

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.

Prindiville, B. A. (1995). Understanding Postsecondary Educational Aspirations: Analysis Of NELS:88 Second Follow-Up Data. University of Wisconsin.

Dissertation/Thesis

Additional education beyond high school leads to higher earnings, job satisfaction, and economic security. From an individual's perspective, the economic value of education is bountiful in most instances. In 1987 workers with bachelor's degrees earned twice as those who did not continue beyond high school (Levitan & Gallo, 1991). However, with the onset of global economic competition and the rapidly expanding use of technology in the workplace, it is increasingly difficult to know what type of higher postsecondary education will be most beneficial for individuals in the 21st century. The current school-to-work and Tech Prep reforms are designed to encourage students to pursue postsecondary technical education in two-year institutions.

This study was designed to explore the differences found in personal, family background, and school variables among high school seniors electing two different postsecondary options: vocational and technical programs in a two-year community or technical college, and baccalaureate programs in a four-year university. Data from the 1992 seniors in the National Education Longitudinal Study were used to examine students' postsecondary educational aspirations. Using Hossler and Gallagher's three-stage model on college choice (predisposition, search, and choice), 25 variables were analyzed using a discriminant function analysis followed by descriptive cross-tabulations which developed a profile of the two student-cohorts.

The findings revealed significant differences between the two groups of seniors. Students planning to attend two-year institutions directly from high school have significantly lower aspirations for achieving additional postsecondary education, feel less confident about their success in college, are predominantly from the lower two socioeconomic status (SES) quartiles, have not made plans to take college entrance exams or apply to colleges, and were unfocused in their career goals with over half in general education

programs. Of the 25 variables selected for analysis, those associated with the predisposition phase of college choice revealed the largest discrepancies between the two groups. To ensure that all students have enhanced postsecondary education aspirations, much earlier career exploration and planning intervention are required, especially for children and youth from low SES families. Recommendations are provided for strengthening the career development and transitional programs connecting high schools to community and technical colleges.

Rock, D. A. and Pollack, J. M. (1995). *Mathematics Course-Taking And Gains In Mathematics Achievement (NCES 95-714)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, D. A., Pollack, J. and Quinn, P. (1995). *Psychometric Report For The NELS:88 Base Year Through Second Follow Up (NCES 95-382)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, R. W. (1995). Dropping Out Of Middle School: A Multilevel Analysis Of Students and Schools. *American Educational Research Journal*, 32(3): 583-625.

Journal Article

Prior research on dropouts has often focused on high schools and examined the issue from either the individual perspective or the institutional perspective. Using data from the National Educational Longitudinal Survey of 1988 and a new form of hierarchical linear modeling (HLM), this study focuses on dropouts from middle school and examines the issue from both individual and institutional perspectives. At the individual level, the results identified a number of family and school experience factors that influence the decision to leave school, with grade retention being the single most powerful predictor. But disaggregating the analysis also revealed that there are widespread differences in the effects of these factors on White, Black, and Hispanic students. At the institutional level, the results revealed that mean dropout rates vary widely between schools and that most of the variation can be explained by differences in the background characteristics of students. But restricting the analysis to lower SES schools shows widespread differences

in both mean dropout rates and social class differentiation among such schools. Moreover, much of the variation among those schools can be explained by social composition of students and by several structural features of schools and school climate.

Russell, S. and Meikamp, J. (1995). 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, NV.*

Conference Proceedings

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.

Schmidt, W. H. and McKnight, C. C. (1995). Surveying Educational Opportunity In Mathematics And Science: An International Perspective. *Educational Evaluation and Policy Analysis*, 17(3): 337-353.

Journal Article

To have meaningful policy implications, an [education] indicator is placed in a particular context. That is, within a mature set of indicators, each bears an understandable relationship to the health of the system and to each other so that together they can be viewed as a model of the system (Burstein, Oakes, & Guiton, 1992).

Schneider, B. L., Schiller, K. S. and Coleman, J. S. (1995). Public School Choice: Some Evidence From The National Education Longitudinal Study Of 1988. *Educational Evaluation and Policy Analysis*, 18(1): 19-29.

Journal Article

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 The National Education Longitudinal Study of 1988, 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, L. A., Rock, D. A., Pollack, J. M. and Ingels, S. J. (1995). *Two Years Later Cognitive Gains And School Transitions Of NELS:88 Eighth Graders* (NCES 95-436). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Describe essential changes that occurred between 8th and 10th grades as observed among the longitudinal cohort members of NELS:88 8th graders.

Singh, K. and Granville, M. (1995). Factors That Affect Enrollment In Eighth Grade Algebra For African-American Students. *Research In Middle Level Education Quarterly*, 22(2): 57-73.

Journal Article

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, K., Bickley, P. G., Trivette, P. and Keith, T. Z. (1995). The Effects Of Four Components Of Parental Involvement On Eighth-Grade Student Achievement: Structural Analysis Of NELS:88 Data. *School Psychology Review*, 24(2): 299-317.

Journal Article

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.

Spiegel, A. N. (1995). Student And School Variables Related To The Academic Engagement Of At-Risk Students. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 55(7).

Dissertation/Thesis

A national sample of 3234 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.

Taylor, D. L. and Tashakkori, A. (1995). Decision Participation And School Climate As Predictors Of Job Satisfaction And Teachers' Sense Of Efficacy. *Journal of Experimental Education*, 63(3): 217-230.

Journal Article

Investigated the effect of teachers' decision participation and school climate on self-efficacy and job satisfaction. A national data set was created from responses of 9,987 teachers to questionnaires used in the 1990 follow-up of the National Educational Longitudinal Study. Aspects of school climate emerged as stronger predictors of job satisfaction than did the elements of decision participation. Strongest among these school climate dimensions were the lack of obstacles to teaching and principal leadership. The best predictors of teachers' sense of efficacy were the dimensions of school climate referred to as faculty communication and lack of obstacles to teaching. Dimensions of decision participation did not emerge as best predictors of either teachers' sense of efficacy or job satisfaction.

Trivette, P. and Anderson, E. (1995). The Effects Of Four Components Of Parental Involvement On Eight-Grade Student Achievement: Structural Analysis Of NELS:88 Data. *School Psychology Review*, 24(2): 299.

Journal Article

Assesses the effects of different components of parental involvement on the academic achievement of eighth graders. Components of parental involvement; National Educational Longitudinal Study of 1988 (NELS:88).

U.S. National Center for Education Statistics. (1995). *Dropouts And Late Completers* (NCES 95-720). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, K. E. (1995). School Warmth, Student Participation, And Achievement. *Journal of Experimental Education*, 63(2): 127-138.

Journal Article

In this study, the author tested the hypothesis that student perceptions of school warmth contribute to the explanation of important student behaviors such as participation in class and academic achievement. School warmth was defined as the degree of teacher warmth, caring, and supportiveness as perceived by the student. Using a nationwide sample of 13,121 eighth graders, the author examined the influence of participation as a mediator between school warmth and academic achievement. The 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. Students' participation in class may have a prominent and crucial influence on the relationship between students' perceptions and achievement.

Vryhof, S. C. (1995). Between Memory And Vision: Reformed Christian Schooling In America. *University of Chicago*.

Dissertation/Thesis

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.

Waxman, H. C. and Padron, Y. N. (1995). Improving The Quality Of Classroom Instruction For Students At Risk Of Failure In Urban Schools. *Peabody Journal of Education*, 70(2, Teacher Effectiveness: A Look at What Works): 44-65.

Journal Article

A brief narrative description of the journal article, document, or resource. After discussing the poor quality of classroom instruction for at-risk urban students, the paper examines risks associated with failure, current instructional practices in poor urban schools, and instructional approaches that have improved the education of at-risk

students(critical/responsive teaching, cognitively-guided instruction, and technology-enriched instruction).

Woo, E. (April 3 1995). "Immigrants Do Well in School, Study Finds." *Los Angeles Times*.

Newspaper Article

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.

Zhang, W. (1995). Influences Of Internal And External Frames Of Reference On The Formation Of Math And Verbal Self-Concepts For Gifted And Nongifted Tenth Grade Students. *University of Connecticut*.

Dissertation/Thesis

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, N., Nord, C. W. and Loomis, L. S. (1995). *Adolescent Time Use Risky Behavior Outcomes: An Analysis of National Data*. Washington, DC: Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services. ED395052.

Report

The Monitoring the Future survey of high school seniors, the Longitudinal Study of American Youth, and the National Education Longitudinal Study of 1988 were used to

provide information about adolescents' time use, their risky behaviors, and the outcomes of time-use patterns in the late 1980s and the early 1990s. Spending significant portions of their discretionary time in constructive activities may develop useful skills and lessen adolescents' chances of engaging in risky behavior. Data confirmed that relatively few U.S. adolescents were spending significant portions of their free time in constructive activities. Overall, they devoted little time to homework, and, although many reported participating in noncompulsory activities at school, most spent relatively little time in such activities. In addition, relatively few spent time in organized activities not connected to the school. Findings indicated that organized youth activities can help deter risky behavior in adolescence and young adulthood, but that the effectiveness of the activity depends on the extent to which it develops skills, creates challenges, and provides fulfilling experiences for teen participants. Appendixes discuss data sources and analysis, and ecological systems theory and social control theory.

1994

Akerhielm, K. (1994). *Adding Value To The Value-Added Educational Production Function* (NCES 9501). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This volume contains fourteen papers that were presented at the 1994 meeting of the American Statistical Association as sessions entitled, "Education Research Using the Schools and Staffing Surveys and National Education Longitudinal Survey," "Estimation Issues in School Surveys," and "Response and Coverage Issues in School Surveys."

Becker, H. J. (1994). 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, LA.*

Conference Paper

Burks, L. C. (1994). Ability Group Level And Achievement. *The School Community Journal*, 4(1): 11-24.

Journal Article

While there is clear evidence of the negative effects of ability grouping on achievement at the high school level, there is little empirical evidence of the effects of ability grouping at the middle school level. In this study, data is analyzed to determine the extent to which ability grouping mediates background differences at the eighth grade level. Data are from the National Educational Longitudinal Study, base year 1988, a nationally representative sample of eighth-grade students. Variables related to ability grouping and mathematics achievement include background characteristics, previous math grades, mathematics ability grouping, mathematics-related attitudes and activities, and mathematics achievement. Students in high ability groups have more positive attitudes toward math, exhibit more appropriate behavior in mathematics class, and do more mathematics homework than students in either the middle or the low groups. While some may argue that these positive attitudes and activities cause students to be placed in high ability groups, evidence supports that the differences in track ability level causes these attitude and activity differences.

Catsambis, S., Mulkey, L. M., Crain, R. L. and Ascevedo, M. (1994). 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.*

Conference Paper

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.

Catsambis, S. (1994). The Path To Math: Gender And Racial-Ethnic Differences In Mathematics Participation From Middle School To High School. *Sociology of Education*, 67(3): 199-215.

Journal Article

This study traced the development of gender differences in learning opportunities, achievement, and choice in mathematics among White, African American, and Latino students using data from a nationally representative sample of eighth-grade students who were resurveyed in the 10th grade. It found that in this age group, female students do not lag behind male students in test scores and grades and that White female students are exposed to more learning opportunities in mathematics than are male students. However, all female students tend to have less interest in mathematics and less confidence in their mathematics abilities. Gender differences are the largest among Latinos and the smallest among African Americans. Furthermore, the major barriers to mathematics achievement for White female students are attitudes and career choices and for minority students of both sexes, there are limited learning opportunities and low levels of achievement.

Chaney, B. (1994). *Teachers' Academic Backgrounds and Student Outcomes in Science and Mathematics: NSF/NELS:88 Teacher Transcript Analysis*. Washington, DC: National Science Foundation. ED374970.

Report

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, C. A. and Bruening, T. H. (1994). *The Role Of The Agricultural Educator In Meeting The Needs Of A Diverse Student Population*. Pennsylvania State University Department of Agriculture.

Report

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, K. P. (1994). *Parent Involvement, Gender And Race/Ethnicity: The Relationship Of Student And Self-Concept*. Hofstra University.

Dissertation/Thesis

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, J. E. and Jordan, W. J. (1994). The Effects Of School Context, Structure, And Experiences On African American Males In Middle And High School. *The Journal of Negro Education*, 63(4): 570-587.

Journal Article

A brief narrative description of the journal article, document, or resource. Uses data from black male 8th and 10th graders to explore key issues affecting their achievement and engagement in school. Findings show a need to rethink current secondary-school disciplinary policies, especially suspension, extra-help delivery, and remedial courses because these areas explain important differences in engagement and achievement outcomes for black males.

Entwisle, D. R., Alexander, K. L. and Olson, L. S. (1994). The Gender Gap In Math: Its Possible Origins In Neighborhood Effects. *American Sociological Review*, 59(6): 822-838.

Journal Article

Gender differences in most cognitive skills are fading, but a gender gap remains in secondary school that favors males in higher level math skills. This gap is not evident in elementary school where test scores for the two sexes are equivalent. However, the daily experiences of young boys and girls differ in ways that could affect their math skills in early adolescence. In a large random sample of youngsters in Baltimore, over their first two years of school, boys' gains in math reasoning achievement were more sensitive to resources outside the home than were girls'. In line with the greater responsiveness of boys' math skills to these neighborhood resources, the boys' math reasoning scores became significantly more variable over time than did the girls'. When differentiated course programs became available in middle school, this greater variability of the boys' math scores led the high-scoring boys in the "academic" program to outscore the girls in that program, even though in the total sample the means for boys and girls were about the same. In short, by the end of middle school a "gender gap" emerged in math among high-scoring youngsters. These trends in variability and the greater sensitivity of males to neighborhood resources combined with school tracking offer a new and more sociological perspective on the emergence of the gender gap in math in early adolescence.

Fejgin, N. (1994). Participation In High School Competitive Sports: A Subversion Of School Mission Or Contribution To Academic Goals? *Sociology of Sport Journal*, 11(3): 211-230.

Journal Article

Longitudinal data from a nationally representative sample of 10th graders (National Educational Longitudinal Study of 1988 First Follow-Up) were used to assess the net effect of athletic participation on student outcomes after controlling for student background and 8th-grade measures of the dependent variables. The analyses show positive effects of sport participation on grades, self-concept, locus of control, and educational aspirations, and a negative effect on discipline problems. Analysis also shows that athletic participation is unequally distributed across gender and socioeconomic groups: Males, students from higher socioeconomic levels, students attending private and smaller schools, and those with previous experience in school and private sport teams are more engaged in high school competitive sports.

Finn, J. D. and Owings, M. F. (1994). Family Structure And School Performance In Eighth Grade. *Journal of Research & Development in Education*, 27(3): 176-187.

Journal Article

Compared the effects on academic achievement of 14,577 8th grade public school students raised in 1-parent or parent-steparent families with students raised by both

natural parents, focusing on poverty and ethnicity. Data were obtained from the National Educational Longitudinal Study of 1988; 64.9% of students were living with both natural parents, and 18.3% lived with single mothers. Overall effects of alternative family structures were strong and consistent, but were reduced or eliminated for single-mother families when SES and race were controlled. An achievement decrement was found for males raised by a father alone or by a father and stepmother, for females raised in mother-stepfather families, and in specific school subjects for both sexes raised in father-stepmother families. Results may be explained in part by the amount of time spent by parents in school-related interactions with their youngsters.

Furlong, M. (1994). Evaluating School Violence Trends. *School Safety*, 23-27.

Journal Article

This article discusses various school crime studies reviewed by the California Commission on Teacher Credentialing School Violence Advisory Panel (CTC), which are the most widely used to assess school safety and violence. Studies reviewed include the 1978 National Institute of Education Violent Schools-Safe Schools Study, the National Educational Longitudinal Study, the National Adolescent Student Health Survey, the Youth Risk Behavior Survey, the National Crime Victimization Survey: School Crime Supplement, the California School Safety and Climate Survey, the 1990 Trends and Issues Study, the Gun-Related Violence Survey conducted by Tulane University, the CTC Staff Training and Preparation Survey, and the 1993 Survey of Experience, Perceptions and Apprehensions about Guns among Young People in America. The CTC suggests that these studies provide a good starting point for creating a local or regional school safety survey. The CTC identifies guidelines to assist in the process of development of a local school safety survey and note that, although an appreciation of the results of these studies is necessary, they are not sufficiently informative to guide actions of school safety planning at the local school site level. Each school must assess its own unique safety conditions prior to taking action.

Goldhaber, D. D. (1994). Public Or Private High Schools: School Choice And The Consequences. *Cornell University*.

Dissertation/Thesis

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, D. W., Kirby, S. N., Berends, M. and Williamson, S. (1994). *Student Achievement And The Changing American Family*. Santa Monica, CA: RAND Corporation.

Report

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, C. P. (1994). *Families, Education, And Equity: The Role Of Social And Cultural Capital*. University of Georgia.

Dissertation/Thesis

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.

Hamilton, L. S., Nussbaum, L., Kupermintz, H., Kerkhoven, J. I. M. and Snow, R. E. (1994). *Enhancing The Validity And Usefulness Of Large-Scale Educational Assessments*. II,

NELS:88 Science Achievement. *Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.*

Conference Paper

This study is fourth in a series demonstrating that achievement tests are multidimensional and that using psychologically meaningful subscores in national education surveys can enhance test validity and usefulness. It carries the analysis of the NELS:88 science test through to the 12th grade. The test was subjected to full information item factor analysis. Factors reflecting quantitative science, spatial-mechanical reasoning, and basic knowledge and reasoning were obtained. When compared with previous 8th- and 10th-grade analyses, the factor structure appeared to simplify and stabilize in high school, probably because of greater curriculum standardization in high school as well as changes in the test. Regression analyses showed that different patterns of prior achievement and course taking were associated with each 12th-grade science factor. Being in an advanced track was related to quantitative science. Spatial-mechanical reasoning showed the strongest gender and ethnic effects. Asian-American students on average showed an advantage on quantitative science but a disadvantage on spatial-mechanical reasoning scores. It is recommended that multidimensional achievement scores be used to capture educational effects that total scores used alone miss.

Hektner, J. (1994). 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, LA.*

Conference Paper

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, T. (August 8 1994). "Grade System Fails Pupils In Poverty." *USA Today*.

Newspaper Article

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

Ingels, S. J. and Owings, J. (1994). 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, MD.*

Conference Paper

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, S. J., Schneider, B., Scott, L. A. and Plank, S. (1994). *National Education Longitudinal Study Of 1988: A Profile Of The American High School Sophomore In 1990 (NCES 95-086)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, S. J., Scott, L., Rock, D. A., Pollack, J. M. and Rasinski, K. A. (1994). *National Education Longitudinal Study of 1988 First Follow-Up Final Technical Report: Base Year To First Follow-Up (NCES 94-632)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This report documents and summarizes the technical aspects of the National Education Longitudinal Study of 1988 (NELS:88) first follow-up survey. The technical aspects documented in the report include: data collection instrumentation; sample design and implementation; data collection; data control, preparation and processing; and development and scoring of cognitive tests.

Ingels, S. J., Thalji, L., Pulliam, P., Bartot, V. and Frankel, M. R. (1994). *Second Follow-Up: Parent Component Data File User's Manual (NCES 94-378)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

National Education Longitudinal Study of 1988 (NELS:88) Second Follow-up Parent Data: This user's guide and codebook accompanies the data file of "parents" of the twelfth graders in the NELS:88 Second Follow-up sample. The user's guide contains helpful hints and suggestions for analysis in the many appendices included in the manual.

Ingels, S. J., Dowd, K. L., Baldrige, J., Stipe, J., Bartot, V. and Frankel, M. R. (1994). *Second Follow-Up: Student Component Data File User's Manual (NCES 94-374)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Data tape and users manual for the NELS:88 Second Follow-up Student Component of high school seniors.

Ingels, S. J., Dowd, K. L., Stipe, j., Baldrige, J., Bartot, V. and Frankel, M. R. (1994). *Second Follow-Up: Dropout Component Data File User's Manual (NCES 94-375)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This manual is supposed to familiarize data users with the procedures followed for data collection and processing of the second followup dropout component of the NELS:88.

Ingels, S. J., Thaji, P., Pulliam, P., Bartot, V. and Frankel, M. R. (1994). *Second Follow-Up: Teacher Component Data File User's Manual (NCES 94-379)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

NELS:88 Second Follow-up Teacher Component Data File Users Manual to accompany the twelfth grade teacher data tape.

Ingels, S. J., Thalji, L., Pulliam, P., Bartot, V. and Frankel, M. R. (1994). *Second Follow-Up: School Component Data File User's Manual (NCES 94-376)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

NELS:88 Second Follow-Up user's manual for school component data file.

Jaskir, J. (1994). *The Application Of Proficient Scaling On The Measurement Of Change*. Rutgers University.

Dissertation/Thesis

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, W. J., Lara, J. and McPartland, J. M. (1994). *Exploring The Complexity Of Early Dropout Causal Structures*. Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Students.

Report

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, P. B. and Lichtman, M. (1994). Does Parental Involvement Influence The Academic Achievement Of Mexican-American 8th Graders? Results From The National Education Longitudinal Study. *School Psychology Quarterly*, 9(4): 256-273.

Journal Article

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.

Kennedy, E. and Park, H. S. (1994). 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): 188-194.

Journal Article

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, H. (1994). Reexamination Of The Model Minority Stereotype Through The Analysis Of Factors Affecting Higher Education Aspirations Of Asian American Students. *North Carolina State University of Raleigh*.

Dissertation/Thesis

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.

Kupermintz, H., Ennis, M., Hamilton, L. S. and Talbert, J. E. (1994). Enhancing The Validity And Usefulness Of Large-Scale Educational Assessments. I, NELS:88 Mathematics Achievement. *American Educational Research Journal*, 32(3): 525-554.

Journal Article

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 eighth- and tenth-grade mathematics tests from the National Education Longitudinal Study of 1988 (NELS:88) were used.

Lawton, M. (1994). Female Seniors In 1992 More Ambitious Than In '72, Study Finds. *Education Week*, 13(24): 7.

Newspaper Article

Presents the findings of a study by the National Center for Education Statistics on the difference of students' attitude in 1972 and in 1992. Data from the National Longitudinal Survey of 1972 and the 1992 follow-up to the National Educational Longitudinal Study of 1988; enrollment in high school programs; educational aspirations; career expectations; students' values.

Lee, V. E., Burkam, D. T., Zimiles, H. and Ladewski, B. (1994). Family Structure And Its Effect On Behavioral And Emotional Problems In Young Adolescents. *Journal of Research on Adolescence*, 4(3): 405-437.

Journal Article

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.

Lee, V. E. and Smith, J. (1994). *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.

Report

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, V. E. and Smith, J. B. (1994). *High School Restructuring And Student Achievement: A New Study Finds Strong Links*. Madison, WI: Center on Organization and Restructuring of Schools; Wisconsin Center for Education Research.

Report

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.

Lee, V. E., Croninger, R. G. and Smith, J. B. (1994). Parental Choice Of Schools And Social Stratification In Education: The Paradox Of Detroit. *Educational Evaluation and Policy Analysis*, 16(4): 434-457.

Journal Article

Within the contexts of families and school districts, we investigate the effect of parental choice of schools on social stratification in education. We focus on Detroit, one of the few U.S. cities without a major choice plan. Using multilevel methods to analyze data from 710 household heads in 45 Detroit-area school districts, results showed that minority and disadvantaged respondents, especially from the city, favor choice. We concluded that access to low-quality schools, measured either by respondents' perceptions or resource levels for school districts, motivates positive opinions toward choice. We discuss the potential effects on the Detroit public schools of an interdistrict choice plan, suggesting that choice would further stratify an already highly inequitable distribution of social, economic, and academic resources around education in the Detroit area. We question the individualistic premise undergirding arguments favoring choice.

Lee, V. E. and Croninger, R. G. (1994). The Relative Importance of Home and School in the Development of Literacy Skills for Middle-Grade Students. *American Journal of Education*, 102(3): 286-329.

Journal Article

Variations in the home environments of poor and middle-income children affect their literacy development, which leads to substantial differences in reading ability and behavior. Schools can mediate influences from home through the conditions that they foster and the instructional policies and procedures they promote. The result of schools' efforts may either ameliorate or magnify the inequities in reading development related to family economic conditions. This study tests these contentions in middle-grade schools by using a nationally representative sample of poor and middle-class eighth graders from

the National Education Longitudinal Study of 1988 (NELS:88). Home and school effects on our measure of literacy development-a standardized test of reading comprehension-are explored with multilevel methods (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. Implications of current school reform efforts are discussed.

Marsh, H. W. (1994). Using The National Longitudinal Study Of 1988 To Evaluate Theoretical Models Of Self-Concept: The Self-Description Questionnaire. *Journal of Educational Psychology*, 86(3): 439-456.

Journal Article

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 Educational Longitudinal Survey of 1988 (NELS:88). Mean differences that were based on responses by 17,544 (NELS:88) U.S. 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.

McGrew, K. S., Speigel, A. M., Thurlow, M. L. and Kim, D. (1994). *Matching Information In National Data Collection Programs To A Model of School Completion Outcomes And Indicators*. National Center on Educational Outcomes. ED379905.

Report

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, M. M., Kaufman, P. and Whitener, S. D. (1994). *Dropout Rates In The United States: 1993 (NCES 94-669)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This report looks at high school dropout and retention rates.

Morrison, S. J. (1994). Music Students And Academic Growth. *Music Educators Journal*, 81(2): 33-36.

Journal Article

Maintains that proponents of music education have claimed that student participation in music activities has a positive effect on everything from academic achievement to self-discipline. Finds that music participants are elected to class offices, receive academic honors, and achieve higher grades than do non-music participating students.

Muller, C. (1994). Gender Differences In The Relationship Of Parent Involvement With Adolescent Academic Behavior. *Paper presented at the Annual Meeting of the American Sociological Association.*

Conference Paper

Muller, C. (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.*

Conference Paper

Muller, C. (1994). Parent Involvement Strategies And Achievement Gains Among Adolescents. *Paper presented at the Annual Meeting of the American Educational Research Association.*

Conference Paper

NELS Revisited. (1994). *Independent School*, 53(2): 1.

Journal Article

Reports on the return of the National Association of Independent Schools' (NAIS) Promoting Independence Education Group's Briefing' newsletter. Newsletter's focus is on data from the National Educational Longitudinal Study.

"National School Matters: Notes, Ideas, Trends In Education: Education Chief Wants Help For Parents." (September 11 1994). *Atlanta Constitution.*

Newspaper Article

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.

"Parenthood Boosts Dropout Rate." (September 14 1994). *Chicago Sun-Times.*

Newspaper Article

Based on the 1993 annual dropout report (see McMillen, Kaufman and Whitener).

Peng, S. S. (1994). Understanding Resilient Students: The Use Of National Longitudinal Databases. In Anonymous *Educational Resilience In Inner-City America: Challenges And Prospects*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Book, Section

The story of life in inner-city America and the education of its people is often recounted as a tragedy; the ending is often predictable and usually dire, highlighting deficiency, failure, and negative trends. As with most social problems, children and youth in the inner cities are hit hardest. But this dismal view is only half of the full picture. The cities of our nation are a startling juxtaposition between the despairing and the hopeful, between disorganization and restorative potential. Alongside the poverty and unemployment, the street-fights and drug deals, are a wealth of cultural, economic, educational, and social resources. Often ignored are the resilience and the ability for adaptation which help many who are seemingly confined by circumstance to struggle and succeed "in the face of the odds." This book helps to broaden the utilization of ways to magnify the circumstances known to enhance development and education, so that the burden of adversity is reduced and opportunities are advanced for all children and youth - especially the children and youth of the inner cities who are in at-risk circumstances. The focus is on:

- *raising consciousness about the opportunities available to foster resilience among children, families, and communities, and*
- *synthesizing the knowledge base that is central to implementing improvements which serve to better the circumstances and educational opportunities of children and families. This volume is intended for a wide audience of readers, but particularly those who are in a position to shape public policy and deliver educational and human services.*

Peng, S. S. and Hill, S. T. (1994). Characteristics And Educational Experiences Of High-Achieving Minority Secondary Students In Science And Mathematics. *Journal of Women and Minorities in Science and Engineering*, 1(2): 89-104.

Journal Article

The purpose of this study was to identify educational experiences, as well as home backgrounds and educational activities, that differentiate high- and low-achieving minority students in science and mathematics. Minorities here included African-Americans, Hispanics, and native-American and native-Alaskan students. A number of statistical patterns were found, using the data of the National Education Longitudinal Study of the 1988 Eighth Graders (NELS:88). For example, when related variables were jointly considered, it was found that: (1) students in affluent schools were more likely than students in other schools to be high achievers in both science and mathematics, and (2) the type of school program and course work were key variables that differentiated high and low achievers. Implications of these findings for the improvement of science and mathematics education and for the future research are discussed.

Peng, S. S. and Lee, R. M. (1994). Educational Experiences And Needs Of Middle School Students In Poverty. In Anonymous *Rethinking Policy For At-Risk Students*. Berkeley, CA: McCutcheon Publishing Corporation.

Book, Section

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, S. S. and Wright, D. (1994). Explanation Of Academic Achievement Of Asian American Students. *Journal of Educational Research*, 87(6): 346-352.

Journal Article

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.

Rasinski, K. A. and Pedlow, S. (1994). Using Transcripts To Study The Effectiveness Of Vocational Education. *Journal of Vocational Education Research*, 19(3): 23-43.

Journal Article

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.

Rasinski, K. A., Mingay, D. and Bradburn, N. M. (1994). Do Respondents Really "Mark All That Apply" On Self-Administered Questions? *The Public Opinion Quarterly*, 58(3): 400-408.

Journal Article

An experiment was conducted to assess the effect of using "mark all that apply" question instructions on survey reporting as part of the field test for the Second Follow-up of the National Education Longitudinal Study of 1988 Eighth Graders (NELS:88). Mark-all-that-apply instructions were compared with instructions asking respondents to indicate "yes" or "no" to each response option on responses to three items dispersed throughout the questionnaire and consisting of different topics and numbers of response options. For the three items, significantly fewer response options were selected with the mark-all-that-apply 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 mark-all-that-apply instruction, were not found.

Resnick, D. (1994). Do Bad Programs Always Drive Out Good? A Case Study In Free-Market Religious Education. *Educational Evaluation and Policy Analysis*, 16(1): 101-111.

Journal Article

In the discussion of privatization of public education, there is little evidence on how competition among schools affects program quality. Jewish supplementary schooling is one network in which parents have total freedom to select the school of their choice. This article examines the dynamics of competition among four such programs during a 5-year period. Some competitive strategies reduced program demands, but others reinforced quality, though that term is problematic in this setting. The least intensive, least expensive program did not undercut the other programs in the long run, but did spur innovation. Further study of the dynamics of parental choice is warranted, focusing on denominational affiliation, cost, convenience, social factors, and quality.

- Richards, B. A. (1994). *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)*. Pennsylvania State University.

Dissertation/Thesis

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, D., Owings, J. and Lee, R. M. (1994). *Changes In Math Proficiency Between 8th And 10th Grades (NCES 93-455)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, C. (September 22 1994). "Beyond Bake Sales: Helping To Improve Schools." *New York Times*.

Newspaper Article

Rubenstein, C. (September 8 1994). "Success In School Is Called A Family Endeavor." *New York Times*.

Newspaper Article

Schiller, K. S. (1994). 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, LA.*

Conference Paper

Schneider, B., Stevenson, D. L. and Link, J. (1994). Social And Cultural Capital And Early School Leavers. *Paper presented at the meetings of the American Educational Research Association, New Orleans, LA.*

Conference Paper

Seo, D. (November 13 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*.

Newspaper Article

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

Smith, T. M. (1994). Discussion: Education Research Using The Schools And Staffing Survey And The National Education Longitudinal Survey. *Proceedings of the Social Statistics Section, American Statistical Association.* 213-215.

Conference Paper

Smith-Maddox, R. P. (1994). African American 8th graders: Factors Affecting Their Educational And Occupational Aspirations. *Brandeis University.*

Dissertation/Thesis

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 Ennis, M. M. (1994). Correlates Of High Mathematical Ability In A National Sample Of 8th Graders. In Benbow, C. P. and Lubinski D. J. *Psychometrics To Giftedness*. Baltimore, MD: Johns Hopkins University Press.

Book, Section

Spiegel, A. N. (1994). Student And School Variables Related To The Academic Engagement Of At-Risk Students. *University of Minnesota*.

Dissertation/Thesis

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, S. M., Rai, K., Appel, M. A. and Jensen, R. W. (1994). *Getting Acquainted With U.S. Tenth Graders: Implications For Nonschool Programs*. Madison, WI: Department of Continuing and Vocational Education.

Report

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, D. L., Schiller, K. S. and Schneider, B. (1994). Sequences Of Opportunities For Learning. *Sociology of Education*, 67(3): 184-198.

Journal Article

Students' opportunities for learning subjects can be organized into sequences that span grades and schools. Such opportunity sequences are a form of stratification that links students' future opportunities for learning with their earlier opportunities. Using data from a national cohort of public school students, the authors examined national patterns in students' opportunities for learning mathematics and science from Grade 8 to Grade 10. They found that there are national sequences of opportunities for studying mathematics; that is, the level or topics of mathematics that students study in the eighth grade is closely related to what the students take in high school, independent of their academic performance. This is not the case with science; what students study in the eighth grade has minimal and inconsistent effects on the courses they take in high school.

Swaim, P. (1994). Work Experience, Local Labor Markets, And Dropping Out Of High School. *Proceedings of the Social Statistics Section, American Statistical Association*. 207-212.

Conference Paper

Talbert, J. E. and McLaughlin, M. W. (1994). Teacher Professionalism In Local School Contexts. *American Journal of Education*, 102(2): 123-153.

Journal Article

This study analyzes teacher professionalism as an outcome of collegial interaction in local schools contexts. Evidence from a multiyear study in 16 diverse high schools supports the argument that high school departments, schools, and districts play a role in supporting or undermining teacher professionalism, in particular, a shared technical culture, strong service ethic, and professional commitment. The data suggest that professionalism evolves within active, learning communities of teachers. However, evidence of tension between a strong service ethic and the technical culture that evolves within some high school departments calls for further research on tensions between these two standards of professionalism in teaching.

Taylor, D. L. and Tashakkori, A. (1994). 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, TX.*

Conference Paper

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.

Thalji, L. and Ingels, S. J. (1994). *National Education Longitudinal Study Field Test Report (NCES 94-368)*. Washington, DC: National Center for Education Statistics.

Report

Tuma, J. (1994). Measuring Enrollment And Participation In Secondary Vocational Education With High School Transcript Records. *Journal of Vocational Education Research*, 19(3): 3-22.

Journal Article

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. (1994). U.S. Department of Education. Washington DC: Office of Educational Research and Improvement.

Report

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, H. C. (1994). *The Complexity Of Diversity: Understanding The Multiple Worlds Of Vietnamese High School Students*. Stanford University.

Dissertation/Thesis

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, K. B. (1993). *The Determinants Of Student Achievement In The United States: A Microeconomic Study With Endogenous Educational Inputs*. Yale University.

Dissertation/Thesis

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,D. (March 14 1993). "Looking At What Works-The City's Catholic School System: Interview With Jerome Porath." *Los Angeles Times*.

Newspaper Article

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.

Anderson, J. (1993). *Re-Examining The Relationship Between School Poverty And Student Achievement*. ERS Spectrum.

Report

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, S. A. (1993). Using Opportunity To Learn Items In Elementary And Secondary National Surveys. *Paper presented at the meetings of the American Educational Research Association, Atlanta, GA.*

Conference Paper

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.

Bozardt-Liu, M. (1993). The Relationship Of Parental Involvement, Self-Concept, Locus-Of-Control, And S.E.S. To Academic Achievement Using The National Educational Longitudinal Study: 88 Data Base (NELS:88). *University of South Florida*.

Dissertation/Thesis

Bracey, G. W. (1993). Restructuring: Achievement And Engagement Outcomes. *Phi Delta Kappan*, 75(2): 186.

Journal Article

Discusses the results of restructuring public school education. Results of the study by Lee and Smith form a representative sample of National Educational Longitudinal Study

(NELS) database; analysis of data from the International Mathematics Study (SIMS); conclusions.

Braddock II, J. H. and McPartland, J. M. (1993). Education Of Early Adolescents. *Review of Research in Education*, 19(1): 135-170.

Journal Article

For many youth 10 to 15 years old, early adolescence offers opportunities to choose a path toward a productive and fulfilling life. For many others, it represents their last best chance to avoid a diminished future.

Braddock II, J. H. and Dawkins, M. P. (1993). Ability Grouping, Aspirations, And Attainments: Evidence From The National Educational Longitudinal Study Of 1988. *Journal of Negro Education*, 62(3): 324.

Journal Article

Examines the development of educational aspirations of Afro-American students based on the findings of the National Educational Longitudinal Study of 1988 in the United States. Harmful effects of tracking and ability grouping; Accommodation of instruction to the diverse needs and interests of students.

Burton, B. (1993). 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.*

Conference Paper

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, S. P. and Bobbitt, S. A. (1993). *America's Teachers: Profile Of A Profession*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, J. S., Schiller, K. S. and Schneider, B. (1993). Parent Choice And Inequality. In B. Schneider and J. S. Coleman (Eds.), *Parents, Their Children, And Schools*. Boulder, CO: Westview Press

Book, Section

This book consists of separately authored chapters that all focus on a timely and important topic: parental involvement in children's schooling. The NELS88 archive of the National Educational Longitudinal Study begun in 1988 (NELS88), which is used to study that involvement, includes information on parents' knowledge of their children's friends, various kinds of parent-school contact, and out-of-school educational activities parents provide, such as music or computer classes. The archive is based on a two-stage random sample of 26,000 eighth graders and their parents, plus teachers and administrators in 1,057 schools. Asian Americans and Hispanics were oversampled to allow them to be compared with African-Americans and whites. Space limitations prevent me from discussing all the chapters here, but those I discuss below are typical of the high quality of all.

Dewalt, M. W. (1993). 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.*

Conference Paper

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, D. B. and Powell, B. (1993). Do children in single-parent households fare better living with same-sex parents? *Journal of Marriage & the Family*, 55(1): 55-71.

Journal Article

Tests the hypothesis that children in single-parent homes fare better living with a same-sex parent. Data from the National Educational Longitudinal Study of 1988 (with subsamples of 3,483 and 409 8th graders living in mother-only and father-only homes, respectively) were used. Of the 35 social psychological and educational outcomes studied, the authors cannot find one in which both males and females benefit significantly from living with their same-sex parent. Multivariate analysis identifies only 4 outcomes in which the interaction between the sex of the parent and the sex of the child is significant; moreover, the direction of the interaction effects for these 4 items runs counter to same-sex expectations. These findings cast doubt on the same-sex argument. Composite variables are appended.

Driesler, K. J. (1993). Self-Concept, Locus-Of-Control And The Home Environment As Predictors Of Reading Comprehension In 8th Grade Students. *University of Tennessee*.

Dissertation/Thesis

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, J. D. (1993). *School Engagement And Students At Risk (NCES 93-470)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, J. D. and Voelkl, K. E. (1993). School Characteristics Related to Student Engagement. *The Journal of Negro Education*, 62(3): 249-268.

Journal Article

A brief narrative description of the journal article, document, or resource. Examines aspects of the structural and regulatory environment of schools to identify features associated with higher levels of engagement among at-risk eighth graders. Results from 6,488 at-risk students (about 33% were Hispanic American, 28% were African American, and 39% were white) support the importance of school characteristics in student engagement.

Green, P., Baldrige, J., Zahs, D. and Ingels, S. J. (1993). *High School Seniors Look To The Future, 1972 And 1992 (NCES 93-473)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Gross, S. (1993). Early Mathematics Performance And Achievement: Results Of A Study Within A Large Suburban School System. *The Journal of Negro Education*, 62(3): 269-287.

Journal Article

Studies racial and ethnic differences in mathematics achievement for elementary school students in a large suburban school system in the Washington (DC) metropolitan area. Results with more than 5,000 students show minority students performing at a lower level than majority students. Issues of teacher attitudes, teaching methods, and the role of constructivism are explored.

Hernandez-Gantes, V. M. (1993). Direct And Indirect Influences Of School Learning Variables On Hispanic American 8th Grade Students' Academic Achievement. *Virginia Polytechnic Institute and State University*.

Dissertation/Thesis

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, C. and Stern, J. (1993). A New Age For Research In Rural Education? *Rural Education: Newsletter for a Special Interest Group of the American Educational Research Association*.

Journal Article

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, S. J. (1993). 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.*

Conference Paper

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, S. J. and Scott, L. A. (1993). 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.*

Conference Paper

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, S. J. and Scott, L. A. (1993). High School Dropouts And Returnees. *Paper presented at the meetings of the American Educational Research Association, Atlanta, GA.*

Conference Paper

Iver, D. J. M. and Epstein, J. L. (1993). Middle Grades Research: Not Yet Mature, But No Longer A Child. *The Elementary School Journal*, 93(5): 519-533.

Journal Article

After years of neglect, middle level schools and their students are finally receiving serious and sustained attention from mainstream educational researchers from diverse disciplines and backgrounds. Consequently, the volume and quality of useful research are increasing. In this article, we summarize some of the major contributions of this new research to ongoing debates concerning grade span, school size, grouping, departmentalization, curriculum, instruction, advisory groups, interdisciplinary teaming, school-transition activities, extra-help programs, and student evaluation practices in the middle grades. This new research has given a clearer picture than ever before concerning the variation among middle level schools in practices and projected trends and has slowly begun to produce converging evidence concerning the likely consequences for students of different practices and program emphases.

Jordan, M. (November 24 1993). "Slow Down For Children. Turn Off TV And Talk, Riley Tells Parents." *Washington Post*. A01.

Newspaper Article

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.

Keith, T. Z., Keith, P. B., Troutman, G. and Bickley, P. G. (1993). Does Parental Involvement Affect 8th Grade Student Achievement? Structural Analysis Of National Data. *School Psychology Review*, 22(3): 474-496.

Journal Article

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.

Kerbow, D. and Bernhardt, A. (1993). Parental Intervention In The School: The Context Of Minority Involvement. In B. Schneider and J. S. Coleman (Eds.), *Parents, Their Children, And Schools*. Boulder, CO: Westview Press.

Book, Section

The resources available to parents and the actions parents can take to further their children's education is reviewed through a collection of essays that focus on the social and economic resources of the family and by looking into the home, community, and school to see how families are involved in educational activities. The importance of parent involvement in learning that is not formally tied to the school is stressed. Information for the studies came from the National Education Longitudinal Study of 1988, a national random sample of 26,000 eighth graders and their parents, teachers, and school administrators. The following chapters are included: (1) "Parents, Their Children, and Schools: An Introduction" (Barbara Schneider); (2) "Parent Involvement in the Home, School, and Community" (Chandra Muller and David Kerbow); (3) "Family Structure Effects on Student Outcomes" (Seh-Ahn Lee); (4) "Parent Involvement and Academic Achievement: An Analysis of Family Resources Available to the Child" (Chandra Muller); (5) "Parental Intervention in the School: The Context of Minority Involvement" (David Kerbow and Annette Bernhardt); and (6) "Parent Choice and Inequality" (James S. Coleman, Kathryn S. Schiller, and Barbara Schneider).

Lee, S. A. (1993). Family Structure Effects On Student Outcomes. Paper presented at the meetings of the American Sociological Association, Cincinnati, OH.

Conference Paper

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, V. E. and Smith, J. B. (1993). Collective Responsibility For Learning And Its Effects On Gains In Achievement For Early Secondary School Students. *American Journal of Education*, 104(2): 103-147.

Journal Article

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.

Lee, V. E. and Smith, J. B. (1993). Effects Of School Restructuring On The Achievement And Engagement Of Middle-Grade Students. *Sociology of Education*, 66(3): 164-187.

Journal Article

This article reports on a study of the impact of attending restructured schools on the achievement and engagement of young adolescents. It places the movement toward restructuring in a conceptual framework favoring the development of more communally organized schools and away from the largely bureaucratic organization of most American schools. Using a subsample of 8,845 eighth graders in 377 public, Catholic, and independent middle-grade schools from the base year of the National Longitudinal Study of 1988, the authors examined the effects of school restructuring (less departmentalization, more heterogeneous grouping, more team teaching, and a composite restructuring index) on students' achievement, engagement with academic work, and at-risk behaviors. Modest but consistently positive effects of restructuring were found on both achievement and engagement, as well as with a more equitable social distribution of these outcomes. Students attending schools with fewer eighth-grade peers also demonstrated more academic engagement and a more equitable distribution of achievement.

Mac Iver, D. J. and Epstein, J. L. (1993). Middle Grades Research: Not Yet Mature, But No Longer A Child. *Elementary School Journal*, 93(5): 519-533.

Journal Article

Summarizes research on middle level schools and students that contributes to ongoing debates concerning grade span, school size, grouping of students, departmentalization, curriculum, instruction, advisory groups, interdisciplinary teaming, school-transition activities, extra-help programs, and student evaluation practices in the middle grades.

McGrew, K. S., Thurlow, M. L. and Spiegel, A. N. (1993). An Investigation Of The Exclusion Of Students With Disabilities In National Data Collection Programs. *Educational Evaluation and Policy Analysis*, 15(3): 339-352.

Journal Article

This investigation examined the extent to which students with disabilities are involved in a select sample of national data collection programs that are playing a pivotal role in the measurement-driven educational reform movement. Nine data collection programs that are receiving significant attention in current educational reform initiatives were reviewed. The results suggest that approximately 40% to 50% of school-age students with disabilities are excluded from some of the most prominent national educational data collection programs. In contrast, students with disabilities are included to a greater degree in noneducational data collection programs that do not require participation in direct assessment activities. This study reports on the extent of exclusion, how and why exclusion occurs, and the impact of this exclusion on policy research. Preliminary recommendations for addressing the significant exclusion of students with disabilities from certain national data collection programs are presented.

McMillen, M. M., Hausken, E., Kaufman, P., et al. (1993). *Dropping Out Of School: 1982 And 1992 (NCES 93-901)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, M. M., Kaufman, P. and Bradby, D. (1993). *Dropout Rates In The United States: 1992 (NCES 93-464)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, S. J. and Liaw, F. (1993). Failure In Grade: Do Retained Students Catch Up? *Journal of Educational Research*, 87(2): 69-77.

Journal Article

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.

Muller, C. (1993). Parent Involvement In Education And School Sector. Paper presented at the meetings of the American Educational Research Association, Atlanta, GA. ED361888.

Conference Paper

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, C. (1993). Parent Involvement And Academic Achievement: An Analysis Of Family Resources Available To The Child. In B. Schneider and J. S. Coleman (Eds.), *Parents, Their Children, And Schools*. Boulder, CO: Westview Press.

Book, Section

The resources available to parents and the actions parents can take to further their children's education is reviewed through a collection of essays that focus on the social and economic resources of the family and by looking into the home, community, and school to see how families are involved in educational activities. The importance of parent involvement in learning that is not formally tied to the school is stressed. Information for the studies came from the National Education Longitudinal Study of 1988, a national random sample of 26,000 eighth graders and their parents, teachers, and school administrators. The following chapters are included: (1) "Parents, Their Children, and Schools: An Introduction" (Barbara Schneider); (2) "Parent Involvement in the Home, School, and Community" (Chandra Muller and David Kerbow); (3) "Family Structure Effects on Student Outcomes" (Seh-Ahn Lee); (4) "Parent Involvement and Academic

Achievement: An Analysis of Family Resources Available to the Child" (Chandra Muller); (5) "Parental Intervention in the School: The Context of Minority Involvement" (David Kerbow and Annette Bernhardt); and (6) "Parent Choice and Inequality" (James S. Coleman, Kathryn S. Schiller, and Barbara Schneider).

Muller, C. (1993). Parent Involvement In Catholic Schools. *Private School Monitor*, 14(1): 14-17.

Journal Article

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, C. and Kerbow, D. (1993). Parent Involvement In The Home, School, And Community. In B. Schneider and J. S. Coleman (Eds.), *Parents, Their Children, And Schools*. Boulder, CO: Westview Press.

Book, Section

The resources available to parents and the actions parents can take to further their children's education is reviewed through a collection of essays that focus on the social and economic resources of the family and by looking into the home, community, and school to see how families are involved in educational activities. The importance of parent involvement in learning that is not formally tied to the school is stressed. Information for the studies came from the National Education Longitudinal Study of 1988, a national random sample of 26,000 eighth graders and their parents, teachers, and school administrators. The following chapters are included: (1) "Parents, Their Children, and Schools: An Introduction" (Barbara Schneider); (2) "Parent Involvement in the Home, School, and Community" (Chandra Muller and David Kerbow); (3) "Family Structure Effects on Student Outcomes" (Seh-Ahn Lee); (4) "Parent Involvement and Academic Achievement: An Analysis of Family Resources Available to the Child" (Chandra Muller); (5) "Parental Intervention in the School: The Context of Minority Involvement" (David Kerbow and Annette Bernhardt); and (6) "Parent Choice and Inequality" (James S. Coleman, Kathryn S. Schiller, and Barbara Schneider).

Peng, S. S. and Wright, D. (1993). 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, FL.*

Conference Paper

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, D. and Scott, L. (1993). *NELS:88 User's Guide For BY-F1 Compact Disc And Electronic Codebook*. Chicago, IL: National Opinion Research Center.

Report

User's guide for the CD-ROM release of the Base Year and First Follow-Up (BY-F1) surveys of the National Education Longitudinal Study of 1988

Plank, S., Schiller, K. S., Schneider, B. and Coleman, J. S. (1993). *Effects Of Choice In Education*. In Rasell, E. and Rothstein R. *School Choice: Examining The Evidence*. Washington, DC: Economic Policy Institute.

Book, Section

This book presents a summary of school-choice issues, and is organized around a 1992 seminar entitled "Choice: What Role in American Education?" Each part presents a set of conference papers, followed by discussants' remarks and excerpts from audience discussion. The introduction summarizes the papers' positions and conclusions. Participants generally agreed that choice cannot successfully drive school reform, but might be an ingredient of multifaceted school-reform efforts. Part 1, which examines the effects of school choice on the educational, racial, and socioeconomic integration of students, contains five chapters: (1) "The Sociology of School Choice: Why Some Win and Others Lose in the Educational Marketplace" (Amy Stuart Wells); (2) "The Scottish Experience of Parental School Choice" (J. Douglas Willms and Frank H. Echols); (3) "The Milwaukee Parental Choice Program" (John F. Witte); (4) "Effects of Choice in Education" (Stephen Plank, Kathryn S. Schiller, Barbara Schneider, and James S. Coleman); and (5) "Comments and General Discussion" (Michael Alves and Paul L. Pryde, Jr.). Part 2, which examines the effects of school choice on achievement, includes the following eight chapters: (6) "Choice, Achievement, and School Community" (Mary Erina Driscoll); (7) "Assessing Private School Effects: Implications for School Choice" (Peter W. Cookson, Jr.); (8) "Science or Policy Argument? A Review of the Quantitative Evidence in Chubb and Moe's Politics, Markets, and America's Schools" (Valerie E. Lee and Anthony S. Bryk); (9) "A Re-Examination of Chubb and Moe's Politics, Markets, and America's Schools" (Marla E. Sukstorf, Amy Stuart Wells, and Robert L. Crain); (10) "The Forest and the Trees: A Response to Our Critics" (John E. Chubb and Terry M. Moe); (11) "Science or Policy Argument? A Rejoinder to Chubb and Moe" (Anthony S. Bryk and Valerie E. Lee); (12) "A Final Word on Chubb and Moe" (Marla E. Sukstorf, Amy Stuart Wells, and Robert L. Crain); and (13) "Comments and General Discussion" (Paul Hill and Herbert J. Grover). Part 3, "The Role of Choice in School Reform," contains three chapters: (14) "New York City's Career Magnet High Schools: Lessons About Creating Equity Within Choice Programs" (Robert L. Crain); (15) "Democratizing Choice: Reinventing, Not Retreating from, Public Education" (Michelle Fine); and (16) "Comments and General Discussion" (Herbert J. Wahlberg and Anthony J. Alvarado). Part 4, "School Choice in American Education," includes "A Dialogue Between Two Educators," in which a discussion between Michael Cohen and Chester E. Finn is moderated by Kathleen Matthews. Endnotes, a bibliography, an index, a list of contributors, and information about the Economic Policy Institute are included.

Rasinski, K. A., Ingels, S. J., Rock, D. A., Pollack, J. M. and Wu, S. C. (1993). *America's High School Sophomores: A Ten Year Comparison (NCES 93-087)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

To provide a context for comparison, the study first describes changing practices and policies of the American educational system and sociodemographic changes that occurred in American society in the 1980's. This is followed by a comparison of the high school experiences of HS&B and NELS:88 sophomores, particularly differences in high school program participation. A chapter contrasts the mathematics achievement of 1980 and 1990 sophomores. NELS:88 mathematics test scores have been rescaled to permit cross-cohort comparisons for major population subgroups at the two time points. Another chapter investigates out-of-school experiences, such as participation in the high school's extracurricular and leisure-time activities. The remaining chapters explore the self-perceptions, social image, and values of 1980 and 1990 sophomores and examine their educational and career aspirations. In most respects, the comparisons show an improvement in high school academic orientation and postsecondary expectations of the 1990 sophomore class; however, the positive changes identified are typically small or moderate, suggesting that much work needs to be done. Includes technical notes, references for text citations, tables of standard errors of measurement and sample sizes for all report population estimates, as well as an overview of HS&B and NELS:88.

Raudenbush, S. W. (1993). A Crossed Random Effects Model For Unbalanced Data With Applications In Cross-Sectional And Longitudinal Research. *Journal of Educational Statistics*, 18(4): 321-349.

Journal Article

Hierarchical linear models have found widespread application when the data have a nested structure, for example, when students are nested within classrooms (a two-level nested structure) or students are nested within classrooms and classrooms are nested within schools (a three-level nested structure). Often, however, the data will have a more complex nested structure. In Example 1, students are nested within both neighborhoods and schools; however, a school can draw students from multiple neighborhoods, and a neighborhood can send students to multiple schools. In Example 2, children are nested within classrooms during the first year of the study; however, each child finds himself or herself with a new teacher and a new set of classmates during each subsequent year of the study. By combining Lindley and Smith's (1972) concepts of exchangeability between and within regressions, this article formulates a "crossed random effects" model that applies to such data, provides maximum likelihood estimates via the EM algorithm, and illustrates application to study (a) neighborhood and school effects on educational attainment in Scotland and (b) classroom effects on mathematics learning during the primary years in the United States.

Sayler, M. F. and Brookshire, W. (1993). Social, Emotional, And Behavioral Adjustment Of Accelerated Students, Students In Gifted Classes, And Regular Students In Eighth Grade. *Gifted Child Quarterly*, 37(4): 150-154.

Journal Article

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.

Schiller, K. S., Plank, S. and Schneider, B. (1993). Are They Schools of Choice? A Response To Sosniak And Ethington. *Educational Evaluation and Policy Analysis*, 15(1): 99-104.

Journal Article

Sosniak and Ethington (1992) conclude that their analysis of the National Education Longitudinal Study of 1988 (NELS:88) provides "little support for the argument that public school choice, as currently implemented, is an inventive mechanism for altering the academic lives of students and teachers." Three issues that bring their conclusion into question are addressed: (a) the method used to classify public schools of choice, (b) problems that arise because of the likelihood of a significant number of "schools within a school" in the NELS:88 base-year school sample, and (c) the matching methodology employed in examining differences between "choice" and "nonchoice" schools.

Schneider, B. (1993). Parents, Their Children, And Schools: An Introduction. In B. Schneider and J. S. Coleman (Eds.), *Parents, Their Children, And Schools*. Boulder, CO: Westview Press.

Book, Section

The resources available to parents and the actions parents can take to further their children's education is reviewed through a collection of essays that focus on the social and economic resources of the family and by looking into the home, community, and school to see how families are involved in educational activities. The importance of parent involvement in learning that is not formally tied to the school is stressed. Information for the studies came from the National Education Longitudinal Study of 1988, a national random sample of 26,000 eighth graders and their parents, teachers, and school administrators. The following chapters are included: (1) "Parents, Their Children, and Schools: An Introduction" (Barbara Schneider); (2) "Parent Involvement in the Home, School, and Community" (Chandra Muller and David Kerbow); (3) "Family Structure Effects on Student Outcomes" (Seh-Ahn Lee); (4) "Parent Involvement and Academic Achievement: An Analysis of Family Resources Available to the Child" (Chandra Muller); (5) "Parental Intervention in the School: The Context of Minority Involvement" (David Kerbow and Annette Bernhardt); and (6) "Parent Choice and Inequality" (James S. Coleman, Kathryn S. Schiller, and Barbara Schneider).

Schneider, B. and Coleman, J. S. (1993). *Parents, Their Children, And Schools*. Boulder, CO: Westview Press.

Book, Whole

The resources available to parents and the actions parents can take to further their children's education is reviewed through a collection of essays that focus on the social and economic resources of the family and by looking into the home, community, and school to see how families are involved in educational activities. The importance of parent involvement in learning that is not formally tied to the school is stressed. Information for the studies came from the National Education Longitudinal Study of 1988, a national random sample of 26,000 eighth graders and their parents, teachers, and school administrators. The following chapters are included: (1) "Parents, Their Children, and Schools: An Introduction" (Barbara Schneider); (2) "Parent Involvement in the Home, School, and Community" (Chandra Muller and David Kerbow); (3) "Family Structure Effects on Student Outcomes" (Seh-Ahn Lee); (4) "Parent Involvement and Academic Achievement: An Analysis of Family Resources Available to the Child" (Chandra Muller); (5) "Parental Intervention in the School: The Context of Minority Involvement" (David Kerbow and Annette Bernhardt); and (6) "Parent Choice and Inequality" (James S. Coleman, Kathryn S. Schiller, and Barbara Schneider).

Sosniak, L. A. and Ethington, C. A. (1993). Studying Choice And Its Consequences For Curriculum And Instruction: A Response To Schiller, Plank, And Schneider. *Educational Evaluation and Policy Analysis*, 15(1): 105-108.

Journal Article

Presents responses of the authors to the comments made by various researchers on their article titled "When Public School 'Choice' Is Not Academic: Findings From the National Education Longitudinal Study of 1988." Information that learning more about curricular and instructional differences among different types of public schools, most notably schools of choice, is an important area of study; Report that choice is a means for providing something other than what some believe is standardized education; Note that schools of choice are promoted as inventive mechanisms for altering the academic lives of students and teachers.

Steele, S. M., Miller, T. F., Rai, K., Appel, M. A. and Jensen, R. W. (1993). *Getting Acquainted With U.S. 8th Graders: Implications For Nonschool Programs*. Madison, WI: Department of Continuing and Vocational Education, University of Wisconsin.

Report

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, S. M., Miller, T. F. and Rai, K. (1993). *Nationwide Participation In 4-H During The 1980s: Information From The Office Of Education NELS:88 Study*. University of Wisconsin. Madison, WI.

Report

A study examined national participation in 4-H Club activities during the 1980s. The study population was a carefully drawn sample of 24,500 eighth 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 eighth-grade students had at some time participated in 4-H. Fewer than 3% of the eighth-grade 4-H participants were from families who were actively farming, nearly 10% were from a city or suburb, and only 5% expected to be farmers at age 30. Among ethnic groups, Blacks were most likely to participate in 4-H (20% versus 18% of White and 7% of Hispanic students). Nearly one-third of eighth 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, L. C. and Powell, B. (1993). Doing the Right Thing: Race And Parental Locus Of Responsibility For Funding College. *Sociology of Education*, 66(4): 223-244.

Journal Article

Although racial variations in endorsement of social welfare have been studied, the more specific linkage to governmental involvement in higher education has not been established. Using data from High School and Beyond and the National Educational Longitudinal Study of 1988, the authors compare the responses of minority versus 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 are modest, minority parents not only are more receptive to governmental involvement than are White parents, but are more likely to place the financial burden on themselves. These findings suggest that support for governmental aid for higher education transcends pure self-interest and corresponds more closely with a minority-status argument. Once background characteristics are held constant, minority parents make at least as much if not more of an effort to save as do their White counterparts. Most important, these results debunk the myths that minority parents lack responsibility for their offspring, at least with respect to educational investment, and that a group's endorsement of collective welfare is incompatible with its assumption of individual responsibility.

Ukaga, O. M. (1993). Structural Determinants Of At Risk Students: Relationship With 8th Graders' Expectations For Completing High School. *Pennsylvania State University*.

Dissertation/Thesis

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, N. L. and Peng, S. S. (1993). Variables Predicting Students' Problem Behaviors. *Journal of Educational Research*, 87(1): 5-17.

Journal Article

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.

Wood, D. D. (1993). *Academic Achievement Of 8th Grade Minority Students: Path Analysis Of Asian, Hispanic And Black 8th Graders. University of South Florida.*

Dissertation/Thesis

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, M. (1993). *Family As A Dynamic Of Educational Attainment: Asian Students In America. University of South Carolina.*

Dissertation/Thesis

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 completely 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.

1992

Anderson, J. (1992). 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, CA.

Conference Paper

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, D. (1992). *Language Characteristics And Academic Achievement: A Look At Asian And Hispanic Eighth Graders In NELS:88 (NCES 92-479)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Using NELS:88 base year data, student language proficiency, home language and academic achievement of Asian and Hispanic eighth graders will be examined. The students' and their parents' literacy in their first language, as well as their English language ability will be studied, along with other family characteristics such as parental education and aspirations, SES, length of residence in the U.S. and education in other countries.

Braddock, J. H. I. and Slavin, R. (1992). *Why Ability Grouping Must End: Achieving Excellence And Equity In American Education. Paper presented at the Common Destiny Conference, Johns Hopkins University, Baltimore, MD.*

Conference Paper

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, F. H. H. (1992). *What Parents Know About Preparing For College And How It Affects Their Children's Academic Performance: Parents' Information In The College Choice Decision. University of California, Berkeley.*

Dissertation/Thesis

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, J. S. and Schiller, K. S. (1992). A Comparison Of Public And Private Schools: The Impact Of Community Values. In Kane, P. R. (Ed.), *Independent Schools, Independent Thinkers*. San Francisco: Jossey-Bass.

Book, Section

For educators following the school reform movement of the past ten years, this collection offers a fresh perspective. Editor Kane assembles more than 20 essays on the characteristics of independent schools, their cultural milieu, and the viewpoints of a wide range of people within the context of independent school education. Contributors include teachers, nationally known educators such as Diane Ravitch and Robert Coles, and former students. One of the latter is author John Irving, who writes about his novels and their connection to his experience at Phillips Exeter Academy. The book is informative and enlightening, both for those unfamiliar with independent schools and those who are not and who want to know how the national school debate will affect them.

Collins, M. A. (1992). School Social Context, Self-Esteem, And Locus-Of-Control Among White, Black And Hispanic Youth. *University of Maryland*.

Dissertation/Thesis

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, L. J. and Tashakkori, A. (1992). 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, CA.*

Conference Paper

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, M. W. (1992). 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, CA. ED350375.

Conference Paper

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, S. (1992). Student Achievement And Family And Community Poverty: Twenty Years Of Education Reform. Paper presented at the meetings of the Eastern Psychological Association, Boston, MA. ED356234.

Conference Paper

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, J. L. and Mac Iver, D. J. (1992). *Opportunities To Learn. Effects On 8th Graders Of Curriculum Offerings And Instructional Approaches (Report No. 34)*. Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Students. ED351419.

Report

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, R. (1992). *Athletic Investment And Academic Resilience Among African American Females And Males In The Middle Grades*. Cleveland, OH: Urban Child Research Center, Cleveland State University. ED361450.

Report

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, R., Royster, D. and Braddock II, J. H. (1992). *School Sports And Academic Resilience Among African American, Anglo And Latino Males. Paper presented at the meeting of the American Sociological Association, Pittsburgh, PA.*

Conference Paper

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.

Hoffer, T. B. (1992). Middle School Ability Grouping And Student Achievement In Science And Mathematics. *Educational Evaluation and Policy Analysis*, 14(3): 205-227.

Journal Article

This paper analyzes the effects of middle school ability grouping on cognitive achievement in mathematics and science. In contrast to most previous research on tracking, this analysis compares outcomes in grouped and nongrouped schools. The hypotheses tested here are, first, that ability grouping raises the aggregate level of student achievement and, second, that ability grouping achieves this end by increasing the learning of all students. Comparing average student achievement growth from the seventh to the ninth grades in grouped and nongrouped schools shows that overall gains from ability grouping in either subject are negligible, controlling for differences in student social background and initial levels of achievement. Comparing the achievement growth of nongrouped students and high- and low-group students shows that high-group placement generally has a weak positive effect while low-group placement has a stronger negative effect. Ability grouping thus appears to benefit advanced students, to harm slower students, and to have a negligible overall effect as the benefits and liabilities cancel each other out.

Horn, L. and Hafner, A. (1992). *A Profile Of American 8th Grade Mathematics And Science Instruction. National Education Longitudinal Study of 1988 (NCES 92-486)*. U.S. Department of Education. Washington DC: National Center for Education Statistics.

Report

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, L. and West, J. (1992). *A Profile Of Parents Of 8th Graders. National Education Longitudinal Study Of 1988 (NCES 92-488)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, G. G. (1992). *Self-Reported Biliteracy And Self-Esteem: A Study Of Mexican American 8th Graders*. Charleston, West Virginia: Appalachia Educational Laboratory.

Report

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, S. J., Scott, L. A., Lindmark, J. T., Frankel, M. R. and Myers, S. L. (1992). *National Education Longitudinal Study Of 1988 First Follow-Up: Student Component Data File User's Manual. Volume II: Appendices M-W (NCES 92-088)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, S. J., Scott, L. A., Lindmark, J. T., Frankel, M. R. and Myers, S. L. (1992). *National Education Longitudinal Study Of 1988. First Follow-Up: Teacher Component Data File User's Manual (NCES 93-085)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, S. J., Scott, L. A., Lindmark, J. T., Frankel, M. R. and Myers, S. L. (1992). *First Follow-Up: Dropout Component Data File User's Manual (NCES 92-083)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

NELS:88 First Follow-Up Dropout Component Data Files

Ingels, S. J., Scott, L. A., Lindmark, J. T., Frankel, M. R. and Myers, S. L. (1992). *First Follow-Up: School Component Data File User's Manual (NCES 92-084)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

This manual will be produced to familiarize data users and others with the procedures followed for data collection and processing of the National Education Longitudinal Study first follow-up survey, and to provide necessary documentation for use of the school data file. Contents will include an overview of the study and historical perspective on the longitudinal studies program, information about related studies and data files, a description of data collection instruments, a description of the sample design and implementation, an account of data collection, preparation and processing. In addition, a detailed guide to the data file and codebook will be provided, including information on the construction of the composite variables, guidelines for use of statistical analysis packages, and record layout, as well as presenting the codebook itself and the survey instruments.

Ingels, S. J., Scott, L. A., Lindmark, J. T., Frankel, M. R. and Myers, S. L. (1992). First Follow-Up: Student Component Data File User's Manual (NCES 92-030). U.S. Department of Education. Washington, DC: National Center for Education Statistics

Book, Whole

These files will contain data on NELS:88 first follow-up students and schools. The student file will also contain dropout data for those students who left school. The user manual will familiarize data users and others with the procedures followed for data collection and processing and provide necessary documentation for use of the files.

Kaufman, P., McMillen, M. M. and Bradby, D. (1992). *Dropout Rates In The United States: 1991 (NCES 92-129)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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.

Kaufman, P. and Bradby, D. (1992). *Characteristics Of At-Risk Students In NELS:88 (NCES 92-042)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Using NELS:88 Base Year data this report will document the size of the At-Risk population in the eighth grade cohort. This report will identify the factors associated with At-Risk students and highlight the characteristics of this At-Risk population. Family characteristics such as SES, parent education, and parent participation in student activities will be examined. Student variables will include: single parent, limited English proficiency, sibling dropped out, school absences and tardiness, test scores, handicapping conditions, etc. This publication has new title - old title "Portrait of the At-Risk Eighth Grader."

Keith, P. B. (1992). *Effects Of Parental Involvement On Mexican-American 8th grade Students' Academic Achievement: A Structural Equations Analysis*. Virginia Polytechnic Institute and State University.

Dissertation/Thesis

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.

Keith, T., Keith, B., Bickley, P. G. and Singh, K. (1992). Effects Of Parental Involvement On Eighth Grade Achievement: LISREL Analysis Of NELS-88 Data. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Conference Paper

A brief narrative description of the journal article, document, or resource. Findings of a study that determined the influence of parental involvement on eighth-grade students' achievement are presented in this paper, which examined the following specific components of parent involvement: aspirations, home structure, discipline, and school activity participation. Data on 21,835 students and their parents were derived from the National Education Longitudinal Study of 1988 (NELS). Latent variable structural equations analysis (LISREL) was used to determine the effects of parental involvement on student achievement, to compare the effects of various components of parental involvement, and to compare the effects of students' versus parents' perceptions of involvement. Findings indicate that parental involvement in their children's homework had a substantial effect on achievement test scores and that the extent of television viewing had no effect. Parental educational aspirations had a positive effect on overall achievement, and family structure had a small negative effect. Students' perceptions of parental involvement were more important than were parents' reports of participation. Eleven figures are included.

Krasner, D. (1992). Risk And Protective Factors And Achievement Of Children At Risk. University of California, Los Angeles.

Dissertation/Thesis

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, V. E. and Smith, J. B. (1992). Effects Of School Restructuring On The Achievement And Engagement Of Middle-Grade Students. *Sociology of Education*, 66(3): 164-187.

Journal Article

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, M. M. (1992). *Eighth To Tenth Grade Dropouts (NCES 92-006)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, P. (1992). *Adolescent Activities In School And The Community: Patterns Of Participation*. Pennsylvania State University.

Dissertation/Thesis

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, C. (1992). Student And Parent Embeddedness In The School Community And Academic Performance. Paper presented at the Annual Meeting of American Sociological Association.

Conference Paper

National Center on Educational Outcomes. (1992). *Including Students With Disabilities In National And State Data Collection Programs*. U.S. Department of Education. Washington, DC: Special Education Programs. ED348819.

Report

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.

Office of Research, OERI (1992). *Parental Satisfaction With Schools And The Need For Standards*. U.S. Department of Education. Washington, DC: Office of Educational Research and Improvement. ED352206.

Report

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.

Owings, J. and Peng, S. S. (1992). *Transitions Experienced By 1988 8th Graders (NCES 92-023)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, S. S. and Lee, R. M. (1992). 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, CA.*

Conference Paper

Peng, S. S. and Lee, R. M. (1992). Measuring Student At-Riskness By Demographic Characteristics. *Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.*

Conference Paper

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, S. S., Wang, M. C. and Walberg, H. J. (1992). Demographic Disparities Of Inner-City 8th Graders. *Urban Education*, 26(4): 441-459.

Journal Article

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.

Peng, S. S., Wang, M. C. and Walberg, H. J. (1992). Resilient Students In Urban Settings. *Paper presented at the meetings of the American Educational Research Association, San Francisco, CA.*

Conference Paper

Pittman, S. G. (1992). The Effect Of Educational Productivity Factors On 8th Grade Interest And Achievement In Science. *University of Illinois at Chicago.*

Dissertation/Thesis

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.

Rizzo, L. (1992). Conditionally Consistent Estimators Using Only Probabilities Of Selection In Complex Sample Surveys. *Journal of the American Statistical Association*, 87(420): 1166.

Journal Article

Outlines the extensions to cluster sample designs and estimators of the finite population mean when one has a complex sample survey. Notation and modeling assumptions; two classical estimators of the population mean; moment properties of the estimators under the framework; variances and variance estimators; example comparing the estimators using the data from the National Educational Longitudinal Survey of 1988 (NELS:88); specifications for cluster sampling; conclusions.

Roark, A. C. (December 11 1992). "Study Finds Youths At Risk, Neglected And Unoccupied." *Los Angeles Times*. 1.

Newspaper Article

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.

Rumberger, R. W. (1992). Dropping Out Of Middle School: A Multilevel Analysis Of Students And Schools. *American Educational Research Journal*, 32(3): 583-625.

Journal Article

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, B. and Shouse, R. (1992). Children Of Color In Independent Schools: An Analysis Of The Eight-Grade Cohort From The National Education Longitudinal Study Of 1988. *The Journal of Negro Education*, 61(2): 223-234.

Journal Article

A brief narrative description of the journal article, document, or resource. 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, L. A. and Ingels, S. J. (1992). 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, CA.* ED349327.

Conference Paper

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, P. A. and Camburn, E. M. (1992). *A Profile Of Eighth Graders In Catholic Schools: Based On The National Educational Longitudinal Study Of 1988*. National Catholic Educational Association. Washington, DC. ED349367.

Report

This report constructs a profile of the 225,000 eighth graders attending Catholic schools in the United States in 1988 and compares them to eighth 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 Eighth Graders in Catholic Schools," focuses on subjects that students take, extracurricular activities, perceptions of teachers, and parent participation. Chapter 3, "Academic Performance of Eighth 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. Included are 10 tables, 7 graphs, an appendix of methodological and technical notes, and 27 references.

Shouse, R. and Schneider, B. (1992). Teacher Assessments Of Student Effort: Effects Of Student Characteristics And School Type. *Educational Policy*, 6(3): 266.

Journal Article

Discusses the effects of student characteristics and school type on teacher ratings of student effort, as reflected in the National Educational Longitudinal Study of 1988. School organizational characteristics and teacher ratings; schools as communities; teacher ratings of students by race and ethnicity.

Shujaa, M. J. (1992). Afrocentric Transformation And Parental Choice In African American Independent Schools. *The Journal of Negro Education*, 61(2, African Americans and Independent Schools: Status, Attainment, and Issues): 148-159.

Journal Article

Analyzes the perceptions and expectations of 35 African-American parents regarding African-American independent schooling, using the framework of M. K. Asante (1980). Interviews with these parents suggest that Afrocentrism is a process of individual transformation. More African-American parents are looking at schooling in broader social contexts.

Solorzano, D. G. (1992). An Exploratory Analysis Of The Effects Of Race, Class, And Gender On Student And Parent Mobility Aspirations. *Journal of Negro Education*, 61(1): 30-44.

Journal Article

Tested the cultural deficit model which holds that Black cultural values, as transmitted through parents, are responsible for low educational and occupational attainment. Data were drawn from the 8th grade cohort of the National Educational Longitudinal Survey of 1988 (24,599 students). Regardless of racial group (RG), student educational aspirations rose as socioeconomic status (SES) rose. When social class (SC) was controlled, Black students had higher aspirations than did White students. Regardless of RG, parents' educational aspirations for their children rose as SES rose. Controlling for SC, Black parents had higher expectations than did White parents. Regardless of RG, student occupational expectations rose as SES rose; controlling for SC, Black students had higher expectations than did White students. Findings challenge the attitude that Black students and their parents do not value education.

Sosniak, L. A. and Ethington, C. A. (1992). When Public School "Choice" Is Not Academic: Findings From The National Education Longitudinal Study Of 1988. *Educational Evaluation and Policy Analysis*, 14(1): 35-52.

Journal Article

Public schools of choice are fast becoming part of national educational debate and practice. This article presents an empirical test of the claim that choice encourages something other than standardized education. We draw our data from the National Education Longitudinal Study of 1988. Our analyses center on questions at the heart of curriculum studies: What knowledge is of most worth and what principles of practice govern work with curricular content? Using multiple measures of curriculum content and of the procedures governing work with that content, we find little support for the argument that public school choice, as currently implemented, is an inventive mechanism for altering the academic lives of students and teachers.

Talbert, J. E. and McLaughlin, M. W. (1992). *Understanding Teaching In Context (Report No. CRC-P92-142)*. Center for Research on the Context of Secondary School Teaching.

Report

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.

Useem, E. L. (1992). Middle Schools And Math Groups: Parents' Involvement In Children's Placement. *Sociology of Education*, 65(4): 263-279.

Journal Article

Interviews with a random sample of 86 mothers in two suburban communities revealed that the high correlation between parents' education levels and their children's placement in the mathematics tracking system as they enter middle and junior high school can be explained, in part, by the propensity of college-educated parents to be knowledgeable about their children's placement, to be integrated into school affairs and parental information networks, to intervene in educational decisions that school personnel make for their children, and to exert an influence over their children's preferences for courses. The involvement of highly educated parents in their children's placement at critical decision points in the tracking system is one mechanism by which educational advantage is transmitted from one generation to the next.

Witta, E. L. (1992). Seven Methods Of Handling Missing Data Using Samples From A National Database (Data Handling). *Virginia Polytechnic Institute and State University.*

Dissertation/Thesis

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, S. C. (1992). *Education And Learning In Schools With High Dropout Rates.* U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, J. H. I. (1991). Bouncing Back: Sports And Academic Resilience Among African American Males. *Education and Urban Society*, 24(1): 113-131.

Journal Article

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, L. C. (1991). The Interaction Of Race, Gender, And Socioeconomic Status In Education Outcomes (No. 246). *Paper presented at the Annual Meeting of the American Sociological Association, Cincinnati, OH.*

Conference Paper

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, K. L. (1991). *The NELS:88 Second Follow-Up Field Test Report. Volume 2.* Chicago, IL: National Opinion Research Center.

Report

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.

Dowd, K. L., Ingels, S. J., Pollack, J. M. and Rasinski, K. A. (1991). *The NELS:88 Second Follow-Up Field Test Report. Volume 1.* Chicago, IL: National Opinion Research Center.

Report

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%); 108 dropouts; 506 parents (response rate of 73.5%); 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.

Eccles, J. S., Lord, S. and Midgley, C. (1991). What Are We Doing To Early Adolescents? The Impact Of Educational Contexts On Early Adolescents. *American Journal of Education*, 99(4, Development and Education across Adolescence): 521-542.

Journal Article

For some children, the early adolescent years mark the beginning of a downward spiral in school-related behaviors and motivation that often lead to academic failure and school dropout. Although these declines are not so extreme for most adolescents, there is sufficient evidence of gradual decline in various indicators of academic motivation, self-perceptions, and school-related behaviors over the early adolescent years to make one ask why. Several investigators have proposed that these declines could result from the types of educational contexts to which many adolescents are exposed during the middle-grade years. This hypothesis is explored in this article. First, the results of analyses using the eighth-grade cohort from the National Educational Longitudinal Study comparing student outcomes in different types of middle-grade school settings are reported. Second, the results of several relevant studies assessing the impact of specific school environmental characteristics on the course of change in early adolescents' school-related motivation are reported.

Hispanic Policy Development Project. (1991). *Disadvantaged Urban 8th Graders: Where They Are And How They Do.*

Report

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. G. (1991). *A Profile Of Schools Attended By Eighth Graders In 1988 (NCES 91-129)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

As part of the National Education Longitudinal Study of 1988 (NELS:88), this study examined the schools attended by eighth-graders in 1988, the year during which the more than 25,000 eighth-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, non-religious 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% of eighth-graders attended public schools, 7.6% attended Catholic schools, 2.9% attended other religious schools, and 1.5% attended private non-religious schools. The study shows that eighth-graders learned under a wide range of different conditions in both public and private schools. Fifty-six data tables and five graphs are included. Appendices contain technical notes, information about the accuracy of estimates and procedures, standard errors and unweighted "N"s, and 56 additional tables.

Ingels, S. J. (1991). *The Problem Of Excluded Baseline Students In A School-Based Longitudinal Study: Correcting National Dropout Estimates And Accommodating Eligibility Change Over Time (NCES-300-86-0010)*. Paper presented at the meetings of the American Educational Research Association, Chicago, IL.

Conference Paper

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, S. J. and Scott, L. A. (1991). National Dropout Statistics From A Longitudinal Cohort Perspective: Estimating Rates Of School-Leaving And School Noncompletion (NCES-RS-8800-3001). *Paper presented at the meetings of the American Educational Research Association, Chicago, IL.*

Conference Paper

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.

Jones, D. (March 29 1991). *Repeating Grades Harms Pupils. USA Today.* 01D.

Newspaper Article

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, P., McMillen, M. M. and Whitener, S. D. (1991). *Dropout Rates In The United States: 1990 (NCES 91-053).* U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

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, P. and Rasinski, K. A. (1991). *Quality Of The Responses Of Eighth-Grade Students In NELS:88 (NCES 91-487)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Using NELS:88 data, this analysis report will provide a thorough examination of the quality of the data collected through the NELS:88 base year survey and will serve as a benchmark for many future analyses. Assessment of data quality leads to better analysis and interpretation of the data and improvements in the designs of future follow-ups and studies. The report will describe the quality of the NELS:88 base-year data focusing on: 1) validity - parent data used as standard, 2) consistency - agreement between similar responses in different sections of questionnaire and 3) quality of data by student characteristics.

Los Angeles Times. (1991, April 11). *Hot, Hip And Happening\High Life: A Weekly Forum For High School Students*: pp. 3.

Newspaper Article

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*

MacIver, D. J. (1991). *Helping Students Who Fall Behind: Remedial Activities In The Middle Grades (Report 22)*. Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Students.

Report

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, C. (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.*

Conference Paper

Muller, C. (1991). Parental Involvement In The Educational Process: An Analysis Of Family Resources And Academic Achievement. *University of Chicago.*

Dissertation/Thesis

Muller, C., Schiller, K. S. and Lee, S. A. (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.*

Conference Paper

Muller, C., She-Ahn, L. and Schiller, K. S. (1991). 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, IL.*

Conference Paper

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, M. E. (June 19 1991). "At Risk: A Look At Kids And Danger Signals." *USA Today*. 07A.

Newspaper Article

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

Muthén, B. O. (1991). Multilevel Factor Analysis of Class and Student Achievement Components. *Journal of Educational Measurement*, 28(4): 338-354.

Journal Article

This article analyzes mathematics achievement data from the Second International Mathematics Study (SIMS; Crosswhite, Dossey, Swafford, McKnight, & Cooney, 1985) in which U.S. students are measured at the beginning and end of eighth grade. The aim of

the article is to address some substantive analysis questions in the SIMS data and show the potential of multilevel factor analysis methodology. Issues related to between- and within-class decomposition of achievement variance and the change of this decomposition over the course of the eighth grade are studied. As a starting point, random effects ANOVA is considered for each achievement score. Each score contains a large amount of measurement error. The effects of unreliability on variance decomposition are shown with the help of a multilevel factor analysis model. Unreliability has severely distorting effects on this type of ANOVA while multilevel factor analysis gives results corresponding to what would be obtained with perfectly reliable scores.

New York State Department of Education (1991). *Characteristics Of New York State's Eighth Grade Students From The National Education Longitudinal Study Of 1988*. Albany, NY: New York State Education Department. ED340732.

Report

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.

Porter, A. C. (1991). Creating A System Of School Process Indicators. *Educational Evaluation and Policy Analysis*, 13(1): 13-29.

Journal Article

A system of school process indicators is needed to provide descriptions of educational opportunity, to monitor reform, and to explain student outputs. Several conceptual and technical problems must first be overcome. A model of school processes is offered against which problems of definition, measurement, and sampling are identified. Using criteria of importance, validity, and cost, a recommendation is made for an initial system of school process indicators. The recommendation illustrates the analytic framework and is meant to begin a conversation.

Rasinski, K. A. (1991). 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. *Paper presented at the meetings of the American Association for Public Opinion Research, St. Petersburg, FL.*

Conference Paper

Based on the NELS:88 field test

Rock, D. A. and Pollack, J. (1991). *Psychometric Report For The NELS:88 Base Year Test Battery (NCES 91-468)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Using the NELS:88 Base Year Student Cognitive Tests, this report will describe the psychometric properties of the four NELS:88 cognitive tests. Results of the item analyses, factor analyses, and IRT analyses will be presented.

Rock, D. A., Pollack, J. M. and Hafner, A. L. (1991). *The Tested Achievement Of The National Education Longitudinal Study Of 1988 Eighth Grade Class (NCES 91-460)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Sixty tables are presented, which examine the test achievement of a national probability sample of eighth 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 eighth 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.

Scott-Jones, D. (1991). Educational Levels Of Adolescent Childbearers At First And Second Births. *American Journal of Education*, 99(4): 461-480.

Journal Article

This study employed the 1985 birth records of a midwestern state to assess the educational levels of White, Black, and Hispanic adolescents, 15-19 years of age, having first and second births. There were age and ethnic differences in the relationship of first and second births to educational levels of adolescents. Marriage was differentially related to educational level among the three ethnic groups. The educational level of fathers, when reported, was significantly correlated with the adolescent childbearers' educational level. Implications of these findings for future research and for programs and policies related to adolescent pregnancy prevention and to educational improvement are discussed.

Sebring, P. A. and Camburn, E. M. (1991). *A Profile Of Eighth Graders In Catholic Schools: Based On The National Educational Longitudinal Study Of 1988*. Washington, DC: National Catholic Education Association.

Report

This report constructs a profile of the 225,000 eighth graders attending Catholic schools in the United States in 1988 and compares them to eighth 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 Eighth Graders in Catholic Schools," focuses on subjects that students take, extracurricular activities, perceptions of teachers, and parent participation. Chapter 3, "Academic Performance of Eighth 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. Included are 10 tables, 7 graphs, an appendix of methodological and technical notes, and 27 references.

Spencer, B. D. and Foran, W. (1991). Sampling Probabilities For Aggregations, With Application To NELS:88 And Other Educational Longitudinal Surveys. *Journal of Educational Statistics*, 16(1): 21-33.

Journal Article

This article considers surveys where one can observe, after the sample is selected, that each member of the sample belongs to one or more aggregations. The population of aggregations is of interest, and we consider the probability that a given aggregation contains at least one sample member. An expression for the probability is derived as a function of population parameters, many of which can be known only if additional, costly data collection is undertaken. A variety of model-based estimators of those parameters is discussed, and their relative advantages and disadvantages are noted. The estimators are applied to a particular case, the National Educational Longitudinal Study of 1988 (NELS:88), in which the aggregations are tenth-grade schools. Evaluations of the estimators are presented. In NELS:88, a sample of eighth-grade schools and eighth-grade students in those schools was surveyed and 2 years later, when most of the students were in tenth grade, the students were resurveyed. If the tenth-grade school sample (i.e., the set of tenth-grade schools enrolling one or more sampled students) is a probability sample, then we can make inferences to the population of tenth-grade schools. A requirement for a sample to be a probability sample is that the selection probabilities be nonzero for all units and be known for the selected units. This article discusses how those probabilities can be estimated from complete and incomplete data. Various estimators based on incomplete data are derived and empirically evaluated with data from a special test sample of schools and data from the Houston Independent School District.

Waggoner, D. E. (1991). Numbers And Needs: Ethnic And Linguistic Minorities In The United States. *The Number News*, 1-2.

Journal Article

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.

Westat and National Science Foundation. (1991). *Methodology Report: NSF/NELS:88: Teacher Transcript Study*. Rockville, MD: Westat.

Report

No abstract is available for this report.

1990

American Eighth Graders Profiled In Report. (1990). *Reading Today*, 8(2): 14.

Journal Article

This article deals with the findings of the National Educational Longitudinal Study of 1988 conducted by the National Center for Education Statistics of the U.S. Department of Education's Office of Educational Research and Improvement. The spring 1988 survey also included the students' parents, teachers, and principals. The report on this survey provides base-year information about 1988 eighth graders. Follow-up surveys will be conducted every two years. While more than 60 percent of 1988 eighth graders were born in 1974, another 30 percent were born in 1973, and 6 percent were born in 1972 or before. The students' ages tied in with whether they had repeated a grade, and 18 percent had repeated at least one grade by the time they finished eighth grade. Longitudinal studies such as this are powerful vehicles for examining student risk issues. Since this is the first longitudinal study to begin in eighth grade, the follow ups every two years will give an unparalleled opportunity to see who drops out and who stays in school. Overall, a little more than half of the students have no risk factors, a quarter have one risk factor, and 20 percent have two or more. Students with two or more risk factors are twice as likely as those with no risk factors to be in the lowest grade quartile.

Coons,P. (September 2 1990). "Study Sees Parents As Key To Success Of 8th Graders." *Boston Globe*. 33.

Newspaper Article

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.

Cross, C. T. (1990). *Selected Addresses, Speeches, And Remarks Of The Assistant Secretary Of Education For Educational Research And Improvement*.

Conference Paper

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, D. and Maw, C. (1990). *Hispanic Education: A Statistical Portrait 1990*. Washington, DC: National Council of La Raza.

Report

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, A. L., Ingels, S. J., Schneider, B. and Stevenson, D. L. (1990). *A Profile Of The American Eighth Grader: NELS:88 Student Descriptive Summary (NCES 90-458)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

The report will highlight some of the general findings of the NELS:88 Base Year survey and is designed to replicate topics from the base year surveys for the cohorts studied in HS&B and NLS-72, but will largely focus on items of greater relevance to this younger cohort. Written for a non-technical audience, it should be of special interest to U.S. Department of Education offices, and professional and policy groups concerned with middle/junior high schooling, researchers, state departments of education, superintendents and principals. The student, parent, teacher, school, and cognitive test results for NELS:88 base year will be analyzed using descriptive statistics and approximately 20 tables.

Ingels, S. J. (1990). Findings from the NELS:88 Base Year Student Survey. *Paper presented at the Meetings of the American Educational Research Association, Boston, MA.*

Conference Paper

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, S. J., Abraham, S. Y., Karr, R., Spencer, B. D. and Frankel, M. R. (1990). *National Education Longitudinal Study Of 1988: Base Year: Student Component Data File User's Manual (NCES 90-464)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Using the student and school files from NELS:88, this manual will familiarize data users and researchers with the procedures followed for data collection and processing of the NELS:88 base year survey, and provide necessary documentation for use of the Student data file. Contents will include a descriptive reporting of the study and historical perspective on the longitudinal studies program, information about related studies and data files, a description of data collection instruments, a description of the sample design and implementation, an account of data collection, preparation and processing. In addition, a detailed guide to the data file and codebook will be provided, including information on the construction of the composite variables, guidelines for use of statistical analysis packages, and record layout, as well as presenting the codebook itself and the survey instruments.

Ingels, S. J., Rasinski, K. A., Frankel, M. R., Spencer, B. D. and Buckley, P. (1990). *National Education Longitudinal Study Of 1988: Base Year Final Technical Report*. Chicago, IL: National Opinion Research Center.

Report

Ingels, S. J., Abraham, S. Y., Rasinski, K. A., Karr, R., Spencer, B. D. and Frankel, M. R. (1990). *National Education Longitudinal Study Of 1988: Base Year: Teacher Component Data File User's Manual (NCES 90-484)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Using the NELS:88 Base Year Teacher Survey, this manual will be produced to familiarize data users and researchers with the procedures followed for data collection and processing of the NELS:88 base year survey, and to provide necessary documentation for use of the Teacher data file. Contents will include a descriptive overview of the study and historical perspective on the longitudinal studies program, information about related studies and data files, a description of data collection instruments, a description of the sample design and implementation, an account of data collection, preparation and processing. In addition, a detailed guide to the data file and codebook will be provided, including information on the construction of the composite variables, guidelines for use of statistical analysis packages, and record layout, as well as presenting the codebook itself and the survey instruments.

Ingels, S. J., Abraham, S. Y., Rasinski, K. A., Karr, R., Spencer, B. D. and Frankel, M. R. (1990). *National Education Longitudinal Study of 1988: Base Year: Parent Component Data File User's Manual (NCES 90-466)*. U.S. Department of Education. Washington, DC:

National Center for Education Statistics.

Report

Using the NELS:88 Base Year Parent Survey, this manual will familiarize data users and researchers with the procedures followed for data collection and processing of the NELS:88 base year survey, and to provide necessary documentation for use of the Parent data file. Contents will include an overview of the study and historical perspective on the longitudinal studies program, information about related studies and data files, a description of data collection instruments, a description of the sample design and implementation, an account of data collection, preparation and processing. In addition, a detailed guide to the data file and codebook will be provided, including information on the construction of the composite variables, guidelines for use of statistical analysis packages and record layout, as well as presenting the codebook itself and the survey and survey instruments.

Ingels, S. J., Abraham, S. Y., Spencer, B. D. and Frankel, M. R. (1990). *National Education Longitudinal Study Of 1988: Base Year: Student Component Data File User's Manual (NCES 90-464)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Using the student and school files from NELS:88, this manual will familiarize data users and researchers with the procedures followed for data collection and processing of the NELS:88 base year survey, and provide necessary documentation for use of the Student data file. Contents will include a descriptive reporting of the study and historical perspective on the longitudinal studies program, information about related studies and data files, a description of data collection instruments, a description of the sample design and implementation, an account of data collection, preparation and processing. In addition, a detailed guide to the data file and codebook will be provided, including information on the construction of the composite variables, guidelines for use of statistical analysis packages, and record layout, as well as presenting the codebook itself and the survey instruments.

Ingels, S. J., Spencer, B. D., Frankel, M. R., Rasinski, K. A., Karr, R. and Abraham, S. Y. (1990). *National Education Longitudinal Study Of 1988: Base Year: School Component Data File User's Manual (NCES 90-482)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Using the NELS:88 Base Year School Survey, this manual will be produced to familiarize data users and researchers with the procedures followed for data collection and processing of the NELS:88 base year survey, and to provide necessary documentation for use of the school data file. Contents will include a descriptive overview of the study and historical perspective on the longitudinal studies program, information about related studies and data files, a description of data collection instruments, a description of the sample design and implementation, an account of data collection, preparation and processing. In addition, a detailed guide to the data file and codebook will be provided, including information on the construction of the composite variables, guidelines for use of statistical analysis packages, and record layout, as well as presenting the codebook itself and the survey instruments.

Knopes, C., Gable, D. and Kelly, D. (September 19 1990). "School Line: A Quick Look At What's Happening At USA Schools." *USA Today*. 07A.

Newspaper Article

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.

Oakes, J. (1990). Opportunities, Achievement, And Choice: Women And Minority Students In Science And Mathematics. *Review of Research in Education*, 16: 153-222.

Journal Article

This chapter summarizes what we know. The first section examines the current status and recent trends in the participation of women, blacks, and Hispanics in scientific fields. It also describes the schooling process by which students become scientists, and presents data about race and gender differences in participation in this pipeline. The next three sections describe potential influences on the learning opportunities, achievement, and choices of women and minorities that affect their pipeline participation. These include individual attributes (cognitive abilities and attitudes), schooling features, and societal factors. The paper concludes with suggestions for future policy-relevant research.

Pollack, J. M. (1990). *Some Issues In Free Response Testing*. Princeton, NJ: Educational Testing Program.

Report

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, K. A. and West, J. (1990). *Eighth Graders' Reports Of Courses Taken During The 1988 Academic Year By Selected Student Characteristics: National Education Longitudinal Study Of 1988 (NCES 90-459)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Using NELS:88 data, this tabular summary will present data on the courses taken by eighth grade students including math, science, English, history and social studies, vocational and career preparation classes, and specialized classes such as art or music. Coursework will be broken down by a set of classification variables indicating family background, such as SES, race/ethnicity, language use, and parental education using crosstabulation. The audience includes the U.S. Department of Education offices concerned with eighth grade and later education, curriculum and educational research organizations, middle school or junior high school professional groups, guidance counselors, state departments of education, superintendents and principals.

Spencer, B. D., Frankel, M. R., Ingels, S. J., Rasinski, K. A. and Tourangeau, R. (1990). *Base Year Sample Design Report (NCES 90-463)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Report

Using all 4 NELS:88 surveys, this technical report will provide a detailed review of the base year sample design, including both school and student selection, construction of the sampling frame, selection procedures, replacement procedures for ineligible and noncooperating schools, and basic weighting procedures. The report is organized into a description of the longitudinal studies program, an overview of the base year study, a detailed description of sample design and implementation, sample weights, unit nonresponse analysis; standard errors and design effects, and an evaluation of the overall sample design. This report will be of interest primarily to researchers and policy analysts who are users of the NELS:88 base year data.

Thomas, J. (1990). The Numbers Game: What 8th Graders Study-And How Much Of It They Do. *Humanities*, 11(6): 9-10.

Journal Article

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. Department of Education. (1990). *Parental Involvement In Education: Issues in Education*. U.S. Department of Education. Washington, DC: Office of Educational Research and Improvement. ED324139.

Report

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.

U.S. Department of Education. (1990). *Restructuring Schools For Young Adolescents. Issues in Education*. U.S. Department of Education. Washington, DC: Office of Educational Research and Improvement. ED322649.

Report

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, J., Rasinski, K. A. and Camburn, E. M. (1990). 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, MA.*

Conference Paper

Woodall, M. (October 10 1990). "Study Of Schoolchildren's Habits Finds Reading Is Not One Of Them." *Philadelphia Inquirer*. B01.

Newspaper Article

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.

1989

Connecticut Participation In The National Education Longitudinal Study (NELS). (1989). Connecticut State Department of Education Research Bulletin.

Report

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.

Elliott, E. J. (1989). New Directions And Initiatives At NCES: Implications For Educational Research, Policy, And Practice. *Educational Researcher*, 18(3): 11-16.

Journal Article

The National Center for Education Statistics (NCES) has made significant changes following a severely critical evaluation by the National Academy of Sciences (NAS) in 1986. Improvements are under way to fill data gaps, raise technical standards, and expand staff resources. Sharply increased appropriations and new legislation indicate Executive Branch and Congressional support. Researchers are encouraged to advise the Center, use the newly enlarged data for analyses, and propose targeted supplements to NCES studies. The "new NCES" will persist because data are needed by the public and by decision makers.

Greene, H. et al. (1989). *National Education Longitudinal Study Of 1988 (NELS:88) First Follow-Up Field Test Report*. Chicago, IL: National Opinion Research Center.

Report

Ingels, S. J., Rizzo, L. and Rasinski, K. A. (1989). School, Individual And Item Nonresponse In The National Education Longitudinal Study Of 1988 (NELS:88) Base Year Survey (NCES-300-86-0010). *Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA*. ED312311.

Conference Paper

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, R. E. (1989). *Guide To Databases Containing Data On Vocational And Adult Education Maintained By The U.S. Department Of Education*. U.S. Department of Education. Washington, DC: Office of Vocational and Adult Education. ED311257.

Report

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, C. and Rasinski, K. A. (1989). *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, CA.*

Conference Paper

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% responded. Out of 26,410 parents selected, 90.5% 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 eighth 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. Policymakers 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. Five figures and one data table are included.

1988

Ingels, S. J. and et al. (1988). 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.* ED297006.

Conference Paper

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).

Payer, E. T. (February 1988). *Institutional Projects Funded by OERI.* U.S. Department of Education. Washington, DC: Office of Educational Research and Improvement. ED295603.

Report

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.

Payer, E. T. (Revised April 1988). *Institutional Projects Funded by OERI.* U.S. Department of Education. Washington, DC: Office of Educational Research and Improvement.

Report

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, R. P. (1988). The National Education Longitudinal Study Of 1988 School Survey. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. ED295985.

Conference Paper

A brief narrative description of the journal article, document, or resource. 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, R. P. (1988). The National Education Longitudinal Study of 1988 Teacher Survey. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA. ED293893.

Conference Paper

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, S. J. and et al. (1987). National Education Longitudinal Study Of 1988. Field Test Report. U.S. Department of Education. Washington, DC: National Center for Education Statistics. ED289897.

Report

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, G. H. and Faupel, E. M. (1986). *The National Assessment Of Educational Progress And The Longitudinal Studies Program: Together Or Apart? Report Of A Planning Conference*. U.S. Department of Education. Washington, DC: National Center for Education Statistics. ED285919.

Report

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 NELLS" (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, C. C. (1986). *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*. ED279683.

Opinion Paper

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 NELLS 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

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Opinion Paper

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.