Course Description

This graduate seminar concerns the hierarchical and stratified nature of school systems, including the “nested layers” of classrooms, schools, and districts, and the stratified divisions within school systems such as selective schools, tracks, and ability groups. In the course, students will explore the methodological challenges and substantive implications of stratification and hierarchy for understanding the effects of schools and schooling on student outcomes. Substantively, we will begin with the literature on school effects, moving from early input-output studies to current research that examines the organizational context of schools. We will also examine the impact of stratification within and between schools, focusing on selection processes as well outcomes. Next, we will consider stratification and hierarchy in light of salient policy issues such as standards and accountability, teacher quality, evidence-based practice, and school choice. Methodologically, we will explore statistical packages designed to address the hierarchical organization of school systems through multilevel models. Substantive and methodological issues will be integrated through seminar discussions, student presentations, and seminar papers.

Students are advised that Sociology 362 or equivalent (statistics through ordinary least squares regression) is necessary for adequate preparation for this course.

Course Requirements

Students will be expected to read assigned material, take part in discussions, complete computer exercises, present work in progress to the class, and write a seminar paper. The course grade will be based on an evaluation of the seminar paper, and satisfactory performance on the other requirements.

Note: On February 23, class will not meet at the regular time. Instead, students are asked to attend the public forum on “Standards-based accountability in education is one step towards closing the poverty gap” on February 23 at 4pm in the Pyle Center. Also, class will not meet on April 13. Instead, class will meet on Tuesday, April 18, at the usual time and place.
Course Readings

A packet of readings is available for purchase at the Social Sciences Copy Center (6th floor of Social Sciences) and additional readings are on reserve at the Social Science Reading Room (8th floor of Social Sciences). In addition, the following books have been ordered at the University Bookstore:


* indicates recommended book, not required.
### SOC/EPS 908 – Spring 2006
#### Schedule of Topics

<table>
<thead>
<tr>
<th>TOPIC 1</th>
<th>TOPIC 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN 19 Introduction</td>
<td></td>
</tr>
<tr>
<td>JAN 26 School Effects - 1</td>
<td></td>
</tr>
<tr>
<td>FEB 2 School Effects - 2</td>
<td>Multilevel Methods - 1</td>
</tr>
<tr>
<td>FEB 9 Organizational Context - 1</td>
<td>Multilevel Methods - 2</td>
</tr>
<tr>
<td>FEB 16 Organizational Context - 2</td>
<td>Multilevel Methods - 3</td>
</tr>
<tr>
<td>FEB 23* Public Forum: “Standards-based accountability in education is one step towards closing the poverty gap.” Pyle Center, 4:00-5:30pm.</td>
<td></td>
</tr>
<tr>
<td>MAR 2 Stratification between Schools</td>
<td>Student Presentations: Research Problems</td>
</tr>
<tr>
<td>MAR 9 Stratification within Schools</td>
<td>Student Presentations: Research Problems</td>
</tr>
<tr>
<td>MAR 16 SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>MAR 23 Selection</td>
<td>Multilevel Methods - 4</td>
</tr>
<tr>
<td>MAR 30 Standards and Accountability</td>
<td>Multilevel Methods - 5</td>
</tr>
<tr>
<td>APR 6 School Choice</td>
<td>Multilevel Models - 6</td>
</tr>
<tr>
<td>APR 18** Evidence-Based Practice</td>
<td>Student Presentations: Models</td>
</tr>
<tr>
<td>APR 20 Teacher Quality</td>
<td>Student Presentations: Models</td>
</tr>
<tr>
<td>Guest speaker: Spyros Konstantopolous, Northwestern University</td>
<td></td>
</tr>
<tr>
<td>APR 27 Student Presentations -- Results and Interpretation</td>
<td></td>
</tr>
<tr>
<td>MAY 4 Student Presentations -- Results and Interpretation</td>
<td></td>
</tr>
</tbody>
</table>

* Special time and location.
** Special Tuesday class meeting.
Notes: Readings should be completed in advance of the class session date listed. Supplemental readings indicated by *.

JAN 26

School Effects - 1

J. S. Coleman, *Equality and Achievement in Education*, chapters 2, 6-11. [ON RESERVE]


FEB 2

School Effects - 2


**Multilevel Methods - 1**


Raudenbush et al., *HLM6*, chapters 1-2.


**FEB 9**

**Organizational Context - 1**

Barr and Dreeben, *How Schools Work*, chapters 3-5.


**Multilevel Methods - 2**

Raudenbush and Bryk, *Hierarchical Linear Models*, chapters 3-5.


**FEB 16**

**Organizational Context - 2**


*Bryk, Lee, and Holland, *Catholic Schools and the Common Good*, chapters 4, 6-8.

*Gamoran et al., *Transforming Teaching in Math and Science: How schools and districts can support change*, chapters 1-6.

**Multilevel Methods - 3**

Bryk and Raudenbush, *Hierarchical Linear Models*, chapters 6, 8.

Raudenbush et al., *HLM6*, chapters 3-4.

Goldstein, chapter 5.

**MAR 2**

**Stratification between Schools**


*Bryk, Lee, and Holland, *Catholic Schools and the Common Good*, chapter 10.


STRATIFICATION WITHIN SCHOOLS - 1

Jeannie Oakes, *Keeping Track*, chapters 3-8, 11.


*A. C. Kerckhoff, *Diverging Pathways*, chapters 1-4, 8.

MAR 23

SELECTION


*S. Kelly, “Do increased levels of parental involvement account for the social class difference in track placement?” *Social Science Research*, 33, 626-659 (2004).

**Multilevel Methods - 4**


**MAR 30**

**Standards and Accountability**


**Multilevel Methods - 5**


School Choice


Multilevel Methods – 6


Raudenbush et al., *HLM6*, chapters 10-11.

Evidence-Based Practice


**Teacher Quality**

W. L. Sanders and J. C. Rivers, Cumulative and Residual Effects of Teachers on Future Student Academic Achievement. Knoxville: University of Tennessee Value-Added Research and Assessment Center (1996).

