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# NATIONAL CENTER FOR EDUCATION STATISTICS

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User's Manual

March 1990

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## National Education Longitudinal Study of 1988

Base Year:  
Student Component Data File User's Manual



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Data Series:  
DR-NELS: 88-88-1.2

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U.S. Department of Education  
Office of Educational Research and Improvement

NCES 90-464

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"The purpose of the Center shall be to collect, and analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

March 1990

## Foreword

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the base year student component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data files.

Use of the data tape does not require the analyst to be a statistician or sophisticated computer programmer. Most social scientists and policy analysts should find the tape organized and equipped in a manner that facilitates straightforward production of statistical summaries and analyses. This manual provides extensive documentation of the content of the data files and how to use them. **Chapter VII and Appendix F, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VII and Appendix F will help users to avoid common mistakes that result in costly computer job failures or incorrect results.**

The rest of the manual provides a wide range of information on a variety of topics related to the National Center for Education Statistics (NCES) and the National Education Longitudinal Study of 1988 (NELS:88). Chapter I begins with an overview and history of NCES's National Education Longitudinal Studies program and the various studies that it comprises. Chapter II contains a general description of the data collection instruments used in the NELS:88 base year study.

The sample design and weighting procedures used in the base year study are documented in Chapter III. A detailed discussion of the sample design, weighting procedures, sampling errors, and analyses of unit and item nonresponse patterns may be found in the *NELS:88 Base Year Sample Design Report*.<sup>1</sup>

Data collection procedures, schedules, and results are presented in Chapter IV. Chapter V describes data control and data preparation activities such as monitoring receipt of questionnaires, editing and coding, and retrieval and archiving. Data processing, including the conversion of questionnaire data to machine readable form, machine editing, and construction of the merged, clean data tapes is the subject of Chapter VI. Finally, Chapter VII describes the organization and contents of the data files and provides important suggestions for using them.

The appendices contain the student questionnaire used in the base year; a list of the critical items in the student questionnaire; the record layout for the student questionnaire; specifications for the composite variables; a description of related data files available from NCES; and guidelines for Statistical Analysis System (SAS) users. A codebook for the student questionnaire data constitutes the final section of the manual.

In addition to the core study described in this manual, a number of supplemental NELS:88 components and related education studies are also described in Appendix E. Earlier NCES longitudinal studies that may be of interest to NELS:88 users are also described in Appendix E. They include: the High School and Beyond (HS&B) base year files; merged HS&B first, second, and third

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1 Spencer, B.D., Frankel, M.R., Ingels, S.J., Rasinski, K.A., and Tourangeau, R., *NELS:88 Base Year Sample Design Report* (Washington, D.C.: National Center for Education Statistics, 1990).

follow-up files; related HS&B files; and assorted files related to the National Longitudinal Study of the High School Class of 1972 (NLS-72).

It should be noted that the population covered by NELS:88 includes only those eighth graders who were considered capable of filling out a NELS:88 student questionnaire and completing the NELS:88 student test. As a result of this requirement, projected student counts from NELS:88 may not match official enrollment statistics. Additional information on sample eligibility and ineligibility is provided in Chapter III, section 3.1.1.

### **A Note on Data Use and Confidentiality**

The NELS:88 base year data is released in accordance with the provisions of the General Education Provisions Act (GEPA) [20-*USC* 122e 1] and the Carl D. Perkins Vocational Education Act. The GEPA assures privacy by ensuring that respondents will never be individually identified.

The National Center for Education Statistics (NCES) is responsible under Public Law 100-297 for protecting the confidentiality of individually identifiable respondents, and is releasing this data tape to be used for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data tape associated with this manual. These include suppressing, abridging, and recoding identifiable variables. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protections. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook attached to each user's manual.

## **Acknowledgments**

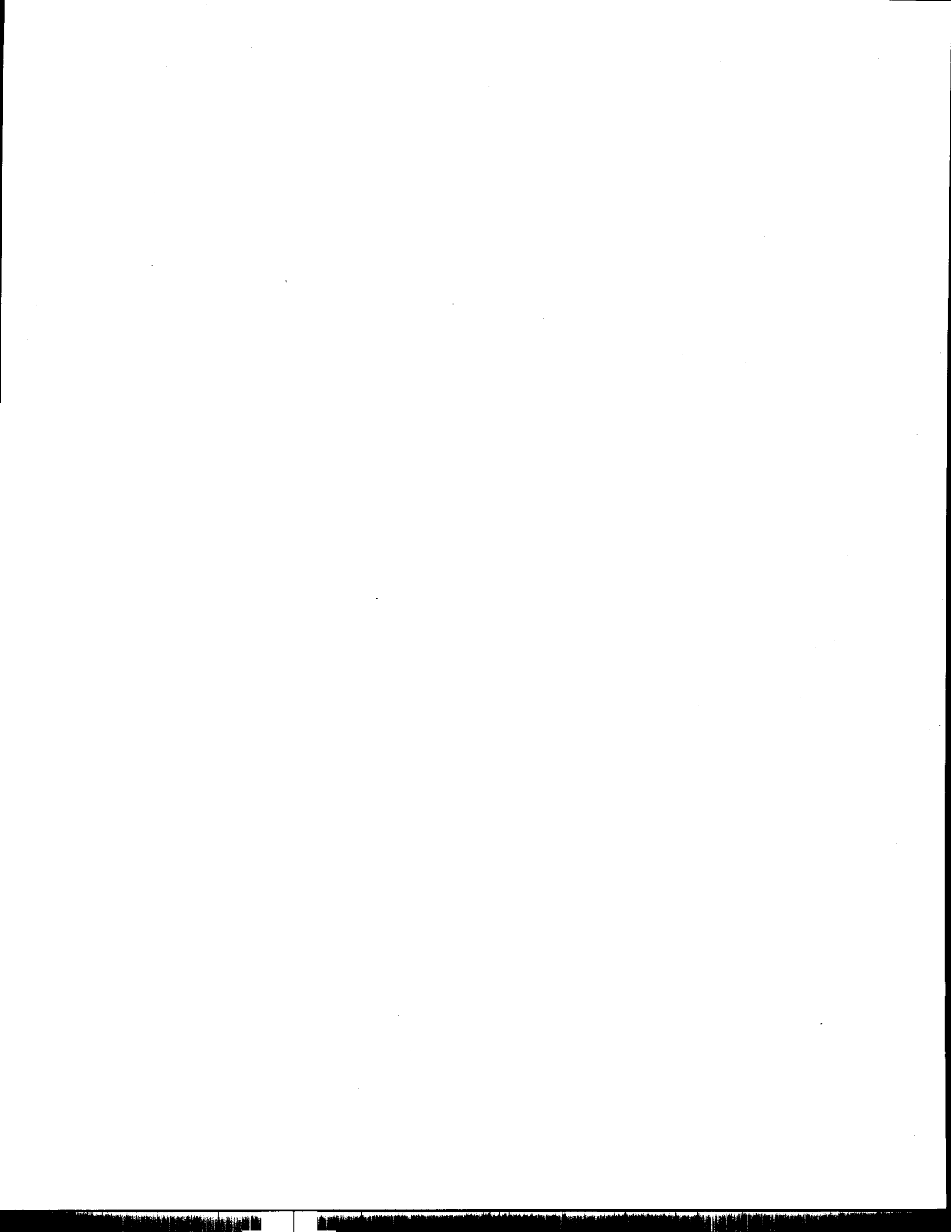
The authors wish to thank all those persons who contributed to the production of this manual.

Kymn Kochanek, David Lewis, David Matheson, and James McDonald carefully documented procedures and generated completion rates and other key statistics. Carol Prindle provided substantial assistance in documenting, preparing, and reviewing several sections of the user's manual. Design effects were analyzed by Roger Tourangeau. Gloria Rauens and Christine Beard carefully reviewed the data processing chapters and technical appendices.

We would like to acknowledge Donald Rock and Judith Pollack of the Educational Testing Service, who contributed material on the student cognitive tests. Quality Education Data (QED) generously provided a data set used in the construction of some of the composite variables that appear in Chapter VII and Appendix D.

Special thanks go to Suzanne Erfurth, who carried out a meticulous and thoughtful editing of the text. Our appreciation is also extended to Barbara Lockhart, Amelia Solorio, Nilofer Ahsan, Keith Privett and Laurie Hendrickson for their patient and thorough work in the production of the final document.

Finally, we would also like to thank those members of the staff of the National Center for Education Statistics who have worked closely with us on this project: Jeffrey A. Owings, Chief of the Longitudinal and Household Studies Branch, who served as the Project Officer for the base year study from its inception; and Anne Hafner, the Project Officer for the first follow-up of NELS:88, who assisted in the development of the composite variables. Thanks go also to Ralph Lee, Jerry West, Teresita Kopka, and Peggy Quinn.



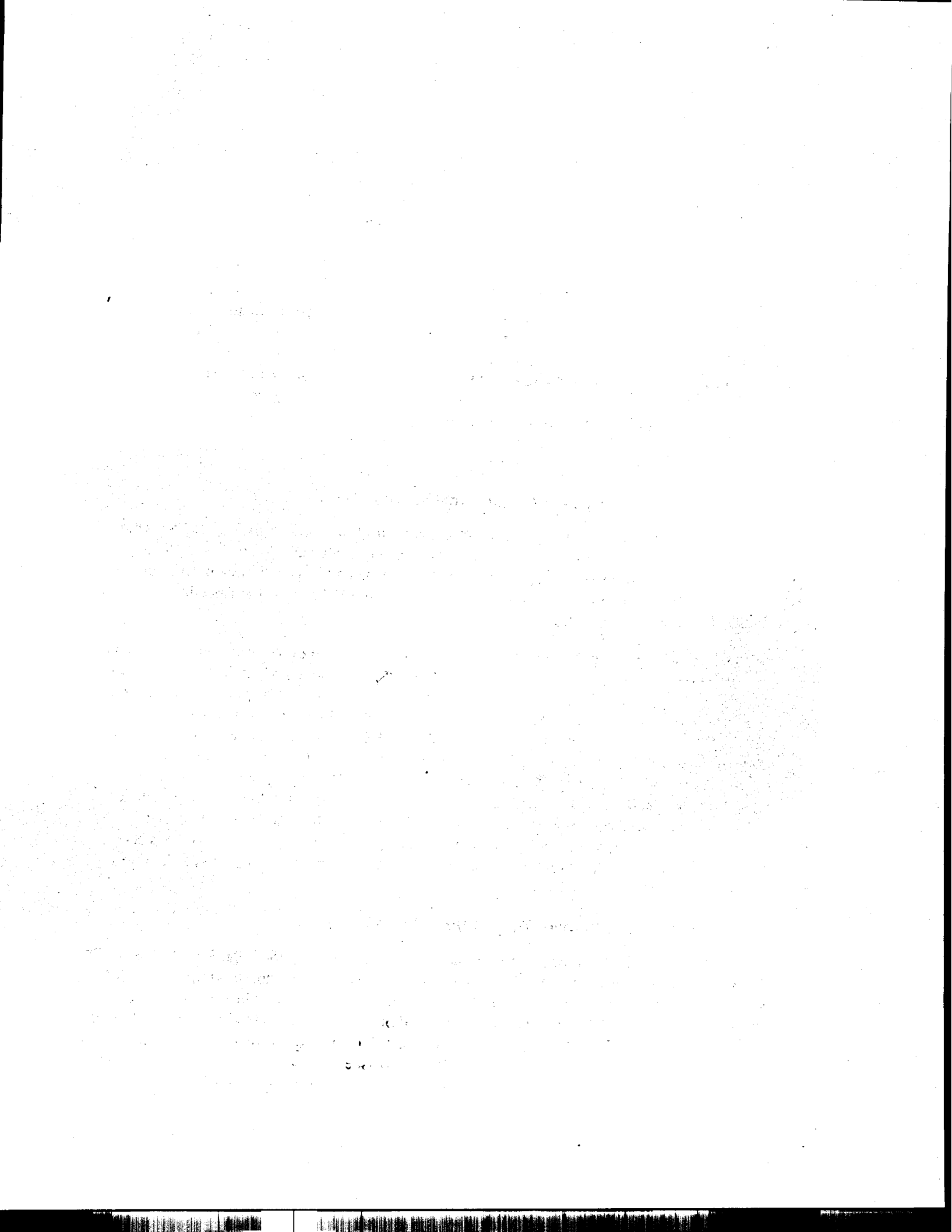
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- Appendix D: NELS:88 Base Year Student Data Weight, Flags, and Composite Variables
- Appendix E: NELS:88 Related Data Files and Data Files Available from the National Center for Education Statistics
- Appendix F: Guidelines for Using SAS with NELS:88 Base Year Data
- Appendix G: Codebook



## **I. Introduction**

This manual provides guidance and documentation for users of the public release data tape for the base year student component of the National Education Longitudinal Study of 1988 (NELS:88). Information about the purpose of the study, the data collection instruments, the sample design, and data collection and data processing procedures is also contained in this manual.

### **1.1 Organization of the Data User's Manuals**

Four manuals have been produced for the NELS:88 base year study, one to accompany each of the four public release data tapes--the student, parent, teacher, and school manuals. Each is designed to provide the user with general information and documentation, as well as information and documentation for use with a specific public release data tape. Thus, a user can consult any one of the manuals and find that many of the same topics are covered. This redundancy was deliberately built into each manual in order to minimize the user's need to consult more than one manual and because some analysts might be interested in one particular data tape but not the others.

### **1.2 Overview**

#### **1.2.1 NCES's National Education Longitudinal Studies Program**

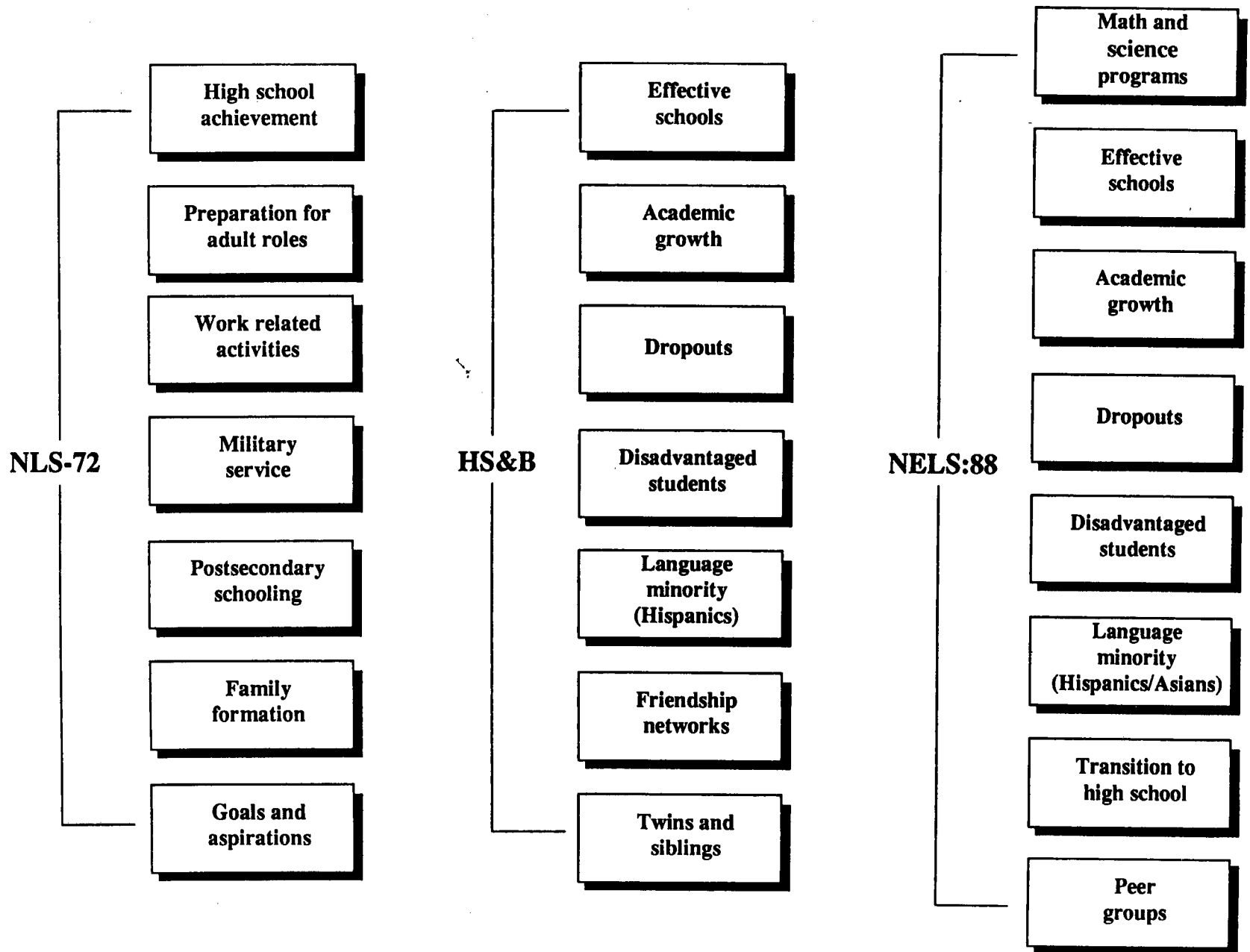
The U.S. Department of Education's National Center for Education Statistics (NCES) is mandated to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974-Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary students, NCES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72); High School and Beyond (HS&B); and the National Education Longitudinal Study of 1988 (NELS:88). Taken together, these studies represent the educational experience of youth from three decades--the 1970s, 1980s, and 1990s. Figure 1-1 illustrates the increasing number of issues that have become part of NCES's National Education Longitudinal Studies research agenda. A brief description of these studies is followed by a review of NELS:88.

#### **1.2.2 The National Longitudinal Study of the 1970s: NLS-72**

The first of the NELS projects, the National Longitudinal Study of the High School Class of 1972 (NLS-72), began in the spring of 1972 with a survey of a national probability sample of 19,001 seniors from 1,061 public, secular private, and church-affiliated high schools. The sample was designed to be representative of the approximately three million high school seniors in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a 69-minute test battery. School administrators were also asked to supply survey data on each student, as well as information about the schools' programs, resources, and grading systems.

Figure 1-1.--Development of key research issues for the NCES National Education Longitudinal Studies program



Five follow-ups, conducted in 1973, 1974, 1976, 1979, and 1986, have been completed. At the time of the first follow-up, an additional 4,450 students from the class of 1972 were added to the sample. Through intensive locating and tracking efforts, 13,912 of the 1972 base year respondents and 17,928 participants in the expanded first follow-up sample responded to the fourth follow-up in 1979. The fifth follow-up included 12,841 participants from a subsample of 14,489 respondents who participated in the base year or one of the subsequent follow-ups.

In addition to background information, the NLS-72 base year and follow-up surveys collected data on respondents' educational activities, such as schools attended, grades received, and degree of satisfaction with their educational institutions. Participants were also asked about work experiences, periods of unemployment, job satisfaction, military service, marital status, and children. Attitudinal information on self-concept, goals, participation in political activities, and ratings of their high schools are other topics for which respondents have supplied information.

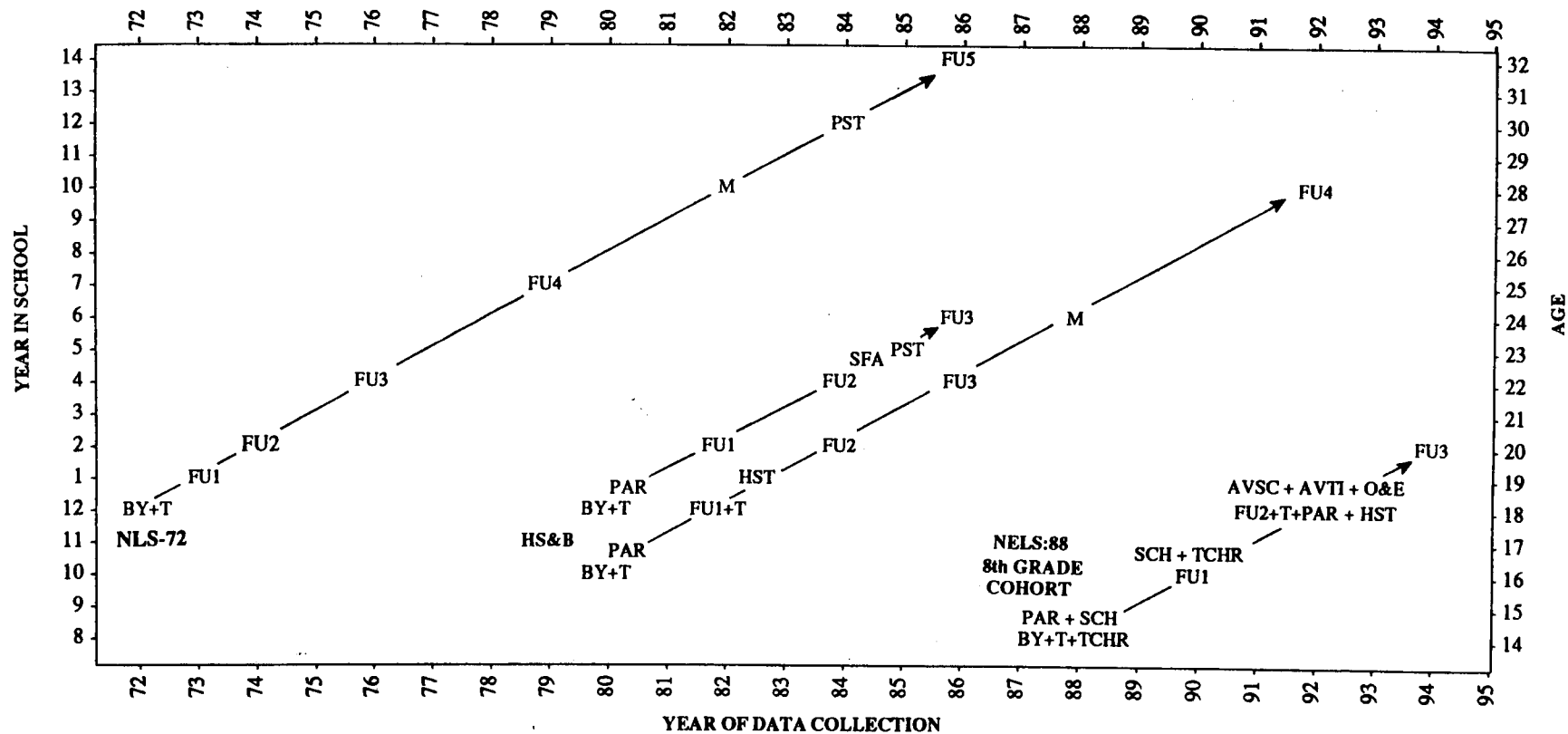
### **1.2.3 High School and Beyond of the 1980s: HS&B**

The next major longitudinal study sponsored by NCES was High School and Beyond (HS&B). HS&B was initiated in order to capture changes that had occurred in education-related and more general social conditions, in federal and state programs, and in the needs and characteristics of students since the time of the earlier survey. Such changes have been particularly prominent over the last decade and are clearly continuing. Thus, HS&B was designed to maintain the flow of education data to policymakers at all levels who need to base their decisions on information that is reliable, relevant, and current.

Base year data collection was conducted by NORC in the spring of 1980. Students were selected using a two-stage probability sample with schools as the first-stage units and students within schools as the second-stage units. There were 1,015 public, private, and church-affiliated secondary schools in the sample and a total of 58,270 participating students. Unlike NLS-72, HS&B included cohorts of both tenth graders and twelfth graders. Since the base year data collection in 1980, three follow-ups of the HS&B cohorts have been completed, one in the spring of 1982, one in the spring of 1984, and the last in the spring of 1986.

The four NELS survey cohorts (NLS-72 seniors, the HS&B seniors and sophomores, and NELS:88 eighth graders) are displayed in Figure 1-2 according to their initial and subsequent survey years and their modal age at the time of each survey. As illustrated, NLS-72 seniors were first surveyed in 1972 at age eighteen and have been resurveyed five times since, with the last survey occurring in 1986 when these young adults were about thirty two years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. NELS:88 is also designed to fit into this larger analytical scheme. By beginning with a cross-section of 1988 eighth graders, following a substantial subsample of these students in 1990 and thereafter, and freshening the 1990 and 1992 samples, NELS:88 will provide a point of comparison with the high school classes of 1980 and 1982, and the high school class of 1972 (NLS-72). To facilitate cross-cohort comparisons, many of the content areas contained in the HS&B base year survey will be repeated in the first follow-up of NELS:88.

**Figure 1-2.--Research design for the National Center for Education Statistics' National Education Longitudinal Studies program**



**NLS-72** = National Longitudinal Study of the High School Class of 1972

- BY = Base year data collection
- T = Cognitive test administration
- FU1 = First follow-up data collection
- FU2 = Second follow-up data collection
- FU3 = Third follow-up data collection
- FU4 = Fourth follow-up data collection
- M = Maintenance of address data
- PST = Postsecondary education transcripts
- FU5 = Fifth follow-up data collection

**HS&B** = High School & Beyond: 1980

- BY = Base year data collection
- T = Cognitive test administration
- FU1 = First follow-up data collection
- FU2 = Second follow-up data collection
- FU3 = Third follow-up data collection
- FU4 = Fourth follow-up data collection
- M = Maintenance of address data
- PST = Postsecondary education transcripts
- PAR = Survey of parents
- HST = High school transcripts
- SFA = Student financial aid records

**NELS:88** = National Education Longitudinal Study of 1988

- BY = Base year data collection
- T = Cognitive test administration
- TCHR = Survey of teachers
- PAR = Survey of parents
- SCH = School administrator survey
- FU1 = First follow-up data collection
- FU2 = Second follow-up data collection
- O&E = Offerings and enrollment data
- AVSC = Area vocational school augmentation
- AVTI = Area vocational/technical institute, teachers
- HST = High school transcripts

### **1.3 The National Education Longitudinal Study of 1988: Overview**

The base year of the National Education Longitudinal Study of 1988 (NELS:88) represents the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into college or their careers. A 1988 eighth grade cohort will be followed at two-year intervals as this group passes through high school and into postsecondary education. Policy-relevant data about educational processes and outcomes will be collected over time, especially as it pertains to student learning, early and late predictors of dropping out, and school effects on students' access to programs and equal opportunity to learn.

#### **1.3.1 NELS:88 Study Objectives**

NELS:88's objectives are more comprehensive than those of any education longitudinal study to date. Its major features include the planned integration of student, parent, teacher, and school studies; the initial concentration on eighth grade student cohorts with planned follow-up at two year intervals; the inclusion of supplementary components to support analyses of geographically or demographically distinct subgroups; and the design linkages to previous longitudinal studies and other current studies. Underlying these various features is a central theme that education in America must be understood as a lifelong process enmeshed in a complex social context.

Several priorities have guided the research objectives of NELS:88. First, since the primary research objectives of this study are longitudinal in nature, survey items have been selected for their usefulness in predicting or explaining future outcomes as measured in later survey waves. Second, the priority for base year questionnaires was to obtain valuable cross-sectional data, wherever this objective proved consistent with the longitudinal requirements of the survey. Third, the study provides data for the analysis of point estimates of student achievement that may be cross-sectionally related to factors such as school type, programs, family characteristics, and the like.

Of equal importance are the policy objectives that NELS:88 is designed to serve. The study is intended to produce a comprehensive data set for the development and evaluation of educational policy at all governmental levels. Part of its aim is to inform decision makers, education practitioners, and parents about the changes in the operation of the educational system across time, and the effects of various elements of the system on the lives of the individuals who pass through it. Specifically, NELS:88 focuses on a number of interrelated policy issues, including: identification of school attributes associated with achievement; the transition of different groups from eighth grade to secondary school; the influence of ability grouping on future educational experiences and achievements; determinants of dropping out of the educational system; and changes in educational practices over time. One of the unique features of the NELS:88 study is the extensive attention it gives to the role of parents. It gathers data on the effect of parents' attitudes and behaviors on educational choices, the correlates of active parental involvement in the school, parental guidance, and the parents' role in the educational success of their children. Figure 1-3 provides a guide to the linkage between the NELS:88 questionnaire items and some of the key policy issues related to school research.

Figure 1-3.--NELS:88 base year key questionnaire items related to current educational policy in school research

**I. Social capital/Parent involvement/  
Community involvement**

**ISSUES**

Active parental involvement, school policies and environment related to parental involvement, parental choice in school, parental networks and interactions.

**STUDENT**

S 34 Education level of parents  
S 37 Parent participation at school

**SCHOOL**

SCH 37 Student test results provided to families  
SCH 46 Available extracurricular activities  
SCH 47 School climate/school policy enforcement

**II. Equity/Access/Choice**

**ISSUES**

Academic programs/school climate/admissions practices/PSE access/SES and ethnicity/junior high access/equal teaching quality and practices/A.P. and honors courses/remedial classes/student choices

**STUDENT**

S 20 Language use  
S 31 A-D Race, ethnicity  
S 57-59 School climate  
S 66 Advanced courses  
S 68 Gifted/talented programs

**SCHOOL**

SCH 4 Type  
SCH 5 Major program orientation  
SCH 13 Ethnicity  
SCH 14 Percentage of students in single-parent homes  
SCH 15 Percentage of students LEP (Limited English Proficiency)  
SCH 16 Remedial and special programs  
SCH 24 Assignment of students to the school  
SCH 25-28 Admission procedures  
SCH 33 Percentage of students with financial aid  
SCH 34 Family ability to pay for tuition  
SCH 35 Eighth grade scores used for high school admission  
SCH 39 Minimum academic instruction required  
SCH 40 Gifted/talented program

**III. School effectiveness**

**ISSUES**

Influence of size and school on outcomes, student body ethnicity and SES level effect on outcomes, effect of school type and affiliation on outcomes, school climate effect on outcomes, staff and curriculum effect on outcomes

**STUDENT**

Cognitive test scores  
S 81 Self-reported grades

**SCHOOL**

SCH 2 School enrollment  
SCH 6 Length of school year  
SCH 10 Nominated tenth grade  
SCH 11 Average daily attendance  
SCH 12 Dropout/migration rate  
SCH 17 Number of full-time teachers  
SCH 18 School structure for instruction  
SCH 19 Teacher base salary  
SCH 21 Teacher degree level  
SCH 38 Retention reasons  
SCH 45 Bilingual classes  
SCH 47 School climate  
SCH 48 School policies  
SCH 49 Discipline and other problems



**Figure 1-3.--NELS:88 base year key questionnaire items related to current educational policy in school research--Continued**

I. Social capital/Parent involvement/ Community involvement		II. Equity/Access/Choice		III. School effectiveness		
PARENT		PARENT		PARENT		
P	30	P	10	P	34, 80	SES level
P	45	P	34, 80	P	57	School contact with parent
		P	38	P	74	Parent opinion of school's effectiveness
P	54, 56	P	48			
P	57	P	52	P	75	Parent satisfaction with school curriculum
				P	76	Parent opinion of child's schooling future
P	58	P	70			
P	59	P	82			
		P	84			
P	61	P	22			
P	62					
P	63					
P	66					
P	67					
P	68					
P	69					
P	85					

Figure 1-3.--NELS:88 base year key questionnaire items related to current educational policy in school research--Continued

**I. Social capital/Parent Involvement/  
Community Involvement**

**TEACHER**

- T. III-26 Problems with school policies as related to student, community, and parent: illegal drugs, weapons, assault, robbery, vandalism, etc.
- T. III-30 Teacher time spent communicating with parents
- T. III-31 How many students' parents does teacher talk to

**II. Equity/Access/Choice**

**TEACHER**

- T. I-11 Teacher perception of student as a language minority student
- T. I-12 Teacher perception of student as Limited English Proficiency student
- T. II-16 Teaching practices in the classroom
- T. II-17, 29 Teaching methods for specific subjects used in the classroom
- T. III-4 Years of teaching experience
- T. III-6 Type of teaching certificate
- T. III-19 Amount of in service education in past year
- T. III-21 Instruct in gifted/talented program
- T. III-27 Holding a second job
- T. III-30 Time spent outside school hours on teacher activities such as planning classes, correcting papers, coordinating curriculum, etc.
- T. III-32 Percentage of students using microcomputer for instructional material

**III. School effectiveness**

**TEACHER**

- T. I-(2-9) Teacher rating of student's academic performance and participation in class
- T. II-3 Class size
- T. II-14 Teacher adequacy
- T. III-8 Highest academic degree held
- T. III-10 Major and minor fields of highest grade degree
- T. III-18 Employment status in the school system
- T. III-28 Number of days absent from teaching
- T. III-29 Number of supervisory visitations
- T. III-33 How does teacher make use of microcomputer for student instruction

### 1.3.2 Base Year Study Design

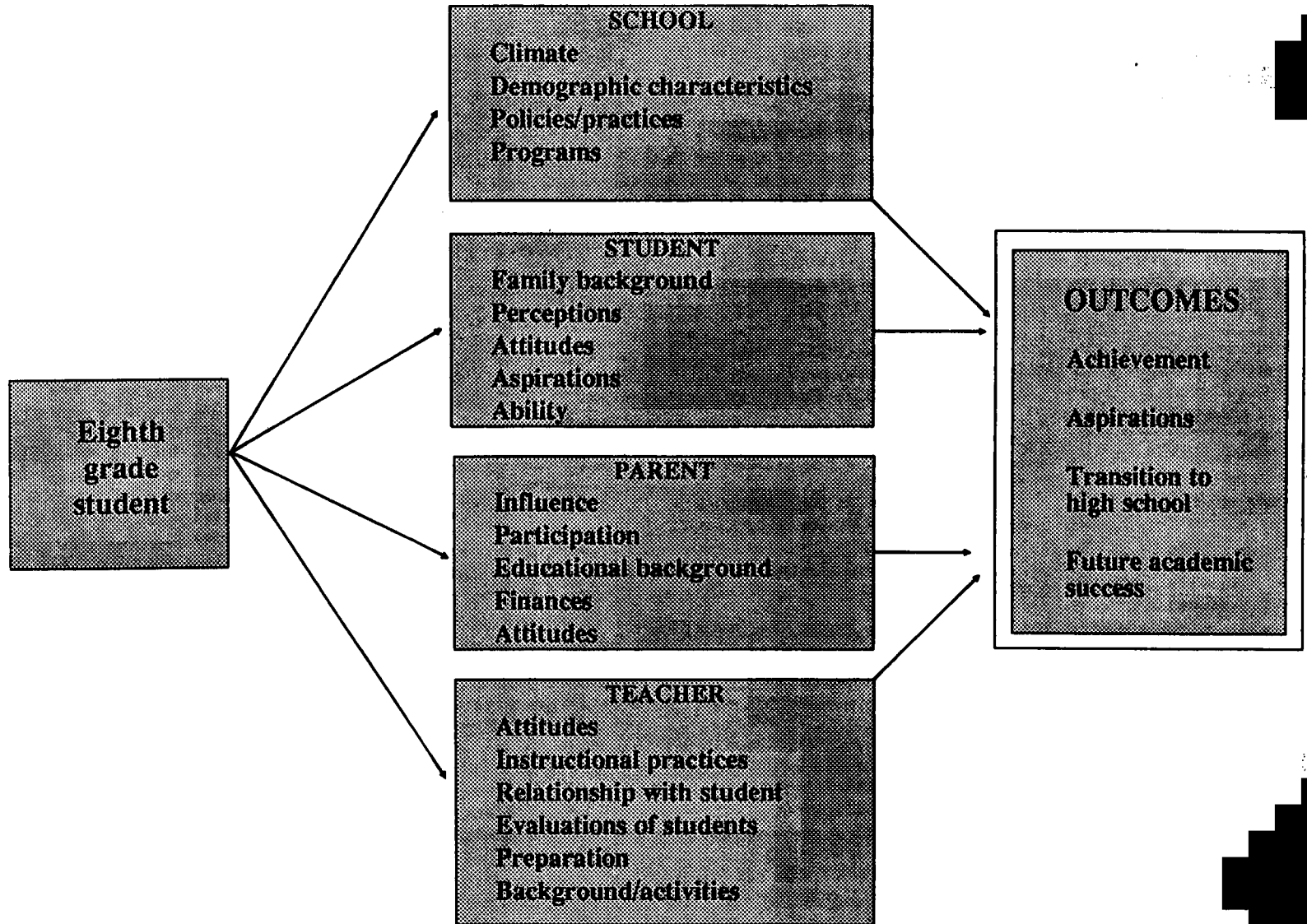
Four study components constitute the base year design: surveys and tests of students, and surveys of parents, school administrators, and teachers. A student questionnaire gathered information about basic background variables and a range of other topics including school work, aspirations, and social relationships. Students also completed a series of curriculum-based cognitive tests that used item overlapping methods to measure ability and its growth between eighth and twelfth grades in four achievement areas---reading, mathematics, science, and social studies (history/government). One parent of each student was asked to respond to a parent survey intended to gauge parental aspirations for children, family willingness to commit resources to children's education, the home educational support system, and other family characteristics relevant to achievement. Selected teachers (in two of the four subject test areas) of each sampled student completed a teacher questionnaire designed to collect data about school and teacher characteristics, evaluations of the selected students, course content, and classroom teaching practices. Finally, a school administrator questionnaire was completed by school principals. It was used to gather descriptive information about the schools' teaching staff, the school climate, characteristics of the student body, and school policies and offerings. Figure 1-4 illustrates the four components of the base year design as they apply to determinants of learning.

A two-stage stratified probability design was used to select a nationally representative sample of schools and students. The first stage resulted in 1,734 school selections with 1,052 participating schools, including 815 public and 237 private schools. The second stage produced a random selection of 26,435 students among sampled schools, resulting in participation by 24,599 eighth grade students. On average, each of the participating schools was represented by 24 (regular) student participants. Chapter III provides additional detail about the NELS:88 base year core sample.

The student constitutes the basic unit of analysis in the NELS:88 study and sample design. All other data sets, including the parent, teacher, and school, are intended primarily to supplement the student data set (which includes results of both the student questionnaire and cognitive test). Even though each data set can be analyzed separately, only the student and school data sets constitute representative probability samples. Additional information about the NELS:88 base year sample design is provided in Chapter III and in the *NELS:88 Base Year Sample Design Report*.

NORC, the prime contractor for NELS:88, was responsible for designing--and working with NORC subcontractors to design--the five survey instruments. Specifically, NORC was responsible for designing the student questionnaire, while the Educational Testing Service (ETS), an NORC subcontractor, assumed responsibility for developing the eighth grade tests. The parent questionnaire was developed jointly by NORC and ETS. Both the teacher and school questionnaires were designed in cooperation with Westat, another NORC subcontractor. NORC conducted the student and parent data collection. NORC also collected teacher and school administrator questionnaires on the date of the in-school student survey. Westat was responsible for nonresponse follow-up and the retrieval of missing items for both the teacher and school questionnaires.

Figure 1-4.--Illustrative research topics from NELS:88 determinants of learning



## **1.4 NELS:88 Sponsors**

The NELS:88 sponsor, the U.S. Department of Education's National Center for Education Statistics (NCES), provided federal agencies, states, and educational institutions with an opportunity to expand the scope of the base year study and enrich it through a variety of means. This involved supplementing the initial school and student surveys with teacher and parent surveys, augmenting the state samples by adding schools and students, and sponsoring oversamples of specific student groups. Sponsorship also took the form of adding questions to one or more of the data collection instruments or sponsoring instrument supplements for administration to all respondents or specific groups of them.

### **1.4.1 Sample Supplements and Augmentations**

Sample supplements and augmentations were sponsored by various sources. The U.S. Department of Education provided major funding for the parent component of NELS:88 and, with the National Science Foundation (NSF), co-sponsored the teacher component. The U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA) provided funds for oversampling Hispanic and Asian-Pacific Islander students, thereby adding approximately 2,200 students to the sample. Gallaudet University also sponsored a special oversample of hearing-impaired students who were enrolled in Individualized Education Programs (IEP) and mainstreamed in English or mathematics classes.

All four instruments and the eighth grade tests were administered to the core sample and oversampled populations in an identical fashion.

### **1.4.2 Instrument Supplements**

The NCES core instruments--the student questionnaire, the parent questionnaire, the teacher questionnaire, and the school administrator questionnaire--were supplemented in various ways by federal agencies and educational institutions.

The National Science Foundation (NSF) sponsored the teacher questionnaire supplement, while the U.S. Department of Education sponsored the parent questionnaire supplement. NSF also sponsored mathematics and science items on the student, parent, and school questionnaires. Other federal agency sponsors included: the National Endowment for the Humanities (NEH), which sponsored questions about the humanities and history in the student, parent, teacher, and school questionnaires; the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA), which added questions about minority language use patterns and bilingual programs in the student, parent, teacher, and school questionnaires; and the U.S. Department of Education's Office of Planning, Budget, and Evaluation (OPBE), which sponsored questions about gifted and talented programs in the student, parent, teacher, and school questionnaires.

Gallaudet University sponsored the collection of audiological data about hearing impairments for sampled students enrolled in Individual Education Programs (IEPs). This audiological data is not included on the public release data tapes.

### **1.4.3 Related Studies**

Appendix E contains descriptions of related NELS:88 enhancements, state augmentations and supplements, as well as related education studies available through NCES.

## **1.5 NELS:88 Base Year Public Release Tapes**

Four public release tapes have been produced for the NELS:88 base year study, one for each study component--the student, parent, teacher, and school. Each tape includes a data file based on the core sample, which consists of 1,052 participating schools and 24,599 participating students, and 22,651 participating parents. In addition, 1,035 school administrator questionnaires were collected, along with 5,193 teacher questionnaires with teacher ratings for 23,188 participating students. Public release tapes and user's manuals can be obtained through NCES. State augmentations and supplements do not appear on the NELS:88 public release tapes. Appendix E (and NCES) should be consulted for additional information about the documentation for NELS:88 augmentations, supplements, and enhancements.