Module Objectives

- Provide an overview of the NCES longitudinal studies from 1972-2020
- Introduce each of the studies and their
  - Objectives
  - Target populations
  - Data collection years
  - Data sources
- Highlight the broad topics for which data are available for analysis for each study
NCES Longitudinal Study Data

NCES longitudinal study data provide information on students and schools across all levels of education

- Early Childhood and Elementary Studies
- Secondary Studies
- Postsecondary Studies
NCES Longitudinal Studies: Early Childhood and Elementary Studies

Early Childhood and Elementary Study Objectives

Present a picture of childhood development and educational experiences ranging from birth through children’s elementary school years and into the middle grades

- These studies examine
  - child development
  - school readiness
  - early educational experiences both in and outside of school
  - cognitive, social, emotional, and physical growth
ECLS-B Target Population

- Nationally representative sample of children born in 2001
  - About 11,000 children participated in the base year of the study
- All children born in the United States in the year 2001 except
  - Children born to mothers younger than 15 years of age
  - Children who died or moved abroad before the 9-month data collection
  - Children who were adopted prior to the 9-month data collection
- Over time, the target population excludes children who died or moved abroad

ECLS-B Data Collection Topics

- Cognitive, social, emotional, and physical development
- Home, nonparental child care, and school environments
ECLS-K Target Population

- Nationally representative sample of kindergarten children, kindergarten teachers, and schools with kindergarten programs for the 1998-1999 school year
  - About 21,000 children participated in the base year of the study
- Nationally representative sample of first-graders in the 1999-2000 school year
- Not nationally representative of third-, fifth-, or eighth-graders

ECLS-K Data Collection Topics

- Cognitive, social, emotional, and physical development
- Academic progress and performance
- Home and school environments
ECLS-K:2011 Target Population

- Nationally representative sample of kindergarten children or 5-year-olds being educated in an ungraded setting in the 2010-11 school year
  - About 18,200 children participated in the study
- Representative of schools educating kindergartners in the 2010-11 school year
- Not nationally representative of an entire grade of students after kindergarten

ECLS-K:2011 Data Collection Topics

- Cognitive, social, emotional, and physical development
- Home, classroom, school, and kindergarten before- and after-school care environments
MGLS:2017

- MGLS:2017 will follow students as they enter and move through the middle grades
- Scheduled to begin collecting data from a nationally representative sample of students enrolled in sixth grade in the 2017-18 school year, with follow-up collections in winter through spring of 2019 and winter through spring of 2020
- Repeated measures of key constructs
- Focused on student growth in mathematics and literacy skills
- Designed to produce reliable estimates for students in three focal IDEA disability categories: specific learning disability, autism, and emotional disturbance
Secondary Study Objectives

Secondary longitudinal studies provide information about students and their educational contexts

- These studies
  - Describe what America’s high school students know and can do in various subject areas
  - Track high school student’s growth through the high school years and beyond

NELS:88 Target Population

- Nationally representative of eighth-graders and eighth-grade schools in 1988
- Base-year sample included approximately 24,600 students and the 1,060 schools they attended
- Sample was freshened in 1990 and 1992, when students were sophomores and seniors in high school
  - Cohorts are overlapping
  - Each can be analyzed separately: eighth-grade cohort, sophomore cohort, and senior cohort
NELS:88 Data Collection Topics

- Students’ academic growth and school experiences
- High school completion and college enrollment
- Work experiences
- Family background
- School programs and services
- School climate and student engagement
- Teacher background and classroom instructional practices

HSLS:09 Target Population

- Target population – school level
  - Regular public and private schools with both 9th and 11th grades in the 50 states and Washington, DC
- Target population – student level
  - All ninth-graders attending study-eligible schools in Fall 2009
  - Unlike previous high school cohorts, this sample was not freshened
- HSLS:09 began with over 25,000 ninth-graders in 944 schools
HSLS:09 Data Collection Topics

- Student academic development
- Student social and interpersonal development
- Relationship between academic achievement and students’ choices about, access to, and persistence in mathematics and science courses and STEM college majors and careers
- Student high school course taking
- Student postsecondary and career planning

HS&B Target Population

- Nationally representative samples of 1980 high school sophomores and seniors
  - 30,030 high school sophomores, 14,825 followed longitudinally
  - 28,240 high school seniors, 11,995 followed longitudinally
  - 1,015 high schools in 1980 containing both 10th and 12th graders

- Important note: cohorts did not overlap
HS&B Data Collection Topics

- Student academic growth and school experiences
- Work experiences
- Family background
- School programs and services

ELS:2002 Target Population

- Base year sample included approximately 17,500 sophomores in about 750 high schools
- Two nationally representative cohorts of 2002 high school sophomores and 2004 high school seniors
  - Freshening was conducted in 2004; cohorts overlap
  - Both cohorts can be looked at separately
- Both cohorts are comparable to sophomore and senior cohorts in NLS-72, HS&B, and NELS:88
- Dropouts after sophomore year are followed
ELS:2002 Data Collection Topics

- Student background
- Experiences inside the classroom
  - School climate
  - School structure
  - Student performance
  - Student motivation and engagement
- Experiences outside the classroom
  - Social capital
  - Plans and expectations for education and career
  - Reasons for dropout
- Post-high school experiences
  - Postsecondary enrollment
  - Employment
  - Finances
  - Family

NLS-72 Target Population

- Students who were high school seniors in the spring of 1972
- Nationally representative sample of about 16,700 students
  - Supplementary sample of about 4,450 young adults who had been high school seniors in 1972 were added during the first follow-up
**NLS-72 Data Collection Topics**

Collected data from a variety of sources and on several topics

- To obtain information about factors that influence transitions, data were collected about students’
  - Educational motivations, experiences, and achievement
  - Curriculum paths
  - Other relationships and activities inside or outside of school
**Postsecondary Survey Objectives**

Postsecondary surveys collect information on cohorts of undergraduates
- Provide information about how postsecondary education is financed, postsecondary persistence and attainment, and workforce outcomes
- Provide information about postsecondary institutions and their students and staff
- Cohort base year samples drawn from the National Postsecondary Student Aid Study (NPSAS)

**BPS Target Population**

- First-time beginning students who were enrolled in postsecondary education in a given academic year for the first time since completing high school or a high school equivalency test
- Students who entered college with advanced standing (i.e., college credits earned before graduation from high school)
- Sample sizes for the BPS study range 15,000 to 25,000 students
  - BPS:04/09 consisted of 18,640 eligible sample members
  - Final BPS:04/09 cohort included approximately 16,680 students, including 16,120 who responded to all three waves of student interviews
**BPS Data Collection Topics**

- Student demographics and characteristics
- Education expectations
- Degrees or certificates earned
- Postsecondary experiences
- Workforce outcomes
- Enrollment histories
- College financing

**B&B Target Population**

Students graduating with baccalaureate degrees in a given academic year regardless of when they started college

- 2007-08 B&B includes a sample of more than 15,000 students
**B&B Data Collection Topics**

- Student demographics and characteristics
- Education expectations
- Degrees or certificates earned
- Postsecondary experiences
- Workforce outcomes
- Enrollment histories
- College financing and debt

**Module Summary**

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- Highlighted the broad topics for which data are available for analysis within each study
Module Resources

- Early Childhood and Elementary Survey Objectives
- Secondary Survey Objectives
- Postsecondary Survey Objectives
- Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)
- Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)
- Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011)
- Middle Grades Longitudinal Study, 2017-18 (MGLS:2017)
- National Education Longitudinal Study of 1988 (NELS:88)
- High School Longitudinal Study of 2009 (HSLS:09)
- High School and Beyond (HS&B)
- National Longitudinal Study of 1972 (NLS-72)
- National Postsecondary Student Aid Study (NPSAS)
- Beginning Postsecondary Students Longitudinal Study (BPS)
- Baccalaureate and Beyond Longitudinal Study (B&B)