



Introduction to the ELS

Module Objectives

- Introduce the Education Longitudinal Study of 2002 (ELS:2002)
- Describe study design, target populations, sample designs, and data collection rounds and topics
- Highlight the topics for which data are available for analysis

Objectives of [ELS:2002](#) Study Design

- Monitor critical transitions made by a cohort of 2002 high school sophomores through college into adult careers, with a special emphasis on college access and choice
- Obtain information about factors that influence these transitions
- Obtain information about the student and their educational experiences from multiple perspectives
- Measure gains in mathematics achievement from 10th to 12th grade using specially developed cognitive tests
- Maintain comparability with the National Longitudinal Study of the High School Class of 1972 (NLS-72), High School and Beyond (HS&B), and National Education Longitudinal Study of 1988 (NELS:88) to measure trends in transitions and outcomes over time

Objectives of ELS:2002 Study Design (Continued)

- Monitor critical transitions made by cohort of 2002 high school sophomores through college into adult careers, with a special emphasis on college access and choice
- Critical transitions include
 - Dropping out of school
 - Attaining different levels of education
 - Gaining employment
 - Forming a family

Objectives of ELS:2002 Study Design (Continued)

Obtain information about factors that influence these transitions

- Student's family and peer relationships
- Student's educational motivations, experiences, achievement
- Curriculum paths followed by the student, other activities undertaken in or outside of school
- School climate
- Decision-making processes within the school and other school characteristics

Objectives of ELS:2002 Study Design (Continued)

Obtain information about the student and their educational experiences from multiple perspectives

- Students themselves
- Parents
- Teachers
- School principals
- School transcripts

Objectives of ELS:2002 Study Design (Continued)

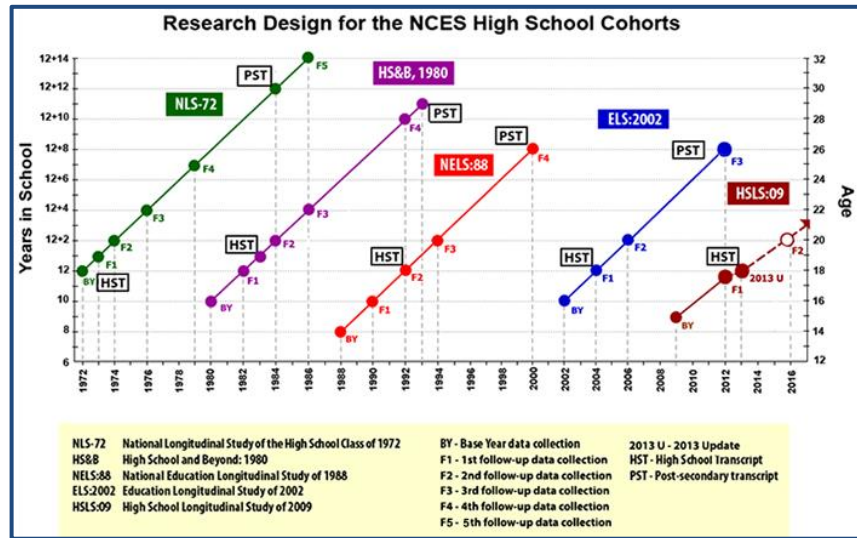
Measure gains in mathematics achievement from 10th to 12th grade using specially developed cognitive tests

- Linked to other assessments such as the National Assessment of Educational Progress (NAEP) and Program for International Student Assessment (PISA)

Objectives of ELS:2002 Study Design (Continued)

Maintain comparability with National Longitudinal Study of the High School Class of 1972 (NLS-72), High School and Beyond (HS&B), and National Education Longitudinal Study of 1988 (NELS:88) to measure trends in transitions and outcomes over time

The Five NCES High School Longitudinal Studies



ELS:2002 Target Populations

- ELS:2002 includes two longitudinal cohorts
- Two nationally representative cohorts of 2002 high school sophomores and 2004 high school seniors
- Both cohorts are longitudinally comparable to sophomore and senior cohorts in NLS-72, HS&B, and NELS:88
- Dropouts after sophomore year are followed
- These cohorts are overlapping
 - The senior cohort is a "freshened" sample
 - A small sample of 2004 high school seniors are added to the sophomore cohort
 - Both cohorts can be looked at separately

ELS:2002 Sample Design

Stage 1: School selection

- Target population: schools with 10th graders
- Probability of selection proportional to school size
 - Stratified by region, urbanicity, and school control
- Oversampled Catholic schools and other private schools
- Final sample: 752 (580 public and 172 private) responding schools with a 10th grade, representing 27,000 high schools
 - 1,221 eligible schools with a 10th grade were selected

ELS:2002 Sample Design (Continued)

Stage 2: Student selection

- Random selection of a fixed number of students per school (about 24)
- Oversampling of Asian/Pacific Islander students
- All English Language Learners (ELLs) and special education students are included in the "expanded sample"
- Final sample size: 17,591 10th grade students selected representing 3.4 million students



ELS:2002 Sample Design (Continued)

"Freshening" the sample and creating the second longitudinal cohort

- Randomly selected from 12th graders in base-year schools who were not in the sophomore cohort
- Eligibility: students who were not in the 10th grade in the United States in 2002
- REMINDER: These two cohorts are highly [overlapping](#)

ELS:2002 Data Collection Rounds

- Base Year (BY), Spring 2002
- First Follow-up (F1), Spring 2004
- High school transcript collection, Fall 2004
- Second Follow-up (F2), Spring 2006
- Third Follow-up (F3), Summer 2012
- Postsecondary transcript collection, Spring 2015

ELS:2002 Interview Data

Interview data collected from multiple sources

- Sampled student (BY, F1, F2, F3)*
- One parent per student (BY)
- Two teachers per student (BY)
 - One a mathematics teacher of the student
 - One an English/language arts teacher
- Principal of the school about the school (BY*, F1)

* Nationally representative



ELS:2002 Cognitive Tests

- Cognitive tests were administered to sampled students in high school
 - Mathematics achievement (BY, F1)
 - Reading achievement (BY)
- Tests were administered in the spring of the data collection year

ELS:2002 Base Year and First Follow-Up Topics

- Student background
- School climate
- School structure
- Student performance
- Student motivation and engagement
- Classroom experience
- Experiences outside the classroom
- Social capital
- Plans and expectations
- Reasons for dropout

ELS:2002 Second Follow-Up Topics

- Reasons for college choice
- College coursework
- Academic and social integration
- Enrollment intensity (full-time/part-time)
- Means of financing enrollment
- College work-study/other employment
- Reasons not enrolled

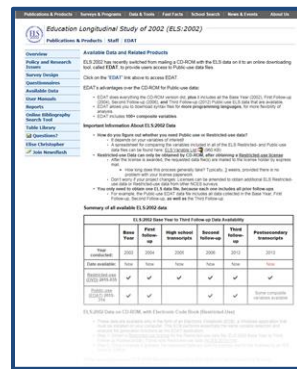
ELS:2002 Third Follow-Up Topics

- Education
- Occupation
- Finances, Family, and Life Events

ELS:2002 Administrative Data Collections

- High school transcripts (F1)
- High school course offerings catalog (F1)
- College entrance exam scores (ACT, SAT) (F1, F2)
- Advanced Placement scores (F2)
- Family income and wealth (F2, F3)
- Federal student grant and loan aid received (F2, F3)
- GED completion (F2, F3)
- Postsecondary transcripts (F3)

Additional ELS:2002 Resources



- [ELS:2002 website](#)
- [NewsFlash](#)
- [ELS:2002 Available](#)

Summary and Resources

Summary

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Resources

- [ELS:2002 homepage](#)
- [Overlapping ELS cohorts](#)
- [NewsFlash](#)
- [ELS:2002 Available](#)