Module Objectives

- Describe ELS:2002 questionnaires
- Describe the mathematics and reading assessments
- Present information on the response rates across the data collection rounds
ELS:2002 Survey and Assessment Components

<table>
<thead>
<tr>
<th>Base Year survey</th>
<th>First Follow-up survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2002 sophomores</td>
<td>Spring 2004 seniors</td>
</tr>
<tr>
<td>• Student questionnaire</td>
<td>• Student questionnaires</td>
</tr>
<tr>
<td>• Student assessments</td>
<td>• Transfer student</td>
</tr>
<tr>
<td>◦ Mathematics</td>
<td>• Dropout</td>
</tr>
<tr>
<td>◦ Reading</td>
<td>• Early graduate</td>
</tr>
<tr>
<td>• Parent questionnaire</td>
<td>• Home school</td>
</tr>
<tr>
<td>• Teacher questionnaires</td>
<td>• New student</td>
</tr>
<tr>
<td>◦ Mathematics</td>
<td>• Student assessment</td>
</tr>
<tr>
<td>◦ English</td>
<td>◦ Mathematics</td>
</tr>
<tr>
<td>• Principal questionnaire</td>
<td>• Principal questionnaire</td>
</tr>
<tr>
<td>• School information</td>
<td></td>
</tr>
<tr>
<td>• Library/media center questionnaire</td>
<td></td>
</tr>
<tr>
<td>• School facilities checklist</td>
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</tr>
</tbody>
</table>

ELS:2002 questionnaires

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ELS:2002 Student Background Information

Student Background information from sample students, parents, teachers, and school records were obtained during the base year and the first follow-up includes

- Race/ethnicity
- Place and language of birth
- English-speaking ability
- Disabilities
- Academic history (grades repeated, school transfers, and early education)
- Religion (parent only)
- Parental education, occupation, and income
- Family/household composition
ELS:2002 School Climate Information

School climate information from sample students, parents, principals, and school records were obtained during the base year and the first follow-up includes:

- Positive/negative interactions among teachers/students
- Incidence of crime, behavioral disruptions
- School safety policies
- School rules and disciplinary structure/enforcement
- Academic press
- Available technology, use by teachers
- Teacher quality and rewards for good teaching

ELS:2002 High School Structure Information

Information regarding school structure was obtained from principals during the base year and the first follow-up and included:

- School type (19 types)
- School calendar and class schedule
- Differentiation of curriculum by ability, college-bound proportion
- Special programs (such as dropout prevention)
- School demographics (mainly race and poverty)
- Graduation requirements and competency testing
- Teacher qualifications
- Principal's influence on policy areas
ELS:2002 Student Behavior and Performance Information

Student behavior and performance information from sample students, teachers, and transcripts were obtained during the base year and the first follow-up include

- Behavior infractions (absence, tardiness, and suspension)
- Preparation for class (homework completion)
- Course completion and grade point averages
- Honors and recognition
- Achievement in mathematics and reading as assessed by ELS assessments

The ELS:2002 Assessment Battery

Provide measures of student achievement in reading and mathematics for individual students

- Measured reading level of students at one point in time
- Measured mathematics at two points in time, allowing for analysis of growth over time
- Item Response Theory (IRT) methods were used to scale the items
The ELS:2002 Assessment Battery (Continued)

- Test specifications were derived from frameworks used for NELS:88
- To facilitate equating and constructing a cross-grade scale, many items were taken from NELS: 88, NAEP, and PISA
  - Equated to NELS:88 number right scale
  - Linked to NAEP 2005 12th grade mathematics scale (concordance)
  - Linked to PISA 2003 mathematics and PISA 2000 reading assessments (concordance)
- Some data available in public-use composites; many are restricted-use only

ELS:2002 Reading and Mathematics Assessments

- Mildly adaptive, vertically scaled (across grades)
  - Less susceptible to floor, ceiling effects
  - Better, more efficient assessment of student's particular level
- Reading 10th Grade
  - Topics: Literary content, natural and social science content
  - Processes: Reading comprehension
- Mathematics 10th and 12th grade
  - Topics: Arithmetic, algebra, geometry, data analysis/probability, and advanced topics
  - Processes: Skill/knowledge, understanding/comprehension, and problem-solving ability
High School Transcripts

- Collected from base year school
- Transfer school if student transferred
- Provides a complete record of high school coursework
  - By course title, grade earned, year and term, and grade in school
  - Coded according to CSSC course classification scheme

High School Transcripts (Continued)

- High school completion status
  - Diploma or certificate of attendance
  - Date of graduation or leaving school
- School course catalog also collected
- Grading system used
- Review Chapter 2 of the Data File User's Manual for more information on the transcript sample
ELS:2002 Student Motivation and Engagement Information

Student motivation and engagement information from sample students during the base year and the first follow-up include
- Time investment in homework
- Importance of grades
- Perceptions of parents' expectations
- Engagement and reasons for attending school
- Mathematics and English self-efficacy
- Control expectation and action control

ELS:2002 Classroom Experience Information

Classroom experience information from sample students and teachers was obtained during the base year and the first follow-up includes
- Student participation in classroom activities
- Student interaction with peers and teacher
- Teacher education, certification, and experience
- Teacher professional development
- Participation in special programs
- Computer use
ELS:2002 Experiences Outside the Classroom

Information about student experiences outside of the classroom were collected from students and parents during the base year and the first follow-up and include:

- Participation in sports, clubs, hobbies, and community service
- Employment while in school
- Family activities (cultural events and family routines)
- Use of time (homework, reading, TV/video watching, hobbies/arts, and with friends)

ELS:2002 Social Capital Information

Social capital information from sample students, teachers, and parents were obtained during the base year and the first follow-up includes:

- Social network (parents know friends and friends' parents)
- Friends' values, expectations, and goals
- Parent's involvement in school and parent/teacher contacts
- Parent relationship (homework assistance, and discussions with student)
- Family rules
ELS:2002 Plans and Expectations Information

Plans and expectations → Students, teachers, parents

- Educational and occupational expectations
- Values for future life
- Perceptions of other family members’ values
- College preparation (sources of information, entrance exam plans, financial saving, and enrolled in college bound program)
- Factors to be considered in deciding which college to attend

ELS:2002 Survey Components

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Two years after high school</td>
<td>Eight years after high school</td>
</tr>
<tr>
<td>• Sample member questionnaire only</td>
<td>• Sample member questionnaire only</td>
</tr>
<tr>
<td>• Routing by postsecondary enrollment status (based on gate questions)</td>
<td>• All components possible, based on gate questions</td>
</tr>
<tr>
<td>◦ Standard enrollee</td>
<td></td>
</tr>
<tr>
<td>◦ “Delayer”</td>
<td></td>
</tr>
<tr>
<td>◦ “Leaver”</td>
<td></td>
</tr>
<tr>
<td>◦ “Delayer-leaver”</td>
<td></td>
</tr>
<tr>
<td>◦ Non-enrollee</td>
<td></td>
</tr>
<tr>
<td>◦ HS student</td>
<td></td>
</tr>
</tbody>
</table>
ELS:2002 Second Follow-Up Topics

Focuses on the post-high school experience of sampled students
- Reasons for college choice
- College coursework
  - Initial field of study
  - Current major and minor fields of study
  - Remedial coursework
  - Adequacy of high school preparation
- Academic and social integration
  - Faculty and advisor contact
  - Participation in extracurricular activities
  - Participation in sports
- Enrollment intensity (full-time/part-time)
- Means of financing enrollment
- College work-study/other employment
- Reasons not enrolled

ELS:2002 Third Follow-Up Topics

Focuses on three main content areas
- Attainment in education
- Employment and occupation
- Finances, family, and life events
ELS:2002 Third Follow-Up Topics (Continued)

Attainment in education

- Questionnaire data
  - High school completion/equivalency
  - Postsecondary enrollment
  - Educational aspirations and expectations
  - Educational financing and debt

- Administrative data
  - Postsecondary transcripts
  - National Student Loan Data System (NSLDS) for federal loans, and Pell
  - Central Processing System (CPS) for Free Application for Federal Student Aid (FAFSA) data
  - General Educational Development (GED) Testing Service (GEDTS) for GED receipt

Employment and occupation

- Employment status and history
- Job certification, licensure, and training
- Job satisfaction and benefits

Finances, family, and life events

- Income and assets
- Family size, marital status and living arrangements
- Civic participation (volunteerism and voting)
- Life events (divorce, illness, and childbearing)
ELS:2002 Postsecondary Transcripts

- Collected in 2013-2014
- Full enrollment history through 2012
  - All institutions indicated on transcripts, including those sample member omitted in survey
  - Graduate enrollment included
- Transcript composites were produced
- Transcript data available now

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ELS:2002 Response Rates

<table>
<thead>
<tr>
<th>Survey</th>
<th>Eligible</th>
<th>Participated</th>
<th>Weighted percent</th>
<th>Unweighted percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base-year school sample</td>
<td>1,221</td>
<td>752</td>
<td>67.8</td>
<td>61.6</td>
</tr>
<tr>
<td>Base-year student questionnaire</td>
<td>17,591</td>
<td>15,362</td>
<td>87.3</td>
<td>87.3</td>
</tr>
<tr>
<td>First follow-up questionnaire</td>
<td>16,515</td>
<td>14,989</td>
<td>88.7</td>
<td>90.8</td>
</tr>
<tr>
<td>First follow-up high school transcripts</td>
<td>16,373</td>
<td>14,920</td>
<td>90.7</td>
<td>91.1</td>
</tr>
<tr>
<td>Second follow-up questionnaire</td>
<td>15,892</td>
<td>14,159</td>
<td>88.4</td>
<td>89.1</td>
</tr>
<tr>
<td>Third follow-up questionnaire</td>
<td>15,724</td>
<td>13,250</td>
<td>83.8</td>
<td>84.3</td>
</tr>
<tr>
<td>2002 sophomore cohort in 2012</td>
<td>15,568</td>
<td>13,133</td>
<td>83.9</td>
<td>84.4</td>
</tr>
<tr>
<td>2004 senior cohort in 2012</td>
<td>13,635</td>
<td>11,652</td>
<td>84.8</td>
<td>85.5</td>
</tr>
<tr>
<td>Postsecondary Transcripts</td>
<td>12,549</td>
<td>11,623</td>
<td>77.2</td>
<td>71.7</td>
</tr>
</tbody>
</table>

NOTE: Base-year student questionnaire and first follow-up questionnaire rates based on public release file. Second follow-up questionnaire and third follow-up questionnaire rates based on fielded in-scope cases.

Module Summary

- Described ELS:2002 questionnaires
- Described the mathematics and reading assessments
- Presented information on the response rates across the data collection rounds

Module Resources

- ELS:2002 questionnaires
- School Types Resource Document
- Item Response Theory (IRT)
- ELS:2002 Reading and Mathematics Assessments
- CSSC course classification scheme
- High School Transcripts
- Transcript sample
- ELS:2002 Response Rates