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NATIONAL CENTER FOR EDUCATION STATISTICS

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User's Manual

September 1994

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NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

SECOND FOLLOW-UP: STUDENT COMPONENT  
DATA FILE USER'S MANUAL

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U.S. Department of Education  
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NCES 94-374

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SECOND FOLLOW-UP: STUDENT COMPONENT  
DATA FILE USER'S MANUAL

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

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National Center for Education Statistics

"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).

September 1994

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## Foreword

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the second follow-up 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 file.

Use of the data set does not require the analyst to be a sophisticated statistician or computer programmer. Most social scientists and policy analysts should find the data set 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 file and how to use it. **Chapter VII and Appendix I, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VII and Appendix I 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 the design and conduct of 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 second follow-up.

The sample design and weighting procedures used in the second follow-up study are documented in Chapter III, as well as standard errors and design effects, non-sampling measurement errors, and problematic variables.

Data collection procedures, schedules, and results are presented in Chapter IV. Chapter V describes data control and preparation activities such as monitoring receipt of questionnaires, editing, and data retrieval. Chapter VI describes data processing activities including machine editing and construction of the cleaned data tape. Finally, Chapter VII describes the organization and contents of the data file and provides important suggestions for using it.

The appendices contain a list of other NCES NELS:88 publications; guidelines for Statistical Analysis System (SAS) users; the second follow-up student questionnaire; the record layout for the student questionnaire; specifications for the composite variables; the content areas of the second follow-up components; a glossary of project terms; a discussion of conducting cross-cohort trend analyses of students; and a codebook for the student questionnaire data.

In addition to the study described in this manual, a number of supplemental NELS:88 components are also described in Appendix A.

Earlier NCES longitudinal studies that may be of interest to NELLS:88 users are described in Appendix B including the following: the High School and Beyond (HS&B) base year files; merged HS&B first, second, third, and fourth 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).

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

The NELS:88 second follow-up data files are 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 the Privacy Act and Public Law 100-297 for protecting the confidentiality of individually identifiable respondents, and is releasing this data set 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 and the Privacy Act have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data file 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 protection. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook attached to each user's manual.

## **Acknowledgements**

A study such as this is built first and foremost upon the students, dropouts, teachers, school administrators, and parents who have so generously provided its basic data. We are grateful for their cooperation. We also thank the considerable numbers of school personnel who have assisted in the implementation of NELS:88.

We wish to acknowledge the role of a number of other individuals in the realization of the aims of this study. Donald Rock and Judith Pollack of Educational Testing Service served as task leaders for cognitive test development. Miriam Clarke provided counsel on management issues in the main study. Leslie Scott contributed significantly to the conceptualization and development of file specifications and composite variables for the components of the study.

We are also grateful to the members of NCES staff in the Longitudinal and Household Studies Branch who worked closely with us on this project. Jeffrey Owings, chief of the Longitudinal and Household Studies Branch; Peggy Quinn, project officer for the second follow-up; as well as other branch staff--Ralph Lee, Shi-Chang Wu, and Jerry West--who contributed to various aspects of this study. Bob Burton of the Statistical Standards and Methodology Division supplied statistical advice and review.

Three individuals in other agencies have worked particularly hard and effectively to help realize and extend the potential of NELS:88. Larry Suter of the National Science Foundation, Dick Berry (formerly of the National Science Foundation), and Carmen Simich-Dudgeon (formerly of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education). We are grateful for their efforts.

In addition, we would like to express our appreciation to the members of what began in the base year as our National Advisory Panel, and became in 1989 the NELS:88 Technical Review Panel. The panelists--Jerald G. Bachman, Gordon Ensign, Lyle V. Jones, Nancy Karweit, Richard J. Murnane, Patricia Shell, Marshall S. Smith, and John Stiglmeier--provided wise counsel on many difficult issues of design, instrumentation and implementation. As consultants to the second follow-up, Aaron Pallas, Joan Talbert, Leigh Burstein, Anthony Bryk, and Senta Raizen also contributed importantly to the design and ultimate success of the study.

Steven J. Ingels was overall NELS:88 second follow-up project director. Lisa Thalji was associate project director responsible for securing school cooperation and locating NELS:88 cohort members. Katy Dowd was associate project director responsible for the student component during data collection. Laura Reed and Virginia Bartot were the data processing managers, and Martin R. Frankel was the task leader for sampling and statistics.

The authors also wish to acknowledge those who contributed to the production of this manual. Kenneth A. Rasinski performed the confidentiality disclosure analysis for the NELS:88 Second Follow-Up. Additionally, Doug Barge, Michael Ma, Gloria Rauens, Supriti Sehra, Shio-Ling Tsai-Ma, and Hsiuling Young provided a great deal of their time and expertise to produce the statistics reported throughout the manual. Our appreciation is also extended to Karen Sutherlin and Cynthia Mathews for their patience and thoroughness in the production of the manuscript. Finally, we would like to thank the National Opinion Research Center field and telephone center interviewers and supervisors who with such energy and determination collected the NELS:88 data.



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## **Appendix M**

### **NELS:88 Second Follow-Up Content Areas: Student, Dropout and School Components**

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Content areas and **corresponding questions in NELS:88 Second** Follow-Up

CONTENT CATEGORY: 1. EQUITY/ACCESS/CHOICE

	Student	Dropout	School
School programs	12B Access into current high school program 13-14 Special programs, Talent Search and Upward Bound 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice	23 Enrolled in educational institution since left school 25-30 Alternative programs 31-32 Plans to get high school diploma or GED	6-7 Typical academic load for seniors. how many in which instructional programs 10 Where do students take vocational classes 25 What percentage of student body receives special learning/access services 42-47 Competency tests 49 How many seniors are in advanced placement classes
Armed Forces	48 Plans to join Armed Forces, which branch, why	56 Why joined Armed Forces	28 What percentage of 1990-91 class went into military
Transition from school to college/ work	50 Why not continue education right away 53-54 Who/what services at school helped in job search 64-65 Career expectations 91 Hourly pay rate	40 Job expectations 44-47 Jobs held since high school 48-50 Training programs participated in	9, 19 What vocational services does school offer, what percentage of students use those services 15 What school-work transition programs does school offer 16-17 Does school have vocational programs, how do students get into those programs 20 Does school have a relationship with the local business community
Applying to colleges	44 Plans for taking college admissions, placement tests 45 Preparations for ACT/SAT 57 Help from school in applying for colleges 58 Steps taken to learn about applying for financial aid 59-61 Choosing a school 62-63 Study fields desired/most likely to pursue		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school 14 How many colleges send representatives to meet students 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Teaching staff characteristics	7 School climate and teacher interaction		29 How many full-time and how many part time teachers does school have 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily
Family, home, friends, community	67 Thoughts on own future 72 Ages will assume roles and activities 78 Who helps to take care of child 106 Attends religious services	58 Thoughts on life chances 62 Ages will assume roles and activities 68 Who helps to take care of child 88 Attends religious services	18 Which community, training, motivation programs are available
Language use	109 How well student understands, speaks, reads, and writes English 110 Since Fall 1989, has student received help in reading, writing, or speaking English; what type of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	90-91 How well student understands, speaks, reads and writes English 92 Receive help in reading, writing, or speaking English when in school; what type of help 93 Would have stayed in school if knowledge of English was better 94 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP) 48 What grades are offered English language programs

**CONTENT CATEGORY: 2. COGNITIVE GROWTH**

	<b>Student</b>	<b>Dropout</b>	<b>School</b>
School climate	<p>6A Grade currently in</p> <p>7 School climate and teacher interaction</p> <p>8 Safety in school</p> <p>24 How often comes to class unprepared</p> <p>25 How much time spent on homework in various subjects each week, in and out of school</p>	<p>9-14 Event history series on dropping out of school</p> <p>18 Last school's climate</p>	<p>1-2 Total student and 12th grade enrollments in school</p> <p>56-57 School climate</p> <p>58 Which factors influence students to drop out of your school</p> <p>59 Principal's influence</p> <p>60 School's relationship with different groups</p> <p>62 Which factors influence how the principal is evaluated by superiors</p>
School climate (continued)	<p>26 Who tutored student (besides parents)</p> <p>29 Have been recognized by school or community</p> <p>31 Time spent on school sponsored extracurricular activities per week</p> <p>32 Time spent on non school related reading per week</p> <p>33 Frequency of participation in non school related activities</p>		
Attendance and absences	<p>9 Frequency of cutting class and other disciplinary problems</p> <p>10 Reasons for absences</p> <p>11 When/duration of last unexcused absence</p>	<p>19 Frequency of cutting class and other disciplinary problems in last school</p>	<p>21 What is average daily attendance rate for 12th grade students</p>
School program	<p>12 Description of current high school program</p> <p>15-18 Science teacher/class</p> <p>19-22 Math teacher/class</p> <p>23B Vocational teacher practice</p> <p>27-28 Have taken a minimum competency or proficiency test, results</p>	<p>20 Description of last high school program</p> <p>24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school)</p> <p>29 Services received from alternative program</p>	<p>4 School type</p> <p>5 How many days in school year for seniors</p> <p>6-7 Typical academic load for seniors, how many in which instructional programs</p> <p>11 What percentage of seniors received personal/tutorial help</p> <p>25 What percentage of student body receives special learning/access services</p> <p>42-47 Competency tests</p> <p>49 How many seniors are in advanced placement classes</p>
Applying for college	<p>42 Parental, friend, teacher aspirations for student's education</p> <p>43 Student's educational expectations</p> <p>44-45 Plans for taking college admissions and placement tests, preparations for the SAT/ACT</p> <p>47 Have enough skills now for career in five years</p> <p>65 Education needed to get job planned to have when 30 years old</p>	<p>37 Parental aspirations for respondent's education</p> <p>38 Respondent's educational expectations</p> <p>40B Have enough skills now for career in five years</p> <p>40C Education needed to get job planned to have when 30 years old</p>	<p>14 How many colleges send representatives to meet students</p> <p>27 What percentage of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships</p>



	Student	Dropout	School
Teaching staff characteristics	7 <i>School climate</i> and teacher interaction		29 How many full-time and how many part-time teachers does school have 30-36 How is school broken down into subject areas/departments, how are heads chosen/compensated, what subjects have formal departments 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily 39-41 Teacher evaluations and rewards
Peers, teen's activities	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child	36 Importance of several life goals/ideals 57 Self-esteem 58 Thoughts on life chances 59 Activities of respondent's friends 60 Importance of peer group activities 61 Respondent, friends belong to a gang 63 Did spouse leave high school before graduating 64 Importance of wedlock for sexual relationships 65 Would respondent consider having a child if not married 66-67 Does respondent have children, birthdates 68 Who helps to take care of child 69 Describe relationship with child's other parent 70-75 Substance abuse	
Family, home	93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	76 Who lives in same household with respondent 77-79 Caring for younger children 80 Family related events 81 Who makes decisions in family 83 Run away from home 85-86 How many times moved, changed schools 88-89 Attends/practices religion	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th graders from one-parent homes 55 What percentage of 12th graders' parents have met with staff 61 How often are parents notified about student's progress/behavior
Language use	107-108 Is English native language, usage of native language 109 How well student understands, speaks, reads, and writes English 110 Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92 Received help in English, what type, perceived value of help 93 Would respondent have stayed in school if had better knowledge of English	48 What grades are offered English language programs

**CONTENT CATEGORY:3.TRACKING DYNAMICS**

	<b>Student</b>	<b>Dropout</b>	<b>School</b>
School climate	<p>24 How often comes to class unprepared</p> <p>25 How much time spent on homework in various subjects each week, in and out of school</p> <p>66 Self-esteem</p>	<p>19 Frequency of cutting class and other disciplinary problems in last school</p> <p>57 Self-esteem</p>	<p>58 Which factors influence students to drop out of your school</p> <p>60 school's relationship with different groups</p>
School programs	<p>12 Description of current school program, access into program</p>	<p>20 Inscription of last high school program</p>	<p>7 How many seniors are in which instructional programs</p> <p>49 How many seniors are in advanced placement classes</p>
Transition from school to college/ work	<p>41 What do people think is most important for student to do right after high school</p>		<p>16-17 Does school have vocational programs, how do students get into those programs</p> <p>18 Which community, training, motivation programs are available to 12th graders</p> <p>20 Does school have a relationship with the local business community</p>
Applying for colleges	<p>44 Plans for taking college admissions and placement tests</p> <p>58 Steps taken to learn about applying for financial aid for college</p> <p>61 What type of school will most likely go on to</p>		<p>12 How often does staff help seniors with college application matters</p> <p>13 What percentage of seniors attend informative programs about college through school</p> <p>27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships</p>
Language use	<p>107-108 Is English native language, usage of native language</p> <p>110 Received help in English, perceived value of help</p>	<p>89-90 Is English native language, usage of native language</p> <p>91 How well student understands, speaks, reads, and writes English</p> <p>92 Received help in English, perceived value of help</p> <p>93 Would respondent have stayed in school if had better knowledge of English</p>	<p>24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP)</p>

**CONTENT CATEGORY: 4. DROPPING OUT**

	Student	Dropout	School
Dropping out		<p>6-8 When did respondent last attend school, what grade, did respondent pass that grade</p> <p>9-16 Event history series on dropping out of school</p> <p>17 Was leaving school a good decision, why</p> <p>21 School's response to respondent dropping out</p> <p>22 Parents' response to respondent dropping out</p> <p>24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school)</p> <p>25-30 Alternative programs</p> <p>31 Plans to get a high school diploma or GED</p>	<p>26 What percent of 12th graders drop out before graduation</p> <p>58 Which factors influence students to drop out of your school</p>
School climate	<p>7 School climate</p> <p>8 Safety in school</p> <p>17 Student engagement in science class</p> <p>21 Student engagement in math class</p> <p>24-25 Preparation for class, completion of homework</p> <p>29 Have been recognized by school or community for activities</p> <p>30 Participation in school sponsored extracurricular activities</p>	<p>18 Last school's climate</p>	<p>55 What percentage of 12th graders' parents have met with staff</p> <p>56-57 School climate</p> <p>59 Principal's influence</p> <p>60 School's relationship with different groups</p> <p>61 How often are parents notified about student's progress/behavior</p>
Time in and out of school	<p>9 Frequency of cutting class and other disciplinary problems</p> <p>10 Reasons for absences</p> <p>11 When/duration of last unexcused absence</p>	<p>19 Frequency of cutting class and other disciplinary problems in last school</p>	<p>21 What is average daily attendance rate for 12th grade students</p>
School program	<p>13 Participation in special programs</p> <p>27-28 Have taken a minimum competency or proficiency test, results</p>	<p>20 Description of last high school program</p>	<p>25 What percentage of student body receives special learning/access services</p> <p>42-47 Competency tests</p>
Applying for colleges/ work	<p>41 What do people think is most important for student to do right after high school</p> <p>42 Parental, friend, teacher aspirations for student's education</p> <p>43 Student's educational expectations</p> <p>86-91 Jobs held during school year</p> <p>92 Spending of earnings</p>	<p>31 Plans to get a high school diploma or GED</p> <p>37 Parental aspirations for respondent's education</p> <p>38 Respondent's educational expectations</p> <p>39 People talked to respondent about continuing education</p> <p>40-43 Job expectations, recent job search</p> <p>44-46 Jobs held since high school</p> <p>47 Where respondent spent earnings</p> <p>48-50 Participated in training programs</p>	<p>14 How many colleges send representatives to meet students</p> <p>27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships</p>
Teaching staff characteristics	<p>7 School climate/ teacher interaction</p>		<p>29 How many full-time and how many part-time teachers does your school have</p>

	Student	Dropout	School
Family/ home life/ friends	<p>34-35 Time spent playing computer video games and watching television</p> <p>40 Importance of several life goals/ideals</p> <p>66 Self-esteem</p> <p>68 Importance of peer group activities</p> <p>70-71 Student, friends belong to a gang</p> <p>72 Ages will assume roles and activities</p> <p>73 Marital status</p> <p>74 Importance of wedlock for sexual relationships</p> <p>80-85 Substance abuse</p> <p>78 Who helps to take care of child</p> <p>93-95 Caring for younger children</p> <p>96 Family related events</p> <p>97 Do parents know student's friends' parents</p> <p>98 Who makes decisions in family</p> <p>99 How often discusses school, college, jobs, problems with parents</p> <p>101 Run away from home</p> <p>102-103 How many times moved, changed schools</p> <p>105-106 Attends/practices religion</p>	<p>36 Importance of several life goals/ideals</p> <p>57 Self-esteem</p> <p>58 Thoughts on life chances</p> <p>59 Activities of respondent's friends</p> <p>60 Importance of peer group activities</p> <p>61 Respondent, friends belong to a gang</p> <p>63 Did spouse leave high school before graduating</p> <p>64 Importance of wedlock for sexual relationships</p> <p>65 Would respondent consider having a child if not married</p> <p>66-67 Does respondent have children, birthdates</p> <p>68 Who helps to take care of child</p> <p>69 Describe relationship with child's other parent</p> <p>70-75 Substance abuse</p> <p>76 Who lives in same household with respondent</p> <p>77-79 Caring for younger children</p> <p>80 Family related events</p> <p>81 Who makes decisions in family</p> <p>83 Run away from home</p> <p>85-86 How many times moved, changed schools</p> <p>88-89 Attends/practices religion</p>	<p>22 Percentages of 12th graders in different ethnic groups</p> <p>23 Percentage of 12th graders from one-parent homes</p>
Language use	<p>110A Received help in English, what type, perceived value of help</p> <p>111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work</p>	<p>89-90 Is English native language, usage of native language</p> <p>91 How well student understands, speaks, reads, and writes English</p> <p>92A Received help in English</p> <p>94 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work</p>	<p>24 What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP)</p>

**CONTENT CATEGORY: 5. TRANSITION PATTERNS**

	<b>Student</b>	<b>Dropout</b>	<b>School</b>
<b>School programs</b>	<b>14</b> Participation in Upward Bound program	<b>15</b> Name and location of last school attended	<b>6</b> Typical academic load for seniors
<b>Transition from school to college/ work</b>	<b>50</b> Why not continue with school right away <b>51-52</b> Have a job lined up for full-time work after leaving high school <b>53-54</b> Who/what services at school helped in job search <b>55</b> Expected hourly wage in first job after high school	<b>31-34</b> Plans to get a high school diploma or GED <b>44-46</b> Details on jobs held since high school <b>48-50</b> Participated in training programs	
<b>Applying for college</b>	<b>58</b> Steps taken to learn about applying for financial aid <b>45</b> Preparations for the SAT/ACT <b>49, 61</b> Plans to go straight on to school, type of school <b>57</b> Help from school in applying for colleges <b>59</b> Importance of different factors in choosing a school <b>46</b> Work/study plans for this summer <b>62-63</b> Study fields desired/most likely to pursue		<b>12</b> How often does staff help seniors with college application matters <b>13</b> What percentage of seniors attend informative programs about college through school
<b>Armed Forces</b>		<b>51A, 52B</b> Served in any branch of the Armed Forces, currently on active duty <b>56</b> Why joined Armed Forces	<b>28</b> What percentage of 1990-91 class went into military

**CONTENT CATEGORY: 6. SCHOOL EFFECTIVENESS**

	Student	Dropout	School
School climate	<p>7 School climate, teacher interaction</p> <p>8 Safety in school</p>	<p>18 Last school's climate</p>	<p>1-2 Total student and 12th grade enrollments in school</p> <p>21 What is average daily attendance rate for 12th grade students</p> <p>55 What percentage of 12th graders parents have met with staff</p> <p>56-57 School climate</p> <p>58 Which factors influence students to drop out of your school</p> <p>59 Principal's influence</p> <p>60 School's relationship with different groups</p> <p>61 How often are parents notified about student's progress/behavior</p> <p>62 Which factors influence how the principal is evaluated by superiors</p>
Dropping out		<p>21 Plans to get a high school diploma or GED</p> <p>24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school)</p>	<p>26 What percent of 12th graders drop out before graduation</p>
School programs	<p>14 Upward Bound</p> <p>15-18 Science teacher/class</p> <p>19-22 Math teacher/class</p> <p>23B Vocational teacher practice</p> <p>26 Who tutored student (besides parents)</p> <p>27-28 Have taken a minimum competency or proficiency test, results</p>	<p>25-30 Alternative programs</p>	<p>4 School type</p> <p>5 How many days in school year for seniors</p> <p>6-7 Typical academic load for seniors, how many in which instructional programs</p> <p>8 What percentage of seniors received personal/tutorial help</p> <p>25 What percentage of student body receives special learning/access services</p> <p>49 How many seniors are in advanced placement classes</p>
Transition from school to college/work	<p>31 What do people think is most important for student to do right after high school</p> <p>43 Student's educational expectations</p> <p>47 Have enough skills now for career in five years</p> <p>53-54 Who/what services at school helped in job search</p>	<p>38 Respondent's educational expectations</p>	<p>15 What school-work transition programs does school offer</p> <p>17 How do students get into vocational programs</p> <p>20 Does school have a relationship with the local business community</p>
Applying for colleges	<p>57 Help from school in applying for colleges</p>		<p>27 What percent of 1990-91 class went on to which options, incl. college, vocational school, Apprenticeships</p>
Teaching staff characteristics	<p>School climate/teacher interaction</p>		<p>29 How many full-time and how many part-time teachers does your school have</p> <p>30-36 How is school broken down into subject areas/departments, how are department heads chosen/compensated, what subjects have formal departments</p> <p>37 What are lowest and highest salaries of teachers</p> <p>38B How many minutes of preparation time are teachers allowed daily</p> <p>39-41 Teacher evaluations and awards</p>

	<b>Student</b>	<b>Dropout</b>	<b>School</b>
<b>Family, home, friends</b>	<b>68</b> Importance of peer group activities	<b>59</b> Activities of respondent's friends <b>60</b> Importance of peer group activities	<b>22</b> Percentages of 12th graders in different ethnic groups <b>23</b> Percentage of 12th graders from one-parent homes
<b>Language use</b>			<b>24</b> What percentage of seniors is Not English Proficient (NEP) or Limited English Proficient (LEP) <b>48</b> What grades are offered English language programs

**CONTENT CATEGORY: 7. PARENTAL INVOLVEMENT**

	<b>Student</b>	<b>Dropout</b>	<b>School</b>
<b>School, education</b>	<b>12B</b> Access into current high school program <b>42</b> Parental, friend, teacher aspirations for student's education	<b>22</b> Parent's response to respondent dropping out <b>37</b> Parental aspirations for respondent	<b>55</b> What percentage of 12th graders' parents have met with staff <b>58</b> Which factors influence students to drop out of your school <b>61</b> How often are parents notified about student's progress/behavior
<b>Family, home</b>	<b>96</b> Family related events <b>97</b> Do parents know student's friends' parents <b>98</b> Who makes decisions in family <b>99</b> How often discusses school, college, jobs, problems with parents <b>100</b> Student's perception of relationship with parents <b>104</b> How old when left alone	<b>76</b> Who lives in same household with respondent <b>80</b> Family related events <b>81</b> Who makes decisions in family <b>82</b> Respondent's perception of relationship with parents	<b>23</b> Percentage of 12th graders from one-parent homes

## **Appendix N**

### **NELS:88 Second Follow-Up Content Areas: Student, Teacher and Parent Components**

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**CONTENT CATEGORY: 1. EQUITY/ACCESS/CHOICE**

	Student	Teacher	Parent
School programs	12B Access into current high school program 13-14 Special programs, Talent Search and Upward Bound 23B Vocational teacher practice	I-17 Has spoken to guidance counselor or another teacher about student's <b>academic performance</b> , behavior II-6 How many students in class are from minority racial/ethnic groups II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests	30-32 Is teenager currently in school, for how long 33-34 Has teenager changed schools 35 Has teen ever been suspended, expelled from school 38 Why did teen stop attending school 40 School's reaction to teen's repeated absences 41 How satisfied with teen's education 42 Thoughts about teen's school climate, teaching and program 43-44 How often does school contact parents/ do parents contact school 45 Parental involvement in school and teen's courses 47 Parental influence in school functioning
Mathematics class	19-22 Mathematics teacher/class	II-17 Feelings about explaining "whys" of mathematics	
Science class	15-18 Science teacher/class	II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies	
Transition from school to college/ work	50 Why not continue education right away 53-54 Who/what services at school helped in job search 64-65 Career expectations 91 Hourly pay rate	1-18 Written job recommendation for student 1-19 Discussed college programs and college and career choices with student	68-69 Has teen expressed interest in a particular career, what is it 70 What is best source of information for teen regarding that career 71-73 Teen's jobs held
Applying for colleges	44 Plans for taking college admissions, placement tests 45 Preparations for ACT/SAT 57 Help from school in applying for colleges 58 Steps taken to learn about applying for financial aid 59-61 Choosing a school 62-63 Study fields desired/most likely to pursue	I-18 Written recommendation for student for postsecondary institution	62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/ vocational school 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen
Teaching staff characteristics	7 School climate and teacher interaction	IV-2 Race/ethnicity of teacher IV-3 Sex of teacher IV-4-15 Teacher's years teaching, certification, educational background, and subject areas of instruction	
Family, home, friends, community	67 Thoughts on own future 72 Ages will assume roles and activities 78 Who helps to take care of child 106 Attends religious services	I-6 Has spoken to student's parents about academic performance, behavior	11-17 Parents' occupations 20-21 Ethnic background

Student

Teacher

Parent

Family Finances	58 Steps taken to learn about applying for financial aid		<p>6 How many people are financially dependent on parent</p> <p>74-75 Total family income, number of wage earners</p> <p>76-77 Current educational expenses, amount</p> <p>78 Teen plans to continue education</p> <p>79-82 Savings, plans to pay for teen's college education</p> <p>83-87 Knowledge, applying for financial aid for teen's education</p> <p>88 Teen applied for financial aid</p> <p>89 Why hasn't teen applied for financial aid</p> <p>90-92 Amounts expected to spend, borrow for teen's education</p>
Language use	<p>109 How well student understands, speaks, reads, and writes English</p> <p>110 Since Fall 1989, has student received help in reading, writing, or speaking English; what type of help</p> <p>111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work</p>	<p>I-9 Is student's native language English</p> <p>I-10 Is student limited English proficient</p>	<p>22-23 What is native language</p> <p>25 Ability using English</p> <p>26 Difficulties encountered because of lack of English</p> <p>27-28 Is English, other languages spoken in home</p>

**CONTENT CATEGORY:2. COGNITIVE GROWTH**

	Student	Teacher	Parent
School program	<p>6A Grade currently in</p> <p>7 School climate and teacher interaction</p> <p>8 Safety in school</p> <p>12 Description of current high school program</p> <p>23B Vocational teacher practice</p> <p>24 How often comes to class unprepared</p> <p>25 How much time spent on homework in various subjects each week, in and out of school</p> <p>26 Who tutored student (besides parents)</p> <p>27-28 Have taken a minimum competency or proficiency test, results</p> <p>29 Have been recognized by school or community</p> <p>31 Time spent on school sponsored extracurricular activities per week</p> <p>32 Time spent on non school related reading per week</p> <p>33 Frequency of participation in non school related activities</p>	<p>I-2-5 Student's motivation, behavior</p> <p>I-6-7 Has spoken to student's parents about academic performance, behavior, parental involvement</p> <p>I-8 Difficulty of class related to student</p> <p>1-11 Does student perform below ability</p> <p>I-12 Does student always finish homework</p> <p>I-13-16 Student's attention, behavior in class</p> <p>I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior</p> <p>II-3-4 Which "track" is class, achievement levels</p> <p>II-5 Number of students in class</p> <p>II-7 Why teaching this class</p> <p>II-8-9 Amount of homework given daily, recording of who has completed it</p> <p>II-10-11 Amount of class/lab time weekly</p> <p>II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests</p> <p>II-13 Media used in teaching</p> <p>III-1 Perceived control over planning and teaching</p> <p>III-2 Feelings about teacher efficacy and student achievement</p> <p>III-3 Importance of factors in setting grades for students</p> <p>III-4 Frequency of departmental meetings</p> <p>III-5-6 Characteristics, enforced policies of department and department chair</p> <p>III-7 Characteristics, enforced policies of school or school administrator</p> <p>III-8 Facilities like offices and lunch rooms that are available to teachers</p> <p>III-9 Amount of out-of-class time during school day spent with whom at school</p> <p>III-10-13 Which whom does teacher discuss various issues</p> <p>III-14 Changes that occurred in school</p> <p>III-15-16 Comments on student behavior and policies at school</p>	<p>29 Last grade teenager completed</p> <p>30-32 Is teenager currently in school, for how long</p> <p>33-34 Has teenager changed schools</p> <p>35 Has teen ever been suspended, expelled from school</p>

	Student	Teacher	Parent
Attendance and absences	<p>9 Frequency of cutting class and other disciplinary problems</p> <p>10 Reasons for absences</p> <p>11 When/duration of last unexcused absence</p>	<p>I-2 Is student motivated to get good grades</p> <p>I-6 Discussed student's absenteeism with parents</p>	<p>35 Teen has been suspended or expelled</p> <p>36 Teenager missed 10 or more school days</p> <p>37 Teenager missed 21 or more school days</p> <p>38 Reasons for teens absences</p> <p>39 How parent responded to absence</p> <p>40 How school responded to absence</p> <p>43&amp;44C Contact between school and parent about teen's attendance record</p>
Mathematics class	19-22 Mathematics teacher/class	<p>II-14 Emphasis on different mathematical objectives</p> <p>II-15 Topics taught or reviewed this year</p> <p>II-16 Understanding student performance in mathematics</p> <p>II-17 Approach to explaining "whys" of mathematics</p>	
Science class	15-18 Science teacher/class	<p>II-18 Emphasis on different science objectives</p> <p>11-19-21 Topics taught or reviewed this year in science, Biology, Chemistry, and Physics class</p> <p>II-23-25 Description of science class facilities, equipment and its condition, availability of consumable supplies</p>	
Applying for college	<p>42 Parental, friend, teacher aspirations for student's education</p> <p>43 Student's educational expectations</p> <p>44-45 Plans for taking college admissions and placement tests, preparations for the SAT/ACT</p> <p>47 Have enough skills now for career in five years</p> <p>65 Education needed to get job planned to have when 30 years old</p>	<p>I-2 Student motivated to get good grades</p> <p>I-4 Students motivated to attend postsecondary institution</p> <p>I-19 Teacher discussed college with student</p>	49 How often discusses school, personal and vocational topics with teenager
Teaching staff characteristics	7 School climate and teacher interaction	<p>IV-1-3 Sex, race/ethnicity, year of birth of teacher</p> <p>IV-4-6 Years taught, years taught in this school, full-time/part-time status</p> <p>IV-7-10 Teaching certificates held, academic degrees and subject areas</p> <p>IV-11-12 Which subjects taught this year</p> <p>IV-13 Number of college courses taken in most taught subject</p> <p>IV-14 Satisfaction with teaching job</p> <p>IV-15 Started teaching a new subject or level this year</p> <p>IV-16 Received in-service education</p> <p>IV-17 Participated in activities for teachers this school year</p> <p>IV-18-21 Teacher enrichment programs</p> <p>IV-22 Missed days</p> <p>IV-23 How often did supervisor observe teaching</p>	

	<b>Student</b>	<b>Teacher</b>	<b>Parent</b>
<b>Peers, teen's activities</b>	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 78 Who helps to take care of child 80-85 Substance abuse	I-3 Student relates well to others	48 Family decision making rules 50 Family social activities 57 Substance abuse and teenager
<b>Home</b>	93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	I-7 Has teacher discussed student's behavior or performance with parents	6 How many people are financially dependent on parent 7 Marital status 8-10 Who lives in household, number under/ over 18 years old 11-17 Parents' occupations 18 Changes in marital status 58 How many years lived at present address
<b>Language use</b>	107-108 Is English native language, usage of native language 109 How well student understands, speaks, reads, and writes English 110 Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	I-9 Is English student's native language I-10 Is student's ability limited by English proficiency	22-23 What is native language 24-25 Ability using English 26 Difficulties encountered because of lack of English 27-28 Is English, other languages spoken in home

### CONTENT CATEGORY:3. TRACKING DYNAMICS

	Student	Teacher	Parent
School climate	24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 66 Self-esteem	I-8 Difficulty of class related to student I-17 Has spoken to guidance counselor or another teacher about student's academic performance, behavior	34 Reason teen changed schools 41 Satisfaction with teen's education 43-44 Interaction between school and parents 46 Parent's knowledge of teen's education
Mathematics class		II-14 Emphasis on different mathematical objectives II-15 Topics taught or reviewed this year II-16 Understanding student performance in mathematics	
Science class		II-18 Emphasis on different science objectives II-19-21 Topics taught or reviewed this year in science, Biology and Chemistry class	
School program	12 Description of current school program, access into program	II-3-4 Which "track" is class, achievement levels II-5 Number of students enrolled in class	13-17 Occupation of parent and spouse 34d,j Family moved for special school programs, courses 42 Parents perception of school policies and programs 43-44 Contact between parent and school about teen's education 46 Parent's familiarity with teen's school progress 61 Parental expectations of teen's educational advancement 63,65 Communication between parent & teen about postsecondary opportunities
Teaching staff characteristics		IV-4-5 Years taught, years taught in this school IV-11-12 Teacher's subject areas of instruction	
Transition from school to college/ work	41 What do people think is most important for student to do right after high school	I-4 Student motivated to pursue postsecondary education	45 Teen attended program about postsecondary opportunities 74 Family income
Applying for colleges	44 Plans for taking college admissions and placement tests 58 Steps taken to learn about applying for financial aid for college 61 What type of school will most likely go on to	II-3 Which "track" is class II-4 Achievement levels of students in class	61 How far parent wants teen to go 62 Parent's preparation with teen for standardized tests 63 Discussions with teen about college 64 Has teen applied for college/ vocational school
Language use	107-108 Is English native language, usage of native language 110 Received help in English, perceived value of help	I-9 Is student's native language English I-10 Is student limited English proficient	22-28 Parent/family language use

## CONTENT CATEGORY:4. DROPPING OUT

	Student	Teacher	Parent
School climate	<p>7 School climate</p> <p>8 Safety in school</p> <p>17 Student engagement in science class</p> <p>21 Student engagement in mathematics class</p> <p>24-25 Preparation for class, completion of homework</p> <p>29 Have been recognized by school or community for activities</p> <p>30 Participation in school sponsored extracurricular activities</p>	<p>I-5 Does student talk to teacher outside of class about school work</p> <p>II-6 How many students are from minority racial/ethnic groups</p> <p>II-9 How homework is recorded</p> <p>III-13 Who at school has helped teacher improve teaching or solve a classroom problem</p>	<p>41-42 Feelings about aspects of teen's school</p>
Time in and out of school	<p>9 Frequency of cutting class and other disciplinary problems</p> <p>10 Reasons for absences</p> <p>11 When/duration of last unexcused absence</p>	<p>I-13-16 Student's absenteeism, tardiness, attention, behavior in class</p>	<p>35 Teen has been suspended or expelled</p> <p>36 Teenager missed 10 or more school days</p> <p>37 Teenager missed 21 or more school days</p> <p>38 Reasons for teen's absences</p> <p>39 How parent responded to absence</p> <p>40 How school responded to absence</p> <p>51 Family roles about school attendance</p>
School program	<p>13 Participation in special programs</p> <p>27-28 Have taken a minimum competency or proficiency test, results</p>	<p>I-6 Teacher has discussed student's behavior and performance with parents</p> <p>III-12 Persons with whom teacher discussed student performance</p>	<p>29 Last grade teenager completed</p> <p>30-32 Is teenager currently in school, for how long</p> <p>33-34 Has teenager changed schools</p> <p>35 Has teen ever been suspended, expelled from school</p> <p>41 How satisfied with teen's high school education</p> <p>43-44 How often does school contact parents/ do parents contact school</p> <p>45-46 Parental involvement in school and teen's courses</p>
Applying for colleges/ work	<p>41 What do people think is most important for student to do right after high school</p> <p>42 Parental, friend, teacher aspirations for student's education</p> <p>43 Student's educational expectations</p> <p>86-91 Jobs held during school year</p> <p>92 Spending of earnings</p>	<p>I-4 Does student seem motivated to pursue postsecondary education</p>	<p>61 Parental expectations of teen's educational advancement</p> <p>63 Communication between parent and teen about postsecondary opportunities</p> <p>71 Has teen worked for pay</p> <p>72-73 Teen's jobs held</p>
Teaching staff characteristics	<p>7 School climate/ teacher interaction</p>	<p>III-2 Perceptions of the teacher's efficacy</p> <p>IV-14 Teacher Satisfaction</p> <p>IV-22 Days teacher missed school</p> <p>IV-23 Formal observations of teacher's class</p>	

**Student**

Teacher

Parent

<p>Family/ home life/ friends</p>	<p>34-35 Time spent playing computer video games and watching television            40 Importance of several life goals/ideals            66 Self-esteem            68 Importance of peer group activities            70-71 Student, friends belong to a gang            72 Ages will assume roles and activities            73 Marital status            74 Importance of wedlock for sexual relationships            80-85 Substance abuse            78 Who helps to take care of child            93-95 Caring for younger children            96 Family related events            97 Do parents know student's friends' parents            98 Who makes decisions in family            99 How often discusses school, college, jobs, problems with parents            101 Run away from home            102-103 How many times moved, changed schools            105-106 Attends/practices religion</p>	<p>I-6 Teacher has discussed student's behavior and performance with parents            III-1 Amount of teacher control in classroom            III-15 Teacher's perception of school rules for student behavior            III-16 Teacher's perceptions of problems with students at school</p>	<p>2-5 Teen's current living situation            7 Marital status            11-17 Parents' occupations            8-10 Who lives in household, number under/ over 18 years old            48 Family decision making rules            49 Interaction between parents about teen            50 Family social activities            57 Substance abuse and teenager            58-60 How many years lived at present address, how respondent feels about community            74 Total family income            76-77 Amount of current educational expenses</p>
<p>language use</p>	<p>110A Received help in English, what type, perceived value of help            111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work</p>	<p>I-9 Is student's native language English            I-10 Is student limited English proficient</p>	<p>22-23 What is native language            25 Ability using English            26 Difficulties encountered because of lack of English            27-28 Is English, other languages spoken in home</p>



**CONTENT CATEGORY: 5. TRANSITION PATTERNS**

	Student	Teacher	Parent
School programs	14 Participation in Upward Bound program	III-1,2,5 Perceptions of teacher efficacy III-6 Departmental support of teaching III-7 Perceptions of school policies	45-46 Parental involvement in school and teen's courses
Transition from school to college/ work	50 Why not continue with school right away 51-52 Have a job lined up for full-time work after leaving high school 53-54 Who/what services at school helped in job search 55 Expected hourly wage in first job after high school	III-1,2,5 Perceptions of teacher efficacy	68-69 Has teen expressed interest in a particular career, what is it 70 What is best source of information for teen regarding that career 71-73 Teen's jobs held 78 Teen plans to continue education
Family finances	58 Steps taken to learn about applying for financial aid		74 Total family income 76-77 Current educational expenses, amount 79-82 Savings, plans to pay for teen's college education 83-87 Knowledge, applying for financial aid for teen's education 88 Teen applied for financial aid 89 Why hasn't teen applied for financial aid 90-91 Amounts expected to spend, borrow for teen's education
Family, home, friends	67 Thoughts on life chances 72 Ages will assume roles and activities 100 Perception of relationship with parents		49 How often discusses school, personal and vocational topics with teenager 50 How often participated in activities with teenager
Applying for college	58 Steps taken to learn about applying for financial aid 45 Preparations for the SAT/ACT 49, 61 Plans to go straight on to school, type of school 57 Help from school in applying for colleges 59 Importance of different factors in choosing a school 46 Work/study plans for this summer 62-63 Study fields desired/most likely to pursue	I-18 Wrote recommendations for student for postsecondary education or jobs I-19 Has student discussed college or career choices with teacher	62 Parent has encouraged teen to take action to prepare for college entrance exams 64 Has teen applied for college/ vocational school 65 How has parent helped teen make decisions about where to apply for college 66 Factors important to parents in teen's choice of a school 67 Number of schools parent has visited with teen

**CONTENT CATEGORY: 6. SCHOOL EFFECTIVENESS**

	<b>Student</b>	<b>Teacher</b>	<b>Parent</b>
School climate	<p>7 School climate, teacher interaction 8 Safety in school</p>	<p>II-6 How many students are from minority racial/ethnic groups III-1 Perceived control over planning and teaching III-2 Feelings about teacher efficacy and student achievement III-3 Importance of factors in setting grades for students. III-4 Frequency of departmental meetings III-5-6 Characteristics, enforced policies of department and department chair III-7 Characteristics, enforced policies of school or school administrator III-8 Facilities like offices and lunch rooms that are available to teachers III-9 Amount of out-of-class time during school day spent with whom at school III-10-13 With whom does teacher discuss various issues III-14 Changes that occurred in school III-15-16 Comments on student behavior and policies at school</p>	<p>42 Thoughts about teen's school climate, teaching and program 43-44 Contact between parents and school about teen's education 47 Parental influence in school functioning</p>
Mathematics class	<p>19-22 Mathematics teacher/class</p>	<p>II-7 Why teacher assigned to class II-14 Emphasis on different mathematical objectives II-15 Topics covered in mathematics class II-16 Understanding student performance in mathematics II-17 Approach to explaining "whys" of mathematics IV-1-3 Teacher's sex, race, and year of birth IV-4-15 Teacher's background and education IV-14,22 Teacher satisfaction and number of days missed</p>	
Science class	<p>15-18 Science teacher/class</p>	<p>II-18 Emphasis on different science objectives 11-19-21 Topics taught or reviewed this year in science, Biology, Chemistry, and Physics class II-23-26 Description of science class facilities, equipment and its condition, availability of consumable supplies IV-1-3 Teacher's sex, race, and year of birth IV-4-15 Teacher's background and education IV-14,22 Teacher satisfaction and number of days missed</p>	
School programs	<p>14 Upward Bound 23B Vocational teacher practice 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results</p>	<p>II-7 Why teaching this class II-8 Amount of homework given daily II-10-11 Amount of class/lab time weekly II-12 What percent of class time is spent on various types of instruction, discipline, administration, tests II-13 Media used in teaching IV-16-21 Teacher in-service and enrichment programs IV-23 Formal observation of teacher's class</p>	<p>41 How satisfied with teen's education 42 Parents perceptions of school's policies and programs 47 Parental influence on school policies and programs</p>

	<b>Student</b>	<b>Teacher</b>	<b>Parent</b>
Transition from school to college/ work	<p>41 What do people think is most important for student to do right after high school</p> <p>43 Student's educational expectations</p> <p>47 Have enough skills now for career in five years</p> <p>53-54 Who/what services at school helped in job search</p>	<p>I-18 Teacher has written recommendations for college and work for student</p> <p>I-19 Teacher has discussed college and career choices with student</p>	<p>43-44 Interaction between school and parents</p> <p>45 Parent's attendance at school programs about postsecondary opportunities for teen</p> <p>56 Communication with parents of teen's friends</p> <p>70 Sources of information about postsecondary opportunities</p> <p>84 Who parents discussed postsecondary transition with</p>
Applying for colleges	<p>57 Help from school in applying for colleges</p>	<p>I-18 Teacher has written recommendations for college and work for student</p>	<p>45 Parent's attendance at school programs about postsecondary opportunities for teen</p> <p>70 Sources of information for postsecondary decisions</p> <p>84a Talked with high school counselor about financial aid</p>
Teaching staff characteristics	<p>7 School climate/teacher interaction</p>	<p>IV-4-6 Years taught, years taught in this school, full-time/part-time status</p> <p>IV-7-10 Teaching certificates held, academic degrees and subject areas</p> <p>IV-11-12 Which subjects taught this year</p> <p>IV-13 Number of college courses taken in most taught subject</p> <p>IV-14 Satisfaction with teaching job</p> <p>IV-15 Started teaching a new subject or level this year</p> <p>IV-16 Received in-service education</p> <p>IV-17 Participated in activities for teachers this school year</p> <p>IV-18-21 Teacher enrichment programs</p> <p>IV-22 Missed days</p> <p>IV-23 How often did supervisor observe teaching</p>	
Family, home, friends	<p>68 Importance of peer group activities</p>	<p>I-3 Student relates well to others</p>	<p>60 Safety of neighborhood</p>

**CONTENT CATEGORY:7. PARENTAL INVOLVEMENT**

	Student	Teacher	Parent
<b>School, education</b>	<p>12B Access into current high school program 42 Parental, friend, teacher aspirations for student's education</p>	<p>I-6 Spoken to student's parents about academic performance, behavior I-7 Parental involvement in student's performance 1-14 How often is student tardy III-11 Teacher discusses curriculum issues with parents at school</p>	<p>30 Is teenager currently in school 35 Has teen ever been suspended, expelled from school 36-37 In last 2 years has teen missed 10+ consecutive school days/ 21+ consecutive school days for reasons other than illness 38 In reference to teen's longest absence from school, why did teen stop attending 39 What actions did parents take for teen's absences 41 How satisfied with teen's education 42 Thoughts about teen's school climate, teaching and program 43-44 How often does school contact parents/ parents contact school 45-46 Parental involvement in school and teen's courses 47 Parental influence in school functioning</p>
<b>Family, home</b>	<p>96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 100 Student's perception of relationship with parents 104 How old when left alone</p>	<p>I-7 Parental involvement in student's performance</p>	<p>2 How much of time does teenager live with respondent 3 Whom does teen live with when not with respondent 4-5 Does teen have another parent living outside of home 7 Marital status 8-10 Who lives in household, number under/ over 18 years old 11-17 Parents' occupations 18 Changes in marital status 48 Who makes decisions in household on various independence issues 49 How often discusses school, personal and vocational topics with teenager 50 How often participated in activities with teenager 51 Are there family rules about maintaining grades, doing homework, attending school 52 Importance of different values in a teenager 57 Substance abuse and teenager, teenager's friends</p>

**Student**

**Teacher**

**Parent**

Home, community relations	<p>29 Have been recognized by school or community                      36 Feelings about youth service programs                      37-39 Have participated in volunteer/community service, why, through what organizations                      97 Do parents know student's friends parents</p>		<p>2 How much of time does teenager live with respondent                      3 Whom does teen live with when not with respondent                      4-5 Does teen have another parent living outside of home                      7 Marital status                      8-10 Who lives in household, number under/over 18 years old                      11-17 Parents' occupations                      18 Changes in marital status                      25 Ability using English                      26 Difficulties encountered because of lack of English                      53-54 Familiarity with teen's friends                      55-56 How often does parent talk to parents of teen's schoolmates, friends                      58-60 How many years lived at present address, how respondent feels about community</p>
Applying for colleges	<p>41 What do people think is most important for student to do right after high school                      42 Parental, friend, teacher aspirations for student's education</p>		<p>61 Educational aspirations for teenager                      62 Parent has encouraged teen to take action to prepare for college entrance exams                      64 Has teen applied for college/vocational school                      65 How has parent helped teen make decisions about where to apply for college                      66 Factors important to parents in teen's choice of a school                      67 Number of schools parent has visited with teen                      78 Teen plans to continue education</p>
Family finances			<p>6 How many people are financially dependent on parent                      74-75 Total family income, number of wage earners                      76-77 Current educational expenses, amount                      79-82 Savings, plans to pay for teen's college education                      83-87 Knowledge, applying for financial aid for teen's education                      88 Teen applied for financial education                      89 Why hasn't teen applied for financial aid                      90-92 Amounts expected to spend, borrow for teen's education</p>