



# Programs and Plans of the National Center for Education Statistics 2005 Edition

U.S. Department of Education  
Institute of Education Sciences  
NCES 2005-113





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Institute of Education Sciences  
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# **Programs and Plans of the National Center for Education Statistics 2005 Edition**

June 2005

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The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted, all information contained herein is in the public domain.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to:

National Center for Education Statistics  
Institute of Education Sciences  
U.S. Department of Education  
1990 K Street NW  
Washington, DC 20006-5651

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# FOREWORD

*Programs and Plans of the National Center for Education Statistics* provides summary information on the wide range of statistical activities under way and planned at the National Center for Education Statistics (NCES). NCES, located in the U.S. Department of Education's Institute of Education Sciences, has the legislated responsibility to collect, report, analyze, and disseminate statistical data related to education in the United States and other countries, including data at the preschool, elementary, secondary, postsecondary, and adult education levels. NCES also assists states and local education agencies in improving their education data reporting systems.

In addition to describing the current status of major data collections such as the Common Core of Data (CCD), the Integrated Postsecondary Education Data System (IPEDS), and the National Assessment of Educational Progress (NAEP), *Programs and Plans* provides information on more recent activities at NCES. For example, the publication references the first results from the base-year collection of the Early Childhood Longitudinal Study, Birth Cohort of 2001 (ECLS-B). This new study looks at children's health, development, care, and education during the formative years from birth through first grade. Base-year data are also available from the Education Longitudinal Study of 2002 (ELS:2002), a study tracking the progress of 10th-graders through high school and into young adulthood. New data are available from the most recent cycles of two international studies that examine U.S. student performance: the 2003 Trends in International Mathematics and Science Study (TIMSS) and the 2003 Program for International Student Assessment (PISA). Additionally, the NCES website (<http://nces.ed.gov>) continues to be a well-visited location for viewing NCES products and for using a variety of web tools to search for, locate, and retrieve information as well as create customized tables with individual specifications using NCES databases. These tools can be used to locate and obtain information on public schools, school districts, libraries, and postsecondary institutions.

This edition of *Programs and Plans* presents a few user-friendly enhancements, including an index to assist the reader in locating information on popular education topics such as parents, teachers, faculty, public schools, private schools, and assessments. The publication lists included in this volume reflect NCES releases through the beginning of June 2005. Readers should visit the NCES website to learn about future releases. Additionally, readers can sign up for News Flash on the NCES website to receive e-mail alerts about new products.

There is an NCES staff contact identified for each study and activity described in this publication. We hope that this publication is useful to our readers and welcome any suggestions or comments for future editions.



# ACKNOWLEDGMENTS

Many people have contributed to the preparation of the 2005 edition of *Programs and Plans of the National Center for Education Statistics*, and we wish to express our gratitude to all of them. Barbara Marenus, in the Early Childhood, International, and Crosscutting Studies Division, was responsible for the overall preparation of this publication. Val Plisko, Associate Commissioner of the Early Childhood, International, and Crosscutting Studies Division, provided general guidance and review throughout. The report is a product of the Annual Reports Program, directed by Thomas D. Snyder. Martin Hahn, in the Education Statistics Services Institute, provided extensive and valuable editorial review of the contents.

We also wish to thank all of the reviewers for their contributions to this report, including Jeffrey Owings, Associate Commissioner of the Elementary/Secondary and Libraries Studies Division; Dennis Carroll, Associate Commissioner of the Postsecondary Studies Division; Peggy Carr, Associate Commissioner of the Assessment Division; Marilyn Seastrom, Chief Statistician; and the numerous NCES staff cited in the report. A thank-you also goes to Mariel Escudero, in the Education Statistics Services Institute, for the design of the report.



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## **CHAPTER 1**

# **Introduction**



## **The Work of the National Center for Education Statistics**

The National Center for Education Statistics (NCES), within the U.S. Department of Education's Institute of Education Sciences, collects statistics on the condition of education in the United States, analyzes and reports the meaning and significance of these statistics, and assists states, local education agencies, and postsecondary institutions in improving their statistical systems. NCES supports a wide range of activities, providing policy-relevant data on issues as diverse as enrollment trends, access of minorities to postsecondary education, the academic achievement of students, comparisons of the U.S. education system with education systems in other countries, and the association between education and employment and economic productivity.

NCES's program goals include the following:

- maintaining and analyzing major cross-sectional databases at the elementary/secondary level—the Common Core of Data (CCD), the Schools and Staffing Survey (SASS), and the Private School Universe Survey (PSS); and at the postsecondary level—the Integrated Postsecondary Education Data System (IPEDS), the National Postsecondary Student Aid Study (NPSAS), the National Study of Postsecondary Faculty (NSOPF), and the Survey of Earned Doctorates Awarded in the United States (SED). In addition, NCES conducts a National Household Education Surveys Program (NHES) covering various education topics such as early childhood and adult education, program participation, education-related home activities, and parental involvement in education. Topics related to school crime and safety are covered in the School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) and the School Survey on Crime and Safety (SSOCS). Together, these studies provide accurate, timely, and relevant data on the condition of American education, as well as how it has changed over time;
- conducting surveys and analyzing data from the Longitudinal Studies Program: at the early childhood level—the Early Childhood Longitudinal Study (ECLS), with birth and kindergarten cohorts (the latter of which plans to follow children into high school); at the secondary school level—the Education Longitudinal Study of 2002 (ELS:2002) (10th-grade cohort) as well as the earlier National Longitudinal Study of the High School Class of 1972 (NLS:72) (12th-grade cohort), High School and Beyond Longitudinal Study of 1980 (HS&B) (10th- and 12th-grade cohorts), and National Education Longitudinal Study of 1988 (NELS:88) (8th-grade cohort); and at the postsecondary level—the Beginning Postsecondary Students Longitudinal Study (BPS) and the Baccalaureate and Beyond Longitudinal Study (B&B), which follow students attending or completing postsecondary institutions. These studies address a variety of important education issues from early learning through postsecondary school, including differences in early cognitive development, school readiness, student achievement, the association between financial aid and access to



postsecondary education, youth employment, high school dropouts, discipline and order in schools, and the quality of education in public and private schools;

- conducting the National Assessment of Educational Progress (NAEP), which regularly assesses academic achievement at the national level in a number of subjects, including reading, mathematics, writing, science, civics, history, and geography. The reading and mathematics components of NAEP are administered every 2 years in grades 4, 8, and 12 at the national and state levels;
- participating in international surveys of educational achievement and programs to develop cross-national education data and indicators, such as the Trends in International Mathematics and Science Study (TIMSS), Program for International Student Assessment (PISA), and Progress in International Reading Literacy Study (PIRLS);
- administering targeted surveys that supplement ongoing data collections through the Fast Response Survey System (FRSS) and the Postsecondary Education Quick Information System (PEQIS), which rapidly provide data on current policy issues;
- collecting and reporting information on libraries through the Public Libraries Survey (PLS), the Academic Libraries Survey (ALS), the School Library Media Centers Survey, and the State Library Agencies Survey (StLA);
- analyzing and reporting data on vocational education; and
- synthesizing information from various surveys for the following annual NCES publications: *Digest of Education Statistics*, *The Condition of Education*, and *Projections of Education Statistics*.

*Programs and Plans of the National Center for Education Statistics* is a comprehensive summary of the work done across NCES to achieve these program goals. NCES center-wide programs and services are described in chapter 2, and the various statistical programs in the following chapters. Each chapter that covers a statistical program contains a brief introduction and provides information on data uses, individual studies, publications and data files, NCES contacts, future activities, and data collection schedules.

## **What Kinds of Data Does NCES Collect?**

NCES collects statistical data on all levels of education from preprimary education through graduate study, including adult education. NCES surveys address a full range of education issues including student access, participation, and progress; achievement and attainment of students; organization and management of education institutions; curriculum, climate, and diversity of education institutions; and financial and human resources of institutions, as well as economic and other outcomes of education. The surveys engage a broad spectrum of people and institutions involved in education. (See figure 1 for the names and acronyms of the major NCES surveys; these acronyms are used throughout this volume.)

## Figure 1. NCES survey names and acronyms

ALL: Adult Literacy and Lifeskills  
ALS: Academic Libraries Survey  
B&B: Baccalaureate and Beyond Longitudinal Study  
BPS: Beginning Postsecondary Students Longitudinal Study  
CCD: Common Core of Data  
CivEd: Civic Education Study  
CPS: Current Population Survey (U.S. Census Bureau survey used in NCES studies)  
ECLS-B: Early Childhood Longitudinal Study-Birth Cohort of 2001  
ECLS-K: Early Childhood Longitudinal Study-Kindergarten Class of 1998–99  
ELS:2002: Education Longitudinal Study of 2002  
FRSS: Fast Response Survey System  
HS&B: High School and Beyond Longitudinal Study  
HSTS: NAEP High School Transcript Study  
IALS: International Adult Literacy Survey  
IPEDS: Integrated Postsecondary Education Data System  
NAAL: National Assessment of Adult Literacy  
NAEP: National Assessment of Educational Progress  
NELS:88: National Education Longitudinal Study of 1988  
NHES: National Household Education Surveys Program  
NLS:72: National Longitudinal Study of the High School Class of 1972  
NPSAS: National Postsecondary Student Aid Study  
NSOPF: National Study of Postsecondary Faculty  
PEQIS: Postsecondary Education Quick Information System  
PIRLS: Progress in International Reading Literacy Study  
PISA: Program for International Student Assessment  
PLS: Public Libraries Survey  
PSS: Private School Universe Survey  
SASS: Schools and Staffing Survey  
SCS/NCVS: School Crime Supplement to the National Crime Victimization Survey  
(NCES and the Bureau of Justice Statistics)  
SDDB: School District Data Book  
SED: Survey of Earned Doctorates  
SSOCS: School Survey on Crime and Safety  
StLA: State Library Agencies Survey  
TFS: Teacher Follow-up Survey  
TIMSS: Trends in International Mathematics and Science Study (formerly Third  
International Mathematics and Science Study)  
TIMSS-R: Third International Mathematics and Science Study-Repeat (now referenced  
as TIMSS 1999)

The following topics illustrate the scope of NCES data collection and analysis activities:

- Adults are asked about their participation in adult education and other learning activities.
- Children’s cognitive skills are directly measured.
- Students are asked about their participation in school activities.
- Parents are surveyed about their participation in their children’s education.
- Teachers are asked to report information about their classes.
- School administrators are asked to report information about their schools.
- Principals are asked about crimes occurring in their schools.
- Student dropout rates and achievement are measured.
- Staffing ratios of public schools are compiled.
- Comprehensive finance data are collected.
- Postsecondary education student participation rates in financial aid programs are gathered.
- Institutions indicate program offerings.
- Libraries report information on usage.

## **Which Surveys Cover Specific Education Levels and Topics?**

NCES provides data and tabulations at various reporting levels: that is, on individual institutions, school districts, states, and the nation. Whether particular data are available at one or more than one of these reporting levels is based on a variety of factors, including survey design and confidentiality of data.

The data reporting level required for a particular use can be an important determinant in the selection of the most appropriate survey database. For example, those who are interested in national-level public school enrollments have a variety of possible sources of information, while those needing enrollments for specific schools have fewer sources. Some sample surveys, such as NHES, are limited to national-level estimates because of the design of the survey. Data from other surveys, such as the CCD, are published as state-level summaries and district tabulations for large districts. In addition, CCD data files contain school- and school district-level records. Detailed data for individual schools, school districts, and colleges generally are made available only through electronic products because of the size of the data files. Table 1 presents the survey sources of NCES data by topic, by education level (elementary/secondary, postsecondary, and lifelong learning), and by reporting level (from institutional to national).

**Table 1. Survey sources of NCES data, by reporting level, education level, and topic**

Topic	Reporting level			
	School/ institution	School district	State	National
<b>Elementary/secondary</b>				
<b>Students</b>	CCD, PSS, ECLS-K	CCD, SDDB	CCD, SDDB	CCD, NLS:72, HS&B, NELS:88, ELS:2002, PSS, TIMSS 2003, TIMSS-R, NAEP, ECLS-K, ECLS-B, FRSS, SDDB, NHES, HSTS, SCS/NCVS, PIRLS, CPS, PISA, CivEd
<b>Teachers/staff</b>	CCD, PSS	CCD	CCD, NAEP, SASS, PSS	CCD, SASS, NAEP, PSS, HS&B, NELS:88, ELS:2002, ECLS-K, ECLS-B, TIMSS 2003, TIMSS-R, FRSS, B&B
<b>Public schools</b>	CCD	CCD	CCD, SASS	NAEP, TIMSS 2003, TIMSS-R, FRSS, CCD, SASS, HS&B, NELS:88, ELS:2002, ECLS-K, ECLS-B, SSOCS
<b>Public agency finances</b>		CCD	CCD	CCD
<b>School libraries</b>			SASS	SASS, ELS:2002
<b>Assessment</b>			NAEP	NAEP, NLS:72, HS&B, NELS:88, TIMSS 2003, TIMSS-R, PIRLS, ECLS-K, ECLS-B, PISA, CivEd
<b>Private schools</b>	PSS		PSS	PSS, SASS, FRSS, NELS:88, ELS:2002, ECLS-K, ECLS-B, HS&B, NLS:72
<b>Parents</b>				NELS:88, HS&B, ELS:2002, ECLS-K, ECLS-B
<b>Postsecondary</b>				
<b>Students</b>	IPEDS		IPEDS	NPSAS, IPEDS, BPS, B&B, NLS:72, HS&B, NELS:88, ELS:2002, NHES, CPS, PEQIS
<b>Faculty/staff</b>	IPEDS		IPEDS	IPEDS, NSOPF, PEQIS
<b>Institutions</b>	IPEDS		IPEDS	IPEDS, PEQIS, NPSAS
<b>Finances</b>	IPEDS		IPEDS	IPEDS
<b>Student aid</b>	IPEDS		IPEDS	IPEDS, NPSAS, BPS, B&B
<b>Completions</b>	IPEDS		IPEDS	IPEDS, BPS, B&B, NLS:72, HS&B, NELS:88, ELS:2002, SED, CPS
<b>Lifelong learning</b>				
<b>Adult education</b>				NHES, NAAL, IALS, B&B, CPS, NELS:88, ELS:2002, HS&B, NLS:72
<b>Libraries</b>	ALS	ALS	ALS, PLS, SiLA	ALS, PLS, SiLA, NHES, FRSS
<b>Households</b>		SDDB	SDDB	SDDB, NHES, NELS:88, ELS:2002, NAAL, IALS, HS&B, CPS

NOTE: See figure 1 for definitions of survey acronyms. An expanded version of this table—the Index of NCES Data Sources for Selected Topics—is available at the back of this volume.

## Who Uses NCES Statistics—and for What Purposes?

Education statistics are used for a variety of purposes, from research to policy formation. Congress uses data to study education issues, to plan federal education programs, to apportion federal funds among the states, and to serve the needs of constituents. Federal agencies (such as the U.S. Departments of Defense, Labor, and Commerce, and the National Science Foundation) are concerned with the supply of trained manpower coming out of schools and colleges, and also with the subjects that are being taught. State and local officials confront problems of staffing and financing public education. They use NCES statistics in all aspects of policy development and program administration. Education organizations and professional associations use the data for planning, policy development, and research. The news media (such as national television networks, national news magazines, and many of the nation's leading daily newspapers) frequently use NCES statistics to inform the public about such matters as student achievement, school expenditures per student, and international comparisons. Business organizations use trend data on enrollments and expenditures to forecast the demand for their products. The general public uses education statistics to become more knowledgeable and to make informed decisions about current education issues.

## How to Access NCES Data

To meet the demand for statistical information, NCES issues nearly 100 products each year in print and electronic form. These products include statistical reports, directories, data files, and handbooks of standard terminology. All NCES products are available on the NCES website (<http://nces.ed.gov>). Many of these products are also available through ED Pubs (<http://www.edpubs.org>), the publications and products ordering system for the U.S. Department of Education.

While many NCES publications report the findings of specific surveys, three publications cover the field of education statistics from a wide perspective: the *Digest of Education Statistics* (<http://nces.ed.gov/programs/digest>), *Projections of Education Statistics* (<http://nces.ed.gov/programs/projections>), and *The Condition of Education* (<http://nces.ed.gov/programs/coe>). Descriptions of these publications appear in chapter 10.

Additionally, easy-to-use web tools for locating schools and colleges, carrying out peer comparisons of school district finances, and creating tables are available on the NCES website.

The U.S. Department of Education's National Library of Education (<http://www.ed.gov/NLE>) provides a central location within the federal government for information about education; collecting and archiving resources on national education issues as well as on federal

policy, research, evaluation, and statistics; and maintaining a collection of agency documents, including NCES publications.

The Library provides information services on matters related to education to the general public through its toll-free telephone number and e-mail service, as well as through cooperative arrangements with the Library of Congress's online reference service ([www.loc.gov/rr/askalib/ask-digital.html](http://www.loc.gov/rr/askalib/ask-digital.html)) and the Education Resources Information Center (ERIC) (<http://www.eric.ed.gov>). The Library responds to more than 15,000 inquiries annually, with most questions pertaining to U.S. Department of Education programs and statistics. In addition, the Library serves other libraries by lending books and other documents, including agency publications, from its collection.

### **For Further Information**

For further information on education research, contact the National Library of Education:

National Library of Education  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202  
Hours: 9:00 am – 5:00 pm

Website: <http://www.ed.gov/NLE>  
E-mail address: [library@ed.gov](mailto:library@ed.gov)  
Telephone number in the United States: 1-800-424-1616  
From metropolitan Washington: (202) 205-5015/5019  
Fax: 202-401-0547/0555

The NCES website (<http://nces.ed.gov>) offers electronic access to all current NCES products as well as many older ones otherwise unavailable. To identify and order current U.S. Department of Education products available through ED Pubs, use the Online Ordering System (<http://www.edpubs.org>) or contact ED Pubs as follows:

ED Pubs  
U.S. Department of Education  
P.O. Box 1398  
Jessup, MD 20794-1398  
E-mail address: [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov)  
Telephone number (toll-free): 1-877-4ED-Pubs (1-877-433-7827)  
TTY/TDD (toll-free): 1-877-576-7734



## **CHAPTER 2**

NCES  
Statistical  
Standards

# **NCES Center-Wide Programs and Services**





## Introduction

In order to fulfill the National Center for Education Statistics (NCES) mission, "...to collect, analyze, and disseminate statistics and other information related to education in the United States and in other nations," NCES strives to develop high-quality, customer-driven products that are readily available to all education stakeholders.

NCES is engaged in a set of agency-wide activities that are intended to help attain these goals. First, with respect to high quality, the reputation of NCES as a statistical agency is dependent on the integrity and the relevance of the information it produces. Second, with respect to customer-driven products, the value of NCES to the education community is contingent upon a full understanding of the data needs and interests of its customers. Third, with respect to availability, the success of NCES in making as much information available as possible hinges upon the effective use of technological advances.

## Statistical Standards

### Standards and Technical Review

The NCES statistical standards provide the guiding principles for data collection, analysis, and reporting of education data. NCES staff and contractors use these standards in an ongoing effort to ensure the development of high-quality education data. From study design to final analysis, NCES products are subjected to a rigorous technical review process that involves statistical and subject-matter experts from NCES, the Institute of Education Sciences (IES), and the broader education community.



During study design and data collection, NCES uses a combination of internal work groups, external technical review groups, and contractors to design and collect data to meet the needs of the education community. Data collection and processing frequently involve the collaboration of NCES staff and several contractors configured in a manner designed to ensure checks and balances on quality control. Analyses are conducted only after analysis plans are developed and reviewed. Finally, the report review process usually involves a series of reviews by colleagues with subject-matter or technical expertise, followed by an internal agency-level review at NCES and an additional technical or peer review conducted by IES.

NCES continually strives to increase the efficiency of the full review process, while at the same time maintaining high standards. Thus, in the fall of 2002, NCES released revised statistical standards and guidelines in the 2002 *NCES Statistical Standards*. These standards and associated guidelines are intended to assist NCES in meeting its primary goal

of providing high-quality, reliable, useful, and informative statistical information to public policy decisionmakers and the general public. In particular, the standards and guidelines are intended for use by NCES staff and contractors to guide them in their data collection, analysis, and dissemination activities. These standards and guidelines are also intended to present a clear statement to data users regarding how data should be collected in NCES surveys, and the limits of acceptable applications and use.

## Quality Control and Statistical Standards Review

In the fall of 1996, the NCES Commissioner convened the Task Force on Quality Systems to study NCES quality control procedures, with the goal of identifying ways to improve the current procedures. The work of this group was one starting point for some of the work involved in revising the *NCES Statistical Standards*. In addition to this work, NCES initiated agency-wide audits of survey methodology, imputation procedures, and response rates to inform the standards revisions.

In the summer of 2000, NCES convened 15 working groups that included over one-half of the agency's staff who participated in the standards revisions. The working groups were coordinated by a steering committee that included representation from the Statistical Standards Program and each of the data collection and reporting divisions within NCES. The individual working groups met regularly over a 9-month period through the spring of 2001. During that time, a series of NCES seminars were held to give all NCES staff an opportunity to comment on proposed revisions.

Throughout the summer and fall, the steering committee reviewed and, in some cases, further revised the drafts. As draft standards were completed, they were shared with NCES senior managers for further discussion and comments. During the spring of 2002, the steering committee convened a 2-day meeting, followed by a comment period for NCES contractors, to give them an opportunity to review and comment on the NCES draft standards. After responses to those comments were incorporated and reviewed by NCES senior managers, the NCES draft standards were posted on the NCES website for a 45-day public comment period, as part of an Office of Management and Budget (OMB)-initiated data quality activity. Comments received during the public comment period were incorporated by the steering committee, and reviewed and approved by senior managers. Then, in July 2002, NCES submitted draft standards to OMB and to an independent commissioned task force of experts convened by the National Institute of Statistical Sciences (NISS). NCES incorporated comments and suggestions from these groups before the final review and adoption of the revised standards by senior managers. Following the fall 2002 adoption of the standards, members of the steering committee held a series of internal training sessions on the standards.

## Methodology

In an effort to document NCES data collection procedures, the Statistical Standards Program sponsored the development of a handbook of NCES data collections, the *NCES Handbook of Survey Methods*. The handbook documents key aspects of the design, collection, and processing of NCES surveys. A related report that summarizes the imputation procedures in NCES data collections is also under development. In a complementary project, the Statistical Standards Program conducted a review of the response rates in each NCES data collection. The results of this review will also be published in an NCES report. The Statistical Standards Program is currently conducting center-wide reviews of several areas: the use of incentives in NCES data collections, the application of nonresponse bias analyses in the evaluation of NCES data collections, the use of imputation procedures in NCES data collections, and a review of the timeliness of NCES data collections.

Periodically, statistical questions emerge that break new ground for NCES. The Statistical Standards Program consults and advises in these situations, and in some instances a panel of experts is used to consult on or review specific problems. Recent examples of this process include reviews of the issues surrounding the measurement of high school completion and dropout rates, declining response rates in international studies, and the measurement of urbanicity in education data collections. The Statistical Standards Program has also commissioned expert panels to help NCES examine analytic issues surrounding the reporting of effect sizes, the use of multiple comparisons, and reporting on tests of equivalency.

## Research

The Statistical Standards Program initiated research in several areas. The Education Statistics Services Institute (ESSI) and Mathematica are developing a Quality Profile of the National Household Education Surveys Program, an ongoing NCES household-based data collection. In addition, the Statistical Standards Program is supporting research at ESSI and at Westat on alternative approaches to treatments for missing data and research at NISS on alternative approaches to avoiding disclosures of confidential data.

## Confidentiality

Individual respondents—students, parents, teachers, and administrators—provide much of the data that NCES collects. NCES is required by law to develop and enforce standards designed to protect the confidentiality of individuals. This requirement covers the collection, reporting, and publication of data. The Statistical Standards Program has two major functions in this area. First, the program leads the Disclosure Review Board Team, composed of members from each NCES division, representatives of the Statistical Standards Program, and a representative from the U.S. Census Bureau. This team reviews disclosure risk analyses that are conducted on NCES data files to ensure that data released for public use do not place the identity of any individual respondents in jeopardy.

The second major activity in this area is to approve and monitor restricted-use data licenses. (Similar restricted-use data licenses, a concept pioneered by NCES, are now being used in other federal statistical agencies.) These licenses provide external researchers access to potentially individually identifiable NCES data covered under federal statutes and regulations by subjecting authorized users to the laws, regulations, and penalties that apply to the NCES use of confidential data. Under the license agreement, authorized users are subject to unannounced inspection visits. The Statistical Standards Program monitors the licensing process and the inspections.

Based on an analysis of inspection reports, program staff developed a set of recommendations for improved quality control and increased customer service. As a result, an automated system was developed for the field inspections. This facilitates immediate corrections of potential security problems and allows NCES staff to monitor licensees more effectively.

### **For Further Information**

For further information on the NCES Statistical Standards Program, contact

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## **Customer Service**

NCES is committed to providing a range of products that are tailored to the needs of different members of the education community. In an effort to meet this goal, data are made available in a variety of formats—from published statistical compendia and online data tools to microdata files for secondary analysis. NCES reports range from detailed technical, methodological, and analytic reports that provide an in-depth analysis of a particular topic or issue to Statistics in Briefs and Issue Briefs, which provide a short, focused analysis of a specific topic. NCES also continues to explore new and innovative ways to use the Web to make education information available to as many data users as possible. (For more information on using the Web, please see the “Technology” and “Website” sections below.)

### **Customer Service Survey**

NCES has a customer service team to ensure that sufficient effort is devoted to the continual monitoring of its customers' information needs. As part of an ongoing effort to better understand the data needs and interests of the education community, this team conducts

a customer service survey every other year. The purpose of the survey is to assess customer satisfaction with NCES products and services, and to identify areas that need improvement. The last customer survey was conducted in 2004. The survey's respondents do not include all NCES customers; instead, the survey focuses on specific customer groups. The 2004 survey targeted several large groups of current and potential users: federal, state, and local policymakers; academic researchers; journalists; and large groups of "known users" of NCES products.

The survey results from 2001 indicated strong satisfaction with NCES and its products. However, awareness of NCES varied considerably between respondent groups and products. NCES customers use data for many purposes. The three main uses cited in the survey were general information, research and analysis, and planning. The survey results suggested that the more experienced the user, the higher the level of satisfaction. They also indicated less satisfaction with the timeliness of NCES publications and data files, and the need for NCES to increase awareness of agency products and services. These are areas that NCES managers are seeking to improve. The 2004 customer survey report will be issued in 2005.

## Training

One way of ensuring that NCES staff members maintain state-of-the-art skills is through in-house training seminars on new and emerging statistical techniques and practices. The seminars cover such topics as contract management and emerging educational priorities, issues, and policies. Although these seminars are tailored to the needs of NCES staff, they are open to the general public. Any interested staff members from other government agencies, professional associations, private companies, or other organizations may attend.

For the last several years, NCES has sponsored a series of advanced studies seminars in the Washington, DC, area for external data users in order to promote and facilitate the effective use of NCES databases (e.g., the Common Core of Data, the Early Childhood Longitudinal Study-Birth Cohort of 2001, the Early Childhood Longitudinal Study-Kindergarten Class of 1998–99, the Education Finance databases, the National Assessment of Educational Progress, the National Education Longitudinal Study of 1988, the Education Longitudinal Study of 2002, the National Household Education Surveys Program, the Program for International Student Assessment, the Progress in International Reading Literacy Study, the Schools and Staffing Survey, the Trends in International Mathematics and Science Study, the National Postsecondary Student Aid Study, the National Study of Postsecondary Faculty, and the Integrated Postsecondary Education Data System). These seminars are open to data users including faculty members and graduate students at postsecondary education institutions, and researchers and data analysts at state and local education agencies, professional associations and organizations, think tanks, and other federal agencies with an interest in quantitative studies. The lecture and hands-on computer seminars cover several statistical topics, including the nature and content of the databases, sample design, variance estimation, imputation, and sampling weights. Instruction

is provided on using computer software to access and analyze the data. Sessions are designed to allow participants to conduct analyses on selected NCES databases. Applicants compete for a limited number of openings. Seminars are usually offered each summer and are about 3 to 4 days long. To participate in these seminars, browse the NCES website (<http://nces.ed.gov/conferences>) for seminar announcements and specifications for applying.

Instructors for both in-house and external data user seminars are usually NCES staff members who have extensive knowledge and experience in the given subject matter. Sometimes, nationally known experts in pertinent fields are invited to give lectures.

An announcement for each seminar is posted on the NCES website (<http://nces.ed.gov/conferences>).

### **For Further Information**

For further information on the NCES Customer Survey Program or the NCES Training Program, contact

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## **Technology**

Technological advances have allowed NCES to improve both its internal activities and its ability to provide the public with useful education statistics. NCES staff can conduct their work within the Center more efficiently and effectively, and the Center can collect, analyze, and disseminate more education data than ever before in a more flexible and easily accessible fashion.

Programs and individual projects are designed to be consistent with an overall vision of expanding access to NCES data. Advances in computer and telecommunication technologies are making it easier for all members of the education community—learners, parents, teachers, and administrators, as well as observers and policymakers—to come directly to NCES for information. Recent technology tools developed by NCES reduce the burdens of data collection, enhance the accuracy and timeliness of analysis, and increase the ease of access to education statistics.

A variety of plans are being implemented to fully incorporate current and emerging technologies into the NCES working environment and to provide both internal and external customers with timely education statistics in useful formats. Internal activities include acquiring and supporting up-to-date desktop hardware and software to facilitate statistical

analyses, developing integrated software solutions for program management, and leveraging local- and wide-area network resources to share information.

NCES currently provides access to its databases through several mechanisms. These include the dissemination of data via CD-ROMs and, most importantly, through the NCES website.

Current activities to enhance electronic access to NCES data include

- disseminating products and services via the NCES website;
- improving data administration;
- developing and supporting improved CD-ROM products for NCES databases;
- fostering increased capabilities of data suppliers and users to submit and retrieve NCES data electronically through the NCES website; and
- expanding customer options for retrieving timely education data.

## Website

An essential component of the NCES Technology Program is the NCES website (<http://nces.ed.gov>). The site contains an enormous amount of easily accessible education-related information, including research reports, data access tools, and raw data. It also provides links to additional information at the U.S. Department of Education website and the IES website, as well as assistance in obtaining CD-ROMs of restricted-use data and survey datasets too large to download from the Web.

The website is NCES's largest and most visible dissemination platform. Since the site's inception in May 1996, it has grown to include close to 30,000 pages, in addition to providing many online data access capabilities. Current usage statistics indicate that approximately 1,200,000 user sessions and over 8,000,000 page views take place on a monthly basis.

NCES has a full-time webmaster and a web team consisting of liaisons from all divisions and the Commissioner's office. The website has become the primary mode of communication for NCES and its varied constituencies.

Features of the NCES website include

- a complete catalog (over 2,000 products) of NCES publications and data products with customized search capabilities, including searches by title, author, subject, and survey or program area, as well as other criteria, at <http://nces.ed.gov/pubsearch>;
- product information pages containing brief descriptions, links to accessible formats of the desired products, ordering assistance, and other useful information;
- a staff directory, searchable by subject, topic specialty, or name;
- the Student's Classroom for school-age visitors, with "find your school, library, or college" features, quizzes, games, easy-to-use graphing and probability functions, and many more engaging and educational activities, at <http://nces.ed.gov/nceskids>;
- daily "Did You Know?" education facts displayed on the site's home page;



- statistical tables and education indicators for quick answers to inquiries;
- the most recent datasets for downloading and analysis;
- descriptions of NCES programs (<http://nces.ed.gov/surveys>), including separate websites for all surveys and program areas;
- a national locator (<http://nces.ed.gov/globallocator>) for searches of public schools, private schools, public libraries, and postsecondary institutions; and
- a “News Flash” subscription service, organized by relevant topical areas of education research, about breaking NCES news (<http://nces.ed.gov/newsflash>).

The direct link to the Department of Education’s website (<http://www.ed.gov>) provides access to an extensive collection of education-related materials, including

- information on the President’s and Secretary of Education’s priorities;
- press releases;
- descriptions of the Department’s programs;
- several searchable directories, including listings of education-related information centers and Department staff;
- a bibliographical database of thousands of education-related studies;
- funding opportunities;
- event calendars;
- Department research reports and informational publications; and
- pointers to public web resources at Research and Development Centers, Regional Education Laboratories, and other Department-funded institutions.

A powerful function of the NCES website is its ability to provide rich, flexible data access tools. NCES has developed searchable databases to facilitate the location of education institutions based on varied characteristics. One example of a data access tool available through the site is the NCES Search for Public Schools (<http://nces.ed.gov/ccd/schoolsearch>). This feature allows customers to locate a school based on name, location, state, or other similar variables. Search for Public Schools includes statistics on individual school characteristics, such as teacher counts, number of students, student/teacher ratio, and school enrollment by race/ethnicity. Another popular search tool is College Opportunities On-Line (<http://nces.ed.gov/ipeds/cool>), an extensive searchable database of up-to-date information on over 9,000 U.S. colleges, universities, and technical institutions. The information featured includes attendance charges and programs offered.

Newer and more sophisticated data access tools recently made available through the NCES website provide users opportunities to manipulate data in increasingly more informative ways. Peer comparison tools allow users to compare the various libraries, school districts, and postsecondary institutions located throughout the United States. Using an advanced mapping application, the School District Demographics tool allows users to view census data in a more informative and intuitive manner. The Data Analysis System allows users to perform useful analyses online without having to download and format raw data, and the Quick Figures and Tables function provides access to thousands of previously analyzed data in table and figure formats to provide quick answers to topical

research questions. A complete listing of NCES data access tools is available at <http://nces.ed.gov/pubsearch/onlinedata.asp>.

In the future, NCES will continue to enhance the utility of the website by expanding the amount of material available and implementing more interactive capabilities within its databases.

### **For Further Information**

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## **Website Data Collection Operations**

NCES has been developing web-based systems for the design and administration of survey data collections for several years. Web-based surveys offer many advantages over other forms of data collection and analysis. They save time and money by reducing the amount of mailing, programming, data entry and cleaning, and preparation for analysis. They also provide more flexibility for respondents filling out the forms. Overall, web-based surveys increase the timeliness and quality of data while minimizing respondent burden.

NCES first used the Web in this manner for data submissions in universe collections in the mid-1990s. Next, the Center developed an online system to collect survey data from sampled institutions. The 1999 pilot of this system in the Institutional Prices and Student Financial Aid Survey was successful, leading to its implementation in collections of data in the administration of three universe surveys: the Integrated Postsecondary Education Data System, State Library Agencies Survey, and Academic Libraries Survey. In 2005, the nonfiscal collections of the Common Core of Data survey system will be completely web based, providing respondents with real-time edits as they transmit their files to NCES.

Additionally, NCES broke new territory in education data collection by applying data encryption methods so that it was possible to securely collect confidential survey data not just from institutions, but also from individual survey respondents. This secure data collection system was implemented beginning with the administration of the Baccalaureate and Beyond Longitudinal Study (B&B) in 1997. In 2001, NCES began creating an interactive interface for the administration of the system that allows statisticians to maintain surveys without programmer support. These online survey collection initiatives help to create uniformity and consistency across NCES surveys and to provide a foundation for a comprehensive, integrated NCES database.

## Technology Research

In addition to incorporating current technologies into its programs and operations, NCES helps sponsor a broad agenda to extend technological capabilities. This is a complementary effort in support of the National Science Foundation's "Digital Government Initiative."

NCES is currently working on three research topics:

- the use of advanced database technologies to support statistical functions, such as standard error calculations for complex sample survey data;
- the development of clustered index algorithms for spatial databases; and
- the development of statistical analysis techniques for time-event indexed video databases.

### For Further Information

For further information on the NCES Technology Program, contact

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## NCES Data Archive

NCES sponsors the International Archive of Education Data at the Inter-University Consortium for Political and Social Research (ICPSR), University of Michigan, to archive NCES databases. This archive includes a vast range of national and international data on education collected primarily by NCES from the 1960s to the present. These databases are available at no charge in ASCII flat file format and can be used with statistical processing software such as SAS and SPSS.

The goal of the archive is to share information about education with researchers, academics, policymakers, service providers, and other customers. NCES currently maintains over 500 national data collections relating to education. The data are collected from elementary and secondary schools, colleges, and universities, as well as from elementary, secondary, and postsecondary students and teachers. Each data collection contains an abstract, a codebook, and one or more data files for research use. No statistical tables or printed reports are included. This archive makes this wealth of data publicly available and readily accessible. Additional NCES databases, both new and old, will be routinely added to the archive.

This archiving project will preserve and enrich the research resources of NCES, as well as produce an archive of datasets that can be used effectively in the era of the Web. It will

also significantly enhance documentation of NCES data to make them more user friendly. The publicly available data can be accessed and downloaded directly from the ICPSR website (<http://www.icpsr.umich.edu/IAED>).

### **For Further Information**

For further information on the NCES Data Archive, contact

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## CHAPTER 3

# Elementary and Secondary Education

CCD



PSS  
Private School  
Universe Survey



NHES  
National Household  
Education Survey Program

FRSS  
Fast Response Survey System

CPS

Decennial  
Census  
School  
District

EFSC  
EDUCATION FINANCE  
STATISTICAL CENTER

National  
Forum  
on Education  
Statistics



## **Introduction**

The National Center for Education Statistics (NCES) program at the elementary and secondary level provides information on the condition of public and private education. Data collections include information on today's important issues, such as equity between schools and school districts, access to preschool programs, student trends, persistence, and the climate in our schools and classrooms. Other important issues addressed are school finance, school safety, teacher qualifications, school reform, teacher professional development, and the education of special-needs populations. The core program includes national, state, and local data collection systems on public elementary and secondary education (e.g., the Common Core of Data [CCD]). Other key NCES data collection programs include the Schools and Staffing Survey (SASS), the Private School Universe Survey (PSS), and the National Household Education Surveys Program (NHES). These surveys, along with the Early Childhood Longitudinal Study (ECLS), National Education Longitudinal Study of 1988 (NELS:88), National Longitudinal Study of the High School Class of 1972 (NLS:72), High School and Beyond Longitudinal Study (HS&B), Education Longitudinal Study of 2002 (ELS:2002), National Assessment of Educational Progress (NAEP), and Trends in International Mathematics and Science Study (TIMSS), supply a wealth of information about elementary and secondary education in the nation.

## **Data Uses**

The statistics collected from state education agencies, other elementary/secondary institutions, staff, and students and their households are used extensively by people outside of NCES. They are used for testimony before congressional committees, planning in various federal executive departments, and projects developed by professional organizations. They are used by state executive and legislative staff, state and local education agencies, and associations of local school systems. Other users are colleges, universities, education research facilities, businesses that work with education institutions, and the media (for reporting on educational issues and events).

Federal, state, and local governments make numerous requests for data. For example, representatives often request data on the demographic characteristics of school districts in their states; federal agencies request data on numbers of teachers and pupils by school level and type; state governments request data on high school dropouts and teacher attrition rates; and local governments request analyses of teacher demographics. In addition to federal, state, and local governmental requests for elementary and secondary information, foreign governments also request data on trends in American public schools. Grant programs in both government and the private sector use the lists of public and nonpublic schools to determine the eligibility of applying institutions.

The media often need a great deal of data on elementary and secondary education for their reporting. For example, the media have used analyses of first-time teachers in the United States,



characteristics of public schools, dropout rates, test scores, changes in homeschooling, and urban school trends in their reporting.

College and university researchers use raw data from NCES elementary and secondary surveys. Some items of interest for college researchers have been teacher qualifications in mathematics and science, poverty status of schools and school districts, free-lunch eligibility of students, high school dropout and completion rates, class size, crime and violence, and persistence and attainment.

Business organizations, including marketing and survey firms, use demographic profiles of schools and districts in their research. Also, parents use data on elementary and secondary schools and school districts (such as per pupil expenditures and class size) when they are in the process of moving their families to a new location.

## Studies

### Common Core of Data

The Common Core of Data (CCD) is the primary NCES database on public elementary and secondary education in the United States. The annual CCD is a comprehensive national statistical database of all public elementary and secondary schools and school districts that contains comparable data across all states.



The objectives of the CCD are twofold. First, it is designed to provide an official listing of all public elementary and secondary schools and school districts in the nation that can be used to select samples for other NCES surveys and to provide directory information for a variety of users. Second, the CCD provides basic information and descriptive statistics on public elementary and secondary schools, students, and staff.

The datasets within the CCD can be used separately or linked with one another to provide information on many topics of interest. For example, they can be used to analyze differences in expenditures for education across large and small districts, and across urban, suburban, and rural school districts. The CCD can be used to produce dropout rates for different types of school districts and track changes over time. It also can be used to measure changes in the racial/ethnic distribution of students in public schools. The school universe allows users to look at characteristics such as pupil/teacher ratios at various instructional levels or to use the addresses in the school locator to request records for transferring students. All of this information can be found on the CCD website (<http://nces.ed.gov/ccd>). Some web applications combine school district data from the 2000 Decennial Census with data from the CCD.

The CCD is an important resource for policymakers at the state and local levels. The CCD provides basic statistics on schools, school districts, and states. Some examples of descriptive statistics available from the CCD are student enrollment by race/ethnicity, the number and types of

schools, revenues and expenditures of school districts, and the number of high school completers and dropouts.

## Design

The CCD collects data on all public elementary and secondary schools, local education agencies, and state education agencies (SEAs) throughout the United States. The CCD contains three categories of information: general descriptive information on schools and school districts, data on students and staff, and fiscal data. The general descriptive information includes school and district name, address, phone number, and type of locale (e.g., rural or urban), as well as some information about the type of school (e.g., magnet, Title I, or charter) or district (e.g., regular, state operated).

The data on students include demographic, enrollment, and outcome characteristics. The numbers and types of education staff are reported as well. The fiscal data cover revenues and expenditures by object and function.

The CCD is made up of five surveys sent to state education departments (SEAs). Most of the data are obtained from administrative records maintained by SEAs. Statistical information is collected annually from public elementary and secondary schools (approximately 94,000), public school districts (approximately 17,000), the 50 states, the District of Columbia, the Bureau of Indian Affairs, the U.S. Department of Defense dependents' schools, and the 5 outlying areas. The SEAs compile CCD data into prescribed formats and transmit the information to NCES.

## Components

**Public Elementary/Secondary School Universe Survey**—Provides information on all public elementary and secondary schools in operation during a school year, including school location and type; latitude and longitude; locale (e.g., rural, urban); magnet, Title I, and charter school indicators; grade span; address and telephone number; enrollment by grade and student characteristics; number of classroom teachers; and number of free lunch-eligible and migrant students.

**Local Education Agency Universe Survey**—Provides information including address and telephone number, location and type of agency, latitude and longitude, locale (e.g., rural, urban), current number of students, migrant student enrollment, number of students with limited English proficiency served, number of students with Individualized Education Programs, and number of high school completers and dropouts from the previous year. The numbers and types of staff (e.g., teachers and guidance counselors) are also reported.

**State Nonfiscal Survey of Public Elementary/Secondary Education**—Provides information on all students and staff aggregated to the state level, including number of students by grade level, full-time-equivalent staff by major employment category, and number of high school completers from the previous year.

**National Public Education Financial Survey**—Provides detailed finance data at the state level, including average daily attendance; school district revenues by source (local, state, and

federal); and expenditures by function (instruction, support services, and noninstruction), sub-function (e.g., school administration), and object (e.g., salaries). This survey also includes capital outlay and debt service expenditures.

**School District Finance Survey (Form F-33)**—Provides detailed data by school district, including revenues by source, expenditures by function and subfunction, and enrollment. These data are collected annually through the Bureau of Census F-33, Survey of Local Governments. Data are collected from all districts.

## Major Publications

*Revenues and Expenditures by Public School Districts: School Year 2001–02*  
(April 2005)

*Public Elementary and Secondary Students, Staff, Schools, and School Districts: School Year 2002–03* (February 2005)

*Directory of Public Elementary and Secondary Education Agencies 2002–03* (December 2004)

*Public Elementary Students, Staff, Schools, and School Districts: School Year 2002–03*  
(November 2004)

*Dropout Rates in the United States: 2001* (November 2004)

*Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2001–02* (September 2004)

*Overview of Public Elementary and Secondary Schools and Districts: School Year 2001–02*  
(May 2003)

*Public School Student, Staff, and Graduate Counts by State: School Year 2001–02* (May 2003)

*Public High School Dropouts and Completers From the Common Core of Data: School Years 1998–99 and 1999–2000* (August 2002)

*Financing Elementary and Secondary Education in the States: 1997–98* (May 2002)

## Data Files and Web Tools

NCES Data Handbooks Online: <http://nces.ed.gov/programs/handbook>

CCD Public School and District Locators: <http://nces.ed.gov/ccd/search.asp>

CCD Build a Table Tool: <http://nces.ed.gov/ccd/bat>

Data File: National Public Education Financial Survey: FY 2002 Revised (November 2004)

Data File: CCD Public Elementary/Secondary School Universe Survey: School Year 2002–03  
(May 2004)

Data File: CCD State Nonfiscal Survey of Public Elementary and Secondary Education: School Year 2002–03 (May 2004)

Data File: CCD Local Education Agency Universe Survey: School Year 2002–03 (May 2004)

Data File: Common Core of Data Local Education Agency Dropout and Completion Data:  
School Year 2000–01 (November 2003)

CD-ROM: Common Core of Data (CCD): School Years 1996–97 Through 2000–2001  
(November 2003)

## For Further Information

The CCD can be found on the Web (<http://nces.ed.gov/ccd>). For further information on the CCD, contact the following NCES staff members (listed by CCD survey):

PUBLIC ELEMENTARY/SECONDARY SCHOOL UNIVERSE SURVEY, LOCAL EDUCATION AGENCY UNIVERSE SURVEY, AND STATE NONFISCAL SURVEY OF PUBLIC ELEMENTARY/SECONDARY EDUCATION

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NATIONAL PUBLIC EDUCATION FINANCIAL SURVEY AND SCHOOL DISTRICT FINANCE SURVEY (FORM F-33)

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## Schools and Staffing Survey

The Schools and Staffing Survey (SASS) is an extensive set of surveys of American public and private elementary and secondary schools. Its linked design provides information on public, private, Bureau of Indian Affairs (BIA)–funded, and public charter schools; the principals who head these schools; and the teachers who work in them.



SASS has five unique features:

- SASS is representative of elementary and secondary teachers, principals, schools, and school districts at the state (public only) and national levels.
- SASS provides detailed data on both the public and private sectors—state-reliable data on traditional public schools, nationally reliable data on public charter schools, and affiliation data on private schools.
- SASS collects data from a sample of public charter schools and every BIA-funded school. It also oversamples schools that have an American Indian student enrollment of 20 percent or more.
- SASS collects data from public sector school library media centers.

- SASS-licensed users can analyze data across various components of SASS. Licensed users can link teachers and principals to their schools and schools to their school districts.

The most recent data collection for SASS was in school year 2003–04. Over 112,000 SASS questionnaires were delivered and distributed to schools by Census Bureau field representatives, who also collected the teacher list for sampling. Questionnaires were mailed to the school districts. In 2003–04, new questions from the 1999–2000 SASS were reviewed and some were not retained. Among the new or revised questions added were those on district hiring practices for principals and paraprofessionals, grade level and subject matter of student assessments, and total hours spent by teachers on instructional and other school-related activities.

Topics covered in SASS include

- teacher academic background, teaching experience, certification, assignment, and salary;
- professional development;
- teacher and principal perceptions of school conditions;
- teacher, principal, and student demographics;
- counts of all types of school staff;
- school capacity and overcrowding;
- school programs and services for limited-English-proficient students and students with Individualized Education Programs;
- computer and internet access in schools;
- school safety;
- basic charter school characteristics;
- district hiring practices for teachers, principals, and paraprofessionals;
- grade levels and subjects of student assessments;
- school and district performance reports;
- oversight of homeschooled students; and
- school library media center characteristics.

SASS's large sample sizes (approximately 6,000 school districts, 10,000 traditional public schools, 300 public charter schools, 3,500 private schools, 60,000 traditional public school and public charter school teachers, and 11,000 private school teachers) allow extensive disaggregation of data by important characteristics of schools, such as student poverty level, urbanicity, and minority enrollment; and of teachers, such as their demographic characteristics and teaching assignment field. SASS data were first collected in the 1987–88 school year, and again in the 1990–91, 1993–94, 1999–2000, and 2003–04 school years. One year after each collection, a follow-up survey of teachers is conducted to measure teacher attrition

and mobility (see the “Teacher Follow-up Survey” description in this section). SASS has been administered every 4 years starting with the 1999–2000 data collection, with the data from school year 2003–04 becoming available in 2006.

Data from SASS are used by Congress, the U.S. Department of Education, and other federal agencies; state education agencies (SEAs); education associations; and the education research community for the following purposes:

- to profile the teacher workforce, including demographic characteristics, academic background, qualifications to teach in fields of assignment, workload, professional development, career plans, compensation, and perceptions of the teaching profession and their workplace;
- to profile the principals in the workforce, including demographic characteristics, academic background, qualifications, and training for administration, and to assess school climate cultivated by principals and principals’ decisionmaking;
- to describe the qualifications of teachers to teach in their subject fields and, more specifically, to monitor the rate of out-of-field teaching (i.e., teachers teaching in a subject area without a certification, college major, or minor in that field);
- to provide information on school conditions and programs, including basic descriptors of schools, enrollment, organization, selected types of course offerings, student programs and services, staffing, student characteristics, school climate, and teacher workplace conditions; and
- to provide information on aspects of teacher supply and demand, shortages, and turnover, such as the methods of covering unfilled vacancies, and the policies, practices, and circumstances influencing supply-and-demand conditions.

## Design

The sample design for SASS is a stratified probability sample in which schools are selected first; then, within schools, the principal and a sample of teachers are surveyed. The SASS sample has been designed to support the following types of estimates, data, and comparisons: national and state estimates for traditional public schools, teachers, districts, and school library media centers; national estimates for private schools, private school heads, and teachers by religious affiliation or type of school; national data on BIA-funded schools; national data on public charter schools, principals, teachers, and school library media centers; and national comparisons of elementary, secondary, and combined schools and teachers. The teacher sample also supports comparisons of new versus experienced teachers, teachers by teaching assignment field, and many other characteristics of teachers.

## Core Components

**School District Survey**—This survey of public school districts provides information on enrollment, recruitment and hiring of teachers, compensation, school and student performance, school organization, homeschooling, graduation requirements, professional development, and migrant education.

**School Survey**—This survey of traditional public, private, BIA-funded, and public charter schools provides information on general school characteristics, admissions, programs and performance, student and class organization, parent involvement, school safety, staffing, technology, and special programs and services.

**School Principal Survey**—This survey of public school principals, private school heads, and BIA and public charter school principals provides information about their experience and training, attitudes and opinions about education and their school, teacher professional development, and activities related to assessing and maintaining teacher and school performance, as well as demographic information.

**Teacher Survey**—This survey of public, private, BIA, and public charter school teachers provides information about their demographics, teaching assignment, certification and training, professional development, class organization, resources and assessment of students, working conditions, and involvement in decisionmaking, as well as compensation and general employment information.

**School Library Media Centers Survey**—This survey of public sector school libraries or media centers provides information on facilities, staffing, technology, collections and expenditures, scheduling and transactions, collaboration with classroom teachers, and library or media center policy.

**Teacher Follow-up Survey**—See description below.

## Major Publications

*Qualifications of the Public School Teacher Workforce: Prevalence of Out-of-Field Teaching 1987–88 to 1999–2000* (May 2002; revised August 2004)

*Schools and Staffing Survey, 1999–2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools* (May 2002)

## Data Files

CD-ROM: 1999–2000 Schools and Staffing Survey (SASS) and 2000–01 Teacher Follow-up Survey (TFS) Public-Use Data With Electronic Codebook (April 2005)

CD-ROM: 1999–2000 Schools and Staffing Survey (SASS) Public-Use Data With Electronic Codebook (March 2004)

CD-ROM: 1999–2000 Schools and Staffing Survey (SASS) Restricted-Use Data With Electronic Codebook (June 2003 revised)

CD-ROM: The Schools and Staffing Survey (SASS) and Teacher Follow-up Survey (TFS) Electronic Codebook and Public-Use Data for Three Cycles of SASS and TFS (July 1998)

CD-ROM: The Schools and Staffing Survey (SASS) and Teacher Follow-up Survey (TFS) Electronic Codebook and Restricted-Use Data for Three Cycles of SASS and TFS (April 1998)

## For Further Information

SASS can be found on the Web (<http://nces.ed.gov/surveys/sass>). The SASS questionnaires can be downloaded from <http://nces.ed.gov/surveys/SASS/questionnaires.asp>. For answers to specific questions about SASS, contact

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## Teacher Follow-up Survey

The Teacher Follow-up Survey (TFS) is designed to measure attrition from the teaching profession and teacher mobility. The survey follows a sample of the teachers who were respondents to SASS in the previous school year and identifies those who left teaching, those who remained in the same schools, and those who moved to other schools. The data are used to measure rates of and reasons for teacher attrition, retention, and mobility at the national level in both public and private schools.

Attrition can be examined in terms of primary destinations of those who leave, reasons for leaving the profession, and characteristics of those who leave. Data from the base-year SASS Teacher Questionnaire allow analysis of other factors related to attrition, such as qualifications, salary, satisfaction, other working conditions, and retirement programs. The survey gathers information about teachers' decisions to leave or stay in the profession.

### Design

Two questionnaires make up the TFS: The Teacher Follow-up Survey Questionnaire for Former Teachers and the Teacher Follow-up Survey Questionnaire for Current Teachers (those who remained in the same school as well as those who moved to another school). These questionnaires ask teachers about their current status, occupational changes and plans, reasons for staying in (or leaving) teaching, and attitudes about the teaching profession.

The first administration of the TFS was in the 1988–89 school year, with a sample from the 1987–88 SASS of about 2,500 teachers who had left teaching and 5,000 who were still in teaching. The size of the sample is approximately the same for every cycle of the TFS. There have been four more administrations of the TFS: in 1991–92, 1994–95, 2000–01, and, most recently, in 2004–05. Each collection of the TFS is a follow-up to the SASS sample of the previous year.

### Components

**Questionnaire for Former Teachers**—This questionnaire surveys former teachers to ascertain information on primary activity or occupational status, plans to remain in current position, plans for further education, plans for returning to teaching, reasons for leaving teaching, areas of satisfaction or dissatisfaction with teaching, salary and compensation, marital status, number of children, and other background information that may be related to attrition.



**Questionnaire for Current Teachers**—This questionnaire surveys continuing teachers to ascertain change or retention in school, occupational status, teaching assignment field, further education and plans, reasons for leaving previous school, effectiveness of administration, areas of satisfaction or dissatisfaction, expected duration in teaching, time spent performing school-related tasks, professional development in last 2 years, salary and compensation, and basic demographic characteristics.

### Major Publications

*Teacher Attrition and Turnover: Results From the Teacher Follow-up Survey, 2000–01*  
(August 2004)

*Characteristics of Stayers, Movers, and Leavers: Results From the Teacher Follow-up Survey, 1994–95* (May 1997)

### Data Files/Products

CD-ROM: 1999–2000 Schools and Staffing Survey and 2000–01 Teacher Follow-up Survey Restricted-Use Data With Electronic Codebook (forthcoming)

CD-ROM: 1999–2000 Schools and Staffing Survey (SASS) and 2000–01 Teacher Follow-up Survey (TFS) Public-Use Data With Electronic Codebook (April 2005)

1994–95 Teacher Follow-up Survey Data File User's Manual: Public-Use Version  
(October 1998)

CD-ROM: The Schools and Staffing Survey (SASS) and Teacher Follow-up Survey (TFS) Electronic Codebook and Restricted-Use Data for Three Cycles of SASS and TFS (April 1998)

### For Further Information

Information on the TFS can be found on the Web (<http://nces.ed.gov/surveys/sass>). The TFS questionnaires can be downloaded from <http://nces.ed.gov/surveys/SASS/questionnaire.asp>. For answers to specific questions about the TFS, contact

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## Private School Universe Survey

With increasing concern about alternatives in education, the interest and need for data on private education have also increased. NCES has made the collection of data on private schools a priority.

The purposes of the Private School Universe Survey (PSS) data collection are (1) to build an accurate and complete list of private schools to serve as a sampling frame for NCES sample surveys including private schools and (2) to report data on the total number of private schools, teachers, and students. The PSS is conducted every 2 years, with collections in the 1989–90,



1991–92, 1993–94, 1995–96, 1997–98, 1999–2000, 2001–02, and 2003–04 school years. The next survey will be conducted in the 2005–06 school year.

The PSS produces data similar to that of the CCD for public schools, and can be used for public-private comparisons. The data are useful for a variety of policy- and research-relevant issues, such as the growth of religiously affiliated schools, the number of private high school graduates, the length of the school year for various private schools, and the number of private school students and teachers.

## Design

The target population for the universe survey consists of all schools in the 50 states and the District of Columbia that meet the NCES criteria of a private school (i.e., a private school is an institution that provides instruction for any of grades K–12, has one or more teachers to give instruction, is not administered by a public agency, is not supported primarily by public funds, and is not operated in a private home that is used primarily as a family residence). Organizations or institutions that provide support for homeschooling, but do not offer classroom instruction for students are not included. The survey universe is composed of schools identified primarily from two sources. The main source is a list frame, initially developed for the 1989–90 PSS. The list is updated regularly with lists provided by nationwide private school associations, state departments of education, and other state agencies that list private schools. In addition, the general public may submit additional schools for the survey through the NCES website. The other source is an area frame search in approximately 120 geographic areas conducted by the Bureau of the Census.

## Components

**Private School Universe Survey**—The PSS consists of a single survey that is completed by administrative personnel in private schools. Information collected includes level of school, religious orientation or other affiliation, length of school year and school day, total enrollment (K–12), race/ethnicity of students, whether a school is coeducational or single sex, number of high school graduates, number of teachers, program emphasis, existence and type of kindergarten program, and whether the school has a library media center.

## Major Publications

*Characteristics of Private Schools in the United States: Results From the 2001–2002*

*Private School Universe Survey* (October 2004)

*Private School Universe Survey, 1999–2000* (August 2001)

*Private School Universe Survey, 1997–98* (October 1999)

*Private School Universe Survey, 1995–96* (March 1998)

## Data File

Private School Universe Survey (PSS): Data Files for School Years 1989–90, 1991–92, 1993–94, 1995–96, 1997–98, 1999–2000, and 2001–2002 (forthcoming)

## For Further Information

Information on the PSS can be found on the Web (<http://nces.ed.gov/surveys/pss>). For more information on the PSS, contact

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## School Crime Supplement to the National Crime Victimization Survey

NCES supports a supplement to the Bureau of Justice Statistics' National Crime Victimization Survey (NCVS). The NCVS is a household survey that collects data on crime from a nationally representative sample of about 45,000 households.

The School Crime Supplement (SCS) is an additional set of items asked of all youth ages 12 through 18 in the households. Its focus is on crimes committed against 12- to 18-year-olds in elementary and secondary schools. The Bureau of Justice Statistics and the National Institute of Justice supported the first SCS in 1989. Subsequent School Crime Supplements, supported by NCES, were conducted in 1995, 1999, 2001, and 2003. It is being conducted again in 2005 and is scheduled for every 2 years thereafter.



The SCS contains items that will allow estimates to be tracked over time. The general topic covered by items in the questionnaire is the school environment, including preventive measures employed by the school, the availability of drugs and alcohol, victimization in school, avoidance behaviors, weapons, and gangs.

### Design

The SCS is conducted from January through June of the collection year in all NCVS sample households. Within these households, eligible respondents for the SCS are household members between the ages of 12 and 18 who attended school at any time in the previous 6 months. The school had to be one that would advance them toward the receipt of a high school diploma. Eligible individuals are administered the supplemental questions only after the entire NCVS interview is completed. Around 9,000 interviews of youth were obtained in the 2003 SCS.

A rotation scheme is used in order to reduce the burden on respondents that could result if they were permanently in the sample. The same rotation scheme employed for the NCVS design is used for the SCS. The sample of households is divided into groups or rotations. One rotation group enters the sample every 6 months, and the corresponding rotation group from a previous sample is phased out. Households remain in the sample for 3 years, and each household is interviewed once every 6 months during that time.

Households in the sample for the first time are in the incoming rotation and are interviewed in person. Subsequent interviews are conducted by telephone, except for the in-person fifth interview to reestablish personal contact. In 1995 and subsequent collections, about 30 percent of the households were interviewed by telephone from a centralized dialing facility using a computer-assisted telephone interview (CATI). Other telephone interviews were conducted by the same interviewer who conducted the personal interviews. The Census Bureau conducts the data collection.

Reports released by the Bureau of Justice Statistics using NCES data can be found on the Web (<http://www.ojp.usdoj.gov/bjs>).

### Major Publications

*Student Reports of Bullying: Results From the 2001 School Crime Supplement* (May 2005)

*Are America's Schools Safe? Students Speak Out: 1999 School Crime Supplement*  
(November 2002)

*Students' Reports of School Crime: 1989 and 1995* (April 1998)

### For Further Information

For further information on the School Crime Supplement to the NCVS, contact

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## School Survey on Crime and Safety

The School Survey on Crime and Safety (SSOCS) is NCES's primary source of school-level data on crime and safety. SSOCS collects information on school crime and safety from school principals in U.S. elementary and secondary schools.



Safety and discipline are necessary for effective education in schools. In order to learn, students need a secure environment where they can concentrate on their studies. Further, school crime affects school resources, sometimes diverting funds from academic programs or decreasing the ability of schools to attract and retain qualified teachers.

Measuring the extent of school crime is important. Accurate information about the nature and frequency of the problem serves as a foundation for policymakers and practitioners in the development of effective programs and policies to prevent, reduce, and cope with violence and crime in schools.

Despite the need for information about school crime, most of the data about it are limited and anecdotal in nature. Schools and policymakers have difficulty knowing which media reports

reflect problems that are nationwide and which are relevant only to some schools. Schools also need to know how they compare to other schools nationwide in their policies and programs. For example, there might appear to be a trend toward certain types of school policies (e.g., the use of metal detectors), yet there is often little information about the prevalence of such policies. SSOCS addresses this need by collecting nationally representative data and providing measures of such topics as the following:

- frequency and types of crimes at schools, including homicide, rape, sexual battery, attacks with or without weapons, robbery, theft, and vandalism;
- frequency and types of disciplinary actions, such as expulsions, transfers, and suspensions for selected offenses;
- perceptions of other disciplinary problems, such as bullying, verbal abuse, and disorder in the classroom;
- descriptions of school policies and programs concerning crime and safety; and
- descriptions of the pervasiveness of student and teacher involvement in efforts that are intended to prevent or reduce school violence.

The survey data also support analyses of how these topics are related to each other and to various school characteristics.

## **Design**

SSOCS is a nationally representative cross-sectional survey of about 2,750 public elementary and secondary schools. The survey sample is stratified so that it can provide separate estimates by instructional level, type of locale, and enrollment size. Data are collected through a self-administered questionnaire delivered by mail. Extensive telephone follow-up is used to achieve acceptable response rates.

SSOCS was conducted in 2000 and 2004. NCES plans to conduct SSOCS again in 2006 and on a biennial basis thereafter in order to provide continued updates on crime and safety in U.S. schools.

## **Major Publication**

*Violence in U.S. Public Schools: 2000 School Survey on Crime and Safety* (October 2003)

## **Data Files/Products**

School Survey on Crime and Safety 2000, Detailed Data Documentation (October 2003)

School Survey on Crime and Safety 2000, Public-Use Data Files (October 2003)

School Survey on Crime and Safety 2000, Public-Use Data File User's Manual (October 2003)

School Survey on Crime and Safety 2000, Restricted-Use Data Files (October 2003)

School Survey on Crime and Safety 2000, Restricted-Use Data File User's Manual (October 2003)

## **For Further Information**

Information on SSOCS can be found on the Web (<http://nces.ed.gov/surveys/ssocs>). For further information on SSOCS, contact

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## **National Household Education Surveys Program (Early Childhood and School-Age Surveys)**

The National Household Education Surveys Program (NHES) is the only general-purpose survey conducted by NCES to collect education data through a household-based survey. Historically, NCES has collected data from teachers, students, and schools through school-based surveys and from administrative records through surveys of school districts and state education agencies. As a household-based survey, NHES addresses many issues in education that had not been addressed previously by other NCES data collection activities, such as early childhood care arrangements and education, children's readiness for school, parent involvement in elementary and secondary education, homeschooling, use of school choice, and adult participation in education outside of traditional postsecondary institutions.



Full-scale NHES collections were conducted in the spring of 1991, 1993, 1995, 1996, 1999, 2001, and 2003. Surveys have included Early Childhood Program Participation (ECE-NHES:1991, ECPP-NHES:1995, Parent-NHES:1999, and ECPP-NHES:2001), School Readiness (SR-NHES:1993 and Parent-NHES:1999), School Safety and Discipline (SS&D-NHES:1993), Parent and Family Involvement in Education (PFI/CI-NHES:1996, Parent-NHES:1999, and PFI-NHES:2003), Civic Involvement (PFI/CI-NHES:1996, YCI-NHES:1996, Youth-NHES:1999, and ACI-NHES:1996), Household and Library Use (HHL-NHES:1996), and Before- and After-School Programs and Activities (Parent-NHES:1999 and ASPA-NHES:2001). NHES has also collected data on Adult Education (AE-NHES:1991, AE-NHES:1995, AE-NHES:1999, AELL-NHES:2001, and AEWL-NHES:2003) (see "Chapter 4, Postsecondary and Adult Education"). NHES is being conducted again in the spring of 2005 and will be repeated in 2007 and periodically thereafter. NHES:2005 includes three surveys: Early Childhood Program Participation, Before- and After-School Programs and Activities, and Adult Education and Lifelong Learning. NHES:2007 will also include three surveys: School Readiness, Parent and Family Involvement in Education, and Adult Education for Work-Related Reasons.

## Design

NHES is designed as a mechanism for collecting detailed information on educational issues from a large and targeted sample of households in a timely fashion. Households are selected using random-digit-dialing (RDD) methods, and data are collected using computer-assisted telephone interview (CATI) procedures. The sample for NHES is drawn from the civilian population in households having a telephone in the 50 states and the District of Columbia.

For each NHES survey, between 45,000 and 60,000 households are screened, and individuals within households who meet predetermined criteria are sampled for more detailed or extended interviews. The data are weighted to permit estimates of the entire population that the sample is intended to represent. The NHES survey for a given year typically consists of a screener questionnaire that collects household composition and demographic data and two to three substantive surveys addressing education-related topics. Generally, between 10,000 and 20,000 interviews are obtained for each survey.

One of the goals of NHES is to produce reliable national estimates of the characteristics of children's and adults' educational experiences for the targeted populations and for relevant subgroups defined by race and ethnicity. Estimates by race and ethnicity are of great interest, especially for monitoring education trends over time. Therefore, the NHES design oversamples Black and Hispanic subgroups in order to increase the reliability of estimates for those groups.

Another goal of NHES is to monitor educational activities over time. NHES has collected data by repeating substantive surveys on a rotating basis in order to provide comparative data across survey years, with the exceptions of the School Safety and Discipline (SSD-NHES:1993) and Household and Library Use (HHL-NHES:1996) surveys. Each administration of NHES has benefited from the experience gained in previous cycles, resulting in enhancements to the survey procedures and content. Thus, while NHES affords the opportunity for tracking phenomena over time, it is dynamic in addressing new issues and including conceptual and methodological refinements.

A design feature that was unique to the 1996 administration was the collection of demographic and educational information on members of all households rather than just those households that were eligible for a topical survey. This expanded screening feature included a brief set of questions on the use of public libraries. The total household sample size was large enough to produce state estimates for these brief topical questions.

In 1999, NHES was designed as a special end-of-decade collection to measure key topics covered in previous NHES surveys. These topics included early childhood education and school readiness, parent and family involvement in education, civic involvement, and adult education and lifelong learning.

## Components

***Early Childhood Program Participation Surveys (ECE-NHES:1991, ECPP-NHES:1995, Parent-NHES:1999, and ECPP-NHES:2001)***—The Early Childhood Program Participation Survey was conducted in 1991, 1995, and 2001 (ECE-NHES:1991, ECPP-NHES:1995, and

ECPP-NHES:2001). It is being conducted again in 2005. The 1999 Parent Survey (Parent-NHES:1999) collected information on a limited set of issues covered in earlier early childhood program participation surveys.

In the 1991 Early Childhood Education Survey, parents of 3- to 8-year-olds completed interviews about their children's early childhood education, including participation in nonparental care and education programs, characteristics of programs and care arrangements, and early school experiences, including delayed kindergarten entry and retention in grade. In addition, parents were asked about activities children engaged in with parents and other family members inside and outside the home.

In the 1995 and 2001 Early Childhood Program Participation Surveys, parents of children from birth through third grade were asked about their children's participation in nonparental care and education programs such as relative care, nonrelative care, Head Start programs, and center-based programs. Additional sections included information on early school experiences of school-age children, home literacy activities, health and disability status, and parent and family characteristics.

In the 1999 Parent Survey, parents were asked about many of the nonparental care arrangements addressed in previous years.

Sample sizes for Early Childhood Program Participation Surveys were 13,892 for ECE-NHES:1991; 14,046 for ECPP-NHES:1995; 6,939 for Parent-NHES:1999; and 6,749 for ECPP-NHES:2001.

**School Readiness Surveys (SR-NHES:1993 and Parent-NHES:1999)**—The School Readiness Survey was conducted in 1993 (SR-NHES:1993), and portions were also included as part of the 1999 Parent Survey (Parent-NHES:1999). In the School Readiness Survey, parents of 3- to 7-year-olds completed interviews about their children's developmental characteristics, their center-based program participation, home activities with family members, and health status. For children in elementary school, parents were also asked about school adjustment, teacher feedback, and early school experiences. The 1999 Parent Survey collected information on many of the issues studied in the 1993 collection, including emerging literacy and numeracy.

Sample sizes for the School Readiness Surveys were 10,888 for SR-NHES:1993 and 6,939 for Parent-NHES:1999.

**School Safety and Discipline Survey (SS&D-NHES:1993)**—In the School Safety and Discipline Survey (SS&D-NHES:1993), interviews were conducted with parents of children in grades 3–12 and with youth in grades 6–12. Parents and youth were asked about the school learning environment, discipline policy, safety at school, victimization, the availability and use of alcohol and drugs, and alcohol and drug education. Youth were also asked about peer norms for behavior in school and substance use.

Sample sizes for the School Safety and Discipline Survey were 6,504 youth interviews and 12,680 parent interviews.

**Parent and Family Involvement in Education Surveys (PFI/CI-NHES:1996, Parent-NHES:1999, and PFI-NHES:2003)**—The full Parent and Family Involvement in Education



Survey was conducted in 1996 (PFI/CI-NHES:1996) and 2003 (PFI-NHES:2003). In 1996, parents answered questions about their children (age 3 through 12th grade). For school-age children, questions addressed family involvement, including the involvement of nonresidential parents in four areas: children's schooling, communication with teachers or other school personnel, children's homework, and activities with children outside of school. For children not yet in kindergarten, information was collected on center-based early childhood program participation and family activities with children outside of school. In PFI-NHES:2003, involvement questions were asked of parents of children in grades K–12. Portions of the survey were included for children in grades K–12 in the 1999 Parent Survey (Parent-NHES:1999).

Sample sizes for the Parent and Family Involvement Surveys were 20,792 for PFI/CI-NHES:1996; 21,222 for Parent-NHES:1999; and 12,426 for PFI-NHES:2003.

***Civic Involvement Surveys (YCI-NHES:1996, ACI-NHES:1996, PFI/CI-NHES:1996, and Youth-NHES:1999)***—In NHES:1996, there were three civic involvement surveys (youth, adult, and parent—YCI-NHES:1996, ACI-NHES:1996, and PFI/CI-NHES:1996). In NHES:1999, civic involvement items were asked in the youth interview (Youth-NHES:1999). In the 1996 Civic Involvement Surveys, samples of adults and of children in grades 6–12 and their parents were asked about their sources of information on government and national issues, civic participation, and knowledge and attitudes about government. In addition, the Youth and Parent Surveys asked about opportunities that youth have to develop personal responsibilities and civic involvement. The Youth-NHES:1999 repeated the YCI-NHES:1996 with some additional questions about community service activities.

Sample sizes for the Civic Involvement Surveys were 9,389 for PFI/CI-NHES:1996; 8,044 for YCI-NHES:1996; 2,250 for ACI-NHES:1996; and 7,913 for Youth-NHES:1999.

***Household and Library Use Survey (HHL-NHES:1996)***—In the 1996 Household and Library Use Survey (HHL-NHES:1996), about 56,000 households were screened using an expanded screening procedure that collected demographic and educational information on all household members and included a limited set of items on household use of public libraries. Information about household use of public libraries included items regarding proximity to a public library, borrowing of materials, and use of the public library for schoolwork, children's activities, recreation, coursetaking, and job seeking.

The sample size for the Household and Library Use Survey was 55,708.

***Before- and After-School Programs and Activities Surveys (Parent-NHES:1999 and ASPA-NHES:2001)***—The Before- and After-School Programs and Activities Survey was conducted in 2001 (ASPA-NHES:2001), although some items were first addressed in the 1999 Parent Survey (Parent-NHES:1999). It is being conducted again in 2005. The survey asks parents of children in kindergarten through eighth grade about the nonparental care arrangements children had before and after school during the school year. These arrangements include care by relatives and nonrelatives, school- and center-based programs, scouting, sports and other extracurricular activities, and self-care. The ASPA Survey includes questions about children's

activities within care arrangements, parents' preferred types of after-school arrangements, and parents' ratings of the children's primary arrangement.

Sample sizes for the Before- and After-School Programs and Activities Surveys were 12,396 for Parent-NHES:1999 and 9,583 for ASPA-NHES:2001.

## Major Publications

*1.1 Million Homeschooled Students in the United States in 2003* (August 2004)

*Before- and After-School Care, Programs, and Activities of Children in Kindergarten Through Eighth Grade: 2001* (April 2004)

*Getting Ready to Pay for College: What Students and Their Parents Know About the Cost of College Tuition and What They Are Doing to Find Out* (September 2003)

*Trends in the Use of School Choice: 1993 to 1999* (May 2003)

*Efforts by Public K–8 Schools to Involve Parents in Children's Education: Do Schools and Parents Agree?* (November 2001)

*Homeschooling in the United States: 1999* (August 2001)

*Household Survey Data* (October 2000)

*National Household Education Survey of 1999: Methodology Report* (August 2000)

*Home Literacy Activities and Signs of Children's Emerging Literacy, 1993 and 1999* (November 1999)

*Service-Learning and Community Service Among 6th- Through 12th-Grade Students in the United States: 1996 and 1999* (November 1999)

*Participation of Kindergartners Through Third-Graders in Before- and After-School Care* (August 1999)

*How Involved Are Fathers in Their Children's Schools?* (April 1998)

*An Experiment in Random-Digit-Dial Screening* (December 1997)

*An Overview of Response Rates in the National Household Education Survey: 1991, 1993, 1995, and 1996* (July 1997)

*Student Interest in National News and Its Relation to School Courses* (July 1997)

*Use of Public Library Services by Households in the United States: 1996* (March 1997)

*Issues Related to Estimating the Home-Schooled Population in the United States With National Parents' Reports of School Practices to Involve Families* (November 1996)

## Data Files

National Household Education Surveys Program of 2001–03: Electronic Codebook and Data Files (July 2004)

CD-ROM: National Household Education Surveys of 1991, 1993, 1995, 1996, and 1999: Data Files and Electronic Codebook (April 2002)

## For Further Information

NHES can be found on the Web (<http://nces.ed.gov/nhes>). For further information on NHES, contact

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## Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 to collect issue-oriented data quickly with minimum response burden. The FRSS was designed to meet the data needs of Department of Education analysts, planners, and decisionmakers when information could not be collected quickly through traditional NCES surveys.



### Design

FRSS surveys collect and report data on key education issues at the elementary and secondary levels. A similar survey system, the Postsecondary Education Quick Information System (PEQIS), conducts time-sensitive surveys at the postsecondary level (see description in chapter 4). Data collected through FRSS surveys are representative at the national level, drawing from a universe that is appropriate for each study. The FRSS collects data from state education agencies and national samples of other education organizations and participants, including

- local education agencies;
- public and private elementary and secondary schools;
- elementary and secondary school teachers and principals; and
- public and school libraries.

In order to present high-quality data quickly, the FRSS provides the following services: research on survey topics and questionnaire design, pretesting of survey questionnaires, quality control of survey data, national estimates reported within 16 months of survey mail-out, guarantee of response rates of 90 percent or higher, tabulations and other analyses of data, and preparation of survey reports. The FRSS also has the capability to conduct brief surveys of households using random-digit-dialing (RDD) telephone techniques.

### Major Publications

*Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002–03* (April 2005)

*Distance Education Courses for Public Elementary and Secondary School Students: 2002–03* (March 2005)

*Internet Access in U.S. Public Schools and Classrooms: 1994–2003* (February 2005)

*Internet Access in U.S. Public Schools and Classrooms: 1994–2002* (October 2003)

*High School Guidance Counseling* (August 2003)

*Effects of Energy Needs and Expenditures on U.S. Public Schools* (June 2003)

*Prekindergarten in U.S. Public Schools: 2000–2001* (March 2003)

*Programs for Adults in Public Library Outlets* (November 2002)

- Public Alternative Schools and Programs for Students at Risk of Education Failure: 2000–2001* (August 2002)
- Arts Education in Public Elementary and Secondary Schools: 1999–2000* (May 2002)
- Occupational Programs at the Secondary and Postsecondary Education Levels* (June 2001)
- Advanced Telecommunications in U.S. Private Schools: 1998–99* (January 2001)
- Teachers' Tools for the 21st Century: A Report on Teachers' Use of Technology* (September 2000)
- Condition of America's Public School Facilities: 1999* (June 2000)
- Participation of Migrant Students in Title I Migrant Education Program (MEP) Summer-Term Projects, 1998* (February 2000)
- Service-Learning and Community Service in K–12 Public Schools* (September 1999)
- Status of Education Reform in Public Elementary and Secondary Schools: Teachers' Perspective* (February 1999)
- Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (January 1999)
- State Survey on Racial and Ethnic Classifications* (August 1998)
- Racial and Ethnic Classifications Used by Public Schools* (July 1998)
- Status of Education Reform in Public Elementary and Secondary Schools: Principals' Perspectives* (May 1998)
- Parent Involvement in Children's Education: Efforts by Public Elementary Schools* (February 1998)

### **Shorter Publications**

- Internet Access in U.S. Public Schools and Classrooms: 1994–2003* (February 2005)
- Internet Access in U.S. Public Schools and Classrooms: 1994–2002* (September 2003)
- Internet Access in U.S. Public Schools and Classrooms: 1994–2001* (September 2002)
- Beyond School Level Internet Access: Support for Instructional Use of Technology* (April 2002)
- Teacher Preparation and Professional Development: 2000* (June 2001)
- Internet Access in U.S. Public Schools and Classrooms: 1994–2000* (May 2001)
- Teacher Use of Computers and the Internet in Public Schools* (April 2000)
- Nutrition Education in Public Elementary School Classrooms, K–5* (March 2000)
- Computer and Internet Access in U.S. Private Schools and Classrooms: 1995 and 1998* (February 2000)
- Internet Access in U.S. Public Schools and Classrooms: 1994–1999* (February 2000)
- Occupational Programs and the Use of Skill Competencies at the Secondary and Postsecondary Levels, 1999* (February 2000)
- What Are the Barriers to the Use of Advanced Telecommunications for Students With Disabilities in Public Schools?* (January 2000)
- How Old Are America's Public Schools?* (February 1999)
- Internet Access in Public Schools and Classrooms: 1994–1998* (February 1999)
- Issue Brief: Web Access in Public Schools* (March 1998)

## Data Files

Internet Access in Public Schools, Fall 2000 (FRSS 79): Public-Use Data Files (May 2003)

District Survey of Alternative Schools and Programs (FRSS 76): Public-Use Data Files (May 2003)

Internet Access in Public Schools, Fall 1999 (FRSS 75): Public-Use Data Files (May 2003)

Condition of Public School Facilities, 1999 (FRSS 73): Public-Use Data Files (May 2002)

Internet Access in Public Schools, Fall 1999 (FRSS 75): Public-Use Data Files (May 2002)

National Student Service-Learning and Community Service Survey (FRSS 71): Public-Use Data Files (May 2002)

Occupational Programs and the Use of Skill Competencies at the Secondary and Postsecondary Levels, 1999 (FRSS 72 and PEQIS 11): Public-Use Data Files (May 2002)

## For Further Information

Information about the FRSS can be found on the Web (<http://nces.ed.gov/surveys/frss>).

For further information on the FRSS, contact

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## NCES Items in the Current Population Survey

The Current Population Survey (CPS) is a monthly household survey conducted by the Bureau of the Census to provide information about employment, unemployment, and other characteristics of the civilian noninstitutionalized population. Since the mid-1960s, NCES has sponsored a supplement each October. The supplement routinely gathers data on school enrollment and educational attainment for elementary, secondary, and postsecondary education. Related data are also collected about preschoolers and the general adult population. In addition, NCES regularly includes additional items on education-related topics, such as computer and web use, language proficiency, disabilities, grade retention, and student mobility.



## Design

The CPS is a nationally representative probability sample survey of households. A multistage stratified sampling scheme is used to select sample households. The survey is conducted in approximately 57,000 dwelling units monthly. Dwelling units are in the sample for 4 successive months, out of the sample for the next 8 months, and then returned to the sample for the following 4 months. An adult member of each household provides information for all members of the household.

## Components

**Basic CPS**—Collects information about household membership and characteristics, individual demographic characteristics, and labor force participation.

**October Supplement**—Collects basic annual school enrollment information for preschool, elementary/secondary, and postsecondary students, and educational background information needed to produce dropout estimates on an annual basis.

**Computer Use (1984, 1989, 1993, 1997, 2001, and 2003)**—Collects information about the use of computers and the Internet at school, home, and work. It also collects information about reasons for computer and web use.

**Public Library Use (2002)**—Collects information about household and individual use of public libraries, including information about the frequency of use, materials accessed, and particular library functions and facilities used.

**Private School Tuition (1979, 1985, 1988, 1991, 1994, and 1997)**—Collects information about students in private schools, including data about the type of private school attended and the amount of private school tuition paid.

**Selected Education Characteristics (1992, 1995, and 1999)**—Collects information about grade retention, language spoken at home, English proficiency, disability status, and whether an individual ever attended school in the United States.

**Summer Activities (1996)**—Collected information about elementary and secondary students only. Data included information about the enrollment of students in academic activities during the summer, frequency of and reasons for attendance at academic activities during the summer, employment status during the summer, participation in community service or volunteer activities during the summer, and participation in organized summer activities.

## Major Publications

*Dropout Rates in the United States: 2001* (November 2004)

*Computer and Internet Use by Children and Adolescents in 2001* (October 2003)

*Dropout Rates in the United States: 2000* (November 2001)

*Dropout Rates in the United States: 1999* (November 2000)

## For Further Information

The CPS can be found on the Web (<http://nces.ed.gov/surveys/cps>). For further information on the CPS October Supplement, contact

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## Other Activities

### 1990 Census Mapping Project and School District Data Book

The 1990 Census Mapping Project was initiated in 1988. Under this initiative, sponsored by NCES and coordinated by the Council of Chief State School Officers, all states participated in a program to develop school district maps. In the 1990 Decennial Census, the Bureau of the Census developed the Topologically Integrated Geographic Encoding and Referencing (TIGER) system, in which 10,000,000 census block boundaries were digitally encoded (to 6 decimal places). The boundaries of approximately 15,274 local education agencies, special education districts, Indian reservations, and military installations that have education activities within their boundaries were similarly digitized and encoded in the TIGER system, thus making it possible to convert the data from census blocks to education entities and produce tabulations.

In 1992, under the sponsorship of NCES, the Census Bureau produced the 1990 Census School District Special Tabulation files using the basic record file of the 1990 Decennial Census data. These tabulations contain aggregate data describing attributes of groups of persons and households in school districts.

With the exception of two data items (total population and total housing units), data were sample-based estimates. In many cases, the special tabulations were produced using a process of splitting census blocks to develop estimates for a school district. Files were used in combination with NCES data (i.e., CCD) and other Census Bureau data (i.e., School District Finance Survey [Form F-33]) to produce the School District Data Book (SDDB). The SDDB is an electronic library containing social, economic, and administrative data for each of the 15,274 public school districts in the United States in 1990. It contains the most comprehensive demographic database ever developed for the nation's school system.

The NCES School District Demographics website provides access to information about the SDDB. This online data system enables users to directly access school district Decennial Census data. The mapping features enable users to view maps of all individual school districts in the nation for the first time.

The SDDB provides an effective way for the U.S. Department of Education and Congress to access, analyze, and interpret data from the 1990 Census School District Special Tabulations. Since this information can benefit state and local education agencies, as well as researchers, policy analysts, and administrators in a variety of other organizations, NCES implemented a program to meet these broader needs. The SDDB can be found on the Web (<http://nces.ed.gov/surveys/sdds/c1990.asp>).

### Major Publications

*Profile of Children in U.S. School Districts* (September 1996)

*School District Data Book Reference Manual* (November 1994)

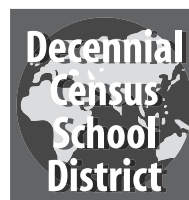
## For Further Information

For further information on the 1990 Census Mapping Project and the School District Data Book, contact

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## Decennial Census School District 2000 Project

In 1998, NCES initiated a project to specify the special tabulation of the 2000 census and the 1999–2000 TIGER/Line files school district boundaries. Similar to the 1990 Census Mapping Project, the Decennial Census School District 2000 Project will provide social, economic, and demographic characteristics of children and public school districts in the United States by using the School District Special Tabulation files from the 2000 census, the 1999–2000 CCD, and the 2000 School District Finance Survey (Form F-33). This information will be used to support research and policy analysis at the national, state, and individual school district levels.



The Census 2000 School District Special Tabulation contains summary statistical data for school districts, counties, states, and the United States developed through a special tabulation of the Census 2000 basic record file. One reason that the school district special tabulation is so important is that it is the only source of data on children's demographics and their living environment. Unlike all other Census 2000 data files developed by the Census Bureau, the school district special tabulation uniquely provides universe tabulations for parents with children, households with children, children's own characteristics, children's household characteristics, and parents' characteristics (as well as the total population). Most of the subject-matter items in this school district special tabulation correspond to tables and items contained in Summary File 3 (see below). These tables are augmented with specially defined tables relating to areas of analytical interest, including number of children at risk and K–12 education.

The NCES School District Demographics website (<http://nces.ed.gov/surveys/sdds>) provides access to information about the Decennial Census School District 2000 Project. This online interactive Geographic Information System will enable users to directly access school district geographic and demographic data.

The first geographically detailed data from Census 2000 are the P.L. 94-171 data files that contain data required for redistricting. These data files do not provide school district summary data; however, the census block data records in these files contain applicable school district codes enabling a user to develop school district summary data by aggregating the census block-level data.



Summary File 1 (SF1) of Census 2000 presents counts and basic cross-tabulations of information collected from all people and housing units. The SF1 files do not provide school district summary data; however, the census block data records in these files contain applicable school district codes enabling a user to develop school district summary data by aggregating the census block-level data.

Summary File 3 (SF3) of Census 2000 contains population and housing tabulations based on the Census 2000 long-form questionnaire. The SF3 files contain richer socioeconomic data about school enrollment, educational attainment, and children, and enable analysis of school district-related demographics.

### **For Further Information**

These files are now available for the entire United States and can be found on the Web (<http://nces.ed.gov/surveys/sdds>). For further information on the Decennial Census School District 2000 Project, contact

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## **Elementary and Secondary Handbooks**

NCES's elementary and secondary handbooks are intended to promote the use of a standard education vocabulary and to encourage the maintenance of accurate and complete data by schools, districts, state and federal agencies, and other education organizations. The data terms included in the handbooks reflect the best judgment of individuals representing all facets of education concerning what data might be needed in making appropriate, cost-effective, and timely decisions about elementary and secondary education.

The elementary and secondary handbooks are not data collection instruments. While they are careful to include data elements that can be used in meeting federal reporting requirements, many other practical data elements have been included as well. They are presented as a resource to those who plan and operate education information systems and others who are seeking comparable, technically acceptable data definitions.

### **Handbooks Online**

The December 2003 publication of Handbooks Online converted the NCES student, staff, and institution data handbooks into a single, searchable web application. Users can search for specific data elements or design their own data dictionaries. Handbooks Online includes data elements for information about students, education staff, and different institutional levels (school, district, and state). The October 2004 update of Handbooks Online incorporated a number of

new data elements in the areas of education technology, food services, and discipline. Handbooks Online is revised annually and is available at <http://nces.ed.gov/programs/handbook>.

## **Financial Accounting for Local and State School Systems**

The *Financial Accounting for Local and State School Systems* handbook defines the national standards for public education agencies to use in reporting financial data. The standards are intended for use by school districts in preparing their comprehensive annual financial reports that are submitted to state education agencies (SEAs) and by SEAs in their reports to the Department.

The purpose of this handbook is to ensure that education finance data can be reported in a comprehensive and uniform manner. The handbook gives an overview of accounting systems and provides guidelines on setting up a chart of accounts for public education agencies. Specific funds, programs, functions, and objects, and their accounting costs are defined and organized in accordance with generally accepted accounting principles. This handbook provides the framework for collecting and reporting school finance data that are comprehensive and comparable. The current version of the handbook incorporates the recently updated standards of the Government Accounting Standards Board (GASB).

## **Major Publications**

*Financial Accounting for Local and State School Systems* (November 2003)

*Nonfiscal Data Handbook for Early Childhood, Elementary, and Secondary Education*  
(September 2003)

*Staff Data Handbook: Elementary, Secondary, and Early Childhood Education: 2001 Edition*  
(May 2001)

## **For Further Information**

For further information on NCES elementary and secondary handbooks, contact

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## **Education Finance Statistical Center**

The number and sophistication of policy requests to NCES for school finance information are constantly shifting and expanding. The Education Finance Statistical Center (EFSC) is designed to conduct research to improve the collection and reporting of education finance information.



EFSC projects explore definitional, measurement, collection, reporting, and analysis issues related to education finance. The EFSC web page provides an “umbrella” under which NCES publications related to education finance can be found.

The EFSC is currently conducting the following research activities:

- assessing public school beginning teacher compensation, including whether teachers from more competitive colleges earn more;
- exploring conceptual issues in measuring and reporting school district geographic cost differences; and
- extending a researchers’ longitudinal file for school district finances for the decade 1990–2000.

A project was recently conducted to create “pseudo-unified” school districts. Analyses of inequality in school district funding typically examine only those school districts that are “unified” (i.e., those that are K–12). Some large states, such as Texas, California, and Illinois, have mixtures of elementary, secondary, and unified school districts. This project matched elementary and secondary school districts to create “pseudo-unified” school districts from 1990 to 2000.

Among the projects that the EFSC anticipates conducting in the future are

- in partnership with *Condition of Education* staff, developing an indicator that reflects the relationship between state economic conditions and school district revenues. States have generally increased their support for education, particularly for poor school districts. Poor school districts may be the most vulnerable to reductions or smaller increases in state funding when economic conditions become less favorable;
- analyzing measures of inequality in school district funding in “pseudo-unified” school districts in addition to “nonunified” school districts;
- assessing school district geographic costs differences by applying differences in geographic costs to NCES datasets; and
- commissioning papers from four distinguished economists on public education staff compensation. The papers will analyze Bureau of Labor Statistics, Census Bureau, and NCES datasets on public education staff compensation, with recommendations to NCES.

### **Major Publications**

*Developments in School Finance: 2003* (September 2004)

*Effects of Energy Needs and Expenditures on U.S. Public Schools* (May 2003)

### **Data File**

Data File: Longitudinal School District Fiscal-Nonfiscal File, Fiscal Years 1990 to 2000  
(November 2004)

### **For Further Information**

Persons seeking NCES finance information, publications, and data should visit the Web (<http://nces.ed.gov/edfin>). For further information on the EFSC, contact

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## **National Cooperative Education Statistics System**

The National Cooperative Education Statistics System serves as the umbrella for a number of efforts to improve the quality, timeliness, and comparability of statistics used for education policy-making at all levels of government. This system was begun in 1988 under the mandate of the Hawkins-Stafford Education Improvement Amendments (P.L. 100-297). Soon after, NCES established the National Forum on Education Statistics, an appointed group representing national, state, and federal interests in elementary/secondary education data to address issues of data policy and develop ways of improving data systems. The system also includes training and technical assistance efforts, such as the weeklong Fellows Program (see “Cooperative System Fellows Program” below) and two major annual professional conferences (see “Annual Meetings and Conferences” below). It has been the means for NCES to work in collaboration with state and local educators to develop guidelines that provide assistance in data collection, reporting, and both the technical and policy aspects of maintaining student records.

### **National Forum on Education Statistics**

The National Forum on Education Statistics is broadly representative of elementary/secondary education at all levels of policy. It is composed of representatives from NCES, the 50 states, the District of Columbia, Puerto Rico, the Bureau of Indian Affairs, the Department of Defense dependents schools, local education agencies, and professional associations and federal agencies involved in the collection and reporting of education statistics. The Forum’s primary mission is to work with NCES to improve the overall quality, timeliness, and comparability of education statistics across the nation. The Forum puts into practice the goals of the National Cooperative Education Statistics System.



Under the direction of its Steering Committee, the Forum maintains three standing committees: the National Education Statistics Agenda Committee; the Technology, Dissemination, and Communication Committee; and the Policies, Programs, and Implementation Committee. At present, the Forum is addressing such important issues as facilitating uniform development in state education information systems; promoting the adoption of guidelines and common definitions that will foster “best practice” procedures in many areas of data collection and reporting; and developing guidelines or handbooks for maintaining data about school finance, education facilities, education and administrative technology, and school crime, violence, and discipline.

The Forum is an active partner with the Department of Education in efforts to reduce redundancy across data collections, thereby lessening the burden of reporting. In addition to these efforts, the Forum is available to respond to specific requests from the Commissioner of NCES and to raise issues and make recommendations of its own. By bringing federal and state representatives together to work cooperatively toward improving the quality of education statistics, the Forum plays an important role in determining the future of our nation's education statistics system.

In 1990, the National Forum on Education Statistics issued its first publication, *Guide to Improving the National Education Data System*. The report contained 36 recommendations for improving the nation's capacity to produce accurate and comparable statistics about elementary and secondary education. Since then, the Forum has produced a number of guides intended to help school districts and state education agencies (SEAs) follow best professional practice in areas relevant to the collection and use of education data. These have encompassed topics such as technology use, web security, protecting the confidentiality of student and staff records, building systems for reporting incidents of school crime and violence, and using information to manage and plan for school facilities.

The Forum is a means for providing technical assistance to states and encouraging the development of more efficient data systems. It sponsors a state-to-state personnel exchange and recommends to NCES innovative data projects to be supported under contract with SEAs. Reports of site visits assessing 33 SEA data systems in terms of their potential for increased automation are also available.

### **Major Publications**

*Forum Guide to Building a Culture of Quality Data: A School & District Resource*  
(December 2004)

*Forum Guide to Protecting the Privacy of Student Information: State and Local Education Agencies* (March 2004)

*Facilities Information Management: A Guide for State and Local Education Agencies* (June 2003)

*Get a Lock on Web Site Development and Security for Your School* (March 2003)

*Weaving a Secure Web Around Education: A Guide to Technology Standards and Security* (March 2003)

*Planning Guide for Maintaining School Facilities* (February 2003)

*Power Tools for Your Schools* (brochure) (January 2003)

*Technology in Schools: Suggestions, Tools and Guidelines for Assessing Technology in Elementary and Secondary Education* (November 2002)

*Safety in Numbers: Collecting and Using Crime, Violence, and Discipline Incident Data to Make a Difference in Schools* (July 2002)

*Technology @ Your Fingertips* (January 2001)

### **For Further Information**

The Forum can be found on the Web (<http://nces.ed.gov/forum>). For further information on the National Cooperative Education Statistics System, contact

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### **Annual Meetings and Conferences**

The NCES Data Conference, held in Washington, DC, each year at the end of July, includes presentations and workshops on current NCES surveys and national issues related to education statistics. New products, such as datasets on CD-ROM or electronic handbooks, are demonstrated, and hands-on training in their use is often available. This conference issues an open call for proposals, and thus reflects a wide range of topics and presenters. There is no registration fee for the conference and it is open to the public. The NCES website (<http://nces.ed.gov/conferences>) gives full information about registration.

Each year NCES cosponsors a Management Information Systems (MIS) Conference with a host state. The purpose of this 3-day meeting, usually held in late February, is to encourage those who work with education management information systems to share their innovations, developmental efforts, and issues with one another. A demonstration room is available to exhibit MIS software and programs in the public domain. Florida, California, Louisiana, Texas, Arizona, New Mexico, Mississippi, Utah, and Virginia have hosted past MIS conferences. The call for papers, issued in October or November of each year, and the conference announcement are posted on the NCES website.

### **For Further Information**

For further information on the National Cooperative Education Statistics System's annual meetings and conferences, contact

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## Cooperative System Fellows Program

As part of its ongoing effort to increase cooperation among federal, state, and local education data collectors, and to improve the overall quality and timeliness of education statistics, NCES initiated the Cooperative System Fellows Program in 1990. Each year, Fellows are nominated by local, state, postsecondary education, and library agencies across the country to convene in Washington, DC, for 1 week. The purpose is to provide the participants with an overview of the many NCES activities and to foster professional ties between education professionals and members of the federal statistical community.

During their stay, Fellows take part in a series of planned activities, including presentations by NCES staff on their major data collections, reports, and dissemination practices; projects to automate state and local data systems; and efforts to integrate existing data collections. In addition, Fellows explore their own professional interests and objectives. During the week, mentors selected from NCES staff work with Fellows and lead discussions on various topics, answer questions, and offer guidance and advice. An effort is made to help Fellows achieve their individual program objectives. The Fellows Program is held in November of each year and includes approximately 30 Fellows. There is no charge and NCES reimburses participants' expenses.

### For Further Information

The Cooperative System Fellows Program can be found on the Web (<http://nces.ed.gov/conferences>). For further information, contact

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## Plans for Elementary and Secondary Education

The core surveys of the NCES elementary and secondary program are the Common Core of Data (CCD), Schools and Staffing Survey (SASS), National Household Education Surveys Program (NHES), and Private School Universe Survey (PSS). Some topical supplements may be attached to these continuing surveys so that current data on key issues can be produced. The Fast Response Survey System (FRSS) collects additional topical data for policymakers within a short time frame.

In 2003, NCES published dropout and graduation rates for about 45 states. For the first time, NCES released data files of school district-level financial statistics from the Survey of Local Government Finances: School Systems (F-33). Changes planned for 2004–05 include

collecting race and gender information about teachers. In 2004–05, the nonfiscal surveys of the CCD will be completely web based.

After a 6-year gap between the 1993–94 SASS and the 1999–2000 SASS, SASS was conducted again in 2003–04. NCES has made a commitment to put this collection on a 4-year cycle, and the next SASS is planned for 2007–08.

NHES has become a source of many key indicators of the educational status of children. NHES:2001, which was conducted in the spring of 2001, included questionnaires on Early Childhood Program Participation and Before- and After-School Programs and Activities. NHES:2003 included the Parent and Family Involvement in Education Survey.

NCES will continue to conduct data collections on the topics of school crime and safety. The School Crime Supplement to the National Crime Victimization Survey will give a picture of crime from the student's point of view and will be conducted in odd-numbered years; the School Survey on Crime and Safety will give a picture of crime from the principal's point of view and will be conducted in even-numbered years.

NCES will continue to support the collection of educational enrollment and attainment data on an annual basis in the October Supplement to the Current Population Survey (CPS). An additional topical component regarding select education characteristics (including grade repetition, language and English proficiency, and disability) will be collected on a periodic basis. NCES also periodically works with other agencies to develop CPS supplements on computer use.

The FRSS will continue to identify and report on issues of current interest. Studies being prepared now include a survey on elementary school food services and physical education activities, and continuing surveys on the use of technology in elementary and secondary schools nationwide.

The National Cooperative Education Statistics System will continue to serve as the vehicle for improving elementary and secondary data systems across the nation. Under the National Forum on Education Statistics, it will sponsor projects in individual states to adopt common data standards and definitions and to develop more efficient ways of collecting and reporting data electronically. Federal-state Forum task forces will complete data standards or guidelines in the areas of protecting the privacy of education staff records, creating useful performance indicators, and identifying key data elements in the area of school finance.



**Table 2. Data collection calendar for elementary and secondary education**

<b>Common Core of Data</b>	<b>Years of data collection (school year beginning/fiscal year ending)</b>															
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Public Elementary/Secondary School Universe Survey	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Local Education Agency Universe Survey	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
State Nonfiscal Survey of Public Elementary/Secondary Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
National Public Education Financial Survey	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
School District Finance Survey (Form F-33)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

<b>Schools and Staffing Survey</b>	<b>Years of data collection (school year ending)</b>										
	1991	1992	1994	1995	1996	1998	2000	2001	2002	2004	2005
School Principal Survey	✓		✓				✓				✓
Teacher Survey	✓		✓				✓				✓
School Survey	✓		✓				✓				✓
School District Survey	✓		✓				✓				✓
School Library Media Center Survey			✓				✓				✓
Teacher Follow-up Survey		✓		✓				✓			✓

<b>Private School Universe Survey</b>	<b>Years of data collection (school year ending)</b>						
	1992	1994	1996	1998	2000	2002	2004
	✓	✓	✓	✓	✓	✓	✓

**Table 2. Data collection calendar for elementary and secondary education—Continued**

	Years of data collection							
	1991	1993	1995	1996	1999	2001	2003	2005
<b>National Household Education Surveys Program</b>								
Early Childhood Education/Program Participation	✓		✓		✓	✓		✓
School Readiness		✓			✓			
School Safety and Discipline		✓						
Parent and Family Involvement in Education				✓	✓		✓	
Youth Civic Involvement				✓	✓			
Before- and After-School Programs and Activities					✓	✓		✓
Household and Library Use				✓				

	Years of data collection															
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
<b>Current Population Survey (October supplement)</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	Years of data collection				
	1995	1999	2001	2003	2005
<b>School Crime Supplement to the National Crime Victimization Survey</b>					
	✓	✓	✓	✓	✓

	Years of data collection		
	2000	2004	2006
<b>School Survey on Crime and Safety</b>			
	✓	✓	✓



## CHAPTER 4



# Postsecondary and Adult Education



## **Introduction**

Social, demographic, educational, and economic issues challenge postsecondary education today. Among the most critical are questions regarding access to postsecondary education for various populations, the effects of shifting enrollment patterns, the price of postsecondary education, student financing of postsecondary education, education outcomes, the long-range financial outlook for colleges and universities, the demand for and supply of qualified faculty and staff, and job opportunities for graduates.

The National Center for Education Statistics (NCES) program in postsecondary education provides statistical information used by planners, policymakers, and educators in addressing these issues. One major source of this information is the Integrated Postsecondary Education Data System (IPEDS), an annual series of surveys conducted by NCES that focuses on the 6,800 public and private postsecondary institutions that participate in Title IV federal student financial aid programs. Special studies of students, financial aid, postsecondary faculty, bachelor's degree recipients, and doctoral degree recipients complement IPEDS, as do surveys of the participation of the adult population in educational activities through the National Household Education Surveys Program. In addition, postsecondary education transcript studies have been conducted in conjunction with the National Longitudinal Study of the High School Class of 1972, the High School and Beyond Longitudinal Study, the Baccalaureate and Beyond Longitudinal Study, and the Recent College Graduates Study. Another postsecondary longitudinal survey system, the Beginning Postsecondary Students Longitudinal Study, also collects institutional and student data from postsecondary students over a period of several years (see "Chapter 6, National Longitudinal Studies").

## **Data Uses**

The NCES postsecondary education data systems provide information on, for example, trends in enrollment and degree completion, patterns of expenditures and revenues of institutions, patterns of student financial aid, workload of faculty, and the relationship between educational experience and labor market outcomes. These data are used to describe the condition of postsecondary education and to monitor changes. Federal program staff have used IPEDS and student survey data to address policy issues on financial aid programs. Policymakers at the state and institutional levels have used IPEDS data for planning purposes. Government commissions have used these data to monitor compliance with federal legislation.

Thousands of requests for information, based on IPEDS and other postsecondary surveys, are received by NCES each year. Those requesting data fall roughly into the following seven categories:

- federal agencies;
- state agencies;

- national and regional education associations;
- individual institutions;
- the media;
- the business community; and
- the general public.

Members of the executive branch, Congress and congressional committees, and a number of independent federal agencies use information from NCES on a regular basis. For example, an office of the legislative branch used IPEDS information to develop a profile of for-profit, less-than-2-year institutions. Several executive branch offices use the information to track baccalaureate and higher degree data by selected fields of study and minority status of degree recipients. An independent federal agency uses the information to track degree completions in engineering and scientific fields of study.

State postsecondary education agencies regularly use the data to help determine salary and fringe benefits packages for their full-time instructional faculty. Other state agencies use the completions and institutional data on an annual basis to evaluate the availability of specific career training programs. Several state agencies have used the residence and migration data to determine where their high school graduates enroll in postsecondary education institutions.

National and regional education associations annually request tabulations to determine enrollment patterns by racial/ethnic categories, and finance data to review the economic health of postsecondary education institutions. Individual institutions use similar information at an institutional level for peer analyses and institutional planning purposes. These peer analyses range from comparing selected financial ratios to comparing proportions of minority student enrollments.

The media, business community, and general public use postsecondary data in a variety of ways. For example, one newspaper developed a major article comparing public 4-year institutions across selected states. Members of the business community have used degree completions data to target minority recruitment efforts in selected fields of study. The general public regularly requests information on which institutions offer degrees in specific fields of study, and the IPEDS College Opportunities On-Line (IPEDS COOL) website is used regularly by students, parents, and guidance counselors to help prospective college applicants choose the right institution. Congress, states, colleges, postsecondary education associations, and researchers use the data to describe students and faculty, financial aid programs, persistence and completion, and outcomes after completion.

## Studies

### Integrated Postsecondary Education Data System

IPEDS, established as the core postsecondary education data collection program for NCES, is a system of survey components designed to collect data from all primary providers of postsecondary education. IPEDS is a single, comprehensive system designed to encompass all institutions and education organizations whose primary purpose is to provide postsecondary education. IPEDS is built around a series of interrelated components that collect institution-level data in such areas as enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid.



#### Design

Within IPEDS, postsecondary education is defined as “the provision of a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school. This includes programs whose purpose is academic, vocational, and continuing professional education, and excludes avocational and adult basic education programs.”

Organizations that provide instructional programs as described in the definition above are considered institutions within the IPEDS universe if their primary purpose is the provision of postsecondary education. The size of the institution, diversity of program offerings, levels of awards, degree or certification curricula, type of accreditation, and other distinguishing criteria are considered characteristics of particular institutions. These criteria are not used to determine which institutions are included in or excluded from the IPEDS universe.

This universe of postsecondary education institutions is divided into the following three categories based on the highest degree awarded or the length of the longest program:

- baccalaureate or higher degree- or certificate-granting institutions;
- 2-year award institutions (i.e., institutions must have at least a 2-year program but less than a 4-year program); and
- less-than-2-year institutions.

Each of these three categories is further disaggregated by type of financial control: public, private not-for-profit, and private for-profit, resulting in nine institutional categories or “sectors.” Despite the diversity of institutions across these sectors, since institutions are the primary unit for data collection, institutional units must be defined as consistently as possible. IPEDS does not request separate reports from more than one component within an individual institution. However, separate branch campuses are asked to report as individual units; thus, each institution in a multi-institutional system and each separate branch in a multi-campus system reports separately. IPEDS defines a branch institution as “a campus or site of an educational institution that is not temporary, is located in a



community beyond a reasonable commuting distance from its parent institution, and offers full programs of study, not just courses.” This last criterion is the most important. It means that at least one degree or award program can be completed entirely at the branch institution without requiring attendance at the main campus or any other institution within the system.

The IPEDS universe of postsecondary institutions includes only those institutions that are open to the general public. Therefore, training sites at prisons, military bases, and corporations are not considered separate institutions or branches in IPEDS, regardless of how the institutional system classifies such training sites. Data on enrollment, finance, and other components from such locations or training sites are to be incorporated into the data reported by the main campus or any other institution or branch campus in the system that is most appropriate.

With respect to postsecondary education provided in conjunction with hospitals, the intent of IPEDS is to include only those hospitals that contain one or more separate entities whose primary purpose is the provision of postsecondary education. Schools of nursing and radiology are two examples of such entities. Hospitals offering only internships or residency programs are not included, nor are hospitals that only offer training as part of a medical school program. Training conducted as part of a medical school program is included in the reports of the postsecondary institution offering the medical program. Hospitals operating more than one school are treated as a single postsecondary entity. This is consistent with the practice for other postsecondary institutions, where NCES only requests reports for the institution as a whole, not separate reports for each program within an institution.

Since the definition of postsecondary education excludes noncredit continuing education programs and education units, organizational entities that provide only these educational services are not included as institutions. Schools whose only mission is to prepare students to take a particular test, such as the CPA examination or the bar examination, are not included in IPEDS. Organizations that offer training at many sites (such as H&R Block) may be consolidated into a single institutional unit when deemed appropriate by NCES. High schools with vocational programs are also excluded from IPEDS because their primary purpose is not the provision of postsecondary education.

### **Data Collection Principles**

The collection of IPEDS data from this diverse universe of institutions is based upon several principles. First, data elements identify characteristics common to all providers of postsecondary education. Within these data elements, specific values define characteristics of different types of providers of postsecondary education.

Second, the data elements and the components within IPEDS through which they are collected are interrelated to avoid duplicative reporting and to enhance the analytic potential of the database. For example, enrollment data from one component can be used in

conjunction with data on degrees granted, faculty, or financial resources from other components.

Third, the IPEDS components are compatible, but are adapted to meet the needs and characteristics of different sectors of postsecondary education providers. In general, more comprehensive data are collected from postsecondary institutions granting baccalaureate and higher degrees, while less comprehensive data are requested from other institutions. This feature accommodates the diverse operating characteristics, program offerings, and reporting capabilities of postsecondary institutions, while yielding comparable statistics for all institutions.

The Higher Education Act of 1992 mandated the completion of IPEDS surveys in a timely and accurate manner for all institutions that participate, or are applicants for participation, in any federal student financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended (20 U.S.C. 1094(a)(17)). Thus, beginning in the 1993 survey year, NCES began to collect detailed data from all postsecondary institutions that met this mandate, including all private less-than-2-year institutions, which NCES had previously only sampled. Institutions that were not eligible to participate in federal student financial aid programs were asked to complete only the Institutional Characteristics survey.

Between 1993 and 2000, NCES continually improved the IPEDS data collection instruments and the list of institutions (universe) surveyed. There was a concerted effort to match files with the Department of Education's Office of Postsecondary Education (OPE) to ensure full coverage of all institutions having Program Participation Agreements (PPAs) with the Department. Currently, IPEDS identifies and categorizes institutions according to whether or not they have a PPA with the Department of Education and their degree-granting status.

The IPEDS program was completely redesigned for the 2000–01 academic year, when the data collection was converted from a paper-based to a fully web-based system. The universe of postsecondary institutions was divided into two basic groups: those institutions with PPAs and all others. Institutions with PPAs are required to complete IPEDS and are subject to extensive follow-up for nonresponse. Institutions that do not have PPAs may voluntarily complete the IPEDS online surveys, but there is no requirement to do so. Any institution that provides data is included on the IPEDS COOL website.

Institutions that do not have PPAs (also referred to as non–Title IV institutions) are currently subject to a one-time sample telephone survey to collect a minimum set of data items. The IPEDS Minimum Data Set (MDS) study is designed, through the use of area sampling, to provide a national estimate of the number of non–Title IV postsecondary institutions that are open to the public, estimates of the number of students enrolled and staff employed at these institutions, and an indication of the types of educational programs that are being provided by these institutions. The study also examines the extent to which MDS institutions are willing and/or able to provide the data requested.

IPED's new web-based system tailors data collection screens and data items for each institution based on a series of screening questions or institutional characteristics. Thus, private for-profit institutions automatically receive a different finance form than private not-for-profit institutions or public institutions; 4-year schools that have graduate programs are prompted for graduate-level enrollment; and institutions that do not enroll full-time, first-time undergraduate-level students are not asked to complete information for either the Student Financial Aid or Graduation Rates components. Institutions may submit data in two ways: by manual data entry or by file upload. The data are requested at different times during the year, with the schedule for the 2004–05 academic year as follows:

### ***FALL COLLECTION***

Components include

- Institutional Characteristics, including Institutional Price (2004–05); and
- Completions (July 1, 2003, through June 30, 2004).

The data collection period extended from September 8 through October 20, 2004.

### ***WINTER COLLECTION***

Components include

- Employees by Assigned Position;
- Faculty Salaries;
- Fall Staff (reporting is optional for the 2004–05 academic year); and
- Enrollment, including Residence of First-Time Freshmen (fall 2004), fall-to-fall Retention Rates (2003–2004), Unduplicated Counts (2003–04), and Instructional Activity (2003–04).

All faculty and staff data are as of November 1, 2004. Note that Enrollment data may be reported in the winter collection cycle, but are not required until the spring collection.

The data collection period extended from December 1, 2004, through January 26, 2005.

### ***SPRING COLLECTION***

Components include

- Enrollment, as outlined above;
- Student Financial Aid (2003–04);
- Finance (fiscal year 2004); and
- Graduation Rates (on either a 1998 or 2001 cohort).

The data collection period extended from March 9 through April 20, 2005.

IPEDS attempts to minimize institutional response burden by coordinating data collection with state education agencies (SEAs) and other federal offices and agencies that regularly collect data from institutions. These coordinating efforts include the following:

- *State agencies*—In many states, IPEDS institutional data are provided by the state postsecondary education agency from data collected on state surveys. Alternatively, state agencies may extract data from IPEDS rather than conduct their own surveys.
- *Office for Civil Rights (OCR), U.S. Dept. of Education*—Racial/ethnic compliance data are incorporated into IPEDS and are provided annually to OCR. NCES and OCR cooperate on the collection of enrollment, completions, and fall staff data to fulfill the mandates of Title VI and Title VII of the Civil Rights Act of 1964.
- *Equal Employment Opportunity Commission (EEOC)*—In 1993, NCES began collecting fall staff data for EEOC in much the same way that data are collected for OCR.
- *Office of Vocational and Adult Education, U.S. Dept. of Education*—The Completions component requests data in response to the Carl D. Perkins Vocational Education Act. IPEDS is also part of the Vocational Education Plan for Postsecondary Education (P.L. 98-524).
- *Census Bureau and Bureau of Economic Analysis (BEA)*—The Census Bureau and BEA both use data collected through the IPEDS Finance component rather than collect these data on their own.
- *State occupational coordinating committees and career information delivery systems*—The IPEDS Institutional Characteristics component incorporates many data elements required by state career information delivery systems, thereby reducing or eliminating the need for these organizations to conduct their own surveys.

## Components

***Institutional Characteristics***—The core of IPEDS is the annual Institutional Characteristics (IC) component, which is required of all currently operating Title IV postsecondary institutions in the United States and its other jurisdictions. As the control file for all of IPEDS, IC constitutes the sampling frame for all other NCES surveys of postsecondary institutions. It also helps determine the specific IPEDS screens that are shown to each institution. This component collects the basic institutional data that are necessary to sort and analyze not only the IC database, but also all other IPEDS databases. Most of the IC data are collected for the current academic year (for schools operating on standard academic terms), which generally extends from September of one calendar year to June of the following year. For other schools, the “academic year” may be a full 12-month period. Special data elements currently collected for each institution include institution name, address, telephone number, website URL, control or affiliation, levels of degrees and awards offered, types of programs, accreditation, admissions criteria, selected student services, calendar system, tuition, required fees, and room-and-board charges. In addition, the survey collects price information: tuition and fees, room and board, books and supplies, and other expenses that a full-time, first-time degree- or certificate-seeking undergraduate-level student would expect to pay when entering the institution. This “sticker price” information is made available to prospective students, parents, counselors, and

others on a user-friendly website—College Opportunities On-Line (IPEDS COOL) (<http://nces.ed.gov/ipeds/cool>).

**Completions**—This component collects data annually (for the prior academic year) on recognized degree completions in postsecondary education programs by level (associate's, bachelor's, master's, doctor's, and first-professional) and on other formal awards by length of program. These data are collected by race/ethnicity and gender of recipient and by field of study, which is identified by 6-digit Classification of Instructional Programs (CIP) codes. Completions data by race/ethnicity at the 2-digit CIP level became an annual collection in 1990; beginning in 1995, race/ethnicity data were collected at the 6-digit CIP level. Beginning with the 2001 collection, institutions were able to report the number of students with double majors by level of degree and 6-digit CIP code of the second major. Racial/ethnic data on completers are collected in odd-numbered years for the Office for Civil Rights as part of its biennial Compliance Report.

**Enrollment**—This component collects data annually on the number of full- and part-time students enrolled in the fall in postsecondary institutions, by level (undergraduate, first-professional, and graduate) and by race/ethnicity and gender of student. Institutions report on students enrolled in courses creditable toward a degree or other formal award; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers; and high school students taking regular college courses for credit. An item that requests the total number of undergraduates in the entering class (including first-time, transfer, and nondegree students) was added in 2001, to put into context the Graduation Rates data. Institutions began reporting first-year retention rates for undergraduate students by attendance status in fall 2003.

Racial/ethnic data on enrollment have been collected annually since 1990 (biennially in even-numbered years prior to then) for the Office for Civil Rights as part of its Compliance Report. Age distributions are collected in odd-numbered years by student level. Data on state of residence of first-time freshmen (first-time, first-year students) and the number of high school graduates in the past 12 months are collected in even-numbered years. Four-year institutions are also required to complete enrollment data by level, race/ethnicity, and gender for nine selected fields of study in even-numbered years for OCR. In addition, the Enrollment component now collects the 12-month instructional activity and unduplicated headcount data (formerly part of the IC component), which are needed to compute a standardized, full-time-equivalent (FTE) enrollment statistic for the entire academic year. FTE is useful for gauging the size of the educational enterprise at the institution.

**Graduation Rates**—This component was added in 1997 to help institutions satisfy the requirements of the Student Right-to-Know Act of 1990. Data are requested on the number of students entering the institution as full-time, first-time degree- or certificate-seeking students in a particular year (cohort), by race/ethnicity and gender; number completing their program within 150 percent of normal time to completion; number who transferred to

other institutions; and number receiving athletically related student aid. Worksheets automatically calculate rates, including average rates over 4 years.

**Student Financial Aid**—This component of IPEDS began with a pilot test in 1999, and collected both Institution Price and Student Financial Aid (SFA) data. Beginning in 2000–01, the SFA data collection included questions on the number of full-time, first-time degree- and certificate-seeking undergraduate students receiving financial aid and the number of students receiving each type of financial assistance and the average amount received by type, including federal grants, state and local government grants, institutional grants, and loans. The tuition and other price items are now part of the fall IC component; SFA is part of the spring collection.

**Employees by Assigned Position**—Beginning with the winter 2001–02 web-based collection, NCES instituted the Employees by Assigned Position (EAP) component to allow institutions to “assign” all faculty and staff to distinct categories. The EAP collects head-count information (as of November 1 of the current academic year) by full- and part-time status; by function or occupational category; and by faculty status and tenure status (if applicable). Institutions with medical schools (those that have M.D. programs) are required to report their medical school data separately.

**Fall Staff**—This component is required biennially, in odd-numbered years, from all Title IV institutions with 15 or more full-time employees. It collects data on the numbers of full- and part-time institutional staff as of November 1 of the current academic year. Specific data elements include number of full-time faculty by race/ethnicity and gender, contract length, and salary class intervals; number of other persons employed full time by race/ethnicity and gender, primary occupational activity, and salary class intervals; number of part-time employees by primary occupational activity, race/ethnicity, and gender; and tenure of full-time faculty by academic rank and new hires by primary occupational activity, both by race/ethnicity and gender. Beginning with the 1993 survey year, the Fall Staff component replaced the EEO-6 survey conducted by the EEOC.

**Faculty Salaries**—The primary purpose of this component is to collect data (as of November 1 of the current academic year) on the number of full-time instructional faculty by rank, gender, and length of contract; total salary outlay; and fringe benefits information and number of full-time instructional faculty covered by these benefits. The component became annual in 1990, but data were not collected in 2000. Prior to 2001, data were collected by tenure status. Beginning with the 2004 data collection, this component is required of degree-granting institutions only.

**Finance**—This annual collection is used to describe the financial condition of postsecondary education in the nation; to monitor changes in postsecondary education finance; and to promote research involving institutional financial resources and expenditures. Specific data elements include revenues by source (e.g., tuition and fees, government grants and contracts, private gifts); expenses by function (e.g., instruction, research,

academic support, institutional support); physical plant assets and indebtedness; and endowment investments.

As accounting standards for public and private institutions have changed, separate versions of the Finance component have been developed to accommodate the different reporting requirements. Beginning with the fiscal year 2004 data collection, all public institutions operating under the Governmental Accounting Standards Board (GASB) conform to new standards. Reporting standards for the Financial Accounting Standards Board (FASB) have been incorporated into IPEDS since 1997.

### **Data Dissemination Tools**

***IPEDS Peer Analysis System (PAS)***—The IPEDS Peer Analysis System has become the primary method of disseminating IPEDS data. All IPEDS data are now released through the PAS, eliminating the need to produce fixed-format data files. Once users have logged into the PAS, they have two basic options: the standard peer tool software or the newer Dataset Cutting Tool described below. The peer tool feature enables a user to easily compare one institution of the user's choosing to a group of peer institutions by generating reports using selected IPEDS variables of interest. The user may create a group of peers or have the system create it. Users can select variables of interest or build calculated variables from IPEDS data, which can then be downloaded into spreadsheets or databases; they can get a ranked listing of peer institutions based on a selected variable; or they can get a statistical summary report for the selected variables. Several report templates are available that generate packaged reports. A new feature, Forms Facsimile, generates a matrix version of an institution's reported data, similar to the old printed forms. Another feature to be introduced in the future through the PAS is graphing. Visit <http://nces.ed.gov/ipeds/pas> for more information on this tool.

***Dataset Cutting Tool (DCT)***—This resource is part of the PAS and was designed to replace the feature known as “dump a data set.” The DCT provides a valuable alternative for power users with a working knowledge of IPEDS data. It allows users to quickly create customized IPEDS datasets with a minimum number of steps. The user may choose a set of peers based on criteria such as Carnegie classification, type of institution, or location, or upload a list of peers. The tool leads the user through a series of steps to customize a report that may be downloaded in a variety of formats. A customized data dictionary is also provided, with detailed information about selected variables and value labels.

***Executive Peer Tool (ExPT)***—NCES designed this system for data users at higher levels of administration within an institution who are unfamiliar with the procedures and data file organization of the PAS. It provides more direction and instruction about the process of retrieving data, allowing the user to learn what tools are available. This system prepares the user to manage the more powerful PAS. As institutions receive their IPEDS Data Feedback Reports, a project originated by the National Postsecondary Education Cooperative, the ExPT can be used to duplicate these reports. The user may also modify the peer group used for comparison using the ExPT.

**College Opportunities On-Line (IPEDS COOL)**—In response to the Higher Education Amendments of 1998, NCES developed a searchable website to provide up-to-date statistics on a broad range of postsecondary institutions for easy access by consumers. The site presents general information about each institution and its mission, as well as data on institution prices, financial aid, enrollment, degrees and awards conferred, graduation rates, accreditation, and program offerings. IPEDS COOL is designed to help college students, future students, and their parents understand the differences among colleges and how much it costs to attend college. The site also provides direct links to each institution's home page; campus crime statistics; Federal Student Aid's website, which includes the Free Application for Federal Student Aid (FAFSA); the Campus Tours website; and various other postsecondary education websites. Visit <http://nces.ed.gov/ipeds/cool> for more information.

**Data Analysis System (DAS)**—This tool allows users to dynamically generate summary tables that provide sums, counts, and percentage estimates for 1 year of IPEDS data. Users can select and regroup categorical variables for producing estimates and identify ranges of values to form subgroups and estimates. The DAS was released in winter 2004–05 and is available at <http://nces.ed.gov/dasol/tables/index.asp#ipeds>.

**Online Glossary**—This online glossary provides data users, data providers, researchers, and the general public with definitions of terms associated with IPEDS surveys. This searchable database features an alphabetical listing of terms that may be chosen by letter; a search engine to locate terms or search definitions using keywords; and embedded links to related terms within definitions.

**E.D. TABs**—Concurrent with the release of the data file for each IPEDS component, a predetermined set of tables called an E.D. TAB is produced and disseminated to the public. E.D. TABs provide limited data (no institutional-level data are included) and can be found at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

## Outreach Programs

**State coordinator workshops**—Conducted on an annual basis, usually in the spring, state coordinator workshops are held in conjunction with the annual State Higher Education Executive Officers (SHEEO)/NCES Network Conference. These full-day workshops provide IPEDS State Coordinators and other interested parties with up-to-date information on IPEDS, including plans for the future, anticipated changes, new features and dissemination tools, and other issues of interest. This forum allows for exchanges of ideas and practices and a general sharing of information between the various state, federal agency, and education association representatives.

**Training workshops**—Through a contract with RTI International (which subcontracts to the Association for Institutional Research [AIR]), IPEDS funds a series of training workshops to provide institutional respondents with training on the new web-based data collection and the various dissemination tools that have been developed. These workshops are generally held in conjunction with state or regional association meetings or in various



key cities across the nation to allow respondents to attend one close to their institution's location.

**Web-based tutorials**—Through a contract with RTI International (which subcontracts to AIR), web-based tutorials are currently being developed to provide instruction to data providers and users on gathering data for IPEDS reporting, entering data into the data collections for IPEDS, and using the IPEDS PAS to produce data for analysis, as well as other functions.

**Graduate certificate programs in institutional research**—Through a contract with RTI International (which subcontracts to AIR), IPEDS funds a graduate certificate program in institutional research at five major universities. RTI/AIR, in turn, provide grants to the institutions to develop interdisciplinary graduate certificate programs in institutional research. These programs teach skills that are increasingly important to the practice and advancement of institutional research and the maintenance and use of national datasets.

**Senior fellowship**—IPEDS, through a contract with RTI International (which subcontracts to AIR), supports an annual senior fellowship project. The fellowship is awarded on the basis of proposals submitted and is usually in support of improvements to the IPEDS process, data collection, data dissemination, or data use. A maximum of \$110,000 is available to the selected fellow for salary replacement, support, and travel expenses for projects that may span up to 1 calendar year.

**Grants program**—NCES/IPEDS and the National Science Foundation (NSF), through RTI International and AIR, have developed a program entitled Improving Institutional Research in Postsecondary Educational Institutions. The goals of this program are to provide professional development opportunities to doctoral students, institutional researchers, educators, and administrators, and to foster the use of federal databases for institutional research in postsecondary education. The program has the following three major components: (1) dissertation fellowships for doctoral students for outstanding dissertation proposals in all disciplines; (2) research grants for institutional researchers, administrators, and faculty; and (3) Summer Data Policy Institute fellowships to study the national databases of NSF and NCES.

- **Dissertation fellowships**—Funds of up to \$15,000 to support 1 year of activity are available to assist the doctoral student in the acquisition, analysis, and reporting of data from the NCES and NSF datasets. Work is conducted at the student's home institution, and fellowship funds are expected to cover budget items such as the costs of supplying data, dissemination of project results, travel, and salary support for the student. Proposals are solicited from doctoral students beginning their dissertation work.
- **Research grants**—Funds of up to \$30,000 annually are available. Grants are usually made for 1 year. It is expected that work will be conducted at the principal investigator's home institution and that grant funds will cover budget items such as the costs of supplying data, dissemination of project results, travel, and perhaps some salary replacement. The program provides grants to principal investigators to conduct institutional research on postsecondary education using the NCES and NSF national databases; conduct other institutional research that promises a sig-

nificant contribution to the national knowledge of the nature and operation of postsecondary education; conduct other institutional research activities that will make a contribution to our knowledge of postsecondary education; or conduct institutional research activities that will contribute to the professional development of personnel working in postsecondary education.

- *Summer Data Policy Institute fellowships*—Forty fellowships for the Summer Data Policy Institute are open to institutional research practitioners, faculty, graduate students, and educators affiliated with U.S. postsecondary institutions or government agencies. To provide an international comparative perspective, one fellowship is awarded through each of five international affiliated AIR groups. The Summer Data Policy Institute is a 2-week intensive session scheduled each summer in the Washington, DC, area.

## Major Publications

*Postsecondary Institutions in the United States: Fall 2003 and Degrees and Other Awards Conferred: 2002–03* (March 2005)

*Enrollment in Postsecondary Institutions, Fall 2002 and Financial Statistics, Fiscal Year 2002* (December 2004)

*Staff in Postsecondary Institutions, Fall 2002, and Salaries of Full-Time Instructional Faculty, 2002–03* (October 2004)

## Data Releases

IPEDS data are released through the IPEDS Peer Analysis System (<http://nces.ed.gov/ipedspas>) (see “Data Dissemination Tools” above).

## For Further Information

IPEDS can be found on the Web (<http://nces.ed.gov/ipeds>). For further information on IPEDS, contact

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## National Household Education Surveys Program (Adult Education Surveys)

The National Household Education Surveys Program (NHES) is the only general-purpose survey conducted by NCES to collect education data through a household-based survey. Historically, NCES has collected data from teachers, students, and schools through school-based surveys and from administrative records through surveys of school districts, state education agencies, and postsecondary institutions. As a household-based survey, NHES addresses many issues in education that had not been addressed



previously by other NCES data collection activities, such as early childhood care arrangements and education, children's readiness for school, parent involvement in elementary and secondary education, and adult participation in education outside of traditional postsecondary institutions. Full-scale NHES collections have been conducted in the spring of 1991, 1993, 1995, 1996, 1999, 2001, and 2003. Topical surveys on adult education and lifelong learning were conducted in 1991, 1995, 1999, 2001, and 2003. In addition, a survey about the civic involvement of adults, the Adult Civic Involvement Survey, was conducted in 1996. Surveys covering topics related to children from birth through 12th grade have also been conducted. (See "Chapter 3, Elementary and Secondary Education," for more details on these surveys.) NHES is being conducted in the spring of 2005 and will be conducted in 2007 and periodically thereafter. NHES:2005 includes three surveys: Early Childhood Program Participation, Before- and After-School Programs and Activities, and Adult Education and Lifelong Learning. NHES:2007 will also include three surveys: School Readiness, Parent and Family Involvement in Education, and Adult Education for Work-Related Reasons.

## **Design**

NHES is designed as a mechanism for collecting detailed information on educational issues from a large sample of households in a timely fashion. Households are selected using random-digit-dialing (RDD) methods, and data are collected using computer-assisted telephone interview (CATI) procedures. The sample for NHES is drawn from the civilian population in households having a telephone in the 50 states and the District of Columbia.

In each NHES survey, between 45,000 and 60,000 households are screened, and individuals within households who meet predetermined criteria are sampled for more detailed or extended interviews. The data are weighted to permit estimates of the entire population that the sample is intended to represent. The NHES survey for a given year typically consists of a screener questionnaire that collects household composition and demographic data and two to three substantive surveys addressing education-related topics. Generally, between 10,000 and 20,000 interviews are obtained for each survey.

One of the goals of NHES is to produce reliable national estimates of the characteristics of children's and adults' educational experiences for the targeted populations and for relevant subgroups defined by race and ethnicity. Estimates by race and ethnicity are of great interest, especially for monitoring education trends over time. Therefore, the NHES design oversamples Black and Hispanic subgroups in order to increase the reliability of estimates for those groups.

Another goal of NHES is to monitor educational activities over time through repeating substantive surveys on a rotating basis. Each administration of NHES has benefited from the experience gained in previous cycles, resulting in enhancements to the survey procedures and content. Thus, while NHES affords the opportunity for tracking phenomena

over time, it is dynamic in addressing new issues and including conceptual and methodological refinements.

A design feature that was unique to the 1996 administration was the collection of demographic and educational information on members of all households rather than just those households that were eligible for a topical survey. This expanded screening feature included a brief set of questions on the use of public libraries. The total household sample size was large enough to produce state estimates for these brief topical questions.

In 1999, NHES was designed as a special end-of-decade collection to measure key topics covered in previous NHES surveys. These topics included early childhood education and school readiness, parent and family involvement in education, civic involvement, and adult education and lifelong learning.

## Surveys

**Adult Education Surveys (AE-NHES:1991, AE-NHES:1995, AE-NHES:1999, AELL-NHES:2001, and AEW-NHES:2003)**—Adult Education surveys were conducted in 1991, 1995, 1999, 2001, and 2003 (AE-NHES:1991, AE-NHES:1995, AE-NHES:1999, AELL-NHES:2001, and AEW-NHES:2003). The Adult Education for Lifelong Learning Survey (AELL) is being conducted again in 2005. The Adult Education surveys ask persons 16 years of age and older about their participation in basic skills courses, English as a Second Language (ESL) courses, credential (degree or diploma) programs, apprenticeships, work-related courses, and personal development/interest courses. AELL-NHES:2001 also asked about less formal learning at work. The Adult Education for Work-Related Reasons Survey (AEW-NHES:2003) asked adults about participation in credential (degree or diploma) programs, apprenticeships, and formal courses and informal activities for work-related reasons. Adults participating in programs or courses provided information about those programs or courses, including subject matter, duration, cost, location and sponsorship, and employer support. In 1991, 1995, and 2003, nonparticipants in selected types of adult education were asked about their interest in educational activities and their perceived barriers to participation in adult education. Extensive background, employment, and household information was collected for each adult.

Sample sizes for the Adult Education surveys were 14,892 for AE-NHES:1991; 19,722 for AE-NHES:1995; 6,697 for AE-NHES:1999; 10,873 for AELL-NHES:2001; and 12,725 for AEW-NHES:2003.

**Civic Involvement Survey (ACI-NHES:1996, YCI-NHES:1996, PFI/CI-NHES:1996, and Youth-NHES:1999)**—In NHES:1996, there were three Civic Involvement surveys (Youth, Adult, and Parent—YCI-NHES:1996, ACI-NHES:1996, and PFI/CI-NHES:1996). In NHES:1999, civic involvement items were asked in the Youth interview (Youth-NHES:1999). In the 1996 Civic Involvement surveys, samples of adults, and children in grades 6–12 and their parents, were asked about sources of information on government and national issues, civic participation, and knowledge and attitudes about government. In addition, the Youth and Parent surveys asked about opportunities that youth have to

develop personal responsibilities and civic involvement. Youth-NHES:1999 repeated YCI-NHES:1996 with some additional questions about community service activities.

Sample sizes for the Civic Involvement surveys were 9,389 for PFI/CI-NHES:1996; 8,044 for YCI-NHES:1996; 2,250 for ACI-NHES:1996; and 7,913 for Youth-NHES:1999.

### Major Publications

*Participation in Adult Education and Lifelong Learning: 2000–01* (October 2004)

*Participation in Technology-Based Postcompulsory Education* (December 2003)

*Participation Trends and Patterns in Adult Education: 1991 to 1999* (February 2002)

*Participation in Adult Education in the United States: 1998–99* (November 1999)

*Employer Aid for Postsecondary Education* (July 1999)

*Participation of Adults in English as a Second Language Classes: 1994–95* (July 1997)

*E.D. TAB: Adult Civic Involvement in the United States* (March 1997)

### Data Files

National Household Education Surveys Program of 2001–03: Electronic Codebook and Data Files (July 2004)

CD-ROM: National Household Education Surveys of 1991, 1993, 1995, 1996, and 1999: Data Files and Electronic Codebook (April 2002)

### For Further Information

NHES can be found on the Web (<http://nces.ed.gov/nhes>). For further information on NHES, contact

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## National Postsecondary Student Aid Study

The National Postsecondary Student Aid Study (NPSAS) is a comprehensive nationwide study of students enrolled in less-than-2-year institutions, community colleges, 4-year colleges, and major universities located in the United States and Puerto Rico. Undergraduate, graduate, and first-professional students who receive financial aid, as well as those who do not receive aid, participate in NPSAS.



NPSAS collects information on student demographics, family income, education expenses, employment, education aspirations, parental demographic characteristics, parental support, and how students and their families meet the costs of postsecondary education. In addition to describing characteristics of students enrolled in postsecondary

education, the results are used in part to help determine future federal policy regarding student financial aid.

The first NPSAS was conducted during the 1986–87 school year. Data were gathered from institutional records on about 60,000 students at 1,100 colleges, universities, and other postsecondary institutions. About 43,000 of these students and 13,000 of their parents also completed questionnaires. During 1989–90, information from institutional records on about 69,000 students at 1,130 postsecondary institutions was collected. About 51,400 students and 16,000 parents also completed a computer-assisted telephone interview (CATI). During 1992–93, information from institutional records on about 77,000 students at 1,000 postsecondary institutions was collected. About 52,000 students and 12,500 parents were interviewed by telephone. The 1995–96 NPSAS had a smaller sample due to budget constraints. Institutional administrative records data were collected on about 60,000 students at 830 institutions. About 31,000 students were interviewed by telephone. In 1999–2000, institutional records data were collected on about 62,000 students (50,000 undergraduates and 12,000 graduate/first-professional students) at 1,000 institutions. About 44,500 students were interviewed by telephone. The 2003–04 NPSAS included approximately 100,000 students from about 1,600 postsecondary institutions. Results should be available in spring/early summer 2005. The next wave of NPSAS data collection is planned for 2008.

Students provided responses to web and telephone interviews for the 2003–04 NPSAS. Additional data were obtained from institutional records and national student loan data. The data collected provide information on the price of postsecondary education, the distribution of financial aid, and the characteristics of both aided and nonaided students and their families. Following each survey, NCES publishes three major reports: *Student Financing of Undergraduate Education*, *Student Financing of Graduate and First-Professional Education*, and *Profile of Undergraduates in U.S. Postsecondary Institutions*.

## Design

With the increased use of technology, the design for the NPSAS sample has changed over the years. The design no longer involves an initial sample of geographic areas and institutions within geographic areas. To be eligible for inclusion in the institutional sample, an institution must satisfy the following conditions:

- offer an education program designed for persons who have completed secondary education;
- offer at least one academic, occupational, or vocational program of study lasting at least 3 months or 300 clock hours;
- offer access to persons other than those employed by the institution;
- be eligible to participate in federal Title IV student financial assistance programs; and
- be located in the 50 states, the District of Columbia, or Puerto Rico.

Additional information on the sample design for each NPSAS is described in the methodology report for each cycle.

NPSAS data come from multiple sources, including institutional records and student and parent interviews. Detailed data concerning participation in student financial aid programs are extracted from the U.S. Department of Education's financial aid application system, the National Student Loan Data System, and institutional records. In 1986–87, data on family circumstances, demographic data, and data on plans and aspirations were collected using student and parent questionnaires. Beginning with the 1989–90 NPSAS, student and parent data were collected by CATI. Parent data were last collected with the 1992–93 NPSAS.

The 1986–87 NPSAS sampled students enrolled in the fall of 1986. Beginning with the 1989–90 NPSAS, students enrolled at any time during the year were eligible for the study. This design change provided the data necessary to estimate full-year financial aid awards.

Beginning with the 1989–90 survey, NPSAS included two longitudinal studies: the Beginning Postsecondary Students Longitudinal Study (BPS) and the Baccalaureate and Beyond Longitudinal Study (B&B). For BPS, there were two cohorts of beginning students. These cohorts served to examine issues such as persistence and the association between financial aid and subsequent enrollment. One cohort included students who began their postsecondary education during 1989–90, were interviewed in 1992 (BPS:90/92), and were interviewed again in 1994 (BPS:90/94). Another cohort included students who began in 1995–96 and were interviewed in 1998 (BPS:96/98) and 2001 (BPS:96/01). The most recent NPSAS, in 2003–04, identified a third cohort of beginning postsecondary students. Approximately 22,000 beginning postsecondary students will be followed up and interviewed in 2006, and then again in 2009. For B&B, there were two cohorts of students who completed their undergraduate degrees. These cohorts served to examine issues such as the transition from college to work and access to graduate school. One cohort included students who graduated with a baccalaureate degree during 1992–93 and were surveyed in 1994 (B&B:93/94) and in 1997 (B&B:93/97). These students were surveyed again in 2003 as part of the B&B:93/03 study. Another cohort included students who graduated with a baccalaureate degree in 1999–2000 and were surveyed in 2001 (B&B:2000/01). Both BPS and B&B are described more thoroughly in “Chapter 6, National Longitudinal Studies.”

NPSAS covers a number of topics of interest to policymakers, educators, and researchers. For example, NPSAS analyzes the participation of students in financial aid programs. The goal is to identify institutional, student, family, and other characteristics related to program participation. Special population enrollment in postsecondary education is also analyzed. These populations include students with disabilities, racial/ethnic minorities, students taking remedial/developmental courses, students from families with low incomes, and older students. Another aspect of NPSAS is the study of the distribution of students by major field of study. Major fields of particular interest include mathematics,

science, and engineering, as well as teacher preparation and health studies. NPSAS generates data on factors associated with choice of postsecondary institution, participation in postsecondary vocational education, parental support for postsecondary education, and occupational and educational aspirations.

## **Components**

***Student Records (from institutional records)***—Provides information on year in school, major field of study, type and control of institution, attendance status, tuition and fees, admission test scores, financial aid received, price of attendance, student budget information and expected family contribution for aided students, grade point average, age, and date first enrolled.

***Student Interview***—Provides information on financial aid at other schools attended during year, other sources of financial support, reasons for selecting the school currently attending, current marital status, age, race/ethnicity, sex, highest degree expected, employment and income, voting in recent elections, and community service.

***Parent Interview (limited sample of some students/parents for NPSAS:87 through NPSAS:93 only)***—Provides information on parents' marital status, age, highest level of education achieved, income, amount of financial support provided to children, types of financing used to pay children's educational expenses, occupation, and industry.

## **Major Publications**

*2003–04 National Postsecondary Student Aid Study (NPSAS:04): Student Financial Aid Estimates for 2003–04* (February 2005) [available online only]

*A Decade of Undergraduate Student Aid: 1989–90 to 1999–2000* (September 2004)

*Paying for College: Changes Between 1990 and 2000 for Full-Time Dependent Undergraduates* (June 2004)

*Undergraduate Enrollments in Academic, Career, and Vocational Education* (February 2004)

*Congressionally Mandated Studies of College Costs and Prices* (September 2003)

*Work First, Study Second: Adult Undergraduates Who Combine Employment and Postsecondary Enrollment* (August 2003)

*How Families of Low- and Middle-Income Undergraduates Pay for College: Full-Time Dependent Students in 1999–2000* (June 2003)

*What Colleges Contribute: Institutional Aid to Full-time Undergraduates Attending 4-Year Colleges and Universities* (April 2003)

*Characteristics of Undergraduate Borrowers: 1999–2000* (January 2003)

*What Students Pay for College: Changes in Net Price of College Attendance Between 1992–93 and 1999–2000* (September 2002)

*Profile of Undergraduates in U.S. Postsecondary Institutions: 1999–2000* (June 2002)

*Student Financing of Graduate and First-Professional Education, 1999–2000: Profiles of Students in Selected Degree Programs and Their Use of Assistantships* (June 2002)

*Student Financing of Undergraduate Education: 1999–2000* (June 2002)



## Data Products

Public-use data from NPSAS are available on the Web and on CD-ROM. The public-use online Data Analysis System (DAS) for NPSAS is available on the Web at <http://nces.ed.gov/dasol>. Information on NPSAS public-use data available on CD-ROM may be found on the Web at <http://nces.ed.gov/surveys/npsas>.

Restricted data files (containing student-level data) are also available. To obtain a restricted CD-ROM with data files, you must first apply and receive approval for licensure. More information may be found on the Web at <http://nces.ed.gov/pubsearch/licenses.asp>.

## For Further Information

Detailed information on NPSAS maybe found on the Web at <http://nces.ed.gov/surveys/npsas> or by contacting

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## National Study of Postsecondary Faculty

The National Study of Postsecondary Faculty (NSOPF) was developed in response to a continuing need for data on faculty and instructors. An institution's faculty often determine curriculum content, student performance standards, and the quality of students' preparation for careers.

Through their research, development, and public service activities, faculty members make valuable contributions to society. For these reasons, it is essential to understand who they are; what they do; and whether, how, and why they are changing. NSOPF was designed to provide data about faculty to postsecondary education researchers, planners, and policymakers. NSOPF is currently the most comprehensive study of faculty in postsecondary education institutions.

NSOPF contains data that can be applied to policy and research issues related to postsecondary faculty. For example, NSOPF can be used to analyze whether the size and composition of the postsecondary labor force are changing. NSOPF data can also be used to analyze faculty job satisfaction and how it correlates with an area of specialization, how background and specialization skills relate to present assignments, and the relationship between academic rank and outside employment. Benefits and compensation can also be studied across institutions, and faculty can be aggregated by sociodemographic characteristics.



## **Design**

The first cycle of NSOPF was conducted by NCES with support from the National Endowment for the Humanities (NEH) in 1987–88 (NSOPF:88) with a sample of about 500 colleges and universities, over 3,000 department chairpersons, and over 11,000 instructional faculty.

The second and third cycles of NSOPF were conducted by NCES with support from NEH and the National Science Foundation in 1992–93 (NSOPF:93) and 1998–99 (NSOPF:99), respectively. NSOPF:93 and NSOPF:99 were limited to surveys of institutions and faculty, but with substantially expanded samples of about 975 colleges and universities and 30,000 faculty and instructional staff. NSOPF:88 was limited to faculty and staff who had some instructional responsibilities (e.g., teaching one or more courses for credit, supervising thesis or dissertation committees, individualized instruction), while NSOPF:93 and NSOPF:99 included these individuals as well as faculty who had no instructional responsibilities (e.g., those engaged exclusively in research, administration, or public service). Faculty status was determined by each institution.

The fourth cycle of NSOPF was conducted by NCES in 2003–04 and included a sample of about 1,080 institutions and 35,000 faculty and instructional staff. NSOPF:04, like NSOPF:93 and NSOPF:99, included all faculty and instructional staff. Data from NSOPF:04 will be released in fall 2005.

A two-stage stratified random sample design was used for all four studies. The first-stage sampling frame consisted of a subset of postsecondary institutions drawn from the IPEDS universe. The subset of institutions included all public and private, not-for-profit U.S. postsecondary institutions that granted a 2-year or higher degree. A modified Carnegie classification was used to stratify institutions by type and control. The second-stage sampling frame consisted of a subset of faculty and instructional staff drawn from lists of faculty and instructional staff provided by the institutions selected in the first-stage sampling. This subset of faculty and instructional staff was surveyed by mail, with computer-assisted telephone interview (CATI) nonresponse follow-up in NSOPF:88, NSOPF:93, and NSOPF:99. In addition, web versions of the questionnaires were made available for NSOPF:99 and NSOPF:04. NSOPF:04 did not use a paper-and-pencil questionnaire, and the same web instrument was used by faculty who self-completed the questionnaire and faculty who were interviewed via CATI. All four studies gathered information regarding the backgrounds, responsibilities, workloads, salaries, benefits, attitudes, and future plans of both full- and part-time faculty. In addition, information was gathered from institution- and department-level respondents (department-level data collected in 1988 only) on such issues as faculty composition, turnover, recruitment, retention, and tenure policies. The next cycle of NSOPF is planned for 2007–08.

## Components

***Institutional Survey (1988, 1993, 1999, and 2004)***—Provides information on counts of faculty, hires and departures, employment and tenure status, and policies regarding tenure, retirement, and benefits for faculty.

***Department Chairperson Survey (1988 only)***—Provides information on faculty composition in department, tenure status of faculty in department, faculty hires and departures in department, hiring practices, activities to assess faculty performance, and professional and developmental activities.

***Faculty Survey (1988, 1993, 1999, and 2004)***—Provides information on sociodemographic characteristics; academic and professional background; field of instruction; employment history; current employment status, including rank and tenure; workload; courses taught; publications; job satisfaction and attitudes; career and retirement plans; and benefits and compensation.

## Major Publications

*A Profile of Part-Time Faculty: Fall 1998* (October 2002)

*Gender and Racial/Ethnic Differences in Salary and Other Characteristics of Postsecondary Faculty: Fall 1998* (September 2002)

*Teaching Undergraduates in U.S. Postsecondary Institutions: Fall 1998* (August 2002)

*The Gender and Racial/Ethnic Composition of Postsecondary Instructional Faculty and Staff, 1992–98* (August 2002)

*Teaching With Technology: Use of Telecommunications Technology by Postsecondary Instructional Faculty and Staff in Fall 1998* (July 2002)

*Tenure Status of Postsecondary Instructional Faculty and Staff: 1992–98* (July 2002)

*Distance Education Instruction by Postsecondary Faculty and Staff: Fall 1998* (February 2002)

## Data Products

Public-use data from NSOPF are available on the Web and on CD-ROM. The public-use online Data Analysis System (DAS) for NSOPF is available on the Web at <http://nces.ed.gov/daso/>. Information on public-use data available on CD-ROM may be found on the Web at <http://nces.ed.gov/surveys/nsopf>.

Restricted data files (containing faculty-level data) are also available. To obtain a restricted CD-ROM with data files, you must first apply and receive approval for licensure. More information may be found on the Web at <http://nces.ed.gov/pubsearch/licenses.asp>.

## For Further Information

Detailed information on NSOPF may be found on the Web at <http://nces.ed.gov/surveys/nsopf> or by contacting

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## Survey of Earned Doctorates

This survey has collected basic statistics from the universe of doctoral recipients in the United States each year since the 1920s. It is conducted by the National Science Foundation (NSF) and is supported by NCES as well as several other federal agencies including the NSF, National Endowment for the Humanities, U.S. Department of Agriculture, National Institutes of Health, and National Aeronautics and Space Administration.

From the Survey of Earned Doctorates data, it is possible to determine whether the number of doctoral recipients is increasing or decreasing by field of study. The various sources of financial aid for doctoral students can be assessed, as can the average time it takes to complete the degree. Future or present employment can be studied, which is useful to postsecondary institutions and research organizations. Trend data on who is receiving doctorates by sex, race/ethnicity, and other characteristics can also be analyzed.

### Design

Survey forms are mailed to graduate deans each May for distribution to individuals receiving their doctorates between July 1 and June 30 of the next year. The data are collected, edited, and published by the National Opinion Research Corporation (NORC). Each year, NORC publishes general survey results in a summary report. NORC also provides detailed tabulations to each sponsoring agency.

### Component

**Survey of Earned Doctorates**—Provides information on sex, age, race/ethnicity, marital status, citizenship, disabilities, dependents, specialty field of doctorate, all institutions attended from high school to completion of doctorate, time spent in completion of doctorate, source of financial support for graduate study, education debt incurred, postdoctoral plans, and educational attainment of parents.

### **For Further Information**

The Survey of Earned Doctorates can be found on the Web ([http://www.nsf.gov/statistics/showsrvy.cfm?srvy\\_CatID=2&srvy\\_Seri=1](http://www.nsf.gov/statistics/showsrvy.cfm?srvy_CatID=2&srvy_Seri=1)). For further information on the Survey of Earned Doctorates, contact

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### **Postsecondary Education Quick Information System**

Policy analysts, program planners, and decisionmakers in postsecondary education frequently need data on emerging issues quickly. It is not always feasible for NCES to use its large, recurring surveys to provide such data, due to the length of time required to implement large-scale data collection efforts. NCES established the Postsecondary Education Quick Information System (PEQIS) in 1991 to collect timely data on focused issues needed for program planning and policy development with a minimum burden on respondents. Recent survey topics include distance learning, remedial education, campus crime and security, finances, and accommodation of disabled students. In addition to obtaining information on emerging issues, PEQIS surveys are used to assess the feasibility of developing large-scale data collection efforts on a given topic or to supplement other NCES postsecondary surveys.



#### **Design**

PEQIS employs a standing sample (panel) of approximately 1,600 postsecondary education institutions and a panel of 51 state postsecondary education agencies. PEQIS is designed to conduct brief surveys of postsecondary institutions or state postsecondary education agencies on topics of national importance. Surveys are generally limited to two or three pages of questions, with a response burden of about 30 minutes per respondent. The sampling frame for the PEQIS panel recruited in 2002 was constructed from the 2000 IPEDS Institutional Characteristics file. The PEQIS frame included 2- and 4-year (including graduate-level) postsecondary education institutions located in the 50 states and the District of Columbia. The PEQIS sampling frame was stratified by instructional level (4-year, 2-year), control (public, private not-for-profit, and private for-profit), highest level of offering (doctorate/first-professional, master's, bachelor's, and less than bachelor's), and total enrollment. Within each of the strata, institutions were sorted by region (Northeast, Southeast, Central, and West) and minority enrollment.

Each institution in the PEQIS panel was asked to identify a campus representative to serve as survey coordinator. The campus representative facilitates data collection by identifying the appropriate respondent for each survey and forwarding the questionnaire to that person.

### **Major Publications**

*Dual Enrollment of High School Students at Postsecondary Institutions: 2002–03*  
(April 2005)

*Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000*  
(November 2003)

*Distance Education at Degree-Granting Postsecondary Institutions: 2000–01* (July 2003)

*Features of Occupational Programs at the Secondary and Postsecondary Education Levels* (June 2001)

*Distance Education at Postsecondary Education Institutions: 1997–98* (December 1999)

*An Institutional Perspective on Students with Disabilities in Postsecondary Education*  
(August 1999)

*Issue Brief: Distance Education in Higher Education Institutions: Incidence, Audience, and Plans to Expand* (February 1998)

*Distance Education in Higher Education Institutions* (November 1997)

*Campus Crime and Security at Postsecondary Education Institutions* (February 1997)

*Remedial Education at Higher Education Institutions in Fall 1995* (October 1996)

### **Data Files**

Occupational Programs and the Use of Skill Competencies at the Secondary and Postsecondary Levels, 1999 (FRSS 72 and PEQIS 11): Public-Use Data Files (May 2003)

Distance Education at Postsecondary Education Institutions, 1997–98 (PEQIS 91): Public-Use Data Files (May 2002)

### **For Further Information**

Information about PEQIS can be found on the Web (<http://nces.ed.gov/surveys/peqis>).

For further information on PEQIS, contact

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## Other Activities

### National Postsecondary Education Cooperative

The National Postsecondary Education Cooperative (NPEC), one of three cooperatives created by Congress and supported by NCES, is a voluntary partnership of postsecondary institutions; associations; federal, state, and local government agencies; and organizations. Its mission is “to promote the quality, comparability, and utility of postsecondary data and information that support policy development at the federal, state, and institution levels.”



NPEC has made a number of organizational changes in the past few years, including hiring its first full-time Executive Director in 2002 and creating a new Executive Committee. NPEC also recently adopted a new membership structure: NPEC Associates, a group that includes current Executive Committee members, subcommittee members, working group members, and current NPEC project consultants. NPEC also supports the NPEC Network, an electronic community that includes current and past members of NPEC and others who are interested in NPEC's work.

Recent initiatives include a focused grant program begun in 2003–04. This activity is sponsored jointly by NPEC and the Association for Institutional Research (AIR). Each year it will support five to ten 1-year research and analysis grants ranging from \$15,000 for dissertation grants up to \$30,000 for other proposals in a content area identified as important by the NPEC Executive Committee. The focal area for the 2004–05 grant year is student success in postsecondary education. This focal area derives from another NPEC initiative, the Student Success Project. This project is taking a multifaceted approach to examining student success in postsecondary education by supporting several different research activities, including commissioned papers, data analyses and syntheses, case studies, and the development of data tools. It is anticipated that the activities in this area will culminate in a national conference in the fall of 2006. Another ongoing activity is the development of state-level indicators related to rates of return and the benefits of education on the National Information Center for Higher Education Policymaking and Analysis website (<http://www.higheredinfo.org>). This site is maintained by the National Center for Higher Education Management Systems (NCHEMS).

In 2004, NPEC developed and implemented a data feedback system, which provided reports to all Title IV postsecondary institutions based on their IPEDS data. The data feedback project identified and created derived variables focused on enrollment, faculty, and finance for each institution and a selected comparison group. The data were incorporated into a published report that was sent to each institution for institution personnel to use for internal management and external dissemination. Starting in the fall of 2005, IPEDS will assume responsibility for producing these reports.

## Major Publications

*How Does Technology Affect Access in Postsecondary Education? What Do We Really Know?* (September 2004)

*Defining and Assessing Learning: Exploring Competency-Based Initiatives* (September 2002)

*Paving the Way to Postsecondary Education: K–12 Intervention Programs for Under-represented Youth* (September 2001)

*The NPEC Sourcebook on Assessment, Volume 1: Definitions and Assessment Methods for Critical Thinking, Problem Solving, and Writing* (September 2000)

*Best Practices for Data Collectors and Data Providers* (January 1999)

*Technology and Its Ramifications for Data Systems* (August 1998)

## For Further Information

NPEC can be found on the Web (<http://nces.ed.gov/npec>). For further information on NPEC, contact

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## NCES/State Postsecondary Education Coordination Network

The NCES/State Postsecondary Education Coordination Network has been in continuous operation since 1976. The purpose of the Network is to represent states' mutual interest in postsecondary data selection, collection, analysis, and utilization, and to provide feedback to NCES about its plans for data collection and related activities through a single formal organization (or network) composed of representatives from all the states, the District of Columbia, and Puerto Rico.

Toward this effort, the Network facilitates cooperation and coordination between NCES and the State Higher Education Executive Officers (SHEEO) and other state postsecondary entities regarding national postsecondary survey-related activities. The Network provides a vehicle through which NCES can disseminate information directly and quickly to the highest level postsecondary education officials in the states, thereby facilitating the exchange of ideas and information on matters of mutual concern involving postsecondary education data collection and related activities. The Network also serves as an organization through which states and postsecondary institutions can exchange technological expertise and current information, and provide technical assistance



regarding state-of-the-art technologies for their own data collection and data exchange activities, as well as NCES data collection and data exchange efforts.

Additionally, because of its relationship with the states, the Network is in a unique position to (1) work with NCES on the development, dissemination, and testing of standard data definitions in published and electronic formats; and (2) advise on the development and design of new surveys and data collection methodologies. The Network is also able to provide support for a partnership between states, postsecondary institutions, and the federal government in the implementation of the mission and activities of NCES.

Project activities include meetings of the Network Steering Committee and an annual national meeting and IPEDS workshop for SHEEO Network representatives. The Network issues a quarterly technical report containing information about NCES and state activities, with a focus on selected issues of significance to the postsecondary community. It also provides an advisory service summarizing developing postsecondary education issues and related data needs. Additionally, the Network maintains a library service providing information about state and federal postsecondary education data collections. There is also a personnel exchange service that provides funds for staff of state postsecondary education agencies to meet each other and share technical assistance information regarding their data collection and dissemination efforts.

### **For Further Information**

For further information on the NCES/State Postsecondary Education Coordination Network, contact

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### **Cooperative System Fellows Program**

In 1990, NCES initiated the Cooperative System Fellows Program, a joint venture between the Elementary/Secondary and Libraries Studies Division and the Postsecondary Studies Division, as part of its ongoing effort to increase cooperation among federal, state, and local education data collectors and to improve the overall quality and timeliness of education statistics. Each year, Fellows nominated by local, state, postsecondary education, and library agencies across the country convene in Washington, DC, for 1 week. The purpose is to provide participants with an overview of the many NCES activities and

to foster professional ties between education professionals and members of the federal statistical community.

During their stay, Fellows take part in a series of planned activities, including presentations by NCES staff on major NCES data collections, reports, and dissemination practices; projects to automate state and local data systems; and efforts to integrate existing data collections. In addition, Fellows explore their own professional interests and objectives. During the week, mentors selected from NCES staff work with Fellows and lead discussions on various topics, answer questions, and offer guidance and advice. An effort is made to help Fellows achieve their individual program objectives. The Fellows Program is held in November of each year, and includes approximately 30 Fellows. There is no charge and NCES reimburses participants' expenses.

### **For Further Information**

The Cooperative System Fellows Program can be found on the Web (<http://nces.ed.gov/conferences>). For further information, contact

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## **Postsecondary Handbooks**

NCES develops, disseminates, and encourages the use of handbooks to promote commonality and consistency in the data elements and definitions that are used to define, measure, and report postsecondary education data. This activity is an important part of NCES efforts to improve the quality and comparability of education data.

Handbooks have been an integral part of the NCES postsecondary program since the late 1960s. In 1966, NCES established a common language that postsecondary education institutions could use to record and report on major fields of study. This language—codes from the Higher Education General Information Survey (HEGIS)—evolved into the Classification of Instructional Programs (CIP), which encompasses not only the academic programs included in the HEGIS program codes, but vocational and occupational program codes as well. The CIP was implemented in 1986 with the beginning of IPEDS and revised in 1990. It forms the basis of the IPEDS Completions component. A revision of the 1990 CIP, CIP: 2000, has been available since May 2002.

In 1973, NCES published the *Higher Education Facilities Inventory and Classification Manual*. This manual, initially developed by a group of facilities experts, evolved through several versions and was issued and used with the approval of professional groups, state

agencies, and institutional associations. Last published in 1974, the manual was widely used and adapted. In recognition of the fact that planning for and use of facilities had changed significantly and many states and institutions were beginning to devise their own classification structures, SHEEO assembled a Working Group on College and University Facilities in 1989. The work of these groups resulted in the 1992 *Postsecondary Education Facilities Inventory and Classification Manual (FICM)*. The 1992 *FICM* provides a common framework and coding structure for use in collecting and reporting inventory data on postsecondary institution buildings and on the space within those buildings, primarily rooms. The manual also suggests to institutions a pattern for compiling essential data on their physical facilities, and provides a set of common building definitions and room codes so that reported data are reasonably consistent and comparable across institutions and states. An updated manual is expected to be available in 2005.

NCES has published the first handbook on faculty and staff in postsecondary institutions. The 1998 *Handbook on Human Resources: Recordkeeping and Analysis* provides postsecondary institutions with coding structures, data element definitions, analytic conventions, and recommendations for developing and maintaining a central data file on the institution's faculty and staff that will be useful for resource and policy analysis and planning at the institutional level. This handbook, as with all other NCES handbooks and manuals, was developed in conjunction with a panel of technical experts in the field of faculty and human resource issues and problems. One objective in developing this handbook was to provide institutions with the necessary tools to report high-quality data to the IPEDS Staff and Salary surveys, and to facilitate their participation in NSOPF. An update of the 1998 manual is expected to be available in 2005.

The *Classification of Instructional Programs: 2000 Edition* is available as a searchable database on the NCES website (<http://nces.ed.gov/pubs2002/cip2000>).

### **Major Publications**

*Classification of Instructional Programs: 2000 Edition* (May 2002)

*Handbook on Human Resources: Recordkeeping and Analysis* (May 1998)

### **For Further Information**

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## **Plans for Postsecondary and Adult Education**

NCES completed a major redesign of the IPEDS program in 2002, converting it from a paper-based system to a totally web-based system. This has resulted in changes to collection procedures, data elements, timing, and processing functions, and allowed numerous enhancements to the system. Information is now available online through the Peer Analysis System (PAS) for researchers and IPEDS COOL (College Opportunities On-Line) for parents and students. IPEDS COOL allows searches for colleges on a variety of characteristics, including (recently added) graduation rates and financial aid information. It includes links to each institution's website and to other Department of Education sites for accreditation listings, eligibility to participate in Federal Student Aid programs, and other related databases to help make college selection decisions. The IPEDS COOL website will soon be enhanced to allow students to search for institutions at the program level and to compare data on up to three institutions at a time. Further enhancements are also being considered to make the site more user-friendly.

The PAS itself has been enhanced and upgraded, and includes a new Dataset Cutting Tool (DCT) to help researchers more easily locate and download data. The PAS includes other new features, such as the Forms Facsimile feature (under the Reports and Stats menu), which allows institutions to print their data in a format similar to the old "paper surveys." The Report Templates function provides six predetermined table formats for downloading and printing data, and more will be available shortly. IPEDS Data Feedback Reports for all Title IV institutions with first-time freshmen, comparing each institution to a selected set of comparison institutions, will be provided in fall 2005 to each institution's CEO, and the new Executive Peer Tool (ExPT) will allow institutions to print additional copies of their reports or to modify the comparison group and create new charts.

Final enhancements are being made to a new online Data Analysis System (DAS) application for IPEDS that has the look and feel of those currently used for the cross-sectional and longitudinal postsecondary databases. This will allow researchers to generate tables quickly and easily without the need to wade through multiple data files, merges, and the creation of summary records for analyses requiring means, sums, percents, or centiles. IPEDS E.D. TAB tables will also be available shortly through the Tables Library accessible through the DAS home page.

The three research studies currently under way for IPEDS—the Minimum Data Set (MDS) study, the Data Validity study, and the Finance Validity study—can impact future data collection procedures by suggesting ways to help make data collection more efficient for institutions and new methodologies to improve data quality.

IPEDS will continue to serve as a sampling frame for other postsecondary cross-sectional and longitudinal postsecondary studies, as well as provide information for other surveys that collect information related to postsecondary attendance.

The National Postsecondary Student Aid Study (NPSAS) and its related studies—the Beginning Postsecondary Students Longitudinal Study (BPS) and the Baccalaureate and Beyond Longitudinal Study (B&B)—as well as the National Study of Postsecondary Faculty (NSOPF) also continue to be enhanced. The third cohort of BPS has been started and will collect follow-up information in 2006 (BPS:04/06) and again in 2009 (BPS:04/09). The next NPSAS, in 2008 (NPSAS:08), is scheduled to support a third B&B cohort. Data collected through NPSAS and its related surveys will continue to address both ongoing and future issues as they emerge.

The Postsecondary Education Quick Information System (PEQIS) will be used to address emerging and focused issues by collecting data that the ongoing data collection systems are unable to provide. PEQIS surveys are currently being planned or implemented on distance education, students with disabilities in postsecondary education, faculty workload, and noncredit course offerings.

Meeting the twin challenges of maintaining current data and possibly establishing new data collection activities requires a cooperative effort. As part of this effort, the NCES/State Postsecondary Education Coordination Network and the National Postsecondary Education Cooperative (NPEC) will continue to facilitate the coordination and exchange of data, technology, and information among the states, postsecondary institutions, and NCES. NPEC continues to strive to identify new trends in postsecondary education and emerging issues that have implications for data collection, reporting, and dissemination to facilitate the production of better data for better decisions.

Lastly, the National Household Education Surveys Program (NHES) has become a source of many key indicators of the educational status of children and adults. The 2005 NHES includes the Adult Education Survey, which is largely a repeat of the surveys done in detail in 1991, 1995, and 2001 (and, in brief, in 1999). The 2003 NHES included a survey with more focus on work-related adult education (the Adult Education for Work-Related Reasons Survey).

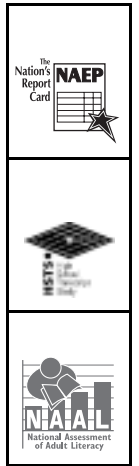
**Table 3. Data collection calendar for postsecondary and adult education**

	Years of data collection (school year beginning)															
	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
<b>Integrated Postsecondary Education Data System</b>																
Institutional Characteristics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Enrollment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Enrollment by Age	✓		✓		✓		✓		✓		✓		✓		✓	
Residence of First-Time Freshmen		✓		✓		✓		✓		✓		✓		✓		✓
Completions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Graduation Rates							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Employees by Assigned Position											✓	✓	✓	✓	✓	✓
Fall Staff			✓		✓		✓		✓		✓		✓		✓	
Faculty Salaries	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Finance	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student Financial Aid									✓	✓	✓	✓	✓	✓	✓	✓
	<b>Years of data collection (school year ending)</b>															
<b>National Study of Postsecondary Faculty</b>			1993						1999					2004		
			✓						✓					✓		
	<b>Years of data collection (school year ending)</b>															
<b>National Postsecondary Student Aid Study</b>			1993			1996				2000				2004		2008
			✓			✓				✓				✓		✓

**Table 3. Data collection calendar for postsecondary and adult education—Continued**

		Years of data collection (school year ending)															
<b>National Household Education Surveys Program</b>		1991		1995	1996		1999	2001	2003	2005							
	Adult Education	✓		✓			✓	✓		✓							
	Adult Education for Work-Related Reasons								✓								
	Adult Civic Involvement				✓		✓										
	Household Library Use				✓												
		Years of data collection (school year ending)															
<b>Survey of Earned Doctorates</b>		1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		Years of data collection (school year ending)															
<b>NCES Items in the Current Population Survey (see chapter 3)</b>		1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	
	October Supplement	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

## CHAPTER 5



# Educational Assessment





## Introduction

The National Center for Education Statistics (NCES) collects and reports information on the academic performance of our nation's students and the literacy skills of the adult population. In the National Assessment of Educational Progress (NAEP), NCES assesses the knowledge and skills of students in elementary and secondary schools. In the National Assessment of Adult Literacy (NAAL), NCES periodically assesses the literacy level of the adult population. In addition to conducting these assessments, NCES coordinates a number of related studies. For example, the NAEP High School Transcript Study (HSTS) relates information on the coursework and grade point average of students to their performance on NAEP.

## Data Uses

Results from NAEP assessments are a public resource for parents, teachers, political and education leaders, researchers, policymakers, curriculum specialists, the media, and the American public. At the national level, NAEP and NAAL results are reported in a variety of formats. Brief reports provide summaries of the data. Extended reports closely examine assessment results and provide insight into the assessments' design and administration. At the state level, NAEP results are printed alongside the results for the nation. In addition, NAEP produces a report for each participating state in the form of a one-page "snapshot" available only online. Tools and resources are also made available to states to develop their own comprehensive state reports. For the NAEP Trial Urban District Assessment (TUDA), a printed report is produced for each participating urban district, as well as an online snapshot report.

## Studies

### National Assessment of Educational Progress

Known as the Nation's Report Card, NAEP is a nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, history, geography, and other fields. By making objective information on student performance available to policymakers at the national, state, and local levels, NAEP has become an integral part of our nation's evaluation of the condition and progress of education. In addition to conducting student assessments, NAEP collects background information on students, teachers, and schools, but only if it is related to academic achievement. NAEP guarantees the privacy of individual students, their families, and their schools.



NAEP is a congressionally mandated project. The Commissioner of Education Statistics is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations. In 1988, Congress established the National Assessment Governing Board (NAGB) to oversee and set policy for NAEP. The Board is responsible for selecting the subject areas to be assessed; setting appropriate student achievement levels; developing assessment objectives and test specifications; developing a process for the review of the assessment; developing guidelines for reporting and disseminating NAEP results; developing standards and procedures for interstate, regional, and national comparisons; determining the appropriateness of all assessment items and ensuring that they are free from bias and are secular, neutral, and nonideological; taking actions to improve the form, content, use, and reporting of assessment results; and planning and executing the initial public release of NAEP reports.

## Design

### National NAEP

National NAEP reports information for the nation and for specific geographic regions of the nation. It includes students drawn from both public and nonpublic schools. There are two separate national NAEP assessment programs: long-term-trend NAEP and main NAEP.

*Long-term-trend NAEP.* NAEP long-term-trend assessments are designed to give information on changes in the basic achievement of America's youth. They are administered nationally and report student performance at ages 9, 13, and 17 in mathematics and reading. Measuring trends of student achievement or change over time requires the precise replication of past procedures. Therefore, the long-term-trend instrument does not evolve based on changes in curricula or in educational practices. These assessments, which originated in the late 1960s, were modernized in 2004 to eliminate outdated material and improve their efficiency. Research has been conducted to ensure that the changes in test format do not disrupt the measurement of trends from previous assessments.

*Main NAEP.* Main NAEP began in 1988, and results of student achievement are reported at grades 4, 8, and 12. The content of these assessments is determined by frameworks developed by NAGB, and the assessments use the latest advances in assessment methodology. For example, main NAEP assessments include a large percentage of constructed-response questions and questions that require the use of materials, such as science kits. Innovative types of questions have been used in assessments for the arts (theatre, music, and visual arts) and science to measure students' ability to perform hands-on tasks.

Some main assessments are conducted at the national level only, in such subjects as geography, history, and the arts. For these assessments, schools are randomly selected to represent the nation. Students are randomly selected from the assessed grades in those schools. Since 1990, main NAEP results have also been available in selected

years for participating states and other jurisdictions (such as the District of Columbia) in reading, mathematics, science, and writing. States that participate receive assessment results that report on the performance of students in that state. State and national assessments are identical in content. A separate representative sample of students is selected for each participating state and jurisdiction.

Prior to 2002, separate national and state samples were selected for those assessments. For the 2002 assessments, and for subsequent assessment years in which there has been a state component (2003 and 2005), a combined sample of public schools is selected for both state and national NAEP. Combining the state samples of schools to produce national estimates has reduced respondent burden by decreasing the total number of participating schools. Therefore, the national sample in these assessments comprises the combined sample of public school students assessed in each participating state, an additional sample of public school students from the states that did not participate in the state assessment, and a national sample of private schools. The full dataset is analyzed together, allowing all data to contribute to the final results and setting a single scale for the assessment. All results are then reported in the scale score metric used for the specific assessment.

In 2002, 51 states and jurisdictions participated in state reading and writing assessments at grades 4 and 8. In 2003, 53 states and jurisdictions participated in state mathematics and reading assessments at grades 4 and 8. In 2005, state assessments are being conducted in reading, mathematics, and science.

### **Trial Urban District Assessment**

Federal appropriations authorized by the No Child Left Behind Act of 2001 are supporting a multiyear study of the feasibility of conducting NAEP in large urban school districts. Termed the Trial Urban District Assessment (TUDA), the first such assessments were conducted in reading and writing in 2002 in five urban districts—Atlanta City, Chicago School District 299, Houston Independent School District, Los Angeles Unified, and New York City Public Schools—as well as the District of Columbia. In 2003, TUDA was conducted in reading and mathematics in the same jurisdictions tested in 2002 as well as in Boston, Charlotte, Cleveland, and San Diego. Austin was added for the 2005 assessments in mathematics, reading, and science. Results are available for the 2002 TUDA in reading and writing as well as for the 2003 TUDA in reading and mathematics.

### **Participation in NAEP**

In all NAEP assessments, students are randomly selected to participate from schools selected to be representative of states, the nation, or other jurisdictions as appropriate. NAEP does not provide scores for individual students or schools. Any one student takes only a small portion of the whole assessment; responses are combined and results reported for *groups* of students by characteristics such as gender and racial/ethnic membership. Participation in NAEP is voluntary for students who are selected and has no effect on a student's grades. NAEP has been able to provide uniquely valuable information

on the performance of American students, thanks to the participation of selected schools and students.

## Components

In addition to the cognitive questions assessing achievement in the content areas, responses to a variety of contextual items at the student and school levels are collected from students, teachers, and school administrators. Data are collected on such student characteristics as gender, race and ethnicity, level of parents' education, eligibility for the National School Lunch Program, participation in Title I to assist at-risk students, attendance at public or private schools, limited English proficiency, and disabilities. Data are also collected on characteristics of teachers—including academic preparation and classroom practices—as well as on school characteristics, such as courses offered, availability of computers, participation of parents, and the existence of problems such as tardiness or violence. For the long-term-trend assessments, background information is collected from students and school administrators only.

Student, school, and teacher data are collected using the following questionnaires:

- *Elementary and Secondary Student Questionnaire*—Data are collected from students on demographic characteristics; various background variables, including educational resources in the home, exposure to languages other than English in the home, attendance, and pages read per day; and perceived difficulty of assessment, effort on assessment, and importance of assessment.
- *School Characteristics and Policies Questionnaire*—Supplemental data are collected from school administrators on school characteristics and policies as well as characteristics of the study body, including grade span of school, school enrollment, instructional time, eligibility for the National School Lunch Program, percentage of students receiving Title I services, special education, limited English proficiency, participation in the gifted/talented program, and Advanced Placement (AP)/International Baccalaureate (IB) course enrollment.
- *Teacher Questionnaire*—Supplemental data are collected from teachers whose students are respondents to the assessment surveys. Teacher data include race/ethnicity, teaching certification, years of experience, highest academic degree, undergraduate and graduate coursework, professional development activities, and leadership responsibilities in subject area. Teachers are also asked to provide information on instructional practices.

## Major Publications

*The High School Transcript Study: A Decade of Change in Curricula and Achievement, 1990–2000* (March 2004)

*The Nation's Report Card: Trial Urban District Assessment, Reading Highlights 2003* (December 2003)

*The Nation's Report Card: Trial Urban District Assessment, Mathematics Highlights, 2003* (December 2003)

*The Nation's Report Card: Reading Highlights 2003* (November 2003)

*The Nation's Report Card: Mathematics Highlights 2003* (November 2003)

*The Nation's Report Card: Writing 2002 Trial Urban District Assessment* (July 2003)

*The Nation's Report Card: Writing 2002* (July 2003)

*The Nation's Report Card: Geography 2001* (June 2002)

*The Nation's Report Card: U.S. History 2001* (May 2002)

*The Nation's Report Card: State Science 2000 Reports*  
(November 2001)

## Data Products

NAEP data are released on the Web concurrently with the public release of reports and can be accessed with the NAEP Data Tool (<http://nces.ed.gov/nationsreportcard/naepdata>). Public-use data files are available for each NAEP assessment prior to 1990. Restricted-use data files are available beginning with 1990.

## For Further Information

NAEP is available on the Web (<http://nces.ed.gov/nationsreportcard>). For further information on NAEP, contact

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## NAEP High School Transcript Study

The NAEP High School Transcript Study (HSTS) periodically surveys the curricula being offered in our nation's high schools and the coursetaking patterns of high school students through a collection of transcripts. NCES's first high school transcript study was conducted in 1982 in conjunction with the High School and Beyond Longitudinal Study, and it captured baseline information on high school students' coursetaking patterns at a time when major curriculum changes were being implemented. Conducted in conjunction with NAEP, transcript studies offer information on the relationship of student coursetaking patterns to achievement at grade 12 as measured by NAEP.\* The most recently completed NAEP HSTS was conducted in 2000 and provides a decade of valuable findings to the education community.



The NAEP 2000 HSTS was conducted from May through October 2000, after the administration of NAEP assessments. Transcripts were collected for 12th-grade students who

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\*Non-NAEP transcript studies were conducted in 1982 (in conjunction with the High School and Beyond Longitudinal Study), in 1992 (in conjunction with the National Education Longitudinal Study of 1988), and in 2004 (in conjunction with the Education Longitudinal Study of 2002).

had graduated high school by the end of the collection period. Most students had also participated in the NAEP assessments earlier that same year.

NAEP-related transcript studies were also conducted in previous years—transcripts were collected from seniors who graduated in 1987, 1990, 1994, 1998, and 2000. Another NAEP-related transcript study is being conducted in 2005.

### **Design of the NAEP HSTS**

The NAEP HSTS is conducted with a nationally representative sample of students and high schools. Beginning in the summer and continuing through the fall of the year, high school transcripts are collected for students who graduated from public and nonpublic high schools that were sampled for the NAEP assessments. The sample of schools is nationally representative of all schools in the United States, and the sample of students is representative of graduating seniors from each school. The transcript study includes only those students whose transcripts indicate that they graduated in the year that the study was conducted. Most of the students sampled in the transcript study are in schools that participated in NAEP. The data collected from those students who participated in NAEP make it possible to link coursetaking patterns to academic performance as measured by NAEP.

The data collected from transcript studies are typically reported as follows:

- distribution of graduates by school and student demographic categories;
- mean number of credits (Carnegie units) that graduates earned in major subject field and by student demographic categories; and
- correlations of NAEP scores with various school and student demographic categories.

The HSTS database contains a variety of information on student and course-level characteristics. Some key student variables include gender, race/ethnicity, type of high school program, days absent, grade point average, standardized test scores (e.g., SAT, ACT), and class rank. Key course-level variables include grade earned, credits earned, grade in which course was taken, and course type (e.g., honors, exceptional, special education).

The data collected through the transcript studies and other NCES surveys are protected by NCES confidentiality legislation. In order to maximize the use of statistical information while protecting individually identifiable information from disclosure, NCES provides licenses for the use of micro-data files. Restricted-use data files can be made available to organizations interested in conducting custom research studies using the transcript study data. Apply for a restricted-use data license to obtain access to the restricted-use data file for research purposes.

### **Major Publications**

*Trends in High School Academic Coursetaking: Mathematics, Science, English, and Foreign Language Course Completion, 1982 to 1998* (April 2005)

*Trends in Educational Equity of Girls & Women: 2004* (November 2004)

*The High School Transcript Study: A Decade of Change in Curricula and Achievement, 1990–2000* (March 2004)

### **For Further Information**

For further information on the NAEP HSTS (conducted in 1987, 1990, 1994, 1998, 2000, and 2005), contact

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## **National Assessment of Adult Literacy**

Literacy assessments inform policymakers about the extent of skills in using printed information that adults need to function in society, achieve their goals, and develop their knowledge and potential. Recently, concern has mounted that inadequacies in literacy are preventing some Americans from exercising the rights and responsibilities of citizenship. The 2003 National Assessment of Adult Literacy (NAAL) provides an accurate benchmark for measuring the literacy capabilities of adults. NAAL builds upon the 1992 National Adult Literacy Survey (NALS).



There has been serious concern about the literacy level of the American workforce, as described in a number of national reports published since 1980, including *A Nation at Risk*, *Toward a More Perfect Union*, *The Subtle Danger*, *Workforce 2000*, *The Bottom Line*, and *Literacy: Profiles of America's Young Adults*. These reports have emphasized the need to increase our nation's standard of literacy in order to maintain our standard of living and to compete in the global market. The role of NAAL is to provide the information needed to begin understanding our nation's literacy capabilities.



## Design

The 1992 NALS was administered in the summer of 1992 in person by trained interviewers to a nationally representative probability sample of about 13,000 individuals age 16 and older and to 1,100 adults incarcerated in federal and state prisons. In addition, 12 states funded sample supplements of 1,000 adults in order to obtain literacy estimates for their state populations. This was the first national study of literacy for all adults since the Adult Performance Level surveys, which were conducted in the early 1970s.

The 2003 NAAL is a nationally representative assessment of the English language literacy skills of American adults age 16 and older. NAAL continues to use the definition of literacy underlying the 1992 NALS: *using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential*. Like the 1992 assessment, the 2003 NAAL focuses on a broad range of tasks that adults perform in order to function at work, at home, and in the community.

The main data collection took place in 2003. Approximately 19,000 adults representing the household population from the 50 states and the District of Columbia were sampled. Six states also participated: Kentucky, Maryland, Massachusetts, Missouri, New York, and Oklahoma. Black and Hispanic households were oversampled to ensure reliable estimates of their literacy proficiencies. In addition, about 1,200 inmates of federal and state prisons from across the country were assessed in early 2004 in order to provide separate estimates of literacy levels for the incarcerated population.

## Components

In addition to describing the status and progress of literacy in the nation and in each of the participating states, the 2003 NAAL will provide information about background characteristics associated with literacy, the skill levels of the least literate adults, and the application of literacy skills to health-related materials. The 2003 NAAL features two new components that enhance its ability to measure the literacy of the least literate adults: the Fluency Addition to NAAL (FAN) and the Adult Literacy Supplemental Assessment (ALSA). These components will provide important new data on the literacy skills of those adults with the poorest text comprehension skills. Other enhancements to NAAL include a more extensive background questionnaire and the ability to provide a health literacy score.

**Fluency Addition to NAAL (FAN).** FAN is completed by all NAAL participants. FAN uses speech-recognition software to assess the ability of adults to decode and recognize words and to read with fluency. FAN tasks include reading lists of words and numbers as well as text passages. Oral directions and questions are provided in English or Spanish, depending on each participant's choice. Words per minute and reading accuracy are recorded for analysis and scoring. Adult education providers, in particular, may use this information to offer appropriate instruction and courseware for literacy and professional training.

**Adult Literacy Supplemental Assessment (ALSA).** ALSA participants are identified based on their performance on a set of core screening items; they complete ALSA instead of the main NAAL. ALSA assesses the ability of the least literate adults to identify letters and numbers and to comprehend simple prose and documents. A unique feature of ALSA is its use of highly familiar stimulus materials that can be manipulated (e.g., packaged food products) and contextualized (i.e., supported by visual information, logos, and sight words). As with FAN, oral directions and questions are provided in either English or Spanish. Unlike FAN, ALSA also allows participants to answer in either English or Spanish. Policymakers may use information about the skill levels of the least literate adults to create or improve programs that help their employment, health status, self-esteem, and ability to participate in a free society.

**Enhanced background questionnaire.** The new background questionnaire developed for NAAL provides more information about the demographic and other characteristics associated with literacy. Federal and state policymakers may use this information to improve literacy services that close the gap between low- and high-performing groups, to inform workplace literacy programs, and to encourage further research on the factors associated with low literacy.

**NAAL health literacy score.** The health literacy score is derived from 28 health-related questions embedded in the main NAAL assessment, plus 10 health-related questions included in the enhanced background questionnaire. The health questions assess the ability of adults to apply literacy skills to understand health-related materials and forms. Health organizations can use the health literacy information to identify target audiences for specific types of health information, the literacy level at which materials for these audiences should be written, and the best ways of reaching these audiences.

The 2003 NAAL data will be used to produce a comprehensive survey report and a “popular” report designed for a more general audience, both of which will address the status of literacy among adults in the United States and literacy trends over time. In addition, NCES will produce data tables for reporting statewide results for each of the six participating states (Kentucky, Maryland, Massachusetts, Missouri, New York, and Oklahoma).

## **Major Publications**

*The 2003 National Assessment of Adult Literacy* (March 2003)

*Literacy of Older Adults in America: Results From the National Adult Literacy Survey*  
(November 1996)

*Literacy Behind Prison Walls: Profiles of the Prison Population From the National Adult Literacy Survey* (October 1994)

*Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey* (September 1993)

## For Further Information

Information about NAAL can be found on the Web (<http://nces.ed.gov/naal>). For further information on NAAL, contact

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## Special Studies

### NAEP studies

In addition to conducting its regular assessments, NAEP coordinates a number of related studies to address issues of special interest. These studies focus on particular demographic or educational sectors of the student population or on topics of special interest. Examples of ongoing special studies are the National Indian Education Study, the Oral Reading Study, and the Technology-Based Assessment Project.

The National Indian Education Study is a collaboration among Indian tribes and organizations, the Bureau of Indian Affairs, and state and local education agencies. This study, conducted for the Office of Indian Education, involves the NAEP assessment as well as specially constructed questionnaires for students, teachers, and principals. The goal of the study is to describe the condition of education of American Indian/Alaska Native students by focusing on both their academic achievement and educational experiences in the fourth and eighth grades. The National Indian Education Study is being conducted in 2005.

The Oral Reading Study was a special feature of the 2002 NAEP Reading Assessment. Its purpose was to examine aspects of oral reading performance—accuracy, rate, and fluency—and how they relate to overall reading ability. The 2002 study was a follow-up to a similar study undertaken in 1992.

The Technology-Based Assessment Project (TBA) explores the measurement, equity, cost, and operational implications of technology-based assessments for NAEP. It also addresses the question of how best to incorporate computer technology into NAEP in both the short and long term. TBA focuses primarily on three empirical studies: Mathematics Online, Writing Online, and Problem Solving in Technology-Rich Environments. A related activity is concerned with computer-adaptive testing. Mathematics Online and Writing Online are available on the NCES website at <http://nces.ed.gov>.

## NAAL studies

Special NAAL probes are under way that investigate methods for assessing the vocabulary knowledge, functional writing skills, and computer literacy that adults in our nation need for effective communication in the home, workplace, and community. Results from the vocabulary study should inform how many and which words are known by different segments of the adult population. Results from the functional writing skills probe will provide information about the kinds of writing skills, both handwritten and digital, adults need to fill out forms and write letters, bulletins, and newsletters. The computer literacy study measures adults' ability to use digital technologies to access, manage, integrate, evaluate, generate, and communicate information. These studies are contingent on available funds.

## Plans for Educational Assessment

After enactment of the No Child Left Behind Act of 2001, the National Assessment Governing Board reexamined NAEP's assessment schedule for 2003 and beyond to address the Act's requirements. These requirements are as follows:

- NAEP must administer reading and mathematics assessments for grades 4 and 8 every other year in all states.
- In addition, NAEP must test reading and mathematics on a nationally representative basis at grade 12 at least as often as it has done in the past, or every 4 years.
- NAEP is required to administer long-term-trend assessments in reading and mathematics at ages 9, 13, and 17.
- Provided funds are available, the legislation provides that NAEP may conduct national and state assessments at grades 4, 8, and 12 in "additional subject matter, including writing, science, history, geography, civics, economics, foreign languages, and arts."

Assessment schedules for NAEP and NAAL are listed in the table below. NAEP's current assessment schedule assumes continuing legislative authority; also, the schedule may be augmented, with advance public notice, as resources permit. A chronology of the NAEP assessments that have been conducted since 1969 is available at <http://nces.ed.gov/nationsreportcard/about/assesshistory.asp>.

**Table 4. Data collection calendar for educational assessment**

NAEP National Assessment	Years of data collection														
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Reading	✓		✓		✓	✓		✓		✓		✓ <sup>1</sup>		✓	
Mathematics			✓			✓		✓ <sup>1</sup>		✓		✓		✓	
Science			✓					✓				✓			
Writing	✓				✓					✓					✓ <sup>2</sup>
U.S. history				✓					✓						
Geography				✓									✓ <sup>2</sup>		
Civics	✓									✓					✓ <sup>2</sup>
Economics									✓ <sup>1</sup>						
Arts											✓				
World history													✓ <sup>2</sup>		
Foreign language															✓

NAEP State Assessment	Years of data collection														
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Mathematics			✓			✓		✓ <sup>1</sup>		✓		✓		✓	
Reading	✓				✓	✓		✓		✓		✓ <sup>1</sup>		✓	
Science			✓					✓				✓			
Writing	✓				✓					✓					✓ <sup>2</sup>

NAEP District Assessment	Years of data collection														
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Mathematics						✓		✓							
Reading					✓	✓		✓							
Science								✓							
Writing					✓										

<sup>1</sup> A new or updated framework is planned for implementation for this subject. The framework for foreign language was approved by the National Assessment Governing Board (NAGB) in May 2000; updates to the mathematics framework were approved in November 2001; the economics framework was approved in August 2002.

<sup>2</sup> NAGB will decide whether a new or updated framework is needed for this year.

**Table 4. Data collection calendar for educational assessment—Continued**

Years of data collection															
<b>NAEP Long-Term-Trend Assessment</b>	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Reading		✓					✓				✓				✓
Mathematics		✓					✓				✓				✓
Science		✓													

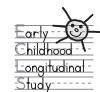
  

Years of data collection															
<b>NAEP High School Transcript Study</b>	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
		✓		✓				✓							

Years of data collection																
<b>National Adult Literacy Survey/ National Assessment of Adult Literacy</b>	1992	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
	✓							✓								





## CHAPTER 6

# National Longitudinal Studies





## **Introduction**

The Longitudinal Studies Program at the National Center for Education Statistics (NCES) was established to provide ongoing, descriptive information about what is occurring at the various levels of education and the major transition phases of students' lives. In this way, intervening processes can be studied. The program is made up of three study areas: early childhood/elementary, secondary, and postsecondary education. Together, these studies capture critical information across the lifespan of individuals' development and education.

The early childhood/elementary longitudinal studies examine children's early home, child care, and learning experiences prior to formal schooling—that is, birth through age five—as well as during the elementary years. These studies help researchers examine the influence of early experiences on children's later success in school. The secondary and postsecondary longitudinal studies help researchers examine transitions and education experiences and their relationship with educational and occupational attainment. These studies provide for periodic examination of such attainment, as well as students' aspirations, attitudes, and motivations during the pivotal years before, during, and after middle school or junior high school, high school, and college.

With extensive questioning over succeeding years, the longitudinal studies make it possible to conduct long-range comparisons between early learning environments and children's preparation for school, between early school experiences and later school success, and between what individuals expect and what actually occurs. Consequently, such studies are critical to understanding the processes by which early experiences influence education and, in turn, the processes by which education leads individuals to develop their abilities and roles in society.

The National Longitudinal Study of the High School Class of 1972 (NLS:72) began with that year's high school senior class and followed it through 1986. The High School and Beyond Longitudinal Study (HS&B) began with both the sophomore and senior classes of 1980. Six other longitudinal studies have also been conducted:

- the National Education Longitudinal Study of 1988 (NELS:88), which began with the eighth-grade class of 1988 and followed it through 2000;
- the Education Longitudinal Study of 2002 (ELS:2002), which began with a cohort of high school sophomores in 2002 who were followed in 2004 and will be followed in 2006 and again in 2012;
- the Beginning Postsecondary Students Longitudinal Study (BPS) of 1990, 1996, and 2004 (the first cohort of students began postsecondary education in 1989–90 and was followed in 1992 and 1994; the second cohort began in 1995–96 and was followed in 1998 and 2001; the third cohort began in 2003–04 and will be followed in 2006 and 2009);
- the Baccalaureate and Beyond Longitudinal Study (B&B), which began with a cohort of college seniors in 1992–93 who were followed in 1994, 1997, and 2003, with a second cohort that graduated from college in 1999–2000 with a one-time follow-up in 2001;
- the Early Childhood Longitudinal Study-Kindergarten Class of 1998–99 (ECLS-K), which began following a cohort of kindergarten children in 1998–99 and plans to follow the cohort into later grades (with six waves of data collection completed through 2004); and

- the Early Childhood Longitudinal Study-Birth Cohort of 2001 (ECLS-B), which began with a group of children born in 2001 and will follow these children as they enter formal schooling. To date, two waves of data collection have been completed: at 9 months and at 2 years of age. The preschool-year national data collection will take place in fall 2005.

## Data Uses

NLS:72 data have been widely used for investigating education policy issues. For example, in the early 1980s, a congressional committee turned to these data to develop a model for estimating the costs of tuition tax credits. Capsule descriptions of this cohort have been produced and attrition rates from college have been studied, as have transitions from high school and college into the workplace. Postsecondary attainment, access, and financial aid studies have all used NLS:72.

The enlarged scope of HS&B provided even more data than NLS:72 for examining a wide variety of education policy issues. Like NLS:72, HS&B yielded a number of capsule descriptions of high school students. Additionally, HS&B data have been used to study the achievement of Hispanic students; discipline and order in high schools; economic issues, such as students working while in school; comparisons of public and private schools; the continuity of early employment of high school sophomores; and coursetaking patterns of American high school students. Because similar items were used in ELS:2002, HS&B, NELS:88, and NLS:72, it will be possible to compare the high school seniors of 1980, 1982, 1992, and 2004 with those of 1972.

NELS:88 completed the fourth follow-up data collection in 2000. Data from this survey are being used to study transition patterns of eighth-grade students as they move through school (e.g., moving from public to private school, dropping out of school, and moving into and out of high school and college). Other research issues that can be addressed include

- students' academic growth over time and the family, community, and classroom factors that promote or inhibit such growth;
- the tracking of coursetaking patterns during high school;
- the education outcomes and generational status of Asian and Hispanic eighth-graders;
- at-risk students' successful navigation of the pipeline to college enrollment;
- the role of the school in helping the disadvantaged;
- the school experiences and academic performance of language-minority students;
- the process of attracting students to the study of mathematics and science;
- the transition to postsecondary education and the workforce;
- students' employment and postsecondary persistence histories;
- family formation, including marital status and children; and
- trend analyses with previous longitudinal studies.

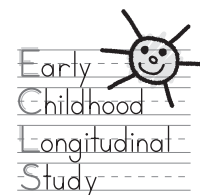
ECLS-K and ECLS-B focus on the early childhood years and the influence of the home, child care, the classroom, and school on children's development. To date, ECLS-K has completed a baseline and five follow-up data collections. ECLS-B has completed two data collections, and the preschool data collection will take place during fall 2005. ECLS-K data have been used to produce descriptions of kindergartners as they enter school for the first time and describe their achievement gains in kindergarten, first grade, and third grade. Data from ECLS-K are being used to examine the differences in children (e.g., their backgrounds, skills, and knowledge) at school entry and over time and to describe teacher, classroom, and school characteristics. ECLS-B data have been used to describe the perinatal and early developmental characteristics of children at 9 months of age. Analyses from ECLS-B will describe differences in child health, family and nonparental care-giving practices, and fathers' involvement in child rearing as they relate to early childhood development and school readiness. The research issues being addressed by these two studies fall into the following four broad areas:

- children's growth and development in critical cognitive and noncognitive domains;
- children's transitions to child care and education programs, kindergarten, and beyond;
- school readiness; and
- the relationship between early experiences and later school performance.

BPS has provided new information on traditional as well as nontraditional entrants to postsecondary education. These data have included such topics as high school preparation and persistence, differences in receipt and use of financial aid, patterns of transfer and completion, family difficulties and formation, education debt, and posteducation employment. The complementary B&B study has provided information on bachelor's degree graduates. These data have included such topics as entry into and progress through graduate school, employment after degree completion, family formation, methods of financing graduate education, both undergraduate and graduate debt, and the resulting education debt burden. In addition, B&B has a special component concerning those entering the elementary/secondary teacher pipeline, and has begun tracking entry into and exit from the pipeline as well as career paths among teachers.

## Early Childhood Longitudinal Studies

NCES and several federal health, education, and human services agencies are sponsoring an ambitious program to provide comprehensive and reliable datasets that can be used to inform policy regarding children, their families, early care, and education. The data collected by the ECLS program, and the information that is disseminated through reports prepared by NCES and others, will inform decisionmakers, education practitioners, researchers, and parents about the experiences of young children.

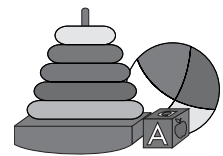


The ECLS program consists of two cohort studies—a birth cohort study and a kindergarten cohort study. Together, these studies provide the range and breadth of data required to more

fully describe children's early learning and education experiences. The birth cohort study (ECLS-B) is designed to study children's early learning and development from birth through first grade. It focuses on those characteristics of children, their families, and out-of-home experiences that influence children's first experiences with the demands of formal schooling (e.g., kindergarten and first grade) and provides important information about the way America raises, nurtures, cares for, and prepares its children for school. The kindergarten cohort (ECLS-K) measures aspects of children's development and their home, classroom, and school environments as they enter school for the first time, and examines how factors from these environments influence their academic achievement, social development, and school experiences through 12th grade.

## Early Childhood Longitudinal Study-Birth Cohort of 2001

Parents, educators, health practitioners, and policymakers are seeking effective ways for caring for and educating children throughout early childhood. Researchers and practitioners searching for answers are turning to the critical years before formal schooling as a source of information and a place to start. Several factors have contributed to this research and policy focus on children's early care and education experiences before entering school, including



- new research, such as that on early brain development, highlighting the significant growth and development occurring in the first 3 years;
- public awareness of the importance of children's early experiences for later school success;
- large numbers of working mothers and dual-employed families, resulting in more children entering child care at earlier ages; and
- the increasingly diverse population of children entering school.

Vital to any effort to improve the health, early care, and education for all of the nation's children is a research and data collection program that increases primary understanding of the dynamics that lead to differential school success. NCES, in collaboration with several federal health, education, and human services agencies, has embarked upon an ambitious new study of the early years before formal schooling. The Early Childhood Longitudinal Study-Birth Cohort of 2001 (ECLS-B) follows a national sample of children, born in 2001, from birth through first grade.

The four key areas addressed by ECLS-B are children's health status at birth and various points thereafter; children's growth and development in critical cognitive and noncognitive domains; children's transitions to child care and early childhood education programs; and children's preparation for formal schooling at kindergarten and first-grade entry.

First, the relationship of children's early health to their later growth and development is of special interest to ECLS-B. The study provides information on prenatal and perinatal care and on children's health status at birth and across the early childhood years, covering basic topics such as nutrition, access to medical care, special health needs, and medical service receipt. Oversamples of moderately low and very low birth-weight infants allow analyses of potential connections

between young children's health and their cognitive, physical, and emotional development over time.

Second, ECLS-B follows children's growth and development during the critical years before school. In these early years, children are quickly achieving developmental milestones that build upon one another. ECLS-B seeks to accurately describe children's physical, social, emotional, cognitive, and language development in relation to important influences in their lives prior to school entry. It then follows their progress during the first 2 years of school—kindergarten and first grade.

Third, children and adults are continually making transitions from one status to another—for example, from home to child care and to school. Most notable is the transition that occurs as young children first receive care on a regular basis from persons other than their parents. For some children, this transition may occur shortly after birth; for others, their first significant experience with adults other than their parents in a regular care and educational setting may be when they enter formal schooling for the first time. ECLS-B is especially focused on looking at these transitions and their impact on different groups of children and families as defined by race/ethnicity, socioeconomic status, birth weight, language minority status, plurality (i.e., twins), and family structure (i.e., single-parent families and teenage mothers). Oversamples of Asian/Pacific Islander children, Chinese children, American Indian and Native Alaskan children, moderately low and very low birth-weight children, and twins support detailed analyses of early childhood transitions as experienced by these groups.

Fourth, most children attend kindergarten before entering first grade. However, the nature of children's early experiences in and before kindergarten is quite variable, and the demands placed on children differ across programs. ECLS-B examines children's preparation for school by prospectively studying the different characteristics of children, their families, and their out-of-home care and educational experiences leading up to and at school entry.

## **Design**

The design of ECLS-B is based on the assumption that children's preparation for school begins at (or before) birth and continues upon school entry. It is guided by a framework of children's development, care, and schooling that emphasizes the interaction among the child; the family; health care, child care, and education programs; and the community. ECLS-B recognizes the importance and interrelatedness of factors that represent a child's health status and socioemotional and intellectual development.

A nationally representative sample of approximately 13,500 children born during calendar year 2001 was selected for participation in the study. The sample consists of children from different racial/ethnic and socioeconomic backgrounds. The following groups were oversampled: Asian/Pacific Islander, Chinese, and American Indian and Native Alaskan children; moderately low birth-weight (1,500–2,500 grams) and very low birth-weight (under 1,500 grams) children; and twins.

Children were selected at birth from birth certificates, the best and most affordable way of sampling newborns. The first data collection occurred when the children were approximately 9 months of age. Capturing data this soon after birth is important because much of the data collected at this time pertains to prenatal care and the health care of the mother and child during the first months of life. Data were collected again when the sampled children reached 2 years of age. The preschool data collection is scheduled to take place in fall 2005—when the sampled children will be about 4 years of age. Data will also be collected when the children enter kindergarten and first grade.

## **Components**

The emphasis that is being placed on the different aspects of children's development and the different environments in which learning occurs is critically important for the design of ECLS-B. While children's parents are the primary reporters throughout the life of the study, important information is also gathered at varying time points from children's birth records, their early care and education providers, their schools and teachers, and from the children themselves.

**Children's Birth Certificates**—A variety of useful data is captured in birth certificates. They provide information on the date of birth and children's gender. Information is also available on parents' education, parents' race and ethnicity (including Hispanic origin), and mother's marital status. Birth certificates provide information on the mother's pregnancy history, prenatal care, medical and other risk factors during this pregnancy, and complications during labor and birth. Health characteristics of children, such as congenital anomalies and abnormal conditions of the baby and the baby's APGAR score, are also provided.

**Parent-Guardian Interviews**—Parents and guardians are an important source of information about themselves, their children, and the home environment. A parent-guardian interview is conducted in the child's home at each data collection point using a computer-assisted personal interview (CAPI) and a self-administered questionnaire. Parent-guardian interviews capture information about children's early health and development and their experiences with family members and others. Parents report on children's development in such areas as children's temperament and developmental milestones (e.g., crawling). Parent-guardian interviews also capture detailed information on children's health (e.g., developmental difficulties, illness, ear infections) and access to health care (e.g., health insurance). Parents and guardians provide key information about themselves as caregivers, the home environment, and the neighborhood in which they live. Several aspects of the economic stability of the home environment are tracked (e.g., welfare receipt, household food sufficiency, employment situation). The parent or guardian interviewed is the individual who is the primary caregiver and the most knowledgeable about the care and education of the child. In most cases, this is the child's mother or female guardian.

**Father Questionnaires**—ECLS-B collects information from fathers as well. Fathers complete a self-administered questionnaire regarding the particular role they play in the development of their children. The father questionnaire captures information about children's well-being and the activities that fathers engage in with their children. Fathers also provide key information about themselves as caregivers. Both resident fathers and nonresident biological fathers complete

self-administered questionnaires designed to collect information about their roles in their children's lives.

**Direct Child Assessments**—Children's participation in the study occurs with the full permission of their parents or guardians. Beginning at 9 months, children participate in activities designed to directly measure important developmental skills in the cognitive, social, emotional, and physical domains. For the 9-month and 2-year data collections, ECLS-B used the Bayley Short Form-Research Edition. This instrument, designed specifically for ECLS-B, is based on a smaller set of items from the Bayley Scales for Infant Development (BSID-II). It assesses children's gross and fine motor skills as well as their receptive and expressive language skills and emotion regulation. The Nursing Child Assessment Teaching Scale (NCATS) was collected at 9 months to assess parent-child interactions for early precursors of cognitive and social skills. These interactions were videotaped and coded along several dimensions (e.g., mother responsiveness, cognitive growth fostering), providing rich information on early parent-child interactions. At the 2-year data collection, the Toddler Attachment Sort (TAS-45) was collected as a measure of parent-child interaction. The Infant/Toddler Symptom Checklist and the Minnesota-Child Development Index were used to measure child emotional and behavioral adjustment at 9 months and 2 years of age. At both of these data collections, height, weight, and middle upper arm circumference were measured for all children. Head circumference was measured for very low birth-weight infants as a measure of brain growth.

**Early Care and Education Providers**—With the permission of the child's parents, individuals and organizations that provide regular care and/or education for a child are interviewed. Care providers and preschool teachers, like parents, represent a significant source of information on themselves (their backgrounds, teaching practices, and experiences), the children in their care, and the children's learning environments. Much of the data needed to describe the structure of children's care arrangements and education programs, develop indicators of the quality of these arrangements and programs, and profile the background and experience of the persons caring for these children can only be reported accurately by the providers, teachers, and organizations themselves. Contacting children's care and education providers also opens up other data collection opportunities (e.g., collecting information about children's development from sources other than their parents). Children's care providers are interviewed using a computer-assisted telephone interview (CATI). This information was collected when the children were 2 years old and will be collected again at age 4. Observations of children's care settings are conducted in a sample of the arrangements attended by ECLS-B children.

**Teacher Questionnaires**—As the ECLS-B cohort enters kindergarten and first grade, their school teachers become valuable sources of information on one of children's most immediate learning environments—the classroom. Teachers also represent important sources of information about themselves (e.g., their backgrounds, teaching practices, and experiences) and children's development, both cognitive and social. A subset of the ECLS-K teacher questionnaires will be used to collect these data (see <http://nces.ed.gov/ecls>).



**School Questionnaires**—Once the children enter formal schooling, school administrators provide information on the physical, fiscal, and organizational characteristics of their schools and on the schools' learning environments, educational philosophies, and programs. A subset of the ECLS-K school questionnaires may be used to collect these data (see <http://nces.ed.gov/ecls>); alternatively, data may be gathered from existing databases, such as the Common Core of Data and the Private School Universe Survey.

### Major Publication

*Children Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B)* (October 2004)

### Data Products

CD-ROM: ECLS-B 9-Month Public-Use Data File and Electronic Codebook (March 2005)

CD-ROM: ECLS-B 9-Month Restricted-Use Data File and Electronic Codebook (November 2004)

Restricted data are available to license holders. To apply for a data license, see <http://nces.ed.gov/pubsearch/licenses.asp>.

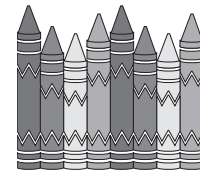
### For Further Information

ECLS-B can be found on the Web (<http://nces.ed.gov/ecls>). For further information on ECLS-B, contact

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## Early Childhood Longitudinal Study-Kindergarten Class of 1998–99

In recent years, parents, educators, and policymakers have been reconsidering the ways young children are taught in schools and have been looking for more effective approaches to education. Several factors that have contributed to this research and policy focus on children's early school experiences include



- an increased public awareness of the importance of children's early experiences;
- the changing nature of children's preschool and early school experiences;
- the increasingly diverse population of children entering school and the demands this places on schools; and
- the expanded role that schools are expected to play in supporting and nurturing development and learning.

NCES has embarked on an ambitious study to provide a comprehensive and reliable dataset that can be used to inform policies related to early and middle childhood education, defined as kindergarten through fifth grade. The Early Childhood Longitudinal Study-Kindergarten Class of 1998–99 (ECLS-K), in which a cohort of kindergarten children is sampled and studied intensively over time, responds directly to the concerns decisionmakers, education practitioners, researchers, and parents have about our nation’s schools and American education.

The three key issues to be addressed by ECLS-K are children’s transition to school, student performance in the early grades in literacy and numeracy, and the interaction of school, family, and community. First, ECLS-K examines children’s transition to school. Of particular interest to the study are the transitions that occur as young children go from kindergarten to first grade and from first grade to the later elementary grades. These transitions are an ongoing process mutually influenced by a child’s characteristics, the family and school environments, and the demands, resources, and responses within both family and school settings. Therefore, these transitions may be quite different for children depending upon the characteristics of the setting and their experience in each one.

Second, a major goal of ECLS-K is to describe student learning and academic progress during the early school years. It begins by focusing on children’s characteristics and experiences as they enter school, and seeks to describe ways in which these are related to different aspects of children, their families, and the kindergarten programs they attend. Then, by closely chronicling the relationship between children’s kindergarten experience and their school performance in grades 1 through 5, the study provides useful information on achievement differences between boys and girls, among minority groups, and among members of different socioeconomic groups as children pass through school. The study also provides useful data on when children begin to experience problems with their schoolwork and the circumstances surrounding these difficulties. It provides data on the longevity of these problems and on the responses of the children’s families, schools, and teachers.

Third, numerous factors influence children’s school and other life outcomes, including the school, family, and community. ECLS-K examines how the education system prepares for and responds to children. It gathers information on how schools and teachers respond to the diverse backgrounds and experiences that children bring with them as they enter school for the first time. ECLS-K also looks outward to the family and community in which children live by focusing on the resources of the family, the home environment, and the community that can have a profound impact on children’s success in school and provide the context within which schools must operate. ECLS-K provides critical information on the roles that parents and families play in preparing for and supporting their children’s education, and how families, schools, and communities interact to support children’s education.

## **Design**

The design of ECLS-K is guided by a framework of children’s development and schooling that emphasizes the interaction between the child and family, the child and school, the family and school, and the family, school, and community. Thus, ECLS-K recognizes the importance of

factors that represent the child's health status and socioemotional and intellectual development, and incorporates factors from the child's family, community, and school and classroom environments. The study is particularly focused on the role that parents and families play in helping children adjust to formal schooling and in supporting their education through the primary and middle elementary grades. It also gathers information necessary for understanding how schools prepare for and respond to the diverse backgrounds and experiences of the children and families they serve.

A nationally representative sample of approximately 22,000 children enrolled in about 1,000 kindergarten programs during the 1998–99 school year was selected for participation in ECLS-K. These children were selected from full-day and part-day programs in public and private schools. The sample consisted of children from different racial/ethnic and socioeconomic backgrounds. NCES oversampled private kindergartens and kindergartners, as well as Asian and Pacific Islander children. The ECLS-K sample will support separate analyses of public and private kindergartens, as well as White, Black, Hispanic, and Asian and Pacific Islander children's school experiences and outcomes.

To date, NCES has collected data on the sampled children and their environments in the fall and spring of the kindergarten year, the spring of first grade, the spring of third grade, and the spring of fifth grade. It also conducted child assessments and parent interviews in the fall of first grade for 30 percent of the sample. Current plans call for continuing to track the sample for a possible eighth-grade data collection.

## Components

Because numerous factors in schools, homes, and communities influence children's academic and social outcomes, data for ECLS-K are collected not only from children, but also from their parents or guardians, teachers, and school administrators.

**Student Assessments**—Sampled children participate in various activities that measure the extent to which they exhibit those abilities and skills deemed important for success in school. They are asked to participate in activities designed to measure important cognitive (e.g., general knowledge, literacy, and quantitative skills) and noncognitive (e.g., physical) outcomes. Measures of a child's cognitive skills are obtained through an untimed one-on-one assessment of the child. Measures of physical development include both height and weight measurements. Also, in the fall of kindergarten, a psychomotor assessment was administered to measure children's motor abilities, coordination, and visual motor skills. In the years when most of the children were in the third and fifth grades, they were asked to report on their perceptions of and interests in school and school subjects such as reading and mathematics. In the fifth grade, children were asked to report on the types of food and beverages they can purchase at school and that they consume at home.

**Parent-Guardian Interviews**—Parents and guardians are an important source of information about the families of the children selected for the study and about themselves. In telephone interviews (or in personal interviews for households without telephones), they provide key information about children's development and their experiences with family members, schools,

and others. The parent-guardian interviews of ECLS-K cover family background, demographics, and home environment. The content includes family structure; nativity (i.e., country of origin); primary language spoken in the home; parental involvement with the child's school; child care; child's health and well-being; parental values, beliefs, and expectations; home environment, activities, and cognitive stimulation; parental monitoring; parental perceptions of the residential neighborhood; parent education; parent employment; parent income and assets; receipt of welfare and other public transfers; discipline, warmth, and emotional supportiveness provided by parents; parents' psychological well-being and health; and critical family processes. In the kindergarten and first-grade data collections, parent-guardian interviews also included items asking parents and guardians to rate their child's social skills, problem behaviors, and approaches toward learning.

**Teacher Questionnaires**—Like parents, teachers represent a valuable source of information on themselves and the children's learning environment (i.e., the classroom). In self-administered questionnaires, teachers are asked to provide information about their own backgrounds, teaching practices, and experiences, along with information on the classroom setting for the sampled children they teach. The content covered in the teacher questionnaires of ECLS-K includes class type and composition, class organization, class activities, curricular focus and evaluation methods, parent involvement, views on readiness, professional development, and the teacher's professional background.

**Teacher Ratings**—Teachers are also asked to evaluate sampled children on a number of critical cognitive and behavioral dimensions. Teacher cognitive ratings measure teachers' perceptions of students' academic achievement and dispositions for learning in three domains—language/literacy, mathematics, and general knowledge (i.e., science and social studies). Ratings of children's socioemotional behaviors provide measures of children's prosocial and problem behaviors and their approaches toward learning. Teachers also complete checklists on the sampled children, reporting on such things as the children's language skills, special needs, program placements, attendance, and physical activity levels.

**Special Education Teacher Questionnaires**—Special education teachers represent a valuable source of information on themselves and on the children's experience with special education services. In a self-administered questionnaire, they are asked to provide information about their background and experience and the instructional approaches used for the sampled children who receive these services. They also provide information on sampled children's disabilities, Individualized Education Programs (IEPs), and receipt of related services.

**School Questionnaires**—In a self-administered questionnaire, school administrators, principals, and headmasters provide information on the physical and organizational characteristics of their schools and on the schools' learning environments and programs. Special attention is paid to the instructional philosophy of the school and its expectations for students. The content covered in the school questionnaires of ECLS-K includes school characteristics, student characteristics, teaching staff characteristics, school policies and programs, principal characteristics, and school governance and climate. Additionally, field staff conduct an independent survey of the schools'

physical facilities, atmosphere (e.g., fighting in hallways), and learning environments (e.g., displays of student work).

**Salary and Benefits Questionnaire**—In order to trace resources directly available to children, school district business offices or headmasters complete a self-administered questionnaire capturing information on salary, merit pay (e.g., education stipends), and benefits (e.g., payroll taxes, medical insurance) for sampled children’s teachers and school administrators. It represents one of the first times that specific teacher salary data can be linked to outcomes of specific children. This information was collected during the kindergarten year.

**Student Records Abstract Form**—For each sampled ECLS-K child, information is gathered from his or her school records. This form, completed by the school with information from its records, provides data on the child’s attendance, the child’s home language, whether the child has an IEP on record, and whether the child attended Head Start.

**Verification of Head Start Program Participation**—Head Start participation data, as reported by either parents or schools, have proven to be somewhat unreliable. Thus, ECLS-K contacts each Head Start site that a sampled child is reported to have attended. This report of participation comes from either the parent-guardian interview or the student record. The Head Start site completes a self-administered form for each child that verifies attendance and asks about attendance dates and program type (e.g., part vs. full day, center vs. home based).

## Major Publications

*From Kindergarten Through Third Grade: Children’s Beginning School Experiences* (July 2004)

*Full-day and Half-day Kindergarten in the United States: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99* (June 2004)

*Kindergarten Teachers: Public and Private School Teachers of the Kindergarten Class of 1998–99* (March 2004)

*Schools’ Use of Assessments for Kindergarten Entrance and Placement: 1998–99* (March 2003)

*Young Children’s Access to Computers in the Home and at School in 1999 and 2000* (March 2003)

*Children’s Reading and Mathematics Achievement in Kindergarten and First Grade* (March 2002)

*Entering Kindergarten: Findings From the Condition of Education* (January 2001)

*The Kindergarten Year* (December 2000)

*America’s Kindergartners* (February 2000)

## Data Files

ECLS-K Longitudinal Kindergarten-Third Grade Public-Use Data File and Electronic Code Book (September 2004)

ECLS-K Third Grade Public-Use Data File and Electronic Code Book (July 2004)

ECLS-K Third Grade Restricted-Use Child File (June 2004)

ECLS-K Longitudinal Kindergarten-First Grade Public-Use Data File and Electronic Code Book (April 2002)

ECLS-K First Grade Public-Use Data File and Electronic Code Book (February 2002)

ECLS-K First Grade Restricted-Use Child File (December 2001)

ECLS-K Base Year Restricted-Use Salary and Benefits Files (April 2001)

ECLS-K Base Year Restricted-Use Student Record Abstract File (April 2001)

ECLS-K Base Year Restricted-Use Special Education Child File (March 2001)

ECLS-K Base Year Restricted-Use Head Start File (March 2001)

ECLS-K Base Year Restricted-Use Child File, Teacher File, and School File (March 2001)

ECLS-K Base Year Public-Use Data File, Kindergarten Class of 1998–99: Data Files and Electronic Code Book (December 2000)

### **For Further Information**

ECLS-K can be found on the Web (<http://nces.ed.gov/ecls>). For further information on ECLS-K, contact

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## **Secondary Longitudinal Studies**

### **National Longitudinal Study of the High School Class of 1972**

Young people's success in making the transition from high school or college to the workforce varies enormously for reasons only partially understood. Some cling to dependency; others move into independence smoothly. The National Longitudinal Study of the High School Class of 1972 (NLS:72) base-year study and its five follow-up surveys provide data that allow researchers to study how these transitions evolve.



NLS:72 can provide information about quality, equity, and diversity of educational opportunity, and the relationship of those factors with individual development and educational outcomes. It can also provide information about changes in educational and career outcomes and other transitions over time. The NLS:72 data cover the sampled cohort from 1972 to 1986.

### **Design**

NLS:72 was designed to produce representative data at the national level on the cohort of students who were in the 12th grade in 1972. The sample for the base year of NLS:72 was a stratified, two-stage probability sample of 12th-grade students from all schools (public and

private) in the 50 states and the District of Columbia during the 1971–72 school year. A sample of schools was selected in the first stage. In the second stage, a random sample of 18 high school seniors was selected within each participating school.

Data were collected by mail, telephone, and personal interviews. In addition, the survey obtained high school transcript data on high school curriculum, credit hours in major courses, grade point average, standardized test scores, and related information for each senior. To conduct intensive studies of disadvantaged students, NCES oversampled schools in low-income areas and schools with significant minority enrollments.

The size of the student sample was increased during the first follow-up survey because base-year nonrespondents were recontacted at that time. Those who provided base-year information during the first follow-up were retained and included in later follow-ups. Consequently, in 1972 there were 16,683 respondents, but in the first follow-up in 1973, the number increased to 21,350. The number of respondents in subsequent follow-ups in 1974, 1976, 1979, and 1986 was 20,872, 20,092, 18,630, and 12,841, respectively (only a subsample of 14,489 of the original sample was contacted in 1986).

In addition to the follow-ups, a number of supplemental data collection efforts were undertaken. For example, a Postsecondary Education Transcript Study was undertaken in 1984, and the fifth follow-up survey in 1986 included a supplement for those who became teachers.

## Components

**Base-Year Survey**—Provides information about age, sex, racial/ethnic background, physical handicap, socioeconomic status of family and community, school characteristics, future education and work plans, test scores, school experience, school performance, work status, and work performance and satisfaction.

**Follow-up Surveys (1973, 1974, 1976, 1979, and 1986)**—Provide information about marital status, community characteristics, education and work plans, educational attainment, work history, attitudes and opinions, postsecondary school characteristics, grade point average, credits earned, and financial assistance for postsecondary education.

## Major Publications

*Trends Among High School Seniors, 1972–1992* (July 1995)

*Statistics in Brief: High School Seniors Look to the Future, 1972 and 1992* (December 1993)

*Careers in Teaching: Following Members of the High School Class of 1972—In and Out of Teaching* (July 1991)

*Trends in Postsecondary Credit Production: 1972 and 1980 High School Graduates* (June 1990)

*Patterns and Consequences of Delay in Postsecondary Education* (February 1990)

## Data File

CD-ROM: National Longitudinal Study of the High School Class of 1972 (April 1994)

## For Further Information

NLS:72 can be found on the Web (<http://nces.ed.gov/surveys/nls72>). For further information on NLS:72, contact

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## High School and Beyond Longitudinal Study

New education issues arose after NCES began its longitudinal study of the 1972 senior class. For example, declining test scores and minimum competency testing caused concern among parents and educators alike. The rate at which many students dropped out of high school before graduation was also a concern. Anxiety over access to postsecondary and vocational education sharpened the focus on the educational experiences of Hispanic and other minority youth.



To examine these and other issues, NCES initiated a second longitudinal study, the High School and Beyond Longitudinal Study (HS&B), to complement NLS:72. HS&B studied the high school students of 1980, attempting to collect the same types of data gathered in NLS:72. However, the second study differed from the first in two significant ways. First, it addressed many newer issues of the educational process. Second, it included a sophomore cohort as well as a senior cohort. Adding the sophomore cohort made it possible to study high school dropouts and analyze changes and processes during high school.

The base-year survey of HS&B and the follow-up surveys have addressed the issues of educational attainment, employment, family formation, personal values, and community activities since 1980. For example, a major study on high school dropouts used HS&B data to demonstrate that a large number of dropouts return to school and earn a high school diploma or an equivalency certificate. Other examples of issues and questions that can be addressed with HS&B data are the following:

- How, when, and why do students enroll in postsecondary education institutions?
- Did those high school students who expected to complete a baccalaureate degree actually do so?
- How has the percentage of recent graduates from a given cohort who enter the workforce in their field changed over the past years?
- What are the medium-term outcomes of not completing high school in the traditional way?



- How do employment and earnings event histories of traditional high school graduates differ from those who do not finish high school in the traditional manner?
- Do individuals who attend college earn more than those who do not attend college?
- What is the effect of student financial aid on progress through school?
- What percentage of college graduates are eligible or qualified to enter a public service profession such as teaching?
- How many enter the workforce full time in the area for which they are qualified?
- In what ways do public and private schools differ?

## Design

The survey design provided for a highly stratified national probability sample of over 1,100 secondary schools as the first-stage units of selection. To make the study more useful for policy analyses, certain types of schools were oversampled: public schools with a high percentage of Hispanic students, Catholic schools with a high percentage of minority students, alternative public schools, and private schools with high-achieving students. The initial national sample for HS&B was considerably larger than that drawn in NLS:72. In this survey, 36 seniors and 36 sophomores were selected in each school. Parents of these students were also sampled. In schools with fewer than 36 students in either of these groups, all eligible students were selected. The base year of this survey, which was conducted early in 1980, collected data from over 28,000 sophomores and 30,000 seniors.

The longitudinal design of the study called for follow-up surveys of substantial subsets of the two cohorts at 2-year intervals. Data collection for the first follow-up was in spring 1982. Subsequent follow-ups were also undertaken in 1984 and 1986, and another follow-up of the sophomores was conducted in 1992. The first follow-up survey, conducted in 1982, sampled almost 40,000 students (12,000 seniors and 27,000 sophomores); the second, in 1984, sampled approximately 27,000 students (12,000 seniors and 15,000 sophomores); and the third, in 1986, sampled almost 27,000 students (also 12,000 seniors and 15,000 sophomores). The 1992 follow-up collected data from almost 15,000 sophomores. In 1993, a Postsecondary Education Transcript Study was conducted of the sophomore cohort.

Data collection instruments in the base-year survey included

- sophomore and senior student questionnaires with a series of cognitive tests;
- school questionnaires filled out by an official in each participating school;
- teacher comment checklists filled out by a teacher of the sampled student;
- second-language questionnaires; and
- parent questionnaires filled out by a sample of parents from both cohorts.

The student questionnaires focused on individual and family background, high school experiences, work experiences, and future plans. Cognitive tests administered to students measured both verbal and quantitative abilities. Sophomore tests included brief achievement measures in science, writing, and civics, while seniors were asked to respond to tests measuring abstract

and nonverbal abilities. The parent questionnaire elicited information about family attitudes, financial planning, and educational goals. The school questionnaire gathered information about enrollment, staff, educational programs, facilities and services, dropout rates, and special programs for handicapped and disadvantaged students. The teacher comment checklist provided teacher observations on students participating in the survey.

The first follow-up of sophomores, in 1982, provided insights into the school dropout problem and the influence of the last 2 years of high school on student attitudes and aspirations. The second follow-up, in 1984, included a Postsecondary Education Transcript Study of the senior cohort. The later follow-ups of the sophomore cohort made it possible to trace the consequences of dropping out and the extent to which dropouts later return and complete high school. In brief, HS&B provides information on the educational, career, and personal development of young people as they move from high school into postsecondary education or the workforce and then into adult life. The initial study (NLS:72) laid the groundwork for comparison with HS&B. It recorded the economic and social conditions surrounding high school seniors in 1971–72 and, within that context, their hopes and plans. It has since measured the outcomes, while also observing the intervening processes. HS&B allows researchers to monitor changes by retaining the same goals, measuring the economic returns of postsecondary education for minorities, and delineating the need for financial aid. By comparing the results of the two studies, researchers can determine how plans and outcomes differ in response to changing conditions or remain the same despite such changes.

Additional concerns of HS&B encompass issues that surfaced since NLS:72 began: How did the availability (or lack thereof) of student financial aid alter student plans for further education? Did middle-income families alter their attitudes toward postsecondary education? These questions, as well as concerns about declining test scores, youth employment, and bilingual education, are addressed, along with a host of others.

## **Components**

**Student Questionnaire**—Provided information on age, sex, racial/ethnic background, religion, socioeconomic status of family and community, school experiences, test scores, school performance, future educational plans, family status and orientations, work experience and satisfaction, future occupational goals, and plans for and ability to finance postsecondary education. Cognitive tests measured both verbal and nonverbal abilities.

**School Questionnaire**—Provided information on enrollment, staff, educational programs, facilities and services, dropout rates, and special programs for handicapped and disadvantaged students.

**Teacher Comment Checklist**—Provided teacher observations about the student.

**Parent Questionnaire**—Provided information on family attitudes, family income, employment, occupation, salary, financial planning, and postsecondary education goals.

**Follow-up Surveys (1982, 1984, 1986, and 1992)**—Provided the following information about sophomores: similar student information as collected in the base-year survey, school information

in the first follow-up, high school and postsecondary transcripts, and data on dropping out. Provided the following information about seniors (not surveyed in 1992 follow-up): marital status, community characteristics, work plans, educational attainment, work history, attitudes and opinions, postsecondary school and program characteristics, postsecondary transcripts and credits earned, and type of financial aid for postsecondary education.

### **Major Publications**

*Gender Differences in Earnings Among Young Adults Entering the Labor Market* (March 1998)

*Continuity of Early Employment Among 1980 High School Sophomores* (September 1997)

*Urban Schools: The Challenge of Location and Poverty* (August 1996)

*Trends Among High School Seniors, 1972–1992* (July 1995)

*Understanding Racial/Ethnic Differences in Secondary School Science and Mathematics Education* (March 1995)

*High School and Beyond: Educational Attainment of 1980 High School Sophomores by 1992* (March 1995)

*America's High School Sophomores: A Ten-Year Comparison, 1980–1990* (June 1993)

### **Data Files**

CD-ROM: High School & Beyond: 1992 (Restricted) Data File (June 1995)

CD-ROM: High School and Beyond Fourth Follow-up (Sophomore Cohort) HS&B: 1992 DAS (March 1995)

### **For Further Information**

HS&B can be found on the Web (<http://nces.ed.gov/surveys/hsb>). For further information on HS&B, contact

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## **National Education Longitudinal Study of 1988**

NELS:88 was the third major longitudinal study sponsored by NCES. The two studies that preceded NELS:88 (NLS:72 and HS&B) surveyed high school seniors (and sophomores in HS&B) through high school, postsecondary education, and work and family formation experiences. Taken together, the longitudinal studies provide not only measures of educational attainment, but also rich resources in exploring the reasons for and consequences of academic success and failure. NELS:88 sought to expand on this base of knowledge by following young adolescents from an earlier age (eighth grade) and updating information throughout the 1990s.



The longitudinal design of this study permits the examination of change in young people's lives and the role of schools in promoting growth and positive life outcomes. For example, NELS:88 data can be used to investigate the following:

- *Students' academic growth over time*—Family, community, school, and classroom factors that promote such growth can be studied. The goal is to identify school and classroom characteristics and practices that promote student learning. The changing composition of the family, which is evidenced by increasing numbers of working mothers and families headed by single parents, can also be studied.
- *The process of dropping out of school, as it occurs from eighth grade on*—NELS:88 provides the unprecedented opportunity to study young dropouts on a national scale, to examine the contextual factors associated with dropping out (especially those related to school), and to profile the movement of students in and out of school, including alternative high school programs.
- *The role of the school in helping the disadvantaged*—Given teenage pregnancy rates, poverty among children, and the growing proportion of language-minority students, there is a need for research on the school experiences of the disadvantaged and the approaches that hold the greatest potential for assisting them. By design, the NELS:88 sample contained an ample number of disadvantaged students in order to study this issue.
- *School experiences and academic performance of language-minority students*—NELS:88 oversampled Hispanics, Asians, and Pacific Islanders to allow meaningful analyses of these subpopulations. Specifically, the data provide information on variation in achievement levels and bilingual education needs and experiences.
- *Attracting students to the study of mathematics and science*—The data can be used to examine the math and science preparation students receive nationwide and the degree to which their interest in these subjects is captured. Information is also available on whether students were encouraged by their teachers and school to study advanced mathematics and science.
- *The transition from high school to college (postsecondary access and choice)*—NELS:88 examined the planning and postsecondary education application behaviors of the high school class of 1992, as well as subsequent enrollments in postsecondary institutions. The transition from high school and postsecondary education to the world of work and adult roles was also examined. During the fourth follow-up, NELS:88 respondents provided information on their current activities, including work and postsecondary education experiences.

## Design

The base-year sample of 1988 eighth-graders was designed to be representative at the national level. Two-stage probability sampling was used to select schools and students. The first stage involved stratified sampling of some 1,000 public and private schools from a universe of approximately 40,000 schools containing eighth-grade students. The second stage included random samples of approximately 24 to 26 students per school. Some 25,000 eighth-graders and their parents, teachers, and school principals were surveyed. When the student sample was selected, one parent and two teachers of each student were also selected. Hispanic, Asian, and Pacific Islander students were oversampled to permit analysis of the performance of language-minority students.

NELS:88 was designed to provide trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. It can complement and strengthen state and local efforts by furnishing new information on how school policies, teacher practices, and family involvement are associated with student education outcomes (i.e., academic achievement, persistence in school, and participation in postsecondary education). In the base year, four cognitive tests (reading, science, history-government, and math) were administered in addition to the student questionnaire, a parent questionnaire, a teacher questionnaire, and a school administrator questionnaire.

The NELS:88 first follow-up survey included student, school administrator, teacher, and dropout questionnaires. Students took cognitive tests in reading, science, history-government, and math. The tests were designed to reflect 10th-grade coursework, but also had enough overlapping items with the 8th- and 12th-grade tests to permit measurement of academic growth. Selected teachers of each sampled student provided information about the student's study habits and performance, and about instructional practices in the student's classes. The NELS:88 first follow-up was conducted between February and May of 1990.

During the spring of 1992, NCES surveyed this eighth-grade cohort again as part of the second follow-up survey. This second follow-up included student, school administrator, parent, teacher, and dropout questionnaires. Students and dropouts also took cognitive tests in reading, science, social science, and math. High school transcripts were also collected from second follow-up participants.

During the spring of 1994, NCES surveyed this cohort again. The focus of the interviews was on employment, education, and family formation experiences. The sampled population was interviewed using CATI in order to determine whether they had completed high school and, if so, by what means (e.g., regular completion, GED, or some other method). The interview also collected information about other activities since the last interview in 1992 (e.g., working, number of jobs, periods worked, description of work and education, postsecondary activities, field of study, and periods of time in postsecondary activities).

Another follow-up was conducted in 2000, by which time many in this cohort had finished their postsecondary education and completed a transition into the labor force. Others had been in the labor force for about 8 years. Postsecondary transcripts were also collected in 2000.

## Components

### BASE YEAR (1988)

**Student Questionnaire**—Provided information about family background, interaction with parents regarding in- and out-of-school activities, educational and occupational goals, perceptions about self and school, participation in classes and activities, and self-reported grades. Four cognitive tests were administered: in reading, math, science, and history-government.

**Parent Questionnaire**—Provided information about sociodemographic characteristics, participation in student course selection, long-range educational planning, in- and out-of-school activi-

ties, establishing home discipline and interaction with the school, family educational expenses, and sources of income for children's education.

**School Administrator Questionnaire**—Provided information about the following school characteristics: grade span, school type, enrollment and major program orientation, policies and practices, admission procedures and tuition, grading, testing and minimum course credits, gifted and talented programs, extracurricular activities, and school climate. Provided information about the following student characteristics: average daily attendance, migration, race/ethnicity, single-parent households, limited-English-proficiency classes, and special student services, such as remedial classes and job training. Provided information about the following teacher staff characteristics: size, race/ethnicity, salary, and degree.

**Teacher Questionnaire**—Provided information about the following student characteristics: personal characteristics, behavior, academic performance, attitudes, problems, and handicaps. Provided information about the following class characteristics: homework assigned, use of instructional materials, choice of textbook-workbook, curriculum, and topical coverage. Provided information about the following teacher characteristics: sex, race/ethnicity, age, experience, certification, degree, foreign language proficiency, in-service education, classroom preparation, parent contact, perception of school climate, and experience teaching gifted and talented children.

#### FIRST FOLLOW-UP (1990)

**Student Questionnaire**—Provided information about school experiences and activities, plans for the future, language use, opinions about self, attitudes, religion, finances, and family composition. Four cognitive tests were administered: in reading, math, science, and history-government.

**Dropout Questionnaire**—Provided same information as Student Questionnaire, except school experiences and activities section included questions about leaving school, grades at the time, and whether the student returned to school.

**Teacher Questionnaire**—Provided information about the following student characteristics: academic performance, behavior, homework, absenteeism, parental involvement, and language-minority status. Provided information about the following class characteristics: enrollment, composition, homework assigned, class schedule, teaching materials, methods, and objectives. Provided information about the following teacher characteristics: sex, race/ethnicity, subjects taught, and degrees held. School climate information was provided on cooperation among staff, shared beliefs, and problems.

**School Administrator Questionnaire**—School characteristics covered were grade span, enrollment, control of school, community location, calendar system, programs, facilities and services, and absenteeism. Student characteristics covered were race/ethnicity, single-parent homes, limited English proficiency, free lunch programs, busing, and 10th-grade dropouts. Teaching staff characteristics covered were meetings, departmentalization, chairpersons, full-time teachers, salaries, race/ethnicity, and degrees. School admission policy and practice characteristics covered were grading structure, testing structure, or both; school programs; and school climate.

SECOND FOLLOW-UP (1992)

**Student Questionnaire**—Included information on school experiences and activities, age, social development, opinions about self, attitudes, occupational expectations and aspirations, money and work, language use, and school structure. Also included an early graduate supplement.

**Parent Questionnaire**—Included information on family background, child's school life, parental behavior concerning student course selection, student educational outcomes, long-range educational planning, contact with child's school, family life, friends, activity in the community, child's future plans, postsecondary education aspirations, parent involvement, in- and out-of-school activities, family educational expenses, and sources of income for child's education.

**School Administrator Questionnaire**—School characteristics covered were school environment and policies, total enrollment, grade span, school type, school activities, school programs and services, grading and testing structure, and school climate. Student characteristics covered were average daily attendance, race/ethnicity, single-parent households, limited-English-proficiency classes, and special student services, such as remedial classes and job training. Teacher staff characteristics covered were size, full or part time, salary, and degree.

**Teacher Questionnaire**—Student information covered was academic performance, behavior, homework, absenteeism, parent involvement, and language-minority status. Class information covered was enrollment, composition, homework assigned, class schedule, teaching materials, methods, and objectives. Teacher information covered was sex, race/ethnicity, experience, certification, degree, and in-service education. School climate information covered was cooperation among staff, shared beliefs, and problems.

**Dropout Questionnaire**—Included information on how time is spent, past educational activities, reasons for dropping out, family reactions, peer group support, and plans and aspirations for returning to school.

**High School Transcripts**—Included information on coursetaking, grades, and credits earned.

THIRD FOLLOW-UP (1994)

**Student CATI Interview**—Included information on high school completion and mode of completion, education and work plans, educational attainment, work history, marital status, family formation, personal values, community activities, postsecondary school and program characteristics, and type of financial aid for postsecondary education.

FOURTH FOLLOW-UP (2000)

**Student CATI Interview**—Included information on high school completion and mode of completion, education and work plans, professional development activities, educational attainment, work history, marital status, family formation, personal values, community activities, postsecondary school and program characteristics, and type of financial aid for postsecondary education.

**Postsecondary Transcripts**—Included information on coursetaking, grades, credits earned, and degrees awarded.

## Major Publications

*Adolescent Cigarette Smoking: A Longitudinal Analysis Through Young Adulthood* (April 2005)

*Coming of Age in the 1990's: The Eighth Grade Class of 1988 Twelve Years Later*  
(March 2002)

*Subsequent Educational Attainment of High School Dropouts* (June 1998)

*Confronting the Odds: Students at Risk and the Pipeline to Higher Education* (January 1998)

*Access to Postsecondary Education for the 1992 High School Graduates* (October 1997)

*Profiles of Students With Disabilities as Identified in NELS:88* (June 1997)

*Science Proficiency and Course Taking in High School: The Relationship of Science Course-Taking Patterns to Increases in Science Proficiency Between 8th and 12th Grades* (April 1997)

*A Comparison of High School Dropout Rates in 1982 and 1992* (October 1996)

*NELS:88/94 Descriptive Summary Report, With an Essay on "Access and Choice in Postsecondary Education"* (May 1996)

*NELS:88 High School Seniors' Instructional Experiences in Science and Math* (March 1996)

*Two Years Later: Cognitive Gains and School Transitions of NELS:88 Eighth Graders*  
(September 1995)

*A Profile of the American High School Senior in 1992* (July 1995)

*NELS:88 Students' School Transition Patterns Between 8th and 10th Grades* (April 1995)

*A Profile of the American High School Sophomore in 1990* (March 1995)

*School Engagement and Students at Risk* (August 1993)

*America's High School Sophomores: A Ten-Year Comparison, 1980–1990* (June 1993)

## Data Files

CD-ROM: NELS:88/2000 Public-Use Data Files and Electronic Codebook—Base Year Through Fourth Follow-up (August 2002)

CD-ROM: NELS:88/94 Public-Use Data Files and Electronic Codebook—Base Year Through Third Follow-up (April 2000)

## For Further Information

NELS:88 can be found on the Web (<http://nces.ed.gov/surveys/nels88>). For further information on NELS:88, contact

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## Education Longitudinal Study of 2002

The Education Longitudinal Study of 2002 (ELS:2002) is the fourth in a series of NCES-sponsored secondary school-based longitudinal studies. All four studies describe the transition of American youth from secondary schooling to subsequent education and work roles. The three studies that preceded ELS:2002 are NLS:72, HS&B, and NELS:88. ELS:2002 is designed to monitor the transition of a national sample of young people as they progress from 10th grade through high school and on to postsecondary education and/or the work world.



In 2002, the base year of data collection, ELS:2002 measured students' tested achievement and obtained information from students about their in-school and out-of-school experiences. These same students were surveyed again in the first follow-up, in 2004. Under current plans, cohort members will be followed through 2012 so that later outcomes, including access to and persistence in higher education or success in the labor market, can be examined in terms of students' earlier aspirations, achievement, and high school experiences.

ELS:2002 gathers information at multiple levels. It obtains information from students and their school records as well as from students' parents, their teachers, and the administrators (principals and library media center directors) of their schools. Data from teachers provide direct information not only about the student, but also about the specific mathematics and English classes in which the teachers and student interact. Additionally, teacher reports provide information about the school as seen from the teacher's perspective. This multilevel focus provides researchers with a comprehensive picture of the home, community, and school environments and their influences on students.

Using this multilevel and longitudinal information from the base year and first follow-up of ELS:2002 can help researchers and policymakers at all governmental levels, and inform decision-makers, education practitioners, and parents about the changes in the education system over time and the impact that these changes may have on students. The policy issues that can be studied include school attributes associated with achievement; the influence of parent and community involvement on students' achievement and development; the dynamics and determinants of dropping out of the education system; the transition of different groups; cognitive outcomes and the influence of different curriculum paths and special programs; and the effectiveness of different high schools and whether their effectiveness varies with school size, organization, climate, curriculum, academic press, and other characteristics. These data can facilitate an understanding of the potential impact of various instructional methods and curriculum content in bringing about educational growth and achievement.

After the high school years, ELS:2002 will continue to follow its sample of students into postsecondary education or the labor market. For students who continue on to postsecondary education, ELS:2002 will collect information on their access to postsecondary institutions, choices of institutions and programs, postsecondary persistence, attainment, and eventual entry into the labor force and adult roles. For students who go directly into the workforce either as dropouts or

high school graduates, ELS:2002 will be able to help determine how well high schools have prepared these students for the labor market and how they fare within it.

Basic elements that are encompassed in the ELS:2002 survey instruments can be classified into three broad categories: background information (normally collected in the base year only), process information (about dynamic influences on students, in the home, school, and community environments as they move through secondary school and beyond into the world of post-secondary education and the adult workforce), and outcome information (the eventual outcomes of the transition process). Below are examples of the content of the ELS:2002 survey instruments:

- social background variables, including sex, race, family income, family structure and composition, parent education and employment, languages spoken, parental aspirations for child, health history, and prior school experience;
- home educational support system process variables, including involvement in education, cognitive stimulation, discipline, and monitoring; and
- outcome variables, including tested achievement in math and reading; achievement growth over time in mathematics; grades; retention/promotion; high school persistence/dropout status; socioemotional development; engagement in school; postsecondary access and entry, progress, and attainment; labor market outcomes; family formation; and citizenship.

## Design and Sample Sizes

### BASE YEAR (2002)

- The baseline survey of high school sophomores was conducted in spring 2002.
- The baseline survey included cognitive tests in reading and mathematics.
- In the base year, one parent was surveyed for each student. Each student's English and math teachers were surveyed, as well. For each school, the principal or chief administrator completed a questionnaire. The head of the library media center also completed a questionnaire. The survey administrator completed a facilities checklist that described the physical plant and circumstances of the school.
- The sample sizes were 750 schools, over 15,000 students and their parents, and 10,000 teachers.
- Schools were selected first; then, 10th-grade students were randomly selected within each school.
- Because nonpublic schools are comparatively more rare than public schools, such schools (specifically, Catholic and other private schools) were sampled at a higher rate. This ensured larger numbers of these schools to support comparisons with public schools.
- Some types of students from less numerous population groups (e.g., Asian Americans) were selected at a higher rate to increase their numbers so that the study can validly compare the experiences of Blacks, Asians, Hispanics, and Whites.

#### FIRST FOLLOW-UP (2004)

The first follow-up was conducted during the spring of 2004, when most sample members were seniors; some sample members were dropouts or in other grades. The follow-up included student questionnaires, dropout questionnaires, cognitive test in mathematics, and school administrator questionnaires.

The follow-up returned to the same 750 school records. Information regarding courses completed, credits earned, and grades was collected for sample members' academic careers from 9th through 12th grades as part of the High School Transcript Study.

#### SECOND FOLLOW-UP (2006)

The second follow-up will be conducted in 2006. This, as well as other post-high school follow-ups, will be conducted by CATI.

#### THIRD FOLLOW-UP (2012)

The third follow-up will be conducted in 2012, when most of the respondents will be 8 years out of high school. A postsecondary transcript component is also planned for this cohort of 2002 10th-graders.

### Major Publications

*A Profile of the American High School Sophomore in 2002: Initial Results From the Base Year of the Longitudinal Study of 2002* (March 2005)

*School Library Media Centers: Selected Results From the Education Longitudinal Study of 2002 (ELS:2002)* (January 2005)

*ED TAB: The High School Sophomore Class of 2002: A Demographic Description. First Results From the Base Year of the Educational Longitudinal Study of 2002* (April 2004)

Additional reports on selected topics will be prepared under government sponsorship; it is anticipated that nongovernment researchers will also make extensive use of the released data and publicly publish or report their results.

### Data Products

ELS:2002 Base Year Data File User's Manual (April 2004)

Education Longitudinal Study: 2002 Data Files and Electronic Codebook System (April 2004)

### For Further Information

ELS:2002 can be found on the Web (<http://nces.ed.gov/surveys/els2002>). For further information on ELS:2002, contact

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## Postsecondary Longitudinal Studies

### Beginning Postsecondary Students Longitudinal Study

The Beginning Postsecondary Students Longitudinal Study (BPS) was started to complement the high school cohort longitudinal studies and to improve data on participants in postsecondary education. Because older students, in addition to recent high school graduates, are increasingly included in postsecondary education, high school cohort studies are not representative of all postsecondary participants at a given point in time. BPS includes these “nontraditional” as well as “traditional” students and thus is more representative of all beginning students in postsecondary education.



BPS includes information regarding persistence, progress, and attainment from initial entry into postsecondary education through entering and leaving the workforce. By following a postsecondary education cohort (rather than a single-age elementary or secondary school cohort), BPS describes to what extent, if any, students who start postsecondary education later differ in their persistence, progress, and attainment. Because students who delay entry into postsecondary education have different experiences prior to entry than students who enter immediately after high school, their transitions between levels of education and work may also be different. In addition to issues related to persistence, progress, and attainment, BPS also directly addresses issues concerning entry into the workforce. Its unique contribution is the inclusion of nontraditional (or older) students. This provides the ability to analyze the differences between traditional students (recent high school graduates) and nontraditional students in aspirations, persistence, progress, and attainment. With three cohorts of beginning students, differences and changes over time can begin to be tracked.

Among the questions BPS addresses are the following: Do students who are part-time or discontinuous attendees have the same educational goals as full-time, consistent attendees? Are they as likely to attain similar educational goals? Are students who change majors more or less likely to persist? The report *Descriptive Summary of 1989–90 Beginning Postsecondary Students: 5 Years Later* presents rates of persistence and degree attainment; *Nontraditional Undergraduates* presents differences in persistence for traditional and nontraditional students; and *Descriptive Summary of 1995–96 Beginning Postsecondary Students: Six Years Later* describes the attendance patterns and completion rates of the second BPS cohort.

## Design

BPS is based on the National Postsecondary Student Aid Study (NPSAS). NPSAS is a large, nationally representative sample of institutions, students, and parents (see NPSAS description in chapter 4 for more information). As such, it provides a highly efficient and cost-effective way of identifying a nationally representative sample of beginning students attending postsecondary institutions. Data from all components of NPSAS (the Student Record Abstract, Student Interview, and Parent Survey) are available as base-year data for the BPS sample. For the second BPS cohort (BPS:96/98/01), annual matches with U.S. Department of Education financial aid records and SAT/ACT scores are also available. About 8,000 students who began their postsecondary education in the 1989–90 academic year responded to NPSAS:90 and were included in the first follow-up of the first BPS cohort in 1992 (BPS:90/92) and in the second follow-up in 1994 (BPS:90/94). NPSAS:90 collected data for over 6,000 parents of these students. The second BPS cohort followed NPSAS:96 students beginning their postsecondary education in the 1995–96 academic year. Over 10,000 students responded to the first follow-up of this cohort in 1998 (BPS:96/98), and over 9,100 responded to the second follow-up of this cohort in 2001 (BPS:96/01). NPSAS:04 identified a third cohort of approximately 22,000 students who began their postsecondary education in the 2003–04 academic year. These students will be followed up and surveyed in 2006 (BPS:04/06) and again in 2009 (BPS:04/09).

New BPS cohorts will alternate with the Baccalaureate and Beyond Longitudinal Study (B&B) in using NPSAS as their base.

## Components

**NPSAS Base-Year Data**—Provide information on major field of study; type and control of institution; financial aid; cost of attendance; age, sex; race/ethnicity; reasons for school selection; current marital status; employment and income; community service; background and preparation for college; college experience; future expectations; and parents' level of education, income, and occupation.

**BPS Follow-up Surveys**—Provide information on year in school; persistence in enrollment; academic progress; degree attainment; change in field of study; institution transfer; and education-related experiences, including early entry into graduate school, expenses and financial aid, employment and income, employment after completion, employment-related training, current family status, community service, political participation, and future expectations.

## Major Publications

*Community College Students: Goals, Academic Preparation, and Outcomes* (June 2003)

*Descriptive Summary of 1995–96 Beginning Postsecondary Students: Six Years Later*  
(December 2002)

*Short-Term Enrollment in Postsecondary Education: Student Background and Institutional Differences in Reasons for Early Departure, 1996–98* (November 2002)

*Persistence and Attainment of Beginning Students With Pell Grants* (May 2002)

*High School Academic Curriculum and the Persistence Path Through College: Persistence and Transfer Behavior of Undergraduates 3 Years After Entering 4-Year Institutions* (September 2001)

*Community College Transfer Rates to 4-Year Institutions Using Alternative Definitions of Transfer* (July 2001)

*Bridging the Gap: Academic Preparation and Postsecondary Success of First-Generation Students* (May 2001)

*Descriptive Summary of 1995–96 Beginning Postsecondary Students: Three Years Later, With an Essay on Students Who Started at Less-Than-4-Year Institutions* (March 2000)

## Data Products

Public-use data from BPS are available on the Web and on CD-ROM. The public-use online Data Analysis System (DAS) is available on the Web at <http://nces.ed.gov/dasol>. Information on public-use data available on CD-ROM may be found on the Web at <http://nces.ed.gov/surveys/bps>.

Restricted data files (containing student-level data) are also available. To obtain a restricted CD-ROM with data files, you must first apply and receive approval for licensure. More information may be found on the Web at <http://nces.ed.gov/pubsearch/licenses.asp>.

## For Further Information

BPS may be found on the Web (<http://nces.ed.gov/surveys/bps>). For further information on BPS, contact

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## Baccalaureate and Beyond Longitudinal Study

The Baccalaureate and Beyond Longitudinal Study (B&B) provides information concerning education and work experiences after completion of the bachelor's degree. It provides both cross-sectional information 1 year after bachelor's degree completion and longitudinal data concerning entry into and progress through graduate-level education and the workforce. A special emphasis of B&B is on those entering teaching.



B&B provides information on entry into, persistence and progress through, and completion of graduate-level education. This information has not been available through follow-ups involving high school cohorts or even college-entry cohorts, both of which are restricted in the number who actually complete the bachelor's degree and continue their education. B&B:93/97 provided

a unique opportunity to gather information concerning delayed entry into graduate education, time to completion of graduate education, and the interaction between work and education beyond the bachelor's degree. B&B:93/03 expands this opportunity and provides information concerning graduate study and long-term employment experiences after degree completion.

B&B is an expansion of the former RCG Study (RCG). RCG focused on the immediate post-degree employment and education experiences of people who completed a bachelor's or master's degree, and also estimated the potential supply of newly qualified teachers at the elementary and secondary levels. B&B builds upon and expands that effort to provide unique information on education and employment experiences at the undergraduate level, as well as extensive information on financing undergraduate education. In addition, B&B:93 provides that information over a longer period of time and addresses issues concerning delayed entry into graduate school, progress and completion of graduate-level education, and undergraduate and graduate debt and their impact on choices related to career and family. In addition, it provides new information on the career paths of new teachers and movement into and outside the education system. B&B:2000/01 is comparable to RCG, with the addition of information about the undergraduate education (from NPSAS) of those who complete their bachelor's degrees. B&B covers a number of topics of interest to policymakers, educators, and researchers. For example, B&B allows analysis of the participation and progress of recent bachelor's degree completers in the workforce; the relationship of employment to degree, income, and the ability to repay debt; and willingness to enter public service-related fields. B&B also allows analysis of issues related to access to and choice in graduate education programs. Here, the emphasis is on the ease and timing of entrance into graduate school, and attendance-employment patterns, progress, and completion timing once entered.

The unique features of B&B allow it to be used to address issues related to undergraduate education as well as postbaccalaureate experiences. For instance, B&B allows the investigation of issues related to undergraduate coursetaking patterns, progress, and time to degree. This can involve such things as coursetaking in the major area of study as well as in areas other than the academic major; stopout and transfer behavior; credits and grades earned; financial aid and work experiences as an undergraduate and their relationship to postbaccalaureate education; and financial experiences. This information has been used to investigate the relationship between undergraduate debt burden and early labor force experiences and between undergraduate academic experiences and entry into teaching. These and other relationships can be investigated both in the short term and the longer term.

Because B&B has a special emphasis on new teachers at the elementary and secondary levels, it can be used to address many issues related to teacher preparation, entry into the profession (e.g., timing and ease of entry), persistence in or defection from teaching, and career movement within the education system.

Employment and enrollment patterns can also be examined for special baccalaureate degree populations. These populations include students with disabilities, racial and ethnic minorities, students from families with low incomes, and older students. B&B also allows investigation of the experiences of students by major field of study at both the undergraduate and graduate

levels. Major fields of particular interest include mathematics, science, engineering, teacher preparation, and health studies.

## Design

B&B is based on NPSAS (described separately in chapter 4). NPSAS is a large, nationally representative sample of institutions, students, and parents. As such, it provides a highly efficient and cost-effective way of identifying a nationally representative sample of baccalaureate degree completers. For each NPSAS that serves as the base year for a B&B cohort, the sample is structured to provide an optimum sample of graduating seniors in all majors. This allows the accurate identification of baccalaureate degree completers, and provides additional information concerning both past education experiences and future education employment expectations. Data from all components of NPSAS are available as base-year data for the B&B sample.

B&B follows baccalaureate degree completers identified in alternating NPSAS surveys, beginning with NPSAS:93. About 11,000 students who completed their degree in the 1992–93 academic year were included in the first B&B cohort and were followed up in 1994, 1997, and 2003 (B&B:93/94/97/03). NPSAS:93 also provided data for over 8,000 of their parents. In addition to the student interview data, the first B&B follow-up (B&B:93/94) collected postsecondary transcripts covering the undergraduate period. These transcripts provide information on progress and persistence at the undergraduate level. The second B&B follow-up took place in spring 1997 (B&B:93/97) and provided new information on employment, entry into graduate school, and progress in the teacher pipeline. The third follow-up took place in the spring of 2003 (B&B:93/03) and provided additional information on graduate degrees started; completed; and, if completed, time to completion, longer term workforce experiences, entry into and continued progress through the teacher pipeline, and family experiences. The B&B:93/03 data files contain all information collected for this cohort. A second B&B cohort began with the 2000 NPSAS and involved only a 1-year follow-up in 2001 (B&B:2000/01). This included education and work experiences in the year after bachelor's degree completion. The next NPSAS, in 2008 (NPSAS:08), is scheduled to support a third B&B cohort.

Future B&B cohorts will alternate with BPS in using NPSAS as their base.

## Components

### BASE YEAR

**NPSAS Data**—Provide information on year in school; major field of study; type and control of institution; attendance status; tuition and fees; admission test scores; financial aid awards; cost of attendance; student budget information and expected family contribution for aided students; grade point average; date first enrolled; level; financial aid at other schools attended during year; other sources of financial support; monthly expenses; reasons for selecting school attended; current marital status; age, race/ethnicity; sex; highest degree expected; employment and income; community service; expectations for employment after graduation; expectations for graduate school; plans to enter the teaching profession; and parents' level of education, income, and occupation.



## FIRST FOLLOW-UPS

**B&B:93/94 and B&B:2000/01**—Provided information on employment after degree completion, job search activities, expectations for and entry into teaching, teacher certification status, job training and responsibilities, expectations/entry into graduate school, enrollment after degree, financial aid, loan repayment/status, income, family formation and responsibilities, community service, undergraduate coursework, institutions attended, grades, credits attempted and earned, and academic honors earned. In addition, B&B:93/94 contains undergraduate transcript records.

## SECOND AND THIRD FOLLOW-UPS

**B&B:93/97/03**—Provided information on employment history; enrollment history; job search strategies at degree completion (each new degree completed); career progress; current status in graduate school; federal and nonfederal aid received; additional job training; entry into, persistence in, and resignation from teaching career; teacher certification status; teacher career paths; income; family formation and responsibilities; community service; types and amounts of federal financial aid received; total federal debt accrued; and loan repayment status.

**Major Publications**

*Debt Burden: A Comparison of 1992–93 and 1999–2000 Bachelor's Degree Recipients, a Year After Graduating* (March 2005)

*Baccalaureate and Beyond: A Descriptive Summary of 1999–2000 Bachelor's Degree Recipients, 1 Year Later—With an Analysis of Time to Degree* (August 2003)

*Beyond 9 to 5: The Diversity of Employment Among 1992–93 College Graduates in 1997* (October 2002)

*Competing Choices: Men's and Women's Paths After Earning a Bachelor's Degree* (June 2001)

*From Bachelor's Degree To Work: Major Field of Study and Employment Outcomes of 1992–93 Bachelor's Degree Recipients Who Did Not Enroll in Graduate Education by 1997* (May 2001)

*Progress Through the Teacher Pipeline: 1992–93 College Graduates and Elementary/Secondary School Teaching as of 1997* (December 1999)

*Life After College: A Descriptive Summary of 1992–93 Bachelor's Degree Recipients in 1997, With an Essay on Participation in Graduate and First-Professional Education* (July 1999)

*Early Labor Force Experiences and Debt Burden* (September 1997)

*America's Teachers: Profile of a Profession, 1993–94* (July 1997)

**Data Products**

Public-use data from B&B are available on the Web and on CD-ROM. The public-use online Data Analysis System (DAS) is available on the Web at <http://nces.ed.gov/dasol>. Information on public-use data available on CD-ROM may be found on the Web at <http://nces.ed.gov/surveys/B&B>.

Restricted data files (containing student-level data) are also available. To obtain a restricted CD-ROM with data files, you must first apply and receive approval for licensure. More information may be found on the Web at <http://nces.ed.gov/pubsearch/licenses.asp>.

## **For Further Information**

B&B can be found on the Web (<http://nces.ed.gov/surveys/B&B>). For further information on B&B, contact

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## **Plans for Longitudinal Studies**

Data collection began in the spring of 2002 for the longitudinal study of 10th-graders (ELS:2002). The first follow-up to the base-year data collection was conducted in 2004; a second follow-up will be conducted in 2006 and a third follow-up in 2012.

ECLS-K data was collected in the spring of 2002, when children were in the third grade. NCES collected more data in 2004, when children were in the fifth grade. Current plans call for an eighth-grade data collection. In 2002, ECLS-B collected data on the sample of children at 9 months of age; the second wave of data collection was started as children in the study reached age 2. The next data point is at age 4.

The BPS sample of students who began their postsecondary education in 1995–96 were interviewed again in 2001. Another BPS sample of students who began their postsecondary education in 2003–04 will be interviewed in 2006 and again in 2009. As part of B&B, a sample of students who received their bachelor's degrees in 1999–2000 were interviewed again in 2001, and the sample of 1992–93 bachelor's degree recipients were interviewed again in 2003.

**Table 5. Data collection calendar for longitudinal studies**

	Base year and years of follow-up studies									
<b>Early Childhood Longitudinal Study</b>	1998	1999	2000	2001	2002	2003	2004			
Kindergarten Class of 1998–99	B	B, F	F		F		F			
Birth Cohort of 2001				B	B, F	F	F			
<b>National Longitudinal Study of the High School Class of 1972</b>		1972	1973	1974	1976	1979	1986			
		B	F	F	F	F	F			
<b>High School and Beyond Longitudinal Study</b>			1980	1982	1984	1986	1992			
Seniors			B	F	F	F				
Sophomores			B	F	F	F	F			
<b>National Education Longitudinal Study of 1988</b>			1988	1990	1992	1994	2000			
			B	F	F	F	F			
<b>Education Longitudinal Study of 2002</b>				2002	2004	2006	2012			
				B	F	F	F			
<b>Beginning Postsecondary Students Longitudinal Study</b>	1990	1992	1994	1996	1998	2001	2004	2006	2009	
1989–90		B	F	F						
1995–96				B	F	F				
2003–04							B	F	F	
<b>Baccalaureate and Beyond Longitudinal Study</b>		1993	1994	1997	2000	2001	2003	2008		
1992–93		B	F	F			F			
1999–2000					B	F				
2007–08										B

B = base year  
F = follow-up

## CHAPTER 7

# International Statistics





## **Introduction**

Insights into the educational practices and outcomes of the United States are obtained by comparing them with those of other countries. Congress, in authorizing the National Center for Education Statistics (NCES), recognized the importance of cross-national information by including it in the agency's mission. NCES carries out a variety of activities to provide statistical information comparing the educational experiences and trends in other countries to those in the United States. Through comparisons with other countries, it is possible to learn more about the status of education in the United States and to generate new ideas for improving American education.

NCES plays a central role among organizations involved in collecting and interpreting international data and has created an International Activities Program within the Early Childhood, International, and Crosscutting Studies Division to coordinate NCES efforts in international education studies. NCES is actively involved with the Organization for Economic Cooperation and Development (OECD), based in Paris, France, and with the International Association for the Evaluation of Educational Achievement (IEA), based in Amsterdam, Netherlands. In addition, NCES is working with the Office of the Secretary, U.S. Department of Education, on the Regional Education Indicators Project, to develop comparable education indicators throughout the Americas.

There is a great deal of interest in the findings of international student assessment studies and in the development of education indicators that facilitate comparisons among national systems of education. This interest has been spurred by increased concern about global economic competition and the role that education plays in the economy.

International assessment studies provide answers to questions of how other countries educate their children and with what success. Such comparisons can lead to reexamination of our own education policies and practices and challenge the conventional wisdom underlying them. The assessments not only compare the performance of American students with that of their peers in other nations, but can also provide insights into the factors that may influence performance.

The work that NCES conducts within the International Activities Program is designed to provide comparable indicator data about the activities and outcomes of education systems and institutions in other nations. Such data can lead to improvements in accountability and policymaking. These data are increasingly relevant to policy formulation as the political, economic, and cultural ties among countries grow.

## **Data Uses**

NCES receives many requests for information about education in other countries, for instance, about school achievement levels, school completion rates, school expenditure

levels, and higher education enrollment rates. Policymakers, such as chief state school officers, governors, and local school officials, also want to know the average level of achievement in various subject matters in other countries.

NCES also provides international data on instructional practices. These data are gathered through two vehicles: surveys conducted at the same time as assessments are conducted and videotape studies. Both vehicles allow researchers to examine and illustrate instructional practices from around the world.

Data from these international activities appear prominently in numerous publications produced not only in the United States, but also by international organizations. For example, the OECD publication *Education at a Glance* relies heavily on data gathered through NCES. United Nations Educational, Scientific, and Cultural Organization (UNESCO) reports on literacy have begun to follow the conventions developed by the International Adult Literacy Survey, which NCES helped to underwrite.

## Studies and Activities

### Trends in International Mathematics and Science Study

The Trends in International Mathematics and Science Study (TIMSS), sponsored by the International Association for the Evaluation of Educational Achievement (IEA), is a study of students' mathematics and science achievement in the United States and other participating nations. Previously known as the Third International Mathematics and Science Study, the study is on a 4-year cycle, with data collection having occurred at three points in time thus far: 1995, 1999, and 2003. Results from all three data collections have been released.



In 1995, 42 nations, including the United States, participated in the study. Assessments were administered to students in both grades 4 and 8 and to students at the end of secondary school (grade 12 in the United States). In 1999, 38 nations participated. Unlike the 1995 data collection, in 1999 the assessments were administered to students in grade 8 only. In 2003, 50 nations and jurisdictions collected data from students in grades 4 and/or 8. The TIMSS assessments allow the United States to compare the achievement of its students to their peers around the world. In addition, TIMSS allows for comparisons among nations on education-related contextual information collected from schools, teachers, and students.

The United States has sponsored additional components of TIMSS to enhance the information gained through the assessments and questionnaires. These components are as follows:

- **TIMSS 1995 Videotape Classroom Study**—This first-ever large-scale international study of teaching in eighth-grade mathematics classrooms involved three

nations: Germany, Japan, and the United States. The study videotaped nationally representative samples of eighth-grade mathematics teaching to provide detailed information on the practices that may contribute to the achievement of students in the three participating nations.

- **TIMSS 1995 Curriculum Study**—Fifty nations provided information on their official curriculum and submitted representative samples of mathematics and science textbooks for this study. Through analyses of the data, the original TIMSS curricular frameworks were developed and curricular factors that may influence student achievement were investigated.
- **TIMSS 1995 Case Studies**—The project provided in-depth information on education in three nations: Germany, Japan, and the United States. Through interviews with administrators, teachers, parents, and students, the project investigated education standards, dealing with differences in ability; the place of school in adolescents' lives; and the working conditions and training of teachers.
- **TIMSS 1995 Benchmarking Project**—Five states and one consortium of school districts in the United States voluntarily participated as their own “nations,” following the same guidelines as the participating nations. Participants were able to assess their comparative international standing and evaluate their mathematics and science programs in an international context.
- **TIMSS 1999 Benchmarking Project**—Modeled on the 1995 project, 13 states and 14 districts or consortia of districts throughout the United States voluntarily participated in the second administration of this project.
- **TIMSS 1999 Videotape Classroom Study**—Building on the work of the first TIMSS videotape study of mathematics teaching, the TIMSS 1999 Videotape Classroom Study examined national samples of eighth-grade mathematics and science instructional practices in seven nations. The study was designed to reveal national-level portraits of mathematics and science teaching practices that can provide a more detailed context for understanding mathematics and science teaching and learning in the classroom.

The Benchmarking Projects provide reliable data on how state and district students compare to “world-class” levels in mathematics and science. Results from the Videotape Classroom Studies also add to our understanding of mathematics and science instructional practices in nations with high student achievement levels on assessments such as TIMSS. The Curriculum Study and Case Studies detail how decisions about curriculum and some education policies may contribute to student achievement. Taken together, these components of TIMSS provide a rich source of data for better understanding the educational context in which mathematics and science teaching and learning take place.

Through TIMSS, the following questions, among others, about mathematics and science learning can be addressed:

- How does the mathematics and science knowledge of U.S. students compare to that of students in other nations?
- Has the mathematics and science knowledge level of students changed since the original TIMSS in 1995, and has the relative international standing of U.S. students changed since then?
- How do nations compare on the education-related background factors studied in TIMSS?



- How do U.S. mathematics and science teachers compare to their international colleagues in their preparation for teaching?
- What instructional techniques do mathematics and science teachers in other nations employ in the classroom? How do the teaching skills of U.S. teachers compare to those of their international peers?

## Design

Depending on the year of data collection, TIMSS focuses on students at three different stages in their academic careers. TIMSS 1995 was designed to focus on students in the two adjacent grades containing the largest numbers of 9- and 13-year-olds, as well as students who were completing the compulsory portion of their education. In the United States and most nations, these students were in grades 3/4, 7/8, and 12. TIMSS 1999 focused only on those students in the upper of the two grades that contained the largest number of 13-year-olds. This corresponded to grade 8 in the United States and most nations. In 2003, TIMSS focused on students in grades 4 and 8. With the completion of data collection in 2003, TIMSS provides comparisons of the achievement of fourth-graders across two points in time (1995 and 2003) and eighth-graders across three points in time (1995, 1999, and 2003). The TIMSS assessment includes two parts: mathematics and science. Each part contains items in multiple-choice and free-response formats. In addition, TIMSS administers school, teacher, and student questionnaires that collect information to help provide a context for the performance scores. An international panel of assessment and content experts developed the original assessment framework in 1995. For the 2003 administration of TIMSS, the framework was revised to include the latest developments in mathematics and science education and assessment. The 2003 framework provided the basis for the collection of data on the problem-solving and inquiry skills of students in mathematics and science, which is new to TIMSS.

All participating nations were required to draw nationally representative samples of students and schools for TIMSS. Both public and nonpublic school students in all participating nations received the TIMSS assessments and questionnaires, unless otherwise noted in the reports. Most nations, including the United States, conducted the assessment 2 to 3 months before the end of the school year. Students with special needs and disabilities that would make taking the test difficult were excused from the assessment. Such exclusions were documented by each participating nation, including the United States. In each nation, the assessments and questionnaires were translated into the primary language or languages of instruction. In the United States, all testing was done in English. The student assessment portion required approximately 1½ hours to complete.

## Major Publications

TIMSS 2003

*Highlights From the Trends in International Mathematics and Science Study (TIMSS) 2003* (December 2004)

TIMSS 1999

*Highlights From the TIMSS 1999 Video Study of Eighth-Grade Mathematics Teaching*  
(April 2003)

*Teaching Mathematics in Seven Countries: Results From the TIMSS 1999 Video Study*  
(April 2003)

*Highlights From TIMSS-R* (December 2000)

*Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement From a U.S. Perspective, 1995 and 1999* (December 2000)

TIMSS 1995

*Mathematics and Science in the Eighth Grade: Findings From Comparisons of the Third International Mathematics and Science Study* (June 2000)

*The TIMSS Videotape Classroom Study: Methods and Findings From an Exploratory Research Project on Eighth-Grade Mathematics Instruction in Germany, Japan, and the United States* (February 1999)

*Pursuing Excellence: A Study of U.S. Twelfth-Grade Mathematics and Science Achievement in International Context* (February 1998)

*Pursuing Excellence: A Study of U.S. Fourth-Grade Mathematics and Science Achievement in International Context* (June 1997)

*Pursuing Excellence: A Study of U.S. Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum, and Achievement in International Context* (November 1996)

### Data Files

Third International Mathematics and Science Study (TIMSS) 1999 U.S. National Restricted-Use Data and User's Guide [also contains rescaled U.S. 1995 data] (October 2003)

TIMSS 1995, 1999, and 2003 data files (available from the International Study Center at Boston College)

### For Further Information

Additional details and publications on TIMSS can be found on the Web (<http://nces.ed.gov/timss>). For further information about TIMSS, contact

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### Civic Education Study

The 1999 Civic Education Study (CivEd) is sponsored by the International Association for the Evaluation of Educational Achievement (IEA). CivEd, which was conducted in 1999, focuses on what ninth-graders in 28 countries, including the United States, know about democratic practices and



institutions. CivEd also provides invaluable data to measure U.S. ninth-grade students' knowledge in three domains: democracy, national identity and international relations, and social cohesion and diversity.

Questions that CivEd can help inform include the following:

- How does the civic achievement of U.S. ninth-grade students compare to achievement in other countries?
- What are the strengths and weaknesses of U.S. ninth-grade students in civic education?
- Are U.S. ninth-grade students more proficient in civic content or in the civic-related skills needed in daily life?
- Are there significant differences across race, sex, and socioeconomic background in the civic achievement of U.S. ninth-grade students?
- What is the school and classroom context for the civic achievement of U.S. ninth-grade students?

### **Design/Components**

CivEd is the result of a major consensus-building effort across the participating 28 countries. Experts in civic education as well as authorities in educational measurement were involved in developing the study framework and assessment instruments. In addition, a preliminary phase of the study conducted case-study research in each participating country to inform the development of the framework and assessment instruments. CivEd includes the following two components:

- **Student Questionnaire**—Consists of three parts and contains cognitive items related to knowledge across the three domains of civic education, questions intended to provide background data on students used to interpret the assessment results, and questions intended to determine students' understandings and perceptions of issues in the three domains.
- **School Questionnaire**—Designed to gather information on the school's general environment, how civic education is integrated into the school curriculum, how the civic education curriculum is structured, and how many staff members are involved in civic education.

### **Major Publications**

*What Democracy Means to Ninth-Graders: U.S. Results From the International IEA Civic Education Study* (April 2001)

*Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen* (released by IEA in March 2001)

### **Data Product**

Civic Education Study 1999 (CD-ROM) (August 2003)

## For Further Information

Additional details about CivEd can be found on the Web (<http://nces.ed.gov/surveys/cived>).

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## Program for International Student Assessment

The Program for International Student Assessment (PISA) is sponsored by the Organization for Economic Cooperation and Development (OECD). PISA is designed to monitor, on a regular 3-year cycle, the achievement of 15-year-old students in three subject areas: reading literacy, mathematical literacy, and scientific literacy. PISA assesses some of the knowledge and skills that enable students to participate fully in society and the economy, and to become lifelong learners.

While some elements covered by PISA are likely to be part of the school curriculum, PISA goes beyond mastery of a defined body of school-based knowledge to include knowledge and experiences gained outside of school and students' ability to apply their knowledge and skills to problems with a real-life context.

In each assessment cycle (assessment cycles began in 2000), PISA focuses on one of the three subject areas, devoting approximately two-thirds of testing time to an in-depth assessment of the major domain and the remaining one-third of testing time to the two minor domains. The subject areas are as follows:

- **Reading literacy**—This subject area requires students to perform a range of tasks with different kinds of texts. The tasks range from retrieving specific information to demonstrating a broad understanding of, interpreting, and reflecting on a text's content and features. Reading literacy was the major domain of focus in 2000.
- **Mathematical literacy**—This subject area entails the use of mathematical competencies at several levels, ranging from performance of standard mathematical operations to mathematical thinking and reflection. Mathematical literacy was the major domain of focus in 2003.
- **Scientific literacy**—This subject area involves the use of key scientific concepts in order to understand and help make decisions about the natural world. It involves being able to recognize scientific questions, use evidence, draw scientific conclusions, and communicate these conclusions. Scientific literacy will be the major domain of focus in 2006.

On its regular 3-year cycle, PISA is planned to provide trend data in a major subject area every 9 years. As PISA develops, it is expected that additional areas of cross-curricular or



general competencies will be assessed. For example, in 2003 an assessment of problem solving was conducted. Questions that PISA helps address include the following:

- How do U.S. 15-year-olds perform in the subject areas covered by PISA in comparison to their international counterparts?
- What are the strengths and weaknesses of U.S. 15-year-olds in reading literacy, mathematical literacy, and scientific literacy?
- Are there significant differences across race, sex, or socioeconomic background in reading literacy, mathematical literacy, and scientific literacy, as measured by PISA?

### Design/Components

PISA is designed to focus on 15-year-old students. In the United States, these are largely 9th- and 10th-graders. In each participating country, a nationally representative sample of 15-year-old students is asked to complete the PISA assessment and student questionnaire. To assess the performance of students and to provide education-related contextual information to understand their performance, PISA includes the following three components:

- **Assessment**—Students are required to read passages and interpret charts, graphs, diagrams, or other documents, and then answer related questions. Question types range from multiple choice to extended response. The objective of the assessment is to determine the extent to which students can reflect upon the domain being assessed and apply their knowledge and skills to solving problems in a real-world context. The focus of the assessment will change with each cycle of PISA.
- **Student Questionnaire**—The student questionnaire was developed to collect information on students' experiences both in and out of school, students' attitudes toward learning, and other basic information considered important to interpreting the assessment results.
- **School Questionnaire**—A school administrator or someone knowledgeable about the school is asked to complete a questionnaire about the staff and its policies.

PISA was designed through an intensive, collaborative process involving all participating nations. PISA brought together content and testing experts to develop the framework from which all PISA assessments are developed. Data collection for PISA 2003 in the United States took place in spring and fall 2003, and results for the 2003 data collection were released in late 2004. Each participating nation was required to draw a nationally representative sample of 15-year-olds.

### Major Publications

*International Outcomes of Learning in Mathematics Literacy and Problem Solving: PISA 2003 Results From the U.S. Perspective* (December 2004)

*Outcomes of Learning: Results From the 2000 Program for International Student Assessment of 15-Year-Olds in Reading, Mathematics, and Science Literacy* (December 2001)

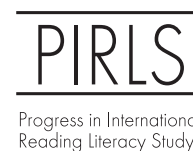
## For Further Information

Additional details about PISA can be found on the Web (<http://nces.ed.gov/surveys/pisa>). The international database is available from the OECD at <http://www.pisa.oecd.org>. For further information about PISA, contact

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## Progress in International Reading Literacy Study

The Progress in International Reading Literacy Study (PIRLS) is sponsored by the International Association for the Evaluation of Educational Achievement (IEA). PIRLS was first administered in 2001 and focused on the reading literacy of fourth-graders and the experiences they had at home and school in learning to read. PIRLS is designed to allow for the measurement of changes in reading literacy over time. The assessment is planned on a 5-year cycle, with the next data collection scheduled for spring 2006.



PIRLS offers the possibility of making comparisons of student reading performance across nations and provides international benchmarks by focusing on the following three aspects of reading literacy:

- processes of comprehension,
- purposes for reading, and
- reading behaviors and attitudes.

PIRLS helps measure progress toward the national goal of promoting reading literacy for all students and allows for comparisons among nations on important education policy issues. PIRLS addresses the following questions about reading literacy:

- How well do U.S. fourth-grade students read literary texts compared to students in other countries?
- How well do U.S. fourth-grade students read informational texts compared to students in other countries?
- What are students' reading habits and attitudes?
- What school characteristics relate to students' reading literacy achievement?

## Design/Components

PIRLS is designed to focus on students in the fourth year of formal instruction (fourth-graders in most countries, including the United States). A nationally representative sample

of students is asked to demonstrate how well they read and how well they understand what they read. To assess the reading performance of students and to provide education-related contextual information to understand their performance, PIRLS includes the following components:

- **Reading Assessment**—Developed for fourth-graders, this assessment represents a range of text types that students would likely have encountered by this grade. The assessment items that accompany the texts require students to demonstrate a range of skills related to reading literacy.
- **Student, Teacher, and School Questionnaires**—These questionnaires were developed to collect information on the school reading experiences of students, teacher expectations and beliefs, reading instruction practices, school reading programs, and students' reading habits and experiences both in and out of school.

An international panel of assessment and content experts developed the PIRLS framework, from which the reading assessment and questionnaires were designed. The framework is updated for each assessment cycle. Data collection in the United States was first conducted in spring 2001, and international and national reports were released in spring 2003. The next full-scale assessment is scheduled for spring 2006.

### **Major Publications**

*PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 35 Countries* (released by IEA in April 2003)

*International Comparisons in Fourth-Grade Reading Literacy: Findings From the Progress in International Reading Literacy Study (PIRLS) of 2001* (April 2003)

### **Data Product**

Progress in International Reading Literacy Study (PIRLS) 2001 National Data File (CD-ROM) (August 2004)

### **For Further Information**

Information about PIRLS can be found on the Web (<http://nces.ed.gov/surveys/pirls>).

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## Adult Literacy and Lifeskills

Adult Literacy and Lifeskills (ALL) is an international comparative study designed to provide the participating countries, including the United States, with information about the skills of their adult populations (ages 16–65).



ALL measures the literacy and numeracy skills of a nationally representative sample of adults from each participating country. Literacy skills encompass prose and document literacy, including the knowledge and skills to understand and use information from texts such as editorials, news stories, poems, and fiction, and the knowledge and skills required to locate and use information contained in various formats such as tables, forms, graphs, and diagrams. Numeracy refers to the ability to interpret, apply, and communicate mathematical information.

ALL builds upon the success of the 1994 International Adult Literacy Survey (IALS) in the direct measure of literacy skills. For countries that participated in the IALS, such as the United States, ALL provides data to monitor changes in adult skill levels since 1994.

Questions that ALL will address include the following:

- How do the skills of the U.S. adult population, as measured in ALL, compare to the skills of adults in other countries?
- How do the skills measured in ALL relate to one another?
- What is the relationship between the skills measured in ALL and individuals' economic and social status?
- Are there significant differences across race, sex, and socioeconomic background in the skills demonstrated by U.S. adults?

### Design

ALL consists of the following two components:

- **Background Questionnaire.** The background questionnaire is designed to collect general participant information and examine attitudes toward teamwork and familiarity with information and communication technology; and
- **Skills Assessment.** The skills assessment is designed to assess the skills of participants in prose and document literacy and numeracy.

ALL is a household survey. In the 2003 assessment, participants completed approximately 45 minutes of background questions and 60 minutes of paper-and-pencil assessment items in their homes. In the United States, a nationally representative sample of approximately 4,000 adults was selected. Each participating country provided a sample that is representative of their adult population (ages 16–65) as a whole. The main data collection for ALL took place from January to May 2003 with the participation of six countries, including the United States. Recruitment of a number of other countries to add to the original six participating countries is continuing for a second administration of the survey. A report on the U.S. results for the 2003 data collection has recently been released.



## Major Publication

*Highlights From the 2003 International Adult Literacy and Lifeskills Survey (ALL)* (May 2005)

## For Further Information

Additional details on ALL can be found on the Web (<http://nces.ed.gov/surveys/all>).

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## OECD International Indicators of Education Systems Project

NCES has been working cooperatively with the member countries of the Organization for Economic Cooperation and Development (OECD) since 1988 to develop an international education indicator reporting system. The goal of the International Indicators of Education Systems Project (INES) is to improve the comparability of education data across OECD countries and to develop, collect, and report on a key set of indicators of the condition of education in these countries. The work of INES is carried out by three networks and a technical group. NCES chairs Network A, which develops indicators for student outcomes, and participates in the two other networks and the technical group, which develop indicators in other areas.



The set of indicators includes measures of student enrollment and achievement, labor force and economic outcomes, school and school system features, and costs and resources. The primary vehicle for reporting on these indicators is an OECD report entitled *Education at a Glance (EAG)*. *EAG* was first released in September 1992 and continues to be released annually. The indicators reported in *EAG* are under continuous refinement, and additional indicators are being developed for future editions of the report.

## Major Publications

*Comparative Indicators of Education in the United States and Other G8 Countries: 2004*  
(February 2005)

*Education at a Glance: OECD Indicators 2004* (released by OECD in September 2004)

*Comparative Indicators of Education in the United States and Other G8 Countries: 2002*  
(April 2003)

*Elementary and Secondary Education: An International Perspective* (April 2000)

*International Education Indicators: A Time Series Perspective, 1985–1995*  
(February 2000)

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## Plans for International Statistics

NCES has worked with its international partners to develop and implement a set of regular international assessments and surveys in different subject areas at different grade or age levels. Under the auspices of the IEA and OECD, current NCES plans include the following international education studies:

- *PIRLS*: PIRLS data in the United States were collected in spring 2001, with the next international data collection to take place in 2006. PIRLS focuses on the reading literacy of fourth-graders.
- *TIMSS*: A continuation of the assessment series is planned for 2007. Findings from the TIMSS 2003 assessment were released in December 2004.
- *PISA*: In the United States, PISA data were collected from 15-year-olds in spring and fall 2003. PISA is scheduled to collect data every 3 years, with a different subject-area focus each time. In 2006, the focus will be on scientific literacy. The 2003 data that focused on mathematics literacy and problem solving were reported in December 2004.

In addition, NCES will continue its collaboration with foreign governments and agencies on the development of international education indicators. In addition to the World Education Indicators Project—a joint program of OECD and UNESCO that gathers INES data from non-OECD countries—and INES, NCES is working with governments, organizations, and universities in the Western Hemisphere to develop the Regional Education Indicators Project.

**Table 6. Data collection calendar for international statistics**

Years of data collection		
Trends in International Mathematics and Science Study	2003	2007
	✓	✓
Years of data collection		
Program for International Student Assessment	2003	2006
	✓	✓
Years of data collection		
Progress in International Reading Literacy Study	2001	2006
	✓	✓
Years of data collection		
Adult Literacy and Lifeskills	2003	
	✓	

## **CHAPTER 8**



# **Data on Vocational Education**



## Introduction

The National Center for Education Statistics (NCES) Data on Vocational Education (DOVE) system derives data about vocational education primarily from existing NCES surveys. Some of the most informative data in the DOVE system are high school student transcript data. In comparison to reports from states that categorize students as vocational using different definitions, high school transcripts provide consistent information on how many vocational education credits students earn. These data allow researchers to identify students who take different amounts and types of vocational education courses and to examine the relationship between academic and vocational coursetaking. The DOVE system also uses data from NCES longitudinal studies to examine the economic and educational outcomes associated with participation in vocational education, and data from other NCES surveys to examine the characteristics of vocational teachers, programs, and students at the secondary and postsecondary levels. DOVE is supplemented with data from other federal sources, including the Bureau of Labor Statistics (National Longitudinal Survey of Youth) and the Census Bureau (Current Population Survey).



## Data Uses

The primary use of the DOVE system is to report on the status of vocational education. NCES has published several reports on vocational education topics, including trends in student participation over time, characteristics of vocational students, and vocational staff characteristics. These publications include *Vocational Education in the United States*, a periodic report that synthesizes vocational education data across educational levels; the last edition was published in 2000 and the next edition is being prepared. In addition, the DOVE system is a key data source for the National Assessment of Vocational Education (NAVE), a periodic, congressionally mandated study of vocational education. For example, the most recent NAVE used NCES student transcript data collected between 1982 and 1998 to examine changes in the nature of the vocational and academic curricula that students pursue.

Listed below are the primary databases and components that are used by NCES for the analysis of vocational education issues. For a complete description of a survey or component, refer to the appropriate chapter within this publication. The surveys are grouped by category: secondary, postsecondary and adult, and longitudinal studies.

## Components

### SECONDARY STUDIES

**High School Transcript Studies**—Provide information from students' high school transcripts, including courses taken, grades, and credits earned, in addition to information about student characteristics. The 1987, 1990, 1994, 1998, 2000, and 2005 studies are linked to the National Assessment of Educational Progress (NAEP). The 1982 study is linked to the High School and Beyond Longitudinal Study (HS&B); the 1992 study is linked to the National Education Longitudinal Study of 1988 (NELS:88); and the 2004 study is linked to the Education Longitudinal Study of 2002 (ELS:2002).

**Schools and Staffing Survey**—Data from the 1987–88, 1990–91, 1993–94, 1999–2000, and 2003–04 Teacher Questionnaire, School Principal Questionnaire, School Questionnaire, and School District Questionnaire.

### POSTSECONDARY AND ADULT STUDIES

**National Postsecondary Student Aid Study (NPSAS)**—Data from the 1986–87, 1989–90, 1992–93, 1995–96, 1999–2000, and 2003–04 Student Records and Student Telephone Interviews.

**National Household Education Surveys Program (NHES)**—Data from the 1991, 1995, 1999, 2001, and 2003 Adult Education Surveys.

**National Study of Postsecondary Faculty (NSOPF)**—Data from the 1988, 1993, 1999, and 2004 Faculty Surveys.

### LONGITUDINAL STUDIES

**High School and Beyond Longitudinal Study (HS&B)**—Data from the 1980 base-year Student, School, and Parent Questionnaires and follow-ups in 1982, 1984, 1986, and 1992.

**National Education Longitudinal Study of 1988 (NELS:88)**—Data from the 1988 base-year questionnaires and follow-ups in 1990, 1992, 1994, and 2000, including high school transcript data in 1992 and postsecondary transcript data in 2000.

**Education Longitudinal Study of 2002 (ELS:2002)**—Data from the 2002 base-year survey, the 2004 follow-up survey, and, in future years, the 2006 and 2012 follow-up surveys.

**Beginning Postsecondary Students Longitudinal Study (BPS)**—Data from the 1989–90 base-year NPSAS and its BPS follow-up surveys in 1992 and 1994, and from the 1995–96 base-year NPSAS and its BPS follow-up surveys in 1998 and 2001.

## Major Publications

*Public High School Graduates Who Participated in Vocational/Technical Education: 1982–1998* (July 2003)

*Trends in High School Vocational/Technical Coursetaking: 1982–1998* (June 2003)

*Vocational Education in the United States: Toward the Year 2000* (January 2000)

*Vocational Education in the United States: The Early 1990s* (November 1996)

*Vocational Education in the United States: 1969–1990* (April 1992)

## For Further Information

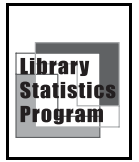
Information about vocational education can be found on the Web (<http://nces.ed.gov/surveys/dove>). For further information on vocational education, contact

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## **CHAPTER 9**



# **Libraries**



## Introduction

Libraries represent an educational resource that is available to individuals regardless of age, social status, or educational background. In an effort to provide more complete information on this aspect of the education spectrum, the National Center for Education Statistics (NCES) initiated a formal Library Statistics Program in 1989. The first library survey was begun in 1966 with the fielding of the Academic Libraries Survey as part of the Higher Education General Information Survey. This survey was initiated because an academic library was considered an essential component of a higher education institution.



The first survey under the auspices of the NCES Library Statistics Program, the Public Libraries Survey, focused on public libraries in response to a congressional mandate for NCES to establish a cooperative system for public library data. This survey is the product of the Federal-State Cooperative System for Public Library Data, a cooperative effort among state library agencies, NCES, the U.S. Census Bureau, and the U.S. National Commission on Libraries and Information Science. In addition to the Academic Libraries Survey, the Public Libraries Survey, and the School Library Media Centers Survey, the Library Statistics Program developed one additional library survey, the State Library Agencies (StLA) Survey, in 1994.

## Data Uses

Descriptive information provided by the library surveys includes staffing levels, size and content of the collections in libraries, the number of items per year that libraries circulate, library expenditures, and the extent of library services.

The four library surveys provide current, national descriptive data on libraries. They are used by professional associations; local practitioners; and federal, state, and local officials for planning, evaluation, and policymaking. These data are also available to researchers and educators to analyze the state of the art of librarianship and to improve its practice.

Except for the School Library Media Centers Survey, each of the library surveys is a universe survey. Because the respondents include all known libraries of the type being surveyed, the resulting data files can be used to develop frames for sample surveys by NCES, other agencies, or researchers.

NCES has conducted sample surveys related to public libraries both to assess the feasibility of incorporating certain items into its universe surveys and to obtain information that addresses more specific issues. For example, in 1993, NCES conducted a survey of public library services to children and young adults using the Fast Response Survey System (FRSS). Several items on the extent of children's services were added to the Public Libraries Survey in 1995 based on the results of this FRSS survey. NCES also collected

information from households about frequency of use and the purposes for which households use public libraries through the National Household Education Survey (NHES) in 1996. NCES updated these data and added some additional survey questions in fall 2002 as part of a supplement to the Current Population Survey. This usage information can be extremely helpful for policymakers setting priorities for libraries in relation to demands for other public services. It can also provide practitioners with important insights into ways in which to serve their customers better.

## **Studies**

### **Public Libraries Survey**

Nationwide public library statistics are collected and disseminated annually through the Federal-State Cooperative System (FSCS) for Public Library Data. Preparing for its 16th year of electronic data collection, FSCS is an example of the synergy that can result from combining federal-state cooperation with state-of-the-art technology. FSCS was the first national NCES data collection in which respondents supplied information electronically and in which data were also edited and tabulated completely in machine-readable form. The software used for this data collection has been cost effective and has improved data quality.

#### **Design**

Data are collected annually for over 9,000 public libraries identified by state library agencies in the 50 states and the District of Columbia. Beginning in 1993, Puerto Rico as well as the following outlying areas joined FSCS: Guam, the Northern Marianas, and the Virgin Islands. At the state level and in the outlying areas, FSCS is administered by State Data Coordinators appointed by each state's or outlying area's chief officer of the state library agency. The State Data Coordinators collect the requested data from local public libraries and submit these data to NCES. Data are available for individual public libraries and are also aggregated to state and national levels. NCES also developed the first comprehensive public library universe file. This automated file is updated annually and includes identifying information on all known public libraries (including their service outlets). This resource is now available for use in drawing samples for special surveys on such topics as literacy, access for the disabled, and library construction.

An annual professional development conference, sponsored by NCES, is provided for State Data Coordinators. A steering committee representing State Data Coordinators and other professional organizations is active in the development of new data elements and software for the Public Libraries Survey. Technical assistance to states and outlying areas is provided by the FSCS Steering Committee and NCES staff and contractors.

## Components

**Identifying Data About Individual Public Libraries and Their Outlets**—Identifying data are collected for each public library and public service outlet. These data include street address, mailing address, city, county, zip code, web address, telephone number, fax number of director, and e-mail address of director.

**Data About Public Libraries**—Data are collected on service measures such as reference transactions, public service hours, interlibrary loans, circulation, library visits, children’s program attendance, and circulation of children’s materials. The survey also collects information about size of collection, staffing, operating revenue and expenditures, number of web terminals used by the general public, type of legal basis, type of interlibrary relationship, type of geographic boundary, type of administrative structure, and number and types of public library service outlets. Electronic technology data items collected include operating expenditures for library materials in electronic format, operating expenditures for electronic access, number of library materials in electronic format, access to electronic services, access to the Web, and number of users of electronic resources in a typical week. A question—“Does this public library meet all the criteria of the FSCS public library definition?”—is also included.

**Data About Public Library Service Outlets**—Data are collected on number and types of outlets, location of public library service outlets relative to a metropolitan area, number of books-by-mail outlets, number of bookmobiles by bookmobile outlet, and square footage of outlet.

**Web Data Search Tools**—The Public Library Locator tool is available on the Library Statistics Program website (<http://nces.ed.gov/surveys/libraries/liblocator>). This tool enables users to locate the most recently available data about a library or public library service outlet in instances where only some of the identifying information about the library is known. For example, if you know the city the library is in, but not its name, you can still locate the library and obtain most of the available FSCS data about it, including identifying information, organizational characteristics, services, staffing, size of collection, and income and expenditures.

Compare Public Libraries is a web-based peer comparison tool that is also available on the Library Statistics Program website (<http://nces.ed.gov/surveys/libraries/publicpeer>). Using this tool, a user can first select a library of interest. Next, the user can search for a comparison group by selecting key characteristics with which to define the library, such as total operating expenditures, circulation per capita, etc. Finally, the user can view customized reports comparing the library of interest to its comparison group. In addition, FSCS data can be viewed for individual public libraries.

## Major Publications

*Public Libraries in the United States: Fiscal Year 2002* (March 2005)

*Public Libraries in the United States: Fiscal Year 2001* (June 2003)

*Programs for Adults in Public Library Outlets: 2000* (November 2002)  
*Public Libraries in the United States: Fiscal Year 2000* (July 2002)  
*Public Libraries in the United States: FY 1999* (February 2002)  
*Public Libraries in the United States: FY 1998* (June 2001)  
*Public Libraries in the United States: FY 1997* (June 2000)  
*Public Libraries in the United States: FY 1996* (February 1999)  
*How Does Your Public Library Compare? Service Performance of Peer Groups*  
(September 1998)  
*Statistics in Brief: Use of Public Library Services by Households in the United States:*  
*1996* (March 1997)  
*Public Library Structure and Organization in the United States* (March 1996)  
*Statistical Analysis Report: Services and Resources for Children and Young Adults in*  
*Public Libraries* (September 1995)  
*Staffing Data in the Public Library Statistics Program: Definitions, Internal Consistency,*  
*and Comparisons to Secondary Sources* (August 1995)  
*Finance Data in the Public Library Statistics Program: Definitions, Internal Consistency,*  
*and Comparisons to Secondary Sources* (April 1995)

### **Data Files**

Data File, Restricted Use: Public Libraries Survey: Fiscal Year 2002 (July 2004)  
Data File, Public Use: Public Libraries Survey: Fiscal Year 2002 (June 2004)  
Data File, Public Use: Public Libraries Survey: Fiscal Year 2001 (June 2003)  
Data File, Restricted Use: Public Libraries Survey: Fiscal Year 2001 (June 2003)

### **For Further Information**

Information on the Public Libraries Survey may be found on the Web  
(<http://nces.ed.gov/surveys/libraries/public.asp>). For further information, contact

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## **Academic Libraries Survey**

NCES surveys academic libraries through the Academic Libraries Survey (ALS). The ALS was conducted on a 3-year cycle between 1966 and 1988; since 1988, it has been on a 2-year cycle. ALS collects data on about 3,500 academic libraries. In aggregate, these data provide an overview of the status of academic libraries nationally and by state.

ALS data provide information for policymakers and researchers on trends in total operating expenditures on academic libraries, services available to students, and adoption of new technologies, such as giving students and researchers electronic access to bibliographic information. The survey also provides information on the staffing of academic libraries.

## Design

ALS collects data and produces descriptive statistics on the academic libraries in the entire universe of degree-granting, Title IV–eligible postsecondary education institutions in the 50 states, the District of Columbia, and outlying areas. In 2000 and 2002, ALS data were collected using a web-based data collection application.

## Component

**Academic Libraries Survey**—Data are collected on total operating expenditures, full-time-equivalent library staff, service outlets, total volumes held at the end of the fiscal year, circulation, interlibrary loans, public service hours, patron count, and reference transactions per typical week.

## Major Publications

*Academic Libraries: 2000* (November 2003)

*Academic Libraries: 1998* (July 2001)

*The Status of Academic Libraries in the United States: Results From the 1996 Academic Libraries Survey With Historical Comparisons* (May 2001)

## Data File

Data File, Public Use: 1998 Academic Library (July 2002)

## For Further Information

Information on the Academic Libraries Survey may be found on the Web (<http://nces.ed.gov/surveys/libraries/academic.asp>). For further information, contact

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## School Library Media Centers Survey

The last national survey exclusively of school library media centers was conducted in school year 1985–86. NCES now asks questions about libraries in elementary and secondary schools as part of the Schools and Staffing Survey (SASS) (see chapter 3). The data collected provide a national picture of school library collections, expenditures,



technology, and services. The data can be used by federal, state, and local policymakers and practitioners in assessing the status of school library media centers in the United States.

## Design

Information on school libraries is collected from a sample of elementary and secondary schools through the School Library Media Centers Survey (a component of SASS). The survey was administered to a sample of 10,000 public schools most recently in school year 2003–2004.

## Component

***School Library Media Centers Survey (a component of SASS)***—Data are collected on library media center facilities, collections, equipment, technology, staffing, income, expenditures, and services.

## Major Publications

*The Status of Public and Private School Library Media Centers in the United States: 1999–2000* (March 2004)

*Schools and Staffing Survey, 1999–2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools* (May 2002)

*Evaluation of Definitions and Analysis of Comparative Data for the School Library Statistics Program* (September 1998)

*School Library Media Centers: 1993–94* (August 1998)

## For Further Information

Information on the School Library Media Centers Survey may be found on the Web (<http://nces.ed.gov/surveys/libraries/school.asp>) or by contacting

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## State Library Agencies Survey

NCES surveys state library agencies annually. The first year of data collection was for fiscal year 1994. The State Library Agencies (StLA) Survey is the product of a cooperative effort among the Chief Officers of State Library Agencies (COSLA), the U.S. National Commission on Libraries and Information Science (NCLIS), the U.S. Census Bureau, and NCES.

StLAs are the official agencies designated in federal and state law with the administration of funds authorized by the Library Services and Technology Act (P.L. 104-208). The StLA Survey provides policymakers and researchers with descriptive information on StLAs. In particular, the public library data collected by the StLA Survey, when added to the data collected by the NCES Public Libraries Survey, helps complete the national picture of public library service.

## **Design**

The survey collects data on StLAs in the 50 states and the District of Columbia. The data are collected via a web-based reporting system to reduce respondent burden and improve data quality. NCES releases the final data file, an annual E.D. TAB report, and supplemental tables to the report.

## **Component**

**StLA Survey**—Data are collected on direct library services; library development services; resources assigned to allied operations, such as archive and records management; organizational and governance structure within which the agency operates; electronic networking; staffing; collections; services to libraries and systems; and revenues and expenditures.

## **Major Publications**

*State Library Agencies, Fiscal Year 2003* (December 2004)  
*State Library Agencies, Fiscal Year 2002* (March 2004)  
*State Library Agencies, Fiscal Year 2001* (October 2002)  
*State Library Agencies, Fiscal Year 2000* (November 2001)  
*State Library Agencies, Fiscal Year 1999* (September 2000)  
*State Library Agencies, Fiscal Year 1998* (February 2000)  
*Evaluation of the NCES State Library Agencies Survey* (September 1999)  
*State Library Agencies, Fiscal Year 1997* (March 1999)

## **Data Files**

State Library Agencies, Fiscal Year 2003 (September 2004)  
State Library Agencies, Fiscal Year 2002 (March 2004)  
State Library Agencies, Fiscal Year 2001 (October 2002)  
State Library Agencies, Fiscal Year 2000 (November 2001)  
State Library Agencies, Fiscal Year 1999 (September 2000)  
State Library Agencies, Fiscal Year 1998 (February 2000)  
State Library Agencies, Fiscal Year 1997 (March 1999)  
State Library Agencies, Fiscal Year 1996 (June 1998)

### **For Further Information**

Information on the State Library Agencies Survey may be found on the Web (<http://nces.ed.gov/surveys/libraries/state.asp>). For further information, contact

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## **Plans for the Public Libraries Survey**

NCES has fostered the use and analysis of FSCS data. A Data Use Subcommittee of the FSCS Steering Committee has been addressing the analysis, dissemination, and use of FSCS data. Several analytical projects have been completed or are under way.

In the fall of 2002, NCES fielded a supplement to the Current Population Survey. The survey results will update the information on public library use from the 1996 NHES as well as provide additional data.

## **Plans for Crosscutting Activities**

The Library Statistics Program also sponsors activities that cut across all types of libraries. For example, NCES sponsors the attendance of librarians from all sectors at NCES training opportunities, such as the annual Cooperative System Fellows Program.

**Table 7. Data collection calendar for library statistics**

Years of data collection													
<b>Public Libraries Survey</b>	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Years of data collection													
<b>Academic Libraries Survey</b>	1992		1994		1996		1998		2000		2002		2004
	✓		✓		✓		✓		✓		✓		✓
Years of data collection													
<b>School Library Media Centers Survey (SASS)</b>			1994						2000				2004
			✓						✓				✓
Years of data collection													
<b>State Library Agencies Survey</b>		1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



## **CHAPTER 10**

The  
Annual  
Reports  
Program

# **General Publications of NCES**



## Introduction

The National Center for Education Statistics (NCES) annually produces three major publications designed for general audiences: *The Condition of Education*, *Digest of Education Statistics*, and *Projections of Education Statistics*. These publications present statistics on a wide array of education topics. They are used in diverse ways by policymakers, researchers, and the general public. NCES produces other publications that draw upon a variety of data sources, such as *Trends in Educational Equity of Girls & Women*, a series on the educational status and progress of racial/ethnic minorities, and annual indicators of school crime and safety.

The logo for 'The Annual Reports Program' is displayed in a vertical stack of four dark grey rectangular boxes. The first box contains the word 'The', the second 'Annual', the third 'Reports', and the fourth 'Program' in white, sans-serif font.

## The Condition of Education

Efforts to improve education in America require reliable data on the condition and progress of education. When the original Department of Education was created in 1867, the law stated that it should “gather statistics and facts on the condition and progress of education in the United States and Territories.” NCES currently carries out this mission for the Department of Education and, since 1975, has done so by publishing *The Condition of Education*, a mandated annual report submitted to Congress on June 1 every year.

*The Condition of Education* presents statistical information, drawn from numerous data sources, in an indicator format that is designed to make such information meaningful and accessible to a general audience. An indicator format presents quantitative data graphically and in short narrative form to convey summary information (about conditions, functioning, performance, or trends) and to serve as diagnostic tools for policymakers. Similar to leading economic indicators that track economic trends and signal weak or strong economic performance (e.g., the gross national product or consumer price index), *The Condition of Education*'s indicators focus national attention on important aspects of the U.S. education system.

The print version of *The Condition of Education* presents approximately 40 such indicators annually, organized into six areas of measurement:

- Participation in Education;
- Learner Outcomes;
- Student Effort and Academic Progress;
- Contexts of Elementary and Secondary Education;
- Contexts of Postsecondary Education; and
- Societal Support for Learning.

The web version of *The Condition of Education* allows readers to access all indicators published since 2000. Both versions include supplemental information (e.g., statistical



tables, standard error tables, and supplemental notes) where needed for the indicators. In addition, both versions include a summary statement by the Commissioner and a special-focus analysis. The 2005 special-focus analysis describes the teacher workforce and the movement of teachers into and out of this workforce. *The Condition of Education's* indicators represent the most current and valid data available to quantify those aspects of the U.S. education system that a consensus of professional judgment deems to be the most significant national measures of the condition and progress of education. Although a core set of indicators is repeated with information that is updated annually, new indicators are developed regularly as more and better data become available. Moreover, some indicators, based on one-time studies, appear only for a few years. Other indicators, based on periodic surveys, are updated every few years as new data become available.

The web version of *The Condition of Education* is available at <http://nces.ed.gov/programs/coe>. The most recent print version of *The Condition of Education* can be ordered from ED Pubs at 1-877-4ED-PUBS or downloaded (along with any print version since 1992) from the NCES website (search for The Condition of Education at <http://nces.ed.gov/pubsearch>). *The Condition of Education's* special-focus essays are also published as separate topical reports and have covered such issues as entering kindergarten, the social context of education, women in mathematics and science, and first-generation students in postsecondary education.

### **Major Publications**

*The Condition of Education 2005* (June 2005)

*The Condition of Education 2005 in Brief* (June 2005)

### **For Further Information**

For further information on *The Condition of Education*, contact

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## **Digest of Education Statistics**

The *Digest of Education Statistics* is NCES's primary resource publication on education statistics. It contains a wealth of information on all levels of education, from preprimary through graduate education. This reference volume is intended for use by researchers, policy analysts, businesses, students, educators, the media, and the general public. The *Digest of Education Statistics* has expanded its information base through its long history as

NCES has pursued a policy of continuous development while maintaining important trend information.

The development of the *Digest of Education Statistics* occurred over an extended period of time. For 40 years, from 1916–18 to 1956–58, the statistical component of the Office of Education (the predecessor of the U.S. Department of Education) prepared and published the *Biennial Survey of Education in the United States*. Most of the important data collected by the Office of Education was placed in this report, which was a resource used by researchers, planners, and others interested in the field of education statistics. The publication was discontinued in 1958, but the need for a document summarizing the various types of data collected by the Office of Education continued. Thus, in 1962, the first edition of the *Digest of Education Statistics* was issued.

The 2003 *Digest of Education Statistics* is the 38th in this series of publications. (The *Digest of Education Statistics* has been issued annually except for combined editions for the years 1977–78, 1983–84, and 1985–86.) Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from preprimary through graduate education. The *Digest of Education Statistics* includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by NCES. It contains a considerable amount of material tabulated exclusively for the publication, such as summaries of federal funds for education and detailed tabulations on degrees conferred by colleges and universities. The publication contains information on schools, teachers, enrollments, graduates, educational attainment, finances, federal funds for education, employment and income of graduates, libraries, and international comparisons of education. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provides the background for evaluating education data. To qualify for inclusion in this publication, material must be nationwide in scope, of high quality, and of current interest and value.

The *Digest of Education Statistics* is divided into seven chapters:

- All Levels of Education;
- Elementary and Secondary Education;
- Postsecondary Education;
- Federal Programs for Education and Related Activities;
- Outcomes of Education;
- International Comparisons of Education; and
- Libraries and Educational Technology.

To make data analysis more convenient, a web version has been developed. The data are also available through ED Stats at a Glance (<http://nces.ed.gov/edstats>), which enables users to search for and retrieve specific data. NCES also produces the *Mini-Digest* to make basic education statistics available in a pocket-sized booklet. The *Mini-Digest*, which has

also been published in Spanish, includes statistics on enrollments, expenditures, faculty, degrees, and population characteristics in an abbreviated form.

The *Digest of Education Statistics* is designed for clarity, consistency, and comparability. High value is placed on the major recurring surveys with the objective of providing national- and state-level data that researchers and policymakers can use to measure changes over time. The *Digest* is intended to preserve the major series of education statistics originating with NCES and elsewhere, and to make them readily available to a wide audience of users.

### **Major Publications**

*Digest of Education Statistics, 2003* (December 2004)

*Mini-Digest of Education Statistics, 2003* (October 2004)

### **For Further Information**

Recent editions of the *Digest of Education Statistics* can be found on the Web (<http://nces.ed.gov/programs/digest>). For further information on the *Digest of Education Statistics*, contact

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## **Projections of Education Statistics**

NCES is the official federal source of education projections in the areas of enrollments, graduates and earned degrees conferred, teachers, and expenditures in elementary and secondary schools and degree-granting institutions. As the principal publication dealing with projections, *Projections of Education Statistics* provides national statistics about elementary and secondary schools and degree-granting institutions. Included are data on enrollments, graduates, degrees, teachers, expenditures for the past 14 years, and projections for the next 12 years. The report features state-level projections of public school enrollment and high school graduates. It also contains a methodology section that describes the models and assumptions used to develop these projections. Most of the projections are based on three alternative sets of assumptions. Although the middle alternative is the preferred set of projections, the other (high and low) alternatives provide a range of possible outcomes.

The information provided in the report is used by researchers and policy planners in education and related areas. Projections are targeted to individuals in business, industry, government, the media, and education whose work requires information on future developments and trends affecting American education. A summary of these projections is available

in a pocket-sized publication called *Pocket Projections*. It is a quick reference for projections of key education statistics.

### **Major Publications**

*Pocket Projections of Education Statistics to 2013* (May 2004)

*Projections of Education Statistics to 2013* (November 2003)

### **For Further Information**

Recent editions of *Projections of Education Statistics* can be found on the Web (<http://nces.ed.gov/surveys/AnnualReports/reports.asp?type=projections>). For further information on *Projections of Education Statistics* and projection methodology, contact

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