High School and Beyond 2022 (HS&B:22)

First Follow-up Field Test Data Collection

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Supporting Statement Part C

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# C. Content Justifications

**Overview.** This section contains justifications for the HS&B:22 first follow-up field test instruments. Field test surveys—student, parent, administrator, teacher, and counselor—have been included in Appendix B. Questions included on the abbreviated versions of the student and parent instruments are annotated with an asterisk (\*). Additionally, the parent 5-minute micro survey items, as described in section B.4, are notated by daggers (†). Students and parents will be able to choose whether to complete the survey in English or Spanish.

All surveys serve to support the overall purpose of HS&B:22, which is to understand how students’ backgrounds and high school experiences affect their education and life outcomes. Understanding what factors propel some students to successful completion of high school and entry into work or postsecondary education while leaving others behind is a critical function of high school longitudinal studies such as HS&B:22. As shown by HS&B:22’s predecessor studies,[[1]](#footnote-2) high school graduation rates and rates of entry into postsecondary education have increased substantially since 1972 (McFarland et al., 2018a; Snyder, de Brey, & Dillow, 2018). In that time, there also have been dramatic changes in the education landscape. The demographic makeup of recent high school cohorts is substantially more diverse than in prior decades, with the proportion of English Language Learners increasing dramatically (Bransberger & Michelau, 2016; McFarland et al., 2018b), for example. The nature of instruction and curricula have shifted over time as well, with greater availability of college credit-bearing coursework in high school and increasing use of technology in classrooms (College Board, 2017; Office of Educational Technology, 2017). Furthermore, the COVID-19 pandemic will have impacts on student experience and outcomes that extend well into the future.

Within this diversifying environment, the HS&B:22 surveys will provide new sources of information about how students, parents,[[2]](#footnote-3) and school staff are responding to the challenges of educating today’s youth, and they will capture the factors (e.g., experiences, behaviors, attitudes, and interactions with people) which influence students’ decision-making process about high school courses, postsecondary options, and occupation goals. Finally, HS&B:22 and its predecessors offer an opportunity to study trends in students’ high school experiences and education outcomes. By maintaining linkages with NCES’s previous high school longitudinal studies, HS&B:22 data can be used to examine changes over time which may shed light on the effects of various policies, demographic shifts, and school practices on student achievement, growth, and educational attainment.

The base-year full-scale collection was conducted in school year 2022-2023 when sampled students were ninth graders and the first follow-up full-scale collection will occur in spring of the 2025-2026 when most students will be in grade 12, although some students may have already left high school at the time of data collection. Due to base-year data collection delays caused by the COVID-19 pandemic, the first follow-up field test will collect data from a new sample of twelfth-grade students in spring of the 2023-2024 school year (as described in section B.1). Because the first follow-up student sample will be comprised entirely of current twelfth-grade students, items planned for full-scale data collection pertaining to students no longer in school (e.g., dropouts, early graduates) will not be administered in the field test. Instead, the field test will focus on testing new items for potential inclusion in the first follow-up full-scale collection, such as reasons for taking or not taking arts and CTE courses, frequency of hearing negative remarks about others, student employment, and post-high school plans.

## C.1 Twelfth-Grade Student Survey

Prior to reaching the student survey in the integrated session, students will be asked to indicate the first language(s) they learned to speak. The response to this question in conjunction with school-reported English Language Leaner (ELL) status will be used to route the student through or around the English language screener. The English language screener will be used to determine eligibility for participation in other components of the student session. Students whose first language is a language other than English or Spanish and who do not meet the minimum threshold of correct answers on the English language screener will bypass the math assessment and reading assessment. However, since the student survey is translated into Spanish, native Spanish speakers who do not meet the threshold on the English language screener will be routed to the student survey which will default to the Spanish version. A button in the survey allows all students regardless of their language background to toggle between English and Spanish on each screen. Additionally, the student survey will be audio recorded so a student can choose to listen to the questions in English. This option is not available in Spanish, however.

The student survey collects information on demographics and language use; school experiences; family; guidance and future plans; attitudes, behaviors, and wellness; and locating information for future follow-up.

Demographic characteristics collected in the survey include sex, race and ethnicity, and age (i.e., date of birth). In addition to the question about first language(s) asked prior to the English language screener, a series of questions in the survey ask how often a non-English language is spoken, the preferred language, and English fluency. Equity of access and opportunity and achievement gaps are of keen interest to educators and researchers. These data can be used to document the extent of and the trends in high school opportunity, achievement, and attainment gaps based on students’ characteristics.

The survey collects information about students’ school experiences during high school (e.g., ever dropped out of school, arts course taken in 12th grade) as they begin to complete high school and enter the workforce, postsecondary education, and the military. Understanding student experiences throughout high school will give context to student achievement and attainment patterns. Questions about students’ experiences in high school include influences for arts and career and technical education (CTE) course taking, and homework. Topics related to school climate and their peers will include questions about perceptions of belonging and pervasiveness of hearing negative remarks about others. Research shows that a positive school climate, a sense of belonging, and positive interactions with peers protect students from negative events, such as dropping out, and help students thrive academically and socially (Berkowitz et al., 2017; O’Malley et al., 2015). Collecting information about these factors in the first follow-up in 12th grade will give insight into how the school environment affects student outcomes. Finally, questions about usage of technology for schoolwork outside of school and ability to connect to the internet outside of school give insight into equity of access to technology, an important topic as use of technology becomes an ever more integral part of students’ academic lives.

Questions related to the student’s family include the parent’s involvement in schooling, post high school education and career planning, whether students contribute to family finances, and whether students provide regular caregiving for a family member or relative.

Topics related to guidance and future plans include academic guidance the student receives, their expectations for their future, plans to attend college or enter the workforce, perceptions of college affordability, and financial literacy. Research shows that students’ expectations for their future are highly associated with later outcomes, as is the type of guidance students receive regarding courses to take (Pike, Hansen, & Childress, 2014; Robinson & Roksa, 2016). Since many of the constructs measured here were also measured in the 9th grade year, this section provides a baseline for analyses of change and stability in these areas and how they overlap with academic success and social development.

Finally, students will be asked about negative impacts they or their families have experienced since they began high school.

## C.2 Parent Survey

Parents are key sources of detailed information about students’ educational background, family resources, home life, and financial and other planning for college. Research shows the home environment and resources available to students have strong effects on students’ academic development, decision making, and educational trajectories (Dufur, Parcel & Troutman, 2013; Sirin, 2005). The parent survey provides the opportunity to collect a rich array of information that will help researchers understand the interplay between family dynamics and resources and student outcomes. The overarching goal of the parent survey is to gather data that will elucidate the educational, social, and financial resources available in the home to support students’ academic development and achievement. In a longitudinal context, the parent survey provides an important and rare chance to examine the stability of parental involvement in student life, alterations to family structure, changes in economic circumstance, and other home changes which can have a major impact on the psychological and material world of adolescents. The combination of longitudinal data from parents with longitudinal data from students makes for a powerful research tool to address the core education research question of how family experiences shape student outcomes.

The parent survey complements the student survey by collecting data on household composition and language use; school experiences; family; guidance and future plans; socioeconomic indicators; and home life and wellness. In addition, contact information is collected to allow for future follow-up.

The parent survey includes questions about the student’s school experiences such as whether the student skipped or repeated grades, whether the student has participated in a gifted and talented program, special education services received, if the student has been suspended or expelled, if the student had extended absences from school, and parent perceptions of school discipline practices. Other questions include the race and ethnicity of parent(s) and the student, language of the family, the student’s mental health, and the parent’s physical and mental health. These questions are geared toward helping researchers understand equity of opportunity for students and the challenges they face, especially for those from diverse backgrounds.

Educational guidance received at home and school and educational expectations for students are all associated with student outcomes (Björklund & Salvanes, 2011). The parent survey collects information in these areas as well as surveying the family’s economic resources and plans around financing postsecondary education. Research shows that family socioeconomic status is strongly associated with student academic performance and equity of access to educational opportunity (Reardon, 2011).

Finally, like students, parents will be asked about their student’s plans after high school, including attending postsecondary education or joining the workforce or military, college financial aid, resources available to pay for college, and negative impacts students or their families have experienced since the student began high school.

## C.3 School Administrator Survey

The purpose of the HS&B:22 school administrator survey is to support the study’s main research objectives of understanding how young adults choose the pathways they do and understanding the role that the high school environment and high school experiences play in those decisions. To achieve its purpose, the school administrator survey has been designed to provide school-level contextual data for examining and interpreting students’ decision making and planning processes. Further, because HS&B:22 schools comprise a nationally representative sample, school administrator survey data may also be used to draw a descriptive profile of American high schools with 12th grades. Data gathered in the school administrator survey can be merged with data from the student, parent, teacher, and counselor surveys and correlated with student outcomes. This link will allow researchers to determine the school structures, policies, and practices that may encourage or discourage different high school trajectories and decisions.

The school administrator survey collects information in several topic areas including school and teacher characteristics, student characteristics, school programs and coursework, , school climate, school budget, and relationships with key constituencies.

Information on the student body includes the percentage who are eligible for free- or reduced-price lunch and percentage of graduates who entered college or the labor market. These data will help support research that has shown correlations between school population characteristics and student achievement and access to educational opportunities (Wang & Eccles, 2013; Willms, 2010).

Additional questions about teaching staff and school budget give insight into some of the resources available to students at the school.

Finally, the survey includes several items related to equitable practices and school improvement plans.

## C.4 Teacher Survey

Mathematics teachers of participating students will be surveyed. For students who do not take mathematics in 12th grade, the English Language Arts teacher (ELA) will be surveyed. The purpose of the teacher survey is to understand the dynamics associated with the classroom and the broader school context for surveyed students. HS&B:22 will not include a nationally representative sample of teachers, so data cannot be used to generalize to all 12th grade teachers. Instead, data gathered from the teacher survey can be merged with data from the student session. This linkage of data will allow researchers to use the teacher data contextually with the student as the primary unit of analysis. The teacher survey complements the student data collection by providing school contextual data about the opportunities and resources available to support students’ achievement and experiences in their classes. The teacher survey collects information about the class in which the sampled student is taught, the teacher’s evaluation and expectations for the student, the teacher’s experience and background, and school climate and teaching practices.

Teachers will provide information about the students’ class and the student’s performance and engagement in that classroom. Classroom-level questions include items about the rigor of the students’ course, the course curriculum, the teacher’s teaching objectives, the classroom behavior of students, and the achievement level of the class. Student-level questions focus on sampled students’ demonstrated abilities and levels of engagement in the subject. Teacher background questions include items about the teacher’s academic background, certification, and years of teaching experience.

Data of this type can be used to examine such topics as equity of access to highly qualified teachers. The teacher survey collects data at the teacher-level around emerging research areas such as the teacher’s growth mindset. Finally, it asks questions about school climate and culturally proficient practices, giving insight into students’ school environment from the teacher’s perspective.

## C.5 School Counselor Survey

The purpose of the school counselor survey is to provide contextual data about the characteristics and practices of the schools attended by sampled students, as well as the type of counseling supports available to students. The school counselor survey of HS&B:22 is targeted to the head counselor or whomever the head counselor designates as a knowledgeable source about the survey contents. The HS&B:22 first follow-up will provide valuable information about the counseling services available to sampled students, but it is not a study of school counselors and cannot be used to generalize about school counselors as a population. It can, however, be used to generalize to the school-level when the questions concern school policies and academic offerings. The school counselor survey collects information about school and counseling program characteristics; school courses and academic programs; counseling and support services; and transitions after high school.

The instrument collects information about trauma-informed practices at school and whether staff are required to have trauma-informed training. Other questions ask about the availability of Advanced Placement (AP) and International Baccalaureate (IB) courses, as well as dual enrollment offerings, career and technical education, and online courses. Access to these types of programs can vary based on school characteristics, such as minority enrollment and students’ socioeconomic status, so data about these topics will be of interest to researchers.

The counseling and support services section includes items on supports for students who need extra assistance, the existence of enrichment programs at the school site, credit recovery programs, and SAT/ACT preparation. Additional items collect information about linkages with employers and transition to work programs. The final section includes items about belongingness programs and resources for students.

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1. High School Longitudinal Study of 2009 (HSLS:09), Education Longitudinal Study of 2002 (ELS:02), National Education Longitudinal Study of 1988 (NELS:88), High School and Beyond (HS&B), National Longitudinal Study of the High School Class of 1972 (NLS:72). [↑](#footnote-ref-2)
2. The student and parent surveys collect information on parents or guardians. In this justification, we use ‘parent’ to indicate parent or guardian. [↑](#footnote-ref-3)