

Hans Walter Steinhauer

Samples, Weights and Nonresponse

NEPS Starting Cohort 3 — Grade 5

Paths Through Lower Secondary School — Educational Pathways of Students in Grade 5 and Higher

Wave 8



Copyrighted Material Leibniz Institute for Educational Trajectories (LIfBi) Wilhelmsplatz 3, 96047 Bamberg Director: Prof. Dr. Sabine Weinert Executive Director of Research: Dr. Jutta von Maurice Executive Director of Administration: Dr. Robert Polgar Bamberg; January 21, 2019

Samples, Weights, and Nonresponse: the Sample of Starting Cohort 3 of the National Educational Panel Study (Wave 8)

Hans Walter Steinhauer, Leibniz Institute for Educational Trajectories

Technical Report referring to DOI:10.5157/NEPS:SC3:8.0.0

E-mail address of lead author:

statistik@lifbi.de

Bibliographic data:

Steinhauer, H. W. (2019). *Samples, Weights, and Nonresponse: the Sample of Starting Cohort 3 of the National Educational Panel Study (Wave 8)*. Bamberg: Leibniz Institute for Educational Trajectories, National Educational Panel Study.

1. Prequel

This report complements NEPS Survey Paper No. 63 (Steinhauer & Zinn, 2016a) and gives details on Wave 8 of Starting Cohort 3 (SC3) of the National Educational Panel Study (NEPS). It refers to the Scientific Use File (SUF; DOI:10.5157/NEPS:SC3:8.0.0). SC3 focuses on students in Grade 5 and their pathway through lower secondary education. The original sample consists of a main sample of Grade 5 students in regular schools and special-needs schools with a supplement covering students with a migration background from Turkey and former Soviet Union. Due to the Federal-State-specific timing in transition in lower secondary education in regular schools a refreshment sample was drawn for students attending Grade 7.

To provide weights for the original samples as well as for the refreshment sample the different processes leading to the participation decision in a certain wave have to be considered. These decision processes include the schools initial decision to participate in the survey, the students initial decision to participate in the survey, and the students successive decisions to participate in each wave again. The schools initial decision to participate enters a nonresponse adjusted design weight on the institutional level. The students initial decision to participate enters a nonresponse adjusted design weight on the individual level. The successive decisions of a student to participate in a certain wave enter the corresponding wave-specific cross-sectional and longitudinal weights.

The students willing to participate in the panel study (i.e., the panel members) are followed up over time. In the progress of the panel it is possible that students cannot be surveyed within their institutional context for several reasons. For example, because they switch to another school, or because the school decides to refuse further cooperation. In these cases students are surveyed in an individual context, that is, the questionnaires are sent to their home address. Surveying students in this individual context is referred to as the field of individual retracking.

Table 1 illustrates the number of students according to the sample they originally belong to and their participation status by wave. The table gives details on the size of panel cohort over time. The column "Used sample" is split up into "Participants", "Temporary dropouts", and "Final dropouts (in wave)", giving the students status by the end of the wave. Finally, the last column gives the number of students withdrawing their panel consent between two rounds of survey waves.

For details on the sampling design and the derivation of design weights, see Steinhauer, Aßmann, Zinn, Goßmann, and Rässler (2015). Details on calculating wave-specific nonresponse adjustments can be found in Steinhauer and Zinn (2016a) for waves 1 to 3, in Steinhauer and Zinn (2016b) for waves 1 to 5 and in Steinhauer (2017) for waves 6 and 7.

2. Changes compared to previous version

Weights for Wave 8 have been appended.

			Panel Cohort			Status at the end of the wave				
Wave (Time)	Study number	Study number Sample	Sample	Total size	Not used	Used sample	Participants	Temporary dropout	Final dropout (in wave)	- Final dropout (after wave)
1 (2010/2011)	A28, A56, A63	Main	6,112	0	6,112	5,778	334	0	13	
2 (2011/2012)	A29, A57	Main	6,099	0	6,099	5,537	561	1	8	
3 (2012/2013)	A30, A30A, A58	All Main	8,295 6,090	0 0	8,295 6,090	7,277 5,131	989 930	29 29	10 10	
		Refr.	2,205	0	2,205	2,146	59	0	0	
4 (2013/2014)	A31, A59	All Main Refr.	8,256 6,051 2,205	0 0 0	8,256 6,051 2,205	6,718 4,783 1,935	1,505 1,249 256	33 19 14	580 ² 580 0	
5 (2014/2015)	A94	All Main Refr.	7,643 5,452 2,191	0 0 0	7,643 5,452 2,191	5,778 4,001 1,777	1,625 1,273 352	240 178 62	0 0 0	
6 (Spring 2015)	A98	All Main Refr.	7,403 5,274 2,129	0 0 0	7,403 5,274 2,129	5,586 3,920 1,666	1,739 1,292 447	77 61 16	2 2 0	
7 (2015/2016)	A99, B106	All Main Refr.	7,324 5,211 2,111	244 153 91	7,080 5,058 2,022	5,492 3,925 1,567	1,543 1,104 439	45 29 16	29 21 8	
8 (2016/2017)	A100, B107	All Main Refr.	7,250 5,161 2,089	65 42 23	7,185 5,119 2,066	5,263 3,767 1,496	1,562 1,095 467	360 257 103	-	

Note:^{*a*}: special-need students are excluded from the panel cohort after Wave 4. '-': information not yet available.

3. Participation in Wave 8

To account for the wave-specific participation decision of students response propensity reweighting is used to provide corresponding weights. To model binary participation decisions a model with probit link function is used, see Steinhauer and Zinn (2016a) and Steinhauer and Zinn (2016b) for details. The coefficients for the estimated models are displayed in Table 2. By Wave 8 the panel cohort has reduced to 7,250 students, see Table 1. Like in Starting Cohort 4 of the NEPS students leave their schools and thus are surveyed individually. These students in individual retracking are less likely to participate compared to those who are surveyed in schools. This applies to both groups. Furthermore, having participated in previous waves significantly influences the participation decision in Wave 8 positively for both groups. Students being part of the refreshment sample in states other than Berlin and Brandenburg have a higher propensity to participate compared to students of the refreshment sample from Berlin and Brandenburg. Students from the main sample have a higher propensity to participate, when their school was sampled form the set of schools educating students in grade 5 but none in grade 7 (compared to schools educating students in both grades). Finally, students in the refreshment sample have a higher participation propensity when being part of the younger half of the age group compared to the older half.

	Wave 8		
	Main sample	Refreshment sample	
(Intercept)	-0.383**	-0.372	
	(0.145)	(0.222)	
Explicit stratum	0.141*		
Grade 5 but not Grade 7	(0.072)		
Explicit stratum		0.197*	
Refreshment (remaining states)		(0.078)	
Age group		0.119	
younger half		(0.063)	
Student participated in	0.180		
Wave 1	(0.112)		
Student participated in	0.117		
Wave 2	(0.079)		
Student participated in		0.265	
Wave 3		(0.182)	
Student participated in	0.183**	0.186	
Wave 4	(0.065)	(0.099)	
Student participated in	0.206**	0.329***	
Wave 5	(0.064)	(0.094)	
Student participated in	0.275***	0.251**	
Wave 6	(0.061)	(0.084)	
Student participated in	0.864***	0.512***	
Wave 7	(0.051)	(0.073)	
Student in individual retracking	-0.515^{***}	-0.658***	
yes	(0.054)	(0.082)	
Native language	-0.048		
Other than German	(0.066)		
Native language	0.407*		
Missing	(0.187)		
Number of students	4,944	2,089	

Table 2: Models estimating the individual participation propensities for students in Wave 8 of SC3 used to derive adjustment factors for adjusted wave-specific cross-sectional and longitudinal weights.

Notes: Reference categories are: Explicit stratum (SC3: Grade 5 and Grade 7), Age group (older half), Native language (German), Student participated in Wave t (no), Student in individual retracking (no). Students who have left the general school system prematurely and are also retracked by infas institute. To model individual participation, the glm function with a probit link provided in R (R Core Team, 2018) was used. ***, **, and * denote significance at the 0.1%, 1%, and 5% level, respectively. Standard errors are given in parentheses.

4. Summary of Weights

Various kinds of weights for students together with design information are provided by NEPS. Table 3 summarizes the design information and the different weights provided by SUF release version DOI:10.5157/NEPS:SC3:8.0.0. Besides individual/target (ID_t) and institutional (ID_i) identifiers, design information for the entire cohort is made available.¹ This information covers the study number corresponding to the first survey in which a student had been surveyed, the explicit sampling strata (stratum_exp) as well as the implicit sampling strata. The implicit stratification variables are "school type" (stratum imp1), "Federal States" (stratum imp2 R), "regional classification" (stratum imp3 R) and "funding" (stratum imp4 R). Since release version 6.0.0 additional information has been added to the design data, namely the total number of students (tx80113_R) and classes (tx80114_R) in Grade 8 in school year 2013/2014 as reported by official statistics. Nonresponse adjusted design weights on the institutional (w i) and the individual (w t) level are given for the entire cohort.² For all participants in a particular wave, cross-sectional weights are provided. Data from Official Statistics (Statistisches Bundesamt, Fachserie 11, Reihe 1, 2010/11) regarding the gender ratio in different school types of different Federal States has been used for raking.

Variable	Applies to	Content	
Identifier			
ID_t	8,317	Identifier for target person (students)	
ID_i	8,317	Identifier for the institution (377 schools)	
Design informatio	n		
tstud_st	8,317	Study number the target person was first surveyed in (A28, A56, A63, A30A)	
sample	8,317	Part of the sample the target person belongs to	
stratum_exp	8,317	Explicit sampling stratum referring to the school	
stratum_imp1	8,317	Implicit sampling stratum (school type according to sam- pling frame)	
stratum_imp2_R	8,317	Implicit sampling stratum (Federal State the school is lo- cated in according to sampling frame)	
stratum_imp3_R	8,317	Implicit sampling stratum (regional classification accord- ing to sampling frame)	
stratum_imp4_R	8,317	Implicit sampling stratum (funding according to sampling frame)	
tx80113_R	8,317	Total number of students in grade 8 as reported by official statistics	
tx80114_R	8,317	Total number of classes in grade 8 as reported by official statistics	
Design weights adjusted for initial nonresponse			

8,317 Weight for institution w_i

¹Due to data protection, this information is not available in the download version of the SUF.

²The institutional weight as well as the explicit and implicit stratification variables belong to the institution and thus are equal for all cases within the institution.

Variable	Applies to	Content
w_t	8,317	Weight for target
w_t_cal	5,283	Weight for target, calibrated
w_t3_cal	8,054	Weight for targets in Wave 3, calibrated
Weights adjusted	d for wave-spe	cific nonresponse, standardized
w_t1	5 <i>,</i> 559	Cross-sectional weight for targets participating in Wave 1
w_t2	5,329	Cross-sectional weight for targets participating in Wave 2
w_t3	7,111	Cross-sectional weight for targets participating in Wave 3
w_t4	6,581	Cross-sectional weight for targets participating in Wave 4
w_t5	5,648	Cross-sectional weight for targets participating in Wave 5
w_t6	5 <i>,</i> 465	Cross-sectional weight for targets participating in Wave 6
w_t7	5 <i>,</i> 367	Cross-sectional weight for targets participating in Wave 7
w_t8	5,139	Cross-sectional weight for targets participating in Wave 7
w_t12	5,069	Longitudinal weight for targets participating in Wave 1 and 2
w_t123	4,513	Longitudinal weight for targets participating in Wave 1, 2, and 3
w_t1234	4,026	Longitudinal weight for targets participating in Wave 1, 2, 3, and 4
w_t12345	3,203	Longitudinal weight for targets participating in Wave 1, 2, 3, 4, and 5
w_t123456	2,919	Longitudinal weight for targets participating in Wave 1, 2, 3, 4, 5, and 6
w_t1234567	2,604	Longitudinal weight for targets participating in Wave 1, 2, 3, 4, 5, 6, and 7
w_t12345678	2,228	Longitudinal weight for targets participating in Wave 1, 2, 3, 4, 5, 6, 7, and 8
w_t34	6,291	Longitudinal weight for targets participating in Wave 3 and 4
w_t345	5,119	Longitudinal weight for targets participating in Wave 3, 4, and 5
w_t3456	4,601	Longitudinal weight for targets participating in Wave 3, 4, 5, and 6
w_t34567	4,017	Longitudinal weight for targets participating in Wave 3, 4, 5, 6, and 7
w_t345678	3,361	Longitudinal weight for targets participating in Wave 3, 4, 5, 6, 7, and 8
Weights for targ	ets and parent	s adjusted for wave-specific nonresponse, standardized
w_tp1	3,550	Cross-sectional weight for joint participation in Wave 1
w tp2	3.307	Cross-sectional weight for joint participation in Wave 2

Weights for targets	and parent	s adjusted for wave-specific nonresponse, standardized
w_tp1	3 <i>,</i> 550	Cross-sectional weight for joint participation in Wave 1
w_tp2	3 <i>,</i> 307	Cross-sectional weight for joint participation in Wave 2
w_tp3	4,249	Cross-sectional weight for joint participation in Wave 3
w_tp4	2,621	Cross-sectional weight for joint participation in Wave 4
w_tp6	2,776	Cross-sectional weight for joint participation in Wave 6

Variable	Applies to	Content
w_tp12	3,042	Longitudinal weight for joint participation in Wave 1 and 2
w_tp123	2,544	Longitudinal weight for joint participation in Wave 1, 2, and 3
w_tp1234	2,107	Longitudinal weight for joint participation in Wave 1, 2, 3, and 4
w_tp12346	1,511	Longitudinal weight for joint participation in Wave 1, 2, 3, and 6
w_tp34	3,404	Longitudinal weight for joint participation in Wave 3 and 4
w_tp346	2,298	Longitudinal weight for joint participation in Wave 3, 4, and 6

Table 3: Variables included in the weighting data of SC3 SUF version 8.0.0

Acknowledgements This paper uses data from the National Educational Panel Study (NEPS): Starting Cohort Grade 5, DOI:10.5157/NEPS:SC3:8.0.0. From 2008 to 2013, NEPS data was collected as part of the Framework Program for the Promotion of Empirical Educational Research funded by the German Federal Ministry of Education and Research (BMBF). As of 2014, NEPS is carried out by the Leibniz Institute for Educational Trajectories (LIfBi) at the University of Bamberg in cooperation with a nationwide network.

References

- R Core Team. (2018). R: A language and environment for statistical computing [Computer software manual]. Vienna, Austria. Retrieved from https://www.R-project.org/
- Statistisches Bundesamt. (2011). Bildung und Kultur Allgemeinbildende Schulen: Schuljahr 2010/2011 (Fachserie 11 No. Reihe 1). Wiesbaden: Statistisches Bundesamt. Retrieved 15.03.2017, from https://www.destatis.de/DE/Publikationen/Thematisch/ BildungForschungKultur/Schulen/AllgemeinbildendeSchulen2110100137004 .pdf
- Steinhauer, H. W. (2017). Samples, Weights, and Nonresponse: the Sample of Starting Cohort 3 of the National Educational Panel Study (Wave 7) (Tech. Rep.). Bamberg: Leibniz Institute for Educational Trajectories, National Educational Panel Study.
- Steinhauer, H. W., Aßmann, C., Zinn, S., Goßmann, S., & Rässler, S. (2015). Sampling and weighting cohort samples in institutional contexts. AStA Wirtschafts- und Sozialstatistisches Archiv, 9(2), 131-157. doi: 10.1007/s11943-015-0162-0
- Steinhauer, H. W., & Zinn, S. (2016a). Neps technical report for weighting: Weighting the sample of starting cohort 3 of the national educational panel study (waves 1 to 3) (Working Paper No. 63). Bamberg: Leibniz Institute for Educational Trajectories. Retrieved from https://www.neps-data.de/Portals/0/Working%20Papers/WP_LXIII.pdf
- Steinhauer, H. W., & Zinn, S. (2016b). Neps technical report for weighting: Weighting the sample of starting cohort 3 of the national educational panel study (waves 1 to 5) (Technical Report). Bamberg: Leibniz Institute for Educational Trajecto-

ries. Retrieved from https://www.neps-data.de/Portals/0/NEPS/Datenzentrum/ Forschungsdaten/SC3/5-0-0/SC3_5-0-0_W.pdf