

NEPS

National Educational Panel Study

## Study Overview

NEPS Starting Cohort 4 — Grade 9

*School and Vocational Training —  
Educational Pathways of Students in Grade 9  
and Higher*

Waves 1 to 12

Research Data

LifBi

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EDUCATIONAL TRAJECTORIES

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Leibniz Institute for Educational Trajectories (LifBi)  
Wilhelmsplatz 3, 96047 Bamberg  
Director: Prof. Dr. Cordula Artelt  
Administrative Director: Dr. Stefan Echinger  
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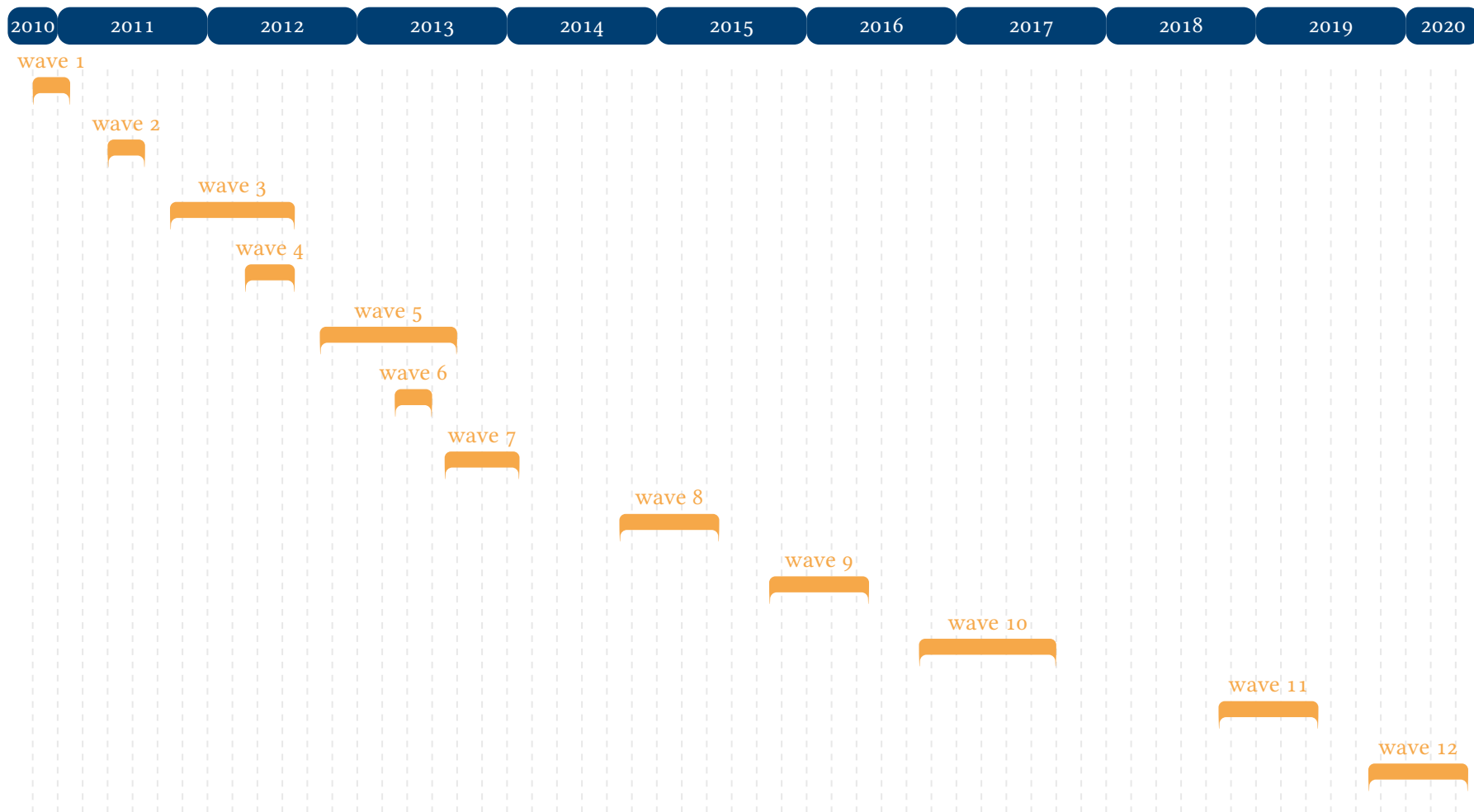
# Surveys of Starting Cohort 4 – Grade 9

The present study documentation gives an overview of the progress of the main surveys, which will contribute to the Scientific Use Files (SUFs).

Figure 1 presents a general view on the field times of the target persons for waves 1 to 12.

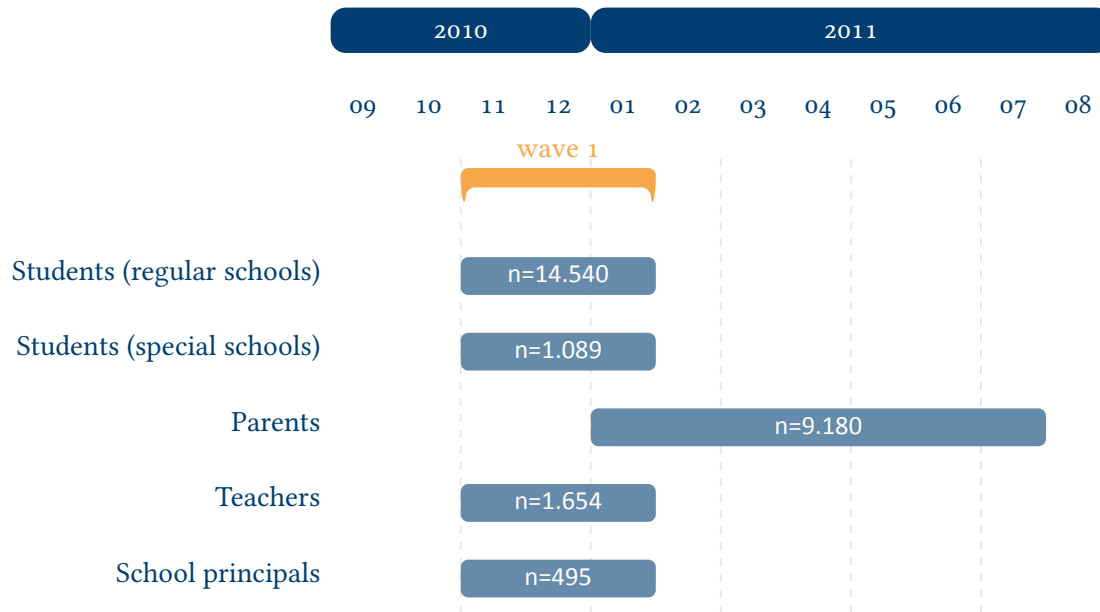
In the wave-specific overviews starting from section 1 not only the questioned target and context persons are defined but the case numbers and field times, as well. This information is taken from the corresponding field and method reports and might differ slightly from the numbers in the data sets of the SUFs. In the section of the documentation of research data, the already mentioned field and method reports, which also provide detailed information for the survey progress, as well as further materials for the data of the Starting Cohort 4 can be found:

→ [www.neps-data.de](http://www.neps-data.de) > Data and Documentation > Starting Cohort Grade 9 > Documentation



**Figure 1:** Survey progress of the Starting Cohort 4 (waves 1-12)

# 1 Wave 1: Main Study 2010/11



**Figure 2:** Field times and realized case numbers in wave 1

## 1 Master sample Grade 9 students (panel start 2010)

### 1.1 Target persons Grade 9 students at regular schools

**Sample** Stratified cluster sampling with the following selection stages: 1. Random sampling of regular schools at lower secondary level. We distinguish between five types of schools (grammar schools, middle secondary schools, lower secondary schools, comprehensive schools, and schools offering all tracks of secondary education except the grammar school track). These school types serve as strata, from which the schools are drawn proportional to their number of classes. Through different sampling rates within the five strata an oversampling of schools in which students are likely to change into vocational training is implemented. 2. Random selection of Grade 9 classes at the selected schools. Two Grade 9 classes, if the school has them, are selected. 3. All students of the selected classes are invited to participate in the study.

### 1.2 Target persons Grade 9 students at special schools

**Sample** Cluster sampling with the following selection stages: 1. Selection of special schools by size-proportional random selection. 2. Selection of all students in Grade 9 within selected schools (= full sample survey of Grade 9).

### 1.3 Context persons Parents

**Definition** All parents of selected students are invited to participate.

### 1.4 Context persons Teachers

**Definition** All class teachers and teachers of the subjects German and Mathematics of the selected students are invited to participate.

### 1.5 Context persons School principals

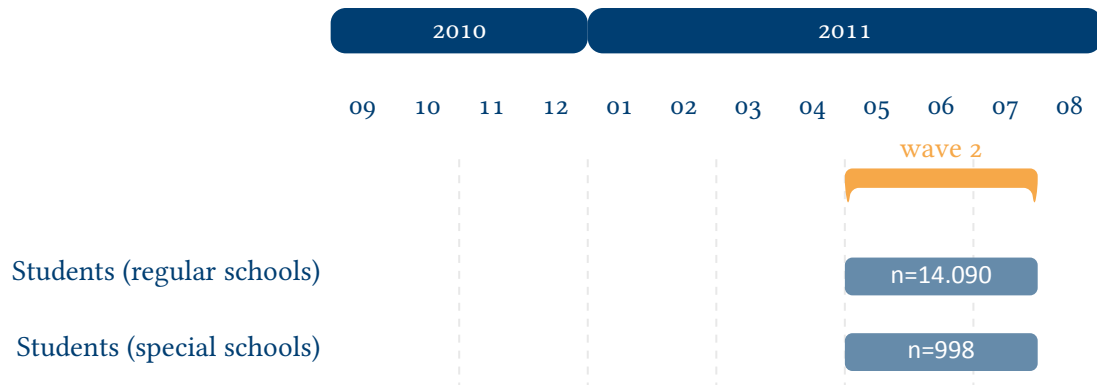
## **1 Wave 1: Main Study 2010/11**

**Definition** All principals of the selected schools are invited to participate.

**2. Data collection** IEA DPC – IEA Data Processing and Research Center, Hamburg (responsible for the testing and questioning at the schools) and infas – Institute for Applied Social Sciences, Bonn (responsible for the parent CATI)

**3. Mode of survey** Written questionnaires for the students, teachers, and school principals (PAPI), competence tests for the students (PAPI), and computer-assisted telephone interviews of the parents (CATI)

## 2 Wave 2: Main Study 2011



**Figure 3:** Field times and realized case numbers in wave 2

**1 Master sample** Grade 9 students (panel start 2010)

**1.1 Target persons** Grade 9 students at regular schools

**Sample** Panel sample. Follow-up survey and testing of selected students from regular schools from the main study 2010/11 who were prepared to participate.

**1.2 Target persons** Grade 9 students at special schools

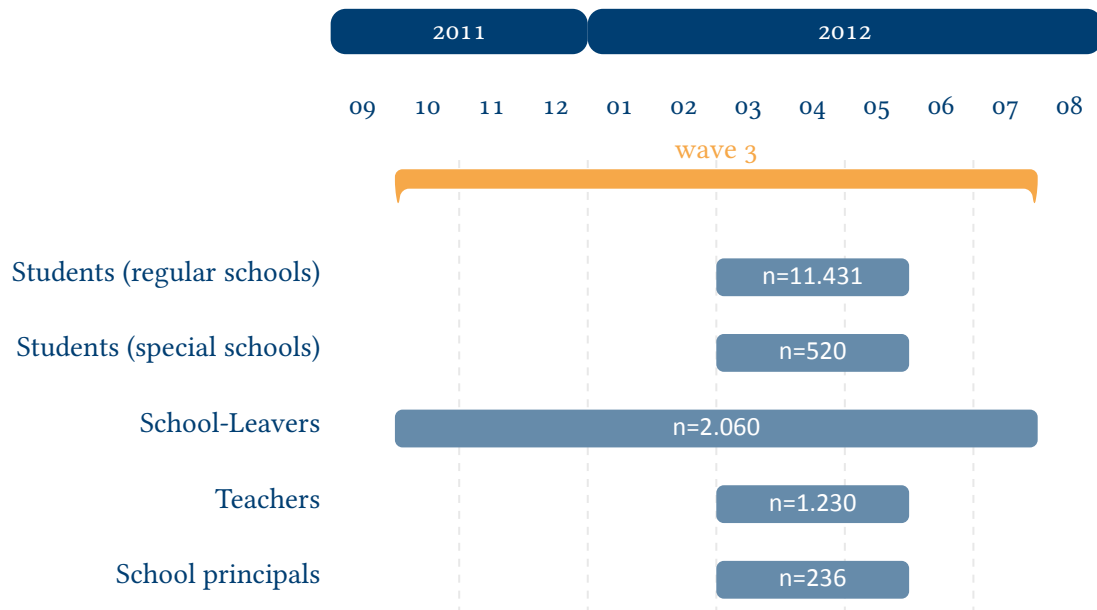
**Sample** Panel sample. Follow-up survey of selected students from special schools of the main study 2010/11 who were prepared to participate.

**2 Data collection** IEA DPC – IEA Data Processing and Research Center, Hamburg (responsible for the testing and questioning at schools)

**3 Mode of survey** Written questionnaires for the students (PAPI) and competence tests for the students (PAPI)



# 3 Wave 3: Main Study 2011/12



**Figure 4:** Field times and realized case numbers in wave 3

**1 Master sample** Grade 9 students (panel start 2010)

**1.1 Target persons** Grade 10 students at regular schools

**Sample** Panel sample. Follow-up survey and testing of selected students from regular schools from the main study 2010/11 who were prepared to participate.

**1.2 Target persons** Grade 10 students at special schools

**Sample** Panel sample. Follow-up survey of selected students from special schools from the main study 2010/11 who were prepared to participate.

**1.3 Target persons** Adolescents who have left regular or special schools after Grade 9

**Sample** Panel sample. Survey of selected students from regular or special schools from the main study 2010/11 who were prepared to participate.

**1.4 Context persons** Teachers

**Definition** All class teachers and teachers of the subjects German and Mathematics of the selected students are invited to participate

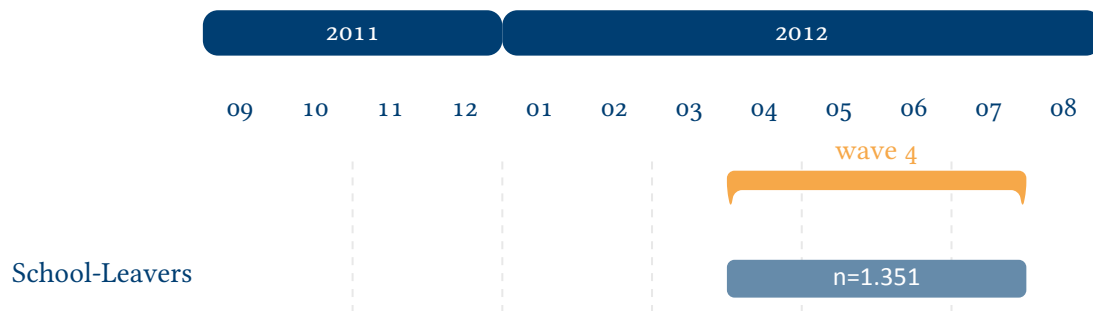
**1.5 Context persons** School principals

**Definition** All principals of the selected schools that did not fill out a PAPI questionnaire for the main survey in Grade 6 in 2011 (SC3, Wave 2) are invited to participate.

**2 Data collection** IEA DPC – IEA Data Processing and Research Center, Hamburg (responsible for the testing and questioning at schools) and infas – Institute for Applied Social Sciences, Bonn (responsible for CATI and CAPI)

**3 Mode of survey** Written questionnaires for the students, teachers, and school principals (PAPI), competence tests for the students (PAPI), computer-assisted telephone (CATI) or computer-assisted personal interviews (CAPI) of school-leavers

## 4 Wave 4: Main Study 2012



**Figure 5:** Field times and realized case numbers in wave 4

**1 Master sample** Grade 9 students (panel start 2010)

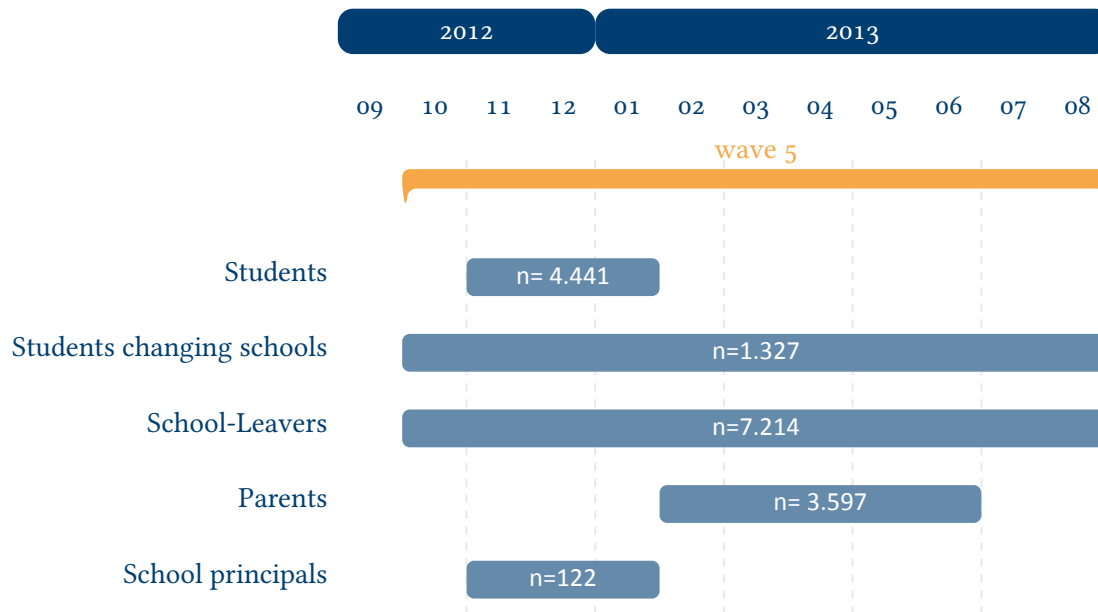
**1.1 Target persons** Adolescents who have left regular or special schools after Grade 9 and who already participated as school leaver

**Sample** Panel sample. Survey of selected students from regular or special schools from the main study 2010/11 who were prepared to participate.

**2 Data collection** infas – Institute for Applied Social Sciences, Bonn

**3 Mode of survey** Computer-assisted telephone interviews (CATI) of the school leavers

# 5 Wave 5: Main Study 2012/13



**Figure 6:** Field times and realized case numbers in wave 5

**1 Master sample** Grade 9 students (panel start 2010)

**1.1 Target persons** Grade 11 students at regular schools

**Sample** Panel sample. Follow-up survey and testing of selected students from regular schools from the main study 2010/11 who were prepared to participate.

**1.2 Target persons** Students who changed to another general educating school

**Sample** Panel sample. Survey of selected individual follow-up students from regular or special schools from the main study 2010/11 who were prepared to participate.

**1.3 Target persons** Adolescents who have left regular or special schools after Grade 9 or 10

**Sample** Panel sample. Survey of selected students from regular or special schools from the main study 2010/11 who were prepared to participate.

**1.4 Context persons** Parents

**Definition** All parents of selected students are invited to participate.

**1.5 Context persons** School principals

**Definition** All principals of the selected schools are invited to participate.

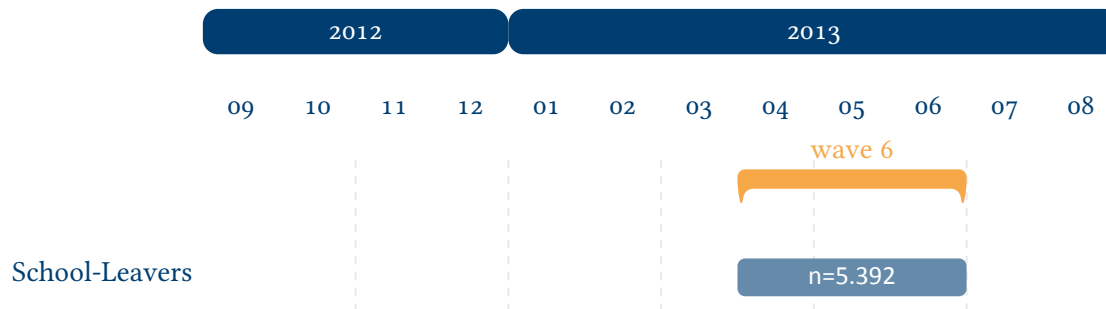
**2 Data collection** infas – Institute for Applied Social Sciences, Bonn (responsible for CATI, CAPI and Online-Surveys) and IEA DPC- IEA Data Processing and Research Center, Hamburg (responsible for testing and questioning at schools)

**3 Mode of survey** Written questionnaires for the students and school principals (PAPI), competence tests for the students (PAPI), computer-assisted telephone interviews of the parents (CATI), computer-assisted telephone (CATI) or computer-assisted personal interviews

## **5 Wave 5: Main Study 2012/13**

(CAPI) plus if applicable additional online-surveys for school leavers and students who changed to another general educating school

## 6 Wave 6: Main Study 2013



**Figure 7:** Field times and realized case numbers in wave 6

**1 Master sample** Grade 9 students (panel start 2010)

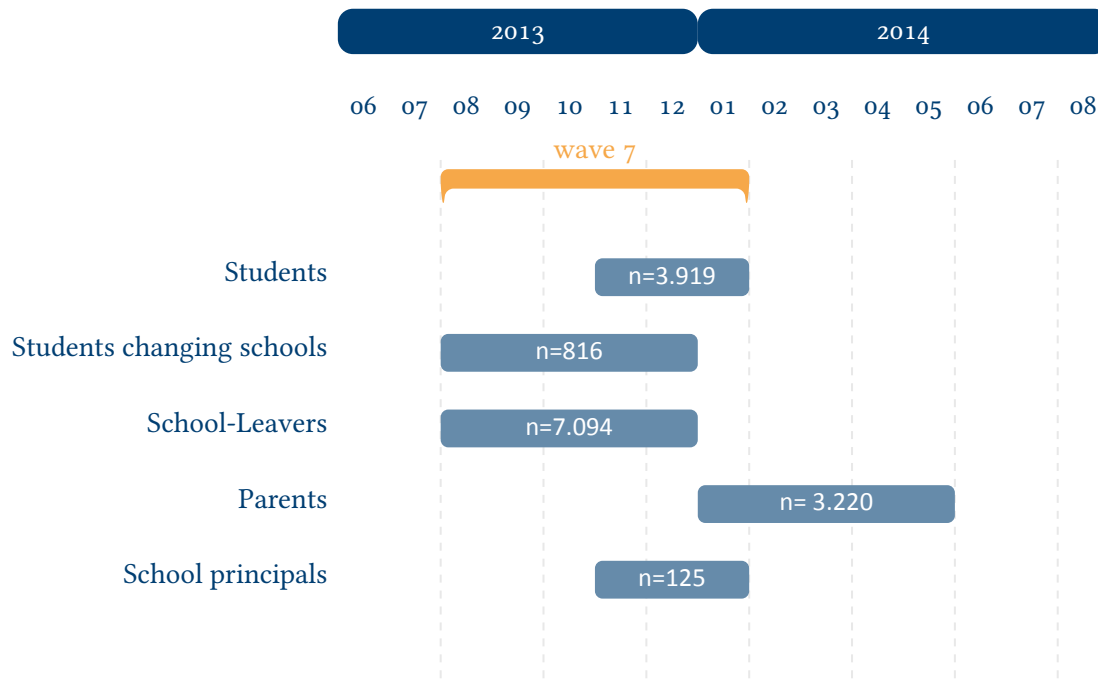
**1.1 Target persons** Adolescents who have left regular or special schools after Grade 9 or 10 and who already participated as school-leaver

**Sample** Panel sample. Survey of selected students from regular or special schools from the main study 2010/11 who were prepared to participate.

**2 Data collection** infas – Institute for Applied Social Sciences, Bonn

**3 Mode of survey** Computer-assisted telephone interviews (CATI)

# 7 Wave 7: Main Study 2013/14



**Figure 8:** Field times and realized case numbers in wave 7

**1 Master sample** Grade 9 students (panel start 2010)

**1.1 Target persons** Grade 12 students at regular schools

**Sample** Panel sample. Follow-up survey and testing of selected students from regular schools from the main study 2010/11 who were prepared to participate.

**1.2 Target persons** Students who changed to another general educating school

**Sample** Panel sample. Survey and partial testing of selected students, individual follow-up students, from regular or special schools from the main study 2010/11 who were prepared to participate.

**1.3 Target persons** Adolescents who have left regular or special schools after Grade 9, 10 or 11

**Sample** Panel sample. Survey and partial testing of selected students from regular or special schools from the main study 2010/11 who were prepared to participate.

**1.4 Context persons** Parents

**Definition** All parents of selected students are invited to participate.

**1.5 Context persons** School principals

**Definition** All principals of the selected schools are invited to participate.

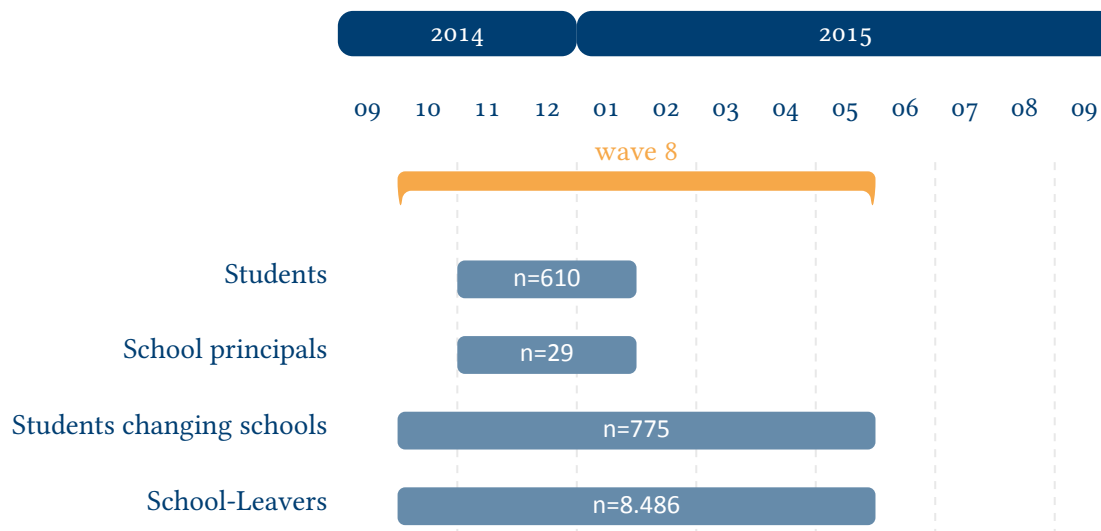
**2 Data collection** infas – Institute for Applied Social Sciences, Bonn (responsible for CATI, CAPI and Online-Surveys) and IEA DPC- IEA Data Processing and Research Center, Hamburg (responsible for testing and questioning at schools)

**3 Mode of survey** Written questionnaires for the students and school principals (PAPI), competence tests for the students and partially for students changing schools and school leavers (PAPI), computer-assisted telephone interviews of the parents (CATI), computer-assisted telephone (CATI) or computer-assisted personal interviews (CAPI) plus if applicable additional online-surveys for school leavers and students who changed to another general educating school



## 8

## Wave 8: Main Study 2014/15



**Figure 9:** Field times and realized case numbers in wave 8

**1 Master sample** Grade 9 students (panel start 2010)

**1.1 Target persons** Grade 13 students at regular schools

**Sample** Panel sample. Follow-up survey and testing of selected students from regular schools from the main study 2010/11 who were prepared to participate.

**1.2 Target persons** Students who changed to another general educating school

**Sample** Panel sample. Survey of selected students, individual follow-up students, from regular or special schools from the main study 2010/11 who were prepared to participate.

**1.3 Target persons** Adolescents who have left regular or special schools after Grade 9, 10 or 11 or 12

**Sample** Panel sample. Survey of selected students from regular or special schools from the main study 2010/11 who were prepared to participate.

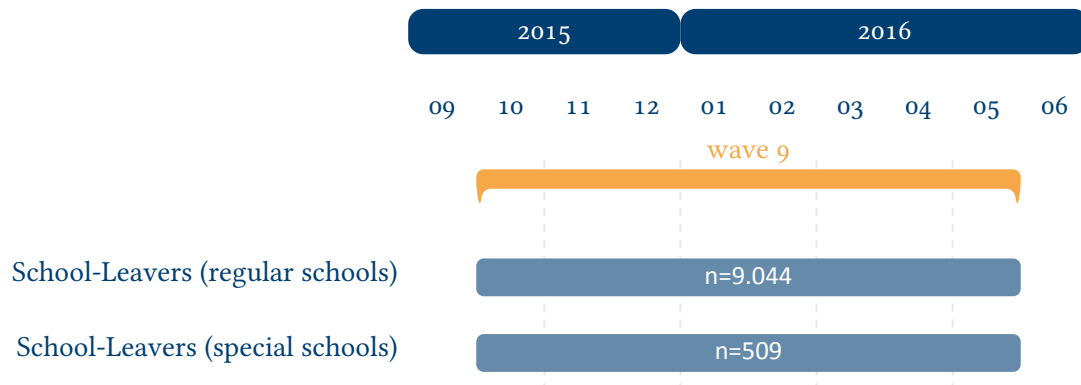
**1.4 Context persons** School principals

**Definition** All principals of the selected schools are invited to participate.

**2 Data collection** infas – Institute for Applied Social Sciences, Bonn (responsible for CATI, CAPI and Online-Surveys) and IEA DPC- IEA Data Processing and Research Center, Hamburg (responsible for testing and questioning at schools)

**3 Mode of survey** Written questionnaires for the students and school principals (PAPI), computer-assisted telephone interviews of the parents (CATI), computer-assisted telephone (CATI) or computer-assisted personal interviews (CAPI) plus if applicable additional online-surveys for school leavers and students who changed to another general educating school

# 9 Wave 9: Main Study 2015



**Figure 10:** Field times and realized case numbers in wave 9

### 1 Master sample Grade 9 students (panel start 2010)

**1.1 Target persons** Students, who have left general educating school and Students of starting cohort 4, who left the NEPS-school but still attend another general educating school

**Sample** Panel sample. Out-of-School survey of selected school-leavers and school-changer from regular schools from the main study 2010/11 who were willing to participate.

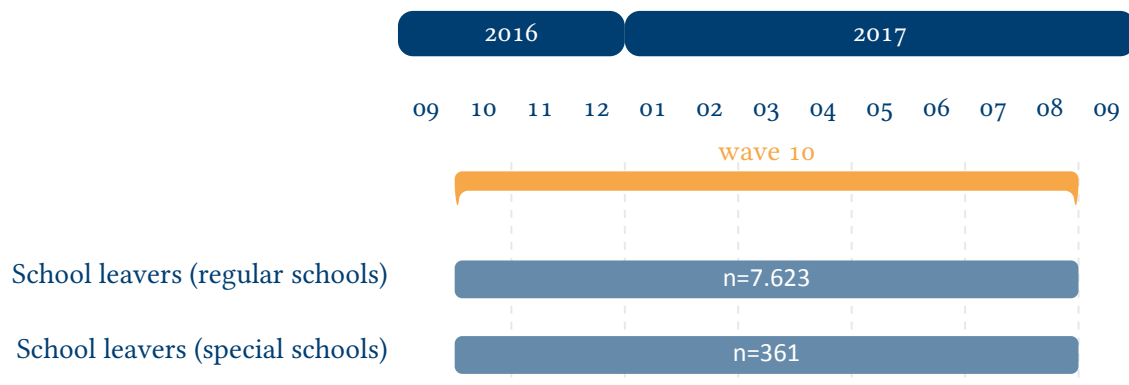
**1.2 Target persons** Students, who have left general educating school and Students of starting cohort 4, who left the NEPS-school but still attend another general educating school, only students from special schools

**Sample** Panel sample. Out-of-School survey of selected school-leavers and school-changers from special schools from the main study 2010/11 who were willing to participate.

**2 Data collection** IEA DPC – IEA Data Processing and Research Center, Hamburg (responsible for the testing and questioning at schools) and infas – Institute for Applied Social Sciences, Bonn (responsible for CATI and CAPI)

**3 Mode of survey** Computer-assisted telephone Interview (CATI) or computer-assisted personal interviews (CAPI) plus additional online interviews (CAWI)

# 10 Wave 10: Main Study 2016



**Figure 11:** Field times and realized case numbers in wave 10

## 1 Master sample Grade 9 students (panel start 2010)

**1.1 Target persons** School leavers who have left the general education school system after grade 9, 10, 11, 12 or 13 and individually follow-up students at general education schools (regular schools) who have left the NEPS school

**Sample** Panel sample. Out-of-school survey of selected school leavers and school changers from regular schools of the main study 2010/2011 who were willing to participate.

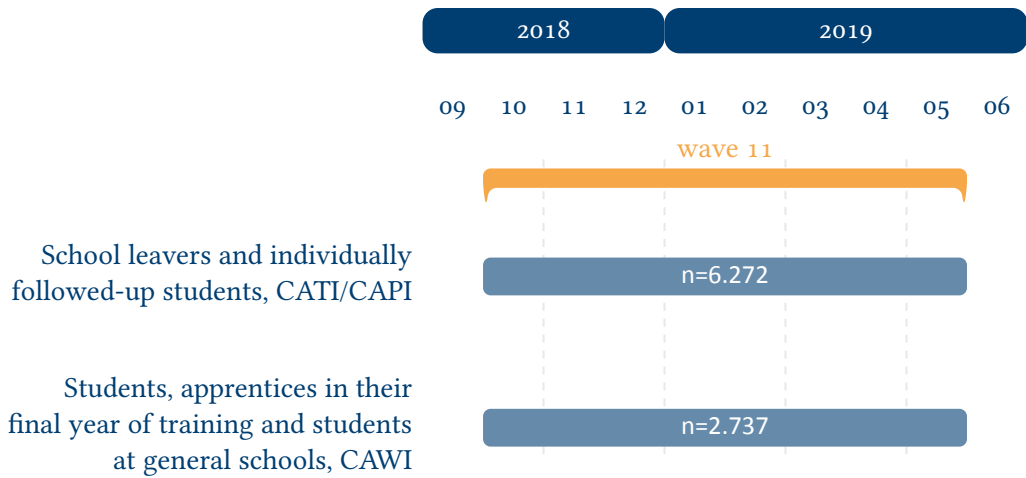
**1.2 Target persons** School leavers who have left the general education school system after grade 9, 10, 11, 12 or 13 and individually follow-up students at general education schools (special schools) who have left the NEPS school

**Sample** Panel sample. Out-of-school survey of selected school leavers and school changers from special schools of the main study 2010/2011 who were willing to participate.

**2 Data collection** IEA DPC – IEA Data Processing and Research Center, Hamburg (responsible for the testing and questioning at schools) and infas – Institute for Applied Social Sciences, Bonn (responsible for CATI and CAPI)

**3 Mode of survey** Computer-assisted face-to-face interviews (CAPI) with tasks from the fields of mathematics, reading and cognitive thinking. The tasks were completed using technology-based testing on a laptop (TBT). Computer-assisted telephone interviews (CATI) were conducted in cases where CAPI interviews could not be carried out. Students, apprentices in their final year of training and students at general schools were then asked to take part in a subsequent online survey (CAWI).

# 11 Wave 11: Main Study 2018



**Figure 12:** Field times and realized case numbers in wave 11

**1 Master sample** Grade 9 students (panel start 2010)

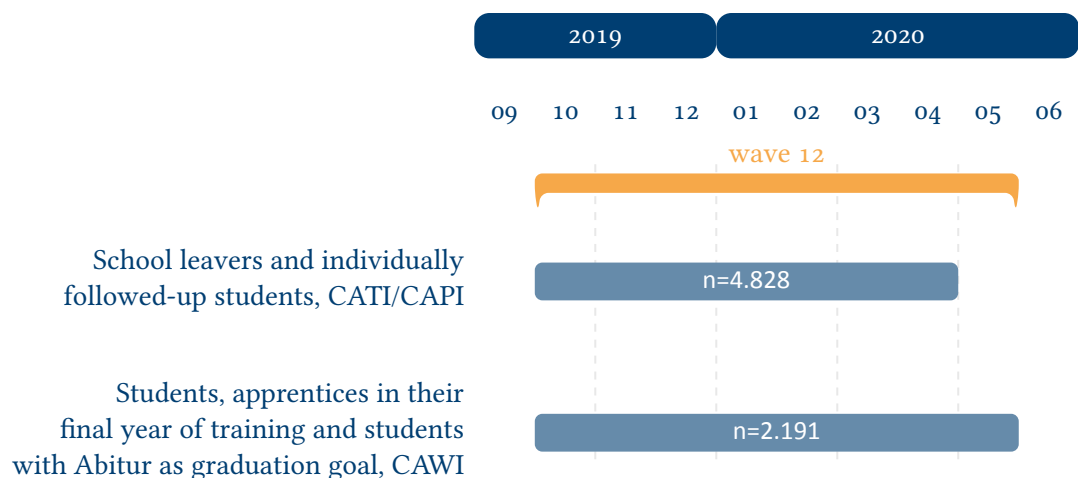
**Target persons** School leavers who have left the general education system after grade 9, 10, 11, 12 or 13, students, apprentices in their last year of training and school students attending the upper Gymnasium level

**Sample** Panel sample. Out-of-school survey of selected school leavers who are willing to participate in the panel study and individually followed-up students from the main survey 2010/2011

**2 Data collection** IEA DPC – IEA Data Processing and Research Center, Hamburg (responsible for the testing and questioning at schools) and infas – Institute for Applied Social Sciences, Bonn (responsible for CATI and CAPI)

**3 Mode of survey** Telephone interviews (CATI) were conducted. In cases where CATI interviews could not be realized, personal interviews were conducted face-to-face (CAPI). In addition, a part of the survey participants - students, trainees in their final year of training and school students at general schools (who attend the upper Gymnasium level) - took part in an online survey (CAWI).

# 12 Wave 12: Main Study 2019



**Figure 13:** Field times and realized case numbers in wave 12

### 1 Master sample Grade 9 students (panel start 2010)

**Target persons** School leavers who have left the general education system after grade 9, 10, 11, 12 and 13, students, apprentices in their last year of training and school students with Abitur as graduation goal

**Sample** Panel sample. Out-of-school survey of selected school leavers who are willing to participate in the panel study and individually followed-up students from the main survey 2010/2011

**2 Data collection** IEA DPC – IEA Data Processing and Research Center, Hamburg (responsible for the testing and questioning at schools) and infas – Institute for Applied Social Sciences, Bonn (responsible for CATI and CAPI)

**3 Mode of survey** Telephone interviews (CATI) were conducted. In cases where CATI interviews could not be realized, personal interviews were conducted face-to-face (CAPI). In addition, a part of the survey participants - students, trainees in their final year of training and school students with Abitur as graduation goal - took part in an online survey (CAWI).