



**Traveling Through Time: The Forum Guide to Longitudinal Data Systems, Book I: What is an LDS?**

[http://nces.ed.gov/forum/pub\\_2010805.asp](http://nces.ed.gov/forum/pub_2010805.asp)

This document, the first installment of a four-part Forum guide series on longitudinal data systems (LDS), focuses on the fundamental questions of what an LDS is (and what it is not), what steps should be taken to achieve a sound system, what components make up an ideal system, and why such a system is of value in education.



**Forum Guide to Data Ethics**

[http://nces.ed.gov/forum/pub\\_2010801.asp](http://nces.ed.gov/forum/pub_2010801.asp)

This document presents a code of ethics for data management in education settings. Its canons, examples, descriptions, and recommendations reflect situations that arise in real schools, school districts, and state education agencies. The guidance is intended to supplement existing data ethics policies in education organizations or serve as a template when organizations create new policies. An online course, including activities, resources, and an online assessment (with certificate), is also available at [http://nces.ed.gov/forum/dataethics\\_course.asp](http://nces.ed.gov/forum/dataethics_course.asp).



**Crisis Data Management: A Forum Guide to Collecting and Managing Data About Displaced Students**

[http://nces.ed.gov/forum/pub\\_2010804.asp](http://nces.ed.gov/forum/pub_2010804.asp)

This document provides guidelines that can be used by elementary and secondary education agencies to establish policies and procedures for collecting and managing education data before, during, and after a crisis.



**Forum Guide to Metadata: The Meaning Behind Education Data**

[http://nces.ed.gov/forum/pub\\_2008805.asp](http://nces.ed.gov/forum/pub_2008805.asp)

This document offers best practice concepts, definitions, implementation strategies, and templates/tools for an audience of data, technology, and program staff in state and local education agencies. It is intended to improve this audience's awareness and understanding of metadata and, subsequently, the quality of the data in the systems they maintain.



**Every School Day Counts: The Forum Guide to Collecting and Using Attendance Data**

[http://nces.ed.gov/forum/pub\\_2009804.asp](http://nces.ed.gov/forum/pub_2009804.asp)

This Forum guide offers best practice suggestions on collecting and using student attendance data to improve performance. It includes a standard set of codes to make attendance data comparable across districts and states. The product also presents real-life examples of how attendance information has been used by school districts.



**Managing an Identity Crisis: Forum Guide to Implementing New Federal Race & Ethnicity Categories**

[http://nces.ed.gov/forum/pub\\_2008802.asp](http://nces.ed.gov/forum/pub_2008802.asp)

This best-practice guide is developed to assist state and local education agencies in their implementation of the new federal race and ethnicity categories—thereby reducing redundant efforts within and across states, improving data comparability, and minimizing reporting burden. It serves as a toolkit from which users may select and adopt strategies that will help them quickly begin the process of implementation in their agencies.



**Forum Curriculum for Improving Education Data: A Resource for Local Education Agencies**

[http://nces.ed.gov/forum/pub\\_2007808.asp](http://nces.ed.gov/forum/pub_2007808.asp)

This curriculum supports efforts to improve the quality of education data by serving as training materials for K-12 school and district staff. It provides lesson plans, instructional handouts, and related resources, and presents concepts necessary to help schools develop a culture for improving data quality. An online course based on this resource is also available.



**Forum Guide to Core Finance Data Elements**

[http://nces.ed.gov/forum/pub\\_2007801.asp](http://nces.ed.gov/forum/pub_2007801.asp)

This document provides an overview of key finance data terms. It also covers the two NCES public school finance surveys: the state-level National Public Education Financial Survey and the School District Finance Survey (or F-33). Differences and similarities between the two surveys are described. Chapter 3 contains definitions for key finance data elements. Chapter 4 contains a listing and definitions of key finance indicators and economic adjustment indexes.



**Forum Guide to Decision Support Systems**

[http://nces.ed.gov/forum/pub\\_2006807.asp](http://nces.ed.gov/forum/pub_2006807.asp)

This publication was developed to remedy the lack of reliable, objective information available to the education community about decision support systems. It is intended to help readers better understand what decision support systems are, how they are configured, how they operate, and how they might be developed and implemented in an education setting.



**Forum Guide to Elementary/Secondary Virtual Education**

[http://nces.ed.gov/forum/pub\\_2006803.asp](http://nces.ed.gov/forum/pub_2006803.asp)

This publication offers recommendations for collecting accurate, comparable, and useful data about virtual education in an elementary/secondary education setting. It highlights policy questions and data elements that are critical to meeting the information needs of policymakers, administrators, instructors, and parents involved in virtual education.