NCES Support for Increasingly Demand-Driven Research Data Use

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Forum NESAC Winter Meeting 2013
Common Approach to Applied Education Research

Federal/State/District Policymakers, Students, Parents, the Public

State/Local P-20W Education Agencies

Data

Metadata

Directives

Reports

Teachers and Administrators

Study Access

Training

Directives

Reports

Research Institutions (university, non-profit, private consulting firms)
funded through government contracts, and IES and foundation grants

Use Funding, Experts, Data, and Trained Research Staff to Produce and Disseminate

Dissemination of New Research Findings and Methods Contribute to the Research Knowledge Base

Academic Journals and Conferences, Commissioned Studies, Center Briefs, the Press

2013 Winter Forum Meeting NESAC Data Use Session Presentation, Dorothyjean Cratty, SLDS, NCES
Newer Approach to Applied Education Research

Federal/State/District Policymakers, Students, Parents, the Public

Research Partnerships
- Centers
- Consortia
- Co-PI Grants
- Communities of Practice

State/Local P-20W Education Agencies

Teachers and Administrators

Research Institutions (university, non-profit, private consulting firms) funded through government contracts, and IES and foundation grants

2013 Winter Forum Meeting NESAC Data Use Session Presentation, Dorothyjean Cratty, SLDS, NCES
Newer Types of Powerful Analysis Are Possible with Administrative Data

<table>
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<tr>
<th>Simple Descriptive Reports</th>
<th>Descriptive Analysis</th>
<th>Complex or Causal Research</th>
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<tbody>
<tr>
<td>• Enrollment Counts</td>
<td>• Correlations or Patterns</td>
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<td>• Course Rosters</td>
<td>• Conditional Probabilities</td>
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<td>• Subgroup Proficiencies</td>
<td>• Data Visualizations/Stories</td>
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<td>&quot;Black and Hispanic students drop out at higher rates than white and Asian students.&quot;</td>
<td>&quot;Controlling for 3\textsuperscript{rd} grade math and reading scores, black and Hispanic rates are lower.&quot;</td>
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<td>Less information, but fewer assumptions about the data.</td>
<td>&quot;Controlling for scores, absenteeism, and the school they attend, low-income and highly-mobile students are more likely to drop out and learning disabled students are less likely to drop out.&quot;</td>
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<td>Primarily conducted by those who know the data best.</td>
<td>&quot;Grade retention leading to .3SDs of growth is correlated with a reduction in the probability of dropping out.&quot;</td>
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<td>&quot;Controlling for all else, program X reduces dropout rates by ##.##%.&quot;</td>
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<td>More information, but more assumptions about the data.</td>
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<td>Primarily conducted by those who know the data the least.</td>
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CONCLUSION

Resources for Research Data Use Technical Assistance

- Technical issue briefs and webinars on researcher data use that compliment (the more in-depth) Forum publications
- Best practices and sample documents (RFPs, MOUs, etc.) available through LDS Share and PDC on our website
- Common Education Data Standards (CEDs) assistance with elements mapping and research/policy questions tool
- Dissemination of best practices on privacy and disclosure avoidance from NCES Statistical Standards and PTAC
- New working group on technical assistance collaboration across the RELs, Comp Centers, and other ED TA initiatives
- New Data Analysis Technical Assistance (DATA) Community of Practice to support education agency in-house analysts