National Forum on Education Statistics
Recent Publications
http://nces.ed.gov/forum/publications.asp

The National Forum on Education Statistics—commonly known as the Forum—is a voluntary, democratic, participative, and cooperative federal-state-local body that works to improve the quality, comparability, and utility of elementary and secondary education data, while remaining sensitive to data burden concerns. The Forum establishes working groups to address specific issues and develop resources on topics of interest to the education data community. All Forum resources are available on the Forum website (https://nces.ed.gov/forum/) at no cost to schools, districts, or state education agencies.

Forum Guide to State Education Agency Support for Local Education Agencies in Civil Rights Data Reporting
https://nces.ed.gov/forum/pub_2023026.asp
This publication presents a variety of effective methods through which state education agencies (SEAs) can support their local education agencies (LEAs) in reporting civil rights data to the U.S. Department of Education's Office for Civil Rights. In addition, the guide provides several detailed case studies from states that currently support their LEA reporting. This guide is a companion publication to the 2017 *Forum Guide to Reporting Civil Rights Data (https://nces.ed.gov/forum/pub_2017168.asp)*.

Using Education Indicators: A Forum Guide for State and Local Education Agencies
https://nces.ed.gov/forum/pub_2022132.asp
This publication was developed to provide timely and useful information on education indicators, how their collection and use have changed over time, and how agencies use them strategically. This new resource highlights best practices for using indicators, adjustments over time to the collection and use of indicators, shifts in types of relevant indicators, and what possibilities SEAs and LEAs see for the effective use of indicators in the future.

Forum Guide to Digital Equity
https://nces.ed.gov/forum/pub_2022098.asp
This publication is designed to help education agencies close digital equity gaps through the collection and use of digital equity data. This publication defines digital equity; explains the importance of having comparable, high-quality digital equity data; and discusses how those data can be used to identify issues, prioritize action, and create new programs or sustain existing efforts to address digital inequities.

Forum Guide to Metadata
https://nces.ed.gov/forum/pub_2021110.asp
This publication presents and examines the ways in which metadata can be used by education agencies to improve data quality and promote a better understanding of education data. Supported by metadata-related case studies from SEAs and LEAs, the guide highlights the uses of metadata from a range of perspectives, and further discusses how to plan and successfully implement a metadata system in an education setting, providing examples of standard metadata items and definitions to assist agencies with standardization.

Forum Guide to Staff Records
https://nces.ed.gov/forum/pub_2021094.asp
This publication helps education agencies effectively collect and manage staff data, protect the privacy of staff data, and ensure that requests for data access and data releases are managed appropriately. The resource includes a discussion of the types of staff records, updated best practices for data collection and management, and case studies from SEAs and LEAs.

Forum Guide to Virtual Education Data: A Resource for Education Agencies
https://nces.ed.gov/forum/pub_2021078.asp
This publication assists agencies with collecting data in virtual education settings, incorporating the data into governance processes and policies, and using the data to improve virtual education offerings. This resource reflects lessons learned by the education data community during the coronavirus disease (COVID-19) pandemic and provides recommendations that will help agencies collect and use virtual education data.

Forum Guide to Attendance, Participation, and Engagement Data in Virtual and Hybrid Learning Models
https://nces.ed.gov/forum/pub_2021058.asp
This publication assists agencies in responding to the current need for attendance, participation, and engagement data, as well as future scenarios, such as courses with blended/hybrid learning models or natural disaster situations in which extended virtual education is required. It draws upon the information included in the 2018 *Forum Guide to Collecting and Using Attendance Data (https://nces.ed.gov/forum/pub_2017007.asp)* and incorporates lessons learned by state and local education agencies during the COVID-19 pandemic.

School Courses for the Exchange of Data (SCED) Uses and Benefits
https://nces.ed.gov/forum/pub_2021023.asp
This publication provides a brief overview of SCED, highlights the research application and benefits of SCED to users, and illustrates SCED uses with case studies. SCED is a voluntary, common classification system for prior-to-secondary and secondary school courses that can be used to compare course information, maintain longitudinal data about student coursework, and efficiently exchange coursetaking records.