



Forum Guide to Alternative Measures of Socioeconomic Status in Education Data Systems

http://nces.ed.gov/forum/pub_2015158.asp

This publication provides “encyclopedia-type” entries for eight plausible alternative measures of socioeconomic status (SES) and, as such, will help readers better understand the implications of collecting and interpreting a range of SES-related data in education agencies.



Forum Guide to College and Career Ready Data

http://nces.ed.gov/forum/pub_2015157.asp

This publication outlines the data needs and helpful analytics for five use cases (individual learning plans, educator support systems, postsecondary feedback loops, accountability systems, and career technical and education programs) that support SEA and LEA college and career ready initiatives.



Forum Guide to School Courses for the Exchange of Data (SCED) Classification System

http://nces.ed.gov/forum/pub_2014802.asp

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 course-taking records. This guide includes an overview of the SCED structure and descriptions of the SCED Framework elements, recommended attributes, and information for new and existing users on best practices for implementing and expanding their use of SCED.



Forum Guide to Supporting Data Access for Researchers: A Local Education Agency Perspective

http://nces.ed.gov/forum/pub_2014801.asp

This publication recommends a set of core practices, operations, and templates that can be adopted and adapted by local education agencies (LEAs) as they consider how to respond to requests for both new and existing data about the education enterprise.



Forum Guide to the Teacher-Student Data Link: A Technical Implementation Resource

http://nces.ed.gov/forum/pub_2013802.asp

This publication is a practical guide for implementing a teacher-student data link (TSDL) that supports a range of uses at the local, regional, and state levels. The guide addresses the considerations for linking teacher and student data from multiple perspectives, including governance, policies, data components, business rules, system requirements, and practices.



Forum Guide to Taking Action with Education Data

http://nces.ed.gov/forum/pub_2013801.asp

The document is intended as a guide to the skillful and appropriate use of education data. It includes an introduction and three briefs written for educators, school and district leaders, and state program staff. Each brief is designed to provide stakeholders with practical information on the knowledge, skills, and abilities needed to identify, access, interpret, and use education data for action.



Forum Guide to Supporting Data Access for Researchers: A State Education Agency Perspective

http://nces.ed.gov/forum/pub_2012809.asp

This guide recommends policies, practices, and templates that can be adopted and adapted by state education agencies as they consider how to most effectively respond to requests for data about the education enterprise, including data maintained in longitudinal data systems.



Forum Guide to Facilities Information Management: A Resource for State and Local Education Agencies

http://nces.ed.gov/forum/pub_2012808.asp

This guide provides a framework for collecting, evaluating, and maintaining education facilities data. It includes best practices for the design, development, implementation, and use of facilities management information systems, along with a list of standard data elements.



Forum Guide to Ensuring Equal Access to Education Websites

http://nces.ed.gov/forum/pub_2011807.asp

This guide is designed for use by information technology administrators, data specialists, and program staff responsible for the “content” in data reports, as well as education leaders (e.g., administrators who prioritize tasks for technical and data staff), and other stakeholders who have an interest in seeing that our schools, school districts, and state education agencies operate in an effective and equitable manner for all constituents, regardless of disability status.