

Slide 1 of 12

Title slide: Introduction to NCES Datasets

Slide 2 of 12

This module provides users with an overview of the NCES datasets. This module also provides links to resources that are available within the Distance Learning Dataset Training, or DLDT, system – as well as additional resources outside the DLDT that can be consulted for more detailed information.

Slide 3 of 12

NCES obtains consistent, reliable, complete, and accurate information from specified nationally representative groups of individuals and institutions to address a variety of research questions. Information collected about these nationally representative groups over a number of years, allows for the investigation of change in attributes. NCES studies span the education spectrum, capturing data on educational experiences from early childhood through postsecondary education.

Slide 4 of 12

The NCES DLDT system contains computer-based training modules for a variety of datasets across NCES program areas, including early childhood, elementary and secondary education, postsecondary education, and international education.

Every NCES survey has a separate webpage where users can obtain detailed information about the study design; the research questions that are addressed by the study; the measures and surveys utilized to collect data; the sampling design; the respondents to the survey; the data collection schedule; all released data products, documentation, and reports; and, the staff associated with the survey or program.

Slide 5 of 12

The goals of the early childhood studies at NCES are to collect information that can be used to investigate the ways in which children are prepared for school, both in the home and through early care and education programs, and to study the association between early educational experiences and child outcomes over time.

There are three Early Childhood Longitudinal Studies: the Early Childhood Longitudinal Study, Birth Cohort, or ECLS-B, the Early Childhood Longitudinal Study, Kindergarten Class of Nineteen Ninety Eight, Ninety Nine, or ECLS-K, and the Early Childhood Longitudinal Study, Kindergarten Class of Twenty-Ten, Twenty-Eleven, or ECLS-K Twenty Eleven. All three of these studies provide detailed information on children's development, school readiness, and early care and education experiences. Studies present a picture of early childhood development and educational experiences ranging from birth through children's elementary school years. The DLDT system contains modules for both the ECLS-B and ECLS-K datasets.

Introduction to NCES Datasets

In addition to the ECLS, the National Household Education Survey, or NHES, is a series of repeated cross-sectional surveys that have been conducted approximately every other year since 1991. The NHES provides descriptive data on educational activities and learning at all ages, ranging from early childhood to school age through adulthood.

Slide 6 of 12

The goal of the secondary longitudinal studies is to provide information about students' schools, teachers, and administrators and to describe what America's students know and can do in various subject areas.

There are 14 Elementary and Secondary NCES studies. The ECLS-K and ECLS-K:2011, focus on children's early school experiences beginning with kindergarten and following children through middle school. The Common Core of Data, or the CCD, is a comprehensive, annual, and national statistical database of information concerning all approximately 100,000 public elementary and secondary schools. It also includes approximately 18,000 public school districts (including supervisory unions and regional education service agencies), which contains data that are designed to be comparable across all states. The purposes of the Private School Universe Survey – or PSS - data collection activities are: to build an accurate and complete list of private schools to serve as a sampling frame for NCES sample surveys of private schools; and to report data on the total number of private schools, teachers, and students in the survey universe. The Schools and Staffing Survey, or the SASS, collects extensive data on American public and private elementary and secondary schools. Teachers, principals, schools, school districts, and library media centers are components of the SASS survey system. SASS provides data on characteristics and qualifications of teachers and principals, teacher hiring practices, professional development, class size, and other conditions in schools. The Teacher Follow-up Study, or the TFS, determines how many teachers remained at the same school, moved schools, or left teaching the year after the SASS administration.

The School Survey on Crime and Safety, or the SSOCS, collects school-level data on crime and safety. SSOCS provides data on the frequency and types of crimes occurring at school, disciplinary actions allowed and used in schools, policies and practices designed to prevent or reduce crime in schools, and characteristics of school climate related to safety.

The National Assessment of Educational Progress, or the NAEP, is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.

The Fast Response Survey System, or the FRSS, was established in 1975 to collect issue-oriented data quickly and with minimum response burden. FRSS was designed to meet the data needs of Department of Education analysts, planners, and decision makers when information could not be collected quickly through traditional NCES surveys. The data collected through FRSS are representative at the national level, drawing from a universe that is appropriate for each study.

Introduction to NCES Datasets

There are five high school longitudinal studies at NCES. The National Longitudinal Study of the High School Class of 1972, or the NLS-72, was the first secondary longitudinal study conducted by NCES. NLS-72 collected data from 1972 high school seniors until 1986. The second longitudinal study in the Secondary Longitudinal Studies Program was the High School and Beyond, or the HS&B study, which was a dual-cohort study that surveyed the sophomore and senior classes of 1980. The National Education Longitudinal Study of 1988, or the NELS:88, began with a cohort of 8th-graders, following them until 2000, and collecting data on secondary and post-secondary experiences. The Education Longitudinal Study of 2002, or the ELS:2002, is currently collecting data on students' postsecondary outcomes, which began with sophomores in 2002 and added a senior cohort in 2004.

The most recent cohort in the program, the High School Longitudinal Study of 2009, or HSL:09, has a Science, Technology, Engineering, and Mathematics, or STEM focus. HSL:09 is currently collecting data on students' secondary experiences. The DLDT system modules are available for the High School Longitudinal Study of 2009.

Slide 7 of 12

The Postsecondary Studies Program currently includes one universe collection and one cross-sectional sample survey that provides a baseline for two postsecondary longitudinal studies.

Integrated Postsecondary Education Data System, or IPEDS, is a universe collection that is the primary source for data on colleges, universities, and technical and vocational postsecondary institutions in the United States.

Postsecondary Education Quick Information System, or PEQIS, employs a standing sample or panel of approximately 1,600 postsecondary education institutions to collect timely data on focused issues needed for program planning and policy development with a minimum burden on respondents.

The goal of the National Postsecondary Student Aid Study, or NPSAS, is to generate a nationally representative descriptive portrait of students enrolled in postsecondary education. NPSAS provides baseline data for the two postsecondary longitudinal studies - the Beginning Postsecondary Students Longitudinal Study, or BPS, and the Baccalaureate and Beyond Longitudinal Study, or B&B.

These two postsecondary longitudinal studies follow the experiences of cohorts of undergraduates as they progress through their postsecondary education and as they complete a degree and make the transition into the next phase of their lives. Overall, the program is interested in how students and/or their parents finance postsecondary education, postsecondary persistence and attainment, and workforce outcomes.

The studies enable researchers to address questions such as:

- Who are the students?
- Where are they enrolling?
- How are they paying for college?

Introduction to NCES Datasets

- What are they experiencing in the postsecondary environment?
- What outcomes are they attaining?

The studies also allow researchers to understand antecedents and correlates of important outcomes.

Slide 8 of 12

Insights into the education practices and outcomes of the United States can be obtained by comparing them with those of other countries. This is achieved through the International Activities Program, or IAP, at NCES. This program provides data that can be used to obtain statistical information comparing the education experiences and trends in other countries to those of the United States.

Through the IAP, NCES supports a variety of activities to provide statistical data for cross-national comparisons of education. These activities involve collaborating with international organizations to design and develop international studies and overseeing the national implementation and data collection of these studies. IAP conducts the U.S. data collections for five international assessments and surveys.

The Program for the International Assessment of Adult Competencies, or PIAAC, is a household study to assess and compare the basic skills and the broad range of competencies of adults around the world. The Progress in International Reading Literacy Study, or PIRLS, is an international comparative study of the reading literacy of young students. The Program for International Student Assessment, or PISA, is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy. The Teaching and Learning International Survey, or TALIS, is an international study of teachers, teaching, and learning environments to help countries review current conditions and develop informed education policy. The Trends in International Mathematics and Science Study, or TIMSS, provides reliable and timely data on the mathematics and science achievement of U.S. 4th- and 8th-grade students compared to that of students in other countries.

Slide 9 of 12

NCES provides users online data tools in a variety of places. By clicking on the Data and Tools tab on the NCES homepage, a variety of NCES wide data tools are featured and accessible to facilitate your understanding of NCES data. To learn more about the NCES data, publications, products, and data tools, consider viewing the DLDT module 'Introduction to NCES WebGateways: Accessing and Exploring NCES Data' by clicking the corresponding underlined screen text. Additionally, from each survey-specific homepage there is a link to access the online data tools for that survey.

Slide 10 of 12

The NCES Handbook of Survey Methods provides an overview of each NCES data collection, accompanied by a discussion of uses of the data, key concepts, survey design, data quality and comparability, and a listing of methodology and evaluation reports – as well as the NCES point of contact associated with the data collection.

Introduction to NCES Datasets

In addition, this training system contains a separate set of modules for specific surveys that can be accessed from the DLDT website, also called the landing page.

Remember that each study has a separate webpage on the NCES web site where users can obtain detailed information on each study.

Slide 11 of 12

The NewsFlash is an email-based alert service designed to inform users about all new content posted to the IES website. Simply enter your email address and click “Subscribe” to start receiving NewsFlash updates. More information about the NewsFlash can be accessed by clicking the corresponding underlined screen text.

Slide 11 of 12

This module has provided you with an overview of the NCES datasets. You have also been directed to several important resources throughout the module that can augment your DLDT training. Links to these resources are provided here for your reference.

You may now proceed to the next module in the series, or click the exit button to return to the landing page.