

Managing an Identity Crisis: Forum Guide to Implementing New Federal Race and Ethnicity Categories (2008)

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 (2007)

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 on-line course based on this resource is also available.

Forum Guide to Core Finance Data Elements (2007)

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 (2006)

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 (2006)

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.

Forum Guide to the Privacy of Student Information: A Resource for Schools (2006)

http://nces.ed.gov/forum/pub_2006805.asp

This publication was written to help school and local education agency staff to better understand and apply the Family Educational Rights and Privacy Act (FERPA), a federal law that protects the privacy interests of parents and students. It defines terms such as "education records" and "directory information"; and offers guidance for developing appropriate privacy policies related to military recruiting, parental rights, videotaping, online information, media releases, surveillance cameras, and health-related information.

Accounting for Every Student: A Taxonomy for Standard Student Exit Codes (2006)

http://nces.ed.gov/forum/pub_2006804.asp

This publication was developed to help education agencies develop effective information systems for tracking the enrollment status of students. It presents a student-level exit code taxonomy for states and districts that accounts for 100 percent (and not 90 percent or 110 percent) of all students. It also offers "best practice" advice regarding effective practices for tracking students, collecting exit codes data, and distinguishing among high school completion credentials.

Forum Guide to Education Indicators (2005)

http://nces.ed.gov/forum/pub_2005802.asp

This publication provides encyclopedia-type entries for 44 commonly used education indicators. Each indicator entry includes a definition, recommended uses, usage caveats and cautions, related policy questions, data element components, a formula, commonly reported subgroups, and display suggestions. The document will help readers better understand how to appropriately develop, apply, and interpret commonly used education indicators.

Forum Guide to Building a Culture of Quality Data (2005)

http://nces.ed.gov/forum/pub_2005801.asp

This publication focuses on data entry—getting things right at the source. As such, it recommends a practical process for developing a "Culture of Quality Data" based around individual "Tip Sheets" for the many people involved in providing quality data, including principals, teachers, office staff, school board members, superintendents, data stewards, and technology staff.

Forum Unified Education Technology Suite (2005)

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

This publication presents a practical, comprehensive, and tested approach to assessing, acquiring, instituting, managing, securing, and using technology in education settings. It is written for individuals who lack extensive experience with technology, but are tasked with leading technology initiatives in a school or district setting.