



National Center for Education Statistics

NCES Data Guide—Publicly Available and
Restricted Use Data

Updated May 2020

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National Center for Education Statistics (NCES) - a branch of IES, the NCES is the primary federal entity for the collecting and analyzing data related to education.

What's Included?

Most studies and datasets publicly available through NCES include the following:

- Public-use data manual
 - Copies of instruments, questionnaires, surveys, measures (*some studies*)
 - Data snapshot—a broad overview of main outcomes/ demographic composition (*some studies*)
 - Frequently Asked Questions (FAQ) page
 - Prepared tables
 - Methods and procedures
 - List of publications
 - Reference library
- **Note:** some data is Restricted-use only and requires registration (see “Restricted Data”)
 - Much of the data at the individual-level (NCES refers to this as “micro-level data”) falls under this category

Helpful Tools:

Available on the NCES website, **Distance Learning Dataset Training (DLDT)** modules provide information about NCES and specific NCES datasets. They can help users find published reports; acquire access and explore data, and create data files for analysis. Additionally, they provide instruction on how to obtain and successfully use NCES Public-use and Restricted-use datasets.

<https://nces.ed.gov/training/datauser/>

Tips from DLDT Modules:

Accessing Data:

- Data can either be downloaded directly from a survey website using one of the NCES data tools (e.g., eDAT) or mailed to the requestor on a CD-ROM/DVD
- Researchers interested in accessing restricted-use data must apply for a license from NCES
- Requestor must
 - State a justification for the data use
 - Submit required documents
 - Agree to keep the data secure from unauthorized disclosure at all times
 - Agree to unscheduled inspections by the IES data security personnel to ensure compliance
 - Agree not to publish or release unrounded, unweighted counts (n's)

- Agree to submit all work products to NCES for disclosure review prior to sharing with anyone not authorized on the same license
- Request amendments to an existing license when you
 - Add researchers
 - Remove researchers
 - Add more data

Online Procedures for Requesting a New License

#	Step	Requirements
1	Learn About the Licensure Process	Read through the information on the “Getting Started” page at http://nces.ed.gov/statprog/instruct.asp
2	Download, review, and complete documentation requirements	<ul style="list-style-type: none"> • IES License Document (contract) • Affidavits of Nondisclosure (signed and notarized) • Security Plan Form • Restricted-Use Data Procedures Manual NOTE: The manual is not a submitted document but is one that you must read and confirm as part of the application process. The manual can be accessed at: http://nces.ed.gov/statprog/rudman/
3	Complete online application	<p>PPO must submit formal request, with the following information</p> <ul style="list-style-type: none"> • The PPO, SO, and SSO contact information • The name(s) of the dataset (e.g., ECLS-B 9-month-Kindergarten 2007 DVD) • The purpose for the loan of the data, including justification for needing the restricted-use data • The length of time you will need the data (Maximum of 5 years)
4	Mail required documentation	Submit hard copies of your License Document, Affidavit(s), and Security Plan Form to

		IES Data Security Office, U.S. Department of Education/IES/NCES, 550 12th Street, SW, Room 4055, Washington, DC 20202
5	Submit questions, if necessary	Questions can be emailed to IESData.Security@ed.gov

DataLab Data Tools

- The NCES DataLab data tools include three web-based products
 - QuickStats
 - PowerStats
 - TrendStats
- DataLab data tools
 - Enable analysts to generate estimates from unit record NCES public-use or restricted-use datasets without having to obtain a restricted-use license
 - Properly account for NCES studies' complex sample designs, including the correct calculation of standard errors



Quick & easy to use to generate percentages, averages tables, and simple graphs using frequently used variables. (Limited to 1 column and 1 row variable.)



Complex averages, percentages, medians, and centiles tables. Linear and logistic regressions. Choose from complete lists of thousands of variables.



Averages, medians, and percentages tables over time. Choose from variables that are repeated in certain studies.

Available Studies:

Beginning Teacher Longitudinal Study - BTLS



The Beginning Teacher Longitudinal Study (BTLS) is a new study of a cohort of beginning public school teachers initially interviewed as part of the 2007-08 Schools and Staffing Survey. The study will create an unfolding “story” by following this cohort of first-year teachers for a decade.

Visit the [Beginning Teacher Longitudinal Study Homepage](#)

Career/Technical Education Statistics - CTE Statistics



The Strengthening Career and Technical Education for the 21st Century Act mandates that "as a regular part of its assessments, the National Center for Education Statistics shall collect and report information on career and technical education for a nationally representative sample of students." To meet this requirement, NCES uses the Career and Technical Education (CTE) Statistics system. CTE Statistics relies on existing NCES surveys to provide data on CTE from students, faculty, and schools at the secondary and (subbaccalaureate) postsecondary levels, as well as on adults' work-related education, training, and skills.

[Visit the Career/Technical Education Statistics Homepage](#)

Common Core of Data - CCD



CCD is a comprehensive, annual, national statistical database of information concerning all approximately 100,000 public elementary and secondary schools and 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 CCD consists of five surveys completed annually by state education departments from their administrative records. Information included are: a general description of schools and school districts, including name, address, and phone number; data on students and staff, including demographics; and fiscal data, including revenues and current expenditures.

[Visit the Common Core of Data Homepage](#)

Crime and Safety Surveys - CSS



NCES carries out a variety of activities to collect data on crime, violence and safety in U.S. elementary and secondary schools. This is achieved through the Crime and Safety Surveys program which oversees student surveys, school principal surveys and other surveys; such as the School Survey on Crime and Safety, the School Crime Supplement to the National Crime Victimization Survey and a facilities supplement to the Education Longitudinal Study of 2002. Topics in these surveys include: gangs, bullying, student victimization, drug availability, fear and avoidance behaviors, disciplinary actions, prevention activities, school safety programs and policies, use of school security, and school facilities measures.

[Visit the Crime and Safety Surveys Homepage](#)

Current Population Survey, October - CPS



The CPS is a monthly survey designed to collect data on labor force participation of the civilian noninstitutional population. (It excludes military personnel and inmates of institutions.) In October of each year, questions on school enrollment by grade and other

school characteristics are asked about each member of the household.
[Visit the Current Population Survey, October Homepage](#)

Early Childhood Longitudinal Study - ECLS



The Early Childhood Longitudinal Studies (ECLS) program is sponsored primarily by NCES in collaboration with other federal agencies and organizations. The ECLS program includes three longitudinal studies that examine child development, school readiness, and early school experiences. The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) is a study of children born in 2001 who were followed from birth through kindergarten entry. The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) is a study of children followed from kindergarten through the eighth grade. The Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011) is following a sample of children from kindergarten through the fifth grade.

[Visit the Early Childhood Longitudinal Study Homepage](#)

EDSCLS National Benchmark - EDSCLS



The ED School Climate Surveys (EDSCLS) are a suite of survey instruments for schools, districts, and states by the U.S. Department of Education's (ED) National Center for Education Statistics (NCES). Through the EDSCLS, schools nationwide will have access to survey instruments and a survey platform that will allow for the collection and reporting of school climate data across stakeholders at the local level. The surveys can be used to produce school-, district-, and state-level scores on various indicators of school climate from the perspectives of students, teachers, noninstructional school staff and principals, and parents and guardians. The EDSCLS is conducting a National Benchmark Study collecting data from a nationally representative sample of schools across the United States. The National Benchmark Study will create a national comparison point for users of the ED School Climate Surveys.

[Visit the EDSCLS National Benchmark Homepage](#)

Education Demographic and Geographic Estimates - EDGE



The Education Demographic and Geographic Estimates (EDGE) program develops information resources to identify and understand the social and spatial context of education. It uses data from the U.S. Census Bureau's American Community Survey to create custom indicators of social, economic, and housing conditions for school-age children and their parents. It also uses spatial data collected by NCES, the Census Bureau, and other sources to create geographic locale indicators, school point locations, school

district boundaries, and other types of educational geography to support research and analysis.

[Visit the Education Demographic and Geographic Estimates Homepage](#)

Education Finance Statistics Center - EDFIN



The EDFIN is designed to conduct research to improve the collection and reporting of education finance information. EDFIN projects explore definitional, measurement, collection, reporting, and analysis issues related to education finance for elementary/secondary or postsecondary public or private education.

[Visit the Education Finance Statistics Center Homepage](#)

Education Longitudinal Study of 2002 - ELS



The Education Longitudinal Study of 2002 (ELS:2002) is a longitudinal survey that will monitor the transitions of a national sample of young people as they progress from tenth grade to, eventually, the world of work. ELS:2002 will obtain information not just from students and their school records, but also from students' parents, their teachers, their librarians and the administrators of their schools.

[Visit the Education Longitudinal Study of 2002 Homepage](#)

Fast Response Survey System - FRSS



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.

[Visit the Fast Response Survey System Homepage](#)

High School and Beyond - HS&B



The HS&B describes the activities of seniors and sophomores as they progressed through high school, postsecondary education, and into the workplace. The data span 1980 through 1992 and include parent, teacher, high school transcripts, student financial aid records, and

postsecondary transcripts in addition to student questionnaires and interviews.
[Visit the High School and Beyond Homepage](#)

High School Longitudinal Study of 2009 - HSL:09



In the fall of 2009, NCES launched the High School Longitudinal Study of 2009, which follows a cohort of more than 25,000 9th graders in the base year through their high school, postsecondary, and early career experiences, focusing on college decision-making and on math learning based on a new algebra assessment. Data are collected from students, administrators, math and science teachers, school counselors (new!), parents, and administrative records.

[Visit the High School Longitudinal Study of 2009 Homepage](#)

High School Transcript Studies - HST



High school transcript studies have been conducted by NCES as part of the Longitudinal Studies Program and the National Assessment of Educational Progress (NAEP) High School Transcript (HSTS) Studies program since 1982. Each transcript study is associated with a major NCES data collection.

[Visit the High School Transcript Studies Homepage](#)

Middle Grades Longitudinal Study of 2017–18 - MGLS:2017



MGLS:2017 is the first study to follow a nationally-representative sample of students as they enter and move through the middle grades. Repeated measures of key constructs will provide a rich descriptive picture of the academic progress, experiences and lives of students during these critical years and will allow researchers to examine associations between contextual factors and student outcomes. There is a special focus on socioemotional and executive function measures, as well as successful transition to high school and later education and career outcomes.

[Visit the Middle Grades Longitudinal Study of 2017–18 Homepage](#)

National Education Longitudinal Study of 1988 - NELS:88



The NELS:88, which began with an 8th grade cohort in 1988, provides trend data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. Data were collected from students and their parents, teachers, and high school principals and from existing school records such as high school transcripts. Cognitive tests (math, science, reading, and history) were administered during the base year (1988), first follow up (1990), and second follow up (1992). Third follow up data were collected in 1994. All dropouts, who could be located, were retained in the study. A fourth follow-up was completed in 2000, including a postsecondary student transcript data

collection.

[Visit the National Education Longitudinal Study of 1988 Homepage](#)

National Household Education Survey - NHES



The National Household Education Surveys Program (NHES) is a household-based data collection system designed to address a wide range of education related issues. The NHES collects timely data about the educational activities of the U.S. population. NHES surveys have been conducted every two to three years since 1991. Recent NHES data collections consist of two surveys: The Early Childhood Program Participation survey and the Parent and Family Involvement in Education survey. Most NHES surveys have been conducted on a repeating basis to measure the same phenomena at different points in time. The NHES includes surveys on adult education, parent and family involvement in education, before- and after-school programs and activities, civic involvement, early childhood program participation, household library use, school readiness, and school safety and discipline.

[Visit the National Household Education Survey Homepage](#)

National Longitudinal Study of the H.S. Class of 1972 - NLS-72



The NLS-72 describes the transition of young adults from high school through postsecondary education and the workplace. The data span 1972 through 1986 and include postsecondary transcripts.

[Visit the National Longitudinal Study of the H.S. Class of 1972 Homepage](#)

National Teacher and Principal Survey - NTPS



The National Teacher and Principal Survey (NTPS) collects extensive data on American public elementary and secondary schools. Teachers, principals and schools are components of the NTPS survey system. NTPS provides data on characteristics and qualifications of teachers and principals, teacher hiring practices, professional development, class size and other conditions in schools. NTPS is designed to allow the analysis of trend data. NTPS replaces the Schools and Staffing Survey (SASS) which was last conducted in the 2011-12 school year.

[Visit the National Teacher and Principal Survey Homepage](#)

Private School Survey - PSS



The purposes of Private School Survey (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 PSS has been conducted every

2 years with the first collection taking place during the 1989-90 school year.
[Visit the Private School Survey Homepage](#)

Rural Education in America - Rural



This site provides links to data and information on current and changing conditions in education in rural America. The site provides access to recent data collected by NCES including: enrollments; National Assessment of Educational Progress scores; coursetaking, dropouts and transition to college; availability of advanced course offerings and technology, teacher characteristics, class size, technology, discipline and facilities; and support for learning, including parents' satisfaction and involvement, community support, and financial support. The site also has links to other information resources, including relevant U.S. Department of Education programs and research and promising practices related to rural education.

[Visit the Rural Education in America Homepage](#)

School Survey on Crime and Safety - SSOCS



The School Survey on Crime and Safety (SSOCS) collects information on crime and safety from U.S. public school principals. SSOCS was administered in the spring of 2000 and again in the spring of 2004. SSOCS is a nationally representative, cross-sectional survey of 3,000 public elementary and secondary schools. Data are collected on such topics as frequency and types of crimes at school, frequency and types of disciplinary actions at school, perceptions of other disciplinary problems, and descriptions of school policies and programs concerning crime and safety.

[Visit the School Survey on Crime and Safety Homepage](#)

Schools and Staffing Survey - SASS



The Schools and Staffing Survey (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. SASS data are designed to allow comparisons of public and private schools and staff and permit the analysis of trend data. In addition, SASS data are state-representative for the public sector and affiliation-representative for the private sector. Public schools are also linked to their respective districts. Public charter schools, their teachers and principals were included in

the 1999-2000 administration of the SASS. SASS was administered in the 2003-04 school year and again in the 2007-08 school year.

[Visit the Schools and Staffing Survey Homepage](#)

State Education Reforms - SER



The State Education Reforms website draws primarily on data collected by organizations other than NCES. It serves as a general resource on major developments in state-level education policies. Initially based on the publication 'Overview and Inventory of State Education Reforms: 1990 to 2000,' this site is updated periodically to incorporate new data. Currently, this site generally reflects information collected through 2018.

[Visit the State Education Reforms Homepage](#)

Statewide Longitudinal Data Systems Grant Program - SLDS



The U.S. Department of Education's Institute of Education Sciences (IES) awarded grants to 41 states and the District of Columbia to aid them in the design and implementation of statewide longitudinal data systems. These systems are intended to enhance the ability of states to efficiently and accurately manage, analyze, and use education data, including individual student records. The data systems developed with funds from these grants should help states, districts, schools, and teachers make data-driven decisions to improve student learning, as well as facilitate research to increase student achievement and close achievement gaps.

[Visit the Statewide Longitudinal Data Systems Grant Program Homepage](#)

Urban Education in America - Urban



This site provides links to data and information on current and changing conditions in education in urban America. The site provides access to recent data collected by NCES including: enrollments; National Assessment of Educational Progress scores; dropout and transition to college rates; teacher characteristics and student/teacher ratios; school discipline and school crime; school facilities and access to technology; and support for learning, including community support, and financial support. The site also has links to other information resources, including relevant U.S. Department of Education programs and research and promising practices related to urban education.

[Visit the Urban Education in America Homepage](#)

Restricted Data

Restricted-use Data Licenses

IES uses Restricted-data Licenses as a mechanism for making more detailed data available to qualified researchers.

How to Obtain or Amend a License:

IES/NCES will only accept restricted-use data License applications through its [Electronic Application System](#). Any License application that does not come through this system will be returned to the applicant. More information about applying for a License is available in the online application system instructions and in the [Restricted-Use Data Procedures Manual](#).

Restricted-data Available

Academic Library Surveys (ALS)	<ul style="list-style-type: none">• National Longitudinal Transition Study-2 (NLTS2)
Baccalaureate & Beyond (B&B)	<ul style="list-style-type: none">• National Postsecondary Student Aid Study (NPSAS)
Beginning Postsecondary Students (BPS)	<ul style="list-style-type: none">• National Study of Postsecondary Faculty (NSOPF)
Civil Rights Data Collection (CRDC)	<ul style="list-style-type: none">• National Teacher and Principal Survey (NTPS)
Common Core of Data (CCD)	<ul style="list-style-type: none">• Postsecondary Education Quick Information System (PEQIS)
Early Childhood Longitudinal Studies (ECLS)	<ul style="list-style-type: none">• Pre-Elementary Education Longitudinal Study (PEELS)
Education Longitudinal Study of 2002 (ELS:2002)	<ul style="list-style-type: none">• Preschool Curriculum Evaluation Research (PCER)
Fast Response Survey System (FRSS)	<ul style="list-style-type: none">• Private School Universe Study (PSS)
High School & Beyond (HS&B)	<ul style="list-style-type: none">• Program for the International Assessment of Adult Competencies (PIAAC)
High School Longitudinal Study (HSL:09)	
High School Transcript Studies (HST)	
NAEP-National Indian Education Survey (NAEP-NIES)	
National Assessment of Adult Literacy (NAAL)	

National Assessment of Educational Progress (NAEP)

- Program for International Student Assessment (PISA)

National Education Longitudinal Survey of 1988 (NELS)

- Progress in International Reading Literacy Study (PIRLS)

National Household Education Survey (NHES)

- Public Libraries Survey
- School Survey on Crime and Safety (SSOCS)
- Schools and Staffing Survey (SASS)
- Teaching and Learning International Survey (TALIS)
- Trends in International Mathematics and Science Study (TIMSS)

Individual Surveys

- Achievement Effects of Four Early Elementary Math Curricula: Findings for First and Second Graders
- Achievement Effects of Four Early Elementary School Math Curricula: Findings from First Graders in 39 Schools
- The Effectiveness of Mandatory Random Student Drug Testing
- Effectiveness of Reading and Mathematics Software Products: Findings from the First Student Cohort
- Effectiveness of Reading and Mathematics Software Products: Findings from Two Student Cohorts
- Effectiveness of Selected Supplemental Reading Comprehension Interventions: Findings from Two Student Cohorts

- [Effectiveness of Selected Supplemental Reading Comprehension Interventions: Impacts on a First Cohort of Fifth-Grade Students](#)
- [The Evaluation of Enhanced Academic Instruction in After-School Programs: Final Report](#)
- [An Evaluation of Teachers Trained Through Different Routes to Certification](#)
- [Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study](#)
- [Impacts of Comprehensive Teacher Induction: Results from the First Year of a Randomized Controlled Study](#)
- [Impacts of Comprehensive Teacher Induction: Results from the Second Year of a Randomized Controlled Study](#)
- [Impact Evaluation of the U.S. Department of Education's Student Mentoring Program](#)
- [Impact of a Reading Intervention for Low-Literate Adult ESL Learners](#)
- [Middle School Mathematics Professional Development Impact Study: findings After the First Year of Implementation](#)
- [NCES-Barron's Admissions Competitiveness Index Data Files](#)
- [Reading First Impact Study \(RFIS\)](#)
- [Reading First Impact Study: Interim Report](#)
- [Social and Character Development \(SACD\)](#)
- [Study of Classroom Literacy Interventions and Outcomes in Even Start](#)
- [When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program: Final Report](#)

NCES Help and Contact Information

License Information and Data Security

- IES Data Security Office, U.S. Department of Education/IES/NCES, 550 12th Street, SW, Room 4055, Washington, DC 20202
- IESData.Security@ed.gov

QuickStats/PowerStats/TrendStats Help Desk

- NCES.Info@rti.org
- (800) 677-6987