National Center for Education Statistics:
Current and Emerging Priorities

The Council of Professional Associations on Federal Statistics
Quarterly Meeting
December 3, 2021

Peggy G. Carr, Ph.D.
Commissioner
National Center for Education Statistics
Current and Emerging Priorities

NCES in the context of COVID-19

A vision for the future of NCES
NCES in the Context of COVID-19
Selected NCES Data Collections

Spanning Across Age Groups
- Condition of Education
- Digest of Education Statistics
- Current Population Survey
- National Household Education Survey

Early Childhood
- ECLS-K*
- ECLS-B*
- National Household Education Survey

Elementary & Secondary
- National Assessment of Educational Progress
- International Assessments
- Common Core of Data
- National Teacher and Principal Survey
- School Survey on Crime & Safety
- Secondary Longitudinal Studies
- Civil Rights Data Collection (in support of ED’s Office for Civil Rights)

Post-Secondary
- Integrated Postsecondary Education Data System
- Beginning Postsecondary Students
- National Postsecondary Student Aid Study
- National Study of Postsecondary Faculty

Adults
- Program for the International Assessment of Adult Competencies
- National Assessment of Adult Literacy

* ECLS-K and ECLS-B are the Early Childhood Longitudinal Study-Kindergarten & Birth Cohort programs.
### Impact of COVID-19 on NCES Data Collection

<table>
<thead>
<tr>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Fall 2020</th>
<th>Spring 2021</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
<th>Fall 2022</th>
<th>Spring 2023</th>
<th>Fall 2023</th>
<th>Spring 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COVID-19</strong></td>
<td>LTT – Age 9</td>
<td>LTT – Age 17</td>
<td>Program for International Student Assessment (PISA)</td>
<td>National Assessment of Educational Progress (NAEP)</td>
<td>LTT – Age 9</td>
<td>LTT – Age 13</td>
<td>Early Childhood Longitudinal Study Kindergarten Class</td>
<td></td>
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<tr>
<td>EDFacts Data Collection for 2019-20 School Year*</td>
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<tr>
<td>MGLS 2017-2018**</td>
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<tr>
<td>Long-term trend (LTT) – Age 9</td>
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<tr>
<td>High School and Beyond Longitudinal Study</td>
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</tbody>
</table>

*Some data elements not collected due to program flexibilities granted by ED program officers

**Middle Grades Longitudinal Study 2017–2018 moved to full remote data collection

Added to schedule
Lessons Learned from PISA and PIRLS 2021 Data Collection

• Successful administration despite 2021 uncertainty
  – Field staff follows CDC guidelines so minimal concern from participants

• Experienced lower participation rates
  – *Schools*: Recruitment was particularly challenging due to COVID-19 + voluntary study + usual concerns (e.g., over-testing, time)
  
  – *Students*: Open school ≠ students participating in sessions (students were out related to COVID-19 and were not strongly encouraged by school to participate)
NAEP 2021 Monthly Survey Shows Uneven In-person Enrollment
Preliminary Common Core of Data on Differences in Public School Enrollment Rates

- K–12 enrollments down 3 percent from the prior school year
- Rate of decline was not consistent across all states and jurisdictions
- Lower grade levels experienced a greater rate of decline than higher grade levels

Findings about Enrollment in Nation’s Postsecondary Institutions from Fall 2019 to Fall 2020*

Enrollment in Postsecondary Institutions

<table>
<thead>
<tr>
<th>Overall</th>
<th>Public 2-year</th>
<th>Public 4-year</th>
<th>For Profit 2-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>3%</td>
<td>&lt;1%</td>
<td>15%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Enrollment in Distance Postsecondary Education

<table>
<thead>
<tr>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>17%</td>
<td>44%</td>
</tr>
<tr>
<td>37%</td>
<td>73%</td>
</tr>
</tbody>
</table>

Enrolled in only distance education

Enrolled in some distance education courses

* Integrated Postsecondary Education Data System (IPEDS) reported on 9/14/21
### New Monthly School Pulse Panel

<table>
<thead>
<tr>
<th>Design</th>
<th>Start Date</th>
<th>Completion Time</th>
<th>Topics</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>Summer 2021</td>
<td>4 hrs.</td>
<td>All</td>
<td>1000 total elementary, middle, &amp; high schools</td>
</tr>
<tr>
<td>Re-tooled</td>
<td>Jan 2022</td>
<td>30 mins.</td>
<td>Rotating Modules</td>
<td></td>
</tr>
</tbody>
</table>

#### Rotating Modules 2022

<table>
<thead>
<tr>
<th>Month</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Core, Staffing, Mitigation, Food-Related</td>
</tr>
<tr>
<td>February</td>
<td>Core, Staffing</td>
</tr>
<tr>
<td>March</td>
<td>Core, Internet/Technology, Parent Concerns</td>
</tr>
<tr>
<td>April</td>
<td>Core, SEL &amp; Mental Health, Students with Disabilities</td>
</tr>
<tr>
<td>May</td>
<td>Core, Staff Experiences</td>
</tr>
</tbody>
</table>

*Design Start Date Completion Time Topics Sample Size*
A Vision for the Future at NCES
A Vision for the Future at NCES

- Building stronger, more effective partnerships
- Innovating for the modernization of education statistics
- Advancing the measurement and reporting of equity
Partnerships

Partnerships

Innovation

Equity

National Center for Education Statistics
Partnerships Goals

Build stronger, more effective partnerships to improve data quality and relevance of data for stakeholders, by:

- building up national, state, and local coalitions;
- strengthening two-way communication channels;
- improving diversity in partnerships;
- reducing data collection burden and redundancy; and
- enhancing international collaboration.
Opportunity: Federally Funded District Coordinators

Current State and District Coordinators:
- NAEP
- Forum
- ED Facts (K-12)
- Common Core of Data (K-12)
- IPEDS (postsecondary)

Proposed Federally funded
Opportunity: International Collaboration

The U.S. is taking the lead in the collaborative work to develop international assessment standards for PISA (Country partners - Spain, Canada, Portugal, Sweden, Belgium, Malaysia, Japan, Germany, Colombia, and Czech Republic)
Innovation

National Center for Education Statistics

Equity

Partnerships

Innovation
Innovation Goals

Innovate for the modernization of education statistics to **improve the cost efficiency, timeliness, and quality of data**, by:

- capitalizing on advances in technology and digitalization of data;
- incorporating AI and data science insights;
- drawing on advances in methodology to optimize sampling and recruitment; and
- implementing the Evidence Act to increase data access while protecting confidentiality.
Process Data From 2016 Writing
Foundations for Evidence-Based Policymaking Act of 2018

Evidence Act

Title I: Evidence Building Activities
Primarily the responsibility of the Evaluation Officer

Title II: Open Government Data Act
Primary the Responsibility of the Chief Data Officer (and the Statistical Official)

Title III: Confidential Information Protection and Statistical Efficiency Act
Primarily the Responsibility of the Statistical Official
Equity
Equity Goals

Advance the measurement and reporting of equity to **improve its state in education**, by:

- Developing comprehensive frameworks for education equity indicators
- Publishing annual Report Cards to monitor progress in making education more equitable
- Revision of NCES standards for equity and fairness
Opportunity: Identifying and Measuring Equity Indicators

- On-Time Graduation
- Access to and Participation in High-Quality Pre-K
- Exposure to Racial, Ethnic, and Economic Segregation
- Access to Effective Teaching
- School Climate
- Engagement in Schooling
- Rigorous Coursework
- High-Quality Academic Supports
- Postsecondary Readiness

Opportunity: Establish Equity Frameworks

Ed Tech Equity Initiative Framework
## Changes in Average and Selected Percentile Scores, by Assessment: 2009–2019

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grade 4</th>
<th>Grade 8</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>![Score increase]</td>
<td>![Score increase]</td>
<td>![Score increase]</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>![Score increase]</td>
<td>![Score increase]</td>
<td>![Score increase]</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>![Score increase]</td>
<td>![Score increase]</td>
<td>![Score increase]</td>
</tr>
</tbody>
</table>

### Score Key
- **Score increase**
- **No significant change in 2019**
- **Score decrease**

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Opportunity: Annual Equity Report Series
Thank you