Public Use Datasets

March 10, 2021

Brook Sawyer, Associate Professor, Teaching Learning and Technology
A VERY BRIEF ORIENTATION TO IES NCES DATASETS

https://nces.ed.gov/
NCES obtains and provides consistent, reliable, complete, and accurate information which

- Addresses specific research questions
- Provides detailed information about nationally representative groups of individuals and institutions
- Is collected across a number of years to allow for the investigation of change in attributes
- Spans the educational spectrum of Birth - Postsecondary (B-20+)
NCES DATA: SURVEYS & PROGRAMS

- Early Childhood Education
- Elementary and Secondary Education
- Postsecondary Education
- International Education

https://nces.ed.gov/surveys/
Every study/Survey has a separate Webpage

That provides detailed information:

- The study design
- Research questions addressed by the study
- Measures and surveys utilized to collect data
- Sampling design
- Respondents to the survey
- Data collection schedule
- All released data products, documentation, and reports
- The staff associated with the survey or program
SAMPLE NAVIGATION
INTERNATIONAL ACTIVITIES PROGRAM (IAP)

ICILS and NAEP TEL Comparison Study
Explore the similarities and differences between the two computer literacy and technology assessment frameworks and items.

Click on the navigation bar above to explore each of the studies, or click on a study logo below to go to the study's overview.

Explore by Subject
Click on a subject below to explore the resources available from across the various international studies.

Mathematics  Science  Reading

Problem Solving  Other Subjects

https://nces.ed.gov/surveys/international/index.asp
PIRLS Reading (Grade 4)

Most Recent Results Frameworks
Released Assessment Items Student Questionnaire
Teacher Questionnaire School Questionnaire
Curriculum Questionnaire

PROGRESS IN INTERNATIONAL READING LITERACY STUDY (PIRLS)

Data Files

U.S. PIRLS data are made available in three versions, each of which includes student achievement data as well as student, teacher, school, and curricular background data. The differences between these versions is summarized in the table below and described in detail below it. At the bottom of this page is a description of data analysis resources that are available for analyzing these data files.

<table>
<thead>
<tr>
<th>Version</th>
<th>U.S. data for international variables</th>
<th>Other participating education systems’ data</th>
<th>Data for U.S.-specific variables (e.g., race/ethnicity, poverty)</th>
<th>Restricted data (e.g., access to school names and CCD ID)</th>
</tr>
</thead>
<tbody>
<tr>
<td>P. PIRLS International data files (including U.S. data)</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>P. PIRLS U.S. national public-use data files</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>P. PIRLS U.S. national restricted-use data files</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

PIRLS International data files (including U.S. data)

https://nces.ed.gov/surveys/pirls/datafiles.asp
## Data Products

<table>
<thead>
<tr>
<th>Data Product</th>
<th>NCES Number</th>
<th>Release Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress in International Reading Literacy Study (PIRLS) and ePIRLS 2016: U.S. Public-Use Data Files</td>
<td>2019114</td>
<td>August 27, 2019</td>
</tr>
<tr>
<td>Progress in International Reading Literacy Study (PIRLS) and ePIRLS 2016: U.S. restricted-use datafile</td>
<td>2019115</td>
<td>August 27, 2019</td>
</tr>
<tr>
<td>The Condition of Education 2016</td>
<td>2016144</td>
<td>May 26, 2016</td>
</tr>
<tr>
<td>Progress in International Reading Literacy Study (PIRLS) 2011: U.S. restricted-use datafile</td>
<td>2013043</td>
<td>December 31, 2013</td>
</tr>
<tr>
<td>Progress in International Reading Literacy Study (PIRLS) 2011: U.S. Public-Use Data Files</td>
<td>2013042</td>
<td>August 27, 2013</td>
</tr>
<tr>
<td>User's Guide for the Progress in International Reading Literacy Study (PIRLS); 2006 Data Files and Database with United States Specific Variables</td>
<td>2009050</td>
<td>March 30, 2009</td>
</tr>
<tr>
<td>Progress in International Reading Literacy Study (PIRLS) 2006: U.S. Public-Use Data Files and Electronic Codebook</td>
<td>2009061</td>
<td>March 30, 2009</td>
</tr>
<tr>
<td>Progress in International Reading Literacy Study (PIRLS) 2006: U.S. Restricted-Use Data Files and Electronic Codebook</td>
<td>2009051</td>
<td>March 25, 2009</td>
</tr>
<tr>
<td>Restricted-Use Data Supplement to the User's Guide for the Progress in International Reading Literacy Study (PIRLS); 2006 Data Files and Database with United States Specific Variables</td>
<td>2009058</td>
<td>March 25, 2009</td>
</tr>
<tr>
<td>Progress in International Reading Literacy Study (PIRLS) 2001: U.S. Public-Use Data Files and Electronic Codebook</td>
<td>2004016</td>
<td>August 9, 2004</td>
</tr>
</tbody>
</table>
Title: Progress in International Reading Literacy Study (PIRLS) and ePIRLS 2016: U.S. Public-Use Data Files

Description: This datafile contains the U.S. PIRLS and ePIRLS 2016 data, including data that were collected only in the United States and not included on the international database available from the IEA. The additional data relate to the race and ethnicity of students and the percentage of students in a school eligible for the Federal free and reduced-price lunch program, among other variables. This datafile is intended to be used in conjunction with the international datafile available from the IEA.

A User Guide to the data is included in the U.S. PIRLS and ePIRLS 2016 Technical Report and User’s Guide, which is available online separately (publication number 2019113).

Online Availability:
- PIRLS 2016 Codebooks (125KB)
- PIRLS 2016 RAW Data (2.2MB)
- PIRLS 2016 SAS control files (36KB)
- PIRLS 2016 SPSS control files (29KB)
- PIRLS 2016 Quick Guide to Public-Use Data (115KB)
- ePIRLS 2016 Codebooks (136KB)
- ePIRLS 2016 RAW Data (2.7MB)
- ePIRLS 2016 SAS control files (40KB)
- ePIRLS 2016 SPSS control files (30KB)
- ePIRLS 2016 Quick Guide to Public-Use Data (124KB)

https://nces.ed.gov/pubsearch/getpubcats.asp?sid=099
Kindergarten Class of 2010-11 (ECLS-K:2011)

No significant differences by child’s sex were detected in children’s fifth-grade reading, math, and science knowledge and skills.

https://nces.ed.gov/ecls/
NAEP Data Available for Secondary Analysis

The National Assessment for Educational Progress (NAEP) administers a broad range of items to assess student performance in various subject areas. In addition, NAEP collects information on background variables from students, teachers, and schools that provides context for student performance.

There are numerous opportunities for secondary analysis because of NAEP's large scale, the regularity of its administration, and its stringent quality control processes for data collection and analysis.

Explore the following sets of data to become familiar with the NAEP database before requesting a license to access restricted-use datasets:

- data from 1990 to present in the NAEP Data Explorer (NDE);
- a list of available restricted-use variables, and

https://nces.ed.gov/nationsreportcard/researchcenter/datatools.aspx
Many databases have both public use datasets and restricted use datasets (for which you need a license).
- Some are restricted only (e.g., ECLS-B?)

Public use datasets reduce the likelihood that any respondent could be identified in the data
- Public use datasets may recode variables into categories or suppress variables that have few responses
- Restricted use datasets may have supplemental variables (e.g., geocoding variables in ECLS-K)
Restricted-data Available

- Academic Library Surveys (ALS)
- Baccalaureate & Beyond (B&B)
- Beginning Postsecondary Students (BPS)
- Civil Rights Data Collection (CRDC)
- Common Core of Data (CCD)
- Early Childhood Longitudinal Studies (ECLS)
- Fast Response Survey System (FRSS)
- High School & Beyond (HS&B)
- High School Longitudinal Study (HSLS: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)
- National Education Longitudinal Survey of 1988 (NELS)
- National Household Education Survey (NHES)
- National Longitudinal Transition Study-2 (NLTS2)
- National Postsecondary Student Aid Study (NPSAS)
- National Study of Postsecondary Faculty (NSOPF)
- National Teacher and Principal Survey (NTPS)
- Postsecondary Education Quick Information System (PEQIS)
- Pre-Elementary Education Longitudinal Study (PEELS)
- Preschool Curriculum Evaluation Research (PCER)
- Private School Universe Study (PSS)
- Program for the International Assessment of Adult Competencies (PIAAC)
- Program for International Student Assessment (PISA)
- Progress in International Reading Literacy Study (PIRLS)
- 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)

https://nces.ed.gov/pubsearch/licenses.asp
Thank you!