

## **Sample School District – Negative Impact Items**

### **Policies**

My concern is that we don't have many policies and regulations in place district or school wide.

Making sure that all policies and regulations are in writing.

There needs to be more collaborative communication between all of the parties involved in data entry in order to ensure quality data. Staff members responsible for the data have not been involved in the planning to the degree necessary.

We do not have written policies that are accessible and known to all. Training is not in place when we have turnover in staff.

We do not have clear policies

Often the staff members who are inputting are not in the loop of the decision making and therefore the importance of the process is not understood.

Developing a Culture of Quality Data is not now and never has been a priority in this organization in the time I have been here. And "data-driven" has not been how they have historically made decisions. It seems there are some who "get it", and some are becoming "converts", but not all the key people yet "believe". Organizing this group is a good start, but it won't mean much unless their work is valued throughout the organization (all the way to the very top) and the organization starts "walking the walk".

I am concerned that our school office staff, who do the majority of the data input, don't understand the impact that their data entry has on the district. I'm not convinced that our principals are taking responsibility for data that is input for their school, that the data is correct or at least reasonable. It seems that the responsibility is most often left to the school lead secretary alone.

### **Standards**

I don't feel like we have standards and guidelines in place at this time and if we want to collect data we need to have these in place first.

The lack of consistent standards and guidelines. ie: Data testing should always be done in test database, not live.

My concern is that we have not developed standards and guidelines for quality data in the district. The process we are going through in this project should be a beginning for the development of these needed guidelines and standards.

We need guidelines that are developed and revisited frequently. Rather than having each school choose who enters data this should be designated through the district with on-going training and time provided.

The role of data in evaluation is not clearly defined. 2) People expected to manage the data do not know it is part of their job description

Written guidelines are non-existent with the exception of a few that come shortly before a deadline. Those come with instructions and are greatly appreciated. A yearly calendar would be helpful for all staff, so that they understood the heavy times for the data entry person.

What standards and guidelines? (Do I need to say more?) There simply aren't any published anywhere that I know of.

It concerns me that schools aren't able to focus on data entry. Our office staff simply doesn't have the time to dedicate to quality data entry, especially at the first of the school year. Additional hours have been given to the elementary schools at the first of the year, which has been helpful, but the other grade levels need something similar provided. Once the schools have been given extra help, they need to be given a shorter timeline for data entry. We simply can't wait until two or three months into the school year before we have current data input for our students.

## **Training**

We do have training and professional development when we start something up, but there is no follow up training or update professional development to keep us updated and current.

The lack of time to pursue trainings and professional development.

We need to develop a professional development and training program around the area of data. Hands on training modules and guidebooks/handbooks should be developed.

Training, if it occurs is done by multiple people; therefore a consistent message is not always delivered. We do not have on-going professional development. It tends to be a one shot delivery.

1) ESIS can be a great tool but it needs to be demystified 2) Training/Workshop model will never be effective unless users can approach data as collaborative PLT

I believe that the importance has been stated, but what I hear is that they do not have time to do some things themselves and therefore rely on others or students. They need to understand that the bottom line is if they are the responsible party than what is entered is theirs to clean up. Just like our Employee Handbooks a sign off of a handbook of data entry expectations would be useful. Part time staff members entering at crunch time, often take more time to train and the error rate is not measured well.

This would come right after "Standards and Guidelines". Even if we were to have any formalized training for those people who affect data quality, there are no standards or guidelines for the training to reinforce. For the most part, the people doing this work are talented enough to be working well beyond their current skill level. The missing ingredient is the commitment of resources to make this happen.

The level of concern for data quality needs to start at the top and work its way down. The superintendent, district administrators and school principals need to be responsible for making quality data possible. We need more professional development and guidelines with timelines.

## **Timelines**

At this time the district does not have timelines and calendars available to staff, but I understand there is one being developed. With this in mind I would only be concerned if it's not keep up.

Lack of staff during busy times

Better communication with staff explaining the purpose of the information requested.

We do not have a calendar with due dates and timelines for all data.

ODE calendar is not uniform. Timelines being observed only at the last minute

There is not a district calendar available.

There is no one formally "in charge". So there is no one managing any kind of a common calendar. This responsibility is scattered around, and not done in an organized coherent manner.

We need to come up with a better District Data Reports Calendar. One that would make sense to the schools, and help them to understand when data is due. It needs to be available to everyone.

## **Technology**

My only concern is that district keeps us updated on new stuff coming out and that we have professional development to keep us current.

Not having user friendly software

Better communication with staff explaining the purpose of the information requested.

We do not have a calendar with due dates and timelines for all data.

Is the district really looking at changing to Iworks?

I actually think the district does well in this area. The only concern I have is the one person who has to serve us all. Without that individual, we would be lost.

None. I think we have a very good setup. Good hardware, comprehensive integrated software, robust network. The tools are there. The one thing we need is much more software training.

## **Environment**

In the schools there is no real good area to just sit and enter data without being continually interrupted. The district office has a more appropriate set up for data entry

Lead time prior to conversion. Not enough training with actual business data to assist with understanding business practices. System is not user friendly. Software/service provider not providing services and not understanding how we do business. Making us fit into their mold not them fitting us.

Lack of IT training/experience using new software product.

We need to evaluate the need for providing additional help at certain times of the school year in order to make data entry deadlines.

Space- having a data entry environment that is free from interruptions. Usually secretaries enter data and they are interrupted constantly. There is not an established schedule- it is usually done when time allows. While deadlines are met, the work can pile up until someone can get to it.

Schools have limited workspace. Teachers on carts, sharing classrooms etc.

We cannot change our office structures in the school buildings to help with data entry environment. We have to be available at all times. Data entry happens at all times. Parents come in to register, notes are sent with new phone numbers, addresses, etc. Lunch money comes in. Event/classroom money comes in. There is no way to set a timeline, no way to move all we need to a quiet location. I did suggest a tri-fold screen to pull in front of us during those peak times though.

The idea of having a suitable physical data entry environment is so foreign to this organization; it may not even be worth considering. Most of the people doing this work are not adequately trained, and their work is not adequately valued, and (not their fault) they don't have enough of an idea of how their work fits into the much bigger contemporary student (and staff) information picture. Our buildings are overcrowded, and as things are today (and for the near future), no administrator is going to consider carving out a space for focused data entry and quality control activities.

Schools offices are not quiet enough to allow for quality data input.