

# RESOURCE GUIDE

For professional development offered through the Oregon DATA Project  
[www.oregondataproject.org](http://www.oregondataproject.org)

## Technical Components 1 & 2



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Greetings:

The Oregon DATA Project has two training tracks. One is instructional, and focuses on helping educators use data to drive student achievement. The other is technical, and focuses on helping districts improve the quality of data within their organization. This document contains the lesson plans for the technical training.

Improving the quality of data within an organization requires attention to the four components of quality data: accuracy, timeliness, utility, and security. Attending to these four components cannot be the responsibility of a single person or even a group of people within an organization. It becomes the responsibility of everyone in the organization who enters the data, reviews the data, or uses the data. It becomes a *culture* of data quality.

Creating a culture of data quality helps everyone understand the importance of data and how data is used to achieve district goals. Creating such a culture does not happen by accident and cannot be maintained without purposeful action and oversight. This training provides a model of how to create a culture of data quality.

The six activities outlined in these lesson plans are designed to be accomplished in one-hour sessions and were successfully piloted in the spring of 2009 in three different districts. Recognizing the uniqueness of each district, the activities can be modified to meet district needs. Additional materials, including videotaped trainings, can be found on the project's website: [www.oregondataport.org](http://www.oregondataport.org).

Best wishes on your implementation,

Ron Hoppes  
Technical Training Coordinator,  
The Oregon DATA Project



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## Oregon DATA Project Technical Training Component 1: The Need for Data Quality

### **Activity 1:** **Establishing The Need for Data Quality**

#### **Purpose**

- Good data doesn't happen by accident. It is the result of purposeful action and oversight. However, in many districts the important role that data plays is not always in the forefront of people's thinking. This presentation discusses the demand for and impact of accurate data, including a real sample of the high stakes associated with such data. As a conclusion, districts are encouraged to engage in the work of "Component 2: Building a Culture of Data Quality."

#### **Participants**

- Presenter: The person who will lead the district's efforts in establishing a Culture of Data Quality within the district.
- Audience: District leadership
  - This group should include building administrators as well as central office administrators. District leaders, including the Board, need to understand the important role data plays within the organization and the high stakes associated with data quality.

#### **Session Description**

- This PowerPoint presentation establishes why a district should be concerned about data quality and offers additional training components that can assist them in moving toward a Culture of Data Quality. Included are presenter notes with detailed content and navigation information. Several slide notes contain additional information in a section called "Beyond the Slide."
- The presentation is also available in QuickTime Movie format and lasts about 11 minutes.
- Total time for this session: 15-20 minutes

#### **Objectives**

- Generate a discussion among district leaders about data and data quality.
- Understand that the demand for data to drive instruction is growing.
- Understand that access to data is dramatically changing within the state.
- Understand how inaccurate data can impact accountability systems.
- Introduce the concept and components of a Culture of Data Quality.
- Describe the responsibilities of a "data steward" or a "data quality oversight committee."
- Establish the facilitator/leader of the district's engagement of "Component 2: Building a Culture of Data Quality" technical training.



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## Presenter Preparation

- Access the PowerPoint and/or the QuickTime movie on the DATA Project’s website ([www.oregondataproject.org](http://www.oregondataproject.org)).
- Review the presentation (use the presenter notes or view the video) and become knowledgeable about the Oregon DATA Project if necessary.

## Presentation Strategy

- This presentation and follow up discussion will take between 15-20 minutes. An overview and rationale for why your district should engage in discussion and activity around “data quality” is offered. The objective is to help participants understand the importance of data quality within your organization. The model shared has a strong focus on the responsibilities of a data steward and how these responsibilities can be met by a Data Quality Oversight Committee.
- The changing nature of how data is being used to impact instruction is briefly covered. However, more detailed information is provided through the Instructional training strands from the Oregon DATA Project.
- The discussion should lead to the identification of the person(s) responsible for moving the district forward into “Component 2: Building a Culture of Data Quality.” Depending upon your district organization, the Data Quality Oversight Committee should contain (but not be limited to) personnel that are responsible for:
  - Assessment data (state as well as local)
  - Special Education data
  - LEP data
  - Technology
  - Student information system
  - Free/reduced lunch data
  - Clerical representation (elementary, middle, high, district office)

**Note: Unless otherwise noted, the resources listed below are available at [www.oregondataproject.org](http://www.oregondataproject.org)**

## Resources

- “The Need for Data Quality” PowerPoint presentation or the video

## Supplementary Resources

- Information about the Oregon DATA Project located at [www.oregondataproject.org](http://www.oregondataproject.org)
- NCES Forum Guide to Building a Culture of Quality Data document located at [http://nces.ed.gov/forum/pub\\_2005801.asp](http://nces.ed.gov/forum/pub_2005801.asp)



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## Oregon DATA Project Technical Training Component 2: Building a Culture of Data Quality

### Activity 1: Creating a Data Quality Oversight Committee

#### **Purpose**

- Creating a Data Quality Oversight Committee (DQOC) is one way for a district to address the factors that affect data quality and to fulfill the responsibilities of a Data Steward as discussed in Activity 1 of “Component 1: The Need for Data Quality.”

#### **Participants**

- District leaders involved with or overseeing the district’s effort to create a Culture of Data Quality.

#### **Session Description**

- Selecting the right people to participate in the DQOC is a critical step in creating a Culture of Data Quality. Participants should reflect the major data users/creators within the district. The participants should be able to relate their work on the DQOC to other district personnel. Selecting the members of the DQOC should be made by the district leaders most responsible for the implementation of the “Component 2: Creating a Culture of Data Quality” effort. (The district leaders might be the Superintendent and/or Assistant Superintendent and the facilitator/leader of the district’s engagement of “Component 2: Building a Culture of Data Quality,” identified in Component 1, Activity 1.)
- Total time for this session: 30 minutes

#### **Objectives**

- Identification of DQOC membership

#### **Presenter Preparation**

- Review the “Component 1: The Need for Data Quality,” Activity 1 presentation with special attention to the Data Culture Concept Map on slide 11 and the list of responsibilities of a Data Steward (slides 13 and 14).
- Download and print copies of the concept map and the data steward responsibilities listed under Resources at the end of this lesson plan.



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## Presentation Strategy

- The selection strategy can be driven by the Data Culture Concept Map and the list of responsibilities of a Data Steward. First, consider the Concept Map by looking at the different roles indicated. The DQOC should contain representatives of the roles of Principal, Office Staff, Technology Support Staff, and Teacher.
- Depending upon the size and composition of the district, you might consider having one principal from each level (elementary, middle, high) as well as one office staff person who is aware of the data entry requirements at each level (elementary, middle, high). You might also want to include the registrar at the high school level. The people you select should have the ability to communicate with the other people in their position in the district.
- You should also consider including district administrators responsible for Special Education, ELL, Assessment, NCLB/AYP, and Technology.
- Now, return to the Concept Map and look at the “Factors Affecting Quality of Data Culture.” Your DQOC membership should contain people that are aware of/familiar with each of the factors. If not, consider adding additional personnel that are.
- Finally, look at the list of responsibilities of the Data Steward. Part of the work of the DQOC will be to assume or assign these responsibilities. If there is any glaring gap between the responsibilities listed and the abilities of the DQOC that you have selected, consider making additions and/or changes.

**Note: Unless otherwise noted, the resources listed below are available at [www.oregondataport.org](http://www.oregondataport.org)**

## Resources

- Quality Data Culture Concept Map (PDF document)
- Data Steward Responsibilities (PDF document)

## Supplementary Resources

- The Need for Data Quality PowerPoint presentation

## Learnings from the Pilot

- In one of the pilot districts (a large district), the DQOC composition did not include instructional staff or building principals. This decision was driven in part by the fact that the meetings were held during the lunch hour and no funds were available for substitutes. The DQOC included a building secretary from each level and the high school registrar. The rest of the committee was comprised of central office administrators in charge of specific programs such as Special Education, ELL, etc. The DQOC met one time per month.
- In another pilot district, the DQOC composition included instructional staff and building principals. Their meetings were held after school during early-release teacher preparation days. This was a small district and every school principal and secretary became part of the committee. By including every building, this committee was a larger committee than the one in the large school district. The DQOC met every other week.



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## Oregon DATA Project Technical Training Component 2: Building a Culture of Data Quality

### **Activity 2:** **Data, Data, Data. Who's Got Your Data?**

#### **Purpose**

- In a Culture of Data Quality, people believe that good data is an integral part of the educational enterprise. They understand the important role data plays within the organization and how data is used to make educational decisions or to meet accountability demands. Establishing this understanding within the Data Quality Oversight Committee (DQOC) is a first step in establishing it districtwide.
- This is the first activity for the DQOC and will provide a broad overview of what the DQOC will be doing. This activity will also identify the large amount of data that exists within the organization and how the data are used to make important decisions or impact accountability requirements (AYP, state report card, etc).

#### **Participants**

- Presenter: Leader of the DQOC
- Audience: Data Quality Oversight Committee

#### **Session Description**

- The first meeting of the DQOC needs to bring everyone up to speed as to why the district is undertaking this work and the role that the DQOC will play. The Quality Data Culture Concept Map will act as roadmap of the activities of the DQOC.
  - The DQOC will be fulfilling the role of a Data Steward (bottom left area of map).
  - The first activity will be to discuss the importance of quality data (bottom right).
  - Then the components of and factors that affect quality data (upper left and right).
- A special PowerPoint presentation, "Who's Got Whoville's Data?," was created to capture the essence of a Culture of Data Quality in non-technical terms. This humorous light-hearted presentation is used to generate discussion and interaction of the DQOC.
- Total time for this session: 60-65 minutes.

#### **Objectives**

- Set an overview of the activities and purpose for the DQOC.
- Identify the wide array of data used to meet accountability and school improvement efforts.
- Identify the wide array of data storage locations used within the district.
- Identify important decisions, from instructional to accountability, made using district data.



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## Presenter Preparation

- Review the presenter notes for both PowerPoint presentations.
- Make a decision as to how to bring the DQOC to the same level of understanding of “The Need for Data Quality” presentation.
  - You may choose to take 10 minutes to present the PowerPoint up through slide 12 (do not go into the details of the responsibilities of a Data Steward). Then indicate that the “purposeful assignment of data responsibility and oversight” will not be handled by a Data Steward but instead, the Data Quality Oversight Committee.
  - You may choose to summarize the PowerPoint presentation shared with district leadership and discuss the need for data quality and then move to the sharing of the Quality Data Culture Concept Map.
- Make some decisions about the meeting room.
  - You will be projecting a PowerPoint presentation.
  - You will be creating four or five chart-pack sheets that will need to be displayed.
  - You will want everyone in the room to participate – think of an open U shape so participants can make eye contact with other members of the committee.

## Presentation Strategy

- Welcome and establishment of purpose of the DQOC. (10 min.)
  - Hand out copies of the Quality Data Culture Concept Map.
  - The role of Data Steward will be fulfilled by the DQOC.
  - The work of the DQOC will include
    - The importance of data quality (bottom right)
    - The components of, and factors that affect, data quality (upper left and right)
- Present “Who’s Got Whoville’s Data?” from beginning to end. Pause at the end of each page so participant can think about the concept or idea presented. When completed, explain that today’s activity will use these slides to generate an awareness of the important role that data plays within the district – reference back to the bottom right hand corner of the Concept Map. (5 min.)
- Detailed presentation plan
  - Display Page 1 of “Who’s Got Whoville’s Data?” to begin a discussion about the high standards that we need to “ensure are now met by each.”
  - Place a circle in the center of a chart and write “STUDENTS” in the circle.
  - Solicit from the group the high standards that students must meet. As each idea is shared write it in circles around the center circle. (5 min)
    - Grade level benchmark on OSAT
    - Expand if needed
    - Work samples
    - Expand if needed
    - Graduation requirements (credits)
    - Anything district specific
    - Etc.



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- On a second chart, place a circle in the center and write “STAFF” in the circle.
- Solicit the high standards that staff must meet. Again, write the ideas around the center circle. (5 min)
  - Highly Qualified Status
  - Certification/Continuing Ed
  - District specific
  - Etc.
- On a third chart, place a circle in the center and write “SCHOOL/DISTRICT” in it.
- Solicit the high standards that schools and the district must meet. Ideas go around the center circle. (5 min)
  - Adequate Yearly Progress (NCLB)
  - Expand out to the specifics like math, demographics, etc.
  - Title Program demands
  - Special Education demands
  - State Report Card
  - CIP/SIP goals
  - District specific
  - Etc.
- At the conclusion of posting all three charts, the group should have a pretty good visual of the amount of demands being placed upon the educational enterprise. Return to the Whoville’s book.

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- Use pages 2 and 3 together to begin a discussion about district activities or initiatives that are aimed at ensuring that all students are learning and achieving. Remind the participants that such initiatives may be aimed at helping those students who are not learning as well as initiatives aimed at insuring that the curriculum being taught is done so with fidelity and connected to the standards set by the state.
- In the center of a chart place a circle and inside write “SUCCESS FOR ALL.” Ideas go around the outside. (5 min)
  - Response to Intervention
  - Positive Behavioral Supports
  - Professional Learning Communities
  - Curriculum
  - Students at Risk intervention
  - Etc.

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- Now move to page 4 of the Whoville’s book.
- The proof is the data that is gathered and reported.
- Return to the first chart of STUDENTS and solicit from the group the data that is gathered to prove attainment of the high standards. List the data items around the outside of the chart. Not important to tie the data to a particular standard that is listed. (3 min)

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- Repeat the above activity with each of the remaining 3 charts: STAFF, SCHOOLS/DISTRICT, and SUCCESS FOR ALL. (3 min per page, so 9 min total)



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- After doing all 4 charts, the visual should show the huge amount of data that is gathered for accountability as well as student and school improvement. The facilitator goes to each chart and solicits from the group where the data they listed occurs. Answers will include: SIS, internal files, district level databases, individual data files, ODE, TSPC, HR, Business, etc. List each source in one corner of each chart. (3 min)

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- Return to the Whoville's book and go to page 5.
- On a new chart make two columns; USERS and DECISIONS. Under USERS, list STUDENTS, TEACHERS, ADMINISTRATORS, PARENTS, SCHOOL BOARD, STATE DEPARTMENT, FEDERAL DEPARTMENT. (Leave space under each category and spread the seven users to two pages if needed.)
- Looking at the data sets that are on the charts, have the participants identify which data and how it is used for each user group listed on the chart. What decisions about teaching, learning, and success are made? (10 min.)
- NOTE: Depending upon time constraints, this portion can be reduced to 1 or 2 minutes by having the presenter create the chart. Then, instead of the participants identifying how each group uses the data to make decisions, the presenter does a quick verbal description of the kind of decisions made by each.
  - Student decisions include course selections, decisions about college, etc.
  - Teacher decisions include grades, interventions, instructional strategies, etc.
  - Administrative decisions include school policies, school wide interventions, evaluations, etc.
  - Parent decisions include school/district selection, perceptions of the school/district that can be expressed at election time, etc.
  - School Board decisions include budget, funding, etc.
  - State Department of Education includes accountability issues like state report card, etc.
  - Federal Department of Education includes accountability issues like AYP, etc.

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- Closing/Evaluation (example form is available under Resources. (5 min.)

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- Following the session, the charts created should be reduced to a single document that will be shared with the DQOC. An example of such a document is available under Resources.



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**Note: Unless otherwise noted, the resources listed below are available at  
[www.oregondataport.org](http://www.oregondataport.org)**

## **Resources**

- *Who's Got Whoville's Data?* (PowerPoint presentation)
- Quality Data Culture Concept Map (PDF document)
- Data Summary Sample (PDF document)
- Session Evaluation (PDF document)

## **Supplementary Resources**

- The Need for Data Quality (PowerPoint presentation)

## **Learnings from the Pilot**

- In each of the pilot districts, the district Superintendent was part of this first meeting of the DQOC. The Superintendent's initial remarks established the purpose of, and the district's commitment to, the work of the DQOC. This created the sense of importance and purpose in the minds of the participants. It addressed the questions, "Where is this going?" and "Why am I here?" that some participants had.
- The DQOC is a diverse group of people that normally do not sit on the same committee. Feedback comments universally identified that the "discussion and interaction" of the committee was a highlight of the first meeting.
- Involving everyone on the DQOC in the discussion and interaction resulted in a new awareness of how much data exists and how important the data are to the district's efforts to accomplish its goals.



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## Oregon DATA Project Technical Training Component 2: Building a Culture of Data Quality

### **Activity 3:** **District and School Analysis**

#### **Purpose**

- The four components of data quality form a framework to understanding and recognizing the factors that affect a culture of data quality. Analyzing each of the impacting factors within a district can help identify areas of strength and areas that may need additional support. One of the responsibilities of the Data Quality Oversight Committee is to monitor the components of, and factors that affect, quality data.

#### **Participants**

- Presenter: Data Quality Oversight Committee leader
- Audience: Data Quality Oversight Committee

#### **Session Description**

- The DQOC will complete a school and district analysis of the factors affecting quality data compared to best practices as identified in the Forum Guide to Building a Culture of Quality Data (pp.7-16) which is available under Resources.
- Total time for this session: 60 minutes.

#### **Objectives**

- Understand the four components of quality data
- Identify the six factors that affect quality data
- Complete a school and district analysis

#### **Presenter Preparation**

- Download the “Helping Achieve Data Quality” document listed under Resources. Make sufficient copies for the DQOC. Send the material to the DQOC in advance of the meeting for this activity so the members can read the two articles before they arrive. The document contains a cover sheet that provides instructions to the reader.
- Download the “Quality Data Self-Assessment” document listed under Resources. Make sufficient copies for the DQOC.
- Have copies of the Data Summary created at the end of Component 2 Activity 2 for the DQOC members.



## Presentation Strategy

- Hand out copies of the Data Summary document created at the last activity (Component 2 Activity 2). While reviewing the document, comment on the large amount of data being collected and used to make decisions. The importance of data accuracy is easy to see. Use this as a springboard back to the Quality Data Culture Concept Map.
- The four components of quality data are listed in the upper left quadrant of the Concept Map. The presenter should clarify each of the four concepts for the DQOC.
  - Accuracy: Given the many users who make multiple decisions based upon the collected data, accuracy is paramount. Incorrect data will seldom lead to good decisions.
  - Utility: This is the usefulness of the data being collected. If the data is not useful, then energy spent in collecting it is wasted energy. The district should be certain that the data that is being collected is being used to inform decisions. The district should also be certain that the data that is needed for decisionmaking is being collected.
  - Timeliness: Collected data forms the basis of summary reports, which provide analysis and meaning to the data. Providing such reports should be done in a timely manner. Reports that are delayed may provide meaningful data but may be too late to act upon.
  - Security: Much of the data being collected is of a confidential nature and steps need to be taken to ensure adherence to confidentiality laws such as FERPA, HIPAA, etc. This component also addresses computer security, passwords, and data recovery plans.
- Next, move to the upper right corner of the Concept Map and talk through the six factors that can impact data quality. Comment that the articles that were handed out in advance of the meeting described what might be considered “best practices” in each factor area. Explain that this activity will include doing a self-assessment from a school and from a district perspective of current practices.
- Self-Assessment Strategy
  - If the DQOC contains eight or more people, split the group into two. One group will do the School survey and the other will do the District survey. If the DQOC is smaller than eight, the group will do both surveys which may affect the overall time commitment for this activity.
  - In splitting the DQOC into two groups, try to ensure that each group has representation from both school level and district level. This will add to the interaction and discussion during the activity.
  - Process: With the self-assessment document you will be using the following scale for either a school perspective or a district perspective:
    1. This doesn't happen here.
    2. This happens but it would typically not be the norm.
    3. This usually happens.
    4. This always happens.



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- If your position has many others like it within the district (i.e., a building secretary) try to consider how all of the other people in your position would rate the statement.
- A single survey is provided each group. One member of the group reads the first statement. Then like “Paper, Rock , Scissors”, the group members tap the desk three times and on the third, expose the number of fingers for their rating. The group is after a consensus score. If everyone has the same number, that is the consensus score. If the responses are different the high score/low score respondents share their rationale for the score. This dialog is important and builds common understanding. Expect to find a difference in responses between building level and district level personnel.
- Each group has 30 minutes to complete the appropriate survey.
- When each group has completed the survey, hand out individual blank surveys (both school and district) to all participants except the “reporter.” The facilitator will only need a blank copy of the other survey and will keep the one just completed. The reporter from one group will read out the consensus scores for each item. The other participants will record the scores on their blank forms. (2-3 minutes max per group).
- The group facilitator should record the scores on an overhead or projected copy of the survey.
- Once all of the scores are recorded, have the participants comment on things that might have been a surprise for them or that they feel positive about. Keep it positive!
- Now we are going to look at the items that we ranked low. Some of these things may not happen but within our organization do not cause a negative impact. Some of these things may not happen, and cause negative impact on our data quality. The first is okay, the second needs to be addressed. Today’s activity points to some of the areas we should look at closer – the things that negatively impact our data quality.
- Before we actually make a master list of the areas with negative impact, we want to solicit things that you are concerned about or know that others are concerned about. Perhaps there is something that didn’t come up in today’s survey or perhaps there is something you are concerned about but because others in your group were not, the group score didn’t reflect your concern. This input will be gathered through an anonymous survey handed out now but returned later.
- The group facilitator will compile the results for the next activity.
- The group facilitator will take the two surveys and complete the Summary page of the survey document. This is done by computing the average score for each of the six categories of the survey and entering it on the summary page. Finish the summary by computing the overall average score for both the School and District assessments. A sample is available in Resources.
- Hand out a copy of “Best Practices for Data Entry” as additional information for the DQOC.
- Once you have received the anonymous self-assessment surveys, compile all of the input into a single document, which will be used in the next activity. A sample is available in Resources.



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**Note: Unless otherwise noted, the resources listed below are available at  
[www.oregondataport.org](http://www.oregondataport.org)**

## Resources

- Helping Achieve Data Quality (PDF document)
- Quality Data Self-Assessment (PDF document)
- Anonymous Self-Assessment Input (PDF document)
- Template: Self Assessment Summary (Word document)
- Sample: Self Assessment results and summary page (PDF document)
- Sample: Anonymous Self-Assessment Summary (PDF document)
- Best Practices for Data Entry (PDF document)
- Session Evaluation (PDF document)

## Learnings from the Pilot

- The “paper, rock, scissors” strategy was very effective in getting people to share an opinion without being impacted by the others. Many times we saw 1’s and 4’s within the group. This caused laughter and more importantly a discussion of why people responded the way they did. Sometimes this was caused by a misunderstanding or lack of information on how things actually worked within the district. The groups always came to a consensus and the activity evaluation forms consistently commented on the interactive discussions as being a positive.
- The group facilitator will need to monitor each group and keep them on task. This activity lends itself to a great deal of sidebar or extended discussion regarding the statements read.
- When the summary report was completed, the overall averages were very close comparing the School and District assessments. We noted that some sub-categories showed larger discrepancies ( $>0.7$ ), which may be an indication of an area worth additional discussion.
- Offering people an opportunity to provide input on specific negative situations within the district in each of the six impact areas provided a rich source of information about what is really happening (or not happening) within the district. Compiling the information into a single document highlights duplicate ideas and will be used in creating a district roadmap for improvement. In each pilot, we believe we got information because of anonymity that we would not have otherwise received.



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## Oregon DATA Project Technical Training Component 2: Building a Culture of Data Quality

### **Activity 4:** **Data Steward Responsibilities**

#### **Purpose**

- Quality data does not happen by accident. It is the result of purposeful actions and oversight supervision by a Data Steward or a Data Quality Oversight Committee. The self-assessment completed in Component 2 Activity 3 allows a district to identify areas that may need additional oversight. Adding these areas to the recommended list of responsibilities from the national model, the Data Quality Oversight Committee can begin assigning specific district personnel to each responsibility. Using the self-assessment as an annual assessment tool and by implementing the purposeful oversight and activities covered in the responsibility grid, the district will be well on its way to building a culture of data quality, a culture in which data is valued and used to achieve goals and one that understands and respects the effort it takes to generate quality data.

#### **Participants**

- Presenter: Data Quality Oversight Committee leader
- Audience: Data Quality Oversight Committee (DQOC)

#### **Session Description**

- Using the self-assessment summary reports created in the previous activity, the DQOC will spend time identifying areas in which the district/school need to improve.
- Using the anonymous self-assessment, the DQOC can expand improvement areas or add additional responsibilities to the master list.
- The Data Steward Responsibilities list will become a master work plan for specific people within the organization.
- Total time for this session: 60 minutes

#### **Objectives**

- Review the self-assessment summary report from Component 2 Activity 3.
- Review the anonymous self-assessment comments.
- Identify areas for focusing improvement efforts.
- Assign data steward responsibilities to specific district personnel.



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## Presenter Preparation

- Review the self-assessment summary and the anonymous self-assessment comments from the previous activity.
- Please read the “Learnings from the Pilot” section for comments about reacting to ratings.
- Review the “Data Steward Responsibilities” grid.

## Presentation Strategy

- Using the self-assessment summary reports created in the previous activity, the DQOC will spend time identifying areas in which the district/school need to improve. Areas which had a consensus rating of 3 (“usually happens”) or 4 (“always happens”) are areas that a district will want to maintain existing efforts. Areas with a consensus rating of 2 (Happens but not the norm) are areas in which good practices exist but not applied throughout the system. A district may be able to improve the rating from a 2 to a 3 with minimal efforts by improving the use of good practices across the district. Areas rated as 1 (Doesn’t Happen) may take action or efforts that are totally new for the district. This may take significant effort or resources.
- Look at the areas that received a score of 1 or 2 and then make a decision as to if this may or may not be an area worth focusing improvement efforts. (See “Learnings from the Pilot” section.) Areas with a score of 3 or 4 should be maintained. (30 minutes for this analysis discussion)
- Use the “Who’s Got Whoville’s Data?” PowerPoint presentation to shift to a discussion about Data Steward responsibilities. As you quickly bring each slide’s text to the full screen, use the presenter notes to provide a connection between the slide and the Quality Data Culture Concept Map. (5 minutes)
  - Pages 1-5 helped us identify the importance and the large amount of data that we collect. This is the bottom right bubble: Importance of a Quality Data Culture.
  - Pages 6,7 will be discussed in a later activity that will focus on State Collections.
  - Pages 8-10 address the upper right bubble: Factors Affecting a Quality Data Culture.
  - Page 11 clearly asks, “Who is the Data Steward charged with oversight?” This is the bottom left bubble of “Roles.” This becomes the job of the Data Quality Oversight Committee and the question is, “What activities or responsibilities need to be accomplished to provide good oversight?”
- Hand out the Data Steward/Coordinator Responsibilities Assignments grid. These areas come from the national model the Oregon DATA Project is working from. The DQOC should add additional responsibilities from the anonymous assessment comments and from the identified improvement areas from the self-assessment summary report. (10 minutes)
- Hand out the Role description sheets from the national model for generating ideas as to personnel in the district that may be assigned the responsibilities on the grid. (2 minutes)
  - In some cases the staff responsible column may contain a single person, and in other situations it may contain multiple people.
- The completed grid, with the additional identified areas of improvement efforts, becomes the beginning of a work plan for the district to build the culture of data quality. (13 minutes)



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**Note: Unless otherwise noted, the resources listed below are available at  
[www.oregondataport.org](http://www.oregondataport.org)**

## Resources

- Self Assessment and Anonymous Assessment comments from previous activity
- *Who's Got Whoville's Data?* (PowerPoint presentation)
- Quality Data Culture Concept Map (PDF document)
- Quality Data: Role Descriptions (PDF document)
- Data Steward/Coordinator Responsibility Assignments (Word document)
- Session evaluation (PDF document)

## Learnings from the Pilot

- Each pilot district self-assessment summary had areas rated 1 (“does not happen”) or 2 (“happens but not the norm”). In some cases, the district looked at a “best practice” which was rated 1 and decided not to put forth efforts to change. As an example, a district rated itself a 1 for the best practice of “Standards and guidelines are posted in areas where data entry occurs.” The district felt that the posting of standards and guidelines for all areas of data would be a large notebook that would not be easily used by the people entering the data. The district decided that its open communication network that allowed people with data standard questions to access answers through a quick call to the help desk or on-line documentation was sufficient and working well. Bottom line, don’t let the numerical rating necessarily dictate district improvement efforts.
- In each district, the anonymous comments really added depth to the self-assessment ratings. Many items were identified by multiple comments and made it fairly simple to identify possible areas for improvement efforts. Each Data Quality Oversight Committee was able to identify three or four areas that they felt they could positively impact in the near future.
- In assigning responsibilities, each of the pilot districts identified individuals as well as groups/committees. Some of the individuals identified were expected to be totally responsible to meet the activity/responsibility while some were expected to create a team to meet the activity/responsibility.



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## Oregon DATA Project Technical Training Component 2: Building a Culture of Data Quality

### **Activity 5:** **Data Collection Calendar**

#### **Purpose**

- State collections are a requirement for every school district. A well-considered collection calendar can ensure adequate time to gather data, validate the accuracy of the data, and create an accurate file on the first submission.

#### **Participants**

- Presenter: Data Quality Oversight Committee leader
- Audience: Data Quality Oversight Committee (DQOC). Note: Depending upon district needs, you may want to invite the people most responsible for submitting state collections. See “Learnings from the Pilot” section.

#### **Session Description**

- This session will focus on formalizing the assignment of state collections within a district. This includes identification of file submitters, data owners, and the building of a calendar which will allow adequate time for data collection, data clean-up, and submission of the data. Organizational tools will also be provided which may be adopted, modified, or ignored by the DQOC.
- Total time for this session: 60 minutes

#### **Objectives**

- Build a comprehensive data collection calendar for all state collections.
- Identify the data steward for each collection
- Provide a process to provide oversight for all state collection files.

#### **Presenter Preparation**

- Review the state collection calendar located on ODE’s website.

#### **Presentation Strategy**

- State collections represent a major data requirement for all districts. Understanding the central role that the SSID and USID collections play in almost all other collections provides rationale for intense focus on these two collections. The shading on the state collections spreadsheet provides a visual connection between the collections.



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- Districts may find a spreadsheet sorted by either “open date” or “close date” to be more useful than the “alpha” sort for creating a data collection calendar.
- Using the State Collections Spreadsheet for the 2009-2010 State Collections, identify the data steward responsible for each collection. (You may have one person who “owns” the data and a second person who is responsible for file creation and submission). Each steward can then prepare a calendar for data collecting, data clean-up, file creation, and finally, submission date. Tracking the number of submissions and the errors that may occur can identify mitigation plans to help move toward a single error-free submission.
- A sample calendar is provided for Spring Membership. Looking at each item of the collection, identify who in the district is responsible for the data element. In many cases, one can set data deadlines to check the accuracy of the data element (example: Economically Disadvantaged Flag from Food Services).
- Identify who will provide oversight for all state collections – the DQOC or an individual.
- Consider holding a meeting of data submitters and the person(s) responsible for data quality oversight to discuss how to use the planning templates as well as a process to track submissions and errors.

**Note: Unless otherwise noted, the resources listed below are available at [www.oregondataport.org](http://www.oregondataport.org)**

## Resources

- State Collections Spreadsheet – three sort options (Excel documents)
- Sample: Spring Membership Data Calendar (PDF document)
- Template: State Collection Data Calendar (Word document)
- Data Audit Planning Form (Word document)
- Data Calendar Planning Form (Word document)
- Session evaluation (PDF document)

## Learnings from the Pilot

- In one pilot district, this activity was not presented to the entire DQOC. Instead, the activity was presented only to the key players involved with submitting state collection files.
- Each of the pilots found that formalizing a state collections roster of data steward and file submitter was a positive step. The templates provided led to district-modified planning guides to provide oversight and concrete planning for data collecting, data clean-up, and file submission.
- In one district, they identified overlapping data needs for different collections, which then led to new coordination and efficiency for the individuals responsible for submitting their collection.