

# Quality Data Self-Assessment Survey (School)

District: \_\_\_\_\_

## School Self-Assessment

Rate your response to each of the prompts based on the following scale:

**No evidence – 1      Little evidence – 2      Some evidence – 3      Strong evidence – 4**

*(If you do not know how to rate the issue, simply put a question mark [?] in the rating column.)*

### School Policies And Regulations

#### **School Data Quality Issue**

**Rating**

- Policies are in place to guide reporting of data to the district. \_\_\_\_\_
- Appropriate staff knows and has access to information about relevant policies. \_\_\_\_\_
- Appropriate staff understands and adheres to state and federal regulations for recording and reporting. \_\_\_\_\_
- Appropriate staff knows and adheres to policies and regulations protecting confidentiality. \_\_\_\_\_
- The principal assumes responsibility for ensuring compliance with policies and regulations. \_\_\_\_\_

### School Standards and Guidelines

#### **School Data Quality Issue**

**Rating**

- Standards and guidelines exist to ensure accuracy and encourage respect for data validity. \_\_\_\_\_
- The standards and guidelines are detailed enough to define acceptable error rate, appropriate turnaround time, and acceptable security measures. \_\_\_\_\_
- Guidelines exist that describe the procedures and the standards that establish performance levels. \_\_\_\_\_
- People most knowledgeable about data entry, including office support staff, are included in establishing the standards and guidelines. \_\_\_\_\_
- The guidelines clearly indicate what data are to be entered at the school, who should enter the data, and the purpose of the data. \_\_\_\_\_
- Teachers are involved in establishing standards and guidelines. \_\_\_\_\_
- Standards and guidelines are posted in areas where data entry occurs. \_\_\_\_\_

### School Training and Professional Development

#### **School Data Quality Issue**

**Rating**

- Both training in data-specific skills as well as broader professional development are provided for appropriate staff. \_\_\_\_\_
- School administrators encourage staff to attend professional development or training sessions regarding data. \_\_\_\_\_
- School administrators allow attendees at data quality training sessions to discuss findings and new directions at staff meetings or in written communications. \_\_\_\_\_
- Administrators hold discussions about data quality that include all staff members so that everyone understands the importance of data in the school. \_\_\_\_\_
- Administrators involve those responsible for data entry and security within the school in discussions about what changes in procedures may be needed. \_\_\_\_\_
- Professional development regarding data quality includes information on the impact of the data and how the data will be used. \_\_\_\_\_

No evidence – 1      Little evidence – 2      Some evidence – 3      Strong evidence – 4

**Timelines and Calendars**

**School Data Quality Issue**

**Rating**

- A calendar of due dates and timelines has been established. \_\_\_\_\_
- Everyone who works with the data helps to determine the calendar. \_\_\_\_\_
- Technology staff is aware of the data entry and reporting calendar in order to provide appropriate access and support. \_\_\_\_\_
- Adequate, perhaps additional, staff is available to meet peak data entry requirements. \_\_\_\_\_

**Technology (Hardware + Software + Network)**

**School Data Quality Issue**

**Rating**

- The data entry system is user friendly. \_\_\_\_\_
- The data entry system is dynamic and responsive to recommendations for change. \_\_\_\_\_
- The data entry system provides for secure reporting and access. \_\_\_\_\_
- The security system does not interfere with the timely reporting and retrieval of data. \_\_\_\_\_

**Data Entry Environment**

**School Data Quality Issue**

**Rating**

- Space is adequate to work comfortably. \_\_\_\_\_
- Data entry area is quiet and free from frequent interruptions. \_\_\_\_\_
- Data entry occurs on a regular, established schedule. \_\_\_\_\_

# Quality Data Self-Assessment Survey (District)

District: \_\_\_\_\_

## District Self-Assessment

Rate your response to each of the prompts based on the following scale:

**No evidence – 1      Little evidence – 2      Some evidence – 3      Strong evidence – 4**

*(If you do not know how to rate the issue, simply put a question mark [?] in the rating column.)*

### District Policies and Regulations

#### **District Data Quality Issue**

**Rating**

- District staff has confidence in the data provided to regulatory agencies. \_\_\_\_\_
- Processes for the transfer of data have been developed collaboratively with staff responsible for developing reports, with representatives from the technology staff, with representatives from the schools involved, and with staff who are responsible for data entry. \_\_\_\_\_
- All staff members affected by data collection have an understanding of what is to be done and why it is important. \_\_\_\_\_

### District Standards and Guidelines

#### **District Data Quality Issue**

**Rating**

- Standards and guidelines have been developed with the active participation of those responsible for quality data, including data entry staff. \_\_\_\_\_
- District administrators and coordinators have established requirements for timely, accurate data that encourage quality and use the resulting information to make data-based decisions. \_\_\_\_\_
- Workable guidelines describe the process to follow when an error is discovered in a report. \_\_\_\_\_
- The guidelines state who will be responsible for notifying the school if errors are discovered. \_\_\_\_\_
- The guidelines determine who will follow up on the initial notice of a problem. \_\_\_\_\_
- The guidelines determine what reports or other assistance will be provided to schools as they try to correct errors. \_\_\_\_\_

### District Training and Professional Development

#### **District Data Quality Issue**

**Rating**

- The professional development program emphasizes to all staff the importance of exercising care when entering data. \_\_\_\_\_
- The superintendent and board of education send a strong message about the importance of data quality. \_\_\_\_\_
- Hands-on training is provided to get staff used to the data entry screens. \_\_\_\_\_
- Handbooks or guidebooks that provide pictures of data entry screens, systematic instructions, and the rationale for entering the data are available to the staff during and after training. \_\_\_\_\_
- Professional development includes information on procedures for obtaining assistance regarding data entry practices and policies. \_\_\_\_\_
- The training handbook includes copies of reports so that people entering the data will have a sense of how their work affects the operation of the school. \_\_\_\_\_
- Participants are provided an opportunity for structured feedback about training programs regarding data quality issues and general data entry issues. \_\_\_\_\_

No evidence – 1      Little evidence – 2      Some evidence – 3      Strong evidence – 4

- Follow-up discussions are held after the completion of new or major data efforts as a means of evaluating related training programs.
- Part-time staff members hired to meet data crunch periods are provided with adequate professional development and hands-on training to ensure quality data entry, to convey the purpose and importance of the data.

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**District Timelines And Calendars**

***District Data Quality Issue***

***Rating***

- A district calendar has been established to track the time when reports are due.
- The calendar identifies what data are required from schools and when the district, state, or federal programs need the information.
- A district data coordinator is responsible for maintaining this calendar.
- The calendar aids in reducing redundant data requests.
- All district staff has access to the district data calendar with timelines and deadlines.
- Schools are informed of the purpose of information that is requested and understand the link to instructional programs or reporting regulations.

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**District Technology (Hardware + Software + Network)**

***District Data Quality Issue***

***Rating***

- The computer infrastructure exists to serve the needs of the people in the organization.
- The technology staff is involved in the decision-making process about data collection and reporting.
- The technology coordinator schedules extra support personnel to meet needs and can arrange for maintenance to be carried out at times of low system use.
- The technology helps ensure accuracy through the automation of quality control.
- Password security procedures have been distributed to all staff.
- Procedures for changing passwords have been distributed.
- A help desk is available to address security procedures.

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**District Data Entry Environment**

***District Data Quality Issue***

***Rating***

- Building plans address the need for appropriate spaces for data entry.
- Current space has been assessed for the best use for data entry.
- When necessary, office staff is allowed overtime in order to make data entry deadlines.
- Part-time staff is hired at those times when existing staff cannot handle the demands for data entry.

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## Planning for Quality Data

Referring to your **Quality Data Culture Concept Map** and the **Quality Data Self-Assessment Survey** results, determine at least two priority areas that need to be addressed in order for your organization to move forward in building a culture of quality data. Complete the planning chart below to establish the next steps that need to be taken to achieve this culture.

<b><i>Where are you now?</i></b>	<b><i>Where do you need to go?</i></b>	<b><i>How will you get there?</i></b>	<b><i>Who will get you there?</i></b>
<i>Priority Area</i>	<i>Goal</i>	<i>Activities</i>	<i>Data Players</i>
<i>Priority Area</i>	<i>Goal</i>	<i>Activities</i>	<i>Data Players</i>

## Before & After Chart

Name: \_\_\_\_\_

District: \_\_\_\_\_

**Before:** On a scale from 1-4 (1 being the least knowledgeable to 4 being the most knowledgeable) indicate your level of knowledge before this workshop began.

**After:** On a scale from 1-4, indicate your knowledge level after the workshop.

<b>Quality Data Culture Issues</b>	<b>Before</b>	<b>After</b>
I could clearly define what is meant by a culture of quality data.		
I could explain the importance of collecting quality data.		
I could identify the components of a culture of quality data.		
I could identify the factors affecting data quality.		
I could identify the roles and responsibilities of staff members involved in the culture of quality data.		
I could explain the concept and importance of data ownership.		