

Building a Culture of Data Quality

Follow-up Survey

February 2010

97 districts participated in the training and were contacted regarding a brief survey. The results are summarized within based upon a return of 63 surveys (65%).

The districts were sorted according to size (ADM) into six groupings:

ADM	Responses received
Less than 1,000	24
1,000 – 2,999	20
3,000 – 4,999	7
5,000 – 6,999	7
7,000 – 9,999	1
10,000 or more	4
Total	63

For the purposes of the following narratives the districts will be grouped into three categories: 34 Small Districts (less than 2,999), 13 Medium Districts (3,000 – 6,999), and 1 Large District (7,000 or more).

How did districts rate themselves in the 4 component areas of the Data Quality Concept Map?

IMPORTANCE OF DATA

- 70% of small districts feel ok but could make some improvements.
- 25% of small districts feel like they have this under control.
- 50% of medium districts feel ok but could make some improvements.
- 50% of medium districts feel like they have this under control.
- 60% of large districts feel ok but could make some improvements.
- 20% of large districts feel like they have this under control.
- Overall 5% of the reporting districts feel like they really need to address this area.

COMPONENTS OF QUALITY DATA

- 73% of small districts feel ok but could make some improvements.
- 14% of small districts feel like they have this under control.
- 93% of medium districts feel ok but could make some improvements.
- 7% of medium districts feel like they have this under control.
- 60% of large districts feel ok but could make some improvements.
- 20% of large districts feel like they have this under control.
- Overall 11% of the reporting districts feel like they really need to address this area.

FACTORS IMPACTING DATA QUALITY

- 70% of small districts feel ok but could make some improvements.
- 18% of small districts feel like they have this under control.
- 64% of medium districts feel ok but could make some improvements.
- 21% of medium districts feel like they have this under control.
- 80% of large districts feel ok but could make some improvements.
- 20% of large districts feel like they have this under control.
- Overall 11% of the reporting districts feel like they really need to address this area.

ROLES AND RESPONSIBILITIES

- 66% of small districts feel ok but could make some improvements.
- 11% of small districts feel like they have this under control.
- 64% of medium districts feel ok but could make some improvements.
- 21% of medium districts feel like they have this under control.
- 60% of large districts feel ok but could make some improvements.
- 0% of large districts feel like they have this under control.
- Overall 21% of the reporting districts feel like they really need to address this area.

SUMMARY

Districts feel better about the areas of the importance of data and the handling of the components of quality data (Accuracy, Timeliness, Security, Usefulness) than they do about dealing with the factors that impact data quality and the roles and responsibilities of people in the district in helping create and maintain a culture of data quality. This should lead to districts wanting to focus their initial efforts in the areas of Factors Impacting Data Quality and Roles and Responsibilities.

What have districts done with the training materials?

The span of options included sharing the information with others, sharing with central administration, and sharing with building administration.

- Overall 65% of the reporting districts reported that they summarized the training with others.
- Overall 47% of the reporting districts reported that they shared the information with central administration.
- Overall 39% of the reporting districts reported that they shared the information with building administration.

We also asked about the district's plans to implement the training materials.

- 50% of the small districts met with others to discuss possible implementation plans.
- 57% of the medium districts met with others to discuss possible implementation plans.
- 40% of the large districts met with others to discuss possible implementation plans.
- 23% of the small districts have initiated steps to implement the entire training.
- 21% of the medium districts have initiated steps to implement the entire training.
- 20% of the large districts have initiated steps to implement the entire training.
- 20% of the reporting districts have already implemented the first activity: The Need for Data Quality (a PowerPoint presentation).

SUMMARY

In general, the training information has been widely shared with other people in the district. Many districts have shared the information with both central and building administration. Almost one-quarter of the reporting districts have already taken steps to implement the activities.

What kind of specific short term goals have the districts set for themselves?

Reviewing the feedback a few generalities have emerged.

- 41% of reporting districts' first goal was to address the area of Roles and Responsibilities.
- 29% of reporting districts' first goal was to address the area of the Importance of Data.
- 38% of reporting districts' second goal was to address the area of Factors that Impact Data Quality.
- 46% of reporting districts' third goal was to address area not specific to the 4 components.

SUMMARY

In general, districts identified goal areas consistent with their self-assessment done at the beginning of the survey. Across the state and across district size, districts are focusing their short term goals on the Factors that Impact Data Quality and Roles and Responsibilities. Some of the smallest school districts are also focusing upon the area of The Importance of Data Quality.

Do districts want more support/training and if so, what would they want?

48% of the districts completed this portion of the survey. In terms of specificity of support or training, most expressed uncertainty as to what they needed. More time was a common response and in some cases we received specific requests like how to involve administration in the process. When we provided some samples of possible support, 94% of the districts responded.

- 32% indicated that they did not need any support.
- 34% requested support for their leadership to implement the training (this was the heaviest request in small and medium districts).
- 21% of the smallest districts (less than 1,000) requested personnel to facilitate the training within their district.

SUMMARY

In general about one-third of the reporting districts could use some support with their leadership to implement the training.

About one-third of the reporting districts do not feel any need for additional support.

About a one-fifth of the smallest districts could use an outside facilitator to lead the training in their districts.

Given the array of narrative answers in this portion of the survey, individual plans would be more suitable to support individual districts as compared to some generic one-size-fits-all program.

The ESDs Impressions

16 of the 20 ESDs in the state had representative at one of the trainings held across the state. All 20 ESDs were contacted to complete a post-survey covering what kind of interaction, follow-up, or communication they have had with their member districts. At this time, 13 ESDs (65%) have submitted their response.

If asked, do ESDs feel comfortable in supporting a district with implementation of the training?

- Almost 90% of the reporting ESDs feel very comfortable in supporting the implementation of the following activities:
 - The Need for Data Quality
 - Data. Data. Data. Who's got your data? (The importance of data quality)
 - District and School Self Analysis
- Roughly 50% of the reporting ESDs, feel very comfortable in following activities:
 - Creating a Data Quality Oversight Committee
 - Data Steward Responsibilities
- 36% of the reporting ESDs feel very comfortable in the use of the State Collections Spreadsheet.

SUMMARY

The reporting ESDs seem to be comfortable with providing support in the implementation of the activities of the training. Some additional support to ESDs may be needed but does not appear to be a major issue.

Would a repeat of the training at your ESD be beneficial?

64% of the responding ESDs thought a repeat training would be beneficial.
36% of the responding ESDs did not see a need for any repeat training.

SUMMARY

This may be an issue that needs to be addressed on an individual basis.

What do ESDs or districts need to make implementation easier?

Most of the ESDs responded with time or personnel support/money issues. One ESD thought the districts might benefit from follow-up contact to help create support from upper administration to implement the training.

- 60% of the reporting ESDs indicate *no* follow-up contact with or by member districts.
- 40% of the reporting ESDs indicate some kind of follow-up ranging from actual implementation support to having the data validation process of data warehousing talk about data quality and the training model.

SUMMARY

More specific information is needed by individual ESDs.