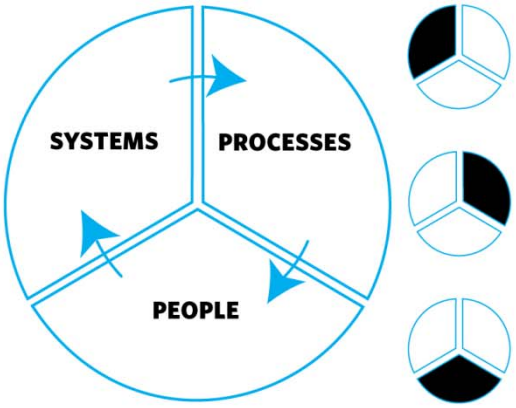
About this guide

This guide provides you with a framework to think about best practices for building a data-ready district. As your district transitions toward the adoption and use of new systems, think about how your unique needs and proposed solutions align with the data-ready practices outlined below. Ask yourself the following questions:

- Are there big differences between where my district is and where this model says we should be?
- Where do these differences come from, and are they helping or hurting our data quality?
- Do we have solutions in place for those that hurt our data quality? Are they working?
- What are other districts doing to address these differences?

The Framework



SYSTEMS:
Technology systems enable individuals in the district to access information on teacher quality and interventions.

PROCESSES:
Processes surround technology and data so that supports, incentives and accountability are focused on the right teachers.

PEOPLE:
People who support and evaluate teachers have the capacity to both understand teacher quality data and how to implement the right response.

The Model – Best Practices

In an ideal world, a data-ready district has the following components…

Systems
Robust and regularly updated student information system (SIS) – not Excel or FileMaker Pro
Automated Daily Transfer (ADT) is enabled within the SIS
ADT uploads are timed for the end of the day, no later than 7pm (RIDE requirement)
ADT errors are checked immediately and those that can be fixed are addressed prior to upload
Vendor user groups are established and meetings regularly attended by district staff

LOOK → for obvious errors
QUESTION → whether the data represent reality
ACT → to fix the data

Processes
Data issues are fixed at the source by someone “in-the-know,” not by a “data checker”
District holds regular data meetings with to discuss quality issues, using eRIDE reports or other metrics for identifying issues and evaluating solutions
All changes, edits, and fixes to the data are done within SIS, not in the output or report
School and district leadership are regularly informed about major data challenges and efforts
Changes at the source-level (e.g. in the physical classroom) are immediately relayed to data staff to be reflected in the SIS
People
Data staff are well-trained on SIS, including identification of errors and corrective action
District has a designated leader (e.g. a data steward) with a deep understanding of data culture: elements involved in each collection, impacts on classroom instruction, use in other RTT systems
All staff who touch data understand and have access to documents outlining their roles
Data staff have received data quality training within the past year