

# 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.oregondataproject.org](http://www.oregondataproject.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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