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Slide	Content	Notes
1	<p>Agenda</p> <ul style="list-style-type: none"> • Discuss local data quality and local education agency (LEA) capacity • Describe how California is supporting LEAs to improve data quality • Share lessons learned and implications for supporting state work with LEAs • Provide opportunities for participants to discuss how to apply discussion topics to your own situation 	
2	<p>Local Data Quality Matters</p> <ul style="list-style-type: none"> • 70% of the LEAs California identified for Differentiated Assistance were identified because of their outcomes for students with disabilities 	
3	<p>Initial Theory of Action</p> <ul style="list-style-type: none"> • If CDE provides the LEA Data Self-Assessment and Data Bootcamps, then LEA would have the capacity to assess and improve data quality procedures, IT data systems, and data use. 	
4	<p>What About LEAs That Need More Support?</p> <ul style="list-style-type: none"> • With what challenges have you seen LEAs struggle? 	
5	<p>What About LEAs That Need More Support?</p> <ul style="list-style-type: none"> • Building a data team • Assessing strengths and needs • Identifying priorities • Writing actionable plans • Implementing improvement steps • Evaluating progress 	
6	<p>LEA Data Toolkit: A Systematic Approach to Improvement</p> <ul style="list-style-type: none"> • Step 1: Data Governance • Step 2: Self-Assessment • Step 3: District Landscape(s) • Step 4: Priority Setting Activity • Step 5: Data Improvement Plan • Step 6: Policies and Procedures for Data Systems 	
8	<p>Lessons Learned: Teams Are Important Working to improve data quality</p> <ul style="list-style-type: none"> • Requires decisionmaker support • Occurs across departments • Can result in changes in processes and practices • Benefits from effective team practices 	

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9	<p>Lessons Learned: Structure Supports Process</p> <ul style="list-style-type: none"> Clearly defined, discrete steps help teams know what to do next Tools, examples, and templates lessen the burden so teams can focus on the work Facilitators need varying amounts of scaffolding 	
10	<p>Lessons Learned: Coaching Maintains Momentum</p> <ul style="list-style-type: none"> Flexibility allows for “just enough” support Begin with an exit strategy Most teams benefit from regular nudges; some teams require them to be successful amongst competing priorities Facilitators and coaches also need training and follow-up coaching 	
11	<p>Lessons Learned: Scaling Up</p> <ul style="list-style-type: none"> Allow time for testing and improving processes and resources before going to scale <ul style="list-style-type: none"> Consider a range of options Test with as many different implementers as feasible Seek user feedback throughout the process Think about format and accessibility of tools 	
12	<p>Bottom Line</p> <ul style="list-style-type: none"> Just distributing the information is not enough Good intentions are helpful but not sufficient; plan for follow-up Scaffolding is helpful for everyone, but necessary for teams with less capacity or more competing priorities Consider needed scale from the beginning of the project to ensure you can support processes for the variety and number of implementers you will have 	
13	<p>Your Turn</p> <ul style="list-style-type: none"> What data needs do your LEAs have? What are your priorities for improving LEA data quality? What supports would your LEAs need to accomplish your goals? How might you provide a structure to make improvement more effective and efficient for your LEAs? 	

IDC Services and Resources

- Contact your IDC State Liaison: <https://ideadata.org/technical-assistance#find-your-idc-state-liaison>
- Part B IDEA Data Processes Toolkit: <https://www.ideadata.org/resources/resource/1555/part-b-idea-data-processes-toolkit>
- Part C IDEA Data Processes Toolkit: <https://www.ideadata.org/resources/resource/1561/part-c-idea-data-processes-toolkit>

Contact us

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