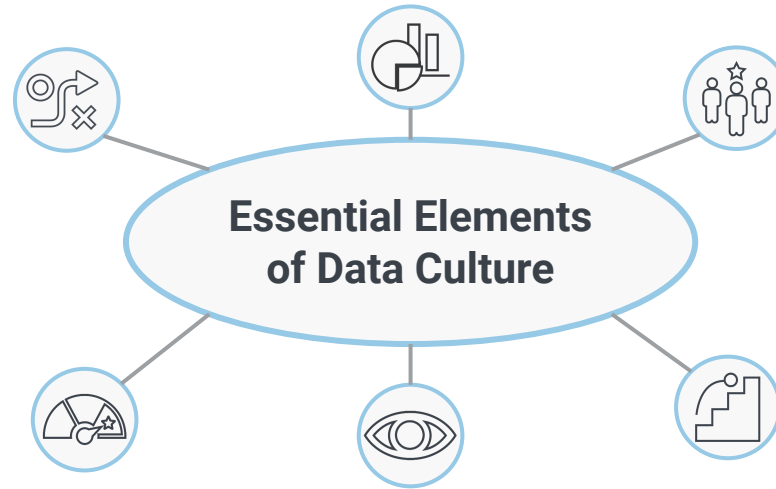# User-Centered

Rather than thinking about compliance officers as the end users, we believe that data systems should be designed to support and empower those who will ultimately use the data to improve school for students. This includes considerations for accessibility and usability of the data we collect.

# Responsive

Data systems should support timely, in the moment iteration. Rather than collecting and reflecting on data post-mortem, we believe that data systems should be updated and used with increased frequency to drive continuous improvement.

# Promotes Equity & Inclusion

Information is power and best in class school data systems distribute this power, especially to commonly disenfranchised populations by promoting transparency, dialogue, and shared decision-making.

**Essential Elements of Data Culture**

# Aligned

Data systems should be aligned with a district's most pressing barriers to student success and designed to identify oning short and long term priorities

# Holistic

Data systems should capture all of the information available to schools/districts so that they can better understand what is happening. This requires working across silos in a district and measuring more than mastery on end-of-year assessments/benchmarks.

# Sustainable

Data systems should be embedded at all levels (district, school, and classroom) and designed to weather persist turnover in leadership

Education Elements