Illinois State Board of Education:

Data Governance Program

Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001

www.isbe.net

Table of Contents

Section 1. DATA GOVERNANCE, GENERALLY

1.1   Purpose of Data Governance

A strategic enterprise-wide system of data governance can help agencies meet their modern goals of data-informed education by helping to create greater order, focus, and efficiency. As Illinois works to build its longitudinal data system and link that system with early education and workforce data across state agencies, the amount of data being managed will continue to increase, as will the requests for access to that data to inform program and legislative priorities. This increased data activity demands heightened vigilance in the areas of data quality and security, as well as privacy. A data governance program, "creates a culture of accountability, collaboration, and standardization around information," and allows ISBE to "coordinate an approach to identifying data issues, creating solutions, and communicating decisions," such that the potential of the Illinois Longitudinal Data System (ILDS) can be realized.[1]

1.2   Data Governance at the Illinois State Board of Education

1.2.1   Mission

The Illinois State Board of Education (ISBE) believes that creating and implementing a Data Governance Program will result in improved data quality, coordinated and improved access to and protection of sensitive data, including student-level data, and seamless operations in which programs and data are aligned.[2] Such a Data Governance Program will enable the Agency to maximize the impact of the ILDS, and ultimately better serve the students, educators and citizens of Illinois.

ISBE adopts the Data Quality Campaign's (DQC) six key components of successful data governance, and incorporates them as foundational goals of the Agency's Data Governance Program.

These key components are:

1) An Agencywide Data Governance Committee with Program Leaders and a Clear Mission
2) Support of Executive Leadership for Data Governance
3) A Data Governance Director to Monitor the Big Picture and Promote Continuous Improvement
4) Clear Data Architecture System that Governs Data Collection, Access, and Use
5) Clear Security Policies that Govern Access to Data, Especially at the Student Level

---

[1] National Forum on Education Statistics. (2011). *Traveling Through Time: The Forum Guide to Longitudinal Data Systems. Book Three of Four: Effectively Managing LDS Data* (NFES 2011–805). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011805

[2] Data Quality Campaign. (2008). *Data Governance: Changing Culture, Breaking Down Silos and Deciding Who Is in Control.* http://www.dataqualitycampaign.org/files/meetings-dqc_quarterly_issue_brief-072908.pdf

6) State Data Audit System to Assess Data Quality, Validity, and Reliability

1.2.2 Application

Implementation of ISBE's Data Governance Program requires the collaboration of the entire Agency, but daily management of the Program is delegated by the State Superintendent to the Data Governance Committee, the Data Governance Director, and the Data Request Review Board.

Data Governance Committee

The Data Governance Committee (DGC) is the main governing body regarding data collection, access, and use at ISBE. It was created to support ISBE's mission by promoting the appropriate use of data to inform decision-making, and ensuring data quality, accountability, and timeliness. The work of the DGC engages each of the six components of successful data governance.

The DGC is made up of Data Owners[3] from each ISBE Division as well as others with a high level of responsibility regarding data. Data Owners' responsibilities are delegated to Data Managers, Daily Data Users, and Programmers for action, execution, and management.

Data Governance Director

The Data Governance Director (DGD) oversees issues related to data governance and monitors the overall status of data collection, reporting, and use at ISBE. This person is responsible for taking the broadest view possible of ISBE's data priorities, and in that capacity will be responsible for managing the DGC, motivating the continuous improvement of the Data Governance Program, and maintaining strong lines of reciprocal communication with the State Superintendent regarding data priorities at ISBE. Like the DGC, this person's role impacts each of the six components of successful data governance.

---

[3] Data Owners are those responsible for the data within a Division.

Below is a visual representation of the flow of communication and issue resolution regarding data collection, access, and use within ISBE:

Executive Leadership

Data Governance Committee

Data Managers

Daily Data Users & Programmers
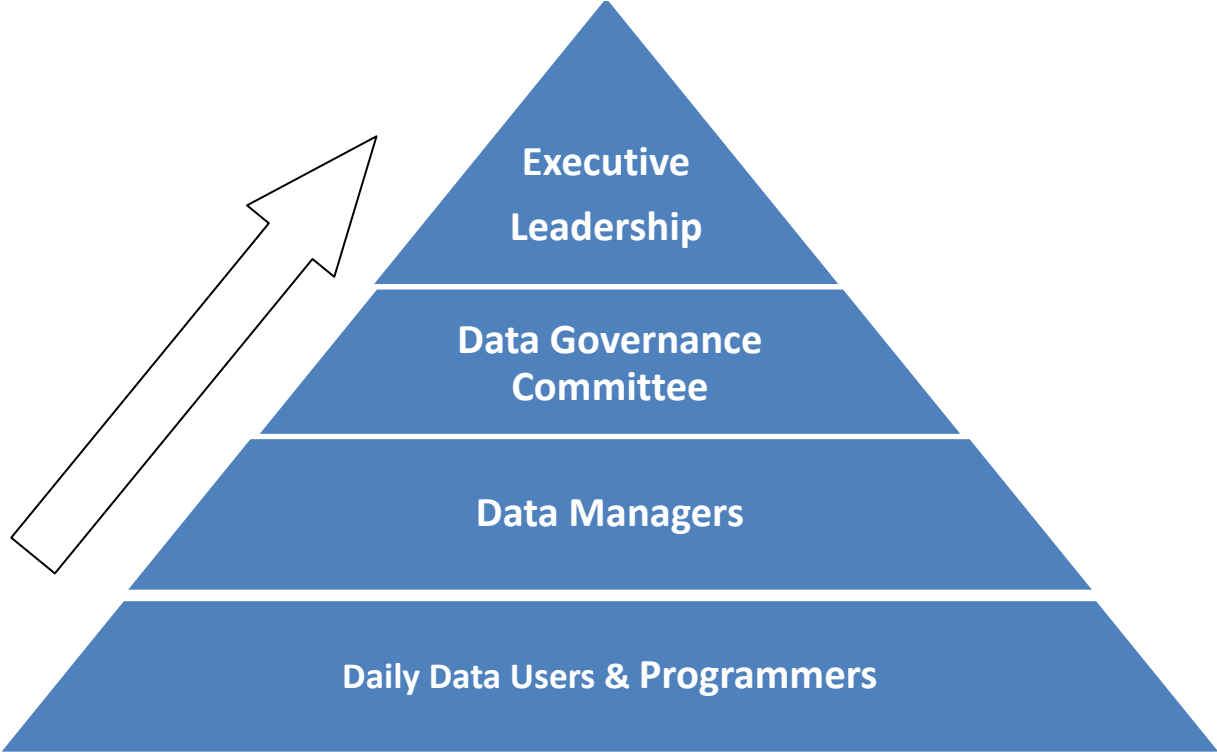
Data Request Review Board

The Data Request Review Board (DRRB) is a sub- group of the DGC comprised of the Assistant Superintendents, the Division Administrator from Data Systems, and an appointed representative of the Legal Team. The DRRB is responsible for the legal, efficient, and purposive management of data requests for personally identifiable information from external parties such as researchers. The DRRB's work is integral to the fifth component of successful data governance (Clear Security Policies that Govern Access to Data, Especially at the Student Level).

Below is a visual representation of the flow of communication and issue resolution regarding external data requests and data sharing agreements:
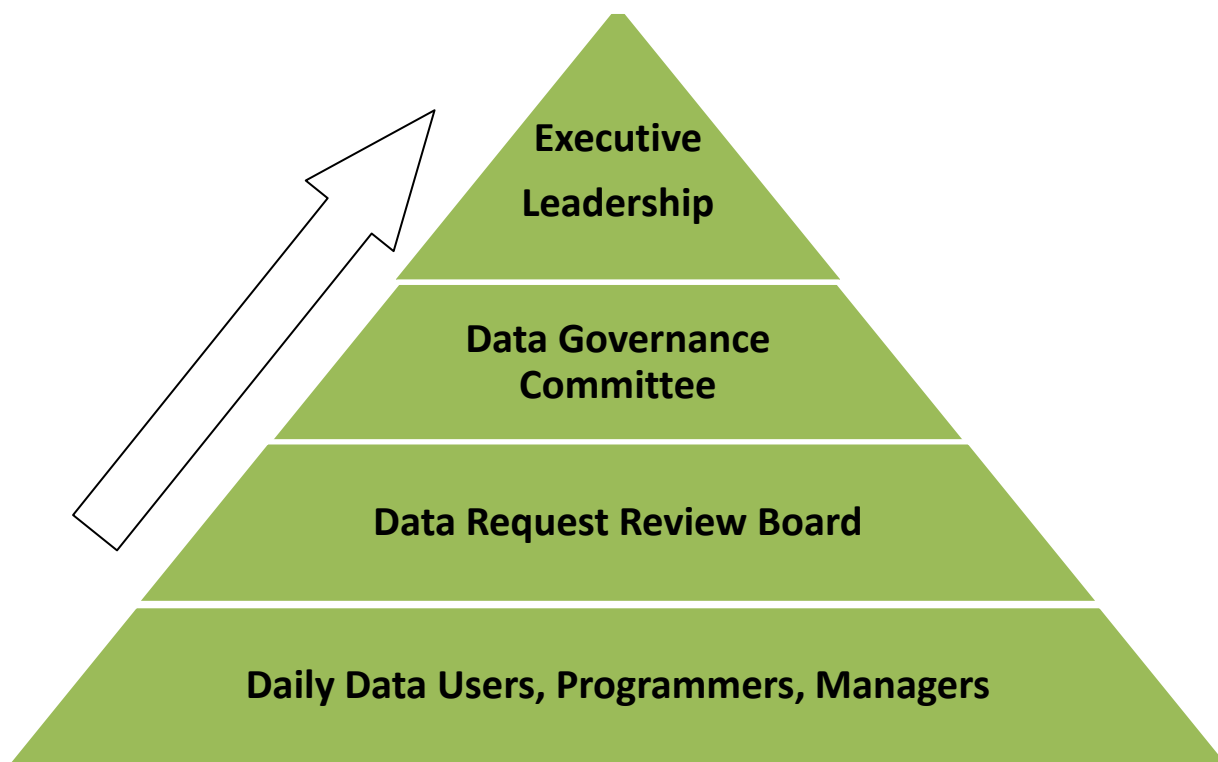
Section 2. DATA GOVERNANCE COMMITTEE

2.1   Mission

To support ISBE's data governance mission, as described in Section 1.2.1 herein, by promoting the appropriate use of data to inform decision-making, and ensuring data quality, accountability, and timeliness.

2.2   Goals and Objectives

1. Achieve consistency in collecting and reporting data across various Divisions and source systems.
2. Achieve high quality data in collection, analysis, and reporting.
3. Respond in a timely manner to data issues, including application requests, approvals and denials, escalated to the DGC.

2.3   Scope of Responsibilities

The DGC oversees all areas, subjects, and requests for data at ISBE, including:

1. Culture of investment around appropriate data policies
2. Source data collections
3. ILDS
4. Reporting access including federal, legislative, local, and research requests
5. Security of data
6. Data verification
7. Deadlines
8. Communication regarding data and policy

2.4   Commitments

DGC members commit to:

1. Attend and participate in scheduled DGC meeting, or send a representative in his or her place so that the program area is always represented.
2. Report to the DGC regarding data issues, new data regulations, and new policies affecting data that arise in his or her Division.
3. Communicate with Division staff regarding activities and discussions of the DGC.
4. Support and advocate data management and governance practices to agency staff.

Section 3. DATA REQUEST REVIEW BOARD

3.1 Mission

To legally, efficiently, and purposively manage data requests for personally identifiable information from external parties, such as researchers, in order to advance the Mission of ISBE[4] and its data governance mission, as described in Section 1.2.1 herein, and facilitate ISBE's priorities in educational advancement through research and/or evaluation.

3.2 Goals and Objectives

1. Provide accurate, timely data for strategically selected research projects that have the potential to advance ISBE's mission.
2. Protect the privacy of students, parents, and teachers.
3. Collect and maintain research findings to inform state educational priorities.
4. Efficiently and predictably manage the flow of requests for access to personally identifiable information.

3.3 Scope of Responsibilities

The DRRB oversees all issues relating to external requests for personally identifiable information, including:

1. Establish, encourage, and enforce policies and procedures for responding to data and information requests.
2. Provide and continually improve standard procedures for entering, prioritizing, and responding to requests for personally identifiable information.
3. Inform and train agency staff of policies and procedures surrounding external data requests.
4. Prioritize requests as needed.
5. Review and determine the legality of responding to data requests as needed.
6. Report and escalate issues, including application requests, approvals and denials, to the DGC as needed.
7. Track the flow and completion of requests from inception to publication of findings.
8. Monitor and enforce data share agreement compliance of external entities.

3.4 Commitments

---

[4] ISBE's Mission Statement:
The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.

Members of the DRRB commit to:

1. Attend and participate in scheduled DRRB meetings, or send a representative in his or her place so that the program area is always represented.
2. Communicate with Division staff regarding activities and discussions of the DRRB.
3. Support and advocate the appropriate sharing of data with external parties to agency staff.

Section 4. Appendix

4.1   Important Terms

Business Rule is a statement expressing a policy or condition that governs business actions and establishes data integrity guidelines.

Example: A grade level business rule is "to be considered eligible for Kindergarten the student must be five years old by a specific data that is determined by the state."

Data Definition is the description or meaning for a data field.

Example: The data definition of grade level is "a level of academic development to which a particular student is assigned."

Data Element Name is the name of a distinct piece of data.

Example: The grade level data element name is "GradeLevel."

Data Manager is the person within a division with extensive knowledge of a data element or set of data elements. This person is responsible for data management on a day to day basis and reports to the Data Owner.

Data Owner is the ISBE Administrator of the Division that has requested collection of a particular set of data or is assigned responsibility for a particular set of data.

Data Request is a request from an internal or external customer for data to be supplied in a specified format for a specific reason such as a report, analysis, comparison, research, etc.

Data Steward is an ISBE employee, specifically employed as a Data Steward for data review and audit, or assigned by the Data Owner, that is responsible for the data related to a specific program area. A business subject matter expert designated and accountable for assisting with analysis, quality, and use of the data as well as documentation of appropriate metadata.

EDEN is the Education Data Exchange Network, an online portal used to submit data files for the EDFacts initiative.

EDFacts is a U.S. Department of Education initiative to place performance data at the center of policy, management, and budget decisions for all K-12 educational programs. EDFacts centralizes performance data supplied by K-12 state education agencies (SEAs) with other data assets, such as financial grant information, within the Department to enable better analysis and use in policy development, planning, and management.

Enterprise Data System is a system for effective capture, cleansing, transformation, storage, definition, and use of data.

Higher Ed is education beyond the secondary level. This includes community colleges, technical schools, colleges, and universities.

Illinois Board of Higher Education (IBHE) is the state agency that plans and coordinates Illinois' system of colleges and universities (110 ILCS 205/0.01 *et seq.*). For more information see the IBHE website.

Illinois Community College Board (ICCB) is the state coordinating board for community colleges, and administers the Public Community College Act (110 ILCS 805/1-1 *et seq*.). For more information see the ICCB website.

Metadata is a term used for data that describes a specific element or set of data. The term refers to all of the characteristics that need to be known about data in order to build databases and applications and to effectively use data for policy and decision making.

Permitted Value is a set of specific values that may be contained in a field.

Example: For the data element "grade level" the permitted values include "K, 01, 02, 03, 04, etc."

Subject Matter Expert is a business person who has significant experience, responsibility, and knowledge of a given business subject or function.

ED is the abbreviation for the United States Department of Education, a Cabinet-level department of the United States Government administered by the United States Secretary of Education.

4.2   Revision History

Date	Name	Description of Revision

4.3 Related Documents

Name	Date	Document Title	Comments