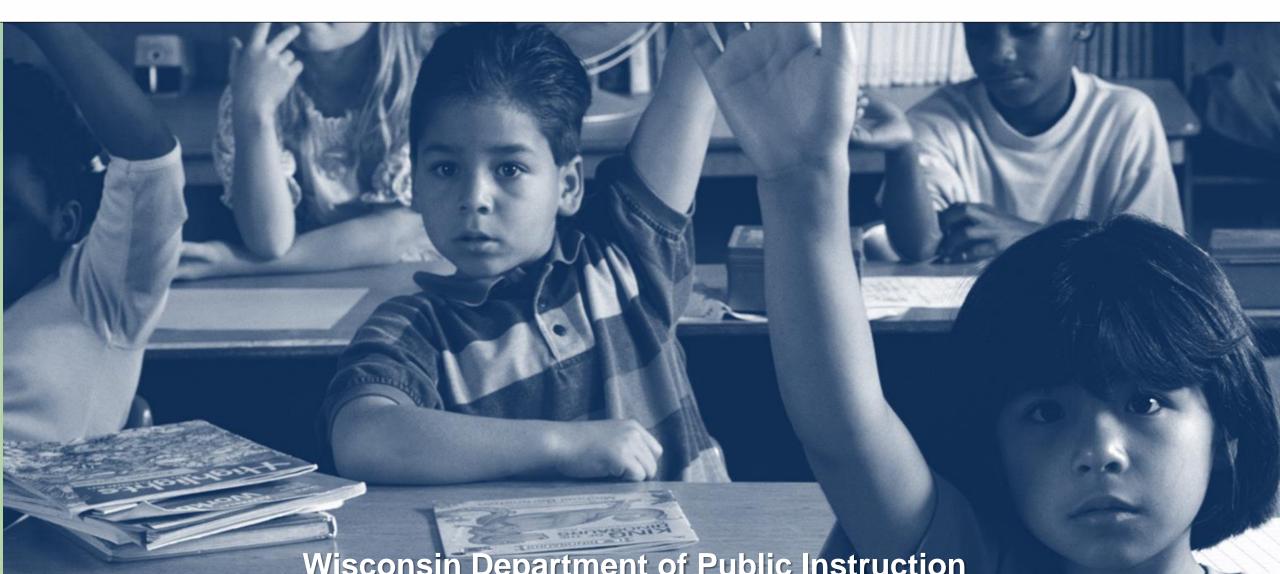
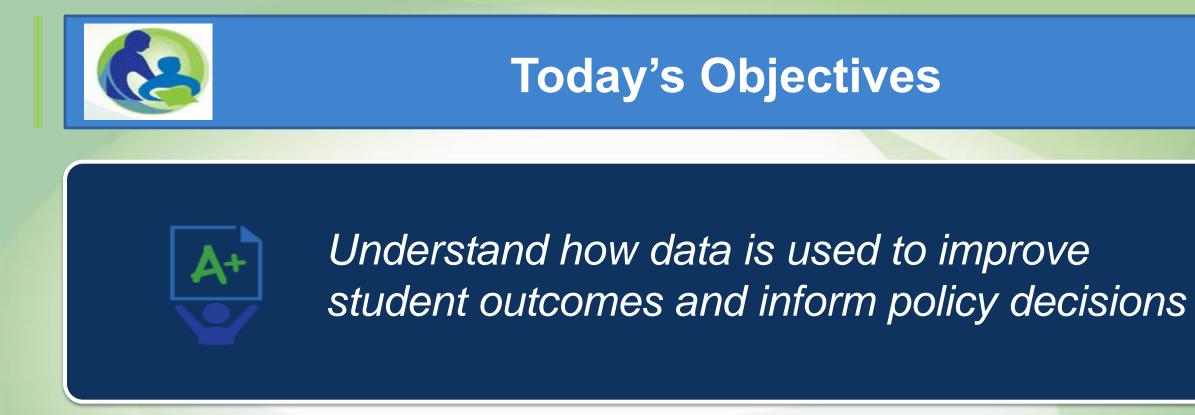
Safeguarding Student Data







Understand Wisconsin's student privacy protocols and data security measures







1.What can we learn from education data?

2.How do we use data?

3.How do we keep data private and secure?





Wisconsin Graduates are College and Career **READY**



ALL STUDENTS IN WISCONSIN GRADUATE FROM HIGH SCHOOL ACADEMICALLY PREPARED AND SOCIALLY AND EMOTIONALLY COMPETENT BY POSSESSING AND DEMONSTRATING... Knowledge Proficiency in academic content

Skills

Application of knowledge through skills such as critical thinking, communication, collaboration, and creativity

Habits

Behaviors such as perseverance, responsibility, adaptability, and leadership

These proficiencies and attributes come from rigorous, rich, and well-rounded public school experiences.



PUBLIC CONSTRUCTION



Why do we collect data?

Required State and Federal Reporting

- District and School Report Cards
- Public Reporting for Stakeholders (WISEdash)
- Federal Reporting (EdFacts / CRDC)
- Determine Funding Allocations

Additional Benefits

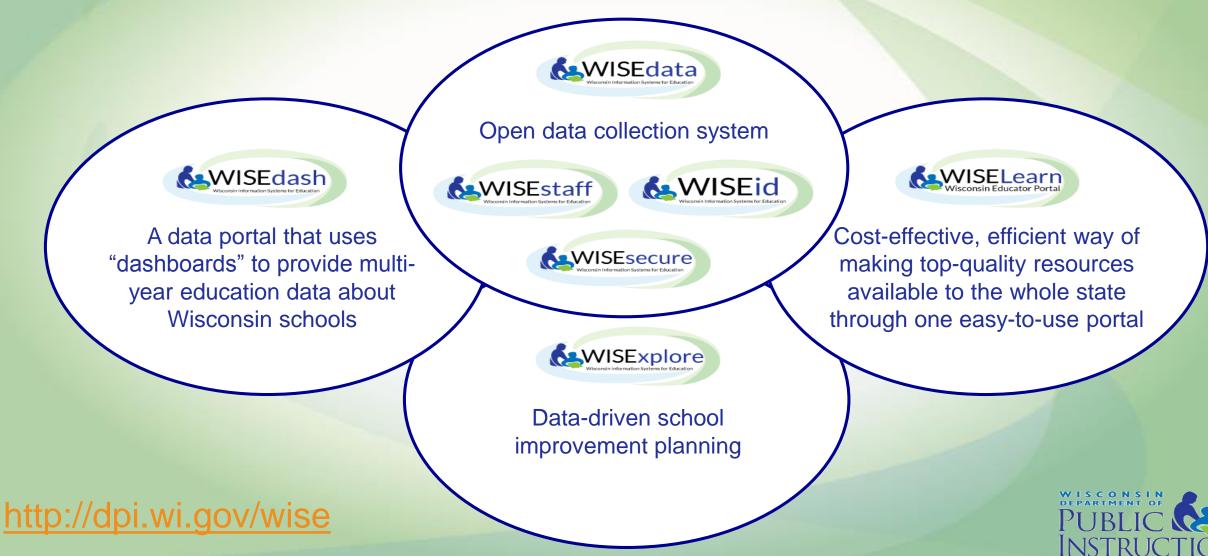
- Improvement planning at all levels
- Gaining a better understanding of education outcomes for all students







Wisconsin Information System for Education (WISE)

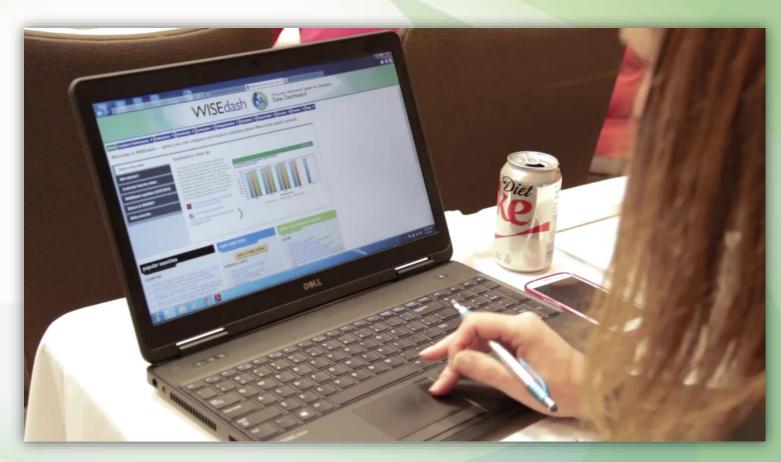




Wisconsin Information System for Education (WISE)

Let's take a few minutes to learn about WISE:

http://dpi.wi.gov/wise





Part I. What Can We Learn from Education Data?



Kids Face Growing Poverty

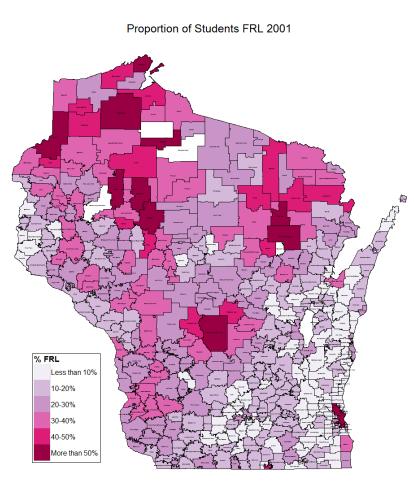
A DATA STORY





Poverty is Growing in Wisconsin Change in Free & Reduced Lunch (2001-2012)

Wisconsin FRL Rate Doubles 2001: 21% 2012: 43%



In many rural districts, more than half the students are eligible for free-and-reduced lunch.



Source: Wisconsin Department of Public Instruction. School Finance Maps. <u>http://dpi.wi.gov/sfs/maps.ht</u>



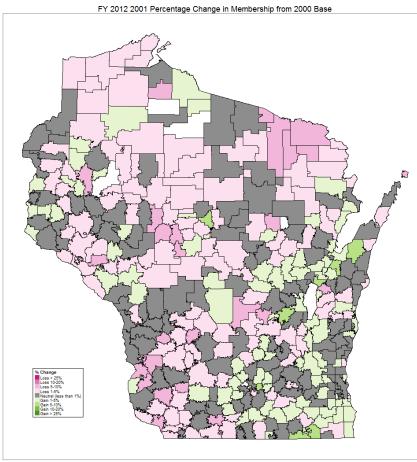
Students are in Fewer Districts

Change Student Membership (2001-2012)

In 2001, **1/3**rd of districts were in declining enrollment.

By 2012, over **2/3rds districts** were in **declining enrollment**.

Today, **75% of our students** are located in just **30% of our districts**.



	Cumulative Enrollment	Percentile	# of Districts	% of Districts
	209,535	25%	8	2%
	419,387	50%	41	11%
<	626,834	75%	114	30%
	871,551	100%	424	100%
	District Er	proliment	% of Γ	Districts

Under 1,000 Under 3,000

Under 10,000



55%

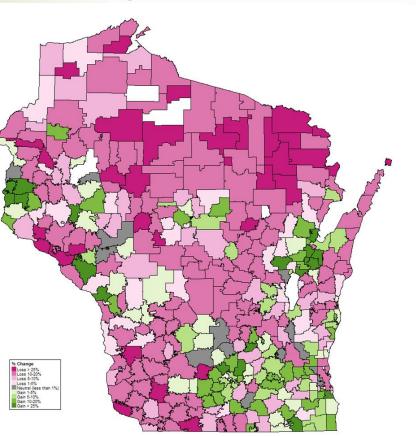
83%

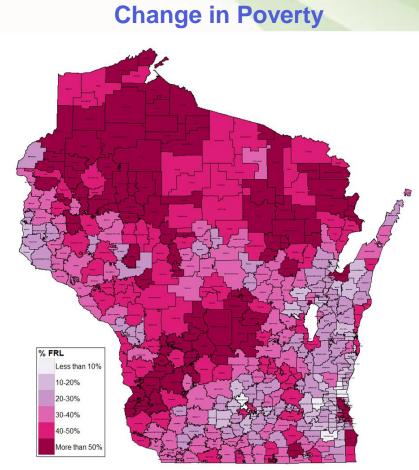
98%



Rural Districts Have Fewer Kids & Greater Poverty

Change in Enrollment



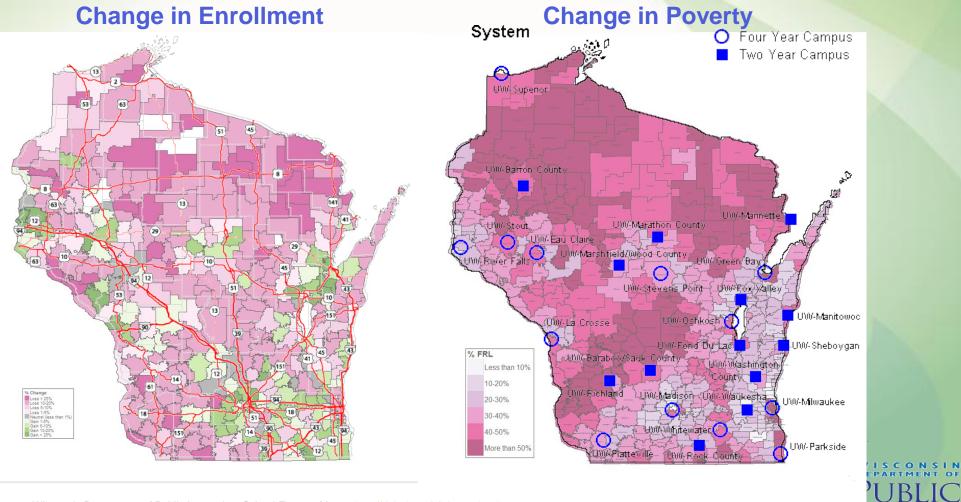


UBLIC UBLIC

Source: Wisconsin Department of Public Instruction. School Finance Maps. http://dpi.wi.gov/sfs/maps.html



Rural Districts Have Fewer Kids & Greater Poverty

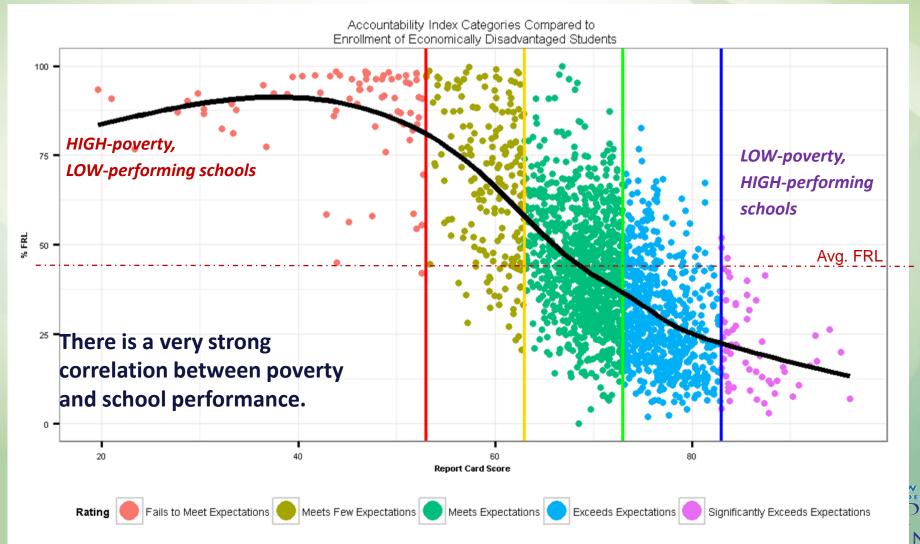




And Poverty Impacts Achievement

(2012-13 Report Card Data)

ISCONSI



The Faces of Wisconsin are Changing

A DATA STORY



Schools are leading indicators of population changes...

In 2013...

12%

of Wisconsin's overall population identified as people of color.

...and students are much more diverse.

That same year...

28%

of Wisconsin's public school population identified as students of color.



25 Districts with the Most Students of Color

# District Name	% Native	% API	% Black	% Hispanic	% White	Enrollment
1 Menominee Indian	94%	0%	1%	5%	0%	796
2 Milwaukee	1%	6%	56%	24%	14%	78,363
3 Bayfield	74 %	1%	2%	3%	21 %	413
4 Brown Deer	1%	12%	52 %	6 %	30%	1,622
5 Beloit	1%	1%	28 %	30%	41 %	6,985
6 Racine Unified	1%	2%	29%	25%	44%	20,577
7 Madison Metropolitan	1%	11%	25%	19%	45%	27,112
8 Bowler	44%	1%	2%	4%	49%	394
9 Delavan-Darien	0%	2%	3%	44%	50%	2,438
10 Green Bay Area Public	5%	7%	10%	25%	53%	20,685
11 Gresham	42%	0%	1%	3%	53%	294
12 Kenosha	0%	2%	18%	25%	55%	22,570
13 Glendale-River Hills	1%	6%	33%	6%	55%	1,024
14 WestAllis-WestMilw.	2%	4%	13%	21%	61%	9,390
15 Sheboygan Area	1%	16%	5%	17%	61%	10,374
16 Greenfield	2%	8%	7%	21%	61%	3,890
17 Abbotsford	0%	1%	1%	36%	62%	736
18 Arcadia	0%	0%	1%	36%	62%	1,171
19 Crandon	31%	1%	1%	3%	64%	932
20 Shorewood	1%	10%	17%	6%	67%	2,059
21 Whitewater Unified	1%	3%	3%	26%	67%	1,948
22 Wauwatosa	1%	6%	20%	6%	67%	7,204
23 Hayward Community	27%	1%	1%	2%	68%	1,977
24 Menasha Joint	2%	6%	6%	18%	68%	3,714
25 Cudahy	2%	1%	9%	19%	69%	2,623

These districts enroll 27% of all Wisconsin students.

Nine are "majorityminority" districts.

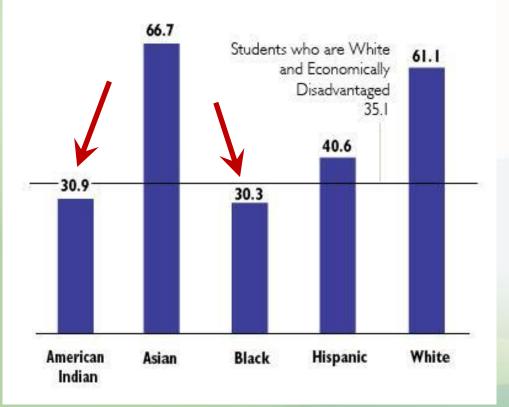




Poverty Can't Explain All of the Racial Achievement Gap

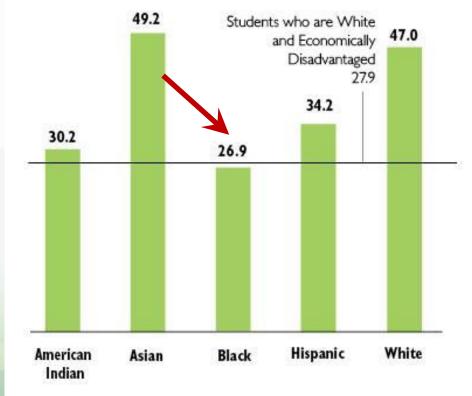
WSAS Performance 2013 Grade 8 Mathematics

Students who are not Economically Disadvantaged Percent Proficient and Advanced



WSAS Performance 2013 Grade 3 Reading

Students who are not Economically Disadvantaged Percent Proficient and Advanced





Students have Lots of Options; Most Attend Public School

A DATA STORY





Student Enrollment Options

Traditional Public School

- Neighborhood school
- Within district transfer
- Open enrollment
- **Charter School**
 - Instrumentality
 - Non-instrumentality
 - Independent

Virtual Charter

- Within district
- Open enrollment

Private School

- Milwaukee PCP
- Racine PCP
- Wisconsin PCP
- Tuition

Home School

Dual Enrollment Youth options Dual enrollment AP/IB classes Whole grade sharing

PUBLIC CONSTRUCTION



Snapshot of School Enrollment

200,000 100,000 0		26,509 (voucher) 93,500 (private pay)	6,964 (virtual) 8,412 (independent) 29,298 (district)
		26,509 (voucher)	6,964 (virtual)
200,000	-		
300,000			
400,000-	829,320 (Traditional Public)		
500,000-		(traditional publ	lic, district charter or virtual charter)
600,000		a school over	<u>publicly-funded</u> students attend rseen by a local school board.
700,000			has almost -12 students.

Source: Department of Public Instruction. Public School Enrollment Data <u>http://lbstat.dpi.wi.gov/lbstat_pubdata3</u> Private School Enrollment Data <u>http://lbstat.dpi.wi.gov/lbstat_privdata</u>

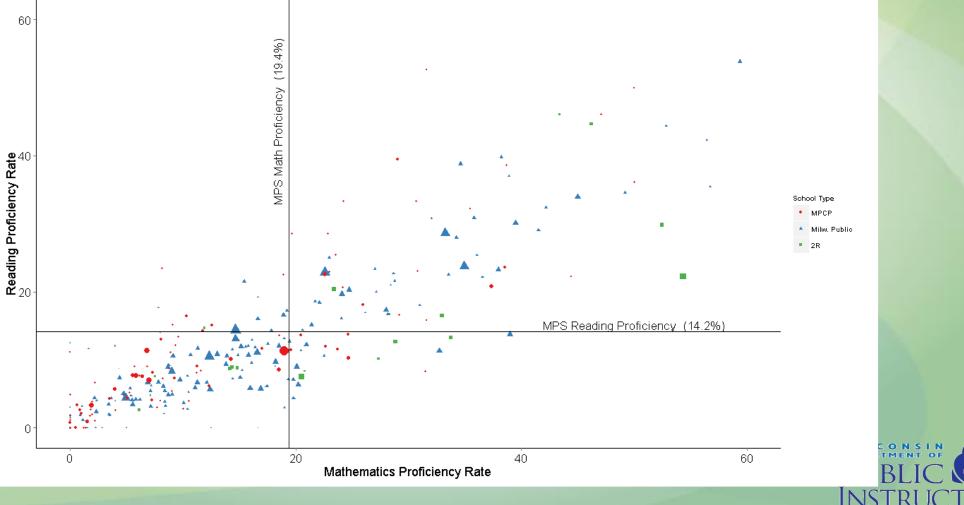




Improved Student Achievement Needed In All Sectors

A Comparison MPCP, MPS, and Charter School Performance, 2012-13

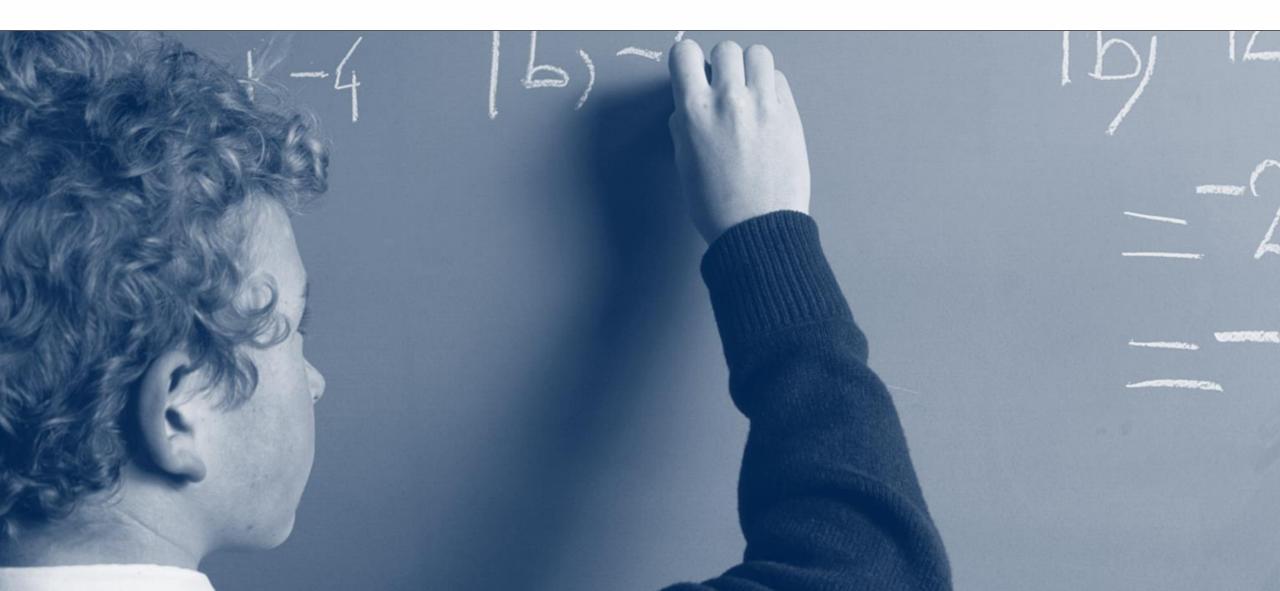
Poverty, Mobility, and Race are the biggest factors in achievement.



Questions?



Part II. How We Use Data





Data Elements

DPI only collects required data

Student Indicators

- Student demographics
- Enrollment counts
- Attendance rates
- High school completion

Academic performance data

- Wisconsin Student Assessment System (WSAS)
- ACT
- Advanced Placement (AP)
- National Assessment of Educational Progress (NAEP)

Postsecondary enrollment data

• National Student Clearinghouse (NSC).

- Not collected
- School and district level pupil

records such as:

- Patient healtheare records;
- Pupil physical health records; or
- Biometric data.

Unrelated personal information

- Religious preference
- Political affiliation
- Gun ownership



WISEdash

PUBLIC REPORTING





WISEdash **Public**



Wisconsin Information System for Education Data Dashboard

INSTRUC

HS Completion (Trends) Data View District School Grade Group Certified [All Schools] [Statewide] [All Types] ٠ ٠ Current Completion Credential ELL Status Gender Migrant Status Race/Ethnicity [AII] Regular . [AII] • I [AII] [AII] • v Dashboard Latest Certified School Year 2014-15 Get help Glossary Reset filters No graph data? FAQ Data files Latest Current School Year 2014-15 Help:

Home WSAS 🔻 Other Assessments 🔻 Attendance-Dropouts 🔍 Enrollment 🔍 Graduation 🗸 Postgraduation 🔍 Other Topics 🔍 Help 🔻

NO studentlevel data. Data is summarized and redacted

> WISCONSIN DEPARTMENT OF PUBLIC

INSTRUCTION

8 🦻 🍓 👱 🔹 HS Completion by Graduation Cohort (Trends) Completion Credential: Regular 🚯 Explore the data 100% 87.0%90.4%1.3% 87.5.90.8%1.5% 88.6%91.6% 88.0.91.392.1% 88.4% 90% 80% Cohor 70% 60% of 50% Ħ 40% 30% ď 20% 10% Hints and tips 0% 🖉 make a 2011 2012 2013 2014 2015 Web link Graduation Cohort 4 Years or Less 5 Years or Less 6 Years or Less

f

&ConnectEd

<< What does this graph measure?

This graph shows the change in the 4, 5 and 6-year high school completion rates over several years. The cohort year indicates the year that the students were expected to graduate within the 4-year completion timeframe.

- · HOW IS THE TREND CALCULATED? The denominator is the total of completers plus non-completers in all credentials and categories in that adjusted cohort. The numerator is the completion credential selected in the Completion Credential filter.
- Each cohort is adjusted at the end of its timeframe for student enrollment changes (transfers, moves to private school, etc.) Adjustment methods and rates are defined by federal law
- · Also view completion rate trend graph for students with disability or economic disadvantaged status.
- Learn more about this data. Visit Graduation About the Data.



hover for data values * data is redacted WISEdash Secure Drop Out Early Warning System (DEWS) Achievement Gap Dashboard WISELearn

IMPROVING STUDENT OUTCOMES





🔳 📰 📑 🙀 Yeavorites 🕶

District Summary Strategic Plan Enrollment Attendance Discipline Assessments Marks AP Courses Graduation Reg Programs Analytics Staff Demo

Summary Dashboard

👷 • 🍓 ಶ 🚱 🚱 🔇

沦 То

WISEdash Secure

Secured access. Districts only see their students.



PUBLIC CANANT OF THE INSTRUCTION



Enrollment by Grade Level (Current) Det				
District	School Type	School	Grade Level	Race/Ethnicity
Please Select a District 21st Century Preparatory School Abbotsford	[All Types]	[All Schools]	[All Grades] K4 PK KG V	[All] Amer Indian Asian Black
Gender Disability Status ELL Status	Econ Disadv Status	Enrollment Point		
	[All] -	Any Enrollment		
Grade Level 7				
		To	tal of 111 row(s)	with 10000 Row Limit

Dropout Early Warning System (DEWS)

Key indicators

- Attendance
- Discipline
- Mobility
- Assessment results

	Total of 111 row(s) with 10000 Row Limit									
	Name	Student ID	Gender	Race/ Ethnicity	School	Current Indicator	DEWS Outcome	DEWSA Score	DEWS ± Margin of Error	Grade Level
92			Female	White		Active				7
92			Female	White		Active				7
92			Male	White		Active				7
92			Male	Amer Indian		Active				7
92			Male	White		Active				7
92			Male	White		Active				7
92			Female	Two or More		Active				7
92			Female	White		Active				7
92			Male	White		Active	High	54.2	9.4	7
👥 💷			Male	White		Active	High	64.1	8.9	7
<u>92</u>			Male	White		Active	High	64.8	9.1	7
👥 💷			Male	White		Active	High	66.8	8.6	7
92			Female	White		Active	High	67.5	8.8	7
92			Male	White		Active	High	67.8	8.4	7
92			Female	Hispanic		Active	Moderate	71.4	8.2	7
👥 💷			Male	White		Active	Moderate	71.9	7.9	7
<u>\$2</u>			Male	White		Active	Moderate	73.4	8.0	7
92 🦳			Male	White		Active	Moderate	75.8	7.4	
<u> 92</u>			Male	White		Active	Moderate	77.3	7.1	
92			Male	Hispanic		Active	Moderate	77.4	7.2	7
92 S			Male	White		Active	Moderate	77.6	7.0	7
92			Male	White		Active	Moderate	77.8	7.0	7
<u>92</u>			Male	White		Active	Moderate	78.2	6.9	7
92			Female	White		Active	Moderate	81.1	6.6	7
<u>عع</u>			Male	White		Active	Moderate	81.6	6.2	7
92			Male	White		Active	Moderate	81.7	6.2	7
92			Female	White		Active	Moderate	82.2	6.1	7
92			Male	Two or More		Active	Moderate	83.2	6.2	7

Classroom Roster





Student Profile Student ID: Name Name Student ID: Name General Information Warning Demographics Student Age

Demographics	•	Other Indicators	
Student Age	12	Status Description	Active
Birthdate	Oct-20-2000	Disability Status	No
Gender	Male	Ed Environment	Not Special Ed
Language	Not Reported	Primary Disability	Not IDEA Eligible or No Disability
Race / Ethnicity:		English Language Learner Status	No
Hispanic	No	ELL Served Status	Not Applicable
Asian	No	English Language Proficiency Level	7 - Never ELL
Black	No	Graduation Status	Not Completed
American Indian or	No	Diploma Type	Not Applicable
Alaskan Native		School Changes	0
Pacific Islander	No	Migrant Status	No
White	Yes		

Student Profile Enrollments Attendance ACCESS WSAS ACT AP SGP HS Completion Postsecondary

District

Key indicators

System

(DEWS)

- Attendance
- Discipline
- Mobility
- Assessment results

•	Economic Indicators	
igh (67.8)	Economic Disadv Status	
Low	Economic Disadv Description	and the second second second
Low		

School

Middle

Grad Cohort Grade Level

7

Status

Active

•

-

School Year Attendance Rate 2011-12 87.0% 2010-11 92.2% 2009-10 93.1% 2008-09 91.7% 2007-08 95.0%

High

High

08-21-2013

Help: Student Data DPI Online Helpdesk WISEdash FAQ

Student ID

WSAS Proficiency Level Summary

Early Warning Outcomes
DEWS Outcome (Score) Hit

DEWS Attendance

DEWS Assessments

DEWS Outcome Date

DEWS Mobility DEWS Discipline

Test Ty	pe Subject	Grade Level 3 (2009-10)	Grade Level 4 (2010-11)	Grade Level 5 (2011-12)	Grade Level 6 (2012-13)
	<u>Mathematics</u>	2	2	1	1
	Reading	1	1	1	1
<u>WKCE</u>	Language Arts		2		
	Science		2		

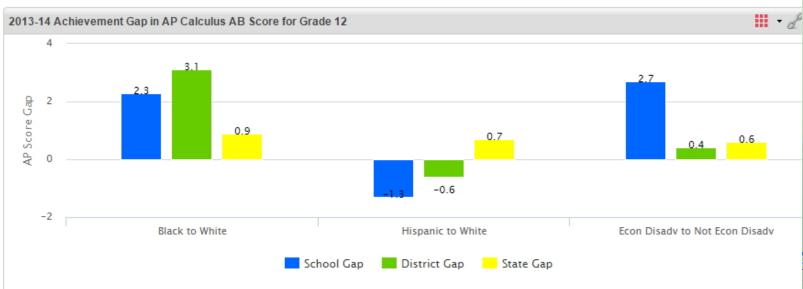
Student Profile





Achievement Gap Dashboard









WISELearn

An online repository for educators to share resources, curricula, and lesson plans.

& WISELearn Resources

✓ Help ✓ Screen options

Browse > Browse Subjects	s > Computer Science	
Computer	Seienee	
- Computer s	Science	
Results	1 to 10 of 77	✓ Sort ✓ Filter
Kids Collecting O	•	
great heroes, and every	yday life in the past. New objects reflect today's cultures, y	illuminate important events, values, materials, and
Grade: 5-Year-Old Kind	dergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, Postseco	ondary
http://www.smith	thsonianeducation.org/students/smithsonian_kids_collectin	ng/main.html
후호호호호 0 comments		
Description: This is an 84-page book skills using an iPad app computational thinking s Grade: 5, 6, 7, 8 Classroom Subject: C Resource Type: Cours Status: Live Last upda Moderating since: 2 m 2015 Hopscote	klet containing a detailed unit for teaching basic computer o called Hopscotch. The unit consists of 8 lessons where si skills through open-ended programming chal Computer Science se/Course Plan, Educator/Curriculum Guide, Lesson/Less ated: <u>2 months ago</u> months ago	tudents practice
	Computer s Results Kids Collecting Description: Collecting great heroes, and ever technology. Plant, anim Grade: 5-Year-Old Kin Classroom Subject: S Resource Type: Text/F Status: Live Last upda Image: Computer of the second state of	Kids Collecting ● Description: Collecting can open new worlds for children. Historical objects can great heroes, and everyday life in the past. New objects reflect today's cultures, we technology. Plant, animal, rock, and mineral specimens te Grade: 5-Year-Old Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, Postsector Classroom Subject: Social Studies, Computer Science, History Resource Type: Text/Reading Material Status: Live Last updated:2_months_ago http://www.smithsonianeducation.org/students/smithsonian_kids_collection Comments 2015 Hopscotch Curriculum ① Description: This is an 84-page booklet containing a detailed unit for teaching basic computer skills using an iPad app called Hopscotch. The unit consists of 8 lessons where s computational thinking skills through open-ended programming chal



District & School Report Cards

ACCOUNTABILITY





School Report Cards

Four Priority Areas

- 1. Student Achievement
 - Reading and Mathematics Proficiency
- 2. Student Growth
 - Schools earn credit for student growth within and across performance levels (e.g., basic or proficient)

3. Closing Gaps

- Subgroup Performance (e.g., race/ethnicity or economic status)
- Reading and mathematics gaps
- Graduation gaps

4. On Track to Graduation & Postsecondary Readiness

- Attendance (K-8) or graduation rates (9-12)
- Reading (3rd grade), math (8th grade), and ACT (12th grade)

UBLIC 🏡		West Salem El West Salem		
NSTRUCTION	Sc	hool Report Card 2013-14 Summ	ary	
Overall Accountab	oility	Priority Areas	School Max Score Score	K-5 K-5 State Max
Score and Ratin	g	Student Achievement	70.6/100	66.8/100
~	0	Reading Achievement	31.9/50	28.8/50
5		Mathematics Achievement	38.7/50	38.1/50
1 34		Student Growth	66.8/100	67.8/100
74.37		Reading Growth	33.3/50	34.2/50
}		Mathematics Growth	33.5/50	33.6/50
		Closing Gaps	69.6/100	66.9/100
Exceeds Expecta	ations	Reading Achievement Gaps	37.1/50	34.0/50
		Mathematics Achievement Gaps	32.5/50	32.9/50
		Graduation Rate Gaps	NA/NA	NA/NA
Overall Accountability Ratings	Score	On-Track and Postsecondary Readiness	90.3/100	86.9/100
ignificantly Exceeds	83-100	Graduation Rate (when available)	NA/NA	NA/NA
expectations		Attendance Rate (when graduation not available)	76.9/80	75.4/80
xceeds	73-82.9	3rd Grade Reading Achievement	13.4/20	11.5/20
xpectations		8th Grade Mathematics Achievement	NA/NA	NA/NA
Meets	63-72.9	ACT Participation and Performance	NA/NA	NA/NA
expectations				
Meets Few	53-62.9	Student Engagement Indicators	Total Dec	ductions: 0
xpectations		Test Participation Lowest Group Rate (goal ≥95%)	Goal met:	no deduction
ails to Meet	0-52.9	Absenteeism Rate (goal <13%)	Goal met:	no deduction
ixpectations		Dropout Rate (goal <6%)	Goal met:	no deduction
School Informat	ion	Wisconsin Student Assessment System Percen	nt Proficient ar	d Advanced
Grades	K4-5	Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsi Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based of		
chool Type Elen	nentary School	State proficiency rate is for all tested grad		r coocaciona: Progre
nrollment	854	100%		
Race/Ethnicity				
merican Indian		75% 9		10
r Alaska Native	1.1%	448.39 1.7% 1.0% 1.0% 38 38 38 38 38 38 38 38 38 38 38 38 38	48 4	48.8
sian or Pacific Islander	1.9%	50% 35 38.9 36.0	36 26	36 32
lack not Hispanic	1.9%	% % % % % % % % % % % % % % % % % % %		*
lispanic	2.8%	25%		
Vhite not Hispanic	92.4%			
Student Groups		0%		
tudents with Disabilities	10.2%	2009-10 2010-11 2011-12	2012-13 20	13-14
conomically Disadvantaged imited English Proficient	26.2%	2009-10 2010-11 2011-12 School: Reading State: Reading School: Ma		: Mathematics

Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at http://reportcards.doi.wi.gov/.

Wisconsin Department of Public Instruction | dpi.wi.gov

Report cards for different types of schools or districts should not be directly compared.





Wisconsin's School Report Cards

A Nationally-Recognized Accountability System



Parents want report cards that

- Are easy to understand;
- · Provide sufficient data; and
- Are useful

ECS experts identified <u>five essential indicators</u>:

- Student achievement
- Student academic growth
- Achievement gap closure
- Graduation rates
- Postsecondary and career readiness

"<u>Wisconsin</u> and Ohio were the only two states whose report cards were top picks by parents, while also meeting and reporting all five essential indicators." – ECS Report



Questions?



a generation and a second and a second and a second a s

Part III. How Do We Keep Data Private & Secure?

Student Data Safeguarding

- Data Redaction
- Multi-Tiered Data Request Process with Data
 Destruction Protocol
- Three Tiers of Local Security Management





Knock knock Who's there? ~FERPA

FERPA who?

Sorry, I can't tell you that....





Let's watch a short four-minute overview of FERPA:

http://dpi.wi.gov/wise/dataprivacy/overview







Student Data Privacy Main Menu

Libraries

Data & Media

Using student data for district, school, and classroom improvement planning can be very helpful when it is

used correctly and with the necessary security and privacy practices in place. Although data can be used

to facilitate change and improvement, there is a need to balance the usefulness of this data with the

privacy of the students who the data is about. Use the following links to become more familiar with

Search site

Q

Wise » Student Data Privacy Main Menu

About Student Data Privacy

Overview

Schools & Educators

WISE Overview

Data at DPI

Home

Data Privacy

Student Data Privacy Overview

Families & Students

Data Privacy for Parents

District Personnel / Data Users

Resources and Links

Data Privacy Training

Student Data Safeguarding

Data Request

Secure Home, ASM, WAMS

Federal Reporting

Data Disclaimer

Data Users

Student Data Privacy.









INDIKUC

Online data privacy resources for parents & policy makers

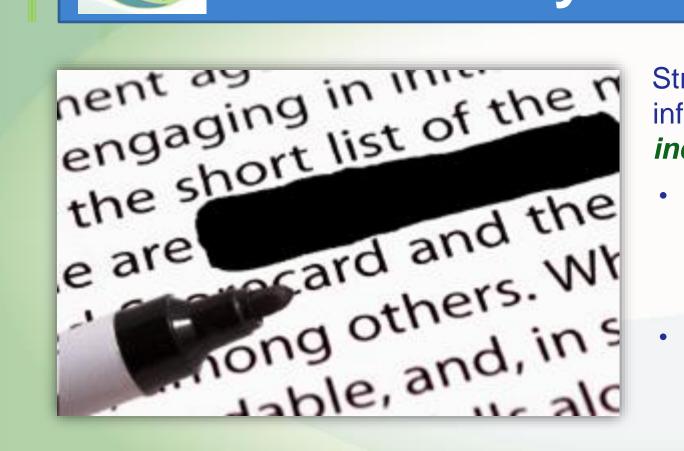
http://dpi.wi.gov/ wise/data-privacy

??? REDACTION





Why Redact Data?



Strict protocols protect confidential information, so there is not any *direct* or *indirect* disclosure of student data.

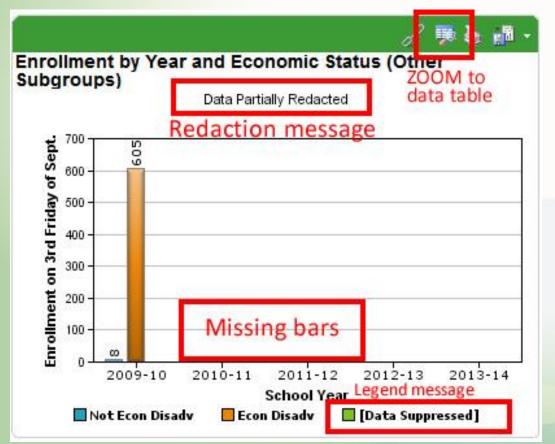
- **Direct disclosure**: Reveals a student's identity and must be avoided by redacting the data when the number of students in the specific group is small.
- Indirect disclosure: Reveals a student's identity based on secondary information and must be avoided by redacting the data when data from a larger group can reveal a small group of students.



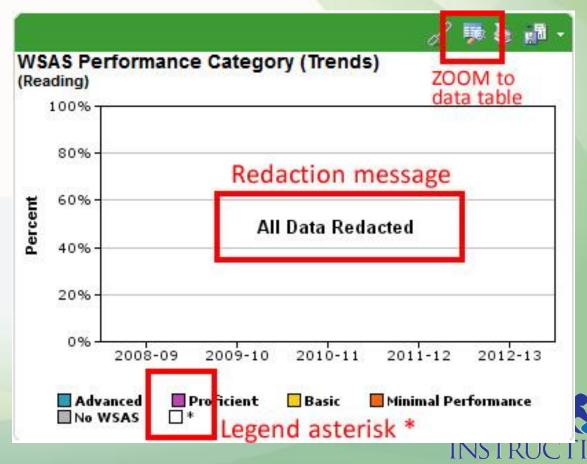


Data Redaction (WISEdash Public)

If certain student data groups are too small, then that data is redacted:



If all student groups are too small the entire graph is redacted:





Data Redaction (Report Cards)

If certain student data groups are too small, then that data is redacted:



FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE

Washington District Report Card Detail | 2013-14 | Mobility

District Mobility

Supplemental Data

Mobility information is provided for informational purposes only and is not used to determine district accountability scores.

District Mobility

There are four types of mobility: new school, closed school, within district, and new to district. Within district mobile students are those who are enrolled for a full academic year in the district but not in one school.

Group	Total Enrollment Count	Non-Mobile Students Count	Mobile Students		New School (Current Year)		Closed School (Prior Year)		Within District Mobile (Not New or Closed School)		New to District	
			Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
All Students	56	51	5	8.9%	0	0.0%	0	0.0%	0	0.0%	5	8.9%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Black not Hispanic	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*
White not Hispanic	50	45	5	10.0%	0	0.0%	0	0.0%	0	0.0%	5	10.0%
Students with Disabilities	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*

Answering Important Questions

RESEARCH





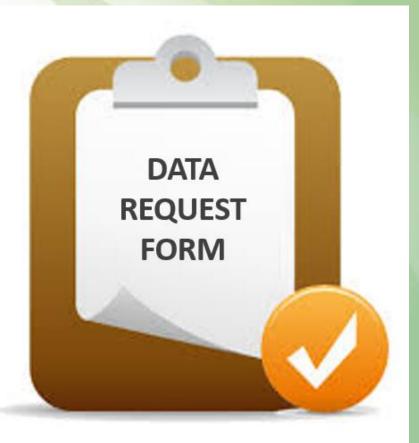
Multi-Tiered Data Request Process with Data Destruction Protocol

Public/General Data Request

Anyone has a right to access *public data*. This data includes: non-identifying data about students, scholastic resources, performance reports, school finance information and public library data. <u>These reports are subject to redaction requirements</u>.

Confidential Data Request

Usually involves confidential, student-level data for research or evaluation purposes. Individual student records are generally identified by a numeric key, with personal information (such as the student's name) removed. This enables longitudinal research with the inclusion of key data elements (race, disability status, achievement data, etc.) while protecting privacy.







Multi-Tiered Data Request Process with Data Destruction

- 1. Request for confidential data is submitted.
- 2. DPI Data Request Review Board (DRRB) reviews all data requests.
 - Ensures that IRB approval has been received.
 - Verifies the proposal meets academic standards.
- 3. A written **Data Use Agreement (DUA)** governs the data exchange and use.
- 4. All research and other outcomes generated are subject to DPI approval prior to publication.
- 5. The DUA requires researchers to properly destroy data files when complete and notify DPI.

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Data Request





Examples of Research

Center for Research on Educational Outcomes (CREDO) Wisconsin Center for Education Research (WCER) Institute for Research on Poverty (IRP) Dept. of Workforce Development (DWD) Dept. of Children and Families (DCF) Dept. of Health Services (DHS)



Three-tiered Security Process

MANAGING SECURED ACCESS





Local Security Management

DPI Security Overview: District Personnel and Data Users (3-Tiers)

Level 1 Security

District Security Administrators (DSAs)

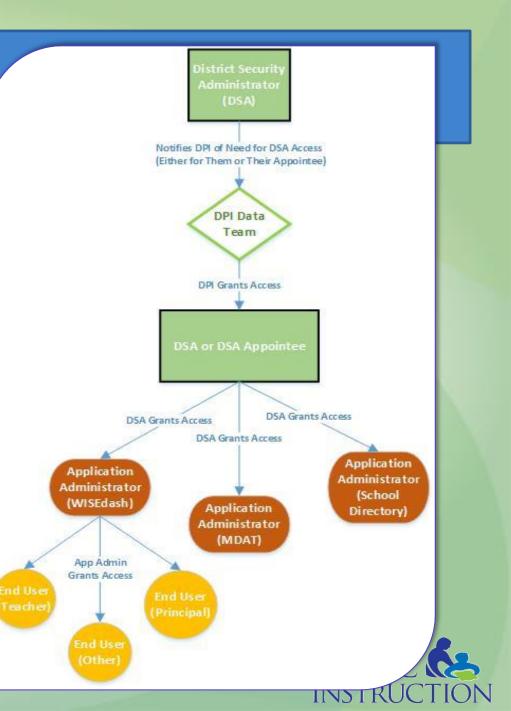
Level 2 Security

Application Administrators

Level 3 Security

Application Users

(teachers, administrators, and other district personnel)



User Security Application Security Network Security Data Encryption Email Safeguards

DATA SECURITY INFRASTRUCTURE





Ironclad Data Security



User Security

- DPI single sign on authentication method
- Local control authorization

WISEdata Secured Data Services

- Vendor certification process
- Credentials assigned to software partners
- Districts have the control to allow certified vendors to transmit data

Data Encryption

Sensitive data is encrypted at rest





Ironclad Data Security

Application Security (access and rights)

- ASM update for Federated identity with districts
- NAM for protecting access to application servers

Network Security

- Access to core DPI network is controlled
- DET data center and security services

Districts

Data transmissions with districts are encrypted and secure (Accellion SFTP)

Email Safeguards

• 92% of emails are blocked by spam filters







The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education. - Martin Luther King, Jr.

Questions?

