



## **Learning Data Audit**

### **Why Audit Learning Data Assets?**

In order to effectively manage learning data holdings and fully realize their potential, any school must first be aware of the location, condition, and value of its learning data assets. Conducting an audit will provide this information, raising awareness of collection strengths and areas of improvement, and data issues to improve overall strategy. A learning data audit highlights duplication of efforts and areas that require additional investment, allowing any school to optimize its resources. It will also highlight inadequacies in data creation and control practices, suggesting changes to minimize the risks and ensure suitable data protection. Broadly speaking, auditing data yields benefits such as:

- prioritization of resources that leads to efficiency savings
- ability to manage risks associated with data loss, misuse and irretrievability
- increasing the value of data assets through improved access and reuse
- enabling effective and efficient learning analytics and data visualization for data-informed decision making
- ensuring adequate learning data protection in the school setting

### **The Learning Data Audit addresses five core questions:**

1. What data assets currently exist and where are these assets located?
2. How have these been managed to date and how should they be managed in future?
3. What is their protection, quality and condition?
4. Which data assets should be prioritized or streamlined to enable data-informed decision making and which of these assets need to be maintained in the long term?
5. Do current data management practices place these assets at risk?

## **The audit measures the following Core Principles aligned with Data Governance and Data Protection best practice and rules:**

- **Purpose - Learning data is recognized as a valued & strategic asset**  
Learning data is one of the most valuable resources and assets. Quality data are the critical foundation for effective, data-informed decision-making. Schools must be able to rely upon the accuracy of data and be able to obtain data when and where needed.
- **Transparency - Data Transparency is established**  
Whenever data is to be used, proper transparency needs to be maintained at all times. Every decision data of usage and control must be effectively communicated to all the parties involved.
- **Integrity - Data Integrity is established**  
Integrity is the most important principle. All the participants using the data must be truthful and forthcoming across all decisions taken about the data. This can include decisions about actions, impacts, constraints, etc.
- **Ownership and Accessibility - Data must have clearly defined accountability and ownership**  
Most learning data has value beyond the uses of any one specific application or role; hence it is necessary to define the ownership of the data. Ownership and accountability has to be applied across the school. Data has to be shared and integrated at the enterprise level, consistent with information security and privacy policies.
- **Stewardship - Data Stewardship is established**  
Good data stewardship ensures accountability for data and responsibility for the implementation of the data rules and regulations as well as ensuring that these are complied with on an ongoing basis.
- **Compliance and Documentation - Data must be managed and follow internal & external rules to avoid risk & compliance issues**  
Regulations require the safeguarding, security, and privacy of personally identifiable information. Recording and communicating information about individuals' accountabilities across the school is a necessity.
- **Security and Portability - Data quality must be defined & managed consistently across the data life cycle**  
Common data standards are the foundation for quality systems interfaces and data use. The quality standards for data must be well defined to be able to identify, record, measure, and report the quality of the data. The quality standards bring focus to measuring process and decision-making improvements from complete, relevant, and unique data.
- **Data Protection - for a school to comply with data protection policies, school's leadership role, accountability and shared responsibilities must be understood, implemented and followed**

Under recent data protection policies around the world all schools are classified as data controllers, because they hold large amounts of personal information about pupils, members of staff, parents, and visitors. As a result, schools must comply with the law for all data processing activities - these include collecting, storing, sharing, and using data. It is about recognising who is ultimately responsible for the effective oversight of all data protection within a school and verifying mechanisms to ensure that those individuals have sufficient information to effectively oversee the data protection program. While having well-written policies and procedures that follow lawful basis is an essential step toward maintaining strong data protection and needs to be verified, even the best policies and procedures can't implement themselves. Hence careful analysis should go into what staff are trained about, how staff are trained, and if it's recognised and understood who is ultimately responsible for data protection at each level of the school's organization.

- **Reuse - Data are ready for and reused for learning analytics and beyond**  
Consistent, robust data assets are a bedrock of any meaningful analytics and in turn quality decision making process. Access and reuse especially for learning analytics have significant benefits for data-informed decision making.

## Phases of the Learning Data Audit

### Phase One: Identifying and Classifying the Assets

*Review of known data assets by type and system*

Type of Data	Systems (where data is collected & stored)
<ul style="list-style-type: none"> <li>● Student Data (Demographics, Achievement Data, Attendance Data, Student Support, SEL)</li> <li>● Parent Data</li> <li>● Admissions</li> <li>● Finance</li> <li>● Administration, Leadership and Governance</li> <li>● IT and other</li> </ul>	<ul style="list-style-type: none"> <li>● Student Information System</li> <li>● Learning Management System</li> <li>● Instructional Systems</li> <li>● Student Support/Learning Support systems</li> <li>● Co-curricular Systems</li> <li>● Library</li> <li>● Community Relations</li> <li>● Alumni</li> </ul>

*Review of Master data and its quality*

- Common Unique ID
- What personal data are being held?
- System integration
- Data duplication
- Shared storage responsibilities

*Review of Key documentation (Data Governance Policy/Plan and others)*

## **Phase Two: Assessing Management and Processing of Data Assets (access control, storage, quality)**

### *Review of External Assessment data*

- Index of Available External Data by grade level

### *Review of Internal Assessment data*

- Index of Available Internal Data by grade level

## **Phase Three: Reporting and Recommendations**

Upon completion of an audit, the school will receive a full report on the state of its data assets - map of the data ecosystem, areas of strength and those requiring improvement, a list of recommendations and risks.