

FINISHED TRANSCRIPT

EPE
SEPTEMBER 12, 2018
1:00-2:00 PM CST

Captioning Provided By:
Caption First, Inc.
P.O. Box 3066
Monument, CO 80132
www.captionfirst.com
877-825-5234
+011-719-481-9831

This text, document, or file is based on live transcription. Communication Access Realtime Translation (CART), captioning, and/or live transcription are provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings. This text, document or file is not to be distributed or used in any way that may violate copyright law.

>> MICHELLE DAVIS: Hello, everyone and welcome to today's market brief quarterly briefing. State of K-12, state of use and requirements demanded by districts. My name is Michelle Davis and I'm a Senior Writer for Ed week market brief. The goal of these quarterly briefings is to give you the latest and best information about what trends we're seeing in the K-12 market place and how that might impact your business. Today we're going to delve into the things schools are seeking and give you a look at original research done for EdMarket brief. School leaders particularly value progress or master both for individual students and groups of students and they want that data disaggregated to inform their instruction. They want to process that data and make it more usable. Educators are requiring increasingly sophisticated platforms and digital tools to help make their strategies more effective and targeted all indications are that during this school year, educators want to dig deeper than ever before. Knowing more about the data demands will help you refine your products and offerings and anticipate what school leaders need to do their jobs better. Today we're especially lucky

because we'll unveil original research from Deltek, a company who's GovWin IQ solution and things you see highlighted in purchasing alerts every single week.

In this briefing, you will hear from K-12 RFPs in states and districts are focused on now and what tools they will be able to use that information more successfully. Our insights are going to come from three guests. First we'll hear from Morgan Parkin on Deltek research team. And then we'll hear from our own Michelle Molnar Associate Editor for EdWeek market brief. And she'll be followed by Robert Dillon, the director of innovative learning at the School District of University City in the Saint Louis, Missouri area.

Now is a good time to review technical aspects of today's presentation. Please check the audio setting on your computer as well as your speaker volume settings if you are having any audio trouble. If you are still having issues, please see our detailed audio trouble shooting file in the resource list under the Q&A window. There are also some other icons that open additional feature panels in the webinar console. You can read about today's speakers in the speaker biopanel and access the resource list to download a copy of today's slides. To submit a question, type it into the Q&A box located above the resource window. You don't have to wait until the Q&A portion of the presentation to submit your questions. You can submit them as they come to you throughout the presentations.

Finally an archive of today's presentation will be available on demand in the next 24 hours. You can log back in to access the archive once it is available. Please e-mail webinarsupport@EPE.org if you run into any issues. Now, we will have our first presentation and kick things off with Morgan Parkin of Deltek.

>> MORGAN: Great. Thank you, Michelle. Hello everyone to. I will be discussing a purchasing trend around data analytics and education market. We'll be looking at elements around solicitation volume, what states and school districts are currently tracking, some specific examples and then opportunities in the market.

For solicitation volume, we have the following chart, which is depicting the volume around this for data analytics in all forms. And that comes in if they're looking for consulting, platforms or systems, teams or any dedicated individuals for data collection. So that's what the solicitations are calling for and we have a timeframe here from January of 2017 through July of 2018. And it is from both school districts and state department. All state departments numbers based on solicitations at the primary education level.

As you can see, there's a significant increase in this over the last year and a half with the percent increase showing not only positive growth, but at a drastic level. Another point to take away from the numbers here is that the state department is issuing solicitations, disclosing the gap with the overall percentage of this. This shows that the state level, data analytics is becoming more important and relevant to the education market and we'll be looking at examples in the coming slides. So overall, the solicitation value has had drastic increase throughout the last year and a half with a percentage increase of 81, 34 and the most receipt percentage of 100%, 154% increase just in the last 7 months.

Now, the following chart shows the categories of data analytics at the primary education level and what the states are currently tracking. The percentages show what data is actively being tracked and collected and then reported on as well as the data that each state has cared about. With the goal and solicitation volume over the last two years, we can see what data the states are really looking to track and we can also take away the emerging trend with some

data that's becoming more and more popular over the course of the last year. This can give vendors relevant information on what the state and district are very reliant on as such things as enrollment or assessment in various typical things that you would track within education as well as emerging ones around curriculum or grades or transcripts. So this gives you an overall view of what the market is and kind of a breakdown of some categories they're really tracking.

While moving into the market drivers with the substantial growth and solicitation volume and the overall overview of categories in data analytics, we have the question of what is actually driving this market. And the first and foremost indicator in the market is the (inaudible). It is calling for accountability and reporting of student performance with a push of every act, you know, the forefront ever typical assessment. We can see there is a 16% increase in volume for assessments overall in the last four years. So coupled with this volume increase in data analytics, we already have an existing increase in assessment. And all 50 states and Washington D.C have a data collection method in line with their state. So that's falling in line with government trends around other market that data collection is a very relevant market and that the data is all there and they want to know what to do with the data.

So, the question there is like I said the data is there, but we want to know school districts and dates are starting to see what they can do with the data itself.

So moving into the trends and opportunities, we have this circle purchasing background of relying on homegrown or in house systems where states or school districts will have a small team or use their in house resources in order to, you know, fulfill requirements in regards to data collection and reporting and with data collection being as widespread as it is, they're looking to have more customizable approaches or using the data to be more effective manner. This can come in the form of providing support and teams of consultants or customizable solutions for state and districts on certain things to follow regulations of the (inaudible). And the important factors in regards to opportunities are to have vendors able to accommodate the customers limited resources and to have room for innovative solutions. And looking at these trends and opportunities to give examples, we have three case studies here for California, Alaska and Alabama. And to give you an idea about what each of the three states are experiencing to show the examples of how the trends are impacting the opportunities, we have the California, for instance, is using a data warehouse to collect student info, but their work capacity is limited. So the take away from there is that data collection like most of the states is the priority and especially for emerging trends like (inaudible), but they're basing the problem of limited resources. They don't have a dedicate team in order to change the data and run an analysis. So recommendation there is using a consulting team to run analysis to support the data collection effort.

Moving into Alabama, you can use an RFP 2016 for data analytics platform, but then the funding fell through. The take away is allocation of funds is an issue for data analysis as well as for other technology options of education, but the recommendation here could be to look to a vendor to help identify alternate funding. Then moving into Alaska, the final case study we have where the state is tracking chronic absenteeism with accountability system. And the take away here is that Alaska is jumped on the ban wagon with emerging in education volume and the relevance of data analytics and establishes an accountability system and use a customizable approach to be able to track absent rates at the student level and then turn in an analysis and be able to report on chronic absenteeism. So that gives you an overall view of

some issues that states are experiencing as well as their response to these issues and how they've been able to flourish or not be able to do everything they like at the state level to give an overview of what each one -- the issue space and such forth.

Now, the final recommendations within purchasing data analytics, we have the question of how is the market impacting purchasing and it's important to look at factors such as increasing solicitation volume and then break it down even further for proactive (inaudible) to answer the question of where the customers say they need? What are the issues by the state and the districts and what do they specifically need? And then the final piece of the market intelligence as to how does your product fit is go the market and looking at specific types of opportunities and breaking down what states -- the issues they face and how they can respond to those issues. And to fulfill the needs of educators and administrators within education to really impact the market and allow technology to have, you know, an innovative approach to data analytics. So that would be the overall view of purchasing trends within data analytics of education. And I will turn it back over to Michelle Davis as she'll move us on to the next presentation. Thank you.

>> MICHELLE: Morgan, thank you so much. There was a lot there to unpack. I want to remind viewers if you have questions for Morgan, feel free to type them in now and we will definitely get to them during the Q&A portion of the presentation.

But now, I want it move on to our second guest Michelle Molnar. She will get into her portion. Michelle?

>> Michelle Molnar: Thanks so much, Michelle. And hi, everyone. I really appreciate you joining us. Education week and market brief, we have been watching how the data is used in states and districts for years. Today there is more data available in K-12 than ever before. So we keep our eye of who is using it, how and why.

Let's take a look at some of our findings by exclusive research conducted by us by the education research center and from the team of journalists, Michelle Davis among them who report and write from market brief and education week. To frame our discussion, we will do a quick overview of how we got where we are with data and schools. Much of it goes back to the no child left behind left. This law left the ground work for the instruct are we have now -- structure we have now. You heard that in Morgan's accountability. Holding schools accountable to meets needs of their students and providing a quality education for all students. But does, countability really translate into academic gains? Eight years ago, the U.S. Department of Education said decision making was a priority. By that time, they had made progress in building a new data infrastructure. But that same year, the department issued a report about the use of educational data on the local level. With the accountability movement leading instructional improvement? Their conclusion was not really. This data collection had little impact on classroom teaching, report found that teachers said they didn't have enough time to actually use the data. There were usability issues and they felt they couldn't use the systems and finally they thought they were not that useful anyway. So if you asked a group of teachers today, you think this would have changed much? Well, my colleague Ben Harold reported on how schools are still struggling to use data to spark improvement. What will work? Well, one example is Chicago public schools. Neigh have had success in use early warning data to keep high school students on track for graduation and college. But then explained how there aren't a whole lot of success stories about continuous

improvements in that regard. UCLA professor Luis Gomez has data systems you have to let teachers and principals identify what they want to accomplish and determine what they have accomplished. Putting it in the hands of the educators. Just monitoring how we're doing isn't going to help us get better, he said. So that's why expect experts that technology tools should help schools follow three things when they're trying to tackle a problem. First, does an intervention or program do what it was supposed to do for that specific problem. Second, is it something to make a difference on the measures that the teacher in that school or in that classroom says are important touch tones or milestone. And third, figure out how these efforts impact the long-term outcome they're looking for.

I spoke with two key members of the evaluation team in Atlanta public schools. They oversee and manage APS insights, the districts data port wall some of the test results. This year is the first time that a teacher can look at the strengths and weaknesses in his or her class by accessing the dashboard with the test results. To understand what teachers need, the stated group in Atlanta bring in teachers they pay for the summer to be their data fellows and they ask them questions like very first one for any dashboard, what data points would be valuable to you? They learn insights too like the high school physics teacher who told them it took too many clicks to get what he wanted to see on the dashboard. He didn't have time to click three times to get the information they needed. It used to take 12 to get to that point. So they thought hey did a great job by doing the three, but there is still more work to be done. Let's see how many teachers in general are prepared to look at data. Earlier this year, cahoot asked teachers who trends they're seeing and how EdTech is used in their school and district. The number 1 answer was data driven instruction and intervention. Three out of four teachers had them at the top trend. That's a big jump over a year ago when only 28% just 1 in out of 4 said data written instruction was a trend. We see that classroom decision making with data is beginning to take off. Who is using it? Well, at this point, high school teachers are more likely than their middle school counter parts and their instruction and intervention. Then in the same study, educators say they are mostly using data in their classrooms to improve student performance via informative assessments they give. Informative assessments came in second and here are the ideas that educators really aren't conducting some of the assessments, but they're implementing information that came from them. More than half of educators are combining different sources are data to identify students needs. Some big districts like Atlanta want the data so that neigh can use it themselves. They're starting to ask about extracting the underlying or flat data from bench mark tests and they're pushing per data extraction transfer to be part of contracts. They don't want to pay extra for that.

Now let's take a look at how California is approaching the mega data that it has. California really is placing a big bet on data. This comes from my interview with Sujie Shin in May. She's the director research and strategy at this state agency which works to support county offices of education, school districts and charter schools. Sujie said she's frustrated with giving grades to districts. You can video an overall district that had a great grade that are not serving some students and schools. The California dashboard last year represented what Sujie called a seismic shift T. expand the conversation beyond general academic growth, but the made the conversation much more complicated. Instead of a single score now, there's a large set of grids with lots of colorful icons and with them come questions with what's working well

and where we see pockets and stagnation where we're not able to move our students moving forward. They conducted trainings to help leaders and educators how to use the dashboard to identify strengths and schools and challenges to address them. In fact, the dashboard itself is about to go into a 2.0 version of I understand. So I think they're addressing some of the challenges that the first iteration created. I asked Sujie how companies can help educators address the challenges and that's when he said I would like to see vendors talk about how they're helping to build a capacity in a district versus selling a product.

So really this is Connect the dots. This is the data going forward for educators Connecting the dots and there is lots and lots of data. It is morphing into use act as a major priority, how easy it is to get to the data and beyond usability on the specific data or decision making. Let's look at how leaders of different districts told me they're planning to Connect the dots in the year ahead.

In California, we're seeing a root cause analysis as far as continuous pilot project. This is big. It involves eight districts including L.A. unified and one county office of education. And the project is expected to span a number of years. District are looking at root causes as to what accounts for both what's working and what's not and they're going beyond the cabinet level with discussions. Info from the dashboard is a starting point. And companies are welcome to become part of the continuous improvement work. One example is Palo Verde unified which is a small district. It is one the districts that's been working in this collaborative for the past year. The superintendent created a data driven culture that made improvements and as a result for the first time in 25 years, Palo Verde has not been identified by the state as needing direct assistance and it was not the lowest performing district in its county. The school system had tried every intervention according to our California source on this progress. In Baltimore city schools, the office wanted to look at a lot of disparate pieces of data according to Jenna Shaw. For instance, they wanted to evaluate different blended learning models based on quantitative and observation data and they want to understand how different approaches work. So they were measuring rotating students among stations, how well did that work, small group instruction and providing place list for kids. This year, the special Ed offices want to figure out whether any supports that work with students with special needs can also benefit students with varying abilities. Positive, but unexpected outcomes from applying data to make changes are not uncommon and they're worthy of calling out. So in Inglewood, California, we spoke with a leader at the environmental charter middle school who had this feeling that African American boys were being sent out of classroom for disciplinary reasons much more often than other students. The data supported her hunch. So they created colorful attention getting charts to show their finding. The school addressed the situation with teachers and meetings and PD and also invited parents into the conversation. The end results was a success and led to improvements that affected the African American students and the entire school population.

In Atlanta which, we have already talked about a little bit, distribution data is an emerging priority. They're exploring ways to push out data to both parents and teachers. Eventually the plan is to put the data in high school students hands at a level they can understand and to use too. Look for more efforts to give student ownership as part of Connecting the dots initiative.

Florida's Palm Beach county, that's a district that's rich infusive data. It tracks

non-academic social security indicators along with more standard students assessment attendance and discipline data. One thing they were missing, they felt how comfortable and competent educators feel in use of instructional technology. Student are equipped with devices and leaders didn't know how educators themselves felt about their own skillsets for using tacks till this year. The district surveyed educators and (inaudible) at 35 middle schools and 25 high schools about their preferences and their comfort with technology and to measure self-perception on skills such as creativity, collaboration and problem solving. The data from the survey will inform them on instructional technology as well as decisions about purchasing tools or learning management system that might help fill gaps that have been identified. At capital city public charter school in D.C, which is 1,000 public charter, a decision was made 3 years ago according to Jacob Fishbine. We want all data we collect to have impact on student learning. At that point, too much of it wasn't being used said this director of instruction. The schools working to answer the question is our curriculum being effective? When measured against the park summit of assessment data? Mapping out when data was being used and when it wasn't allowed us to look below the surface Fishbine said. Now they Aluminate education to build assessments so students can take tests online when they complete each unit and enter exams for English language art. They blended the program and their plan is to create a visualization dashboard to streamline their system of data inquiries. Finally in Downingtown, Pennsylvania, they have initiatives. They're looking to identify trend and the person in charge of this said when we looked at our strengths and weaknesses, probably the biggest area of concern for analyzing the data was a need to focus on better use of feedback in the classroom and levels of questions. This discovery will inform their PD in a district and they have ten instructional coaches working on this. The goal in Downingtown is to understand the data so that teachers will learn to do the same.

So I speak with Lindsey, CEO of School Villa and she shared about the research her company does in developing mosaic. After speaking with educator and district leaders, thigh saw a common theme. 80% of questions that were asked about any type of data can be boiled down into what you see here. I filled them a little bit, but the questions are in the Connecting the dots story. That's in the briefing. The bottom line is this. Lindsey told me the questions are the ones that produce HAs for teaching and learning that for sure steps for data that wants to make change.

Data that's very important to district administrators this spring, the education research center asked more than 500 district leaders to range what they're looking for and analysis provided by tech tools. Here you see the top three responses from that online survey. The most important thing to administrators is using the tool to engage master. 88%. Second most popular was using disaggregated data 66%. But we saw an interesting distinction here. In high poverty districts, this carries more weight, more than 75% of leaders from these districts thought aggregated data as being very important. And that compares with 50%, 57% of those were fewer than half of the students that come from low-income families. Coming in this is measuring results for groups of students at 49%. What ranked even lower in the survey, the leads were least interested in how many time they were logged into a product only 15% said that's very important. 20% in hire poverty districts were interested in keeping an eye on that. So to get a sense of what's important, I talked to the director of digital curriculum at Orange County Public Schools. They have many types of interaction with the system. That's they'll

be monitoring in the future.

So, thanks, everyone, for your attention today. Remember to check the resource sections in the presentation and feel free to get in touch with your questions and ideas for market brief future coverage. Michelle?

>> Michelle Davis: Thank you so much. There was so much in that presentation and I really want to encourage everyone who is viewing right now to go and look at the stories that that information was drawn from on every slide that Michelle put up. We have stories that dig in and provide an even more in depth view ever whatever aspect of data or data collection she spoke about. So there's a lot more on the market brief site you can dig into if you are interested. So thank you.

Now I want to move on to our third guest, Bob Dillon.

>> Bob Dillon: Thank you, everyone. It was very interesting to me listening to Morgan talk about some things that just really hit home. I'm here in the Saint Louis area at the School District of University City and we get the problems that come with being kind of that medium size district, right? That district that has 2500, 2700 kids and still having the data demands of an Atlanta public schools of L.A. Unified. Sometimes just having more numbers is the easier part. It's getting things set up. It's getting the systems together and getting things on the back end working that it takes the same amount of work often times for districts our size. So it is interesting to hear how Morgan was talking about districts all over the country that are trying to find the resources to both collect and analyze. I think hits home with 12 plus. Listening to Michelle talk about usability. We'll talk about that as well. The most important piece of my presentation here is that, you know, data often times gets caught in the numbers when it is really about kids. And I want to make sure that on the micro-level of this work, we talk about how we are thinking about data here in the school district of University City and making sure it is that useable and that we are collecting it and using it for something amazing. There's really three part for us. Why are we doing it? What are we doing and how are we doing it? And I think that the key for us really comes in, you know, this piece been findings. I think that often times we have narratives about our school districts that have accumulated over time. Whether they're true, whether they're a perception, they're not baked from the data. They're often baked in historical views of things and we thought it would be really important that we continue to use our data to pursue truth. And I think that's a big piece of the puzzle for us. We want to make sure there's all kinds of information floating around and people questioning what the truth is that we use our data in a deep way to be a truth finding mechanism for our school district. I think sometimes that narrative and that metaphor isn't central to the data collection and analysis of many school districts. But I do think it's important that if you want folks to look at the data you have collected, have meaningful conversations around it that you develop a narrative, a story and a metaphor that makes it something that applies to all folks on the staff because sometimes it is just hard to convince people. We have this data. You should look at it because it is going to help kids. That may be the truth, but it is not ultimately per vase 95 getting folks to the table sometimes. The second piece for us is this. We see data as the foundation for emotional change. What I mean there is we all know that change comes from story, comes from our feelings being shifted, us feeling persuaded. In that persuasion is the numbers and reality of things. So we see our data as the beginning of the change narrative and not the end. We see it as both the

head and the heart together. So we are always looking for data that supports a story and the truth about what's really happening in our district.

And the other piece for us is this. It unearthed the invisible and I think we alluded to this earlier that there are things going on in a school district that we don't see anymore. As educators going through the day to day, we might miss a trend if we step back and look at the data can we look into that. That's our why around data here in university city. It's that truth finding piece. It's the foundation for emotional change and it helps us unearth some of those invisible things that appear after you just kind of been in the grind day after day that you might be missing. And all of that has really led us to what we call our pillars of learning reimagined. I want to touch on them because I think that each of them are influenced by the data we collect. The first and most important is how are we humanizing the work that we're doing in our school district? Sometimes data isn't seen as the most humane thing we do. It is sometimes seen as sterile or objective, but we want to make sure that we are attaching students who they're as people to the data that we're collecting. So we think that's a really important piece of the why as well. The second thing for us is this idea about personalizing. I think we heard this in a lot of the stories that Michelle told us. School districts are looking for ways to make learning more personal for kids. And to do that, that means we have to really dig deep to the core of the data to see what kids need and when they need it and it allows us to help craft pace for a variety of kids.

The last of our pillars is how we will promote learning. I think data starts to uncork that and it is not so much the data we collect. It is community wide data. It is what are the big problems in the community and how are we having kids work to solve those problems? If we're not out collecting community wide data, we can't achieve that pillar as well. What I think is a unique look at why a district would be doing some of this data gathering, you know? A little bit more on each of those pillars is that we have been able to do something simple things like put student pictures next to the data set as a way to humanize what is going on. We talk about personalizing data. We have been able to do a lot more with finding the right courses for kids whether those are online courses or physical courses or courses that community college because of the data that we have knowing what kids can achieve and where they can achieve. And then this last piece about problemists. We had an amazing number of kids step up as leaders, but as change agents and advocates in our community. We take the time to make sure that we feel the (inaudible) with the community and we're not a school in a community, but a school that is a community. We look at it very much that way.

So coming back to this piece of the puzzle, we kind of know the why piece that's there and then we talk a little bit about the what. What are we doing to create this modern data experience for our school. First of all, we talk very deeply about how do we expand? How do we expand the data that is being collected? Too often, we collect the data to keep us in compliance and we have been looking very deeply about expanding the data set to really be about the things that are super important. So expand is the first one, but the second one is to visualize and we have already mentioned partners of ours like schoolzilla and both helped us to kind of visualize data and start a conversation. We want to make sure that a school board member, a parent, a student, any principal can all sit around the same screen and be able to really talk about a set of data. That's always been our goal as we built out our data collection and our data sets. The other piece of the what for us beyond expand and beyond visualize

goes back and I keep coming back to it. How do we humanize what we're doing. I think some of our solutions that we're trying to accomplish are really about collecting amazing data for social emotional learning. And figuring out how that data lays over and integrates into kind of the academic and behavioral data. I think a lot of school districts are trying to figure out how that can be used to build the human capacity of the students in our schools.

So we talked about yet and the what. Let me touch on the how for a moment here. How are we going about doing this?

So our first steps here are to build some partnerships. I think that it's really important for us to realize at 2500 students school district that we cannot do this lift on our own. We also see the amount of data rostering and automation and collection just continuing to grow for us. And so I would imagine folks that are on from school districts here are hearing some of the things and they're also dealing with, but we thought we had to find the right partners to be a part of what was going on. Beyond that is how do we get things automated? We realize how many man hours we were taking with data manipulation. How can we get an employee to start -- day 1 and have all of the accounts they need, all of the log ins they need, all of the things they need to do their job in a way that's ever done before? There just isn't the man power for that to be the reality and I can tell you from doing this work, it is hard to get six, eight, 10, 12, 20 different systems all talking to each. And I can tell you that's probably a priority for many, many of the school districts that continue to think as part of this peaces. Along with partnerships and automation, the third one for us is this opportunities for us to look at leading indicators. We have felt for a long time that most of the data collection in most school districts have to do, you know, this idea of lagging indicators. And we continue to look for data pieces that give us some insight to what we're doing. You can call this informative data as opposed to summative data, but we like this idea about what are the leading indicators we can find in our data because we want to act quickly. We want to be nimble and flexible. I think often times we won't have our state data here in Missouri until November or December of this year. That does you no good. You have half a year of kids in classes scheduled learning and you don't have any of that data to use. So we found it upon ourselves to do all three of these things as part of our how. Partnerships, the automation piece and then those pieces around leading indicators. I would just say just like anybody else, we're on a journey on this. We certainly haven't arrived, but we do seat important power of this work going forward. And so we are continuing to loop in more and more voices from our leadership teams into our future leaders, all the way into classrooms and eventually we want to make sure that all of the data that we have visualized and available as available for parents, students in the community, we want to be super transparent about the data reality for our school district. But we want it to be a robust complex look at that data as on, posed to just the couple of numbers that end up in the newspaper for many school districts every year. So thank you for the opportunity to tell our story a little bit. As you can hear, it is hard work and ongoing work, but it really does lend itself to many of the things that both Michelle and Morgan talked about earlier. I will hand it back to Michelle.

>> Michelle Davis: Bob, thank you so much. I think it was great to have you describe. We're talking all about data, but there is really a human aspect of this. This data is supposed to really be doing something and improving education for students. So I'm really grateful for that perspective.

We are now going to move on to our question and answer portion of the presentation. And again, I want to encourage everyone to ask your questions of these experts. We have them captive here for a few more minutes and you can question them directly about any of the topics that they discussed today.

I want to start by running a couple of polls and see what you all think about -- polls and see what you all think about this. This is our first poll. How are educators using data to inform their instruction? So, if you can answer that question, we'll talk about that in a little bit.

But first, I wanted to start with a question from Morgan. I was really interested in your presentation to see the numbers on state and district RFPs around data and how they have spiked. Tell me a little bit -- it seems like the state level really had just, you know, gone up a lot. Tell me a little bit about why you think that's increasing so much and even more than -- than RFPs at the district level.

>> MORGAN: Thank you for the question, Michelle. I do believe one of the main drivers for that on the state department side would be every student (inaudible) act and Michelle also touched on the working on the no child left behind into and how that impacted educators and I think that every student (inaudible) really is pushing educators and administrators and school districts to be more innovative and (inaudible) approach to reporting on student accountability and I think the state departments are starting to respond with, you know, instead of relying on assessments to really guide their reporting of student growth and student performance is relying on the data that's already being collected at a substantial rate at the state level and being able to compare those numbers and actually run an analysis and report on that. I think that's a really big driver or growth and solicitation volume is the call to be more innovative and be stronger at reporting method in a different way than ever have before. So I think that's the biggest response at the state level.

>> Michelle Davis: Michelle, one of the things I wanted to ask you and we have seen this woven throughout the presentations. Was this issue of usability it seems like educators are really struggling to use the data that they have that they're really overwhelmed by it. Is that what you are seeing in your reporting?

>> Michelle Molnar: I am seeing that. I think also usability question as districts add more and more digital tools, it means more and more dashboards. I had one superintendent tell me when you drive -- when you get in your car to drive every day, how many dashboards do you want to refer to to see where you are going, how fast you are going and so on. So it's becoming a common complaint of overload data dashboards even and how to kind of -- how to learn systems, everything needs to be as simple and accessible as possible and I think the idea of integrating the data from one tool into the next is going to be big in the future.

>> Michelle Davis. Perspective is worn out by the poll where most people think educators are not using data very effectively. And in your answer you talked about having too many data dashboards and having difficulty making all these systems Connect. We have also done a lot of reporting about interoperability concerns and I would guess that's a real area where vendors can focus if they can make their systems interoperable and bible to speak with other systems that districts are using to collect data. Bob, is that a problem in your district being able to transfer data from one system to another?

>> Robert Dillon: Yeah. We have had some successes, but yeah. It is very, very

difficult. New staff member who is hired is inputted into 15 systems. And that seems like a ridiculous number. You get hired in the HR system. You go to the finance system and student information system, and you put in your e-mail accounts. You're talking about software down stream from that. It is a real collection of things. We have used the number of tools to try to make that easier, but even, you know, companies that say hey, we take one roster standard or hey, we do this. They usually do it with their terms attached. And so it's never as easy and smooth. You are navigating those waters with all of those vendors at the same time. So and then on top of that, there are demands around hey, we have a dashboard for our informative assessment. We have our dashboard that's our overall dashboard. We have -- you know, those companies all offer those products. So if you use anybody else for any of those things, they're not really interested in integrating those across. So it creates a huge man power issue for folks our size.

>> Michelle Davis: It seems to me that would be a big selling point if a vendor wants to work with a school district if they can help you merge all of these systems and if their system speaks to the other systems.

>> Robert Dillon: Yeah. There's a huge need and it is only growing.

>> Michelle Davis: Here's a good question here from Angie which kind of relates to this. She wants to know if it helps if the product can Connect to the student -- the district student information system. Michelle, you have where I went a little bit about student information systems. Do you see that as a need that lots of different digital tools need to Connect to the student information system?

>> Michelle Molnar: Districts and schools are not happy of having a roster for every digital tool that comes into the school. So being able to Connect to the student information system, being able to Connect with the learning management system is a major requirement and if you are not putting it in RFPs, I think a company that can say -- if a district isn't putting in the RFPs, a company can say I can work with this LMF. Can I work with this SIS will find itself an advantage over one that can't.

>> Michelle Davis: Morgan, when you look at different RFPs, where do you see openings in the market for vendors around data?

>> MORGAN: I would say some of the biggest openings for vendors on the topic of interoperability. Multiple RFPs that come out that are looking for integration of looking management systems and to information systems to whatever product or service (inaudible) obtained through this solicitation. And there's definitely an opportunity to create solutions that may be relatively unique to kind of cross those boxes offer being able to operate within existing systems. That can make the (inaudible) to the educators and administrators easier. There is also opportunities with consulting and bringing in (inaudible) because they don't have the resources or the staff members available. And Bob was saying with (inaudible) staff member having them be register in all these different devices is helpful to have a consuming team come in that is already used to the technology and able to come in and get work done rapidly instead of having the delay of trading the technology and understanding it and really kind of help maybe a district that's smaller that doesn't have the resources, but has the data collected and to kind of bridge that gap to get them started somewhere that they'd like to be. So RFPs are really all across the board with opportunities and there is definite availability to make a customizable solution to help districts no matter how small or how many students they

have. There is variation in the RFPs, but still opportunities in line with the (inaudible) Bob or Michelle are explaining.

>> Michelle Davis: Great. Bob, we have a question here from Greg about leading indicators. What kind of instructional or behavioral leading indicators would you be looking for in your district?

>> Bob Dillon: One of the questions there is really about engagement. We go out of our way to kind of really do take both anecdotal, but really satisfaction data. We know that when kids enjoy being in class and they're actually engaged in their learning that that leads to that deeper learning pieces that we're looking for. So actually measuring those things and doing that with some Fidelity is certainly a part of that data journey for us on the behavior side of things. Really even thinking about how many kids are moving around in the hallways between classes and during those sort of things and taking a look at that data. Kids that are locked in and learning aren't trying to find a way to move around. When kids can move around in their own classrooms, when they can stand up in the back, when they can have choice in their seating, they have less of an interest in being out of the classroom. So all of those are both tricky measures but essential measures to really give you in the all right of what we're trying to do.

>> Can I jump in with a question, Bob? I would love to know how you measure joy? That's an interesting barometer there.

>> Bob Dillon: Yeah. Certainly you are asking that question like, you know, how many days a week are you happy that you're at school? How often do you feel the work that you are doing makes you less stressed? Or more happy? We're asking those specific questions as they're baked into social survey data.

>> Michelle Davis: What are you changing as a result when you see a dip?

>> Bob Dillon: We take some of that data and we focus that with some students. We create a fishbowl. We start asking students what they think the numbers mean. What can we do and I think we're doing a better job of cirque Lynn up with kids and listening to their voices and making those shifts. I can tell you that even a small shift like my day would be happier if I didn't feel like I was always rushing around. You know what? Maybe that is an indicator that says an extra minute between classes is something is to consider. It doesn't mean it has to happen, but like all of the brain based research tells us that kids need some time to decompress, to process, to kind of let their brain relax for a minute before it ramps up again to the next class. And so we've listening to some of those things and starting to make some decisions that are much more student friendly.

>> Michelle Davis: I love that. This kind of goes a little bit in that direction. Michelle, you mentioned the whole issue of capacity building versus selling when you're a vendor. How can a vendor make sure that they're sort of leading with this idea of capacity building rather than being seen as someone who is just trying to, you know, get their product into a school?

>> Michelle Molnar: That's a great question. I telephone is a matter of identifying districts that are looking for that kind of support and help. In California, the core districts or the districts that are part of this particular initiative, continuous improvement when I was talking about and just seeing if you can get invited to some of the planning meetings and listening to what the conversations are as an interested party, but not a party who wants to sell anything. And the more you learn about the issues that are faced every day in the classroom

and in the central office, the more you can address those issues. That's my take on it. And then eventually your product becomes one that could be seen as a solution, but certainly being seen as a solution provider is -- I think it really helps make your voice heard better when the time comes along.

>> Michelle Davis: Thank you. And sadly, we have to end our Q&A portion of the presentation. We're running out of time, but I want to give a huge thanks to Morgan, Michelle and Bob for their great presentations and their insight. And then I want to remind all of you out there that if you want to watch today's presentation again, there's an on demand archive that will be made available in the next 24 hours. And you can log back in to access the archive once that's available. If you have any issues doing that, just e-mail webinarsupport@EPE and they'll address any issues that you might have. Once again, I want to thank all of my guests and I want to remind all of you to dig into the mart brief stories that are on this topic. We've got a lot that we have where I went about that can really make you an expert and give you a lot of insight into the market place. Thanks to everyone for attending today.