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K-12 Leaders' Biggest Problems in Assessment

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>> MICHELLE DAVIS: Today we will hear from Sean are, the managing editor Of MarketBrief and Holly Kurtz. Now is a fad time to review the technical aspects of today's presentation. Check the audio setting on your computer as well as speaker volume settings if you are having audio trouble. If you're having issues, see your tea tailed troubleshooting file

available in the resource list under the Q and A window. There
are other eye sons that open panels in our webinar console and
you can read more about our speakers and access the resource
list to download a copy of today's slides. I also want to point
to the Q and A box located above the resource window to submit
questions for your speakers. You can do that throughout the
presentation. Finally an on-demand archive will be available
online in the next 24 hours. Now I want to kick things off with
Sean are, Sean?

>> SEAN CAVANAGH: Thanks, Michelle. I wanted to give readers a
bit of background on the special research projects. You can
find those on Market Brief website. We have focused on
particular themes each year, each of these projects was based on
our own reporting and based on nationally represented surveys of
K-12 officials we have conducted around the country. Two years
ago, our special research project focused on the four tech
Titans, Amazon, Google, Apple and Microsoft, and the role they
play in the market. We asked what they do well, what they don't
and how their work intersects with other players in the market.
The second year our project was based on a survey of K-12
officials and we looked at the most widely used curriculum
assessment in the schools and perceptions of those
effectiveness. That report included survey results in which
district officials rated a broader set of companies in the
market with net promoter scores which is a way of finding out if
they would recommend a particular company to one of their peers.
This year we have taken a different tact. In a nationally
representative survey we focused on the challenges that K-12
district leaders say they face in curriculum and assessment
development and how those in the marketplace are helping schools
with those challenges. We released three reports in each of
those areas, the first was in curriculum, the second in

assessment which we will talk about today and the third focuses
on professional development. Specifically we asked district
administrators, superintendents, directors of assessment and
others a pair of open-ended questions about the biggest
challenges they face in these areas and the solutions they want
from vendors that they're not getting now. In addition we asked
district officials a series of multiple choice questions about
the market and their buying priorities and curriculum assessment
and PD. The assessment report was released in August and the PD
installment of the report will be unveiled later this fall. Now
I will turn things over to Holly Kurtz who will take us through
the results of the study in some detail.
>> HOLLY KURTZ: Thanks, Sean. As Sean mentioned in the preview
he gave, the results that you are going to see today are based
on a survey. We conducted that survey in March of 2019 and we
obtained 494 responses all from district leaders.
Superintendents were the single biggest group bullet we also
have deputy superintendents and people in the curriculum and
instruction realm including chief academic officer types,
directors of curriculum, that sort of thing. As Sean mentioned,
this is the second of three reports.
Today you're going it see as Sean mentioned, results related to
districts top problems and their proposed solutions. You're
also going to see information on purchasing influences for
formative assessments and on refresh cycle says related to
formative assessments. Let's talk first about districts top
problems. We asked district leaders in the open-ended question
to share aside from cost what is your top assessment problem.
As is almost always the case when we ask open-ended questions we
get many types of responses, but the most common -- ask we coded
the responses into categories. A process that we do by hand.

We go over the results multiple times and develop categories based on the results themselves and code the result categories. The category that we found -- that we saw most often was that districts are having trouble finding and developing assessments to meet their specific needs and we will talk more about these needs in the coming slides. Another problem is the districts felt that their assessments were not necessarily reliable, valid and or consistent. District leaders said they had trouble using their assessment data. It also talked about the lack of alignment between assessments and standards.

They're conscious in this day and age about the time spent developing and administering tests, some felt that was their top problem, the sheer amount of time spent on testing.

There was concern that professional development was not adequate, and finally, we had some district leaders who just felt that teachers and students were not buying into the assessments that they had. So there's some examples of the unmet needs. We had a leader who said that she could not find grade-level appropriate diagnostics. There was certain that there was an inability to find a flexible adaptive assessment that was integrated into daily work not administered at a separate time so getting to the issue of not wanting to spend too much time on testing. As many of you know there is a huge uptick in noncognative skills and people felt they couldn't find good assessments for this and here is an example of one of the responses we got from the special education realm, this leader wanted online screening.

Let me turn now to solutions. Not only did we ask leaders to identify their top problems we asked them to invent a new product or service that could solve the problem they had just described.

Interestingly their top problem was not alignment but their solution involved tools to assure that assessments were aligned with standards. Some people proposed a newer, different assessment. There were some issues with technology so people wanted improved technology. Some people wanted as I mentioned before, professional development, more professional development, better professional development. Then data management systems were also in need for a certain subgroup.

I'm going to turn things back over to Sean who did some reporting on the results of this survey and he's going to talk about some of the biggest pain points in assessments and these are some examples of responses that we got from actual district leaders.

>> SEAN CAVANAGH: Thanks, Holly. So you heard Holly talk about the overall survey results, what district officials told us about the biggest challenges they're facing in assessment. Let's look at the specific responses that district officials wrote in when asked about their biggest pain points.

Please note, I chose these because in general they reflected some of the overall themes made by the hundreds of responses to our survey. They're representative and reflective of what we were hearing on the whole. Holly mentioned some district officials were convinced that many assessments do not meet specific needs of their specific districts. Hear you see one district official talking about not knowing whether we're doing the correct assessments at the correct time, they feel that they're struggling to make sense of how the assessments align with their learning goals and with the school calendar. Another wanted cohesive programs in assessment. Others talked about assessments overlapping and problems with assessments that aren't aligned to the curriculum. Which was a big overriding theme in this survey. These challenges I will say came through

in the individual interviews I did with K-12 district assessment leaders as part of this report. One major school district I spoke to in Orange county Florida were so dissatisfied that they have begun fashioning their own assessments and have been doing so for several years now. That district was of the opinion that the national banks of test items they were receiving for commercial tests just weren't aligned enough to the state's standards and to the district's needs so they went their own way. They also continue to use some commercially-produced tests but they have also begun a pretty extensive effort which I think goes back about five years to design their own assessments. That fits with the jeopardy theme in our reporting, which is that district officials told us too much of the assessments out there are to generally focused and not really directed at specific needs.

Here are the other pain points that were mentioned by the district officials we surveyed. You can see they talk about the abundance of data not translating into action in the classroom. There was a lot of worry in general about the usefulness of assessment data. For districts and in particular for teachers. You could see that comes across in district officials wanting time for progress monitoring to help teachers adjust instruction based on assessment outcomes. Another district official was telling us too much assessment is not aligned from grade level to grade level consistently from a state testing approach. Is our goal to pull out learning? I believe it is and not all assessments do that. The final quote there talks about lack of alignment with interim benchmark assessments as they call it being aligned to state assessments.

We also asked about proposed solutions. We asked district officials, well, you've told us what your problems are. What would be your ideal solution to this if you could tell vendors,

if you had a room full of them in front of you what would you want to see from them? Here are the suggestions. These ran the gamut but in general you will see a big focus on organization, meaning the alignment of assessments to standards as well as having sort of the other end assessment solutions that can be customized to provide useful information to individual teachers. You see one respond in here talking about survey level assessments which are inquiry based and tied to the standards. Another individual was talking about having an easy to use assessment tool that has enough flexibility to allow for formative and personalized assessment. Another district leader says that she wants a library full of assessments geared toward individual standards. I will say that this also came through, many of these same themes came through in the reporting I did. One of the people I talked to for my story for the special report was the chief academic officer from a Tennessee school district. And she talked about her frustrations with the assessments that her district is using, not giving her an accurate reading on students preparation for what comes next and specifically she was talking about the fact that state and classroom assessments, some of which her district has purchased individually often give a positive view of student performance but then those same students end up scoring poorly on college admissions tests in particular the ACT and that was a huge source of frustration for her. Some of the other proposed solutions that district officials wrote in on our survey, one was focused on technology that allows teachers to use cross-curricular standards and collaborate. Another mentions an evaluation tool that assesses which questions align to which standards. Further down it talks about affordable student input system and I will add that there are assessment providers listening to this call who would say our tool or platform

deliveries that or it deliveries something similar. It gets at those needs. Just keep in mind these are open-ended questions that district officials can answer any way they want and these comments probably indicate that some of these solutions that are out there in the market being delivered by individual caps, districts are not aware of these. I will now turn things back over to Holly.

>> HOLLY KURTZ: I would echo what Sean said. We've asked these sorts of questions to people in different ways over the years, multiple times and always we get people saying things like what product is not out there in the marketplace that you really need or want? Oftentimes the responses we get are people call for products that we know are out there. This is an issue such as things not being available. In addition to people being asked about top problems and solutions, keep in mind we asked people how would you solve your biggest problem, we said how much would you be able to pay for that product? The median response was $10 per pupil and we had a quarter of respondents saying they would not be willing to pay anything for the product. We had a few exaggerate tors who said they would pay $1 million for the product but median was $10 per pupil. We asked leaders which company is best at solving assessment problems, again, this is an open-ended question, no prompt, the top company was NWEA followed by Pearson followed by district staff and Curriculum Associates. I think it's important to note that the numbers you see are the number of individuals who responded so with NWA we had 18 individuals who responded, so that points to the, you know, the very pressured to nature of this market, we had people name more than 30 different companies, and there were other companies that were named by at least two people and others that were named by just one person.

I'm going to turn back to multiple questions we had on the survey ask here we gave the district leaders a laundry list of qualities that they might find in a formative assessment and we said which of these qualities would make you pay more for that assessment tool and we asked about formative assessments. Here on the slides you're going to see the qualities that more than half of the respondents said would make them be willing to pay more for the tool so the tricks that would be willing to make them pay more for their assessments. One was strong evidence of availability and reliability. That goes back to one of the pain points, which is that district leaders feel their assessments are not necessarily valid or reliable. In a tie for number two, district leaders really want formative assessments that can integrate with student information systems. They are equally as desirous as formative assessments that are predictive of state summary results, some would say they are not true formative assessments but that's a topic for another day.

We see people wanting online testing and the ability to monitor RTI. Again all of these things you see on the slide are things that the district leaders seem to see as "must haves" when it comes to purchasing a formative assessment tool. On this next slide you will see examples from that laundry list of options or traits that are probably more nice to have but not necessary for many district leaders. For instance, having a stand-alone website for results, only 19% so fewer than 1 in 5 said they would pay more for that trait. Things like locking down for online testing, providing data downloadable to Excel, predicting ACT scores. These are all traits that less than half respondents said they would pay to have in a formative assessment.

Here we see smaller districts, and they are less willing to pay more for different types of traits that come with formative

assessments and that runs the gamut so strong evidence of
validity and reliability and that would be one most were willing
to pay more for but leaders from districts of fewer than 2500
students are less willing to say they would pay more for that
and that goes all the way down and we see larger districts
saying they would pay more for certain items than smaller
districts. I'm going to take a moment for an aside, people
asking what the district sizes were for this sample, for the
survey as a whole, what were the sizes of the districts of the
administrators who responded. 60% came from districts with 2500
or fewer students. Then we had about 28% coming from districts
with 2500 knife 9,999, then we had 13% of leaders coming from
districts with 10,000 or more students. This reflects the
distribution of districts in our nation, where most of you
probably know the vast majority of districts in our country are
extremely small. That said we did get a substantial portion of
people from larger districts who responded, with at least 2500.
The purchasing priorities vary by region. We also see that
leaders from the west are more about the ability to test online
than their peers elsewhere in the United States. We see that
there are several traits that northeastern leaders are not
willing to pay more money for and that would include the ability
to test online, the ability to predict ACT or SAT results and
the availability of instructional resources connected to the
assessment. I'm going to turn now to assessment refresh cycles.
We asked how often their district buys new assessment tools to
replenish or replace the existing one, the common response was
4-6 years, and 6 years or less is where we see most people
clustering. Refresh cycles are a little shorter in higher
poverty districts. So we see that 38% of leaders from districts
that are more than 50% low income replace their assessments

every year or less at present. That's compared to just about 1 in 3 of their peers from districts that are lower in poverty. Okay, let's talk about the take-aways that we found from our work on pain point and solutions. Customization is the top assessment-related pain point. Leaders feel like tests out there are not aligned to their district's specific needs. Leaders are hungry for assessments that are aligned to their own standards and that doesn't necessarily mean district standards. It could mean state standards. We had somebody making the complaint that all these tests are written to align you to the Common Core or the standards of the big states and they don't align to my state and in this case I think it was Tennessee. Leaders, even when they came up with their own solutions they would only be willing to pay that $10 per pupil for it and finally the assessment market is very crowded even though NWEA and Pearson appear to be the companies that leaders perceive to be best at solving assessment problems. They in no way shape or form dominated and leaders mentioned more than two dozen different assessment companies when asked which ones did the best job at solving their problems.

Just summing up the take-aways on assessment purchasing, leaders are more likely to say they would be willing to pay more for a formative assessment with good validity and reliability, they were willing to pay less, the smaller district and most assessment cycles are 6 years with a big chunk clustered around the 4-6 years. That said high-poverty districts refresh assessments more often than lower poverty districts.

Here is a preview of our professional development results that will be coming soon to enterprise members. Again we're going to ask leaders about their top pain points, regarding professional development, their proposed solutions, how much they would be willing to pay for that and which companies are best at solving

PD problems. We will ask them about purchase plans and we will
segment out the results by different categories.. here is my
contact information if you have additional questions although I
will turn things back over to my colleague to take questions
from the audience.
>> Holly, thanks so much and I want to remind everybody who is
watching if you have questions for Sean or Holly, type them into
the "ask a question" box and we will get to them.
>> MICHELLE DAVIS: Sean, I wanted to ask both and you Holly
about whether there were any parallels between the assessment
report findings and the results from the earlier survey about
curriculum. Were there any things that connected the dots
there?
>> HOLLY KURTZ: One thing that stood out to me, sort of just
right away was just the relatively small amount of money per
pupil that leaders said they would be willing and able to pay
for these -- what were their own ideal solutions to their top
problems. I don't remember the exact amount from the first
report but it was similar. It was similar for the last report,
around $10.
>> SEAN CAVANAGH: I would add that I did see some parallels
between the curriculum survey. For those who were listening and
haven't had a chance to check that out, one of the big findings
from the curriculum survey was that there was a lot of interest
among district leaders in using curriculum, buying curriculum
that was coherent and really helped teachers make sense of their
lessons. Give them some sense of order over the course of a
semester or year.
When we asked about the biggest challenge that district leaders
face on curriculum, 46% said it was linked to instructional
challenges and the second thing they cited was lack of high-
quality curriculums and assessments that are aligned to

standards. That mirrors what we're hearing in this report where people were talking about having assessments that were developed with the standards in mind. High stakes tests are based on the standards and the standards in many ways rule overall in the minds of these districts.

>> MICHELLE DAVIS: Someone was asking how assessment was defined in the questions and in the research that you asked. Was it just sort of open-ended assessment or was there a definition that you provided people with.

>> HOLLY KURTZ: For the open-ended questions where we asked like what's your top problem, how would you solve that problem, how much would you pay for it, what company does the best job at solving problems we just used the word "assessment" we didn't define assessment. For the questions on purchasing where we asked about refresh cycles and traits you would look for in an assessment we used the phrase "formative assessment" we didn't define it. Now, reading through the questions we have, open-ended questions, my sense is that people tended to be talking mainly about formative or interim assessments as opposed to summative assessments, and that makes sense because they may be purchased at the state level and what the district leaders would have more control over would be the interim benchmark formative assessments.

>> SEAN CAVANAGH: And I will add one thing, Michelle. As Holly mentioned, we didn't define assessment in some of these questions and, you know, the fact is that the assessment landscape is so diverse in terms of the type of assessments that are being used and some people don't even consider formative assessment an assessment at all, they consider it an instructional practice. But with some of these questions, district officials may have had that in mind, if it wasn't

defined. The results are partly a reflection of what the assessment landscape is and how the district officials see it.

>> MICHELLE DAVIS: One of the things that struck me was the emphasis about willingness to pay for it and the need for reliability and validity on these assessments. How concerned should assessment providers be about the act that that came through so often and districts were moving to creating their own assessments?

>> SEAN CAVANAGH: I think that should be a concern, because, look, there has been a lot of resistance to testing over the years. We've seen a dying away of the so-called "opt out" movement in many cases but that doesn't mean that district officials in particular teachers who may be getting evaluated partly on test scores have a lot of faith in tests. It also doesn't mean those results are being conveyed to parents in meaningful ways. There is a lot of sort of assessment illiteracy out there. So the fact that there are concerns about reliability and the fact that whether these tests have real meaning should be of concern and I think it points to the fact that vendors need to do more to -- in a way that won't overwhelm the public but explain what these results mean, how they're being used and how assessments connect with kind of the overall fabric of what the district is trying to accomplish.

>> MICHELLE DAVIS: Were there any challenges raised by district leaders about assessments in specific content areas or was all the feedback sort of generalized across content areas?

>> SEAN CAVANAGH: Holly, did you want to -- I can try to answer that but do you have any thoughts on that?

>> HOLLY KURTZ: I'm sure there were. People brought up all different types of issues from tests for specific disabilities to different college prep tests. I just don't know off the top of my head if there were -- we didn't code to look at whether or

not there were more comments about English versus science versus math.

>> SEAN CAVANAGH: I do remember in looking at the quotes I recall a lot of responses focused on science, maybe that has to do with the development of next generation science standards and assessments aligned to those. That one really stands out. Obviously there was some reading and math-focused questions woven in but Holly is right, they ran the gamut.

>> MICHELLE DAVIS: Here is an interesting question if I'm reading it correctly, this question touches on the fact that there's a lot of concern and request for standards alignment but how does that match-up with the discussions that are going on now about deeper learning, about engagement and linking learning to the future of work, becoming a life-long learner and problem solving? Was there any sort of feedback around those kinds of assessments that might do more than just align with standards?

>> SEAN CAVANAGH: I think that did come through in the open-ended responses. There was a lot of interest in assessments producing, you know, significantly richer information. But I do think there is kind of a natural tension there, because, you know, the standards are regarded as hugely important but at the same time district officials as you mention, are focused on issues like preparation for the work force. Ideally those interests are not in conflict and is reflecting that but I do think there is a tension there, other than the fact that people did want richer assessments and they mention that in the survey.

>> MICHELLE DAVIS: Holly, when you asked the question on the survey about which companies are doing the best job of delivering assessments that get to what district leaders want, the responses were so scattered and one or two people or a cluster of people, is that because there are so many companies in the assessment market? What do you make of that?

>> HOLLY KURTZ: Every time we've asked this sort of question about anything in the K-12 education space and we have asked this question about curriculum companies, curriculum products, assessment companies we just get a lot of different responses. It's just because it's -- in general it's a marketplace that rather than being dominated by a single player, there are a lot of different players out there. Leader have different opinions about, you know, who is good and obviously, you know, as somebody pointed out when we presented these results for a different installment, they can only speak to the companies -- they have to speak to the companies typically that they have experience with. So people have experience with a lot of different types of companies and there are smaller nonprofits involved in this space. There is a lot out there.

>> MICHELLE DAVIS: And this follows on as a question about net promoter scores. For this report those companies that were listed, we didn't do net promoter scores for them, it's a little different, right?

>> HOLLY KURTZ: No, when Sean mentioned promoter scores he was referring to last year's special report that we did which is available on the MarketBrief website if you are an enterprise member. If you can't find it shoot us an email but we asked people to give net promoter scores to a pretty sizable list of education companies in different areas of K-12 business. So if you're an enterprise member we would be happy to get you that.

>> MICHELLE DAVIS: Great. Another thing that I thought was interesting about some of the information was that there seemed to be a thirst for getting data that was useful and that was presented in a way that could be more use believe to educators. I know that a lot of these assessments collect a lot of data. What does that tell us about what's available in the marketplace now?

>> SEAN CAVANAGH: I think one implication of that is that districts are in some cases layering on a lot of tests and they have a lot of data being collected and in many cases districts are becoming more sophisticated in their use of data both in terms of usage data on companies and trying to make sense of assessment data for the purposes of student achievement. I do think there is an opportunity for companies that are committed to sort of sense making and trying to help districts interpret results in ways that are actionable because clearly a lot of district officials are confused by the purposes of the various assessments they're using and this came through in our survey. And how they align with each other, especially if they're developed by commercial providers. That could leave commercial providers with a lot of hard questions to answer about if they can really serve the district's needs and if they are serving the district's needs but it also suggests there is an opportunity that if you were an assessment provider who feels that you have an easy-to-use platform for district administrators down through teachers to make sense of data and make it actionable, it would give you a leg up.

>> MICHELLE DAVIS: Great. The issue of single sign on and Interoperability was raised. I feel like this is something districts have been asking for and talking about for a long time. Does it seem like vendors and education companies are slow to move in this direction? Seems like that's something that remains a big challenge.

>> SEAN CAVANAGH: I can start and then Holly can speak to this, too, but we've been reporting on Interoperability for a while now. Are vendors slow to get there? Probably so. A lot more districts are demanding it, we're seeing it in more RFPs than we used to. There is also, to put it bluntly, a lack of awareness clearly among districts on Interoperability and they're in

vastly different places in terms of what they want from vendors in this regard. I think it's both on the part of the vendor and on the part of the district to make it happen. There are obviously huge coalitions that are working together to try to get companies on board with Interoperability. So a lot of districts are working through those.

>> HOLLY KURTZ: I would add that it is important to district leaders so when we asked them, gave them a laundry list of traits that formative assessments might have and asked which traits would you be willing to pay more money for if the tool had them, the second most popular trait was the ability to integrate with the student information system. We saw roughly two-thirds of district leaders saying that was something they would be willing to pay more money for if they had an assessment with that characteristic. So I think it's still a huge demand.

>> SEAN CAVANAGH: Actually I will ask Holly a follow-up question here. I think some of the folks in our audience might be interested in this just because we have folks who work in the assessment world and curriculum and others who are focused on PD.

Holly when we are putting these surveys out into the field, do you find that in terms of, you know, the response rate and who responds that it is easier to get responses and what can be perceived as Frank and honest responses, depending on what the question is? If we're asking on curriculum, is it easier to get responses than it is on assessment or on PD? In terms of the surveys we have been doing for EDWEEK MarketBrief, which seems to be the hardest to get to?

>> HOLLY KURTZ: I don't know that there is a certain area that is harder or easier to get at in terms of responses. It's more that there are certain groups that are more responsive than others, so, for instance, it will take us more effort to get

responses from district leaders because they're in a time
crunch, a lot of them prosecute are in cars driving from school-
to-school, versus teachers are easier in terms of getting
responses from.
Also I do think that there are some topics that resonate with
educators, for instance, we did a survey for education week this
summer where we -- it was a survey about school spending and
budgeting and we got an overwhelming response. We were able to
in a single day get 600 district leaders to respond. That was
clearly a topic that resonated with people. So I guess there
are certain topics that people find interesting. If we're
surveying a certain subgroup so if we're surveying -- for
instance we did something about gifted education and gifted
educators were enthusiastic to be surveyed about their field and
their knowledge so that turned out to be -- to give us a great
response.
>> MICHELLE DAVIS: Sean in your presentation you mentioned a
Tennessee school official that you talked about. Can you
elaborate on that person's experience perspective of what's
available in the market?
>> SEAN CAVANAGH: Sure there was a Lawrence county school
district respondent and they agreed to be interviewed,
afterwards and one of the things that I mentioned is they
struggle with what they see as a mismatch between the
assessments they're offering students and college admissions
tests. Their students seem to excel on the tests that the
district administers and on some of the commercially-provided
interim tests that they give, but then they really struggle when
it comes to taking the ACT and this is a huge problem for the
community.
This mismatch is one that the district has been wrestling with.
I mentioned that some districts have experimented with trying to

create their own assessments. I should say that it is an alternative to commercial tests and I should say this isn't in any way a cure all for what ails them but one of the points she made is they have had teachers heavily involved in crafting tests including formative assessments but other tests as well but in recent years a lot of educators in that district have questioned whether those items are aligned with the Tennessee still the standards so she still gets teachers questioning the assessment. So it's hard work no matter if it's commercial providers doing it or districts going it alone.

>> MICHELLE DAVIS: I have a question about privacy and security and data privacy. This is a big concern for lots of folks in education who are using technology with their students. Did this come up at all on this survey? Were there concerns about assessment around privacy and data security?

>> SEAN CAVANAGH: Holly, do you remember?

>> HOLLY KURTZ: Actually it wasn't really brought up as a big concern. You know, across topics when we have surveyed run-of-the-mill district leader about privacy and security we found a surprising lack of concern about it, or maybe sort of explained by a sense that it's all being taken care of by the IT department. When Colson does their surveys of IT professionals they get a different picture but your administrator is not necessarily the IT person or directly involved in that and we're just not seeing huge amounts of concern about it. Whether or not there should be more concern, that's another question but people are not expressing huge amounts of concern.

>> SEAN CAVANAGH: And I was going to add that when I looked at the written responses that came in, I don't remember really, you know, any concern raised about data privacy like in the written responses. It didn't seem to be an issue on the radar of these

district officials when they were talking about assessment in particular. So I agree.

>> MICHELLE DAVIS: I think that's interesting because in our reporting we have written about it so much and I know generally it's a big concern but it's interesting to note that around assessment it doesn't seem to be top of mind.

>> SEAN CAVANAGH: Yeah, it's a huge concern.

>> HOLLY KURTZ: Often the concern is located in the IT department with less awareness of the challenges in other parts of the district.

>> SEAN CAVANAGH: And I think it's localized in concerns that are directed at specific vendors and in some cases the biggest vendors in the market but also companies that are harvesting a lot of data from students and from districts. So it tends to come in in specific context.

>> MICHELLE DAVIS: Holly, I wanted to dig in on the issue of cost and the $10 per student report that people would be willing to pay for some of these assessments. Is that something that is, you know, exported? Is that low? What do you make of that? So me it didn't seem to be very much in that people were talking about their top problem and coming up with their own solution for that problem bullet I also know we asked them how much would you be willing to able, so I do know that school district budgets are not necessarily massive, they're largely taken up by salary and there is not necessarily a huge amount of money for expenses, other than salaries in the operating budget. On the one hand I was surprised and on the other hand I wasn't knowing the real world constraints of school district funding.

>> MICHELLE DAVIS: Sean, have you gotten feedback about cost around your reporting?

>> SEAN CAVANAGH: Not so much. I know that the issue that district officials raised when I was talking to them in

interviews related to the report wasn't so much about cost in particular. It was more about usefulness. Are these assessments giving us what we want in terms of we're under so much pressure to meet state standards and to improve student achievement, we aren't sure if we have assessments that are working that are well align with afternoon other or if they're working cross-purposes. So it wasn't so much of a price issue that was raised in interviews that I did. But that's not to say it's not important, of course.

>> MICHELLE DAVIS: Great. I think we're going to have to end our discussion there. I want to thank both Holly and Sean for digging into this data and providing their expertise around this subject.

I want to remind everyone out there if you want to watch today's presentation again, look at the slides, the data, and an on-demand archive will be available within the next 24 hours and you can dive into the full report on district assessment needs and dig into the details of the data yourself. You can find that report on your website, and the report on assessment and our first report in the series on curriculum are both listed under the "special reports" tab there.

Just a reminder that later this fall you will be able to find our third report on professional development needs there as well. Again, thanks to Sean and Holly for their insight and thank you to all of you for attending.

(End of presentation.)

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