WEBVTT

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00:14:39.780 --> 00:14:48.930

Christopher Rafter: Thanks, Julie. Good afternoon, everyone. Thank you for joining. My name is Chris rafter I'm with a company called in data analytics, where a Tampa based company that is a

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00:14:49.650 --> 00:14:59.220

Christopher Rafter: Data analytics software company and I'm joined today by two representatives from the Polk County school system, Sandra Riley Hawkins and Ashley Purcell

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00:14:59.640 --> 00:15:07.080

Christopher Rafter: And we're going to be talking today about unifying siloed education data and how to enrich your district data warehouse with publicly available data.

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00:15:07.530 --> 00:15:12.210

Christopher Rafter: We're going to be covering a lot of a lot of different topics today and then toward the end we're going to

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00:15:12.690 --> 00:15:23.040

Christopher Rafter: We're going to hear a brief case study from Sandy and Ashley on their experiences, going, going, going through this journey, how it got started, some of the lessons they learned along the way.

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00:15:23.910 --> 00:15:31.350

Christopher Rafter: So first I'm going to start off with an agenda and if you have any questions please feel free to put them in the chat and

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00:15:31.620 --> 00:15:41.400

Christopher Rafter: I think Julie will will moderate and read them to me. So if there's Julie, just let me know if we need to pause for any questions as people went along. And then we've also allowed time at the end.

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00:15:42.000 --> 00:15:43.530

Famis Florida5: For a general Q AMP a session as well.

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00:15:45.600 --> 00:15:49.770

Christopher Rafter: So we're going to be talking about today is kind of expanding the

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00:15:50.610 --> 00:15:55.440

Christopher Rafter: mode of thinking about education data and thinking about it beyond the more traditional sources.

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00:15:55.770 --> 00:16:02.790

Christopher Rafter: And imagining a future state where there are where data is more fluid and more liquid and more accessible. We're going to talk about how to make that happen.

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00:16:03.180 --> 00:16:13.260

Christopher Rafter: And then how can we then use these available data resources to enrich the the analytics experience the experience of our users and constituents across the district.

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00:16:14.520 --> 00:16:22.710

Christopher Rafter: So specifically, we're gonna be covering some of the objectives of working with school data and talking about and understanding the different audiences and stakeholder groups that

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00:16:23.250 --> 00:16:28.770

Christopher Rafter: That we're working for there and then how to tailor the approach and the output for those different audiences.

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00:16:29.100 --> 00:16:35.160

Christopher Rafter: Then we're going to, we're going to go over some examples of some of the different different available sources of use usable data that are out there.

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00:16:35.880 --> 00:16:43.740

Christopher Rafter: And hopefully that's that's enlightening for some of you about what can be found on government websites and other available state sources.

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00:16:44.400 --> 00:16:52.920

Christopher Rafter: How to overcome some of the common challenges of getting that data in, because it is it is an extensive task to get when you start thinking about a lot of people

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Christopher Rafter: are reluctant to start thinking about data in such broad terms, because it represents a lot of extra effort and work to get that data and and keep it organized and keep it straight.

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00:17:02.580 --> 00:17:10.470

Christopher Rafter: We're going to talk about some how to overcome some of the challenges associated with that and then how to get started. And then finally the case study from Polk County School District.

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00:17:11.580 --> 00:17:15.720

Christopher Rafter: So let's first talk about our objectives and what are, what are we trying to accomplish here so

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Christopher Rafter: First thing is in first thing that's important to understand is who we're doing this for and

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Christopher Rafter: We'd like to group this into 555 segments. But there certainly could be more here. Students of course are at the center of all of that.

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Christopher Rafter: And how are we, how are we using the available data to improve the students journey. Give them better.

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00:17:36.150 --> 00:17:48.450

Christopher Rafter: Access and understanding of how they're doing. Being able to measure their experience and then provide feedback, both to them as well as the people in their lives that are helping to them, helping them to succeed, the teachers, administrators, and parents

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00:17:49.560 --> 00:17:57.360

Christopher Rafter: Of course, an additional group would be the teachers. Then we also have school leadership, who are going to be looking at this from a slightly different facet or angle.

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00:17:59.400 --> 00:18:08.550

Christopher Rafter: Now of course we have the parents as another stakeholder group and then sort of rounding out the the the sort of the students full day of activities we have the

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00:18:09.000 --> 00:18:16.530

Christopher Rafter: You know the after school partners and the groups that might be working with the students after normal school hours. So, so how do we how do we provide

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00:18:16.860 --> 00:18:29.880

Christopher Rafter: Information informational assets and resources to all of these different groups that satisfy their curiosity and also provide them with useful tools that they can use to have a positive impact on on the students that they're that they're taken care of.

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00:18:31.200 --> 00:18:40.230

Christopher Rafter: So what do we mean when we say all available data. So, this and this is by no means an exhaustive list here, but I wanted to put some examples up here of some of the common data sources that we're seeing schools.

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Christopher Rafter: Begin to take advantage of. And we've grouped them into sort of primary data sources which many of you are probably working with today.

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Christopher Rafter: And that's not a shortlist by any means. And what we've seen is that the

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Christopher Rafter: Number of system, the number of systems that many schools are using has changed dramatically in the last five to 10 years and has has really jumped up with the availability of

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00:18:59.670 --> 00:19:06.060

Christopher Rafter: SAS based student information systems and curriculum and learning systems. So examples of that would be things like focusing skyward.

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Christopher Rafter: And also, specifically the stool school safe student safety discipline and attendance data that's located in those, then we have the curriculum and learning systems and that's probably the most pervasive group.

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Christopher Rafter: Usually because they are oriented around specific subjects. And so the more subjects you teach the more systems, you're likely to have

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Christopher Rafter: Then we also get into some administrative systems in the school like er P accounting and HR systems. Then we also have

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Christopher Rafter: testing and assessment data transportation data and other type of operational data and then potentially even other data sources coming from within the district.

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Christopher Rafter: So that's sort of the, the internal perspective on available data. But now let's take a look at what could be what's available out there. And this is where

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00:19:46.140 --> 00:19:56.580

Christopher Rafter: I think there's a lot of opportunity for to explore some of these additional data sources. And again, figuring out what's out there. What could be useful to you. How could you. How could you put it into service for your district.

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00:19:57.150 --> 00:20:05.310

Christopher Rafter: Things like the State Department of Education, which I know there's a lot of topics in today's in the famous session around that today, but then also data coming from the Department of State.

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00:20:05.850 --> 00:20:10.170

Christopher Rafter: There's also tremendous amount of public and private research data out there available.

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00:20:10.830 --> 00:20:15.870

Christopher Rafter: And if you can get your hands on that that could also be a very useful research, especially for doing things like

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00:20:16.620 --> 00:20:24.480

Christopher Rafter: Student and demographic analysis survey data is a very up and coming area and that could that could really take up a whole hour to talk about that, but

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00:20:24.870 --> 00:20:34.740

Christopher Rafter: The idea of tools like Survey Monkey and other micro surveys and and mobile and app surveys that are out there, becoming more and more commonplace in terms of measuring

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00:20:35.460 --> 00:20:44.340

Christopher Rafter: Measuring people's opinions and feedback on experiences and things like that. And again, being able to bring that data in and process it quickly is very, very important.

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00:20:44.760 --> 00:20:55.860

Christopher Rafter: Then there's also community data, the demographic information data about the communities surrounding your districts as well as information on Community utilities and resources such as community broadband statistics.

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00:20:56.610 --> 00:21:04.020

Christopher Rafter: I am sure that the requirements or the reliance on local broadband infrastructure and the residents in the homes.

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Christopher Rafter: You know, has definitely zoom to a much higher priority in the last four or five months as, as we've been going through this pandemic situation.

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Christopher Rafter: And then of course district demographic data as well, which can come from a number of different sources.

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Christopher Rafter: That can be both place as well as person demographics and understanding a number of different demographic character characteristics, not just this necessity but things like other types of other types of socio economic and household aspects.

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00:21:31.740 --> 00:21:39.030

Christopher Rafter: Now let's talk about some of the challenges because that sure is a lot of data there that we're talking about. And it's, it's no small or easy task to to bring that data in

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00:21:39.570 --> 00:21:44.280

Christopher Rafter: Some of the more common. The most common challenges that we hear from from school administrators around this is

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Christopher Rafter: Just the the variety and variety of sources that has grown so dramatically in the last couple of years, schools, used to be able to have

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Christopher Rafter: Three or four maybe systems to pull from internally. Now it's numbering often more than 20 so data coming in from lots of different sources.

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00:21:59.130 --> 00:22:06.450

Christopher Rafter: There's a, there's definitely been a some challenges in the in the teacher acceptance and the teacher satisfaction from different data warehouses.

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00:22:06.690 --> 00:22:10.110

Christopher Rafter: Not having found them helpful and we're going to go into that in a moment in more depth.

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Christopher Rafter: And then the third thing, you know, anytime whenever you have that many more vendors, they don't always get along with each other. So you might have software and system vendors that

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Christopher Rafter: Don't necessarily make it as easy as it could be to share that data. So how do we overcome those challenges and get the critical information.

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00:22:25.260 --> 00:22:33.300

Christopher Rafter: Now that our student information is spread across maybe 1015 different systems. So we have to look at each of those in order to get a full picture perspective on what's going on.

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00:22:33.810 --> 00:22:48.390

Christopher Rafter: How do we overcome some of those silos and boundaries to bring bring that data together and get it into a place where teachers, administrators, students, parents and other stakeholders can can put it to use and quickly answer ask and answer important questions.

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00:22:49.740 --> 00:22:56.760

Christopher Rafter: So what are we, what do we mean by some of the data sources. Well, this is actually just one school that we work with, and looks

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Christopher Rafter: And gives you an idea of the variety of different data sources and systems. Each one of these has its own role has its role and is important, but each one also represents a different data source to kind of contend with.

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00:23:10.020 --> 00:23:19.590

Christopher Rafter: So let's focus on just one of the stakeholder groups for a moment what are, what are some what some of the feedback from teachers on identifying the tools that are supporting data driven instruction.

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00:23:20.580 --> 00:23:27.540

Christopher Rafter: So first I would say it historic and this is from 2015 so it's a couple years older. But this feedback.

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00:23:28.290 --> 00:23:33.900

Christopher Rafter: Doesn't paint a perfect picture of how teachers are feeling about things linear saying that they're overwhelmed.

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00:23:34.170 --> 00:23:39.720

Christopher Rafter: That there's a very large number of disparate data sources to me that indicates kind of a filtering and a focus challenge there that

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00:23:40.170 --> 00:23:49.140

Christopher Rafter: Maybe the maybe the methods and tools that we're using our overwhelming teachers, by providing data and we're focusing so much on the delivery of that data to the to the teacher and the instructor

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00:23:49.920 --> 00:24:00.150

Christopher Rafter: With versus on thinking about what do they truly actually need, how do we how do we distill it down and package it up in a way that is easy to consume easy to understand and doesn't make them feel overwhelmed overwhelmed.

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00:24:01.350 --> 00:24:08.340

Christopher Rafter: Then there's also some of the manual work. I mean, a lot of times when data is flowing in. If you don't have the right tools installed with the desktop, then

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00:24:08.820 --> 00:24:11.520

Christopher Rafter: Teachers, we may resort to having to use spreadsheets and other

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Christopher Rafter: Other graphic other online tools to and now suddenly they're in the data analysis business when really they should be in the teaching business. So how do we overcome that.

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00:24:20.490 --> 00:24:27.930

Christopher Rafter: Then there's also inconsistency, which can happen very easily when you're dealing with different reporting cycles from reporting schedules. And then finally,

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Christopher Rafter: How do we, how do we improve this the time to value and the speed of with which the data gets to the teachers so that it is reaching them in a timely manner so that it's not stale, but it is usable and actionable at the time they receive it.

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00:24:41.700 --> 00:24:50.520

Christopher Rafter: And then to just to add on top of all of that the current situation that we've been that we've all been facing has introduced some new challenges to the ecosystem.

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Christopher Rafter: The, the needs for distance learning is also adding new and unique emerging analytics needs for for schools across the country, some of the top areas that we've been hearing about our

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00:25:01.800 --> 00:25:10.200

Christopher Rafter: Increase around student safety and then also kind of a reinventing the wheel when it comes to attendance and attention gathering. I mean, we don't have the

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Christopher Rafter: Luxury of the teacher looking around the classroom and seeing who's, who's looking up or who's looking down

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00:25:15.540 --> 00:25:23.820

Christopher Rafter: And so, you know, we have a whole host of other types of digital data to collect and analyze around who is logging on who is or is not paying attention.

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Christopher Rafter: What is the adoption and engagement across the various applications. So it's almost like you know could have a veil has been pulled over.

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Christopher Rafter: A huge amount of observation that the teachers would normally be able to do in the classroom. So the key question is how can we rep in this in this distance learning virtual learning world, how do we replicate the structure

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Christopher Rafter: The observe ability and social interaction that's lost from not being in the classroom as often as before.

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Christopher Rafter: How do we best equip teachers to spot these problems, and then another key area would be the the mental and emotional health. What are the other factors in the home that

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Christopher Rafter: May be completely invisible to the teacher that are affecting students learning. And one way to address that would be through survey tools and other other non traditional methods of data gathering

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Christopher Rafter: So let's kind of recap what what how do we get started with the idea with the with the concept of utilizing available public data for the district. Well, there's a couple steps here.

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Christopher Rafter: The first one is building a building value case around understand. Number one, you have to understand what's out there, then you have to have a definition of the of the want and need basically what's it going to do for your district.

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00:26:30.030 --> 00:26:36.150

Christopher Rafter: Only then does is it worth worth it to investigate the next step, which is probably the most link the lengthiest one and the one that

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00:26:36.840 --> 00:26:44.220

Christopher Rafter: Turns that that turns away. Most people, which is the procurement and the delivery and then once you have the procurement and delivery of the data flowing in.

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00:26:44.820 --> 00:26:58.530

Christopher Rafter: How to how to what's the best way to localize the use of that data and make it pertinent to the different audiences that you have. And then finally, setting up setting up a pipeline or operation to distribute the results in a timely matter to the audience's that need them.

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Christopher Rafter: So let's, let's take a look at what would if we were if we were able to have magic wand and design the ideal solution here, what would it need to have well

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Christopher Rafter: A couple of really key factors. Number one, it's got to, it has to absorb this complexity. It has to be a method or has to be a platform that can

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Christopher Rafter: Provide automated and by no, look, I mean, something that you don't have to look at and attend to every day. So you can think about setting and forget it or whatever term you want to use. But these data connectors that are flowing this data in

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Christopher Rafter: This is this is often what consumes the majority of people's time and analysts time and getting getting a data warehouse like this setup and

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Christopher Rafter: That is not a good place for analysts to be spending their time analysts should be spending the maximum amount of their time on defining

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Christopher Rafter: The delivery mechanisms and the packaging of those informational assets out to those stakeholders and audiences down there on the right.

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00:27:53.520 --> 00:28:04.920

Christopher Rafter: They should what what what what suits them ideally is having a platform where they can automate the connections and pipelines of data flowing in from those different systems and also have a self organizing

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00:28:05.490 --> 00:28:16.320

Christopher Rafter: Data warehouse that can automatically assimilate and organize and assemble new data sources together mashing them up on things like student ID teacher ID and things like that.

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00:28:16.740 --> 00:28:18.090

Christopher Rafter: So that the data becomes

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Christopher Rafter: Number one sort of normalized and available and flattened out so that you're able to view all the student information in one place, all of the course information in one place, regardless of the system that it came from.

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00:28:28.620 --> 00:28:41.460

Christopher Rafter: So that's how we, that's how we collapse the complexity here. And then finally the delivery. The delivery aspect which I've mentioned before, there's got to be an organized tailored and timely information going out to every audience.

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00:28:42.690 --> 00:28:50.160

Christopher Rafter: Daily is preferred weekly is better. But, you know, it depends on the situation, but you want to. We want to make sure that there is a an organized

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00:28:51.000 --> 00:29:02.490

Christopher Rafter: Personalized mechanism and we understand the unique needs of each of those each of those audience categories there and again I'm just, I'm just identifying five there could be 10 more that we could probably bring into this conversation.

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Christopher Rafter: So I want to talk a little bit about the the data platform and and what it does to help facilitate that.

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Christopher Rafter: Within data we designed a platform that number one is connector based and connector driven. What that means is that the

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Christopher Rafter: Connectivity to those various data sources and that differs by client by client exactly what their portfolio systems is but the conductivity is something that we strive to

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Christopher Rafter: Reduce the complexity of for them, our ideal our ideal goal in every client case is to eliminate them from having to think about or worry about how data is going to get into the platform so

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00:29:40.110 --> 00:29:49.830

Christopher Rafter: We developed a number of automation steps and we have a number of data engineers that are working that work with each client and their unique situation to set up those automated data flow so that the data is

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Christopher Rafter: Is scheduled and pulled from those different systems. Sometimes it's a poll. Sometimes it's a push it really depends on where it's coming from.

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Christopher Rafter: Over 250 different API and app connectors that are available for for specifically that purpose, including the ability to scrape data off of public facing web sites.

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00:30:06.450 --> 00:30:20.820

Christopher Rafter: So any kind of Florida. Florida. Florida D data or any other type of state or even just public website data that can be scraped down organized cleaned up and then load it into your data warehouse, all without you having before you even come into work for the for the day.

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00:30:22.680 --> 00:30:27.420

Christopher Rafter: And how do, how do we do this well you know that one of the things that stops a lot of people from

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Christopher Rafter: proceeding with it with a district data warehouse is the complexity and the amount of time that's required for setting it up.

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Christopher Rafter: Within data, we figured out how to train artificial intelligence to do

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00:30:37.860 --> 00:30:44.520

Christopher Rafter: The work that normally would take human beings, two to three months or three to five months to create a data warehouse you normally have to hire some data architects.

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00:30:44.790 --> 00:30:52.320

Christopher Rafter: Who get to know the data, figure out what the what each source represents how does it all fit together that all takes time and it's done manually in the traditional manner.

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00:30:52.890 --> 00:30:56.820

Christopher Rafter: With the data platform. The data can be brought together much much more quickly.

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Christopher Rafter: Because it's the, it's the artificial intelligence algorithms that are evaluating each incoming data source and saying, hey,

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00:31:02.820 --> 00:31:11.310

Christopher Rafter: I detected a student, a student ID field or column in this new data set, I can join it to the existing data warehouse using that field and not cross associate the data.

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00:31:12.330 --> 00:31:18.420

Christopher Rafter: The other thing, the other thing that people are finding a lot of value in is in the in the concept of data enrichment and so being able to

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00:31:18.930 --> 00:31:22.260

Christopher Rafter: Enrich to take third party data such as demographics, or

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00:31:22.650 --> 00:31:25.710

Christopher Rafter: Or socio economic data about the surrounding communities.

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00:31:25.950 --> 00:31:33.660

Christopher Rafter: And be able to bring that into the district data warehouse as well so that when you're looking at a map and you're looking at students on a map, and you're looking at schools. You can also have the

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00:31:33.990 --> 00:31:37.140

Christopher Rafter: The additional precision of being able to see things like

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00:31:37.890 --> 00:31:50.190

Christopher Rafter: income and net worth and household size and average poverty rate, things like that about the surrounding community. So you better understand the environment, the full environment where the students, the parents and the teachers are interacting

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00:31:52.380 --> 00:31:52.830

Christopher Rafter: So,

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00:31:53.880 --> 00:32:01.440

Christopher Rafter: I'm going to have. So I just want to mention his data was was named by Gartner earlier this year as a cool vendor specifically for this approach.

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00:32:01.860 --> 00:32:07.770

Christopher Rafter: The use this use of artificial intelligence in the data management that enables a very, very fast.

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00:32:08.580 --> 00:32:16.920

Christopher Rafter: uptake in time devalue, you know, allowing allowing organizations to build their data warehouses in a period of weeks, rather than months or years

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00:32:17.280 --> 00:32:21.480

Christopher Rafter: And also makes them more self healing and self maintaining so that has more data is

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00:32:21.900 --> 00:32:32.940

Christopher Rafter: Added to them over time or as data sources change, it doesn't break everything it, it has a method for absorbing those changes and making them readily available to analysts who are looking to use that data.

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00:32:34.140 --> 00:32:37.110

Christopher Rafter: So next I would like to

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00:32:38.370 --> 00:32:43.230

Christopher Rafter: Introduce Polk County schools. And we have a couple of great representatives here today.

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Christopher Rafter: Want to quickly introduce them. Then we'll go back to that slide, the team that we worked with and to two members are here today, I believe, on the line with us. And there, there'll be speaking in a

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00:32:51.660 --> 00:32:53.130

Christopher Rafter: Moment. Dr. Tina Barrios

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00:32:53.160 --> 00:33:06.420

Christopher Rafter: The assistant superintendent and CIO there Sandra rally Hawkins Ashley Purcell and Linda Sanders now I'd like to turn it over to Sandy and Ashley to kind of give an introduction and then walk through what their experience was.

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00:33:07.380 --> 00:33:09.930

Sandy: Perfect, thank you, Christa Sandy and I want to

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00:33:10.230 --> 00:33:19.380

Sandy: Thank the data team for inviting us to speak to how on Polk County has used in data and it's integrating it into their districts to support

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00:33:19.800 --> 00:33:31.470

Sandy: The all these data sources that Chris has actually mentioned. So basically we started off just, I mean our. Why is that we really needed to have one place that all of the data is easily accessible.

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00:33:31.800 --> 00:33:36.420

Sandy: For administrators district support our district coaches our curriculum specialists.

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Sandy: Everybody working with the schools to be able to go to a single place and kind of get a one page snapshot of what's going on at the school.

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00:33:44.910 --> 00:33:53.040

Sandy: And in previous slides. Chris kind of showed all the different data sources we have, you know, we have things in focus. We have things in star or I ready, we've got things in

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00:33:53.820 --> 00:33:59.310

Sandy: A chief 3000 we've got them all over the place great sources great things that we're doing for kids.

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00:33:59.640 --> 00:34:04.980

Sandy: But to go into each one of those platforms and grab the data, figure out how the kids are doing or how a school is doing.

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00:34:05.310 --> 00:34:12.780

Sandy: Can be extremely overwhelming time consuming and basically our. Why was we need one place we need some place that we can go

187

00:34:13.020 --> 00:34:22.380

Sandy: Administrators might have a pulse on their campus. But what if the, you know, coaches coming in and instructional specialist. How are they going to get a quick snapshot on how we can most utilize

188

00:34:23.070 --> 00:34:29.430

Sandy: The data to focus in on instruction as opposed to spending hours and hours trying to compile it to see where we need to go.

189

00:34:29.880 --> 00:34:38.490

Sandy: So our goal is to basically assist the schools and viewing the data taking those multiple platforms, putting it into one place and having everybody understand

190

00:34:39.120 --> 00:34:49.050

Sandy: Where we are at where there's an aha. Things are going great, or where we're Oof. This is an early warning system, we need to we need to get in there and we need to do something for the schools or for the campus.

191

00:34:49.440 --> 00:34:59.220

Sandy: People on the campus to be able to understand where their focus needs to be. And again, it needs to be quick. We can't be spending a lot of time going from platform to platform.

192

00:34:59.550 --> 00:35:10.020

Sandy: To figure out in what's the attendance, like what's the discipline. Now we got to go over and see how they did on their diagnostic and now how are we, how are we doing with our progress monitoring it's multiple places to go. So

193

00:35:10.320 --> 00:35:20.370

Sandy: That is our y that Polk County started to look into how can we do this better for our schools so they can spend more time on instruction and students and less time on compiling data.

194

00:35:22.200 --> 00:35:32.310

Sandy: So we can go to our next slide. Chris, I think. And that was introduction. So basically what it was, again, prioritizing the data on getting people familiar with the format.

195

00:35:32.640 --> 00:35:40.230

Sandy: We've kind of run into everybody's wanted to glitches right now things are not as smooth as what we had anticipated in the springtime, to be able to move through

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00:35:40.920 --> 00:35:48.570

Sandy: Our development, as we've partnered with any data, but we're moving through those bumps like everybody else's and our target.

197

00:35:48.960 --> 00:35:57.600

Sandy: Audience is right now is for district in school administrators. We're not drilling this down to the teachers right now. We do have a platform in which we do our local assessments.

198

00:35:58.380 --> 00:36:05.190

Sandy: And we compile individual student data and those locations and we're going to try to keep it separated as we do a rollout.

199

00:36:05.430 --> 00:36:19.080

Sandy: But as we developed through the years, we probably will expand our audience. But, you know, a small push out to have success we feel will work with district and school administrators, as we get everybody familiar with the platform that we're developing

200

00:36:20.190 --> 00:36:27.150

Sandy: Right now we're looking for obviously students school academic improvement. That's our focus all around for every single one of

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00:36:27.600 --> 00:36:38.730

Sandy: The schools, the districts in the state is just to make sure that we provide as much as we can for our kiddos so that they are successful as possible for college and career. Once they exit that K 12 environment.

202

00:36:39.840 --> 00:36:45.630

Sandy: So we can go the next one, Chris. Sorry, guys. He's driving here. Here we go. So what we did is we got together with

203

00:36:46.350 --> 00:36:53.970

Sandy: Interviewed a bunch of different districts and how they were presenting data back in 2018 and we built an

204

00:36:54.660 --> 00:37:00.210

Sandy: A dashboard. I'm Ashley for sale, who's also on with me, but we were doing it through Excel. So we were

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00:37:00.690 --> 00:37:10.170

Sandy: Had a one page or PDF dashboard that compile everything the attendance how your attendance is doing for teachers and students how you are doing with your discipline counts from one year to the next.

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00:37:10.500 --> 00:37:17.970

Sandy: How you are doing by grade level we use star, people would use I ready from the state assessment in the prior year to the three progress monitoring.

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00:37:18.840 --> 00:37:30.450

Sandy: Times within our year, then we would go into all the other, we are using smarty pants were using freckle and we were putting that all into one location and we could only really kind of push that out to the schools.

208

00:37:31.710 --> 00:37:38.940

Sandy: Once a quarter basically compile it. Here's a snapshot of your school what's going on for this quarter. And it was static. So we were sitting there.

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00:37:39.420 --> 00:37:43.920

Sandy: We basically grabbed all the data at the end of a quarter within a couple of days, we would

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00:37:44.310 --> 00:37:57.390

Sandy: Actually would put that together we will push it out and all schools would have there one page or data dashboard, along with any regional superintendent and any other staff supporting the schools. But again, it was a whoops go back

211

00:37:58.650 --> 00:38:08.280

Sandy: Go back yeah okay you're showing that I'm. Thank you. I guess you're showing that one pager. So we'll go into that actually will cover that for you. I'll go through the timeline and then Ashley can cover those details so

212

00:38:08.340 --> 00:38:11.820

Sandy: We did this for since 2018 we realized

213

00:38:12.180 --> 00:38:23.400

Sandy: After a while the Excel document was getting so filled with data. We're just waiting for it to break we knew at some point we were going to have errors. And so we were kind of out there doing a search and

214

00:38:24.810 --> 00:38:33.180

Sandy: Trying to find different ways that we could do this because we were concerned that one our data is static, because it's a PDF for the quarter and you're done. That's just where you're at.

215

00:38:33.630 --> 00:38:39.420

Sandy: And we wanted things more interactive more live. And we also knew that holding all of this information in

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00:38:39.930 --> 00:38:49.170

Sandy: Excel is a bit much. I mean, we've got like about 160 schools over 100,000 kids. So we're pushing a lot of data and that one XL was holding it so

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00:38:49.620 --> 00:38:57.360

Sandy: We were waiting for a break and we wanted to catch it before it broke, which is where data has been fabulous is coming in and helping us

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00:38:58.050 --> 00:39:05.880

Sandy: While we were doing that research, trying to figure out where to go and how to make it more robust we chosen data and we began our integration.

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00:39:06.540 --> 00:39:17.370

Sandy: On the challenges that we have is basically moving it from what we have been doing into the data that dashboard Chris has already explained integration of

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00:39:17.820 --> 00:39:22.650

Sandy: You know, sharing agreements and getting everything into one place and having all of

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00:39:23.040 --> 00:39:32.760

Sandy: The behind the scenes work it takes time, because you've got, we've got focus, which is our student information system. We're also going to for teacher attendance. We're going to get that

222

00:39:33.090 --> 00:39:42.870

Sandy: Data involved into the data for us to aggregate information, but also for other departments in our district Ashley and I strictly work with

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00:39:43.470 --> 00:39:50.370

Sandy: Accountability at the schools and the assessment data, but in data is going to be supporting many more departments within our district.

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00:39:50.790 --> 00:40:00.480

Sandy: And building those sharing agreement so that other companies are trusting where their data is going to be housed and protecting their intellectual properties. Well, we are displaying it so

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00:40:01.200 --> 00:40:04.680

Sandy: Anybody who's been working through those. Those are challenges. You probably also have faced

226

00:40:05.040 --> 00:40:16.320

Sandy: So I'm going to pass it over to Ashley because she's going to start going more the really nitty gritty behind the scenes and what our dashboard look like when as a PDF and how it has ground. Well, we've got the support of Indiana.

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00:40:18.360 --> 00:40:19.650

Ashley Purcell: Right. Thank you Sandy.

228

00:40:20.850 --> 00:40:33.870

Ashley Purcell: Right, so we're looking at currently. This is one of the four or five dashboards that I put together. That was a static PDF that Sandy had talked about

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00:40:34.410 --> 00:40:55.770

Ashley Purcell: So basically what I had to do was I had to have a different sheet for each level so elementary high, middle combo K 12 and I had to update it in multiple places like Sandy said we were going in at the end of each quarter and we spent

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00:40:57.240 --> 00:41:08.700

Ashley Purcell: Two to three days to pull all the data, get it into the Excel spreadsheet and then what we had to do was we had to go through and since it was all the look ups and all of the formulas and everything.

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00:41:09.300 --> 00:41:24.210

Ashley Purcell: We had to spend another day or two going through making sure that all the formulas were correct. Making sure that nothing was mixed up. And then we had to spend at least another day probably going through printing all of the PDFs.

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00:41:24.630 --> 00:41:33.270

Ashley Purcell: dropping them into share files and all of that stuff. So it was very time consuming. You can see here, the way that it was laid out. We were kind of stuck.

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00:41:33.600 --> 00:41:41.580

Ashley Purcell: To our layout. Just because in Excel. You can only make things so big you are limited to what you can do, visually,

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00:41:42.330 --> 00:41:50.280

Ashley Purcell: But so this is a screenshot of what that looks like. This is the middle school or high school version. I think this is middle school.

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00:41:51.030 --> 00:41:59.730

Ashley Purcell: So each version looked a little bit different. But we had demographic data. We had attendance data, all of our progress monitoring resources.

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00:42:00.120 --> 00:42:15.960

Ashley Purcell: All in one place, but like Sandy said it was just, we were just waiting for it to crash. So you can go on Chris to the next slide. So here is a sample of something that we have built in in zeta.

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00:42:17.190 --> 00:42:18.570

Ashley Purcell: This is

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00:42:19.980 --> 00:42:29.730

Ashley Purcell: One dashboard that we're looking at our star reading and star math and we've broken it down by the different

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00:42:31.830 --> 00:42:41.160

Ashley Purcell: Of PPI as the categories for school so that we can track them throughout the year, moving forward. This is something that we were not able to have on the dashboard prior

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00:42:42.030 --> 00:42:54.570

Ashley Purcell: But this was one piece that we were really wanting to add moving forward. And once we got the data loaded into any data. This was so easy to compile it didn't take very long at all.

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00:42:55.590 --> 00:43:03.000

Ashley Purcell: And one thing that's nice about any data is once you get the data in there. You can set up those connections like Chris talked about and it can automatically feed it

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00:43:03.480 --> 00:43:14.910

Ashley Purcell: So Chris, if you want to go to the next slide, I think. Yes. So this is what one of our updated dashboards look like. So, this

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00:43:15.930 --> 00:43:31.470

Ashley Purcell: Is made within data. And as you click through and go through the schools they're viewing it online. So it's not, we're already saving time. We don't have to go through and print PDFs and drop them for each schools they log into our link using our

244

00:43:32.640 --> 00:43:44.130

Ashley Purcell: We use class link a single sign on. So the login through there and they're only able to see their school. So we like that it's limited to their school and their data. So we're not preaching

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00:43:44.490 --> 00:43:53.940

Ashley Purcell: Any confidentiality or anything like that. Um, but, so I was able to go in design it how I wanted, I could choose my colors.

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00:43:54.390 --> 00:44:04.290

Ashley Purcell: I have all of the different tables bar charts. They have pie charts. Anything that you can really want you can add text, anything like that in there for us.

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00:44:04.830 --> 00:44:16.620

Ashley Purcell: And since the data is being loaded in I don't have to spend as much time each nine weeks to go and pull this data to get it loaded in there again.

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00:44:16.980 --> 00:44:26.430

Ashley Purcell: Because we are setting up those automatic feeds. Now I'm actually since we're saving that much time. We're actually going to be pushing this out.

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00:44:27.030 --> 00:44:33.360

Ashley Purcell: Twice a quarter want to enroll them in once at the end of the nine weeks so that schools can have that

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00:44:34.170 --> 00:44:49.380

Ashley Purcell: Also, since it's being updated. There are some aspects to this that are going to be updated weekly or nightly so there are some pieces that schools, if they could go in and on a Monday, it'll be live for that date.

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00:44:49.650 --> 00:44:56.430

Ashley Purcell: And they could go in the next day and it could be changed or updated because maybe the students attendance has updated in our si es

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00:44:57.690 --> 00:45:00.360

Ashley Purcell: So it's, it's super easy to work with.

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00:45:02.430 --> 00:45:16.380

Ashley Purcell: I think one thing that's nice about it also is that I can go in and I can set my preferences for if I want it to look this way. I have the ability to change it and make it suit our needs.

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00:45:18.150 --> 00:45:24.840

Ashley Purcell: That's one thing that we have really enjoyed about it. Also, so if you want to go on to the next slide, Chris.

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00:45:26.550 --> 00:45:32.160

Ashley Purcell: So some of our outputs and outcomes. Some of our lessons learned.

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00:45:33.270 --> 00:45:48.900

Ashley Purcell: When we were looking back at what lessons we would share with others. If you are looking to do something like this or build something like this. What I would say is, I would say to go ahead and get to know your data as much as possible.

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00:45:50.340 --> 00:46:04.530

Ashley Purcell: You need to decide what you want to present as Chris talked about earlier. Now, there are so many different pieces of data that you can bring in. We're not limited to the three or four different platforms.

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00:46:05.040 --> 00:46:12.120

Ashley Purcell: So you need to really think about what you want to look at. And then from there you build it on one nice thing.

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00:46:13.980 --> 00:46:32.160

Ashley Purcell: For me was that since I had been working with the data for the past year and I was downloading the data and bringing it in by myself to excel. I had the knowledge of what our fields were so what our column headers were what each

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00:46:33.330 --> 00:46:41.340

Ashley Purcell: Data field meant so when we brought that into Excel. I could look and I could say, Okay, this is the field. I need. Let's go ahead and put that in here.

261

00:46:42.270 --> 00:46:47.850

Ashley Purcell: If you haven't done that in the past, than I would recommend going ahead and getting to know your data really well.

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00:46:48.360 --> 00:46:55.740

Ashley Purcell: It also helps knowing what our data was so that when we were looking to construct what we wanted it to look like and how we wanted to present that

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00:46:55.980 --> 00:47:04.620

Ashley Purcell: We were able to get an idea of what we have. So then we could kind of structure and lay it out to the all of the pieces that we wanted were grouped together.

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00:47:05.700 --> 00:47:19.200

Ashley Purcell: So that is the piece that I would say is just really get to know your data. Once you bring it into any data, it's laid out very nicely. You can go through and look at it and say, Okay, this is a numerical field. This is just a text field.

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00:47:20.250 --> 00:47:28.560

Ashley Purcell: And it gives you all of those options to be able to load the data, how you want to load it. Also, which has also been very nice and easy to work with.

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00:47:30.270 --> 00:47:39.000

Sandy: If I can add Ashley to other things. So also, as we work through this process, we have to say that we had phenomenal support from everybody in in zeta anytime

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00:47:39.330 --> 00:47:51.390

Sandy: We had questions. They were easily accessible, they were right there. There was never a delay when we were kind of stuck for our next phase or learning the format like how we needed to go forward. They were always there.

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00:47:52.170 --> 00:48:02.190

Sandy: The other things we said was prior we were a PDF static document that we printed. We have tried to present the data so that our

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00:48:03.270 --> 00:48:15.030

Sandy: Stakeholders are familiar with what they're seeing, but now they're able to drill behind. So we would sit there and we'd say, well, you know, 54% of the third graders were a level three and

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00:48:15.450 --> 00:48:25.380

Sandy: This current third grade group, you've got, you know, only about a 40% that are performing on their first diagnostic they can drill now.

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00:48:25.770 --> 00:48:37.980

Sandy: Down behind the data. So the picture is there, but that's only for them to aggregate and take a look at and analyze what do I need to pay attention to what do I need to address. Where do I need to

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00:48:38.670 --> 00:48:42.330

Sandy: You know cheer on that things are going well and behind each one of those bar charts.

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00:48:42.630 --> 00:48:57.480

Sandy: Is student data student information and anything you want to know which we didn't have before we only had that one picture and then the schools would have to go do some drilling and find out the students that represented the numbers that were sitting on this.

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00:48:57.750 --> 00:49:06.060

Sandy: Call it a one pager, but your, your overview of what's going on the campus. So we've really started to be much more robust in providing the schools.

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00:49:06.600 --> 00:49:19.350

Sandy: The information behind the data, whereas before they would have to then go navigate into the platforms and determine which students are represented the information on this one pager. I think we do have a question here in

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00:49:19.350 --> 00:49:19.950

Sandy: The chat.

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00:49:21.150 --> 00:49:30.480

Sandy: Is there. Um, and as of date for different data and the end user to see we have set that up so are our dashboards.

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00:49:30.840 --> 00:49:31.290

Sandy: I'm

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00:49:31.320 --> 00:49:36.630

Sandy: Will have in the top right. What time frame. It is representing and then

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00:49:37.020 --> 00:49:41.820

Sandy: We will also be able to archive that so that, let's say, right now it's summer of 2020

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00:49:42.090 --> 00:49:48.810

Sandy: And then summer of 2021 that we schools will be able to say what was what we were looking like last summer. Oh, and this is what we look like now so

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00:49:49.050 --> 00:49:54.780

Sandy: Their data specific and then they also can be our archive to reflect on historical comparisons.

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00:49:55.200 --> 00:50:04.710

Sandy: And you, it's so flexible, you have the option to put in what you need to put in. So yes, you can actually have it date sensitive. So when someone opens up their dashboard.

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00:50:04.920 --> 00:50:12.090

Sandy: They're able to know what the current information is, if that's what you choose to identify as something to represent

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00:50:12.600 --> 00:50:20.460

Sandy: On this also pulls up, which we're hoping on our district administrators will easily as they are regional superintendents as they go from school to school.

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00:50:20.700 --> 00:50:28.530

Sandy: There'll be able to pull this up on their phone so it'll be able to look on their phone as they're walking into the school, they'll be able to look at what's going on in this campus and have questions to directly

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00:50:28.770 --> 00:50:34.230

Sandy: Address that principal assistant principal staff, whatever, to be able to utilize their time.

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00:50:34.740 --> 00:50:50.070

Sandy: Much more efficiently. And like I said, we have, I mean our elementary regionals have over 25 schools that they are supporting and to have a tool like this to help them quickly use their time to support those principles is is very beneficial.

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00:50:52.320 --> 00:50:54.660

Ashley Purcell: And I just wanted to add one other thing.

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00:50:56.370 --> 00:51:10.380

Ashley Purcell: So for us on the back end, it has been so easy to work with that originally when we started we knew that we wanted to create the dashboard that Chris has displayed here. So what was originally the Excel file that I was building

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00:51:11.700 --> 00:51:20.700

Ashley Purcell: Over the process. And as we've been building, especially with Kovac going on. We have gotten so many more ideas of what

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00:51:21.150 --> 00:51:32.940

Ashley Purcell: We can build and ways that we can present our data to help our schools moving forward to track students and to make sure that they're staying on track with where they need to be.

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00:51:33.690 --> 00:51:44.130

Ashley Purcell: We've gotten so many different ideas and it's nice because when someone like a regional like Sandy was talking about. If they're out of school and they see that a lot of their schools.

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00:51:44.580 --> 00:52:00.540

Ashley Purcell: Are needing this piece of data they can come to us and we can quickly build it. When as before, we would have had to take time to gather the data download it all merge it into an Excel or do be look ups or whatever it was.

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00:52:01.020 --> 00:52:10.260

Ashley Purcell: And it would have taken more time. And so we really have gotten so many ideas we've already started building more dashboards.

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00:52:11.520 --> 00:52:14.010

Ashley Purcell: As we progress through so

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00:52:15.480 --> 00:52:17.190

Ashley Purcell: That's been a really nice feature also

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00:52:20.550 --> 00:52:20.850

All right.

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00:52:22.410 --> 00:52:26.490

Ashley Purcell: Yep. Do you want to move back to the questions. I don't know if anybody else has questions.

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00:52:27.000 --> 00:52:28.890

Ashley Purcell: So give it back to you, Chris. Okay.

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00:52:28.920 --> 00:52:36.390

Christopher Rafter: Thank you. I did want to just flash one thing up here. This is not a this is a different dashboard and on covert 19 testing, but to your question about

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00:52:36.720 --> 00:52:46.440

Christopher Rafter: Dates and interactivity. This is an example of a dashboard. Again, it's showing covert testing results for all of the US but we have these controls on here where we can identify

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00:52:46.860 --> 00:52:55.110

Christopher Rafter: Narrow date slices and date ranges. We can do it either via slider appear and will automatically refresh the data to show. So if you just wanted to show

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00:52:55.410 --> 00:52:56.280

Christopher Rafter: A very narrow

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00:52:56.370 --> 00:52:59.310

Christopher Rafter: You know, two week period or something like that. You could easily do that here.

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00:52:59.820 --> 00:53:00.270

Sandy: Whoops.

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00:53:00.300 --> 00:53:02.250

Christopher Rafter: Let's go to that. Let's go to that.

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00:53:04.410 --> 00:53:13.440

Christopher Rafter: And it will refresh and show whatever time slice you've presented there. So the goal of this is to make the data very, very fluid, so there. I'm just showing a three day period there.

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00:53:13.680 --> 00:53:24.270

Christopher Rafter: And the charts will update and you can have that to set I believe a lot of Ashley's dashboards are sort of, you know, you set the parameters at the top of the dashboard and then everything underneath that reloads and flows down

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00:53:24.990 --> 00:53:38.040

Christopher Rafter: So now you can select whatever kind of time ranges that you want and you can then set those those these filters here to control any of the outputs here. Here's another one showing some Florida testing results.

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00:53:39.120 --> 00:53:40.110

Christopher Rafter: So you get an idea there.

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00:53:41.400 --> 00:53:45.540

Christopher Rafter: So let me go back to the presentation. And now I think we wanted to open it up to just

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00:53:47.010 --> 00:53:54.000

Christopher Rafter: Yes. Melody. You absolutely can. That's really what we're doing right here. So if I wanted to, for example, look at the coven

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00:53:54.840 --> 00:54:04.260

Christopher Rafter: Whoops, I think I'm sharing anymore. Here we go. If I wanted to look at the coven testing information from May 10 through to June 12

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00:54:05.220 --> 00:54:13.890

Christopher Rafter: In data will automatically pull that so basically generates a new query and pulls the information for that those date ranges. So there we can see we have 510

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00:54:14.460 --> 00:54:20.010

Christopher Rafter: Going through to June 12 there so you can really zero in or narrow in on any of the

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00:54:20.400 --> 00:54:30.000

Christopher Rafter: date ranges there and you can also combine these you can also combine the date ranges, along with other other metric other ranges within your data. So things like grade level.

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00:54:30.570 --> 00:54:37.110

Christopher Rafter: Schools school groupings of schools within the district are really, really anything in your data can be used as a filter.

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00:54:37.350 --> 00:54:48.870

Christopher Rafter: If it you know if it's whether it's numeric or alphabetic any of those values can be configured into a filter so you can filter we like to say slice and dice the data any way that you want to. And then in terms of what what what

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00:54:50.220 --> 00:54:57.000

Christopher Rafter: Sandy was saying before every single one of these widgets. If you click on it, every one of these charts and reports has something called an ad hoc mode behind it.

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00:54:57.300 --> 00:55:03.450

Christopher Rafter: And what that allows you to do if you wanted to drill into the data you can move it into a table and you can then see the data that is behind

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00:55:03.930 --> 00:55:15.810

Christopher Rafter: The report. And then you can also add other fields here from your, from the data warehouse fields and add those to this report to generate basically allow the teachers and the end users to have a

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00:55:16.620 --> 00:55:23.310

Christopher Rafter: To create their own custom views, but that's only a temporary exploration. When you click exit. Everything goes back to normal.

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00:55:26.430 --> 00:55:29.520

Sandy: I think we have a question about someone about Power BI.

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00:55:30.330 --> 00:55:34.140

Sandy: I want, I want to say that Ashley and I started with Power BI.

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00:55:35.250 --> 00:55:50.460

Sandy: And love it. Power BI was great. It was it was a lot more difficult than this and it was taking us a lot more time to integrate the data and have our results to a format in which we felt we could present to administrators

327

00:55:51.600 --> 00:56:03.930

Sandy: We have a lot of support within zeta team for us to feel like we are far more successful than we were. Power BI is awesome. I'm not against that. It just was for us starting from ground zero. It was a lot more difficult.

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00:56:05.520 --> 00:56:07.830

Ashley Purcell: But Anthony, if I can add on to that too.

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00:56:09.720 --> 00:56:13.890

Ashley Purcell: I think the nice piece that in zeta offers is that we can

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00:56:14.700 --> 00:56:25.200

Ashley Purcell: We. It's like, it's like a data warehouse. So any data has a piece also where you can go in and it automatically connects it gives you all of your connections and sorry you're going to get there, Chris.

331

00:56:25.950 --> 00:56:33.180

Ashley Purcell: But it gives you all of your connections for the data that you've loaded, and then it links it. So if I have different

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00:56:34.590 --> 00:56:49.710

Ashley Purcell: Like if I have a star data extract and I have my si es data. And both of those have student IDs, it will automatically linked those so that I don't have to go through and figure out how to link that or set up those connections by myself.

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00:56:51.330 --> 00:56:56.070

Ashley Purcell: So it I like the way that in zeta holds the date the data better

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00:56:57.060 --> 00:57:06.510

Ashley Purcell: I think it's easier like Sandy said to go in and create the dashboards and then the data team has been awesome to work with as Danny said they are always available, they're willing to help

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00:57:06.990 --> 00:57:14.070

Ashley Purcell: If we have questions. It's not long at all. They're always right there able and willing to help us.

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00:57:15.090 --> 00:57:19.050

Ashley Purcell: And help us come up with ideas or anything like that to

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00:57:20.220 --> 00:57:23.190

Sandy: Actually confirm. I think when we were trying to transition to

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00:57:23.430 --> 00:57:26.460

Sandy: The way the schools had seen their dashboard.

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00:57:26.670 --> 00:57:41.250

Sandy: To getting it in Power BI to see at the same way we were having a really hard time it was going to be very different, and would be a whole new learning curve for the administrators to start viewing their data and in data made that transition, just some there for us.

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00:57:41.580 --> 00:57:42.840

Ashley Purcell: Yep, that's correct.

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00:57:43.800 --> 00:57:45.090

Ashley Purcell: We actually

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00:57:45.180 --> 00:57:52.470

Ashley Purcell: We dabbled with Power BI as sandy had said, a lot of the end users.

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00:57:53.700 --> 00:57:59.310

Ashley Purcell: Were not as thrilled with Power BI. We've shown some of them.

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00:58:00.180 --> 00:58:19.560

Ashley Purcell: In data and all of the feedback that we have gotten has been Wow, this is amazing. I can't wait. And another thing that's great about in data is, I think, Sandy had touched on this. It's a URL that you access so they can access it on their phones, their tablets wherever

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00:58:20.940 --> 00:58:23.940

Ashley Purcell: And it is through our SSL also so

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00:58:27.360 --> 00:58:34.200

Christopher Rafter: Actually, I put this up because I was wondering if you could walk the walk the group through this was one of the dashboards that we're most proud of that you created here.

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00:58:34.590 --> 00:58:43.440

Christopher Rafter: And I thought it was really, really inventive and innovative how you are displaying the state of here. Could you maybe explain a little bit about what the, what the scatter plot represent

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00:58:43.830 --> 00:58:58.950

Ashley Purcell: Yeah so wisely. Yeah. So what we did with this. This is one of this was like the second dashboard. I guess you would say that we came up with. And we did this in Power BI and in data and

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00:58:59.820 --> 00:59:15.030

Ashley Purcell: In data was basically what the preferred viewing method was so what we did here was we looked at our students star scores from August, and then we looked at them from December. Also we converted those scale scores.

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00:59:16.050 --> 00:59:25.380

Ashley Purcell: Into what would be similar for FSA, then we did a comparison. And that's what the scatter plot is showing you

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00:59:26.790 --> 00:59:32.070

Ashley Purcell: With students scores from the prior year for the state score and then where they were in December.

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00:59:32.310 --> 00:59:42.510

Ashley Purcell: We wanted to see if students were a learning game or not as best to our ability. And so this is what we did here, we have scatter plot each of the different dots is a student

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00:59:43.080 --> 00:59:55.050

Ashley Purcell: And then you can make each dot either color coded by grade level by teacher, any of that information. So here you can select the grade that you want to look at, at the top.

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00:59:55.680 --> 01:00:11.070

Ashley Purcell: Then below that it has where you can select the school four star rating or star math. One thing that we ran into with Power BI was for viewing this, you had to have your star rating and star math on two separate

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01:00:12.180 --> 01:00:30.150

Ashley Purcell: Tabs or dashboards and you have to toggle back and forth. You couldn't have them side by side. So this was just laid out so much better for our schools, the schools that got to see it and ends data versus Power BI, they liked it better and in data.

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01:00:31.350 --> 01:00:41.190

Christopher Rafter: And and this if you could, what the negatives and positives over here versus the score. So this was the most recent score and then this is the net change in score.

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01:00:41.400 --> 01:00:45.270

Ashley Purcell: Correct. So, this the numbers on the Y axis.

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01:00:45.600 --> 01:00:50.760

Ashley Purcell: That is what the students score was last

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01:00:51.450 --> 01:01:06.030

Ashley Purcell: Administration. Right. And so that would have been there FSA score and then the score at the bottom, would have been there change. So any student that was moving more to the right. That means that they were moving towards growth.

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01:01:06.810 --> 01:01:11.100

Ashley Purcell: And a student that was moving to the left of the zero means that they were losing grow.

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01:01:11.610 --> 01:01:15.960

Ashley Purcell: And then we actually were able to, I don't think it's on this one, but we were able to add

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01:01:16.350 --> 01:01:24.690

Ashley Purcell: Lines across there that showed okay this is where your level three should be. This is where your level two should be your level ones, or four, or five

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01:01:25.020 --> 01:01:31.050

Ashley Purcell: And we could see any student that was above this line should have been a level.

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01:01:32.010 --> 01:01:43.380

Ashley Purcell: Let's say three, but if they were below that line. And there was a specific color than we could see. Okay. They weren't making the growth that they should be, or they tested below. So this might have just been a conversation that this

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01:01:44.370 --> 01:01:53.100

Ashley Purcell: Teacher needed to have with the students about hey was something going on this day and then data really help us drill down to the student level. That's not something that we could do in Power BI.

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01:01:54.150 --> 01:01:59.250

Christopher Rafter: And then. Yeah. And then this is just a screenshot, but in the actual application if the teacher hovered over the doc.

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01:01:59.520 --> 01:02:00.780

Christopher Rafter: They would say students name.

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01:02:00.990 --> 01:02:05.070

Christopher Rafter: So they could instantly identify who it was. And if they wanted to drill in further they could

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01:02:05.520 --> 01:02:07.950

Ashley Purcell: Right, and so one other thing about this curse.

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01:02:09.570 --> 01:02:14.880

Ashley Purcell: We I Sandy and I were doing this, we were thinking, oh my goodness this is something that we're going to have to do an Excel.

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01:02:15.210 --> 01:02:23.850

Ashley Purcell: Every time and look Power BI. We're going to have to reconfigure it re upload it and everything else, but within data once you have that file layout uploaded. All you have to do.

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01:02:24.270 --> 01:02:32.370

Ashley Purcell: When you get your new file is make sure the layouts, the same and then re upload it and you don't have to do a lot of configurations to it like you would in Power BI.

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01:02:35.430 --> 01:02:36.150

Ashley Purcell: Yep, thank you.

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01:02:36.960 --> 01:02:41.310

Christopher Rafter: It looks like we have another question here. Is there help on the dashboard to explain the data to the end user.

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01:02:41.940 --> 01:02:51.630

Christopher Rafter: There is the ability to put whatever text or narrative that you want into the dashboard. So I'm trying to find an example here. I think actually had some notes on one of her other ones.

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01:02:52.380 --> 01:03:01.470

Christopher Rafter: And then one of the other features we're working on for next year is going to be contextual contextual text automatically laid out on the dashboard, so that

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01:03:01.950 --> 01:03:09.540

Christopher Rafter: The text would actually change. Actually, let me go over to this and I'll show you an example of that. It was on the coven dashboards, we have an example of that here.

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01:03:10.950 --> 01:03:22.230

Christopher Rafter: So in this dashboard. We see an example where there's a kind of a text explanation. Next to the chart there. Now that's hard coded right now. So that's something that you could add but what we're working on is

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01:03:22.740 --> 01:03:25.080

Christopher Rafter: Is a feature in in data where the actual

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01:03:25.620 --> 01:03:37.320

Christopher Rafter: slope of the curve and the values in the chart here will be able to automatically determine the type of text. So for example, this 5.3 might change becomes more of a variable that's tied to the underlying data.

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01:03:37.710 --> 01:03:49.590

Christopher Rafter: So here we had to 5.3 was the minimum value. So what we're working on is going to be the ability to auto generate dynamically generate texts that explains that the data that you're looking at our explains the chart.

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01:03:50.370 --> 01:04:00.300

Christopher Rafter: In addition to that, there's also help available in the within the insane application just a click away there's documentation on how to how to use it, how to do different things.

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01:04:00.840 --> 01:04:06.660

Christopher Rafter: Depending on what section of the application that you're in. This is the live in data screen, by the way. So this is what users would see

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01:04:12.300 --> 01:04:14.550

Sandy: And for us, Chris on some of our areas.

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01:04:15.300 --> 01:04:20.400

Sandy: You know, certain goals that we have at the district, we've been able to write little keys underneath the charts.

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01:04:20.640 --> 01:04:29.280

Sandy: So this is what is an expectation of this data, where should you be and so we have little keys underneath some of our I don't think this is the elementary one

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01:04:29.520 --> 01:04:35.100

Sandy: Thing we haven't more in our middle and highs that we provide notations. And then we also

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01:04:35.640 --> 01:04:49.080

Sandy: Obviously through training and then having one pagers to support the while we wait for that enhancement. We are going to be building one pager set support each one of the the cells that we have in the dashboard. So we have resources that will provide support.

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01:04:56.130 --> 01:05:03.360

Christopher Rafter: And also if you if you'd like to a couple things. If you'd like to play around with in data if you just go to our website in data com

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01:05:03.690 --> 01:05:11.880

Christopher Rafter: There is a free your free access to that code 19 dashboard. So you can play around with that and build your own queries in there. So that's available to the public.

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01:05:12.240 --> 01:05:21.450

Christopher Rafter: Just go to our website and click on free tools and you'd be able to you'll be able to get a free account setup so you can access the coven dashboards that we put out there for the public to consume.

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01:05:22.740 --> 01:05:25.200

Christopher Rafter: Any other questions we can answer.

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01:05:28.950 --> 01:05:45.390

Sandy: And if people have questions that pop up at another time as they are investigating what they want to do and steps, please. Ashley and I are always available. We're in Polk County and we certainly will not hesitate to be able to support beyond this session to be able to answer questions.

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01:05:49.380 --> 01:05:54.630

Christopher Rafter: Sandy. And actually, did you want to maybe mention a little bit about kind of some at some new ideas that you're thinking about for the future.

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01:05:55.950 --> 01:05:58.290

Christopher Rafter: Like what you have planned beyond kind of the next six months.

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01:06:00.420 --> 01:06:02.340

Sandy: Can we do anything for the next six months.

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01:06:02.550 --> 01:06:10.320

Sandy: Yeah, the way Calvin's run in our lives right now. So we have a lot of ideas that we're working on our first goal right now is because of

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01:06:11.070 --> 01:06:19.950

Sandy: coven and kind of a hold on as much interaction as we've had with our students and the staff that we're really trying to get our first phase rolled out strongly

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01:06:20.550 --> 01:06:24.750

Sandy: We know that if we push too much out there. People get lost in it and then

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01:06:25.050 --> 01:06:30.540

Sandy: The tools that you have done become invaluable. So right now, we're working with making sure that we're strong with this dashboard.

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01:06:30.810 --> 01:06:38.280

Sandy: getting everybody to be able to understand how to use it and then drill down behind it to be able to pull the data by students and by teacher

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01:06:39.240 --> 01:06:46.290

Sandy: Anybody that's in listening to the state with school grades, we know that we're doing prior prior years and we've got a lot of

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01:06:47.040 --> 01:06:53.250

Sandy: Our elementary schools are writing a lot on our fifth grade, and all the other grade levels have got

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01:06:53.760 --> 01:07:01.170

Sandy: Two years worth of growth that we're looking at for our kiddos. So we're trying to build as much data resources for them so that

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01:07:01.710 --> 01:07:07.080

Sandy: They can go in, see where the school was goals that we have. And then where they are.

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01:07:07.830 --> 01:07:17.040

Sandy: Right now, and then we'll kind of like a three year aggregate on our diagnostic so that our schools can be doing comparisons to to understand if they're moving forward, or if you know

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01:07:17.490 --> 01:07:24.000

Sandy: They're calling it the covert slide. I'm not sure I like it. But the regression that we've had due to the lack of face to face interaction.

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01:07:24.240 --> 01:07:36.690

Sandy: And instruction that we've had with our kiddos. So we've got a lot plan. But like we know if we push too much out too quickly. It all gets lost, and people roll into bad habits and don't use the tools that we have available for them.

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01:07:38.700 --> 01:07:39.900

Sandy: How long do you think we're be able

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01:07:39.900 --> 01:07:40.890

Sandy: To take a hit. How

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01:07:41.070 --> 01:07:50.310

Sandy: How long do you think it would be having taking without covered. I think we would have been in this word introducing it more this fall.

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01:07:50.640 --> 01:07:58.350

Sandy: And we don't have as much data. I mean, I think all of us kind of our springtime data, we really rely on our last diagnostics and then our state assessments.

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01:07:58.860 --> 01:08:06.960

Sandy: So we're all kind of floundering as far as knowing how kids have ended the year and how we begin, I think we would be a much farther along with our

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01:08:07.920 --> 01:08:19.230

Sandy: Administrators and our district staff on being integrated and being using the platform, but we haven't been able to do as much training and get that data available and right in their hands as quickly as we'd

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01:08:19.230 --> 01:08:19.590

Hoped

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01:08:25.620 --> 01:08:29.130

Christopher Rafter: Thank you for that question. Is there anything else we can answer.

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01:08:35.880 --> 01:08:38.220

Christopher Rafter: Okay, well I'm Julie. I believe we have

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01:08:38.910 --> 01:08:39.900

Christopher Rafter: A prize or a

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01:08:40.290 --> 01:08:46.830

Famis Florida5: Giveaway right yes I do. Thank you so much. That was so informative. I mean, what a, what a great session.

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01:08:47.160 --> 01:08:54.030

Famis Florida5: I wanted to let all the participants know that the session will be posted on our website within two weeks of the conference.

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01:08:54.840 --> 01:09:13.950

Famis Florida5: So all every session will be up within two weeks. So we have 20 participants that includes of course yourself and and and me. But what I'd like you to do is pick a number, I'm going to take one and two off because that's you and me and pick a number between three and 20 Chris

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01:09:16.590 --> 01:09:19.980

Christopher Rafter: I will say 1212

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01:09:20.430 --> 01:09:21.240

Alrighty.

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01:09:24.690 --> 01:09:25.860

Famis Florida5: We go down.

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01:09:30.960 --> 01:09:33.870

Famis Florida5: Osvaldo Rivera. Are you there.

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01:09:37.980 --> 01:09:42.990

Famis Florida5: Alrighty. You haven't won the Google smart light kit.

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01:09:43.320 --> 01:09:44.370

Osvaldo Rivera: And I thank you.

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01:09:44.580 --> 01:09:57.690

Famis Florida5: Oh, you're so welcome. If you will please send your name, your address and the session name. I'm going to give you two famous florida@gmail.com and I will also let them know that you have one

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01:09:58.260 --> 01:09:59.040

Osvaldo Rivera: Okay, thank you.

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01:09:59.880 --> 01:10:09.840

Famis Florida5: Thank you. And again, thank you so much, Chris sandy Ashley what a, what a great session. Does anybody else have any questions.

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01:10:15.180 --> 01:10:17.310

Famis Florida5: Okay, I guess not. Well done. Thank you.

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01:10:18.630 --> 01:10:19.290

Christopher Rafter: Thanks, everyone.

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01:10:19.740 --> 01:10:20.280

Sandy: Thank you.

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01:10:20.340 --> 01:10:21.300

Christopher Rafter: Have a good rest of your day.

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01:10:21.480 --> 01:10:23.070

Famis Florida5: Thank you so much. Bye bye.