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Loudoun County School Board, Performance Monitoring Committee Meeting, Tuesday, May 5, 2026

Date	Tuesday, May 5, 2026
Place	Loudoun County Public Schools / School Board meeting (see BoardDocs / LCPS-TV)
Length	1h 10m (video)
- Official meeting video (Vimeo / LCPS-TV): https://player.vimeo.com/video/1189540341?rel=0 - BoardDocs (School Board): https://go.boarddocs.com/vsba/loudoun/Board.nsf/Public	

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Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-11. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:01] All right. Good evening, everyone. I'd like to call this May 5th, 2026 meeting of the Performance Monitoring Committee to order. My name is Amy Riccardi, and I'm the chair of the committee, and I'm joined by Ms. Chandler and Ms. Chernoff, and we appreciate everybody's presence today. The purpose of the meeting today is to work through our agenda items, including, which we don't have public comment, approval of our April 7th meeting minutes, a work session on data dashboards, and one information item on performance evaluations update seeing no public comment we're going to go ahead and move along here to

[00:00:38] approval of a minutes we need to approve them for the April 7th meeting have you both had a chance to take a look great are there any corrections or additions we're good there are no objections or corrections I'll entertain a motion to approve the minutes from the April 7th meeting I move that we approve the minutes from the April 7th meeting second thank you so much has been moved by Ms. Chandler and seconded by Ms. Chernoff all those in favor say aye I and so the meeting

[00:01:14] minutes are approved for April 7th I want to just do a quick agenda review we're going to reorganize just a little bit then ask to see if we can move our information item 5.0 before our work session So if we're good with that, I'd like to start with our item 5.0, information items first.

[00:01:40] Are we good with that? Yes. Great. So our item is 5.01, or 4.01, our 5.01 now moved up, Department of Academics Performance Evaluations Update. This will be presented by Dr. David Blakelock and Supervisor of Research and Evaluation under the staff reference of Dr. Ashley Ellis, Chief Academic Officer.

[00:02:00] Thank you all so much. The floor is yours. Thank you, Ms. Riccardi. We do just have a brief update for you. So in BoardDocs, you will see a presentation that Dr. Blakelock will briefly discuss. And as you all requested from the last meeting, we have a comprehensive list of programs that have been evaluated or are in the queue to be evaluated in the coming years for your reference.

[00:02:24] And so I'll turn it over to Dr. Blakelock. Thank you, Dr. Ellis. As you see in the presentation, it's a repeat of a slide that we looked at last month where we are basically looking at the proposed programs for program evaluation for the 2026-2027 school year. You were provided the list to determine if you wanted to stay with these programs or if there's others you would like to have a program evaluation for instead. We do five programs. So if we do add a program, we'll need to identify one that we would like to remove from this list.

[00:02:58] And with that, I'll see if you have any feedback about the program evaluation schedule or any changes you'd like to make. Great. Thank you so much. thank you chair Riccardi I just had one question and looking at the list since we're going to be focusing so heavily on face and what are the other ones face and family liaisons and that program I'm wondering how the family resource services ties into those things and if that would be something that we should also look at alongside as we're looking at family engagement and things like that if that one sort of tucks into that or if it's totally separate I just hadn't

[00:03:37] seen that before? Are you referring to the parent resource center that's associated with special education? Yes. So I see that it's under student services. Yes. So that is, um, that would be separate from the EL face and the family and community engagement parent liaisons. Um, the family engagement, um, family and community engagement was specific to the family liaisons, um, as opposed to the EL face, which is more to, um, interacting with the community and with families from the school level. Okay. So is it sort of like the special education version of that family resource services? Parent resource service, like the parent resource center is something that comes in from a grant to facilitate a parent helping parent model when it comes to special

[00:04:16] education. That's helpful. All right, that was just the only question I had is I hadn't really seen that listed out separate before, so thank you for clarifying. I don't need to switch anything. I just had a question for you, I guess a newbie question. Are we, by doing all these program evaluations in the, I'm going to call them kind of like kind or similarly situated topic areas, Are we over extending the staff in any way because we're doing the program evaluations around all these programs kind of at the same time or throughout this next year?

[00:04:47] Or is that just not a factor in the process? That's a great question. So ultimately, we have a cadence we go through where we will actually, once they're approved, we'll start meeting with these programs right away to determine their evaluability through a process called program assessment. And then over the course of the summer, we will work on developing a logic model, which will help define the program, and then go into the evaluation design with the idea being that we are ready to start collecting data.

[00:05:12] September, October timeframe, we're very cognizant of the program sponsors and program managers' time and really meet at their convenience and move at the pace that works best for them, often with a discussion and then some homework for them to do, and then we come back and discuss again later. so we've been doing five for the last few years and are able to make it manageable and the um ultimately we find that the staff we work with are really engaged in the process and really actually appreciate the dialogue and going through the process i mean i think it's a great process i just want to make sure that we're not and i'm sure you guys have thought about this just not over um it's like over surveying groups of people so i just want to make sure that they're that

[00:05:51] they're good with it and that it's at the right cadence that and we're factoring that in so Ms. Riccardi, if I may, I'll just add to what Dr. Blakelock said. The cabinet members and directors who oversee these programs had input into what programs we were selecting to bring forward to you all for this year.

[00:06:09] So it was actually because of conversations with them that they decided it would make sense to, for example, look at the FACE family liaisons at the same time as the EL FACE program and then also recognizing the additional budgetary items that were added to the EL department in the FY27 budget.

[00:06:33] The EL team was excited to have a spotlight on that work as well. Great. Thank you so much. Thanks for the clarification. Do we have any other questions here? We're good? All right. Thank you so much. We'll move backwards into the agenda to our work session.

[00:06:50] So it will be 4.01, Department of Academics and Digital Innovation. I will turn the floor over to Dr. Ellis and Mr. Smith. All of us. And the whole crew over here. Yeah. Thank you.

[00:07:06] So if you could give me just one second to pull up the presentation. So in order to really capture the spirit of gathering feedback and input in a work session format, we do have a few slides for presentation. I'll turn it over to Mr. Smith in just a moment.

[00:07:25] And then we have three or four places that we'd like to stop and get your feedback and engage in conversation with you along the way rather than at the very end. And so we'll just dive right in, if that's okay, and feel free to interrupt as we go along.

[00:07:51] Good evening. So I appreciate additional opportunities to talk about data and data dashboarding. It is a favorite topic of ours. So here's a quick agenda for tonight. We'll talk about dashboard categories, phase one data elements, some resource allocation, and just some things to be mindful of as we move forward, and then what next steps kind of look like.

[00:08:10] So just a quick summary, a public dashboard that the goal, the purpose of the data dashboard is to write a public dashboard for the school board and the community with a synthesized strategic view of LCPS, a tool while also being for the public and front-facing. We also want it to be a tool for staff and the school board to identify patterns, trends, and areas of strength or opportunity, and then strategically separate it out so we're not constantly building a new data dashboard, something that kind of meets a generalized need.

[00:08:37] I'm sure there will be connections to our strategic plan, but we don't necessarily want going to have to uplift it every five years as we have a new strategic plan, which is really why we're trying to do the measure twice, cut once approach. We really want to get some ideas and some solid foundational requirements so we can begin building something and deliver something for feedback. This slide you've seen before, just a high-level overview of what we feel like from some of the input that we've received, as

well as where we have our more robust and modernized data practices aligning there with some sort of prioritization of what type of sample data elements we can provide and what order we think we'd be able to provide them in an iterative

[00:09:16] approach so they're grouped by categories student achievement and well-being and then there's some example data types there like attendance discipline graduation and achievement data and then they kind of go through the stack so this was through some feedback we received from board members some internal conversations some different feedback methods so this was just something we kind of came to and I think this is one of the items we would like to get some feedback on tonight to see what kind of makes sense and if there's anything missing or anything that we need to shift even if it's a wording or a verbiage so that we can kind of align that and start to build some coherence around that yep so we will pause here and we'd love some feedback and

[00:09:54] discussion around the categories and data elements I'll go ahead and put that slide back up and just like Mr. Smith mentioned we have made some little tweaks to this based on feedback so for example last time you all discussed the use of the word health, like in workforce health, and so we have removed that language. I think it was just in two places. We, staff, feels pretty good about these categories, and we are curious what you think might be missing, and also are they ordered in a logical way? Do they need to be ordered in any sort of way? Those are the kinds of questions that

[00:10:31] are top of mind for us, so I'll turn it back to you, Ms. Riccardi. Thank you so much. So just to make sure that I'm on the same page so we had a chance to meet after the last PMC meeting just to put some context to this and you guys had showed me I think it was the Montgomery County website where they have their data dashboards and so you're thinking about these tabs as being kind of across the top and then draw drawing down into these categories on the right is that kind of correct what you're thinking okay I love all this but this I mean I would love to hear from you guys too a little bit about what you're thinking so when we had that conversation one of the we kind

[00:11:09] of I think we were talking really about two different things that I needed the clarification and it was super helpful that we're talking about right now a public facing dashboard and taking kind of the existing stuff that we've got and creating a much more robust public facing dashboard for all these different types of data points and I think that's important and then I had also talked about you know earlier on kind of a school board dashboard and that would be something that we would do later once we get this kind of data available to the public, which I think is great. Any thoughts

[00:11:43] on the big categories or the subtopics? I also feel really good about this. I feel like we've said we're excited about it. I think that it's the right approach in terms of the breakdown of the categories and what we have. What my fear is still is trying to wrap my mind around how we're going to go from the big picture all the way down so when you look at achievement data like i think that like graduation is going to be one stat probably like maybe not i mean we could break

[00:12:19] it down into subgroups and different things but it's graduation rate is one thing um but achievement data is like so many things and so i don't necessarily i don't necessarily see all those things that are in the subcategories created equally in my mind but i don't know if we necessarily need to delineate that if through the dashboard when you click on achievement data you're just going to have a lot more drop downs or something and that's how it's going to look maybe you could tell me what that would

look like but I'm very interested in how we prioritize the importance of those different subcategories and then how we're making sure that people

[00:12:58] understand what those things mean in terms of I know we don't like the word health of the division but in terms of where we are as a division so that's sort of just my thinking i i like where we're at but when i see these drop downs i see a lot of them are singular but i see a lot of them are have a lot more going on and things like hate speech and could be tucked into discipline i know usually when we talk about discipline we talk about that so i don't mind that it's separate but i guess i'm sort of trying to understand how we move through these different things and trying

[00:13:33] to avoid things being more clunky than others but making sure that people understand what's underneath each one and why I don't know if any of that makes sense but that's kind of these are weighted differently in my mind and maybe that's just my weighting is different than Ms. Riccardi and Ms. Chandler's weighting and the division's weighting and so that would be the public's to decide but I feel like there needs to be more clarity around the subcategories but the main ones, I'm good with. Thanks. Well, you know, I will say I am very excited to see this coming

[00:14:07] together and happy to have the discussion. Most of the categories make a lot of sense to me. And again, I appreciate Ms. Chernoff's perspective. I do think part of doing this well is making sure that we figure out the best way to help translate all the information that we have, which was a very helpful conversation that we had the last time. But when it comes to the category of student achievement and well-being, I'm curious, how are we measuring well-being based on what's in those

[00:14:42] subsets? That's actually a good question that we've been talking about as Dr. Single and I in particular have been looking at all the feedback we're getting on the strategic plan and thinking about the goals in the strategic plan. And I know we're not here to talk about that, but eventually we will need to connect these two things together. And it's feeling like we will have two separate goals around student achievement and well-being and student well-being because of the way that we measure them. So I think that is an area where we

[00:15:19] could add data elements to that. Things like responses to the student survey around sense of belonging. Dr. Blakelock can talk about that and some of the questions that we've this year so there there are I think your point is well taken that we would need to be intentional about including data elements around well-being well thank you for that that resonates with me too I just I want to make sure that we sort of preserve it I would never want to falsely give an impression that we

[00:15:54] only see things like attendance and graduation as being the path to well-being right so um i do appreciate that and i'll be happy to continue to have that conversation thank you for that you want to add to that yeah i really appreciate that ms chandler i really didn't see it that way and now that you said that that could be how it's perceived especially by the public who's just looking at the categories i'm wondering if we need a separate one then that is student sense of belonging and then those different things because community climate

[00:16:28] and improvement don't necessarily aren't necessarily student specific i mean they include students always but they're not student specific like number one is so maybe you need a i mean sense of belonging has been sort of a driving force for us over the course of this year so i think people are used to that and then you could have sel in there you have a lot more other components which again goes to the comment i made it's like i'm trying to figure out where what's going to fit under those drop downs and if

those things are separated that would maybe make more sense anyway more work sorry no I think it's right if I could jump in just for a second

[00:17:08] and and one of the things that struck me while you were both talking uh Ms. Chernoff and Ms. Chandler but also um Dr. Ellis the um belonging is not um simply a community issue right like although we do survey that we really want to know how do our parents feel about like do they feel like they belong in our system they feel welcomed in our system but it also is a student issue and we do survey for that so I think capturing that in two places as two separate things which they are the way we collect that data would be important I do think the SEL data that you reference is important and collectible and we have other measures that we probably would want to talk about in

[00:17:46] terms of student mental health and I don't know if you saw but there's a new screening that's going to be required that's come out under state code for mental health and there may be an opportunity for us to figure out how to collect that data and report that in non-identifiable ways that help us understand as a community, the mental health of our students, right? Because that's something that we hear a lot and talk a lot about. So I think we'll capture that that's a piece of information we would be interested in looking at under that category, but also wanting to do that in a way that's sensitive to our students' privacy. Yeah, I like that. I actually could see us maybe even

[00:18:22] um taking this a level and doing something around like students and then staff and facilities and community or something like that so maybe we just have like three bigger to like roll this up into one level higher as the primary tabs and then breaking down into some of these things and are doing it a little bit a little bit differently that may be um and i'm not sure what those three or four big categories are but it may be something along those lines where focus like on

[00:18:59] on students teachers facilities finance and operations or what operations or whatever we want to do that may be something like that um because i do agree like the achievement data could wind up being a whole big bucket in and of itself um yeah and i feel like and i feel like the first iteration of stuff you guys have done a nice job of reorganizing some of that but i feel like some of those um were organized a little bit differently too so i think i think that i the concept is really nice but it may just be from the initial dashboard we have a smaller couple

[00:19:39] of buckets at the beginning to choose from and then drill down farther. Yeah that makes sense so things I'm taking away from from this part of the conversation so far are really looking at how we measure student achievement versus well-being they're probably not things to be lumped together into one category and then also this concept of maybe rolling rolling these six items up into fewer broader categories not necessarily losing any of the data elements

[00:20:12] but simplifying or rolling up to use your language the the broader categories my only fear in doing that is it creates more clicks and if i hear one thing about our website or about teachers and schoology and students it's like how many freaking clicks do you have to get to get to what you need and then you give up right and i don't want people to give up i want this to be accessible and i want people to want to dig into this so my wondering is could we have like what is my purpose page but like sort of has like I'm looking for x are you looking for this and then that could guide you

[00:20:48] versus like I'm a family member and limiting ourselves to what that might mean to someone because I don't want to limit the scope either so I just just a little feedback because I you know the more

clicks and tabs you have the harder it gets to navigate and I want to make sure that this What I would envision as this rolls out, my dream and the envisioning of this is someone is like, wow, this is so great.

[00:21:11] I can use this. I understand this. And now I know much more about LCPS, from the people that work here to the people that just have students here. So I think that that would be just a note.

[00:21:24] So, I guess just in terms of building on Mr. Arnoff's idea, I would ask, and I'll say this with a little bit of vulnerability, one of the things that I found a struggle in my own experience acclimating to service on the school board is that as a parent, I don't necessarily understand all of the lingo.

[00:21:51] and so then I would just ask that we sort of take a look at that lens and try to use like plain language that's accessible um one of the I don't you know this is builds on part of the experience of updating the website right like sometimes you have to know how the division is organized to find information in an efficient way and that's not necessarily information that everyone has a fulsome understanding of yeah I think that's a great point I think in addition what would be really great too and i don't know how we're doing this but if we can even do it um so

[00:22:31] that we have some kind of ai um search capabilities within it we have staff has talked about that yeah yeah so that you can just literally put in this is what i'm looking for and it will go find for you what you're whatever it is you're trying to do at least get you to the right in the right ballpark um yeah i do not because i live on ai at this point um but you know and even just even in this you know the 3e data or mtss data people may not know what that is right so it's um you know even if you have like scroll overs that could pop up and explain what things are i think that's going

[00:23:08] to be really important so but i mean i think ultimately the the honest answer is plain language ai searching capabilities so i can just say hey i want to know my child is at xyz school and how many kids go to school there whatever it is they're looking for um or making sense of achievement data or whatever i think it'd be great i'm excited about this though i mean i think that the whole idea of getting as much of this information that we already have out into the public is key. So I really appreciate the effort on this. I know it's a, I know it's a haul.

[00:23:36] So this is, this is a really helpful conversation and I think you're actually setting us up great for the next section. So if you don't mind, we can always come back to this and we'll certainly revise based on feedback. And I think we'll proceed and it's a perfect segue.

[00:23:52] Thank you, Dr. Ellis. Ultimately, a lot of what we're going to look at with the considerate, if we can go forward two more slides, one more, there we go, there's a couple repeats in there. So the first thing we want to think about is some of the considerations, and many of those you've already hit on already, and the first one's going to be what I refer to as the front door, which actually speaks to the navigation of the dashboard itself, where you're going to land on a page, and from there you're going to want to be able to go anywhere you need to go within the dashboard, as well as get from any point in the dashboard to any other dashboard with the fewest clicks possible. So one of the things that we take into account, especially as we're developing

[00:24:32] our own internal business intelligence tools right now, is what is the user experience and making sure that it is as simple and easy as possible for them so that it doesn't become cumbersome or they're clicking five times to get to a single place. Our current dashboard right now is like five clicks to get into it. So it's something that we're being very cognizant of as we think of the next piece. The other

consideration is going to be the level of detail available and how you display it. So it can be something if you wanted to get into individual reporting groups on a data set, do you want to have a filter so you're looking at one at a time? Or do you want something like a chart where you're actually seeing them compared to each other? Each of those comes with

[00:25:09] its own cost benefit in the sense of we can only drill down but so far on so many variables before we get to identifiable data. So we would have to have some level of data suppression, which would make the dashboard itself a lot more complex to build and takes more time. And as we think about the build itself thinking about what's referred to as the agile approach where we're going to build with one in mind and then continue to iterate and add on and develop as we go on that there's not going to be like a this is our dashboard and we're moving on but getting feedback and thinking about what kind of context or description that we can add to each of the charts so they act with so people can help them make meaning of it as well the other thing to consider is the dynamic versus

[00:25:49] is static data, which is ultimately the cadence of which the data is refreshed. So we think about something like SOL scores, that's a once a year kind of thing, as opposed to attendance data, which is a daily thing, and thinking about how we represent those in comparison to each other or on their own. Finally, the other piece is going to be data lag time.

[00:26:08] So what data lag time means is that when we think about discipline or attendance data, somebody might enter something and then two days later might change it or correct it or edit it. So what we think about is maybe a three-day lag time for something like that. Give the data a couple days to stabilize before it actually hits the dashboard itself.

[00:26:24] So it would be a couple days behind, but still fairly accurate in and of itself. There's elements that are not in our current dashboard where we actually refer to the Virginia school quality profile, and we just have a click there, a link there, and that increases the number of clicks because you have to go there and know what you're looking for.

[00:26:43] We have that for graduation rates and SOL scores and things like that. So that's something that we would bring into as elements into the dashboard itself. So in order to do this, what it looks like ultimately is we're taking pieces of our current business intelligence software one sheet at a time and working with the Department of Communications and Community Engagement to embed that inside of it.

[00:27:06] So it's going to be some interesting blending of those two things. And in all of that, what I think we also make sure we need to have is going to be the WAG compliance to make sure that the accessibility pieces are there, that screen readers can pick it up, that the pop-up text is there, that our colors are all okay as well.

[00:27:22] So that's going to be part of what we would have to consider as we build this new dashboard out and as we iterate as well. So the other piece as well is that when we want to think about how we move forward from here, we can think about this concept in three buckets. So bucket number one are concepts that we already have built in business intelligence software and are already public-facing.

[00:27:45] So it's basically a matter of taking an existing sheet down off our dashboard and replacing it with one that has already been built inside of our business intelligence software. Number two are things that we've built internally that are not public-facing yet. And it's a matter of building them into what that

public-facing app would look like and then embedding them inside of the dashboard itself so it's public-facing.

[00:28:08] and so before I move on to the next slide I do want to give a shout out to the research specialist Mark Zeminski who's here with us this evening he does a lot of this work behind the scenes as far as building those as far as building the softwares and the apps and he's really taking it to another level with how we've been using them here inside the division so that said let's go ahead and move on to the next slide and in this case this is basically what I refer to as the front door or the quick navigation now we see here I've got these who we are attendance and assessment so those are sort of the buckets that we're looking at that we're just looking at before. If we wanted to bring those up a level so that it's family data, student

[00:28:45] data, staff data, or operational data, we could organize that however we want to do that, with the idea being that each of these would be a button, and when you click it, it would bring you to that particular concept there, and then we can continue to add as we add more data, add more pieces to it, add more buttons to it to be able to add to that navigation piece. If we can go ahead and move to the next slide. So this is a great example of one that already exists that's already public facing that we could just pop up there pretty quickly and that's going to be ultimately demographic characteristics and this is something where we would take it and we can combine we've taken

[00:29:21] multiple sheets multiple clicks again on our current dashboard and we've put it into one view and you'll see that on the left hand side you've got the filters where you could look at school level or school and when you selected one of those or multiples of those the data would refresh on the embedded itself so you can see the makeup of a specific school or a specific school level and have that bird's eye view that way. Go on to the next slide. This is another one that is also already existing on the current dashboard and it's just a reimaged version of it where we look at our attendance rate. We think about attendance rate as the percentage of days students have

[00:29:59] that they're enrolled that they have attended. It's a little bit easier metric to work with in chronic absenteeism because the denominator in chronic absenteeism is constantly changing and so you end up with this like spike down spike down approach to it so it's just looking at it from that positive lens of positive attendance and this is something where you know we're not constrained to just what you're seeing on this we could actually put things underneath it as well it's constrained to the size of the slide but we could put something like you know reporting groups underneath this or trends over time underneath this we could add to this as well to give some additional context. If we move to the next slide, this is one that we've worked with before, and what

[00:30:37] we would see here is you look where you see map highlighted, and then you see the other assessment type scores next to it. This would be what's known as a tabbed container, where basically it sits on one page, they click on one, and it would, you know, take them to the visualization for that one, and they could toggle back and forth across the different assessments inside of that singular page with the filters as well we could also add to it um too this is an app that had what you're seeing this visualization here has been built it's not public facing just yet and we would need to build the um the visualizations for the other three assessments that we have that are listed on

[00:31:10] here as well and if we go on to the next slide this would be advanced course pathways and it's basically enrollment in i um in advanced and ap dual enrollment or honors courses um we can add

components to this such as ib or we could take a look at um you know uh middle school placement in high school classes or middle school advanced math pathways, we could add to this as well.

[00:31:33] This particular view right here is something we have in an existing app to track student participation in advanced course pathways, and it's something that breaks down into reporting groups, and we can look at across it, you know, the trends over years, and this would be something that we could probably bring up pretty quickly as well. And then moving on to the next slide, it just gives a summary of some of the phase one data elements.

[00:31:55] The ones that aren't really, that aren't really having been shown are things that would have to be built outside of it depending on the type of data and how and how dynamic it is would determine you know what the effort would be to build it something like graduation rate which refreshes once a year we could probably put something together for that pretty quickly but something that you know changes daily like discipline incidents that one's probably going to take a little more time and thought to put together because we're going to raw student data at that point so those are the proposed concepts that we have based on what we've already built and some of the considerations to think about and I'm now going to turn it back to Dr. Ellis to talk through the next discussion item.

[00:32:31] Thanks, Dr. Blakelock. So that was a lot of information. I'm happy to go back to any slides that you want to talk about, but we would love your initial thoughts on what Dr. B has shared. Any feedback on format or the concepts that we've created would be very helpful.

[00:32:50] Great. Thank you all for that. Thank you. Do you want to start? Sure. Thank you, Chair. I do find this to be very visually appealing. I mean, I have noted here that I'm a big fan of the dashboard that exists already. I appreciate seeing it expand.

[00:33:10] I was thinking with the advanced course pathways, and of course, this isn't necessarily a recommendation for where to place it, but it might also be nice to include our CTE placements so that we are capturing all the ways in which students are served, because that's an advanced pathway, too.

[00:33:32] And then just for clarity's sake, on slide 14, the ones that are highlighted are the ones that we expect to be able to roll out first. I just want to make sure I understood that. Okay, thanks. One quick thought about your comment regarding CTE pathways.

[00:33:53] I think that is an excellent idea, and it's also aligned with the new 3E framework from BDOE. And I don't think that staff would recommend necessarily building a dashboard around the three E's, like calling it the three E's, because that could change.

[00:34:10] But the things that are important within that three E framework, like CTE pathways, would be super important to share and track. You could even maybe look at the ROTC program or students that are on track in terms of their enrolling in the military.

[00:34:27] It's exciting. So to follow up on that, Ms. Chandler, that would be something, another element that we could add is special program participation, which is one that is in the works as well right now. So we could look at HAMSci and the Academy of Global Linguistics Studies and show some data around participation in those as it's almost its own page, in addition to the CTE pathway participation with that as well.

[00:34:47] So it is something on our minds as well. I really appreciate that. Thank you. Great. Ms. Chandler. Okay. I love this. It reminds me very much of CLIC, which I'm very familiar with. Is it Click?

[00:35:03] It is Click. Is my question. It is Click. It is Click blended with our website, like chocolate and peanut butter. Okay. Put together so that you could actually see the business intelligence engine itself is Click, and everything would be developed and Click, and then brought into and embedded in the website.

[00:35:19] Awesome. That's super cool. I think that that platform is fantastic, and I really loved it when I had it until I had it taken away from me when I became a school board member. It's okay. It got better. I guess I love that you can drill down and get the different categories and stuff.

[00:35:38] And I'm really, really glad you said something about how far you drill down starts to become identifiable, especially when we're looking at subgroups at some of our smaller schools. You can get there pretty quick. So I just, I'm really grateful that you're, I knew you would be mindful of that, but I do think that that is important for us to think about as student privacy and all of that is at the forefront of everything that we do.

[00:36:02] Additionally, I am wondering how, I guess I'm just a little confused about how this piece ties into slide four that we looked at. So is slide four what we're looking at long term? And then this first public launch would just be this little test run couple of pages?

[00:36:22] So I think the idea is that slide four, sorry, don't want to make anybody seasick, would be, yes, the long-term roadmap. And we would fit in pieces, for example, the attendance piece that Dr. B shared, achievement data, AP honors, dual enrollment.

[00:36:40] So those are pieces that would fit into these larger categories. Did I describe that correctly, Dr. B? You did. So basically, if we did get to a grid that looked like this, where you click on number one, and then you clicked on achievement data, and you clicked on assessments, this would pop up.

[00:36:59] Yes. So this would be some version of this landing page. So we may end up with six categories. We may end up with only four. But then you would click on one, and it would drill down to those individual. So we would envision that that piece that's showing right now could evolve over time into a much more specific roadmap.

[00:37:22] Okay. I think I was just confused about that. I had one more thought, and I lost it. I guess come back to me. I lost my thought. Thank you. Great. No problem. You know, I can actually see on this one too, it actually wanted being like a circle that you could just like scroll over and then out to the side, the topics in that wheel would pop up so you'd kind of know instead of having to click and then find out, well, that isn't what I wanted and having to click back and whatever, right?

[00:37:51] So you can kind of just get a preview of what's in that bucket. Something like that might be interesting. Again, I don't know this software tool very well. The other thing I would say just from a usability piece is I love that you can pick by school, But I like to pick by, shockingly, district and look at the whole district-wide numbers and what things look like, too.

[00:38:10] So there may be some opportunity for that. And I love the idea and absolutely agree that any of our specialized programs of any kind or sort would definitely be something that I would love to be able to see that data. Because I also want to be able to tie that to budget and be able to look at how many students are in XYZ programs and what is it costing us to do that.

[00:38:31] That may be more of kind of a board-level kind of view, but people in the public may have an interest in that, too. But I do love the idea of being able to drill down into different programs as well, of all kinds and sorts, whatever that looks like. So I think that's fantastic. Oh, you got what you got?

[00:38:47] All right, Ms. Chernow. Sorry. I just wanted to talk a little bit about, again, sort of, and this goes back to Ms. Chandler's point, too, about the rhetoric and the lingo and all things education. but when we I think it's going to be important too for us to tag in there some information about like on assessments like the WIDA is only given every year once a year at this time and that's why you're only seeing it now you're not going to see it again until next year um so that we don't I'm not I'm really hopeful that people aren't going to go in here and like pick things apart and try and find things but it can happen so I just really am hopeful that like people understand

[00:39:25] map data is taken multiple times or you know with the third graders with vowels there's certain ones that it's gonna that drop in data you know that we saw was because less kids tested it wasn't because they weren't doing as well it was because the only the kids that didn't pass in the fall were tested in the winter so that data looks very different so just being mindful of again how we're educating how we're giving context to these things so that people truly understand and my other question is is there going to be i know we talked about ai but is there going to be sort of like a let's talk that's connected to this data dashboard that allows for data specific questions from

[00:40:00] people as they're tooling around you being separate from an ai tool i mean we do let's talk for different other categories i know we have like separate links and stuff right didn't we do one for like grading policy and we'd have to so we would have to talk to the let's talk folks i mean it doesn't have to be them i just some kind of way to funnel it right but if we were going to leverage that platform and we could have a conversation with them and see what their capabilities would be for their chatbot to go in and kind of find that data and pick it out

[00:40:35] otherwise we'd have to figure out another tool that we could leverage but i think certainly given what's out there um the possibilities exist for that to occur we just want to make sure we do that in a way that again kind of falls within our parameters around ai use we don't want to model behavior we don't want other people engaging in it within the system yeah i just envision there's going to be a lot of wonderings and questions about a lot of this as we're putting out we have some data that we put out and certainly we review data here and at the school board level and in the different departments but I think

[00:41:12] as you release this I think there's going to be questions and I don't know who that would fall to. Is that going to fall to our buildings? Is that going to end up falling at the division level? So I think having that availability of like I have a question about this that would funnel I don't know to you guys. They're like No, thank you, because there are going to be people that are experts that understand where this data came from, i.e., these gentlemen and the audience.

[00:41:39] So for clarity, Ms. Chernoff, are you speaking more to like they can ask a question and someone will answer it as opposed to like an AI query tool? Yeah, it's not so much how do I find this, but what does this mean? Okay. And I don't know that you're going to – I mean, I know AI is pretty savvy, but there's an example, and I've beat this dead horse for a long time, so I apologize.

[00:41:58] But thinking about map data, if someone says, like, I see that the average growth data at Harper Park Middle School is 61%, that's failing. But actually 61% would be great to see in growth if you were those kinds of things. So, like, more interpreting the data.

[00:42:14] And maybe I'm, like, way too idealistic in thinking people are just going to, like, go to town on this data dashboard. But I really think that there's going to be questions. I think that interpreting the data should come back to us. Aren't you glad I remembered?

[00:42:31] yeah well I like the idea too of just you can get AI to get really good at this stuff because a lot of it is just putting in our interpretations and then having it help at least provide the high level explanation so I think there's some ways we can definitely leverage that too I had a question I guess for you all about going back to the school quality survey data too because there's that out there and then this I don't want you guys to have to double dip in all this kind of stuff but then if you send somebody off to that are they ever going to come back and there's all those kind of questions too I'm sure you guys have thought about

[00:43:06] how I mean have you what is your so that's that's what we're trying to put it make people not have to do anymore is rather than sending them to that site to look up SOL scores or graduation rates or chronic absenteeism or whatever might be there that's not duplicated on ours we would actually embed that data into this dashboard so they would not have to leave the site and have the additional clicks. Yeah, that's fantastic. That's exactly what I think we should do. I mean, because really, it's our data that's going there anyway. So that's great. Did you want to add anything else to it?

[00:43:40] I was just going to say, keep in mind that we're delivering iteratively. So these are a lot of features that will be, you know, when we reach the end zone, we'll be there. But when we start at the 10-yard line, we're really going to be looking at like some basic functionality, even some of our drill downs and more complex data sets. It'll take time to get there. But our goal is to deliver something sooner rather than waiting until we have a complete product so as we have this and we release different data dashboards or different you know visualizations it'll be good to continually have this conversation at PMC to see okay this is great but what's next like the cluster conversation that may not be a day one thing but if we can align those pretty quickly that might be something

[00:44:18] we can deliver you know in like a 1.1 style version so just trying to keep that in mind that the generative AI I think is where we want to get we're actually in the early process of implementing tools that'll help us have like common language data queries internally for some staff to be able to use those things.

[00:44:34] And so we kind of need to get those technologies in place before we can kind of like really reach that goal. But that is our goal is to get there. It's not gonna be first version. Just kind of want to set an expectation. - Okay, great, thank you. - That really resonates with me and I appreciate that contextualization because truly you have to know where you want to go before you can build the staff hold to get there.

[00:45:00] But to sort of take that point, I think if we're not able to use all of those capabilities right away, then to Ms. Chernoff's point, to have a link to Let's Talk that allows a parent or a community member to ask a question to a real person and get a contextualized answer that makes sense, there's a lot of value in that.

[00:45:25] - Great, you wanna move on to the next one? - Absolutely. So I'm going to turn this over to Mr. Smith. So here's just some considerations that we put together. Again, not to downplay or naysay, but just to kind of level set realistic expectations about where we are at.

[00:45:47] This past week, last week, as you may have noticed, we released Virtual Loudon Term 3. I know Ms. Chandler has heard many, many complaints through the years about how that process worked and how convoluted that system was and how it would fail with that first-come, first-served, you know, ticket master experience.

[00:46:03] So the team spent about eight months redeveloping that and re-implementing it. So now we've had about 5,000 kids apply. And so that team that does that work would be the same resources that would be aligned to do some of this work. So we just kind of want to make sure that we're prioritizing the workload appropriately and making sure we're not spreading ourselves too thin or devoting too many resources.

[00:46:21] So I just want to kind of keep in mind that there's not, like, an additional staff resource or funding that's allocated to do this. We're trying to pick it up with our existing staff among existing duties. Again, that's not saying we can't deliver something. Just kind of want to have a realistic expectation there. And we are in a large process data modernization re-engineering practice internally.

[00:46:41] So we have, that's one of the reasons that some of the data elements were selected. There's certain things that we have already modernized data practices on that we can deliver sooner. So that's what you saw those yellow highlights for. That's what we've already built internal business intelligence. We have a way that we're able to quickly or more easily lift those to a front-facing dashboard.

[00:47:01] Some of the things that are on the list, we do not have modernized data integrations with. We're working through that. We have a backlog of requests at this point that the team is working through. So then just I know the board may have a different priority, but we may not be data ready to deliver some of those things when the board wants to see them.

[00:47:17] So we're trying to balance that prioritization there with like what we have, what we can deliver, what's quicker and something that we can get out there versus like having to rebuild and re-engineer an entire data process to deliver that. And then we're also in the process of implementing technical solution for some data management.

[00:47:36] So we have about 200 data integrations and more in backlog. And they, right now, the team, they come in and it's a lot of manual audits that we go through. So something failed the night before, it could be a vendor side issue, FTP file didn't get picked up, a formatting issue was there, there was a, you know, something in the data was misaligned and a character that wasn't being expected by the data upload, those type of things.

[00:48:00] So the team comes through and works through each of those. And so there's, that's one of their primary focuses right now is just making sure that those data integrations are working. So we're just kicking off a project now to implement a solution that will help us modernize that approach so that those resources aren't spent doing that work and we can have them refocus someplace else.

[00:48:18] So these are areas where we're just trying to grow and evolve our internal processes so we can support this. The existing dashboard has served a purpose, but it's also been a set it and forget it. We're able to build it, and it's just been kind of hanging out there. What we're going to be taking on now is technical debt as we're building this.

[00:48:36] Everything that we build is going to have maintenance that comes along with it. It's going to have staff resources. It's just going to have resource allocations to kind of care and feed to that. So, again,

not trying to say anything negative about where we're headed, just considerations we want to have as we're planning and prioritizing this work. So, yeah, so we just kind of wanted to give some considerations that we've been talking about internally and then see if the board has any feedback on those.

[00:48:58] Thank you for that. I have a couple things on this one. So I want to kind of just work our way down here. So I guess my first question before I get to the staffing pieces of this, are you guys using, and only because I'm playing around with this really heavily right now, but using AI to help me program things.

[00:49:20] And I am not a programmer. A Python is a snake. It is not a programming language in my world. So, but using AI, it's gotten really good at being able to create some really great apps for me that are just helping me with a lot of different things. This is a much bigger scale project, I understand.

[00:49:36] but are you guys, before I get into, do you need more staffing to help you all with this stuff generally, which is where I'm going with this, is there a need perhaps, or is there an appetite at all about doing some additional training in AI for programming purposes to help make this a more efficient and effective process, and or you're needing more staff. So that's kind of the first part of this. And then the second part is, do we have the right tools? Do we need to make a bigger investment in data technology or are we having to piece together different technologies to make

[00:50:15] this work because my preference would be to invest ahead of this to make sure that we've got the right technology platforms and we're not having to piece together pieces that we're just going to break and we're going to have to fix down the road later so I'll start with those two and they're first let me say I'm not asking for resources with this gentleman right to my right I just kind of want to level set current resource allocations in what we have but it is we have a low code platform we've already begun some generative AI solutions that we're using that to kind of help us one get code

[00:50:51] delivered quicker like low code platforms are designed so that you it's much more like plug and play than it is like actually writing code so we're we left that world a long time ago and we're evolving as we as we get there it's one of the reasons we'll be able to make so many process improvements with things like the student opportunities portal to have so many application processes consistent lotteries for example that run on the back end every single system has a completely different subset of what students requirements and those so facilitating all of those type of items so yes we are going there we are just making sure that just because you can

[00:51:27] get to something quicker doesn't mean that we it's meeting our accommodations like we're going through right now our student opportunities portal and we're having to revamp some of those to ensure that they meet the new web accessibility. So even work we've already completed and is functional, that doesn't mean it's meeting current requirements as they've shifted. So the second part of that was kind of the modernized data. That's what we're doing now. So we're implementing a product called Snowflake, which is going to be a modernized data process. My data team could nerd out all day on the data science items behind it, but it really is going to enable us to future-proof ourselves so that as we're bringing this data in, we're not

[00:52:03] creating a ton of work that our teams cannot keep up with and maintain. Worst case scenario is we design something and implement something and then we can't maintain it and either it's inaccurate or it doesn't work. That's where frustration is going to come from. So we're trying to set this. One of the things that we did for our click environment, for example, was anonymous tenant. And so that enabled us to

allow external users anonymously without having to have an LCBS authentication to access some of these things so we could present that to our front-facing public. So we're working through some technical challenges to deliver these things, but I think we're in a good spot. Like I said, we're just kicking off this Snowflake project

[00:52:41] over the next year. We'll have something in place that we'll be delivering from. So that's another reason we're kind of working on this iterative delivery, is some things may be using legacy systems process, and as we evolve and get the new systems and processes in, we'll shift there as we get them implemented, if that kind of makes sense. Yeah, that's great. Thank you for that.

[00:52:57] And before I forget, and then I'll get you guys in here, have we done any kind of ask of the FOIA office and the comms team about their common data requests so that we're folding those kind of requests into the dashboard so that it is helping save and limiting that?

[00:53:15] So those, so yes, in terms of FOIA requests and anything that's internal usually comes to the research office, which is basically these three individuals sitting here. So yes, we do have, I would say we have a general idea.

[00:53:35] Well, I have a general idea. I think they have a more specific idea and actually track the types of requests that we get and could tell you things that we're asked for over and over again. Dr. Tyler, Dr. B, I don't know if you want to add anything to that. Good evening.

[00:53:51] So we receive upwards of 400 different data requests a year. So we have a workflow where we're able to see topics and patterns of what we get from different stakeholders. So, yes, we're able to see patterns and see them evolve. And that's oftentimes informing what we would prioritize as data points to look at.

[00:54:11] Yeah, great. Because anything we can do to kind of help save time and deliver material that is being asked for frequently is always great. So would you like to go on this? So I was just curious if you've contemplated at this point when we might do any sort of user testing to actually let our eventual audience interface and maybe help identify some challenges with the system.

[00:54:38] So I think our high-level timeline at this point, and please correct me if I'm wrong, but just to have something ready for the start of school that is an evolved data dashboard. Now, some of the screenshots you saw are really prototyping of what that looks like. So internal development is already occurring. So that's the timeline that we've kind of aligned to is to get something in place as we kick off a new school year that we have a new interface that users can come in and interact with that data and then kind of build on that iteratively, whether that's per quarter, bringing things back to PMC.

[00:55:07] So that's just like an initial timeline. And then it's going to be a living, breathing thing that'll kind of exist as long as we have it. So it'll need some continuous feeding so that we can have resources and supporting it moving forward. But that would be a high-level timeline. Mr. Arnold?

[00:55:26] Thank you. I was going to ask about timeline. I think that's amazing. I thought it would be later, so I think that that's amazing. I am very excited and continue to, I mean, however we can help roll that out through promotion and whatever else. I like the idea of having a testing group.

[00:55:45] I had some parents that would happily volunteer, the ones that ask me the same things all the time about data. I got some in mind. I think that that would be an interesting concept to have that sort

have rolled out to the general public. I think even to see, have students looking at it would be interesting in terms of just maybe even knowing what's available. One of my hopes and dreams for this whole process is that people aren't just going to see the data they're looking for, but they're going to find data they weren't looking for and know what LCPS offers. Because there is so much that we do and it's so comprehensive. And I think one of the great things about being part

[00:56:20] of PMC for two years now is knowing all of that. And as you said, like just now about FOIA, I'm like well that could be a whole pmc topic in and of itself just to see what our heavy hitters are like just as a school board to know what that is i'm like oh there's another idea so i think the more you know the more it leads to more knowing is sort of what i've learned as a school board member and so that's my hope is that people will have a fulsome picture of just how much we offer and all the opportunities not just to look at what how students are doing but to look at what they are doing and what staff has available to them. So I'm very excited for this project. I

[00:56:56] also hope that you will be candid with us if you need staff, because I think this is a worthy endeavor. If you need resources, I hope that you will. I know Dr. Spence is sitting here, but if he isn't, we should talk about that openly, because if we're going to support this project, the last thing I want is for it to be something we can't maintain, and it's always behind, and it becomes more of a burden than something that's useful to us, and I hope, you know, even there's media in the audience, you know, they ask us for information, too, so I'm hoping that this will just become something that is really a time saver, not a time adder, but I know

[00:57:31] that up front, you're going to have a lot of these things, so just so, so excited and so appreciative, so thank you so much for your work, thank you for indulging this committee and all the things that we had to offer, it's really, really impressive and exciting. If I may, I just want to go back to a point that you just made that I think I want to put out in the open, which is the benefit of the dashboard being that people don't know what they don't know.

[00:57:55] And that data is there for them to look at, and they know it's there, and they can do that, as opposed to just having a natural language processing, auto-Gen-A, where they have to think about what it is that they're looking for, and if they don't know it's there, they're not going to think to ask about it. So that's definitely the benefit of having both of those features available.

[00:58:12] And just to piggyback off of that, we've done a lot of good work with ParentVUE. I think that was sort of the start of like parents sort of understanding what their kids' data looks like. But I think layering that data singularly of their child on top of what the division is doing is going to also just increase a depth of knowledge and understanding of the scope of what these assessments give us and why we give them and when we give them and how to interpret all of that.

[00:58:39] So, again, that's sort of just my hope for the big picture is that we can work with comms and really, you know, maybe do some videos. I know Dr. Spence and I have kind of talked about that a little bit, about just sort of unpacking some of this and really using it as an empowering tool for our community to understand all the things LCPS.

[00:58:59] Excellent. Anything else? Anything else? Is that it? No. I'm just like, because I'm like, wow. Is that it? That is the conclusion of our presentation this evening, and we got a lot of great feedback from you all.

[00:59:17] Team, do you have any outlying questions that we have a captive audience? Anything you're wondering, their thoughts on? No? Dr. Spence? No, good. I'm appreciative of the conversation.

[00:59:37] And, you know, for the record, they ask me all the time for resources. And I'm not nearly as mean about it as Aaron makes it sound like. But no, we will, I mean, obviously I think in our work we will evaluate both the platform and the data management processes underneath that and then what the levels of support are that's needed for that.

[01:00:00] But I think the very first thing is to get the kind of framework for this right, right? We don't want to build something that's not helpful. We want to make sure that it's something that is meeting the needs of our school board, of our staff, of our community. One of the things I was jotting down as I was thinking about it, can our kids articulate that they're doing well?

[01:00:21] And how could this be a picture of that for them as well, right? And so I think getting that part right, and then we can get into the technical details of the support that will be needed to keep it as a long-term project that is useful for our community. will be an important part of the next steps for this conversation.

[01:00:40] But I do really appreciate a great deal of the feedback that we got. In particular, I think, really appreciate the questions around how we measure well-being and thinking about how we categorize that and where we categorize that. I'm always cognizant that while students are at the center and core of that conversation, we also want to be thinking about our family well-being and, in general, how we're adding value to our community and how do we communicate those things.

[01:01:07] um and so we'll go back and have some additional conversation about that idea sure enough of like larger categories that then could drive down to some of these other data categories which would maybe just make it more digestible on the front end why am i looking at this um and uh appreciate the the questions around ai and i think it's clear that having a way that makes it easier for people to kind of just dive right into the data and get answers is going to be important because otherwise you know, sifting through mounds of data can be complex, particularly because we have, as you saw,

[01:01:43] 200 data points that we're just trying to manage now and kind of get them to integrate and talk to each other. And then I think, finally, not just thinking about the AI and how that would work, but also, and again, you brought this up, Ms. Chernoff, at the end there, but how do we explain it on the front end you know so that you even know what to ask because there's so much there and as you all pointed out in different ways there's so much there that folks may not even know is available information to kind of talk about what we do you know a lot of our experiences

[01:02:22] as parents is kind of what the interaction that we have between the school and the teacher and our child and those conversations but those often don't point to the like I'll give an example in terms of mental health and well-being I talk to students at town halls on a regular basis and one of the things that comes up all the time is mental health students are very aware that this is a concern for them and for their peers and then I start asking them questions like are you familiar with your school's UMHT and almost to a person they're not and I ask questions like did you know

[01:02:57] about Care Solace and the fact that we have a platform that will connect you to therapy and almost to a person they're not and so one of the things that i see is maybe being value-add here with the dashboard is pointing people to oh there's data here about connections that we're making through care

solace oh that's a thing i should ask about that and finding a way to ensure that the data that we're presenting is also driving people to the resources and i kind of like how it was put earlier but like what lcps actually has to offer and what we really do in a much building a much bigger picture of that for our community because i do think sometimes

[01:03:34] some of that's just either missed or misunderstood because we do so much and so but i think ultimately i would back up to a picture and i'll just say this one more time um for for my team and we'll think about this but i'm always curious like i'm thinking as a parent and when i'm as a parent looking at data dashboards the first thing i'm trying to understand is is my child doing well do you know what i mean is like is my child thriving uh and i always come to that word like for me and my family we focus on thriving right and what does it mean to thrive and um how how

[01:04:11] can i enter into a dashboard space that helps me understand whether or not my child is thriving um and i think we can answer that question by kind of diving into that and then i think we could also in terms of like those larger categories be thinking about like is our staff thriving what does it mean to work here what's the experience of working in lcps feel like and then how do you build a dashboard around that kind of so to me it's like do we have some essential questions we could build these data dashboards around um and so we'll think more about that as we think about those larger categories because i think that could really help us drive into those categories

[01:04:44] yeah that's really good stuff too i was thinking you know even our you know and again in the sterling park context right like what the food and food resources are for our students what are our what are the non-profits that are supporting our schools and where can you go outside of that to get certain supports i really liked and i'm really thinking one of the groups that we really didn't mention much in here are teachers and our staff and so what data points would they like to see in something like this so i think that we need to think about that too because this is very student-centered and i'm not even sure on my first draft i'd put this in there so i think

[01:05:24] this that conversation really does spark you know what do our teachers and our staff need to see from a data perspective too so dr ellis so uh we in terms of next steps we will take all of this really rich feedback and discuss amongst our teams and just a shout out to to the teams working on this project really appreciate the collaboration across academics and and um ddi and we'll talk in cabinet about these categories and the concepts that we've discussed.

[01:05:59] We do have one more meeting scheduled for June, and so we will bring back an update for you then. We probably won't have the same amount of time to dive deep into a discussion, but we do want to keep you in the loop as we progress and enter the summer. So we'll bring an update back.

[01:06:16] And then also on our agenda is a conversation around the climate survey data. so the climate survey has closed. Dr. Blakelock and team have been analyzing the data, providing it to schools for their review, and so we'll have a summary for you at that June meeting.

[01:06:35] Does that sound reasonable? In terms of that climate data, are we able to look at climate data in comparison to retention, staff retention data? Is there a way to have any of that at the next meeting? Historically, I know we wouldn't have it for this year because this year's not over yet, But historically, have we looked at that, and can we see that?

[01:06:59] From the research office perspective, we have not. Retention data is not that we've looked at, but we do have the climate data that we are the data owners for. Are you thinking, like, school-by-school level peaking at it, I think is what you're getting at. I mean, climate's not good. Do people stay? I think we can talk about it.

[01:07:14] This is noodling on some questions that might come up from that data. Yeah, that's a great one. And I think one of the things is we're starting to look forward. This will be wrapping up a year and a half of the committee. right because it started in january right oh i said two years on the mic that's right no no no it's okay i'm just trying to think about how like once we have like two full years of cycle and data i think one of the things i would really like to see so this would be starting like maybe in january is starting to see some of the crosswalk between some of the data like this so um we'll have a

[01:07:52] couple years of stuff and it'll be really interesting to start crosswalking some of it just to kind of see if there are some leading indicators or, yeah. And there's a whole bunch of them I can think of, but that would be a really good one to be able to start seeing. So that would be great.

[01:08:08] Thank you guys so much. I know this is, yeah. I feel like we should clap. I know. There's so, there's so much. We'll clap for you. Yeah, there you go, yeah, absolutely. I know there is so much that goes into this, and then you get people that have big ideas, and then these things just kind of explode, And then you've got to kind of keep the reins on what's reasonable staff-wise, investment-wise, technology-wise, time, commitment, all that kind of thing.

[01:08:35] So I'm very cognizant of that. And I'm cognizant that oftentimes I'm the one that's throwing these ideas in there. But I never expect that they get taken. But you guys have done a really nice job with this concept just from a couple months ago and really have run with it. And I'm really impressed with what you guys have come up with.

[01:08:52] So thank you so much for your investment and the time in this. I'm looking forward to seeing whatever you guys want to report at the next meeting on progress on this. And I'm really serious about this too, Mr. Smith, because if you all do need, everybody needs more resources.

[01:09:08] But if you guys need dedicated stuff for something like this because we want to push a harder timeline or new technology investments or whatever it is that could possibly work with the new ERP system to be able to deliver more data, whatever. I mean, I think because we're starting the budget process, this would be the time to throw some of those investments out.

[01:09:28] And I'm kind of saying this to all of you guys. If there are investments that need to be made, this would be a time to start making us aware of what those are so that we can start thinking about them and prioritizing them with other things. All right. If we don't have any more on this topic, then our next item is 6.0, new business.

[01:09:47] Do we have any new business this evening? Seeing none. Our next meeting date will be June 2nd. Please feel free to check Board Docs for upcoming information, and if there's no further business, the meeting will be adjourned. Thank you all so much.



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