Special School District Program Evaluation for MIS

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Introduction

Special School District is committed to data driven decision making as a part of its overall strategy and commitment to serve students in the most effective and efficient way possible. One of the ways to assist in the accomplishment of this goal is to provide accurate, meaningful and real time data to administrators, teachers and parents. As a part of the program evaluation process approved by SSD’s Board of Education for ongoing program improvement we decided to evaluate the Encore IEP software implementation focusing on three board approved questions.

Three years ago SSD selected a software product from 4GL School Solutions called Encore IEP software which allows SSD teachers to complete IEP’s online and access student data. Since the IEP process is an integral part of the special education process for a student this software would allow SSD to convert from a paper-based IEP model to real-time web-based IEP model. The program evaluation of Encore began in May 2005 and lasted through September 2005 and is an ongoing evaluation process. This report will detail the processes, results and recommendations that will assist with the ongoing implementation and support of Encore.

To facilitate this evaluation a committee was developed consisting of the following members.

Rich Carver  
Daniel Burrus  
Val Whitney  
Gary Lindsey  
Rob Emerson  
Scott Caldwell  
Rebecca Gallant  
Alan Wheat  
Chuck Enstall  
Ray Loehr  

SSD CFO  
MIS Director  
Instructional Technology Area Coordinator  
Encore Project Manager  
SSD Telecommunications and Networking Manager  
SSD Student Data Manager  
SSD Encore Training Coordinator and Trainer  
SSD Teacher  
Professional Networks Networking Engineer (Business representative)  
Partner District MIS Director

Three questions were developed to analyze particular aspects of the Encore implementation and were approved by the Board of Education.
1) What should SSD’s role be in dealing with network and bandwidth problems in partner districts?

2) What process should SSD use to troubleshoot problems with Encore in partner districts?

3) What impact does Encore have on the purchase of computers and printers in partner districts?

Literature Review

As this program evaluation has a unique and narrow scope a literature review has limited application. Over the last few years bandwidth management defined as, the management of the transmission capacity of an electronic pathway such as a communication line, and Quality of Service (QoS) defined as, the idea that transmission rates, error rates and other characteristics can be measured, improved and, to some extent guaranteed in advance, have received an increasing amount of attention due to ongoing costs of increasing bandwidth circuits and the requirement of high availability for critical enterprise applications such as Encore IEP Software. In a white paper from March, 2003 from Ashton, Metzler & Associates that deals with optimizing bandwidth the number one area to focus on regarding bandwidth management was traffic management defined as, the process of managing computer network traffic to optimize the available bandwidth and QoS. Caching defined as, a place to store something temporarily, for example, when you return to a web page you’ve recently visited, the browser can get it from the cache rather than the original server, saving time and the network of some additional traffic, and compression defined as the process of encoding data to take up less bandwidth for transmission, were also listed.

Help desk research at least for a particular application can be a bit more difficult to define as each supported application can have different levels of support. With the Encore application we have been able to define three different levels of support, technical, IEP forms, and IEP programming. One of the ways to research help desk staffing needs is to track help desk calls in a database. With Encore all help desk calls...
are logged in a database which is used to provide reports for pinpointing resource needs for troubleshooting.

As with any large application implementation it is essential for users to have the proper tools. 4GL School Solutions recommended specifications for computer configuration to ensure compatibility with Encore. Also, to assist in determining areas of greatest need a computer inventory database was used to show distribution of computers by district with the latest survey completed in March, 2005. This enables the district to prioritize the staff computer needs.
Methodology

Data were gathered from an array of available sources including review of available Technology Surveys, Help desk database analysis, open forums, (both for teachers from SSD and Technical employees of partner districts), internet research, consultant interviews, teacher interview sessions, computer inventory database, analysis of open-ended comments and cost analysis.

Results

The committee members met to review, assimilate, and analyze the program evaluation data. The costs associated with various hardware solutions to increase bandwidth efficiency options were reviewed, it was determined that the best way to proceed was to acquire demonstration units from each company and evaluate the results as each demonstration period is completed. Analysis of the help desk database resulted in a recommendation to increase help desk staff from 3 FTE’s to 6 FTE’s to handle the anticipated volume of calls. Computer and printer needs were analyzed using the computer inventory database and recommendations for purchases are made based on analysis of computer distribution.

Cost Analysis

The three focus areas of this evaluation have different costs associated with each area. Starting with help desk staffing the 6 FTE’s that will be working the help desk will come with an estimated cost of $274,244. Future help desk staffing will be determined by user needs. Once Encore is in place in most partner districts for at least one year then a re-evaluation of help desk staffing can occur. Computer and printer purchases over the last fiscal year were, Computers ($305,588) and Printers ($105,441). Computer life-cycles run between 3 – 5 years with replacement needed at the end of that life-cycle. The committee estimates the ongoing cost of commitment to be about $400,000 per year for computers and printers for staff in partner districts. Bandwidth management hardware cannot be accurately stated at this time as evaluation of this hardware is currently taking place. Configuration and options for the hardware can have an impact on pricing and the options and configuration will be based on performance during the evaluation periods. Approximate costs can be stated at $30,000 - $45,000 on the low end to $50,000 - $75,000 on the high end.
Program Evaluation for MIS

Strengths
Several areas of strength were identified. Users commonly noted that the technical skills of the help desk staff are of high caliber. Users also noted that they are highly satisfied with personal interaction with the help desk staff.

Bandwidth and server performance at SSD is sufficient to accommodate all Encore users. Also, in partner districts where bandwidth is not an issue, delivery of Encore to the desktop through the web is at an acceptable speed.

A continuing effort is under way to supply all teachers with computers either from SSD or provided by the partner districts.

Areas that are above average but need improvement include resolution of technical support issues. Currently 85% of issues are resolved with a goal of 100%.

Weaknesses
The evaluation identified seven areas that need to be addressed.

- Bandwidth limitations in partner districts
- Access to network in partner districts
- Help desk staffing
- Callers get help desk voice mail, not live person
- Return calls are not at relevant times
- Every teacher does not have their own computer
- Communication with partner districts
- Training, Area Coordinator training and more open labs

All of these types of comments were made either at the open forums or during brainstorming sessions held with teachers on Encore challenges and solutions in May, 2005.
Limitations

The data collected for this evaluation provided the committee with a significant amount of information that had not previously been reviewed as a whole to lead towards systemic improvement. However, in the process of data analysis, the committee noted several limitations that may have affected the reported results. These limitations should be taken into consideration when interpreting the results.

1. Limited access to data about bandwidth available at partner districts. This type of data was publicly available up until last spring through Morenet (Internet service provider for most St. Louis County School Districts). As a result SSD technical staff was able to identify some districts at the time that had limited bandwidth. Morenet has now limited access to this data to just the local district whose bandwidth they are providing. Limiting access was due to districts comparing what bandwidth they were being provided to what other districts had which created problems for Morenet.

2. Although training is mentioned in a number of areas in this evaluation from public forums and surveys, training data and its effectiveness was not measured in this evaluation as it is not an area of MIS responsibility.
Program Evaluation for MIS

Recommendations

The recommendations address identified needs in the areas of help desk/technical support, bandwidth limitations, computer and printer purchasing. Action plans have been developed to address the recommendations.

1. Increase help desk staff not only in the technical area but in the area of IEP programming. Supplement help desk with on-site assistance. Continue ongoing evaluation of the help desk to monitor staffing levels needed and types of support needed using help desk ticket tracking software and surveys of users. After analysis of help desk data it was determined to implement this recommendation for school year 2005-2006.

2. Evaluate network hardware to improve Encore delivery to the end user and to improve processing speed. Recommend solution based on demonstration units performance and cost. Consideration should be given not only to the impact of the hardware on Encore but to the overall performance of SSD’s computer network as some devices will have a positive impact on both areas.

3. Work with partner districts to improve access to network resources for SSD teachers. Where practical continue to assist with cost of wiring rooms for network access for SSD teachers in partner districts. Specifically, ensure that partner district staff know the specific software requirements for Encore. (Adobe Reader version, Operating System versions)

4. Continue to monitor and work with partner districts to provide all teachers with the computers and the technical tools to access and use Encore. Investigate ways to improve the current manual inventory process by automating the inventory through a web based application. (See Technology Plan Action Plan Objective 6.2.2). Develop a life cycle replacement program for computers at SSD.

5. Although not a focus of this evaluation, training for all users of Encore specifically, Area Coordinators should be a requirement. Repeated comments were made during the public forum and interview/brainstorming sessions that Area Coordinators sometimes provided misinformation on Encore.
CHAPTER I

INTRODUCTION

Background and Purpose

Special School District is committed to data driven decision making as a part of its overall strategy and commitment to serve students in the most effective and efficient way possible. One of the ways to assist in the accomplishment of this goal is to provide accurate, meaningful and real-time data to administrators, teachers and parents. As a part of the program evaluation process approved by SSD’s Board of Education for ongoing program improvement we decided to evaluate the Encore IEP software implementation focusing on three board approved questions.

Three years ago SSD selected a software product from 4GL School Solutions called Encore IEP software which allows SSD teachers to complete IEP’s online. Since the IEP process is an integral part of the special education process for a student this software would allow SSD to convert from a paper based IEP model to real-time web-based IEP model. The program evaluation of Encore began in May 2005 and lasted through September 2005 and is an ongoing evaluation process. This report will detail the processes, results and recommendations that will assist with the ongoing implementation and support of Encore.

To facilitate this evaluation a committee was developed consisting of the following members.

Rich Carver  SSD CFO
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Val Whitney  Instructional Technology Area Coordinator
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Rebecca Gallant  SSD Encore Training Coordinator and Trainer
Alan Wheat  SSD Teacher
Chuck Enstall  Professional Networks Networking Engineer (Business representative)
Ray Loehr  Partner District MIS Director
Focus for the Program Evaluation

The focus of the program evaluation was to answer the following questions approved by the Board of Education.

1) What should SSD's role be in dealing with network and bandwidth problems in partner districts?

2) What process should SSD use to troubleshoot problems with Encore in partner districts?

3) What impact does encore have on the purchase of computers and printers in partner districts?

Design of the Report

The report documents the review of current literature and the methodology used to evaluate the program. Databases were developed so that data analysis and reporting could also be reviewed to assist in the evaluation. The limitations of the program evaluation are addressed as well as recommendations of the evaluation team. The committee has also developed action plans that may serve to guide the implementation of any recommendations that the Board of Education approves.
CHAPTER II

PROGRAM DESCRIPTION

Definition

“Encore” is a web based software program that allows educators and an administrator of special education to develop IEP’s online. The IEP data is processed in real-time so that the data is available to all users immediately.

Encore is a proven software solution as it is in use in a number of large urban school districts including Dallas/Fort Worth and San Diego. It relieves the district of a paper based model and allows for real-time data analysis not only for SSD administrators but also for liaisons of partner districts. SSD’s paper IEP process was not only paper intensive but also reliant on manual delivery of data to SSD’s Central Office where it was entered into the database. Encore allows SSD to track a substantial amount of data not previously tracked in the past due to limitations of its legacy software. Encore will also allow SSD to track compliance much more effectively as the rules built into Encore are in place to enforce compliance. Compliance is a key component of Encore as it should help with non-compliance issues and legal challenges due to non-compliance.
CHAPTER III

LITERATURE REVIEW

As this program evaluation has a unique and narrow scope a literature review has limited application. Over the last few years bandwidth management defined as, the management of the transmission capacity of an electronic pathway such as a communication line, and Quality of Service (QoS) defined as, the idea that transmission rates, error rates and other characteristics can be measured, improved and, to some extent guaranteed in advance, have received an increasing amount of attention due to ongoing costs of increasing bandwidth circuits and the requirement of high availability for critical enterprise applications such as Encore IEP Software. In a white paper from March, 2003 from Ashton, Metzler & Associates that deals with optimizing bandwidth the number one area to focus on regarding bandwidth management was traffic management defined as, the process of managing computer network traffic to optimize the available bandwidth and QoS. Caching defined as, a place to store something temporarily, for example, when you return to a web page you’ve recently visited, the browser can get it from the cache rather than the original server, saving time and the network of some additional traffic, and compression defined as the process of encoding data to take up less bandwidth for transmission, were also listed.

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As with any large application implementation it is essential for users to have the proper tools. 4GL School Solutions recommended specifications for computer configuration to ensure compatibility with Encore. Also, to assist in determining areas of greatest need a computer inventory database was used to show distribution of computers by district with the latest survey completed in March, 2005. This enables the district to prioritize the staff computer needs.
In a world where web-based applications are becoming the norm, application performance is paramount to successful implementations and user experience.

“We’ve seen a steady progression over the past five years to Web-based applications,” says Dana Gardner, senior analyst for Application Infrastructure and Software Platforms at Yankee Group Research, Inc. in Boston. “The visible face of many corporations to their customers as well as their employees is through Web-based applications.”

Gardner says this puts pressure on companies to get those applications right. “How your Web-based applications are delivered affects how people view the competency and integrity of your company,” he says. “So there’s really been a shift in the importance of maintaining Web application integrity from a level of convenience to one of mission-criticality.”

Companies are relying on Web-based applications to reduce time to market for their products, improve collaborations among employees and partners, reduce costs of customer interactions, and improve access to information. Companies are also moving paper-based processes to the web.

Although there are many benefits from moving applications online, there are tremendous challenges also. Once an application is moved to the internet many issues begin to affect performance such as bandwidth issues at remote locations. Frustrated users lead to poor adoptions levels. Without user acceptance the investment in the software and technology can be wasted. (Accelerating Web-based Applications, Sandra Gitten p.3)

There are a number of ways to address the above issues without adding additional bandwidth SSD is considering the following types of solutions.

Although the outcomes related to Web-enabled applications are complex, there are solutions that address the majority of the issues. For all Web-enabled applications with more than one front-end Web server, Encore has eight, deploy a device that provides server load balancing, defined as, the process of fine tuning a computer system or network in order to more evenly distribute the data and/or processing across available resources, and SSL (Secure socket layer)/Encryption termination defined as the reversible transformation of data from the original plaintext to a difficult-to-interpret format to protect its confidentiality. Beyond that, nearly all applications will benefit from a device that adds TCP (transmission control protocol) connection management and compression.
Since the leading solutions provide most or all of these functions in a single device, enterprises should look at a platform where they can turn on these features as required. Leading vendors in this market include F5 Networks, NetScaler, Radware and Redline Networks. Employing an appropriate combination of these functions will reduce server load by at least 75 percent and network bandwidth by 30 percent, improve SSL performance and management, and improve end-to-end application performance by roughly 50 percent or more. (Gartner Research, 2003 Network Impacts of Web-Enabled Enterprise Applications p.4)

**Help Desk Environment**

Help Desk research at least for a particular application can be a bit more difficult to define as each supported application can have different levels of support. With the Encore application we have been able to define three different levels of support, Technical, IEP forms, and IEP programming. One of the ways to research help desk staffing needs is to track help desk calls in a database. With Encore all help desk calls are logged in a database which was used to provide reports for pinpointing staffing needs

**Computer and Printer Purchases**

There is not any relevant literature research relating to computer/printer purchases except to say that it is a goal of SSD to have a computer for every teacher. Computer inventory databases have been created and are being used to assist in attaining this goal.
CHAPTER IV

METHODOLOGY

The focus of this chapter includes the procedures involving the program evaluation process, population being reviewed, and methods of data collection and analysis used in the program evaluation for Encore IEP Software Implementation.

Process

The program evaluation process involved various stakeholders including teachers, administrators and support staff. A committee was established to work collaboratively on the program evaluation tasks. Committee members included a director, assistant superintendent, administrators, project leader, teacher, trainer and partner district technology director. The committee met approximately two times a month.

Population

The population of this review was users of Encore IEP Software in Special School District who have created an IEP with Encore, and technology personnel from partner districts.

Methods for Data Collection and Analysis

There were five methods used to collect data. The data collection methods used in addressing the focus questions approved by the Board of Education are noted in Table 1.
## Table 1: Evaluation Focus Questions and Data Collection Methods

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<th>MIS Evaluation Focus Questions</th>
<th>Data Collection Methods</th>
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<tr>
<td></td>
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<td>1. What should SSD’s role be in dealing with network and bandwidth problems in partner districts?</td>
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<tr>
<td>2. What process should SSD use to troubleshoot problems with Encore in partner districts?</td>
<td>X</td>
</tr>
<tr>
<td>3. What impact does Encore have on the purchase of computers and printers in partner districts?</td>
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**Literature Review / Quality Indicators of Best Practices**

After conducting a review of best practices regarding bandwidth management with SSD’s network consultant, the committee identified the areas of bandwidth management to focus on. Three areas were identified, 1) performance of web servers, (load balancing and encryption management, 2) improve speed of delivery (compression) and 3) network traffic shaping/management, defined as, the process of managing network traffic by giving priority to certain types of network traffic and limiting others. SSD’s network consultant explained the pros and cons of each area and proposed an evaluation plan which the committee approved.

**Staff / Administrator Survey**

The staff / administrator survey was sent to teachers, administrators and support staff who use Encore in March 2005. There were 779 respondents to the SSD Technology Services Satisfaction- Encore survey.

The respondents were asked to rate their perception of the level of satisfaction with the technical services/help desk they received when dealing with Encore issues. Quality indicators for satisfaction areas were scored using a five-point Likert scale with a rating of 1 denoting strongly disagree and a rating of 5 denoting strongly agree.
Program Evaluation for MIS

Public Forum

A public forum was held to gather input from teachers, staff, and community members on the focus question areas. Notification of the Public Forum was provided through voice mail, fliers at each SSD building and on SSD’s website. The public forum was held from 1:30 - 3:30 p.m. in the Special School District Central Office on June 21st, 2005. A brief overview of the program evaluation process and focus question areas was provided. A handout of the focus questions was disseminated to participants. Individual posters were displayed around the room for each of the focus question. Committee members were available for questions or comments for each of the focus question areas. Participants were asked to write their perception of the district’s implementation of Encore with comments to include “areas of strength” and “areas of need” for each of the focus question areas. They posted their comments in the designated areas. There was also a general comment area for participants who had additional comments. The participants were also given the opportunity to address questions or concerns with the committee members during the forum.

The committee reviewed all comments provided by participants at the public forum. A content analysis was completed for the written feedback to determine strengths and areas for improvement as well as identifying topic areas that were common across data collection methods.

Public Forums Partner district technology personnel

Two other public forums were held with technology personnel from partner districts these were held on July 29, 2005 and on August 5, 2005 at Special School District Central Office. These public forums were held to elicit feedback from partner districts as to the issues they were experiencing and also to assist in communicating with partner district as to the status of the Encore software implementation. Committee members were present and an overview of Encore and the status of the implementation was given. Also, updates were given as to changes in help desk and possible hardware acquisitions to improve application performance in bandwidth limited areas. Time was given for questions for the partner districts technology personnel to question committee members and make comments regarding experiences in their districts.

Data Analysis and Reporting

Databases from Help Desk logs and computer inventory databases were used to assist in determining recommendations for Help Desk staffing and distribution of computers and printers.
Cost Analysis

Cost proposals were received regarding bandwidth management hardware and will be evaluated and adjusted based on demonstration units and their performance plus additional options that may be needed. Help Desk staffing costs were based on FY06 budgeted dollars. Computer and Printer costs were developed from inventory databases which included computers and printers ordered in FY05.
CHAPTER V

RESULTS

Eleven sets of findings are presented in this chapter. These analyses have been included to answer the following questions posed by the Board of Education:

1) What should SSD’s role be in dealing with network and bandwidth problems in partner districts?

2) What process should SSD use to troubleshoot problems with Encore in partner districts?

3) What impact does Encore have on the purchase of computers and printers in partner districts?

The sets of findings are listed below, along with the number corresponding to the evaluation focus question related to the finding.

1. Help desk calls by hour, April May and June (BOE question 2)
2. Total number of help desk calls by type. (BOE question 2)
3. Computer inventory by District by Building, March 2005 (BOE question 3)
4. The results of the teacher and administrator surveys. (BOE questions 1,2)
5. The results of the public forums. (BOE questions 1,2,3)
6. A cost analysis(BOE question 1,2,3)
Help Desk Data

Figure 1 depicts the number of help desk calls by hour for the months of April, May and June of 2005. Help desk calls peak in two time slots, 9:00am – 11am and then once again 1pm – 3pm.

Figure 1
Figure 2 depicts the number of total calls by call type to the help desk. “Other” reflects calls that covered more than one issue. Further clarification of “Other” category issues needs to be further defined for more accurate reporting due to the high number of issues reported in the category.

Figure 2
Computer Inventory Data

Figure 3 depicts the number of computers by District by building which is used to determine where computers needed to be placed. Information for certain districts is incomplete. Note- Responses not received from about 600 teacher staff.

<table>
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<td>All</td>
<td>40</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Wellston</td>
<td>All</td>
<td>7</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Career Training</td>
<td></td>
<td>23</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Countywide</td>
<td></td>
<td>34</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Ackerman</td>
<td>All</td>
<td>27</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Litzsinger</td>
<td>All</td>
<td>32</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Neuwoehner</td>
<td>All</td>
<td>30</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Northview</td>
<td>All</td>
<td>33</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Southview</td>
<td>All</td>
<td>29</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,762</td>
<td>552</td>
<td>24</td>
</tr>
</tbody>
</table>
Bandwidth Data

Except for articles concerning recommendations from magazines such as Network World etc... There is currently no data to evaluate the hardware being considered for implementation. Real-time tests in a live environment on SSD’s network needs to occur to be able to evaluate each piece of hardware properly. Currently, traffic shaping hardware was installed during the summer and the evaluation unit will continue on SSD’s network until October. Installation of other demonstration units will begin on Sept. 23 and continue for two months at periodic intervals. After all demonstration units have been tested evaluation data will be analyzed and a decision will be made based on need, performance and cost/funding available.


**Staff Surveys**

Surveys were sent to 2,898 staff with 1,662 surveys returned or a 57% return rate as a part of the Technical Services program evaluation in March 2005. Staff was instructed to answer survey questions based on their most recent tech support issue. 779 users returned surveys indicating that an Encore issue was their most recent tech support issue or 47% of returned surveys. Of those teachers returning the survey, the majority (85%) work in partner district settings. As with any large application implementation a high rate of calls at the initial implementation phase is not unusual. Continued close monitoring of the number of Help desk calls related to Encore will be an area of focus during the ongoing implementation.

There were 31 items on the staff survey.

Staff survey data is based on the 5 point Likert Scale where 1 represents “Strongly Disagree” and 5 represents “Strongly Agree”.

- A mean score equal to or greater than 4 is considered an area of strength.
- A mean score equal to or greater than 3 and less than 4 is considered an area of progress.
- A mean score less than 3 is considered an area of concern.

The strengths are noted in Table 2.

<table>
<thead>
<tr>
<th>Area</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with interpersonal interaction</td>
<td>4.35</td>
</tr>
<tr>
<td>with technical support personnel</td>
<td></td>
</tr>
<tr>
<td>Satisfaction with technical skills of</td>
<td>4.37</td>
</tr>
<tr>
<td>individual providing support</td>
<td></td>
</tr>
<tr>
<td>Overall satisfaction with technical support received</td>
<td>4.19</td>
</tr>
<tr>
<td>Internet connections is reliable</td>
<td>4.06</td>
</tr>
</tbody>
</table>

There were five indicators for which the average scores were still above average, but fell below 3.8. These areas are considered progressing. They are itemized in Table 4. There were no items below the average of 3.4.
Table 3. Progressing Areas on Staff Survey

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with time needed to get assistance</td>
<td>3.88</td>
</tr>
<tr>
<td>Who to call if having trouble with an SSD owned computer</td>
<td>3.87</td>
</tr>
</tbody>
</table>

Other areas that are above average but need improvement include resolution of technical support issues. Currently 85% of issues are resolved with a goal of 100%.

Public Forum

Approximately 20 teachers participated in the public forum. Participants were asked to provide input regarding their perceptions of SSD’s implementation of Encore based on the three board approved evaluation questions and any other comments they may have. The committee reviewed 38 individual comments from the participants. Table 4 depicts several topics that were frequently mentioned. Appendix 3-1 lists the categories for all public forum comments.

Table 4. Top five issues Expressed by Public Forum Participants

<table>
<thead>
<tr>
<th>Community participants</th>
<th>Number of comments</th>
<th>Percentage of total comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help Desk related</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>Forms/Technical</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td>Network</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>Training</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>Computer access</td>
<td>4</td>
<td>11%</td>
</tr>
</tbody>
</table>

The participants indicated a need for a more accessible help desk during hours that the teachers are available. Training was mentioned a number of times as the participants felt that more training and open labs should be available. Also they felt that network access and speed would alleviate some of their concerns over the amount of time it takes to complete an IEP.
Two meetings for teachers were held by Dr. Zavitsky on May 5 and on May 12 regarding Encore. Teachers were asked for their input regarding their experience with Encore and any comments they may have for improvement. Comments heard most frequently include:

- More training and open labs
- Help Desk staffing
- Network access/ speed
- Computer access
- IEP training needed
- Lack of knowledge of Encore by Area Coordinators and Principals
- Forms issues

Two meetings were held for partner district technical employees on July 29 and on August 5. Partner district participating were from:

- Rockwood
- Clayton
- Affton
- Pattonville (both sessions)
- University City
- Bayless
- Ritenour
- Jennings
- Ladue
- Maplewood/Richmond Heights
- Normandy

Participants were given the background of Encore and an overview of what Encore entails and what the district is doing to improve help desk, speed, access and communications. Comments heard from partner district include:

- Better communications needed
- PC configurations/ what is needed for Encore
- Who to call at SSD
- Bandwidth issues
Cost Analysis

The three focus areas of this evaluation have different costs associated with each. Starting with help desk staffing the 6 FTE’s that will be working the help desk will come with an estimated cost of $274,244. Future help desk staffing will be determined by user needs. Once Encore is in place in most partner districts for at least one year then re-evaluation of help desk staffing can occur.

Computer and printer purchases over the last fiscal year totaled $305,588 and $105,441 for printers. Computer life-cycles run between 3 – 5 years with replacement needed at the end of that life-cycle. The committee estimates the ongoing cost of commitment to be about $400,000 per year for computers and printers for staff in partner districts.

Bandwidth management hardware cannot be accurately stated at this time as evaluation of this hardware is currently taking place. Configuration and options for the hardware can have an impact on pricing and the options and configuration will be based on performance during the evaluation periods. Approximate costs can be stated at $30,000 - $45,000 on the low end to $50,000 - $100,000 on the high end. The following table (Table 5) shows quotes from vendors for the hardware currently under evaluation, but be aware that these costs could change based on options that need to be selected. Also, as these units will direct all traffic in front of the Encore web servers these units become a single point of failure. What this means is that if the unit fails all traffic to Encore will be unable to connect until either a new unit is in place or traffic can be redirected directly to the web servers once they have been re-configured. The impact of this is that all quotes include a failover unit, meaning if one unit fails the other will automatically continue processing without interruption, which gives Encore high availability but also increases cost. On all vendor quotes this is an option. Traffic shaping hardware is not a single point of failure piece of hardware and, as such, does not include redundant costs.
### Program Evaluation for MIS

#### Table 5 Vendor quotes

<table>
<thead>
<tr>
<th>Vendor</th>
<th>Types of processing</th>
<th>Non Redundant Cost</th>
<th>Redundant Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Netscaler</td>
<td>Compression, Load Balancing, Security processing</td>
<td>$35,947</td>
<td>$51,535</td>
</tr>
<tr>
<td>Radware</td>
<td>Compression, Load Balancing, Security processing</td>
<td>$28,505</td>
<td>$45,570</td>
</tr>
<tr>
<td>Redline**</td>
<td>Compression, Load Balancing, Security processing</td>
<td>$50,085</td>
<td>$100,000</td>
</tr>
<tr>
<td>SBC</td>
<td>Traffic Shaping (Packeteer)</td>
<td>n/a</td>
<td>$14,215</td>
</tr>
<tr>
<td>Professional Networks</td>
<td>*Traffic Shaping (Packeteer)</td>
<td>n/a</td>
<td>$14,839</td>
</tr>
</tbody>
</table>

** Redline from Juniper networks is a list price and still needs to be discounted for Education pricing.
CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Summary

Strengths

Several areas of strength were identified. Help Desk staff solve support issues 85% of the time and the technical skills of help desk staff were rated above average. Users also noted that the interpersonal skills of the help desk staff were above average.

Where network access is good the speed and performance of Encore is acceptable.

Access to computers is improving with the purchase of new computers for staff or partner district supplied computers.

The Encore software itself is providing real-time data to users and administrators. Meaningful reports for data driven decision making are available to report on IEP data. Liaisons from the 23 partner districts have inquiry access to Encore allowing them to analyze data on their students on a timely basis.

Weaknesses

The evaluation identified several main areas of challenge.

Help Desk Support

Although there were strengths identified relating to help desk there also were some weaknesses identified. Specifically, help desk staffing and the hours that the help desk is staffed. Staff also noted that voice mail for the help desk was full at times and at times took too long to receive a return call. There is a systemic issue due to limited time working staff are available for return calls from help desk staff.

Network access and speed

Two areas of note in regards to network access and speed were mentioned: a) Bandwidth is limited in certain partner districts resulting in slow response time for Encore b) Limited access to network resources in certain partner districts.
Computer Access
These areas were mentioned as weaknesses as it relates to computer access. A) Access to a computer b) sharing of computers, resulting in limited time available to use the computer. c) Encore performance on Macintosh computers.

Training
Once again this was not a focus of this evaluation but was mentioned a number of times in public forums, in interviews with teachers and on surveys.
Limitations

The data collected for this evaluation provided the committee with a significant amount of information that had not previously been reviewed as a whole to lead towards systemic improvement. Encore is a large implementation and an evaluation of each area of the implementation would have been cumbersome. However, in the process of data analysis, training was mentioned numerous times as a concern. Limitations should be taken into consideration when interpreting the results and designing future program evaluation activities.

1. Because of time constraints all areas of the Encore implementation were not evaluated

2. Training data was not included.
Program Evaluation for MIS

Recommendations

The recommendations address identified needs in the areas of help desk and technical support, network issues, computer and printer access. Action plans are being developed to address the recommendations.

1. Increase help desk staff not only in the technical area but in the area of IEP programming. Supplement help desk with on-site assistance. Continue ongoing evaluation of the help desk to monitor staffing levels needed and types of support needed using help desk ticket tracking software and surveys of users. After analysis of help desk data it was determined to implement this recommendation for school year 2005-2006.

2. Evaluate network hardware to improve Encore delivery to the end user and processing speed. Recommend solution based on demonstration units performance and cost. Consideration should be given not only to the impact of the hardware on Encore but to the overall performance of SSD’s computer network as some devices will have a positive impact on both areas.

3. Work with partner districts to improve access to network resources for SSD teachers. Where practical continue to assist with cost of wiring rooms for network access for SSD teachers in partner districts. Specifically, ensure that partner district staff know the specific software requirements for Encore. (Adobe Reader version, Operating System versions)

4. Continue to monitor and work with partner districts to provide all teachers with the computers and the technical tools to access and use Encore. Investigate ways to improve the current manual inventory process by automating the inventory through a web based application. (See Technology Plan Action Plan Objective 6.2.2). Develop a life cycle replacement program for computers at SSD.

5. Although not a focus of this evaluation, training for all users of Encore specifically, Area Coordinators should be a requirement. Repeated comments were made during the public forum and interview/brainstorming sessions that Area Coordinators sometimes provided misinformation on Encore.
REFERENCES

Ashton, Metzler & Associates (March 2003)
   The Three Components of Optimizing Bandwidth, Online White Paper
   http://www.ashtonmetzler.com/white_papers_page.htm

Gartner Research, M. Fabbi (December 2003)
   Network Impacts of Web-Enabled Enterprise Applications

Network World, Sandra Gibbons (2005)
   Accelerating Web-Based Applications
Appendix 1-1
Definitions

Bandwidth  The transmission capacity of an electronic pathway such as a communications line, computer bus or computer channel.

Cache (pronounced CASH) is a place to store something temporarily. The files you automatically request by looking at a Web page are stored on your hard disk in a cache subdirectory under the directory for your browser (for example, Internet Explorer). When you return to a page you’ve recently looked at, the browser can get it from the cache rather than the original server, saving you time and the network the burden of some additional traffic. You can usually vary the size of your cache, depending on your particular browser.

Compression  Encoding data to take up less storage space and less bandwidth for transmission. Digital data are compressed by finding repeatable patterns of binary 0s and 1s. The more patterns can be found, the more the data can be compressed. Text can typically be compressed to approximately 40% of its original size, and graphics files from 20% to 90%. Some files compress very little. It depends entirely on the type of file and compression algorithm used.

Encryption  The reversible transformation of data from the original (the plaintext) to a difficult-to-interpret format (the ciphertext) as a mechanism for protecting its confidentiality, integrity and sometimes its authenticity. Encryption uses an encryption algorithm and one or more encryption keys.

Load balancing  The fine tuning of a computer system, network or disk subsystem in order to more evenly distribute the data and/or processing across available resources. For example, in clustering, load balancing might distribute the incoming transactions evenly to all servers, or it might redirect them to the next available server.
Quality of Service (QoS)  On the Internet and in other networks, QoS (Quality of Service) is the idea that transmission rates, error rates, and other characteristics can be measured, improved, and, to some extent, guaranteed in advance.

Traffic Shaping  The process of managing network traffic by giving priority to certain types of network traffic and limiting others.
Appendix 2-1
1. In which building or district do you most frequently use your work computer?

- Ackerman school: 13 (10%)
- Bridges Program: 4 (3%)
- Career Training Program: 0 (0%)
- Court Program: 0 (0%)
- Litzsinger School: 15 (11%)
- Neuwoehner school: 25 (19%)
- Northview School: 11 (8%)
- Southview School: 14 (11%)
- North Technical School: 5 (4%)
- South Technical School: 13 (10%)
- SSD Central Office: 26 (20%)
- SSD Learning Center: 5 (4%)

Total Responses: 131

2. What is your work status with SSD?

- Administrator level staff: 20 (3%)
- Teacher level staff: 733 (96%)
- Support staff: 13 (2%)

Total Responses: 766
3. How often do you use a computer?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>745</td>
<td>96%</td>
</tr>
<tr>
<td>Weekly</td>
<td>20</td>
<td>3%</td>
</tr>
<tr>
<td>Biweekly</td>
<td>8</td>
<td>1%</td>
</tr>
<tr>
<td>Monthly</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Semi-annually</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Annually</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>0%</td>
</tr>
</tbody>
</table>

Total Responses: 777

4. From which area of technical service did you get your most recent technical support service? Only check ONE.

<table>
<thead>
<tr>
<th>Area</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS, CO: Gateway computer/printer repairs</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>MIS, CO: Microsoft Office for PCs</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>MIS, CO: PC Windows support</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>MIS, CO: SSD network</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>MIS, CO: Mailmarshal</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>MIS, Central Office (CO): Power School</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Instructional Technology Department, CO: Ma...</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Instructional Technology, CO: Microsoft Office ...</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Instructional Technology, CO: Macintosh oper...</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Instructional Technology, CO: First Class emai...</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Instructional Technology, CO: Atomic Learning</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Instructional Technology, CO: AGS/iLearn proj...</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Encore Help Desk</td>
<td>779</td>
<td>100%</td>
</tr>
<tr>
<td>Lawson software</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Kronos software</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Technical Education School: SIS</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Technical Education School: Technical special...</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Special Education School: Instructional Techn...</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Special Education School: Power School</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Assistive Technology: Computer Access Facili...</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Assistive Technology: Augmentative Communi...</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other (Specify______________________)</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Total Responses: 779

5. What type of computer were you using when the issue occurred?

<table>
<thead>
<tr>
<th>Type</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSD Gateway desktop</td>
<td>129</td>
<td>17%</td>
</tr>
<tr>
<td>SSD Gateway laptop</td>
<td>51</td>
<td>7%</td>
</tr>
<tr>
<td>SSD Macintosh desktop</td>
<td>157</td>
<td>21%</td>
</tr>
<tr>
<td>SSD Macintosh laptop</td>
<td>53</td>
<td>7%</td>
</tr>
<tr>
<td>SSD owned computer other than the above (S...</td>
<td>25</td>
<td>3%</td>
</tr>
<tr>
<td>Partner district computer</td>
<td>320</td>
<td>42%</td>
</tr>
<tr>
<td>Other (Specify______________________)</td>
<td>29</td>
<td>4%</td>
</tr>
</tbody>
</table>

Total Responses: 764
6. How did you receive support for your issue? (Check all that apply)

- Via the phone: 722 (94%)
- In person: 67 (9%)
- Email: 38 (5%)
- Other: 7 (1%)

Total Responses: 768

7. Referring to your technical support issue, in which of the following categories did your issue fall?

- I requested support because I did not know how to use the product: 119 (16%)
- I knew how to use the product, but I requested support: 538 (71%)
- Other: 102 (13%)

Total Responses: 759

8. What was the outcome from technical support?

- Technical support resolved the issue: 576 (85%)
- Had to send/take the computer for repair: 5 (1%)
- Issue was unresolved: 65 (10%)
- Other: 32 (5%)

Total Responses: 678

9. How satisfied are you with the length of time it took to get assistance?

- Very Dissatisfied: 30 (4%)
- Dissatisfied: 89 (12%)
- Neutral: 72 (9%)
- Satisfied: 327 (42%)
- Very Satisfied: 248 (32%)
- Not Applicable/Do Not Know: 4 (1%)

Total Responses: 770

Mean: 3.88  Standard Deviation: 1.11
SSD Technology Service Satisfaction--Encore

10. How satisfied are you with the interpersonal interaction skills of the individual who provided support?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>33</td>
<td>4%</td>
</tr>
<tr>
<td>Neutral</td>
<td>51</td>
<td>7%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>278</td>
<td>36%</td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>395</td>
<td>51%</td>
</tr>
<tr>
<td>Not Applicable/Do Not Know</td>
<td>9</td>
<td>1%</td>
</tr>
</tbody>
</table>

Total Responses: 771
Mean: 4.35    Standard Deviation: 0.84

11. How satisfied are you with the technical skills and abilities of the individual who provided support?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>21</td>
<td>3%</td>
</tr>
<tr>
<td>Neutral</td>
<td>49</td>
<td>6%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>300</td>
<td>39%</td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>387</td>
<td>50%</td>
</tr>
<tr>
<td>Not Applicable/Do Not Know</td>
<td>7</td>
<td>1%</td>
</tr>
</tbody>
</table>

Total Responses: 768
Mean: 4.37    Standard Deviation: 0.77

12. Overall, how satisfied are you with the technical support you received regarding your issue?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td>12</td>
<td>2%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>42</td>
<td>5%</td>
</tr>
<tr>
<td>Neutral</td>
<td>66</td>
<td>9%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>315</td>
<td>41%</td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>330</td>
<td>43%</td>
</tr>
<tr>
<td>Not Applicable/Do Not Know</td>
<td>5</td>
<td>1%</td>
</tr>
</tbody>
</table>

Total Responses: 770
Mean: 4.19    Standard Deviation: 0.92

13. Overall, how satisfied are you with the technical services, in general, across SSD?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Dissatisfied</td>
<td>26</td>
<td>3%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>90</td>
<td>12%</td>
</tr>
<tr>
<td>Neutral</td>
<td>110</td>
<td>15%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>343</td>
<td>46%</td>
</tr>
<tr>
<td>Very Satisfied</td>
<td>172</td>
<td>23%</td>
</tr>
<tr>
<td>Not Applicable/Do Not Know</td>
<td>9</td>
<td>1%</td>
</tr>
</tbody>
</table>

Total Responses: 750
Mean: 3.74    Standard Deviation: 1.06
14. Have you or do you use the SSD resource, Atomic Learning, to learn technology and to resolve basic technology problems?

1. Yes  
2. No

Total Responses: 730
Mean: 1.86  Standard Deviation: 0.35

15. The age of the SSD computer you use is:

1. new this year
2. 1-2 years old
3. 3-4 years old
4. older than 4 years
5. I do not know

Total Responses: 641

16. Other than Encore, have you attended an SSD provided technology-related workshop/presentation in the last year?

1. Yes
2. No

Total Responses: 725
Mean: 1.71  Standard Deviation: 0.46

17. How often do your students use computers for learning and instruction that is planned and implemented by you?

1. Daily
2. Several times a week
3. Once a week
4. Once every 2 weeks
5. Infrequently
6. Never

Total Responses: 692
18. I primarily use my work computer for noninstructional purposes such as Encore, Power School, First Class, SIS, etc.
   1. Strongly Disagree 33 4%
   2. Disagree 85 11%
   3. Neutral 33 4%
   4. Agree 291 39%
   5. Strongly Agree 295 40%
   6. Don't know/Not applicable 6 1%
   Total Responses: 743
   Mean: 3.99  Standard Deviation: 1.15

19. I primarily use my work computer for instruction and student learning.
   1. Strongly Disagree 106 14%
   2. Disagree 273 37%
   3. Neutral 146 20%
   4. Agree 132 18%
   5. Strongly Agree 48 7%
   6. Don't know/Not applicable 31 4%
   Total Responses: 736
   Mean: 2.64  Standard Deviation: 1.15

20. I have access to a computer when I need one at school.
   1. Strongly Disagree 24 3%
   2. Disagree 57 8%
   3. Neutral 30 4%
   4. Agree 233 31%
   5. Strongly Agree 394 53%
   6. Don't know/Not applicable 5 1%
   Total Responses: 743
   Mean: 4.24  Standard Deviation: 1.06

21. The SSD computer I use works well.
   1. Strongly Disagree 44 6%
   2. Disagree 62 8%
   3. Neutral 64 9%
   4. Agree 192 26%
   5. Strongly Agree 167 23%
   6. Don't know/Not applicable 202 28%
   Total Responses: 731
   Mean: 3.71  Standard Deviation: 1.25
22. I know whom to call if I have trouble with my SSD computer.

1. Strongly Disagree  17  2%
2. Disagree  70  10%
3. Neutral  44  6%
4. Agree  278  38%
5. Strongly Agree  160  22%
6. Don't know/Not applicable  164  22%
Total Responses:  733
Mean: 3.87  Standard Deviation: 1.05

23. Excluding Encore, I am able to print whenever I need to print.

1. Strongly Disagree  53  7%
2. Disagree  81  11%
3. Neutral  28  4%
4. Agree  304  41%
5. Strongly Agree  263  35%
6. Don't know/Not applicable  12  2%
Total Responses:  741
Mean: 3.88  Standard Deviation: 1.22

24. When printing from Encore, I am able to print whenever I need to print.

1. Strongly Disagree  204  27%
2. Disagree  225  30%
3. Neutral  59  8%
4. Agree  141  19%
5. Strongly Agree  74  10%
6. Don't know/Not applicable  41  6%
Total Responses:  744
Mean: 2.51  Standard Deviation: 1.37

25. The SSD printer I use works well.

1. Strongly Disagree  58  8%
2. Disagree  63  9%
3. Neutral  70  10%
4. Agree  168  23%
5. Strongly Agree  116  16%
6. Don't know/Not applicable  256  35%
Total Responses:  731
Mean: 3.47  Standard Deviation: 1.32
26. I need more training in the use of computers.

1. Strongly Disagree 127 17%
2. Disagree 220 30%
3. Neutral 128 17%
4. Agree 197 27%
5. Strongly Agree 53 7%
6. Don't know/Not applicable 15 2%
Total Responses: 740
Mean: 2.76    Standard Deviation: 1.23

27. I need more technical support when things go wrong with technology.

1. Strongly Disagree 46 6%
2. Disagree 137 18%
3. Neutral 176 24%
4. Agree 249 33%
5. Strongly Agree 121 16%
6. Don't know/Not applicable 16 2%
Total Responses: 745
Mean: 3.36    Standard Deviation: 1.15

28. I learned how to use computers outside of work.

1. Strongly Disagree 26 3%
2. Disagree 80 11%
3. Neutral 62 8%
4. Agree 313 42%
5. Strongly Agree 257 34%
6. Don't know/Not applicable 7 1%
Total Responses: 745
Mean: 3.94    Standard Deviation: 1.09

29. I learned how to use computers from attending workshops/inservices while working at SSD.

1. Strongly Disagree 117 16%
2. Disagree 255 34%
3. Neutral 108 15%
4. Agree 213 29%
5. Strongly Agree 40 5%
6. Don't know/Not applicable 9 1%
Total Responses: 742
Mean: 2.73    Standard Deviation: 1.19
30. I like working with computers.

- Strongly Disagree: 14 (2%)
- Disagree: 29 (4%)
- Neutral: 97 (13%)
- Agree: 335 (45%)
- Strongly Agree: 271 (36%)
- Don't know/Not applicable: 1 (0%)

Total Responses: 747
Mean: 4.10  Standard Deviation: 0.90

31. I can get on the Internet using my computer.

- Strongly Disagree: 14 (3%)
- Disagree: 19 (3%)
- Neutral: 13 (2%)
- Agree: 211 (38%)
- Strongly Agree: 280 (51%)
- Don't know/Not applicable: 14 (3%)

Total Responses: 551
Mean: 4.35  Standard Deviation: 0.90

32. My internet connection is reliable.

- Strongly Disagree: 19 (3%)
- Disagree: 45 (8%)
- Neutral: 29 (5%)
- Agree: 231 (42%)
- Strongly Agree: 205 (37%)
- Don't know/Not applicable: 18 (3%)

Total Responses: 547
Mean: 4.05  Standard Deviation: 1.05

33. The network at my SSD school is fast and reliable.

- Strongly Disagree: 27 (5%)
- Disagree: 62 (12%)
- Neutral: 46 (9%)
- Agree: 138 (26%)
- Strongly Agree: 102 (19%)
- Don't know/Not applicable: 156 (29%)

Total Responses: 531
Mean: 3.60  Standard Deviation: 1.25
Appendix 3-1
1) What should SSD’s role be in dealing with network and bandwidth problems? in partner districts?

“Don’t forget to consider those of us not housed in regular school buildings. Most diagnosticians are not housed in schools; I’m in a maintenance building with 11 other workers with only seven (7) connections! Others are in storefronts, etc.”

“If SSD is going to require the use of ENCORE then SSD’s role MUST deal with network problems in partner districts.”

“SSD needs to be responsible for SSD staff to have easy access to Encore since Encore is a priority for SSD.”

“I used to be able to work at home at night. How do we make Encore accessible to us after hours? I only have dial-up at home for financial reasons.”

“I feel SSD should deal/work directly with District Tech Professionals rather than using SSD teachers for an “intermediate” communicator. Please let teachers teach.”

“Network & Bandwidth issues are the #1 most important issues to address. All the “process” problems will eventually be solved, but the time aspect cannot be solved individually. Please do what is needed to speed up Encore – including printing (batch printing does not work in my school).”
2) What process should SSD use to troubleshoot problems with Encore in partner districts?

“The process to troubleshoot problems w/ Encore seem to relate to procedures more than connectivity. “The Board” making suggestions for change is great, but must share the new procedure for the change.”

“For the process changes, include input from the “worker bees”/ the teachers and DX workers, not just administrators. We’re the ones experiencing the problems and frustrations!”

“I would like to see SSD/Encore use/designate key communicators in each Partner District.”

“Have accessibility w/in district – high volume of troubleshooting SSD wide | help desk not sufficient.”

“We need open labs continuously throughout the work day in various locations in the district. I need to be able to get hands-on help as my schedule allows – I write reports sometimes in the am or pm during the school day.”

“There should be at least one Encore trainer at each school (at least for the 05-06 yr). Designate one teacher from each school to receive training in troubleshooting.”

“Although I’m not advanced in my Encore knowledge, I consider myself proficient. I am willing to be the trainer at my school, provided I receive training, etc.”
3) What impact does Encore have on the purchase of computers and printers in partner districts?

“Student need, not Encore, should impact the purchase of computers.”

“I continue to be concerned about Encore’s records with Mac’s operationally and printing.”

“My computer (I-Book) is not compatible where I am likely to be housed next year. I’m worried about learning to use a PC if one can be provided for me.”

“There is a problem printing out forms (consent, notice of action) in more than one (1) location. Can we go back to paper forms?”

“The printing process of Encore is so slow (one page at a time) and the printers are so old (jams, etc). Please fix Encore to print: 1) faster and/or 2) all pages at once (batch). Also, the purchase of new printers is needed.”

“If this SSD requirement for an SSD program – I feel that we need to work w/ partner district to accommodate any hardware. SSD should accommodate partner district.”
4) Other

“How can we afford all this? I’m concerned about accountability to the taxpayers.”

“DSL internet access for home is $30. Since I spent almost every Saturday (6 hours), Sunday (4 hours) this year working at school, I have made a personal decision to spend the extra $360/yr in order to salvage my home life.”

“Availability of help desk to answer / work on specific questions during the work day is a huge issue for me. If I don’t get help when I call, time to resolve issue is tripled and often have to stop teaching due to the short window of availability of that expert who will help me, when they return my call.”

“When I am called away from my computer (working on Encore) quickly and unexpectedly, I will loose data unless I go thru steps for saving. So when I return, the data entry has disappeared and I have to start over.”

“The issue of LOCK appears to be too rigid, e.g., teachers and diagnosticians need to be able to correct their own paperwork. Sometimes additional data are submitted that impact diagnosis, eligibility, programs. It should be within the domain of SSD professionals to alter the appropriate document.”

“Is there a way to further streamline/simplify access to Encore? The need to move through 3-4 pages before one can access pages for diagnostic work is cumbersome. The “screen”/specific pages need to remain available for longer periods of time. Because of interruptions occurring when completing diagnostic forms and reports it would be helpful for the screen to remain longer.”

“From a diagnostician -
  What is the priority –
  Keep up caseload numbers or use old methods?
  Reduce caseload numbers in order to have time to use Encore?

I’m unable to catch up on work at home anymore – no DSL.”

“Provide wiring for each computer in a building.”

“Each teacher needs their own computer to be effective using the current tech. I am one of three (3) teachers that must share. It is difficult to find time online when one of the other two (2) teachers are using it.”
“TIME is essential for teaching: if going to require ENCORE then must build in time to use – not giving up all PLAN time or working before or after school.”

4) Other (Continued)

“Diagnosticians are doing secretarial work! Intake forms (demographics) use to be sent from schools thru DX to Intake. Now DX users have to enter that same information into the computer, with each new child requiring closing and reopening the entire program each time!”

“In regards to Help Center, when writing a diagnostic report and related forms, when I need help, it is not helpful to get a call hours later, because I have then moved to test or a conference (often at a different school). Very frustrating!!”

“Diagnostic workers are being asked to lie in their reports. For example, only due date and one examiner can be listed for observations even though some diagnostic requires different times and settings! Also, sometimes a test may take more than one meeting but only one (1) date can be put in.”

“The Encore manual/procedures manual are very complete but we still need an IEP manual for new form format in Encore.”

“Not enough space allowed in goal field to allow all information to be entered “date due, condition, goal, accuracy”.”

“For new staff, Encore training would be most beneficial if they bring an actual caseload, IEP and practice entering that data.”

“My specific problem is the amount of time that Encore takes for: 1) progress notes 2) changing service providers. This huge amount of time is built into the Encore program; the learning curve/amount of time to learn the program has nothing to do with it. We teachers now have to spend hours doing data entry. This impacts the amount of time that we can spend working on curriculum, and preparing materials.”

“Process reports – I had 18 check boxes to check. Time to complete 18 boxes by hand 10 minutes. Time in Encore, 90 minutes.”

“Encore has lengthened the amount of time it takes to complete IEP’s. It takes me 4 hours to complete an IEP up from 1 hour. It takes each page so long to open and close.”

“Help line is always busy. Always have to leave a message. Encore is open and I need an answer. When help line calls back, I’m busy with instructions.”

“Printing continues to be time consuming.”

10/12/2005
Y:\Joan\2005-2006\Program Eval Folder\MIS\Appendix 3-1 PublicForumCom.doc
“I need helpdesk assistance after school hours (3:30 – 6:30) and on weekends when I have un-interrupted time for IEP work. At the end of the year every request went into VM, always.”
Appendix 3-2
CHALLENGES 5.12.05

- Questions from staff relate mostly to Procedures versus technical questions
- Some questions need to be addressed by AC’s – not support level staff
- Procedures vary from AC to AC
- MAC users have a variety of steps for opening/closing pages which takes time
- ECSE – need more service summary pages – especially from ECSE to school age
- Notice of Action issues with when to write – initial IEP process
- Stand alone Notice of Action Process
- Staff does not read manual first or check First Class – many do not even have access to First Class or use regularly
- Some staff have had problems getting kicked off of Acrobat Reader, sometimes losing data
- Speed – the system seems to be slower since the upgrade. Some staff are frustrated with the amount of time it takes to pull up a form
- When using a 2nd or 3rd attempt at a meeting, the date of the 1st meeting is still showing up on the service summary page
- Diagnostics – some forms seem to be redundant
- Losing data when locking down an IEP (i.e. student name, id#, etc.)
- More difficult to access Encore on Macs
- People don’t try or read manual before asking for help
- Same and close – go back to page and info gone
- Equipment – Apple/Macs have difficulty accessing system
- Access not available at all sites
- At some sites only a limited number of people have access at a time
- Really need to be able to cut and paste because if you need to reconvene an IEP just to change some acc/mod or minutes, having to redo the entire IEP is VERY time consuming – (unlocking parts would help (PLEP, minute page, acc/mod)
- Size of font is very small making it hard to follow and no spell check
- Several parents have said the form is difficult to follow and liked the old one better
- Not able to access program at home without DSL
- When I access Encore form on outside computer, I got the message “any material entered on this computer will not be saved” and it wasn’t. If I did want to do work at home, I couldn’t
- A limited space for comments on the PLEP – the multi-purpose page is helpful, but with a real complicated IEP it can be a pain to access all those pages
- Helpdesk mailbox is full at times leaving you with no way to get help in an efficient way
- Lock down process – entering those service providers is very time consuming – it can add up to 15 – 20 minutes per IEP
- Diagnostic reports are very complicated to enter in Encore. A period of a few months is need to become comfortable with this

05.12.05
Challenges  Page 2

- Complications with cutting and pasting in diagnostic reports – seems to take a long time for people to master this
- Wait time between forms (flipping back and forth between forms) seems long. This adds to the overall amount of time spent on each report.
- Slow access – dependent on district- not always available to get hooked to internet
- Not enough space on IEP for PLEP
- Doesn’t recognize 1st eval plan on re-evaluations
- Computer problems
- Slow on Mac when closing and saving information (i.e. assessment data page) to much info to input and not enough practice or training for new learners
- Time consuming
- Macs not allowed in Rockwood
- People have small problems can’t get to help desk
- Lack of awareness and knowledge of general computers skills, including email
- Use of imacs complicate the whole procedures of using Encore, thus increasing the frustration level
- Consistency in Forms implantation (i.e. how forms are used)
- Admin staff need to know and understand Encore
- Districts need to cooperate more
- 23 different bandwidths and networks
- Communications with building tech staff
- AC’s need to be trained
- Speed – since upgrade: a.m. – faster, 11:00-2:00 – slow (2-3 min); especially Macs – due to steps
- Need to get into IEP to revise – clone – unlock and addendum to IEP (note: incorrect year, grade of student)
- Procedures Questions: AC/Principals – varying procedures
- Save and close and (B21) disappear (ampersand will cause info to disappear and on the PLEP 3,700 character limit and 2,700 character limit on dx reports)
- Adobe issue with Mac
- Using Abbrev.
- Notice of actions and how to do it in Encore
- Music therapists – no access
- Transient – between districts and can’t just plug in
- Timeline for diagnostic – especially in sites not available
- Lack basic computer skills (cut, paste, emails, short-cuts_ 
- Don’t want to come to open labs
- AC/Principals don’t understand it
- Don’t check First Class
- Too much info on conference folder

05.12.05
• IEP chairs using diag. forms they shouldn’t.
SUPPORT

- Help Desk - # of people working the desk
- A lot of staff don’t have access to Encore at home. More people during school hours.
- More access to open labs
- DX – out in building – don’t have access to write reports with dates, etc.
- Shortcuts
- Notice of action training; how and when to write incorporated into completion for Encore
- Continue allowing un-lock from help desk for staff that is still learning
- Refresher trainings for staff over summer
- Spell check
- Refresher procedures training
- More open labs
- Better phone system to manage phone calls – on average we close 150+ a day and 30+ unanswered a day. Three phone lines will not cut it
- Supplement help desk staffing
- Meet with partner district tech directors to troubleshoot problems
- Ensure adequate computer access
- Having a laptop (PC) available in each building for printing/access
- Ladue is wireless so this would be extremely beneficial
- Having people (familiar with Encore) able to come out to the school to fix problems
- When turning paperwork – flowchart – who should be district wide or minimally partner district
- Develop list; who to call and list what issues, send out at beginning of school year
- Some procedural at help desk
- Ensure computer equipment access
- Flow chart – single disc, multi disc
- Continue to be able to unlock pages during learning period (IEP)
- More service summary pages – more than 3 needed – ECSE
- Open labs – need to be more than 2 hours
- ECSE – 1x a month on Friday
- Spell check
- Explain caseload setup
- Couple training sessions for all parts
- Better IEP training (i.e. writing IEP and notice before IEP meeting) (parts of present)
- Troubleshooting w/ a small group (bring laptops)
- End of year procedures
- PC even just to print
- Wireless
- Refresher training over summer as close to start of school; procedures, hands on

05.12.05
- **Support – page 2**
- On-site across county – help site (i.e. Parkway South)
- Extra plan period – to help as they complete report
- Reason why we are doing Encore – reinforce (compliance, more efficient, give list of other districts who are using)
- Reason on how it works
- New staff – require to come to open lab and complete IEP
- Differentiate how IEP training is completed (forward to Kris)
- Help desk telephone line (more lines)
- Pus – 1 PC; 2 Mac
- Support people (diagnostic; OT/PT; IEP chair; Sp/Lang; ECSE)

05.12.05
ENCORE Training Needs
OT/PTAPE 2005-2006

1. New Staff Training: software & procedures to set up with Rebecca – would like to include old staff that has not had opportunity to use Encore (i.e. Normandy staff) to fill in to make sessions full. Old staff is very interested in this possible opportunity.
   a) Gateway – 1 New Staff
   b) Mac – 5-6 New Staff

2. New Staff Training: possible time is 6 hours which would be a combined procedures and software training. Set up date with Rebecca for early Sept. training.

3. Open Labs – have been very under utilized; does not seem to be an effective way for our staff to learn Encore – possible problems – not offered when they need help – staff won’t come after work hours. Pros: I have given additional training to the Lab leaders who have become fairly proficient which means more knowledge out in the regions. Maybe use lab leaders next year to be available to staff on an individual basis via phone contact after school hours.

4. Staff Idea – use professional development time (a portion of the day) to have staff come to a central location and work on Encore with help from one of the lab leaders. This was a suggestion from my Parkway OT staff to address getting extra help and support in Parkway. This idea would work for large districts such as Parkway, Mehlville, Rockwood, Hazelwood, etc.

5. Some staff needs basic computer training such as navigation (from operating a mouse to copy and pasting). Some staff would also benefit from word processing training. Our OT/PT/APE staff includes individuals who have excellent computer skills and are interested in teaching/training our novice staff. We have a “forms” committee as well as a technology committee we could tap as a resource.

6. Will set aside time at each regional OT/PT/APE staff meeting (3) to address Encore Updates and procedure review based on data collected of mistakes. Updates specific to Related Services will be addressed via voice mail, email, and memos as well as review at meetings.

7. Will continue to review Encore evaluations – may ask staff to include me on the email they send to word processing so that I can review and then send them an email detailing errors. Most of errors are small i.e. wrong title, minor errors on assessment data page etc. that does not change content. When staff are really lost it has been very helpful to be able to view the forms while they are on them and can usually talk them through the process via the phone. Maybe this is a strategy that my lab leaders could use to help staff.

05.12.05
8. Need to have room in our budget to accommodate computer repairs, new batteries, etc. that are not covered by warranty. (send these needs to Joan to address cost on an as needed basis)

9. The use of “Memory Sticks” has been helpful for our staff. They write evals on word processing on their laptop – save on a memory stick – and then take their memory stick to their school and are able to use the teacher’s desk top computer which is typically hooked up to a the partner districts network and printer. This alleviates the issue of plugging our laptops into the partner districts network and cuts down on the use of our small portable printers. We only had money to purchase the memory sticks for ½ of our staff – need to budget for 60 more.

●
Appendix 3-2-1
CHALLENGES  5.9.05

- Can’t get on internet when want or it is busy or isn’t sufficient for data
- Only calls back from help desk – no direct calls in
- Not everyone on help desk knows everything – one person couldn’t fix but another could – then wait days for call back
- Trouble printing
- Can’t always bring up forms – then need to call help desk
- Help desk calls back at inconvenient times
- Help desk not available at night when working on IEP
- Can’t change many things on IEP without calling help desk – provider, open closed IEP, change drop down list, override drop down menu
- Trouble printing forms – printers vary from school to school / room to room (2)
- Arduous waiting for forms to print or scroll up
- Others schools don’t need to do this so we feel penalized
- Every IEP needs to be entered as new data – waste of our time to do secretarial work especially when some years you may do three IEPs for the same student
- Loses data in forms
- Pages are difficult – accommodation page is cumbersome – difficult for phase 2 teacher when students have many accommodations
- Hard to see providers – change provider information
- Manual written lightly and too long
- No spell check (2)
- Too small to see writing as you type
- Going to print page after takes extended period of time
- Accommodations page – too much looking back and forth – drop down menu not always working
- Have to get help to unlock a page – service summary – time wasted – people make mistakes
- Time elapsed printing
- Visual spaces on forms different than actual spaces
- Data disappears when lock down to print – birth date/names
- Display order of re-evaluation pages is mixed up
- Reactivations do not work on Encore – Intake says an IEP must be rewritten to reactivate, but an IEP can’t be written on Encore until the student is reactivated (catch 22)
- Scrolling from page to page is time consuming – can there be a pull down navigation screen to move quickly t pages out of sequence
- When some districts print report cards that districts internet access is unavailable
- Service summary page – drop down menu – ADD Instruction in Reading Comprehension
- Printing, navigating in timely manner (MAC), erases what has been typed, quicker access to support, lack of technology

05.09.05
Challenges   Page 2

- Web access unavailable in some districts after 6:00 (U City shuts down server at 6:00)
- Transfer student information from an existing IEP to a new IEP for the same student
- Web access in districts with inadequate communication speed (bandwidth problems)
- On some occasions, I cannot “lock” the pages that need locking – help desk has had trouble too
- Machine moves slowly from one page to the next – lots of “wait” time
- Recently, after an IEP meeting I needed to change some information on the draft and I couldn’t – the Encore help desk worked with me at least three times over four days fixing the problem
- IEPs are taking me up to ten hours to do on Encore – sometimes, I enter info, click save and close – the next time I open that page, info is gone. This has happened several different times. Esp. time consuming if it’s a Present Level page that disappears.
- I could enter information on the pages, but could not get any of the pages to print. After Easter, it got better
- Difficulty opening the program for the first few months – around March, that improved
- Good PR for those who are not yet confident – find half people in building who can help if possible
- Areas need to be spelled out more clearly
- Explain acrobat reader – dumping each page
- Pages disappear after save/close – after save/close – take you back to login menu – components detail occasionally don’t come up – better explaining of locking down procedures – when red info comes up
- Staff don’t have adequate technology skills to overlay Encore. Technical Services satisfaction survey shows majority of staff have not taken advantage of a tech-related (other than Encore) professional development activity in the past year.
- Printing issues w/Encore
- Need a clear, single line of communication between SSD and partner district technology staff
- AC’s lack knowledge about Encore and procedures
- Lack of staff to fully support teachers using Encore with technical and procedural questions
- Help desk not fully staffed to assist teachers with timely feedback
- Amount of time needed to spend with teachers who have not used a computer prior to Encore
- Connectivity issues (23 different districts)
- Number of help desk calls vs number of help desk staff
- Age of some computers
- Ways to get information to teachers – procedures especially

05.09.05
Challenges   Page 3

• Complexity of some forms
• Lack of AC knowledge of Encore
• 23 different platforms – partner districts
• Help desk need more resources
• Area Coordinators – not trained in Encore, communicate misinformation
• Network at a district closes at 6:00 p.m.
• Enter information in forms but it disappears (last couple weeks)
• Component details not show-up
• Navigating between forms
• Draft of IEP forms – not able to change
• Time to go to pages (old computer)
• Transition of information on computers – infrastructure
• Lack of staff to support helpline
• Lack of support – training time, amount of time for telephone calls
• 23 different platforms, bandwidth, age computers
• Printing issues (? Before change)
• Encore help line calls during class time
• Open labs – difficult PLEP
• Pages won’t lock
• Transfer/clone – demographics, PLEP, accommodations
• Helpline – many questions are IEP procedures – not Encore
• Difficult to alert info to all teachers – some don’t use first class
• SIS – AC not trained giving out misinformation
• Single line of communication – SSD, Encore and Partner District
• No spell check (tiny spell)
• Small print
SOLUTIONS

- Develop a clear line of communication with partner district technology staff
- More PC’s
- Use orientation week for training
- SSD meet with tech support in LEA (over summer)
- Maintain afterschool lab with printer
- Offer workshops during the day “Complete an IEP”
- More laptops – offer discounts to staff
- All IEP’s on Encore by ___ date
- Offer workshop to new teachers
- Teachers need to begin Encore IEP 2 weeks prior to the due date
- Teacher training and need more
- One person in district – communicating with Encore
- SSD email (First Class) must be mandatory- check daily to see if there are updates, problems, etc.
- Ask for one staff member in each building to be well versed/trained in Encore
- Regular communication/updates with LEA tech person
- Train ½ staff members in each building to troubleshoot when possible
- More access and quick access to tech person coming to building to ensure program working correctly and/or have a guide to basics
- Tell staff when you know a problem exists so teachers are not wondering if anyone is having difficulty
- When locking down “red sentences” that appear better explanation of ho to respond/what to do
- End of year transferring students to different schools – instructions before end of year
- More computers in schools – LEA, cannot always access at home – what to do about that?
- Encore Help Desk available in evenings, since that’s when we’re available to work on our IEP’s or early AM (7 a.m. – 8:30 a.m.)
- More Help Desk Help – often takes 2 days to get a call back
- Create virtual IEP’s during workdays
- Transmission of data to Encore server and verification of lockdown response spool off hours.
- Communicating to teacher using the email system they use. Not all teachers use First Class.
- A welcome screen when Encore starts where news, update information, procedures, etc. could be communicated. Include a contact us button linked to SSD Help Desk email
- SSD building contact person – aka: Department Chair
- Encore trained to trouble shoot problems and provide building support and communicate problems
- After hours help line – 6:00 a.m. – 8:00 a.m. and 3:00 p.m. to 8:00 p.m. weekdays

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Solutions – page 2

- Be able to use data from year to year and change some information but not every piece of data
- Be able to unlock our own IEP to make changes
- Spell check should be available
- Help desk available more hours, more staff
- Tech support available weekends and evenings
- Better manual – more manageable
- Time elapse printing
- Visual space field? from what really there
- “Hats” or support person by region to meet with tech staff from partner district to assist with system requirements for Encore
- Bring “trainers” in to increase knowledge of technical skills – lighter caseload – “real time” assistance (½ day teach – ½ day assist with Encore)
- Hire more staff to fully support Encore
- Put in place the support structure proposed by EIC
- Have EIC include AC from each region “Encore Hat”
- More Help Desk staff
- More training for some teachers
- More phone lines for help desk
- Updated procedures for teachers disseminated
- Provide more Help Desk support
- Work with Partner Districts to troubleshoot network and bandwidth problems
- Train AC’s to use Encore
- On-site procedure trainings – provided daily/weekly – EIC
- Bandwidth issues – streamline process for MACS – MIS and Chuck Enstall
- Clear line of communication of partner district/list server email update
- Glitches with program
- Ability to unlock certain components – i.e. drop down menu
- Orientation week – Encore training 3 hours
- Staff person from each building for onsite
- Help Desk start at 7:00 – more at 4:00 until 6 p.m. or maybe 9:00 p.m.
- Mandatory/opposite use partner district
- Page with updates
- Build – further capacity in larger districts – building to building
- Additional planning period to provide support
- People onsite / more support
- Training this summer
- Testing environ. Case – reeval/IEP [group IEP]
- Onsite
- AC/ co- train with Encore
- Computers at a discount rate for teachers to purchase

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Solutions – page 3

- Scenario with red-notes when you are locking down IEP (most common 5-10 – place on card
- AC – sit-in on training with staff – professional development
- Use Professional Development Day to do Encore on-site use district lab
- AC actively involved
- Release during day – practice
- Computers – staff needs/student needs
- On-site tech support
- One person in each district (elementary/secondary) as a key communicator – chain of command
- Mandatory use of First Class
- Workshop during the day – “Complete an IEP”
- PLEP – Guideline of what it should look like – IEP manual
- EIC – needs to be a part of the EIC committee
- Train AC
- Support for Encore for AC
- Manual – too ominous, larger print, different index, card helpful
- Different learning styles – quick clip
- Christine Jones and Marsha Demba review and edit for readability
- Connectivity
- How to transfer students middle to high school
- Teachers need immediate feedback on IEPs
- Starting IEP’s earlier than night before