

Closing the Gap: Turning SIS/LMS Data into Action

Report: Education Community Attitudes Toward SIS/LMS Solutions

GARTNER CONSULTING

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Report Overview

The Bill & Melinda Gates Foundation has provided funding for a project entitled *Closing the Gap: Turning SIS/LMS Data into Action*. A key underlying premise of this project is that by capturing and analyzing the data housed in Student Information Systems (SIS) and Learning Management Systems (LMS), the education community can positively impact classroom practice and ultimately student learning. As part of this project, Gartner, Inc. surveyed District Leaders, School Leaders, Technology/IT Leaders, and Teachers in the U.S. K-12 education community to understand their attitudes toward the data housed in SIS and LMS solutions and how this data is currently used to improve classroom practice and student learning.

Key Findings and Next Steps

■ **Findings:** From this survey, Gartner uncovered the following key findings:

- District leaders, school leaders, and teachers *agree* that:
 - Existing SIS and LMS solutions do not fully meet the needs of the US k-12 education community.
 - The current educational culture presents barriers to increased data and solution usage, and ultimately, student learning.
- District leaders, school leaders, and teachers *disagree* on their satisfaction with the solutions and training:
 - District leaders and teachers are generally satisfied with their SIS, however school leaders are not.
 - District and school leaders report that a wide variety of training is available to encourage the use of data and integrate the results of this data into classroom practice. However, teachers report that training content is weak and does not provide them with the information needed to help them best use data to improve classroom instruction .

■ **Next Steps:** These findings suggest that the education community should take steps, including the following, to improve how the analysis of data from SIS/LMS solutions can improve classroom practice and ultimately student learning.

- District and school leaders should revise SIS/LMS training programs to better address the areas of most need to teachers
- Data policy, assessment, and achievement leaders should develop and revise policies to clearly communicate the value of collected data and the importance of using the data consistently across states and districts
- Teachers should initiate discussions within their peers and professional learning committees to brainstorm on more effective training and professional development options for using data in the classroom

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Executive Summary

Why Was This Report Published?

- Gartner, Inc. has collaborated with American Association of School Administrators (AASA) and the Consortium for School Networking (CoSN) to explore the factors driving or inhibiting the use of data in the classroom, in a program funded by the Bill & Melinda Gates Foundation entitled *Closing the Gap: Turning SIS/LMS Data into Action*.
- There are a total of 5 outputs that will result from this project and ultimately will be published for the education community on the “Closing the Gap” Website:
 - ***Report on Education Community Attitudes Toward SIS/LMS Solutions***
 - Report on SIS/LMS Selection and Implementation Approaches
 - Report on SIS/LMS Vendor Product Features
 - Various Assistance Templates and Frameworks
 - District Case Studies
- Collectively, the various reports and outputs from this project will allow school districts and state education departments to:
 - Gain a more complete understanding of the current state of Student Information System (SIS) and Learning Management System (LMS) solutions and how the data provided by these solutions is used in the classroom by teachers to achieve desired education outcomes.
 - Begin to move beyond the current state and adopt practices that will lead to realizing state, district, and school visions for using SIS/LMS data to strengthen instructional practices.
 - Become fully engaged in dialogue and in implementing best practices for using SIS/LMS data to inform classroom practice, and in selecting and implementing those solutions for their organizations.

Who Should Read This Report?

- The purpose of this report is to help provide the educational community with an understanding of the current state of how SIS and LMS data is used in the classroom and factors that are hindering the use of this data to improve student achievement.
- Individuals who may find this report of interest include:

Role	Benefits and Uses of This Report
District and school leadership who foster the usage of SIS and LMS solutions to achieve desired education outcomes	Information from this report can be used to understand what initiatives are most effective at encouraging and supporting data usage by teachers and where changes may be required.
Teachers and other education stakeholders	This report can help teachers understand where their perspective differs from that of school and district leaders and use this to drive discussions on how to improve student learning.
Data policy, assessment and achievement leaders	The findings of this report can highlight the effectiveness of existing policies or inform the need for new or modified policies.
Technology leaders who help implement SIS and LMS solutions in their respective district or state education department	This report can highlight for technology leaders aspects of SIS/LMS solutions that are effective and those that are not. This can help with future solution acquisitions/modifications.
Academic and curriculum leadership	The information from this report can aid in identifying programs and actions necessary to encourage increased data usage to improve student achievement.
Vendors who provide SIS and LMS solutions to school districts and state education agencies across the U.S.	The information in this report can help vendors understand the areas where the education community is less than satisfied with existing products and ultimately better align solution capabilities with state and district needs.

What Is Contained in This Report?

- This report presents information collected from various roles within the education community concerning those factors that drive or hinder the use of data in the classroom. These roles include:
 - **District Leaders:** Includes Superintendents, Assistant Superintendents, Curriculum Leaders, and other leadership roles typically found at the district level.
 - **School Leaders:** Includes Principals, Assistant Principals, Deans, etc., that are considered a part of the leadership team within an individual school.
 - **Technology Leaders:** Includes District Level Chief Information Officer, Chief Technology Officers or other leadership roles accountable for defining and executing the technical direction of a school district.
 - **Teachers:** Includes only those people providing instruction in the classroom. This group does not include paraprofessionals, guidance counselors, hall monitors or other support staff.
- For each role, a summary of attitudes toward drivers and barriers to classroom data usage and ultimately student achievement is presented and compared, where appropriate, to the attitudes of other roles.

Where Did the Data in This Report Come From?

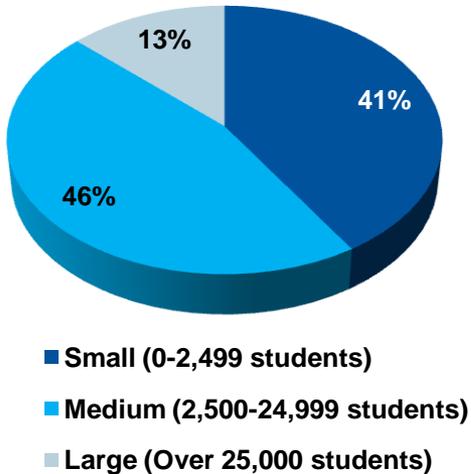
- This report is based upon input from educators, district and state education representatives, and school leaders via surveys and focus group discussions.
 - **Education Community Survey** - received input from 716 district, school, and technology leaders representing school districts of varying sizes, geography, and economic distribution. Particular attention was paid to ensuring substantive input from larger school districts.
 - **Teacher Survey** - received input from 1010 teachers, 80% of whom were active users of SIS or LMS solutions, representing schools of varying sizes, geography, grades and economic distribution.
 - **Focus Group Sessions** – sessions were held with district and school leaders in conjunction with AASA or CoSN sponsored events or conferences to provide a better understanding of how data is used in classrooms, the benefits that have been realized from these efforts, potential barriers, and other recommendations to improve usage.
- The majority of the findings in this report are based on the input from the Education Community Survey and the Survey of Teachers.

Data Collection Respondent Overview – Education Community Survey

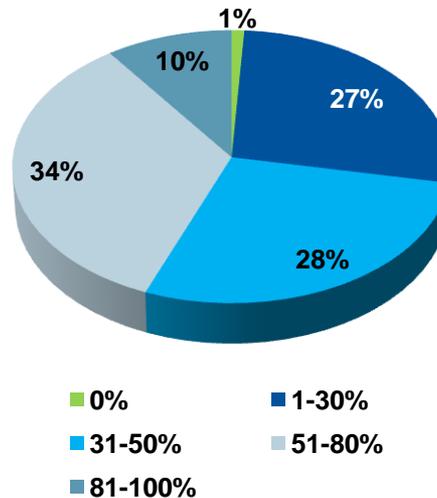
The Education Community Survey included input from 574 District and School leaders, 90% of whom had over ten years experience in education and 51% had more than five years experience in their current role. Districts of all sizes, metropolitan category, and economic distribution were also represented, as shown in the figure below. The distribution of survey participants is representative of the distribution of districts across size and metropolitan category reported by the National Center for Education Statistics (NCES).

School District Representation in Education Community Survey

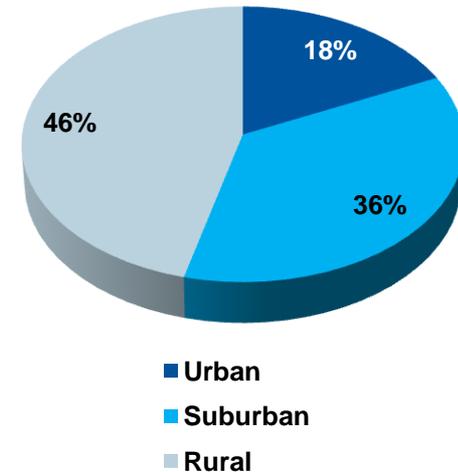
District Size – Number of Students within District



Economic Distribution – Students Eligible for Free & Reduced Lunch Program



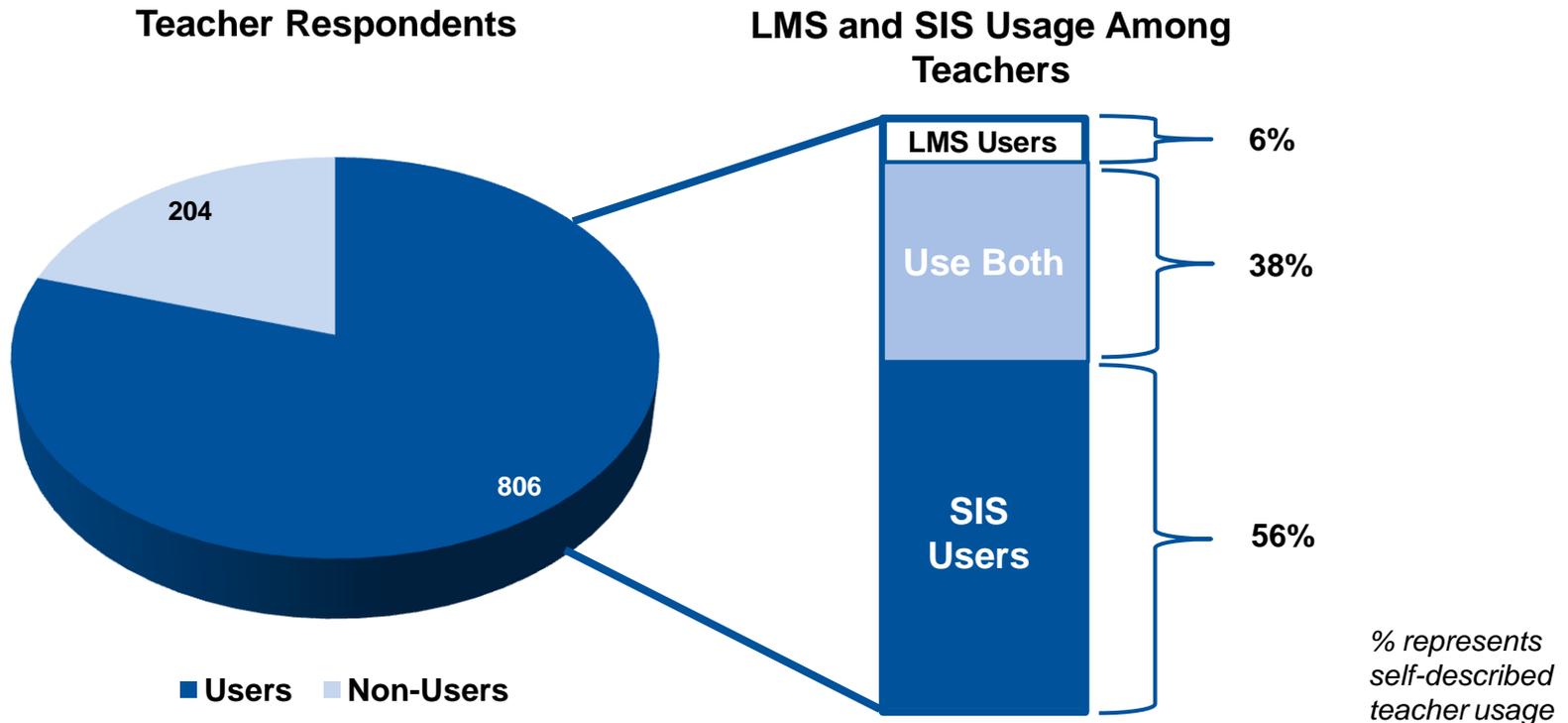
Metropolitan Category



Data Collection Respondent Overview – Teacher Survey

The Teacher Survey included input from over 1,000 teachers, 57% of whom had over ten years experience in education.

Participants in the teacher survey were selected to provide a broad sampling based on geography, district size, grade representation, and exposure to LMS and SIS solutions. Teachers were specifically asked about their experience in the SIS and LMS selection and implementation processes.



Key Terms

- In order to ensure that all respondents had the same understanding of SIS and LMS solutions, Gartner established the following definitions that were included in all surveys and focus group sessions:
 - **Student Information System (SIS):** A software application for the collection, organization and management of student data that includes, but is not limited to, student schedules, enrollment, course history, achievement profile, grades, attendance and demographic information.
 - **Learning Management System (LMS):** A software application used by education institutions for planning, delivering and managing, tracking, and reporting of learner events, e-learning programs, educational records, and training content. Learning Management Systems support a variety of instructional resources and settings including virtual, hybrid, online and/or instructor-led instructional settings. Online assessment, management of continuous professional education, collaborative learning, and training resource management (e.g., facilities, equipment), are also tracked and managed using Learning Management Systems.
- Throughout the report, we use the following terms to describe the participants in the aggregate:
 - **Education Community:** Includes the aggregation of District, School, and Technology leaders, as well as, Teachers.
 - **Instructional Professionals:** This group is a subset of the education community and includes those people who are involved in instructional activities (e.g., curriculum specialists, teachers, chief academic officers, etc.).

Findings Structure and Assumptions

■ Findings Structure

- The consolidated results of the Education Community and Teacher surveys are presented in the following slides.
 - For each surveyed role – District Leaders, School Leaders, and Teachers – two groups of results are presented:
 - Observations derived from the data pertaining to **what encourages or drives data usage** in the classroom and ultimately student performance
 - Observations derived from the data pertaining to **what hinders data usage** in the classroom and ultimately student performance

■ Key Assumptions

- SIS solutions are primarily intended to collect, organize, and report on student administrative and demographic information while LMS solutions are primarily used to develop and deliver education content and track student mastery of that content.
- Different education roles use both SIS and LMS solutions for different purposes:
 - **District Leaders:** Use solutions to determine trends across schools and districts and develop policies and programs aimed at addressing the needs identified by the analysis of data contained in SIS and LMS solutions for the purpose of improving student learning
 - **School Leaders:** Use solutions to determine trends within a school or particular subject and develop programs and procedures aimed at addressing the needs identified by the analysis of data contained in SIS and LMS solutions for the purpose of improving student learning
 - **Teachers:** Use solutions to develop and deliver academic content for individual courses, classes, and students for the purpose of improving student learning

■ Data Notes

- Surveyed respondents were not asked to differentiate between SIS/LMS solutions in some questions. Instead, respondents were asked to consider the *data collected* from the solutions.

The Education Community Disagrees on the Effectiveness of SIS/LMS Solutions and the Training Provided to Encourage Their Usage

- District leaders, school leaders, and teachers *agree* that:
 - Both SIS and LMS solutions do not fully meet their needs.
 - The current educational culture presents barriers to increase usage and ultimately student learning.

- District leaders, school leaders, and teachers *disagree* on their satisfaction with the solutions and training:
 - District leaders and teachers are generally satisfied with their SIS, however school leaders are not.
 - District and school leaders report that a wide variety of training is available to encourage the use of data and integrate the results of this data into classroom practice. However, teachers report that training content is weak and does not provide them with the information needed to help them best use data to improve classroom instruction.

Recommendations – How to Put the Findings Into Action

Role	Next Steps
District, School, and Technology Leaders	<ul style="list-style-type: none"> ▪ Revise SIS/LMS training programs to better address the areas of most need to teachers, specifically: <ul style="list-style-type: none"> ▪ Actionable methods for translating data from SIS/LMS solutions into classroom practices and lessons ▪ Shortcuts and tips that decrease the time needed to enter and extract data ▪ When considering a new solution or modifications to an existing solution, develop solution requirements and enhancement requests that present data in simple dashboards and reduce the number of screens and clicks necessary to collect and retrieve data.
Teachers	<ul style="list-style-type: none"> ▪ Initiate discussions with their peers and professional learning committees to brainstorm on more effective training and professional development options for using data in the classroom. ▪ Use the information in this report to recommend training opportunities and academic programs for both teachers and students. ▪ Aggressively seek training (formal and collaborative) on their respective SIS/LMS solutions and in using and interpreting classroom data.
Other Educational Leaders (Data Policy, Assessment, Curriculum, Achievement and Academic)	<ul style="list-style-type: none"> ▪ Develop and revise policies to clearly communicate the value of collected data and the importance of using the data consistently across states and districts to positively impact student learning. ▪ Collaborate with professional development leaders on ways to better enable teachers to translate data into classroom practices and lessons.
Vendors	<ul style="list-style-type: none"> ▪ Use the areas reported by the education community as not meeting their needs to enhance their product and service offerings.

Teacher Findings

Teacher Findings Summary: Teachers Report That They Are Generally Satisfied with SIS/LMS Solutions But Report That Existing Solutions Do Not Fully Meet Their Needs

Helps/Supports/Encourages Classroom Data Usage

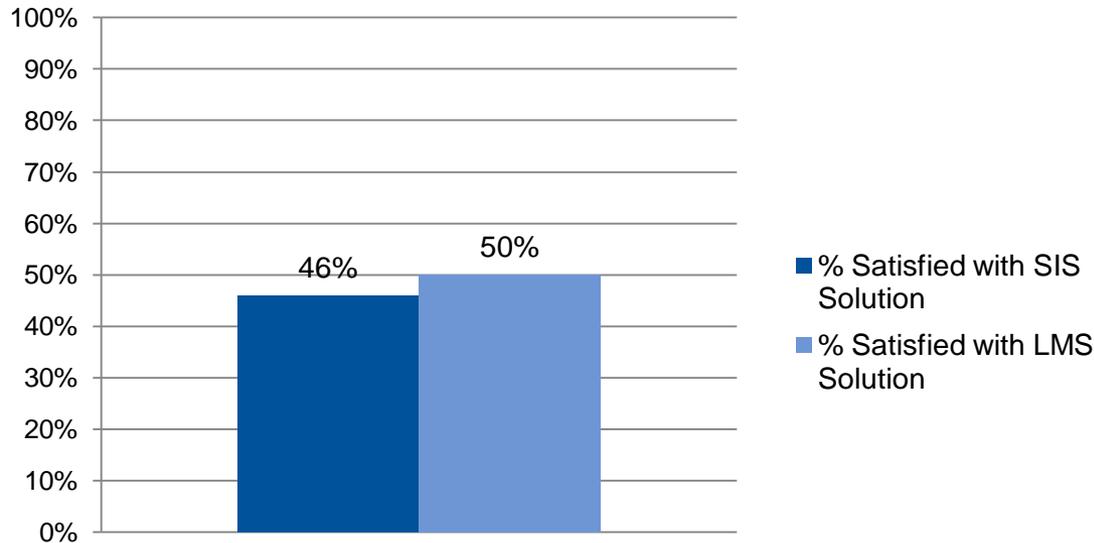
- Similar to district leaders, approximately ½ of surveyed teachers report being satisfied with their SIS/LMS solution.
- Teachers report that the primary benefit associated with using SIS/LMS data is the ability to monitor student progress.

Hinders/Discourages Classroom Data Usage

- Teachers cite difficulty incorporating SIS/LMS data into the curriculum, poor training, and technical issues as factors hindering their ability to use data in the classroom.
- Similar to district and school leaders, teachers report that deployed SIS and LMS solutions are not fully meeting their needs.
 - Teachers value the ability for SIS/LMS solutions to build an educational community, but feel the solutions are currently performing poorly in this area.
- The current approaches for multi-layered training and development have not been as effective in enabling many teachers to practically use the data from SIS and LMS solutions in the classroom.
 - Districts of all sizes employed a variety of training approaches for assisting teachers on SIS and LMS solutions, and the usage of data. Despite these training efforts, 53% of teachers using LMS solutions and 61% of those using SIS solution felt unsure how to best integrate the data into classroom instruction.
- Similar to district and school leaders, teachers report sentiments that suggest the current educational climate and culture breeds feelings of mistrust.
 - Many teachers report that SIS and LMS solutions make them feel as if they are being monitored.

Similar to District Leaders, Approximately 50% of Surveyed Teachers Report Being Satisfied With Their SIS/LMS Solution

Teacher Satisfaction with Installed SIS and LMS Solutions



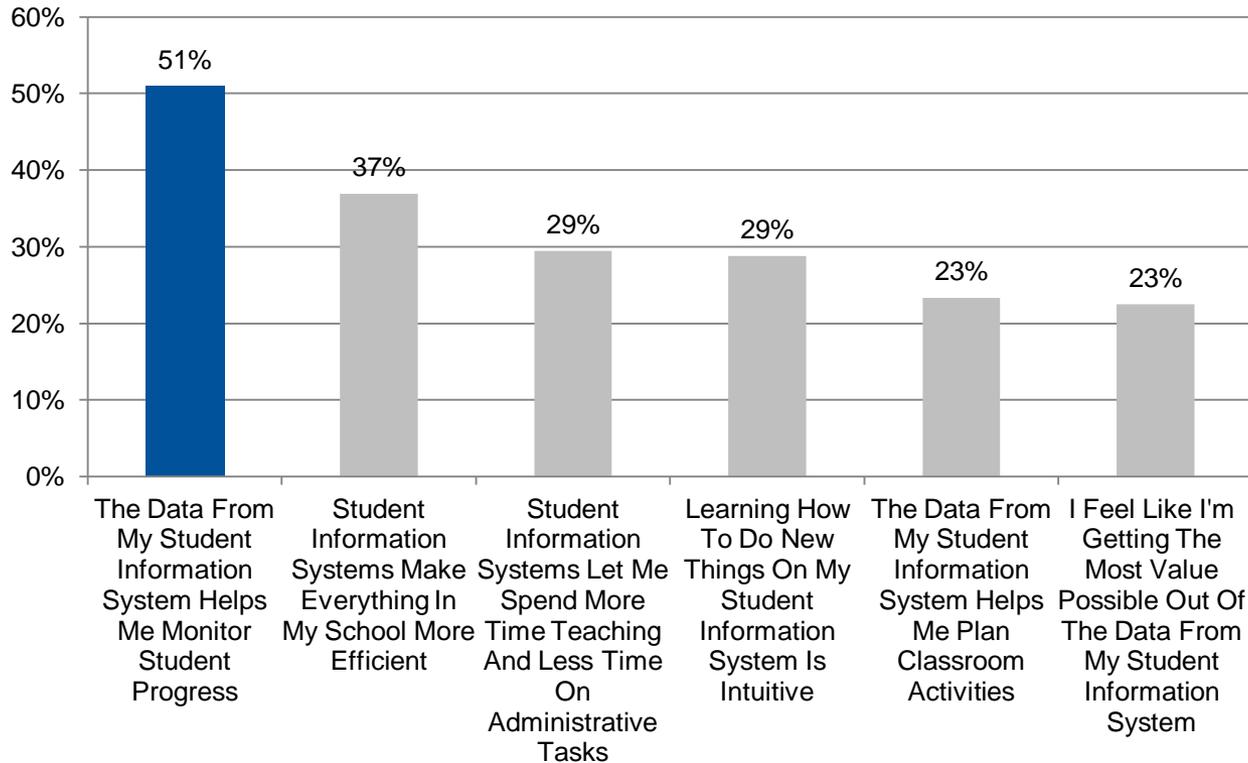
Teachers were asked to rate their overall satisfaction with their SIS and LMS solutions on a 10-point scale where 10 was very satisfied and 1 was not at all satisfied.

- When asked, “How satisfied are you with your installed SIS and LMS solutions,” 46% of teachers reported they are satisfied with their installed SIS solution and 50% reported they are satisfied with their installed LMS solution.
- Approximately half of surveyed teachers rate both SIS and LMS solutions a “7” on a 10-point scale where 10 represents the system handles various functionality extremely well and 1 represents the system handles various functionality extremely poorly.

“It's great to have all that information about students in one location at one time...the information is great, it's just not as user friendly as it could be. – Teacher”

Teachers Report That Data From Their SIS Solutions Helps Them Monitor Student Progress

Teacher Attitudes Towards SIS Solutions

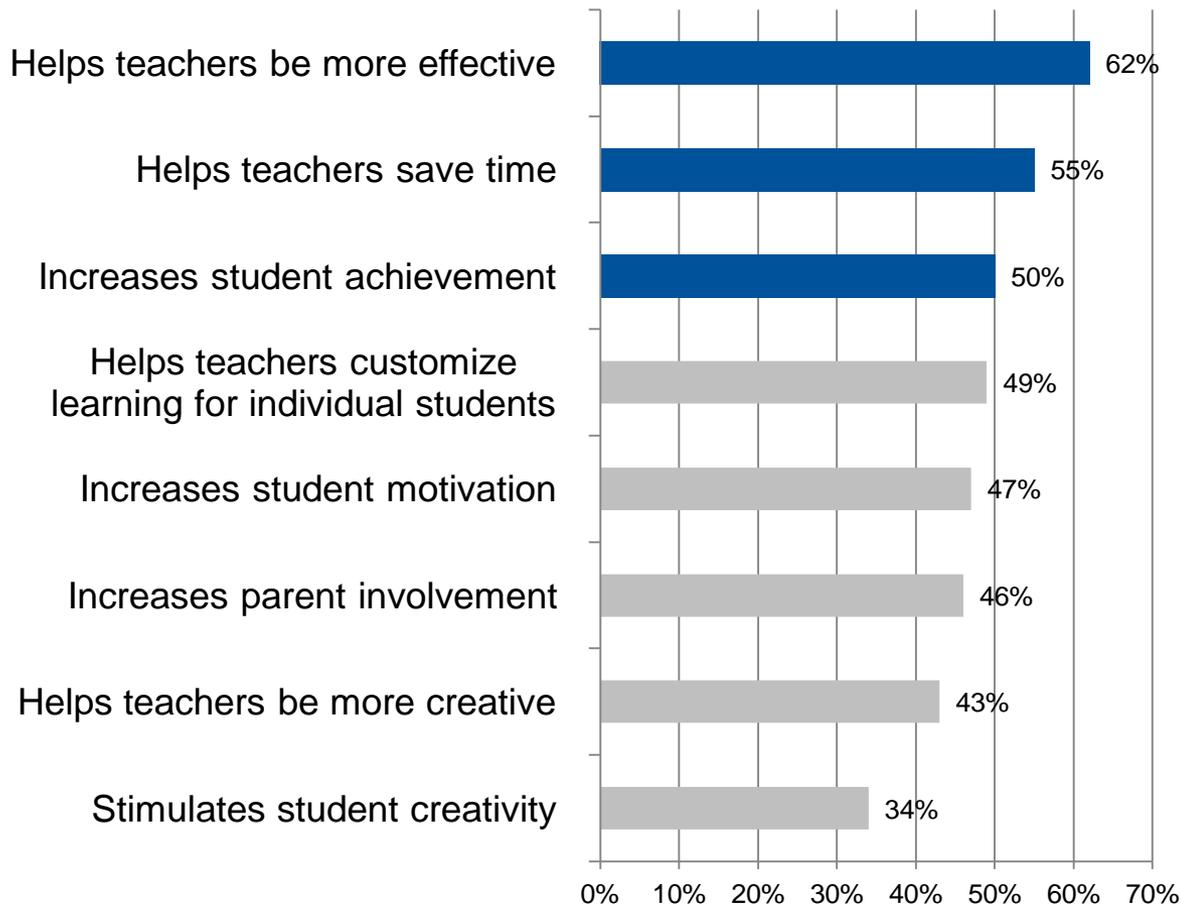


Teachers were asked how much they agree with the statements shown here.

- Over 50% of surveyed teachers report that data from their SIS solution helps them monitor student progress.

Teachers Report That Data From Their LMS Solutions Helps Them Be More Effective

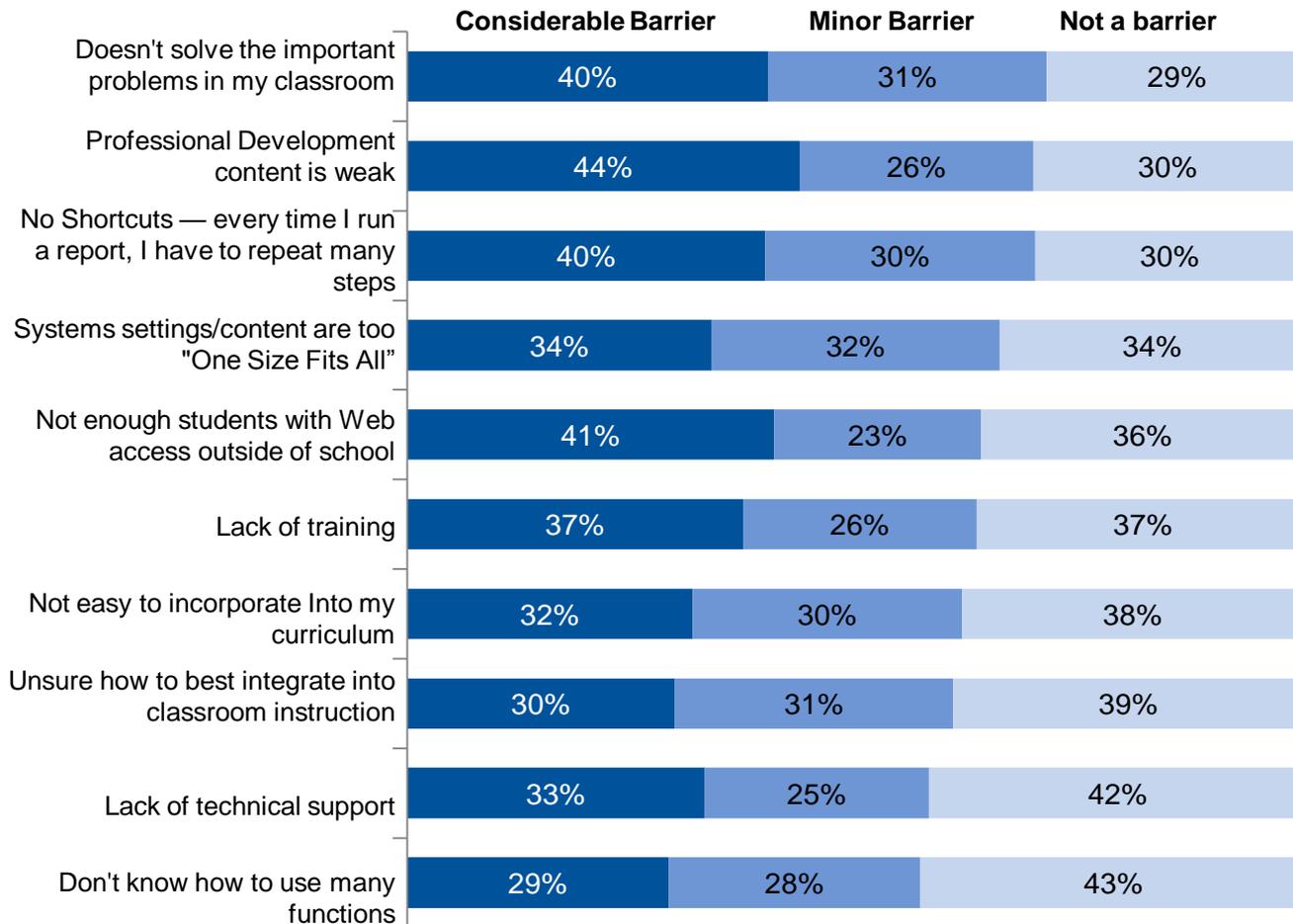
Benefits to LMS Solutions Reported by Teachers



- Consistently, more teachers report benefits from using LMS solutions as compared to SIS solutions.
- Top rated LMS benefits reported by teachers relate to increased effectiveness and efficiency and increased student achievement.

Teachers Report Difficulty Incorporating Data Into Classrooms As A Key Barrier To Increased SIS Usage in Classrooms

Barriers to Increased Usage of Student Information Systems

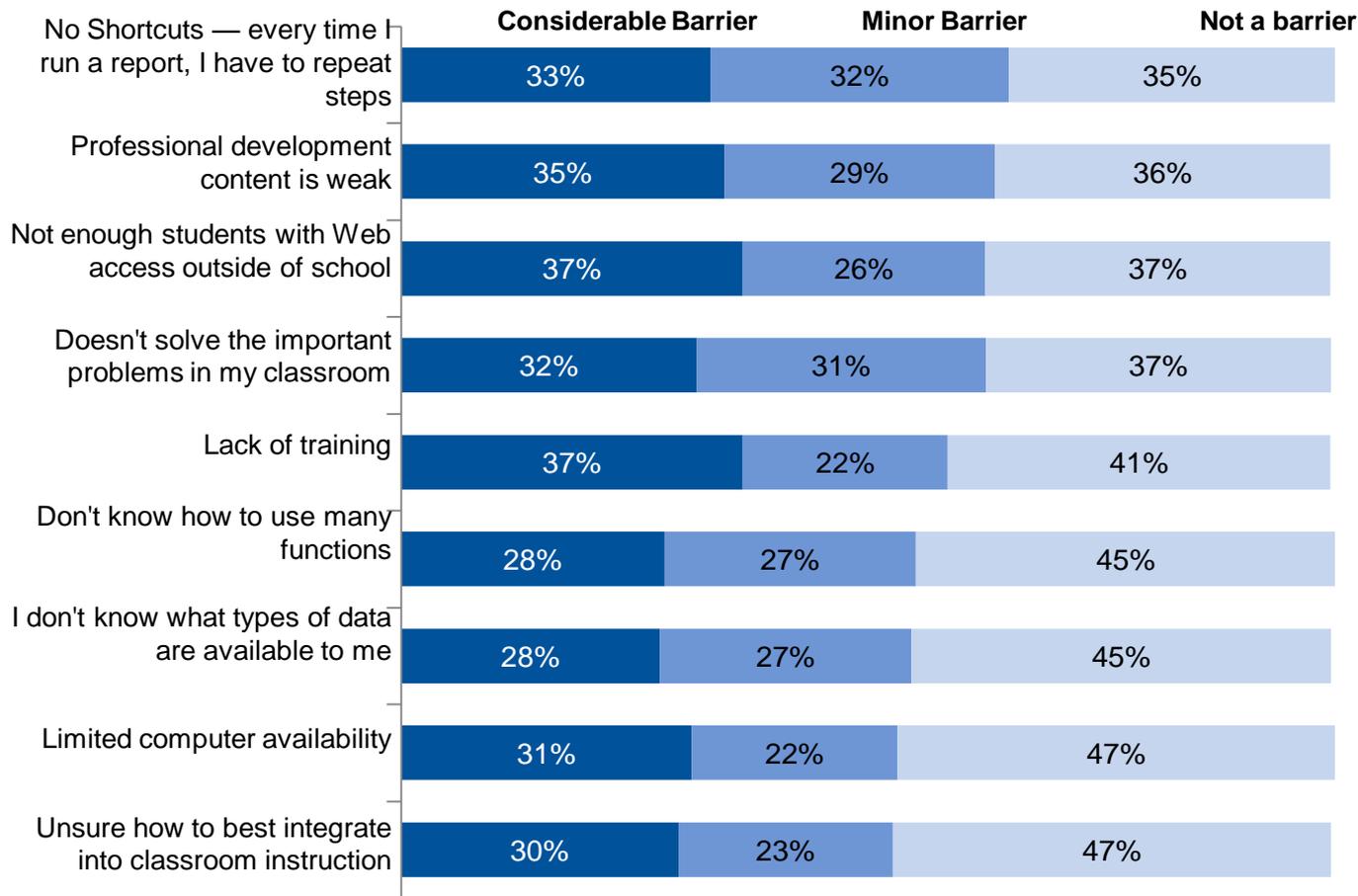


Teachers were asked to what extent each of the above mentioned factors was a barrier to SIS data usage.

- Teachers report difficulty integrating solutions into the classroom, poor professional development, and ineffective tools as key barriers to increased classroom usage
- Difficulty Integrating Into Classroom
 - Doesn't Solve The Problems in My Classroom (71%)
 - Not Easy To Incorporate into my Curriculum (62%)
 - Unsure How Best To Integrate Into Classroom Instruction (61%)
- Poor Professional Development
 - Professional Development Content is Weak (70%)
 - Lack of Training (63%)
 - Don't Know How To Use Many Functions (57%)
- Ineffective Tools
 - No Shortcuts (70%)
 - System Settings are too "One Size Fits All" (66%)
 - Not Enough Students With Outside Access (64%)

Teachers Report That Ineffective Tools and Poor Professional Development Are Key Barriers to LMS Usage

Barriers to Increased Usage of Learning Management Systems



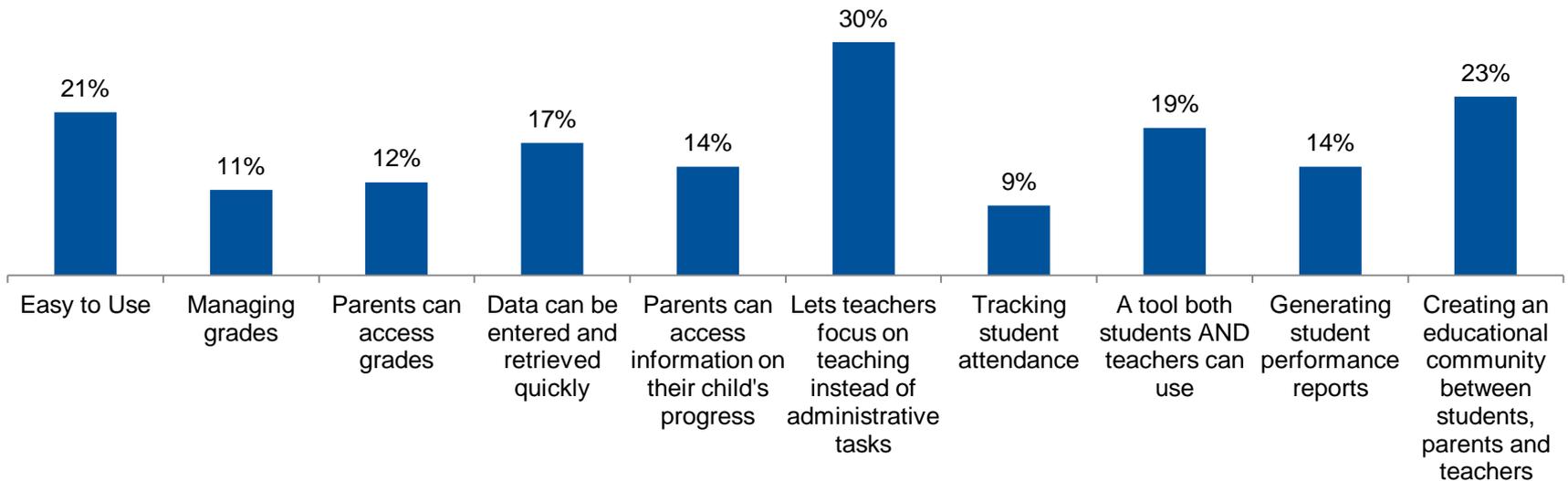
Teachers were asked to what extent each of the above mentioned factors was a barrier to SIS data usage.

- Similar to the SIS, teachers report that ineffective tools and poor professional development are the most considerable barriers to LMS usage.
- Ineffective Tools
 - No Shortcuts (65%)
 - Not Enough Students With Outside Access (63%)
- Poor Professional Development
 - Professional Development Content is Weak (64%)
 - Lack of Training (59%)
 - Don't Know How To Use Many Functions (55%)
- In addition, teachers report that students' lack of access to solutions from outside of school is also a barrier to usage.

Teachers Report That SIS/LMS Solutions Do Not Perform Well In The Functions that Are Most Important to Them

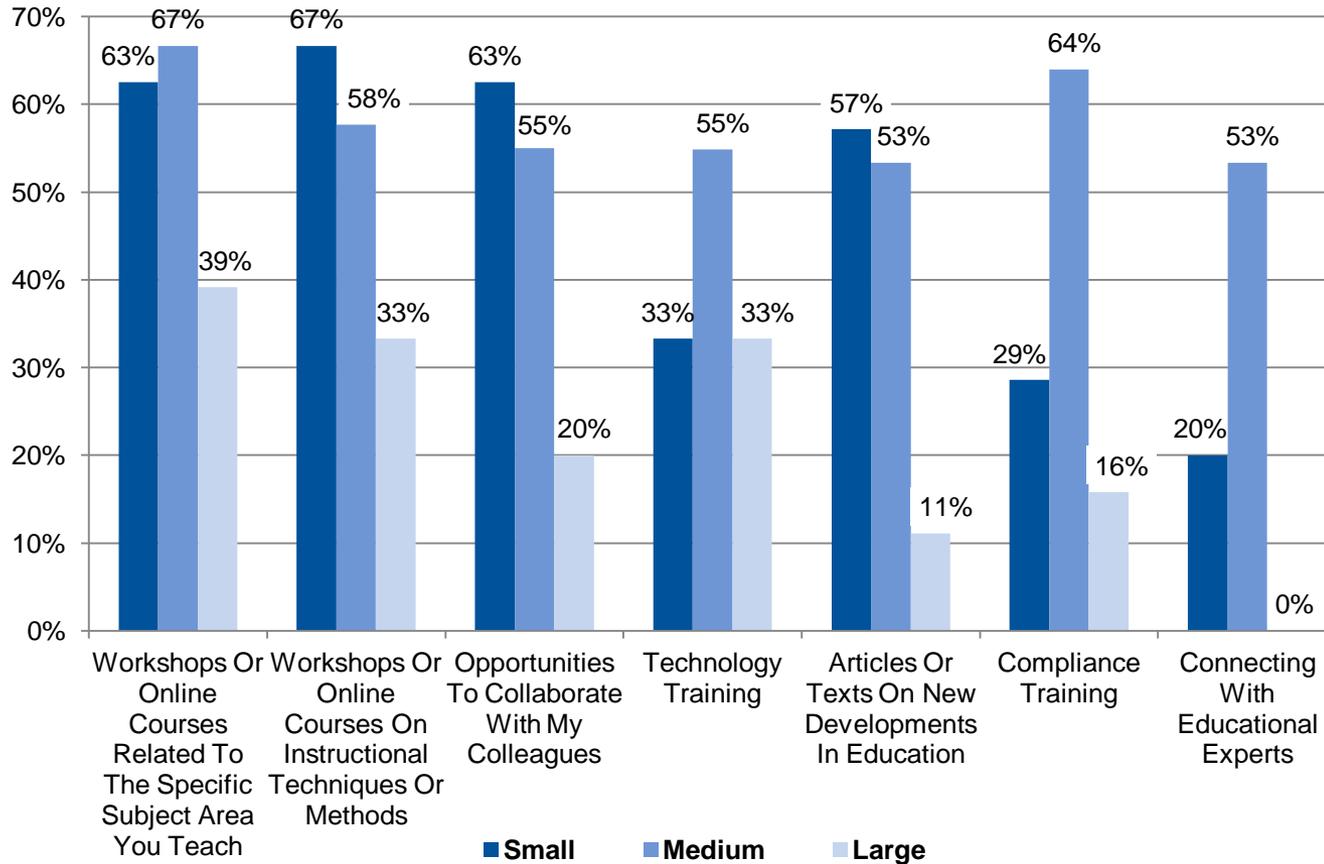
Shown below are the Top 10 most important SIS/LMS functions reported by teachers and their respective values. Approximately 33% of teachers rate the performance of functions and capabilities associated with letting teachers focus on teaching, creating an educational community, and ease of use poorly.

Most Poorly Rated SIS/LMS Functions by Teachers



Teachers were asked which functions are most important to them and then were asked to rate these functions on how well they perform using a 5-point scale. Functions are listed in order of importance to teachers as reported in the survey.

Teachers From Districts of All Sizes Report That a Variety of Training Approaches Are Available to Assist Teachers on SIS and LMS Solutions

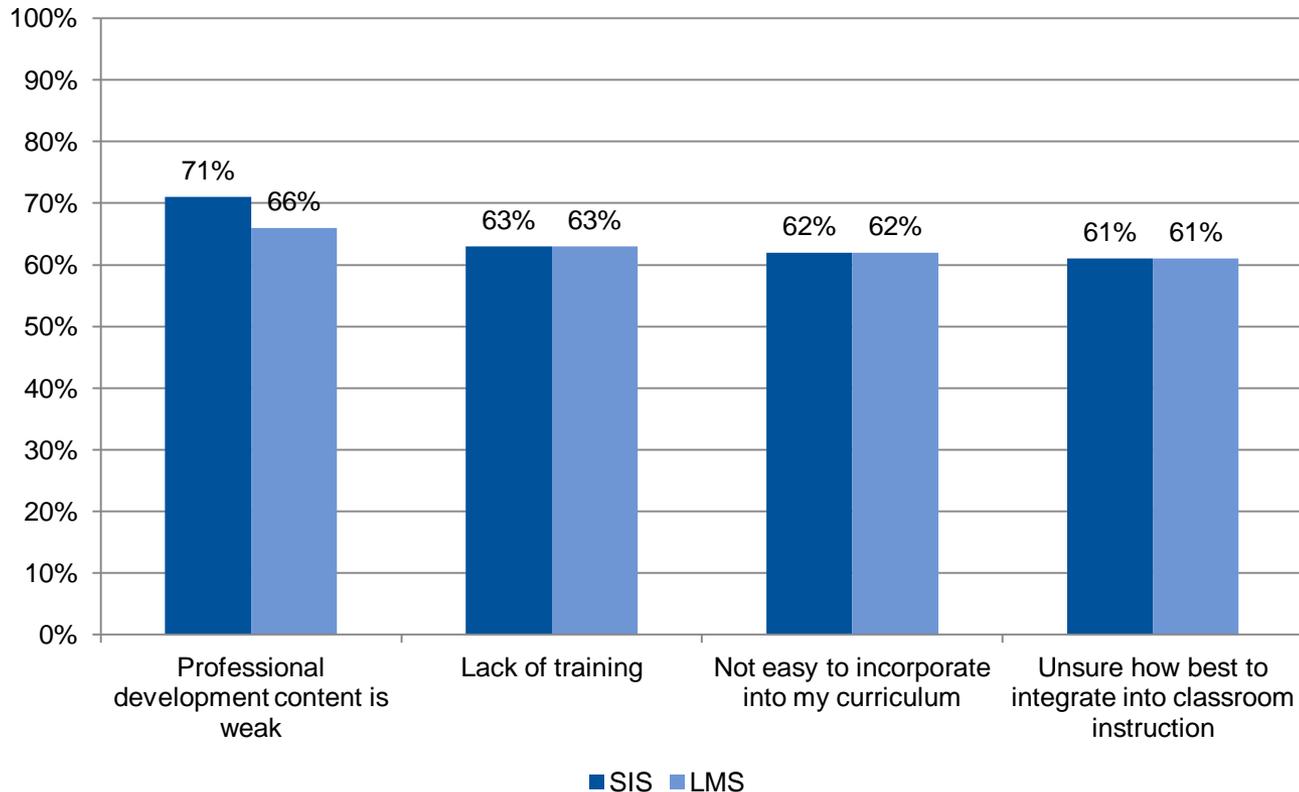


■ Large districts report significantly fewer available training approaches compared to small and medium districts.

Teachers were asked in what professional development activities did they participate.

Despite the Availability of Training Initiatives, Teachers Report that Poor Training On Data Interpretation and Usage is a Barrier to Data Usage

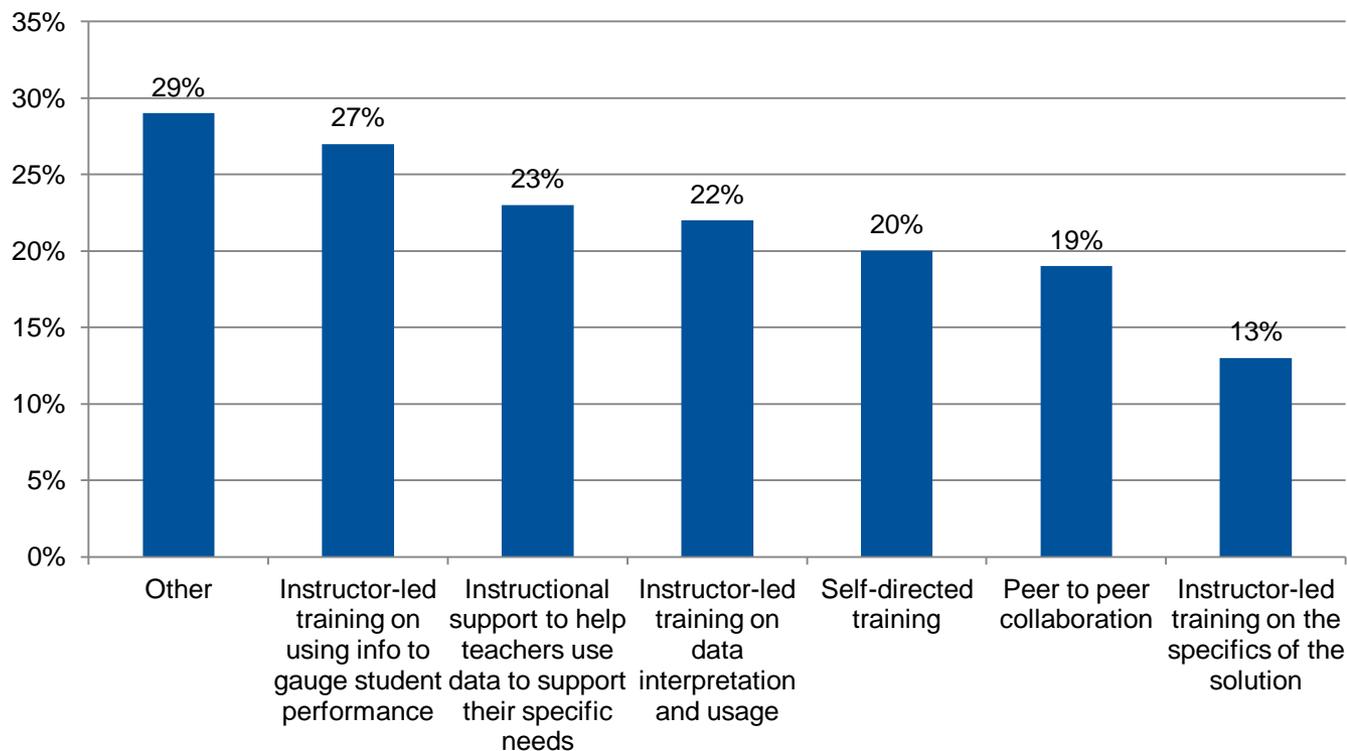
Professional Development Barriers to Data Usage Reported by Teachers



- Almost 75% of teachers report that professional development content is weak for SIS solutions and over 66% of teachers report that professional development content is weak for LMS solutions.
- Over 60% of teachers report that it is difficult or they are unsure how to incorporate data from SIS and LMS solutions into curriculum and classroom activities.

Technology Leaders Also Report that Training On Data Interpretation and Usage is the Least Effective Training Available to Teachers and Other Instructional Professionals

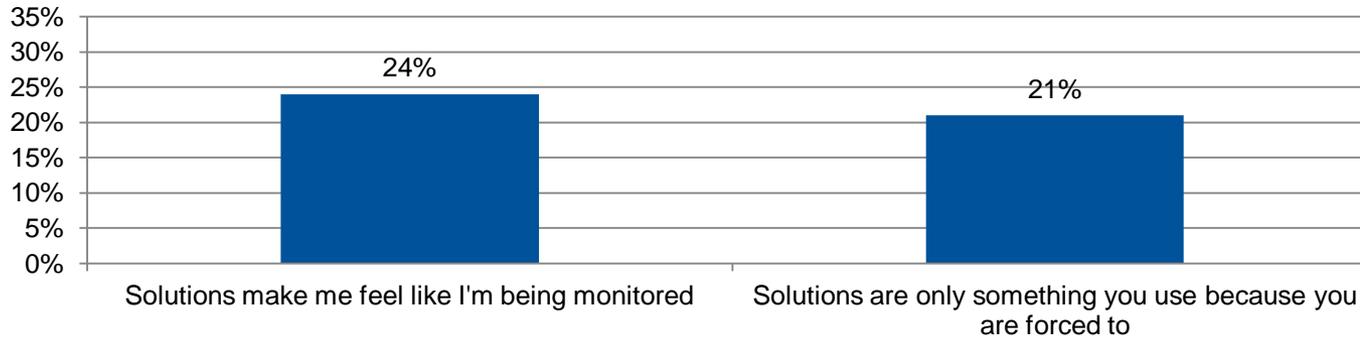
Least Effective Training



- Other training may include articles and other readings, and communities of practices with groups external to the district.

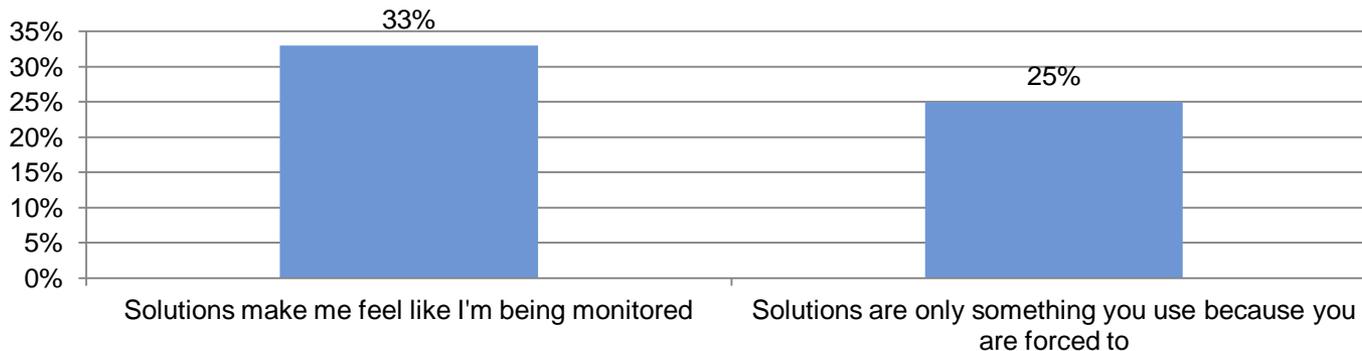
Many Teachers Report That SIS and LMS Solutions Make Them Feel As If They Are Being Monitored

Teacher Attitudes Toward SIS Solutions



- Teachers may not see the value in their installed SIS and LMS solutions given that at least 25% of those surveyed reported only using the solutions because they were forced to.

Teacher Attitudes Toward LMS Solutions



Teachers were asked how much they agree with the statements shown here.

School Leader Findings

School Leader Findings Summary: Fewer School Leaders, Compared to District Leaders and Teachers, Report That They Are Satisfied with SIS/LMS Solutions And Also Report That Existing Solutions Do Not Fully Meet Their Needs

Over 80% of school leaders report using the data from their SIS/LMS solutions to make curriculum and academic program and policy decisions to impact student learning.

Helps/Supports/Encourages Data Usage and Analysis

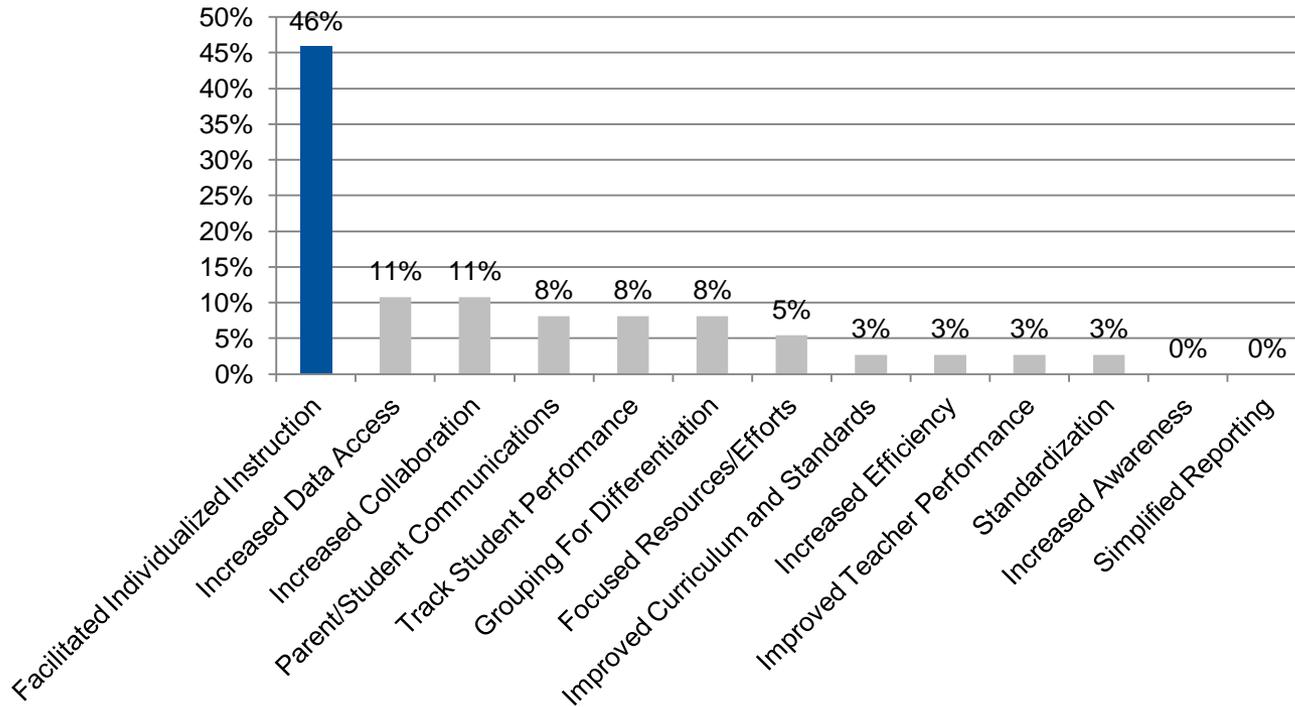
- School leaders report that supporting the ability to provide individualized instruction is the primary benefit of using data from SIS and LMS solutions.
- Similar to district Leaders, school leaders report that there are a variety of training and support initiatives available to support data usage in the classroom.

Hinders/Discourages Data Usage and Analysis

- Unlike district leaders and teachers, school leaders report that they are not very satisfied with their SIS solutions.
 - 37% of school leaders are dissatisfied with their installed SIS solution while 35% report being satisfied with their SIS solution.
- Similar to district leaders and teachers, school leaders report that deployed SIS and LMS solutions are not fully meeting their needs.
 - Nearly 50% of school leaders are dissatisfied with their SIS solution's ability to support Curriculum Planning and Policies and Program Planning and Policies.
- Similar to district leaders, school leaders agree that the current educational climate and culture breeds feelings of mistrust and a focus on content rather than teaching and learning.

School Leaders Overwhelmingly Report That The Ability to Support Individualized Instruction Is the Primary Benefit of Using Data Supplied By SIS/LMS Solutions

Benefits of SIS/LMS Data Cited by School Leaders



School leaders were given 500 characters of free-form text to describe the benefits they realized from the use of data from SIS and LMS solutions. Approximately 40 school leaders provided responses to this question.

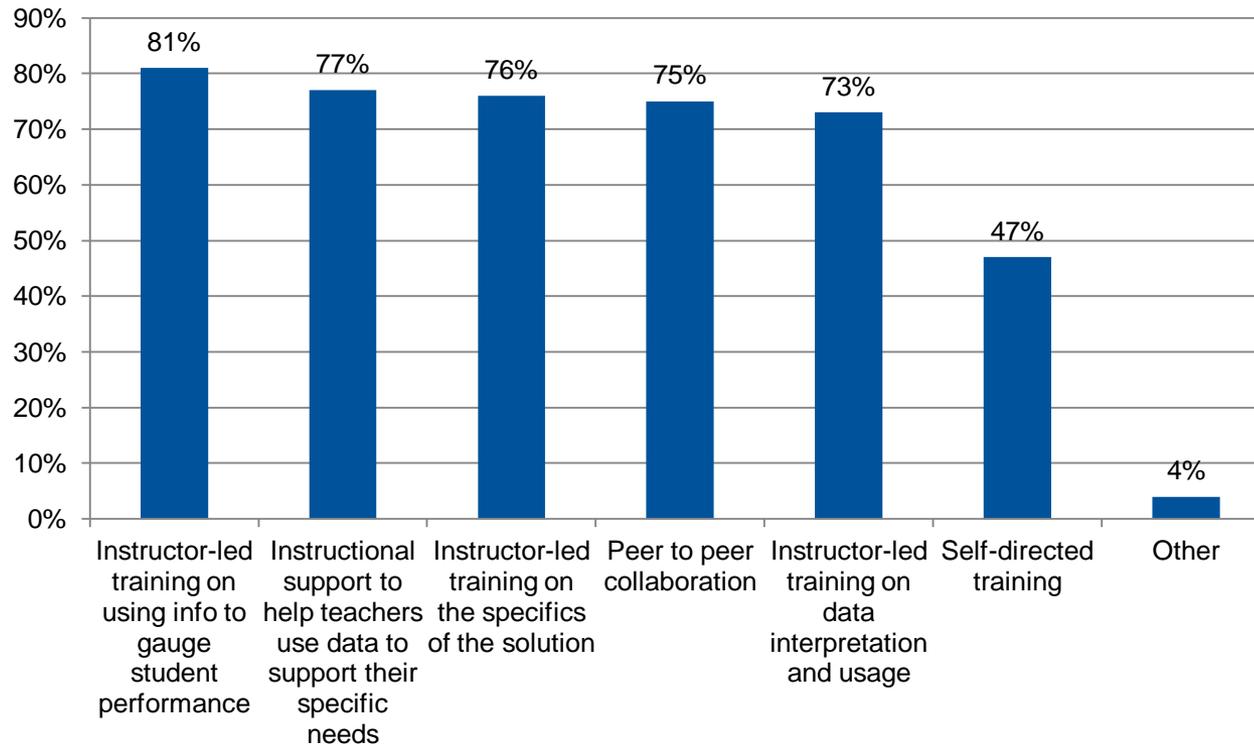
- The top 6 benefits to using data from SIS and LMS solutions cited by school leaders are:
 1. Facilitates individualized instruction
 2. Increased access to student data
 3. Increased Collaboration among Instructional Professionals
 4. Facilitating Parent/Student Communications
 5. Track Student Performance
 6. Grouping for Differentiation

Note: The top 6 benefits are noted as some benefits are tied for the same rank

“ Our SIS has had no effect on instructional activities. Our LMS has helped to guide instruction and target students in specific areas of need. – School Leader ”

Similar to District Leaders, School Leaders Also Report That a Variety of Training and Support Options Are Available

Available Training and Support Initiatives Reported by School Leaders

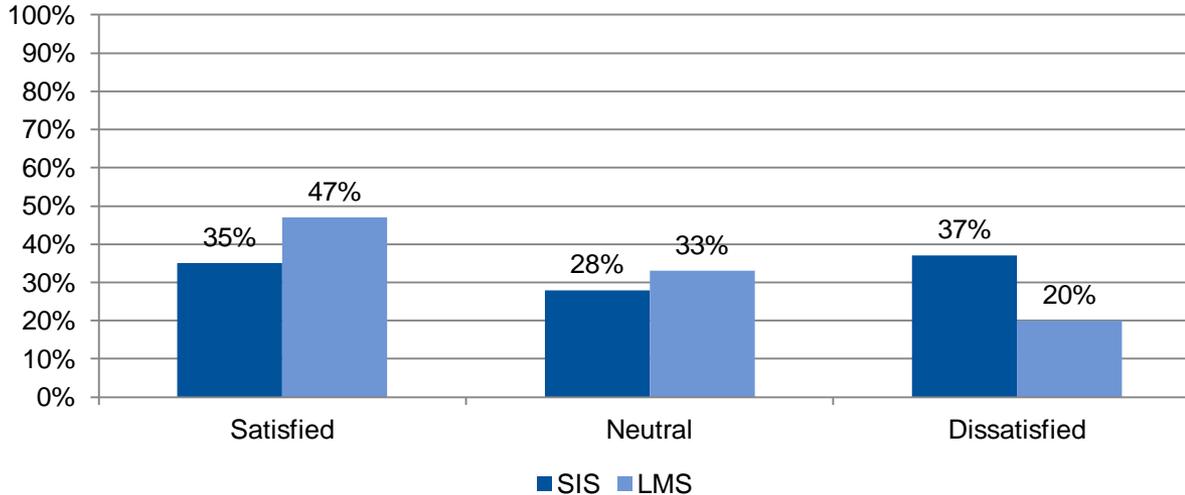


- Well over 50% of surveyed school leaders report that there are multiple training and support initiatives in place to encourage data usage in the classroom.

School leaders were asked what training and support initiatives were available to support the implementation of their SIS/LMS solution. Approximately 60 school leaders provided responses to this question.

More School Leaders Report Being Dissatisfied With Their Installed SIS Solution Than Being Satisfied

School Leader Satisfaction with Installed SIS and LMS Solutions



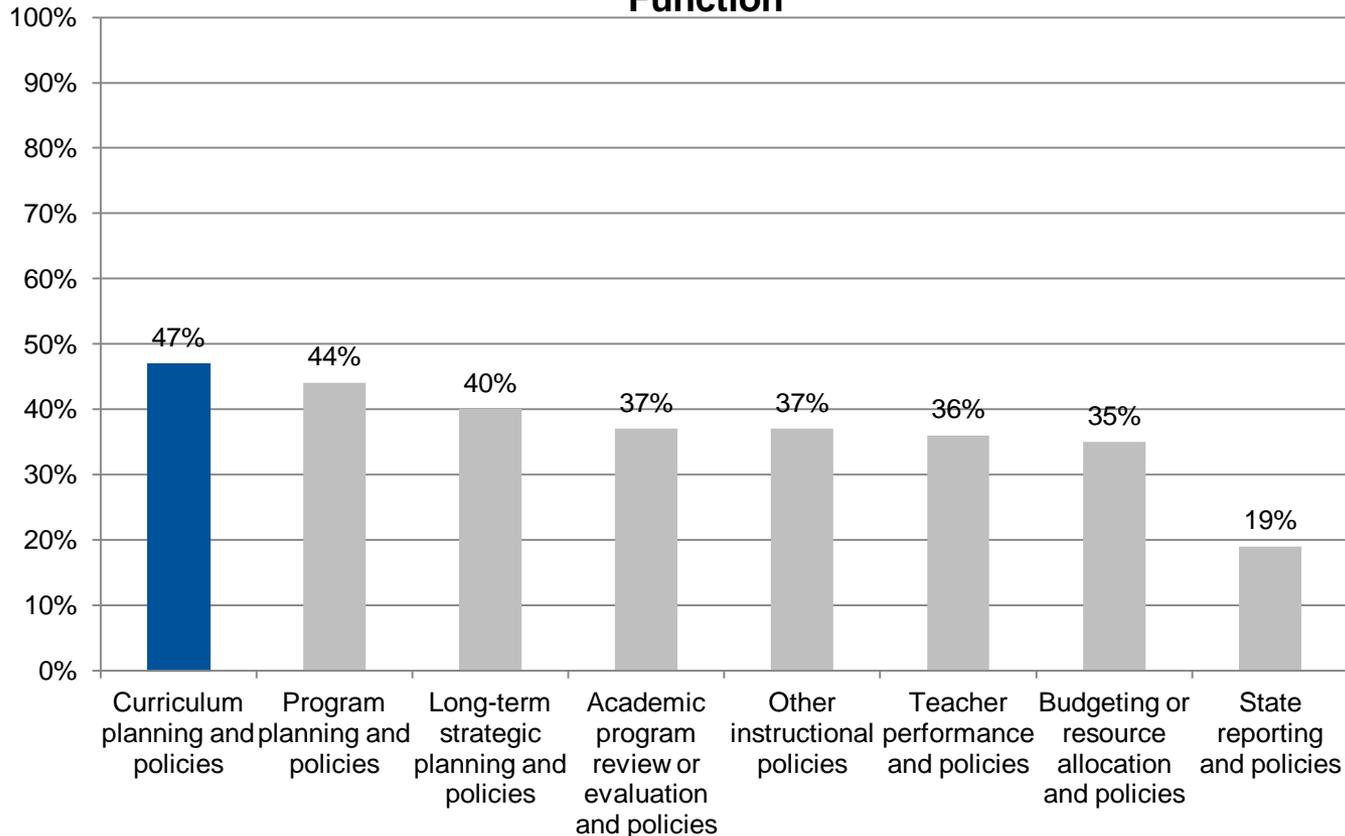
- 37% of school leaders are dissatisfied with their installed SIS solution while 35% report being satisfied with their SIS solution.
- School leaders do not report the same attitudes toward LMS solutions. 47% of school leaders report being satisfied with LMS solutions while only 20% report being dissatisfied.

School leaders were asked to rate the effectiveness of their SIS and LMS solutions on a 5-point scale. Responses of “most effective” or “effective” were combined to reflect satisfaction while “not effective” and “least effective” were combined to reflect dissatisfaction. Approximately 75 school leaders answered the question for SIS and approximately 50 school leaders answered the question for LMS.

“ Our SIS does not contribute to the improvement of instructional activities. It serves as only as a storehouse for a very small amount of data. – School Leader ”

School Leaders Are Dissatisfied With Their SIS Solution's Ability to Support Curriculum Planning and Policies

School Leader Dissatisfaction with SIS Solutions – by Function



- Nearly 50% of School Leaders are dissatisfied with their SIS solution's ability to support Curriculum Planning and Policies.
- School Leaders are more dissatisfied overall with their SIS solutions than District Leaders.
 - Fewer than 33% of District Leaders reported dissatisfaction with SIS solutions while greater than 33% of School Leaders reported dissatisfaction with SIS solutions
- Other Instructional Policies may include behavior, special education, student grouping policies, etc..

Similar to District Leaders, School Leaders Report That the Current Education Culture is Another Key Barrier to Data Usage

““ The value of the solutions has not been articulated in a way that makes it clear to teachers how it can improve instruction or make their day easier. — *School Leader* ””

““ Some teachers are resentful of data because they feel it can be used to make teachers look bad. — *School Leader* ””

““ The education community is afraid of change and being held accountable. — *School Leader* ””

Source: *These paraphrased quotes were taken from Gartner focus group discussions. These comments reflect those sentiments most commonly echoed across focus groups.*

District Leader Findings

District Leader Findings Summary: District Leaders, Like Teachers, Report That They Are Generally Satisfied with SIS/LMS Solutions But Report That Existing Solutions Do Not Fully Meet Their Needs

Over 92% of district leaders report using the data from their SIS/LMS solutions to make curriculum and academic program and policy decisions to impact student learning.

Helps/Supports/Encourages Data Usage and Analysis

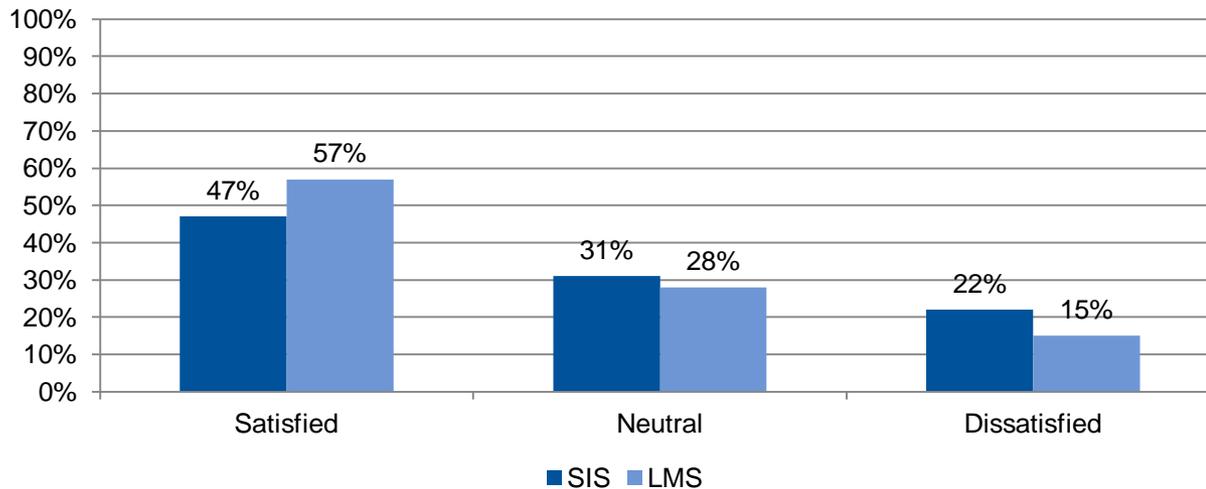
- 47% of district leaders report they are satisfied with their installed SIS solution and 57% report they are satisfied with their installed LMS solution.
- District leaders report that the primary benefit associated with using SIS/LMS data is increased access to student data which enables district leaders to focus resources and programs to improve student learning.
- District leaders, similar to school leaders, report that there are a variety of training and support initiatives available to support data usage in the classroom.

Hinders/Discourages Data Usage and Analysis

- Similar to teachers and school leaders, district leaders report that deployed SIS and LMS solutions are not fully meeting their needs.
 - Approximately ¼ of surveyed district leaders report being dissatisfied with their SIS solution's ability to support program planning and policies for Teacher Performance and Curriculum.
- Similar to school leaders and teachers, district leaders report that the current educational climate and culture breeds feelings of mistrust and a focus on content rather than teaching and learning.
 - District leaders report that the vision and expectations for how to use data to impact student learning are not well communicated and leave teachers questioning how the data will truly be used.

Approximately Half of Surveyed District Leaders Reported That They Are Satisfied With Their SIS and LMS Solutions

District Leader Satisfaction with Installed SIS and LMS Solutions



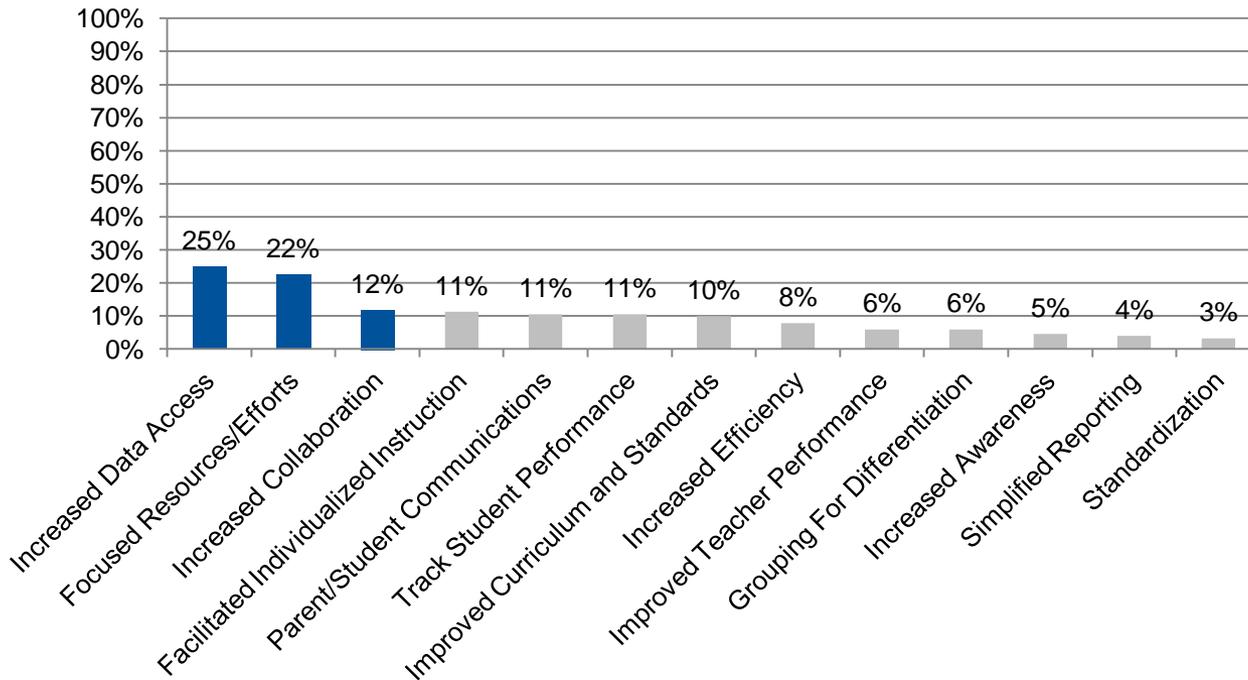
- The other half of surveyed district leaders report being either neutral or dissatisfied.

District leaders were asked to rate the effectiveness of their SIS and LMS solutions on a 5-point scale. Responses of “most effective” or “effective” were combined to reflect satisfaction while “not effective” and “least effective” were combined to reflect dissatisfaction. Approximately 323 district leaders answered the question for SIS and approximately 237 district leaders answered the question for LMS.

“ Our SIS provides real time data regarding enrollment, demographics and other information to assist in management decisions. Our LMS provides interim assessment of learning objectives to guide instruction and to evaluate gaps in the curriculum or defects in instructional practice. – **District Leader** ”

SIS/LMS Data Increases District Leader Access to Student Data Which Helps Focus Resources and Programs to Improve Student Learning

Benefits of SIS/LMS Data Cited by District Leaders



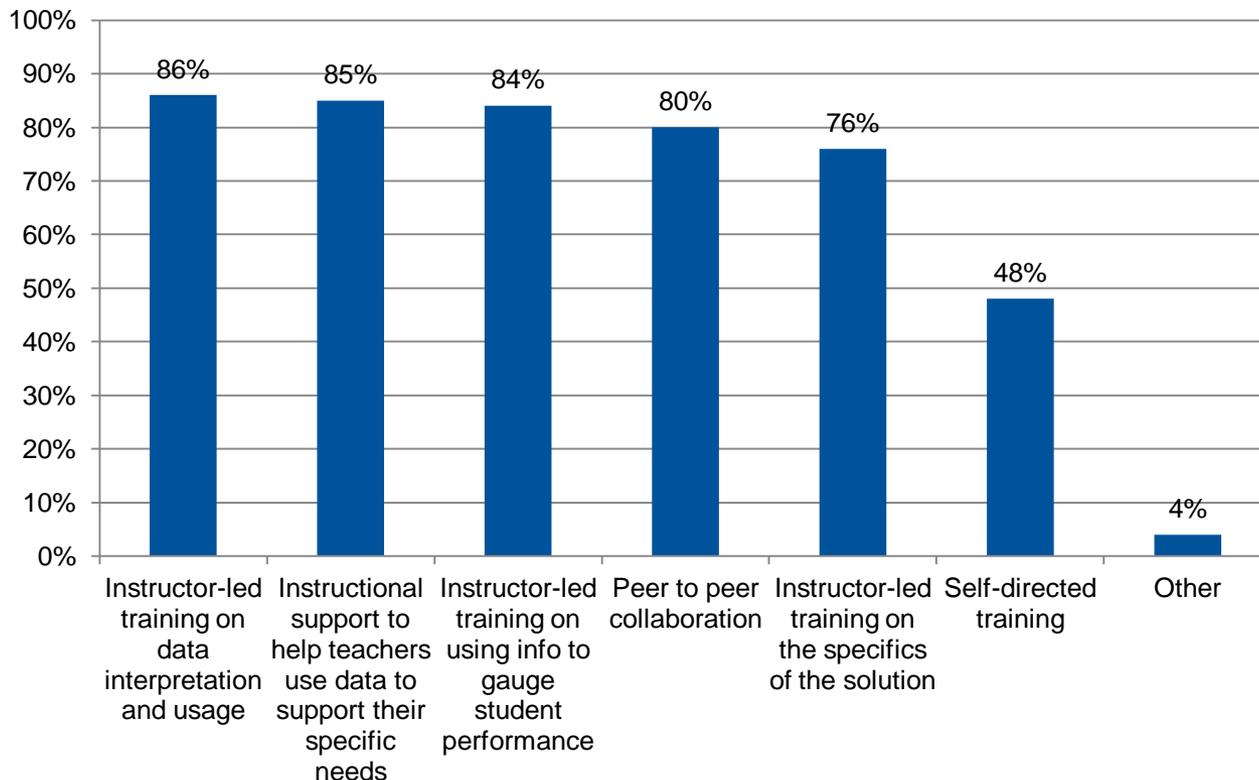
District leaders were given 500 characters of free-form text to describe the benefits they realized from the use of data from SIS and LMS solutions. Approximately 202 district leaders provided responses to this question.

- The top 3 benefits to SIS and LMS solutions cited by district leaders are:
 1. Increased access to student data
 2. Ability to focus resources and programs on students identified as needing attention
 3. Increased Collaboration among Instructional Professionals

“ The solutions have delivered data to the classroom door for teachers to utilize in their quest for increased student achievement. Students can now be treated as individuals. – District Leader ”

District Leaders, Similar to School Leaders, Report That a Variety of Training and Support Options Are Available To Encourage the Use of Data Provided by SIS/LMS Solutions

Available Training and Support Initiatives Reported by District Leaders

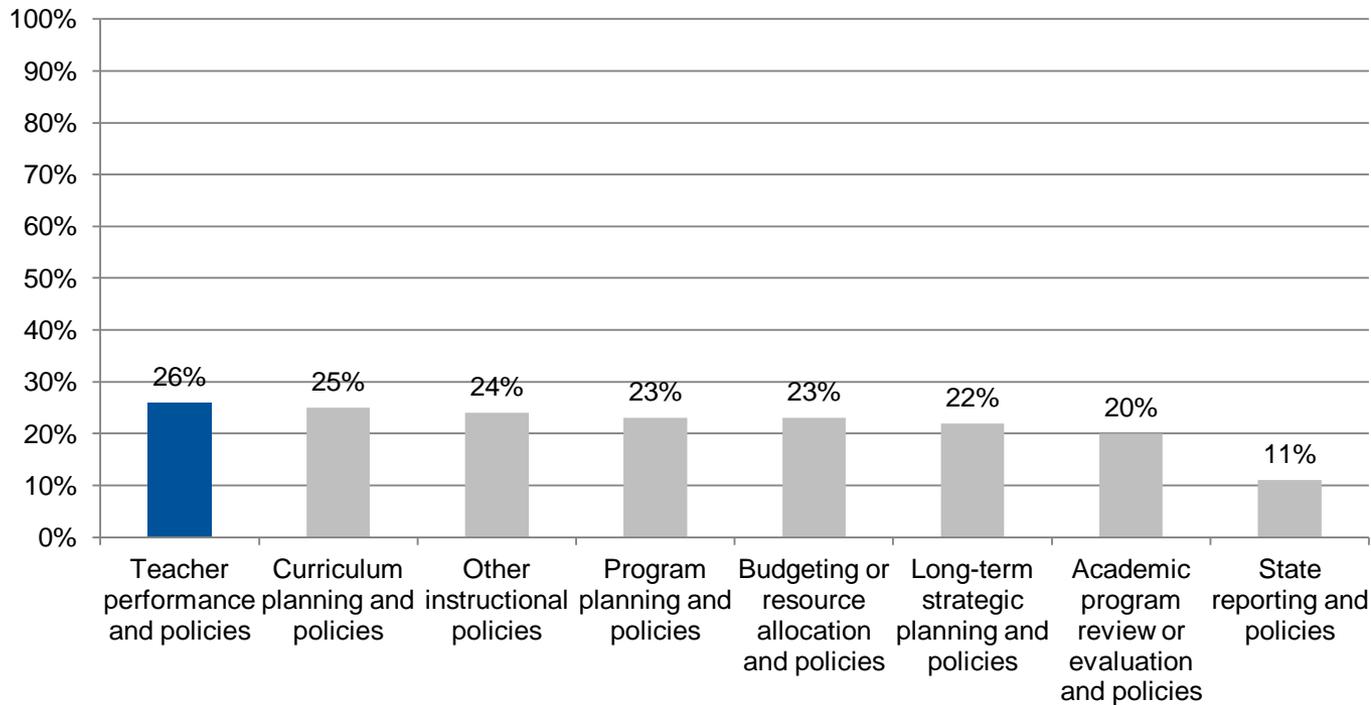


- Well over 50% of surveyed district Leaders report that there are multiple training and support initiatives in place to encourage data usage in the classroom.

District leaders were asked what training and support initiatives were available to support the implementation of their SIS/LMS solution. Approximately 221 district leaders provided responses to this question.

District Leaders Are Not Fully Satisfied With Their SIS Solution's Ability to Support Teacher Performance and Curriculum Program Planning and Policies

District Leader Dissatisfaction with SIS Solutions – by Function



- Approximately 25% of surveyed district leaders report being dissatisfied with their SIS solution's ability to support program planning and policies for Teacher performance and Curriculum.
- Other instructional policies may include behavior, special education, student grouping policies, etc..

District Leaders, Similar to School Leaders and Teachers, Report That the Current Education Culture is Another Key Barrier to Data Usage

““ The educational culture is currently focused on covering content and student grades rather than on teaching and learning. —
District Leader ””

““ There is a gap between the comfort level with technology of newer teachers and more experienced teachers. Low teacher knowledge, experience, and comfort with solutions are a barrier to adoption...the training offered is not systemic enough to make them comfortable using the solutions. — *District Leader* ””

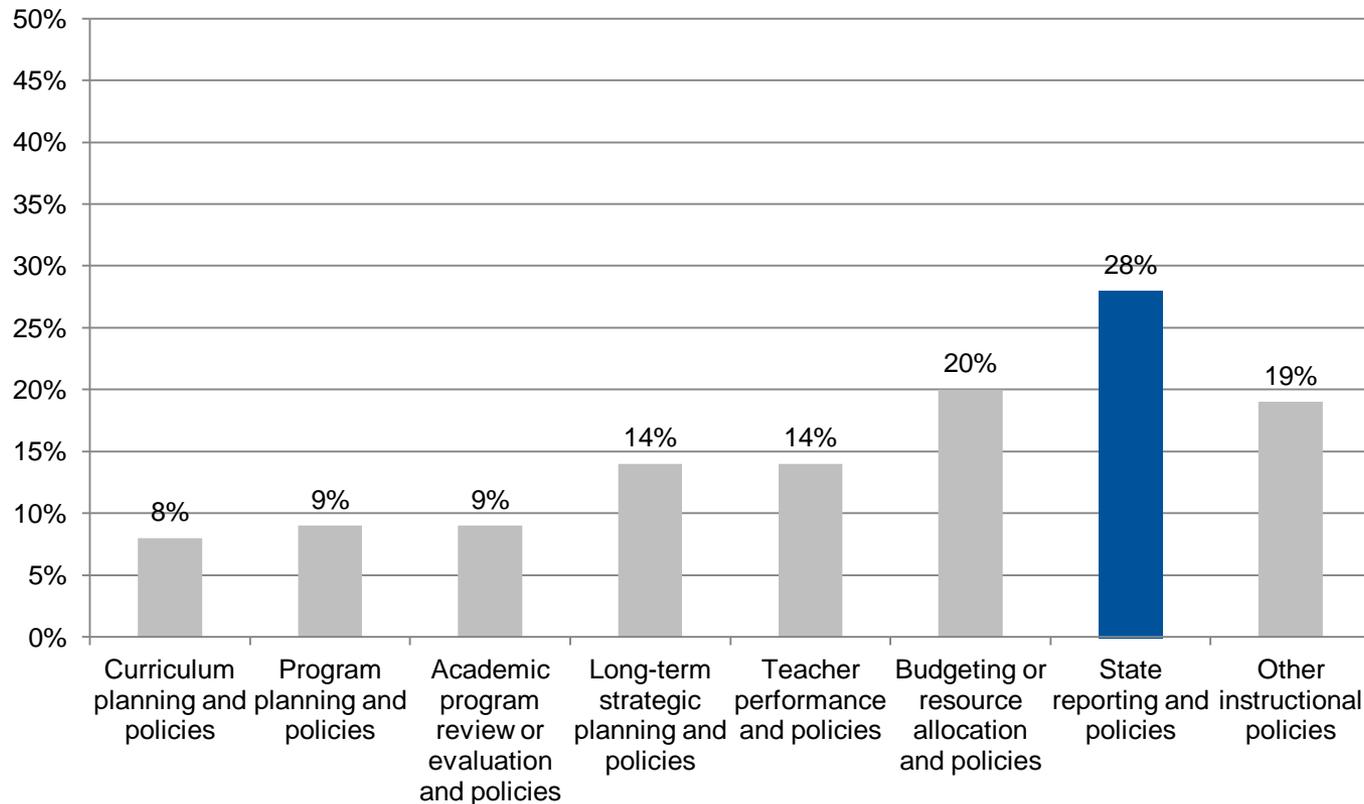
““ The vision and expectations for how to use data to impact student learning are not well communicated and leave teachers questioning how the data will truly be used. —
District Leader ””

Source: *These paraphrased quotes were taken from Gartner focus group discussions. These comments reflect those sentiments most commonly echoed across focus groups.*

Appendix – Additional District Leader, School Leader, and Teacher Observations

District Leaders Are Not Fully Satisfied With Their LMS Solution's Ability to Support State Reporting and Policies

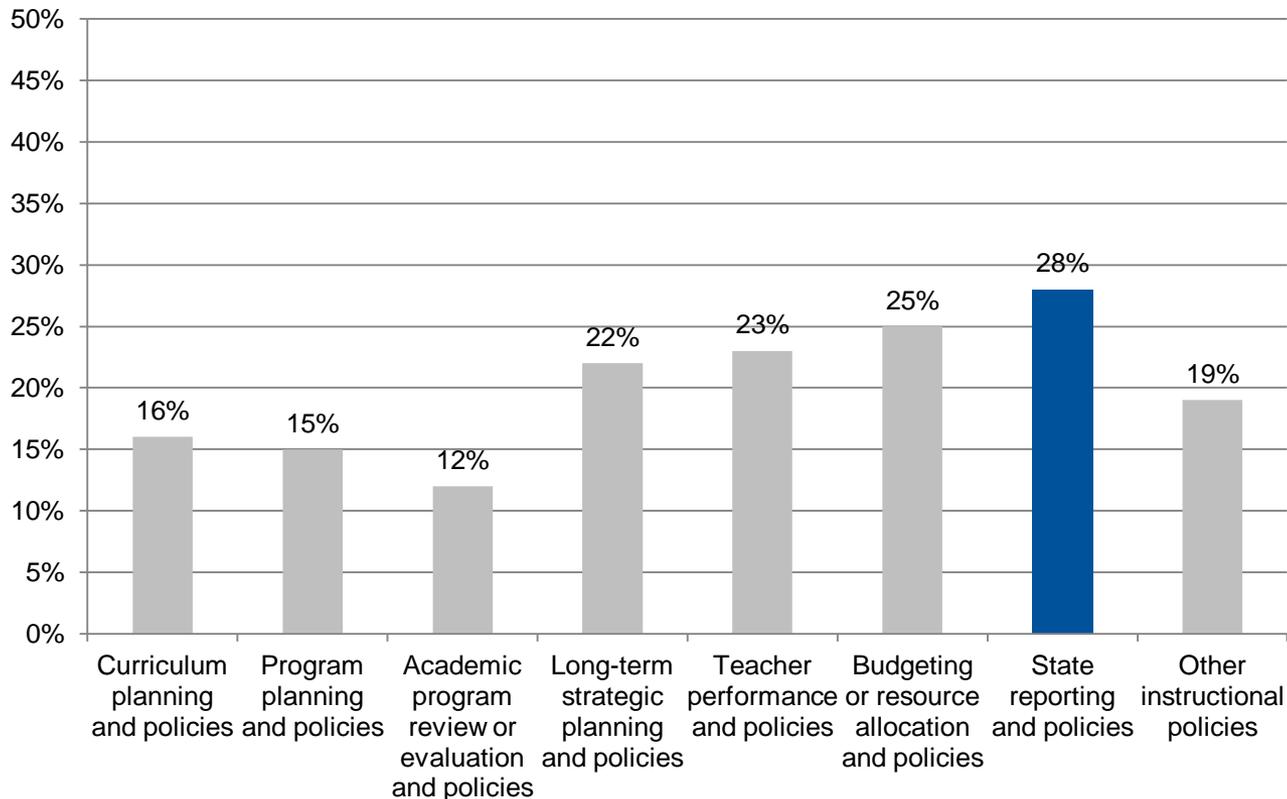
District Leader Dissatisfaction with LMS Solutions



- 28% of district leaders rated LMS solutions the least effective at supporting State Reporting and Policies, however, this may not be the intended use of this solution for this role.

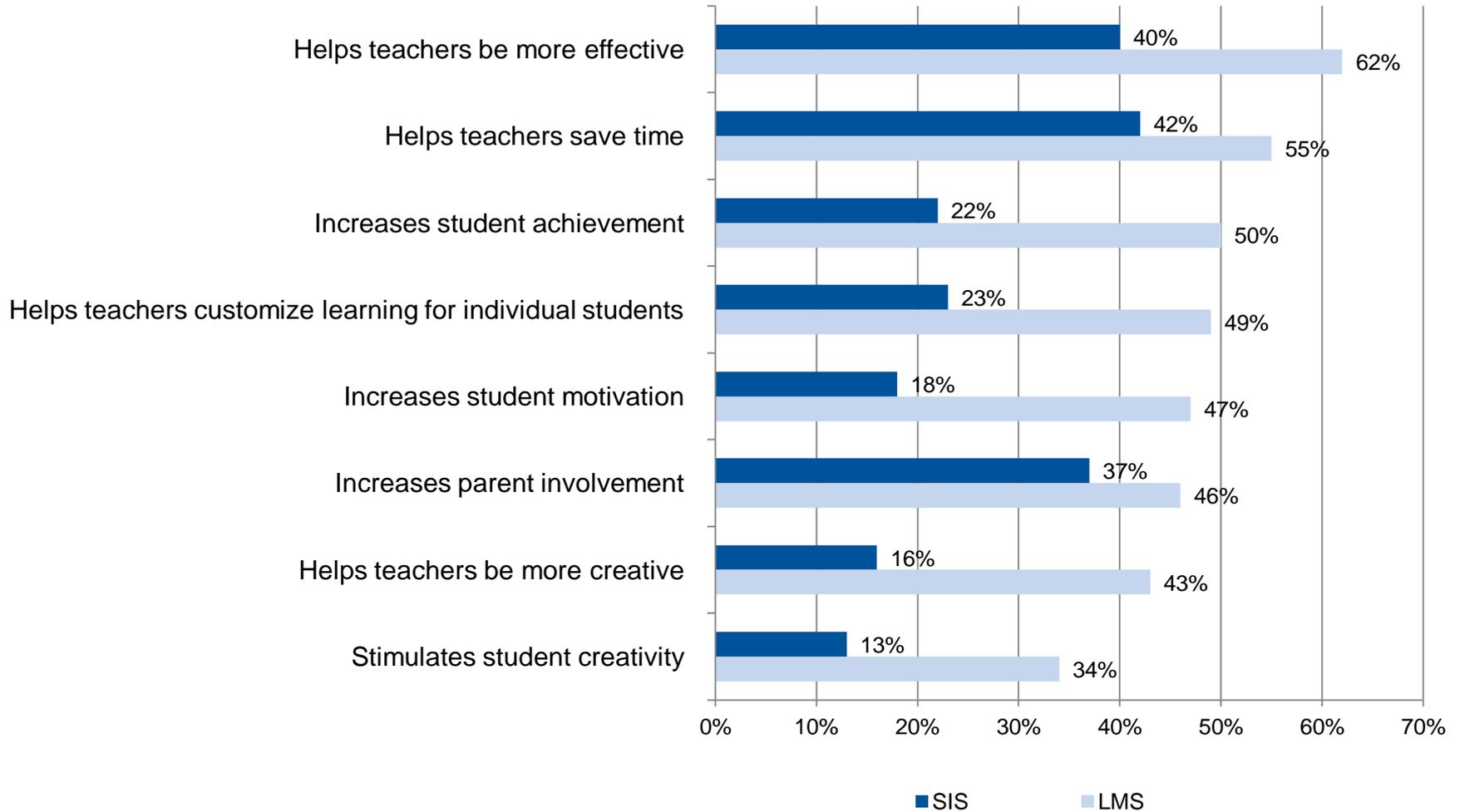
School Leaders Are Also Not Fully Satisfied With Their LMS Solution's Ability to Support State Reporting and Policies

School Leader Dissatisfaction with LMS Solutions



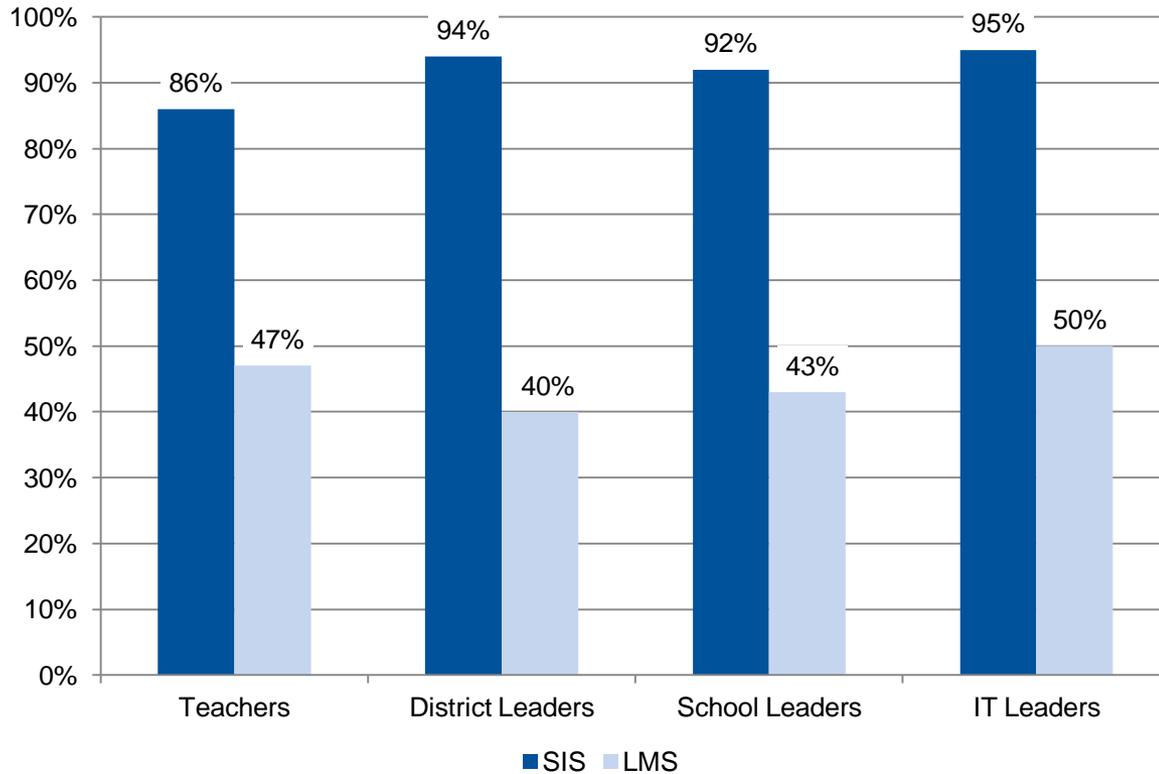
- 28% of school leaders rated LMS solutions the least effective at supporting State Reporting and Policies, however, this may not be the intended use of this solution for this role.
- Overall, school leaders were more dissatisfied with LMS solutions than District Leaders.

Teachers Report More Benefits From Using LMS Solutions As Compared to SIS Solutions



Appendix – SIS and LMS Solutions Are Widely Deployed in U.S. K–12 Organizations

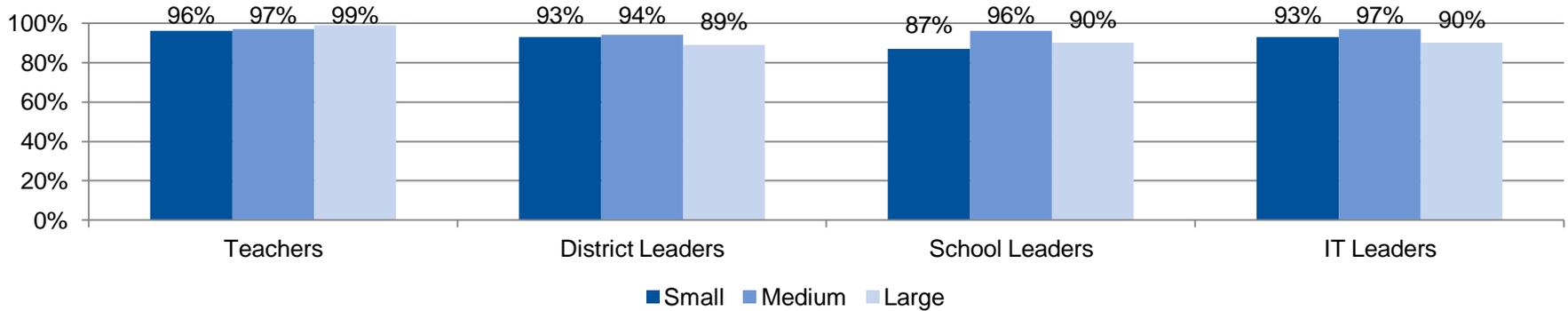
SIS and LMS Solutions Are Widely Deployed in U.S. K–12 Organizations



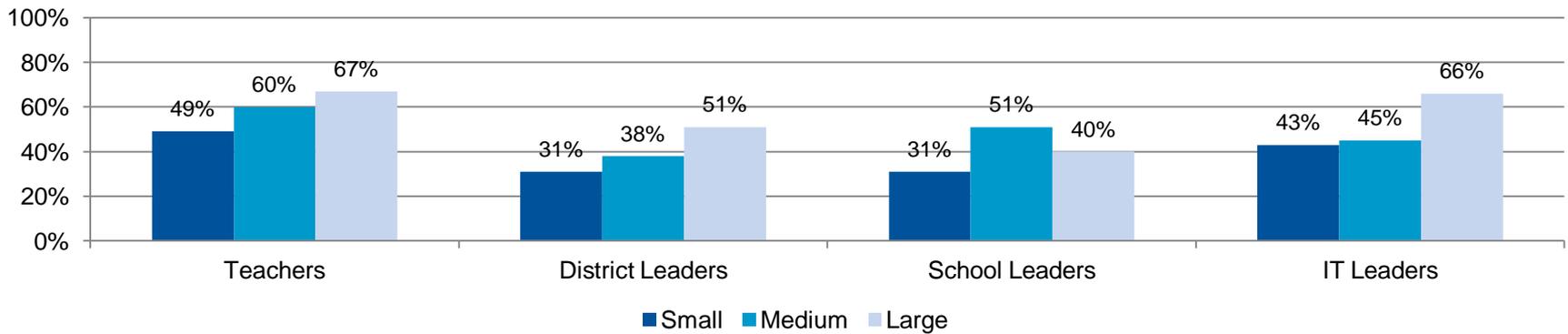
- Nearly 95% of Respondents Reported Having an Installed SIS Solution and Nearly 50% Reported Having an Installed LMS Solution
- The nearly 10% differential between teacher responses and district, school, and technology leader responses suggests that teachers are not as aware of SIS solutions available within their district as district, school, and IT leaders.

Across District Size, SIS Solutions Are More Widely Deployed Than LMS Solutions

SIS Solution Deployment



LMS Solution Deployment



While Over 89% of Teachers Report Using SIS and LMS Solutions at Least Once a Week, Only 1/3 Report Using Their LMS Daily

SIS Usage & Experience

Hours used per week

4.95

Use every day

73%

Use once a week or more

93%

Average years using system

5.3

LMS Usage & Experience

Hours used per week

5.88

Use every day

36%

Use once a week or more

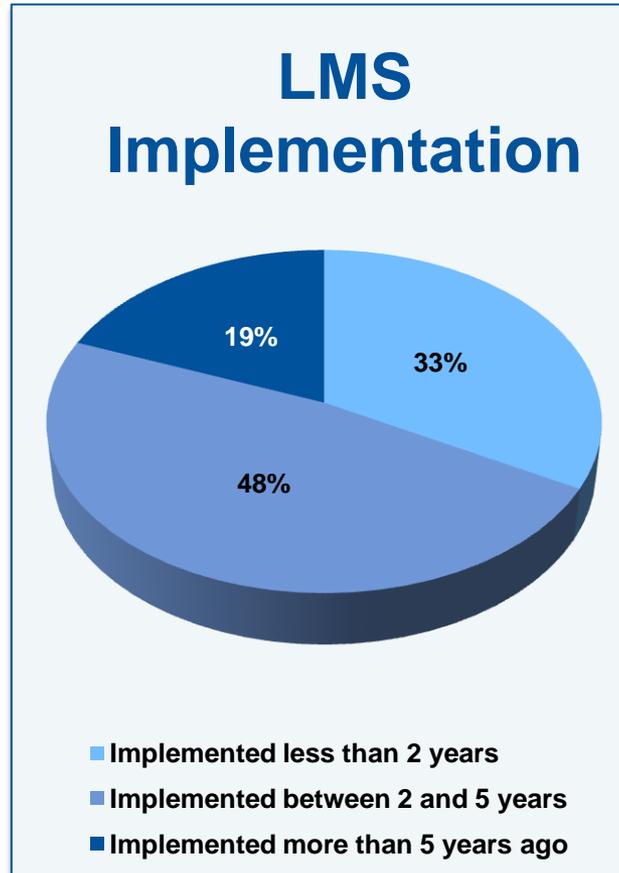
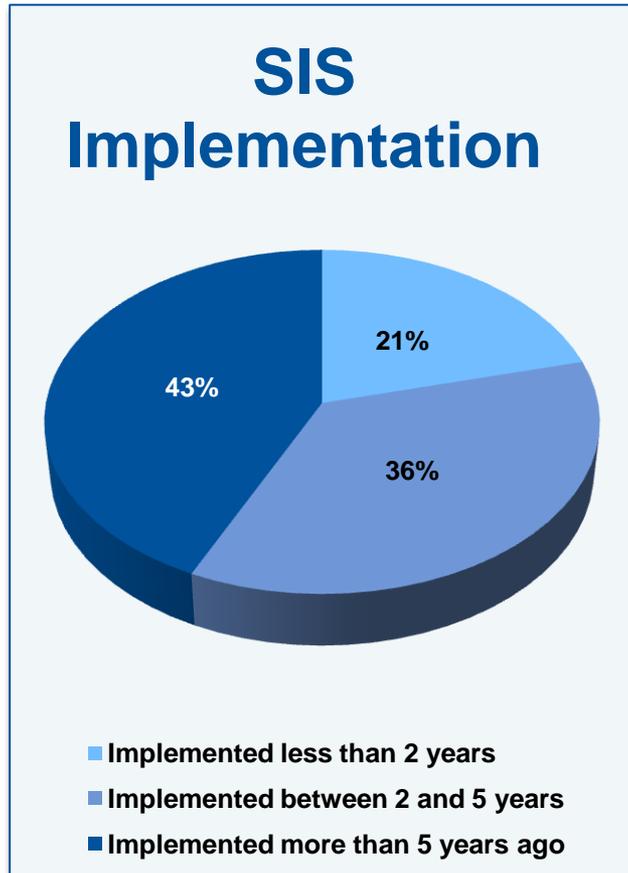
89%

Average years using system

3.9

- Nearly 3/4 of teachers surveyed use their SIS solutions daily, for an average of nearly 5 hours per week. In contrast, only 1/3 of teachers use their LMS solutions daily, for an average of nearly 6 hours per week.
- The lack of daily LMS usage suggests that LMS solutions are not used daily to develop and deliver instruction.

78% of Teachers With SIS Solutions and 67% of Teachers with LMS Solutions Reported Having Them In Place for 2 Years or More

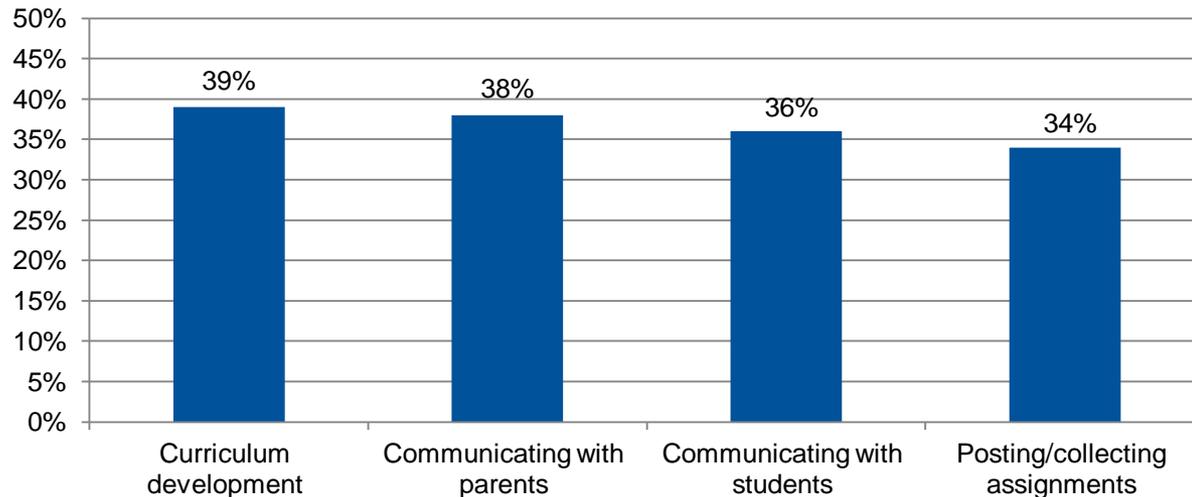


- LMS solution usage is significantly less mature than SIS usage
 - Only 19% of LMS solutions have been in place more than 5 years compared to 43% of SIS solutions

Appendix – LMS Solutions Are Not Widely Used by the Education Community to Develop and Deliver Instruction

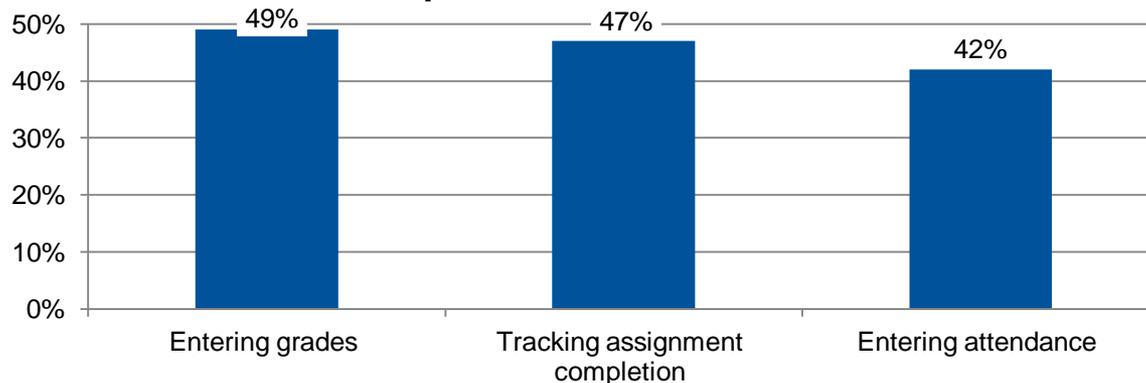
Fewer Than 40% of Teachers Use LMS Solutions for Instructional Content Development and Delivery

Instructional Content Development and Delivery Uses of LMS Solutions



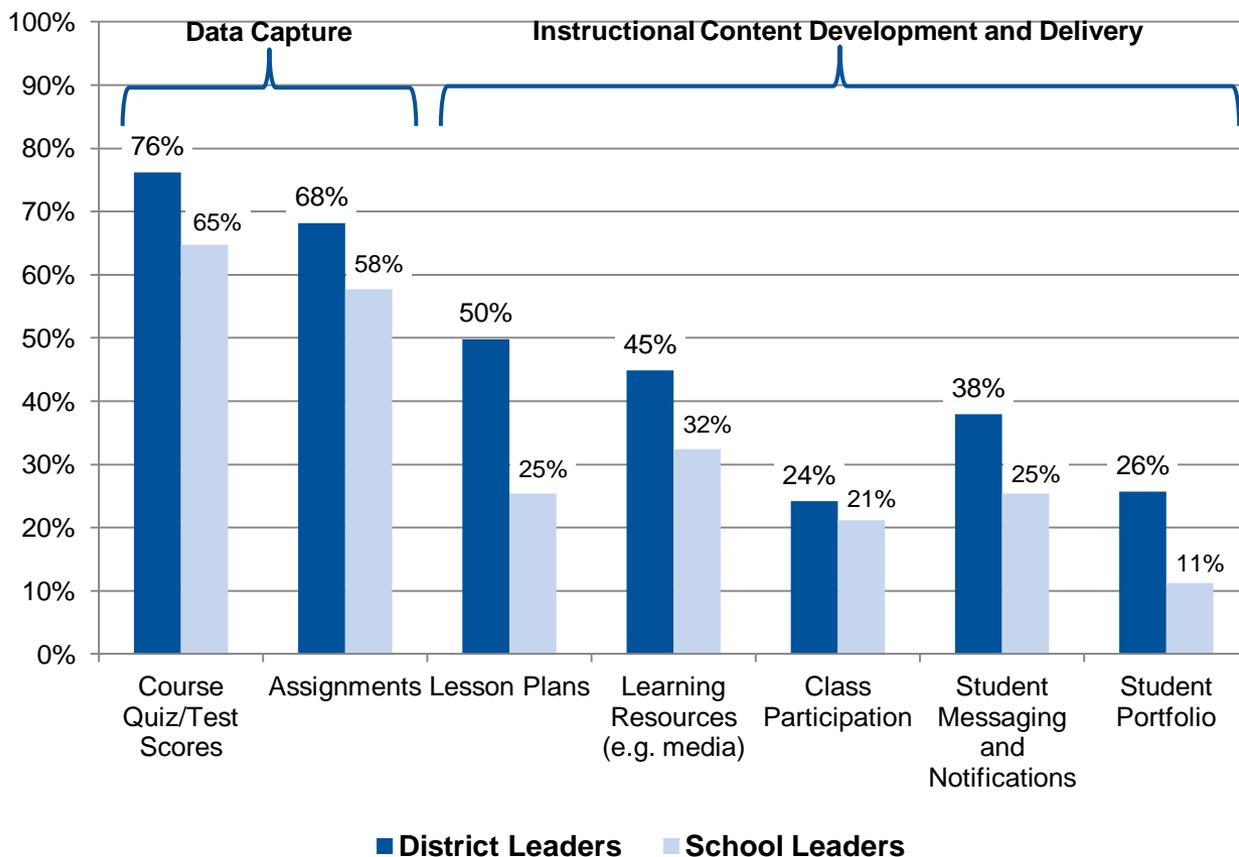
- Although LMS solutions are intended for planning, delivering and managing, tracking, and reporting of learner events, just fewer than 40% of teachers report using their LMS solution to support these functions.

Data Capture Uses of LMS Solutions



Similar to Teachers, District and School Leaders Also Report that LMS Solutions Are Used Fewer Than 50% of the Time for Instructional Content Development and Delivery

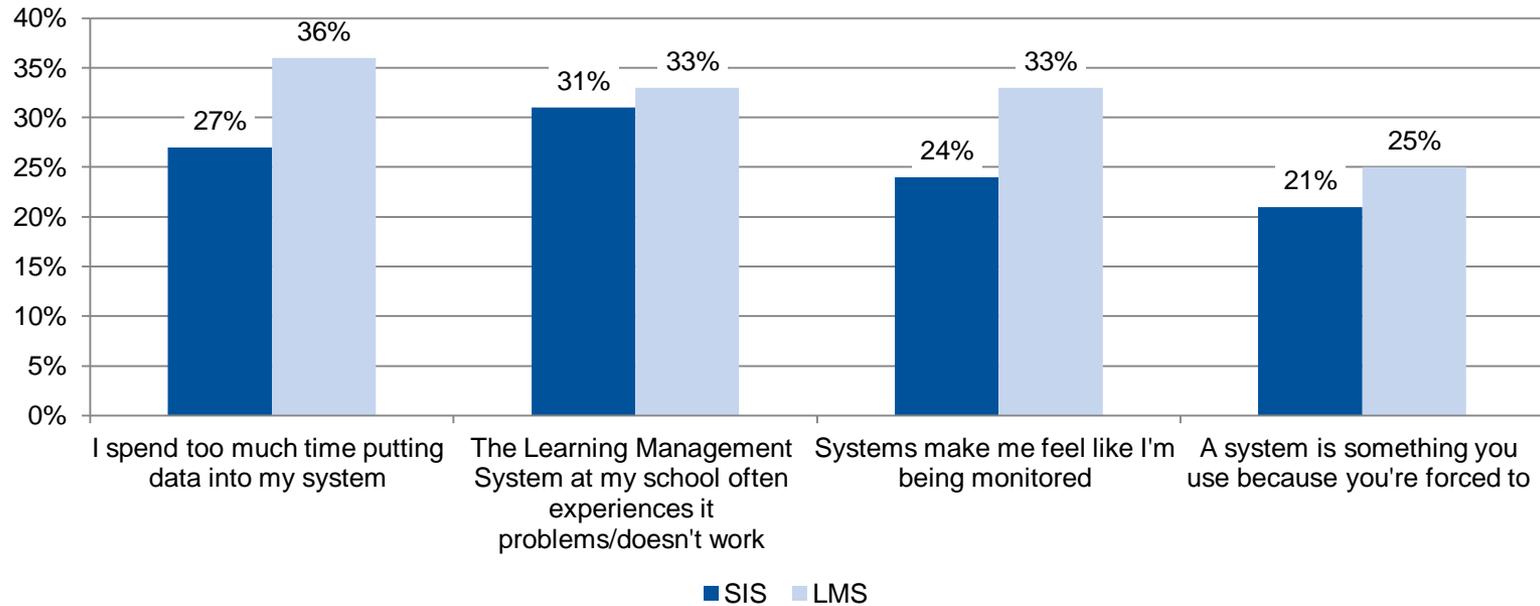
District and School Leadership Usage of Learning Management System Information



- Data Capture uses include:
 - Capturing course quiz and test scores
 - Documenting assignment completion
- Instructional Content Development and Delivery uses include:
 - Lesson Plans
 - Learning Resources (e.g., media)
 - Class Participation
 - Student Messaging and Notifications
 - Student Portfolio

Teachers Cite A Number of Factors Affecting Their Ability to Use Data In the Classroom

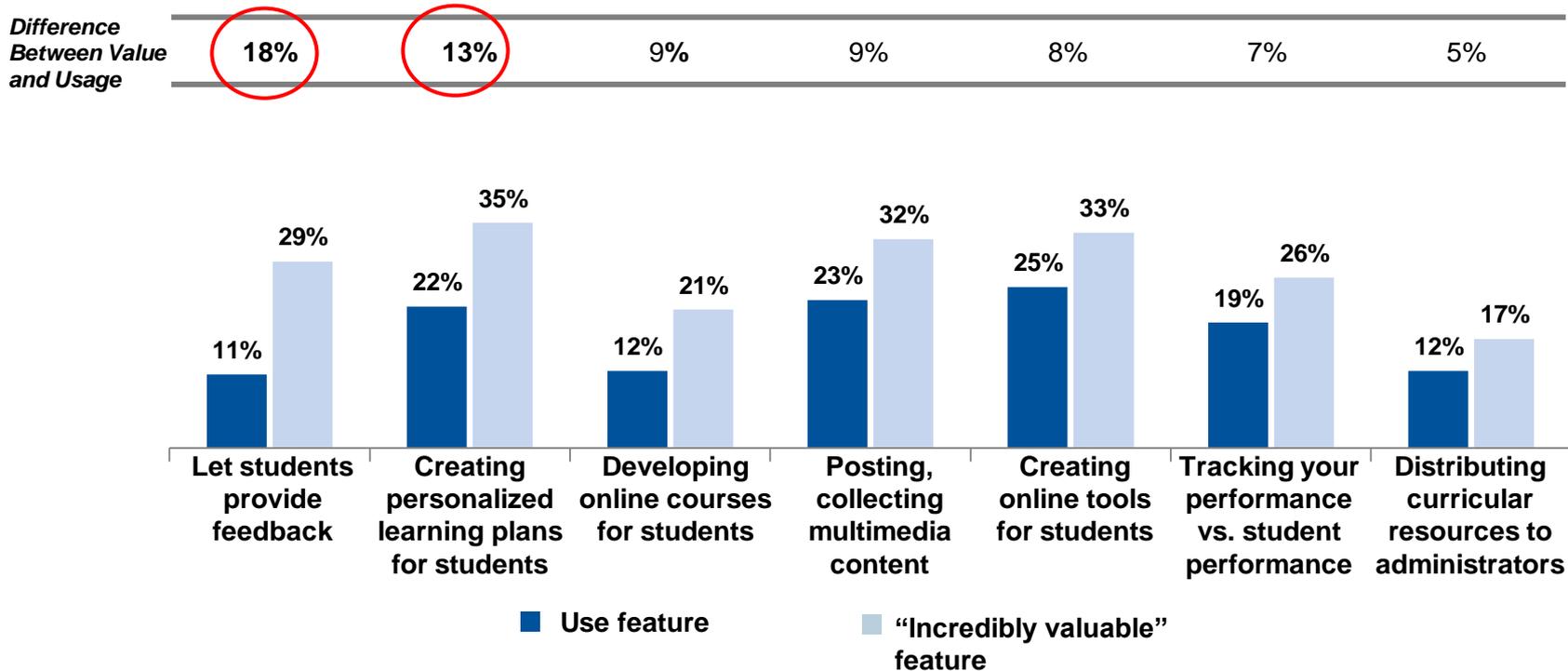
Teachers Consistently Report More Negative Attitudes Toward Their LMS Solution Than Their SIS Solution



Teachers Value the Ability to Personalize Learning Plans in Their LMS, but Rarely Put this Function to Use

35% of teachers report that they most value their LMS's ability to create personalized learning plans for students; however, only 22% of teachers report using this function. Teachers also value the ability to hear feedback from students, but few use this function. These areas represent opportunities to expand or improve existing LMS functionality.

Learning Management System: Features where Value > Usage

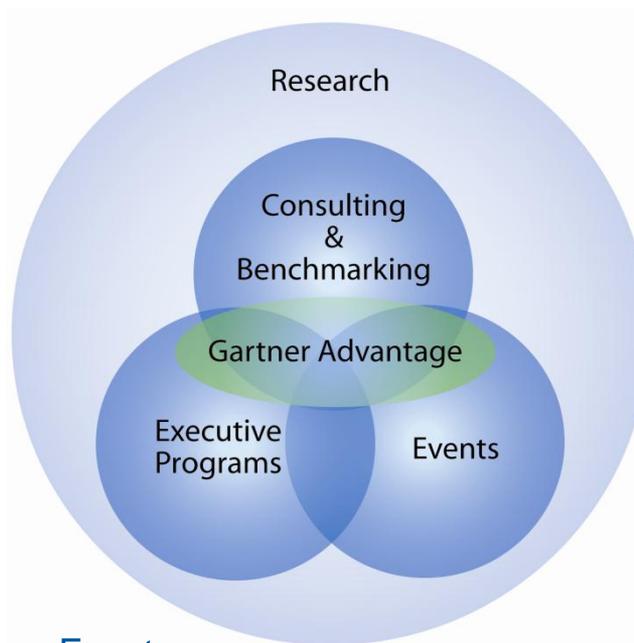


About Gartner

The Power of Gartner Combines Consulting & Benchmarking, Research, Executive Programs and Events

Consulting & Benchmarking

- Provides customized solutions to unique client needs through on-site, day-to-day support
- 1,500 engagements delivered each year by the 500 Gartner consultants
- Hundreds of millions of dollars in aggregate cost savings to clients
- Improved business performance by benchmarking client spending and best practices; helps clients measure, understand and manage performance
- Largest IT performance repository in the industry, drawing on 5,500 IT benchmarks a year



Events

- Worldwide events that bring executives together to learn, compare experiences and solve problems
- 42,000+ people at 70 events annually

Research

- World leader in technology and industry coverage
- 650 analysts engage in 260,000 one-to-one client interactions each year
- Web site alone includes 73,000 searchable documents across 1,000 technology and business topics

Executive Programs

- High-level peer networking and information sharing
- Annual CIO agenda developed from the responses of 1,500 CIOs in 30 countries, and then customized per client
- 3,700 CIOs and IT executives get customized advice and peer exchange opportunities

About Gartner

Overview

Gartner has extensive experience assisting K-12 and higher education organizations address opportunities and business challenges through leverage of information technology.

Capabilities

We have the data, tools and capabilities to help.

- Deep and broad knowledge of all facets of administrative systems and business processes
- Up-to-date trends and perspectives on a continuously evolving vendor marketplace
- Experience in challenges integrating new systems into legacy environments with a diverse set of stakeholders and decision makers
- Methodologies, tools and decision support data that have been developed and refined "in the heat of battle," and are continuously refreshed and improved
- Experienced consultants and analysts with understanding of unique requirements and organizational considerations

Gartner Consulting Advantage

- Deliverables based on **unique sources of information**, backed by Gartner Research and **unmatched benchmarking data**
- **Accelerated results** due to leverage of unique research and information
- **Fact-based** analysis and recommendations
- Support uniquely focused on **management of IT**
- Documented track record of **tangible results**
- Customized support with **industry expertise**
- **Deep knowledge** delivered by our specialists in your specific area
- **Experienced practitioners** that have solved similar problems many times before
- **Objective and independent** support with no interest in any vendor or technology

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