

**HOME BASE UPDATE
FOR SUPERINTENDENTS
AND FINANCE OFFICERS
SEPTEMBER 13, 2013**

CFO/CIO PHILIP PRICE: Good morning, everyone. This is Philip Price again. I think it's time for us to get going. The purpose of this webinar is to get some feed -- well, actually, two things; one, to give you an update of things that we're hearing and things that we know are problems and the status, and also get feedback from you guys about what you're seeing as continuous problems or issues that you want to make sure we're addressing.

A few of us, Rosalyn and I went to--and Eric went to a webinar, not a webinar, a central RESA last Friday and we heard very clearly some issues, and Martez Hill went to another regional meeting and came back with similar concerns and issues, so we know that there's been a lot of angst and we want to make sure that we're able to address where we are in the process.

Now, just for a little bit of a recap, it certainly has been challenging for sure. We did this in a hurry. The main reason we've been successful is primarily because of the great work of the people in the school districts and the efforts that they've been putting forth. Obviously, we've been very proud of our vendors and the staff that we've had up here who have worked extremely hard, but without the staff and the school districts making sure the data got imported and got the PowerSchool data up and running and accurate, it's been a very big challenge, and plus scheduling and things of that nature. But we are interested in hearing more from you, so please don't accept frustration out there. Do send us in your comments, call me directly or call our support center, which we're going to hit on right at the end of this presentation.

There has been a number of people talking to me recently about why did we have to go so fast this year. It was not a decision that was made very flippantly. We discussed the issue at length back when we had the various options. One of the main critical pieces was we needed a new student information system to effectively populate the Schoolnet or instructional improvement system that we were putting in, which is

the other part of Home Base. Without a strong PowerSchool or student information system, we would not be able to have populated it on current information.

There are also some other factors. PowerSchool is obviously going to be a wonderful tool for school districts and reporting and information collaboration and interfacing with other -- with the communicating and interfacing with the parents and the students. It's got a lot of tools to it. Devices can access it, so it's really a good system that we know that you're going to really enjoy.

Pearson did buy NC WISE or eSIS and they did require that we replace it. If we had delayed, it would have meant an additional cost to Pearson that was around 1.7 million, and then we had additional costs associated with converting the information -- creating the interface with NC WISE. That wouldn't have been very timely or accurate. And then we had to do another conversion to integrate PowerSchool. So the decision at the time based on all the information and the financial resources we had available was to do all we could with our partners and with the school districts to try and make sure that we actually had something in place.

And that's just a little bit of history. It was not a "we have to go out and do it." It was really a financial and also for the pure quality of the instructional improvement system that we went forward with.

Now, enough of the background. Let's get to some of the issues that we have been -- there's been some over -- some general issues that everybody has been working with. One of the things is that we have PowerSchool performance. There's been a continuing issue with slowness or sluggishness. The recurring part of that has really been occurring in two school districts, Charlotte-Mecklenburg at the top of every hour for several minutes and Johnston County on a relatively continuous basis. We've also had some issues related to sluggishness occurring at different times at different places.

The overall number of communications or tickets, if you will, related to that has slowed. And they do seem to be getting their feet on the ground up in the Pearson hosting facilities in New Jersey, but we still do not want any of this kind of sluggishness to be occurring. It's my understanding that they felt they had

the Johnston County item fixed on a recurring basis this morning, but they were going to do some stress-testing on the system.

Mecklenburg will be fixed when they go to a new release. The international PowerSchool product, and I don't know -- Rosalyn, do you know when that release is scheduled or --

ROSALYN GALLOWAY: We're scheduled for the early October.

PHILIP: Okay. So then early October, unfortunately, but hopefully, they can find a fix or at least some work before then.

We are having issues with Schoolnet, several. Generally speaking, the first one is that the students that are in PowerSchool are not in Schoolnet now. Obviously, that's a problem, and that came about between the two systems. The PowerSchool ODS is what we call -- which is the -- where all the information is sent to our local school districts instructional improvement system, was not in sync with the local school districts, which meant that there were some problems with -- and actually, I can get into real detail on that, but the problem has been resolved this week. The PowerSchool ODS has been in sync with the LEAs systems, and we should not be experiencing any out-of-sync issues anymore. That doesn't mean that all the problems of the students have been resolved; however, we do need to continue to follow up on them.

The gradebook, there was a problem between two Pearson products, the Schoolnet product and the PowerSchool gradebook, where they were not bringing grades, and they are still not bringing grades between the Schoolnet system and PowerSchool. Pearson has accepted that as a major issue and are working on a resolution as we speak, but that is a problem we are very much aware of.

We're having across all of our systems getting-to-learn-the-system issues or getting-to-know-what-the-system-does issues. Some of those is how we set up the rules and permissions in the system. We also -- so that problem is another one of the issues that we need to be resolving.

And then we've got the changing environments. We are transitioning from a demo environment where

people are using fake data, not some -- I mean, it's real data, but it's not the school district's data, to actually operating out of the production environment. And that communication, just like a number of other issues we've been having, are communications must improve. We recognize that. We've got to take -- over-communicate, if necessary. Well, I would prefer over-communicating, but we are transitioning, which will allow people to actually use their own data during their demos or during their testing, and that process is going to occur pretty soon. We're going to actually turn off the demo environment, but that communication will be coming out to you with plenty of time with the guidance on how to move to the next environment.

Looking at one of the ones that -- when I was in the field last week, the evaluation was by far the largest conversation. There was tremendous frustration over it just wasn't working. You'd press "enter" and you'd sit there and it would spin. And it would bring in teachers to work on the system or they would have teachers working on it, and they would just sit there and watch it spin.

We, hopefully this week, based on all the information I have in front of me for the full week, there has not been that issue. The performance of the education evaluation system, which is owned by Truenorthlogic, has been operating quite effectively, and I hope you have noticed that this week because that was a primary issue we had to fix to make sure that that product was actually working to your needs.

Updates on the -- that's part of the major big issues. We have a lot of other issues that I'll now go over, but those are the ones that we heard about last Friday very clearly and some concerns about not being able to get the job done and we needed to be addressing.

Let me know if there's any questions any time we need to stop.

So we have some general pressing issues that we're hearing a lot of comment on, and some have been more escalated this past week. Transcripts, the transcript process is currently in review, which was quality assurance review, Q&A, and we are pleased with what we're reviewing; however, we believe that the delivery of this will be sometime around the 23rd. That is the scheduled delivery date of the

transcripts. Until that point in time, Rosalyn, would you mind going over what they should be doing with addressing the transcript issues?

ROSALYN: We still have the eSIS product around so that you can continue to print transcripts. We do have limited access, so you can work with your coordinators or your data managers to print off a copy from eSIS.

Also, if you would also include a copy of your current schedule for the students along with -- notarize that and send a note along with the -- package those together to send out with the transcript, with their applications for college.

Also, if you have signed up with CSNC, and most of your schools have, they could still go to the CSNC website and request electronic transcripts via the CSNC site as well. That will send the same information from eSIS directly to the colleges and universities in North Carolina. So you do have two methods. You can continue to request electronically through CSNC through their website, or you can get a paper copy printed out from eSIS and attach a current schedule for your students. If your students are doing the electronic method, you'll still need to include a copy of the current schedule just in case that schedule has changed from the scheduling information that you put into eSIS where you may want to do one scheduling deadline.

PHILIP: And this is an unrehearsed question, I apologize, but you had mentioned something about summer school grades being able to be back-posted into the eSIS.

ROSALYN: You can post your summer school -- if you had students that went to summer school or they graduated, you can post that information back into eSIS and then also print it out. Do the printout from eSIS or CSNC will pick it up as you put it into eSIS.

PHILIP: Has this all be shared with them in writing or is it posted somewhere?

ROSALYN: We shared the preliminaries with CSNC in doing the printout from eSIS. We will do a follow-up communication as part of our weekly -- biweekly communication to remind them of printing

this current schedule.

PHILIP: Thank you. Another issue was graduation plans. This is brought on by Pearson -- does not have the capability of what is classified as an "or" statement. It's where you have a situation where this class counts towards graduation or it can count to something else and the "or" has been problematic. It's requiring numerous graduation plans be developed for a student. This has been quite problematic in developing. We are working with Pearson to get the "or" capability established within their international product, and I'm not sure, Rosalyn, if we've heard if they have agreed to do that or is it still in negotiations?

ROSALYN: We're still discussing how it's going to work.

PHILIP: Okay. We do expect that the process will be released in October for school districts related to graduation plans.

Another item that I've been hearing a lot about recently, which is the K-2 standards-based report card are coming out the first week of October. And that is making sure that all the standards are into the system, that they're connecting back to -- it enables such a report card to be produced, but we are hearing a lot of comments and concerns about those three items, specifically this week also.

We also can look at the basic -- there's three areas that are getting problems, technology issues, which is the sluggishness, the non-responsiveness, and that has improved dramatically unless you're sitting in Johnston County and it's the top of the hour in Mecklenburg, but we also had upcoming problems like Cumberland was experiencing some problems this past week that have to -- that are being addressed, giving additional apps to the particular operations and, hopefully, that will expedite -- I don't know what the word officially is, so that should be getting resolved also, but we are looking at it constantly.

We have software out there that's called Keystone that is monitoring the activities and we're making adjustments as we see problems occur, but that doesn't mean that these problems will not continue to crop up. We just have got to make sure that we understand the creation of these problems and minimize them

as much as possible

We also do have some software bugs and those are going as tickets up to Pearson to be fixed. The tickets, for example, this past week or this week were 115; 115, to give you some context, is less than we've had. It is being reduced -- every week we've had a reduction in the number of tickets that we're passing on to Pearson for (indiscernible).

, one of the things that we're having to do here is we've got to figure out a way of making sure that we -- well, there's a problem with UID, in my opinion, and the unique identifier is creating problems with various issues, such as are the right people showing up in Truenorthlogic and where they need to be evaluated. Is everything syncing between the various systems? So it is -- based on the information I've seen, we've send out a lot guidance on how to make sure things keep in sync, but there is a fundamental overview that we need to take, and that's my project for next week is to try to make sure that we get all that understood, documented and communicated, and any issues on the table and resolved. So there's some issues that we're working on with that.

UNIDENTIFIED SPEAKER: I have a question, "Can we preview that key to the report card?"

ROSALYN: Yes. We can post it on our site and provide a link in the communication that goes out today.

PHILIP: Okay. So we'll be posting today a link to that and get a communication out that it is where you can see it, the K-2 report card.

So we've got a few questions coming in, so we'll just pause for a second and try to answer them for you. If anybody can read it, that would be good here.

ANGELA QUICK: I can read it for you guys. It says, "I still have the year-round school. It's not printing report cards for Grades 4 and 5 as of this morning. We can run it for Grade 2 and 3; however, we are a week late sending them out because of the software issue."

PHILIP: Okay. Rosalyn, do you want to --

ROSALYN: If I could find out what school district that is. And what we're having to do is look at the setups for your school, the grade levels, to see what is causing those issues.

ANGELA: Rockingham.

ROSALYN: Rockingham, okay.

PHILIP: One of the problems we're having is because the efforts to get the systems in, not all the configurations or setups were done, scripted, according to what was the guidance. And we're going in and having to help reset those to be in a way that enables a lot of the things, functionality that we're trying to have in the system, and that's a deployment problem and a communication problem that we are definitely -- deployment is a little late, but communication we can do a better job of to make sure that what kind of configuration to set up. That's happening a lot. We're all getting to learn the system, and in the process of learning the system we're getting -- we're finding out that there are a lot of setup issues or conversion things not set up or documented or structured the way they need to be, which leads to the final issue there, which is training issues, and we need -- because we did the train-to-trainer model. That doesn't mean that everybody is able to repeat the training as effectively as each other, and so you have pockets of concern. What we've got to do is make sure that we make available to everyone the proper access to either training modules or webinars or revise training. This is not a level-school-district issue. It's a State issue, and we've got to make sure that we put the resources there to give you the ability to get people properly trained.

And more details, and I'm not going to really cover these slides, these are really on the web to try to help you get a sense of some of the specific issues and actions taken, but we were having a tremendous amount of problems with delays and that circling effect that they kept saying there's a little circle that goes around and never went away. It goes back to a speech we made, if you press enter and nothing happens, what have you given anybody but -- you haven't given them anything that's useful. So we have been working - - and that was addressed this week, according to every statistic I've seen, that issue is resolved. If you

continue to have problems with that specific issue, please get in touch with us.

The next item is, again, the same thing really where you're having with getting the data to work. Again, that problem was resolved this week.

Another specific problem that we have been addressing is when you're -- the new button, which is -- it's your ability to move around within screens, and you couldn't actually -- it just disappeared, therefore, when you tried to go back and forth, you could not. That was fixed on the 31st and released to make sure that --

The next item is a similar type problem where the communication inside of the PowerSchool and Power Teacher applications is grayed out and, therefore, you couldn't link. It's always scary when you see something say largely resolved because it's resolved or not, but this issue, we believe, we have that resolved, but -- due to past performance issues, and so we think everything is going to be resolved moving forward.

We had a question this past week about saving, whenever you put some comments on the evaluation document and you save the document that the next time you opened it that information was not there.

That problem is still being researched. I don't believe that the data is being lost; it's just not showing up on the -- this is -- do you know anymore that you can add because it's an ongoing work that's being done on this?

BEN COMER: Yeah. We do think in those situations -- when we were having issues with our performance, principals were saving observation data. Our observers were saving observation data, or they would click the "save" button and the system would lose it because it would essentially time out before it ever saved it. We believe that, or we're hopeful that performance improvements that we've implemented has taken care of that issue, so if you're finding that not to be the case, please let know on the ticket with the support center. If you are clicking save for observation data and the system is not accepting that, then we need to hear about it.

PHILIP: Yeah. There reason it is ongoing is we want people to see if it's been resolved --

BEN COMER: That's right.

PHILIP: -- because we think it has with that whole timing-out issue.

BEN COMER: Right.

PHILIP: Yeah. One of the Truenorthlogic issues related to or evaluation issue related to a teacher saving work and then being able to access it again is that was an issue that was brought up at a recent meeting you and I attended. That's still ongoing, too, right?

BEN COMER: Right.

UNIDENTIFIED SPEAKER: (Indiscernible.)

PHILIP: Sure. Go ahead. Next question?

ANGELA QUICK: "Philip, are data issues for the North Carolina Educator Evaluation System include the fact that categories of employees not evaluated under a teacher instrument are in the system? This includes classified directors, social workers, psychologists, guidance, et cetera. Is it possible to have the engineers use the charge accounts to pull back such a code teachers only? " And then if you scroll down, (Joyce,) "As a matter of reference, approximately ten percent or 85 percent of the teachers of Brunswick County have access issues with TNL, they still need to be removed from one site, added to a work site, or can access... that's a different question... So let's go back to the first one. "Categories of employees not evaluated under a teacher instrument are in the system."

BEN COMER: That's interesting because we're pulling them based on object code that's in the payroll, so we're only pulling teachers and principals, so if I could get some specific instances. I think the first thing that I want to point out is all data in Truenorthlogic comes from payroll system and UID system. So if for some reason classifications in the payroll system are marked as the teacher or a principal, then they'll pull them over, but we're not supposed to be pulling over any other object codes except teacher and principal.

PHILIP: I think this goes back to an earlier comment I was making which was there's something going on with the UID process and the linkages with that and payroll and all the communications that we got out spending next week trying to figure out -- because I'm hearing from a number of school districts similar concerns that there's a lot of people in the evaluation system that are not supposed to be --

BEN COMER: Right.

PHILIP: -- and so we have to figure out how that's -- it's supposed to be refreshed based on payroll uploads, but something must not be sinking. We've done a good job of communicating and our finance officers are doing a great job of updating payroll and getting the UID process for staff run on a very quick turnaround, but the data file transfer and its coming back in seems to be some quirks in there that we just have to get -- I'm getting this question a lot, and I thank you for bringing it up here.

The next slide, which is where we are now, does kind of address that. It's sort of a lot of information, but we have some issue going on between payroll and the evaluation system and UID that we just have to continue to map it out to the point that you understand what the linkages are, and we do also, so we can try to get this thing working and everybody understands what has to be done to keep the extra people out of the system.

BEN COMER: And please report specific instances to us and we're glad to help walk through that process and that will help us to help you to figure out where the linkage issues are, whether it has to do payroll or UID or something on the ingestion path for Truenorthlogic.

PHILIP: Is there another question?

ANGELA QUICK: Philip, to your statement, and, Ben, about Truenorthlogic, "Brunswick County is having access issues for Truenorthlogic. Ten percent or 85 percent of the teachers are having issues." And then it says, "They still need to be removed from one site, added to a work site, or can access Truenorthlogic (indiscernible) that will halt their efforts as they attempted to complete their PDP or pre-observation (indiscernible)."

UNIDENTIFIED SPEAKER: Okay. I'd very much like to talk -- if we can get a contact person here and a phone number.

ANGELA QUICK: Brunswick County, Edward (indiscernible).

BEN COMER: Edward (indiscernible)?

PHILIP: We will continue to --

ANGELA QUICK: And there's one more, too.

PHILIP: Okay.

ANGELA QUICK: This has been a hot question, and I know Rosalyn has some information. "When will the GPA module and transcripts be released to the districts?"

ROSALYN: That's what we're testing right now and we're seeing it being ready by the 23rd. What we'll do for the GPA, we will use our enterprise controller tool to push that out into the instances so there's nothing that you need to do. They will be there, so the calculations will function properly.

ANGELA QUICK: And the last now question for now, from Brady Smith, "Is there any possibility that sending rights to add a new teacher account to the manager of the Truenorthlogic system? There is tremendous frustration when having such limited ability to repair situations moving personnel from school, et etcetera, that could be easily accomplished through the spreadsheets that were formally submitted by managers from McRel."

PHILIP: As a part of that whole exercise of looking at what is going on thinking in the UID to payroll through the evaluation system, it's going to determine what kind of -- what is broken, which is obvious, but how do we fix it and what are the steps necessary to get it done. If that includes additional security or operational security at the local level, I'm sure that is going to be something we will strongly consider. I did think principals had the authority, however, then to make adjustments when they know they're not supposed to evaluate --

BEN COMER: The data is coming from payroll, so if they make changes to individuals in

Truenorthlogic based on demographic or roles then those are going to be over with the next day. So I understand the frustration --

PHILIP: We've got to get that fixed.

BEN COMER: -- because they think they've got that capability and they don't because the data comes from the authoritative source, which is payroll.

PHILIP: So that will be a part of the -- I will tackle this, I promise, next week and get some kind of resolution.

ANGELA QUICK: The last question.

PHILIP: The last question? Oh, sure. We're going to need to move forward.

ANGELA QUICK: This is it. "We were told that we would only have access to our weekly project manager and anything after that would have to be paid by the LEA. Is that true?" What they're saying is they're asking about access to project manager's after.

PHILIP: The IPMs, we've asked for -- we've not asked for the school districts to pay for anything. We have communicated with Pearson about their opinion as to do they think the system is where it should have been as of September 30th or anticipate it to be. If so, then their opinion of whether or not IPMs are necessary are not.

They do believe that continued support, and so do we, would be needed, but what we also believe is that we have a support center that is going to be required to be the continuing resolution for the products that we put out there.

So we are discussing, it is -- I'm in the middle of, actually, contract discussions related to IPMs as we speak. The cost is quite expensive. I would not hope that the LEAs felt that they should absorb such costs. It's somewhere around \$1,500 a day per IPM.

We will be having some, that is a fact. I know that we will move forward. We're probably not going to have the same structure we have now, but the support will be there directly from the Pearson staff.

Hopefully, you will -- they will partner well with our support center staff to be able to make sure we become -- you become very comfortable with dealing with us, but we will still have that safety net in place probably through the end of the (indiscernible). If they then want to -- if you then want to continue them, they will probably be above and out of the scope of what we were -- but I would love to hear why you don't think our current structure would be able to support you before you go out and invest \$1,500 a day for this plan to surface. So that's the answer to that question, I guess. We will have some people -- we will continue IPMs, not in this current level that they are now.

So moving forward, we've done a few things that -- the one thing that I keep hearing and it's one I've heard for 35 years that I've been working is that communications need to be prudent. And it's obvious in this case that they do need to. The communication staff and the communications team, there's a lot of people involved in this, have done a fantastic job, but we've just got such a vast amount of information that we're putting out at a lot of different -- we're not able to figure out a way of making sure everyone knows what's going on at any given time. So the first strategy is starting Monday. We will then -- on our webpage, which we'll be sending out the link to, there's going to be two new pages. One is going to be a listing of all the outstanding issues related to the products and an expected completion date of those products, meaning the transcripts. You'll go and see if there's a September 23rd date has moved up or has been extended, what's happening with it, sort of an update of what's happening with the various major issues we talked about.

There will also be a current day update. We're having major problems with responsiveness this morning or we have received information that (indiscernible) systems saying what has been happening that day. We have a team of people that get together at 4:00 every day and recap major issues and what's the next steps to get it resolved. Their first assignment is to communicate with our people in communications of what needs to be posted on the web that day by system. And it could be a good day. We had a -- there was no problems reported. And it's going to be a combination of support center and what we're hearing

from other places in the field, et cetera. So that is the first thing we put in, and then links will be coming out so you can just sit and click on that in the morning or that evening and you can see what other people are having or what your system is having and what we're working on and what the resolutions will be.

We've got a problem with communications. I've heard from several people that it goes out sporadically and to different people, not consistent. Not necessarily different messages, I haven't been hearing that.

What I've been hearing is that it might be the right people aren't getting the information and it's going out to all different -- creating confusion within the school district of who is supposed to be working on it.

You've got five people working on the same issue, so we've got -- we're getting better coordinated I guess where everybody gets the same information.

We've moved the biweekly newsletter to weekly because, obviously, there's a lot of interest in what's happening. Please make sure your people are reading it because that's a good way of getting some information.

Now, we also know that the tech directors are kind of coordinating all of this, and they need to know what we're talking to the finance people about, updating payroll. They need to know what we're talking about, all the different things, so every communication is supposed to be now going to the tech directors. And that is something we started this week. I don't know if it's come to fruition yet, but we'll keep monitoring it because that is very important that the tech directors get a hold of what tie items -- they obviously would go -- to make sure we get very consistent messages and everybody knows what's going on.

Everything needs to be on top of the table. I'm not interested in you guys finding out about problems from other people. I mean, you need to be able to figure out the support from us.

Now, one thing we've put into place that's still in its growing stage, we met last night trying to figure out ways of addressing some of the backlog we were already experiencing with some of our tickets and what is our strategy. So the support center itself is the foundation of how we hope to change the way people perceive the support of the Department. It is also where we're hoping that you will turn to when the

Pearson IPMs are not with us any longer. That will definitely be in December, at the end of December. But this group of people, as you can see by this chart, we've put a lot of thought into it. It's operating from 7 to 6 every day. We have a webpage that you can go to to get more information related to all this, and these charts are out there also. But the point of this is the personalized support where you call in and you get actually a person to work with you to get the problem resolved.

We've got to do a better job of indexing all the various calls and trying to make sure we get things quickly responded so if you have repeat calls coming in that there is a way of making sure that we post that somehow and get that communication out to everyone so that (indiscernible) everybody have to call in. And finally, I believe there is going to be some questions, but I'm going to go ahead on this last chart, is some contact information that we're going to put onto the webpage to allow you to know how you get in touch with the Home Base group, support center. And we do have -- we are going to do a posting of some statistics. Information is going to be posted. We are getting a lot of tickets in. They have slowed down comparative to two weeks ago, but they're still quite significant. We had -- yesterday we had 143 tickets. That's different from what goes to Pearson. I've given you two numbers. Pearson got 115 tickets. We get 143 a day, and a lot of those are solved, but some are passed on to Pearson which are considered to be (indiscernible).

I hope that gives you an update of what's happening. We'd love to hear from you in addition to the things you've already told us. Are there some new questions that we need to be addressing?

ANGELA QUICK: Yes. An example of budget-cut issues, there's things like (indiscernible) in the system and they have many more examples to share with us in a separate email.

PHILIP: Oh, fantastic. So that will help when we try to fix this whole -- I would appreciate that it be sent to me.

ANGELA QUICK: Okay. So please make sure you send those examples of incorrect people in the system.

And then it looks like there's another question, "Our HR and finance payroll employees be more specific in directed information on exactly what they need to do to get our data cleaned up or UIDs assigned appropriately for use of correct object (indiscernible).

PHILIP: I agree with that. That's why I was making that a priority for next week to be addressing that very issue.

ANGELA QUICK: Great. Are there any other questions at this time?

PHILIP: No.

ANGELA QUICK: Okay.

PHILIP: That was not a question?

ANGELA QUICK: That was a question. I said, "Are there anymore?"

PHILIP: I was just being....

ANGELA QUICK: You were being funny?

PHILIP: Yeah, yeah. It didn't work.

All right unless there is any more questions, I do appreciate you all taking the time. Please do get in touch with us as -- I know you're not shy because we have been hearing quite a bit from the school districts, but overall, your people have done an amazing job of getting products in place that I think in the long run, after we get through some of the gross and initial birthing problems we're having is going to be amazing what it's going to be able to do for you and your school districts.

So next time we talk, we'll probably share with you some of the work of the partnership sites, which is implementing -- personalizing Home Base for each individual school district.

Yes, Angela.

ANGELA: There's one more question. "Does anyone have any issues regarding Connect (indiscernible) Blackboard in PowerSchool?" And I guess that's a general question out to keep the participants -- but, Rosalyn, you're shaking your head. Do you want to update on this?

ROSALYN: We are working with Blackboard on -- actually, we're working with Pearson to correct an issue with the contacts so that you can get the information to Blackboard. We should have that fixed in your systems next week so that you can begin to communicate the accurate information with Blackboard.

PHILIP: And some of the work we're doing also here is, as I said, we're going to update you on the personalization of Home Base with each school district. That would require the interfacing with the various LMSs that are out there, such as Blackboard, Moodlerooms, Artsy. I don't know, there's all these different weird names, but they're -- not everyone is going to just buy into using the OpenClass which is our LMS version, and we are looking at absorbing the cost to see what the interfacing is with those major products so as we go out and start personalizing the system, those interfaces will be in place. But that's other work that is being done at this time.

I look forward to continuing to working with you on this and let me know, please, any concerns and issues you have. Thank you very much.

(CONCLUDED)