

Assessments Friday Focus Webinar Series 2026-2027 Introduction to Navvy-Meeting Transcript

AD **Amy Donato** 0:03

Navvy and the amazing things it can do for your school.

And in Arizona, we know that it is being offered by the state. So I'm not sure if anyone else spoke to you about that yet or not. But hopefully today you will see all the amazing things that Navvy can do for you at your school. So let's dive in. They have access to the chat, right?

Perfect. If you do have access to the chat, I would love for you to just give me maybe like a rating of 1 to 5. What do you already know about Navvy? So like what's your comfortability? So, if you are a one this is brand, brand new to you and five would be like you are implementing it already at your school.

Awesome, I'm seeing a lot of twos already. Thank you for finding the chat so fast. Couple of ones.

I saw a three sneak in there. Okay, great. So, we are starting right from the introduction level, so that's great. All right; I think I'll leave it at that.

Okay, so by the end of our webinar today, you are going to ideally understand all of the intentions of how we can use Navvy formative assessments, understand just the core features, some of the reports, some of the other available resources, and know where and how to learn more about using Navvy.

Because you will, you will want to. And then another question for us here, just getting started, if you could find in the chat, what are some things that you would say would describe a formative assessment? So when you think of formative assessment, what are the things that you think of right away?

What are some things that you need from a formative assessment?

For it to be effective too, like what are some things that you and your teachers need?

Monitor student progress. Beautiful.

A narrow focus. I love that. Thanks, Michelle. A narrow focus.

Checking for understanding, aligning to state standards, yes. Feedback for next steps.

Love those answers.

Great. Address learning gaps. Thanks, Gabby. I see a lot of focusing on standards.

Awesome.

Beautiful.

Yeah, and you're exactly right. So, when we are addressing those things, hopefully by the end of today, you can see how Navvy can really do that for you.

So, how is Navvy going to fit into your system? So, Navvy is a formative assessment system. There are other pieces coming on that's going to make it an even bigger and better build, but today we're going to talk about some of the initial iterations of that.

So, Navvy complements these other assessments that already are happening, right? We know we have at the end of the year, state summative assessments that are huge mile markers for us. We also know that you have those, if you can see my screen, so state summative assessments, big pink bar, super important.

We also tend to have those benchmark assessments. You know, Arizona has those fall and winter benchmarks. And Navvy is going to fit in in all of these blue- or teal-colored spaces because Navvy is going to be intended to be used in the classroom to help teachers more on a, I won't say that they're necessarily using it every day, but on some formative level to help teachers make the best instructional decisions for their students and provide that targeted support. So we know state summatives are at the end of the year and they give us great data.

Benchmarks also give us data, but they all give us different kinds of data. So, the Navvy data is really helping us with giving us that formative assessment data that is the evidence that we need to improve student learning and really an ongoing process.

Okay, what is Navvy? A lot of times when people see the word Navvy, they think that it is an acronym or it means, you know, it stands for something. And actually, Navvy is its own word. It means one who navigates. So, it's poetic in a way that you can think of Navvy as a GPS, a way that teachers are going to help students navigate their 180-day learning journey, getting from wherever they start from, all to the same end point of what they need to know by the end of their current grade. So, a little bit more about Navvy's theory of action. We can say, you know, there's a lot of magic that happens in classrooms, but it doesn't just happen magically. We know that teachers are doing a lot of great things. So in Navvy, the theory of action is that teachers are planning. We have resources in Navvy that I hope to share with you today that can make that planning process really easy, especially the standard starters are a really nice piece for teachers, especially if they just changed grade levels or if they're a brand-new teacher.

The standard starters are a really nice resource for them to help plan the best first

instruction. Then the teachers go and actually do their science and their art of teaching, providing those opportunities for student to actually gain that information. Then we come back to Navvy in the checks for understanding.

So, teachers need to be able to gather that information, that evidence of what students have learned, and be able to reflect on that and find out what are the gaps, what are students still missing. And in order for that to happen, we all know that it has to be accurate information that teachers can actually put into action. It has to be specific information that teachers can use to narrow down what they are actually, sorry, use what they are actually going to teach. They need specific data and it has to be timely.

And I saved that one for last, even though it's on the top of the screen, is because we all know the time that we have in schools and the time that teachers have is so precious. And, you know, sometimes you can, I'm coming from a teacher place as well. I didn't say that at the introduction part. I kind of skipped over that. I was a second-grade teacher last year, and this year I'm also teaching 6th grade.

So, just how many times you try to grade an exit ticket and then have to find time in your planning or after school to, you know, look at all the student data, figure out what they learned, find the patterns. Navvy takes care of all that for you because you get that timely data. It's right available for the teachers right away.

They can make actionable decisions and steps for their, you know, spending their planning time actually doing the planning and preparation rather than trying to grade a bunch of exit tickets to then decide what to do and then maybe run out of time to do it. So, Navvy really saves a lot of time in that piece.

So, to reiterate all of that, Navvy provides teachers with timely data that they can trust in a grain size that they can actually use. So, it's timely, accurate, and specific and detailed.

How does Navvy do that? We have two different kinds of checks or formative assessments. We have competency checks, which is diagnosing or deciding if a student has demonstrated competency on a specific standard or not yet. So, competency checks, I'm going to talk a lot more about the difference between those, but we have competency checks, and then we also have an opportunity for practice checks.

Competency checks. Students can attempt a competency check up to three times. They are assessing that standard level competency. So that means teachers will be giving this check in Navvy. They'll assign it to their students. They are pre-built.

So teachers are not having to create anything. They're very short. They're only 6 to 8 items, most of the time probably closer to 8. But they're not, you know, 30 to 50 items that you might see on like a benchmark assessment or something like that. So, they're very short, manageable for teachers, manageable for students to take it in class and also manageable for teachers to then have that actionable information later.

The big thing is that they are secure, valid, and reliable because we need to know that teachers have information available to them that is reliable so that when they're making those instructional decisions for their classroom, it is actually moving students forward. So what does this mean for teachers? Teachers are not able to review the questions beforehand or after. They will see results and reports on how the student did, but they're not going to see the actual questions. So similarly to what you might experience for like a state exam, you know, the teacher is proctoring, but they're not like seeing the questions beforehand. And that's just to make sure that we keep up with that validity and being able to trust, you know, what the results are telling us.

So competency checks are not able to be reviewed afterwards either. They're secure and that's it. You also can't change any items; there's nothing that you would do with that because the competency checks are using what we have in Navvy called blueprints. And we'll talk a little bit about that. But the blueprints are really making sure that we are able to accurately diagnose if the students have fully mastered that standard, if they've learned it to the full breadth and depth of the standard. So they're hitting all the pieces of it.

Competency checks can only be given one standard at a time. They're only on grade level standards.

And for Arizona and math, those are available from grades K through 12. And for Arizona, ELA standards, yes, aligned to Arizona standards. For ELA, they are available for grades 2 through 12.

As you're having questions about this, I can't, if you are able to type things in the chat, you are free to do that. So please, if you have questions about these as it's coming along, I will keep going and maybe I will answer some of those just by what I'm already presenting.

EB**Erica Baltierra** 12:05

Amy, I'll call out. I'll call out if there's a question for you while you're presenting.

AD**Amy Donato** 12:11

Perfect. Thank you. Because I, you know, trying to monitor that. So I appreciate. Thank you.

Practice checks. There's a lot more flexibility for what's going on in practice checks. Teachers can build their own. And when I say that, teachers are not having to type questions, they're choosing items so they can filter based off of maybe the rigor of the question or the certain standard or component that they want to practice on. So teachers can really give that targeted learning support. There's an unlimited amount of retakes and review. Students can see it if you want them to. Teachers can show, you know, the students can see as soon as they're done what they chose or if they can also see the correct answers. The teacher can toggle that setting so teachers can choose it beforehand. They can review it afterwards, and it's really I've seen a lot of teachers talking about some really cool learning activities that can happen during that time using practice checks for homework or warmups or just whole classroom review. All kinds of options with practice checks. So that being said, they are non-secure questions. They are still built to the same, you know, rigorous level as competency checks, but you know, they're separate. They also can be on grade level or off grade level, and you can assess more than one standard at a time. So if you wanted to assess some like precursor standards or if you wanted to lump 2 standards together because you just, you know, want to go back and do like a circular review, teachers have that option with practice checks.

And practice checks are available K through 12, both math and ELA.

Letting you absorb that for a minute.

So, competency checks, very secure, they are very short, they're a little more rigid, but that's because they are pulling information based off of our blueprints and they are helping students or helping to make sure that the teacher can see that the students have understood the standard at the full breadth and depth that the standard requires, so we are not assessing any other thing but one standard at a time

and to give that student either like a check mark of yes, they have a diagnosis of a competency diagnosis or not yet. Practice checks are a lot more flexible in what teachers can do with them.

All right, so how is Navvy rising to that rigor? How can we actually trust and what are these blueprints that Amy is talking about? Let me explain. So we know that standards, you know, when you look at a standard, it's not just like a bullet point list. You can't just say, oh, yep, I check that off. When you really actually look at a standard, there's a lot more information in them than just one item. So, when you're looking at our Navvy blueprint, you can actually see, and I can point this with my mouse. So you can see, for example, the standard RI 6.4, we have the whole standard written there but we also break that up into the different components, so you can see component one, two, three, and four. So, think of those as maybe the different, it could be different skills or specific things that need to all of these things need to happen, where a lot of times this might be a place where teachers might miss something that is covered in that standard. They might hit only three out of the four if they didn't have something like this. So, Navvy breaks those standards into those four different components. And this is what that competency diagnosis from those competency checks are going to be pulling from. Measuring if students are hitting all of those pieces.

EB Erica Baltierra 16:31

We have a question. Okay. When will Navvy standards be aligned to the science and social studies standards, especially if you cannot modify the questions to support the learning of the standards?

AD Amy Donato 16:31

I'm not sure if I have, I don't have like a deadline or like a date on that, but the science, I'm not even sure, is Arizona using specific standards for science and social studies? Because science, they will use the next generation science standards.

MR Maria Ramirez 17:01

Yep. Right now we do not have our standards aligned to the Arizona State Standards.

So, please be advised if you are leveraging science, it is tied to NGSS. And then if you are leveraging social studies, I believe it is tied to the three C's.

AD Amy Donato 17:26

So from the Navvy blueprint, you know, you can see the different percentages for each of those components that will show up on the competency diagnosis or the competency check. So you know that, you know, for example, on this one, 13 to 38 percent of the questions will come from component one and so on and so forth. We also have DOK levels. So DOK, if you're not aware of that acronym, means depth of knowledge. So it's just assessing like the cognitive complexity that a student would have to answer. So you can see in the blueprint how, what is the percentage breakdown of each of those question rigor levels are those depth of knowledge levels. And that's all available in the blueprint so that you can see how is the system showing me if they have a competency diagnosis or not. This is where that information is getting pulled from. And that's all in Navvy. Teachers can see that when they're in the platform for each standard.

And then this graphic, I like it because it helps just kind of show you a little bit more about what we're talking about in order for a teacher to see that a student has gained a competency diagnosis for each standard after a student has taken a competency check they will see a sort of like matrix like this. So each purple circle in this diagram represents an item that has been taken by a student. So you can see one, two, three, four, five, six, seven, eight items on this competency check. And you can see the breakdown of, you know, there was, for example, two questions of asking about component number one at the DOK level 2, and one of those questions was at the DOK level 3 for component number one.

So only one question about component #2 at the DOK level 2, one question on component #3. So Navvy, in this blueprint that they have developed, it's kind of the rules of how the assessment is being built. You'll notice that, you know, they're not going to get questions that are all hitting only one of the components. We're hitting all of the different pieces that they need to and at various DOK levels to make sure that when students have that competency diagnosis, like that little check mark on there in the reports for that standard, you know that it's hitting all the full depth and breadth of the standard, everything that they need and they're not missing any pieces of it.

Okay, so let me show you a little bit more about what's going on in the teacher dashboard. One of the reports, love this one, it's the first for a reason, because it's so useful and user-friendly to teachers. This is the roster by standard report, and it will show the list of your students and across the other side will show the standards. And the best thing about this, if we were in the platform, we could click on these little arrows and it would sort by that standard. So you can see the green check marks are showing, you know, the students have gotten that competency diagnosis after they've taken that comp check. And that means they're good on that standard. And then if they have an X, then that means they have not answered the right amount of questions, the right kinds of questions to be able for the system to say, we feel confident with them being able to have gotten that competency diagnosis on this standard. So then the X's are also color-coded. The blue X's meaning they just did their first attempt. If you see yellow X's, they've done their second attempt. If you saw any red X's, that would be, they would have done their third attempt. And the whole point of this is to help teachers, alert teachers; you know, okay, they have their blue X, but now we need to do some instruction in between. Navy has resources for that that can help out, or they can use their own resources, whatever they need to do. Then they try the competency check again. There has to be something that's going on in between, because you only get those three checks for each standard, they only get 3 attempts, 3 opportunities.

And then it also gives us some nice information. You know, if you look horizontally, you can see how the student is doing across the different standards to keep an eye on specific students that might be needing help or, you know, they're doing really well compared to the rest of the class. Maybe it's an opportunity for some enrichment. And as I said before, when you filter through the columns, this is a great way to be able to see maybe making like some small groups or really easy for the teacher to see, okay, these are my four students that I need to focus on on this particular standard. So, very user-friendly in that aspect.

All right, some other reports we have will also show the teacher this pulling from different components of the standard, the different pieces. You can see the standard level reporting. So you can see how is this particular student doing on each of the

components and you can start to look for different patterns. Either they need help with a certain component, maybe component #1, they need more practice on because we didn't get any green ones. Or maybe you can look at it and find patterns within DOK levels and say, okay, this student needs more help in the DOK level two. What are some things that I can do in that depth of knowledge, helping my students answer those more rigorous questions on that particular component or standard? So we have a standard level viewing and we also have component accuracy. So we see it at the student level. You can see how is a student performing on each standard on each component. There's component #1, #2, #3, #4. But we also get kind of a group report. So, the teacher can see how am I ready to move into more targeted support with just a few students? Or is it something like in this scenario where I still have almost half my class not performing very well in component two or three yet? I only have about half of them at that competency level. So maybe this is an opportunity for me as the teacher to think about, this is where I need to support my students in a whole group, but maybe this is an opportunity where I'm just gonna talk about this component with just these three students. So, this is available also for just one class at a time, or if you have, you know, teachers who are teaching multiple subjects, they can do it for, they can look at those patterns across multiple classes.

All right.

Teachers can build their own practice checks. So, practice checks are, again, there's a lot more flexibility. Teachers have that ability to pull items from a flexible pool. So, after you looked at those reports and the teacher saw, I have three students who need help on a certain component, or on a certain DOK level, the teacher can filter in the practice checks and build a check for just a small group of students. So, this group can have practice on component number one and two, if that's what they need. Don't give them all four components if they don't need that. So, it's really giving an opportunity to personalize and maximize the time in the classroom and the things that students are working on that will truly help them practice what they need. It gives item by item student response frequency. In this report, you can see after they would have taken that practice check, the teacher has an ability to see not only the percentage of which students answered certain things correctly or not but in this example, perhaps they would see, okay, great, a large portion, I think that says like 59, a large portion of my students got this correct, but I also see a large portion of

my students all chose D, an incorrect answer. So, it gives some information to the teacher to look at that particular question and answer to see why did my students miss that and since these are practice checks, those are the ones that can be reviewed with students all for that formative learning of being able to get better. So we can identify those common misconceptions or be alerted to any answers that are high frequency incorrect.

EB

Erica Baltierra 26:53

We have a question just to clarify if the practice checks align with the competency checks.

AD

Amy Donato 27:01

I'm not sure what you mean exactly by align, but the practice check questions are different. They should be different from the competency checks. So, it's not like you're gonna run into them because we want that secure but they should be built at the same, you know, rigor. So, you would, it would be similar questions, but not the same.

Thanks, Maria. We have different banks for each.

All of these reports are really helpful to be able to give that quick, fast feedback. It's available and accessible to the teacher right away and hopefully to support student growth.

All right, so in this section, we'll briefly go through the student progress and experience. So, the students also, we have like these individual reports. We have, this is a screenshot of the student dashboard. They get these little, you can see the empty badges are ones that they haven't been to yet they get their competency diagnosis, they get this little micro-credential filled in. This is a great tool for teachers to use for goal setting with the kids. You can even print out a blank one, especially in those younger years. They could put stickers on it and have a physical hard copy. So it can be some really good conversations that help students feel motivated, feel that ownership of what's going on and that accountability for their own learning. We also have a learning map. So, the longer you use Navvy, we can also see, you know, how they're doing across grade levels. So how did they perform on similar

standards or the, I should say, the standards that are, you know, how standards are stacked across grades. So, the learning map is a really great place to identify any unfinished learning or any gaps that are happening maybe from previous years.

And then still within the learning map, you can click on an individual standard and you can see the specific ones that are those predecessor standards that build on the one that you selected and also you can see which standards this one is going to support in the future, those successor standards. So, the work that we're doing right now on this standard, what's it going to lead to in the future? So, the learning map is a really helpful tool when you're thinking about continuity and across multiple years. It's just a couple screenshots so you can see what the student experience looks like. This is when the students first log in, you can see it's their checks show up right on right on the main thing and they can just click that blue button and jump into questions. They also have access to those reports that we just looked at; the micro-credentials, they can see that in their progress.

The questions look like this, you know, just to get a feel of what that is. But we do not only have multiple choice questions. They're, depending on the subject, we have a variety of different question types. They might be ordering things or clicking on a map or clicking on timelines, things like that, drag and drop. Then we also have some school level reporting, which is exciting. So, this is helpful on your administration level to see across many schools or across your whole school, what standards are 4th graders in ELA needing help with. Definitely being able to help narrow down and see better patterns across grade levels and support those systems over many years and also be able to plan your professional learning that you can provide to teachers so that they can have those instructional supports to just make it better. Fill in those gaps.

So, some of our extra resources that are available. I know we talk a lot about checks today and the different kinds of checks and how they're being built. I do not want to leave out the additional resources. Navvy offers a learning library, which gives a lot of different kinds of resources. It can be flexible for how you want to use it.

As teachers, there's standard starters, which I can talk more about, but there's also independent activities and facilitated activities and then in ELA, we also have something called classroom connections. So, teachers have some options about, you

know, could I use this for the whole class, maybe the small group, maybe just individual practice, but they're intended to be designed as grab and go resources. And then the standard starter, which I think is just doesn't get enough glam and glow and people don't talk about it enough in my opinion. So a standard starter will really help the teacher. It's a teacher facing resource where the other ones are more activities that you can grab and go for students.

The standard starter lists the standard, the different components. It helps break down what the standard is all about, gives you common misconceptions. It helps you understand what students are coming to you, what they should already know, and tells you what's going on afterwards. So, you know, have an idea where does this fit in with their learning across years. The standard starter gives key vocabulary and just everything that you would need to fully understand what that standard is requiring of the teacher and the student. And I just think it sets them up for an amazing success when they have that guide.

Yeah, I already talked about how we have instructional resources, we have the classroom connections, we have facilitated activities, and we have independent activities. So, some with the teacher, some that they can do on their own.

All right. And just so you know that, you know, we are not just throwing this out there and telling you, hey, Navvy's so great. We have done some studies with Navvy. So you can see in this graph, I know you might not be able to see the numbers, but basically districts who have implemented Navvy, or rather I'll start with the pink line, would be districts who are not using Navvy and how they are, what's their proficiency on a summative assessment. So we can see that teachers or districts who are using Navvy, even at like a moderate fidelity, like maybe you're not full on implementing everything, even if you are just taking at least one competency check, one competency check on maybe 30 of the standards for the given subject over the course of the whole year. So similar districts in size, the ones who are using Navvy are showing increase in their proficiencies on those summative assessments by the end of the year.

So, Navvy isn't just spitting things out and saying random things but really taking the time to make sure that everything is evidence-based and, yeah, I don't know what I was going to say there. I lost the words out of my mouth.

Okay, other questions that you have would be great. I know I kind of went through some of those pieces fast, but it is a brief overview. We know that teachers would, this is not the training that teachers would get if you decide to implement this in your districts. There is a getting started. Essentials for teachers where they actually get to get in the platform and practice going through those click paths and you know getting to get their hands on how to go through and look at the data more in depth.

That's a great question.

Is Navvy only guaranteed free through this school year? I can't answer that because I think that's with your state. But Maria, if you want to say anything else to that.

MR **Maria Ramirez** 36:15

Oh, I can't answer that. I would love to, but I am going to defer to our team.

EB **Erica Baltierra** 36:22

So far, we are contracted for the 26-27 school year, and that's about what we can say at this point.

AD **Amy Donato** 36:22

Yeah.

Good question though. Yeah, so these are some key contacts for you. Maria obviously would be a great person after your, I should have started on the left, but after you are in with Navvy and you are signed up and ready to go, Maria, who has been amazing dropping in all those resources in there, you guys have both been amazing. But Maria would be your partner success person for anybody in the whole state of Arizona. So, as you're implementing and have questions, Maria can be helpful in supporting you that way. We also have our assessment consultants. So, we have Brandy Harris, if you want to jot down these names or contacts. Brandy Harris would be for essentially, if you're deciding to sign up with Navvy, you can contact

Brandy. If you are a larger district, I believe it's an enrollment of 2500 students or more. And 2500 or less, you would contact Angelina.

Any questions that you're sitting with, I wrapped up pretty quickly. I gave you definitely the brief overview version or anything else that you want me to speak to. Maria, thank you.

MR Maria Ramirez 37:58

Now, now I'm going to go a little bit more niche into all things Arizona. I see many of our district partners that have hopped on to this specialized Friday Focus webinar. So, I am going to be sharing just a couple of links within the chat as well as sharing my screen, because as y'all probably know, we want to streamline our communication. And therefore, what I just shared in our chat is the Arizona Navy ADE portal. There you will be able, speaking about essential standards, progress checks that we have this year. We have our blueprints for both ELA and math. If your district has yet to opt into our partnership with the ADE for your ELA and math Navy bundles, you still have time and therefore you are welcome to click on district partnership intake form to sign up today. And then of course, any updates that we have in reference to our blueprints will be there. We had our introducing Navy and Navy Extension and getting started trainings this summer. So should you have any new educators, instructional coaches that have hopped onto your team later in the back to school season, we do have those up-to-date resources there. And then of course, more often than not, I am sitting by myself at the West office hours. Please come in, join me, ask me questions, learn about how to implement your practice checks and competency checks within your pacing guides. So, please do not hesitate to leverage some of these resources that we have available to ensure that your implementation gets up and running for this 26-27 school year.

AD Amy Donato 39:54

Perfect. Thanks, Ramira, Miss Ramira, like the first part of my word didn't come out. Ramira, so I'm sorry.

MR Maria Ramirez 40:05

Ben, I see your question on the chat. If you don't mind sharing, I know that typically I

am looped in once our district partners have finished onboarding. However, I would be happy to escalate your needs. So, I'm putting my e-mail within that chat. So, at your earliest convenience, if you don't mind just sharing pertinent information about what is happening during your onboarding within that e-mail, I would be happy to escalate it to our internal partners to expedite it.

AD Amy Donato 40:49

Great. Well, if you have more questions, I'm sure that those are being entered into the chat. I'm here to help answer anything else that you need clarification on, the difference between competency checks and practice checks, or if you have any questions about the different resources available in Navvy. Definitely I agree with Maria. All of these recordings have been put on that Arizona portal and the last thing from me is I do have a survey if anyone could fill out. I think I have to share my screen again.

If you want to see this QR code, just about this informational session and me as a presenter. So, if you have time to fill that out, we appreciate it here at Pearson. I will also grab the link for that survey if the QR code is not your thing.

But enjoy the rest of your Friday and thanks for being here today and good luck using Navvy. You're going to love it. Your teachers will love it.

EB Erica Baltierra 41:57

I have another question that just came in.
Okay, Maria, you got that one? Okay.

MR Maria Ramirez 42:05

Yes, yes, please feel free to reach out to me, Jacqueline, and let's see how we can figure out. I know that with Navvy at this current moment in time, we can only map out specific grade level bands as our competency checks are meant to be at grade level and therefore, if we were to leverage, let's say, multi-grade classes, I would strongly encourage our practice checks as it can be on and off grade level. So, let's have a conversation about that, definitely. So, please feel free to reach out and I'd be happy to have more of these conversations.

Oh, I see, Pam, you have a question. Any updates on the spring state testing windows? Pam, are you in reference to the, I want to make sure, to our essential standards progress checks?

 **Erica Baltierra** 43:03

I think that's a question for ADE.

 **Maria Ramirez** 43:06

Oh, okay. I was going to say, I'm like, I don't know that one, but just want to make sure.

 **Spangenberg, Bethany** 43:11

Since it came up, no, we don't have any updates today, but we do have our webinar scheduled for next week with updates for this upcoming school year, and we hope to have all of your answers then.

 **Erica Baltierra** 43:27

Thanks, Bethany. We have another question. Are benchmarks predictive of AASA outcomes?

 **Maria Ramirez** 43:42

I would have to get back to y'all on that because I do know we have our efficacy study for math, but I'm not sure if it is in complete alignment if we're thinking of AASA outcomes in terms of minimally proficient, highly proficient, proficient. I don't know if we have an efficacy study just yet for that specific type of study, but I don't know if our ADE partners have anything else to add to that, but I just, that's what I'm aware of.

 **Amy Donato** 44:54

Great, thank you. Thanks to those of you who are filling out a survey. I did put the link in there if you didn't like the QR code and have a great school year. Just have a great Friday and a great weekend. And any other questions, let us know about them.