Functional Goals

Department of Data Analytics, Accountability, and Evaluation
Division of Teaching and Learning

SMARTER NOT HARDER	BUILD CAPACITY	PROVOKE ACTION	REMOVE BARRIERS	DENORMALIZE INEQUITY

As a Team, we:

1. **Decrease the time and cognitive load** teammates use in getting the information they need to make decisions or support students.
   [SMARTER, NOT HARDER]

2. **Increase the capacity of educators** and support partners in **using data** to make smarter, quicker and more equitable decisions.
   [BUILD CAPACITY]

3. **Create and improve systems and structures** that enable deeper insight, understanding, and action across departments, schools and communities.
   [PROVOKE ACTION]

4. Identify and **remove structural or technical barriers** our district faces that prevent greater access and opportunity for our staff and students.
   [REMOVE BARRIERS]

5. **Denormalize inequity** in our structures, tools and conversations.
   [DENORMALIZE INEQUITY]

Alachua Teachers Insight Survey: *Instructional Planning for Student Growth*

"I have access to questions, tasks, and assessments that allow me to assess students' understanding of learning goals."

71%

2021

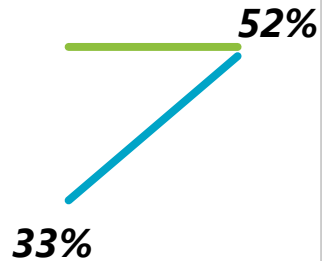*"I mostly use the adopted curriculum, rather than materials I found or created."*
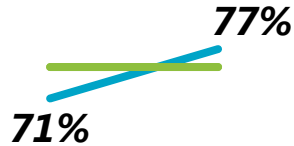
33%

2021

Alachua Teachers Insight Survey: *Instructional Planning for Student Growth*

"I have access to questions, tasks, and assessments that allow me to assess students' understanding of learning goals."

71%
77%

"I mostly use the adopted curriculum, rather than materials I found or created."

33%
52%

National Average

2021 2023 2021 2023

Data Collection Plan: District Progress Monitoring

Level	Program Objective(s)	Measures	Data Collection Method/Instruments	Data Sources	Timing	Responsibilities
	SATISFACTION/ PLANNED ACTION					
1	By the end of the year 2022-23, at least 80% of principals will have a favorable view of the CAPM program. By the end of the year 2022-23, at least 80% of principals will agree/strongly agree that they plan to implement CAPM assessments in their instructional planning. By the end of the year 2022-23, teachers who administer CAPM assessments will agree/strongly agree with the statement *"I have access to questions, tasks, and assessments that allow me to assess students' understanding of learning goals"* at a rate that exceeds their peers who do not. By the end of the preplanning 2023-24, at least 50% of principals will agree/strongly agree that plan to implement CAPM assessments in their instructional planning.	Principal net promoter score # of schools incorporating CAPM in instructional planning Teacher net promoter score # of teachers incorporating CAPM in instructional planning	Principal questionnaires teacher survey teacher survey	Questionnaire via K12 Insight Focus group - guided discussion during Principal Meetings Focus group - Principal Curriculum Workgroup Survey via K12 Insight	Following initial PD + 2022-23 post-planning Monthly Quarterly pre-planning 2023-24	**CAPM Professional Learning** Professional Development Dept - PD Specialist Curriculum Dept - Subject Area Specialists Data Analytics, Evaluation, Accountability Dept - Student Assessment Manager **Survey Development** Data Analytics, Evaluation, Accountability Dept - Manager Special Projects **Focus Group Framework Development** Data Analytics, Evaluation, Accountability Dept - Manager Special Projects **Facilitate Principal Meetings** Executive Director, Elementary Curriculum + Executive Director, Secondary Curriculum **Survey Communication** Data Analytics, Evaluation, Accountability Dept - Manager Special Projects Communications Dept - PIO **Follow up as needed** Executive Director, Elementary Curriculum + Executive Director, Secondary Curriculum

Level	Program Objective(s)	Measures	Data Collection Method/Instruments	Data Sources	Timing	Responsibilities
	LEARNING					
2	*By* the beginning of the year 2022-23, 100% of teachers/specialists developing CAPM assessments will be able to identify the necessary components of CAPM assessments and will be able to develop appropriate assessments aligned to the District's adopted core curriculum. By the end of the year 2022-23, 100% of school principals will be able to communicate how and why to administer CAPM assessments, access student data, and use CAPM data to backward plan their instruction aligned to the District's adopted core curriculum. By the end of the year 2022-23, at least 50% of teachers of courses with CAPM assessments will be able to administer CAPM assessments, access student data, and use CAPM data to backward plan their instruction aligned to the District's adopted core curriculum.	# of proficient in ideentifying CAPM specifications # of proficient in developing CAPM assessments # of principals able to communicate CAPM purpose and expectations # of principals/teachers able to administer CAPM assessments # of principals/teachers able to access CAPM data # of principals/teachers able to use CAPM data in instructional planning	PD evaluation Observations (PD evaluation PD evaluation PD evaluation PD evaluation	ACIIS (Alachua County Instructional Improvement System) PD Platform Training logs ACIIS " " "	Upon completion of PD	**CAPM Development PD Facilitation** Professional Development Dept – PD Specialist Curriculum Dept - Subject Area Specialists Data Analytics, Evaluation, Accountability Dept – Student Assessment Manager **CAPM Implementation PD Facilitation** Professional Development Dept – PD Specialist Curriculum Dept - Subject Area Specialists Data Analytics, Evaluation, Accountability Dept – Student Assessment Manager **Follow up and coaching as needed** Curriculum Dept - Subject Area Specialists Executive Director, Elementary Curriculum + Executive Director, Secondary Curriculum

Level	Program Objective(s)	Measures	Data Collection Method/Instruments	Data Sources	Timing	Responsibilities
	APPLICATION/ IMPLEMENTATION					
3	By the end of the year 2022-23, the district will develop a package of assessments for 8 Units for each of the following subjects: ● Grades K-12 ELA ● Grades K-8 Math ● Algebra 1 ● Geometry	# of assessments created	Performance Records	ESSER Project Master Tracker (Google Sheet)	Monthly Reporting Quarterly Auditing	**CAPM Development** Trained teachers/specialists **CAPM Development Monitoring** Data Analytics, Evaluation, Accountability Dept - Student Assessment Manager Curriculum Dept - Director of Curriculum
	By the end of the year 2022-23, at least 75% of students have at least 1 CAPM assessment on Illuminate for their teacher to use to better meet their instructional needs.	# of assessments taken per student	Performance Records	Illuminate	Automated Tracking Monthly Reporting EOY Goal	**CAPM Implementation PD Facilitation** Professional Development Dept - PD Specialist Curriculum Dept - Subject Area Specialists Data Analytics, Evaluation, Accountability Dept - Student Assessment Manager
	By the end of the year 2022-23, at least 75% of teachers in the appropriate grade levels have at least 1 CAPM assessment on Illuminate for their teacher to use to better meet their instructional needs.	# of assessments administered per teacher	Performance Records	Illuminate	Automated Tracking Monthly Reporting EOY Goal	**Follow up and coaching as needed** Curriculum Dept - Subject Area Specialists Executive Director, Elementary Curriculum + Executive Director, Secondary Curriculum

Level	Program Objective(s)	Measures	Data Collection Method/Instruments	Data Sources	Timing	Responsibilities
	BUSINESS IMPACT					
4	By the end of the year 2022-23, teachers implementing CAPM will save at least two hours of productive time on assessment development and grading.	Teacher time saved (assessment development) Teacher time saved (grading)	Participant estimation Participant estimation	Questionnaire via K12 Insight Questionnaire via K12 Insight	at the end of each semester	**Survey Development** Data Analytics, Evaluation, Accountability Dept - Manager Special Projects
	Students with CAPM assessments incorporated in instruction will meet grade level expectations on EOC assessments (Algebra and Geometry) or on FAST assessments (at or above the 41st percentile) compared to comparable peers.	percent of students performing on grade level on EOC assessments (Algebra and Geometry) percent of students meeting grade level expectations on FAST assessments (at or above the 41st percentile	Test Test	Cambium Renaissance or Cambium	EOY 2023, 2024 EOY 2023, 2024	**Survey Communication** Data Analytics, Evaluation, Accountability Dept - Manager Special Projects Communications Dept - PIO Executive Director, Elementary Curriculum + Executive Director, Secondary Curriculum Principals (Parent communication)
	Students with CAPM assessments incorporated in instruction will identify CAPM as a contributing factor in their understanding of course content	% of students identifying CAPM		Questionnaire via K12 Insight	EOY 2023, 2024	**Data Analysis** Data Analytics, Evaluation, Accountability Dept - Manager, Data Analytics

ROI ANALYSIS PLAN

Purpose of This Evaluation: To identify the Return on Investment on CAPM, or the Common Assessments for Progress Monitoring. The purpose of CAPM is to provide a set of uniform assessments available through the Illuminate assessment platform. The Common Assessments Project utilized prebuilt assessments and teacher-built assessments to create suites of unit/chapter tests to monitor the progress of students.

Program/Project: District Progress Monitoring Assessment Creation   **Responsibility:** Prescott Cowles, Alachua County **Date:** Jun 22, 2023

Data Items (Usually Level 4)	Methods for Isolating the Effects of the Program/ Process	Methods of Converting Data to Monetary Values	Cost Categories	Intangible Benefits	Communication Targets for Final Report	Other Influences/Issues During Application	Comments
Teacher time saved (assessment development + grading)	Participant self-assessment	Annualzed salary + benefits for productive work time	Stipends for training (development) Stipends for development Salary, management and monitoring Illuminate platform (prorated)	Job satisfaction (reduced workload) This data allows the targeting of reteaching, remediation, and intervention for student subgroups, and gives opportunities to more greatly impact student achievement and outcomes.	Summary report for principals and teachers (increasing buyin) Presentation to senior district leadership and Board to guide informed financial and instructional decisions, and to illustrate that program evaluation is possible)		
percent of students performing on grade level on EOC assessments (Algebra and Geometry) percent of students meeting grade level expectations on FAST assessments (at or above the 41st percentile	Propensity score matching (PSM) in lieu of a control group Student self-evaluation of attribution	Annual expenditures → cost of learning hour x annual learning gains					