Annual Report on Implementation of Local Accountability Systems:
Year Two (January 2023)

Submitted to:
Colorado State Board of Education
Colorado House Education Committee
Colorado Senate Education Committee

For additional information, go to the grant website at: Local Accountability System Grant | CDE (state.co.us)
Or contact:

Lisa Medler, Executive Director
medler_l@cde.state.co.us

Lisa Steffen, Grant Manager
steffen_l@cde.state.co.us

Accountability and Continuous Improvement Unit
Colorado Department of Education
201 E. Colfax Ave., Denver, CO 80203

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Executive Summary

S.B. 19-204 authorized the Local Accountability System Grant Program, which provides funds to local education agencies to pilot the adoption and enhancement of local accountability systems that supplement the state accountability system. This program is also intended to enable the state to learn from innovative practices in the field. Year 1 of the grant focused on the grant application process (November 2019-March 2020) and early implementation (March 2020-June 2020). In March 2020, the State Board of Education approved 11 unique grantee projects. Within these projects, 29 different districts/BOCES and 12 individual schools from across the state engaged in a wide range of

2022 Local Accountability System Grant Highlights	
10	Grantees Participating
40	Total number of BOCES, Districts and Schools
$450,000	Total Award Amount per year

initiatives. The Year 1 grantees began implementation just as the Governor issued an Executive Order calling for the suspension of in-person instruction for the remainder of the 2019-20 academic year, and districts shifted to a remote learning approach. With additional flexibility on the grant timeline and with a strong commitment by the grantees, the work continued despite the disruptions.

Funding for Year 2 of the grant was suspended due to state budget shortfalls related to the pandemic. Grantees committed to moving forward with some timeline adjustments. Flexibilities granted by the state controller (e.g., extended period for Year 1 grant fund expenditures, continuation of related activities into the next fiscal year kept momentum of the grantees. Funding was re-established for the 2021-22 fiscal year, with the 2020-21 year serving as an extension year. Year 2 of the grant took place from July 2021 to June 2022, with 10 grantees participating. Year 3 is currently underway in the 2022-23 school year.

Impact of COVID-19

Districts continue to face disruptions in implementing the grant activities and completing full data collections due to capacity constraints. In 2021, one grantee declined to continue participation in Year 2 of the grant due to competing priorities. A number of grantees have rolled funds forward each year as they prioritize other activities in their districts and have plans to engage in grant activities into Year 3. Most grantees have committed to continuing the grant work and are engaging with CDE for technical assistance and to share their learnings. This has allowed for a strong start on activities, such as stakeholder engagement, measurement validation, and output development.

Grantee System Development Themes

As grantees have progressed in the development of their systems, CDE has encouraged and supported a clear articulation of a theory of action for each project. While honoring local innovation and flexibility, the department identified a common need for articulating stronger underlying structures across all projects. Therefore, grantees were asked to define their local values, how those values are represented in standards or indicators, and then how those areas are measured and reported. Finally, grantees were asked to describe how those reports are used internally for continuous improvement, and externally for community engagement and accountability. Stakeholder input (including local or regional reflection) was integrated within each stage. Each grantee has its own local approach described in a series of presentations on the grant website.

Year 3 Evaluation

As outlined in statute, a full external evaluation of the local accountability systems is currently in progress. This evaluation is being facilitated by an external contractor and managed by CDE. C.R.S.22-11-705 (5)(a). CDE has selected Augenblick, Palaich, and Associates (APA) to conduct the external evaluation. The evaluation includes a qualitative analysis which will develop generalized quality criteria for local accountability systems and assess their success in driving continuous improvement efforts. A quantitative evaluation is planned for next summer (2023) as more state and local data is available to analyze the impact that program participation has had on school outcomes. This study will be more limited, due to the pandemic's impact on longitudinal data at the state and local levels. Finally, this evaluation will include a summary of the learning generated through the duration of the cohort, focused specifically on potential implications for the Colorado state accountability system.

Observations from CU Denver Center for Practice Engaged Education Research (C-PEER)

In anticipation of the end-of-cycle evaluation (Year 3), the department contracted with CU-Denver's Center for Practice Engaged Education Research (C-PEER) to conduct interviews, provide site mappings and lift out high level overarching observations. This is a summary of the overarching themes for the individual grantee projects:

- Local accountability systems allow for mechanisms by which leaders can utilize data and feedback that is actionable, timely, and relevant to their context.
- A variety of evidence has been used to supplement the state's performance frameworks that is both more expansive and more nuanced. These indicators respond to the local context, reflecting the values identified by local communities, characteristics of students they serve, or the model or design of their schools.
- Several sites described their local systems as focusing on the "whole child" or telling a "fuller story" of their students' growth. Examples of additional student-level indicators or outcomes include: social emotional learning; student engagement; student dispositions towards learning; student well-being; and nonacademic outcomes related to being a prepared graduate (e.g., critical thinking, life skills, and accessing learning opportunities).
- Some of these innovations allow for local leaders to reflect on their performance in collaboration with their peers (e.g., networked learning and intra-system accountability) and their stakeholders (public reporting and engagement with families and the community).

Observations from CDE

In addition to the observations from CU Denver C-PEER, the department has found that supporting local accountability systems within BOCES, districts and schools increases enthusiasm and engagement in the continuous improvement process. Technical assistance and networked learning opportunities support the advancement of the work, as well as ensure state and federal requirements are met. Some challenges remain, including local staff turnover or leadership transitions, maintaining annual updates to alternative improvement plans (including format changes, deadline management and department review) and ensuring scalability of supplemental or alternative submissions.

Recommendations from Grantees

Grantees shared specific recommendations for state leaders within their end of year presentations. Recommendations included continued support for local grantee systems including networking opportunities, capacity expansion, and alignment to state assessments. Grantees also provided recommendations for modifications to the state accountability system, collaboration across state agencies, and specific supports from CDE.

Introduction

The Colorado legislature authorized the Local Accountability Systems Grant Program through S.B. 19-204, to provide districts with added flexibility to design accountability systems that are a more comprehensive reflection of their local priorities and values. The grants are intended to support districts and schools in piloting the adoption and enhancement of local accountability systems to supplement the state accountability system. In determining student success, grantees have been given flexibility and support to supplement the statewide performance indicators by using additional measures of student success. Per statute, additional indicators may include academic and non-academic student outcomes, such as changes in student engagement, attitudes, and mindsets. A local accountability system is supplemental to the state accountability system and may be designed to:

> **Local Accountability System Grant Focus Areas**
>
> - Public Reporting Dashboards
> - Site Visit Protocols & Rubrics
> - Non-Academic Indicators
> - Stakeholder Values Collections
> - Alternative Approaches to Improvement Planning

a) Fairly and accurately evaluate student success using multiple measures to develop a more comprehensive understanding of each student's success, including additional performance indicators or measures, which may include non-academic student outcomes such as student engagement, attitudes, and dispositions toward learning;

b) Evaluate the capacity of the public-school systems operated by the local education provider to support student success; and

c) Use the results obtained from measuring student success and system support for student success as part of a cycle of continuous improvement (C.R.S. 22-11-703).

This program is also intended to enable the state to learn from innovative practices in the field. The Colorado Department of Education (CDE) is expected to evaluate the effectiveness of the local accountability system (after Year 2), as well as convene grantees to facilitate and support learning.

After the legislation was enacted, CDE developed a competitive grant process in Fall 2019. Applications were due in December 2019 and the review panel recommended 11 applicants for participation in the grant, awarding between $25,000 and $75,000 per grantee per year over a three-year period (depending upon grant dollar availability). The total award in Year 1 was $480,025. The State Board of Education approved all recommended proposals and grant amounts in March 2020.

In response to the pandemic, the State Controller offered a no-cost extension of Year 1 funds into the 2021 fiscal year, giving grantees until June 30, 2021, to expend Year 1 funds. Further, the General Assembly suspended the program as part of its 2020 budget balancing package, resulting in cancellation of Year 2 (July 2020-June 2021) awards. This Year 2 funding included support for the local grants, as well as a 0.5 FTE at the Colorado Department of Education. At the end of the 2020-21 legislative session, the General Assembly reinstated the grant program. The department released Year 2 funding of the grant in July 2021 and funding is available through June 2022. Year 3 of the grant began in July 2022 and is scheduled to end in June 2023.

Grant Membership

The approved grantees include five consortia of districts or schools collaborating to develop their local accountability system and five districts or schools working independently. Seven grantees are working with an Accountability System Partner, including Northwest Evaluation Association (NWEA), University of Colorado (CU)

Boulder, CU Denver, Breezy Strategies, Marzano Academies, Momentum Strategy and Research, Generation Schools, WestEd and Cognia. The grantees represent a wide variety of district and school sizes across the state, and the projects are quite varied. In June 2021, Garfield 16 declined continuation in the grant due to conflicting priorities because of the pandemic. A more detailed list of the grantees and partners can be viewed in Table 1.

Table 1. Summary of Local Accountability Systems Grantees (2021)

PROJECT FOCUS	LEAD APPLICANT	PARTICIPATING SCHOOLS AND DISTRICTS	REGION	ACCOUNTABILITY SYSTEM PARTNER
OPPORTUNITY TO LEARN MEASURES AND METRICS	Boulder Valley School District RE-2	Cañon City School District Greeley-Evans School District 6 Gunnison Watershed School District	Metro Pikes Peak North Central West Central	CU Boulder -- CADRE
COMPETENCY BASED LEARNING	Delta County 50J - Vision Charter Academy	--	Southwest	Momentum Strategy and Research
STUDENT CENTERED ACCOUNTABILITY PROGRAM (S-CAP)	Buena Vista School District	Akron School District Buffalo School District East Otero School District Frenchman School District (Fleming) Hanover School District Haxtun School District Holyoke School District Kit Carson School District La Veta School District Las Animas School District Monte Vista School District West Grand School District Wiggins School District	Pikes Peak North Central Northwest Southwest Southeast Northeast	CU Denver -- The Center for Practice Engaged Education Research (C-PEER) and Breezy Strategies
SUPPLEMENTAL DASHBOARD	Denver Public Schools	--	Metro	--
SUPPLEMENTAL DASHBOARD	District 49 (Falcon)	--	Pikes Peak	--
SUPPLEMENTAL DASHBOARD AND RUBRIC	Fountain-Fort Carson School District 8	--	Pikes Peak	WestEd
MEASURING OPPORTUNITY PILOT PROJECT (MOPP) WITH ALTERNATIVE EDUCATION CAMPUSES	Jefferson County - New America School Lakewood	Brady Exploration School (Jefferson Co) Denver Justice High School (Denver) Durango Big Picture School (Durango) HOPE Online High School (Douglas Co) Jefferson High School (Greeley) New America School - Aurora (CSI) New America Schools - Thornton (Adams 12) Southwest Open School (Cortez) Rise Up Community School (Denver) Yampah Mountain High School (Glenwood Springs)	Metro North Central West Central Southwest	Momentum Strategy and Research
SUPPLEMENTAL DASHBOARD	Jefferson County Public School District	--	Metro	--
SUPPLEMENTAL DASHBOARD	Northeast Colorado BOCES	Plateau School District RE-5 Revere School District Yuma School District 1	Northeast	NWEA, Generation Schools

COMPETENCY BASED LEARNING	Westminster Public Schools	Brush School District RE-2J	Metro Northeast	Cognia, Marzano Academies, and CU Denver -- C-PEER

*Garfield 16 is no longer participating in the grant, due to constraints related to the COVID-19 pandemic. Remaining funds were shared between current grantees, as eligible.

CDE Activities to Support Grantees

During the 2020-21 year 1 extension, CDE and the Colorado Education Initiative (CEI) facilitated a series of grantee convenings in June 2020, October 2020, March 2021, and a culminating May 2021 session to record the Local Accountability System presentations. Each session included presentations from grantees on their work to date, and networking opportunities to discuss successes and challenges. CEI and CDE also provided technical assistance to grantees upon request. Available topics included a variety of areas, such as measurement development, reporting and visualization, and stakeholder engagement. Surveys of grantees demonstrated that they found the technical assistance opportunities valuable, and greatly appreciated the opportunity to network, troubleshoot and share learnings across grantees.

During the 2021-22 Year 2, CDE facilitated an additional set of grantee convenings in October 2021, March 2022 and May 2022. These convenings included networking, planning, a learning session on local measures presented by the Center for Assessment (NCIEA), and discussions on evaluation planning and grantee mapping. Additionally, CDE and grantees collaboratively presented at the Colorado Association of School Executives (CASE) conferences in February 2022 and July 2022.

Impact of COVID-19

Despite disruptions in budgets, instructional time, availability of assessments and staff capacity due to the pandemic, the majority of grantees have committed to continuing the grant work and are engaging in technical assistance through the state and have participated in periodic convenings to share their learnings. However, the disruptions impacted project timelines and some grantees are not as far along as originally anticipated.

Challenges with Measurement and Validity

Participating schools and districts have raised concerns about the ability to collect data through existing systems and the need to develop new data collections to appropriately measure the impacts of the program. The cancellation of state assessments in spring 2020; low participation in alternating grades and content areas in 2021; and transitions between remote, hybrid and in-person instruction in the 2019-20 and 2020-21 school years have resulted in inconsistent opportunities to assess students, evaluate systems and/or conduct diagnostic reviews. This has resulted in major setbacks for all grantees in generating norms or setting baseline data, testing new collections, and/or ensuring the validity of existing collections. These challenges will have longer term impacts, as trend data is an important component of continuous improvement and program evaluation.

Time and Capacity

Due to the complexity of managing multiple instructional modalities, responding to new health and safety requirements and general increase in staff demands due to COVID-19, all participating districts reported that timelines for local accountability system grant work have been disrupted over the grant period. The work in multiple districts has been de-prioritized both due to competing staff demands and issues with data collections and validity described in the section above.

Theory of Action

To support grantees in articulating why there is a need for locally developed measures, CDE asked grantees to articulate a logic model to describe how the grantee's values and vision drive what is prioritized in the district; what is collected, analyzed, and reported; and how those results are used. Usage is split into three categories: internal improvement, external community engagement, and general system improvement through shared learning.

Local Values, Vision, and Community Context
Grantees were asked to describe the guiding principles and values driving the work in the local accountability system pilot. What is the local, regional, or community context represented in this work?

Key Components, Purpose, and Features of the System
What does the system attempt to measure, within areas such as culture and climate, student learning, resources, operations, opportunities?

Key Indicators or Standards
What are the expected outcomes of what the system is measuring? On what areas does the system place value (student, teacher, educational system, community)?

Measures and Reporting
What data sources and measures are incorporated into the model? How are measures shared and summarized? How are results ranked, rated, or weighed?
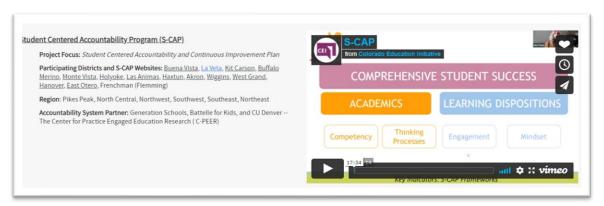
Progress toward Shared Outcomes
- How are the data and reports utilized by consortium, districts, and schools for continuous improvement within the system?
- How are data and reports utilized by families, stakeholders, peer districts or schools, or the broader community?
- How has the system led to strengthened local or regional partnerships, professional development, or community learning?

Presentations on Theory of Action

In Spring 2021, CDE, in partnership with the Colorado Education Initiative (CEI), recorded presentations of grantee progress in their system development. Presentations included an overview of the system's component parts, as well as lessons learned and recommendations for the state. These recordings are available on the Local Accountability System Website. Some excerpts are included below from the Student Centered Accountability Program, Cañon City, Boulder Valley School District and District 49.

Local Accountability System Grantee Website Video 1

Example Theory of Action Presented by Cañon City

"The Cañon City School District believes by taking an in-depth look at each of its schools on an annual basis, through the lens of what it collectively strives to achieve as an educational system, it will identify opportunities for improvement and growth to assist schools in more effectively reaching their goals."

Cañon City's Mission and Vision
The work Cañon City is doing stems from their commitment to innovative opportunities and the focus on specific trait and skill development.

Cañon City Graphic 1 District Vision, Mission and Core Beliefs that drive the Local Accountability System
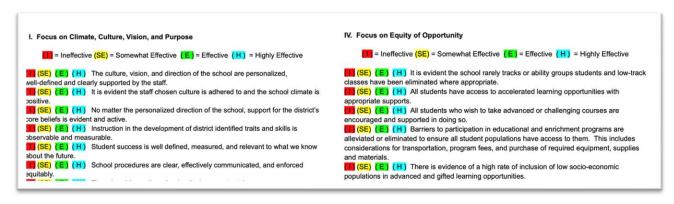
Indicators and Standards

The SELF framework focuses on specific traits (e.g., Civility, Agency, Innovation, Knowledge) and skills (e.g., Collaboration, Leadership, Contribution, Reflection). This becomes the basis for measurement.

Cañon City Graphic 2 – Student Empowered Learning Framework Traits and Skills

Measures and Reporting

Cañon City then uses a district created rubric aligned to the indicators and standards to observe instruction; survey families, students and staff; and evaluate building activities. They then complement the observational and perception data with academic, social-emotional, and behavioral data. All inputs are then deliberated and calibrated at the district level, and a web-based report is shared with staff and each school community.

Cañon City Graphic 3 – Rating system for evaluation rubric

Cañon City Graphic 4 – Public reporting components, including Instructional Review rubric results, survey results, and School Performance Framework data
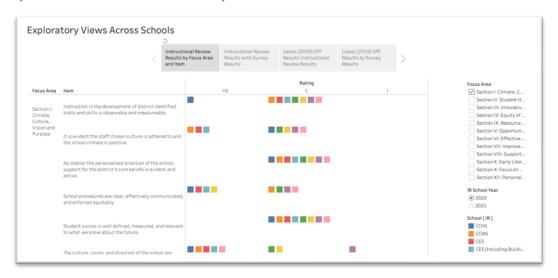

| Instructional Review Results by Focus Area and Item | Instructional Review Results with Survey Results | Latest (2019) SPF Results Instructional Review Results | Latest (2019) SPF Results by Survey Results |

Internal Usage

A web based report is available for administrators to see comparisons across schools within the district.

Cañon City Graphic 5 – Visualization of rubric and survey results across the district's schools

External Usage

A website for each school (e.g., Cañon City Middle School) is available to communicate finalized results to the community.

Cañon City Graphic 6 – Website of Cañon City Middle School that includes rubric and data results and reflection.

Section I-Focus on Climate, Culture, Vision and Purpose

Self Reflection

SOAR is our staff designed, implemented, and adhered to culture. Six years ago this staff undertook the design of a positive behavior program at CCMS and it is still in place and used by all grade level teachers as well as support staff. We have a weekly focus for students on one of the pillars of SOAR and teachers reference back during lessons and behavior interventions to this focus. Students are rewarded with cards they can trade in for items at our student store, in addition, students are rewarded at the end of each quarter if they achieved all 4 levels of SOAR with a trip.

Traits and Skills are integrated into our 6th-grade Technology

Shared Outcomes

Cañon City worked with community leaders, including the mayor, business counsel, community college dean, and community health administrators to develop the rubric, surveys and site visits. This was done to ensure the community was supportive of the process and outcomes. The system works to create internal and external understanding of the vision, mission, core beliefs, and profile of a graduate. Work with the accountability partner, CU Boulder's CADRE, and the consortium of Boulder Valley School District, Greeley and Gunnison-Watershed allows for shared learning and system improvements (e.g., rubric review, development of exemplars).

Examples of Stakeholder Engagement

As grantees have progressed toward a comprehensive accountability and continuous improvement system, here are two examples of how grantees have collaborated with stakeholders (including internal and external groups) to gather values, define standards or indicators, and determine appropriate metrics.

Boulder Valley School District has worked ith multiple stakeholder groups and their accountability partner, CU Boulder – CADRE, to gather recommendations, iterate and present back to stakeholders on their Opportunity to Learn measures (e.g., enrichment opportunities and enrichment program quality, after-school time offerings, course taking opportunities). The district now has published metrics connected to their strategic plan on their district website.
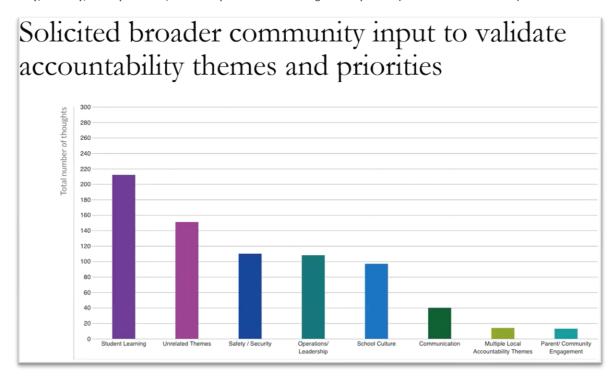
Boulder Valley School District Graphic 1 – Overview of stakeholder engagement process, including District Accountability Committee, CU Boulder research, Stakeholder Committees, and Board of Education feedback.

District 49 was directed by their board to report out on community priorities for school performance. This engagement included work with District and School Accountability Committees, community surveys, observed student progress, teacher feedback, staff and student data, and direct supervision. They used a program called Thought Exchange to gather feedback from over 1,000 members of the broader District 49 community. This has culminated in zone based planning and data dashboards.

District 49 Graphic 1 –Thought Exchange community feedback on accountability themes and priorities: Student Learning, Safety/Security, and Operations/Leadership were the three highest responses (after unrelated themes)

Grantee Flexibility: Alternative Improvement Plans

Four grantees, Fountain-Fort Carson, District 49, and S-CAP member districts and a subset of NE BOCES districts took advantage of the alternative improvement planning format flexibility provided by the grant. CDE reviewed the district templates to ensure that the alternative format met state and federal requirements and State Board of Education rules. District and school plans were submitted and posted on the CDE website under the link "Alternative Improvement Plan."

Performance Framework Graphic 1 – CDE Website that includes Frameworks, Improvement Plan or Alternative Improvement Plan

Grantee Flexibility: Supplemental Performance Reports

In response to disruptions created by COVID-19, the Colorado state legislature paused state accountability for a second year (H.B. 21-1161). The department also applied for and received waivers from the U.S. Department of

Education for additional flexibility on federal accountability requirements and use of funds. These policy adjustments paused publishing of state supplemental performance reports or frameworks in 2020 and 2021. In the 2022-23 school year, the Transition Back to Standard K-12 Accountability" bill (SB 22-137) legislation requires the department calculate frameworks in 2022-23, but suspends automatic advancement on the accountability clock.

During this time, the grantees continued to work on their supplemental reports, which were presented as combined, single access point data dashboards, such as:

- Jefferson County's School Insights
- Boulder Valley's strategic planning metrics
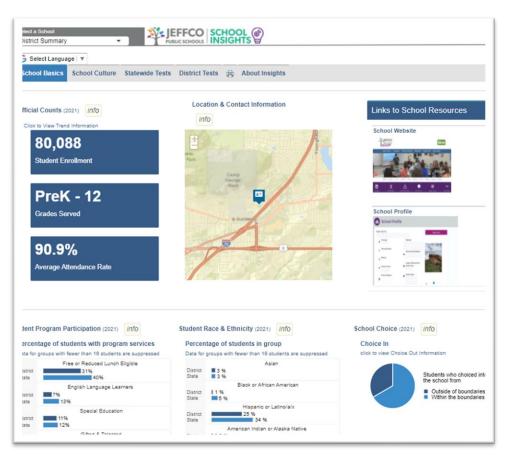
Individualized school reports such as:

- The Measuring Opportunites Pilot Program (MOPP) Supplemental Performance Reports

Or comprehensive websites that include both improvement planning and data reporting dashboards such as:

- S-CAP's System Support Review (SSR) rubric based dashboards, strategic priorities, academic dashboards and Learning Disposition dashboards.
- Fountain-Fort Carson's academic performance page displays district assessments (e.g., DIBELS, Illuminate) while the culture and community page includes attendance, behavior, student and family perception, and faculty and staff feedback data.

Fountain-Fort Carson Website 1 – Each school has a website that includes the improvement planning process, a school data dashboard, and a review of site visit rubric results.

- District 49's reporting organized by their four zones, and includes planning and reporting dashboards for each school.
- NE BOCES' websites including strategic priorities, district performance, and additional accountability requirements.

S-CAP Website 1

Jefferson County Website 1 – School Insights includes data on school culture, statewide data, district tests, and school basics.

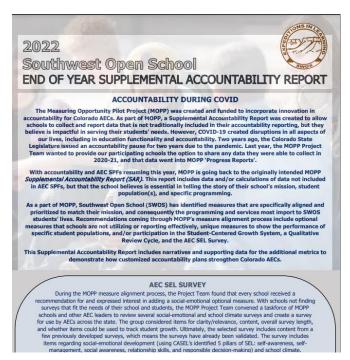Falcon 49 Dashboard 1 – Including achievement and growth

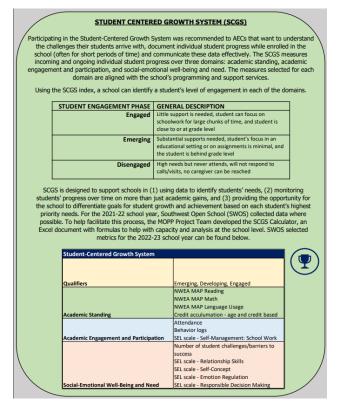Falcon 49 Dashboard 2 - Including culture and operations

The Measuring Opportunites Pilot Program Supplemental Performance Reports are currently the only report individualized to the school and not connected directly to alternative improvement planning. These reports include measures such as Alternative Education Campus Socio-Emotional Learning (AEC SEL) survey, Student Centered Growth System results, Qualitative Review Cycle and Unique Measures. With the resumption of the state School and District Performance Frameworks, these reports have been posted on the SchoolView website.

Performance Framework Graphic 2 – CDE Website that includes Supplemental Performance Report

MOPP - Southwest Open School Supplemental Report 1

MOPP - Southwest Open School Supplemental Report 2

Overall Review

Current Goals, Progress and Next Steps

The following table includes a summary of each district's or consortia's status in implementation of identified project goals, including next steps for Year 3 of the grant. Again, progress on goals has been impacted by the pandemic.

Table 2: Project Goals and Progress

Grantees	Year 1+ Activities	Year 2 Activities	Year 3 Goals
AEC Network	● Schools updated their Roadmap recommendations for 21-22	● Student Centered Growth System calculator with shareable data ● Start AEC Socio-emotional Learning norming data ● 2 more Qualitative Review Cycles	● Information from supplemental reports is reported on SchoolView
Boulder, Cañon City, Greeley, Gunnison Consortium	● Partner (CADRE) documented implementation of metrics and impact in a few schools (BVSD) and at district level (Greeley) ● (Cañon City) Reviewed current metrics and revised our rubric based on CU Boulder Feedback then create rubric exemplars ● Began to develop online visual display for reporting out rubric-based results	● CADRE completes annual documentation ● (Cañon City) Conduct review process again and report results out in more effective manner	● Incorporate learning from individual site progress into implementation plan ● (Cañon City) Have this new process be more valuable to our community than the current CDE reports, and use the process to drive district level improvement toward the achievement of the district's stated vision, mission and profile of a graduate ● Accessible results
Denver		● Planning for stakeholder engagement in design of indicators, measures and metrics	● Community convenings

District 49	• Data Modeling • Vet model with Staff Committee • Developed deliberate messaging	• Presentation with board • Visualizations completed/made public • Deliberate messaging	• Work on sustainability and connection with action planning/UIPs • Deliberate messaging
Fountain Fort Carson	• Completed evidence maps • Executed first District Review Process • Integrated current District Strategic plan into a model similar to School Effectiveness model	• Schools can evaluate their evidence gaps and be able to identify strengths and gaps with their school stakeholders including students	• Continue Implementation
Jefferson County	• Piloted culture components of District Insights • Ascertained sustainability costs of Azure deployment	• Shared vision for visualization and reporting in Jeffco • School Insights source data documentation	• Develop sustainable data infrastructure
NE BOCES	• Expanded a stakeholder-focused Accountability Dashboard	• Include College Board, ASVAB, CogAT, STAR to the supplemental performance framework	• Develop the Accountability Dashboard for internal (leadership) and external (public) reporting. • Crosswalk existing Accountability Dashboard with UIP requirements
S-CAP	• Developed central platform for project organization/ archiving historical data • Continued site visits • Furthered visualizations tools	• Complete onsite SSRs • Build out comprehensive websites to satisfy or exceed UIP requirements	• Utilize the network to share improvement processes • Scale • Replicate
Vision Charter Academy	• Met with Momentum (partner) to wrap around current progress	• Have new database created and beta tested with specific Local Accountability measures	• Review data collection and develop internal dashboard • Include these measures in the overall performance framework

	• Confirmed and analyze 40 Asset Survey (pre) • Defined data collection field for new database construction	• Analyze 40 Asset Survey (post) and incorporate analysis for both	
Westminster	• Implementation of High Reliability Schools (HRS) Level 1 across all schools in WPS and Brush • Brush mini-summit completed • Defining elements for a mock up dashboard in process with UCD	• A certain number of schools (70%) will have reached HRS level 1 • Final elements of Dashboard identified and mockup completed with UCD	• All schools have completed HRS level 1 and Level 2 • Dashboard up and running for internal stakeholders with UCD • External Accreditation review completed with Cognia

Measures, Evidence, Evaluation and Recommendations

Measures and Performance Indicators Included in Each Local System

Grantees are required to report out the measures and indicators utilized to evaluate progress toward implementation of local priorities. These can include summative and formative assessments of student achievement and growth, process, progress, opportunity, participation or perception data, rubric based evaluations, and trend or change information.

Table 3. Measures and Performance Indicators by Project
Details collected from grantees by CDE and CU Denver C-PEER grant mappings

Project	Description of Project Measures and Performance Indicators
Boulder Valley School District, Cañon City School District, Greeley, Gunnison Watershed	• Attendance, Discipline Incidents, school climate survey (Boulder Valley) • Homework completion, enrichment programs/activities offered, participation in enrichment programs/activities, enrichment quality (Boulder Valley) • Local 10-indicator school performance rubric: School Climate & Culture, Student Health and Social-Emotional Wellness, Innovative Instruction (Cañon City) • Equity of Opportunity, Opportunities for Learning Experiences, Effective Assessment Practices, Improvement of Instruction and Learning, Support for Positive Student Behavior, Resource Acquisition and Maintenance of a Safe Learning Environment, Parent and Student Perception of School (Cañon City) • Physical space evaluation, counseling offerings, restorative practice offerings, enrichment offerings (Gunnison Watershed) • Attendance, discipline, perception surveys (Gunnison Watershed) • Blended learning offerings, personalized learning goals set (Greeley) • School climate survey, graduation competencies, graduation rate, post secondary opportunities (Greeley)

	Boulder Valley School District supplemental metric reports https://www.bvsd.org/about/strategic-plan/metrics Cañon City School District Example supplemental reports and alternative planning https://echoesfromcanon.weebly.com/cchs-2021-instructional-program-review.html https://docs.google.com/document/d/1qLQGFXON7mhooL8AaXeIbsew8kUoFwO6T-9VgKASkKI/edit#heading=h.3znysh7
Delta - Vision Charter Academy	• Family involvement • Community opportunities • Individualized education • Individual design skill development • Search Institute's Developmental Assets Profile
Student Centered Accountability Program (S-CAP)	• Student Success: Academic Competence, Student Learning Dispositions, Post-Secondary Readiness • System Supports Review: Documentary evidence, Annual (or bi-annual) Teacher/Principal, Family and Student surveys, Focus groups with students, teachers, and families, classroom and schoolwide observations. • Implementation of Strategic Priorities: district documentation of action taken, annual surveys of students, families and teachers, leadership interviews
	Example supplemental reports and alternative planning https://scapbvschools.com/
Denver Public Schools	• Whole child, school culture, and additional academic measures
District 49	• Student learning, school culture, safety and security, and leadership and operations.
	Example supplemental reports and alternative planning: https://performance.envisio.com/dashboard/d49FalconZone https://performance.envisio.com/dashboard/d49POWER https://performance.envisio.com/dashboard/d49SCZ https://performance.envisio.com/dashboard/d49iConnect

Fountain Fort Carson School District 8	• School Effectiveness Matrix – Evaluation Rubric
	▪ Academic Performance:
	  – Standard 1: Standards–Based Instruction (6 indicators)
	  – Standard 2: Assessment for, as, and of Learning (6 indicators)
	  – Standard 3: Teaching and Learning (6 indicators)
	▪ Learning Environment:
	  – Standard 4: School Culture and Environment (6 indicators)
	  – Standard 5: Student Social, Emotional, and Behavioral Health (4 indicators)
	▪ Organizational Effectiveness:
	  – Standard 6: Home, School, and Community Partnerships (5 indicators)
	  – Standard 7: School and Classroom Leadership (5 indicators)
	  - Standard 8: Comprehensive and Effective Planning (5 indicators)

	Example supplemental reports and alternative planning https://sites.google.com/ffc8.org/fountainmiddleschooleffectiven/home?authuser=0

Measuring Opportunity Pilot Project (MOPP)	• MOPP School Accountability Roadmaps included measures for the following:
	  • Academic Standing: NWEA MAP data, credit accrual
	  • Student Engagement: Student return rate, discipline rate, Panorama SEL Survey results, student re-engagement rate
	  • Postsecondary Workforce Readiness: Course completion rate, Work Keys Certificate Rate
	  • Social Emotional Well Being: CASEL SEL Framework

	Example supplemental metric reports

	https://cedar2.cde.state.co.us/documents/SPF2022/AlternativeFrameworks/2035-8133.pdf
Jefferson County School Insights	• School Basics-- Enrollment (over time, choice in/out, demographics, federal program participation) • School Culture (student engagement, family engagement, and teaching and learning conditions) • Academic Performance (Statewide and District administered assessment results, Graduation and Dropout)
	Example supplemental metric reports https://www.jeffcopublicschools.org/schools/school_insights
NE BOCES	• NWEA MAP achievement and growth targets • College Board, ASVAB, CogAT, STAR • Postsecondary success data: postsecondary enrollment, awards, and outcomes • Student Well Being and Learning Conditions Diagnostic Survey
	Example supplemental metric reports https://www.studentcenteredreporting.org/academic-assessments https://www.studentcenteredreporting.org/climate-dispositions lonestar-district.weebly.com yuma-district.weebly.com revere-district.weebly.com haxtun-district.weebly.com plateau-district.weebly.com

Westminster and Brush	• High Reliability Schools Measures
	  – Level 1: Safe, Supportive and Collaborative Culture
	  – Level 2: Effective Teaching in Every Classroom
	  – Level 3: Guaranteed and Viable Curriculum
	  – Level 4: Standards-Referenced Reporting
	  – Level 5: Competency Based Education

Evaluation: Evidence Provided by the Grantees of Effectiveness in Measuring Quality

A majority of grantees are currently designing and developing the structure of their systems, including products and deliverables. As outlined in statute, a full external evaluation of the local accountability systems is currently in progress. This evaluation is facilitated by an external contractor and managed by CDE. C.R.S.22-11-705 (5)(a). CDE has selected Augenblick, Palaich, and Associates (APA) to conduct the external evaluation. The evaluation includes a qualitative analysis which will develop generalized quality criteria for local accountability systems and assess their success in driving continuous improvement efforts. A quantitative evaluation is planned for summer of 2023 as more state and local data is available to analyze the impact that program participation has had on school outcomes. Finally, this evaluation will include a summary of the learning generated through the duration of the cohort, focused specifically on potential implications for the Colorado state accountability system.

Additionally, some project participants are further providing local program evaluation by engaging with internal and external audiences to gather feedback. For example, the S-CAP System Support Review and Fountain Fort Carson's Student Effectiveness Matrix have received positive anecdotal feedback from participating school and district leaders regarding the value of the formal reviews, including leadership development, improvement targets and evaluation.

Preliminary Findings: CU Denver's Center for Practice Engaged Education Research

To prepare for the year 3 project evaluation outlined in the legislation, the department contracted in year 1 and 2 with C-PEER to conduct grantee interviews, develop descriptive site mappings, and lift out high level overarching observations. This is a summary of the overarching themes for the projects:

- All of the grantees used and supplemented the CDE School and/or District Performance Frameworks (SPF/DPF), a core component of the Colorado state accountability system. The standard SPF and DPF performance indicators (and associated measures) focus exclusively on the *academic outcomes of students.*
- With their local accountability systems, school and district leaders aimed to provide a more comprehensive and, in most cases, a more nuanced story of the performance of their schools to supplement the SPF reports.
- The systems provide feedback to local stakeholders about their schools that includes an expanded set of performance indicators related to the success of their students. Grantees explained that these additional performance indicators respond to their local context -- reflecting values identified by their communities, the characteristics of the students they served, or the model/design of their schools. Several described their local systems as focusing on the "whole child" or telling a "fuller story" of their students' growth.
    - Examples of additional student-level indicator or outcomes include: social emotional learning; student engagement; student dispositions towards learning; student well-being; and nonacademic outcomes related to being a prepared graduate (e.g., critical thinking, life skills, and accessing learning opportunities).
- The local accountability and improvement systems also include school or district performance indicators that *expanded beyond the academic outcomes* of their students.
    - Examples include the following: School Climate/Culture; Curriculum; Instruction; Leadership and Vision; Professional Learning Business/Community School Partnerships; and the Alignment of Learning Offerings to Student Needs.
    - These systems used a variety of types of evidence to measure these indicators, including for example: student, family, and educator surveys (including expanding the use of TLCC); student, family, and educator focus groups; teacher observations of students; site visitor observations of classrooms; student learning presentations/products; and student participation in advanced courses.

Grantee Themes:

- Several of the projects used grant funding to develop or expand comprehensive local accountability and improvement systems (e.g., Cañon City, VCA, Fountain Ft. Carson, MOPP and S-CAP).
- All the systems established mechanisms by which school leaders and staff received feedback that was actionable, timely and relevant for their context.
- Grantees used a variety of different types of evidence, included local leaders reflecting upon and presenting their understanding of their school or district performance as part of their systems and placed significant emphasis on expanded involvement of internal and external (community, parent) involvement in their accountability and improvement processes.
- Several established time and processes for educators and leaders to learn with and from one another (across schools or districts). For example, both MOPP and S-CAP described the schools and districts in their partnership as a networked learning community with built-in time and structures to learn together.

- Many of these local accountability systems incorporated site visits that engaged different school/district stakeholders and colleagues from other schools or districts in providing feedback to leaders about their schools' performance.
- Other projects primarily emphasized enhanced visualization of and support for analyzing and interpreting evidence related to school performance (Jeffco and NE BOCES).

Observations from CDE

The department supports the observations made by CU-Denver C-PEER. In addition, CDE has a few more observations:

- Grantees demonstrate enthusiasm and a sense of ownership of local accountability related improvement efforts as demonstrated by continued engagement with peer grantees, a focus on system evaluation, and willingness to share learnings with the public.
- This work has required a tremendous amount of dedicated time on the part of the participating grantees. As noted in the pandemic impact, some of the work has been deprioritized due to other competing demands.
- Grantees benefit from ongoing convenings and technical assistance to strengthen their theory of action as they complete the complex work of their projects. To date, supports have been provided by their selected technical expert/partner, CDE, the Colorado Education Initiative (CEI) or other grantees.
- Site staff need assistance understanding related state and federal requirements and how to best integrate those requirements within their local innovations. State and federal requirements provide a minimum bar for identification and improvement supports.
- Staff turnover (especially grant leadership) impacts the continuation of local accountability system activities (e.g., assessment transitions, changes to mission and vision). Some sites have been able to re-commit to the work in new ways, but others have struggled to inherit another leader's vision.
- Community/stakeholder engagement is needed at every stage of the identification and continuous improvement cycle to make new local systems responsive and meaningful.
- Local Accountability Systems grantees focused exclusively on internal and external continuous improvement efforts. Interventions and tiered supports have not been a target area.
- Annual maintenance of alternative improvement plans has taken a significant level of effort, including CDE's supervision of plans meeting state and federal requirements, collection, publishing and review.
- School districts may also have challenges maintaining web tools, integrating plans with updated local data, and leveraging reports as both administrative supervision tools and community report outs.
- While CDE has been able to post grantees' reports on the state website, further investigation into processes, systems and capacity (e.g., technology platform) would be needed before considering broader scale-up.

Grantee Recommendations to CDE, Legislature, and State Board of Education (SBE)

As a part of the end-of-year presentations in 2021, grantees were asked to share emerging recommendations based on their experiences developing local accountability systems. These recommendations are discussed in more detail by grantees within their presentations and have been edited and organized here for clarity. Recommendations will continue to be collected from grantees and this section will be updated after the CU Denver C-PEER mapping and the APA evaluation work is completed in year 3 of the grant.

Grantees' recommendations include:

On the Grant
- Continue funding for innovation in accountability to support longer-term outcomes.
- Encourage and support more districts in defining success locally and creating processes by which they can measure their attainment of that definition.
- Promote non-assessment data for accountability, just as it has been promoted for school improvement.
- Support a network of districts to develop standardized but optional measures for school culture (e.g., 21st century learning, social emotional wellness).

For the Community
- Keep family engagement at the center of decision-making.
- Ensure that accountability documents and tools are family friendly.
- Ask families about their reporting priorities (e.g., one district reports that their parents prioritized information unrelated to achievement and growth).
- Increase collaboration between CDE, the Colorado Department of Higher Education (CDHE), the Colorado Workforce Development Council and the Colorado Department of Human Services (CDHS).

Supports from CDE directed by the SBE or State Legislature
- Create a dedicated state level resource to support local accountability (e.g., FTE at the department, intermediary organizations that can support local accountability conceptually and technically).
- Develop a network of consultants to support post pandemic analytics for improved and appropriate use of data.
- Build capacity for districts to sustain this work.
- Streamline data sharing processes so that support organizations can more easily work with multiple districts, obtaining relevant data from CDE.
- Play a facilitator role in the creation of surveys like the Teaching and Learning Conditions in Colorado (TLCC) survey that can be utilized by any interested districts to better understand learning climate and dispositions.

For State Accountability directed by the SBE or State Legislature
- Provide more options beyond state assessment data for continuous school improvement.
- Build in ways to capture innovations seen at schools within the accountability system.
- Encourage and fund new and innovative ways of measuring success of students.
- Avoid an accountability system that "ranks" based on single or limited academic measures.
- Diversify evidence sources to focus on system improvement efforts.
- Focus on the "whole child," not just academic performance.
- Support improvement efforts based on evidence of system supports that are directly connected to student success.
- Consider opportunities to increase community understanding of postsecondary and workforce readiness as part of accountability systems to leverage existing trust in data.

For Local Accountability Support from State Policy Makers
- Continue to encourage local ownership of accountability and improvement systems.
- Equip local boards with the tools and skills necessary to monitor and assess system outcomes.
- Tap into the power of peer feedback and reflection – those providing and receiving the feedback benefit.
- Embed effective research with national connections when informing accountability system improvements.

Conclusion

Despite the impacts of COVID-19 disruptions, grantees made a commitment to moving forward with the work with some alterations to the timeline. Focus has been placed on designing strong, evidence-based, scalable, maintainable, and replicable systems. Grantee engagement continues to be high throughout the school year, and grantees reported that grant supports, work with accountability partners, networking, technical assistance and presentation opportunities have led to local system reflections and improvements. With the resumption of the state and federal accountability system in 2022, grantees have been able to pair their supplemental performance reports and alternative improvement planning formats with CDE published reports. CDE will continue to update the legislature and other stakeholders on the progress of grantees through the annual grant program report and through the grant website, as well as the evaluation at the end of Year 3 activities presented in the January 2024 legislative report.