Annual Report on the Local Accountability System:

Year One (January 2021)

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)
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Executive Summary

S.B. 19-204 authorized the Local Accountability System Grant, 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 are engaging in a wide range of initiatives.

Local Accountability System Grant Highlights	
11	Grants awarded
41	Districts and Individual Schools Participating
$448,025	Total Award Amount in Year 1 (2020)

The Year 1 grant window opened just as the Governor issued an Executive Order calling for the suspension of in-person instruction for the remainder of the 20219-20 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.

Grantee System Development Themes

Within the 11 grants, there is variety in focal areas. Four districts and two consortia are developing community-driven measures and indicators in areas such as social emotional learning, whole child, culture and climate, stakeholder engagement, operational efficiency, and content mastery. One consortium comprised of Alternative Education Campuses (AECs) is focused on developing supplemental measures for the specific programming and services provided by each campus. Another consortium is focused on measuring additional school-provided opportunities (e.g., career and technical education programs, advanced coursework, and extra-curricular activities), and three other grantees are measuring individualized or competency-based educational systems.

Impact of COVID-19

As a result of the disruptions to instructional time, budget shortfalls, availability of valid assessments, and reduced staff capacity created by COVID-19, most grantees made less progress than initially planned during the shortened Year 1 term. The majority of grantees, however, 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.

Note: Funding for Year 2 of the grant was suspended due to state budget shortfalls related to the pandemic. Grantees have 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 Year 2) has helped to keep momentum. More details on Year 2 activities will be shared in next year's report.

Recommendations

Given the early examination of the grant implementation and in consideration of the disruptions, there is not enough data currently to determine statewide recommendations. To date, grantees have recommended that CDE develop a website to report out on the products and process of each Local Accountability System, including links to supplemental reports and continuous improvement documents, examples of promising practices, and resources developed for the Local Accountability System. Grantees have also requested additional resources to

develop and evaluate the systems, the opportunity to share learnings with stakeholders, and the ability to collaborate with their peers.

Introduction

In the spirit of providing districts with added flexibility to design accountability systems that are a more comprehensive reflection of their local priorities and values, the Colorado legislature authorized the Local Accountability Systems Grants into motion through S.B. 19-204. The grants are intended to support districts and schools to pilot 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. Additional indicators may include academic and non-academic student outcomes, which may

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

reflect changes in student engagement, attitudes, and mindsets. A local accountability system is supplemental to the state accountability system and may be designed to:

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 (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 applicants annually 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 reviewed by a panel of accountability and field experts in January 2020. Fourteen applications were submitted, and the panel selected 11 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 the grantees and grant amounts in March 2020.

Grant Membership

The selected grantees include five consortia of districts or schools collaborating to develop their local accountability system and six districts or schools working independently. Eight grantees are working with an Accountability System Partner, including Northwest Evaluation Association (NWEA), University of Colorado (CU) Boulder, CU Denver, Marzano Academies, Momentum Strategy and Research, Generation Schools, Battelle for

Kids, WestEd and Cognia. The grantees represent a wide variety of district and school sizes across the state, and the projects are quite varied as well. A more detailed list of the grantees and partners can be viewed in Table 1.

Table 1. Summary of Local Accountability Systems Grantees (2020)

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	Generation Schools, Battelle for Kids, and CU Denver -- The Center for Practice Engaged Education Research (C-PEER)
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
COMPETENCY BASED LEARNING	Garfield County School District 16	--	Northwest	Marzano Academies
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
COMPETENCY BASED LEARNING	Westminster Public Schools	Brush School District RE-2J	Metro Northeast	Cognia, Marzano Academies, and CU Denver -- C-PEER

Impact of COVID-19

Despite disruptions in budgets, instructional time, availability of valid assessments and staff capacity due to the pandemic, the majority of grantees have committed to continuing the grant work and are engaging with CDE to participate in technical assistance and share their learnings. However, the disruptions have impacted project timelines and they are not as far along after Year 1 as originally anticipated.

Funding

Awards for Year 1 (March 2020-June 2020) of the grant were determined and distributed March 2020, following state board approval of the identified grant participants. The awards were approved just as the Governor issued an Executive Order suspending in-person instruction for the remainder of the 2019-20 academic year, which required schools to move to a remote learning environment. In April, the State Controller announced a no-cost extension of Year 1 funds into the 2021 fiscal year, giving grantees until June 30, 2021 to expend 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. The status of Year 3 (July 2021-June 2022) awards has not yet been determined.

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 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.

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. The work in multiple districts has been de-prioritized both due to competing staff demands and aforementioned issues with data collections and validity.

Grantee Project Themes and Highlights

Four districts and two consortia are working to develop community-driven measures and indicators in non-assessment areas such as social emotional learning, whole child, culture and climate, stakeholder engagement, operational efficiency, and content mastery. One consortium, Measuring Opportunity Pilot Project (MOPP),comprised of AECs, is focused on developing supplemental measures for the specific programming and services provided by each campus. Another consortium (Boulder Valley, Cañon City, Greeley-Evans, Gunnison Watershed) is focused on measuring additional school-provided opportunities (e.g., career and technical education programs, advanced coursework, and extra-curricular activities). Three other grantees (Westminster and Brush, Garfield 16, Vision Charter School) are measuring individualized or competency-based educational systems.

Community Driven Framework

Multiple districts included in the grant program are working to develop an intra-district structure that will allow the district to assess and evaluate student and staff progress on locally identified priorities and hold schools accountable to successful implementation of those priorities. This includes a comprehensive reporting and

Early Implementer Spotlight: Student Centered Accountability Program (S-CAP)

Supported by a 2015 state board resolution, S-CAP evolved through the leadership of five rural districts with the goal of aligning state and local accountability efforts. The program is anchored by peer-driven System Support Reviews (SSRs) where member districts receive feedback from peers regarding system support of a holistic approach to student success. The framework includes: 1) comprehensive student success measures (academics and learning dispositions), 2) peer review and feedback on system supports for school quality and student success (e.g. curriculum and instruction, learning climate, leadership and vision) and 3) a superintendent-led networked improvement community to support the use of SSR findings for continuous improvement.

Measures and Performance Indicators

- Academic Performance, student learning dispositions, other valued measures of student success (e.g., advanced coursework, elective participation, work-based learning opportunities, and access to non-traditional learning experiences) and, how systems support student success.
- System Supports Review

Artifact 1 from S-CAP: Graphic of Strategic Priorities
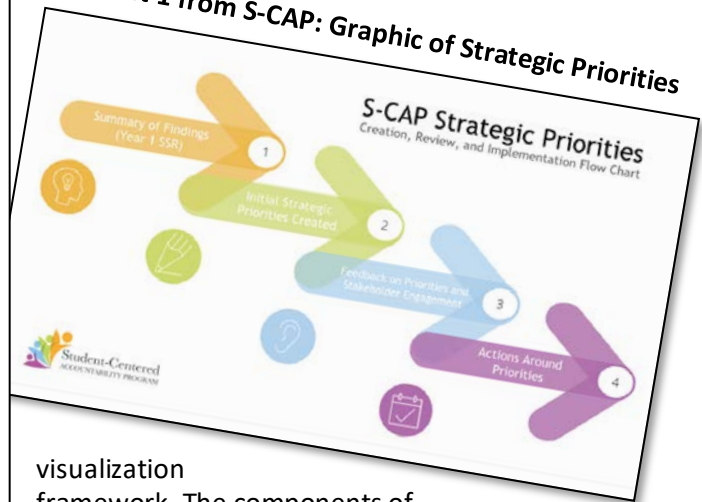
visualization framework. The components of the dashboard or framework vary and may include opportunity to learn measures, local achievement and growth measures, the results of site visits or diagnostic reviews, process or perception data, including the development of new measures unique to the district. These data will be aggregated and displayed in a single location available to internal and external stakeholders. Comparability of the report across the schools within the district is important, but not necessarily a requirement of the dashboard or framework. See the Student Centered Accountability Program (S-CAP) example in the sidebar.

Artifact 2 from S-CAP: Graphic of the System Supports Review
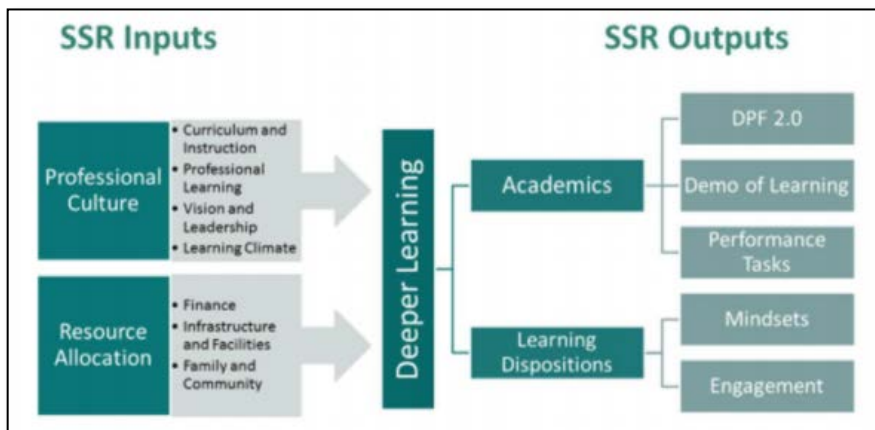
Opportunity to Learn Measures

Consortia of districts work to engage expert technical support to research and advise the district teams regarding measures that are in use in other districts in Colorado and in other states that address the challenges faced by each district. Opportunities include, but are not limited to, career and technical education programs, advanced coursework; high quality supports for struggling learners outside of the school day; and providing a safe, supportive learning environment. Consortium districts will subsequently adopt an array of different "best practices/high gain" measurements and measurement tools, and share the approaches and results with other districts. See the Alternative Education Campus Measuring Opportunity Pilot Project (MOPP) example in the early implementer spotlight below.

> ### Early Implementer Spotlight: Alternative Education Campuses - Measuring Opportunity Pilot Project (MOPP)
>
> This grant is a collaborative effort to build upon and enhance CDE's Alternative Education Campus (AEC) accountability system. The MOPP aims to demonstrate how customized accountability strengthens AECs by carefully aligning measures to match programming and services. The 2015 Colorado AEC Accountability Workgroup recommendations included "incorporation of qualitative measures, in addition to quantitative measures of a school's performance in serving high-risk students". This led to the development of the Opportunity Measure Demonstration Project to develop a process to help schools validate the outcomes of unique measures and programming and produce "accountability-quality" data. The current MOPP program includes a "customized accountability roadmap" and measure customization in four areas – optional measures, opportunity measures, a multi-measure student re-engagement index, and comprehensive school reviews, formatted into a supplemental framework. Source: Grantee End of Year 1 Submission Report, available upon request.
>
> ### Measures and Performance Indicators
>
> - Qualitative Review Cycle: Schools will be reviewed by an external site visit team made up of members with different expertise, and reviews may focus on specific programs and populations of importance to the school and their mission. Information may include who participated on the review team, what programs were highlighted (and why), and what some of the highlights of the visit were.
> - Unique Measures (e.g., pregnant/parenting teens, students participating in restorative justice program, high parental involvement, Internship programs, student satisfaction surveys)
>   - Academic Achievement (e.g., NWEA Measures of Academic Progress)
>   - Postsecondary and Workforce Readiness (e.g., WorkKeys, credit/course completion, post-completion success
>   - Student Engagement (e.g., re-engagement, returning students, socio-emotional or psychological adjustment, discipline rate)
>   - Student-Centered Growth System (e.g., academic standing, academic engagement and participation, socio-emotional well-being and need)

Artifact 3 from MOPP: Picture of Customized Accountability Roadmap Portal

Measuring Competency Based Education

Competency Based Education is designed to allow students to advance based on their ability to demonstrate competency or mastery of a skill at their own pace, tailored to different learning abilities, in any environment. The projects focus on the development of a coherent set of quality indicators that align fully to competency-based practices and outcomes. The resulting quality indicators will be used by internal quality review teams and external peers. For example, an accountability and reporting system may utilize performance scales and competencies to determine student progress towards successful understanding and application, including the impact of the competency-based structure. The reporting system would be reflective of individual student academic and non-academic work that is verified against external measures to provide comparability. Examples are not yet ready for release.

Overall Year 1 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 2 of the grant. Again, progress on goals has been impacted by the pandemic.

Table 2: Project Goals and Progress

Leads and Partner(s)	Current Project Goals	Year 1 Progress	Next Steps for Year 2
Boulder Valley School District Partnered with CADRE CU Boulder	• Develop theory of change based on the types of metrics identified by each district • Collect, report on, respond to metrics as a part of a continuous improvement cycle	• Identified needs for new measurement tools and challenges of existing tools • Researched other grantee projects	• Boulder Valley: Refine metrics, gather data, create internally facing data displays, engage contractor to improve data reporting quality/usability • Greeley: Develop and select measures • Gunnison: Assessment development and identification • Cañon City: Operationalize rubric, study promising practices in the district, interview stakeholders
Delta- Vision Charter Academy Partnered with Momentum Strategy and Research	• Determine how to measure, collect data and report on identified indicators, including Family School Community Partnership, whole child wellness, community connections and Post-Secondary Workforce Readiness opportunities	• Survey development, data collection and project management planning, as well as measure alignment and stakeholder meetings	• Continue stakeholder meetings to develop key indicators • Work with Momentum for measurement tools and data collection • Research student information system
Student Centered Accountability Program (S-CAP) Partnered with CU Denver C-PEER, Generation Schools, Battelle for Kids	• Develop and digitize training modules for facilitators, reviewers, school leaders and board members for SSRs • Support remote SSRs • Strengthen district capacity in peer-based accountability and improvement	• Continued validation of collection instruments and interpretation processes • Adjustments for COVID-19 related delays on internal and external evaluation and revision efforts • Updated websites after SSR • July Convening	• Continue evaluation work • Update training content for SSRs, develop "Advanced" reviewer training • Implementation research on using SSR findings • Develop continuous improvement system prototype

Leads and Partner(s)	Current Project Goals	Year 1 Progress	Next Steps for Year 2
	• Strengthen reliability, validity and generalizability of SSR tools and processes • Build capacity to work with community, families and staff (recruitment, interactive framework, alternative improvement plan, cost model/ROI)		• Develop peer mentoring frameworks
Denver County 1	• Develop district reporting dashboard to supplement state performance frameworks • Focus on whole child, school culture, and additional measures categories	• Local board moved to create a "dashboard" to report information important to the community outside of formal accountability processes (On Watch, School Performance Compact) • Work is on pause until 2021	• Engage the community with updating the Denver Plan (strategic plan) including local accountability and dashboard
District 49	• Identify community priorities and measurement plan • Develop Supplemental Performance Report and Alternative Improvement Plan	• Worked with School and District Accountability Committees, school and district leadership teams to identify potential measures aligned to community priorities • Validated priorities and potential measures • Reached out to other states developing Local Accountability Systems • Began drafting Supplemental Performance Report and Alternative Improvement Plan	• Develop menu of options and Key Performance Indicator templates • Create Action Planning Templates in Enviso to complete all UIP components in system • Develop community benchmark committee to propose cut scores, propose required and optional/opportunity measures • Determine rating language • Site review research and development visits to other districts
Fountain-Fort Carson Partnered with WestEd	• Develop School Effectiveness Framework (SEF) as system of comparison, rate schools on level of implementation for each of the standards and indicators • Review results with schools • SEF Self Evaluation Matrix created in collaboration with families and community, and a Systems Evaluation form will be created with next steps and connect to continuous improvement planning	• Developed and engaged in reliability and validity study	• Complete reliability and validity study with WestEd • Develop dashboards for each school (School Effectiveness Matrix) • Consider and identify evidence to use for standards in the SEF matrix • Implement Alternative Improvement Plan based on outcomes of SEF Matrix • Document input from community regarding implementation
Garfield 16	• Develop local measures cut points • Develop reporting and continuous improvement cycle specific to the district	• All work on pause due to COVID-19	• All work on pause due to COVID-19
Measuring Opportunity Pilot Project (MOPP) Partnered with Momentum Strategy and	• Based on unique mission, programming and/or unique student population, support AECs in publicly reporting successes at meeting their population's needs	• Reviewed current SPF/UIP/Supplemental info to develop individualized project roadmaps based on an alignment study	• Supplemental Performance Report for 2020-21 SY in Aug 2021 • Site visits if the school has selected the Qualitative Review option • Continued networking for members

Leads and Partner(s)	Current Project Goals	Year 1 Progress	Next Steps for Year 2
Research, New America Schools	• If well aligned, add new measures to AEC School Performance framework, if not, report via Supplemental Performance Report • Support the development of qualitative (e.g., site visits, rubrics) measures • Support continued development of Student Centered Growth System (SCGS) with nationwide data inputs	• Collaborate on roadmap discussions, plans in place for tracking, data collection and implementation of new measures • Refined customized accountability options (optional measures, qualitative review cycle, customized Accountability SCGS, unique measures) • Drafted Supplemental Performance Report, reviewed feedback • Held 2 convenings	• Supporting roadmap implementation • Collect info on Unique Measures • Continue supporting SCGS • Develop and maintain project website
Jefferson County Public Schools	• Develop School "Selfie" reporting dashboard to supplement state performance frameworks including survey data, local assessments, and additional measures • Develop site visit protocol with components of peer-based accountability	• Developed draft School Selfie reporting dashboard including soft internal launch	• Work toward public launch of "School Selfie" • Determine how to resolve reporting and validity issues in data • Explore how site visits might take place
NE BOCES Partnered with NWEA	• Create NWEA cut points for Local Acc. Measure • Align UIP to NWEA and College Board • Develop writing assessment • Stakeholder Monitoring Tool to display results	• Narrowed down goals due to COVID-19 and funding challenges to no longer include development of a writing assessment	• Meet with stakeholders Dec 2020 • Develop template for UIP to align with local measures • Hold focus groups • Hire a web designer
Westminster Partnered with Cognia, Marzano, CU Denver C-PEER	• Gather data on current implementation status of the five levels of High Reliability Schools from teachers and principals to use for baseline data	• Developed principal and teacher survey regarding baseline data collection to administer in Spring 2021	• Deliver survey Spring 2021 • Train on High Reliability Schools Summer 2021

Measures, Evidence 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 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

Project Lead	Description of Project Measures and Performance Indicators
S-CAP (see earlier sidebar)	• Academic Performance, student learning dispositions, other valued measures of student success (e.g., advanced coursework, elective participation, work-based learning opportunities, and access to non-traditional learning experiences) and, how systems support student success. • System Supports Review
Jefferson County School Selfie	• Enrollment: total student population, demographics, choice in, choice out, attendance rate, school type (Title I, alternative school, charter, etc.), student/teacher ratio, map of location • Climate: Student Survey (student engagement), family survey (six Parent Teacher Association standards) and Teaching and Learning Conditions in Colorado (TLCC) survey (nine constructs of teaching and learning conditions) • State Data: School Performance Framework (SPF) ratings, (Colorado Measures of Academic Success) CMAS percent met/exceed, within subgroup percentiles, PWR (graduation, dropout, SAT) • District Data: Northwest Education Association Measures of Academic Progress (NWEA MAP), Acadience including within year progress and three-year trends
MOPP (see earlier side bar)	• Qualitative Review Cycle ▪ Schools will be reviewed by an external site visit team made up of members with different expertise, and reviews may focus on specific programs and populations of importance to the school and their mission. ▪ Information may include who participated on the review team, what programs were highlighted (and why), and what some of the highlights of the visit were. • Unique Measures ▪ Pregnant/parenting teens ▪ Students participating in restorative justice program ▪ Students with high parental involvement ▪ Students who participate in internship programs (data collection to be postponed until 21-22) ▪ Student satisfaction surveys ▪ SEL surveys ▪ Students with legal involvement ▪ Students participating in concurrent enrollment ▪ Tracking growth through ePortfolios of 21st century learning ▪ Students participating in construction management program (including those who earn college credit) • Academic Achievement ▪ NWEA MAP • Postsecondary and Workforce Readiness ▪ WorkKeys ▪ Credit/Course Completion ▪ Post-completion success • Student engagement ▪ Student re-engagement ▪ Returning students ▪ Socio-emotional or psychological adjustment ▪ Discipline rate • Student-Centered Growth System ▪ Academic standing (e.g., credit standing, on grade level) ▪ Academic engagement and participation (gaps in attendance, behavior) ▪ Socio-emotional well-being and need (well-being survey)
Vision Charter Academy in Delta	• Climate and engagement survey • Search Institute's Developmental Assets Profile • Career interest inventory and community connections tools and resources
District 49	• Student learning, school culture, safety and security, and leadership and operations.

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

Project Lead	Description of Project Measures and Performance Indicators
	• Level 4: Standards-Referenced Reporting • Level 5: Competency Based Education
Denver Public Schools	• Whole child, school culture, and additional academic measures

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)

Evidence Provided by the Grantees of Effectiveness in Measuring Quality

A majority of grantees are currently designing and developing the components and structure of their systems, including products and deliverables. Full evaluation of the local accountability systems will be available in future years of the grant, including the legislatively required Year 3 external evaluation facilitated by an external contractor and managed by CDE (22-11-705 (5)(a)), if state funds are available. Locally, some projects are moving ahead and 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.

Recommendations to CDE, Legislature, and State Board of Education

Grantees have recommended that CDE develop a website to report out on the products and process of each local accountability system, including links to supplemental reports and continuous improvement documents, examples of promising practices, and resources developed for the Local Accountability System Grant. Grantees have also requested (1) additional resources to develop and evaluate the local systems or measures beyond the third-party evaluation in Year 3 of the grant, (2) the opportunity to share learnings with stakeholders, and (3) opportunities to collaborate with their peers.

CDE Activities to Support Grantees

As a result of disruptions associated with the COVID-19 pandemic and the short Year 1 implementation timeline, CDE was unable to facilitate any grant activities during Year 1 of the grant award year. CDE remained in communication with grantees via phone calls and emails. The legislated convening was scheduled in Year 2 of the grant and took place on July 15, 2020. More supports were put into place in Year 2 of the grant (beginning July 2020) and will be discussed in the next annual report.

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, replicable systems. Some projects have evidence of early implementation, whereas other sites

expect to make more progress after another year. 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.