COLORADO
Department of Education

Annual Report on the Local Accountability System:

Year One Extension (January 2022)

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. 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 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.

2021 Local Accountability System Grant Highlights	
10	Grants Continuing
40	Districts and Individual Schools Participating
$448,025	Total Award Amount in Year 1 (2020)

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 kept momentum of the grantees. Funding was re-established in for the 2021-22 fiscal year, with the 2020-21 year serving as an extension year.

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. 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 their own local approach described in a series of presentations on the grant website.

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 participate in the grant due to competing priorities. Two other grantees have continued to pause activities related to local accountability systems and have rolled their year 1 extension funds over to year 2. Most 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.

Recommendations from Districts

Grantees shared specific recommendations to 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.

Observations from CDE

Grantees benefited from ongoing convenings and technical assistance to strengthen their theory of action and reported positively on supports from CDE and the Colorado Education Initiative (CEI). For many grantees, more time is needed to put implementation into action. Grantees continue to need assistance understanding core state and federal requirements and how to best integrate them into their local models. At this time, the local accountability systems are focused exclusively on internal and external continuous improvement efforts and not tied explicitly to a system of consequences or supports.

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, which may reflect 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 of the grant in July 2021 and funding is available through June 2022.

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, 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 as well. In June 2021, Garfield 16 elected to decline continuing participation 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.

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 in technical assistance through the state and have participated in periodic convenings to share their learnings. However, the disruptions have impacted project timelines and some grantees are not as far along after the Year 1 extension 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

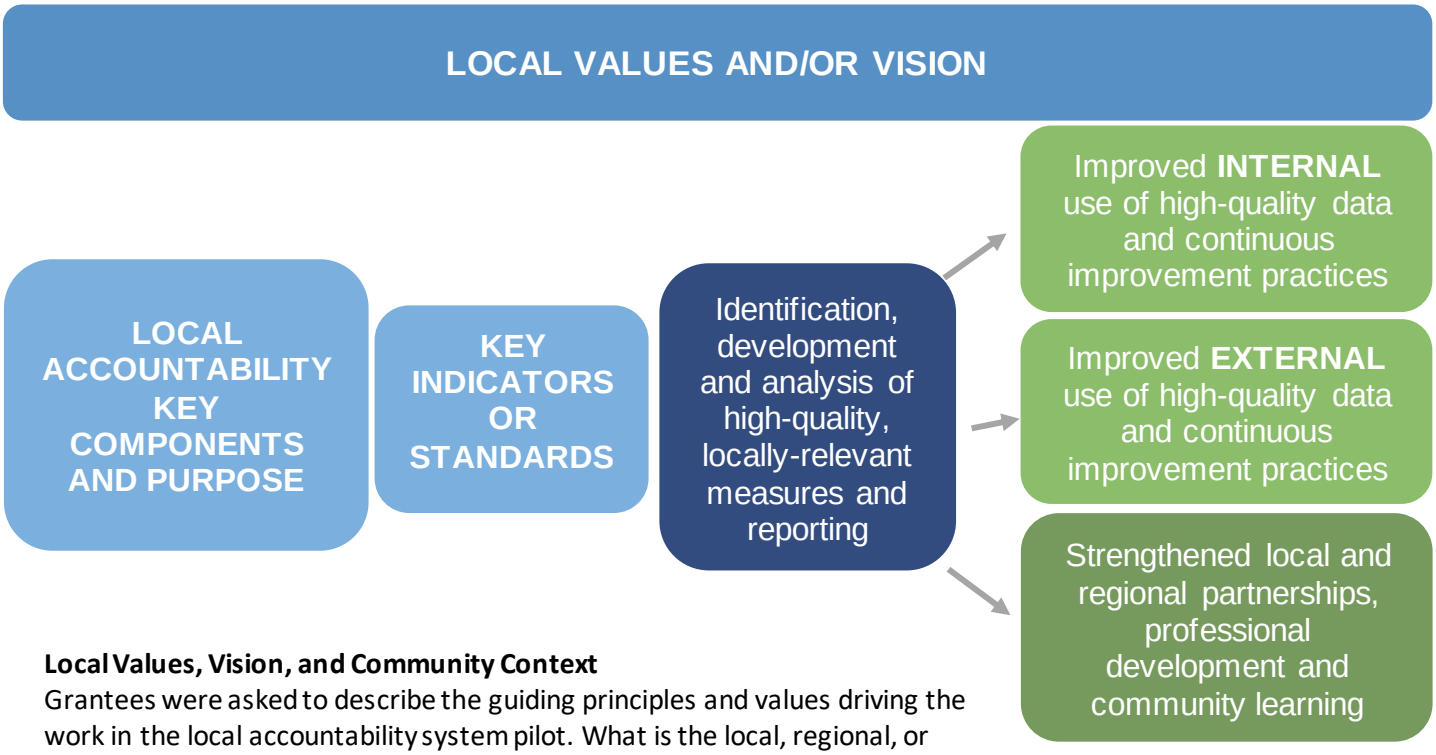
new collections, and/or ensuring the validity of existing collections. These challenges will have longer term impacts, as trend data is an important component of continuous improvement and program evaluation.

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. 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, Canon City, Boulder Valley School District and District 49.

Local Accountability System Grantee Website Video 1

LASG Website Video 2

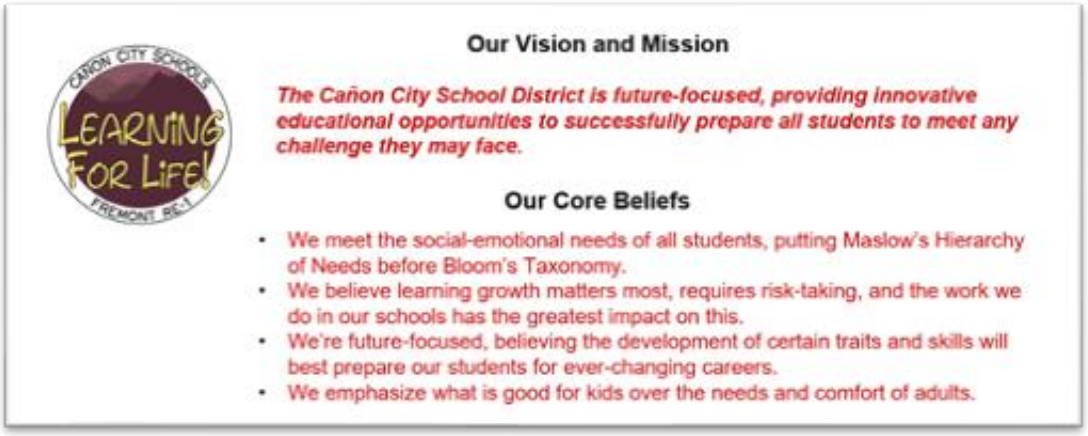
Example Theory of Action Presented by Cañon City

"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.

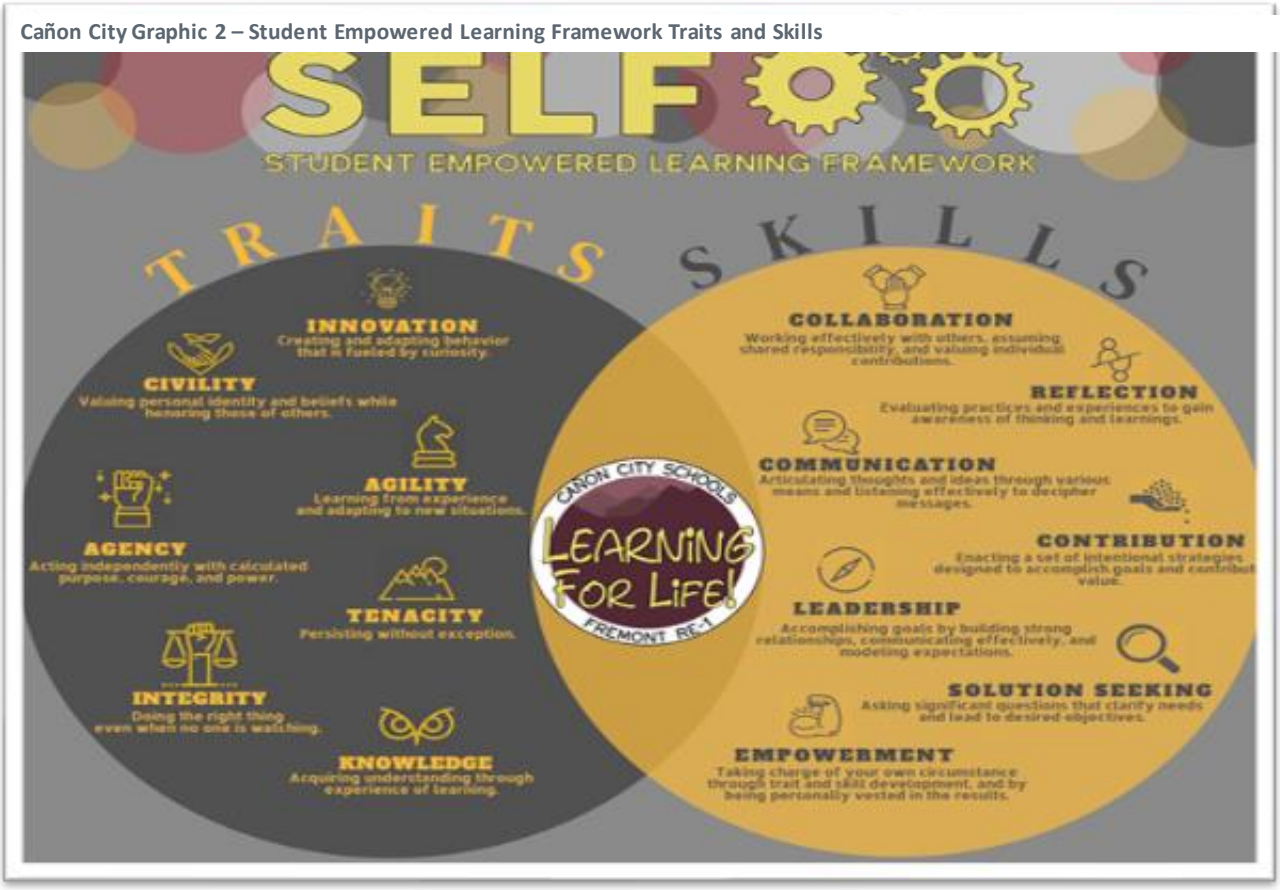
Cañon City Graphic 1 District Vision, Mission and Core Beliefs that drive the Local Accountability System



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.

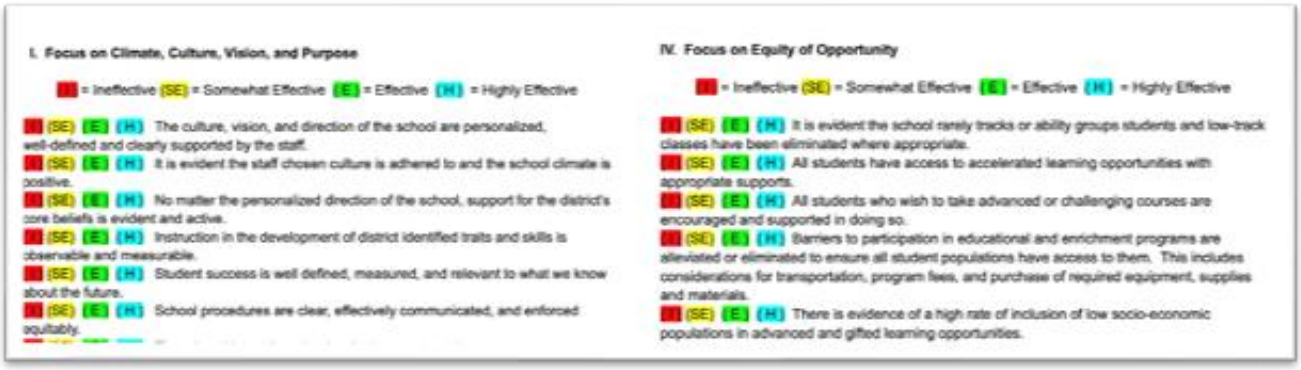
Cañon City Graphic 2 – Student Empowered Learning Framework Traits and Skills



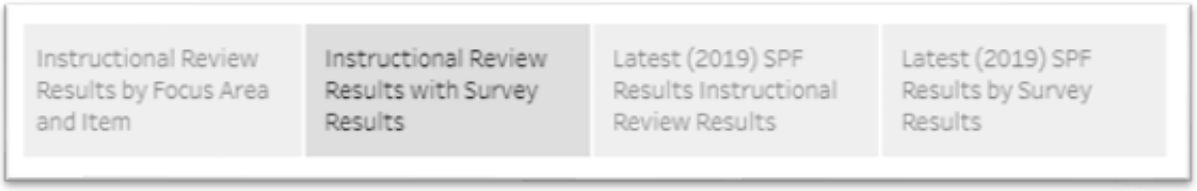
Measures and Reporting

Canon 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



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.

Shared Outcomes

Canon 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).

Other Grantee Progress Updates

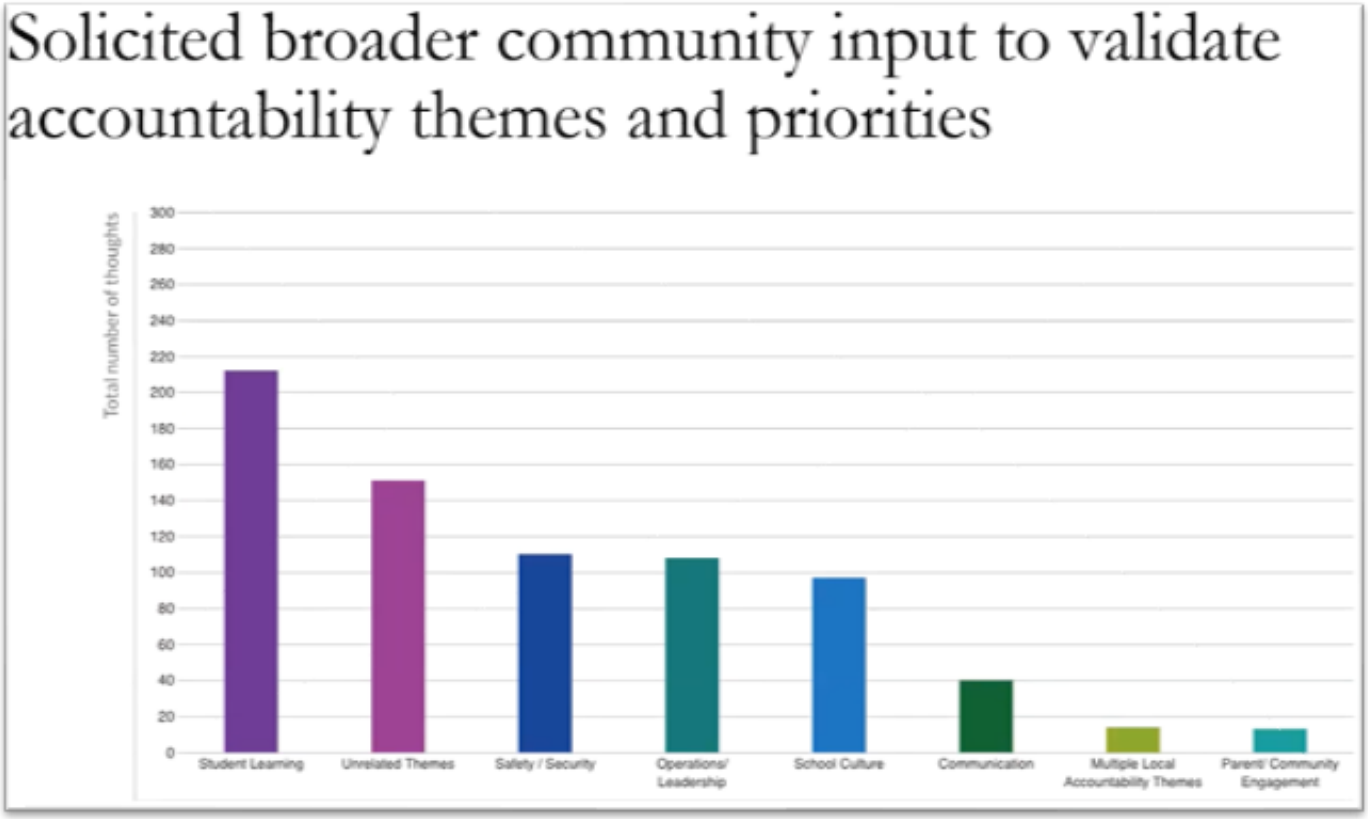
While not all grantees have implemented a comprehensive accountability and continuous system, there are examples of grantees that continue to collaborate with stakeholders (including internal and external groups) to gather values, define standards or indicators, and determine appropriate metrics.

For example, Boulder Valley School District is currently working with 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).

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.

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)

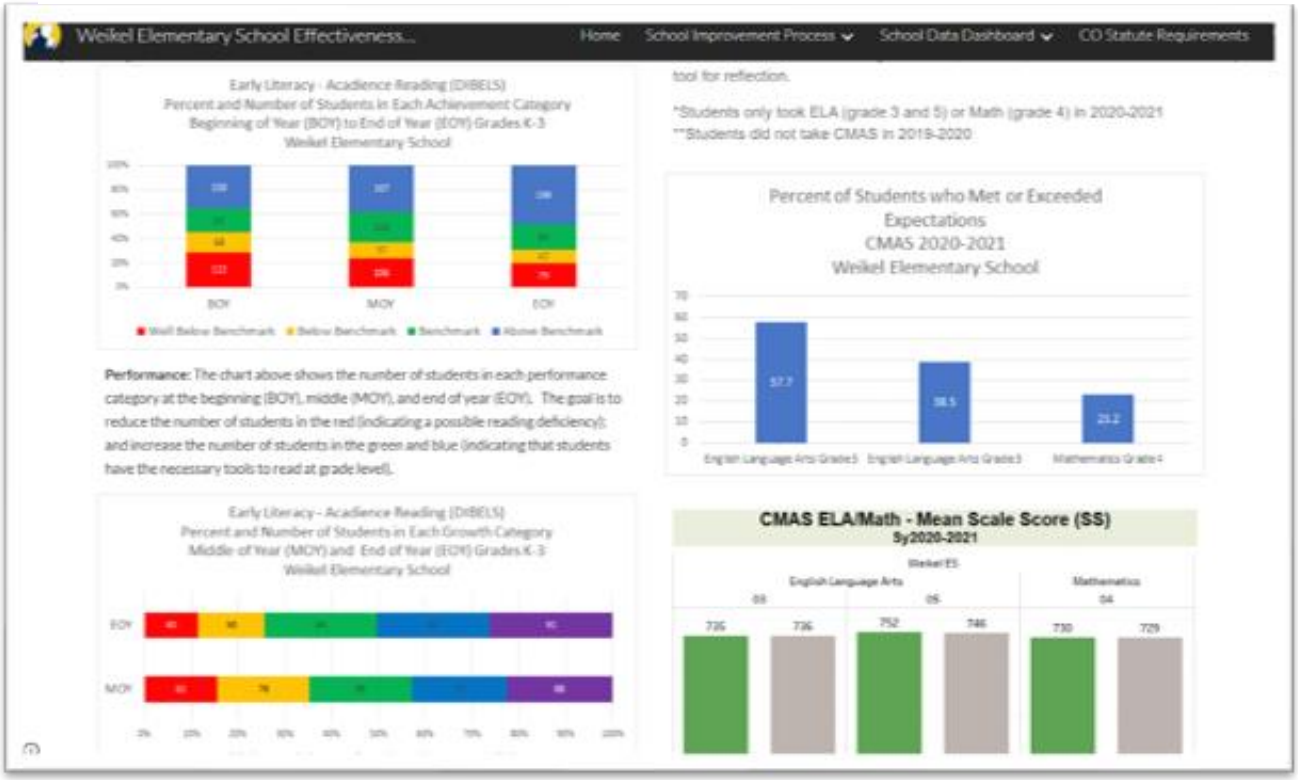


Grantee Flexibility: Alternative Improvement Plans

Three grantees, Fountain-Fort Carson, District 49, and S-CAP member 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 meets state and federal requirements and State Board of Education policy. District 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

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.

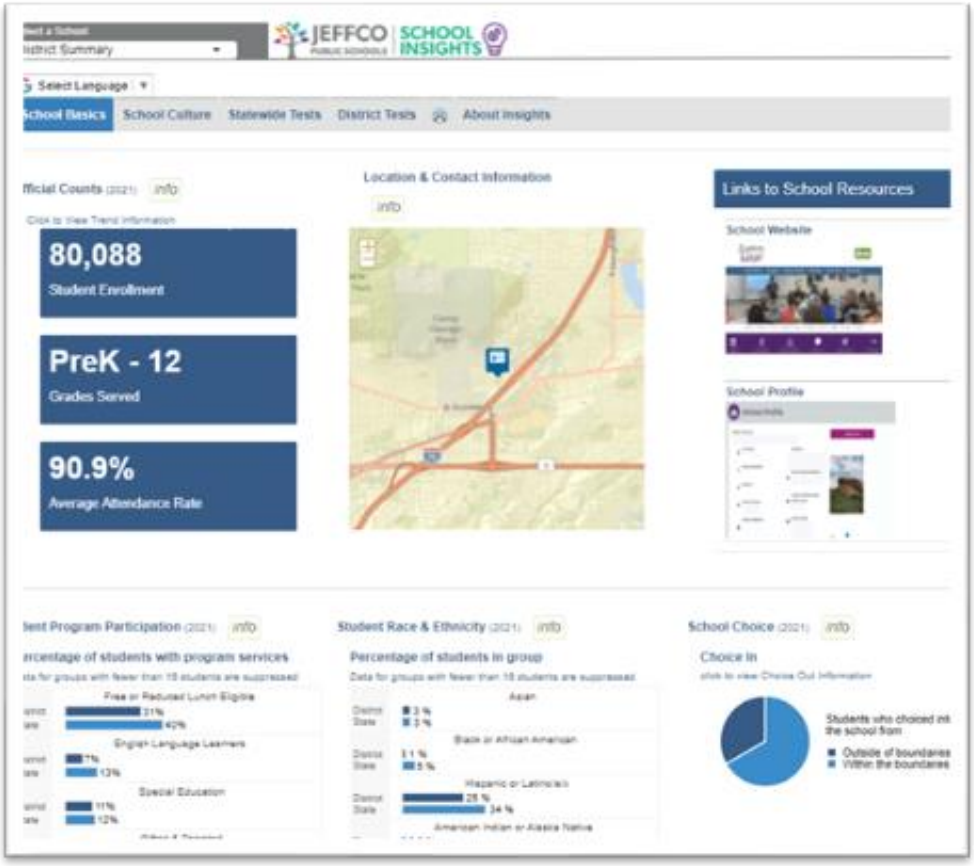


Grantee Flexibility: Supplemental Performance Frameworks

In response to disruptions created by COVID-19, the Colorado state legislature paused state accountability for a second year (HB 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. During this time, the grantees continued to work on their supplemental reports, which either stand alone, such as Jefferson County's School Insights, or are embedded within the school and district websites to share both data reporting and the aligned school improvement efforts.

Examples of comprehensive websites include S-CAP's System Support Review (SSR) rubric based dashboards, 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.

S-CAP Website 1



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

Overall Year 1 Extension Review

Current Goals, Progress and Next Steps

The following table includes a summary of each district 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 Extension 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	• Boulder Valley: Refined metrics, gathered data, created internally facing data displays, engaged a contractor to improve data reporting quality/usability • Greeley: Developed and selected measures • Gunnison: Assessment development and identification • Cañon City: Operationalize rubric, studied promising practices in the district, interviewed stakeholders	• Partner (CADRE) begins to document implementation of metrics and impact in a few schools (BVSD) and at district level (Greeley) • (Cañon City) Review current metrics and revise rubric based on CU Boulder feedback, then create rubric exemplars • (Cañon City) Begin to develop online visual display for reporting out rubric-based results • CADRE completes current year documentation • (Cañon City) Conduct process again this spring and report results out in more effective afterward • Incorporate learning from individual site progress into implementation plan
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	• Continued stakeholder meetings to develop key indicators • Worked with Momentum for measurement tools and data collection • Researched a student information system	• Meet with Momentum to wrap around current progress • Confirm and analyze 40 Asset Survey (pre/post) • Define data collection field for new database construction • Review data collection and develop internal dashboard • Include these measures in the overall performance framework
Student Centered Accountability Program (S-CAP) Partnered with CU Denver C-PEER, Breezy Strategies	• Develop and digitize training modules for facilitators, reviewers, school leaders and board members for System Support Reviews (SSRs) • Support remote SSRs	• Continued evaluation work • Updated training content for SSRs, develop "Advanced" reviewer training • Conducted implementation research on use of SSR findings	• Central platform for project organization / archiving historical data • Continue site visits • Further visualizations tools • Complete onsite SSRs

Leads and Partner(s)	Current Project Goals	Year 1 Extension Progress	Next Steps for Year 2
	• Strengthen district capacity in peer-based accountability and improvement • 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)	• Developed continuous improvement system prototype • Developed peer mentoring frameworks	• Build out comprehensive websites to satisfy/exceed UIP requirements • Utilize the network to share improvement processes • Scale / replicate
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 • Created Action Planning Templates in Enviso to complete all UIP components in system	• Data Modeling • Vetting Model with Staff Committee • Presentation with board • Visualizations completed/made public • Work on Sustainability and connection with action planning/UIPs • Deliberate Messaging
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	• Completed reliability and validity study with WestEd • Developed dashboards for each school (School Effectiveness Matrix) • Considered and identified evidence to use for standards in the SEF matrix	• Complete evidence maps • Execute first District Review Process • Integrate current District Strategic plan into a model similar to the School Effectiveness model

Leads and Partner(s)	Current Project Goals	Year 1 Extension Progress	Next Steps for Year 2
	• 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	• Implemented Alternative Improvement Plan based on outcomes of SEF Matrix • Documented input from community regarding implementation	• Schools can evaluate their evidence gaps and be able to identify strengths and gaps with their school stakeholders including students
Measuring Opportunity Pilot Project (MOPP) Partnered with Momentum Strategy and Research, New America Schools	• Based on unique mission, programming and/or unique student population, support AECs in publicly reporting successes at meeting their population's needs • 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	• Reviewed current SPF/UIP/Supplemental info to develop individualized project roadmaps based on an alignment study • Collaborated on roadmap discussions, put 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	• Supplemental Performance Report for 2021-22 SY • Site visits if the school has selected the Qualitative Review option • Continued networking for members • Supporting roadmap implementation • Collect info on Unique Measures • Continue supporting SCGS including calculator • Start AEC SEL Norming Data • Develop and maintain project website
Jefferson County Public Schools	• Develop School Insights 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 Insights reporting dashboard including soft internal launch • Public launch of School Insights	• Pilot culture components of district insights • Develop shared vision for visualization and reporting in the district • Document source data • Develop sustainable data infrastructure
NE BOCES Partnered with NWEA, Generation Schools	• Create NWEA cut points for Local Acc. Measure • Align UIP to NWEA and College Board • Develop writing assessment • Stakeholder Monitoring Tool to display results	• Met with stakeholders • Developed template for UIP to align with local measures • Held focus groups • Hired a web designer	• Expand 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.

Leads and Partner(s)	Current Project Goals	Year 1 Extension Progress	Next Steps for Year 2
			• Crosswalk existing Accountability Dashboard with UIP requirements.
Westminster Partnered with Cognia, Marzano, CU Denver C-PEER	• Gather data on current implementation status of the five levels of High Reliability Schools (HRS) from teachers and principals to use for baseline data	• Delivered survey Spring 2021 • Trained on High Reliability Schools Summer 2021	• Implementation of HRS Level 1 across all schools in Westminster and Brush • Brush mini-summit completed • Defining elements for a mock up dashboard in process with CU Denver • Final elements of Dashboard identified and mockup completed with CU Denver • All schools have completed HRS level 1 and Level 2 • Dashboard up and running for internal stakeholders with CU Denver • External Accreditation review completed with Cognia

*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.

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 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

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) • Traits: Innovation, Civility, Agency, Agility, Tenacity, Integrity, Knowledge (Canon City) • Skills: Collaboration, Reflection, Communication, Contribution, Leadership, Solution Seeking, Empowerment (Cañon City) • School climate survey, attendance, evaluation rubric, graduation competencies, post-secondary opportunities (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)

Project	Description of Project Measures and Performance Indicators
Delta - Vision Charter Academy	• Climate and engagement survey • Search Institute's Developmental Assets Profile • Career interest inventory and community connections tools and resources
Student Centered Accountability Program (S-CAP)	• 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
Denver Public Schools	• Whole child, school culture, and additional academic measures
District 49	• Student learning, school culture, safety and security, and leadership and operations.
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)
Measuring Opportunity Pilot Project (MOPP)	• 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

Project	Description of Project Measures and Performance Indicators
	▪ 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)
Jefferson County School Insights	• 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
NE BOCES	• NWEA MAP (1) Specific grade level cut-scores for K-8 NWEA. (2) Specific growth targets for each grade level K-8 using NWEA. • College Board, ASVAB, CogAT, STAR
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

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. 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 [C.R.S. 22-11-705 (5)(a)]. 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

As a part of the end-of-year presentations, 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. 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.
- Use 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 parent engagement at the center of decision-making.
- Ensure that accountability documents and tools are parent friendly.
- Ask parents 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 workforce development council and the department of human services.

Supports from CDE directed by the SBE or State Legislature

- Create a dedicated state level resource to support local accountability (e.g., FTE, 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 improvement.
- Build in ways to capture innovation 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 as this is not sufficient to address the cause of inequitable outcomes by identified groups of students.
- 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 data trust.

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. Some projects have evidence of early implementation, whereas other sites expect to make more progress over the next year. Grantee engagement in learning networks was high throughout the school year, and grantees reported that networking and technical assistance opportunities provided by the department led directly to local system reflections and improvements. 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.