



COLORADO
Department of Education

Annual Report on Implementation of Local Accountability Systems: Year Five (January 2026)

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 \(state.co.us\)](https://cde.state.co.us/local-accountability-system-grant)
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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. The program is currently midway through its second cohort of grantees.

History

Cohort 1 - 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 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 from the grantees, the work continued despite the disruptions.

Funding for Cohort 1 - 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. Cohort 1 - Year 2 of the grant took place from July 2021 to June 2022, with 10 grantees participating. Cohort 1 - Year 3 of the grant took place from July 2022 to June 2023. A final wrap-up Cohort 1 - Year 4 extension was given for the 2023-24 school year to assist grantees in spending down final funds.

Current Status

Cohort 2 - The department ran a grant competition in spring 2024 for a second cohort of grantees. In June the State Board of Education approved eight unique grantee projects that include two consortia of districts or schools, one district and five schools. Four approved grantees have been continuing project work from cohort 1 with a focus on new work, and four grantees were new applicants. Grantees are in year two of a three year cohort (2024-25, 2025-26 and 2026-27).

Local Accountability System Grant		
	Cohort 1	Cohort 2
Grantees	10	8
Total Number of BOCES, Districts and Schools	40	32
Total Award Amount Per Year	\$450,000	\$384,000



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:

- 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).*

Local Accountability System Grant Focus Areas

- Public Reporting Dashboards
- Site Visit Protocols & Rubrics
- Non-Academic Indicators
- Stakeholder Values Collections
- Alternative Approaches to Improvement Planning

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 local accountability system's effectiveness and convene grantees to facilitate and support learning.

Description of the Grants Process

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 (dependent upon appropriations). 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 COVID-19 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 for CDE. At the end of the 2020-21 legislative session, the General Assembly reinstated the grant program and state FTE.



Year 2 of the grant covered July 2021-June 2022. Year 3 of the grant covered July 2022-June 2023. At the request of grantees to ensure all funds were spent, a Year 4 cohort extension was allowed, where grantees could request additional funds or use the time to spend down remaining grant dollars. This covered July 2023-June 2024.

In spring 2024, applications were made available for Cohort 2 of the grant. Applications were due April 22 in the GAINS grant management system. Eight applicants were reviewed by an internal CDE team, approved by the State Board of Education in June, and awards were made for amounts between \$26,000 and \$75,000 with a total of \$390,000 requested for each year of the three-year grant period (future awards dependent on appropriations). The new grant cohort began July 2024.

Cohort 2: In June 2024, the State Board of Education approved a second cohort of the Local Accountability System Grant, including four continuing grantees: S-CAP, the Measuring Opportunity Pilot Project (MOPP) renamed as Balanced Accountability & School Improvement Cycle (BASIC), District 49 and Vision Charter Academy in Delta County 50. Four new school level grantees were also awarded: Southwest Open Charter School, Rise Up Community School, AXIS International Academy, and High Point Academy. This cohort includes two consortia, one district, and five single schools including one Alternative Education Campus (AEC), three charters and one dual AEC/charter. Four grantees are working with an accountability system partner, who include CU Denver Center for Practice Engaged Education Research (C-PEER), Breezy Strategies, and Momentum Strategy and Research.



Grant Membership

PROJECT FOCUS	LEAD APPLICANT	PARTICIPATING SCHOOLS AND DISTRICTS	REGION	ACCOUNTABILITY SYSTEM PARTNER
SUPPLEMENTAL REPORTING AND ALTERNATIVE PLANNING	Delta County 50J - Vision Charter Academy	--	Southwest	Momentum Strategy and Research
STUDENT CENTERED ACCOUNTABILITY PROGRAM (S-CAP)	Kit Carson School District	Akron School District Buena Vista School District Burlington School District Dolores School District East Otero School District Ellicott School District Hanover School District Haxtun School District Holyoke School District Ignacio School District Karval School District La Veta School District Las Animas School District Monte Vista School District Sargent School District Sierra Grande 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 REPORTING	District 49 (Falcon)	--	Pikes Peak	--
BALANCED ACCOUNTABILITY AND SCHOOL IMPROVEMENT CYCLE (BASIC) WITH ALTERNATIVE EDUCATION CAMPUSES	Jefferson County - New America School Lakewood	AUL Denver (Denver) HOPE Online High School (Douglas Co) Southwest Open School (Cortez) Rise Up Community School (Denver) GOAL Academy High School (District 49)	Metro North Central West Central Southwest	Momentum Strategy and Research
SOCIAL AND EMOTIONAL LEARNING	Southwest Open Charter School	--	Southwest	Momentum Strategy and Research
SUPPLEMENTAL REPORTING	Rise Up Community School	--	Metro	
SOCIAL AND EMOTIONAL LEARNING	High Point Academy	--	Metro	
SUPPLEMENTAL REPORTING	AXIS International Academy	--	North Central	

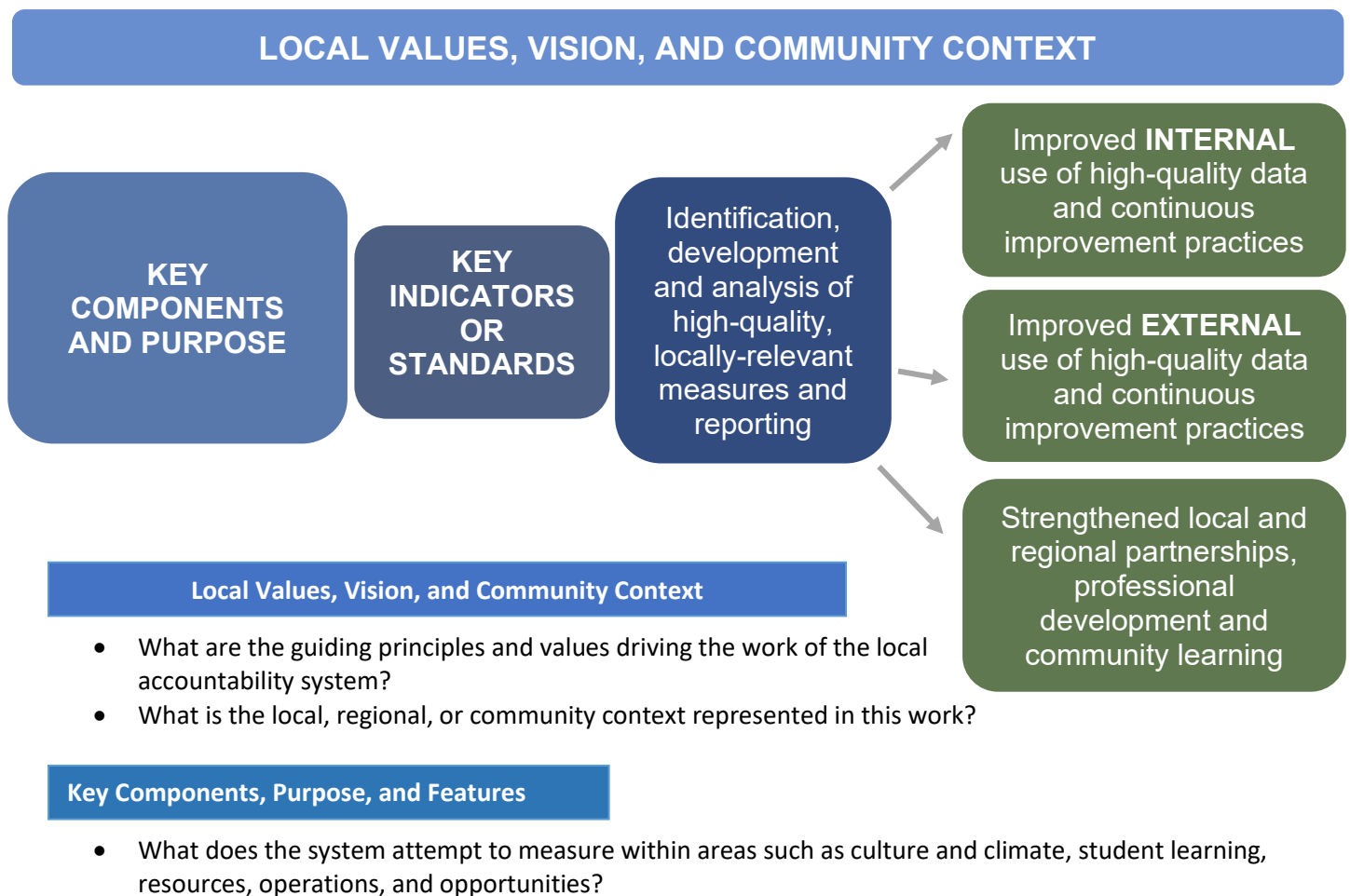
CDE Activities to Support Grantees

For 2024-25, cohort 2 began with an initial kickoff meeting between CDE and each cohort 2 grantee lead. A spring convening brought together grantees to learn from Dr. Chris Brant at the Center for Assessment on assessing socio-emotional skills. A fall convening took place in November to bring grantees together to share updates and plans for the 2025-26 school year. Grantees continue to update their implementation evaluation rubric to report on grant required components and demonstrate progress. Additional convenings are scheduled for January and April.

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 process improvement; external community engagement; and general system improvement through shared learning.

Illustration 1. Flow Map of the Local Accountability System Theory of Action





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?

Utilizing Results and Shared Learning

- 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?

Grantee Flexibility: Alternative Improvement Plans

Two grantees, [Fountain-Fort Carson](#) (cohort 1), and [S-CAP member districts](#) (cohort 1 and 2) are currently taking advantage of the alternative improvement planning format flexibility provided by the grant. CDE continually reviews 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 Frameworks - Official Performance Ratings

Monte Vista C-8 (2740)

59 NORTH BROADWAY
MONTE VISTA, CO 81144

County: RIO GRANDE

Number of Schools: 6
[View School List](#)

[Framework Report PDFs](#) 

[Unified Improvement Plan \(UIP\)](#)

[Alternative Improvement Plan](#)

[Accreditation Contract PDF](#)

[Accreditation Contract Plain Text](#)

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

Grantee Flexibility: Supplemental Performance Reports

Grantees are eligible to provide supplemental performance reports to the Department that are accessible on the CDE SchoolView website. Some grantee supplemental reporting is presented in various formats based on district size, system components, and reporting infrastructure.

Current reports are organized as comprehensive websites that include both alternative 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.

Measures and Indicators

Measures and Performance Indicators Included in Each Local System

Grantees are required to report 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

Organization	Detailed Measures & Performance Indicators
S-CAP Consortium	• Academic Competency: CMAS, SAT/PSAT, WIDA Access, NWEA/Galileo reports; K-3 reading/kindergarten readiness assessments. • Thinking & Learning Dispositions: Locally developed teacher ratings; S-CAP Classroom/School observation tool; Student & Teacher (TLCC + S-CAP items) surveys. • Post-Secondary/System Support: Graduation/Dropout/Matriculation dashboards; Alumni surveys; Attendance/Discipline dashboards. • Implementation Evidence: Audit of Strategic Priorities Note Catcher; Document Review templates; Focus group/Leadership interview note catchers. Example supplemental reports and alternative planning https://scapaguilarschools.com https://akronscap.org https://arriba-flaglerscap.com/ https://scapbvschools.com/



Organization	Detailed Measures & Performance Indicators
	https://merinoscap.org/ https://scap.burlingtonk12.org https://eosdscap.com https://scap.hanoverhornets.org/ https://hcosdscap.org https://ignacioscap.org https://karvalschoolscap.com http://kcscap.com/ https://lavetaschoolsscscap.org https://lascap81054.wordpress.com https://scapmvschools.org/ https://westgrandscap.org https://wiginsscscap.com/
BASIC - Momentum Strategy	• Partnership Documentation: Logs of student/family engagement events; improvement process enhancement records. • Implementation Benchmarking: Alignment tracking between activities and logic models; adult behavior/policy change assessments. • PD Fidelity: Professional Development Strategy Guide 2.0 (Adapted Fidelity Tool) results; PD attendance and staff need identification logs. • Structural Evidence: Completed Succession Plans and shared Sustainability Strategy documents.
District 49	• PLC Performance: Online submission of PLC self-assessment rubrics; PLC+ electronic surveys administered 3x/year. • Academic & Student Voice: STAR test data; "Voice of the Students" survey results integrated into Confluence/Looker dashboards. • Community Engagement: Rubrics transitioned to "installation phase"; Parent portal usage metrics; alignment with CDE Family School Partnership Framework.
AXIS International Academy	• Bilingual & Academic Growth: AAPPL assessment results for bilingual proficiency; interim ELA and Math assessment data. • Operational Health: Trimesterly reviews of the "Organizational Health" dashboard (Accountability, People, System, and Data tabs). • Engagement Input: Monthly reporting from Program Excellence (PEC) and School Accountability (SAC) committees.
Southwest Open Charter – SEL Survey	• SEL Participation: Fall/Winter/Spring participation rates (target ~70%+); matched student score reports (longitudinal growth).



Organization	Detailed Measures & Performance Indicators
	• Competency Distribution: Reports drilling down into "Thriving, Competent, Developing, In Need of Support" categories by grade/subgroup. • System Feedback: Post-survey evaluation results from school leaders on report usefulness.
Rise Up Community School	• Cultural & Mental Health: Quarterly student reflections on restorative circle/interdependence practices; 3-question NSME/group therapy check-ins. • Systems Monitoring: Data protocol audit results across teams. • Summative Outcomes: Daily attendance rates; credit passing rates; behavior incidence frequency.
High Point Academy	• Wellness Metrics: CASEL standards alignment; 9 dimensions of wellness assessment results; ReThinkEd data collection. • Environmental Evidence: Walk-through tools and site visit criteria focused on wellness; MTSS student wellness data tracking. • Knowledge Acquisition: Evidence of site visits to wellness-focused schools and CASEL conference attendance.
Vision Charter / Delta 50J	• Survey Data & Logic: Social Emotional Survey (5th-12th) results; Family Satisfaction Survey data. • Data Infrastructure: Transition logs from Google Spreadsheets to the new formalized data system. • Strategic Progress: Documentation of unified UIP and Strategic Plan goals.



Grantee Progress and Planned Activities

Year 1 (July 2024 - June 2025) Progress Highlights

The first year of Cohort 2 focused on laying out the groundwork for robust local accountability systems. Grantees engaged in critical activities to define their frameworks, develop measures, and foster stakeholder involvement.

Organization	Category / Area	Progress Highlights
AXIS International Academy	Dashboard Development	Successfully designed a comprehensive dashboard template integrating academic achievement, bilingual proficiency, student attendance, and stakeholder perception data.
	Performance Metrics	Developed robust metrics, particularly for tracking bilingual proficiency via AAPPL assessment, and integrated interim ELA/Math assessment data.
	Organizational Analysis	Created an "organizational health" tab grouping performance indicators into Accountability, People, System, and Data, reviewed trimesterly.
	Stakeholder Engagement	Established consistent structures for the Program Excellence Committee (PEC) and School Accountability Committee (SAC) to review data and provide input, with monthly reporting to the Board of Directors.
	Implementation Capacity	Director of Strategy completed Co-Active Coaching model training to evaluate school culture and community engagement qualitatively.
Vision Charter/Delta County 50(J)	Committee Formation	Established a weekly Local Accountability Committee (LAC) that deliberated on audience, existing data, and reporting goals.
	External Partnership	Partnered with Momentum, including a site visit by Jim Griffin, to produce a guiding document for data goals and purpose.
	Survey Implementation	Developed and implemented two focused surveys (Social Emotional Survey for 5th-12th grade and Family Satisfaction Survey) with Momentum's support, yielding substantial data.
	Data System Acquisition	Purchased a data system to manage processes and collect reportable data, addressing previous reliance on Google Spreadsheets and offering dashboard capacity.
District 49	Local Accountability Committee (LAC)	Meticulously articulated vision, goals, purpose, and outcomes for the grant, including a comprehensive theory of action and logic model with consultant Lori Cooper.
	Problem Statement Refinement	Identified inconsistent implementation of Professional Learning Community (PLC) practices as the core challenge.



Organization	Category / Area	Progress Highlights
	Implementation Tools	Identified and began customizing an existing PLC self-assessment rubric for online submission and reporting. Defined measures for PLC performance at all levels.
	Data Strategy	Prepared to leverage survey data as a short-term outcome indicator and developed a dashboard for analysis, integrating STAR tests and Voice of the Students surveys.
	Knowledge Management	Selected and utilized Confluence Platform for documentation, serving as a PLC workspace and resource hub to prevent knowledge loss.
	Family/Community Engagement	Reviewed current strategies, transitioned to installation phase of rubric, formed a subgroup for parent portal/academic strategies, and aligned with CDE's Family School and Community Partnership Framework.
	PLC+ Training	Faced rescheduling challenges but successfully held one training session with 40 administrators and coaches.
	Fall 2024 PLC+ Survey Results	Revealed variability in PLC implementation, with challenges in protected time and focus on collective learning, but strengths in trust and shared goals in some schools. Identified need for more practical, data-driven PLC work.
	Software Platform	Identified Looker for advanced data analysis and visualization, and Confluence for collaboration and knowledge management, with foundational setup completed.
High Point Academy	Wellness Integration	Explored ways to incorporate wellness (based on CASEL standards and 9 dimensions of wellness) into evaluation systems for students and adults.
	Partner Collaboration	Worked with EL Education and ReThinkEd to determine how to measure/monitor wellness components, learning about varying perceptions of wellness.
	Data Utilization	Identified that existing infrastructure from partners provided student wellness data, but a plan is needed to better utilize this information and capture staff wellness data.
S-CAP / Kit Carson (Consortium)	Scalability	Achieved significant progress with comprehensive S-CAP documentation and expanded membership capacity (454 trained reviewers across participating districts). Refined processes with four distinct SSR formats.
	Replicability	On track with complete system documentation available for external entities and established partnerships with C-PEER and Breezy Strategies.
	NIC Support	Made strong progress in enhancing feedback mechanisms for strategic priorities and integrating professional learning through peer interactions. Demonstrated multi-stakeholder involvement.



Organization	Category / Area	Progress Highlights
	Cross-District Innovation	Early stage progress with a robust network of trained reviewers and established governance structure for collaboration.
	Platform/Infrastructure	Substantial achievement with operational S-CAP district websites and user-friendly dashboards, comprehensive evidence collection systems, and ongoing validity/reliability analysis by C-PEER.
	Stakeholder Engagement	Exceeded expectations with active participation from superintendents, teachers, students, families, and local school boards, ensuring community transparency through public reporting.
Rise Up Community School	Measure Identification	Identified three key areas for clearer data as an alternative school: school culture, mental health, and adult systems work.
	Current Practice Evaluation	Through coaching, evaluated current practices to strengthen student outcomes: restorative circle practice for positive interdependence, Neurosequential Model for Education (NSME) and group therapy for anxiety, and a streamlined data system for all teams.
Southwest Open Charter / SEL Survey	Streamlined SEL Survey	Implemented a new method for administering the AEC SEL Survey, resulting in a significant increase in participation rates (74.8% in Fall, 69.9% in Winter, 73.9% in Spring), compared to prior years. Achieved a high percentage of matched student results across administrations (68% fall-to-winter).
	Actionable Data	Released reports allowing schools to drill down into data by grade, classroom, and subgroup, providing insights into social-emotional competencies (categorized as Thriving, Competent, Developing, In Need of Support).
	Effectiveness Evidence	Initial feedback from school leaders indicated clear communication, easy access for students, and usefulness of reports for improvement planning and student progress monitoring.
	Growth Quantification	Promising initial results for matching student scores across test windows suggest potential for an AEC SEL growth indicator in the future.
	Conference Presentations	Presented project successes and data utilization at state and national conferences, leading to interest from new AECs in adopting the survey.
BASIC - Momentum Strategy	Installation & Stakeholder Engagement	The installation stage was successfully completed. Regular stakeholder engagement is now scheduled as part of the BASIC strategy. Next steps involve incorporating this structure into participating schools and finalizing



Organization	Category / Area	Progress Highlights
		engagement teams at each location. Progress monitoring updates are integrated to keep stakeholders informed.
	School Integration & Progress Monitoring	Engagement strategies were reinforced with regular touchpoints. The goal is to embed these practices within participating schools and finalize engagement teams. Stakeholders now receive structured updates to support transparency and alignment.
	Data Collection & Metrics Development	Initial protocols were identified and require adaptation for individual school needs. Data collection tools are embedded in the PM tool, with scheduled collection in the fall. Metrics have been initially established for most schools in the program.
	Progress Monitoring System Refinement	A structured PM framework was developed and is now being customized per school. Fidelity tools were created using CDE strategy guides to assess implementation. A schedule for reviewing implementation progress was established. Most schools have successfully completed plan development work.
	Professional Development Framework Finalization	A PD fidelity tool has been prepared for distribution to schools. The Professional Development Strategy Guide 2.0 (Adapted Fidelity Tool) is finalized. The supporting system for PD fidelity assessment is now operational.
	Sustainability & Succession Planning	Sustainability and succession plans have been developed and are ready to be shared with schools.
	Finalizing Long-Term Sustainability Structures	Succession plans are now fully prepared and available for schools. Sustainability strategies have been refined to ensure long-term implementation success. Schools will receive guidance on integrating these plans into their ongoing frameworks.



Year 2 (July 2025 - June 2026) Planned Activities

Year 2 will build upon the foundational work of Year 1, focusing on embedding systems, scaling successful practices, and refining data utilization.

Organization	Focus Area / Category	Planned Activities
AXIS International Academy	System Embedding	Focus on embedding the dashboard into daily practice and decision-making.
	Capacity Building	Director of Strategy will train all school leaders and instructional staff on dashboard use for data entry, monitoring, and analysis, with ongoing coaching.
	Dashboard Refinement	Refine the dashboard and tools based on user feedback to ensure usability and relevance.
	Stakeholder Data	Expand stakeholder engagement by analyzing family, student, and staff survey data more frequently and integrating it into the dashboard for PEC and SAC meetings.
	Culture of Data Use	Aim to build a robust culture where performance metrics are routinely discussed and acted upon at all levels.
Vision Charter/Delta County 50(J)	LAC Meetings	Continue weekly Local Accountability Committee meetings to develop data points, confirm alignment with school priorities, and unify UIP and Strategic Plan goals.
	Dashboard Development	Work on developing the dashboard to share their story.
	Alternative Framework	If time allows, begin discussions on developing an alternative Performance Framework structure.
	Momentum Partnership	Partner with Momentum for data fidelity and support in dashboard and potential alternative framework development.
District 49	LAC Engagement	Conduct monthly LAC meetings with principal representation from each D49 Zone and ensure LAC representation in monthly ENGAGE 49 committee meetings.
	Community Embedding	Collaborate with ENGAGE 49 to embed local accountability activities into Family and Community events.
	Data Dashboard	Hold consultation meetings with Zone Superintendents, continue dashboard development in Confluence, and pilot initial use in selected schools.
	Portrait of a Graduate	Initiate "Portrait of a Graduate" work using the Wayfinder Platform.
	Professional Learning	Add courses emphasizing parent involvement for teachers, continue PLC trainings (three dedicated days),



Organization	Focus Area / Category	Planned Activities
		and administer PLC+ surveys electronically three times per year.
	PLC+ Support	Hold monthly PLC+ user group meetings to support implementation, provide learning, and share promising practices.
	Consultant Collaboration	Continue collaboration with Lori Cooper on next phases of implementation.
High Point Academy	Measure Setting	Focus on setting measures based on collected wellness information and developing supportive systems to monitor community wellness.
	Collective Understanding	Define what wellness means for the school community (students, staff, families) to build collective awareness and accurately measure effectiveness.
	Family Engagement	Engage families in naming wellness priorities and provide consistent information on the importance of this work.
	Multi-Year Plan	Crosswalk the 9 dimensions of wellness and CASEL framework to build a multi-year plan for incorporating wellness into the accountability system.
	Progress Monitoring	Consider leader, teacher, and student measures for success and how to progress monitor/evaluate success (mix of surveys, walk-through tools, site visit criteria).
	MTSS Structure	Utilize the MTSS structure to collect, analyze, and evaluate student wellness data tracking to school-wide SEL goals.
	Learning from Others	Conduct site visits to schools with a wellness focus and attend annual wellness conferences (CASEL) to deepen knowledge.
	Partner Work	Continue work with ReThinkEd to collect data, establish differentiated supports, and help students/staff set wellness goals.
S-CAP / Kit Carson (Consortium)	Scalability Implementation	Launch pilot programs with additional rural districts, implement refined SSR processes, and evaluate staffing/resource allocation.
	Replicability/Partnerships	Initiate beta-testing with non-traditional districts, develop intellectual property agreements, and refine replication materials.
	Enhanced NIC Support	Implement formal NIC structures for strategic priority development, launch collaborative resource development, and provide enhanced support for local board engagement.
	Cross-District Innovation	Establish formal affinity groups, launch virtual collaboration platforms, and facilitate quarterly



Organization	Focus Area / Category	Planned Activities
		innovation sessions to document and disseminate successful innovations.
	Technology Enhancements	Upgrade S-CAP district websites with enhanced dashboard capabilities, implement improved data collection/analysis tools, and develop virtual SSR capabilities.
	Quality Assurance	Continue C-PEER partnership for ongoing validity/reliability analysis and publish research findings.
	Stakeholder Engagement	Expand local stakeholder involvement, enhance family/student voice integration, and develop community reporting mechanisms.
	Professional Learning	Formalize peer learning, create professional development modules, and establish mentorship programs.
	Evaluation	Conduct baseline data collection, mid-year progress assessment, comprehensive stakeholder feedback, and annual evaluation.
Rise Up Community School	Interim Measure Implementation	Implement interim measures for the three identified areas: Positive Interdependence: Implement common student practices for negative behaviors (e.g., missing school, student-to-student conflict) and have students reflect quarterly. Mental Health: Create a 3-question check-in for students on their use of tools from NSME and group therapy. Streamlined Data System: Monitor the data protocol used across teams.
	Progress Monitoring	Ensure interim measures show progress towards summative data goals (high attendance, high passing rates, lower behavior incidences).
Southwest Open Charter School / SEL Survey	Longitudinal Reports	Build out student longitudinal reports to be included in the fall, allowing easy viewing of score changes over multiple administrations.
	Instructional Video	Provide a recorded instruction video on accessing survey administration "back end" and customizing communication emails.
	Onboarding	Onboard new schools participating in the fall.
	Webinar Training	Conduct a live webinar training for all participating schools on survey administration, communication, and report interpretation.
	Survey Administration	Recommended fall, winter, and spring survey windows with minimum 8-week intervals.
	Data Analysis	Merge survey data across windows and report on the percentage of students with at least two results across the year.



Organization	Focus Area / Category	Planned Activities
	Evaluation	Send out evaluation survey and facilitate a meeting to gather feedback on the survey process.
BASIC - Momentum Strategy	Goal #1: Strengthening Stakeholder Partnerships	Schools actively partner with students, families, and community stakeholders. Engagement practices are documented to show enhancements in the improvement process.
	Goal #2: Ongoing Monitoring & Benchmarking	Goals, activities, and data are regularly discussed with leadership, site staff, and stakeholders. Measurable benchmarks are aligned with the implementation plan or logic model. Policies, practices, and adult behaviors are assessed for progress toward benchmarks.
	Goal #3: Data Collection & Analysis for Continuous Improvement	The data team consistently reviews progress toward benchmarks. Goals remain on track, with necessary adjustments identified for off-track areas. Interventions and in-time support are developed and communicated with stakeholders.
	Goal #4: Identifying & Implementing Evidence-Based Practices	Root causes of challenges are analyzed. Teams select evidence-based practices, programs, or interventions for implementation.
	Goal #5: Strengthening Professional Development Systems	School leadership plays an active role in scheduling training and PD opportunities. The LEA systematically identifies staff needing PD and ensures access. Data collection and analysis inform the effectiveness of PD initiatives. A structured plan supports ongoing PD beyond initial training phases.
	Goal #6: Sustainability & Succession Planning	Succession plans enable seamless onboarding for leadership, improvement teams, and staff. Sustainability strategies extend beyond BASIC funding (e.g., securing long-term budget positions).



Conclusion

Cohort 2 of the Local Accountability System Grant has demonstrated progress in its first year, with grantees actively developing and refining local accountability systems tailored to their unique contexts and community values. 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 improvements. The focus on comprehensive measures, robust data infrastructure, and stakeholder engagement is evident across all projects.

Qualitative evidence points to increased community involvement, more relevant data utilization, and strengthened internal processes. Year 2 (SY 2025-26) is poised to deepen these efforts, embedding the new systems into daily practice and ensuring their long-term sustainability. 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 improvements. CDE will continue to monitor these initiatives, sharing lessons learned to inform broader state-level accountability efforts. 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 the grant continues into Cohort 2, including evaluation activities performed internally by the department.