



COLORADO
Department of Education

**State Advisory Council for
Parent Involvement in Education**
Full Council Meeting
February 13, 2024



State Advisory Council for Parent Involvement in Education

Introductions

- Name
- Role on SACPIE
- Answer the silly question Darcy will ask.





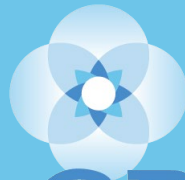
November Meeting
Minutes Approval

Travel Reimbursement

Chair and Vice Chair
Election



State Board of Education and SACPIE

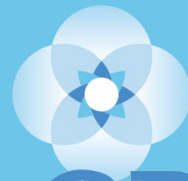


SACPIE

State Advisory Council for Parent Involvement in Education



Colorado's Accountability System and Task Force



SACPIE

State Advisory Council for Parent Involvement in Education





SACPIE

Discussion on State Accountability

February 2024



What would make this conversation most helpful?

- How much do you know about Colorado's Accountability system?

Fist = You are killing me with the acronyms. SPF has something to do with sunscreen, right?

5 = Move over. I can run this discussion on accountability.

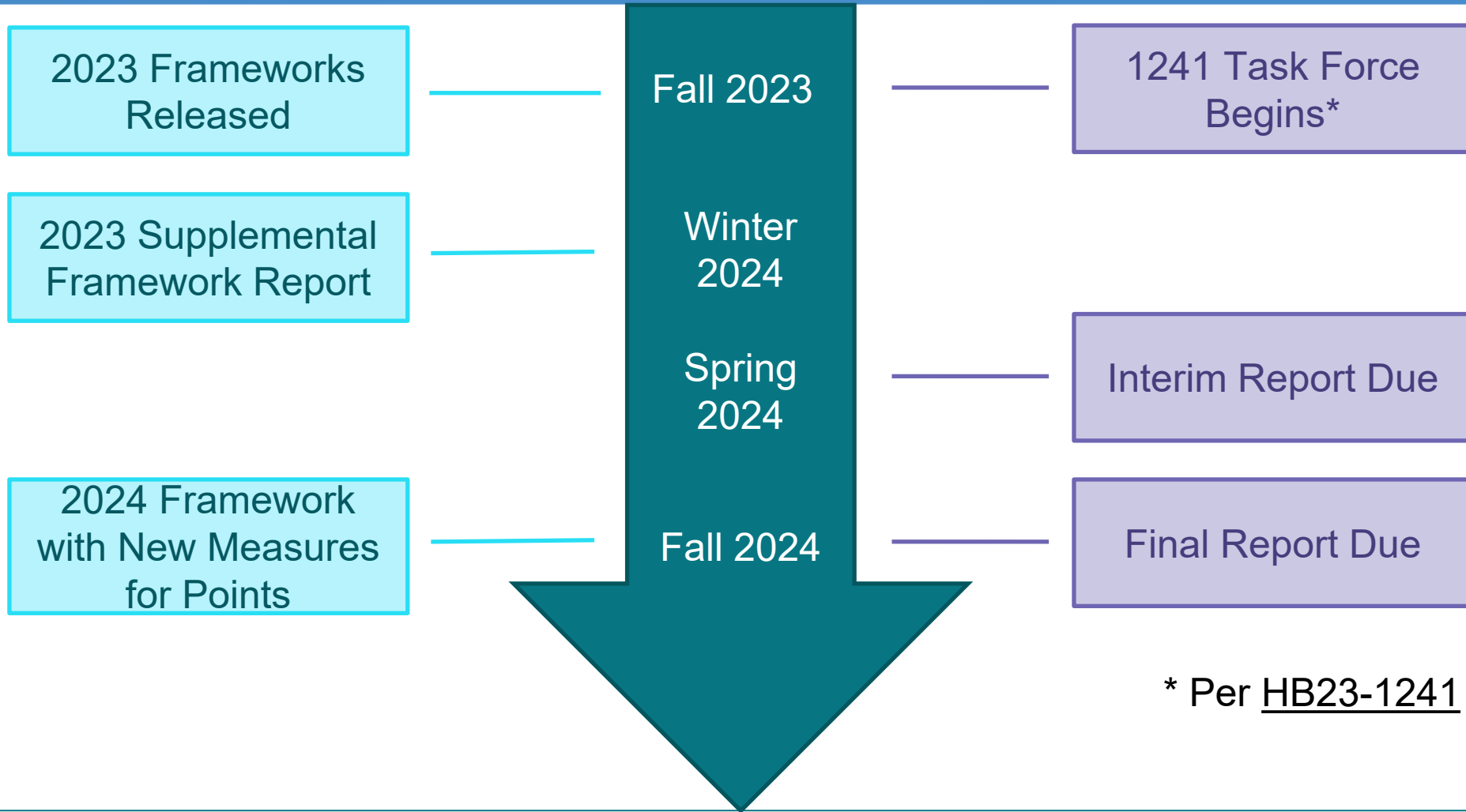


- What specific questions do you have about our accountability system?
- What is important for SACPIE to have a good grounding on this topic?

Table of Contents

- State Accountability Overview
- Elements of the State Accountability System
 - Frameworks with special in-depth section on Postsecondary & Workforce Readiness Indicator
 - Public Reporting
 - Improvement Planning
 - Public Engagement
 - Supports and Interventions
 - Accreditation
 - Awards
- Future of Accountability
- Resources and Other Bonus Content

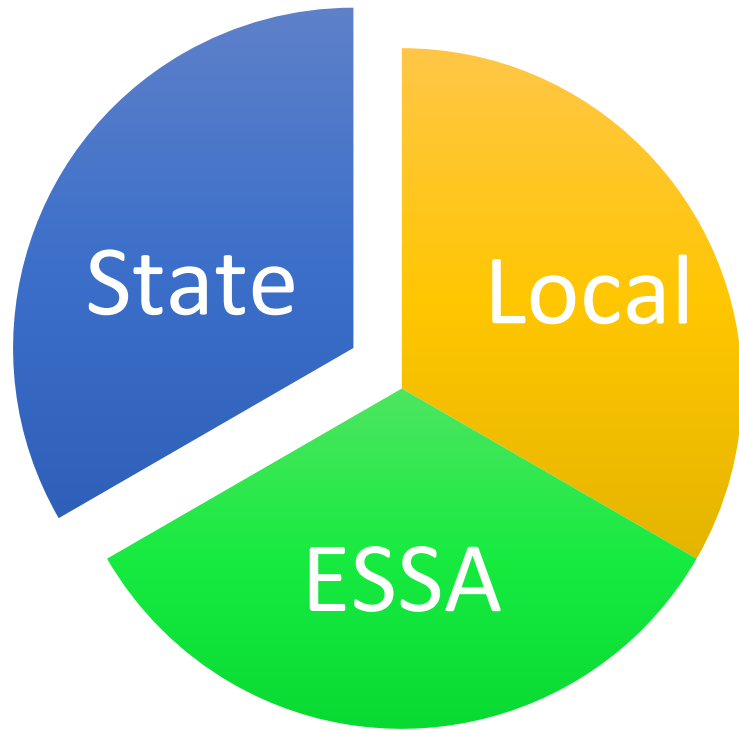
Overarching Accountability Timeline



H.B. 23-1241: Accountability, Accreditation, Student Performance and Resource Inequity Task Force

- Link to Bill: <https://leg.colorado.gov/bills/hb23-1241>
- Purpose: Creates a representative task force of 26-members that studies academic opportunities, inequities, promising practices in schools, and improvements to the accountability and accreditation system.
- Task Force Website: <https://www.cde.state.co.us/accountability/accountability-task-force>
- Builds upon: [Accountability Audit](#) and the [Local Accountability System Grant](#)
- Timeline:
 - July 1, 2023: Task force members appointed
 - August 15, 2023: Department contracts with a facilitator
 - No later than September 1, 2023: Convene first meeting
 - March 1, 2024: Interim report
 - November 15, 2024: Final report reflecting findings and recommendations to the education committees of the house of representatives and senate, the governor, the state board, the commissioner of education and the department.

Colorado's Educational Accountability System

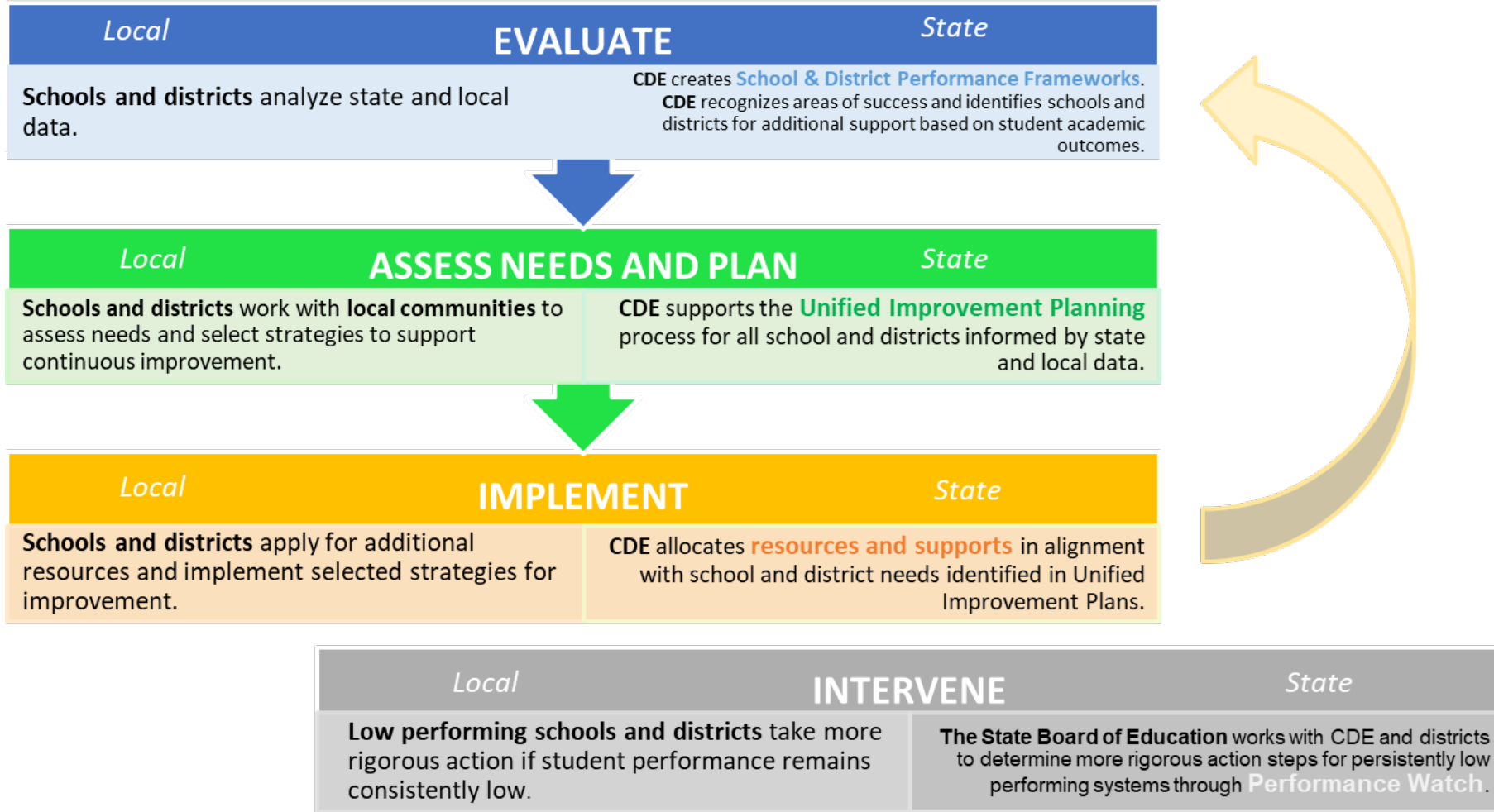


- Local accountability
 - Locally elected boards oversee superintendent and district policies
- State Accountability
 - Colorado Educational Accountability Act
 - Includes Performance Frameworks, Improvement Planning, Accountability Clock, Accreditation Contracts, Accountability Committees
- Federal Accountability
 - Every Student Succeeds Act - State plan approved
 - Schools on improvement (CS, TS, A-TS)



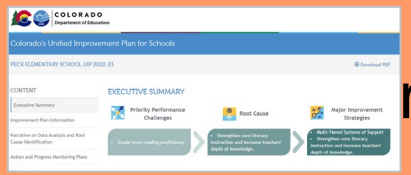


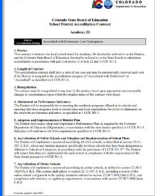


Accountability Theory of Action



Accreditation



Elements of the Current State Accountability System

<h2>Frameworks</h2> 	<h2>Public Reporting</h2> 
<h2>Improvement Planning</h2> 	<h2>Public Engagement</h2> 
<h2>Supports and Interventions</h2> 	<h2>Accreditation</h2> 
<h2>Awards</h2> 	<h2>Anything else?</h2> 

General Accountability Cycle

	Frameworks	Public Reporting	Improvement Planning	Accountability Committees	Support & Interventions	Accreditation	Awards
Fall	(Aug) CDE released prelim frameworks	Updated based upon available data	(Oct) Due for public posting	Locally decided timeline	Available	Local boards accredit schools	
Winter	(Nov/Dec) State board finalizes frameworks	Available	Implement and monitor plan	Locally decided timeline	Available	(Dec) State Board accredits districts	(Dec) Awards announced
Spring		Available	Major updates for next school year based on local data	Locally decided timeline	Available	District contracts available for public viewing	Awards Ceremony
Summer		Available	Refinement and verification with state data	Locally decided timeline	Available	District contracts available for public viewing	

Elements of the Current State Accountability System

Frameworks

Public Reporting

Improvement Planning

Public Engagement

Supports and Interventions

Accreditation

Awards

2023 Preliminary District Performance Framework

(0000) District Framework Report Grade Levels: EMH - (1 Year)

Accreditation Rating **Official Rating based on 1-Year DPF Report**

Accredited **58.8/100 Points Earned**

Distinction

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Accredited: **58.8%**

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	51.4%	15.4/30	Approaching
Academic Growth	66.7%	26.7/40	Meets
Postsecondary & Workforce Readiness	55.8%	16.7/30	Approaching

Accreditation categories are based on the total percentage of points earned.

Accredited with Distinction: 74.0% - 100%

Assurances

Assurance	Rating
Accountability Participation Rate	Meets 95% Participation
Finance	Meets Requirements
Safety	Meets Requirements

Accredited: 56.0% - 73.9%

Accredited with Improvement Plan: 44.0% - 55.9%

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	3,860	3,708	96.1%	100	99.4%	Meets 95% Participation
Math	3,857	3,724	96.6%	109	99.5%	Meets 95% Participation
Science	1,254	933	74.4%	313	99.1%	Meets 95% Participation

Accredited with Priority Improvement Plan: 34.0% - 43.9%

Accredited with Turnaround Plan: 0.0% - 33.9%

Insufficient State Data: No reportable achievement and growth data.

Total Participation Rate Descriptor for Planning Purposes: Meets 95% Participation

Summary of Ratings by EMH Level


EMH Level	Indicator	Percent of Points Earned	Points Earned/Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	43.8%	17.5/40	Approaching	48.0%	Improvement
	Academic Growth	50.9%	30.5/60	Approaching		
Middle	Academic Achievement	54.9%	22.0/40	Approaching	63.4%	Accredited
	Academic Growth	74.1%	44.5/60	Meets		
High	Academic Achievement	55.7%	16.7/30	Approaching	66.5%	Accredited
	Postsecondary & Workforce Readiness	75.0%	30.0/40	Meets		
	Postsecondary & Workforce Readiness	55.8%	16.7/30	Approaching		

() No Reportable Data
 (*) Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Low Participation" descriptor to help readers when interpreting accountability data. The descriptor does not impact framework calculations. English Learners in their first year in the U.S. who were eligible to take the ELP assessment count as participants for ELA/EBRV.



Performance Frameworks | Purpose

- Provides a **statewide comparison of student performance** that highlights areas of success and areas for improvement.
- Identify those districts and schools whose students are **lowest-performing** based on academic achievement, growth and postsecondary workforce readiness data, and direct state support and intervention appropriately.
- Identify those districts and schools whose students are the **highest-performing** based on academic achievement, growth and postsecondary and workforce readiness data, recognize them and learn from their practices.

 **COLORADO** Department of Education **2023 Preliminary District Performance Framework** ☰

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Performance Frameworks | Performance Indicators



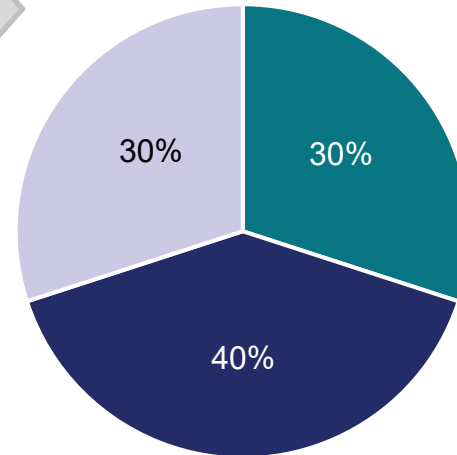
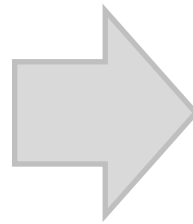
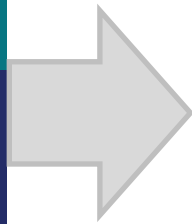
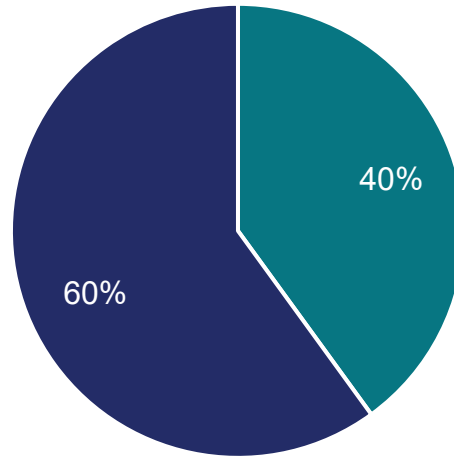
Performance Indicator	Performance Data
Academic Achievement	<ul style="list-style-type: none"> • Mean scale score • English language arts, math, and science assessments • Overall and for disaggregated groups
Academic Growth	<ul style="list-style-type: none"> • Median student growth percentile • English language arts, mathematics and English language proficiency assessments • English language proficiency On Track metric • Overall and for disaggregated groups
Postsecondary and Workforce Readiness	<ul style="list-style-type: none"> • SAT – Evidence-Based Reading & Writing and Mathematics • Graduation Rate • Dropout Rate • Matriculation Rate (includes military enlistment) • Industry credentials, included in Career and Technical Education and overall matriculation rates calculations • Overall and for disaggregated groups (except for Matriculation rate)

School and District Performance Framework Ratings



Performance Indicator	Weight
Academic Achievement	40% Elementary & Middle Schools
	30% High Schools & Districts
Academic Growth	60% Elementary & Middle Schools
	40% High Schools & Districts
Postsecondary and Workforce Readiness	30% High Schools & Districts

Elementary & Middle Schools



High Schools & Districts

Ratings

SCHOOL PLAN TYPES

- PERFORMANCE PLAN
- IMPROVEMENT PLAN
- PRIORITY IMPROVEMENT PLAN
- TURNAROUND PLAN
- INSUFFICIENT STATE DATA: SMALL TESTED POPULATION*
- INSUFFICIENT STATE DATA: LOW PARTICIPATION**

DISTRICT ACCREDITATION RATINGS

- ACCREDITED WITH DISTINCTION
- ACCREDITED
- ACCREDITED WITH IMPROVEMENT PLAN
- ACCREDITED WITH PRIORITY IMPROVEMENT PLAN
- ACCREDITED WITH TURNAROUND PLAN
- INSUFFICIENT STATE DATA: SMALL TESTED POPULATION*
- INSUFFICIENT STATE DATA: LOW PARTICIPATION**



Accountability Reference Handbook for 1241 Task Force

- Overall grounding on performance frameworks and indicators (i.e., achievement, growth, postsecondary & workforce readiness)
- Changes in frameworks over time
- Impact of state assessment participation
- Inclusion of disaggregated groups
- Relationship of disaggregated groups with plan type assignments
- Impact of small n-counts for small systems

Weak to moderate relationship between school demographics and plan type assignments

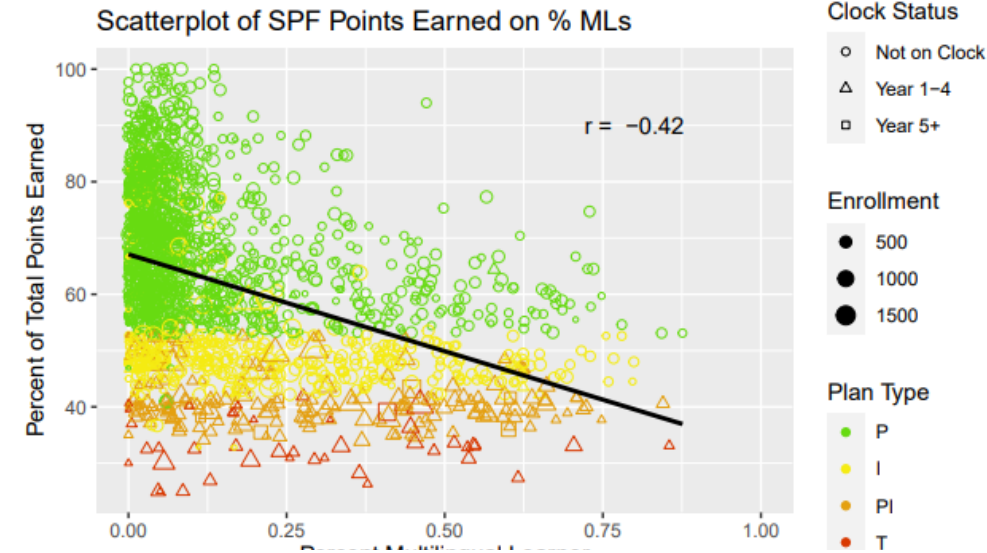


Table 1. Correlations Between Demographics and MSS/MGP

	Mean Scale Score				Median Growth Percentile			
	Elem	Middle	Elem+Mid	High	Elem	Middle	Elem+Mid	High
	English Language Arts							
% Multilingual	-0.57	-0.51	-0.56	-0.56	-0.2	-0.09	-0.15	-0.23
% Minority	-0.71	-0.6	-0.66	-0.64	-0.25	-0.11	-0.2	-0.26
% FRL	-0.82	-0.75	-0.79	-0.79	-0.33	-0.19	-0.29	-0.45
% IEP	-0.37	-0.47	-0.41	-0.52	-0.17	-0.2	-0.17	-0.28
% Gifted	0.49	0.57	0.49	0.6	0.22	0.2	0.19	0.44
	Math							
% Multilingual	-0.55	-0.5	-0.54	-0.48	-0.14	-0.09	-0.1	-0.3
% Minority	-0.68	-0.63	-0.65	-0.58	-0.18	-0.16	-0.17	-0.34
% FRL	-0.79	-0.78	-0.77	-0.71	-0.25	-0.27	-0.25	-0.45
% IEP	-0.36	-0.47	-0.38	-0.52	-0.16	-0.19	-0.14	-0.37
% Gifted	0.46	0.61	0.43	0.6	0.18	0.25	0.18	0.41

Note. Correlations are color-coded according to the magnitudes described at the beginning of this document: Green = very weak or no relationship; yellow = weak relationship; orange = moderate relationships; red = strong relationship

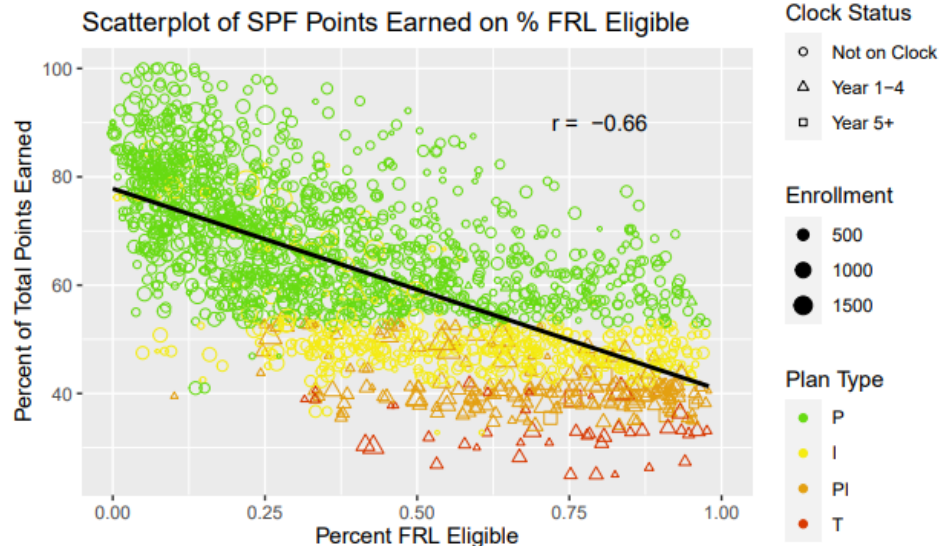


Table 3. Correlations Between PWR, Demographics, and Achievement/Growth

	SAT-EBRW	SAT-Math	Grad	Matr	Dropout
% Multilingual	-0.51	-0.45	-0.11	-0.16	0.38
% Minority	-0.57	-0.52	-0.18	-0.23	0.43
% FRL	-0.75	-0.68	-0.2	-0.32	0.48
% IEP	-0.52	-0.5	-0.16	-0.31	0.33
ELA MSS	-	-	0.28	0.44	-0.53
ELA MGP	-	-	0.24	0.2	-0.29
Math MSS	-	-	0.35	0.51	-0.5
Math MGP	-	-	0.35	0.43	-0.3

Note. Correlations are color-coded according to the magnitudes described at the beginning of this document: Green = very weak or no relationship; yellow = weak relationship; orange = moderate relationships; red = strong relationship

Elements of the Current State Accountability System

Frameworks

Public Reporting

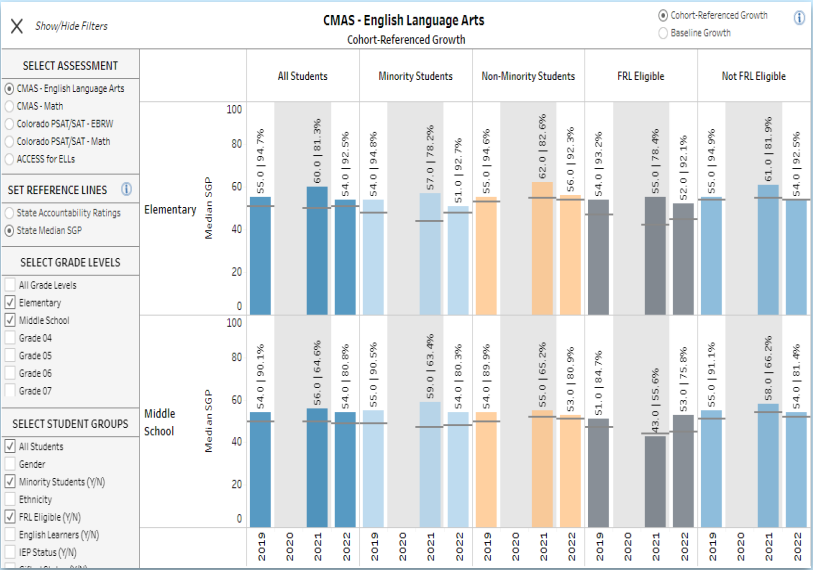
Improvement Planning

Public Engagement

Supports and Interventions

Accreditation

Awards



Performance Tools and Visualizations

Online Frameworks

CDE has launched an interactive version of the frameworks aimed at the public. Users see high levels reports initially and then can dig into accountability data more deeply. There are links to the framework PDF reports, the site's UIP and the district's accreditation contract.

Performance Frameworks - Official Performance Ratings

Academy 20 (1040)

1110 CHAPEL HILLS DRIVE
COLORADO SPRINGS, CO 80920

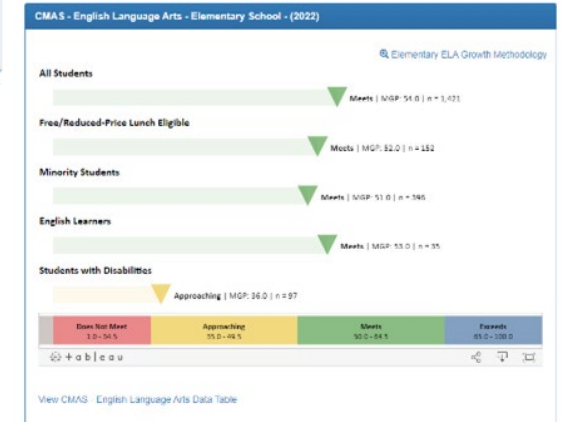
County: EL PASO

Number of Schools: 39
[View School List](#)

[Framework Report PDFs](#)
[Unified Improvement Plan \(UIP\)](#)
[Accreditation Contract PDF](#)
[Accreditation Contract Plain Text](#)



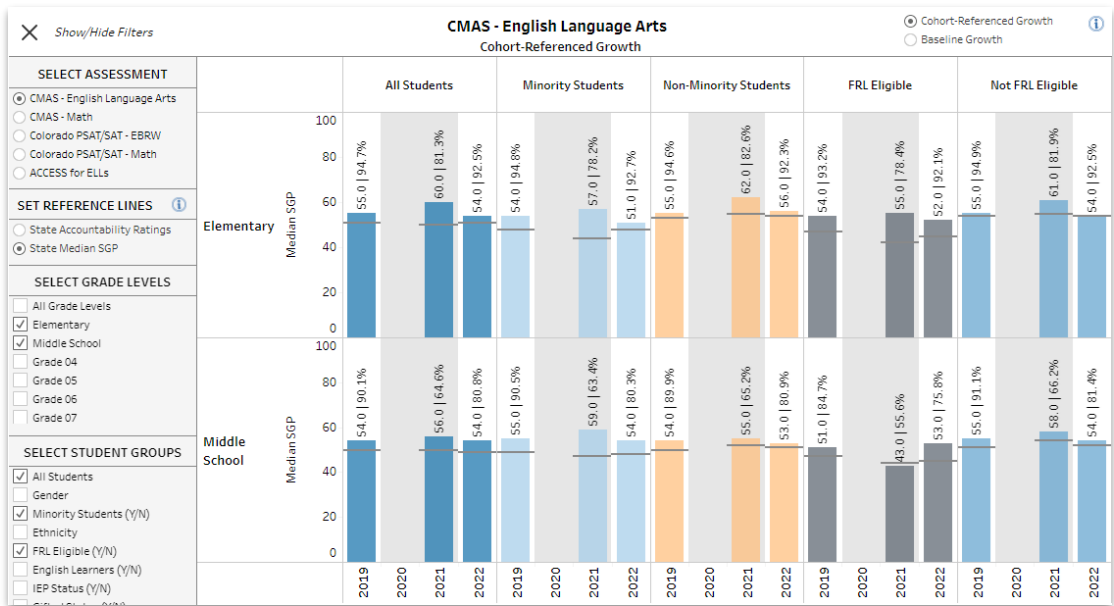
2022 Academic Growth - Elementary School



Performance Tools and Visualizations

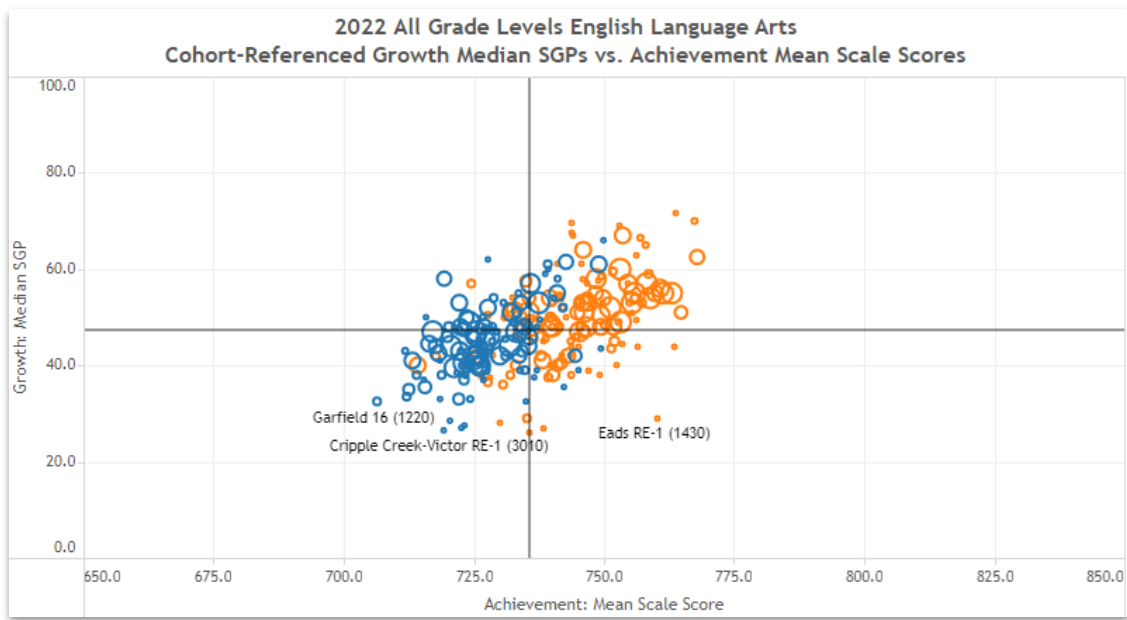
District and School Dashboard

Includes updated enrollment, demographics, achievement, growth, and postsecondary visualizations to support improvement planning efforts.



Data Explorer Tool

Includes updated achievement, growth, and postsecondary metrics that can also be downloaded into Excel files for additional analysis.



Elements of the Current State Accountability System

Frameworks

Public Reporting

Improvement Planning

Public Engagement

Supports and Interventions

Accreditation

Awards

COLORADO
Department of Education

Colorado's Unified Improvement Plan for Schools

PECK ELEMENTARY SCHOOL UIP 2022-23 [Download PDF](#)

CONTENT

- Executive Summary
- Improvement Plan Information
- Narrative on Data Analysis and Root Cause Identification
- Action and Progress Monitoring Plans

EXECUTIVE SUMMARY

Priority Performance Challenges

- Grade level reading proficiency.

Root Cause

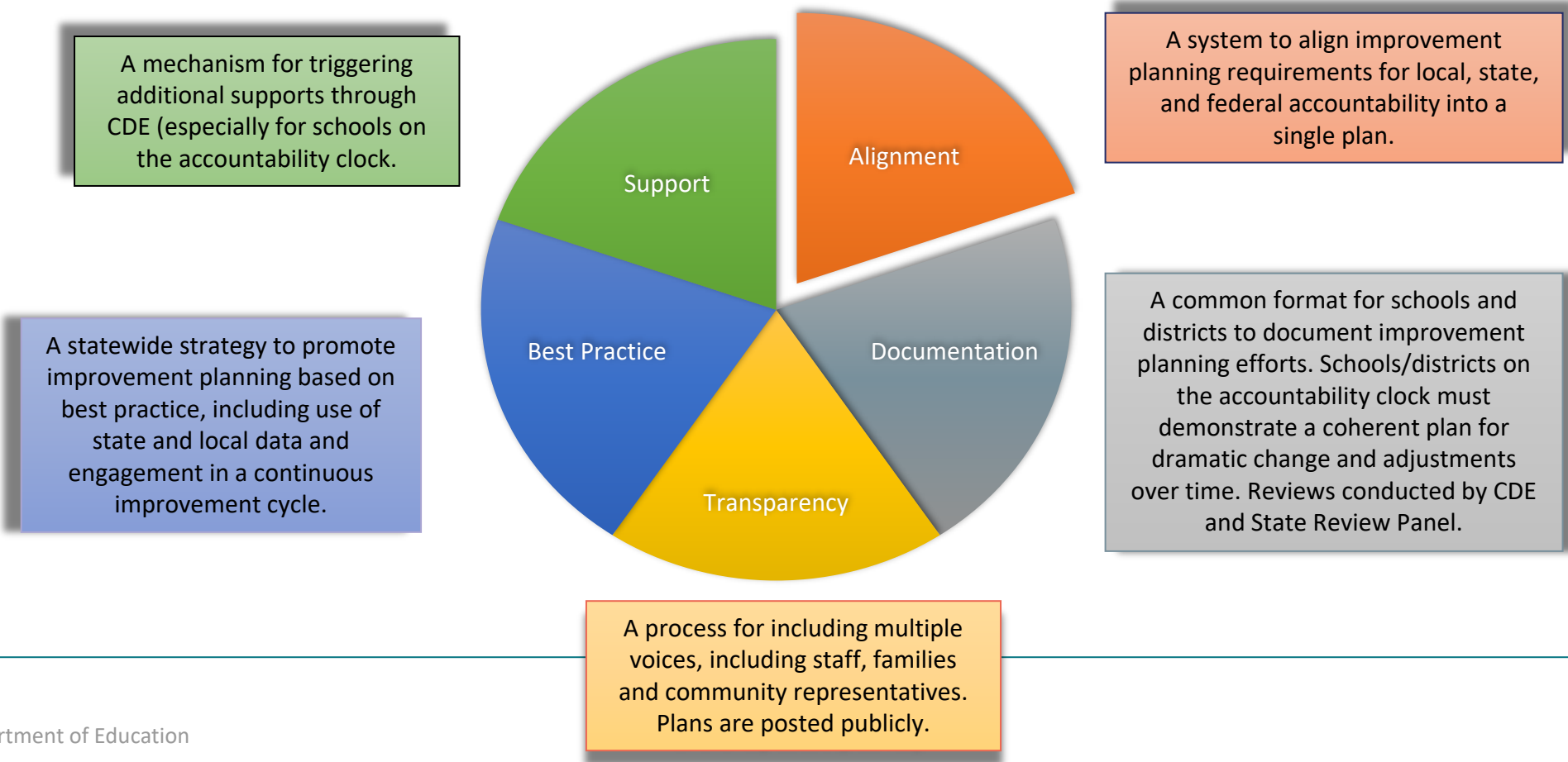
- Strengthen core literacy instruction and increase teachers' depth of knowledge.

Major Improvement Strategies

- Multi-Tiered Systems of Support
- Strengthen core literacy instruction and increase teachers' depth of knowledge.

Multiple Purposes for Improvement Planning

CDE has developed both a **process** and **template** to support schools and districts in their performance management efforts.





Unified Improvement Planning (UIP)

- All schools and districts are expected to engage in improvement planning and submit plans in UIP Online System for public posting.
- CDE has coordinated state, federal and grant improvement planning requirements into one place.
- UIP process includes:
 - Identifying and prioritizing needs based upon data
 - Matching research-based strategies to meet needs
 - Progress monitoring and adjusting practices
 - Engaging stakeholders
- Focus on universal and targeted supports. Offer resources, virtual and field-based trainings and onsite technical assistance.

Elements of the Current State Accountability System

Frameworks

Public Reporting

Improvement Planning

Public Engagement

Supports and Interventions

Accreditation

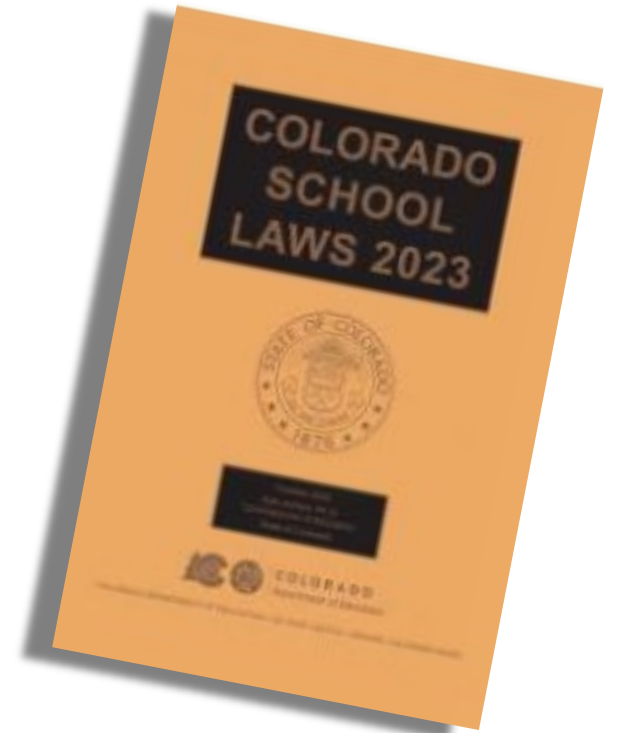
Awards



Role of Local Boards: Statutory Responsibilities

The Colorado Educational Accountability system outlines the role of local Boards of Education to:

- Enter into a District Accreditation Contract with the State
- Accredit the District's schools
- Consult with the District's Accountability Committee
- Engage with the District and Schools' Improvement Plans
 - Adopt the District's Improvement Plan in accordance with the assigned accreditation plan
 - Adopt the Improvement Plans for schools assigned Priority Improvement or Turnaround
 - Consider the Improvement Plans of all schools in adopting the district's budget



Accountability Committees



- All schools and districts should have accountability committees. Small districts may combine requirements.
- Parents should have the most representation.
- Accountability committees are advisory to principals and local boards. They provide recommendations.
- Activities include reviewing improvement plans and progress monitoring, reviewing budgets, providing input on various policies (e.g., parent engagement), and other jointly identified areas.

Elements of the Current State Accountability System

Frameworks

Public Reporting

Improvement Planning

Public Engagement

Supports and Interventions

Accreditation

Awards



- CDE staff support

- Support Leads
- Transformation Support Managers
- UIP Contacts
- ESEA Regional Contacts

- EASI Grant

- Exploration Support (new this year)
- District Designed and Led
- Accountability Pathways Implementation
- Turnaround Leadership
- Transformation Network
- Tailored support for Alternative Education Campuses and Local School Boards that have identified schools

Highlights of State Support System

- Driven by state needs assessment
- Use Four Domains as organizing structure
- District participation is encouraged but voluntary
- Distribute supports through tiers (universal, targeted, intensive)

Elements of the Current State Accountability System

Frameworks

Public Reporting


Improvement Planning

Public Engagement

Supports and Interventions

Accreditation

Awards

 **COLORADO**
Department of Education

Colorado State Board of Education
School District Accreditation Contract

Academy 20

District Accreditation Rating
Accredited with Distinction: Low Participation

1. Parties
This contract is between the local school board for Academy 20, hereinafter referred to as the District, and the Colorado State Board of Education, hereinafter referred to as the State Board, to administer accreditation in accordance with part 2 of article 11 of title 22 and 1 CCR 301-1.

2. Length of Contract
This accreditation contract shall have a term of one year and may be automatically renewed each year if the District is assigned to the accreditation category of "Accredited with Distinction" or "Accredited" as described in 1 CCR 301-1.

3. Renegotiation
The contract may be renegotiated at any time by the parties, based upon appropriate and reasonable changes in circumstances upon which the original terms of the contract were based.

4. Attainment on Performance Indicators
The District will be responsible for overseeing the academic programs offered in its schools and ensuring that those programs meet or exceed state and local expectations for levels of attainment on the statewide performance indicators, as specified in 1 CCR 301-1.

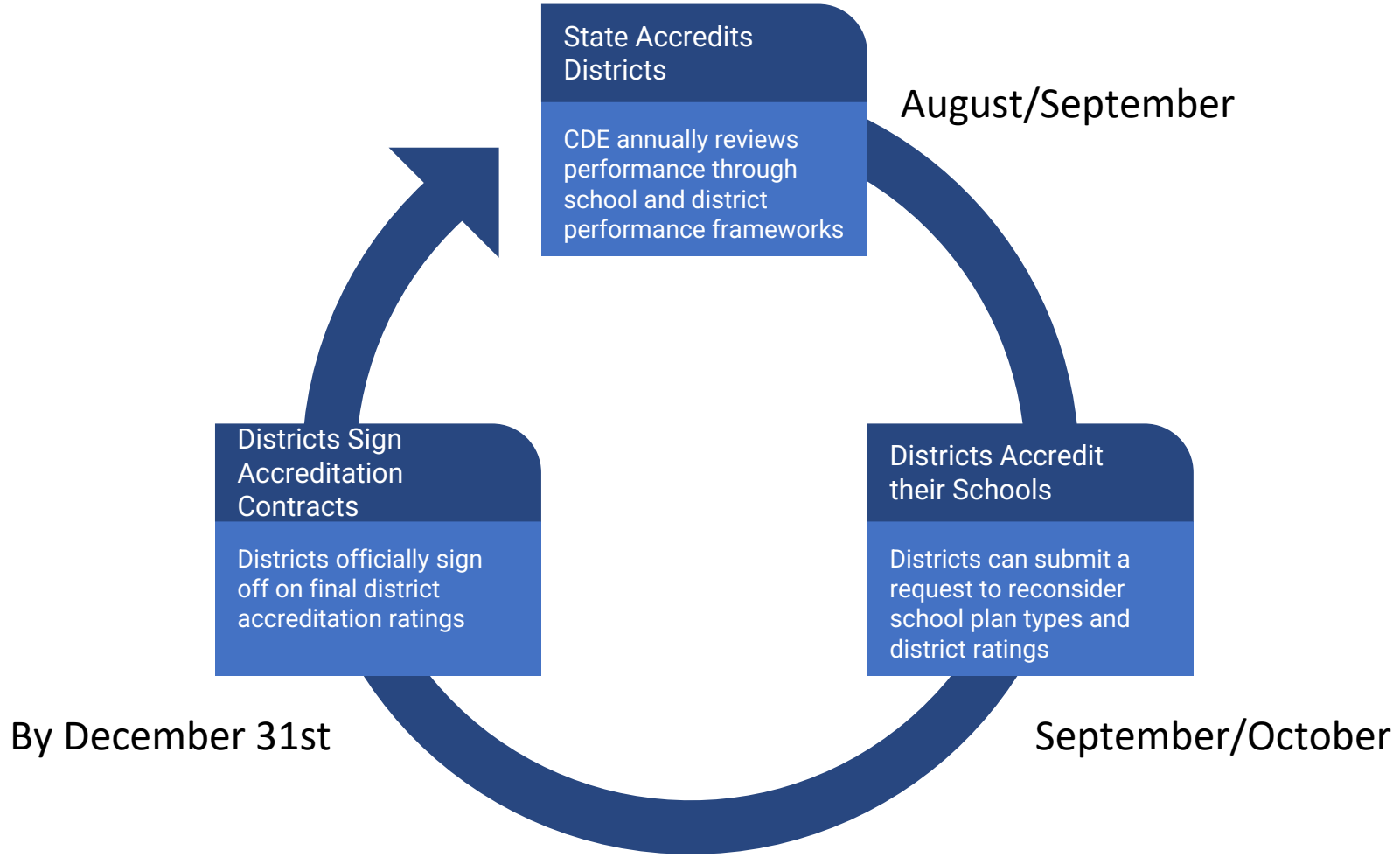
5. Adoption and Implementation of District Plan
The District shall create, adopt and implement a Performance Plan, as required by the Colorado Department of Education (Department), in accordance with the time frames specified in 1 CCR 301-1. Said plan will conform to all of the requirements specified in 1 CCR 301-1.

6. Accreditation of Public Schools and Adoption and Implementation of School Plans
The District will implement a system of accrediting all of its schools, as described in section 22-11-307, C.R.S., which may include measures specifically for those schools that have been designated as Alternative Education Campuses, in accordance with the provisions of 1 CCR 301-57. The District will ensure that plans are implemented for each school in compliance with the requirements of the State Board pursuant to 1 CCR 301-1.

7. Accreditation of Online Schools
The District will implement a system of accrediting its online schools, as defined in section 22-30.7-102(9.5), C.R.S. This system shall adhere to section 22-11-307, C.R.S., including a review of the online school's alignment to the quality standards outlined in section 22-30.7-103(3)(b), C.R.S., and compliance with statutory or regulatory requirements, in accordance with section 22-30.7-103(3)(m), C.R.S.

Form last updated: April 2021

School & District Accreditation Process



Accreditation Contract Process

- Highlights of current system:
 - One-year contract between state board and local boards on the accreditation system and an agreement to implement applicable laws and policies.
 - District plan type and state board action determine timeline and additional expectations included in agreement
 - State Board accredits districts; Local boards accredit schools
 - Contract includes
 - Attainment on performance indicators
 - Adoption and implementation of the district plan
 - Accreditation and implementation of plans for schools, including online schools
 - Good faith effort on implementing statute, regulations and policy
 - Consequences for non-compliance and monitoring

All District Accreditation Contracts available at:
<https://www.cde.state.co.us/accountability/districtaccreditation>



Elements of the Current State Accountability System

Frameworks

Public Reporting

Improvement Planning

Public Engagement

Supports and Interventions

Accreditation

Awards



Summary of School and District Awards



- Blue Ribbon Schools
- Centers of Excellence
- Colorado School Awards program
- Governor's Distinguished Improvement Award
- Green Ribbon Schools
- High School Academic Growth Award
- John Irwin Schools of Excellence
- National ESEA Distinguished Schools

For Description of criteria and recent recipients:
<https://www.cde.state.co.us/cdeawards/awards>

Thank you!



Lisa Medler

Executive Director, Accountability & Continuous Improvement

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General Email: accountability@cde.state.co.us



BREAK



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House Bill 22-1376

District Profile Reports



COLORADO
Department of Education

District Profile Reports Feedback

SACPIE
2/13/24



Background information

Previous feedback sessions

Tutorial

Reflection

Feedback breakout groups

Share out



HB 23-1291: Procedures For Expulsion Hearing Officers

- Legislation passed in 2023 updated requirements for the expulsion hearing process and requires a new training for individuals who are acting as Expulsion Hearing Officers, starting in January 2025

SB 23-029: Disproportionate Discipline in Public Schools

- CDE will be supporting the facilitation of a task force during the 2023-24 school year. The task force will be studying disproportionate discipline, CDE's processes for data collection and sharing of resources, and can make administrative or legislative recommendations

HB 22-1376: Supportive Learning Environments for K-12 Students

- CDE will begin publishing district profile reports that cover data points related to learning environments including attendance, behavior, discipline, and other measures, and must get feedback from multiple stakeholders

HB 22-1376: Supportive Learning Environments for K-12 Students



- Stakeholder feedback was gathered through three meetings with 27 stakeholders
- Discussions on clarification of discipline categories
 - Bullying category was added for 2022-23 data collection
- Provide additional [guidance](#) to support consistency of Local Education Provider coding and reporting
 - CDE codes defined in statute crosswalked with Colorado Association of School Boards (CASB) model policies
 - [CDE Discipline Data Guidance for LEAs](#)

Discipline Codes

The associated reporting code used in the School Discipline file for each reported behavior is provided in parenthesis and italicized.

Drug Violation (CDE code 01)

Definition in statute:

Use, possession, or sale of a drug or controlled substance, other than marijuana, on school grounds, in a school vehicle, or at a school activity or sanctioned event.

CASB File JICDA - Code of Conduct code 12:

12. Violation of the Board's policy on student conduct involving drugs and alcohol



District profile reports must be created for each school district and the charter school institute regarding discipline data



Dashboard will be updated annually



Disaggregated by gender, grade level, ethnicity, disability, ELL, free and reduced-price lunch status, homeless status

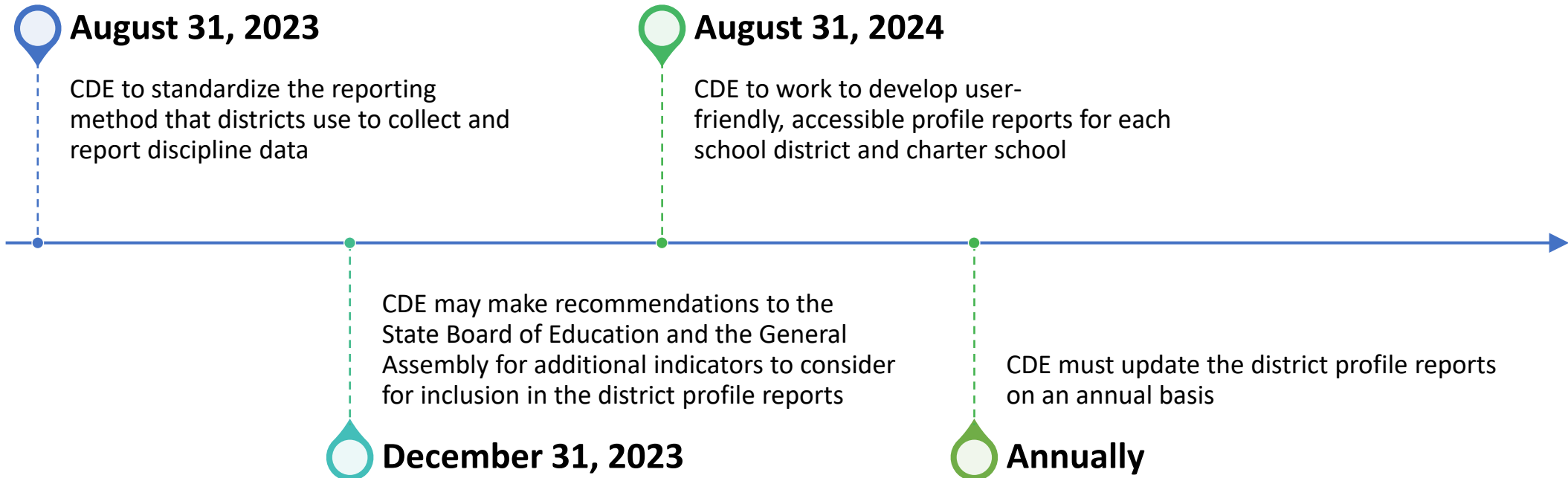


In the 2023-2024 school year it will be collected at the student level

Required Measures



Chronic absenteeism rates	Number of students handcuffed
Number of in-school and out-of-school suspensions	Number of students physically restrained
Number of expulsions	Number of school-related arrests
Number of referrals to law enforcement	Number of students placed in seclusion
Mental health provider ratios	School climate surveys
The number and type of disciplinary incidents and actions taken in response, at a student level	Any other existing district-level measures that CDE determines relevant and related to school climate



Previous Feedback Sessions



Feedback Groups

- CDE Fall Pathways Conference
 - Administrators
 - Mental health professionals
 - Teachers
 - CDE grantees
- CDE Staff
- Disproportionate Discipline Task Force
- Also presented to the following:
 - Association of Colorado Educational Evaluators (ACEE)
 - Rural Alliance

Recent Feedback Sessions

- Discipline Data Respondents
- District Administrators
- School Administrators
- Service Providers



Feedback Gathered

- Easy to read and like having visuals instead of spreadsheets
- Want clear definitions and descriptions of data
- Liked trend data with multiple years of data
- Generally, the audience was wary about this information being shared
- The differences in districts reporting could impact the data
- Concerns about suppression for smaller districts and making sure that data isn't shown
- Messaging about public perspectives (concern about higher numbers making public think the schools aren't safe)
- The more options for breaking down and filtering information, the better
- Like the heat map for district comparison
- Like the high-level data on the main page
- Show comparisons to enrollment

Profile Reports Tutorial



Section tutorial



Breakout Groups



Come back together and share



Click the link in the chat to access the jamboard, where you will add feedback to each section of the profile reports.

*There is also a section for general feedback



What did you like about the visuals? What parts are helpful for parents?

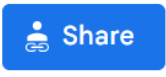
What could be improved? Are there better ways to make this tool parent- and community-friendly?

What descriptors are necessary to provide context for parents about this data?

What resources or interventions would be helpful to provide?

Who are other individuals or organizations that should be involved in these conversations?

General feedback



Set background | Clear frame

Open on a Jamboard

Chronic Absenteeism & Mental Health Professional Data

What was helpful? What did you like?

What improvements could be made?
What other charts would you like to see?



Breakout Groups

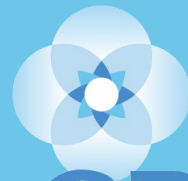
Next Steps

- Timeline
 - Completing internal and external feedback sessions over the next few months
 - I will be reaching out in the next couple months for another feedback session
 - Student level data information: [Student Discipline Snapshot](#)
- Please feel free to reach out!
 - sale_j@cde.state.co.us
 - 720-948-7998

Questions?

Thank you!

SACPIE Member Resource Sharing and Updates



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Working Lunch

- Get lunch and take a break.
- With the people around you, discuss what goals you'd like to achieve (individually and/or collectively) as a SACPIE member in 2024.

Statewide Family Engagement Center Updates

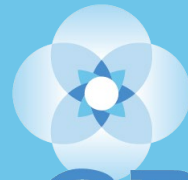


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Colorado Department of Education FSCP Report



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- [Annual Report Available Online](#)
- SACPIE Reauthorization Updates
- FSCP Leadership Think Tank Recap
- Learning Cohorts (HS/Principal/HMY)
 - High School
 - Principals
 - Highly Mobile Youth
- Office of FSCP on the Road!
- **Anything else you'd like to know?**



SACPIE Goals for 2024

JAMBOARD LINK



Mark Your Calendar!



Full Council Meetings

Reminder: Members must attend at least three meetings per year.

- May 7, 2024
- August 13, 2024
- November 19, 2024
- February 11, 2025

Please share any announcements.

Thank you and please always provide your feedback at any time to:

Yoni Dobie-Geffen at ydobiegeffen@keystone.org

Angie Frank at dr.angie.frank@gmail.com

Darcy Hutchins at hutchins_d@cde.state.co.us



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