I. Call to order
Janna Youmans called to order the regular meeting of the District Accountability Committee at 5:46 pm on Thursday, August 13 in the Dr. Ed Lord and Patricia Lord Board Room (Educational Services Center, Peoria Building).

II. Roll call
The following persons were present: Lisa Escárcega, Merrie Jones, Karen Porter, Julie Rapone, Dan Wright,

Board of Education Liaison: Amber Drevon

Speaker(s): Jesús Escárcega – Director, Grants & Federal Programs
Jocelyn Stephens – P-20 (A) Director

III. Welcome & Introductions
Janna welcomed and gave an introduction to DAC members and guests

IV. Tiered Intervention Grant (TIG)
Jesús handed out the Colorado Department of Education Funding Opportunity packet to members – He further explained that the grant is provided to increase academic student achievement, and is a competitive grant for schools identified as either Title I Schools that are low performing and/or have low graduation rate or Title I Eligible High Schools with low graduation rates. Rules were put in place to identify TIG eligible schools. The following key points were discussed:

Grant Overview:
- Funding for Title I schools identified as chronically low-performing as indicated by state assessment results
- Must implement one of the four federal TIG intervention models: Transformation, Turnaround, Restart, Closure
  - Both Transformation and Turnaround require new building leader if principal would enter third year at the start of 2015-16 school year
  - Turnaround also requires 50% turnover of staff
- $50,000-$2 million over grant period

Key Changes for Cohort VI (2015-2016 school year):
- 5 year award (formerly 3 year)
- Several Configurations:
  - Year 1 pre-implantation and Year 2-4 full grant implementation, Year 5 ramp off year.
- Renewal after implementation year based on performance against plan submitted
  - Year 1-3 full grant implementation, year 4-5 ramp off

**Timeframe:**
- RFP release Feb/March
- Part I LEA application and Interview — March
- Part II school application — April

**Anticipated focus of RFP:**
- District and School(s) core challenges and issues related to school turnaround
- District’s capacity and staffing structure to support its lowest performing schools
- District’s monitoring process for shared accountability for implementation and results
- Process for selecting TIG schools
- Detailed description of how the school will implement the intervention model
- School and District stakeholder input on the application/plan?
- Staff and community engagement in plan development and commitment to school turnaround

_Jesús introduced Jocelyn Stephens (P-20 – “A” Community Director)._ Jocelyn shared with the group her involvement with the Tiered Intervention Grant process. She spoke regarding the development process for Crawford, Boston K-8, and Paris, and the reasons those schools were selected to apply for the grant.

**Crawford Elementary School**
Jocelyn explained that the grant would provide Intervention resulting in student achievement and closing the gap. She voiced that there would be a deepening understanding around reading, and that bringing in consultants to do some training would help with providing interventions with students during the day and after school - The overall grant just under $1 million

**Boston K-8 School**
Jocelyn explained that the grant would provide Intervention resulting in student achievement and closing the gap. She voiced the challenges faced with staff turnover and school culture, and the need to develop a learning community to boost instruction; learning framework around data and school culture. The overall grant close to a $1 million

**Paris Elementary School**
Jocelyn explained that the grant would provide Intervention resulting in student achievement and closing the gap. She voiced that challenges were similar to Boston – Retention is a challenge in addition to academic and social/emotional needs. Asking for $1.1 million over a five year period

**Aurora Central High School**
Aurora Central is under the 3-year model – Some of the funds were used to hire early warning interventionists who provided literacy development support for ninth and tenth grade students. This year with a new principal, Aurora Central looks to provide additional intervention resulting in student achievement and closing the gap. Principals will be given training in turnaround strategies – In order to do this Aurora Public Schools has partnered with Robert Marzano (Designing & Assessing Educational Objectives)
V. Meeting Dates for the Year

Members received the committee meetings schedule for 2015-16, and Lisa discussed the need to change the meeting times to meet the needs of members. Members agreed that 6:00 P.M. to 7:30 P.M. would best fit the groups individual schedules.

Further discussion took place around items pending committee’s choice. Members brainstormed and agreed that the following agenda items should be priority:

- Equity in Learning
  - School Improvement plans (focusing on Crawford, Kenton, Wheeling and Sable)
- Bond (Enrollment to Capacity)
- Family Liaisons (Focusing on home visits)
- Mental Health
- Bullying

VI. Member recruitment

There is a need to recruit parents from “L” and “S” Learning Communities, and ideally two parents from each learning community would be favorable. The group also voiced that it would be beneficial to have a student recruited.

VII. Questions

Q. What are the limitations of what the TIG grant money can be used for
   A. We must indicate which of the following models we will be implementing and the rationale for selecting the model – Transformation, Turnaround, Restart or Closure.

Q. When it says student sub groups what does that mean
   A. It’s referring to aggregated data

Q. As a school is implementing – How much time goes into implementing and assessing
   A. The grant application outlines the planning process. Typically within year two we’re looking for changes

Q. What are you going to do if faced with culture barriers – How are you going to support those challenges
   A. TIG is the resource and part of the application needs to present a plan that will be looked at by staff and community

Q. Who is doing the tutoring
   A. You can set money aside if the school is on a turnaround or priority improvement plan. Crawford, Boston K-8 and Paris have to offer tutoring. If you’re a TIG you can have teachers tutor - You don’t necessarily have to bring a vendor in to provide the service, but you can

Q. In regards to tutoring - Are students required to do a minimum amount of time
   A. 20 hours of tutoring during the duration of October through January. Records of attendance will be provided to verify students tutored
VIII. **Adjournment**

Janna Youmans adjourned the meeting at 7:39 pm.

ATTEST____________________  ______________________

Chairperson                     Secretary