

## Ward Marsha

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**From:** Grant Felita  
**Sent:** Wednesday, August 17, 2016 3:50 PM  
**To:** bfep@fldoe.org; Morris, Sonya  
**Cc:** Grego Michael; Matway Lori; Conage Mary; Stowell, Michael; Hall, Erika; Corbett William  
**Subject:** DOE Monitoring Report - Request for reconsideration  
**Attachments:** Pinellas County Monitoring Response Request August 17 2016.pub; How to Determine Units - SCHOOLS.docx; DISTRICT TFB214 (007) district.pdf; TITLE I 56734.pdf; LOU AMI - August 2016.pdf

**Importance:** High

Dear Ms. Morris,  
Please see attached our district's request for reconsideration of two compliance items needing attention, as noted in our 2015-2016 monitoring report. Many thanks to you and your team for the continued leadership and support. Felita ☺

*Felita D. Grant, Ed.D.*

Director, Title I

727-588-6256 or 727-893-2988

*100% Student Success*



# OFFICE OF TITLE I



August 17, 2016

Ms. Sonya G. Morris, Bureau Chief  
Bureau of Federal Educational Programs  
Florida Department of Education  
325 West Gaines Street Suite 352  
Tallahassee, Florida 32399-0400

Dear Ms. Morris:

In response to the Pinellas County's No Child Left Behind (NCLB) monitoring report, I would like to kindly ask for your reconsideration of Compliance Items **IIA-4** and **IID2-3**, in which further action was required. Please see our LEA's response below. Supporting documentation is attached.

**Compliance Item IIA-4:**

The LEA should provide a copy of its 2013-2014 Staffing Plan for review. A system improvement plan is not required.

**LEA's Response:**

The Title I Director has submitted with this request the 2013-2017 Staffing Plan, and District and Title I Budget Status Summary reports, to be reviewed by FDOE monitors.

**Compliance Item IID2-3:**

The LEA should monitor the academic progress of each DJJ student.

**LEA's Response:**

The Program Administrator has submitted with this request a Letter of Understanding addressed to the AMIKids Administrator outlining corrective action steps and timelines regarding required common assessments. Additional computers are also being made available to assist with assessments.

If additional information or clarification is needed from our LEA, I am happy to assist and can be reached at 727-893-2988.

Many thanks,  
Felita Grant, Director, Title I

Attachments: 2013-2017 Staffing Plan  
2013-2014 Budget Status Summary (District)  
2013-2014 Budget Status Summary (Title I, Part A)  
Title I, Part D, Letter of Understanding

Cc: Dr. Michael A. Grego  
Ms. Lori Matway  
Dr. Mary Conage  
Mr. Mike Stowall  
Ms. Erika Hall

# How to Determine Units for Elementary Schools

## 2013-2014, 2014-2015, 2015-2016, 2016-2017

### For Core K-5 Elementary Units:

- Compare the Target FEFP for the upcoming year with current year enrollment by individual school and by grade level
- Review enrollment changes based on demographic trend data for each school and compare to current year enrollment by individual school and by grade level
- Use data points and percentage of unit share formulas to estimate enrollment by individual school and grade level
- Allocate units based on the following:
  - Add the estimated number of student in K-3 / 18 (class size maximum). This will get you the number of Primary Units per school
  - Add the estimated number of student in 4-5 / 22 (class size maximum). This will get you the number of Intermediate Units per school
- Final units are compared to the previous year's units. Significant gains or losses are analyzed.

# How to Determine Units for Title 1 Middle Schools (Block)

## For Core:

- Take the Total Enrollment # x 5 (5 represents the core subjects: Math, LA, SS, Sci & RD) - This becomes your **numerator**
- 6 (which represents the number of period per teacher) X 21 (which is the number of students per section) – This becomes your **Denominator**

### Formula:

(Enrollment X # of Core Classes / # of teaching periods X # of students per section)  
1100 students X 5 core courses / 6 periods X 21 students = Total Core Numbers

## For Non-Core (Electives):

- Take the total enrollment # X 3 (which is the average number of electives per student) - This becomes your **numerator**
- 6 (which represents the number of period per teacher) X 30 (which is the number of students per section) – This becomes your **Denominator**

### Formula:

(Enrollment X # of Elective Classes / # of teaching periods X # of students per section)  
1100 students X 3 elective courses / 6 periods X 21 students = Total Core Numbers

Add both the CORE & NON-CORE units together to get your final total of units (this number include ESOL and gifted).

### Additional Steps to Follow:

1. Determine the total number of units from the formula used to calculate units on a Traditional Schedule
2. Determine the total number of units from the formula used to calculate units on a BLOCK Schedule (keep in mind students on a block schedules gets 3 an additional course).
3. Determine the difference between the 2 set of units (Block Units minus the Traditional Units. This number will give you the total number of additional units needed to support a block schedule.

### General Notes:

Once the additional units have been determined, the district pays for half of the additional units and the school pays for the remaining units using Title 1 funds.

## How to Determine Units for High School Programs

### For Core Classes (regular 7 period or 6 of 8 schools):

- Take the Target Enrollment # for the school, multiply by 5 (5 represents the core subjects: Math, ELA, SS, Sci & RD) = **Numerator**
- Take 6 for the # of sections a teacher teaches out of 7, multiple by 24 (which is just 1 less than the number of students per section under Class Size Reduction Amendment) = **Denominator**

#### Core Formula:

(Target Enrollment) X (# of Core Classes) / (# of teaching sections) X (# of students per section)

EX: (1100 students) X (5 core courses) / (6 sections) X (24 students) = Total Core Units needed

### For Elective Classes (regular 7 period):

- Take the Target Enrollment # for the school, multiply by 2 (2 represents kids having 2 elective choices on average) = **Numerator**
- Take 6 for the # of sections a teacher teaches out of 7, multiple by 30 (which is an average elective class size target) = **Denominator**

#### Elective Formula (regular 7 period):

(Target Enrollment) X # of Elective Classes) / (# of teaching sections) X (# of students per section)

EX: (1100 students) X (2 elective courses) / (6 periods) X (30 students) = Total Elective Units needed

### For Elective Classes (6 of 8 schools):

- Take the Target Enrollment # for the school, multiply by 3\* (3 represents kids having 3 elective choices on average) = **Numerator** (\*Gibbs High will use 4 as their elective choice # in 2016-17)
- Take 6 for the # of sections a teacher teaches out of 7, multiple by 30 (which is an average elective class size target) = **Denominator**

#### Elective Formula (6 of 8 schools):

(Target Enrollment) X # of Elective Classes) / (# of teaching sections) X (# of students per section)

EX: (1100 students) X (3 elective courses) / (6 periods) X (30 students) = Total Elective Units needed

FINALLY: Add both the CORE & Elective units together to get your final total of units that need to be allocated to a school. The formula actually does disaggregate magnet and non-magnet (for both core and electives) but follows the same math above, just separates out the target enrollments for those 2 populations.