

Federal Title Programs Report

2016-2017

Webster Groves School District received \$747,749 in the 2016-2017 school year for the two federal Title programs. These funds are noncompetitive grants with specific allocations based on district enrollment and percentage of students receiving free and reduced lunch. Each spring the district is required to complete a grant application detailing the approved uses of the funds. The district uses a self-monitoring checklist for each of the programs to ensure compliance. This report provides a description of each program, a budget breakdown, evaluation criteria, and a set of recommendations for the 2017-2018 school year.

Program Descriptions

Title I, Part A – Improving the Academic Achievement of the Disadvantaged

Schools designated to receive Title I funds must have a percentage of free and reduced lunch participants that is higher than the district average. The district may prioritize grade levels of participation in the program. Webster Groves has defined K-6 schools as the first priority. In school year 2016-2017, \$292,055 was received for Title I eligible schools within the Webster Groves School District. Neglected institutions, defined by DESE as Great Circle and Epworth, were allocated \$114,068. An additional amount of \$83,123 was distributed as Title I carryover from previous years. Carryover funds were distributed between the four Webster Groves schools and Great Circle and Epworth.

Eligible schools within the district were Avery, Computer School, Hudson, and Steger. Each eligible school was allocated \$1367.60 for each student qualifying for free or reduced lunch in the targeted school.

The Webster Groves Title I program primarily serves students in the area of literacy. Students in K-6 received pull-out and push-in services from reading teachers and instructional tutors. The Title I reading teachers are in addition to a basic allotment of reading staff assigned to each school. District students served are identified through MOSIS. A total of 107 students at Edgewood and Epworth are served primarily in literacy and tutoring.

Title II, Part A – Professional Development, Teacher Recruitment, and Class Size Reduction

Webster Groves School District chose to use these funds for professional development. A total of \$258,503 (\$145,206 plus \$113,297 in carryover) was received by the district. The allocation was based on \$23.88 received for each student.

Each school is allocated a specific amount of the professional development Title II funds to support professional development in the school. Private and parochial schools received a total of \$51,927 (\$44,297 plus \$7,630 in carryover) for professional development. Before any school, private/parochial or public, may expend funds, an approved professional development plan for Title II must be on file with the assistant superintendent for learning. A sample of the professional development plan form is in the appendix of this document. Professional development funding within the district was used to support district priorities that include closing the achievement gap, helping

students attain 21st century skills, and forwarding the district's vision of democratic learning for students. In addition to the district allocations, buildings were given funds to help with building level professional development initiatives. The building allocations are listed in the appendix of this document.

A portion of the funds are also kept at the district level to support major professional development efforts. The majority of the professional development funds were used for math, STEM, and literacy training, Non-Violent Crisis Intervention, Project-Based Learning, Social Justice training, and substitute teachers to allow staff to collaborate and learn with one another.

Each school must submit an end-of-the-year report regarding the use and the impact of Title II funds. These reports are submitted to the assistant superintendent for learning. A copy of the end-of-the-year report form is located in the appendix of this document.

Evaluation Criteria

Title I

This program is the most tightly monitored of the federal grants. It also has the largest funding at \$489,246. The total includes the original Title I allocation and carryover funds. As part of DESE's auditing procedures for Title programs, Webster Groves went through a desk review on March 28, 2017 and an on-site visit on April 5, 2017. As a result of these visits, Webster Groves will be changing some processes and procedures, due to changes made at the federal level.

The first evaluation criteria is a requirement that the district demonstrate adequate academic progress in the Title I schools. Varying levels of progress were made at Avery, Computer School, Hudson, and Steger with the MAP.

Title I has emphasized the need for "highly qualified" teachers. Teachers must be fully certified in the area of their core academic subjects, and information regarding teacher academic background must be available to the public. One hundred percent of our Title I schools meet the highly qualified teacher expectation.

The following activities are required as a part of the Title I program:

1. Title I LEA plan – overall document describing how funds will be used and students evaluated.
2. Student eligibility – screening and eligibility assessment including master list of students served and their evaluation data.
3. Professional Development required at the building level and district wide.
4. Annual evaluation process – regular review of program success and needs.
5. District parent involvement policy - board policy on parent involvement.
6. School parent involvement policy – strategies for increasing opportunities for parent involvement.
7. Personnel - staff credentials and caseload rosters.

Title II, Part A

This program focuses on professional development. As part of the MSIP evaluation WGSD conducted a self-study. This self-study was submitted to DESE and reviewed by the Federal

Programs Department. In addition to the self-study, two separate desk audits were conducted on-site in March and April. The desk audits of this program resulted in some recommended changes in our procedures in response the changes that have been made at the federal level.

The following activities are required as a part of the Title II, Part A program:

1. Planning-documentation describing how funds will be used.
2. Needs assessment-data collected within the last three years highlighting areas of needed growth. A Professional Development Plan reflects the needs assessment findings.
3. Activity assessment-documentation and feedback regarding planned events.

Recommendations for 2017-2018

The following recommendations were developed with input from the principals received federal program funds, curriculum coordinators, the district professional development committee (iDEA), and the Curriculum Coordinating Council during their April, 2017 meeting. This committee of parents, educators and community members endorsed the focus for each of these grants.

Title I – Continue Focus on Literacy

1. Engage in professional development to meet the needs of our neediest students, with special consideration given to early interventions.
2. Support low-performing students using highly qualified teachers and specialized resources.
3. Review parent involvement plans.

Title II, Part A – Continue Focus on High Quality Professional Development

1. Continue to support ongoing high quality professional development projects in the district such as math, STEM, and literacy training, Social Justice and Non-Violent Crisis Intervention.
2. Continue to support professional learning in support of our thematic goals focused on innovation, personalized learning, and sustainability.

Federal Programs Report

Appendix

MEMO

TO: Principals
FROM: John Simpson
Assistant Superintendent for Curriculum & Instruction
DATE: April, 2016
RE: Title II Funds

We are to provide each school an allotment of Title II funds. The funds must be used to promote program development or professional development at the building level to close the achievement gap or implement differentiated instruction to address multiple levels in the classroom. The building allocations are listed below. Each building must submit to me a brief proposal for the use of the funds. The proposal must include the allocation and a brief statement indicating how each allocation will be used and the expected outcome. All proposals are due before any funds may be expended. An example is attached for your use.

Building allocation:

Avery	\$2000
Bristol	\$2000
Clark	\$2000
Edgar Road	\$2000
Hudson	\$2000
Steger/CS	\$4000
Hixson	\$4000
High School	\$6000
Total	\$24,000

Sample Plan for Use of Title II Funds

School

Principal

Date Submitted

Budget Summary:

Total Allocation: \$1500

Substitutes	\$480
Conference Fees	\$140
Training Fees	\$500
Teacher Stipends	0
Materials	\$380

Activity #1: Allocation = \$300

\$160 for two substitutes and \$140 for two registrations for two teachers to attend a Ruby Payne Workshop

Expected Outcome:

Teachers will identify methods to enhance instruction for diverse student populations.

They will provide a workshop for their peers after the workshop, sharing the methods they have learned and are implementing in their classrooms.

Evaluation:

Evaluations will be completed at the end of the workshops by participating teachers.

Administrator observations will determine the level of implementation of strategies learned.

Activity #2: Allocation = \$320

\$320 for four substitutes for four teachers to work as a team on one day.

Expected Outcome:

The teachers will develop a mentoring system for under achieving students. The program will be implemented no later than April 15, 2012.

Evaluation:

The grades and test scores of participating students will be examined.

Activity #3: Allocation = \$500

\$500 for Bonnie Davis to provide a half day of training on Closing the Achievement Gap.

Expected Outcome;

All teachers will receive training and identify specific strategies they will implement in their classroom to enhance learning for all students.

Evaluation:

Administrator observations will determine level of implementation of strategies learned.

Test scores for students involved will be examined.

Activity #4: Allocation = \$380

Purchase 10 copies of the book entitled, "African-American Academic Achievement – Building a Classroom of Excellence" by Dr. Bonnie Davis.

Expected Outcome:

Teachers will participate in a book study group to identify and implement strategies to enhance learning for all. The group will provide a presentation during a faculty meeting on what they have learned.

Evaluation:

Administrator observations will determine level of implementation of strategies learned.

Test scores for students involved will be examined.

MEMO

TO: Principals

FROM: Kristin Denbow

DATE: September, 2016

RE: Title II

Each year we are required to create a report regarding the expenditure of Title II funds. Please review the attached form and return it to me no later than April 20, 2017. It is my hope that by giving you this information now you will be able to complete your report as funds are expended during the 2016-2017 school year. (I am also sending this to you via email.) Please give me a call if I can be of assistance to you in managing your Title II funds. Thank you for your cooperation.

Title II 2016-17

School _____ **Principal** _____

[illegible]

Summary of Evaluation of Professional Development Experiences:

Summary of Expenditures:

Purchased Service	_____
Materials/Supplies	_____
Substitutes	_____
Stipends	_____
Total	_____

Title II School Allocations 2016-2017

Public

Building	Enrollment	2016-17 Allocation	2015-16 Carryover	Total Allocation
Avery	551	\$2,000.00	\$0.00	\$2,000.00
Bristol	435	\$2,000.00	\$2,000.00	\$4,000.00
Clark	320	\$2,000.00	\$0.00	\$2,000.00
Edgar Road	379	\$2,000.00	\$1,532.12	\$3,532.12
Hudson	224	\$2,000.00	\$0.00	\$2,000.00
CS / Steger	501	\$4,000.00	\$124.60	\$4,124.60
Hixson	640	\$4,000.00	\$1,899.84	\$5,899.84
WGHS	1,308	\$6,000.00	\$2,735.07	\$8,735.07
Building Subtotal	4,358	\$24,000.00	\$8,291.63	\$32,291.63
School District (Non-Building Specific)	4,420	\$76,909.00	\$97,375.41	\$174,284.41
Total Public	4,420	\$100,909.00	\$105,667.04	\$206,576.04

Nonpublic

Building	Enrollment	2016-17 Allocation	2015-16 Carryover	Total Allocation
Chr. Com. Luth*	206	\$4,919.28	\$0.00	\$4,919.28
Holy Redeemer*	198	\$4,728.24	\$398.81	\$5,127.05
Mary Queen*	371	\$8,859.48	\$4,897.66	\$13,757.14
Miriam	92	\$2,196.96	\$0.00	\$2,196.96
Nerinx Hall H.S.*	597	\$14,256.36	\$946.04	\$15,202.40
Holy Cross Acd*	391	\$9,337.08	\$1,387.45	\$10,724.53
Building Subtotal	1,855	\$44,297.40	\$7,629.96	\$51,927.36
Total (Public+Non-public)	6,275	\$145,206.40	\$113,297.00	\$258,503.40

(2016-17) = \$23.88 / pupil
 (2015-16) = \$23.31 / pupil
 (2014-15) = \$23.13 / pupil
 (2013-14) = \$23.64 / pupil
 (2012-13) = \$28.42 / pupil
 (2011-12) = \$37.87 / pupil
 (2010-11) = \$39.91 / pupil
 (2009-10) = \$18.99 / pupil
 (2008-09) = \$19.00 / pupil
 (2007-08) = \$14.06 / pupil
 (2006-07) = \$13.45 / pupil

**WEBSTER GROVES SCHOOL DISTRICT
BOARD OF EDUCATION ITEM OF CONSIDERATION**

DATE: April 10, 2017

TOPIC/PROPOSAL:

Approve federal programs report and focus areas.

BACKGROUND INFORMATION:

The Board of Education must review and approve the focus areas for federal programs on an annual basis. A copy of the 2016-2017 report including focus areas for the 2017-2018 school year is attached for your review. This information was also shared at the Curriculum Coordinating Council on Monday, April 3, 2017. The council endorsed the report and the future focus areas.

INSTRUCTIONAL IMPACT/RATIONALE:

Federal funds are used to support students, parents, and teachers in a variety of areas including literacy, social justice, and non-violent crisis intervention.

CSIP/DISTRICT GOAL ADDRESSED:

1. Create a system for people to come together on a regular basis to discuss and experiment with how to make learning relevant, challenging, and rewarding for learners.
2. Cultivate globally-minded pedagogies, curriculum, and practices.
3. Develop "space(s)" and processes to provide professional learning opportunities for the discussion, collaboration, and experimentation with new and different practices and share these within and outside the district.

FISCAL NOTE:

All funds provided by Federal Programs.

ADMINISTRATIVE RECOMMENDATION:

- Action Requested: X
- Information: _____
- Proposed Motion for Approval (if applicable):

I move that the Board of Education approve the 2016-2017 Federal Programs Report including the identified focus areas for the 2017-2018 school year.

PREPARED BY: Kristin Denbow

Motion: _____

Second: _____

Board Vote: ____**(yes)**

____**(no)**

____**(abstain)**