

Technical Assistance Paper

Technical Assistance Paper Related to the Development, Implementation, and Evaluation of Parent District Provider Agreements (PDPA)

Purpose

The purpose of this document is to provide technical assistance regarding the development, implementation, and evaluation of Parent District Provider Agreements (PDPAs) pursuant to requirements in Section 1116 of the No Child Left Behind (NCLB) Act. An effort has been made to identify those components of the PDPA for which school district personnel and supplemental educational services (SES) providers have respective responsibility and to provide information and suggestions for completing and implementing those components as required by NCLB.

Definitions

Parent District Provider Agreement (PDPA) – NCLB requires each school district to enter into an agreement with the state-approved provider selected by a parent. This agreement is recognized in Florida as the PDPA and must be developed in consultation with the student's parents and the provider. The plan must include a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's IEP under IDEA. The PDPA must also describe how the student's parents and teacher will be regularly informed of the student's progress.

Assessment – Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop an understanding of what students know, understand, and can do with their knowledge. Assessment is used to diagnose and identify a student's academic strengths and weaknesses in order to effectively focus instruction on targeted deficiencies. The process culminates when assessment results are used to improve subsequent learning.

Progress monitoring – Progress monitoring is the process by which a teacher or tutor frequently monitors a student's progress toward meeting the student's academic goals. In order to be successful, progress monitoring must be frequent, regularly scheduled, and used to reinforce instruction and intervention that is effective for the student or to modify or accommodate the instruction to more effectively meet the needs of the student.

REFER QUESTIONS TO:

Mary Jo Butler
maryjo.butler@fldoe.org
(850) 245-0479



John L. Winn, Commissioner

TECHNICAL ASSISTANCE PAPERS (TAPs) are produced periodically by the Bureau of Public School Options to present discussion of current topics. The TAPs may be used for inservice sessions, technical assistance visits, parent organization meetings, or interdisciplinary discussion groups. Topics are identified by state steering committees, district personnel, and individuals, or from program compliance monitoring.

BUREAU OF PUBLIC SCHOOL OPTIONS
325 WEST GAINES STREET, ROOM 314
TALLAHASSEE, FL 32399-0400

Academic engaged time – According to research, the factor that best predicts academic progress for all students is academic engaged time – or time in which a student is actively engaged in the academic process. Supplemental educational services provide low-performing students more time for direct instruction and practice to acquire the skills necessary to be successful.

Individual educational plan (IEP) – Students who meet the eligibility requirements under IDEA and Florida State Board of Education must have an IEP developed and implemented to address the unique educational needs of a student with a disability to ensure a free and appropriate public education. The goal of the IEP is to identify the measurable annual goals to address the student's priority educational needs. The plan should identify present levels of educational performance (effects of the disability), including the strengths and weaknesses of the student and how the disability affects his or her progress in the general education curriculum. The plan should also include a statement of how progress toward annual goals will be measured.

Limited English proficiency plan (LEP plan) – Students identified through a home language survey and oral/aural and reading/writing (grades 4-12) assessments to be limited English proficient, must have a LEP plan pursuant to the Consent Decree [LULAC et. al. v. State Board of Education (1990)] to ensure the provision of appropriate services to students with limited English proficiency and to monitor the progress made by such students. The goal of a student's LEP plan is to develop as effectively and efficiently as possible each child's English language proficiency and academic potential and to ensure equal access to programming and comprehensible instruction.

Section 504 plan – Section 504 of the Rehabilitation Act of 1973 requires that all students with a current physical or mental impairment which substantially limits one or more major life activities must have a 504 plan to provide equal opportunity to benefit from educational programs, services, or activities as is provided their nondisabled peers. The plan must include the determination of necessary accommodations based on the individual needs of the student and requires periodic reevaluations.

Background of NCLB and Public School Choice Options

The No Child Left Behind (NCLB) Act amended the Elementary and Secondary Education Act of 1965 in ways to strengthen parent involvement and choice in education. The most critical amendments focus attention and resources on improving low-performing schools and providing access for all students to high quality education. Under NCLB, low-achieving, disadvantaged students attending schools that do not make adequate yearly progress (AYP) for three or more consecutive years are eligible to receive supplemental educational services (SES).

NCLB provides low-income parents an opportunity to access free tutoring services to expand options for their children who are struggling in school. These services provide students with extra help in academic subjects such as reading, language arts, and mathematics. The services must be delivered outside the regular school day – before or after school, on weekends, or during the summer. Supplemental educational services provide low-performing students more academic engaged time – more time for direct instruction and practice to acquire the skills necessary to be successful.

A student is generally eligible for SES if he or she is eligible for free or reduced-price lunch and attends a Title I school identified by the state as not making AYP for three or more consecutive years. Eligible families choose an SES provider from a list approved by the state. School districts pay for the tutoring services from Title I funds reserved for this purpose. If the district determines that funds are not sufficient to provide services to all eligible students whose parents

choose for their children to participate in SES, the district must prioritize and serve the students with the greatest need.

Implementing the school choice provisions of NCLB involves the state, school districts, schools, parents, and providers. The state is responsible for identifying eligible SES providers. The state must develop and apply objective criteria to create an approved list of SES providers, must update the list on an annual basis, and must provide each school district with the list of approved providers in each school district.

School districts are required to coordinate the provision of SES and must provide parents with information regarding the availability of SES; the identity of approved service providers; and at a minimum, a brief description of the services, qualifications, and demonstrated effectiveness of each provider.

Legislative Requirements

According to Section 1116 of NCLB, a school district must identify for school improvement any elementary or secondary school receiving Title I funds that fails to meet AYP for two consecutive years. In the case of a school identified for school improvement under this section, the school district, no later than the first day of the school year following such identification, must provide all students enrolled in the school with the option to transfer to another public school in the district, which may include a public charter school, that has not been identified for school improvement.

If a Title I school identified as in need of improvement does not make AYP for the third consecutive year, the school district must continue to provide all students enrolled in the school with the option to transfer to another public school in the district and must offer parents of all eligible students an option to choose for their child to participate in supplemental educational services. In addition, schools identified in corrective action (fourth consecutive year of failure to make AYP) or restructuring (fifth consecutive year of failure to make AYP) status must continue offering parents the option to choose SES for their child.

Each school district must provide annual notice to parents of the availability of SES; the identity of approved providers within the school district; and a brief description of the services, qualifications, and demonstrated effectiveness of each provider. The district must enter into an agreement with each provider chosen by their parents that does the following:

- requires the district to develop, in consultation with the parents and the provider, a plan that includes the specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving the student's achievement that, in the case of a student with disabilities, is consistent with the student's IEP under IDEA or the student's 504 plan
- describes how the provider will regularly inform the student's parents and teachers regarding the student's progress
- provides for terminating of such agreement if the provider is unable to meet the goals and timetables
- contains provisions for district payments to the providers
- prohibits the provider from disclosing to the public the identity of any student eligible for or receiving SES without written permission of the parents

School District and Provider Responsibilities

Once a parent chooses a provider, the district must contract with the provider and pay for the tutoring services. In addition, the parent, district, and provider must develop and identify specific academic achievement goals for the student, measures of student progress, and a timetable for improving achievement. This Parent/District/Provider Agreement (PDPA) should drive the academic services, monitor students' progress, and provide the plan for evaluating the effectiveness of the services.

A provider is responsible for meeting the terms of its agreement with the school district, including:

- enabling the student to attain his or her specific achievement goals as established by the school district in consultation with the student's parents and the provider
- measuring the student's progress and regularly informing the student's parents and teachers of that progress
- adhering to the timetable for improving the student's achievement that is developed by the school district in consultation with the student's parents and the provider

The provider must ensure that the instruction and content of the supplemental services are consistent with the instruction used by the school district and aligned with the Sunshine State Standards. The curriculum and instruction must be designed to help students attain proficiency in meeting the state's academic achievement standards.

Guidelines for Developing, Implementing, and Evaluating the Parent District Provider Agreement (PDPA)

Purpose of the PDPA

The purpose of the PDPA is to assist low-performing students in meeting state and school district expectations in academic proficiency in reading/language arts and mathematics. The PDPA should reflect each student's program and instruction that is focused, intensive, and tailored to meet the individual needs of students, including special populations such as students with disabilities or students with limited English proficiency. The PDPA is the primary vehicle for communicating the district and provider commitment to addressing the unique educational needs of a student.

Parent Collaboration

It is the responsibility of the school district to develop procedures consistent with the requirements of NCLB related to the development, implementation, and evaluation of students' PDPA's. In general, this is a collaborative effort involving a student's parents, a representative from the student's school or the school district, and the provider selected by the parent. These individuals should function as a team to develop the PDPA. Each team member is responsible for bringing information to the process, including but not limited to, the most recent results of each student's performance on state and/or district-wide assessments, the student's classroom performance, provider assessments, observations by the teacher or parent, and other existing and relevant student plans such as an individual educational plan (IEP) or limited English proficiency (LEP) plan.

Critical Elements of the PDPA

The PDPA must

- Be based on **academic performance data and an assessment to identify student's academic deficiencies and skill gaps**. Academic performance data might include FCAT scores, scores from other tests, and report card grades. In addition, diagnostic assessments should be used to pinpoint specific academic deficiencies and identify priority educational needs.
- Identify **specific and measurable achievement goals** for the student in reading/language arts and/or mathematics. Specific goals and FCAT-tested benchmarks should be stated specifically for each deficiency and priority educational need in the content area based on appropriate diagnostic assessments. The measurable goal should focus on the knowledge or skills that will enhance the student's performance and assist in achieving the desired outcome.

An example of a measurable goal for reading ...By the end of the tutoring program, the student will master 80% of the vocabulary presented in the curriculum of the tutoring program as evidenced on the post-assessment. An example of a measurable goal for mathematics ...By the end of the first six weeks, the student will master a minimum of 75% of the basic multiplication facts as documented on the post-test.

- Include **individualized instructional program and academic intervention strategies** designed to meet students' individual needs. Intervention strategies and tutoring should be proven effective by scientific research and focused on specifically diagnosed deficiencies. If the student has been identified as having a deficiency in reading, the PDPA must address the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary. If the student has been identified as having a deficiency in mathematics, the PDPA must address the student's specific areas of deficiency in the identified standards of the Sunshine State Standards (number sense, measurement, geometry and spatial sense, algebraic thinking, and data analysis and probability). For information regarding Florida's Sunshine State Standards, see www.firn.edu/doe/curric/prek12/index.html.
- Provide process and schedule for **frequent monitoring of student's progress**. Continuous progress monitoring of academic performance is necessary for many reasons. Continuous progress monitoring enables teachers to detect academic distress early and modify or accommodate curriculum and instruction. Students should be aware of their progress and can use the information for goal-setting and motivation. Information from progress monitoring will reinforce the efforts of teachers and parents who are supplying the supplemental instruction and increase the probability that such services will continue. Frequent progress monitoring will help inform tutors, teachers, and parents of the student's progress toward meeting the annual goals. It is recommended that a student's progress be monitored at a minimum of once each month. This will enable the tutor, parent, and teacher to determine if the academic intervention and support is effective and if not, to revise or make accommodations to the instruction to reflect a more effective intervention.
- Provide **a timetable for improving the student's achievement** that ensures that services are provided to students as soon as possible in the school year, but no later

than October 15 of each school year. The timetable should include the length of each tutoring session and the frequency of the sessions.

- Describe **how the provider will regularly inform the student's parents and teachers regarding the student's progress.** Progress reports to parents and teachers must be regularly scheduled, and the format should provide information in a way that is easy to understand.

Strategies for Implementation

The PDPA process has several objectives. First, the PDPA documents the student's present level of educational performance, the student's progress in his or her current curriculum and program, his or her strengths, and his or her priority educational needs in reading/language arts and mathematics. Second, the PDPA identifies those goals and objectives that will allow the student to be successful in an appropriate curriculum or tutoring program. Final, the PDPA identifies the supplemental services that are needed and will be provided for the student to be successful.

Use FCAT Materials Developed by the Department as Resources – The Florida Comprehensive Assessment Test (FCAT) is a component of Florida's effort to improve the teaching and learning of higher educational standards. The primary purpose of the FCAT is to assess student achievement of the high-order thinking skills represented by the Sunshine State Standards for reading, writing, mathematics, and science. The FCAT is not a diagnostic tool, and a student's FCAT scores cannot be used to identify his or her specific academic deficiency (ies). SES providers must use assessment/diagnostic instruments to identify students' academic deficiencies in order to develop a PDPA that will specifically address a student's individual academic needs.

The Department has developed many resources that can be used to assist in the development of a student's PDPA, including the *FCAT Summary of Tests and Design* (see <http://www.firn.edu/doe/sas/fcat/pdf/fc05designsummary.pdf>). This document provides a summary of the content categories for the FCAT Sunshine State Standards in reading and mathematics, along with the approximate percent of the raw-score points derived from each content category. For example, in reading for grades six through eight, 30-55 percent of the points is derived from the main idea, plot, and author's purpose; while 15-25 percent of the points is derived from comparison and cause/effect. For grade three in mathematics, 30 percent of the points is derived from number sense, concepts, and operations. The document also includes the length of reading passages for each grade level, which is helpful in providing adequate and appropriate practice for students that is aligned to the FCAT. This document can be used to assist in categorizing specific academic deficiencies, identifying priority educational needs for a student, prioritizing the amount of time that should be designated for particular Sunshine State Standards strands, and aligning curriculum and instruction to the Sunshine State Standards tested benchmarks.

Questions and Answers

General

1. What happens after a parent selects a supplemental educational services provider for his or her child?

The school district must develop, in consultation with the parents and the provider, a Parent

District Provider Agreement (PDPA) that includes a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement. The PDPA must also describe how the provider will regularly inform parents and teachers regarding the student's progress. The PDPA should include specific activities and services designed to meet the individual needs of students. In the case of a student with a disability, the PDPA must be consistent with the student's individual educational plan.

2. Can a provider use its own assessment to identify student needs for writing goals for the PDPA?

Yes. However, the provider must verify with the district as to how and when the assessment can take place. The school district must provide student data regarding the students assigned to a provider. These data will include FCAT scores for students in third through twelfth grade. The FCAT is not a diagnostic tool, and providers must use assessment/diagnostic instruments to identify students' skill deficiencies in order to develop a PDPA that will specifically address a student's individual academic needs.

3. What are the contractual obligations of providers to a school district to continue services if their students achieve the goals originally agreed to in the PDPA?

According to federal guidelines, a provider must continue to provide supplemental educational services to eligible students who are receiving such services until the end of the school year in which such services were first received. Beyond that, district and provider contracts should specify the conditions for continuation of services.

4. Must school or school district staff, parents, and the provider meet face to face to develop and approve a student's PDPA?

It is recommended that all three parties meet together to share information regarding the student, discuss the student's academic strengths and weaknesses, and develop a plan to specifically address the student's academic needs. Frequently, it is difficult to schedule a meeting for all three parties can attend. In this case, it is recommended that the provider and parents meet to develop the plan and school or district staff can review and approve the proposed PDPA as soon as possible. All three parties must approve the document in order for services to begin for the student.

Reporting Progress to Parents and Schools

5. What is required of providers in reporting student progress to parents and the student's school and district?

State-approved providers must provide information regarding the progress of their students in increasing achievement to parents and the appropriate school district staff. The provider should be prepared to evaluate, monitor, and track student progress on a continuous and regular basis. Providers must be prepared to provide regularly scheduled progress reports to students' parents and teachers regarding the academic progress of each student. These reports must be frequent and easy to understand.