

- 1  SAIL into Tutoring!  
Steering Academic Instruction for Leaders

## **“Welcome Aboard”**

### **New SES Providers**

Florida Department of Education  
NCLB School Options Leadership Summit  
July 23-25, 2007

- 2  Agenda
  - Welcome and Introductions
  - NCLB Overview/Funding
  - Contract Management
  - SLP/Assessments/ Progress Monitoring
  - How to Make Families Aware of SES
  - Monitoring through Safe Waters
  - Lessons Learned/Question and Answer
- 3  No Child Left Behind Act of 2001
  - Reauthorization of Elementary and Secondary Education Act of 1965
  - Title I – largest federal education program
- 4  Guiding Principles of NCLB
  - Focus on research-based effective programs and strategies
  - Increased flexibility
  - Greater parental choice
  - Accountability for student performance
- 5  Accountability System
  - Based on academic standards and assessments
  - Includes achievement of all students
  - Includes subgroup population
    - Race/Ethnicity
    - Students with Disabilities
    - Students with Limited English Proficiency
    - Economically Disadvantaged Students
- 6  Adequate Yearly Progress (AYP)
  - Defined by each state
  - Refers to annual progress toward benchmarks used to measure how effective schools are in improving student achievement
  - Provides goal that all states will have 100% of their students reach proficiency in reading and mathematics by 2014
- 7  Consequences for Title I Schools Not Making AYP

8  **Supplemental Educational Services**

Supplemental educational services are defined as tutoring or other supplemental academic enrichment services in reading/language arts and mathematics that are provided beyond the normal school day and are of high quality, research based, and specifically designed to increase academic achievement of students in Title I schools in need of improvement.

9  **Supplemental Educational Services**

Supplemental educational services are required for Title I schools that have not met AYP for three or more consecutive years (those schools in their second and subsequent years of being identified as in need of improvement).

10  **Supplemental Educational Services - Purpose**

To offer the parents of students attending low-performing Title I schools additional sources of academic instruction for their children outside the school day in reading/language arts and mathematics

11  **Eligible Students**

- Low income students attending Title I schools identified in need of improvement, corrective action, or restructuring
- If demand exceeds available funds, school districts must prioritize services to those students with the greatest need.

12  **Funding**

- Districts must set aside an amount equal to 20% of Title I funds to be used for school choice options for eligible students:
  - 5% of Title I allocation for choice with transportation
  - 5% of their Title I allocation for SES
  - 10% for choice and/or SES based on district needs

13  **SES in Florida for 2007-2008 School Year**

- 66 districts with schools in second, third, or fourth year of school improvement and one lab school
- Approximately 960 eligible schools
- 219 state-approved providers
- \$115 M available for NCLB school choice
- \$1,200 state average SES per pupil allocation

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## Contact Information

Bureau of Public School Options  
Florida Department of Education  
Phone: 850.245.0479  
Website: [www.fldoe.org/flbpso](http://www.fldoe.org/flbpso)

- 15  **The Ship's Log:  
Student Learning Plans, Assessments, and Progress  
Monitoring**  
Jan Anderson  
NCLB School Choice Leadership Summit  
July 25, 2007
- 16  **Vocabulary**
- Student Learning Plan (SLP-formally PDPA)
  - Measurable Goals
- 17  **Legislative Requirements**
- Each district is required to develop, in consultation with the parents and the provider, a plan that includes:
    - specific achievement goals for the student
    - how the student's progress will be measured
- 18  **Legislative Requirements (cont.)**
- timetable for improving student's achievement goals
  - how the provider will regularly inform the student's parents and teachers regarding the student's progress.
- 19  **Purpose of the SLP**
- Serves as the primary vehicle for communicating the district and provider commitment to addressing the unique educational needs of a student
  - Provides opportunity for parents, providers, and districts to collaborate to ensure that students' needs are addressed
- 20  **Purpose of the SLP (cont.)**
- Assists low-performing students in meeting state and school district expectations in academic proficiency in reading/language arts and mathematics
  - Reflects each student's program and instruction that is focused, intensive, and tailored to meet the needs of students, including special populations
- 21  **School District Responsibilities**
- Contract with the state-approved provider and pay for the tutoring services
  - Facilitate the development, implementation, and evaluation of the Student Learning Plan (SLP) consistent with NCLB
- 22  **School District Responsibilities**

- Provide student performance data to SES providers
  - Develop a process to assist providers in obtaining signatures of all three parties (parents, district/school, and provider)
- 23  **SES Provider Responsibilities**
  - Meet the terms of the contract with the school district
  - Enable the student to attain his or her specific achievement goals as established in the SLP
  - Measure the student's progress and regularly inform the student's parents and teachers of that progress
- 24  **SES Provider Responsibilities (cont.)**
  - Adhere to the timetable for improving the student's achievement that is developed in consultation with the student's parents and the provider
  - Ensure that the instruction and content of the services are consistent with the instruction used by the district and aligned with the SSS
- 25  **Essential Elements of SLP**
  - Be based on academic performance data and an assessment to identify student's academic deficiencies and skill gaps
- 26  **Essential Elements of SLP (cont.)**
  - Identify specific and measurable achievement for students in reading/language arts and mathematics
    - SMART Goals
- 27  **Essential Elements of SLP (cont.)**
  - Include individualized instructional program and academic intervention strategies designed to meet students' individual needs
- 28  **Essential Elements of SLP (cont.)**
  - Provide process and schedule for frequent monitoring of student's progress
- 29  **Essential Elements of SLP (cont.)**
  - 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
- 30  **Essential Elements of SLP (cont.)**
  - Describe how the provider will regularly inform the student's parents and teachers regarding the student's progress
- 31  **FCAT Resources**
  - Understanding FCAT Reports for 2007**
    - Provides overview of FCAT and achievement levels
    - Explains district, student, and parent reports
    - Describes content assessed on the FCAT for reading and mathematics

32  **FCAT Resources**

**FCAT Summary of Tests and Design**

- Identifies the types of test for each grade level
- Provides the content categories for each grade group (<http://fcat.fldoe.org/fccontentfocus.asp>)
- Provides SSS reading passages
- How to use????

33  **FCAT Resources**

**Content Focus for FCAT (2007)**

- Defines the specific content measured by each FCAT test item for each grade level
- Provides the number of points for items in each category and the content focus for each item

34  **FCAT Resources – How do we use this information?**

- Gain better understanding of the student data provided by the district
- Analyze individual student strengths and weaknesses to develop SLP
- Prioritize instruction for students to maximize student performance
- Ensure that instruction is aligned to SSS and the FCAT

35  **Questions**

36  **SAIL into Tutoring!**

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**CONTRACT MANAGEMENT**

Anke Toth  
Florida Department of Education  
NCLB School Options Leadership Summit  
July 25-27, 2007

37  **Overview**

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- Legislative requirements
- School district responsibilities
- Provider responsibilities
- Essential components of district/provider agreement

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38  **Legislative Requirements**

- School district must notify parents regarding availability of SES
- School district must enter into an agreement with provider chosen by parents
  - Student Learning Plan
  - Student's progress

- Termination
- Payments
- Confidentiality

39  **Legislative Requirements**

- Providers must provide services to eligible students no later than October 15 upon receipt of student enrollment lists at least 20 days prior to the start date.
- If the contract is signed less than 20 days prior to October 15, the provider shall have no less than 20 days from the date the contract was executed to begin delivering services.

40  **School District Responsibilities**

- Determine eligible students
- Disseminate parent notification
- Contract with the provider

41  **School District Responsibilities (cont.)**

- Develop Student Learning Plan (SLP)
- Pay for provision of SES

42  **Provider Responsibilities**

- Enable student to increase academic achievement
- Measure student's process
- Instruct student with a tutor/student ratio no more than 1:10

43  **Provider Responsibilities (cont.)**

- Assure confidentiality of student information
- Meet all applicable federal, state, and local health, safety, and civil rights laws
- Provide secular, neutral, and non-ideological services

44  **Essential components of district/provider agreement**

- Qualified staff
- Fingerprint/background check
- Insurance
- Transportation
- Accident/incident report
- Child abuse reporting

45  **Essential components of district/provider agreement (cont.)**

- Conflict of interest
- Attendance of students
- Marketing and incentives
- Required documents
- Time schedule for tutoring

46  **Essential components of district/provider agreement (cont.)**

- District access for monitoring, observing tutoring sessions, interviewing providers, and instructors

- Enrollment procedures
- Contract modifications, amendments, termination, severability clause

47  **Essential components of district/provider agreement (cont.)**

- Code of ethics for instructors
- Conduct of provider employees: Education Industry Association's (EIA) Code of Professional Conduct and Business Ethics for SES Providers

48  **Essential components of district/provider agreement (cont.)**

- Inspection and audit with access to records or reports
- Supplies, equipment, and facilities
- Invoices, billing, and payment
- Required technical assistance meetings

49  **Essential components of district/provider agreement (cont.)**

- Prohibition from defaming the district
- Prohibition of lobbying
- Discrimination clause
- Subcontract and assignment
- Compliance with laws
- Dispute resolution

50  **Resources**

<http://www.fldoe.org/flbpso/>

- Technical Assistance Paper (TAP) Related to the Written Contractual Agreement Between School Districts and State-Approved Supplemental Educational Services Providers (DBS Memo 2006-107, July 25th, 2006)
  - [Memorandum](#)
  - [Technical Assistance Paper \(TAP\)](#)
  - [Examples of Contracts](#)

51  **Questions and Answers**



52  **Contact**

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53  **SAIL into Tutoring!**  
**Steering Academic Instruction for Leaders**

**Parent Outreach**

Jessica Taylor  
Florida Department of Education  
NCLB School Choice Leadership Summit  
July 25, 2007

54  **Casting Your Net to Bring Them In: How to Make Families Aware of SES**

- Overview of Parent Notification Requirements
- Understanding FERPA
- Provider Opportunities for Parent Outreach
- Resources

55  **NCLB – Intent and Spirit**

- Districts, schools, and providers must ensure the parents understand their options and are able to make informed decisions

56  **Choice Options for Parents**

- Children attending Title I schools identified as in need of improvement may be offered the following opportunities:
  - Choice with Transportation (CWT): To choose for their child to attend a different school while their home school implements improvement efforts
  - Supplemental Educational Services (SES): To improve the academic achievement of their child by enrolling in free tutoring

57  **District Responsibility**

- Parent Notification
  
- Enrolling Students in CWT or SES

58  **Choice with Transportation**

- Schools that have been identified as in need of improvement (SINI) must offer *all* students enrolled an opportunity to transfer to another public school (that is not identified as SINI) and the district provides transportation to the new school

59  **Notifying Parents**

- For Title I schools that have not made AYP for 2 or more consecutive years, districts must notify parents of all eligible students, no later than the first day of the school year:
  - Options for public school choice, including transferring to another public school and supplemental educational services, as applicable
  - School's status
  - School's comparison

- Reason(s) for the identifications
- How parents can help

60  **If still No Improvement  
in Year 3?**

- For Title I schools that have not made AYP for 3 or more years, districts must additionally notify parents of the availability of SES:
  - List of state-approved providers serving district
  - Brief description of services and tutors

61  **SES Parent Notification should include:**

- Clarification of NCLB supplemental educational services
- Explanation of how students become eligible
- Notice services are free
- Explanation related to completing and submitting enrollment and application forms
- Timeline for enrolling
- Contact information for additional resources
- Selection brochure to give parents clear and comparable information

62  **While SES enrollment forms are available to providers, it is the districts responsibility to enroll students. We suggest providers *do not* enroll students because:**

- Parents must be notified of all options under NCLB
- Parents must be given unbiased descriptions of all SES providers
- There are certain eligibility requirements – Free or Reduced Price Lunch
- Children may only enroll in SES or CWT, not both

63  **Timelines**

- Ensure parents have sufficient time to make decision (2 weeks)
- Parents must be able to return enrollment forms easily
- Ensure information is clear
- Districts must offer to help parents
- Districts may establish enrollment windows

64  **Regulations Regarding FERPA**

- Family Education Rights and Privacy Act (FERPA): Federal law that protects the privacy of student education records
- Qualifying for free or reduced priced lunch is confidential information

65  **How FERPA Affects Outreach**

- No postcards telling families they are eligible
- Districts cannot distribute a list of eligible students
- Therefore, there are no direct mailings from providers

66  **Districts Reaching Out!**

- Stretch and expand efforts to communicate availability of SES
  - Enlist schools in outreach efforts
  - Develop packets for teachers to share with parents during parent/teacher conferences
  - Publish flyers in multiple languages to distribute in students' backpacks

67  **Districts Reaching Out!**

- Facilitate fairs at multiple locations for parents
- Submit written articles and ads in local newspapers
- Collaborate with local press to share information
- Place flyers and posters in natural gathering places
- Host informational booths at local malls, grocery stores, or public libraries

68  **Provider Fairs**

- Provider fairs are common events hosted by a school or district
- Eligible families come to the fair to learn about SES and their choices in provider
- All providers serving a school/district are invited to attend
- A school or district may also have Teacher Fairs where providers can recruit teachers and paraprofessionals to become tutors

69  **Providers Interest in**

**Provider Selection Process**

- Encourage parents to focus decision for improving the academic achievement of their child(ren):
  - Provide parents with information about the program
  - Prepare staff to answer questions
  - Encourage parents to learn about all tutoring options
  - Encourage parents to match the strengths of tutoring program with the needs of their child(ren)

70  **Encourage Parents to**

**Ask Questions**

- When choosing an SES provider, parents should ask:
  - Where and when is tutoring provided?
  - How many total sessions?
  - Does the provider use programs that are scientific and researched-based?
  - What type of instruction – individual, small group, or large group?
  - Who will provide the tutoring? What are their qualifications?

71  **Resources**

- Technical Assistance Paper (TAP): Public School Choice Parent Outreach and Notification
- Parent Survey
- Parent Outreach Packet
- FAQs

72  Contact Information

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**Aids to Navigation: Monitoring Through Safe Waters**

Anna Moore and Lia Baham-Harrell

Florida Department of Education

NCLB Public School Options Leadership Summit

July 25-27, 2007

74  Agenda

- Federal and State Requirements
- Florida's Monitoring
- Responsibilities
- Desktop and On-Site Verification
- Essential Elements of Monitoring Workpapers
- Question and Answer

75  Federal Requirement:

- Education Department General Administrative Regulations (EDGAR) at 34 CFR 80.40(a) requires the Florida Department of Education to monitor sub-grant activities "to assure compliance with applicable federal requirements and that performance goals are being achieved."

76  State Requirement:

- Section 1008.32, Florida Statutes requires the State Board of Education to oversee the performance of district school boards and public postsecondary educational institution boards in enforcement of all laws and rules.

- 77  **Global Monitoring**
- USDE monitors FDOE
    - FDOE monitors LEAs and SES providers
    - LEAs monitor implementation of the contract by providers
    - SES providers monitor tutoring staff to ensure fidelity of program
- 78  **Florida's Monitoring Process**
- Three tier model
    - Self-Evaluation
    - Focused onsite monitoring visit
    - Focused desktop review
  - Preliminary report
  - System improvement plan
  - Final report
- 79  **State Responsibilities:**
- Teams monitor, evaluate, and provide feedback to LEAs and SES providers regarding compliance of federal and state laws
- 80  **LEA Responsibilities:**
- LEAs are required to:
    - conduct a self-evaluation of their program using the workpapers
    - compile all evidence of compliance
    - submit a self-evaluation certification to the Department
    - submit a system improvement plan if found partial or not in compliance
- 81  **SES Provider Responsibilities:**
- SES providers are required to:
    - conduct a self-evaluation of their program using the workpapers
    - compile all evidence of compliance
    - submit a self-evaluation certification to the Department
    - submit a system improvement plan if found partial or not in compliance
- 82  **Desktop Verification**
- Just what it sounds like!
  - Selected districts and providers send all evidence of compliance to FDOE with completed workpapers for review
  - FDOE staff reviews documents and conducts phone interviews with staff
- 83  **Desktop Verification Continued**
- FDOE develops follow-up questions
  - Report includes findings, if any
  - System Improvement Plan is required if findings included

- 84  **On-Site Verification**
- FDOE staff reviews documents in Tallahassee
  - Documents not on file in Tallahassee are reviewed on-site
  - Follow-up questions with staff based on document review
- 85  **On-Site Verification**  
**Continued**
- Interview teachers, parents, district, and school staff
  - Report includes findings, if any
  - System Improvement Plan is required if findings included
- 86  **Proposed Monitoring Timelines**
- Summer 2007 → Receive Monitoring Workpapers
  - Fall 2007 → Self Evaluation Due
  - Fall 2007 → Notification of Desktop Verification
  - Fall 2007 → Desktop Verification Documents Due
- 87  **Proposed Monitoring Timelines**
- Fall 2007 → FDOE Desktop Verification Due
  - Winter 2008 → Notification of Onsite Visits
  - Winter – April 2008 → Onsite Visits
  - Spring 2008 → Final Reports Due
- 88  **Essential Elements of the Monitoring Process**
- **Common Elements** – FDOE staff identified the common elements associated with NCLB requirements. The first box on each page specifies the common element being addressed
  - **Compliance Item** – The specific requirement related to the program being monitored is identified and the relevant NCLB citation provided.
  - **Evidence of Compliance** – The left-hand column specifies the documents required for verification activities (desktop or onsite verification). Additional information includes interviews or other types of activities that will provide evidence of compliance.
- 89  **Compliance Status and FDOE Verification**
- **Compliance Status** – LEA/SES provider staff will check one of the following:
    - **In Compliance:** there is evidence to document full compliance with the requirement
    - **System Improvement Required:** all or part of the requirement is not documented as in compliance
    - **Not Applicable:** the requirement is not applicable to be monitored and an explanation should be given in the comment section
- 90  **Essential Elements of the Monitoring Process (continued)**

- FDOE Verification – FDOE staff will check one of the following:
  - **In Compliance:** LEA or provider satisfactorily provided documentation of full compliance with the requirement
  - **Partial Compliance:** LEA or provider satisfied a portion of the requirement and must complete a system improvement plan
  - **Not Applicable:** the requirement is not applicable to be monitored and must be explained in the FOE Verification Notes section

91  **Compliance Status and FDOE Verification**

- **Findings and Comments**
  - This space is provided to make findings and comments relevant to the particular compliance item.
  - These notes should be self-explanatory and directly support the Compliance Status noted in the middle of the page.

92  **Compliance Status and FDOE Verification Continued**

- **FDOE Verification Notes**
  - This space will be used by the FDOE staff to record comments about verification activities whether these be desktop or on-site.
  - The notes should be self-explanatory and directly support the FDOE Verification outcome noted in the middle of the page.

93  **Resources**

- BPSO Website: [www.fldoe.org/flbpso](http://www.fldoe.org/flbpso)
- BPSO Website for NCLB Monitoring: [http://www.fldoe.org/flbpso/nclbchoice/ses/nclb\\_monitoring.asp](http://www.fldoe.org/flbpso/nclbchoice/ses/nclb_monitoring.asp)
- Technical Assistance Paper Related to Public School Choice Parent Outreach and Notification 4.9.2007: <http://info.fldoe.org/docushare/dsweb/Get/Document-4362/k12-08-58memo.pdf>
- Technical Assistance Paper - Student Records Related to Supplemental Educational Services 2.20.2007: <http://info.fldoe.org/docushare/dsweb/Get/Document-4266/k12-07-38memo.pdf>
- BPSO Staff Contacts: <http://www.fldoe.org/flbpso/nclbchoice/ses/sescontacts.asp>

94  **Question and Answer**

95  **Contact Information**

- Contact Information

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