

**Council of Chief State School Officers
The No Child Left Behind Act of 2001**

SUMMARY OF NCLB REQUIREMENTS AND DEADLINES FOR STATE ACTION

The following table provides a timeline of key requirements and deadlines under The No Child Left Behind Act [NCLB]. The summary is divided into six key areas of NCLB compliance: (1) Accountability (or “adequate yearly progress” [AYP]); (2) Standards and Assessments; (3) School Improvement Consequences (including public school choice, supplemental services, corrective action, and restructuring); (4) Data Management and Reporting; (5) Teacher Quality; (6) ELL Students; (7) School Safety; and (8) Other Issues (such as Flexibility, Reading First, etc.).

To promote strategic planning, states must be aware of key, nonnegotiable requirements and deadlines for NCLB compliance in each area. This summary includes both deadlines for state compliance with federal requirements as well as internal deadlines for state administration that are necessary to meet the federal deadlines. Note that many requirements are annual, with the deadlines repeating each year. As the U.S. Department of Education [USED] implementation of the NCLB evolves, it is likely that many of the issues and deadlines will change and/or become more detailed and specific. Therefore, this is meant to be an evolving document, and additional information will be added over time.

NCLB Area	Key NCLB Dates	Pending Requirements for State Action	Deadlines for State Action
<p>I. Accountability/AYP</p> <ul style="list-style-type: none"> ▪ States must establish a single statewide accountability system that includes holding all schools and LEAs accountable for demonstrating AYP in raising student achievement and closing achievement gaps ▪ AYP is based on (1) 95% participation, (2) performance on assessments, (3) performance on an additional indicator; AYP may be shown by absolute performance or “safe harbor” ▪ AYP must be shown for students overall and for each subgroup, disaggregated by race, ethnicity, poverty, disability, and limited English proficiency (where such subgroups are above “minimum number” for accountability) ▪ States, districts, and schools must achieve 100% proficiency by 2013-14 	<p>June 12, 2002: Provide plan to USED for implementation of single state accountability system</p> <p>Prior to 2002-03 school year: Determine baseline school improvement status of schools for 2002-03 school year based on status of schools under 1994 LASA as of Jan. 8, 2002</p> <p>Jan. 31, 2003: Provide preliminary AYP Workbook to USED, including preliminary policies/ information on starting points, timeline, intermediate goals, annual objectives, other academic indicators, minimum number, etc.</p> <p>May 1, 2003: Provide final AYP Workbook to USED, including evidence that state has established a single state accountability system consistent with the NCLB. (Final approval from USED by June)</p> <p>Summer 2003: Determine what schools and LEAs made/did not make AYP for 2002-03 (and 2001-02 to extent included) based on the state’s single accountability system, and determine school improvement status for schools and LEAs in 2003-04. (This is also required EACH YEAR THEREAFTER)</p>	<ol style="list-style-type: none"> 1. States must meet the conditions contained in their AYP Workbook approval letters 2. States must make an AYP determination for every public school and district in the state, (specifically those with possible choice or SES implications) and ensure that timely notice of AYP decisions and implications are made at the district, school, and parent level 3. States must provide statewide graduation and dropout rate baseline data and targets as part of the September 2003 consolidated state application submission 4. States must examine statewide AYP and ensure that they demonstrate AYP following 2003-04 [or 2004-05] [?] 	<ol style="list-style-type: none"> 1. July-Sept. 2003 2. July-August 2003 3. Sept. 2003 4. July-Oct. 2004 [?]

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<p>II. Standards and Assessments</p> <ul style="list-style-type: none"> ▪ States must establish statewide standards and assessments aligned with those standards in reading/language arts, math, and science ▪ States, districts, and schools must assess all students in reading/language arts and math – annually (by 2005-06) in grades 3-8, once in 10-12, and including NAEP in grades 4 and 8 every other year ▪ Assessments must be valid, reliable, consistent w/relevant, nationally recognized professional and technical standards, etc. 	<p>June 12, 2002: Provide timeline of major milestones for adopting: (1) Content standards/grade-level expectations and academic achievement standards for R/LA, math, and science; (2) Academic achievement standards for R/LA, math, and science; (3) Assessments in R/LA, math, and science</p> <p>During 2002-03 school year (AND EACH YEAR THEREAFTER): (1) Administer state assessments in R/LA and math at least once in grades 3-5, 6-8, 10-12; (2) Participate in biennial NAEP testing in R and math in grades 4 and 8 (if selected); and (3) Ensure that LEAs conduct annual assessment of ELL English proficiency</p> <p>May 1, 2003: Provide (1) evidence state has adopted content standards/grade-level expectations and academic achievement standards in R/LA and math (detailed timeline for science); (2) timeline for development of assessments in R/LA and math</p> <p>2005-06: Implement annual assessments in R/LA and math in grades 3-8</p> <p>May 1, 2006- Provide evidence state has adopted content standards in science</p> <p>2006-07: Implement science assessments at least once in grades 3-5, 6-8, 10-12</p> <p>December 1, 2006: Provide evidence that the state has set academic achievement standards and developed and implemented assessments in R/LA and math in grades 3-8</p> <p>December 1, 2008: Provide evidence that the state has set academic achievement standards and developed and implemented assessments in science in grades 3-5, 6-8 and 10-12</p> <p>2013-14: Ensure that all students are proficient in R/LA, math, and science</p>	<ol style="list-style-type: none"> 1. Select states must finalize content standards or grade-level expectations in grades 3-8 for reading/language arts and math, as required in the May 2003 state consolidated application submission 2. Select states must prepare for standards and assessments peer review and ensure that 2003-04 assessments meet NCLB requirements 3. States must establish state standards and annual assessments in grades 3-8 in reading/language arts and math 4. States must adopt content standards in science and implement state science assessments at least once in grades 3-5, 6-8, and 10-12 	<ol style="list-style-type: none"> 1. July-August 2003 2. July 2003-Spring 2004 3. 2005-06 4. 2006-07

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<p>III. School Improvement Consequences</p> <ul style="list-style-type: none"> ▪ States must establish a system of rewards and sanctions for all schools as part of their single statewide accountability system ▪ Title I schools that fail to meet AYP for two consecutive years will be identified for school improvement w/ the following required consequences: <ul style="list-style-type: none"> - Year 2: improvement plan, technical assistance, 10% expenditure on teacher professional development, and public school choice - Year 3: all the above plus supplemental services - Year 4: all the above plus corrective action - Year 6: all the above plus restructuring/alternative governance ▪ Title I districts that do not meet AYP are placed in improvement status after two years and in corrective action after four years, with less stringent but real consequences decided by the state 	<p>Prior to 2002-03 school year (AND EACH YEAR THEREAFTER): Establish criteria and identify approved supplemental services providers</p> <p>First day of 2002-03 school year (AND EACH YEAR THEREAFTER):</p> <ul style="list-style-type: none"> ▪ Ensure public school choice and supplemental services for eligible students ▪ Ensure school improvement and corrective action (or restructuring) if/where required ▪ Implement LEA improvement or corrective action (as appropriate) <p>2002-03: States must use 2% of Title I funds for school improvement</p> <p>2004-05: States must use 4% of Title I funds for school improvement</p>	<ol style="list-style-type: none"> 1. States must have a statewide rewards and sanctions system in place for all public schools 2. States must ensure that districts w/ schools identified for school improvement offer public school choice and supplemental services and/or take corrective action, as required 3. States must secure district improvement plans and provide technical assistance to districts identified for improvement 4. States must annually evaluate and approve supplemental educational services providers 	<ol style="list-style-type: none"> 1. August 2003 2. August 2003 3. Sept.-Nov. 2003 4. August 2003 [?]

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<p>IV. Data Management and Reporting</p> <ul style="list-style-type: none"> ▪ States and districts must publish annual report cards ▪ Individual student reports must be generated from the statewide assessments for distribution to parents and teachers ▪ States and districts must report annually (to USED and the state, respectively) on the performance goals required in their consolidated plans (including five key areas at the state level -- AYP, ELL proficiency, teacher quality, safe schools, and graduation rates) 	<p>June 12, 2002: Consolidated State Application: Initial applications due to USED. States must adopt and annually report on five goals (along with required performance indicators for those goals): (1) All children will be proficient in reading/language arts and math by 2013-14; (2) All ELL children will be proficient in English; (3) All teachers will be highly qualified by 2005-06; (4) All students will be educated in safe, drug-free environments; (5) All students will graduate from high school</p> <p>During the 2002-03 school year (AND EACH YEAR THEREAFTER): States and LEAs must produce annual report cards (disaggregated as required), including: (1) Student achievement on state assessments; (2) Names of schools identified for improvement; (3) Graduation rates (and other AYP indicators); (4) Percentage of students not tested; and (5) Professional qualifications of teachers</p> <p>May 2003 - Consolidated State Application: States must submit annual targets and baseline data related to the required AYP related goals and indicators (disaggregated as required). This includes data such as the percentage of students and schools scoring proficient or above on state assessments and making/not making AYP</p> <p>June 2003 - LEA Consolidated Applications/Plans: States must approve LEA plans prior to releasing NCLB funds to districts for the next year</p> <p>Sept. 2003 - Consolidated State Application: States must submit annual targets and baseline data related to the remaining goals and required indicators (disaggregated as required). This includes data such as:</p> <ul style="list-style-type: none"> ▪ The percentage of ELL students achieving English proficiency ▪ The percentage of classes taught by highly qualified teachers and of teachers receiving high quality professional development ▪ The number of persistently dangerous schools ▪ The percentage of students who graduate/dropout 	<ol style="list-style-type: none"> 1. States must complete their September 2003 consolidated state application submissions, including baseline data and targets on ELL proficiency, teacher quality, graduation rate, and persistently dangerous schools (and provide any revised information on AYP baseline data and targets previously submit) 2. States must publish annual state report cards, including data on student achievement on state assessments, schools identified for improvement, graduation rate and other AYP indicators, percentage of students not tested, and professional qualifications of teachers 3. States must submit Consolidated State Performance Report Part I (for reporting on school year 2002-03) 	<ol style="list-style-type: none"> 1. Sept. 2003 2. Nov. 2003 [?] 3. Dec. 22, 2003

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<p>V. Teacher Quality</p> <ul style="list-style-type: none"> ▪ In Title I programs, states and districts may hire only “highly qualified” teachers to teach in core subjects and only qualified paraprofessionals to offer instructional support ▪ All teachers in core subjects and all Title I paraprofessionals must be “highly qualified” by 2005-06. ▪ In addition to general reporting requirements, districts must inform parents in Title I schools of the right to know teacher quality and if student is taught by other than a highly qualified teacher for four or more weeks. ▪ States and districts must provide high quality professional development for teachers and paraprofessionals 	<p>from high school</p> <p>January 8, 2002: All paraprofessionals in Title I programs hired from this date forward must meet NCLB qualification requirements</p> <p>June 12, 2002: State must describe how state will monitor and provide technical assistance to LEAs and schools to meet teacher/ paraprofessional quality goals (e.g., having all teachers in core subjects “highly qualified” by 2005-06)</p> <p>First day of 2002-03 school year: All teachers in Title I programs hired from this date forward to teach core subjects must be “highly qualified” as defined in NCLB and by the state</p> <p>2005-06: States must ensure that all teachers in core subjects (both newly hired and existing teachers, both Title I and non-Title I programs) are “highly qualified,” and that all paraprofessionals (by 1/8/06) meet qualifications requirements</p>	<ol style="list-style-type: none"> 1. States must establish high, objective, uniform state standard of evaluation (HOUSSE) for determining what current teachers are “highly qualified per NCLB 2. States must provide statewide baseline data and targets regarding the percentage of classes taught by highly qualified teachers and the percentage of teachers receiving high quality professional development as part of the September 2003 consolidated state application submission 	<ol style="list-style-type: none"> 1. August-Sept. 2003 2. Sept. 2003

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<p>VI. ELL Students</p> <ul style="list-style-type: none"> ▪ Each LEA must test ELL students annually and show improvement in English proficiency (and other ELL performance) or face consequences 	<p><i>June 12, 2002: Provide USED w/ information on assessment of ELLs, including: (1) Languages in student population and languages in which state assesses/needs to assess; (2) Evidence that LEAs will provide annual assessment of English proficiency by 2002-03; (3) Status of efforts to establish standards and annual objectives for English proficiency</i></p>	<ol style="list-style-type: none"> 1. States must provide statewide baseline data and targets regarding the percentage of ELL students attaining English proficiency by the end of the school year as part of the September 2003 consolidated state application submission 2. Select states must establish a standard for determining who will be counted as an ELL student for TI and THH accountability purposes, consistent w/ NCLB TIX definition of LEP students 	<ol style="list-style-type: none"> 1. Sept. 2003 2. July 2003-Spring 2004

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<p>VII. School Safety</p> <ul style="list-style-type: none"> ▪ LEAs must provide any student in a persistently dangerous school or who is a victim of a violent criminal offense while on school grounds the option to transfer to another school within the LEA ▪ States must report to USED information on which schools have been identified as persistently dangerous 	<p><i>July 1, 2002: Provide certification that state is complying w/ Unsafe School Choice Option [USCO]. (If not, then by Aug. 15, 2002, submit timetable to ensure compliance by July 1, 2003)</i></p> <p><i>July 1, 2003: All states must submit certification of compliance with USCO requirements</i></p> <p>Prior to 2003-04 school year (AND EACH YEAR THEREAFTER): States must identify persistently dangerous schools in sufficient time to permit LEAs to offer students in those schools the option to transfer to another school at least 14 calendar days before the start of the 2003-2004 school year</p> <p>First Day of 2003-04 School Year: States must be prepared to implement transfers under USCO requirements and have policies in place for transferring victims of violent crimes</p> <p>December 1, 2003: States submit first biennial report on SDFS to USED and the public</p>	<ol style="list-style-type: none"> 1. States must establish their definitions of “persistently dangerous schools” and “violent criminal offense,” identify those schools that are “persistently dangerous,” and ensure that students attending “persistently dangerous schools” or who are victims of a “violent criminal offense” on school grounds are offered public school choice 2. States must provide baseline data and targets regarding the number of persistently dangerous schools as part of the September 2003 consolidated state application submission 	<ol style="list-style-type: none"> 1. July-August 2003 2. Sept. 2003

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<p>VIII. Other</p>	<p><i>Reading First –</i></p> <ul style="list-style-type: none"> ▪ <i>June 12, 2002: Applications due to USED</i> ▪ <i>July 1, 2003: Applications for Year I funding are due</i> ▪ September 1, 2003: Applications for Year I funding must gain final approval ▪ Annually: States must submit annual reports on the implementation of Reading First (<i>dates will vary depending on funding dates</i>) ▪ September 30, 2004: Funds for Year I must be obligated by SEAs and LEAs ▪ After the 3rd year of Implementation: States must submit a midpoint progress report (<i>dates will vary depending on funding dates</i>) <p><i>State-Flex --</i></p> <ul style="list-style-type: none"> ▪ <i>May 8, 2002: Notify USED of intent to apply for State-Flex</i> ▪ <i>Jan. 17, 2003: Submit State Flex application to USED (may be moved to Feb. 28, 2003)</i> 	<ol style="list-style-type: none"> 1. Reading First: States must gain approval of Reading First plans for Year 1 funds 2. Flexibility 3. Technology 4. 21st Century Community Learning Centers 5. Other 	<ol style="list-style-type: none"> 1. Sept. 2003

