

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

NCLB WORKPLAN

Key Issues	Specific Tasks	Contacts	Notes/Next Steps
<p><b>I. Accountability</b></p> <ul style="list-style-type: none"> <li>▪ NCLB requires that state establish a “single statewide accountability system” that includes (but is not limited to) “AYP”; states must make annual AYP determinations for all public schools and districts</li> <li>▪ NCLB requires that state establish a system of “rewards and sanctions” for all public schools and districts, including specific, escalating sanctions for TI schools that do not meet AYP (requiring school improvement, public school choice, supplemental educational services, corrective action, restructuring, etc.)</li> </ul>			
<p><b>A. Define AYP</b></p> <ul style="list-style-type: none"> <li>▪ AYP Workbook approved, w/ conditions in USED letter</li> </ul>	<ol style="list-style-type: none"> <li>1. Follow up on AYP conditions in USED letter to state</li> <li>2. Collect issues re AYP determinations and how substance and process can be improved (for possible changes, letter to policymakers, etc.)</li> </ol>		
<p><b>B. Make 2002-03 AYP determinations for all public schools and districts</b></p>	<ol style="list-style-type: none"> <li>1. Review and decide on school AYP appeals</li> <li>2. Make LEA AYP determinations</li> <li>3. Address AYP determinations re select charter schools and state schools</li> <li>4. Look for anomalies in AYP determinations</li> </ol>		
<p><b>C. Build a single statewide accountability system that integrates AYP and state grade criteria</b></p>	<ol style="list-style-type: none"> <li>1. Determine state criteria and model of integration of AYP with state criteria</li> <li>2. Determine what actions require state legislation</li> </ol>		
<p><b>D. Establish rewards and consequences for accountability that integrate TI-required sanctions</b></p>	<ol style="list-style-type: none"> <li>1. Decide on state rewards and sanctions and integration of TI-required sanctions</li> <li>2. Determine what actions require state legislation</li> </ol>		

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<b>E. Ensure that AYP consequences for 2002-03 are properly implemented</b>	<ol style="list-style-type: none"> <li>1. Ensure that choice and SES are properly implemented</li> <li>2. Approve and evaluate SES providers</li> </ol>		
<b>F. Reexamine AYP in light of SSAS</b>	<ol style="list-style-type: none"> <li>1. Review AYP design decisions in light of SSAS</li> </ol>		
<b>G. Ensure that data are being used to improve student achievement</b>	<ol style="list-style-type: none"> <li>1. Establish a system of data use to adjust “inputs” to improve “outputs”</li> </ol>		
<p><b>II. Standards and Assessments</b></p> <ul style="list-style-type: none"> <li>▪ <i>NCLB requires that states establish challenging standards and assessments aligned w/ those standards in reading/language arts and math (and ultimately science) for use in accountability; assessments must be administered annually in grades 3-8 (by 2005-06) and once in grades 10-12</i></li> </ul>			
<b>A. Review assessments to ensure validity and reliability as required by NCLB</b>	<ol style="list-style-type: none"> <li>1. Engage contractor and experts to revise assessments to meet IASA/NCLB standards</li> <li>2. Engage USED in assessment development or revision; prepare for USED peer review</li> </ol>		
<b>B. Address assessment issues for AYP purposes</b>	<ol style="list-style-type: none"> <li>1. Engage experts, including psychometricians, to review assessments to ensure appropriateness for AYP use</li> <li>2. Address assessment security issues</li> </ol>		

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<b>C. Address assessment issues for diagnostic purposes</b>	1. Engage experts, including psychometricians, to review assessments to ensure appropriateness for diagnostic purposes		
<b>D. Establish plan to ensure that assessments for student accountability are consistent w/ OTL requirements</b>	1. Review implications re use of confidence intervals		
<b>E. Address any curriculum change or standards reform issues</b>	1. Address opportunity to learn issues 2. Review assessments with changing standards		
<b>III. Teacher Quality</b> <ul style="list-style-type: none"> <li>▪ NCLB requires that all newly hired Title I teachers in core academic subjects must be “highly qualified,” and all teachers in core academic subjects must be highly qualified by 2005-06 (w/ similar requirements for paraprofessionals)</li> <li>▪ NCLB also requires that all teachers receive “high quality” professional development</li> </ul>			
<b>A. Review and finalize HQT definitions</b>	1. Ensure that HQT definitions meet NCLB requirements and are consistent w/ state policy goals		
<b>B. Consider broader teacher quality and professional development policy efforts</b>	1. Ensure delivery of high quality professional development, aligned w/ student achievement		

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<p><b>IV. Data and Reporting</b></p> <p>1. <i>NCLB requires that states and LEAs release annual report cards that include data on AYP, assessments, teacher quality, etc. (disaggregated by subgroups); NCLB also requires individual reports in several areas on student assessment results, teacher quality, etc.; and NCLB requires states (and LEAs) to submit annual data to USED (and the state) for consolidated planning and monitoring purposes</i></p>			
<p><b>A. Complete state and LEA report cards</b></p>	<p>1. Review current systems to determine what data should and must be included</p>		
<p><b>B. Review and finalize data and benchmarks regarding consolidated state/LEA plans</b></p>	<p>1. Follow up on USED data submission to ensure that issues are fully and accurately addressed</p>		
<p><b>C. Modify current state data systems and develop revised systems to improve data collection and analysis</b></p>	<p>1. Determine what data issues must be addressed this year for assessment administration (e.g., precoding exams)                  2. Consider joining CCSSO data collaborative                  3. Consider development of individual student identifier, longitudinal data system</p>		
<p><b>V. ELLs</b></p> <p>4. <i>Federal law requires that ELL students be taught English and the content knowledge that all students are expected to master</i>                  5. <i>NCLB requires that ELL students be included in state assessments for AYP w/ appropriate accommodations/alternative assessments</i>                  6. <i>NCLB requires that ELL students be tested annually for English proficiency and that LEAs face consequences for not meeting annual English proficiency objectives</i></p>			
<p><b>A. Review and revise accommodations/ alternative assessment policies for state assessments</b></p>	<p>1. Review current accommodations policies                  2. Examine state options re alternative assessment (in light of English only) including immigrants</p>		

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<b>B. Develop and implement LEP proficiency assessment</b>	1. Consider joining CCSSO or other collaborative		
<b>VI. Students w/ Disabilities</b> <ul style="list-style-type: none"> <li>▪ <i>Federal law requires that students w/ disabilities be provided a “free appropriate public education,” including an individualized education program that is (in most cases) aligned w/ the state’s general standards and provided in the least restrictive environment</i></li> <li>▪ <i>NCLB requires that students w/ disabilities be included in state assessments for AYP w/ appropriate accommodations/ alternate assessments</i></li> </ul>			
<b>A. Review and revise accommodations for state assessments</b>	1. Review current accommodations policies		
<b>B. Review alternate assessment</b>	1. Be aware of impending changes in IDEA that may affect these requirements		
<b>VII. School Safety</b> <ul style="list-style-type: none"> <li>▪ <i>NCLB requires that states establish a definition for persistently dangerous schools and annually identify any such schools; LEAs must provide any student in such schools or who is a victim of violent crime on school grounds the options to transfer to another public school w/in the LEA</i></li> </ul>			
<b>A. Consider establishment of broader school safety policy for at-risk schools (e.g., re bullying and harassment)</b>	1. Define persistently dangerous school		

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<b>B. Consider any relevant state law regarding discipline or school safety</b>	1. Consider combining state and federal reporting requirements 2. Address broader school climate issues		
<b>VIII. General Matters</b> <ul style="list-style-type: none"> <li>▪ NCLB requires that states take policy action in several core areas of education reform and that such actions be valid and reliable in terms of raising student achievement and closing achievement gaps</li> <li>▪ NCLB also requires that states ensure that LEAs meet their obligations under the Act</li> </ul>			
<b>A. Finalize education policy goals and objectives tied to NCLB reform areas and ensure that NCLB efforts are valid and reliable</b>	1. Hold policymakers meeting re establishing education policy goals in light of NCLB 2. Consider establishment of TAC or other measures to ensure valid and reliable strategies and efforts to analyze systems over time		
<b>B. Establish monitoring system to ensure state compliance and LEA implementation</b>	1. Consider combining with other state education agencies and existing audit team		
<b>C. Consider resource and capacity issues</b>	1. Evaluate workplan in light of available resources (e.g., human, financial, time, etc.)		