

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

PLANNING MATRIX (2004)

Date	Standards and Assessments	Accountability/ AYP	School Improvement	Data and Reporting	Teacher Quality	Special Populations (ELL, IEP)	State (and USED) Monitoring	Leadership Quality
2003-04, In General	<ul style="list-style-type: none"> ▪ Each state must have in place its IASA-required standards and assessments in R/LA and math (more than 20 states will go through IASA timeline waiver peer reviews by USED this year) ▪ Each state must be moving forward in the development of its NCLB-required 3-8 assessments in R/LA and math (including development, RFP, etc., in anticipation of field testing next year and full implementation in 2005-06) 	<ul style="list-style-type: none"> ▪ Each state must have made AYP determinations for this year (based on 2002-03 data) ▪ Each state must submit for approval any amendments to its AYP/ accountability plan ▪ Each state must put foundations in place to make AYP determinations for next year (based on 2003-04 data) for all public schools and LEAs, including for all Title I schools and LEAs <i>before the beginning of the next school year</i> 	<ul style="list-style-type: none"> ▪ Each state should ensure that LEAs are implementing required Title I consequences this year, including choice, SES, and corrective action ▪ Each state should improve process for ensuring that LEAs implement required consequences ▪ Each state must implement LEA consequences for LEAs placed in improvement status after this year 	<ul style="list-style-type: none"> ▪ Each state must submit two Consolidated State Compliance Reports to USED for 2003-04, and likely one for 2004-05 ▪ Several states will be required to produce additional data for USED monitoring ▪ Each state must issue state and LEA report cards, and should likely improve the timeline on which such report cards are issued for next school year ▪ Each state should be working to improve its state data systems 	<ul style="list-style-type: none"> ▪ Each state must set its standard for “highly qualified teachers” (and paraprofessionals) including the state’s HOUSSE standard ▪ Each state must provide baseline data to USED re HQTs ▪ Each state should review its definitions and baseline data to ensure compliance ▪ Each state must set AMOs for LEA HQT accountability and make such accountability determinations 	<ul style="list-style-type: none"> ▪ Each state must provide baseline data to USED re English proficiency ▪ Each state must set TIII AMOs for LEAs re English proficiency ▪ Each state must set standard for determining ELL student under TI and TIII ▪ Each state must establish policy and analyze need for exception to 1% cap on alternate assessments for special education students; states will need to obtain USED approval where exceptions to cap are necessary. 	<ul style="list-style-type: none"> ▪ Each state should work to ensure effective monitoring and oversight of LEA actions ▪ Several states will receive monitoring visits from USED (based on initial USED monitoring plan distributed to states) ▪ Several states (likely 10-15) will receive monitoring visits regarding migrant policies and programs 	

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<p>January to March 2004</p>	<ul style="list-style-type: none"> ▪ USED begins S/A peer reviews for IASA timeline waiver states (> 20) (2003-04) ▪ States should begin working on 3-8 AYP assessments (see below) (2003-04) 	<ul style="list-style-type: none"> ▪ States submitted baseline data to USED re schools that did not meet AYP (and why) (Dec. 2003) 	<ul style="list-style-type: none"> ▪ States submitted baseline data to USED re number of schools/ students in choice, SES (Dec. 2003) ▪ USED begins monitoring select states for NCLB compliance re choice, SES, etc. (12-14 states this year) (2003-04) 	<ul style="list-style-type: none"> ▪ States submitted first Consolidated State Report to USED (Dec. 2003) ▪ Each state must issue state and LEA report cards based on 2002-03 data (2003-04) 	<ul style="list-style-type: none"> ▪ States submitted baseline data to USED re HQTs (Dec. 2003) ▪ Many states will participate in USED “Teacher Assistance Corps” visits (2003-04) 	<ul style="list-style-type: none"> ▪ States likely must put in place foundations to take advantage of USED LEP flexibility and USED alternate assessment flexibility for SWDs (and to seek any exception to 1% cap) (2003-04) 	<ul style="list-style-type: none"> ▪ 12-14 states will receive USED monitoring visits for NCLB compliance (2003-04) 	

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<p>April to June 2004</p>	<ul style="list-style-type: none"> ▪ States must administer state assessments in R/LA and M for AYP (2003-04) 	<ul style="list-style-type: none"> ▪ States must submit any AYP Workbook revisions to USED for approval (and can propose broader, single statewide accountability systems) (4/1) 		<ul style="list-style-type: none"> ▪ Second Consolidated State Report for 2003-04 to USED will likely be due (spring 2004) 		<ul style="list-style-type: none"> ▪ USED will likely issue new proposed rules regarding ELL assessment and accountability rules. ▪ Each state must ensure that LEAs conduct (at least) current ELL proficiency assessments (2003-04) ▪ Each state likely must at least field test new ELL proficiency assessments (at least) (2003-04) 		

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<p>July to September 2004</p>		<ul style="list-style-type: none"> ▪ States must make 2003-04 AYP decisions (before next school year at least for Title I schools and LEAs) 	<ul style="list-style-type: none"> ▪ Each state must evaluate and approve SES providers (summer) ▪ Each state must ensure that LEAs inform parents of AYP/ school improvement consequences for TI schools (e.g., choice, SES) (before next school year) ▪ Each state must ensure that LEAs take appropriate school improvement, corrective action, or restructuring ▪ Each state must implement LEA AYP consequences for LEAs in improvement status (likely including ensuring that such LEAs are not SES providers) 	<ul style="list-style-type: none"> ▪ Each state must produce annual report cards for state and LEAs (2004-05) 	<ul style="list-style-type: none"> ▪ States likely must establish AMOs and determine LEA accountability for meeting HQT AMOs under TII (2004-05) 	<ul style="list-style-type: none"> ▪ States likely must establish AMOs and determine LEA accountability for meeting LEP AMOs under TIII (2004-05) 		

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October to December 2004				<ul style="list-style-type: none"> ▪ States likely must submit to USED a Consolidated State Compliance Report for 2004-05 (Dec. 2004) 				
2004-05	<ul style="list-style-type: none"> ▪ Each state likely must field test new 3-8 AYP assessments in R/LA and M 					<ul style="list-style-type: none"> ▪ Each state likely must fully administer new state English proficiency assessments 		
2005-06	<ul style="list-style-type: none"> ▪ Each state likely must fully implement new 3-8 AYP assessments in R/LA and M 							