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## TIMELINE:

### IMPORTANT DATES

#### By 2005-06:

States must measure progress in reading and mathematics for every student in each of grades 3 through 8 and at least once for students in grades 10 through 12.

#### By the end of the 2005-06 school year:

States must ensure that all teachers are highly qualified.

#### By 2007-08:

States must measure student progress in science at least once during each of the following grade spans: grades 3-5, grades 6-9, and grades 10-12.

#### By the end of the 2013-2014 school year:

States must demonstrate that all students are meeting the federally required goals for grade-level achievement.

Education is painful, continual and difficult work to be done in kindness, by watching, by warning, by praise, but above all-by example.

John Ruskin

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#### Teacher and Paraprofessional Quality:

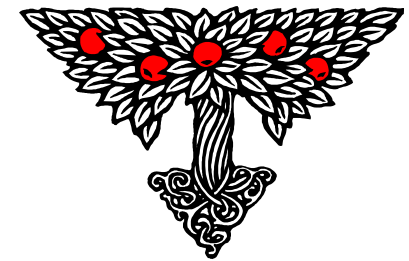
- As part of NCLB, all teachers of core academic subjects (i.e., English, language arts, mathematics, science, foreign languages, government, economics, arts, history and geography) must be “highly qualified” by 2005-06.

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## *No Child Left Behind (NCLB)*

### *Key Provisions and Timelines*



USD 320  
WAMEGO

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*Learning First Alliance: Strengthening Public  
Schools For Every Child*  
[www.learningfirst.org](http://www.learningfirst.org)

# *No Child Left Behind*



USD 320  
Wamego

The overall goal of **No Child Left Behind** (NCLB) is to have all students—100 percent—achieving at grade level by 2014.

Between now and 2014, states, districts, and schools must take a series of specific steps toward that goal. The law requires that all schools focus intensively on challenging academic standards in reading, math and science and tests based on them; accountability for the performance of every child; and the guarantee of a highly qualified teacher in every classroom.

Although all schools are subject to NCLB goals and reporting requirements, only schools receiving Title I federal funds will be subject to specific requirements for corrective action, unless a state chooses to extend them to non-Title schools.

## **KEY PROVISIONS**

### **Testing and Achievement:**

- States set specific scores, known as **proficiency levels**, on their reading and math tests. These scores indicate grade-level performance, and reflect state academic standards and curriculum aligned to them.
- States then set student performance goals based on test results from the base year of 2001-2002.
- Student performance goals will be raised on a regular schedule between the base year and 2014. By 2014, all students and sub-groups of students will be performing at grade level.
- Test scores must be reported for schools and specific sub-groups within schools.
- Starting 2005-06, states will test every student annually in reading and math from grades 3 through 8, and at least once in these subjects in grades 10 through 12. By 2007-08, states must test students in science at least once during grades 3-8, grades 6-9, and grades 10-12.
- Schools and districts must demonstrate annually that **all students** and all sub-groups of students are meeting state goals for grade-level work to be counted as making **Adequate Yearly Progress (AYP)**.
- Schools and districts will not be counted as making AYP if any one (or more) of the specific student sub-groups misses the performance goal.
- If schools or districts do not make AYP for two years in a row, they are considered “schools in need of improvement.”
- If schools in need of improvement receive Title I funds (federal support for high-poverty schools), special requirements apply to them.
- School improvement efforts must focus on programs and approaches that have research evidence to demonstrate their effectiveness.
- If schools getting Title I funds continue to fall short of AYP, they will face more extensive changes over the course of several years.

**NOTE: The USD 320 district and all schools (Central Elementary, West Elementary, Wamego Middle School and Wamego High School) made Adequate Yearly Progress as defined by the NCLB legislation for 2002-03.**