

## **Title III Improvement for 2010-11 School Year (Based on 2009-10 Data)**

State Board of Education (SBE) policy GCS-A-012, amended in September 2010 states that subgrantees receiving Title III funds (including LEAs and public charter schools, with consortia as defined in No Child Left Behind legislation) must meet a series of Annual Measurable Achievement Objectives (AMAOs).

AMAO calculations reflect requirements in NCLB Title III and the *Notice of Final Interpretations* (NOI), published in the Federal Register by the US Department of Education in October 2008.

- **AMAO 1 (Progress):** Students identified as LEP shall demonstrate progress (improve at least one proficiency level in at least one of the subtests of reading, writing, speaking, or listening) on the required state identified English language proficiency test. For a Title III subgrantee to meet this AMOA, they must achieve 70% in the 2009-2010 school year.
- **AMAO 2 (Proficiency):** Students must meet the Comprehensive Objective Composite (COC) as set by the state to meet proficiency. The COC defines the attainment of English language proficiency by the student reaching an overall composite score of 4.8, with at least a 4.0 on the reading subtest and at least a 4.0 on the writing subtest on the required state identified annual English language proficiency test for kindergarten and Tiers B and C in grades 1-12. For a Title III subgrantee to meet AMAO 2, at least 11.8% of the LEP students in that subgrantee must attain English language proficiency in the 2009-2010 school year.
- **AMAO 3 (AYP for the LEP subgroup):** Per federal regulations, AYP for the LEP subgroup for each subgrantee was determined for Title III based upon the same decision rules used for AYP at the LEA level for Title I. A Title III subgrantee's status on AMAO 3 is based on the performance of the LEP subgroup on four sub-targets (two subject areas at two grade spans). Performance on each subtarget is shown by functioning on two goals: Proficiency and 95% Participation.

The following report documents the Title III subgrantees that are in Title III Improvement because they have not met the Annual Measurable Achievement Objectives (AMAO 1, AMAO 2, or AMAO 3) for two or more consecutive years. Title III subgrantees include individual LEAs, public charter schools, and consortia.

**Table 1. LEAs Missing the AMAOs for Two Consecutive Years**

<b>Subgrantee Code</b>	<b>Subgrantee Name</b>
100	Brunswick County Schools
160	Carteret County Public Schools
34D	Carter G Woodson School
250	Craven County Schools
280	Dare County Schools
490	Iredell-Statesville Schools
560	Macon County Schools
780	Robeson County Schools
900	Union County Public Schools
950	Watauga County Schools
960	Wayne County Public Schools

**Table 2. LEAs Missing the AMAOs for Three Consecutive Years**

<b>Subgrantee Code</b>	<b>Subgrantee Name</b>
130	Cabarrus County Schools
190	Chatham County Schools
310	Duplin County Schools
330	Edgecombe County Public School
400	Greene County Schools
450	Henderson County Schools
500	Jackson County Schools
291	Lexington City Schools
680	Orange County Schools
740	Pitt County Schools
770	Richmond County Schools
820	Sampson County Schools
860	Surry County Schools
292	Thomasville City Schools
910	Vance County Schools
970	Wilkes County Schools

**Table 3. LEAs Missing the AMAOs for Four Consecutive Years or more**

<b>Subgrantee Code</b>	<b>Subgrantee Name</b>
010	Alamance-Burlington Schools
110	Buncombe County Schools
600	Charlotte-Mecklenburg Schools
260	Cumberland County Schools
320	Durham Public Schools
340	Forsyth County Schools
360	Gaston County Schools
410	Guilford County Schools
430	Harnett County Schools
132	Kannapolis City Schools
530	Lee County Schools
920	Wake County Schools