

Title III Improvement for 2012-13 School Year (Based on 2011-12 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 limited English proficient shall demonstrate progress by achieving one or more of the following in terms of the overall composite proficiency score on the annual English language proficiency test: 1) increase to the next English language proficiency level; 2) increase the previous score by 0.5; or 3) reach the Comprehensive Objective Composite (COC). For a Title III subgrantee to meet this AMAO, they must achieve 56.1% in the 2011-2012 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 12.9% of the LEP students in that subgrantee must attain English language proficiency in the 2011-2012 school year.

AMAO 3 (AMOs 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 AMOs 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

Subgrantee Code	Subgrantee Name
240	Columbus County Schools
500	Jackson County Schools
610	Mitchell County Schools
760	Randolph County Schools
761	Asheboro City Schools
800	Rowan-Salisbury Schools
810	Rutherford County Schools
821	Clinton City Schools
910	Vance County Schools
990	Yadkin County Schools

Table 2. LEAs Missing the AMAOs for Three Consecutive Years

Subgrantee Code	Subgrantee Name
060	Avery County Schools

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

Subgrantee Code	Subgrantee Name
34D	Carter G Woodson School
110	Buncombe County Schools
190	Chatham County Schools
250	Craven County Schools
280	Dare County Schools
310	Duplin County Schools
320	Durham Public Schools
360	Gaston County Schools
410	Guilford County Schools
430	Harnett County Schools
600	Charlotte-Mecklenburg Schools
740	Pitt County Schools
920	Wake County Schools
960	Wayne County Public Schools