

Title III Improvement for 2014–15 School Year (Based on 2013–14 Data)

State Board of Education (SBE) policy GCS-A-012, states that subgrantees receiving Title III funds (including LEAs and public charter schools, with consortia as defined in *No Child Left Behind* [NCLB] 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*, 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 58.1% in the 2013–14 school year.

AMAO 2 (Proficiency): Students must meet the 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 or above, 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 14.0% of the LEP students in that subgrantee must attain English language proficiency in the 2013–14 school year.

AMAO 3 (AMOs for the LEP subgroup): 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 and Charters Missing the AMAOs for Two Consecutive Years

Subgrantee Code	Subgrantee Name
010	Alamance-Burlington Schools
030	Alleghany County Schools
070	Beaufort County Schools
130	Cabarrus County Schools
140	Caldwell County Schools
180	Catawba County Schools
290	Davidson County Schools
340	Forsyth County Schools
450	Henderson County Schools
490	Iredell-Statesville Schools
510	Johnston County Schools
590	McDowell County Schools
620	Montgomery County Schools
680	Orange County Schools
681	Chapel Hill-Carrboro County Schools
750	Polk County Schools
790	Rockingham County Schools
861	Elkin City Schools
970	Wilkes County Schools
980	Wilson County Schools
98A	Sallie B Howard School

Table 2. LEAs and Charters Missing the AMAOs for Three Consecutive Years

Subgrantee Code	Subgrantee Name
34F	Forsyth Academy
780	Public Schools of Robeson County

Table 3. LEAs and Charters Missing the AMAOs for Four Consecutive Year or More

Subgrantee Code	Subgrantee Name
240	Columbus County Schools
310	Duplin County Schools
320	Durham Public Schools
34D	Carter G Woodson School
360	Gaston County Schools
410	Guilford County Schools
500	Jackson County Schools
600	Charlotte-Mecklenburg Schools
740	Pitt County Schools
760	Randolph County Schools
800	Rowan-Salisbury Schools
810	Rutherford County Schools
920	Wake County Public Schools