

EXECUTIVE SUMMARY**Title: Report on LEA Status for Title III Improvement****Type of Executive Summary:**

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute #
 SBE Policy #HSP-A-012
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other NCLB

Presenter(s): Dr. Louis M. Fabrizio (Director, Accountability Services Division)**Description:**

As a part of the No Child Left Behind Act (NCLB), LEAs receiving Title III funds must meet a series of Annual Measurable Assessment Objectives (AMAOs). The three objectives are:

- 1) the percent of students who demonstrate progress (improve at least one proficiency level) in at least one of the subtests (reading, writing, speaking, and listening) on the required state identified English language proficiency test,
- 2) the percent of students identified as limited English proficient and who have been in U.S. school(s) for at least five years shall score at the Superior proficiency level in all subtests on the required state identified English language proficiency test, and
- 3) percent of students in the LEP subgroup meeting its AYP targets.

LEAs that do not meet their AMAO targets in the same set two years in a row will be required to develop a detailed improvement plan as required by NCLB. Because of equating and scaling issues in the IPT by the test publisher Ballard and Tighe, North Carolina will only report on AMAO #3 (AYP for the LEP subgroup) for the 2006-07 school year. This has been communicated to the U.S. Department of Education (USED). Attached is information by LEA regarding current status.

Resources:

NCDPI staff for technical assistance, LEA staff for improvement plan

Input Process:

N/A

Stakeholders:

LEAs, students, parents, legislators

Timeline For Action:

This item is presented for information at the December 2007 SBE Meeting.

Recommendations:

N/A

 Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
 Specify: _____

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 807-3771

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: ~~High Student Performance~~ Globally Competitive Students

Category: Testing

Policy ID Number: ~~HSPACC~~-A-012

Policy Title: Annual Measurable Achievement Objectives for NCLB Title III

Current Policy Date: ~~11/03/2005~~ 12/06/2007

Other Historical Information: 08/25/2003, 11/03/2005, 12/06/2007

Statutory Reference: No Child Left Behind (NCLB) Act of 2001

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

The following annual measurable achievement objectives have been developed to meet the requirements of No Child Left Behind Title III requirements.

Annual Measurable Achievement Objectives

1. By the 2013-2014 academic year, 100 percent of students identified as limited English proficient shall demonstrate progress (improve at least one proficiency level) in at least one of the subtests (reading, writing, speaking, and listening) on the required state identified English language proficiency test.

| English Language Proficiency Targets | Percent of Limited English Proficient Students Making Progress in at Least One Domain in English Language Proficiency |
|---|--|
| 2003-2004 | 40 |
| 2004-2005 | 45 |
| 2005-2006 | 50 |
| 2006-2007 | 55 |
| 2007-2008 | 60 |
| 2008-2009 | 65 |
| 2009-2010 | 70 |
| 2010-2011 | 75 |
| 2011-2012 | 85 |
| 2012-2013 | 95 |

| English Language Proficiency Targets | Percent of Limited English Proficient Students Making Progress in at Least One Domain in English Language Proficiency |
|---|--|
| 2013-2014 | 100 |

2. By the 2013-2014 academic year, 100 percent of students identified as limited English proficient and who have been in U.S. school(s) for at least five years shall score at the Superior proficiency level in all subtests on the required state identified English language proficiency test.

| English Language Proficiency Targets | Percent of Limited English Proficient Students Attaining English Language Proficiency at the End of Five Years |
|---|---|
| 2003-2004 | 20 |
| 2004-2005 | 25 |
| 2005-2006 | 30 |
| 2006-2007 | 35 |
| 2007-2008 | 40 |
| 2008-2009 | 50 |
| 2009-2010 | 60 |
| 2010-2011 | 70 |
| 2011-2012 | 80 |
| 2012-2013 | 90 |
| 2013-2014 | 100 |

A Summary Report of Title III Annual Measurable Achievement Objectives for 2006-2007

- Background** Title III, Part A of No Child Left Behind is concerned with English language acquisition and academic achievement of students who are limited English proficient, including immigrant children and youth. Funding through formula grants is provided to State and Local Education Agencies to enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient students to succeed in all English instruction settings.
- Funding** Funding for 2002-03 was \$6,710,455, for 2003-2004 was \$7,942,378, for 2004-2005 was \$8,883,786, for 2005-2006 was \$9,979,375 and for 2006-2007 was \$11, 661,881. Districts and charter schools who have too few limited English proficient students to generate at least \$10,000 in funding can only benefit from Title III funds by forming a consortium. For 2002-03, 87 LEAs received funds; 92 LEAs were funded in 2003-04, including 5 consortia. For 2004-2005, 95 LEAs were funded, including 4 consortia. For 2005-2006, 96 LEAs and 1 Charter school were funded, including 3 consortia. For 2006-2007, 96 LEAs and 1 Charter school were funded, including 2 consortia.
- Accountability** Accountability for Title III is only at the district level, not the school level. In accordance with the legislation, State Education Agencies (SEAs) must develop annual measurable achievement objectives (AMAOs) for progress and attainment of English language proficiency. Those AMAOs were approved by the State Board of Education in August, 2003. In addition, the districts must also make adequate yearly progress for limited English proficient students.
- Sanctions** In accordance with Sec.3122(b)(2) of No Child Left Behind, “If a State educational agency determines, based on annual measurable achievement objectives described in subsection (a), that an eligible entity has failed to make progress toward meeting such objectives for 2 consecutive years, the agency shall require the entity to develop an improvement plan that will ensure that the entity meets such objectives. The improvement plan shall specifically address the factors that prevented the entity from achieving such objectives.” If an eligible entity fails to make progress toward meeting the objectives for 4 consecutive years, the agency shall require the entity to modify curriculum, program and method of instruction, determine whether it can continue to receive funds, and require it to replace educational personnel.
- Report** The IDEA Language Proficiency Tests (IPT) are North Carolina’s required assessments to comply with Title III of the No Child Left Behind Legislation. The IPT was revised to align with requirements of NCLB in 2005. NCLB requires that all students identified as limited English

proficient be assessed annually in listening, speaking, reading, and writing.

LEAs that do not meet their AMAO targets in the same set two years in a row will be required to develop a detailed improvement plan as required by NCLB. Because of equating and scaling issues in the IPT by the test publisher Ballard and Tighe, North Carolina will only report on AMAO #3 (AYP for the LEP subgroup) for the 2006-07 school year. This has been communicated to the U.S. Department of Education (USED). Attached is information by LEA regarding current status.

For 2006-2007, out of 96 LEAs and 1 charter school that received Title III funding, 56 LEAs met the AYP targets for the LEP subgroup in grades 3-8 mathematics, 68 LEAs in grades 3-8 reading, 70 LEAs in HS mathematics, and 67 LEAs in HS reading.

**District
Improvement**

Ten (10) subgrantees missed at least one target of their annual measurable achievement for two consecutive years, Six (6) subgrantees missed an objective for three (3) consecutive years, and Five (5) missed an objective for four consecutive years. In accordance with Title III requirements, they will be required to develop a detailed improvement plan. All subgrantees will be required to attend a two-day meeting in February to focus on instructional strategies/activities that lead to improvement. Specific focus will be placed on literacy skills and interventions in math and reading. Subgrantees missing an objective for two or three consecutive years will work with ESL staff to develop their improvement plan. Subgrantees missing four consecutive years will be required to bring an analysis of their current improvement plan and show how that plan has impacted progress. ESL staff will work with those districts in developing a new plan.

Title III Improvement

The following LEAs/Charter Schools are in Title III Improvement because they have missed at least one Annual Measurable Achievement Objective for two consecutive years:

| LEA | Target toward Achieving Objective |
|---------------------|--|
| Alamance-Burlington | AYP Math HS |
| Cabarrus County | AYP Reading HS |
| Craven County | AYP Math 3-8 |
| Elkin City | AYP Math 3-8; AYP Reading 3-8 |
| Granville | AYP Reading 3-8 |
| Johnston | AYP Math HS; AYP Reading HS |
| Lee | AYP Reading HS |
| Macon | AYP Math 3-8 |
| Richmond | AYP Math 3-8; AYP Reading 3-8 |
| Yancey | AYP Reading 3-8 |

The following LEAs have have missed at least one AMAO for three consecutive years:

| LEA | Target toward Achieving Objective |
|-----------------|--|
| Buncombe | AYP Reading 3-8; Reading HS |
| Gaston | AYP Math HS; AYP Reading HS |
| Greene | AYP Reading 3-8 |
| Moore | AYP Reading 3-8 |
| Rowan-Salisbury | AYP Reading HS |
| Sallie B Howard | AYP Math 3-8 |

The following LEAs have have missed at least one AMAO for four consecutive years:

| LEA | Target toward Achieving Objective |
|-----------------------|--|
| Durham | AYP Math HS; AYP Reading HS |
| Winston-Salem/Forsyth | AYP Math HS; AYP Reading HS |
| Charlotte/Mecklenburg | AYP Reading 3-8; Reading HS |
| Wake | AYP Reading HS |
| Guilford | AYP Math 3-8; AYP Reading HS |