

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): Ms. Angela H. Quick (Deputy Chief Academic Officer/Assistant State Superintendent, Curriculum, Instruction, Technology and Accountability Services), Dr. Louis M. Fabrizio (Director of Accountability Policy & Communications), and Mrs. Helga Fasciano (Section Chief, K-12 Program Areas)

Description:

As a part of the No Child Left Behind Act (NCLB), LEAs receiving Title III funds must meet a series of Annual Measurable Achievement 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,
- 3) and 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. Information regarding 2007-08 Title III LEA subgrantee status will be available prior to the November 6th State Board Meeting.

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 as Information at the November 2008 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 _____

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

Policy Identification

Priority: Globally Competitive Students

Category: Testing

Policy ID Number: HSP-A-012

Policy Title: Annual Measurable Achievement Objectives for NCLB Title III

Current Policy Date: 05/01/2008

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

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)**

No Child Left Behind Title III, Section 3122 requires States to develop annual measurable achievement objectives (AMAOs) for students identified as limited English proficient (LEP) with respect to making annual progress in English, attaining English proficiency on the state identified English language proficiency (ELP) assessment, and making adequate yearly progress (AYP) in attaining academic proficiency in reading and mathematics. Accountability for Title III is only at the local education agency (LEA) level, not at the school level. Title III subgrantees (i.e. LEAs, charter schools, or consortia of LEAs) that receive Title III subgrants are held accountable for meeting the following three AMAOs.

Annual Measurable Achievement Objectives

AMAO 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 of reading, writing, speaking, or 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 Subtest (reading, writing, speaking, or listening)
2003-2004	40
2004-2005	45
2005-2006	50
2006-2007	55

English Language Proficiency Targets	Percent of Limited English Proficient Students Making Progress in at Least One Subtest (reading, writing, speaking, or listening)
2007-2008	60
2008-2009	65
2009-2010	70
2010-2011	75
2011-2012	85
2012-2013	95
2013-2014	100

AMAO 2. There must be an annual increase in the percentage of students identified as limited English proficient who attain English language proficiency on the required state identified English language proficiency test. The cohort of LEP students considered includes those in U.S. schools for five or more years, with credit given for those attaining English language proficiency in less than five years.

English Language Proficiency Targets	Percent of LEP Students Who Have Been in U.S. Schools Five or more Years Attaining English Language Proficiency
2003-2004	20
2004-2005	25
2005-2006	30
2006-2007	35
2007-2008	17
2008-2009	TBD
2009-2010	TBD
2010-2011	TBD
2011-2012	TBD
2012-2013	TBD
2013-2014	TBD

AMAO 3. The LEP Subgroup must annually meet AYP in academic proficiency in reading and mathematics. AMAO 3 consists of four sub-targets. Each sub-target includes percent participation and percent proficiency.

- reading at grades 3-8
 - percent proficient
 - percent participation
- reading at the high school
 - percent proficient
 - percent participation
- mathematics at grades 3-8
 - percent proficient
 - percent participation
- mathematics at the high school
 - percent proficient
 - percent participation

Subgrantees fail to meet AMAO 3 when they miss a sub-target for two or more consecutive years.

Calculations for determining AMAO 3 are described in the most recently approved North Carolina Consolidated State Application Accountability Workbook.

Sanctions

In accordance with Section 3122(b)(2) of No Child Left Behind, the State Board of Education shall determine whether a Title III subgrantee has failed to meet one or more of the AMAOs.

If the Title III subgrantee has failed to make progress toward meeting the same AMAO for two (2) consecutive years, the State Board of Education shall require the Title III subgrantee to develop an improvement plan that specifically addresses the factors that prevented the Title III subgrantee from achieving such AMAO and ensures it meets such AMAO.

If the Title III subgrantee has failed to meet the same AMAO for four (4) consecutive years, the State Board of Education shall require the Title III subgrantee to modify its curriculum, program, or method of instruction.