

A Summary Report of Title III Annual Measurable Achievement Objectives (Based on 2007-08 Data)

- 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; for 2006-2007 was \$11,661,881 and for 2007-2008 was \$11,707,197. 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 language acquisition funds by forming a consortium. For 2002-03, 87 LEAs received funds; 92 LEAs were funded in 2003-04, including five consortia. For 2004-2005, 95 LEAs were funded, including four consortia. For 2005-2006, 96 LEAs and 1 Charter School were funded, including three consortia. For 2006-2007, 96 LEAs and one Charter school were funded, including two consortia. For 2007-2008, 96 LEAs, and one Charter School were funded, including two consortia.
- Accountability** Accountability for Title III is only at the district level, not the school level. In accordance with the legislation, the State Board of Education must develop annual measurable achievement objectives (AMAOs) for progress and attainment of English language proficiency. Progress and proficiency AMAOs are set out in State Board Policy HSP-A-012 and adequate yearly progress AMAO's 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 language acquisition 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.

Report

The IDEA Language Proficiency Tests (IPT) were North Carolina's required assessments in 2007-08 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 only reported on AMAO 3 (AYP for the LEP subgroup) for the 2006-07 school year. The publisher has provided NC DPI with linking data for the 2006-07 and 2007-08 IPT test results in order for an analysis of all objectives for both years. In cases where LEAs/ Charter Schools met objectives and would have exited improvement status in 2006-07 that status was granted. In cases where LEAs continued to not meet the objectives, they were held harmless in terms of years in improvement status.

For 2007-08, out of 96 LEAs and one Charter School that received Title III language acquisition funding, 100% (85 subgrantees) met AMAO 1; 45% (38 subgrantees) met AMAO 2; and 36% (35 LEAs/Charter Schools) met AMAO 3. In addition, six subgrantees exited Title III improvement status (Craven County, Johnston County, Rowan-Salisbury Schools, Wake County, and Sallie B. Howard Charter).

District Improvement

Fourteen (14) subgrantees missed at least one sub-target of their annual measurable achievement objectives for two consecutive years, eight (8) subgrantees missed at least one sub-target for three consecutive years, and six (6) missed at least one sub-target 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 the spring to focus on instructional strategies/activities that lead to improvement. 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 analyze their current improvement plan and show how that plan has impacted progress. ESL staff will work with those districts in developing a new plan.