

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

Consent
 Action
 Action on First Reading
 Discussion
 Information

Policy Implications:

- Constitution _____
 General Statute # _____
 SBE Policy # GCS-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, Curriculum, Instruction, Technology and Accountability Services) and Dr. Louis M. Fabrizio (Director of Accountability Policy & Communications)

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:

- AMAO 1 (Progress): 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,
- AMAO 2 (Proficiency): 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. Effective with the 2008-09 school year and beyond, students must meet the Comprehensive Objective Composite (COC) as set by the State Board of Education. 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 state's annual English language proficiency test, and
- AMAO 3 (AYP for the LEP subgroup): The LEP Subgroup must annually meet AYP in academic proficiency in reading and mathematics.

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. Attached is information regarding 2008-09 Title III LEA subgrantee 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 as a Consent item at the November 2009 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: GCS-A-012

Policy Title: Annual Measurable Achievement Objectives for NCLB Title III

Current Policy Date: 09/03/2009

Other Historical Information: 08/25/2003,11/03/2005,05/01/2008

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

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. 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

English Language Proficiency Targets	Percent of Limited English Proficient Students Making Progress in at Least One Subtest (reading, writing, speaking, or listening)
2005-2006	50
2006-2007	55
2007-2008	60
2008-2009	65
2009-2010	70
2010-2011	TBD
2011-2012	TBD
2012-2013	TBD
2013-2014	TBD

- 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. Effective with the 2008-09 school year and beyond, students must meet the Comprehensive Objective Composite (COC) as set by the state. 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 state’s annual English language proficiency test.

English Language Proficiency Targets	Percent of all LEP Students Attaining English Language Proficiency
2003-2004	20
2004-2005	25
2005-2006	30
2006-2007	35
2007-2008	17
2008-2009	14.7
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.

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

Sanctions for AMAOs Not Met

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.

A Summary Report of Title III Annual Measurable Achievement Objectives (Based on 2008-09 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 , for 2007-2008 was \$11,707,197, and for 2008-2009 was \$11,780,011. 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. For 2008-2009, 97 LEAs, and two Charter Schools were funded, including one consortium.
- 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 AMAOs 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 as detailed in an improvement plan.

Report

The ACCESS for ELLs® (Assessing Comprehension and Communication in English State to State for English Language Learners) was North Carolina's required assessments in 2008-09 to comply with Title III of the No Child Left Behind Legislation. NCLB requires that all students identified as limited English proficient be assessed annually in listening, speaking, reading, and writing.

For 2008-09, out of 97 LEAs and two Charter Schools that received Title III language acquisition funding, 100% (88 subgrantees) met AMAO 1; 28% (25 subgrantees) met AMAO 2; and 76% (75 LEAs/Charter Schools) met AMAO 3.

District Improvement

Four (4) subgrantees missed at least one sub-target of their annual measurable achievement objectives for two consecutive years, five (5) subgrantees missed at least one sub-target for three consecutive years, four (4) missed at least one sub-target for four consecutive years, and four (4) missed at least one sub-target for five 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 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 or five 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.

Title III Improvement For 2009-10 School Year (Based on 2008-09 Data)

Title III of NCLB requires subgrantees, composed of LEAs and charter schools, to meet three annual measurable achievement objectives (AMAOs) for their LEP students:

- **AMAO 1 (Progress):** To show progress, students identified as LEP must increase one full proficiency level in at least one language domain tested with state identified English language proficiency assessment (currently, the ACCESS for ELLs). For a Title III subgrantee to meet this AMAO, at least 65% of the LEP students in that subgrantee must show progress.
- **AMAO 2 (Proficiency):** To attain English language proficiency, students identified as LEP must obtain a composite score at a proficiency level of 4.8 on the ACCESS for ELLs, with minimum proficiency levels of 4.0 on both the Reading and Writing domains. For a Title III subgrantee to meet AMAO2, at least 14.7% of the LEP students in that subgrantee must attain English language proficiency as determined by the above criteria.
- **AMAO 3 (AYP for the LEP subgroup):** The LEP subgroup must meet AYP sub-targets (rates of both participation and proficiency) in Reading Grades 3-8, Reading at the high school, Mathematics Grades 3-8, and Mathematics at the high school. The AYP calculations are identical to those performed for Title I calculations.

Tables one through four show the LEAs/Charter Schools that are in Title III Improvement because they have not met an Annual Measurable Achievement Objective (AMAO 1, AMAO 2, or at least one AMAO 3 sub-target) for two or more consecutive years.

Table 1. LEAs Missing at Least One AMAO for Two Consecutive Years

Subgrantee	Target(s) missed for two consecutive years
Burke	AYP Reading HS (Proficiency)
New Hanover	AYP Math HS (Participation), AYP Math HS (Proficiency)
Cabarrus	AYP Math HS
Chatham	AYP Math HS

Table 2. LEAs Missing at Least One AMAO for Three Consecutive Years

Subgrantee	Target(s) missed for three consecutive years
Alamance – Burlington	AMAO2 (Proficiency); AYP Reading HS
Guilford	AYP Math HS
Cumberland	AYP Math HS; AYP Reading HS
Harnett	AYP Math HS
Kannapolis City	AMAO2 (Proficiency)

Table 3. LEAs Missing at Least One AMAO for Four Consecutive Years

Subgrantee	Target(s) missed for four consecutive years
Buncombe	AYP Reading HS; [<i>AYP Math HS (3 years)</i>]
Gaston	AYP Math HS; AYP Reading HS
Lee	AYP Reading HS; [<i>AYP Math HS (2 years)</i>]
Yancey	AMAO2 (Proficiency)
<u>Notes:</u> Information in brackets ([]) indicates additional reasons for requiring subgrantee improvement persisting for less than 4 years.	

Table 4. LEAs Missing at Least One AMAO for Five Consecutive Years

Subgrantee	Target(s) missed for five consecutive years
Charlotte/ Mecklenburg	AYP Reading HS; [<i>AYP Math HS (4 years)</i>]
Durham	AYP Math HS; AYP Reading HS
Wake	AYP Reading HS
Winston-Salem/Forsyth	AYP Math HS; AYP Reading HS
<u>Notes:</u> Information in brackets ([]) indicates additional reasons for requiring subgrantee improvement persisting for less than 5 years.	