

Title III State Plan
Addendum to the Consolidated State Application*
(Contains Changes Approved by the State Board of Education January 6, 2011)

1. Annual ELP Assessments of LEP Students.

Current State Policies/Practices:

The North Carolina English language proficiency assessment is administered on an annual basis to all students in North Carolina identified as LEP to assess English language proficiency in each of the language domains (listening, speaking, reading and writing).

In June 2008, the State Board of Education approved the adoption of the WIDA (World-Class Instructional Design and Assessment) Standards as the North Carolina English Language Development Standard Course of Study and joined the WIDA consortium. The ACCESS for ELLs[®] (Assessing Comprehension and Communication in English State to State for English Language Learners), which is the English language proficiency test aligned to the WIDA standards, reinforces the standards, goals and objectives and has a strong emphasis on the measurement of academic English language acquisition in all four domains. The Access for ELLs[®] was first administered in the spring of 2009. All four subtests, listening, speaking, reading and writing, were administered to all identified North Carolina LEP students.

North Carolina has developed a student level data collection software application which is the authoritative source for all students identified as LEP. The application also allows the state to identify the subset of LEP students served by Title III subgrantees. The LEP status is reflected via the annual English language proficiency scores in each of the four domains (listening, speaking, reading and writing) or the identification test (W-APT) also reflecting scores in each of the four domains for new students. The software application allows the SEA to assist districts to locate and transfer appropriate information to districts as students relocate within the state.

North Carolina does not bank English language proficiency scores and each identified LEP student is assessed annually in all four domains. Students are not exempt from the English language proficiency assessment based on age, grade level, proficiency level, time in the US, or disability. However, an LEA may request a special medical exception for students who experience significant medical emergencies/conditions that will prevent the student taking the assessment during the testing window. Medical exceptions are submitted to and evaluated by testing and exceptional children's staff members at the state level.

* see <http://www.ncpublicschools.org/nclb/federal/consolidated/>

2. Use of Annual ELP Assessment Scores for AMAOs 1 and 2.

Current State Policies/Practices:

Progress and proficiency AMAOs are set out in North Carolina State Board of Education Policy GCS-A-012.

AMAO 1

All students identified as LEP served under Title III with consecutive or non-consecutive data points from at least two administrations of the annual English language proficiency assessment shall be included in AMAO 1. Inclusion in AMAO 1 determinations is not restricted to the Title I full academic year policy. Identified LEP students enrolled at any time during the annual English language proficiency testing window are also tested and included in the determinations.

The percentage of students identified as LEP making progress shall increase annually as determined by established AMAO 1 targets. 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 stated identified English language proficiency test. The 2009-10 target is 70%.

The North Carolina State Board of Education approved the following criteria and targets for AMAO 1 for year 2010 and beyond at the January 2011 Board meeting.

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).

English Language Proficiency Targets	Percent of all Limited English Proficient Students Making Progress
2010-2011	55.1
2011-2012	56.1
2012-2013	57.1
2013-2014	58.1
2014-2015	59.1
2015-2016	60.0
2016-2017	61.0
2017-2018	62.0
2018-2019	63.0

AMAO 2

All students identified as LEP and served under Title III are included in AMAO 2 determinations. . Inclusion in AMAO 2 determinations is not restricted to the Title I full academic year policy.

All students identified as LEP in North Carolina shall participate in the annual English language proficiency assessment in order to determine the annual increase of student English language proficiency attainment. Students must meet the Comprehensive Objective Composite (COC) as set by the state to meet proficiency.

The North Carolina State Board of Education approved the following clarified criteria and new targets for AMAO 2 for the 2009-10 year and beyond at the September 2010 Board meeting.

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. Students must meet the Comprehensive Objective Composite (COC) as set by the state in the 2008-09 school year. 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 state's annual English language proficiency test for kindergarten and Tiers B and C in grades 1-12.

English Language Proficiency Targets	Percent of all LEP Students Attaining English Language Proficiency
2009-2010	11.8
2010-2011	12.4
2011-2012	12.9
2012-2013	13.5
2013-2014	14.0
2014-2015	14.6
2015-2016	15.1
2016-2017	15.7
2017-2018	16.2
2018-2019	16.8

Background on AMAO 1 and 2 Changes

North Carolina transitioned to a new required state identified annual English language proficiency test in the 2008-09 school year. NCDPI has been working with the Appalachia Regional Comprehensive Center (ARCC), Mr. Robert Linqanti, Project director for English Learner Evaluation and Accountability Support at WestEd along with Dr. H. Gary Cook, Research Director for the Wisconsin Center for Educational Research, through the

WIDA Consortium to determine recommendations for new AMAO 1 and 2 criteria and targets which were vetted with stakeholders.

New AMAO 2 targets for 2009-10 and beyond were determined based on analysis of the first two years of annual test data in North Carolina and were submitted to the USED in late summer after approval of the North Carolina State Board of Education in June 2010.

Changes to the definition of progress (AMAO 1) and new targets for the 2010-11 school year and beyond were determined based on analysis of the first two years of annual test data in North Carolina and were presented to the USED after the approval from the North Carolina State Board of Education in January 2011.

3. Students Included in Title III Accountability.

Current State Policies/Practices:

All students identified as LEP served under Title III with two data points from consecutive or non-consecutive administrations of the annual English language proficiency assessment shall be included in AMAO 1. Enrolled identified LEP students who are absent during the annual English language proficiency administration are included in the AMAO 1 determinations.

All students identified as LEP served under Title III in North Carolina are included in AMAO 2 determinations. Enrolled identified LEP students who are absent during the annual English language proficiency administration are included in the AMAO 2 determinations.

The calculations for determining AMAO 3 are based upon the same decision rules used for AYP at the LEA level as specified in the USED-approved North Carolina Accountability Workbook, including the minimum group size of 40 which is consistent with the minimum group size the State applies to AYP determinations under Title I. The minimum group size applies only to AMAO 3.

North Carolina has developed a statewide student-level data collection system which is the authoritative source for all students identified as LEP. The application also allows the state to identify the subset of LEP students served by Title III subgrantees.

4. Exclusion of Title III-Served LEP Students "Without Two Data Points" from AMAO 1.

Current State Policies/Practices:

All students identified as LEP with data points from at least two administrations of the annual English language proficiency assessment shall be included in AMAO 1. North Carolina does not currently use additional criteria for measuring progress.

5. **Attainment of English Language Proficiency and “Exiting” the LEP Subgroup.**

Current State Policies/Practices:

North Carolina’s definition of English language proficiency attainment under Title III is the same criteria used to exit students from the LEP subgroup under Title I.

Students must meet the Comprehensive Objective Composite (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, 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.

6. **Use of Minimum Group Size in Title III Accountability.**

Current State Policies/Practices:

The North Carolina minimum group size for determining AMAO 3 for each subgrantee is 40 and this is consistent with the minimum group size the State applies to AYP determinations as approved by the USED in the State’s Accountability Workbook under Title I. The minimum group size is applied to all LEAs within a consortium collectively, as one eligible entity.

The minimum n size is only applicable to AMAO 3.

7. **All LEP Students, Adequate Yearly Progress, and AMAO 3.**

Current State Policies/Practices:

All students identified as LEP and served under Title III are used for AMAO 3 determinations. The calculations for determining AMAO 3 are based upon the same decision rules used for AYP at the LEA level for Title I as specified in the USED-approved North Carolina Accountability Workbook, which uses the academic proficiency in reading and mathematics and percent participation

North Carolina has developed a student - level data collection software application which is the authoritative source for who is LEP for Title III and Title I calculations. The LEP status is reflected via the annual English language proficiency scores in each of the four domains (listening, speaking, reading and writing) or the identification test (W-APT) also reflecting scores in each of the four domains for new students. The software application allows the SEA to assist districts to locate and transfer appropriate information to each district as students relocate within the state.

8. **AMAOs and the Use of Cohorts.**

Current State Policies/Practices:

The North Carolina state cohort for LEP students is K-12 and no other cohort factors are applied for AMAO 1, 2 and 3.

9. Determining AMAOs for Consortia.

Current State Policies/Practices:

The scores of all students served by the consortium are analyzed as one group for purposes of determining whether the consortium has met AMAOs 1, 2 and 3.

10. Implementation of Corrective Actions under Title III.

Current State Policies/Practices:

North Carolina State Board of Education Policy GCS-A-012 outlines the sanction requirements for 2 and 4 years of not meeting the objectives as follows:

“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 the AMAOs.

If the Title III subgrantee has failed to make progress toward meeting the AMAOs 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 AMAOs 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.”

The State Board of Education receives the annual determination report, after which notifications are sent to subgrantees and the report is posted on the State Board of Education website and the report is also disseminated by the Accountability and English as a Second Language staff.

North Carolina sends a hard copy of the notification letter to the subgrantee indicating AMAOs missed along with the number of years missed, and also notifies the subgrantee coordinator with an electronic copy of the letter. The letter also indicates the action required of the subgrantee, due date of improvement plans to the state agency and technical assistance available to the subgrantee in developing the plan. Subgrantees are also reminded that Title III requires each entity receiving these funds to inform, within 30 days of notification, the parents of the children served that the district has failed to meet the objective(s).