



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Review of Allotment Formula for
Students with Limited English
Proficiency

SL 2003-284, sec. 7.15(c)
House Bill 397

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Review of Allotment Formula for Students with Limited English Proficiency

Legislated Requirement: Session Law 2003-284, Sec. 7.15(c) (House Bill 397), requires the State Board of Education to review the allotment formula for funding for students with limited English proficiency. In this review, the Board shall consider whether the proportion of funds allotted on the basis of concentration of students with limited English proficiency in a local school administrative unit is at the proper level or should be revised.

Study Process: The staff conducted the study by analyzing the impact of changes to the formula on local school administrative units and charter schools. Thirty-three (33) different funding formulas were reviewed. Of the thirty-three formula modifications reviewed by staff, four were presented to the State Board for discussion in October. Two (2) of the presented formulas would only require changes to the State Board of Education policy for allotting limited English proficiency funds; the other two (2) presented formulas would require legislated changes to the formula. In addition, formula changes were discussed with superintendents and finance officers from local education agencies, Fiscal Research staff of the General Assembly and program area staff of the DPI who advise and monitor instructional programs in local education agencies for limited English proficient students as well as staff development for teachers.

Recommendation: Based on the analyses and discussions, the State Board of Education does not recommend revising the allotment formula for limited English proficiency. Based on the data presented, an adjustment to the concentration portion of the formula, or any other adjustment to the formula, did not appear urgent at this time. The current formula allots 50% of the funds based on the limited English proficiency weighted average student headcount and 50% based on the concentration of students with limited English proficiency in the LEA. However, the State Board of Education is continuously evaluating all allotment categories to insure that they are effective and efficient; therefore, the State Board of Education plans to conduct an extensive review of the allotment for limited English proficiency in future years.

allocate funds to a unit or a charter school only if (i) average daily membership of the unit or the charter school includes at least 20 students with limited English proficiency or (ii) students with limited English proficiency comprise at least two and one-half percent (2.5%) of the average daily membership of the unit or charter school. For the portion of the funds that is allocated on the basis of the number of identified students, the maximum number of identified students for whom a unit or charter school receives funds shall not exceed ten and six-tenths percent (10.6%) of its average daily membership.

Local school administrative units shall use funds allocated to them to pay for classroom teachers, teacher assistants, tutors, textbooks, classroom materials/instructional supplies/equipment, transportation costs, and staff development of teachers for students with limited English proficiency.

A county in which a local school administrative unit receives funds under this section shall use the funds to supplement local current expense funds and shall not supplant local current expense funds.

SECTION 7.15. (b) The Department of Public Instruction shall prepare a current head count of the number of students classified with limited English proficiency by December 1 of each year.

Students in the head count shall be assessed at least once every three years to determine their level of English proficiency. A student who scores "superior" on the standard English language proficiency assessment instrument used in this State shall not be included in the head count of students with limited English proficiency.

SECTION 7.15. (c) The State Board of Education shall review the allotment formula for funding for students with limited English proficiency. In its review, the Board shall consider whether the proportion of funds allotted on the basis of concentration of students with limited English proficiency in a local school administrative unit is at the proper level or should be revised. The Board shall report the results of its review and its recommendations to the Joint Legislative Education Oversight Committee by November 15, 2003.

FUNDS TO IMPLEMENT THE ABCS OF PUBLIC EDUCATION

SECTION 7.16. (a) The State Board of Education shall use funds appropriated for State Aid to Local School Administrative Units for the 2003-2004 fiscal year to provide incentive funding for schools that met or exceeded the projected levels of improvement in student performance during the 2002-2003 school year, in accordance with the ABCs of Public Education Program. In accordance with State Board of Education policy:

- (1) Incentive awards in schools that achieve higher than expected improvements may be up to:
 - a. One thousand five hundred dollars (\$1,500) for each teacher and for certified personnel; and
 - b. Five hundred dollars (\$500.00) for each teacher assistant.
- (2) Incentive awards in schools that meet the expected improvements may be up to:
 - a. Seven hundred fifty dollars (\$750.00) for each teacher and for certified personnel; and
 - b. Three hundred seventy-five dollars (\$375.00) for each teacher assistant.

SECTION 7.16. (b) The State Board of Education may use funds appropriated to State Aid to Local School Administrative Units for assistance teams to low-performing schools.