

## E. GUIDANCE REGARDING TITLE III, PART A PROGRAMS AND REQUIREMENTS

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This section provides guidance regarding Title III programs and requirements during the transition to the ESSA.

### TITLE III, PART A REQUIREMENTS

**E-1. Must a State make new AMAO determinations based on 2014-2015 or 2015-2016 assessment results?**

No. For the reasons described in A-4b, ED is not requiring States to comply with the requirements in section 3122(a) of the ESEA, as amended by NCLB. As such, a State is not required to make new accountability determinations based on 2014-2015 or 2015-2016 assessment data (as appropriate). A State that chooses not to make new AMAO accountability determinations may freeze district accountability determinations under Title III based on the most recent AMAO calculations, and must continue to implement corresponding supports and interventions in those LEAs for the remaining months of the 2015-2016 school year and the 2016-2017 school year (see E-2).

**E-2. If a State chooses not to make new AMAO accountability determinations, what are the general requirements for LEAs in the 2016-2017 school year that did not meet AMAOs for at least two or four years based on the most recent AMAO determinations that the State made?**

An LEA that was implementing an improvement plan in the 2015-2016 school year or other interventions or reforms pursuant to section 3122(b)(4) of the ESEA, as amended by NCLB, must continue to implement the improvement plan or other interventions and reforms in the 2016-2017 school year and the State must continue to provide technical assistance and support to each such LEA.

**E-3. Must an LEA that fails to meet one or more of its AMAOs based on assessment result from the 2014-2015, 2015-2016, or 2016-2017 school year (or would not meet its AMAOs if the State made AMAO determinations) provide notice to parents of such failure in accordance with section 3302(b) of the ESEA, as amended by NCLB?**

No. For the reasons described in A-4b, ED is not requiring States to comply with the requirements in section 3302(b). Because ED is not requiring the calculation of AMAOs based on assessment results from the 2014-2015, 2015-2016, or 2016-2017 school years, States and LEAs are not required to comply with the parental notification requirements in section 3302(b) of the ESEA, as amended by NCLB, which requires each LEA that fails to meet one or more of the AMAOs to provide notice to parents of such failure.

Please note, however, that each State and LEA must continue to comply with the parental notification requirements in section 3302(a) of the ESEA, as amended by NCLB through the 2016-2017 school year, which requires that an LEA provide notice to the parent or parents of a student identified as an English learner within 30 days of the start of the school year (or for students

identified later in the school year, within two weeks) that includes, for example, the reason for identification, parents' rights, and other important information.

### **TITLE III, PART A REPORTING REQUIREMENTS**

#### **E-4. What must a State report to ED as part of the 2014-2015, 2015-2016, and 2016-2017 school year CSPR submissions as it relates to AMAOs?**

A State is no longer required to submit AMAO data collected through EDFacts (data groups 569, 518, and 688 in file specification number N103) for the 2014-2015, 2015-2016, and 2016-2017 submissions. This means a State is no longer required to provide information in section 1.6.4.1 of the CSPR (specifically, Title III subgrantee performance). For a State that has already submitted this information for the 2014-2015 school year, there is no additional action required. For a State that has not yet submitted this information, there is no need to submit it in the future. ED does not expect a State to report this information for the 2015-2016 school year CSPR collection that will begin in fall 2016 or for the 2016-2017 CSPR collection that will begin in fall 2017.

Please note, however, that there are no changes to other components of the Title III CSPR reporting requirements. Each State is still required to report, for example, the number and target number of English learners making progress and English learners attaining proficiency on the State's annual English language proficiency assessment.