AYP Results for 2010-11 — May 2012 Update

Note: This report updates an earlier version from December 2011 to include AYP data from school year 2010-11 for New York State. Several numbers throughout the report have changed as a result of the new data from New York. Most notably, the estimated percentage of all public schools in the nation that did not make AYP for 2011 has been revised from 48% to 49%.

Key Findings

The adequate yearly progress (AYP) requirements of the No Child Left Behind Act (NCLB) have come under renewed scrutiny due to Congressional efforts to reauthorize the Elementary and Secondary Education Act (ESEA) and Secretary of Education Arne Duncan's decision to consider waivers of key NCLB requirements. Under NCLB, all public school districts and schools must make adequate progress each year in raising student achievement, culminating in 100% of students reaching proficiency by 2014. The Secretary's plan to provide unprecedented flexibility through waivers was fueled in part by a growing concern that increasing numbers of schools are failing to make AYP each year and that most would fall short of the 2014 goal.

The Center on Education Policy (CEP), an independent nonprofit organization, has been monitoring national AYP data going back to school year 2005-06. In December 2011, we released a report containing estimates of the number of schools that did not make AYP in 2011, based on tests administered in school year 2010-11.[1] These data were collected from what we believe to be the most reliable sources available at the time of our research. The December 2011 report also included the revised, official numbers of schools that did not make AYP in 2010, based on 2009-10 testing, from the Consolidated State Performance Reports submitted by states to the U.S. Department of Education. Finally, the 2011 estimates and the 2010 final

[1]AYP determinations are typically reported in the summer of a given year and are based on the results of tests administered in the school year that ended in the spring of that year.

numbers were added to our previous trend data to produce six-year trends in the percentages of schools not making AYP for the nation and each state.

This updated version includes new AYP data for New York State based on tests administered in school year 2010-11. Because these New York numbers had not yet been released when we published the December 2011 report, that version used 2009-10 data for New York as a placeholder. As a result of the new data from New York, the percentage of schools not making AYP in that state increased from 36% in 2010 to 47% in 2011. Several other numbers have also been updated to reflect the New York revisions, including the total estimated percentage of schools in the nation not making AYP.

Here are our main findings:

- Nearly half of the nation's public schools (an estimated 49%) did not make AYP in 2011. This marks an increase from 39% in 2010 and is the highest percentage since NCLB took effect.

- In 24 states and the District of Columbia, at least half of the public schools did not make AYP in 2011. In a majority of the states (43 and D.C.), at least one-fourth of the schools did not make AYP.

- The percentage of public schools not making AYP in 2011 varied greatly by state, from about 11% in Wisconsin to about 89% in Florida.

Sources and Methods for Arriving at Estimates

To make adequate yearly progress as defined by NCLB, public schools and districts must meet yearly targets, known as annual measurable objectives (AMOs), set by their state for the percentages of students scoring proficient on state tests and other performance indicators. If a school fails to make AYP for two consecutive years or more, it is considered "in need of improvement" and must submit to certain interventions mandated by NCLB that are intended to improve achievement.

The AMOs, as well as the content and rigor of tests used to measure student achievement, vary greatly among states. For that reason, AYP results should not be directly compared between states, and a state with a higher percentage of schools failing to make AYP should not be assumed to have a weaker educational system. (A more detailed explanation of how AYP is determined and why interstate comparisons are not valid can be found in the 2010 CEP report, *How Many Schools and Districts Have Not Made Adequate Yearly Progress? Four-Year Trends.)*

The 2011 data in this report are preliminary estimates of the percentages of schools not making AYP and should not be considered final. Information on AYP is sometimes difficult to find because states publish data at different times and do not always clearly denote the number of schools not making AYP. We gathered the 2011 AYP data for this report from state department of education Web sites or direct communication with state education agency personnel. (Table 1 shows the specific data sources for each state.) The data in this report for 2006 through 2010 are from the Consolidated State Performance Reports that states must submit yearly to the U.S. Department of Education. (The data reported here for 2010 include the final U.S. Department of Education numbers and therefore differ slightly from the estimates in CEP's April 2011 report, *Update with 2009-10 Data and Five-Year Trends: How Many Schools Have Not Made Adequate Yearly Progress?*)

The 2011 numbers in this report are also preliminary estimates because the AYP status of schools may change during the months after a state's initial release of AYP data, due to appeals from school districts, waivers, and other factors. Official AYP numbers for 2011 based on the Consolidated State Performance Reports are not yet publicly available; we will release a final version of this report when the U.S. Department of Education publishes those numbers.

Most of the numbers in this report represent the percentage of schools that did not make AYP out of all the public schools for which states reported AYP results for 2011. This latter number is smaller than the total number of schools in a state because states may exempt certain schools from AYP determinations, such as new or very small schools, schools serving a limited number of grades, or others with unusual circumstances. We calculated the percentage of schools in the nation that did not make AYP by adding the number of schools in each state that did not make AYP according to the sources used and dividing that sum by the total number of schools in the nation for which we had AYP data.

AYP Results for the Nation and the States

As **table 1** shows, an estimated 49% of the nation's public schools did not make adequate yearly progress in 2011. Also shown in table 1 are the estimated percentages for each state. Among individual states, this percentage ranged from 11% in Wisconsin to about 89% in Florida. To discern any patterns, we grouped states into quartiles according to their percentages of schools not making AYP. We also looked more closely at the states with the largest enrollments. Here's what we found:

- A large majority of the states (43 and D.C.) reported that 25% or more of their public schools did not make AYP in 2011.

- In 24 states and D.C., 50% or more of the state's public schools did not make AYP in 2011—twice as many states as in 2010.

- In 5 states and D.C., 75% or more of the state's public schools did not make AYP in 2011. From highest to lowest, these states included Florida, Missouri, D.C. and New Mexico (tied), Massachusetts, and South Carolina.

- No clear pattern was evident in the four largest states with 2011 data, which together enroll roughly one-third of the nation's students. The estimated percentages of schools that fell short of AYP in 2011 in these states were 89% in Florida, 66% in California, 47% in New York, and 29% in Texas.

Table 1. Estimated percentage and number of schools in the nation and each state that did not make AYP in 2011 based on 2010-11 testing

State	*% did not make AYP*	*% made AYP*	*# not making AYP*	*Total # of schools*	*Source*
U.S. total	***49%***	***51%***	***44,255***	***90,729***	
Alabama	27%	73%	377	1,383	http://www.alsde.edu/Accountability/2011Reports/Press/2011AypNewsRelease.pdf?lstSchoolYear=9&lstReport=2011Reports%2FPress%2F2011AypNewsRelease.pdf
Alaska	54%	46%	274	505	http://www.eed.state.ak.us/news/releases/2011/News_Release_2011AYP.pdf
Arizona	42%	58%	814	1,938	http://www.azdatapages.com/datacenter/education/schools.html

State	% did not make AYP	% made AYP	# not making AYP	Total # of schools	Source
Arkansas	69%	31%	736	1,071	E-mail communication with John Hoy, Assistant Commissioner for the Division of Academic Accountability, 11/17/11
California	66%	34%	6,526	9,875	E-mail communication with Rachel Perry (Director) and Jenny Singh (Education Research and Evaluation Consultant), Assessment, Accountability and Awards Division, California Department of Education, 11/16/11
Colorado	54%	46%	1,103	2,043	http://www.cde.state.co.us/communications/Releases/20111004ayp.html
Connecticut	47%	53%	459	979	http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/AYP2011/ayp_2011_newsrelease.pdf
Delaware	17%	83%	36	206	http://www.doe.k12.de.us/aab/files/School_Detail_Summary_2010-2011-corrected_Nov2011.pdf#School%20Accountability%20Summary%202011-updated and e-mail communication with Alison Kepner, Public Information Officer, Delaware Department of Education, 11/22/11
D.C.	87%	13%	168	193	http://www.nclb.osse.dc.gov/schoolsSummaryReports.asp?c=E&rt=&sb=
Florida	89%	11%	2,738	3,063	http://www.fldoe.org/news/2011/2011_06_30.asp
Georgia	27%	73%	613	2,246	http://public.doe.k12.ga.us/ayp2011/overview.asp?SchoolID=000-0000-b-1-0-0-0-5-6-0-8-0-10
Hawaii	59%	41%	170	286	http://lilinote.k12.hi.us/STATE/COMM/DOEPRESS.NSF/a1d7af052e94dd120a2561f7000a037c/6baf7d23ce54788f0a2578f9000da7c8?OpenDocument
Idaho	38%	62%	252	659	http://www.sde.idaho.gov/site/assessment/FederalReg/docs/FINAL_AYPSchoolDistrictList_9132011.xlsx
Illinois	65%	35%	2,548	3,920	http://www.isbe.net/news/2011/oct20.htm
Indiana	49%	51%	879	1,793	http://www.doe.in.gov/ayp/docs/2011/ayp_results_summary-by_the_numbers.pdf
Iowa	37%	63%	524	1,401	http://educateiowa.gov/index.php?option=com_content&view=article&id=2489%3A2011-state-report-card-for-no-child-left-behind&catid=242%3Anews-releases&Itemid=2717
Kansas[1]	16%	84%	213	1,367	http://www.ksde.org/Default.aspx?tabid=36&ctl=Details&mid=1030&ItemID=555
Kentucky	57%	43%	659	1,148	http://www.education.ky.gov/KDE/HomePageRepository/News+Room/Current+Press+Releases+and+Advisories/11-082.htm
Louisiana	22%	78%	281	1,284	E-mail communication with Barry Landry, Press Secretary, Louisiana Department of Education, 11/8/11
Maine[2]	67%	33%	378	562	http://www.maine.gov/education/pressreleases/ayp/fy2012/index.html
Maryland	45%	55%	616	1,376	http://www.marylandpublicschools.org/NR/exeres/0D9083D3-70E1-4DB4-A3F4-56C821997979,frameless.htm?Year=2011&Month=9&WBCMODE=Prese%25%252%25%3e%25%3e%%3E

State	% did not make AYP	% made AYP	# not making AYP	Total # of schools	Source
Massachusetts	81%	19%	1,393	1,714	http://www.doe.mass.edu/news/news.aspx?id=6421 and e-mail communication with Kenneth Klau, School Improvement Grant Programs, Division for Accountability, Partnerships and Assistance, Massachusetts Department of Elementary and Secondary Education, 11/29/11
Michigan	21%	79%	717	3,437	https://www.mischooldata.org/DistrictSchoolProfiles/ReportCard/ReportCardSummary/Final_AYP_Reports_2011.xls
Minnesota[3]	51%	49%	1,056	2,075	http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=021964&RevisionSelectionMethod=latestReleased&Rendition=primary
Mississippi	50%	50%	445	894	Personal communication with M. Francie Gilmore-Dunn, Director of Statistics, Mississippi Department of Education, via e-mail 11/29/11
Missouri	88%	12%	1,916	2,188	http://mcds.dese.mo.gov/quickfacts/AYP%20%20Federal%20Accountability/AYP_Summary_School.zip and e-mail communication with Janet Duncan, Assistant Director, Accountability Data, Missouri Department of Elementary and Secondary Education, 11/2/11
Montana	28%	72%	228	821	http://opi.mt.gov/pdf/AYP/2011/11AYPSummary.pdf
Nebraska	27%	73%	260	952	http://reportcard.education.ne.gov/Page/AccountabilityFederalSummary.aspx?Level=st and e-mail communication with Diane Stuehmer, Title I and Federal Programs Director, Nebraska Department of Education, 11/28/11
Nevada	55%	45%	372	680	http://nde.doe.nv.gov/AYP/PR_2010_2011_AYP_Results.pdf
New Hampshire[4]	71%	28%	327	458	http://www.education.nh.gov/news/ayp11.htm
New Jersey	50%	50%	1,123	2,228	http://www.state.nj.us/education/title1/accountability/ayp/1011/
New Mexico	87%	13%	720	831	http://ped.state.nm.us/ayp2011/Quick%20Facts%202011.pdf
New York	47%	53%	2,187	4,641	Personal communication with Clara DeSorbo, New York State Education Department, via e-mail 4/27/12. See also https://reportcards.nysed.gov/counties.php?year=2011
North Carolina	72%	28%	1,804	2,495	http://www.dpi.state.nc.us/newsroom/news/2011-12/20110804-01
North Dakota	53%	47%	242	457	http://www.dpi.state.nd.us/news/2011/press_release8_5_2011.pdf
Ohio	40%	60%	1,454	3,628	http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=110354
Oklahoma	30%	60%	526	1,777	E-mail communication with Scott Goldman, Director of Research and Evaluation, Oklahoma State Department of Education, 11/18/11
Oregon[5]	46%	54%	586	1,270	E-mail communication with Cynthia Yee, Accountability Reporting Specialist, Oregon Department of Education, 11/2/11
Pennsylvania	28%	72%	869	3,096	http://paayp.emetric.net/StateReport

State	% did not make AYP	% made AYP	# not making AYP	Total # of schools	Source
Rhode Island	19%	81%	54	289	http://www.eride.ri.gov/reportcard/11/documents/2011StateSummaryofSchoolClassifications.pdf
South Carolina	76%	24%	831	1,087	http://ed.sc.gov/agency/news/?nid=1764
South Dakota	20%	80%	134	667	http://doe.sd.gov/pressroom/news.asp?ID=265 and e-mail communication with Judy Merriman, Administrator, Data Management, South Dakota Department of Education, 11/30/11
Tennessee	49%	51%	823	1,664	http://www.tn.gov/education/nclb/ayp/doc/Basic_AYP_Stats_2011-12.pdf
Texas[6]	29%	71%	2,233	7,830	http://ritter.tea.state.tx.us/ayp/2011/summaries11.pdf
Utah	22%	78%	203	895	E-mail communication with Rebecca Donaldson, Education Specialist – Title I School and District Improvement, Utah State Office of Education, 11/28/11
Vermont	72%	28%	216	300	http://education.vermont.gov/new/pdfdoc/dept/press_releases/EDU-Adequate_Yearly_Progress_Determination_Summary_2011.pdf
Virginia[7]	62%	38%	1,124	1,825	http://www.doe.virginia.gov/statistics_reports/accreditation_ayp_reports/ayp/index.shtml
Washington	63%	37%	1,358	2,149	http://reportcard.ospi.k12.wa.us/Download/2011/AYPSchoolOverall.xls
West Virginia[8]	54%	46%	361	663	http://wveis.k12.wv.us/nclb/public_eleven/repstatc.cfm
Wisconsin	11%	89%	228	2,072	http://dpi.state.wi.us/eis/pdf/dpinr2011_65.pdf
Wyoming	29%	71%	101	348	http://edu.wyoming.gov/Libraries/WDE_Press_Releases/Final_AYP_Press_Release_July_15_2011.sflb.ashx

Table reads: In 2011, 377 Alabama schools, or 27% of the public schools for which the state reported AYP results, did not make AYP.

[1]Kansas had yet to determine the AYP status of 6 schools.

[2]In Maine, there were 29 schools with no AYP status due to a lack of testing data and 17 schools for which AYP status was still pending.

[3]In Minnesota, 180 schools had insufficient data and did not receive an AYP designation. The percentage calculated was for the total number of schools reporting AYP designations.

[4]In New Hampshire, 11 schools received a small-schools designation and are not included in AYP numbers.

[5]In Oregon, 16 schools did not receive AYP ratings due to "new school status or reconfiguration."

[6]In Texas, 696 schools were not given AYP designations because of the grade levels they served, their size, or other reasons.

[7]Virginia has 8 schools whose AYP status is still "to be determined" and 5 new schools that are not included in the AYP count.

[8]In West Virginia, 30 schools were new, small, or did not receive an AYP designation for other reasons. The percentage calculated was for the total number of schools reporting AYP designations.

Source: Center on Education Policy, based on information collected from the state sources shown in the last column of the table.

As noted in earlier CEP reports, these variations among states may be less a result of differences in educational quality than of differences in test difficulty, cut scores defining

proficiency on state tests, AMOs, student demographics, and other factors. States in which a high percentage of schools did not make AYP may have harder tests, higher cut scores, or higher AMOs. These variations make it inadvisable to draw conclusions about student performance or educational quality by comparing AYP status across states. Additionally, these figures are estimates; official numbers are not expected to become publicly available from the U.S. Department of Education until later this year.

Six-Year Trends in AYP Results

To determine changes in AYP status over time, we added the 2011 estimates to our AYP trend data to produce six-year trends in the percentage of the nation's schools that did not make AYP. (See **figure 1**.) Between 2006 and 2011, this national percentage increased from 29% to 49%, an all-time high.

Figure 1. Percentage of schools that did not make AYP, 2006–2011

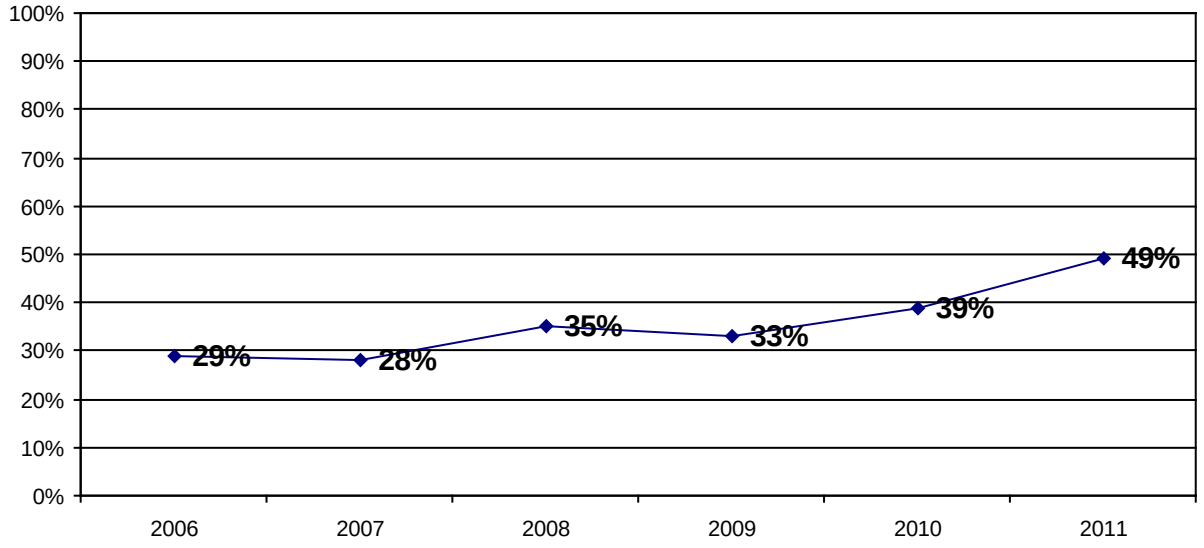

Figure reads: In 2006, 29% of the nation's schools did not make adequate yearly progress. By 2011, this percentage had increased to 49%.

As figure 1 indicates, the national percentage of schools not making AYP rose gradually from 2006 to 2010, with some slight dips in the interim years. But during this past year, from 2010 to 2011, this percentage jumped dramatically from 39% to 49%.

Table 2 provides state-by-state trends in the percentages of schools that did not make AYP from 2006 through 2011, out of the total number of schools for which each state reported AYP results. In 46 states and D.C., the 2011 percentage of schools not making AYP was higher than in 2006, and in 36 states, it was higher than in any of the previous five years.

It is important to note, however, that the percentage and number of schools not making AYP can fluctuate from year to year even in the same state for reasons unrelated to student learning, such as state changes to tests or proficiency cut scores. Most notably, the number of schools failing to make AYP tends to rise substantially in years when a state's AMOs increase, as they are required to do periodically under NCLB. Schools that would have made AYP under the old AMO may fall short of the higher AMO. A more detailed explanation of this dynamic can be found in the 2011 the CEP paper, *State Policy Differences Greatly Impact AYP Numbers.*

Table 2. Estimated percentage of schools by state that did not make AYP, 2006–2011

State	2006	2007	2008	2009	2010	2011
United States	***29%***	***28%***	***35%***	***33%***	***39%***	***49%***
Alabama	11%	16%	16%	13%	25%	27%
Alaska	38%	34%	41%	44%	40%	54%
Arizona	33%	28%	27%	26%	29%	42%
Arkansas	39%	38%	42%	46%	47%	69%
California	34%	33%	48%	50%	62%	66%
Colorado	25%	27%	43%	44%	42%	54%
Connecticut	34%	32%	42%	41%	28%	47%
D.C.	85%	75%	77%	75%	92%	87%
Delaware	18%	29%	29%	34%	60%	17%
Florida	71%	66%	76%	77%	86%	89%
Georgia	21%	18%	20%	14%	23%	27%
Hawaii	65%	35%	58%	64%	49%	59%
Idaho	27%	73%	44%	34%	38%	38%
Illinois	18%	24%	32%	41%	52%	65%
Indiana	51%	48%	46%	50%	41%	49%
Iowa	16%	7%	31%	30%	36%	37%
Kansas	14%	12%	10%	12%	18%	16%
Kentucky	34%	22%	28%	38%	44%	57%
Louisiana	9%	12%	19%	9%	12%	22%
Maine	21%	30%	34%	35%	53%	67%
Maryland	23%	23%	17%	23%	32%	45%

State	2006	2007	2008	2009	2010	2011
Massachusetts	41%	48%	63%	62%	66%	81%
Michigan	14%	18%	27%	9%	10%	21%
Minnesota	31%	38%	49%	54%	54%	51%
Mississippi	16%	21%	14%	35%	23%	50%
Missouri	29%	46%	57%	63%	63%	88%
Montana	10%	10%	28%	27%	27%	28%
Nebraska	18%	12%	20%	12%	26%	27%
Nevada	47%	33%	40%	43%	54%	55%
New Hampshire	40%	42%	62%	54%	69%	71%
New Jersey	29%	26%	35%	35%	49%	50%
New Mexico	54%	55%	68%	68%	78%	87%
New York	29%	20%	16%	12%	36%	47%
North Carolina	56%	55%	69%	29%	42%	72%
North Dakota	9%	9%	37%	25%	26%	53%
Ohio	39%	38%	36%	39%	39%	40%
Oklahoma	11%	12%	7%	11%	41%	30%
Oregon	32%	22%	37%	30%	29%	46%
Pennsylvania	18%	22%	28%	22%	17%	28%
Rhode Island	32%	21%	27%	19%	21%	19%
South Carolina	62%	63%	80%	50%	46%	76%
South Dakota	19%	18%	16%	21%	16%	20%
Tennessee	17%	13%	20%	20%	29%	49%
Texas	19%	9%	15%	5%	5%	29%
Utah	12%	23%	19%	17%	33%	22%
Vermont	24%	12%	37%	29%	30%	72%
Virginia	23%	26%	25%	28%	39%	62%
Washington	16%	35%	62%	58%	59%	63%
West Virginia	14%	19%	19%	20%	17%	54%
Wisconsin	4%	4%	7%	7%	7%	11%
Wyoming	15%	6%	24%	27%	28%	29%

Table reads: In 2006, 11% of the Alabama schools that reported test data for NCLB purposes did not make AYP. This Alabama percentage increased to 16% in 2007 and 2008, dropped to 13% in 2009, rose to 25% in 2010, and rose again to 27% in 2011.

Source: Center on Education Policy; data for 2006 through 2010 are based on Consolidated State Performance Reports; data for 2011 have been collected from the state sources shown in table 1.

Update of 2010 AYP Data

The data in table 2 for 2006 through 2010 were collected from the Consolidated State Performance Reports submitted to the U.S. Department of Education, which are considered the

final AYP numbers for each school year. The 2010 data in table 2 have been updated from the estimates included in our April 2011 AYP report.

It is not unusual for the percentage of schools not making AYP in a state to change slightly after states apply exemptions, special designations, or waivers for other unusual circumstances to certain schools' AYP calculations. For this reason, the national 2010 percentage of schools not making AYP now stands at 39%, slightly higher than the 38% we reported in April 2011. The 39% figure was calculated using the official numbers in the Consolidated State Performance Reports. This slight shift underscores why preliminary AYP numbers, including the 2011 data in this report, should be considered estimates.

Conclusion

An estimated 49% of the nation's public schools failed to make adequate yearly progress based on 2010-11 test results. This marks the highest national percentage of schools ever to fall short and an increase of 9 percentage points from the previous year.

As of the publication date of this report, 42 states plus Puerto Rico and Washington, D.C. have applied for or indicated they will apply for a waiver under the U.S. Department of Education's official ESEA flexibility plan. (For more information on the waiver process and requirements, see CEP's Waiver Watch website at http://www.cep-dc.org/index.cfm?DocumentSubTopicID=48.) States whose applications are approved by the Department will be granted flexibility to design their own approaches to some aspects of NCLB, including the adequate yearly progress requirements.

This movement toward more flexibility in determining what constitutes progress will likely result in the decline of AYP, as defined by NCLB. Instead, many states will develop their own accountability systems that are not comparable on a single metric. Therefore, this may be the final year in which we can report on national trends in AYP.

Credits and Acknowledgments

This report was researched and written by Alexandra Usher, CEP research assistant. Nancy Kober, a CEP consultant, edited the report. Diane Stark Rentner, CEP's director of national programs, and Jack Jennings, CEP's founder, provided advice and assistance. We are grateful to Wayne Riddle for reviewing the report.

Based in Washington, D.C., and founded in January 1995 by Jack Jennings, the Center on Education Policy is a national independent advocate for public education and for more effective public schools. The Center works to help Americans better understand the role of public education in a democracy and the need to improve the academic quality of public schools. We do not represent any special interests. Instead, we help citizens make sense of the conflicting opinions and perceptions about public education and create the conditions that will lead to better public schools.

The Center on Education Policy receives nearly all of its funding from charitable foundations. We are grateful to the George Gund Foundation and the Phi Delta Kappa International Foundation, which provide the Center with general support funding that assisted us in this endeavor. The statements made and views expressed are solely the responsibility of the Center.

© Center on Education Policy May 2012

Center on Education Policy
Graduate School of Education and Human Development
The George Washington University
2140 Pennsylvania Avenue NW
Washington, D.C. 20037
Ph: 202-822-8065
Fax: 202-994-8859
E-mail: cep-dc@cep-dc.org
Web: www.cep-dc.org