



AYP Results for 2010-11 — November 2012 Update

Note: This report updates an earlier version from May 2012 to include final AYP data from school year 2010-11 as reported by all 50 states and the District of Columbia to the U.S. Department of Education. Several numbers throughout the report have changed as a result of this final data. The percentage of all public schools in the nation that did not make AYP for 2011 was 48%.

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 were failing to make AYP each year and that most would fall short of the 2014 goal.

The Center on Education Policy (CEP) at The George Washington University 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 report was updated in May 2012 to include new AYP data for New York State based on tests administered in school year 2010-11. This report is based on data from the Consolidated State Performance

¹AYP 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.

Reports (CSPR), which are submitted each year to the U.S. Department of Education by all 50 states and the District of Columbia. The CSPR AYP data are considered the final and official numbers for a given school year.

Here are our main findings:

- Nearly half of the nation's public schools (48%) did not make AYP in 2011. This marks an increase from 39% in 2010 and is the highest percentage since NCLB took effect in 2002.
- In 21 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 (41 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 7% in Wyoming to about 91% in Florida.

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 data in this report for 2006 through 2011 are from the Consolidated State Performance Reports that states must submit yearly to the U.S. Department of Education.

AYP Results for the Nation and the States

As **table 1** shows, 48% of the nation's public schools did not make adequate yearly progress in 2011. Also shown in table 1 are the percentages for each state. Among individual states, this percentage ranged from 7% in Wyoming to about 91% 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 (41 and D.C.) reported that 25% or more of their public schools did not make AYP in 2011.
- In 21 states and D.C., 50% or more of the state's public schools did not make AYP in 2011—nearly 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, D.C., New Mexico, Massachusetts, South Carolina, and Missouri.
- 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 91% in Florida, 66% in California, 47% in New York, and 28% 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

<i>State</i>	<i>% did not make AYP</i>	<i>% made AYP</i>	<i># not making AYP</i>	<i>Total # of schools</i>
U.S. total	48%	52%	43,942	91,618
Alabama	27%	73%	366	1,381
Alaska	54%	46%	273	503
Arizona	42%	58%	814	1,938
Arkansas	35%	65%	380	1,075
California	66%	34%	6,465	9,871
Colorado	58%	42%	1,001	1,714
Connecticut	47%	53%	452	964
Delaware	22%	78%	44	201
D.C.	87%	13%	166	191
Florida	91%	9%	3,449	3,776
Georgia	27%	73%	613	2,246
Hawaii	59%	41%	169	287
Idaho	38%	62%	252	662
Illinois	67%	33%	2,548	3,807
Indiana	49%	51%	895	1,837
Iowa	26%	74%	354	1,363
Kansas	16%	84%	217	1,366
Kentucky	57%	43%	651	1,148
Louisiana	22%	78%	283	1,282
Maine	63%	37%	380	602
Maryland	45%	55%	614	1,375
Massachusetts	82%	18%	1,502	1,824
Michigan	15%	85%	523	3,409
Minnesota	55%	45%	1,231	2,250
Mississippi	48%	52%	425	891
Missouri	75%	25%	1,656	2,202
Montana	28%	72%	228	821
Nebraska	27%	73%	260	952
Nevada	53%	47%	335	629
New Hampshire	71%	29%	326	458
New Jersey	53%	47%	1,235	2,314
New Mexico	86%	14%	718	831
New York	47%	53%	2,165	4,589
North Carolina	72%	28%	1,827	2,533
North Dakota	53%	47%	245	461
Ohio	40%	60%	1,454	3,628
Oklahoma	30%	70%	526	1,777
Oregon	46%	54%	586	1,270
Pennsylvania	25%	75%	769	3,096
Rhode Island	19%	81%	55	296

State	% did not make AYP	% made AYP	# not making AYP	Total # of schools
South Carolina	76%	24%	851	1,126
South Dakota	17%	83%	113	667
Tennessee	49%	51%	793	1,635
Texas	28%	72%	2,190	7,826
Utah	24%	76%	236	981
Vermont	72%	28%	217	301
Virginia	61%	39%	1,126	1,847
Washington	62%	38%	1,356	2,203
West Virginia	48%	52%	361	757
Wisconsin	11%	89%	223	2,107
Wyoming	7%	93%	24	348

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

Source: Obtained from the U.S. Department of Education, Consolidated State Performance Reports 2010-2011 on October 1, 2012.

As noted in earlier CEP reports, these variations among states may be less a result of differences in educational quality than of differences among states 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.

Six-Year Trends in AYP Results

To determine changes in AYP status over time, we added the 2011 final AYP numbers 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 48%, an all-time high.

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

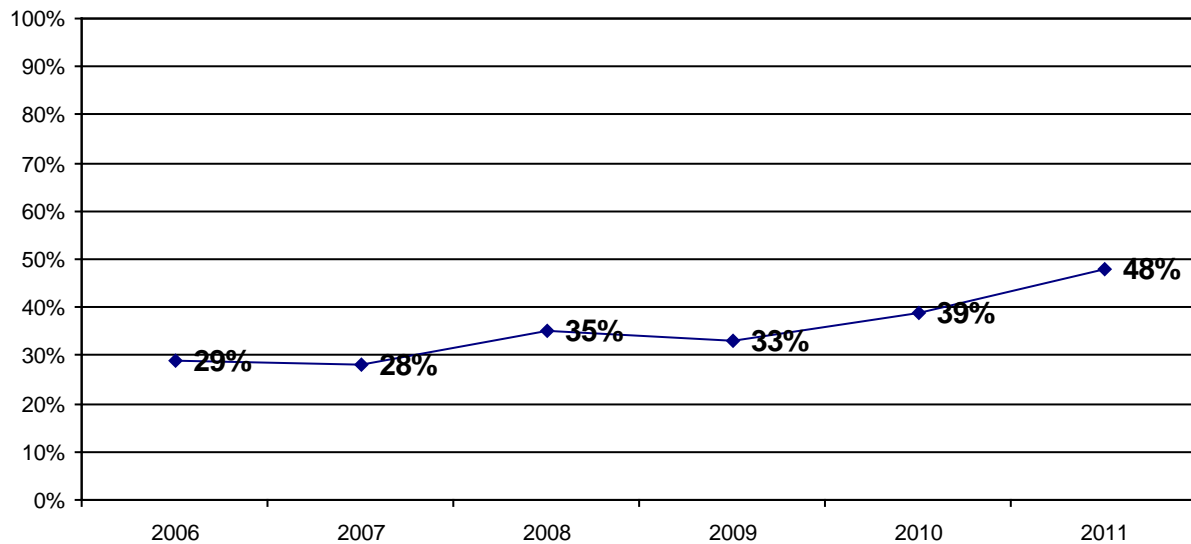


Figure reads: In 2006, 29% of the nation's schools did not make adequate yearly progress. By 2011, this percentage had increased to 48%.

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 from 2010 to 2011, this percentage jumped dramatically from 39% to 48%.

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 44 states and D.C., the 2011 percentage of schools not making AYP was higher than in 2006, and in 32 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 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%	48%
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%	35%
California	34%	33%	48%	50%	62%	66%
Colorado	25%	27%	43%	44%	42%	58%
Connecticut	34%	32%	42%	41%	28%	47%
D.C.	85%	75%	77%	75%	92%	87%
Delaware	18%	29%	29%	34%	60%	22%
Florida	71%	66%	76%	77%	86%	91%
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%	67%
Indiana	51%	48%	46%	50%	41%	49%
Iowa	16%	7%	31%	30%	36%	26%
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%	63%
Maryland	23%	23%	17%	23%	32%	45%
Massachusetts	41%	48%	63%	62%	66%	82%
Michigan	14%	18%	27%	9%	10%	15%
Minnesota	31%	38%	49%	54%	54%	55%
Mississippi	16%	21%	14%	35%	23%	48%
Missouri	29%	46%	57%	63%	63%	75%
Montana	10%	10%	28%	27%	27%	28%
Nebraska	18%	12%	20%	12%	26%	27%
Nevada	47%	33%	40%	43%	54%	53%
New Hampshire	40%	42%	62%	54%	69%	71%
New Jersey	29%	26%	35%	35%	49%	53%
New Mexico	54%	55%	68%	68%	78%	86%
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%

State	2006	2007	2008	2009	2010	2011
Oregon	32%	22%	37%	30%	29%	46%
Pennsylvania	18%	22%	28%	22%	17%	25%
Rhode Island	32%	21%	27%	19%	21%	19%
South Carolina	62%	63%	80%	50%	46%	76%
South Dakota	19%	18%	16%	21%	16%	17%
Tennessee	17%	13%	20%	20%	29%	49%
Texas	19%	9%	15%	5%	5%	28%
Utah	12%	23%	19%	17%	33%	24%
Vermont	24%	12%	37%	29%	30%	72%
Virginia	23%	26%	25%	28%	39%	61%
Washington	16%	35%	62%	58%	59%	62%
West Virginia	14%	19%	19%	20%	17%	48%
Wisconsin	4%	4%	7%	7%	7%	11%
Wyoming	15%	6%	24%	27%	28%	7%

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: U.S. Department of Education, *Consolidated State Performance Reports, 2006, 2007, 2008, 2009, 2010, 2011*.

Conclusion

An estimated 48% 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, 44 states plus Puerto Rico and Washington, D.C. have applied for a waiver under the U.S. Department of Education's 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>.) As a result of the greater flexibility under the NCLB waivers, states with approved applications will not be required to make AYP designations, replacing them with alternative accountability measures designed by the state. These more complex performance indices will be used to evaluate schools' progress and identify schools in need of improvement. Therefore, this may be the final year in which we can report on national trends in AYP. For more information on the NCLB waivers and the new state performance indices, see *Accountability Issues to Watch Under NCLB Waivers* on the CEP Web site (http://www.cep-dc.org/cfcontent_file.cfm?Attachment=KoberRiddle%5FReport%5FAccountabilityIssuesWaiver%5F100212%2Epdf).

Credits and Acknowledgments

The original version of this report was researched and written by Alexandra Usher, a former CEP research assistant. The November 2012 report was updated by Nanami Yoshioka, CEP graduate research assistant. Nancy Kober, a CEP consultant, edited earlier versions of the report. Diane Stark Rentner, CEP's deputy director provided advice and assistance. We are grateful to Wayne Riddle for reviewing earlier versions of the report.

The Center on Education Policy is a national advocate for public education and improved public schools. Housed at The George Washington University in the Graduate School of Education and Human Development, CEP helps citizens better understand the role of public education in a democracy and the policies that will lead to more effective public schools. Founded in January 1995 by Jack Jennings, CEP does not represent any special interests and is an independent source of information amid conflicting opinions and perceptions about public education. CEP receives nearly all of its funding from charitable foundations.

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 provided 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.

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