



# **An Analysis of State AYP Results for 2007-08**

*November 2008*

The number of schools failing to make adequate yearly progress (AYP) under No Child Left Behind (NCLB) rose significantly according to the latest 2007-08 AYP results. In many cases, student performance has improved, but such improvement is not sufficient to meet the higher AYP targets schools in more than 40 states. Some states experienced sharp increases in reading and math goals for 2008, including California (11-point increase in math), Hawaii (18-point increase in math), Kentucky (12-point increase in math), Montana (17-point increase in math), Nevada (12-point increase in reading), and Oregon (10-point increase in both reading and math). These increases mean many more students must meet proficiency for a school to make AYP. For example, 40 percent more students must meet proficiency in California for their schools to make AYP in math. The largest increases were seen in South Carolina at more than 20-point increases in reading and math, doubling the percentage of students who need to be proficient for a school to make AYP. South Carolina, known for its rigorous standards and assessments, now has 82 percent of elementary and middle schools failing AYP, doubling last year's number. Missouri, Montana, North Dakota, Vermont and Wyoming saw the percentage of schools failing AYP double or triple. As a result, states with rigorous standards such as South Carolina and Massachusetts (with 50 percent of schools failing AYP) can appear lagging behind as the proficiency targets continue to climb to 100 percent by 2014.

There are other factors that affect schools' AYP status as well. These include the minimum subgroup size (N-Size) a state uses for AYP accountability. A handful of states such as Minnesota, Missouri and Ohio could no longer use a larger N-Size for their students with disabilities and English language learner subgroups (because of final regulations on testing students with persistent academic disabilities), adding many more students to the AYP calculations. AYP calculations also are affected by the use of statistical tools such as confidence intervals similar to margins of error.

In addition, the 11 states with the approval to use a growth model to determine AYP experienced various implications with Ohio adding more than 1,000 schools to the list that made AYP and Alaska seeing no effect of its growth model on schools' ability to make AYP.

Overall, the percentage of schools failing AYP benchmarks has risen dramatically. In many cases the sprouting effect of AYP has reached many suburban schools, which until now had been able to avoid the labeling under NCLB partly because of having fewer subgroups. However, as proficiency targets rise in the next few years, more suburban or even rural schools could be landed on the list for schools failing AYP.

The following chart is a state-by-state look at the 2007-08 AYP results.

State	2007-08 % of schools failing AYP	2006-07 % of schools failing AYP	AMOs 2007-08	AMOs 2006-07	Notes
Alabama	17%	16.3%	Targets rose by 2 to 8 percentage points		73 of 857 title I schools are in improvement, compared with 89 last year.
Alaska	41.3%	34.1%	Language Arts - 77.18% Math - 66.09%	Language Arts - 71.48% Math - 57.61%	Growth model approved. Growth model has no impact on school AYP. Targets will increase again in 2010-2011 and increase every year thereafter.
Arizona	26%	28%	Targets increased by 9.2 percentage points to 15.5 percentage points		Growth model approved. 2 schools met AYP solely because of growth model; one more school made AMOs but missed participation rate.
Arkansas	28%	38.5%	Target increased by 7.2 percentage points to 8.85 percentage points		Growth model approved. About 60 schools (4.5%) made AYP solely because of growth model. AMOs increase annually.
California	48%	33%	<i>Reading</i> Elem. & middle - 35.2% Secondary - 33.4% <i>Math</i> Elem. & middle - 37% Secondary - 32.2%	<i>Reading</i> Elem. & middle - 24.4% Secondary - 22.3% <i>Math</i> Elem. & middle - 26.5% Secondary - 20.9%	61% districts missed AYP, compared with 46% last year.
Colorado	40%	25%	Targets increase every 3 years; raised between 5 and 13 percentage points from last year		
Connecticut	40% (408 schools)	32%	Targets rose by 10 percentage points from last year		44 of 171 districts failed AYP, 12 more than last year.
Delaware	30%	29.5%	ELA - 68% Math - 50%	ELA - 68% Math - 50%	Growth model approved. 7 schools met AYP because of growth. AMOs increase annually starting 2009.
Florida	76%	66.5%	Reading - 58% Math - 62%	Reading - 51% Math - 56%	Growth model approved 157 schools (5 percent) made AYP because of growth Differentiated consequences approved

<b>Georgia</b>	31.2%	17.8%	<i>Reading</i> Grades 3-8 - 73.3% Grade 11 - 87.7% <i>Math</i> Grades 3-8 - 59.5% Grade 11 - 74.9%	<i>Reading</i> Grades 3-8 - 66.7% Grade 11 - 84.7% <i>Math</i> Grades 3-8 - 58.3% Grade 11 - 68.8%	New math tests for all NCLB tested grades 15.8% of schools in need of improvement, about the same as last year's 15.4%  Differentiated consequence pilot approved
<b>Hawaii</b>	60%	35%	Reading - 58% Math - 46%	Reading - 44% Math - 28%	AMOs increase every three years. State officials: increasing targets mask actual student performance from year to year due to heightened objectives tied to the 2014 NCLB timetable.
<b>Illinois</b>	31%	24%	Reading & Math - 62.5%	Reading & Math - 55%	39% (339) districts missed AYP, up from 28%. Differentiated consequences approved.
<b>Idaho</b>	44%	73%	Reading - 78% Math - 70%	Same	Number of schools in improvement increased to 231 from 201.
<b>Indiana</b>		46%	ELA - 72% Math - 71.2%	ELA - 65.7% Math - 64.3%	AYP results available first quarter of next year. Differentiated consequences approved.
<b>Iowa</b>	9.2%	9.3%	AYP targets increased by about 6 percentage points		Growth model approved. About 128 schools (8 percent) met AYP solely because of growth. 9.2% of schools and 3.6% of districts are identified for improvement. AMOs increase every year, starting 2010-2011, will increase every year.
<b>Kansas</b>	10%	11%	<i>Reading</i> K-8 - 75.6% 9-12 - 72% <i>Math</i> K-8 - 73.4% 9-12 - 64.6%	<i>Reading</i> K-8 - 69.5% 9-12 - 65% <i>Math</i> K-8 - 66.8% 9-12 - 55.7%	92% of districts made AYP for 2007-08; 89% of districts made AYP for 2006-07.
<b>Kentucky</b>	29.1%	21.3%	Reading targets rose an average of 9.3 points. Math targets rose an average of 12 points.		41% of 175 districts missed AYP. Starting 2007-08, AYP targets will rise every year.
<b>Louisiana</b>					AYP to be released November or December.
<b>Maine</b>	38%	25.6%	<i>Reading</i> High School - 57% <i>Math</i> High School - 31%	<i>Reading</i> High School - 50% <i>Math</i> High School - 20%	Note math AMOs increased significantly for high school.

<b>Maryland</b>	16% (elementary & middle)	22.9%	Reading - 69.7% Math - 60.9%	Reading - 64.7% Math - 54.3%	Differentiated consequences approved: Comprehensive needs-missed AYP in “all” category or in 3 or more subgroups; Focused needs-made AYP in “all” but missed in 1 or 2 subgroups.
<b>Massachusetts</b>	50%	37%	Index ELA - 85.4% Math - 76.5% (Index rises every 2 years)	Index ELA - 80.5% Math - 68.7%	2008: 50% (828) of schools and 23% (88) of districts in improvement. 2007: 37% (672) of schools and 21% (82) districts in improvement. Of the identified schools this year, <b>51% (424) are located in non-urban areas.</b>
<b>Michigan</b>	20%	17%	AYP targets were raised by an average of 10 percentage points		Growth model approved. The percentage of districts not making AYP jumped significantly from 0.7% to 4% of a total of 552 districts. State officials attributed the increase in % of schools and districts not making AYP to: 1) increased AYP targets; and 2) a change in graduation rate calculation, which reflects the percentage of students receiving their diplomas within 4 years. This year’s graduation rate is 75.45%, compared with 85% previously.
<b>Minnesota</b>	49%	38%	Reading - 0.7619 Math - 0.8196 (third grade)	Reading - 0.7222 Math - 0.7895 (third grade)	Performance index targets stayed the same for 2005-06 and 2006-07; increase every year starting 2007-08. Although test scores are up but not sufficient to meet higher AYP targets. More than half of the 208 schools that missed AYP for the first time are in the suburbs. “Suburbs have been able to dodge that bullet a bit longer than urban schools because they are both less diverse and have fewer of the high risk students. As a group that was probably next in line to be flagged, it was probably suburban schools,” said Jim Angermeyr, an analyst with Bloomington Public Schools. N-size for AYP is 20; 40 for participation; used to have higher N-size for ELLs and SWD.
<b>Mississippi</b>	14%	16.6%	Reading targets rose by 8 to 21 index points. Math targets rose by 7 to 25 index points.		8.2% of schools are identified for improvement, up from 7% last year.
<b>Missouri</b>	60%	29.8%	Language Arts - 51% Math - 45%	Language Arts - 42.9% Math - 35.8%	N-size 30 for all subgroups; prior to 2007, N-50 for ELLs & SWD; N-30 for other subgroups. Growth model approved.

<b>Montana</b>	28%	10%	Reading and math targets increased by 9 and 17 percentage points, respectively.		32% of districts did not make AYP, up from 15% last year.
<b>Nebraska</b>					AYP to be released in mid December.
<b>Nevada</b>	38%	31%	ELA - 51.7% Math - 56.3% (Elementary)	ELA - 39.6% Math - 45.4% (Elementary)	131 schools in need or improvement. Backloading trajectory, annual increase starting 2011-12.
<b>New Hampshire</b>	59%	41%	<i>ELA</i> Grades 3-8 - 80% High School - 85% <i>Math</i> Grades 3-8 - 82% High School - 76%	<i>ELA</i> Grades 3-8 - 70% High School - 77% <i>Math</i> Grades 3-8 - 73% High School - 64%	Number of schools in improvement increased to 183 from 133.
<b>New Jersey</b>		27.9%	Targets rose by 6 to 13 percentage points.		Transition period until after October due to new reading and math tests for elementary and middle schools students. Schools maintain their 2007 AYP status until new AMOs are set.
<b>New Mexico</b>	68.2%	54.5%	Proficiency target increased by an average of 12 percentage points from last year.		Number of schools in restructuring jumped to 170 from 84.
<b>New York</b>					Nov/Dec (has not been released as of 11-14-08).
<b>North Carolina</b>					Full release in November. Growth model approved. Growth model helped 12 schools make AYP.
<b>North Dakota</b>	36%	9.4%	Targets increased by about 3 to 5 percentage points.		
<b>Ohio</b>	36% (after growth model)  65% (before growth model)	37.6%	Reading - 77% Math - 68.5% (Third Grade)	Reading - 71.2% Math - 60.6% (Third Grade)	2008: 48.5% of districts missed AYP. 2007: 70.3% of districts missed AYP. Growth model approved. An additional 249 districts and 1,028 schools to meet AYP because of growth. Differentiated consequences approved. Ohio's AMO trajectory is "backloading."
<b>Oklahoma</b>					Will release at Oct 30 board meeting.
<b>Oregon</b>	35.1%	21%	Reading - 60% Math - 59%	Reading - 50% Math - 49%	Targets will increase again in 2010-2011 and increase every year thereafter.

<b>Pennsylvania</b>	28%	22.5%	Reading - 63% Math - 56%	Reading - 54% Math - 45%	State officials said if the AYP targets had not increased, the number of schools making AYP would have risen by 6 percentage points. Number of schools in improvement rose to 409 in 2008 from 320 in 2007.
<b>Rhode Island</b>	26%	20%	ELA - 84.1% Math - 74.5% (Elementary)	ELA - 80.1% Math - 68.1% (Elementary)	AMO trajectory is back loading, targets will increase every year starting 2011.
<b>South Carolina</b>	82% (elementary & middle schools)	61% (elementary & middle schools)	Reading - 58.8% Math - 57.8% (elementary & middle)	Reading - 38.2% Math - 36.7% (elementary & middle)	The state's AYP targets jumped by about 20 percentage points from last year. "Unless NCLB's rating system is revised to incorporate a more commonsense approach, the danger is that this law will lose all credibility with the public," said state superintendent, Jim Rex.
<b>South Dakota</b>	Not readily available on website	17.4%	<i>Reading</i> K-8 - 82% 9-12 - 72% <i>Math</i> K-8 - 72% 9-12 - 63%	<i>Reading</i> K-8 - 82% 9-12 - 72% <i>Math</i> K-8 - 65% 9-12 - 54%	Number of schools in improvement dropped to 84 in 2008 from 91. Starting point for reading was recalculated in July 2005 due to changes in achievement standards and assessment; starting point for math was recalculated in June 2006 due to changes in achievement standards and assessment.
<b>Tennessee</b>	15%	15.6%	Reading - 89% Math - 86% (elementary & middle)	Reading - 83% Math - 79% (elementary & middle)	Growth model approved. About 19 schools made AYP because of growth model. AMOs increased an average of 5 to 6 percentage points for elementary and high schools.
<b>Texas</b>	14.2%	10.4%	Reading - 60% Math - 50%	Reading - 60% Math - 50%	AMOs will go up annually starting 2008-09.
<b>Utah</b>	20%	25%	AYP targets the same as last year.		15 Title I schools in improvement. 6 Title I districts in improvement.
<b>Vermont</b>	38%	12%	<i>Index Reading</i> 3-8 - 435 9-12 - 423 <i>Math</i> 3-8 - 427 9-12 - 384	<i>Index Reading</i> 3-8 - 403 9-12 - 384 <i>Math</i> 3-8 - 390 9-12 - 326	AMOs increase every 3 years.
<b>Virginia</b>	26%	25.7%	Reading - 77% Math - 75%	Reading - 73% Math - 71%	59% of 132 school districts missed AYP. The state's AMOs increase every year.

<b>Washington</b>	Not readily available	35.2%	Reading - 76.1% Math - 64.9% (grades 3-5)	Reading - 64.2% Math - 47.3% (grades 3-5)	Number of schools and districts in improvement more than doubled to 628 from 280 and to 57 from 30, respectively. "There is no question that every single one of our schools has room for improvement," said state superintendent Terry Bergeson. "However, this year the fatal flaws of NCLB have become abundantly clear. The law has gone too far."
<b>West Virginia</b>	20%	19%	Proficiency targets same as last year.		
<b>Wisconsin</b>	156 schools (7%)	4.4%	Reading - 74% Math - 58%	Reading - 67.5% Math - 47.5%	56 schools and one district are in improvement.
<b>Wyoming</b>	24.5%	6.1%	Targets increased by 11 percentage points on average.		Number of schools failing AYP increased to 87 from 22.

Sources: State Department of Education websites, state officials and news articles.  
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The number of schools planning to restructure or in restructuring has risen nationwide by half in the past year, from 2,302 in 2006-07 to more than 3,500 in 2007-08. Urban schools continue to make up most of the schools in restructuring, but a significant percentage of rural and suburban schools are in restructuring as well.

<b>Title I schools in restructuring, 2007-08</b>					
	<b>California</b>	<b>Georgia</b>	<b>Maryland</b>	<b>Michigan</b>	<b>Ohio</b>
<b>Rural</b>	5%	28%	0%	0%	3%
<b>Suburban</b>	35%	27%	15%	16%	5%
<b>Urban</b>	60%	45%	85%	84%	92%

  

<b>Schools at each level of restructuring 2007-08</b>					
	<b>California</b>	<b>Georgia</b>	<b>Maryland</b>	<b>Michigan</b>	<b>Ohio</b>
<b>Year 4</b>	416	19	11	34	62
<b>Year 5</b>	278	13	1	9	11
<b>Year 6</b>	122	14	6	10	15
<b>Year 7</b>	187	9	14	9	6
<b>Year 8</b>	10	10	20	1	3

Source: Center on Education Policy

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