

# 2011-12 Adequate Yearly Progress (AYP) and Education Yes!

## FACTS AND FIGURES

Adequate Yearly Progress (AYP) is a cornerstone of the federal No Child Left Behind Act (NCLB) of 2001. In Michigan, it measures year-to-year student achievement on the Michigan Education Assessment Program (MEAP), MEAP-Access, and MI-Access for elementary and middle schools, or the Michigan Merit Examination (MME) and MI-Access for high schools. Other indicators, such as the number of students who participate in the assessments, attendance, and graduation rate for high schools, are also considered in the calculation.

Following is a summary of the 2011-12 Adequate Yearly Progress data.

### District AYP

There were 543 District Report Cards produced for 2011-12.

*(2010-11: 551 District Report cards)*

There were 284 (52.2%) districts that made AYP in 2011-12.

*(2010-11: 514 (93.3%) Districts made AYP)*

There were 259 (47.7%) districts that did not make AYP in 2011-12.

Figure 1 shows the number of districts that did not make AYP for reasons labeled.

*(2010-11: 37 (6.7%) Districts did not make AYP)*

### School AYP

There were 3411 School Report Cards produced for the 2011-12 school year.

*(2010-11: 3437 School Report Cards)*

There were 83 (2.4%) schools that had a report card with no status (too new, no FAY students, etc.).

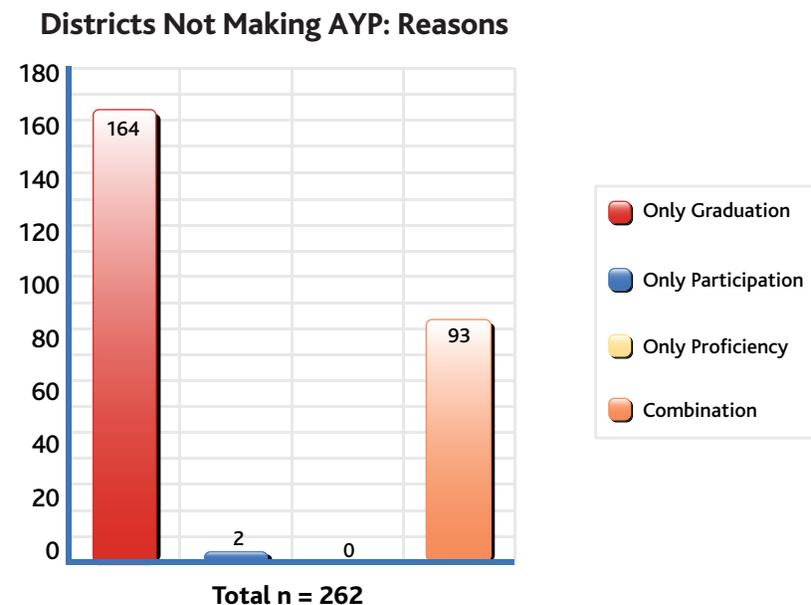


Figure 1: Districts Not Making AYP: Reasons

### Schools Making AYP

There were 2726 (79.9%) schools that made AYP in 2011-12.

(2010-11: 2723 (79%) Schools made AYP)

Of the schools that made AYP, the breakdown by level is as follows:

- 1082 Elementary (Grades 3-5)
- 408 Middle (Grades 6-8)
- 385 High (Grades 9-12)
- 851 Multi-level

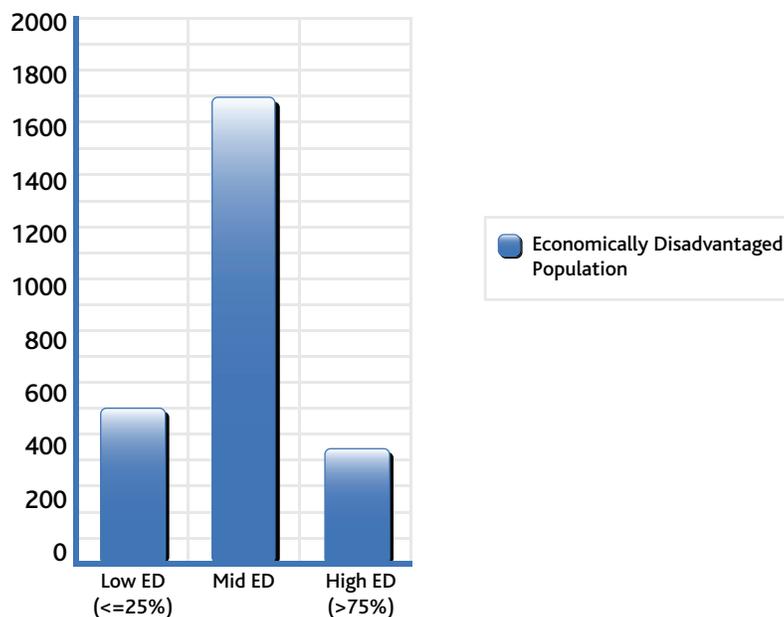
Of the schools that made AYP, the breakdown by entity type is as follows:

- 41 Intermediate School District (ISD) schools
- 2493 Local Education Agency (LEA) schools
- 192 Public School Academy (PSA) schools

Of the schools that made AYP, there were:

- 46 Center programs
- 1594 Schools receiving Title I funding

**Schools Making AYP by Economically Disadvantaged Population Level**



**Figure 2: Schools Making AYP by Economically Disadvantaged Population Percentage**

### Examining Results by Subgroup for Schools Making AYP

Figure 2 shows the number of schools that made AYP by percentage size of economically disadvantaged population.

By economically disadvantaged population level

- 531 Schools with low ED population (25% or less of school pop.)
- 1796 mid ED population (between 25% and 75% of school pop.)
- 398 high ED population (greater than 75% of school pop.)

## Adequate Yearly Progress (AYP) Facts and Figures

Figure 3 shows the number of schools that made AYP by percentage size of non-white population.

By non-white population level:

- 2021 low non-white population (25% or less of school pop.)
- 471 mid non-white population (between 25% and 75% of school pop.)
- 233 high non-white population (greater than 75% of school pop.)

### Schools Making AYP by Non-White Population Level

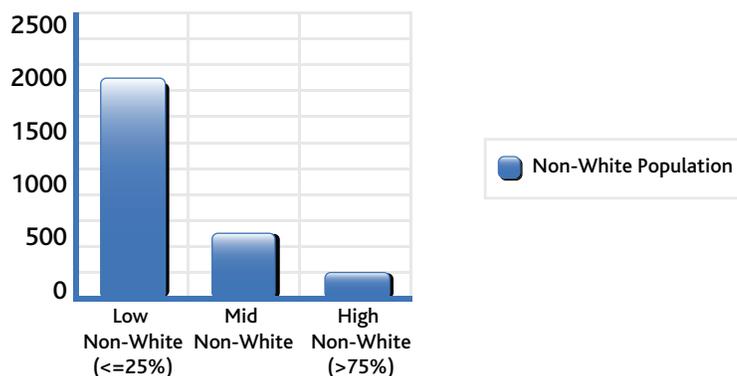


Figure 3: Schools Making AYP by Non-White Population Level

### Schools that Did Not Make AYP

There were 602 (17.6%) schools that did not make AYP.

(2010-11: 714 (21%) Schools did not make AYP)

The breakdown of school level for those that did not make AYP is as follows:

- 68 Elementary
- 21 Middle
- 272 High
- 241 Multi-level

The breakdown of entity type for those schools that did not make AYP is as follows:

- 40 Intermediate School Districts (ISD) schools
- 500 Local Education Agency (LEA) schools
- 62 Public School Academy (PSA) schools

Of the schools that did not make AYP, there were:

- 52 Center programs
- 285 Schools receiving Title I funding

### Examining Results by Subgroup for Schools That Did Not Make AYP

Figure 4 shows the number of schools that did not make AYP by percentage size of economically disadvantaged population.

### Schools Making AYP by Economically Disadvantaged Population Level

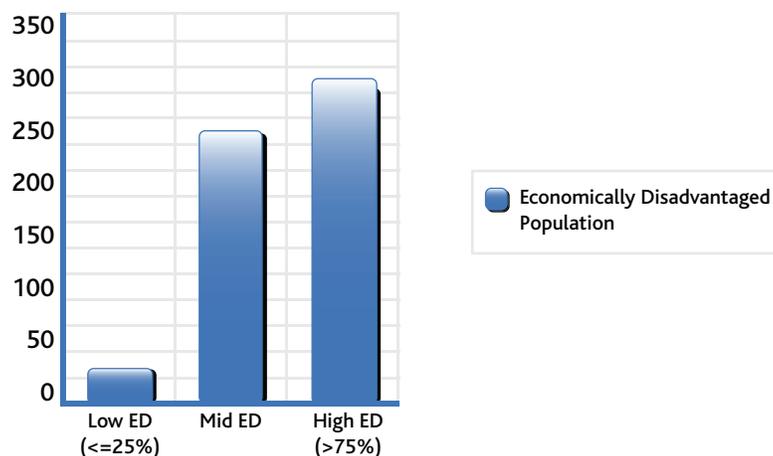


Figure 4: Schools Not Making AYP by Economically Disadvantaged Population Level

## Adequate Yearly Progress (AYP) Facts and Figures

By economically disadvantaged population level:

- 34 low ED population schools
- 248 mid ED population schools
- 303 high ED population schools

Figure 5 shows the number of schools that did not meet AYP by non-white population level.

By non-white population level:

- 234 low non-white population schools
- 125 mid non-white population schools
- 226 high non-white population schools

### Additional Information about Schools Not Making AYP

There were schools that met only one of the two content area targets:

- 92 schools that met reading AYP targets, but not mathematics AYP targets.
- 67 schools that met mathematics AYP targets, but not reading AYP targets.

There were schools that did not make AYP for missing one of the various AYP targets as shown in Figure 6.

For more information regarding Adequate Yearly Progress, please see [www.michigan.gov/ayp](http://www.michigan.gov/ayp).

### Schools Making AYP by Non-White Population Level

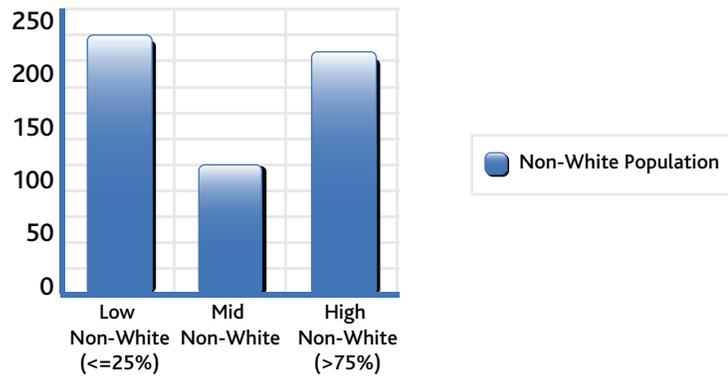


Figure 5: Schools Not Making AYP by Non-White Population Level

### Schools Not Making AYP: Reasons

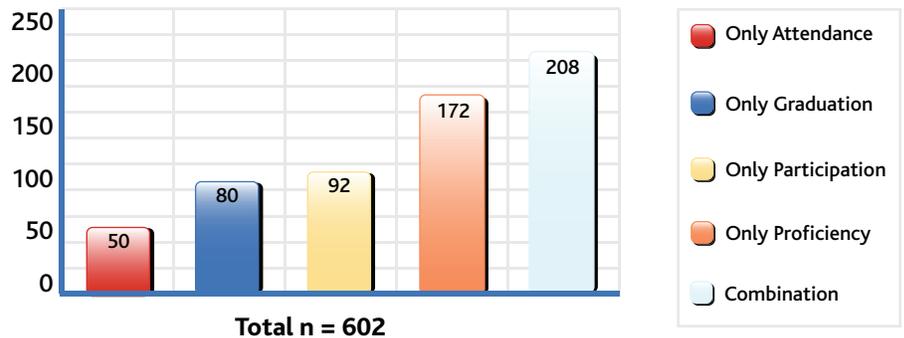


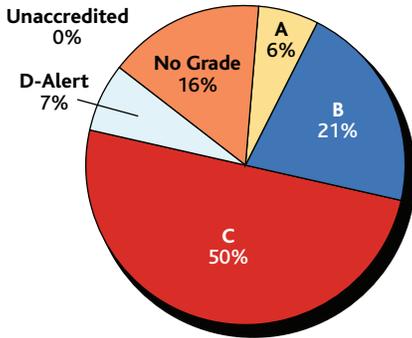
Figure 6: Schools Not Making AYP: Reasons

## Adequate Yearly Progress (AYP) Facts and Figures

### Education YES!

Letter Grade Distribution:

#### Education YES! Grade Distribution



#### A: 201 (5.9%)

- 2010-11: 1765 (51.4%)
- 147 Elementary
- 11 Middle
- 8 High
- 35 Multi-level
- 198 LEA schools
- 3 PSA schools
- 0 ISD schools
- 0 Center Programs
- 55 Title I schools

#### D: 241 (7.1%)

- 2010-11: 130 (3.8%)
- 40 Elementary
- 15 Middle
- 98 High
- 88 Multi-level
- 218 LEA schools
- 23 PSA schools
- 0 ISD schools
- 0 Center Programs
- 164 Title I schools

#### B: 710 (20.8%)

- 2010-11: 888 (25.8%)
- 443 Elementary
- 59 Middle
- 48 High
- 160 Multi-level
- 678 LEA schools
- 32 PSA schools
- 0 ISD schools
- 1 Center Program
- 429 Title I schools

#### Unaccredited: 4 (0.1%)

- 2010-11: 0 (0.0%)
- 2 Elementary
- 1 Middle
- 0 High
- 1 Multi-level
- 3 LEA schools
- 1 PSA school
- 0 ISD schools
- 0 Center Programs
- 4 Title I schools

#### C: 1722 (50.5%)

- 2010-11: 228 (6.6%)
- 509 Elementary
- 326 Middle
- 322 High
- 565 Multi-level
- 1568 LEA schools
- 153 PSA schools
- 0 ISD schools
- 0 Center Programs
- 1136 Title I schools

#### No Grade (new, small, etc.): 533 (15.6%)

- 2010-11: 426 (12.4%)
- 15 Elementary
- 20 Middle
- 225 High
- 273 Multi-level
- 394 LEA schools
- 53 PSA schools
- 86 ISD schools
- 100 Center Programs
- 111 Title I schools

# “At-a-Glance” Overview:

## Top to Bottom

### What is the Statewide Top to Bottom Ranking?

- A listing of all schools that ranks schools based on their student performance in mathematics, reading, writing, science and social studies.
- In each subject, schools are held accountable for three aspects of their performance:
  - Achievement
  - Improvement
  - Achievement gap
- High schools have graduation rate included in their ranking
- All schools with 2 years of data for 30 or more students two or more tested subjects are included in the ranking

### What are the uses of this list?

- Provided to all schools as a diagnostic tool to help them understand their areas of strength and challenge.

- Used to determine the Priority (formerly Persistently Lowest Achieving) Schools based on the bottom 5% of this list.
- Used to determine the Focus Schools, based on the achievement gap component of this list.
- Used to determine Reward schools, based on the top 5% of schools in the ranking as well as the schools with the highest improvement values from this list.

### What are the resources to understand this ranking?

- [www.mi.gov/ttb](http://www.mi.gov/ttb)
- Includes overview Powerpoint, individual school lookup tool, and resources that allow schools to analyze their own data and identify areas of strength and weakness, as well as begin to develop a data-driven plan for improvement.

# “At-a-Glance” Overview:

## Reward Schools

### What are Reward Schools?

Schools in the top 5% of the Top-to-Bottom ranking.

In addition to the top 5%, the Michigan Department of Education (MDE) will add any school that:

- is designated as a “Beating the Odds” school (school that is outperforming schools with similar risk factors and demographic makeup)
- in top 5% of schools on the improvement metric in the Top-to-Bottom ranking

### How are Reward Schools determined?

Based on the Top-to-Bottom ranking methodology, which includes data from achievement, improvement, and achievement gap standardized scores

All schools with two years of data for 30 or more students in two or more tested subjects are included in the ranking

### What happens once a Reward School is named?

Reward schools will be recognized for their achievements through a communication and dissemination to local media

Reward schools will have their promising practices highlighted at conferences such as the Michigan Department of Education’s (MDE’s) School Improvement Conference and other events including educator networks and professional organizations

MDE is seeking other supports for Rewards Schools, including increased flexibility in the use of federal grant funds and corporate and philanthropic support

# “At-a-Glance” Overview:

## Focus Schools

### What are focus schools?

- Schools with the largest achievement gaps, defined as the difference between the average scale score for the top 30% of students and the bottom 30% of students.
- Derived from the achievement gap component within the Top-to-Bottom ranking.

### How are they determined?:

- Based on the Top-to-Bottom (TTB) ranking methodology which includes data from achievement, improvement and achievement gap standardized scores.
- All open schools with 2 years of data for 30 or more students two or more tested subjects are included in the ranking to determine focus schools.

### What happens once a school is named a Focus School?

- Michigan Department of Education will offer support in:
  - analyzing achievement data
  - facilitating professional dialogue
  - customizing interventions
- MDE will develop and provide a District Toolkit
- Designed for districts that have schools identified as Focus Schools
- It is meant to help districts identify where their schools need the most support.
- MDE will provide technical assistance to districts on the use of this toolkit in the form of MDE-trained and paid-for District Improvement Facilitators (DIFs).
- With the assistance of their DIFs, these districts will have one year to self-diagnose and self-

prescribe changes in their supports to Focus Schools based on the resources in the toolkit.

- If a district continues to have schools identified as Focus Schools in the 2013/14 school year, the district will purchase the services of the District Improvement Facilitator to conduct a data-based professional dialogue to determine the district-level needs to be put in place to support its school(s).

### How does a school exit Focus School status?

- To exit Focus status, the school must:
  - Following the end of Year 4, make Adequate Yearly Progress (attaining Green, Lime, Yellow or Orange designation), including meeting the safe harbor target for the bottom 30% subgroup. (AYP designation made in August following end of Year 3).
  - Submit a report to MDE documenting the ongoing steps that will be taken to sustain the effort.
- If a school fails to exit Focus status following the beginning of Year 4, they continue on as a Focus School and have the opportunity on a yearly basis to exit if they meet the AYP criteria shown above.
- There is also an exit path from the Focus School category called Good-Getting-Great (G-G-G) schools.
- G-G-G schools will receive written a G-G-G designation from the state superintendent, upon submission of documentation from the facilitated professional dialogue that establishes eligibility

# “At-a-Glance” Overview:

## Priority Schools (formerly Persistently Lowest Achieving)

### What are Priority Schools?

Schools in the bottom 5% of the Top-to-Bottom ranking<sup>1</sup>

### How are Priority Schools determined?

Based on the Top-to-Bottom ranking methodology which includes data from achievement, improvement, and achievement gap standardized scores

All schools with two years of data for 30 or more students in two or more tested subjects are included in the ranking

### What happens once a Priority School is named?

Local Education Agencies (LEA) with schools designated as Priority Schools will be required to implement one of four intervention models as described in the US Department of Education’s Final Requirements for School Improvement Grants:

- Turnaround Model
- Transformation Model
- Restart Model
- School Closure

The timeline for intervention planning and implementation is initiated.

Any school designated as a Priority School on the 2012 list that was previously designated as “Persistently Lowest Achieving” will follow the timeline as mandated in the state law.

A school now designated as a Priority School that was previously designated as “Persistently Lowest Achieving” will follow the timeline as mandated in the state law

### How does a school exit Priority School status?

For a school to exit Priority School status, it has to receive a Green, Lime, Yellow, or Orange on the Accountability Scorecard (beginning in 2013) showing that it has:

- Met all interim measurements of progress for Priority Schools (approved plan, leading and lagging indicators)
- Met proficiency and/or improvement targets on average as a school
- Increased the proficiency rate of all traditional subgroups
- Increased the proficiency rate of their very lowest performing students

Schools designated as a Priority School must either meet aggressive proficiency targets (toward 85% of students proficient by 2022), or demonstrate significant improvement by the close of the third year in the Priority School intervention

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<sup>1</sup>The US Department of Education requires that the number of schools identified as Priority Schools is equal to at least 5% of the state’s Title I schools; thus, the number schools designated as Priority may be slightly greater than 5%.



Questions or comments about this document should be directed to:  
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