

In September 2011, the U.S. Department of Education (the Department) offered each state education agency (SEA) the opportunity to request flexibility from the one-size-fits-all requirements of the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by the *No Child Left Behind Act of 2001 (NCLB)*, on behalf of itself, its local education agencies (LEAs), and schools. SEAs wishing to qualify for *ESEA* flexibility were required to provide the Department with rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve instructional quality.

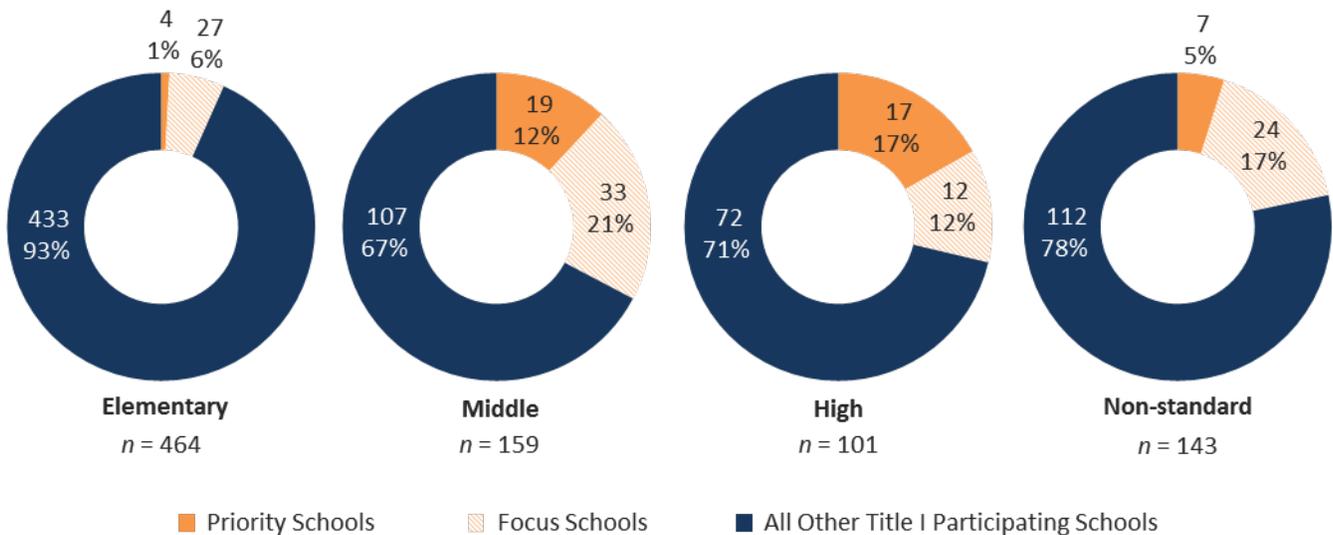
In order to receive *ESEA* flexibility, each SEA developed and implemented a system of differentiated recognition, accountability, and support that considered student achievement, graduation rates, and school performance and progress over time for the “all students” group, individual *ESEA* student subgroups, and any combined subgroup. A key element of the accountability systems was the identification of a state’s lowest-achieving schools and schools with the lowest graduation rates as priority schools and schools with the most significant achievement or graduation rate gaps as focus schools. Each SEA identified a number of schools equal to at least 5 percent of its Title I participating schools as priority schools and equal to at least 10 percent of its Title I participating schools as focus schools. Each SEA is ensuring that schools and students receive interventions and supports based on this comprehensive system of identification.

SEAs approved to begin implementation of *ESEA* flexibility in the 2012–13 school year (Windows 1 and 2 states) used 2010–11 data, 2011–12 data, or multiple years of data including 2011–12 data to identify schools under their systems of differentiated recognition, accountability, and support. Similarly, SEAs approved to begin implementation of *ESEA* flexibility in the 2013–14 school year (Windows 3 and 4 states) used 2011–12 data, 2012–13 data, or multiple years of data including 2012–13 data to identify schools under their accountability systems. The Department analyzed aggregate student data reported by SEAs to determine the extent to which each SEA’s identification of schools captured low subgroup achievement, low subgroup graduation rates, large subgroup achievement and graduation rate gaps, and subgroups meeting annual measurable objectives (AMOs), the 95-percent participation rate, and graduation rate targets. The data analysis that follows is a profile developed specifically for each state based on SEA-provided data for Title I participating schools. Each Window 1 and Window 2 state will have a Year 1 analysis (based on 2011–12 data) and a Year 2 analysis (based on 2012–13 data). Each Window 3 and Window 4 state will have only a Year 1 analysis (based on 2012–13 data). Please note that the analyses were impacted by varying levels of school data quality as indicated in the footnote for each exhibit and as noted in Appendix A-1 (Technical notes) and Appendix A-2 (Excluded and modified state profile analyses). Additionally, under *ESEA* flexibility, a state may have identified Title I eligible, but not Title I participating schools as priority schools. Such schools would not be included in the following analysis, which includes only Title I participating schools.

These profiles are provided to states as tools to facilitate continuous improvement of each SEA’s system of differentiated recognition, accountability, and support and to support conversations between individual SEAs and the Department. The Department intends to continue to generate data analyses of *ESEA* flexibility going forward. The current profiles are not designed to provide information on the effectiveness of individual state systems or the impact of *ESEA* flexibility on student achievement or other educational outcomes.

### Section I: Overview of Accountability Under *Elementary and Secondary Education Act (ESEA) Flexibility*

**Exhibit 1. What percentage of Title I participating elementary, middle, high, and non-standard schools were priority, focus, or other?**



**Exhibit reads:** In Alabama, among Title I participating elementary schools, 1 percent (4 schools) were priority schools, 6 percent (27 schools) were focus schools, and 93 percent (433 schools) were among all other Title I participating schools for 2013–14.

Source: 2012–13 *EDFacts*, Data Group (DG) 18: Grades offered; 2013–14 *EDFacts*, DG 34: Improvement status - school (n = 867 Title I participating schools)

Note: Technical notes for this exhibit appear in the Appendix.

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**Exhibit 3. What were the demographic characteristics of priority and focus schools compared to all other Title I participating schools?**

Characteristics	Priority and Focus Schools	All Other Title I Participating Schools
<b>School Level (Percentage of Schools)</b>		
Elementary	21.7%	59.8%
Middle	36.4%	14.8%
High	20.3%	9.9%
Non-standard <sup>a</sup>	21.7%	15.5%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>
<b>School Type (Percentage of Schools)</b>		
Regular	100.0%	99.6%
Alternative	0.0%	<1%
Special education	0.0%	0.0%
Vocational	0.0%	0.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Charter School Status (Percentage of Schools)</b>		
<b>Urbanicity (Percentage of Schools)</b>		
Large or middle-sized city	24.5%	22.2%
Urban fringe and large town	21.7%	28.9%
Small town and rural area	53.8%	48.9%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Percentage of Students by Race/Ethnicity</b>		
American Indian	1.0%	1.1%
Asian	<1%	<1%
Black	48.7%	40.3%
Hispanic	5.5%	5.4%
White	43.5%	50.9%
<b>Total<sup>b</sup></b>	<b>99.4%</b>	<b>98.7%</b>
<b>Percentage of Students Eligible for Free or Reduced-Price Lunch</b>	73.2%	70.4%
<b>Percentage of Students With Disabilities<sup>c</sup></b>		
<b>Percentage of Limited English Proficient Students<sup>d</sup></b>	3.7%	3.7%
<b>Average Total School Enrollment</b>	578	481

**Exhibit reads:** In Alabama, 22 percent of Title I participating priority and focus schools for 2013–14 were elementary schools, compared to 60 percent of all other Title I participating schools.

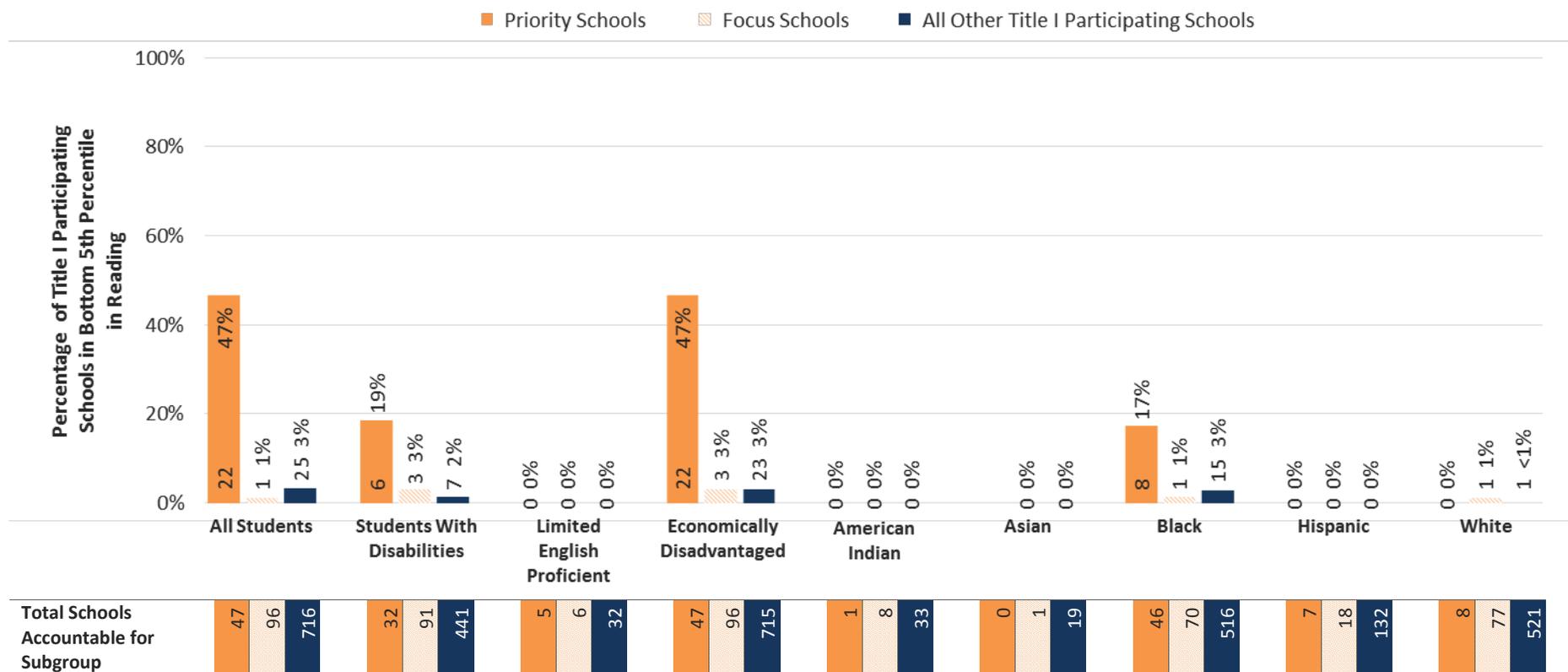
Source: 2012–13 ED*Facts*, Data Group (DG) 18: Grades offered, DG 21: School type, DG 27: Charter status, DG 39: Membership, DG 74: Children with disabilities (IDEA) school age, DG 123: LEP students in LEP program, DG 565: Free or reduced-price lunch; 2013–14 ED*Facts*, DG 34: Improvement status - school ( $n = 867$  Title I participating schools [143 Title I participating priority or focus schools and 724 all other Title I participating schools])

Note: Technical notes for this exhibit appear in the Appendix.

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### Section II: Performance of Title I Schools on Proficiency Rates and Graduation Rates

**Exhibit 4. What percentage of Title I participating priority, focus, and other schools had student subgroups performing in the bottom 5th percentile (for that subgroup) in reading?**



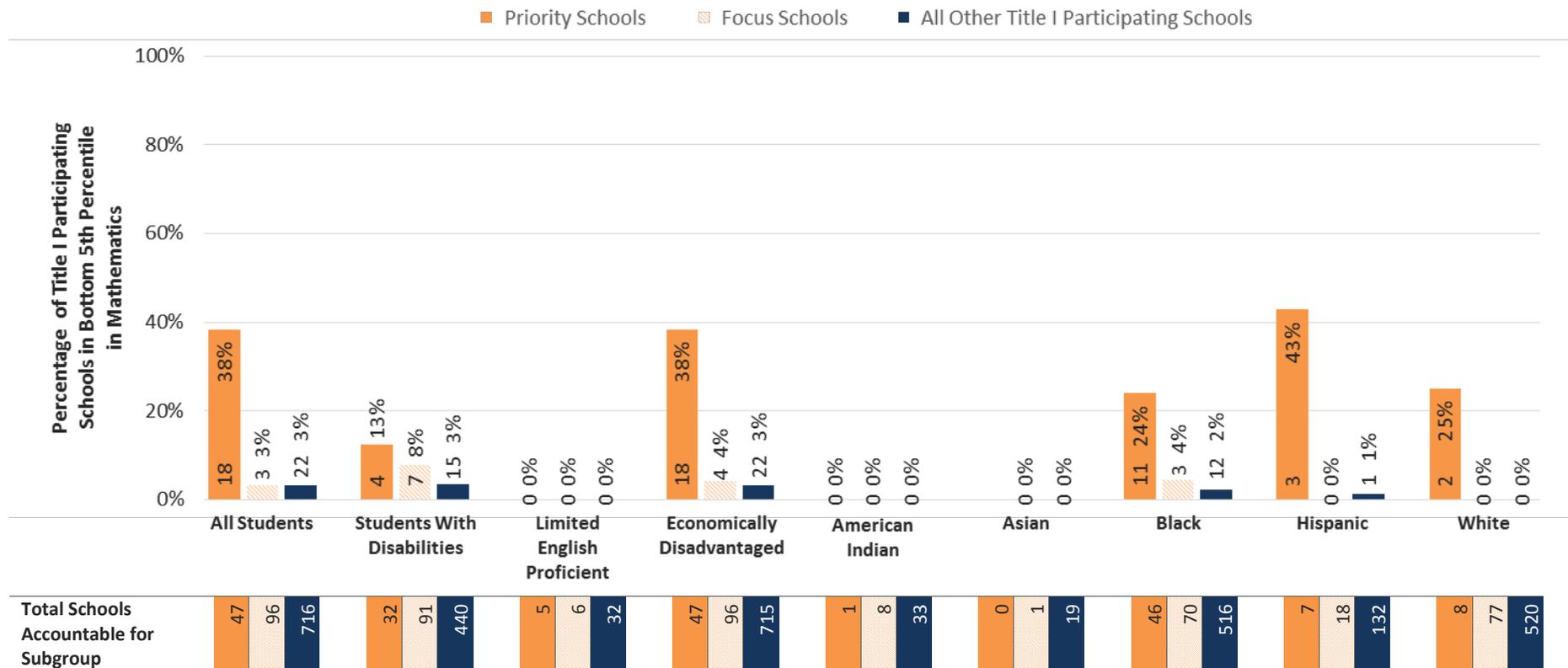
**Exhibit reads:** In Alabama, among Title I participating schools, 47 percent of priority schools (22 schools), 1 percent of focus schools (1 school), and 3 percent of all other Title I participating schools (25 schools) scored in the bottom 5th percentile statewide in terms of the performance of the “all students” group in reading in 2012–13.

Source: 2012–13 ED*Facts*, Data Group (DG) 584: Academic achievement in reading; 2013–14 ED*Facts*, DG 34: Improvement status - school (*n* = 859 Title I participating schools [47 priority, 96 focus, and 716 all other Title I participating])

Note: Technical notes for this exhibit appear in the Appendix.

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**Exhibit 5. What percentage of Title I participating priority, focus, and other schools had student subgroups performing in the bottom 5th percentile (for that subgroup) in mathematics?**



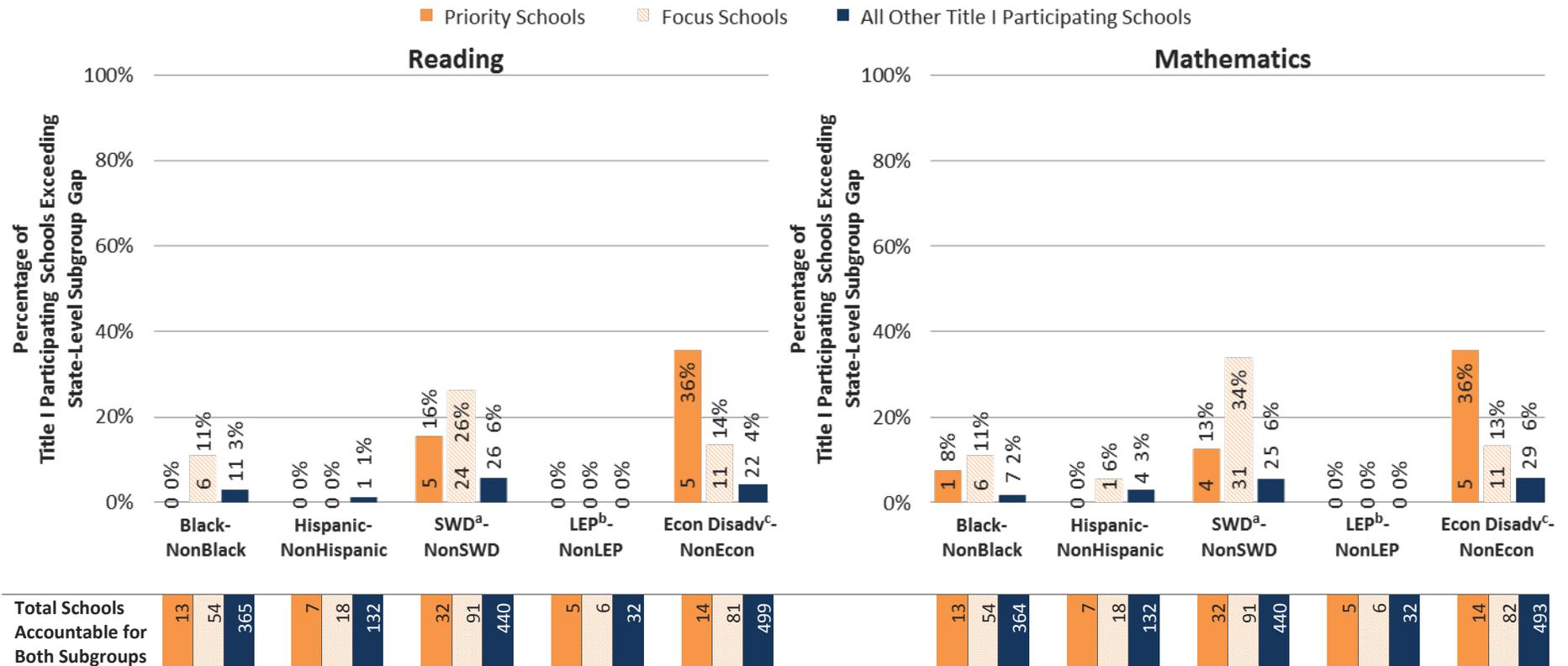
**Exhibit reads:** In Alabama, among Title I participating schools, 38 percent of priority schools (18 schools), 3 percent of focus schools (3 schools), and 3 percent of all other Title I participating schools (22 schools) scored in the bottom 5th percentile statewide in terms of the performance of the “all students” group in mathematics in 2012–13.

Source: 2012–13 ED*Facts*, Data Group (DG) 583: Academic achievement in mathematics; 2013–14 ED*Facts*, DG 34: Improvement status - school ( $n = 859$  Title I participating schools [47 priority, 96 focus, and 716 all other Title I participating])

Note: Technical notes for this exhibit appear in the Appendix.

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**Exhibit 6. What percentage of Title I participating priority, focus, and other schools had student subgroup gaps that exceeded statewide subgroup gaps by one or more standard deviations?**



**Exhibit reads:** In Alabama, among Title I participating schools, 0 percent of priority schools (0 schools), 11 percent of focus schools (6 schools), and 3 percent of all other Title I participating schools (11 schools) had a performance gap between Black and nonBlack students exceeding the state-level gap by one or more standard deviations in reading in 2012–13.

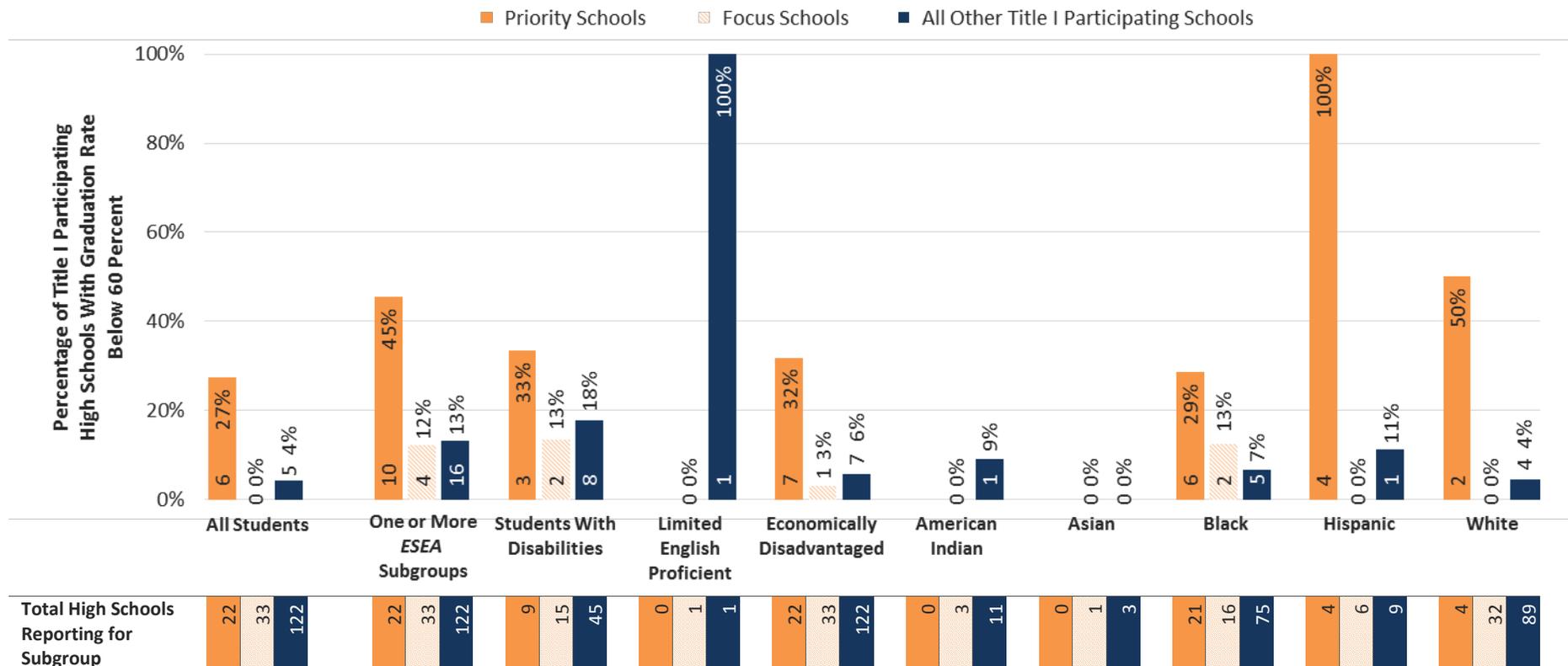
Source: 2012–13 ED*FACTS*, Data Group (DG) 583: Academic achievement in mathematics, DG 584: Academic achievement in reading; 2013–14 ED*FACTS*, DG 34: Improvement status - school ( $n = 759$  Title I participating schools [36 priority, 95 focus, and 628 all other Title I participating])

Note: States had flexibility regarding which subgroups and subgroup gaps they would target in identifying focus schools.

Technical notes for this exhibit appear in the Appendix.

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**Exhibit 7. What percentage of Title I participating priority, focus, and other high schools had graduation rates below 60 percent?**



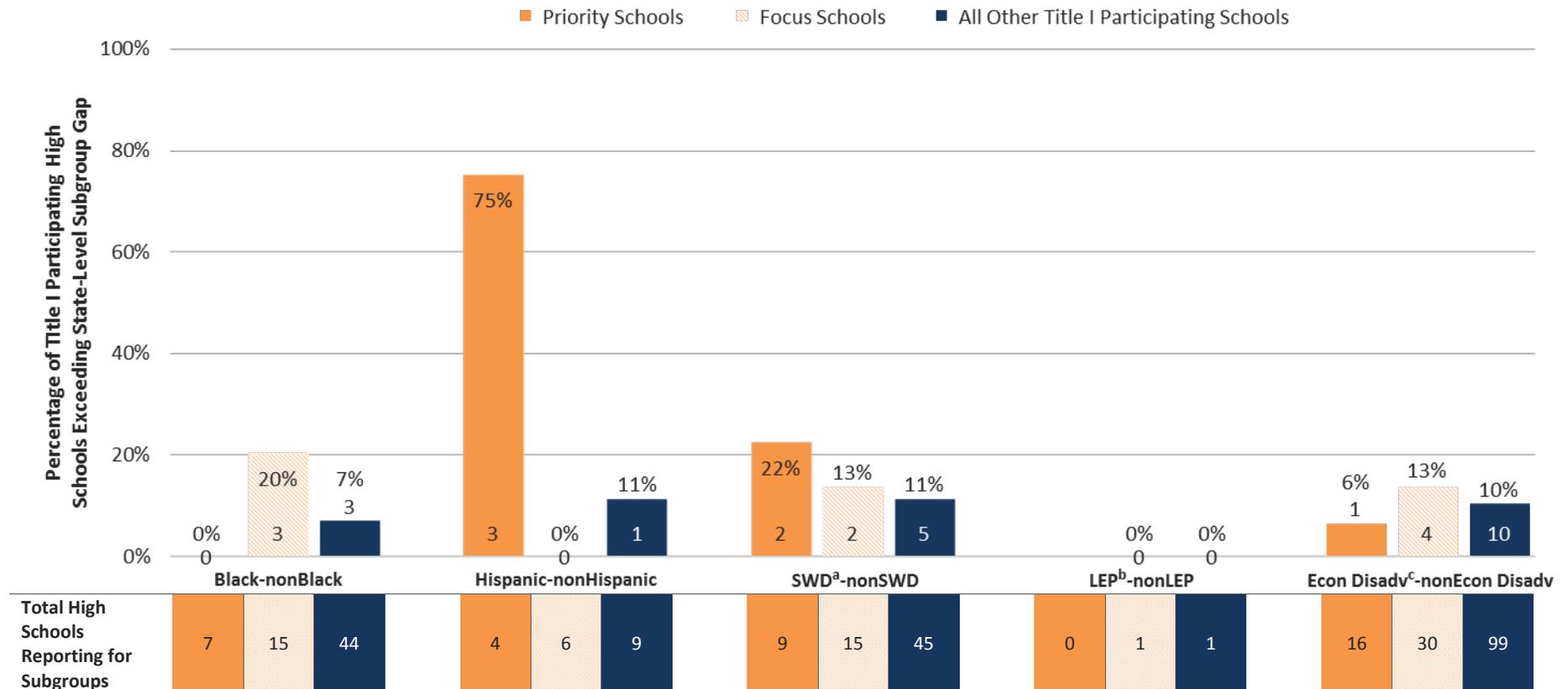
**Exhibit reads:** In Alabama, among Title I participating high schools, 27 percent of priority schools (6 schools), 0 percent of focus schools (0 schools), and 4 percent of all other schools (5 schools) had a four-year adjusted cohort graduation rate below 60 percent for the “all students” group in 2012–13.

Source: 2012–13 ED*Facts*, Data Group (DG) 695: Adjusted four-year cohort graduation rates; 2013–14 ED*Facts*, DG 34: Improvement status - school (n = 177 Title I participating high schools [22 priority, 33 focus, and 122 all other Title I participating])

Note: Technical notes for this exhibit appear in the Appendix.

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**Exhibit 8. What percentage of Title I participating priority, focus, and other high schools had graduation rate subgroup gaps that exceeded statewide subgroup gaps by one or more standard deviations?**



**Exhibit reads:** In Alabama, among Title I participating high schools, 0 percent of priority schools (0 schools), 20 percent of focus schools (3 schools), and 7 percent of all other Title I participating schools (3 schools) had a graduation rate gap between Black and nonBlack students exceeding the state-level gap by one or more standard deviations in 2012–13.

Source: 2012–13 ED*Facts*, Data Group (DG) 695: Adjusted four-year cohort graduation rates; 2013–14 ED*Facts*, DG 34: Improvement status - school (*n* = 155 Title I participating high schools [18 priority, 31 focus, and 106 all other Title I participating])

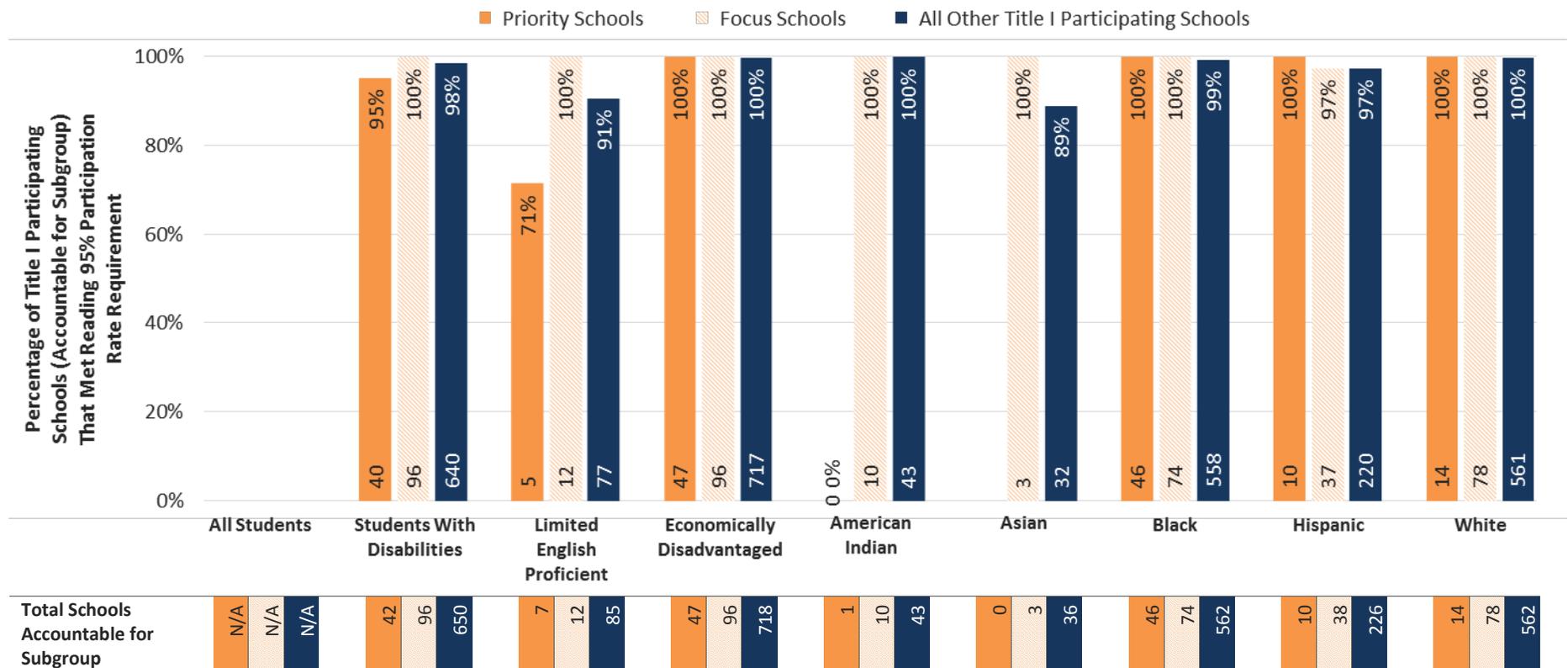
Note: States had flexibility regarding which subgroups and subgroup gaps they would target in identifying focus schools.

Technical notes for this exhibit appear in the Appendix.

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### Section III: Performance of Title I Schools on ESEA Accountability Targets

**Exhibit 10. What percentage of Title I participating priority, focus, and other schools had met the 95 percent participation rate requirement in reading?**



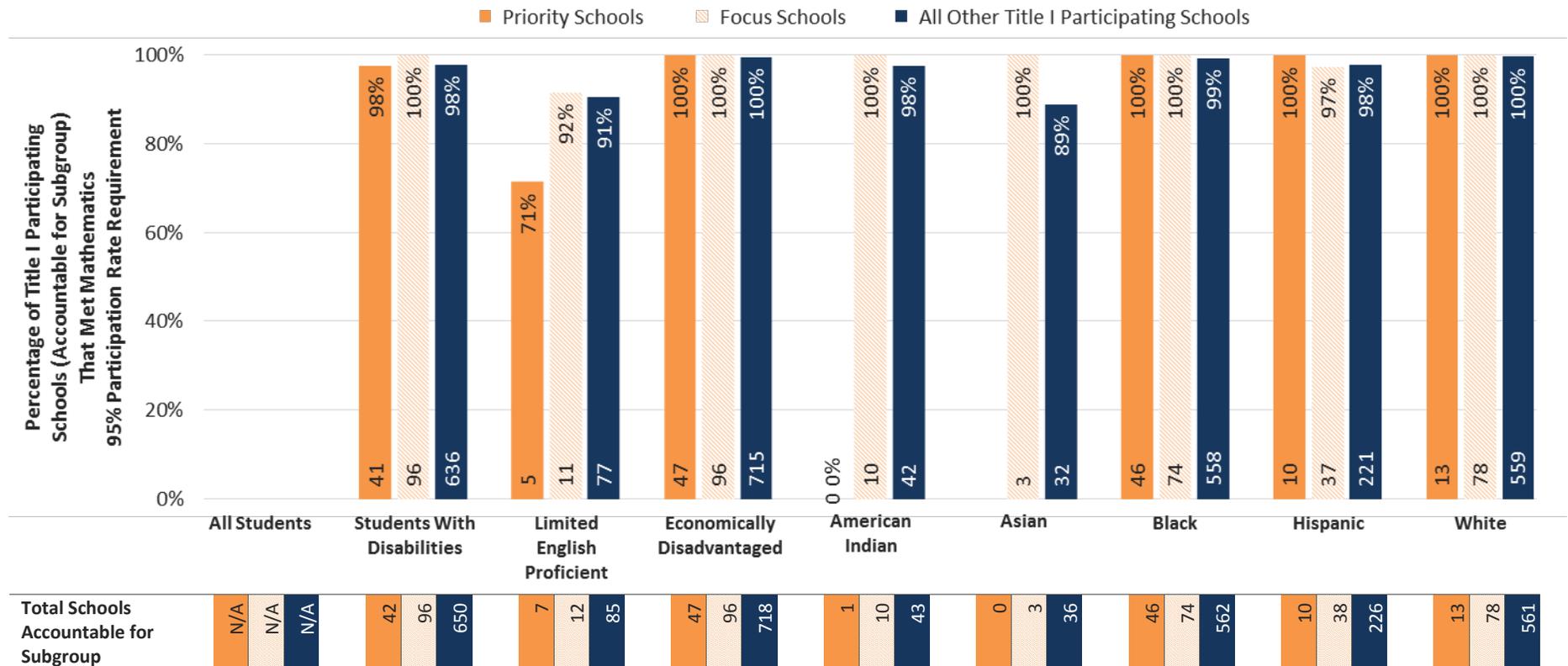
**Exhibit reads:** In Alabama, among Title I participating schools, 95 percent of priority schools (40 schools), 100 percent of focus schools (96 schools), and 98 percent of all other Title I participating schools (640 schools) met the reading 95 percent participation rate requirement for the “students with disabilities” group in 2012–13.

Source: 2012–13 ED*FACTS*, Data Group (DG) 553: Reading/ELA participation status; 2013–14 ED*FACTS*, DG 34: Improvement status - school (*n* = 861 Title I participating schools [47 priority, 96 focus, and 718 all other Title I participating])

Note: Technical notes for this exhibit appear in the Appendix.

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**Exhibit 12. What percentage of Title I participating priority, focus, and other schools had met the 95 percent participation rate requirement in mathematics?**



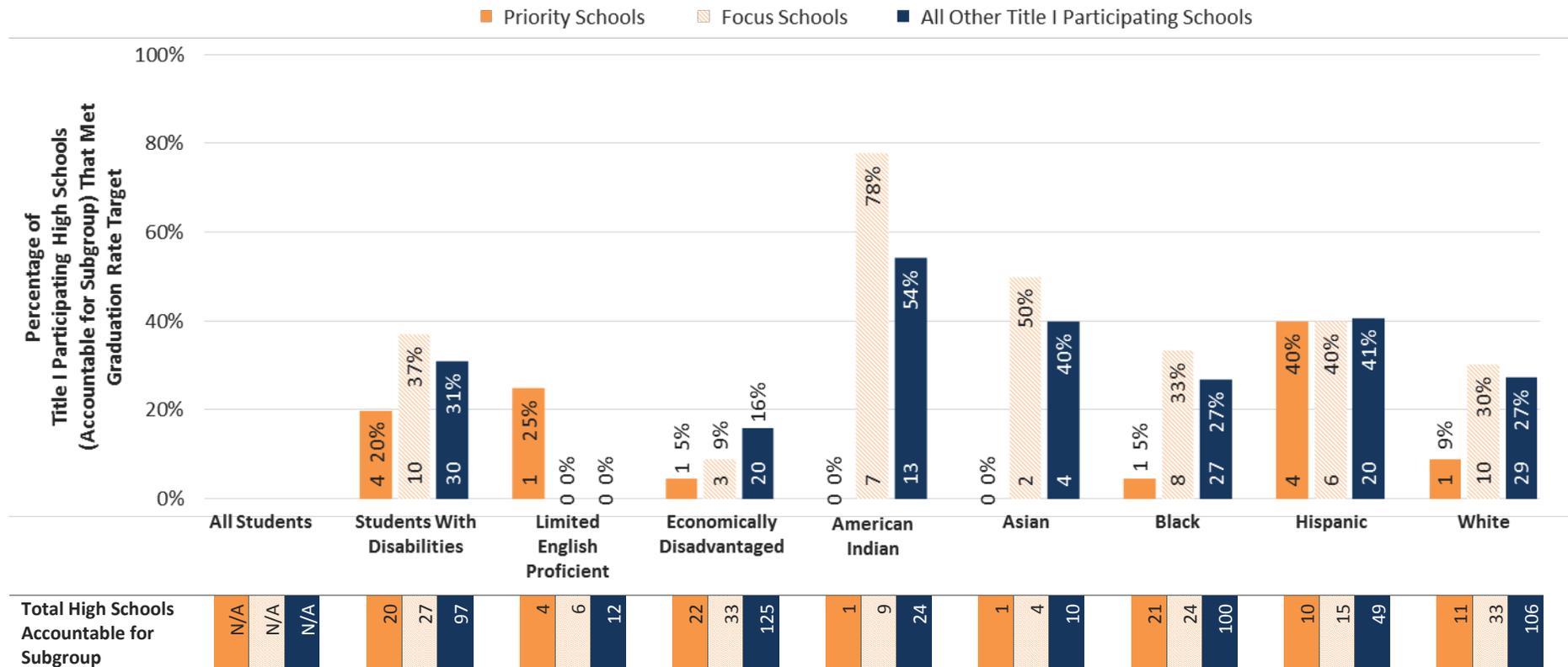
**Exhibit reads:** In Alabama, among Title I participating schools, 98 percent of priority schools (41 schools), 100 percent of focus schools (96 schools), and 98 percent of all other Title I participating schools (636 schools) met the mathematics 95 percent participation rate requirement for the “students with disabilities” group in 2012–13.

Source: 2012–13 ED*Facts*, Data Group (DG) 555: Mathematics participation status; 2013–14 ED*Facts*, DG 34: Improvement status - school ( $n = 861$  Title I participating schools [47 priority, 96 focus, and 718 all other Title I participating])

Note: Technical notes for this exhibit appear in the Appendix.

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**Exhibit 13. What percentage of Title I participating priority, focus, and other high schools had met the state-defined four-year adjusted cohort graduation rate targets?**



**Exhibit reads:** In Alabama, among Title I participating high schools, 20 percent of priority schools (4 schools), 37 percent of focus schools (10 schools), and 31 percent of all other Title I participating schools (30 schools) met the state-defined four-year adjusted cohort graduation rate target for the “students with disabilities” group in 2012–13.

Source: 2012–13 ED*Facts*, Data Group (DG) 557: High school graduation rate indicator; 2013–14 ED*Facts*, DG 34: Improvement status - school (*n* = 180 Title I participating high schools [22 priority, 33 focus, and 125 all other Title I participating])

Note: Technical notes for this exhibit appear in the Appendix.

## Appendix

## Exhibit A-1. Technical notes

Exhibit Number	Technical Notes
Exhibit 1. What percentage of Title I participating elementary, middle, high, and non-standard schools were priority, focus, or other?	<p>School levels were defined using <i>Common Core of Data (CCD)</i> codes, which were calculated from the school's corresponding low/high grade span: elementary (low grade: PK–3, high grade: PK–8); middle (low grade: 4–7, high grade: 4–9); high (low grade: 7–12, high grade: 12 only); and non-standard (grade configurations not falling within the elementary, middle, or high categories).</p> <p>This exhibit is restricted to elementary, middle, and high schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2012–13 and reported improvement status for 2013–14. <b>This exhibit excludes 245 schools missing data for 2012–13 Title I participation status.</b></p>
Exhibit 3. What were the demographic characteristics of priority and focus schools compared to all other Title I participating schools?	<p><sup>a</sup> Non-standard schools are schools with a grade configuration not falling within the elementary (low grade: PK–3, high grade: PK–8); middle (low grade: 4–7, high grade: 4–9); or high school (low grade: 7–12, high grade: 12 only) categories.</p> <p><sup>b</sup> Percentage of students by race/ethnicity may not sum to 100 percent due to exclusion of students reported as “two or more races.” <i>Asian</i> includes Pacific Islander, <i>American Indian</i> includes Alaska Native, <i>Black</i> includes African American, and <i>Hispanic</i> includes Latino.</p> <p><sup>c</sup> The percentage of students with disabilities (SWD) is excluded because Alabama did not provide these data.</p> <p><sup>d</sup> This category represents the percentage of limited English proficient (LEP) students participating in LEP programs among schools with LEP program—not all Title I participating—because the state did not report on schools with 0 LEP students participating in LEP programs.</p> <p>Student characteristics are weighted in proportion to the number of students enrolled in a school. This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2012–13 and reported improvement status for 2013–14. Due to missing data in <i>EDFacts</i>, analysis samples vary across school characteristics, ranging from 97 to 143 for Title I participating priority or focus schools and from 547 to 724 for all other Title I participating schools. <b>This exhibit also excludes 245 schools missing data for 2012–13 Title I participation status.</b></p>
Exhibit 4. What percentage of Title I participating priority, focus, and other schools had student subgroups performing in the bottom 5th percentile (for that subgroup) in reading?	<p>Percentiles are defined by the percentage of students scoring at or above proficient on state assessments in reading/English language arts. The percentage of schools in the bottom 5th percentile may exceed 5 percent in cases where the cut point for the 5th percentile and higher ranked percentiles (e.g., 10th, 15th) is 0 percent proficient. No priority school met or exceeded the minimum <i>n</i> size for the Asian subgroup.</p> <p>This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2012–13 and reported improvement status for 2013–14. This exhibit excludes 253 schools, including 1 Title I participating school (0 priority, 0 focus, 1 all other Title I participating) below the minimum <i>n</i> size for each student subgroup; <b>7 Title I participating schools (0 priority, 0 focus, 7 all other Title I participating) missing reading proficiency data for every student subgroup; and 245 schools missing data for 2012–13 Title I participation status.</b></p>
Exhibit 5. What percentage of Title I participating priority, focus, and other schools had student subgroups performing in the bottom 5th percentile (for that subgroup) in mathematics?	<p>Percentiles are defined by the percentage of students scoring at or above proficient on state assessments in mathematics. The percentage of schools in the bottom 5th percentile may exceed 5 percent in cases where the cut point for the 5th percentile and higher ranked percentiles (e.g., 10th, 15th) is 0 percent proficient. No priority school met or exceeded the minimum <i>n</i> size for the Asian subgroup.</p> <p>This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2012–13 and reported improvement status for 2013–14. This exhibit excludes 253 schools, including 1 Title I participating school (0 priority, 0 focus, 1 all other Title I participating) below the minimum <i>n</i> size for each student subgroup; <b>7 Title I participating schools (0 priority, 0 focus, 7 all other Title I participating) missing mathematics proficiency data for every student subgroup; and 245 schools missing data for 2012–13 Title I participation status.</b></p>

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Exhibit Number	Technical Notes
Exhibit 6. What percentage of Title I participating priority, focus, and other schools had student subgroup gaps that exceeded statewide subgroup gaps by one or more standard deviations?	<p><sup>a</sup> SWD = Students with disabilities  <sup>b</sup> LEP = Limited English proficient  <sup>c</sup> Econ Disadv = Economically disadvantaged</p> <p>Proficiency rates for the nonBlack, nonHispanic, noneconomically disadvantaged, nonSWD, and nonLEP subgroups were calculated by subtracting the number of proficient students and the number of students with valid scores for the Black, Hispanic, economically disadvantaged, SWD, and LEP subgroups, respectively, from the number of proficient students and the number of students with valid scores for the “all students” group, and then dividing the resulting number of proficient students in the nonBlack, nonHispanic, noneconomically disadvantaged, nonSWD, or nonLEP subgroup by the number of students with valid scores in the subgroup. This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2012–13 and reported improvement status for 2013–14. This exhibit excludes 353 schools, including 101 Title I participating schools (11 priority, 1 focus, 89 all other Title I participating) below the minimum <i>n</i> size for each student subgroup; <b>7 Title I participating schools (0 priority, 0 focus, 7 all other Title I participating) missing reading and mathematics proficiency data for every student subgroup gap included in the exhibit; and 245 schools missing data for 2012–13 Title I participation status.</b></p>
Exhibit 7. What percentage of Title I participating priority, focus, and other high schools had graduation rates below 60 percent?	<p>The regulatory four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the cohort for that graduating class. The four-year adjusted cohort rate also includes students who graduate in less than four years. Under ESEA flexibility, states identified all Title I schools with graduation rates below 60 percent over a number of years.</p> <p>No priority high school met the analysis threshold (i.e., 10 students in graduation cohort) for the limited English proficient, American Indian, or Asian subgroups.</p> <p>This exhibit is restricted to schools serving grade 12 that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2012–13 and reported improvement status for 2013–14. This exhibit may include non-standard schools (i.e., schools with grade configurations not falling within the elementary, middle, or high categories) serving grade 12. This exhibit excludes 187 high schools, including 3 Title I participating high schools (0 priority, 0 focus, 3 all other Title I participating) below the minimum analysis threshold (10 students in the graduation cohort) for each student subgroup and <b>184 high schools missing data for 2012–13 Title I participation status.</b></p>
Exhibit 8. What percentage of Title I participating priority, focus, and other high schools had graduation rate subgroup gaps that exceeded statewide subgroup gaps by one or more standard deviations?	<p><sup>a</sup> SWD = Students with disabilities  <sup>b</sup> LEP = Limited English proficient  <sup>c</sup> Econ Disadv = Economically disadvantaged</p> <p>No priority high school met the analysis threshold (i.e., 10 students in graduation cohort) for the subgroups in the LEP-nonLEP subgroup gap analysis.</p> <p>This exhibit is restricted to schools serving grade 12 that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2012–13 and reported improvement status for 2013–14. This exhibit may include non-standard schools (i.e., schools with grade configurations not falling within the elementary, middle, or high categories) serving grade 12. This exhibit excludes 209 high schools, including 25 Title I participating high schools (4 priority, 2 focus, 19 all other Title I participating) below the minimum analysis threshold (10 students in the graduation cohort) for each student subgroup and <b>184 high schools missing data for 2012–13 Title I participation status.</b></p>
Exhibit 10. What percentage of Title I participating priority, focus, and other schools had met the 95 percent participation rate requirement in reading?	<p>No priority school was reportedly accountable for the Asian subgroup. The “all students” group was excluded because Alabama did not provide participation target data for this group.</p> <p>Percentages greater than or equal to 99.5 percent are rounded to 100 percent.</p> <p>This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2012–13 and reported improvement status for 2013–14. <b>This exhibit excludes 251 schools, including 6 Title I participating schools (0 priority, 0 focus, 6 all other Title I participating) missing data for all reading participation targets and 245 schools missing data for 2012–13 Title I participation status.</b></p>

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Exhibit Number	Technical Notes
Exhibit 12. What percentage of Title I participating priority, focus, and other schools had met the 95 percent participation rate requirement in mathematics?	<p>No priority school was reportedly accountable for the Asian subgroup. The “all students” group was excluded because Alabama did not provide participation target data for this group.</p> <p>Percentages greater than or equal to 99.5 percent are rounded to 100 percent.</p> <p>This exhibit is restricted to schools that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2012–13 and reported improvement status for 2013–14. <b>This exhibit excludes 251 schools, including 6 Title I participating schools (0 priority, 0 focus, 6 all other Title I participating) missing data for all mathematics participation targets and 245 schools missing data for 2012–13 Title I participation status.</b></p>
Exhibit 13. What percentage of Title I participating priority, focus, and other high schools had met the state-defined four-year adjusted cohort graduation rate targets?	<p>The “all students” group was excluded because Alabama did not provide adjusted four-year cohort graduation rate target data for this group.</p> <p>Percentages greater than or equal to 99.5 percent are rounded to 100 percent.</p> <p>This exhibit is restricted to schools serving grade 12 that provided a Title I Targeted Assistance (TAS) program or Title I Schoolwide program (SWP) in 2012–13 and reported improvement status for 2013–14. This exhibit may include non-standard schools (i.e., schools with grade configurations not falling within the elementary, middle, or high categories) serving grade 12. <b>This exhibit excludes 184 high schools missing data for 2012–13 Title I participation status.</b></p>

**Exhibit A-2. Excluded and modified state profile analyses**

<b>Exhibit Number</b>	<b>Technical Notes</b>
Exhibit 2. What percentage of Title I participating schools in each state-defined status were priority, focus, or other?	Excluded because Alabama does not have a state-defined accountability designation system.
Exhibit 3. What were the demographic characteristics of priority and focus schools compared to all other Title I participating schools?	Modified to exclude the percentage of students with disabilities (SWD) because Alabama did not provide these data.
Exhibit 9. What percentage of Title I participating priority, focus, and other schools had met the state-defined annual measurable objective (AMO) targets in reading?	Excluded because Alabama did not provide AMO target data for the “all students” group and Alabama’s reading AMO target data did not include any observations reported as N/A (e.g., “too few students” or “no students”), making it not possible to determine subgroup applicability for any student subgroup.
Exhibit 10. What percentage of Title I participating priority, focus, and other schools had met the 95 percent participation rate requirement in reading?	Modified to exclude the “all students” group because Alabama did not provide participation target data for this group.
Exhibit 11. What percentage of Title I participating priority, focus, and other schools had met the state-defined annual measurable objective (AMO) targets in mathematics?	Excluded because Alabama did not provide AMO target data for the “all students” group and Alabama’s mathematics AMO target data did not include any observations reported as N/A (e.g., “too few students” or “no students”), making it not possible to determine subgroup applicability for any student subgroup.
Exhibit 12. What percentage of Title I participating priority, focus, and other schools had met the 95 percent participation rate requirement in mathematics?	Modified to exclude the “all students” group because Alabama did not provide participation target data for this group.
Exhibit 13. What percentage of Title I participating priority, focus, and other high schools had met the state-defined four-year adjusted cohort graduation rate targets?	Modified to exclude the “all students” group because Alabama did not provide adjusted four-year cohort graduation rate target data for this group.