

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?

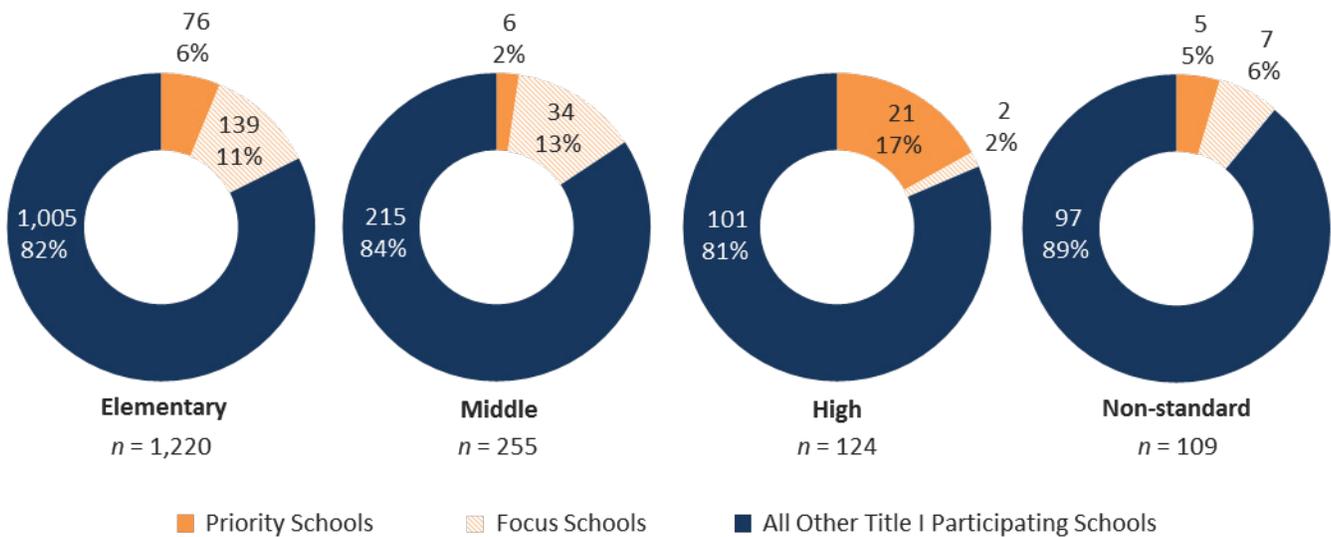


Exhibit reads: In Michigan, among Title I participating elementary schools, 6 percent (76 schools) were priority schools, 11 percent (139 schools) were focus schools, and 82 percent (1,005 schools) were among all other Title I participating schools for 2013–14.

Source: 2012–13 ED*Facts*, Data Group (DG) 18: Grades offered; 2013–14 ED*Facts*, DG 34: Improvement status - school (n = 1,708 Title I participating schools)

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

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Exhibit 2. What percentage of Title I participating schools in each state-defined status were priority, focus, or other?

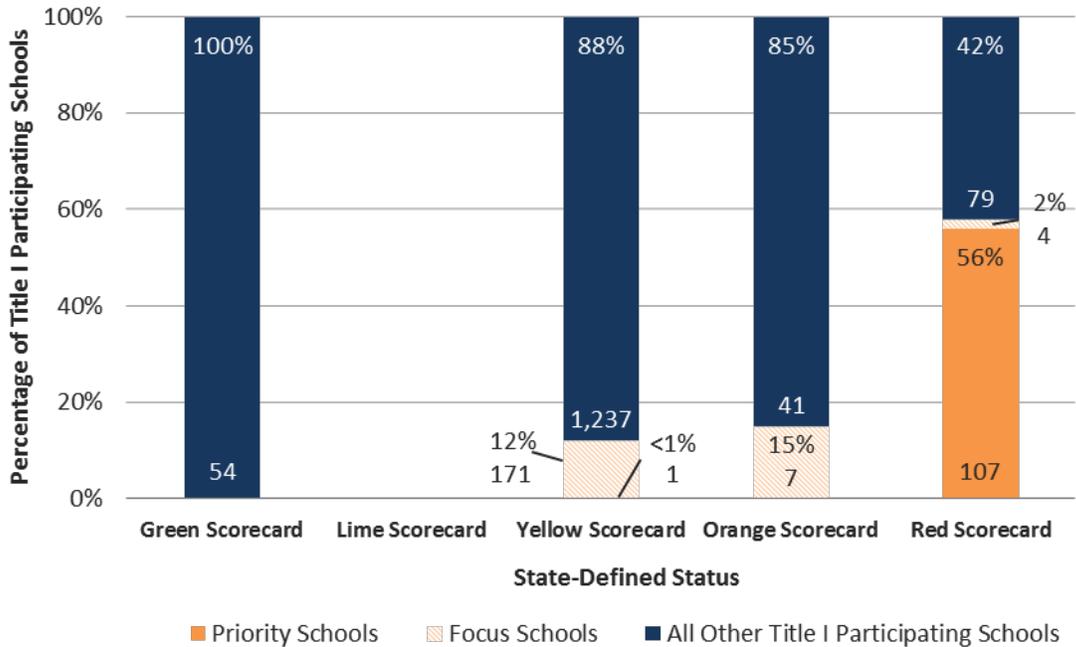


Exhibit reads: In Michigan, among Title I participating schools categorized as “Green Scorecard,” 0 percent (0 schools) were priority schools, 0 percent (0 schools) were focus schools, and 100 percent (54 schools) were among all other Title I participating schools for 2013–14.

Source: 2013–14 ED*Facts*, Data Group (DG) 34: Improvement status - school, DG 779: State-defined school status (*n* = 1,701 Title I participating schools [54 Green Scorecard schools, 0 Lime Scorecard schools, 1,409 Yellow Scorecard schools, 48 Orange Scorecard schools, and 190 Red Scorecard schools])

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

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
School Level (Percentage of Schools)		
Elementary	74.1%	70.9%
Middle	13.8%	15.2%
High	7.9%	7.1%
Non-standard ^a	4.1%	6.8%
Total	100.0%	100.0%
School Type (Percentage of Schools)		
Regular	99.0%	96.1%
Alternative	0.0%	2.3%
Special education	1.0%	1.6%
Vocational	0.0%	0.0%
Total	100.0%	100.0%
Charter School Status (Percentage of Schools)	15.2%	16.3%
Urbanicity (Percentage of Schools)		
Large or middle-sized city	45.5%	26.8%
Urban fringe and large town	40.0%	43.1%
Small town and rural area	14.5%	30.1%
Total	100.0%	100.0%
Percentage of Students by Race/Ethnicity		
American Indian	<1%	<1%
Asian	3.8%	2.1%
Black	38.5%	24.2%
Hispanic	6.2%	8.3%
White	47.5%	62.0%
Total^b	96.9%	97.4%
Percentage of Students Eligible for Free or Reduced-Price Lunch	64.6%	60.3%
Percentage of Students With Disabilities	12.8%	11.5%
Percentage of Limited English Proficient Students^c	9.8%	9.9%
Average Total School Enrollment	453	409

Exhibit reads: In Michigan, 74 percent of Title I participating priority and focus schools for 2013–14 were elementary schools, compared to 71 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* = 1,708 Title I participating schools [290 Title I participating priority or focus schools and 1,418 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?

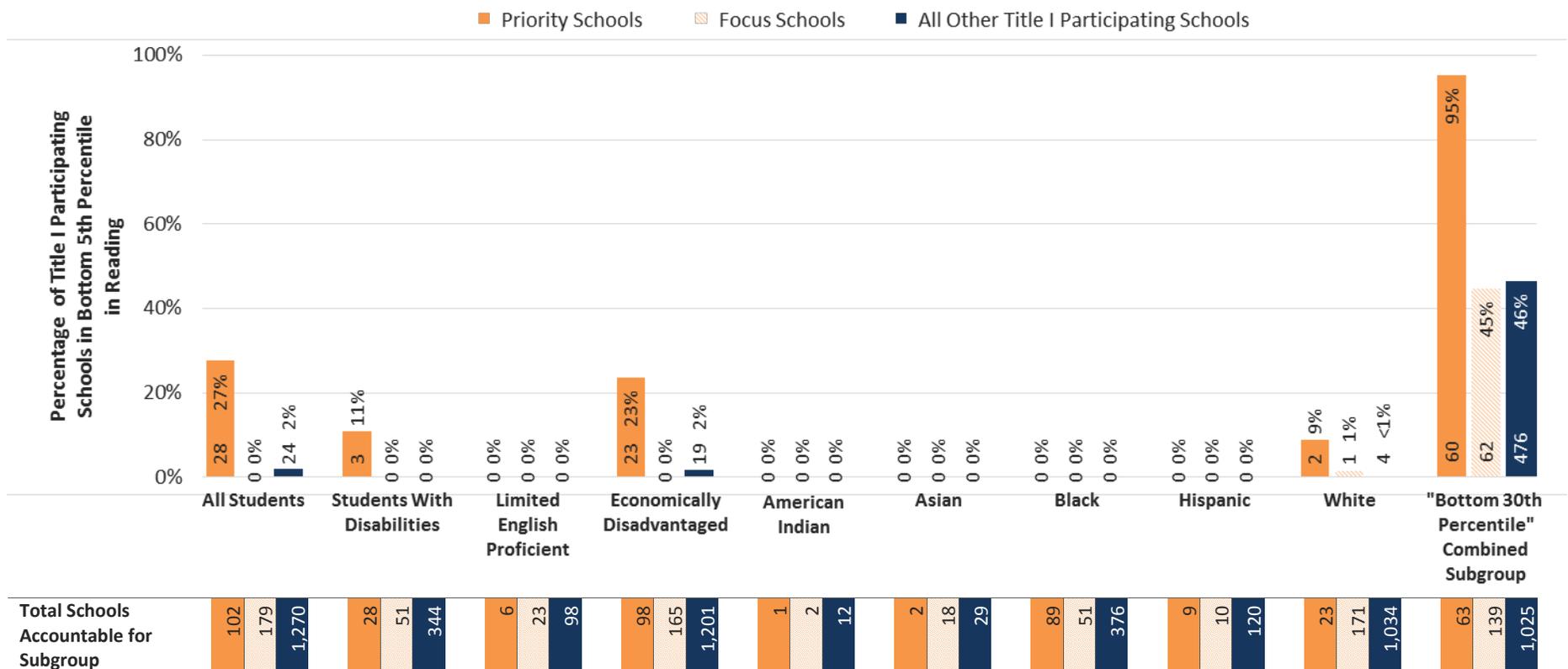


Exhibit reads: In Michigan, among Title I participating schools, 27 percent of priority schools (28 schools), 0 percent of focus schools (0 schools), and 2 percent of all other Title I participating schools (24 schools) scored in the bottom 5th percentile statewide in terms of the performance of the “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* = 1,551 Title I participating schools [102 priority, 179 focus, and 1,270 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?

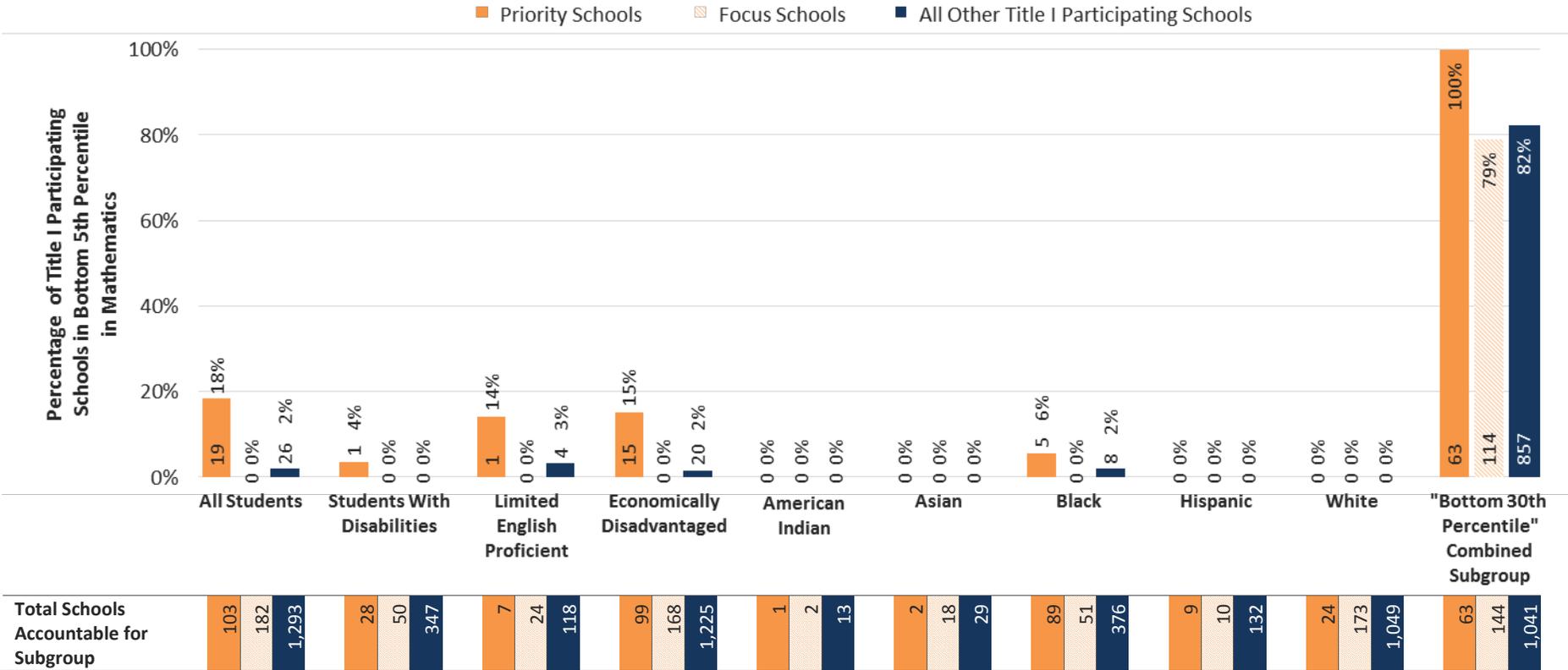


Exhibit reads: In Michigan, among Title I participating schools, 18 percent of priority schools (19 schools), 0 percent of focus schools (0 schools), and 2 percent of all other Title I participating schools (26 schools) scored in the bottom 5th percentile statewide in terms of the performance of the “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* = 1,578 Title I participating schools [103 priority, 182 focus, and 1,293 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?

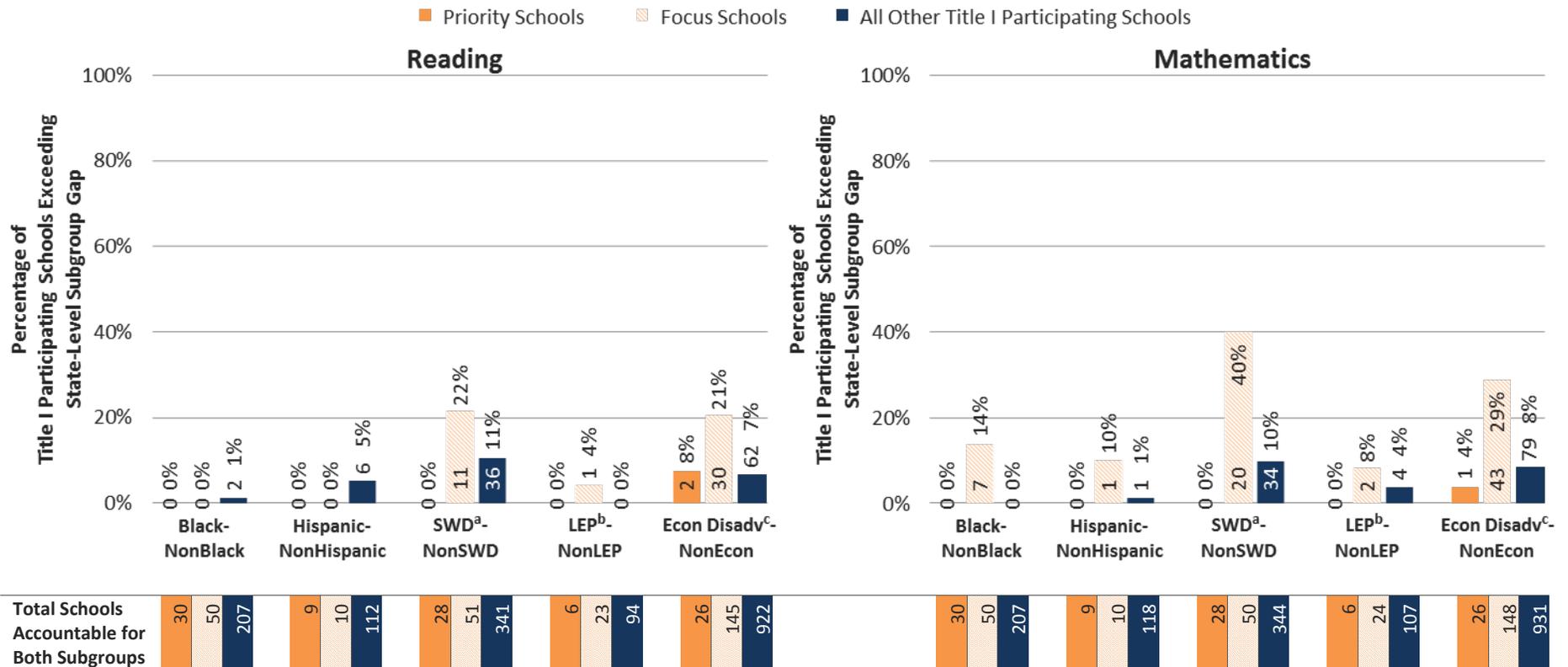


Exhibit reads: In Michigan, among Title I participating schools, 0 percent of priority schools (0 schools), 0 percent of focus schools (0 schools), and 1 percent of all other Title I participating schools (2 schools) had a performance gap between Black and nonBlack students exceeding the state-level 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 ($n = 1,261$ Title I participating schools [54 priority, 155 focus, and 1,052 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?

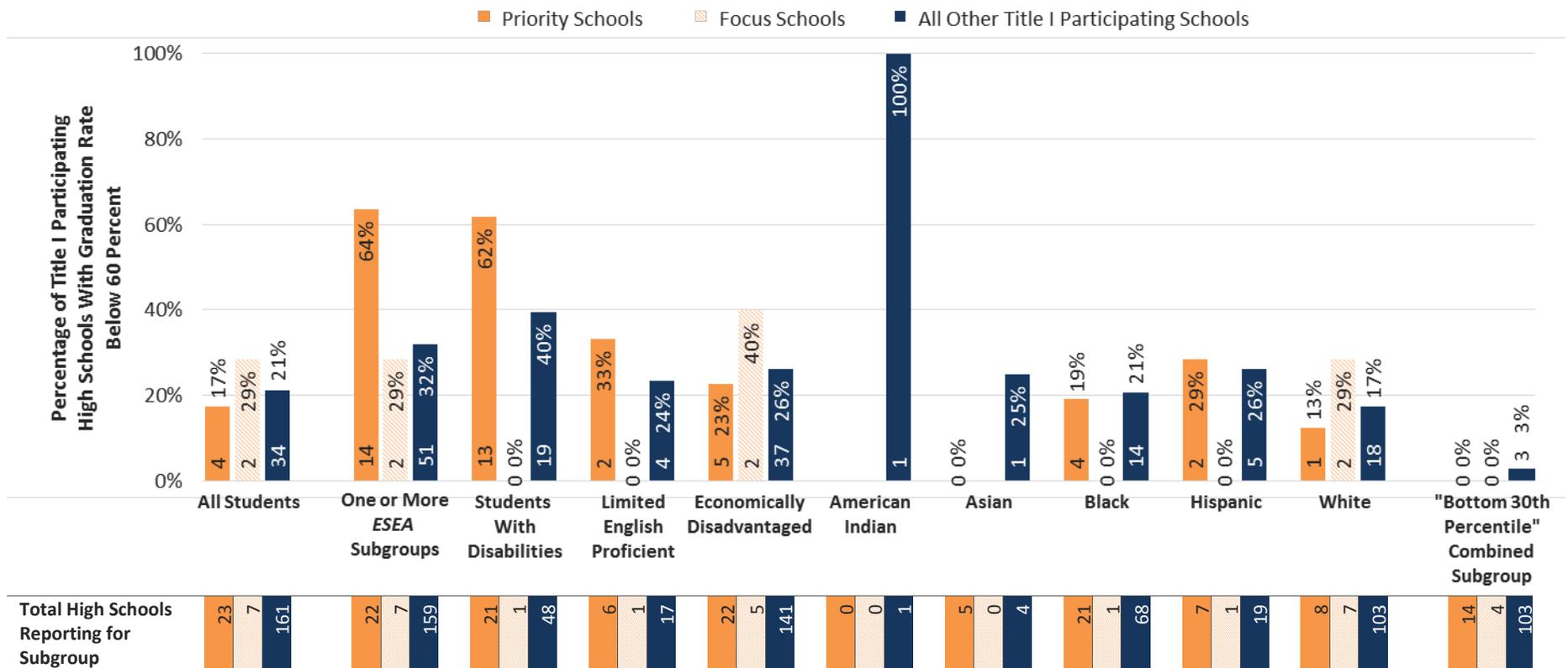


Exhibit reads: In Michigan, among Title I participating high schools, 17 percent of priority schools (4 schools), 29 percent of focus schools (2 schools), and 21 percent of all other Title I participating schools (34 schools) had a four-year adjusted cohort graduation rate below 60 percent for the “all 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* = 191 Title I participating high schools [23 priority, 7 focus, and 161 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?

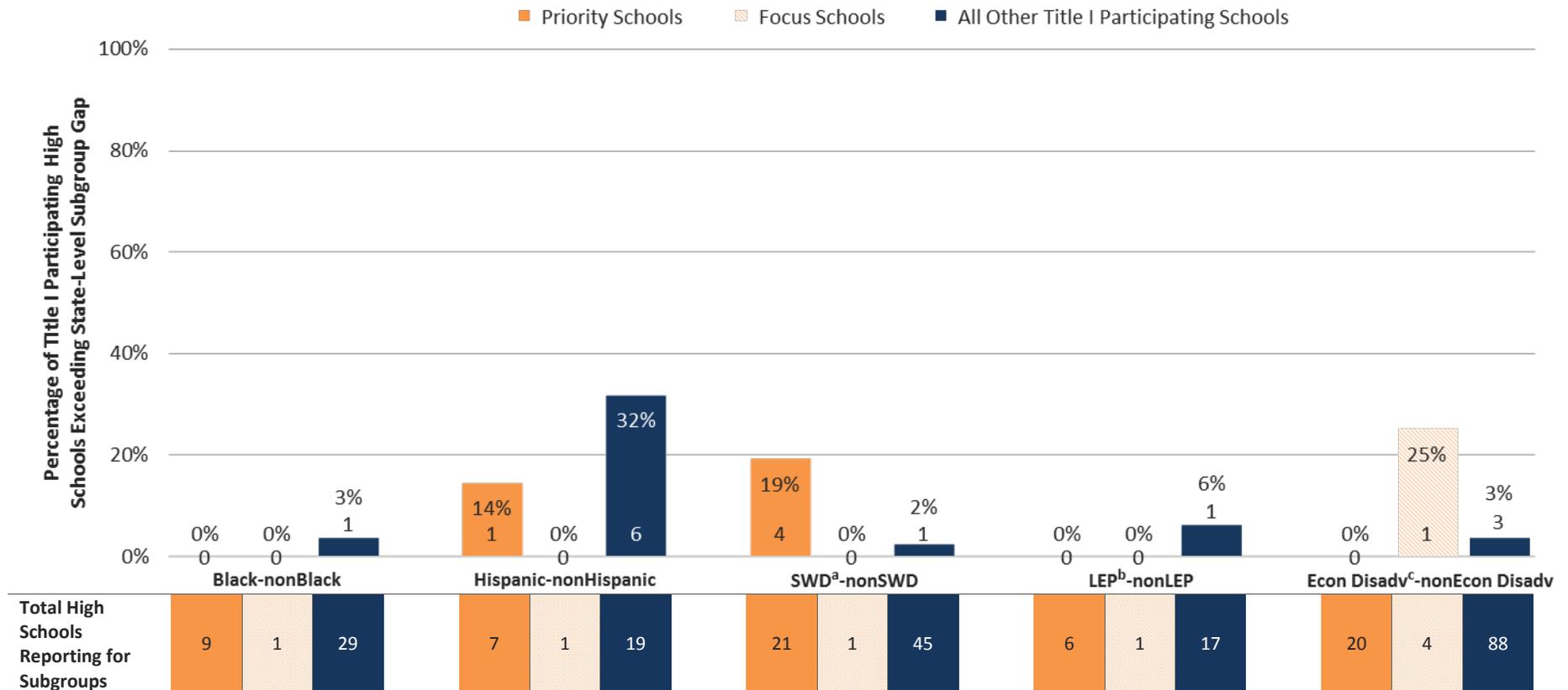


Exhibit reads: In Michigan, among Title I participating high schools, 0 percent of priority schools (0 schools), 0 percent of focus schools (0 schools), and 3 percent of all other Title I participating schools (1 school) had a graduation rate gap between Black and nonBlack students exceeding the state-level 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 ($n = 130$ Title I participating high schools [22 priority, 4 focus, and 104 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 9. What percentage of Title I participating priority, focus, and other schools had met the state-defined annual measurable objective (AMO) targets in reading?

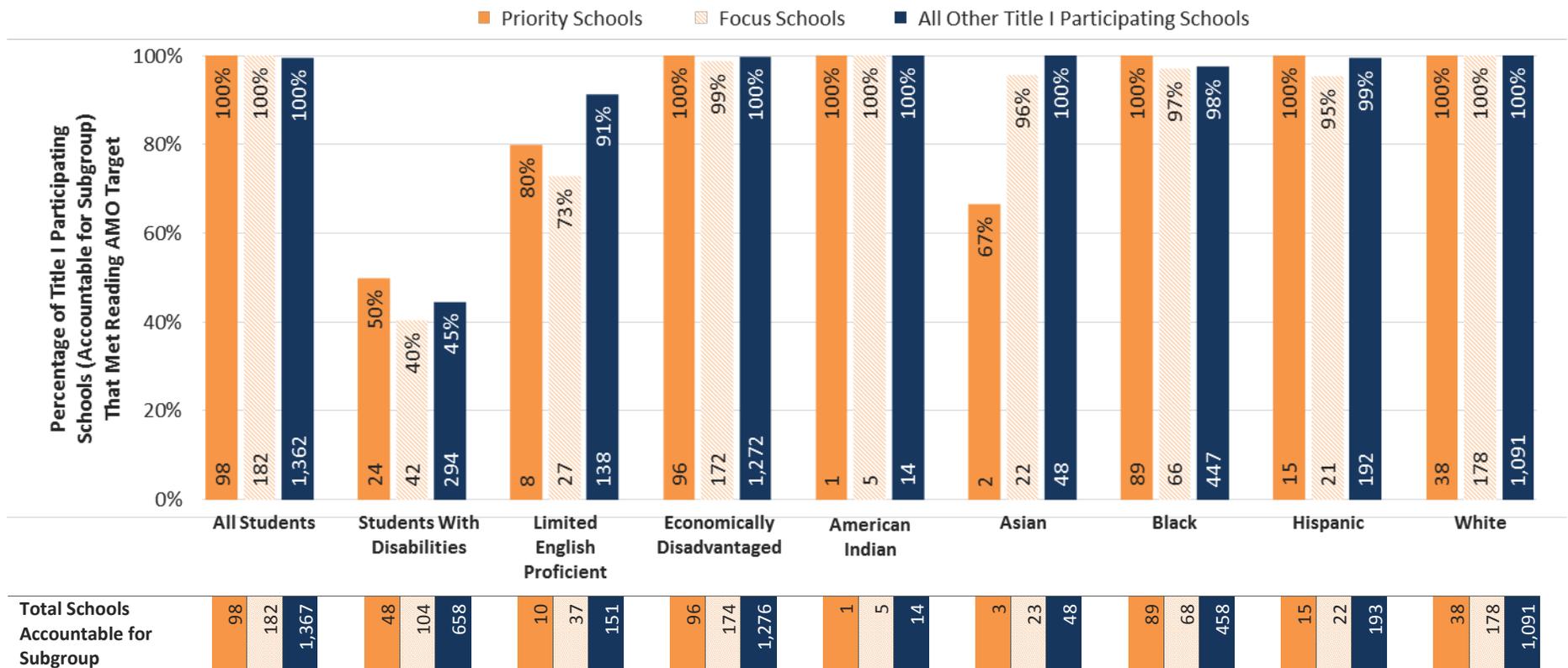


Exhibit reads: In Michigan, among Title I participating schools, 100 percent of priority schools (98 schools), 100 percent of focus schools (182 schools), and 100 percent of all other Title I participating schools (1,362 schools) met the state-defined reading AMO target for the “all students” group in 2012–13.

Source: 2012–13 ED*Facts*, Data Group (DG) 552: AMO reading/ELA status; 2013–14 ED*Facts*, DG 34: Improvement status - school ($n = 1,647$ Title I participating schools [98 priority, 182 focus, and 1,367 all other Title I participating])

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

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

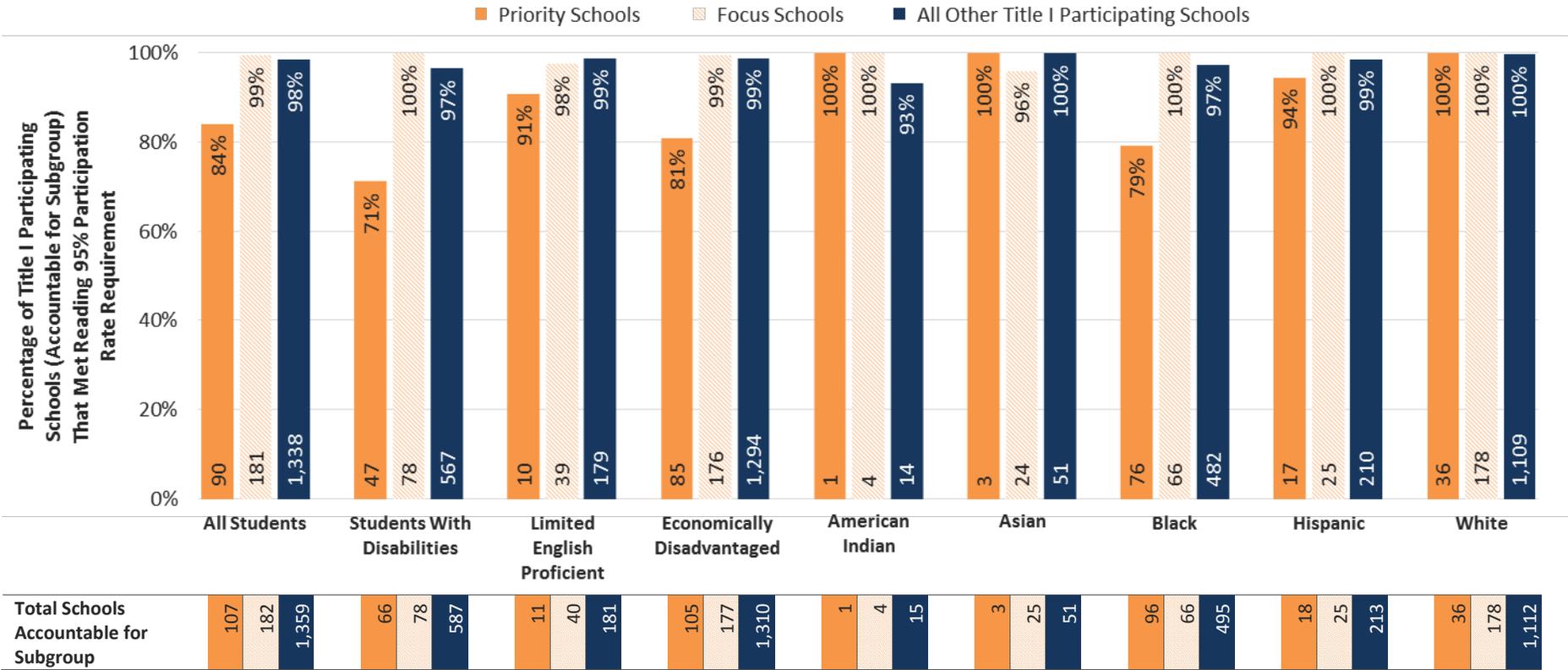


Exhibit reads: In Michigan, among Title I participating schools, 84 percent of priority schools (90 schools), 99 percent of focus schools (181 schools), and 98 percent of all other Title I participating schools (1,338 schools) met the reading 95 percent participation rate requirement for the “all students” 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* = 1,648 Title I participating schools [107 priority, 182 focus, and 1,359 all other Title I participating])

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

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?

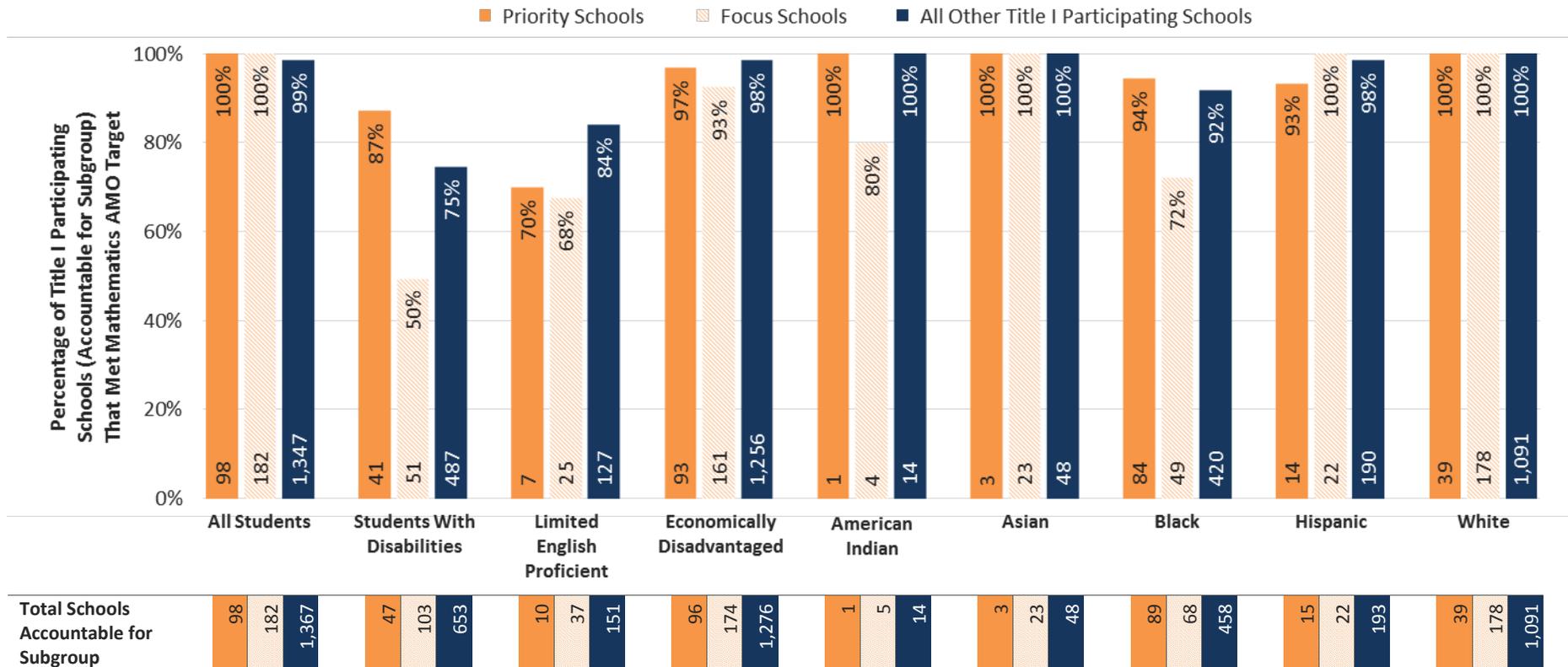


Exhibit reads: In Michigan, among Title I participating schools, 100 percent of priority schools (98 schools), 100 percent of focus schools (182 schools), and 99 percent of all other Title I participating schools (1,347 schools) met the state-defined mathematics AMO target for the “all students” group in 2012–13.

Source: 2012–13 ED*FACTS*, Data Group (DG) 554: AMO mathematics status; 2013–14 ED*FACTS*, DG 34: Improvement status - school (*n* = 1,647 Title I participating schools [98 priority, 182 focus, and 1,367 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?

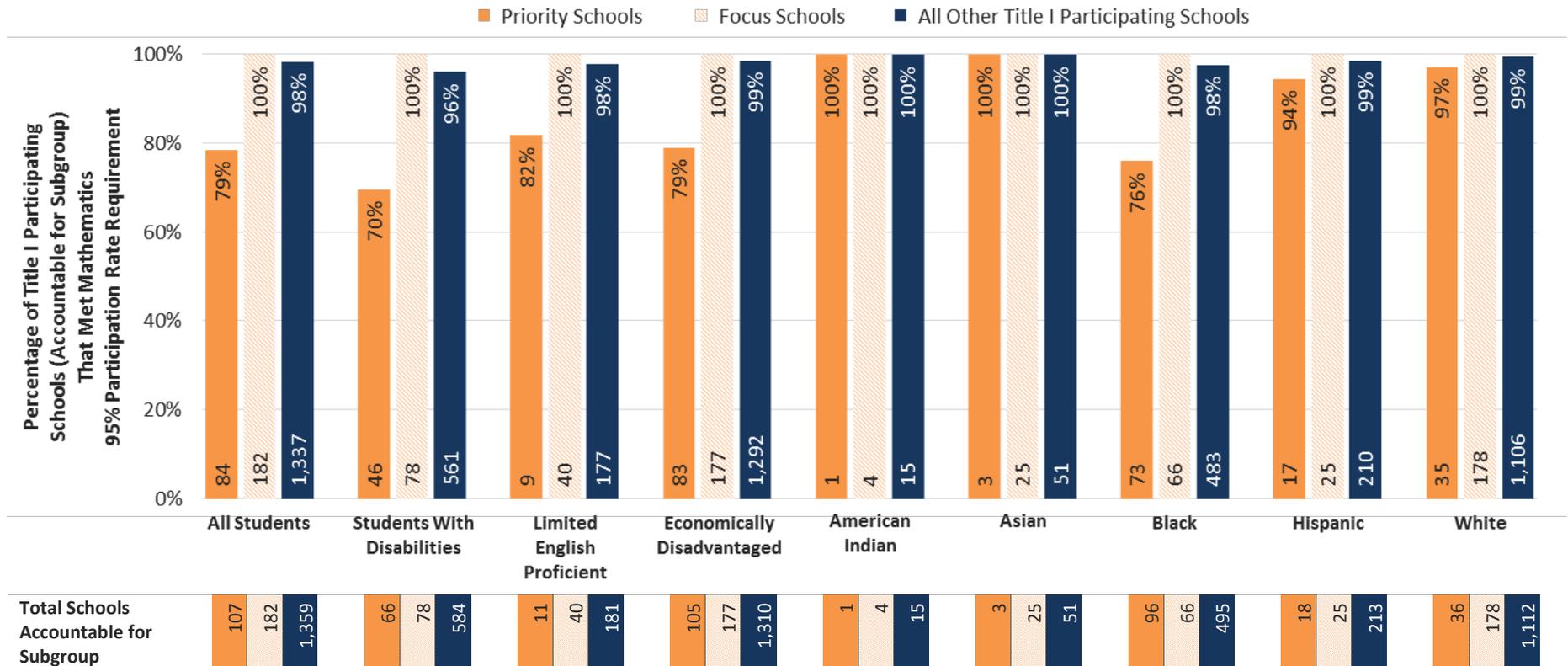


Exhibit reads: In Michigan, among Title I participating schools, 79 percent of priority schools (84 schools), 100 percent of focus schools (182 schools), and 98 percent of all other Title I participating schools (1,337 schools) met the mathematics 95 percent participation rate requirement for the “all students” 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 ($n = 1,648$ Title I participating schools [107 priority, 182 focus, and 1,359 all other Title I participating])

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

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?

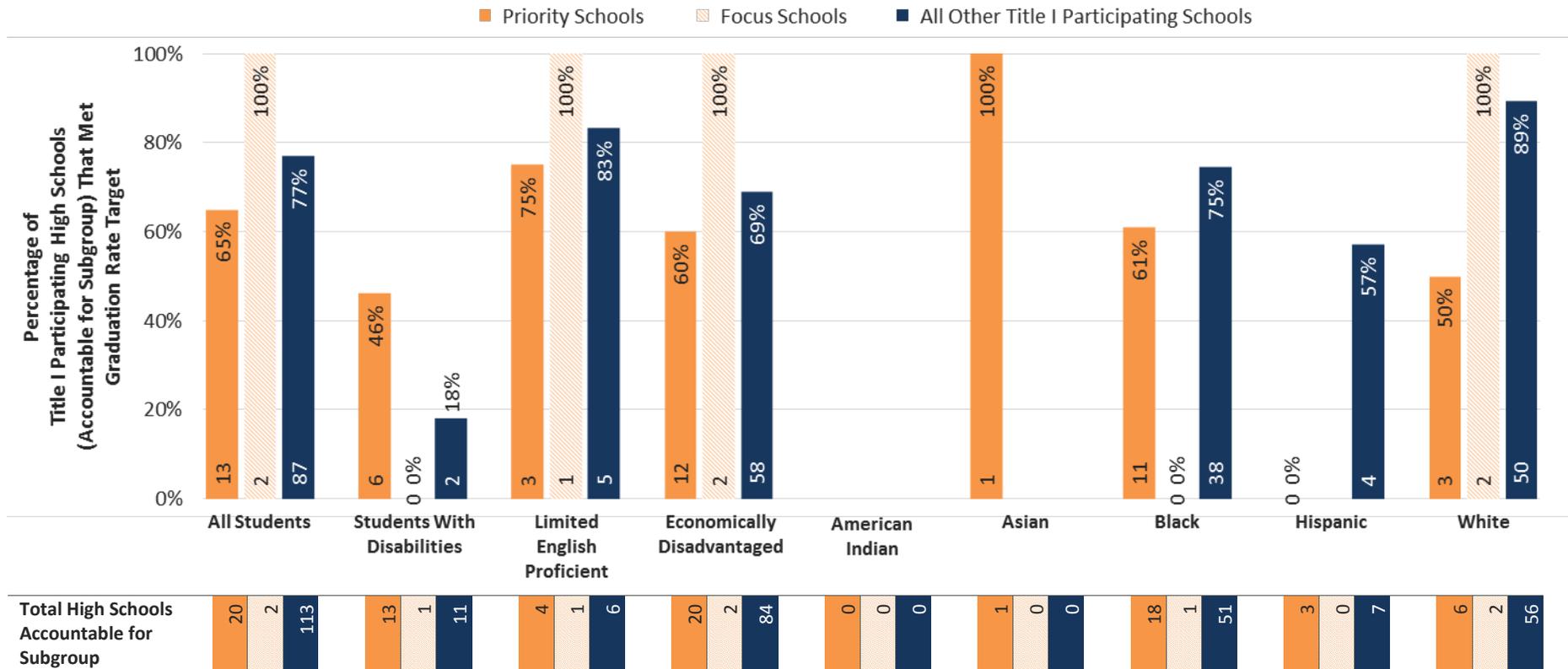


Exhibit reads: In Michigan, among Title I participating high schools, 65 percent of priority schools (13 schools), 100 percent of focus schools (2 schools), and 77 percent of all other Title I participating schools (87 schools) met the state-defined four-year adjusted cohort graduation rate target for the “all students” 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* = 135 Title I participating high schools [20 priority, 2 focus, and 113 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. This exhibit excludes 73 Title I participating schools missing data for accountability status for 2013–14.</p>
Exhibit 2. What percentage of Title I participating schools in each state-defined status were priority, focus, or other?	<p>State-defined accountability status levels in Michigan range from “Green Scorecard” to “Red Scorecard,” with “Red Scorecard” representing the lowest performance level.</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 80 schools, including 7 Title I participating schools with no state-defined accountability status for 2013–14 and 73 Title I participating schools missing data for accountability status for 2013–14.</p>
Exhibit 3. What were the demographic characteristics of priority and focus schools compared to all other Title I participating schools?	<p>^a 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>^b 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>^c 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 196 to 290 for Title I participating priority or focus schools and from 785 to 1,418 for all other Title I participating schools. This exhibit also excludes 73 Title I participating schools missing data for accountability status for 2013–14.</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.</p> <p>Under ESEA flexibility, Michigan uses a combined subgroup (“bottom 30th percentile”).</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 230 schools, including 83 Title I participating schools (3 priority, 0 focus, 80 all other Title I participating) below the minimum <i>n</i> size for each student subgroup; 44 Title I participating schools (0 priority, 0 focus, 44 all other Title I participating) missing reading proficiency data for every student subgroup; 30 Title I participating schools (3 priority, 3 focus, 24 all other Title I participating) where the number of participating students from DG 589: Assessment participation in reading did not match the number of students with valid scores from DG 584: Academic achievement in reading for 50 percent or more of grade and subgroup combinations; and 73 Title I participating schools missing data for accountability status for 2013–14.</p>

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Exhibit Number	Technical Notes
<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>	<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. Under ESEA flexibility, Michigan uses a combined subgroup (“bottom 30th percentile”).</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 203 schools, including 87 Title I participating schools (5 priority, 0 focus, 82 all other Title I participating) below the minimum <i>n</i> size for each student subgroup; 43 Title I participating schools (0 priority, 0 focus, 43 all other Title I participating) missing mathematics proficiency data for every student subgroup; and 73 Title I participating schools missing data for accountability status for 2013–14.</p>
<p>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>	<p>^a SWD = Students with disabilities ^b LEP = Limited English proficient ^c 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.</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 520 schools, including 387 Title I participating schools (51 priority, 27 focus, 309 all other Title I participating) below the minimum <i>n</i> size for each student subgroup; 51 Title I participating schools (0 priority, 0 focus, 51 all other Title I participating) missing reading and mathematics proficiency data for every student subgroup gap included in the exhibit; 9 Title I participating schools (3 priority, 0 focus, 6 all other Title I participating) where the number of participating students from DG 588: Assessment participation in mathematics and DG 589: Assessment participation in reading did not match the number of students with valid scores from DG 583: Academic achievement in mathematics and DG 584: Academic achievement in reading, respectively, for 50 percent or more of grade and subgroup combinations; and 73 Title I participating schools missing data for accountability status for 2013–14.</p>
<p>Exhibit 7. What percentage of Title I participating priority, focus, and other high schools had graduation rates below 60 percent?</p>	<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 or focus high school met the analysis threshold (i.e., 10 students in graduation cohort) for the American Indian subgroup. In addition, no focus high school met the analysis threshold for the Asian subgroup. Under ESEA flexibility, Michigan uses a combined subgroup (“bottom 30th percentile”).</p> <p>This exhibit includes 12 Title I participating high schools (5 priority, 1 focus, 6 all other Title I participating) where 2009–10 grade 9 enrollment was 10 percent to 99 percent greater or less than the number of students in the 2012–13 graduation cohort.</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 42 high schools, including 18 Title I participating high schools (1 priority, 2 focus, 15 all other Title I participating) below the minimum analysis threshold (10 students in the graduation cohort) for each student subgroup; 8 Title I participating high schools (1 priority, 0 focus, 7 all other Title I participating) missing graduation rate data for every student subgroup; and 16 Title I participating high schools missing data for accountability status for 2013–14.</p>

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Exhibit Number	Technical Notes
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>^a SWD = Students with disabilities ^b LEP = Limited English proficient ^c Econ Disadv = Economically disadvantaged</p> <p>This exhibit includes 12 Title I participating high schools (5 priority, 1 focus, 6 all other Title I participating) where 2009–10 grade 9 enrollment was 10 percent to 99 percent greater or less than the number of students in the 2012–13 graduation cohort.</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 103 high schools, including 77 Title I participating high schools (2 priority, 5 focus, 70 all other Title I participating) below the minimum analysis threshold (10 students in the graduation cohort) for each student subgroup; 10 Title I participating high schools (1 priority, 0 focus, 9 all other Title I participating) missing graduation rate data for every student subgroup; and 16 Title I participating high schools missing data for accountability status for 2013–14.</p>
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?	<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. This exhibit excludes 134 schools, including 61 Title I participating schools (10 priority, 0 focus, 51 all other Title I participating) missing data for all reading AMO targets and 73 Title I participating schools missing data for accountability status for 2013–14.</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>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. This exhibit excludes 133 schools, including 49 Title I participating schools (1 priority, 0 focus, 48 all other Title I participating) reportedly not accountable for any reading participation target; 11 Title I participating schools (0 priority, 0 focus, 11 all other Title I participating) missing data for all reading participation targets and 73 Title I participating schools missing data for accountability status for 2013–14.</p>
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?	<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. This exhibit excludes 134 schools, including 61 Title I participating schools (10 priority, 0 focus, 51 all other Title I participating) missing data for all mathematics AMO targets and 73 Title I participating schools missing data for accountability status for 2013–14.</p>
Exhibit 12. What percentage of Title I participating priority, focus, and other schools had met the 95 percent participation rate requirement in mathematics?	<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. This exhibit excludes 133 schools, including 49 Title I participating schools (1 priority, 0 focus, 48 all other Title I participating) reportedly not accountable for any mathematics participation target; 11 Title I participating schools (0 priority, 0 focus, 11 all other Title I participating) missing data for all mathematics participation targets and 73 Title I participating schools missing data for accountability status for 2013–14.</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>No Title I participating high school was reportedly accountable for the American Indian subgroup. In addition, no focus high school was reportedly accountable for the Asian or Hispanic subgroups and no all other Title I participating high school was reportedly accountable for the Asian subgroup.</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. This exhibit excludes 98 high schools, including 76 Title I participating high schools (4 priority, 7 focus, 65 all other Title I participating) reportedly not accountable for any graduation rate target; 6 Title I participating high schools (1 priority, 0 focus, 5 all other Title I participating) missing data for all graduation rate targets; and 16 Title I participating high schools missing data for accountability status for 2013–14.</p>

03/31/15

Exhibit A-2. Excluded and modified state profile analyses

Exhibit Number	Technical Notes
	No exhibits were modified or excluded.