

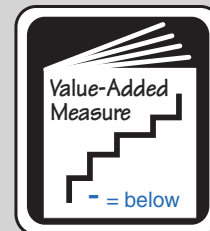
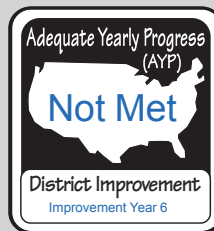
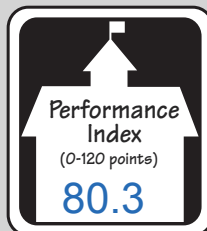


Columbus City School District

270 E. State St., Columbus, OH 43212-2204 - Franklin County

2009-2010 School Year Report Card

Current Superintendent: Gene T. Harris (614) 365-5000



The District Report Card for the 2009-2010 school year shows the progress districts have made based on four measures of performance.



Indicators



Performance Index



Adequate Yearly Progress



Value-Added

The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

- The six designations are
- Excellent with Distinction
 - Excellent
 - Effective
 - Continuous Improvement
 - Academic Watch
 - Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.



State Indicators

Percentage of Students at and above the Proficient Level

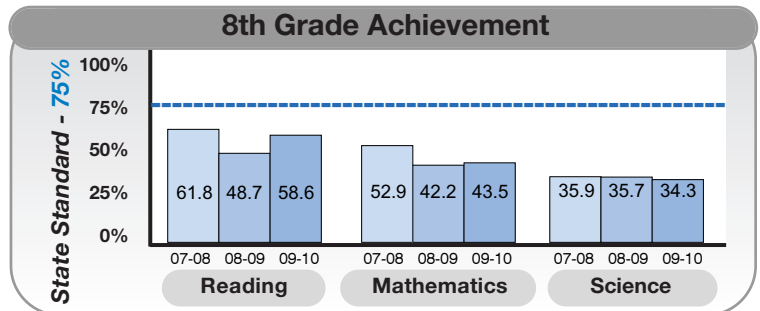
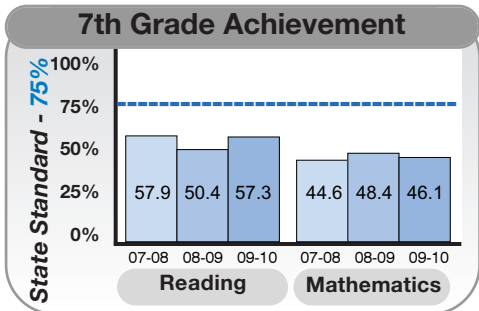
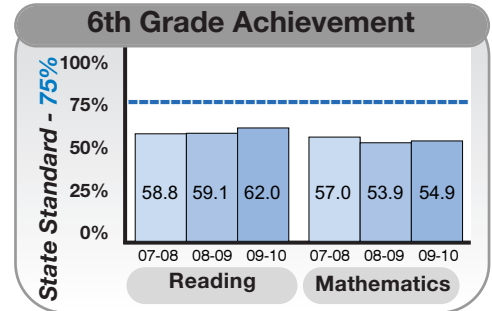
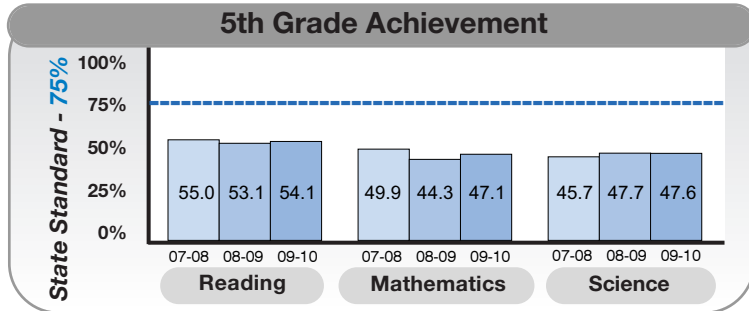
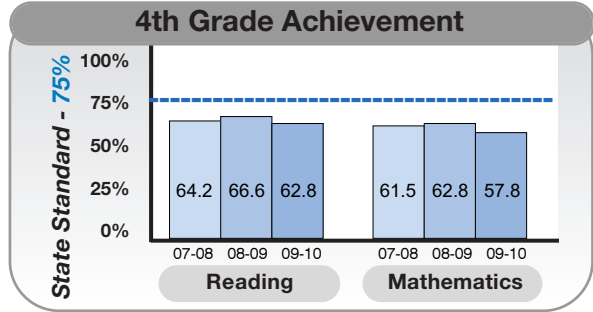
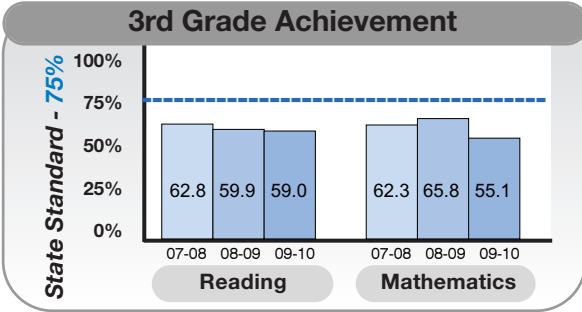
| | Your District 2009-2010 | Similar Districts* 2009-2010 | State 2009-2010 |
|--|--|------------------------------|-----------------|
| 3rd Grade Achievement | <i>The state requirement is 75 percent</i> | | |
| 1. Reading | 59.0 % | 61.0 % | 78.4 % |
| 2. Mathematics | 55.1 % | 57.3 % | 76.9 % |
| 4th Grade Achievement | <i>The state requirement is 75 percent</i> | | |
| 3. Reading | 62.8 % | 61.9 % | 81 % |
| 4. Mathematics | 57.8 % | 55.4 % | 76.2 % |
| 5th Grade Achievement | <i>The state requirement is 75 percent</i> | | |
| 5. Reading | 54.1 % | 49.9 % | 71.8 % |
| 6. Mathematics | 47.1 % | 42.5 % | 67 % |
| 7. Science | 47.6 % | 40.9 % | 69.9 % |
| 6th Grade Achievement | <i>The state requirement is 75 percent</i> | | |
| 8. Reading | 62.0 % | 65.8 % | 84.1 % |
| 9. Mathematics | 54.9 % | 54.6 % | 77.4 % |
| 7th Grade Achievement | <i>The state requirement is 75 percent</i> | | |
| 10. Reading | 57.3 % | 60.2 % | 80.2 % |
| 11. Mathematics | 46.1 % | 45.5 % | 71.1 % |
| 8th Grade Achievement | <i>The state requirement is 75 percent</i> | | |
| 12. Reading | 58.6 % | 62.1 % | 80.9 % |
| 13. Mathematics | 43.5 % | 44.2 % | 69.2 % |
| 14. Science | 34.3 % | 34.5 % | 64.8 % |
| Ohio Graduation Tests (10th Grade) | <i>The state requirement is 75 percent</i> | | |
| 15. Reading | 75.6 % ✓ | 71.4 % | 83 % |
| 16. Mathematics | 68.6 % | 66.8 % | 80.4 % |
| 17. Writing | 79.5 % ✓ | 74.7 % | 84.1 % |
| 18. Science | 53.6 % | 53.2 % | 73 % |
| 19. Social Studies | 71.9 % | 66.2 % | 79.6 % |
| Ohio Graduation Tests (11th Grade) ** | <i>The state requirement is 85 percent</i> | | |
| 20. Reading | 87.1 % ✓ | 87.4 % | 91.6 % |
| 21. Mathematics | 79.6 % | 81.5 % | 89.2 % |
| 22. Writing | 89.1 % ✓ | 90.3 % | 93.2 % |
| 23. Science | 68.6 % | 71.9 % | 85.1 % |
| 24. Social Studies | 80.1 % | 80.4 % | 88.7 % |
| Attendance Rate | <i>The state requirement is 93 percent</i> | | |
| 25. All Grades | 94.2 % ✓ | 94.0 % | 94.3 % |
| 2008-09 Graduation Rate | <i>The state requirement is 90 percent</i> | | |
| 26. District | 72.7 % | 71.2 % | 83 % |

Any result at or above the state standard is indicated by a ✓.
 -- = Not Calculated/Not Displayed when there are fewer than 10 in the group.
 *Similar Districts are based on comparing demographic, socioeconomic and geographic factors. **Cumulative results for students who took the tests as 10th or 11th graders.

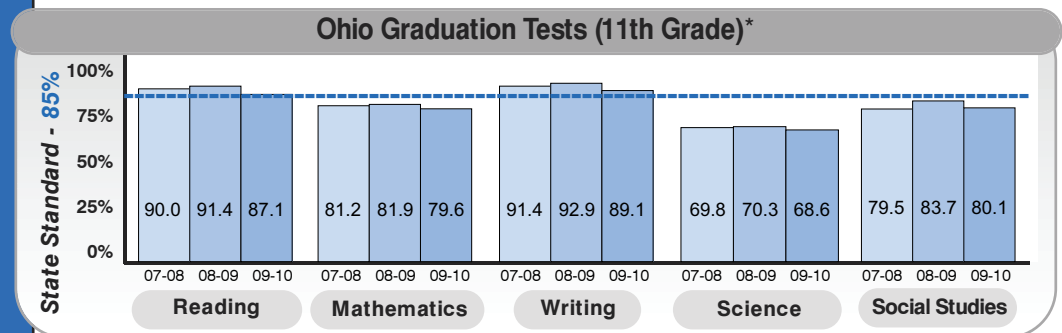
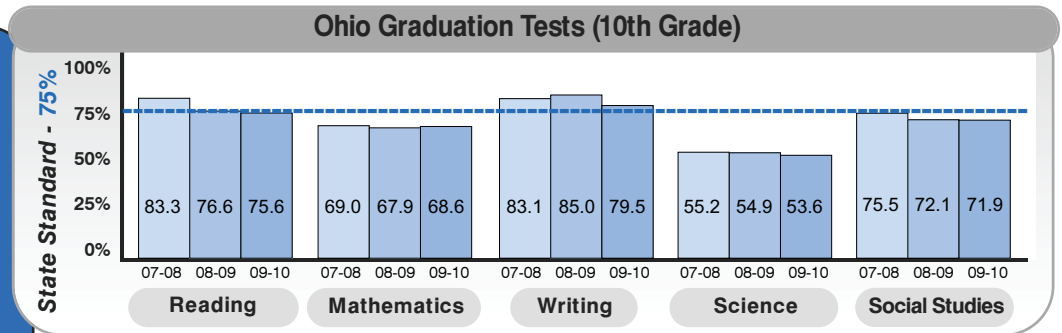
Your District's Assessment Results Over Time



All students in the district for a full academic year are included in the results.



The State Indicators are based on state assessments, as well as on attendance and graduation rates. To earn an indicator for Achievement or Graduation Tests, at least 75% of students must reach proficient or above for the given assessment. For the 11th grade Ohio Graduation Tests indicators, a cumulative 85% passage rate for each assessment is required.



*Cumulative results for students who took the tests as 10th or 11th graders.

Performance Index



Performance Index Calculations for the 2009-2010 School Year



The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 0 to 120 points. The Performance Index can be compared across years to show district achievement trends.

Performance Level Across Grades 3-8 and 10 for all Tested Subjects

(Includes every student enrolled in the district for a full academic year)

| | Percentage | X | Weight | = | Points |
|-------------|------------|---|--------|---|--------|
| Untested | 0.1 | X | 0.0 | = | 0.0 |
| Limited | 19.0 | X | 0.3 | = | 5.7 |
| Basic | 24.0 | X | 0.6 | = | 14.4 |
| Proficient | 33.8 | X | 1.0 | = | 33.8 |
| Accelerated | 13.9 | X | 1.1 | = | 15.3 |
| Advanced | 9.3 | X | 1.2 | = | 11.1 |

Your District's Performance Index 80.3

Performance Index Over Time

| | | |
|-----------|-----------|-----------|
| 2009-2010 | 2008-2009 | 2007-2008 |
| 80.3 | 80.4 | 81.7 |

Value-Added Measure



Overall Composite



Scores reflect grade level and overall composite ratings for the 2009-2010 school year.

Reading

| Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---------|---------|---------|---------|---------|
| - | ✓ | - | + | + |

Mathematics

| | | | | |
|---|---|---|---|---|
| - | - | - | - | + |
|---|---|---|---|---|

Legend

- +** = Above Expected Growth
- ✓** = Met Expected Growth
- = Below Expected Growth



Your district's Value-Added rating represents the progress your district has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved.

Adequate Yearly Progress (AYP)



| Adequate Yearly Progress Grades 3-8 and 10 Reading and Mathematics | | All Students | Economically Disadvantaged | Asian/Pacific Islander | Black, non-Hispanic | American Indian/Alaska Native | Hispanic | Multi-Racial | White, non-Hispanic | Students with Disabilities | Limited English Proficient |
|--|-------------|--------------|----------------------------|------------------------|---------------------|-------------------------------|----------|--------------|---------------------|----------------------------|----------------------------|
| Percent Proficient | Reading | Met | Not Met | Met | Not Met | Not Met | Met | Met | Met | Not Met | Not Met |
| | Mathematics | Met | Met | Met | Not Met | Met | Met | Met | Met | Not Met | Not Met |
| Percent Tested | Reading | Met | Met | Met | Met | Met | Met | Met | Met | Met | Met |
| | Mathematics | Met | Met | Met | Met | Met | Met | Met | Met | Met | Met |
| Graduation Rate* | | Not Met | | | | | | | | | |
| Attendance Rate* | | Met | | | | | | | | | |
| AYP Determination by Subgroup | | Not Met | Not Met | Met | Not Met | Not Met | Met | Met | Met | Not Met | Not Met |

AYP Determination by Indicator

| | |
|--------------------------------------|---------|
| Reading Proficiency: | Not Met |
| Mathematics Proficiency: | Not Met |
| Reading Participation: | Met |
| Mathematics Participation: | Met |
| Graduation Rate: | Not Met |
| Attendance Rate: | Met |
| AYP Determination for Your District: | Not Met |

Legend

This legend explains terms used in the above chart that describe whether each student group met this year's AYP goals.

For test indicators, AYP can be met in one of four ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) meeting the improvement requirements of Safe Harbor;
- 4) meeting the AYP targets with projected results.

For non-test indicators, AYP can be met in one of three ways:

- 1) meeting the AYP targets with current year results;
- 2) meeting the AYP targets with two-year combined results;
- 3) making improvement over the previous year.

* The non-test indicators used for overall AYP (Attendance Rate and Graduation Rate) are evaluated only for the All Students subgroup.

| | |
|----------------|---|
| N/A | Not applicable. |
| NR | Not Required – This indicator was not evaluated for this subgroup because the subgroup size was smaller than the minimum number needed to achieve a statistically reliable result. 30 students is the minimum size for the proficiency and non-test indicators, while 40 is the minimum size for the participation rate indicators. |
| Met | This subgroup met AYP for this indicator with its current year, two-year combined, Safe Harbor, or growth measure results. |
| Not Met | This subgroup did not meet AYP for this indicator. |

Adequate Yearly Progress (AYP) is a federally required measure. Every school and district must meet AYP goals that are set for Reading and Mathematics Proficiency and Participation, Attendance Rate, and Graduation Rate. These goals are applied to ten student groups: All Students, Economically Disadvantaged Students, Asian/Pacific Islander Students, Black, non-Hispanic Students, American Indian/Alaska Native Students, Hispanic Students, Multi-Racial Students, White, non-Hispanic Students, Students with Disabilities (IEP), and Students with Limited English Proficiency (LEP). If any one of these groups does not meet AYP in Reading or Mathematics Proficiency, or in Participation, Attendance Rate, or Graduation Rate, then the school or district does not meet AYP. Not meeting AYP for consecutive years will have both federal and state consequences. Federal consequences could include a school or district being identified for improvement. State consequences could include a reduction in the state's rating designation.



2008-2009 Graduation Rate Information

| | | | |
|-------------------------------|----------------------------|---------------------|----------------------------|
| American Indian/Alaska Native | Asian or Pacific Islander | Black, non-Hispanic | Econ. Disadvtdgd |
| -- | 71% | 73.9% | 71% |
| Hispanic | Limited English Proficient | Multi-Racial | Students with Disabilities |
| 56.7% | 56.3% | 68.4% | 81.1% |
| | | | White, non-Hispanic |
| | | | 71.9% |

The disaggregated graduation rates of your district are provided for informational purposes only and are not used for your AYP determination.

State and Federally Required District Information

Your District's Percentage of Students at Each Performance Level

| | Black, non-Hispanic | American Indian/ Alaska Native | Asian or Pacific Islander | Hispanic | Multi-Racial | White, non-Hispanic | Non-Disabled Students | Students with Disabilities | Migrant | Non-Econ. Disadvtdgd | Econ. Disadvtdgd | Limited English Proficient | Female | Male |
|---|---------------------|--------------------------------|---------------------------|----------|--------------|---------------------|-----------------------|----------------------------|---------|----------------------|------------------|----------------------------|--------|------|
| Percentage of Students Scoring Limited | | | | | | | | | | | | | | |
| Reading | 21.5 | 17.9 | 9.6 | 20.1 | 14.8 | 14.7 | 14.5 | 43.1 | -- | 6.6 | 21.6 | 25.7 | 15.2 | 22.9 |
| Writing | 3.8 | -- | 0.0 | 2.5 | 6.4 | 2.7 | 1.0 | 18.1 | -- | 0.9 | 4.2 | 5.7 | 1.8 | 5.1 |
| Mathematics | 27.5 | 19.6 | 9.9 | 23.0 | 16.1 | 16.0 | 18.4 | 49.3 | -- | 9.3 | 26.2 | 29.0 | 21.9 | 24.8 |
| Science | 17.2 | 15.0 | 5.7 | 15.2 | 9.6 | 9.6 | 11.0 | 33.8 | -- | 5.5 | 16.8 | 21.7 | 13.3 | 16.0 |
| Social Studies | 15.9 | -- | 1.8 | 12.7 | 12.8 | 7.0 | 9.4 | 36.6 | -- | 6.1 | 15.4 | 15.2 | 13.4 | 12.9 |
| Percentage of Students Scoring Basic | | | | | | | | | | | | | | |
| Reading | 22.3 | 25.0 | 14.0 | 20.3 | 13.9 | 15.8 | 18.5 | 27.2 | -- | 11.4 | 21.6 | 22.3 | 19.0 | 20.9 |
| Writing | 19.4 | -- | 14.3 | 22.9 | 12.8 | 10.5 | 13.5 | 39.1 | -- | 9.6 | 19.5 | 33.6 | 14.6 | 19.7 |
| Mathematics | 26.0 | 25.0 | 16.0 | 23.7 | 20.9 | 18.5 | 23.0 | 25.9 | -- | 13.9 | 25.4 | 25.7 | 23.9 | 23.0 |
| Science | 44.5 | 40.0 | 30.3 | 44.9 | 34.0 | 30.2 | 39.8 | 42.5 | -- | 25.1 | 43.8 | 45.2 | 42.0 | 38.4 |
| Social Studies | 16.6 | -- | 14.5 | 10.2 | 14.9 | 11.4 | 13.9 | 21.9 | -- | 6.9 | 17.5 | 20.4 | 16.0 | 13.9 |
| Percentage of Students Scoring Proficient | | | | | | | | | | | | | | |
| Reading | 38.2 | 41.1 | 37.4 | 38.7 | 41.0 | 37.9 | 42.3 | 17.4 | -- | 37.5 | 38.4 | 36.4 | 40.5 | 36.0 |
| Writing | 57.2 | -- | 51.8 | 58.5 | 46.8 | 49.9 | 60.2 | 24.0 | -- | 48.3 | 57.3 | 54.5 | 56.2 | 54.1 |
| Mathematics | 29.0 | 28.6 | 30.8 | 32.1 | 32.9 | 30.1 | 33.0 | 12.1 | -- | 30.3 | 29.5 | 28.3 | 31.1 | 28.2 |
| Science | 24.8 | 20.0 | 29.1 | 24.6 | 31.2 | 28.0 | 28.9 | 10.3 | -- | 30.8 | 24.7 | 21.6 | 26.9 | 24.9 |
| Social Studies | 38.7 | -- | 25.5 | 44.1 | 29.8 | 29.1 | 39.3 | 16.2 | -- | 32.3 | 37.2 | 37.9 | 38.7 | 33.3 |
| Percentage of Students Scoring Accelerated | | | | | | | | | | | | | | |
| Reading | 12.4 | 12.5 | 25.1 | 14.8 | 17.4 | 19.0 | 16.9 | 3.4 | -- | 25.9 | 12.5 | 10.1 | 16.6 | 12.9 |
| Writing | 17.8 | -- | 30.4 | 16.1 | 31.9 | 33.3 | 25.1 | 3.5 | -- | 39.7 | 16.6 | 5.7 | 25.6 | 18.5 |
| Mathematics | 9.8 | 17.9 | 19.7 | 11.6 | 17.8 | 16.4 | 13.9 | 3.3 | -- | 19.7 | 10.7 | 9.2 | 12.2 | 12.3 |
| Science | 9.6 | 20.0 | 20.6 | 10.8 | 19.2 | 19.6 | 14.6 | 3.6 | -- | 23.1 | 10.4 | 8.7 | 12.3 | 13.3 |
| Social Studies | 14.8 | -- | 27.3 | 14.4 | 21.3 | 19.3 | 17.9 | 6.2 | -- | 19.0 | 15.5 | 16.6 | 15.3 | 17.4 |
| Percentage of Students Scoring Advanced | | | | | | | | | | | | | | |
| Reading | 5.6 | 3.6 | 13.8 | 6.2 | 12.9 | 12.6 | 7.8 | 8.9 | -- | 18.5 | 5.9 | 5.5 | 8.7 | 7.3 |
| Writing | 1.8 | -- | 3.6 | 0.0 | 2.1 | 3.6 | 0.1 | 15.3 | -- | 1.6 | 2.4 | 0.5 | 1.8 | 2.7 |
| Mathematics | 7.7 | 8.9 | 23.6 | 9.6 | 12.3 | 18.9 | 11.7 | 9.3 | -- | 26.9 | 8.1 | 7.7 | 10.9 | 11.7 |
| Science | 3.8 | 5.0 | 14.3 | 4.5 | 6.0 | 12.6 | 5.8 | 9.8 | -- | 15.5 | 4.3 | 2.8 | 5.4 | 7.4 |
| Social Studies | 14.1 | -- | 30.9 | 18.6 | 21.3 | 33.2 | 19.6 | 19.2 | -- | 35.7 | 14.5 | 10.0 | 16.7 | 22.5 |

Your District's Students 2009-2010

| Average Daily Student Enrollment | Black, non-Hispanic | American Indian or Alaska Native | Asian or Pacific Islander | Hispanic | Multi-Racial | White, non-Hispanic | Economically Disadvantaged | Limited English Proficient | Students with Disabilities | Migrant |
|----------------------------------|---------------------|----------------------------------|---------------------------|----------|--------------|---------------------|----------------------------|----------------------------|----------------------------|---------|
| 51352 | 60.1% | 0.2% | 1.9% | 6.0% | 4.6% | 27.2% | 81.9% | 10.1% | 16.6% | -- |

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

Number of Limited English Proficient Students Excluded from Accountability Calculations

348

Under the federal No Child Left Behind Act, states are required to report certain data about schools and teachers. Data presented here are for reporting purposes only and are not used in the computation of the state designation for districts and schools.

Federally Required School Teacher Information

| | All Schools in Your District | High-Poverty Schools Located in Your District* | Low-Poverty Schools Located in Your District* |
|---|------------------------------|--|---|
| Percentage of teachers with at least a Bachelor's Degree | 99.9 | 100.0 | 99.6 |
| Percentage of teachers with at least a Master's Degree | 61.0 | 60.4 | 60.3 |
| Percentage of core academic subject elementary and secondary classes not taught by highly qualified teachers | 0.4 | 0.4 | 0.8 |
| Percentage of core academic subject elementary and secondary classes taught by properly certified teachers | 99.3 | 99.3 | 94.1 |
| Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure | 0.0 | 0.0 | 0.0 |

-- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

*High-poverty schools are those ranked in the top quartile based on the percentage of economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile or in neither quartile.

Schools in *School Improvement*



Name of the School & Years in Improvement

Name of Schools Identified for Improvement and Years in Improvement Status

| | | | |
|--|----|--|---|
| Arlington Park Elementary School | 4 | Arts Impact Middle School (Aims) | 2 |
| Avondale Elementary School | 3 | Beatty Park Elementary School | 2 |
| Beechcroft High School | 1 | Beery Middle School | 6 |
| Briggs High School | 1 | Broadleigh Elementary School | 5 |
| Brookhaven High School | 6 | Buckeye Middle School | 4 |
| Burroughs Elementary School | 6 | Cassady Alternative Elementary School | 4 |
| Champion Middle School | 8 | Clearbrook Middle School | 5 |
| Clinton Middle School | 6 | Cols. Africentric Early College Elem. | 4 |
| COLUMBUS GLOBAL ACADEMY | 2 | Dana Avenue Elementary School | 4 |
| Deshler Elementary School | 9 | Dominion Middle School | 2 |
| Douglas Alternative Elementary School | 4 | Eakin Elementary School | 5 |
| East Columbus Elementary School | 3 | East High School | 5 |
| Fairmoor Elementary School | 4 | Fairwood Alternative Elementary School | 4 |
| Franklin Alternative Middle School | 3 | Georgian Heights Alternative Elem. | 1 |
| Heyl Avenue Elementary School | 6 | Highland Elementary School | 6 |
| Indianola Math, Science and Tech. Middle | 10 | Innis Elementary School | 4 |
| Leawood Elementary School | 3 | Liberty Elementary School | 4 |
| Lindbergh Elementary School | 3 | Linden STEM Elementary School | 5 |
| Literature Based Altern. @ Hubbard Elem. | 5 | Livingston Elementary School | 9 |
| Maybury Elementary School | 4 | Medina Middle School | 7 |
| Mifflin High School | 2 | Monroe Alternative Middle School | 3 |
| Northland High School | 1 | Ohio Avenue Elementary School | 7 |
| Salem Elementary School | 4 | Scottwood Elementary School | 5 |
| Siebert Elementary School | 2 | South High School | 1 |
| Southmoor Middle School | 6 | Southwood Elementary School | 4 |
| Starling Middle School | 6 | Sullivant Elementary School | 5 |
| Valley Forge Elementary School | 4 | Walnut Ridge High School | 6 |
| Wedgewood Middle School | 5 | Weinland Park Elementary School | 5 |
| West High School | 5 | Westmoor Middle School | 3 |
| Windsor STEM Elementary School | 4 | Woodward Park Middle School | 4 |
| | | Forest Park Elementary School | 3 |
| | | Hamilton STEM Elementary School | 6 |
| | | Hilltonia Middle School | 7 |
| | | Johnson Park Middle School | 4 |
| | | Lincoln Park Elementary School | 5 |
| | | Linden-Mckinley STEM School on Arcadia | 3 |
| | | Marion-Franklin High School | 1 |
| | | Mifflin Alternative Middle School | 4 |
| | | North Linden Elementary School | 4 |
| | | Ridgeview Middle School | 1 |
| | | Sherwood Middle School | 2 |
| | | South Mifflin STEM Elementary School | 7 |
| | | Special Education Center | 3 |
| | | Trevitt Elementary School | 6 |
| | | Watkins Elementary School | 2 |
| | | West Broad Elementary School | 4 |
| | | Whetstone High School | 5 |
| | | Yorktown Middle School | 4 |

Generally, a school will enter School Improvement (SI) after missing AYP for two consecutive years, and it can exit SI only after meeting AYP for two consecutive years.

Every school in SI has to create an improvement plan. If a school in SI receives federal funds, it may have to offer Public School Choice and/or Supplemental Educational Services.

Being in SI for three or more years requires more extensive corrective actions and, eventually, restructuring.

The National Assessment of Educational Progress (NAEP),

often referred to as "The Nation's Report Card," is the only nationally representative and continuing assessment that enables the comparison of performance in Ohio and other states in various subject areas. Schools and students within each state are selected randomly to be a part of the assessment. Not all students in the state or in a particular school take the assessment. Data are reported at the state level only, and there are no individual student or even school summary results. The assessments are conducted in mathematics, reading, science, writing, the arts, civics, economics, geography and U.S. history.

To view Ohio's most recent NAEP results, go to:

<http://education.ohio.gov>
and search for key word "NAEP"

Determining Your District's Rating

Determining your district's report card designation is a multi-step process. The first step is to determine a preliminary designation, which is based on the following components: 1) the percentage of indicators met, 2) the performance index and 3) AYP determination.



| Indicators Met | | Performance Index Score | | AYP Status | | Preliminary Designation |
|----------------|-----|-------------------------|-----|----------------|---|-------------------------------|
| 94%-100% | or | 100 to 120 | and | Met or Not Met | = | Excellent |
| 75%-93.9% | or | 90 to 99.9 | and | Met or Not Met | = | Effective |
| 0%-74.9% | or | 0 to 89.9 | and | Met | = | Continuous Improvement |
| 50%-74.9% | or | 80 to 89.9 | and | Not Met | = | |
| 31%-49.9% | or | 70 to 79.9 | and | Not Met | = | Academic Watch |
| 0%-30.9% | and | 0 to 69.9 | and | Not Met | = | Academic Emergency |

The preliminary designation results from identifying the higher value between the percentage of indicators met by your district and your district's performance index. AYP then is evaluated to determine its effect on the preliminary designation. There are three ways in which AYP can affect the preliminary designation.

1. If a district meets AYP in the current year, it can be rated no lower than Continuous Improvement.
2. If a district does not meet AYP for three consecutive years and in the current year it does not meet AYP in more than one student group, it can be rated no higher than Continuous Improvement.
3. In all other cases, AYP has no effect on the preliminary designation. Thus, the preliminary designation becomes the final designation.

Once the preliminary designation is determined, Value-Added, the fourth measure in the accountability system, is evaluated to determine the impact (if any) on the district's final designation.

1. If your district's rating is restricted to Continuous Improvement due to AYP, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.
2. If your district experiences above expected growth for at least two consecutive years, your district's final designation will increase by one designation.
3. If your district experiences below expected growth for at least three consecutive years, your district's final designation will decrease by one designation.



| Preliminary Designation | | Value-Added Measure* | Final Designation |
|-------------------------------|-----|--|-----------------------------------|
| Excellent | and | Above expected growth for at least 2 consecutive years | Excellent with Distinction |
| | | Below expected growth for at least 3 consecutive years | Effective |
| Effective | and | Above expected growth for at least 2 consecutive years | Excellent |
| | | Below expected growth for at least 3 consecutive years | Continuous Improvement |
| Continuous Improvement | and | Above expected growth for at least 2 consecutive years | Effective |
| | | Below expected growth for at least 3 consecutive years | Academic Watch |
| Academic Watch | and | Above expected growth for at least 2 consecutive years | Continuous Improvement |
| | | Below expected growth for at least 3 consecutive years | Academic Emergency |
| Academic Emergency | and | Above expected growth for at least 2 consecutive years | Academic Watch |
| | | Below expected growth for at least 3 consecutive years | Academic Emergency |

*In all other cases, including if your district's designation has been restricted to Continuous Improvement, then Value-Added will have no impact on the designation and the preliminary designation becomes the final designation.