The Performance of
State Charter Schools in Georgia, 2020-21

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Executive Summary

A total of 38 state charter schools operated in Georgia during the 2020/21 school year. Of these 38 schools, 8 either began operations in 2020/21 or did not have enough test-takers or students in grades that are tested to be evaluated, so this report includes performance metrics for the remaining 31 schools. One test-based measure of school performance is employed: value-added. The value-added measure is the result of a two-step process. In the first step, the difference between a student's actual score and their predicted score (which is based on their observable characteristics) is computed, then these differences are averaged across all tested students in a school. In the second step, adjustments to a school's score are made to account for the differences in the population of students it serves.

The COVID-19 pandemic presents three distinct challenges to estimating student performance based on value added to test scores. Traditionally, value added is based on growth to test scores in adjacent years. However, the absence of 2019/20 test scores requires that value added be calculated over a two-year period (i.e. growth from 2018/19 to 2020/21), which will be referred to here as a "gap-year VAM". A recent study by researchers at the University of Missouri demonstrates that estimated value added from gap-year VAMs and traditional VAMs are strongly correlated (Fazlul, Koedel, Parsons, and Qian 2021). Indeed, the correlation between estimates from both approaches ranged from 0.84 to 0.88, suggesting a high degree of similarity in the Missouri data. This report will use the gap-year VAM approach and provide sensitivity analyses based on data from 2018/19 to compare traditional and gap-year VAM's in Georgia.

The second challenge revolves around the fact that even when tests were offered in 2020/21, not all students took them. Due to pandemic conditions, test-taking rates in 2020/21 varied considerably across schools in the state. It is unlikely that value added can be calculated for schools with too few test takers – of the 39 state charter schools in the Spring 2021 sample, 31 had test-taking rates at or above 15 students (and were not in their first year of operation). The estimates presented here require at least 15 tested students in a tested subject and grade in at least some of their offered grades, which is in line with Fazlul et al. (2021) who required at least 10 tested students and whose estimates were shown to be reliable at this threshold. The 15-student threshold was also used in prior charter school reports.

A third challenge revolves around changes in the composition of test takers before and during the pandemic. In any given year, the sample of test-takers likely differs from those not taking the test. Indeed, even in 2018/19, students contributing to the traditional value-added estimation differed from those not contributing in terms of sex, race, free/reduced price lunch status, LEP status, and disability status. However, in 2020/21 the composition and number of test takers changed. For instance, before the pandemic students identifying as female were more likely to be test takers; however, in 2020/21 there were no differences by sex in the odds of contributing to the value-added estimation. There were also changes in the racial and socioeconomic composition of test takers during the pandemic compared to before. These differences merit caution when comparing 2020/21 results to value-added results from prior years as well as drawing conclusions about the extent to which gap-year performance reflects what the school did for *all* its students.

Each school's performance on value added is compared to all other schools in the state (that had at least 15 test takers) and to the schools in which its students would otherwise have attended had they not attended the charter (hereafter referred to as the relevant comparison schools). Relative school performance is reported for each subject-area or course exam taken by

at least 15 students in a school, as well as for the cross-subject average of end-of-course and end-of-grade exams.

Key findings are:

State charter schools serve diverse student bodies, and many provide learning environments that differ from those of traditional public schools. State charter schools vary along multiple dimensions, including grade levels, student demographics, instructional mode (face-to-face or virtual), curricular focus and geographic area served.

- Grade Levels
    - Many state charters (13 of 38) serve a combination of elementary (K-5) and middle grades (6-8).
    - Nine serve only elementary grades.
    - One serves only middle school grades.
    - Three serve only high school grades (9-12).
    - Ten schools serve elementary, middle and at least some high school grades.
    - The remaining three schools serve both middle and high school grades.
- Student Demographics
    - Four of the 38 schools are single-gender schools.
    - At 14 schools, African-American enrollment is 90 percent or more.
    - For 11 schools, over half of students are directly certified, a proxy for economically disadvantaged that is defined as living in households receiving SNAP or TANF benefits, foster youth, unaccompanied youth, or are classified as homeless or migrants.

One state charter school serving elementary grades performs at a level that one can say with 95 percent confidence is above the average public elementary school in the state with a similar student population.

- 31 state charter schools serve elementary grades.
- For one school, the cross-subject average performance is above the state average for all elementary schools at a level that is statistically significant.
- For twelve schools, the cross-subject average performance is not distinguishable from the state average for all elementary schools in terms of statistical significance.
- For eight schools, the cross-subject average performance is below the state average for all elementary schools at a level that is statistically significant.
- Ten schools had fewer than 15 tested students; therefore, their performance cannot be reported.

A majority of state charter schools serving elementary grades perform at a level that is statistically indistinguishable from the average of public elementary schools their students were otherwise zoned to attend.

- Of the 21 state charters serving 5th graders with enough tested students, 14 have cross-subject average ELA and Math performance that is statistically indistinguishable from the average elementary school their students were otherwise zoned to attend.
- For 6 schools, the cross-subject average performance is statistically lower than the average of all elementary schools in their relevant comparison group.

- For 1 charter school, the cross-subject average performance was above that of the average elementary school in its relevant comparison group.

- Ten schools had fewer than 15 tested students; therefore, their performance cannot be reported.

Over half of state charter schools serving middle grades perform at a level that is statistically indistinguishable from the average public middle school in the state with a similar student population.
- Twenty-six state charter schools serve middle grades.

- For 6 schools, their cross-subject average performance is above the state average for all middle schools at a level that is statistically significant.

- For 16 state charter schools, their cross-subject average performance is indistinguishable from the state average for all middle schools.

- For 4 state charter schools, their cross-subject average performance is below the state average for all middle schools at a level that is statistically significant.

10 state charter schools serving middle grades performed at a level that is clearly better than the average of all middle schools in which their students were otherwise zoned to attend.
- 9 schools cross-subject ELA and Math performance is higher than the average middle school in its relevant comparison group.

- For 13 schools, the cross-subject average performance is indistinguishable from the average middle school in their relevant comparison group.

- For 4 of the eleven non-statewide schools, the cross-subject average performance is below the average middle school in their relevant comparison group.

Just under half of state charter schools serving high school grades perform at a level that is statistically higher than the average public high school in the state.
- 13 state charter schools serve grades 9-12.

- In 6 high schools, their cross-subject average performance is statistically higher than the state average for all high schools.

- In 3 high schools, their cross-subject average performance is indistinguishable than the state average of all high schools.

- In 4 high schools, their individual test-school performance is below the state average.

Just under half of state charter schools serving high school grades perform at a level that is statistically higher than the average public high school in which their students were otherwise zoned to attend.
- In 6 high schools, their cross-subject average performance is statistically higher than the state average of their relevant comparison group.

- In 4 high schools, their cross-subject average performance is indistinguishable than the state average of their relevant comparison group.

- In 3 high schools, their individual test-school performance is below the average of their relevant comparison group.

I. Introduction and Background

Thirty-eight state charter schools operated in Georgia during the 2020/21 school year. 8 of these schools either began operations in 2020/21 or did not have enough test-takers or students in grades that are tested to be evaluated, so this report includes performance metrics for the remaining 31 schools. Even though the current State Charter Schools Commission (SCSC) has only been in operation since 2013, a number of the state charter schools began operation well before 2013. Some charters schools were originally formed as state chartered special schools or were initially chartered by the original Georgia Charter Schools Commission, which was declared unconstitutional by the Georgia Supreme Court.[1] Table 1 summarizes information about all 39 schools that operated during the 2020/21 school year. The information provided includes when the school opened, whether it is affiliated with an educational service provider (ESP), grades served, school model, and attendance zone. The 39 schools vary in their structure, mission, and service area.

The state charter schools also vary considerably in the populations of students they serve, as illustrated in Table 2. There is considerable diversity in student racial composition, proportions of Limited English Proficiency (LEP) students, students eligible for Free/Reduced-Price Lunch (FRL), Direct Certification Students, and Students with Disabilities (SWD).

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[1]Details on the history of charter schools in general and more specifically state chartered schools, are contained in Georgia Department of Education (2012).

Table 1: General Characteristics of State Charter Schools

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Academy for Classical Education	2019	No	K-12	Classical Education Model	Statewide
Atlanta Heights	2010	National Heritage Academies	K-8	Tiered instruction based on individual learning needs	Atlanta Public Schools
Atlanta Unbound Academy	2020	No	K; 6	Reading Comprehension and Literacy	Statewide
Baconton Community Charter	2019	No	K-12	Dual-enrollment offerings	Baker, Dougherty, Lee, Mitchell, Worth
Brookhaven Innovation Academy	2016	No	K-8	Compass Learning: cross-curricula, STEM-focused; project-based K-8 coding curriculum; Extended Day/Year	Statewide
Cherokee Charter Academy	2011	Charter Schools USA	K-8	Problem-based learning	Cartersville City, Marietta City, Bartow, Cherokee, Cobb, and Pickens
Cirrus Academy Charter	2016	No	K-8	STEM + Arts	Statewide
Coastal Plains Education Charter	2017	No	9-12	Self-paced, individualized, evening high school for students struggling at other schools; Year-round	Statewide

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Coweta Charter Academy	2010	Charter Schools USA	K-8	STEAM, blended learning	Coweta, Meriwether, Spalding
D.E.L.T.A. STEAM Academy	2020	No	K; 3	STEAM, elements of project-based learning; extended days and teacher looping	Douglas, Fulton, Cobb, and Atlanta Public Schools
DuBois Integrity Academy	2015	No	K-5	GA Common core standards with STEM and Arts integration	Clayton County
Ethos Classical Charter School	2019	No	K-1; 4	Classical Education Model	Atlanta Public Schools and Fulton County
Foothills Education Charter High School	2015	No	9-12	Self-paced, individualized, evening high school for students struggling at other schools; Year-round	Statewide
Fulton Leadership Academy	2010	No	6-12	STEM with focus on aviation and aeronautics - partnership with Civil Air Patrol; Single-gender	Atlanta Public Schools, Clayton, Fulton
Furlow Charter School	2020	No	K-12	Project-based learning; extended day for fine arts and foreign language instructions, teacher looping	Sumter

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Genesis Academy for Boys	2017	No	K-9	College preparatory; Extended Day/Week/Year; Single-gender	Statewide
Genesis Academy for Girls	2017	No	K-9	College preparatory; Extended Day/Week/Year; Single-gender	Statewide
Georgia Connections Academy	2011	Connections Academy	5-12	Virtual offerings; Online Curriculum	Statewide
Georgia Cyber Academy	2014	K12 Inc.	K-12	Virtual offerings; Online Curriculum	Statewide
Georgia Fugees Academy Charter School	2020	Fugees Family, Inc.	6-12	English language acquisition and foundational skills for refugee and immigrant students	Statewide
Georgia School for Innovation and the Classics	2015	No	K-11	Classical education approach with career pathways for secondary students (Linguistics, Nuclear Tech, Sustainable Ag, Entertainment Tech)	Statewide
International Academy of Smyrna	2017	No	K-5	International Baccalaureate Program, Primary and Middle Years programs	Cobb County School District
International Charter Academy of Georgia	2018	No	K-5	Dual language program, English/Japanese	Statewide

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
International Charter School of Atlanta	2015	No	K-8	Language immersion emphasis (French, German, Spanish, Mandarin)	Statewide
Ivy Preparatory Academy Inc	2011	No	K-8	Curriculum is entirely College Preparatory. Saturday Academy is available to struggling students; Extended Day/Week/Year; Single-gender	DeKalb County and Atlanta Public Schools
Liberty Tech Charter School	2016	No	K-8	Classical/STEM hybrid, House System to learn college and career readiness, physical education daily; Extended Year: 210 days	Statewide
Mountain Education Charter School	2007	No	9-12	Self-paced, individualized, evening high school for students struggling at other schools; Year-round	Statewide
Odyssey School	2004	No	K-8	Multi-age classrooms - students grouped by skill level/Looping: students remain with teacher two years	Coweta County
Pataula Charter Academy	2010	No	K-12	Expeditionary Learning: project based lectures and curriculum delivery/Looping: students remain with teacher for two years	Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell
Resurgence Hall	2017	No	K-3	Emphasis on computer science, design-thinking and literacy and use of blended learning; Extended Day/Year	Atlanta Public Schools and Fulton County

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
SAIL – School for Arts-Infused Learning	2017	No	K-8	Arts-infused learning with robust fine arts and foreign language program, multiple year looping	Statewide
Scintilla Charter Academy	2015	No	K-6	Project-based learning with emphasis on service learning	Brooks, Lowndes, Valdosta City
SLAM Academy of Atlanta	2018	SLAM Foundation, Inc.	K-5	Sports-themed, STEM program in elementary grades (K-5), Career-oriented model in secondary grades (6-7)	Atlanta Public Schools
Southwest Georgia STEM Charter	2016	No	PK-9	Interdisciplinary, place-based paired with STEM	Statewide
Spring Creek Charter Academy	2019	No	K-7	Project-based learning	Decatur, Miller, Seminole
Statesboro STEAM Academy	2002	No	6-12	Multi-age classrooms - students grouped by skill level; Year-round	Bulloch County
Utopian Academy for the Arts	2014	No	6-8	Expeditionary Learning Curriculum. Single-gender instructional approach, and classes in the dramatic, media, and culinary arts; Extended Day/Week/Year	Clayton County

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Yi Hwang Academy of Language Excellence	2020	No	K-5	Language immersion emphasis (Korean, Mandarin)	Statewide

Sources: Georgia Department of Education (2010), Georgia Department of Education (2011), Georgia Department of Education (2016b), Georgia Department of Education (2016d), individual-level data from GA•AWARDS and state charter school websites.

Table 2: Students Served by State Charter Schools

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Academy for Classical Education	51.0	69.6	15.6	3.5	11.3	0.0	8.9	1.4	4.0
Atlanta Heights	52.6	0.0	91.5	6.5	2	95.6	74.7	5.6	8.8
Atlanta Unbound	41.8	1.1	92.3	4.4	2.2	0.0	59.3	0.0	8.8
Baconton	48.4	72.4	17.1	7.8	2.7	56.4	33.4	1.0	11.5
Brookhaven	49.8	17.8	42.9	24.0	15.3	11.4	23.0	10.0	8.8
Cherokee	49.4	52.1	20.1	20.8	7	14.7	18.7	8.6	15.0
Cirrus	50.2	1.7	94.2	1.3	2.8	0.0	77.6	0.0	4.9
Coastal Plains	54.6	57.0	25.5	12.3	5.2	33.7	27.6	2.2	13.2
Coweta	48.9	69.2	13.9	8.3	8.6	4.6	17.8	1.7	12.2
D.E.L.T.A. STEAM	53.3	0.0	98.9	1.1	0.0	100.0	37.8	0.0	4.4
DuBois	51.6	0.2	92.2	3.9	3.7	0.0	61.3	3.7	7.7
Ethos Classical	50.8	2.0	95.6	2.0	0.4	78.0	61.4	0.0	6.0
Foothills	45.7	50.5	33.1	11.4	5	60.5	25.2	2.0	16.2
Fulton Leadership	0.0	0.0	96.2	2.1	1.7	53.8	42.5	0.0	17.8
Furlow	50.8	60.4	16.4	15.1	8.1	0.0	36.3	3.7	10.3
Genesis - Boys	0.0	0.3	90.2	8.5	1	48.9	40.6	5.6	10.4
Genesis - Girls	100.0	0.6	91.4	6.9	1.1	52.4	40.4	3.3	5.0
GA Connections	53.9	45.0	37.0	9.1	8.9	36.0	25.2	0.5	13.2
GA Cyber	51.4	35.6	45.8	8.6	10	36.1	40.4	1.5	14.5
GA Fugees	38.4	16.1	45.5	0.0	38.4	0.0	61.4	77.3	1.8
GA Innovation	50.0	75.5	12.8	6.3	5.4	0.0	19.9	0.0	10.6
Harriet Tubman	43.5	0.0	99.2	0.8	0	0.0	73.2	0.8	4.0
International - Smyrna	53.9	0.8	71.6	21.6	6	53.9	40.4	12.5	5.9
International - Georgia	52.4	6.3	20.9	10.5	62.3	0.5	6.5	40.9	2.6

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
International - Atlanta	54.6	35.1	24.3	23.0	17.6	1.0	7.8	3.7	6.4
Ivy Prep. – Kirkwood	100.0	0.0	92.9	5.5	1.6	79.6	57.6	0.8	8.2
Liberty Tech	48.1	59.5	26.8	6.4	7.3	8.5	14.1	0.2	13.5
Mountain Ed.	49.1	74.1	4.9	16.4	4.6	25.4	24.9	4.3	15.4
Odyssey	46.8	44.4	40.6	8.5	6.5	43.9	27.1	2.1	12.0
Pataula	50.1	63.8	27.5	5.6	3.1	55.2	34.6	0.7	12.4
Resurgence Hall	53.0	0.3	97.6	1.5	0.6	76.2	44.8	0.0	11.3
SAIL	59.1	61.9	16.5	12.7	8.9	13.2	12.1	0.9	10.0
Scintilla	49.0	55.0	31.3	6.4	7.3	40.7	28.0	0.2	13.6
SLAM	49.5	0.0	93.5	6.5	0	75.3	80.4	0.0	9.7
Southwest GA	49.6	71.7	16.7	7.8	3.8	65.8	59.2	0.3	13.7
Spring Creek	50.0	65.9	25.0	4.1	5	56.2	45.0	1.2	10.0
Statesboro STEAM	44.0	59.5	32.1	3.6	4.8	53.0	23.8	0.0	19.6
Utopian	51.5	0.2	90.6	6.9	2.3	0.0	57.6	1.0	14.8
Yi Hwang	49.6	6.7	10.9	7.6	74.8	0.0	11.3	24.3	3.4

Note: For the purposes of this table, students who attended more than one school were attributed to the school where they attended the longest period of time during the school year. Other race includes Asian, American Indian, and Multiracial; these are combined into one group because in most instances the cell size is small.

Source: Individual-level student data from the GA•AWARDS system and school-level data on direct certification and school-wide subsidized lunch programs from the Governor's Office of Student Achievement.

II. Results – All State Charters

A. Value-Added Model Estimates During the COVID-19 Pandemic

The COVID-19 pandemic presented myriad challenges for schools, including concerns over health and safety, changes to the mode of delivery of instruction (e.g. online lessons), and disruptions to standardized testing. During the 2019/20 school year, the U.S. Department of Education allowed states to not administer standardized tests, and Georgia applied for and received a waiver. During the 2020/21 school year, results of standardized tests were not used for student promotion and retention decisions, making testing largely optional. As a result, test taking rates were lower in the 2020/21 school year compared to before the pandemic. For instance, in 2018/19 roughly 90% of 3rd through 12th grade students in Georgia participated in testing compared to 56% in 2020/21.[2]

A primary method employed by states to evaluate the impact of schools on student achievement is a value-added model (VAM).[3] A "traditional VAM" compares the actual test score of each student to the score that is predicted for that student based on their prior-year scores and observable characteristics. The value-added estimate is the result of a two-step process. In the first step, the difference between a student's actual score and their predicted score (which is based on their observable characteristics) is computed, then these differences are averaged across all tested students in a school. In the second step, adjustments to a school's score are made to account for the differences in the population of students it serves.

The disruptions to testing that arose from the COVID-19 pandemic present several challenges to estimating student performance based on a traditional VAM approach. First, the absence of 2019/20 test scores requires that value added be calculated over a two-year period (i.e. growth from 2018/19 to 2020/21), referred to here as a "gap-year VAM", instead of adjacent years (i.e. growth from 2019/20 to 2020/21). A recent study by researchers at the University of Missouri demonstrated that estimated value added from gap-year VAMs and traditional VAMs are strongly correlated (Fazlul, Koedel, Parsons, and Qian 2021). In their study, they used data from before the pandemic to calculate value added traditionally and also simulate a gap year in testing. The correlation between estimates from the two approaches ranged from 84% to 88%, suggesting a high degree of similarity. Employing the Fazlul et al. (2021) approach to Georgia data yields similar results. To test the correlation between both approaches in Georgia, 2018/19 data were used to estimate the traditional (2017/18 to 2018/19) and gap-year (2016/17 to 2018/19) approaches. In Georgia, the correlation between estimates from both approaches was 71.4% for elementary schools, 87.7% for middle schools, and 97.2% for high schools, in line with the findings from Missouri.[4]

A second challenge revolves around the fact that even when tests were offered in 2020/21, not all students took them. Due to pandemic conditions and the fact that 2020/21

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[2] These percentages are based on matches between all those in grades 3 through 12 in the student enrollment files and those in the student assessment files that were matched.

[3] Georgia also uses student growth percentiles (SGP) to assess student and school performance, but SGPs were not calculated by GOSA in 2020/21 and are thus not included as part of this report.

[4] The correlations are from comparing traditional and gap-year VAMs in 2018/19 are available in Appendix C. In the school results presented below, traditional VAM and gap-year VAM estimates are reported for comparison purposes. In the vast majority of cases, conclusions drawn between approaches remained the same, though some differences emerge.

standardized tests were not used for student promotion and retention decisions, test-taking rates in that year varied across schools in the state. Even though there were fewer test takers during the pandemic, only around 1.9% of elementary schools, 8.4% of middle schools, and 10.5% of high schools had fewer than 15 tested students. Like past reports, only schools with at least 15 tested students will contribute to the estimation. The gap-year VAM estimates in Fazlul et al. (2021) required at least 10 tested students and were shown to be reliable at this threshold.

A third challenge revolves around changes in the composition of test takers before and during the pandemic. In any given year, the sample of test-takers likely differs from those not taking the test. Indeed, even in 2018/19, students contributing to the traditional value-added estimation differed from those not contributing in terms of sex, race, free/reduced price lunch status, LEP status, and disability status. However, in 2020/21 the composition and number of test takers changed. For instance, before the pandemic students identifying as female were more likely to be test takers; however, in 2020/21 there were no differences by sex in the odds of contributing to the value-added estimation. There were also changes in the racial and socioeconomic composition of test takers during the pandemic compared to before. These differences merit caution when comparing 2020/21 results to value-added results from prior years as well as drawing conclusions about the extent to which gap-year performance reflects what the school did for *all* its students.

Estimates from gap-year and traditional VAMs are interpreted similarly, with two important caveats: 1) gap-year VAM is growth over two years rather than one; and 2) the sample of test takers can be different making comparisons over time difficult. By construction, the average school (weighted by the count of students) at a given grade grouping (elementary, middle or high school) in Georgia has a school effect of zero in the value-added model (controlling for individual and school-level student characteristics). The performance of each school in a given grade grouping is measured relative to this weighted average. Thus, a positive estimated value for an elementary school's effect indicates that students attending that school experience greater growth in achievement than do students with the same observable characteristics at schools serving similar student populations. Negative values do not mean that the achievement of the school's students fell during the year. Instead, a negative school effect indicates the gap between that school's contribution to student achievement and the contribution of the average school serving a similar student population (measured in standard deviation units). For example, a value of -0.10 means that a school's effect on student achievement is 0.10 standard deviations below that of the average of all schools in the state, where each school's contribution is based on their student's performance controlling for both individual-level student characteristics and prior test scores as well as school-level characteristics. In the same way, a value of 0.10 means that a school's effect is 0.10 standard deviations above the average of all schools in the state, where each school is being compared to schools serving observationally similar student bodies. To put this in perspective, reducing class size in elementary grades by seven students is associated with a 0.10 to 0.20 standard deviation increase in student achievement (Whitehurst & Chingos (2011)) and the difference in the effectiveness of a first-year teacher and one with three years of experience is about 0.07 standard deviations (Dee & Wyckoff (2015)).

The value-added effects for schools are statistical estimates and carry some degree of uncertainty. Along with the estimated effects, the value-added model generates a measure of the uncertainty of each school's effect, the estimated standard error. The estimated standard errors can be used to develop confidence intervals around each school's estimated impact on student achievement. With a confidence interval of approximately plus-or-minus two standard

errors, one can be 95 percent confident that the true school effect lies in that range. Thus, for example, if a school's estimated effect is 0.50 and the standard error is 0.10, one can be 95 percent confident that the true effect lies in the range of 0.30 to 0.70. This information can then be used to determine how confident we are that a given school's performance is above, below, or equal to the average school. The standard errors and confidence intervals will generally be smaller as the number of students per school increase. The estimated school effect on achievement will vary with the performance of individual students. In a small school, random events like a student having a poor night's sleep or getting "lucky" in his/her guesses on an exam will have a larger impact on the school's overall effect, creating more uncertainty in the true school effect; whereas in a large school, such random events will tend to cancel out. Thus, for example, the Georgia Cyber Academy, which has the largest enrollment of any state charter school, correspondingly tends to have the smallest confidence interval.

Separate estimates are presented for different grade groupings and for different subjects. In addition, an estimated effect on average performance across all subjects in each grade grouping is produced. Thus, for example, a charter serving grades K-8 receives two value-added scores in Math, one for its impact on Math achievement of students in elementary grades (grade 5)[5] and another for its impact on students in middle grades (grades 6-8).

B. Summary of Findings

A total of 9 figures comparing the school value-added for each charter school to the state-wide average are presented in this section. For both elementary grades and middle grades there are three figures: one for Math, one for English language arts (ELA), and another for the cross-subject average of Math and ELA. At the high school level, there are three figures depicting school performance derived from student scores on end-of-course exams in Math and language arts: American Literature and Algebra 1, and the cross-subject average of these subjects.[6]

Amongst the 21 charters serving elementary grades, 12 performed at a level that is not statistically different from the average of schools with similar student populations at the same grade group in Georgia; 8 performed lower than average; 1 performed higher than average. Amongst the 26 charters serving middle school grades, 16 performed at a level that is not statistically different from the average of schools with similar populations; 4 performed below average; and 6 performed above average. For the 13 charters serving high school students, 3 performed statistically similar to the average of schools serving a similar student population; 4 performed below; and 6 performed above. A similar pattern emerges when focusing on subject-specific performance measures.

The comparisons with state averages provide an overall picture of state charter school performance. More relevant are comparisons between individual state charter schools and traditional public schools in which the charter students would have attended in the absence of the charter. Following the 9 figures that combine results for all state charters, Section III presents

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5 Note that students in 4th grade will not contribute to gap-year VAM estimates. This is because gap-year VAM requires a score from two years prior, and testing is not performed in second grade. Only 5th graders will contribute to elementary gap-year VAM estimates.

6 Several other end-of-course exams were administered in 2020/21, 9th Literature, Coordinate Algebra. Estimates for these tests are not reported because none of the current SCSC schools had a sufficient number of students (15 or more) taking the exam to yield reliable VAM estimates. The remaining tests are not related to math or ELA, so are excluded to maintain comparability to elementary and middle school results (i.e. , GEO and PHS).

individual school summaries as well as comparisons to a relevant group of schools in which the students would have attended instead of the charter.

Figure 1: Value-added Schools Effects (School Fixed Effects (FE)) for Schools Serving Grade 5 – Average Across All Subjects [Statewide]
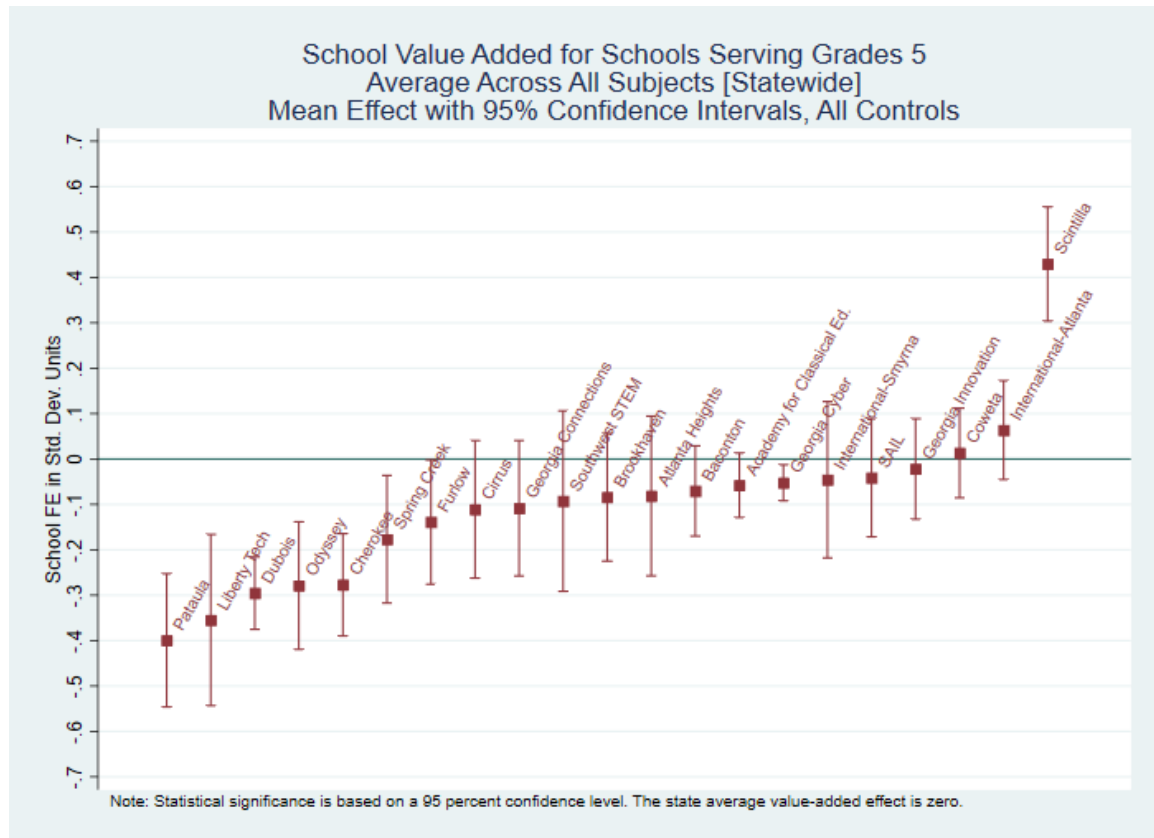
Figure 2: Value-added Schools Effects (School Fixed Effects (FE)) for Schools Serving Grade 5 – English Language Arts [Statewide]
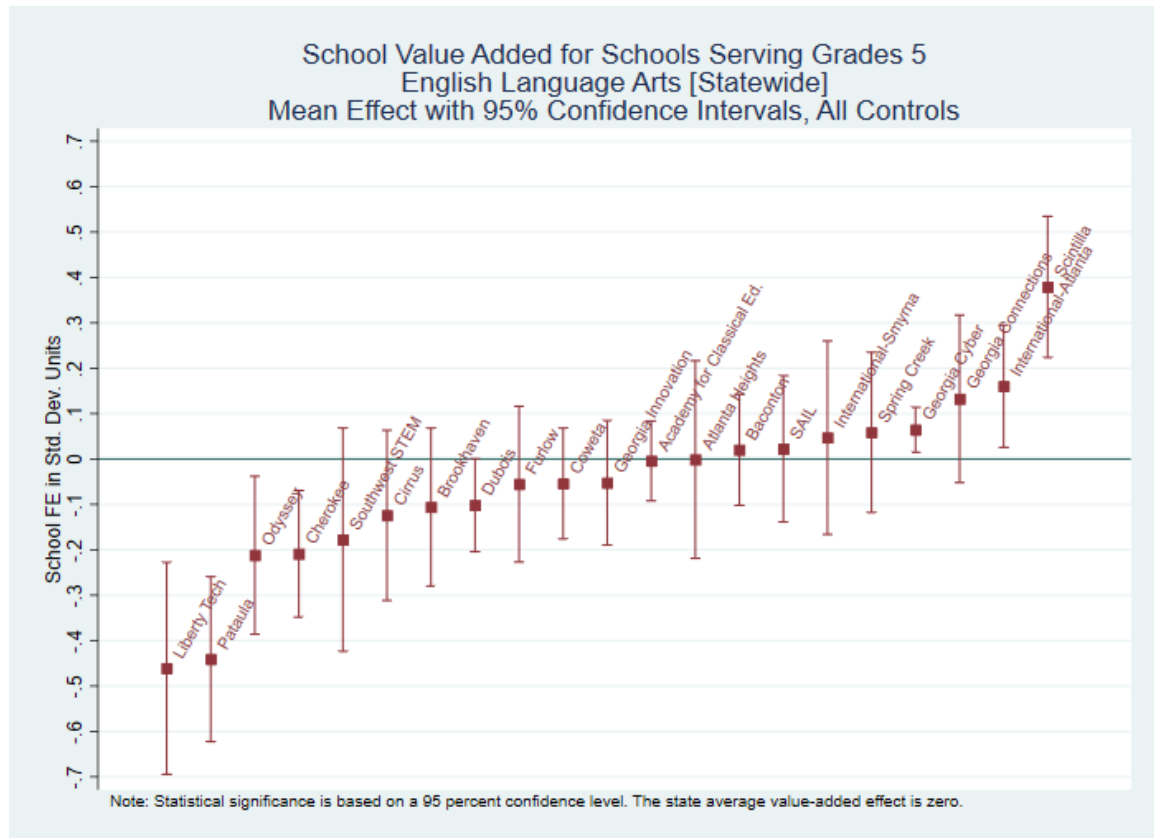
Figure 3: Value-added Schools Effects (School Fixed Effects (FE)) for Schools Serving Grade 5 – Math [Statewide]
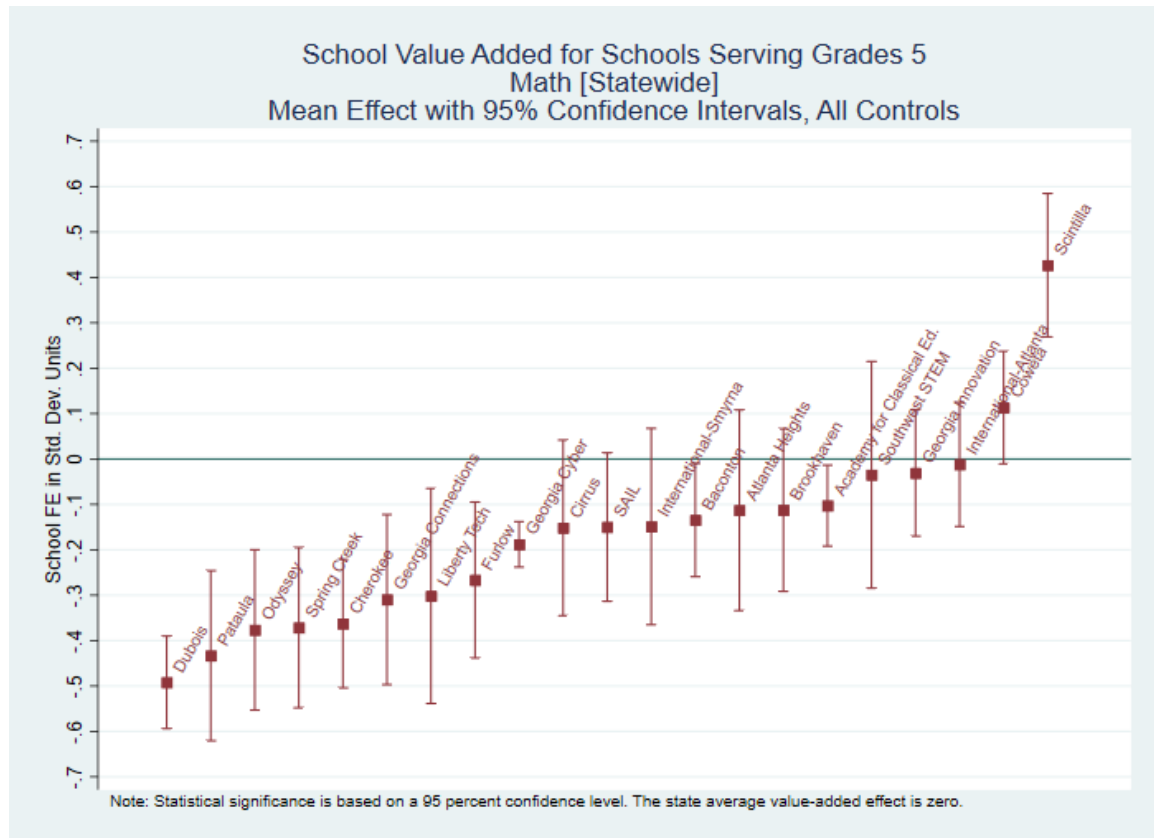
Figure 4: Value-added Schools Effects (School Fixed Effects (FE)) for Schools Serving Grades 6, 7, and 8 – Average Across All Subjects [Statewide]
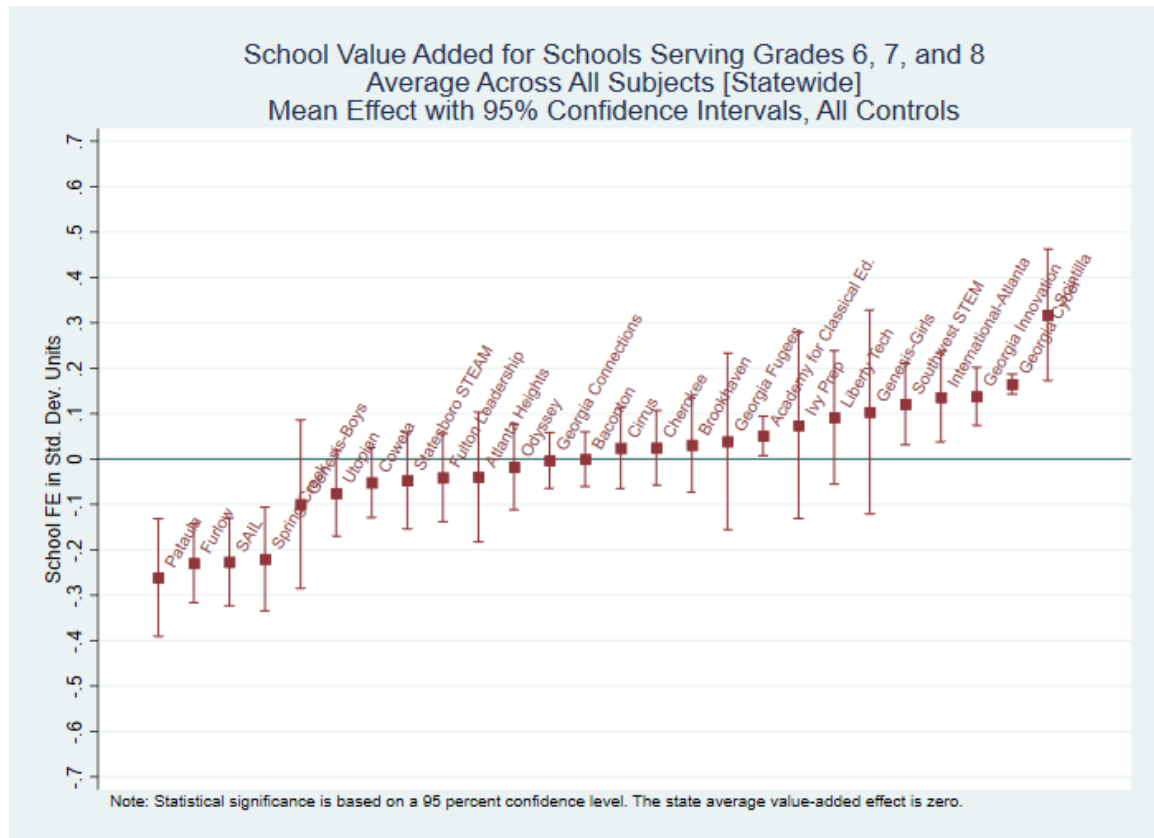
Figure 5: Value-added Schools Effects (School Fixed Effects (FE)) for Schools Serving Grades 6, 7, and 8 – English Language Arts [Statewide]

School Value Added for Schools Serving Grades 6, 7, and 8
English Language Arts [Statewide]
Mean Effect with 95% Confidence Intervals, All Controls

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.
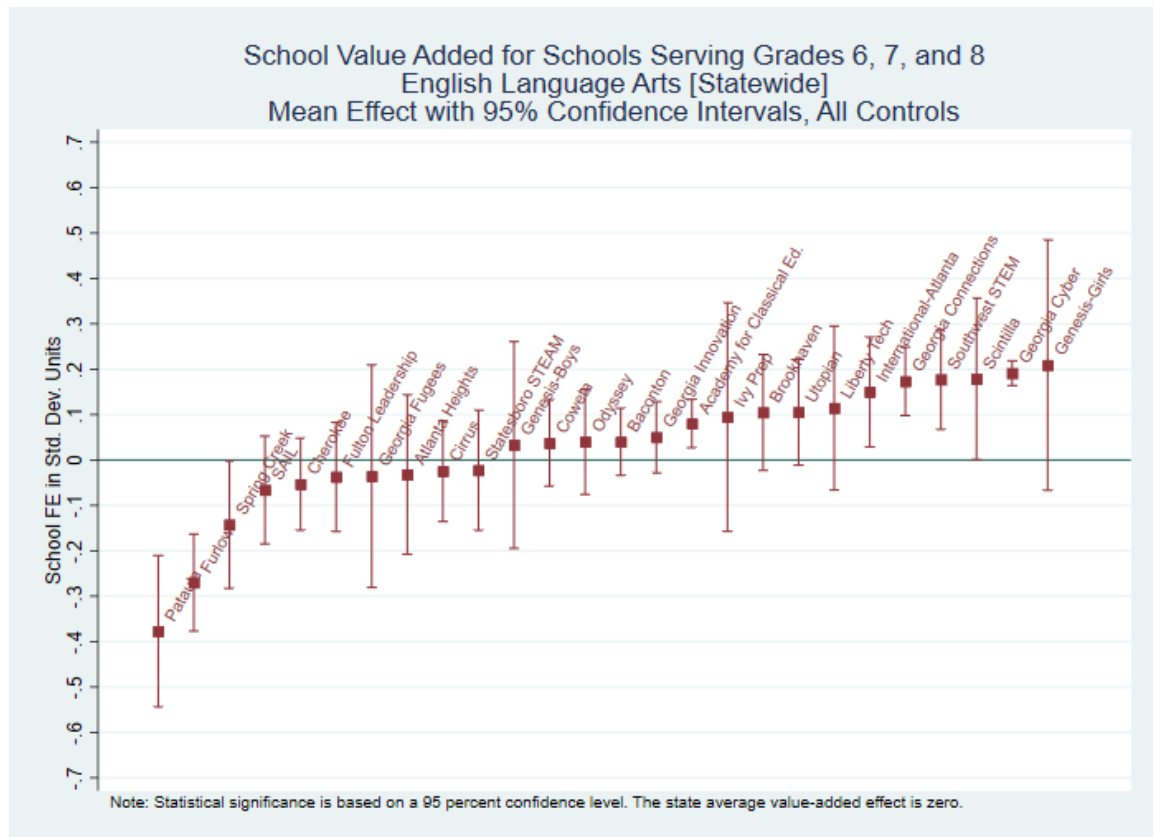
Figure 6: Value-added Schools Effects (School Fixed Effects (FE)) for Schools Serving Grades 6, 7, and 8 – Mathematics [Statewide]
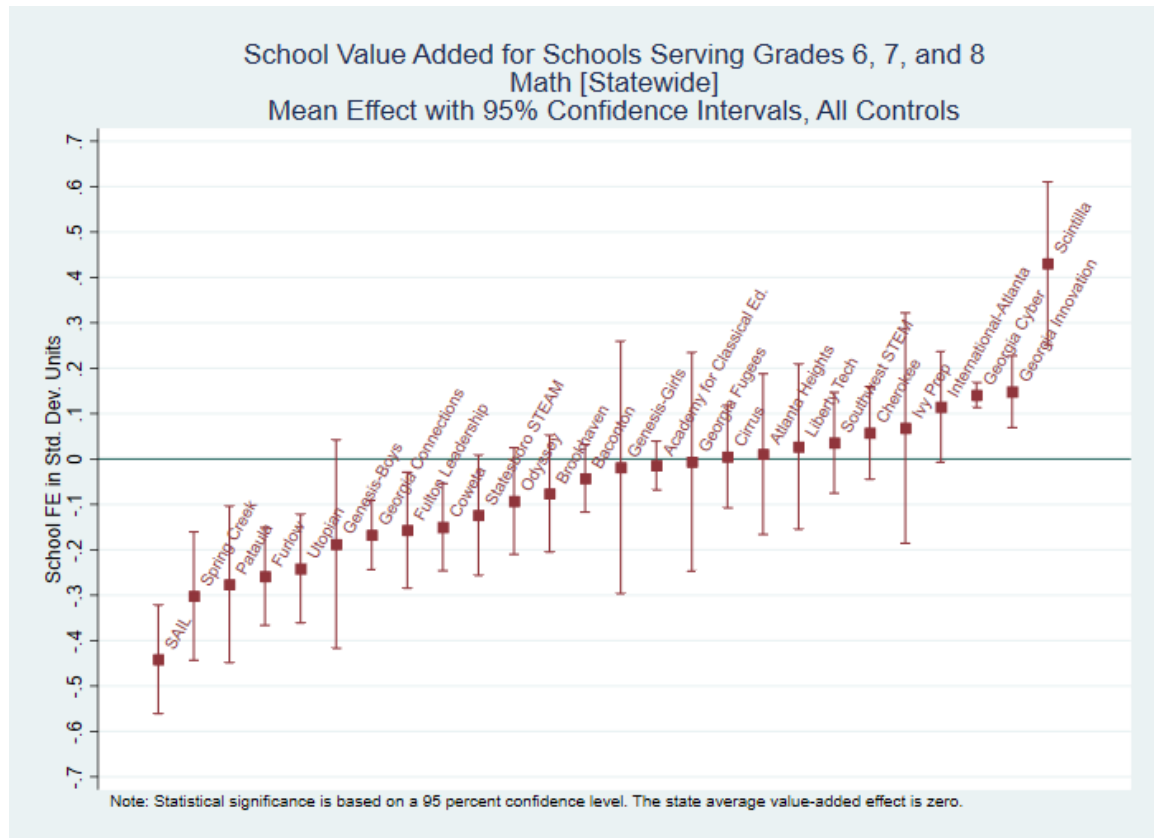
Figure 7: Value-added School Effects (School Fixed Effects (FE)) for Schools Serving Grades 9 through 12– Average Across All Subjects [Statewide]
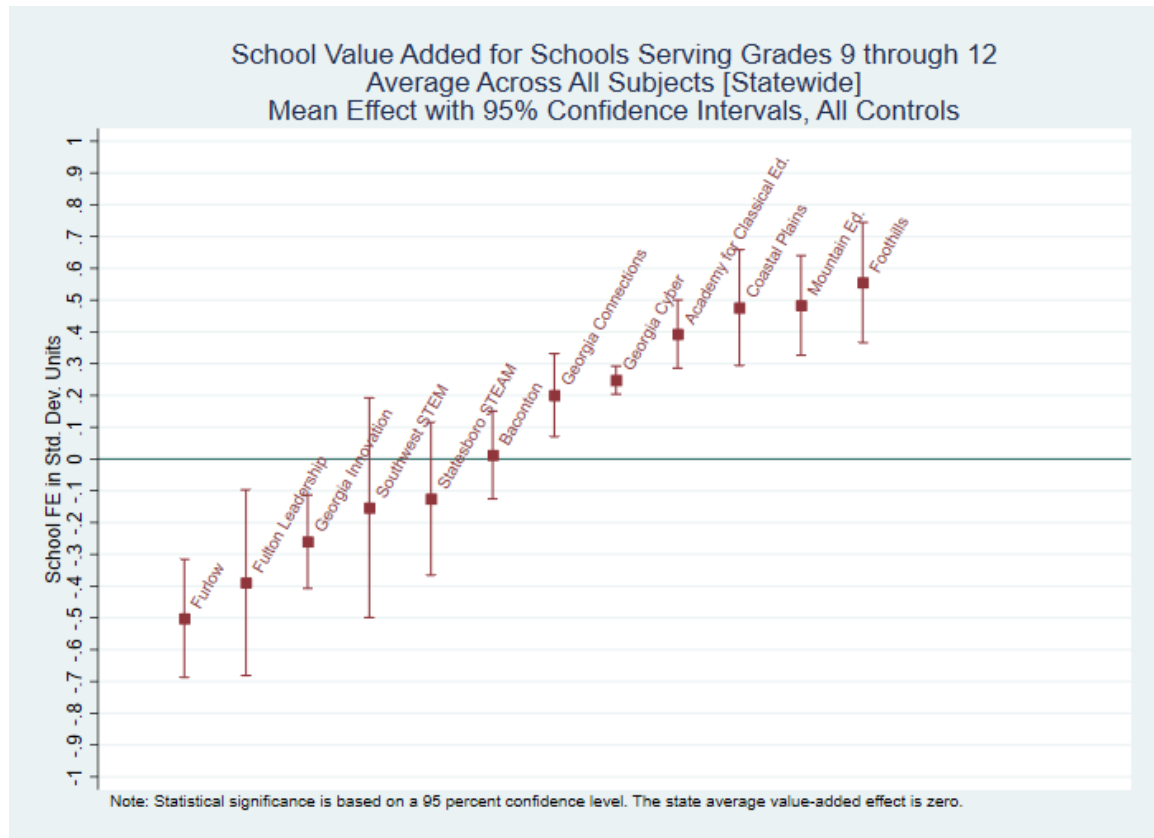
Figure 8: Value-added Schools Effects (School Fixed Effects (FE)) for Schools Serving Grades 9 through 12 – American Literature [Statewide]
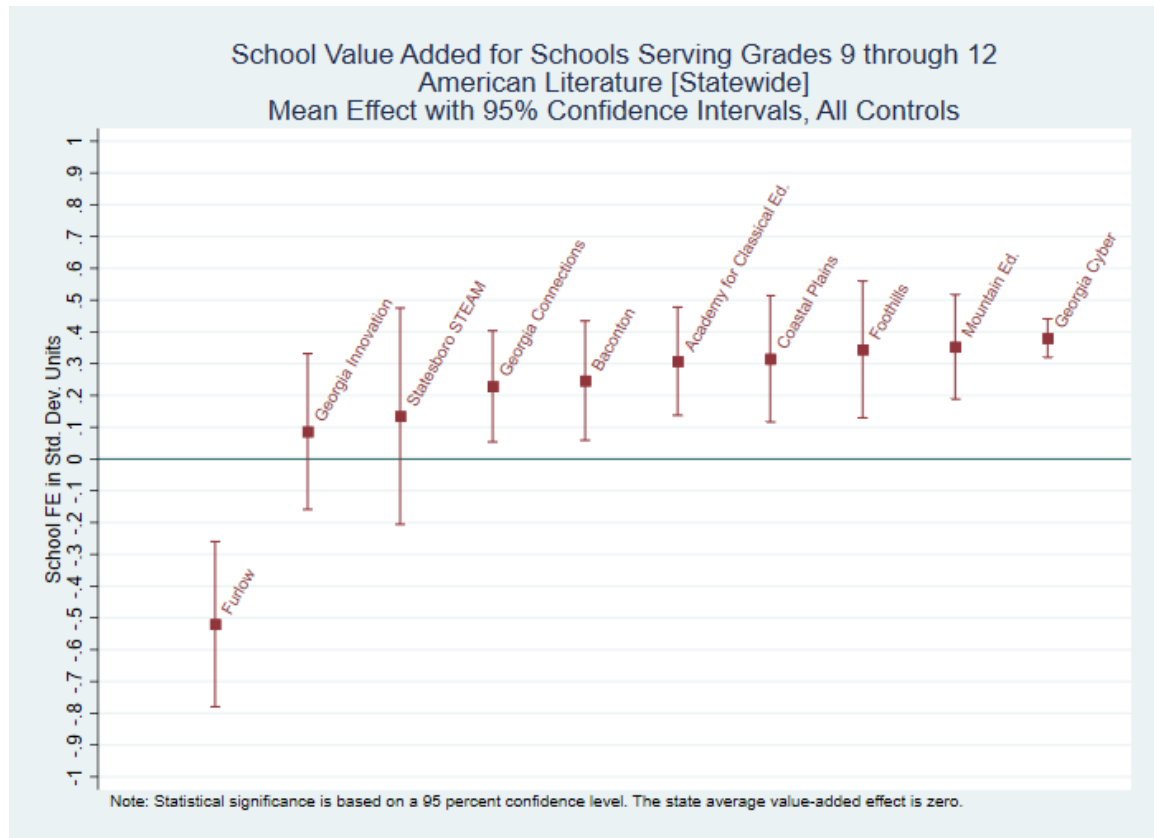
Figure 9: Value-added Schools Effects (School Fixed Effects (FE)) for Schools Serving Grades 9 through 12 – Algebra 1 [Statewide]
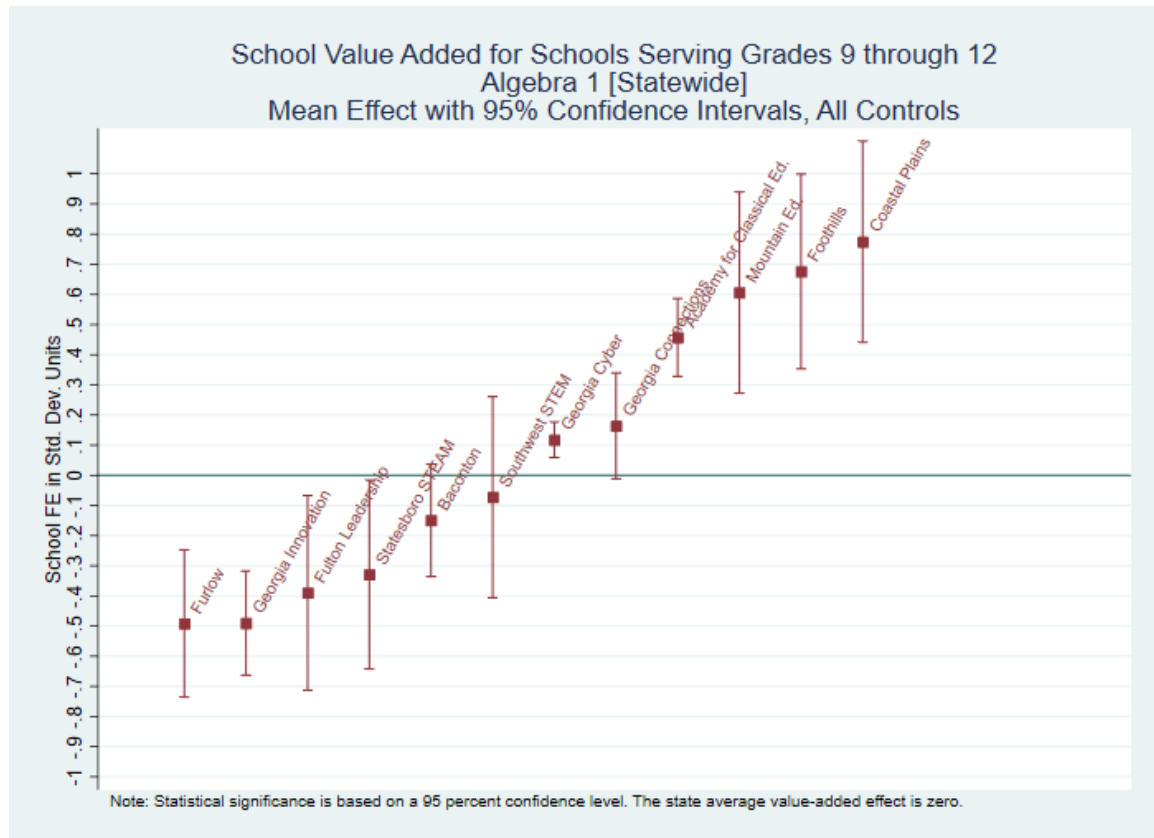
III. Results – Individual School Summaries

The following tables summarize both state and school-zone comparisons of performance for each state charter school. One estimate of school performance is reported based on the gap-year value-added model. The gap-year value-added model includes a multitude of available individual-level student characteristics (plus two-year prior test scores) and the school-level percentages of students with disabilities, limited English proficiency students, and students who are directly certified as controls.

For the gap-year value-added measure, a state percentile and relevant school comparison ranks are presented. The state percentile represents the proportion of schools in the state with a lower estimated school effect. Thus, for example, a state percentile of 60 means that 60 percent of schools in the relevant grade group rank below the school. Relevant school comparison ranks represent the position of a school relative to other schools in which the student would have otherwise attended if they did not enroll in the charter. The SCSC determined where every student would have attended in the absence of the state charter school, so for instance, even schools like Georgia Cyber that serve the entire state will still have a set of comparison schools based on the students in attendance at Georgia Cyber. A relevant school-comparison ranking of "5 out of 15" indicates that 4 schools from the relevant school comparison have higher scores and 10 have lower scores. The within-relevant school comparisons show how students would likely fare if a state charter were to close and a student then attended the average-performing school amongst those they would otherwise attend.

For the gap-year value-added metrics, a comparison between a school's gap-year performance in 2018/19 and its performance based on traditional value-added in that year, in addition to 2020/21. Estimates for these years are based on the same general two-step value-added approach.

Each school summary report is structured as follows:
- Key Findings
- General Characteristics
- Students Served
- Value-Added Results Summary by Grade Level and Subject
- Comparison of School Impact (relative to relevant comparison schools)
- Comparison of Summary Results from traditional and gap-year approaches in 2018/19

Academy for Classical Education

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across subjects is -0.058 in elementary grades, 0.051 in middle grades, and 0.393 in high grades.

- Academy for Classical Education's impact on student achievement is statistically similar to the state average in elementary grades and higher than the state average in middle and high grades.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Academy for Classical Education	2019	No	K-12	Classical Education Model	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Academy for Classical Education	51.0	69.6	15.6	3.5	11.3	0.0	8.9	1.4	4.0

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.058 Elementary / 0.051 Middle / 0.393 High
Average Overall School Effect of Comparison Schools: -0.024 Elementary / -0.059 Middle / -0.216 High

Academy for Classical Education's contribution to an elementary school student's average achievement across ELA and Math is similar to the

state average but higher for middle and high school students. The same pattern emerges when comparing relative to its relevant comparison schools. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	-0.0042	48	No	14 out of 38	-0.0371	No
Math	-0.1027	33	Lower	24 out of 38	-0.0300	No
All-Subject Average	-0.0579	36	No	24 out of 38	-0.0239	No
Middle						
ELA	0.0803	78	Higher	1 out of 14	-0.0388	Higher
Math	-0.0144	48	No	4 out of 14	-0.0890	Higher
All-Subject Average	0.0509	69	Higher	2 out of 14	-0.0587	Higher
High						
American Literature	0.3078	94	Higher	1 out of 14	-0.2330	Higher
Algebra 1	0.4572	96	Higher	1 out of 13	-0.1913	Higher
All Subject Average	0.3932	97	Higher	1 out of 14	-0.2162	Higher

Academy for Classical Education was not a state charter school during the 2018/19 reporting.

Atlanta Heights Charter School

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA is -0.081 in elementary grades and -0.0397 in middle grades.

- Atlanta Heights Charter School's impact on student achievement is statistically indistinguishable from the state average in elementary and middle grades, and indistinguishable from its comparison school average.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Atlanta Heights	2010	National Heritage Academies	K-8	Tiered instruction based on individual learning needs	Atlanta Public Schools

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Atlanta Heights	52.6	0.0	91.5	6.5	2	95.6	74.7	5.6	8.8

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.081 Elementary / -0.0397 Middle
Average Overall School Effect of Comparison Schools: -0.1089 Elementary / -0.0578 Middle

Atlanta Heights's contribution to an elementary and middle school student's average achievement across ELA and Math is statistically

indistinguishable to the state average and to other schools in its school comparison group. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	-0.0010	49	No	9 out of 27	-0.0952	No
Math	-0.1129	32	No	11 out of 26	-0.1545	No
All-Subject Average	-0.0814	32	No	12 out of 28	-0.1089	No
Middle						
ELA	-0.0320	38	No	7 out of 15	-0.0518	No
Math	0.0108	56	No	4 out of 15	-0.0838	No
All-Subject Average	-0.0397	38	No	6 out of 15	-0.0578	No
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)										
	2018/19 Traditional VAM				2018/19 Gap-year VAM				2020/21 Gap-year VAM		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA	0.0224	56	No		0.1156	80	No		-0.0010	49	No
Math	0.1506	90	Higher		0.2191	87	Higher		-0.1129	32	No
All-Subject Average	0.0839	81	Higher		0.1526	86	Higher		-0.0814	32	No
Middle											
ELA	0.0482	71	No		0.1229	91	Higher		-0.0320	38	No
Math	0.1037	82	Higher		0.0825	75	Higher		0.0108	56	No
All-Subject Average	0.0689	79	Higher		0.0821	80	Higher		-0.0397	38	No
High											
9th Grade Literature											
American Literature											
Algebra 1											
Coordinate Algebra											
Geometry											
All-Subject Average											

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Atlanta Unbound Academy

Key Findings

- It was Atlanta Unbound Academy's first year in the sample, so performance measures cannot be calculated. Too few test takers at middle grades.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Atlanta Unbound Academy	2020	No	K; 6	Reading Comprehension and Literacy	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Atlanta Unbound	41.8	1.1	92.3	4.4	2.2	0.0	59.3	0.0	8.8

Value-Added and SGP Results Summary by Grade Level and Subject

Not available.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Not available.

Baconton Community Charter School

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA is -0.0704 in elementary grades; -0.003 in middle grades; and 0.0127 in high grades.

- Baconton Community Charter School's impact on student achievement is statistically indistinguishable from the state average in elementary, middle and high grades. A similar pattern emerges when comparing against relevant comparison group schools.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Baconton Community Charter	2019	No	K-12	Dual-enrollment offerings	Baker, Dougherty, Lee, Mitchell, Worth

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Baconton	48.4	72.4	17.1	7.8	2.7	56.4	33.4	1.0	11.5

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.0704 Elementary / -0.003 Middle / 0.0127 High
Average Overall School Effect of Comparison Schools: 0.0106 Elementary / -0.0122 Middle / -0.0671 High

Baconton's contribution to an elementary and middle school student's average achievement across ELA and Math is statistically

indistinguishable from the state average and to other schools in the comparison group, but statistically higher for its high school students. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	0.0202	56	No	9 out of 14	0.0199	No
Math	-0.1344	29	Lower	12 out of 14	-0.0015	Lower
All-Subject Average	-0.0704	34	No	12 out of 14	0.0106	No
Middle						
ELA	0.0401	65	No	3 out of 11	-0.0292	No
Math	-0.0424	40	No	6 out of 11	-0.0033	No
All-Subject Average	-0.0003	53	No	6 out of 11	-0.0122	No
High						
American Literature	0.2467	90	Higher	1 out of 13	-0.0852	Higher
Algebra 1	-0.1493	28	No	6 out of 12	-0.0945	No
All-Subject Average	0.0127	55	No	6 out of 13	-0.0671	No

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Not available.

Brookhaven Innovation Academy

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA is -0.0842 in elementary grades and 0.0310 in middle grades.

- Brookhaven Innovation Academy's impact on student achievement is statistically indistinguishable from the state average in elementary and middle grades. Brookhaven's performance is also statistically indistinguishable from its elementary comparison schools; but higher in middle grades.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Brookhaven Innovation Academy	2016	No	K-8	Compass Learning: cross-curricula, STEM-focused; project-based K-8 coding curriculum; Extended Day/Year	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Brookhaven	49.8	17.8	42.9	24.0	15.3	11.4	23.0	10.0	8.8

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.0842 Elementary / 0.0310 Middle
Average Overall School Effect of Comparison Schools: -0.0458 Elementary / -0.0853 Middle

Brookhaven Innovation Academy's contribution to an elementary student's average achievement across ELA and Math is statistically indistinguishable from the average elementary and middle school in the state. Compared to other schools in its comparison group, Brookhaven is statistically indistinguishable at the elementary level but higher than average at the middle school level. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	-0.1059	22	No	72 out of 103	-0.0163	No
Math	-0.1125	32	No	64 out of 102	-0.0725	No
All-Subject Average	-0.0842	31	No	64 out of 103	-0.0458	No
Middle						
ELA	0.1048	83	No	2 out of 41	-0.0693	Higher
Math	-0.0763	31	No	23 out of 41	-0.0956	No
All-Subject Average	0.0310	64	No	3 out of 41	-0.0853	Higher
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | | | | | | |
| | 2018/19 Traditional VAM | | | | 2018/19 Gap-year VAM | | | | 2020/21 Gap-year VAM | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA	-0.2119	2	Lower		-0.1427	16	No		-0.1059	22	No
Math	-0.1617	9	Lower		-0.0927	31	No		-0.1125	32	No
All-Subject Average	-0.1578	4	Lower		-0.1064	23	No		-0.0842	31	No
Middle											
ELA	0.0321	64	No		0.0671	77	No		0.1048	83	No
Math	-0.0381	38	No		0.0294	59	No		-0.0763	31	No
All-Subject Average	0.0187	60	No		0.0749	79	No		0.0310	64	No
High											
9th Grade Literature											
American Literature											
Algebra 1											
Coordinate Algebra											
Geometry											
All-Subject Average											

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Cherokee Charter Academy

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA is -0.2771 in elementary grades and 0.0247 in middle grades.

- Cherokee Charter Academy's performance is not statistically lower from the state and school-attendance zone averages in elementary school grades, but is indistinguishable from the state average in middle grades and above the average of its school comparison group.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Cherokee Charter Academy	2011	Charter Schools USA	K-8	Problem-based learning	Cartersville City, Marietta City, Bartow, Cherokee, Cobb, and Pickens

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Cherokee	49.4	52.1	20.1	20.8	7	14.7	18.7	8.6	15.0

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.2771 Elementary / 0.0247 Middle
Average Overall School Effect of Comparison Schools: 0.0024 Elementary / -0.0632 Middle

Cherokee Charter Academy's contribution to an elementary student's average achievement across Math and ELA is lower than that of the average elementary school in the state and district. Its contribution to a middle school student's cross-subject average achievement is not

statistically different from the average middle school in the state and district. Compared to other schools in its comparison group, elementary performance is lower but middle school performance is higher. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	-0.2089	8	Lower	49 out of 52	0.0020	Lower
Math	-0.3626	7	Lower	51 out of 52	0.0036	Lower
All-Subject Average	-0.2771	5	Lower	52 out of 52	0.0024	Lower
Middle						
ELA	-0.0534	29	No	14 out of 21	-0.0380	No
Math	0.0575	69	No	3 out of 21	-0.0969	Higher
All-Subject Average	0.0247	62	No	6 out of 21	-0.0632	Higher
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Cherokee Charter Academy

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)								
	2018/19 Traditional VAM			2018/19 Gap-year VAM			2020/21 Gap-year VAM		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary									
ELA	-0.1753	5	Lower	-0.0948	25	No	-0.2089	8	Lower
Math	-0.4154	1	Lower	-0.3980	2	Lower	-0.3626	7	Lower
All-Subject Average	-0.2820	1	Lower	-0.2276	6	Lower	-0.2771	5	Lower
Middle									
ELA	0.1185	92	Higher	0.0820	81	No	-0.0534	29	No
Math	-0.1076	17	Lower	-0.1678	11	Lower	0.0575	69	No
All-Subject Average	0.0092	54	No	-0.0294	39	No	0.0247	62	No
High									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
All-Subject Average									

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Cherokee Charter Academy

Cirrus Academy Charter

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA is -0.1108 in elementary grades and 0.0241 in middle grades.

- Cirrus Academy Charter's performance is not statistically different than the state average in elementary and middle grades. Nor is it different from the comparison school average.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Cirrus Academy Charter	2016	No	K-8	STEM + Arts	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Cirrus	50.2	1.7	94.2	1.3	2.8	0.0	77.6	0.0	4.9

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.1108 Elementary / 0.0241 Middle
Average Overall School Effect of Comparison Schools: 0.0150 Elementary / -0.0537 Middle

Cirrus Academy Charter's contribution to an elementary and middle school student's average achievement across ELA and Math is not statistically different than the average elementary and middle school in the state, nor is it statistically different from other schools in its

comparison zone. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	-0.1242	18	No	23 out of 25	0.0215	No
Math	-0.1517	27	No	19 out of 25	-0.0097	No
All-Subject Average	-0.1108	25	No	21 out of 25	0.0150	No
Middle						
ELA	-0.0246	41	No	6 out of 11	-0.0325	No
Math	0.0052	55	No	2 out of 11	-0.0878	No
All-Subject Average	0.0241	62	No	3 out of 11	-0.0537	No
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The district average represents the simple average of the school effects of all schools in the relevant district or set of districts. Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Cirrus Academy Charter

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | | | | | | |
| | 2018/19 Traditional VAM | | | | 2018/19 Gap-year VAM | | | | 2020/21 Gap-year VAM | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA	-0.2145	2	Lower		-0.0404	40	No		-0.1242	18	No
Math	0.0236	57	No		-0.1339	25	No		-0.1517	27	No
All-Subject Average	-0.0566	26	No		-0.0409	39	No		-0.1108	25	No
Middle											
ELA	-0.0048	46	No		-0.0938	16	No		-0.0246	41	No
Math	-0.0437	36	No		-0.1277	17	Lower		0.0052	55	No
All-Subject Average	-0.0027	48	No		-0.0886	16	Lower		0.0241	62	No
High											
9th Grade Literature											
American Literature											
Algebra 1											
Coordinate Algebra											
Geometry											
All-Subject Average											

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Cirrus Academy Charter

Coastal Plains Education Charter High School

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA courses is 0.4761 in high school.

- Coastal Plains Education Charter's performance is higher than the state average in high school. It is also higher than its school comparison group.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Coastal Plains Education Charter	2017	No	9-12	Self-paced, individualized, evening high school for students struggling at other schools; Year-round	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Coastal Plains	54.6	57.0	25.5	12.3	5.2	33.7	27.6	2.2	13.2

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: 0.4761 High
Average Overall School Effect of Comparison Schools: 0.0779 High

Coastal Plains Education Charter's contribution to a high school student's average achievement across subjects is higher than the average high school in the state and its comparison group. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject

area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA						
Math						
All-Subject Average						
Middle						
ELA						
Math						
All-Subject Average						
High						
American Literature	0.3153	96	Higher	5 out of 63	0.0220	Higher
Algebra 1	0.7747	99	Higher	2 out of 57	0.1225	Higher
All-Subject Average	0.4761	98	Higher	4 out of 63	0.0779	Higher

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Coastal Plains Education Charter High School

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)										
	2018/19 Traditional VAM				2018/19 Gap-year VAM				2020/21 Gap-year VAM		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA											
Math											
All-Subject Average											
Middle											
ELA											
Math											
All-Subject Average											
High											
9th Grade Literature	0.3341	99	Higher		0.3899	99	Higher				
American Literature	0.0040	51	No		0.1695	95	No		0.3153	96	Higher
Algebra 1									0.7747	99	Higher
Coordinate Algebra											
Geometry					0.2957	94	No				
All-Subject Average	0.1856	93	Higher		0.3999	99	Higher		0.4761	98	Higher

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The district average represents the simple average of the school effects of all schools in the relevant district or set of districts. Schools with a statewide attendance zone have no comparison district.

Coastal Plains Education Charter High School

Coweta Charter Academy

Key Findings

- The value-added estimate of the school's impact on student achievement across Math and ELA is 0.0133 in elementary grades and -0.0519 in middle grades.

- Coweta Charter Academy's performance is indistinguishable from the state and school comparison average in elementary and middle school

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Coweta Charter Academy	2010	Charter Schools USA	K-8	STEAM, blended learning	Coweta, Meriwether, Spalding

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Coweta	48.9	69.2	13.9	8.3	8.6	4.6	17.8	1.7	12.2

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: 0.0133 Elementary / -0.0519 Middle
Average Overall School Effect of Comparison Schools: -0.0757 Elementary / -0.0652 Middle

Coweta Charter Academy's contribution to an elementary and middle school student's average achievement across ELA and Math is indistinguishable from the average elementary school in the state. Coweta Charter Academy's contribution to student achievement averaged

across ELA and Math in elementary and middle school is also indistinguishable from other schools in its comparison group. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	-0.0540	34	No	16 out of 31	-0.0499	No
Math	0.1133	68	No	7 out of 31	-0.1069	Higher
All-Subject Average	0.0133	52	No	9 out of 31	-0.0757	No
Middle						
ELA	0.0373	65	No	3 out of 14	-0.0599	Higher
Math	-0.1502	16	Lower	9 out of 14	-0.0834	No
All-Subject Average	-0.0519	32	No	6 out of 14	-0.0652	No
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Coweta Charter Academy

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | | | | |
| | 2018/19 Traditional VAM | | | 2018/19 Gap-year VAM | | | 2020/21 Gap-year VAM | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary									
ELA	-0.0380	33	No	0.1476	85	Higher	-0.0540	34	No
Math	0.0227	57	No	0.0805	67	No	0.1133	68	No
All-Subject Average	0.0091	52	No	0.1337	83	Higher	0.0133	52	No
Middle									
ELA	-0.0524	25	No	-0.0952	16	No	0.0373	65	No
Math	-0.2014	5	Lower	-0.2000	7	Lower	-0.1502	16	Lower
All-Subject Average	-0.1230	6	Lower	-0.1462	7	Lower	-0.0519	32	No
High									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
All-Subject Average									

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Coweta Charter Academy

D.E.L.T.A. STEAM Academy

Key Findings

- o No performance measures could be calculated for D.E.L.T.A. STEAM Academy in 2020/21.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
D.E.L.T.A. STEAM Academy	2020	No	K; 3	STEAM, elements of project-based learning; extended days and teacher looping	Douglas, Fulton, Cobb, and Atlanta Public Schools

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
D.E.L.T.A. STEAM	53.3	0.0	98.9	1.1	0.0	100.0	37.8	0.0	4.4

Value-Added and SGP Results Summary by Grade Level and Subject

Not available

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

No comparisons can be made with prior years.

DuBois Integrity Academy

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA is -0.2955 in elementary grades.

- DuBois Integrity Academy's performance is statistically lower from the state and comparison group averages in elementary grades.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
DuBois Integrity Academy	2015	No	K-5	GA Common core standards with STEM and Arts integration	Clayton County

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
DuBois	51.6	0.2	92.2	3.9	3.7	0.0	61.3	3.7	7.7

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.2955 Elementary
Average Overall School Effect of Comparison Schools: -0.1262 Elementary

DuBois Integrity Academy's contribution to an elementary student's average achievement across ELA and Math is statistically lower than the average elementary school in the state and in its comparison group. It is important to note that averaging achievement scores across subjects

masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	-0.1018	23	No	24 out of 41	-0.0584	No
Math	-0.4920	2	Lower	40 out of 41	-0.1945	Lower
All-Subject Average	-0.2955	4	Lower	34 out of 41	-0.1262	Lower
Middle						
ELA						
Math						
All-Subject Average						
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | | | | | | | |
| | 2018/19 Traditional VAM | | | | 2018/19 Gap-year VAM | | | | 2020/21 Gap-year VAM | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA	0.0437	65	No		0.3218	98	Higher		-0.1018	23	No
Math	-0.0662	29	No		0.1009	71	No		-0.4920	2	Lower
All-Subject Average	-0.0278	38	No		0.2055	92	Higher		-0.2955	4	Lower
Middle											
ELA											
Math											
All-Subject Average											
High											
9th Grade Literature											
American Literature											
Algebra 1											
Coordinate Algebra											
Geometry											
All-Subject Average											

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Ethos Classical Charter School

Key Findings

- o No performance information available for 2020/21.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Ethos Classical Charter School	2019	No	K-1; 4	Classical Education Model	Atlanta Public Schools and Fulton County

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Ethos Classical	50.8	2.0	95.6	2.0	0.4	78.0	61.4	0.0	6.0

Value-Added and SGP Results Summary by Grade Level and Subject

Not available

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Not available

Foothills Education Charter High School

Key Findings

- The value-added estimate of Foothills Education Charter High School's impact on a student's achievement in Math and ELA courses is 0.5552 in high school grades.

- The school's performance is higher than the state and higher than the comparison schools.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Foothills Education Charter High School	2015	No	9-12	Self-paced, individualized, evening high school for students struggling at other schools; Year-round	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Foothills	45.7	50.5	33.1	11.4	5	60.5	25.2	2.0	16.2

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: 0.5552 High
Average Overall School Effect of Comparison Schools: -0.0589

Foothills Education Charter High School's contribution to a high school student's achievement is higher than the average high school in the state and higher than the average school in its comparison group. It is important to note that averaging achievement scores across subjects masks any

variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA						
Math						
All-Subject Average						
Middle						
ELA						
Math						
All-Subject Average						
High						
American Literature	0.3448	96	Higher	3 out of 154	-0.0930	Higher
Algebra 1	0.6762	98	Higher	2 out of 132	-0.0470	Higher
All-Subject Average	0.5552	99	Higher	1 out of 161	-0.0589	Higher

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

	Value-Added (Controls for Student Demographics and Prior Test Scores)										
	2018/19 Traditional VAM				2018/19 Gap-year VAM				2020/21 Gap-year VAM		
Grade Level and Subject	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA											
Math											
All-Subject Average											
Middle											
ELA											
Math											
All-Subject Average											
High											
9th Grade Literature	0.1878	94	Higher		0.2111	98	No				
American Literature	0.1106	83	Higher		0.2525	98	No		0.3448	96	Higher
Algebra 1	0.2624	92	Higher		0.3275	93	No		0.6762	98	Higher
Coordinate Algebra											
Geometry	0.1781	84	Higher		0.1272	77	No				
All-Subject Average	0.2045	95	Higher		0.3299	99	Higher		0.5552	99	Higher

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Fulton Leadership Academy

Key Findings

- The value-added estimate of Fulton Leadership Academy's impact on a student's average achievement across Math and ELA is -0.0409 in middle school and -0.3891 in high school grades.

- Fulton Leadership Academy's performance is indistinguishable from the state and comparison school averages for middle school. The school's contribution to student achievement is lower than the state and comparison school averages in high school.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Fulton Leadership Academy	2010	No	6-12	STEM with focus on aviation and aeronautics - partnership with Civil Air Patrol; Single-gender	Atlanta Public Schools, Clayton, Fulton

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Fulton Leadership	0.0	0.0	96.2	2.1	1.7	53.8	42.5	0.0	17.8

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.0409 Middle/ -0.3891 High
Average Overall School Effect of Comparison Schools: -0.0296 Middle/ -0.0608 High

Fulton Leadership Academy's contribution to a middle school student's cross-subject average achievement is indistinguishable than that of the average middle school in the state and comparison school group. Its contribution to a high school student's cross-subject average achievement

is lower than that of the average high school in the state and comparison school group. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA						
Math						
All-Subject Average						
Middle						
ELA	-0.0373	36	No	10 out of 23	-0.0493	No
Math	-0.1568	15	Lower	19 out of 23	-0.0466	No
All-Subject Average	-0.0409	37	No	15 out of 23	-0.0296	No
High						
American Literature						
Algebra 1	-0.3899	5	Lower	17 out of 17	-0.0512	Lower
All-Subject Average	-0.3891	4	Lower	18 out of 18	-0.0608	Lower

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)										
	2018/19 Traditional VAM				2018/19 Gap-year VAM				2020/21 Gap-year VAM		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA											
Math											
All-Subject Average											
Middle											
ELA	0.0327	64	No		0.0395	66	No		-0.0373	36	No
Math	-0.2643	2	Lower		-0.1549	14	Lower		-0.1568	15	Lower
All-Subject Average	-0.1147	7	Lower		-0.0566	28	No		-0.0409	37	No
High											
9th Grade Literature	0.0283	58	No		-0.0831	19	No				
American Literature	0.0815	75	No		-0.0023	48	No				
Algebra 1	-0.1836	17	Lower		-0.4513	1	Lower		-0.3899	5	Lower
Coordinate Algebra											
Geometry					-0.0580	41	No				
All-Subject Average	-0.0283	40	No		-0.1459	11	Lower		-0.3891	4	Lower

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Furlow Charter School

Key Findings

- The value-added estimate of Furlow Charter School's impact on a student's average achievement across Math and ELA is -0.1389 in elementary, -0.2259 in middle school, and -0.5014 in high school grades.

- Furlow Charter School's performance is lower than the state averages for elementary, middle, and high school. It is also lower compared to the comparison school averages in middle and high school. Note that there were no schools with enough tested students to reliably estimate an attendance zone comparison at the elementary level.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Furlow Charter School	2020	No	K-12	Project-based learning; extended day for fine arts and foreign language instructions, teacher looping	Sumter

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Furlow	50.8	60.4	16.4	15.1	8.1	0.0	36.3	3.7	10.3

Value-Added and SGP

Overall School Effect: -0.1389 Elementary / -0.2259 Middle/ -0.5014 High
Average Overall School Effect of Comparison Schools: n/a Elementary / -0.0650 Middle/ -0.1623 High

Furlow Charter School's contribution to a elementary, middle, and high school student's cross-subject average achievement is lower than that of

the average middle school in the state and comparison school group. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	-0.0554	34	No			
Math	-0.2665	14	Lower			
All-Subject Average	-0.1389	20	Lower			
Middle						
ELA	-0.2699	1	Lower	5 out of 5	-0.0574	Lower
Math	-0.2587	4	Lower	5 out of 5	-0.0852	Lower
All-Subject Average	-0.2295	2	Lower	5 out of 5	-0.0650	Lower
High						
American Literature	-0.5198	3	Lower	3 out of 3	-0.0844	Lower
Algebra 1	-0.4914	2	Lower	2 out of 2	-0.2908	No
All-Subject Average	-0.5014	2	Lower	3 out of 3	-0.1623	Lower

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Not available.

Genesis Academy for Boys

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA is -0.0997 in middle grades (not enough tested students in elementary and high grades).

- Genesis Academy for Boys' performance is statistically indistinguishable from the state average and the comparison school average in middle grades.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Genesis Academy for Boys	2017	No	K-9	College preparatory; Extended Day/Week/Year; Single-gender	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Genesis - Boys	0.0	0.3	90.2	8.5	1	48.9	40.6	5.6	10.4

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.0997 Middle
Average Overall School Effect of Comparison Schools: -0.0649 Middle

Genesis Academy for Boys' contribution to a middle school student's average achievement across ELA and Math is statistically similar to the average elementary in the state and in its comparison school group. It is important to note that averaging achievement scores across subjects

masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA						
Math						
All-Subject Average						
Middle						
ELA	0.0331	62	No	6 out of 49	-0.0607	No
Math	-0.1875	10	No	42 out of 49	-0.0831	No
All-Subject Average	-0.0997	18	No	35 out of 49	-0.0649	No
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school. There were too few tested students in elementary grades to calculate performance measures.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | | | | |
| | 2018/19 Traditional VAM | | | 2018/19 Gap-year VAM | | | 2020/21 Gap-year VAM | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary									
ELA	0.1252	88	No	0.0668	68	No			
Math	0.1049	81	No	-0.0963	30	No			
All-Subject Average	0.1434	93	Higher	-0.0048	50	No			
Middle									
ELA	0.0723	79	No	0.0322	64	No	0.0331	62	No
Math	0.0213	59	No	0.1168	82	No	-0.1875	10	No
All-Subject Average	0.0454	70	No	0.0786	80	No	-0.0997	18	No
High									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
All-Subject Average									

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Genesis Academy for Girls

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA is 0.1034 in middle grades.

- Genesis Academy for Girls' performance is not statistically different from the state average nor the school comparison group average.

- Genesis Academy for Girls' performance for elementary and high school cannot be determined because there were not enough test takers.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Genesis Academy for Girls	2017	No	K-9	College preparatory; Extended Day/Week/Year; Single-gender	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Genesis - Girls	100.0	0.6	91.4	6.9	1.1	52.4	40.4	3.3	5.0

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: 0.1034 Middle
Average Overall School Effect of Comparison Schools: -0.0656 Middle

Genesis Academy for Girls' contribution to a middle school student's average achievement across ELA and Math is not statistically different than the average middle school in the state, nor in its school comparison group. It is important to note that averaging achievement scores across

subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA						
Math						
All-Subject Average						
Middle						
ELA	0.2090	97	No	1 out of 45	-0.0620	No
Math	-0.0186	47	No	11 out of 45	-0.0987	No
All-Subject Average	0.1034	80	No	1 out of 45	-0.0656	No
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | | | | | | | |
| | 2018/19 Traditional VAM | | | | 2018/19 Gap-year VAM | | | | 2020/21 Gap-year VAM | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA	0.1726	95	Higher		-0.0553	36	No				
Math	-0.0105	46	No		-0.2446	12	Lower				
All-Subject Average	0.0967	85	No		-0.1542	14	No				
Middle											
ELA	0.1988	98	Higher		0.1690	96	Higher		0.2090	97	No
Math	-0.0370	38	No		-0.1187	18	No		-0.0186	47	No
All-Subject Average	0.0733	80	No		0.0197	60	No		0.1034	80	No
High											
9th Grade Literature											
American Literature											
Algebra 1											
Coordinate Algebra											
Geometry											
All-Subject Average											

Georgia Connections Academy

Key Findings

- The value-added estimate of Georgia Connections Academy's impact on a student's average achievement across Math and ELA is -0.1084 in elementary grades, -0.0033 in middle grades, and 0.2007 in high school grades.
- Georgia Connections Academy's combined Math and ELA performance is indistinguishable from the state and school comparison average in both elementary and middle school grades. In high school grades it is higher than average.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Georgia Connections Academy	2011	Connections Academy	5-12	Virtual offerings; Online Curriculum	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
GA Connections	53.9	45.0	37.0	9.1	8.9	36.0	25.2	0.5	13.2

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.1084 Elementary / -0.0033 Middle/ 0.2007 High
Average Overall School Effect of Comparison Schools: -0.0081 Elementary / -0.0197 Middle/ -0.0390 High

Georgia Connections Academy's contribution to an elementary and middle school student's average achievement across ELA and Math is indistinguishable from the average elementary and middle school in the state, but higher than average in for high school students. A similar

pattern emerges when comparing relative to other schools in its comparison group. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	0.1325	83	No	41 out of 225	-0.0014	No
Math	-0.3096	10	Lower	203 out of 224	-0.0177	Lower
All-Subject Average	-0.1084	26	No	165 out of 225	-0.0081	No
Middle						
ELA	0.1732	94	Higher	19 out of 430	-0.0192	Higher
Math	-0.1674	13	Lower	357 out of 430	-0.0250	Lower
All-Subject Average	-0.0033	52	No	179 out of 430	-0.0197	No
High						
American Literature	0.2287	89	Higher	26 out of 325	-0.0682	Higher
Algebra 1	0.1640	80	No	52 out of 289	-0.0308	Higher
All-Subject Average	0.2007	82	Higher	49 out of 339	-0.0390	Higher

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2018/19 Traditional VAM				2018/19 Gap-year VAM				2020/21 Gap-year VAM		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA									0.1325	83	No
Math									-0.3096	10	Lower
All-Subject Average									-0.1084	26	No
Middle											
ELA	-0.0177	39	No		0.0105	53	No		0.1732	94	Higher
Math	-0.2469	2	Lower		-0.2599	3	Lower		-0.1674	13	Lower
All-Subject Average	-0.1248	6	Lower		-0.1162	12	Lower		-0.0033	52	No
High											
9th Grade Literature	0.1248	88	Higher		0.1507	94	Higher				
American Literature	0.1243	86	Higher		0.1356	89	Higher		0.2287	89	Higher
Algebra 1	-0.2628	7	Lower		-0.2501	12	Lower		0.1640	80	No
Coordinate Algebra											
Geometry	-0.2124	11	Lower		-0.1199	24	Lower				
All-Subject Average	-0.0341	38	Lower		-0.0088	49	No		0.2007	82	Higher

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Georgia Cyber Academy

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA is -0.0524 in elementary grades, 0.1650 in middle grades, and 0.2481 in high school grades.
- Georgia Cyber Academy's performance is below the state average but similar to the school comparison average in elementary; above both averages in middle and high school grades.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Georgia Cyber Academy	2014	K12 Inc.	K-12	Virtual offerings; Online Curriculum	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
GA Cyber	51.4	35.6	45.8	8.6	10	36.1	40.4	1.5	14.5

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.0524 Elementary / 0.1650 Middle/ 0.2481 High
Average Overall School Effect of Comparison Schools: -0.0136 Elementary / -0.0195 Middle/ -0.0369 High

Georgia Cyber's contribution to an elementary school student's cross-subject average achievement is lower than that of the average elementary school in the state, but higher than the average middle and high school. The same pattern emerges when comparing relative to other schools in

its comparison school group. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	0.0644	67	Higher	308 out of 932	-0.0050	Higher
Math	-0.1880	21	Lower	696 out of 930	-0.0241	Lower
All-Subject Average	-0.0524	38	Lower	546 out of 933	-0.0136	No
Middle						
ELA	0.1912	96	Higher	13 out of 446	-0.0191	Higher
Math	0.1408	83	Higher	56 out of 446	-0.0248	Higher
All-Subject Average	0.1650	93	Higher	26 out of 446	-0.0195	Higher
High						
American Literature	0.3802	97	Higher	5 out of 338	-0.0614	Higher
Algebra 1	0.1178	71	Higher	70 out of 303	-0.0317	Higher
All-Subject Average	0.2481	88	Higher	32 out of 353	-0.0369	Higher

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

	Value-Added (Controls for Student Demographics and Prior Test Scores)									
	2018/19 Traditional VAM				2018/19 Gap-year VAM				2020/21 Gap-year VAM	
Grade Level and Subject	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA	-0.1126	11	Lower		-0.0534	36	Lower		0.0644	67	Higher
Math	-0.1841	7	Lower		-0.2587	10	Lower		-0.1880	21	Lower
All-Subject Average	-0.1160	9	Lower		-0.1274	18	Lower		-0.0524	38	Lower
Middle											
ELA	-0.0056	45	No		0.0237	58	No		0.1912	96	Higher
Math	-0.1398	11	Lower		-0.1516	15	Lower		0.1408	83	Higher
All-Subject Average	-0.0664	20	Lower		-0.0601	27	Lower		0.1650	93	Higher
High											
9th Grade Literature	0.0686	73	Higher		0.0806	81	Higher				
American Literature	0.0728	72	Higher		0.0609	67	Higher		0.3802	97	Higher
Algebra 1	-0.2584	7	Lower		-0.3373	5	Lower		0.1178	71	Higher
Coordinate Algebra											
Geometry	-0.1936	13	Lower		-0.2390	6	Lower				
All-Subject Average	-0.0979	19	Lower		-0.1299	14	Lower		0.2481	88	Higher

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Georgia Fugees Academy Charter School

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA is 0.0387 in middle grades.
- Georgia Fugees Academy's performance is similar to the state average but higher than its comparison school average in middle grades.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Georgia Fugees Academy Charter School	2020	Fugees Family, Inc.	6-12	English language acquisition and foundational skills for refugee and immigrant students	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
GA Fugees	38.4	16.1	45.5	0.0	38.4	0.0	61.4	77.3	1.8

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: 0.0387 Middle
Average Overall School Effect of Comparison Schools: -0.1618 Middle

Georgia Fugees Academy's contribution to middle school student's cross-subject average achievement is indistinguishable from the average middle school in the state, but higher compared to the average of its comparison school group. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA						
Math						
All-Subject Average						
Middle						
ELA	-0.0357	36	No	3 out of 9	-0.1112	No
Math	-0.0062	50	No	1 out of 9	-0.1897	No
All-Subject Average	0.0387	66	No	1 out of 9	-0.1618	Higher
High						
American Literature						
Algebra 1						
All-Subject Average						

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Not available.

Georgia School for Innovation and the Classics

Key Findings

- Georgia School for Innovation and the Classics' estimated value-added impact on a student's average achievement across Math and ELA is -0.0220 in elementary grades, 0.1378 in middle grades, and -0.2602 in high school grades.

- The school's performance is indistinguishable from the state and school comparison average in elementary grades; higher in middle grades; and lower than the state average but indistinguishable from the comparison school average in high grades.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Georgia School for Innovation and the Classics	2015	No	K-11	Classical education approach with career pathways for secondary students (Linguistics, Nuclear Tech, Sustainable Ag, Entertainment Tech)	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
GA Innovation	50.0	75.5	12.8	6.3	5.4	0.0	19.9	0.0	10.6

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.0220 Elementary / 0.1378 Middle / -0.2602 High

Average Overall School Effect of Comparison Schools: -0.0017 Elementary / -0.0294 Middle/ -0.2374 High

Georgia School for Innovation and the Classics' contribution to an elementary student's average achievement across subjects is indistinguishable

than that of the average elementary; higher at the middle school level; and lower at the high school level. Compared to the school comparison average, it performed indistinguishable at the elementary level, higher at the middle school level, and indistinguishable at the high school level. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	-0.0524	34	No	27 out of 38	-0.0033	No
Math	-0.0308	45	No	19 out of 38	-0.0165	No
All-Subject Average	-0.0220	46	No	22 out of 38	-0.0017	No
Middle						
ELA	0.0501	68	No	5 out of 14	-0.0169	No
Math	0.1482	85	Higher	1 out of 14	-0.0541	Higher
All-Subject Average	0.1378	88	Higher	1 out of 14	-0.0294	Higher
High						
American Literature	0.0865	61	No	1 out of 10	-0.1688	Higher
Algebra 1	-0.4902	2	Lower	10 out of 10	-0.2587	Lower
All-Subject Average	-0.2602	11	Lower	6 out of 10	-0.2374	No

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

	Value-Added (Controls for Student Demographics and Prior Test Scores)									
	2018/19 Traditional VAM				2018/19 Gap-year VAM				2020/21 Gap-year VAM		
Grade Level and Subject	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA	-0.2812	1	Lower		-0.3650	1	Lower		-0.0524	34	No
Math	-0.1479	11	Lower		-0.1539	21	Lower		-0.0308	45	No
All-Subject Average	-0.1718	3	Lower		-0.2152	7	Lower		-0.0220	46	No
Middle											
ELA	-0.0954	11	Lower		-0.0478	31	No		0.0501	68	No
Math	-0.1113	15	Lower		-0.1634	13	Lower		0.1482	85	Higher
All-Subject Average	-0.0648	21	Lower		-0.0635	24	Lower		0.1378	88	Higher
High											
9th Grade Literature	-0.0341	35	No		-0.1259	8	No				
American Literature									0.0865	61	No
Algebra 1	-0.1547	21	Lower		-0.2854	8	Lower		-0.4902	2	Lower
Coordinate Algebra											
Geometry											
All-Subject Average	-0.0959	20	No		-0.1385	14	No		-0.2602	11	Lower

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

International Charter Academy of Georgia

Key Findings

- The value-added estimate of International Charter Academy of Georgia's impact on a student's average achievement cannot be calculated because there were less than 15 test-takers.

- International Charter Academy of Georgia's performance cannot be compared to the state average because there were less than 15 test-takers.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
International Charter Academy of Georgia	2018	No	K-5	Dual language program, English/Japanese	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
International - Georgia	52.4	6.3	20.9	10.5	62.3	0.5	6.5	40.9	2.6

Value-Added and SGP Results Summary by Grade Level and Subject

Not available

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Not available.

International Academy of Smyrna

Key Findings

- The value-added estimate of International Academy of Smyrna's impact on a student's average achievement across Math and ELA is -0.0457 in elementary grades.

- The school's performance is indistinguishable from the state and school comparison average in elementary grades.

International Charter Academy of Georgia's General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
International Academy of Smyrna	2017	No	K-5	International Baccalaureate Program, Primary and Middle Years programs	Cobb County School District

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
International - Smyrna	53.9	0.8	71.6	21.6	6	53.9	40.4	12.5	5.9

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.0457 Elementary
Average Overall School Effect of Comparison Schools: -0.0058 Elementary

International Academy of Smyrna's contribution to an elementary school student's cross-subject average achievement is not statistically different from that of the average elementary in the state and school comparison group. It is important to note that averaging achievement

scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	0.0470	62	No	21 out of 45	0.0376	No
Math	-0.1487	27	No	32 out of 45	-0.0496	No
All-Subject Average	-0.0457	39	No	26 out of 45	-0.0058	No
Middle						
ELA						
Math						
All-Subject Average						
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)										
	2018/19 Traditional VAM				2018/19 Gap-year VAM				2020/21 Gap-year VAM		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA	-0.0699	22	No		-0.0021	50	No		0.0470	62	No
Math	-0.0062	48	No		0.0169	54	No		-0.1487	27	No
All-Subject Average	-0.0208	41	No		0.0247	59	No		-0.0457	39	No
Middle											
ELA	0.0070	52	No		-0.0194	42	No				
Math	0.0830	76	No		0.1987	93	No				
All-Subject Average	0.0480	71	No		0.0992	84	No				
High											
9th Grade Literature											
American Literature											
Algebra 1											
Coordinate Algebra											
Geometry											
All-Subject Average											

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

International Charter School of Atlanta

Key Findings

- The value-added estimate of International Charter School of Atlanta's impact on a student's average achievement on a student's average achievement across Math and ELA is 0.0636 in elementary grades and 0.1360 in middle grades.

- The school's performance is indistinguishable for state and school comparison averages across subjects in elementary grades, but higher for both in middle grades.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
International Charter School of Atlanta	2015	No	K-8	Language immersion emphasis (French, German, Spanish, Mandarin)	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
International - Atlanta	54.6	35.1	24.3	23.0	17.6	1.0	7.8	3.7	6.4

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: 0.0636 Elementary/ 0.1360 Middle

Average Overall School Effect of Comparison Schools: -0.0195 Elementary / -0.0476 Middle

International Charter School of Atlanta's contribution to an elementary school student's cross-subject average achievement is not statistically different from that of the average elementary in the state or school comparison group. However, its contribution to a middle school student's average achievement is statistically higher than the state average and other schools in its school comparison group. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	0.1604	87	Higher	23 out of 163	0.0013	Higher
Math	-0.0119	48	No	77 out of 163	-0.0351	No
All-Subject Average	0.0636	64	No	51 out of 163	-0.0195	No
Middle						
ELA	0.1498	93	Higher	1 out of 46	-0.0513	Higher
Math	0.1148	79	No	4 out of 46	-0.0422	Higher
All-Subject Average	0.1360	88	Higher	2 out of 46	-0.0476	Higher
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2018/19 Traditional VAM				2018/19 Gap-year VAM				2020/21 Gap-year VAM			
Grade Level and Subject	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA	-0.0943	15	No		0.0505	64	No		0.1604	87	Higher
Math	0.0794	74	No		0.1978	85	Higher		-0.0119	48	No
All-Subject Average	0.0148	55	No		0.1365	83	Higher		0.0636	64	No
Middle											
ELA	0.0758	80	No		0.0377	65	No		0.1498	93	Higher
Math	-0.1028	19	No		-0.2407	3	Lower		0.1148	79	No
All-Subject Average	-0.0154	44	No		-0.1027	13	No		0.1360	88	Higher
High											
9th Grade Literature											
American Literature											
Algebra 1											
Coordinate Algebra											
Geometry											
All-Subject Average											

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Ivy Preparatory Academy at Kirkwood for Girls

Key Findings

- The value-added estimate of Ivy Preparatory Academy at Kirkwood for Girls' impact on a student's average achievement across all subjects is 0.0741 in middle grades. Too few students were tested at elementary grades.

- The school's performance across subjects is indistinguishable from the state average and the school comparison group average in middle school.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Ivy Preparatory Academy Inc	2011	No	K-8	Curriculum is entirely College Preparatory. Saturday Academy is available to struggling students; Extended Day/Week/Year; Single-gender	DeKalb County and Atlanta Public Schools

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Ivy Prep. – Kirkwood	100.0	0.0	92.9	5.5	1.6	79.6	57.6	0.8	8.2

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: 0.0741 Middle
Average Overall School Effect of Comparison Schools: -0.1059 Middle

Ivy Preparatory Academy at Kirkwood for Girls' contribution to a middle school student's cross-subject average achievement is indistinguishable from the average elementary school in the state, but higher compared to other schools in its school comparison group. It is important to note

that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA						
Math						
All-Subject Average						
Middle						
ELA	0.0945	82	No	1 out of 26	-0.0922	No
Math	0.0682	71	No	1 out of 26	-0.1260	No
All-Subject Average	0.0741	75	No	1 out of 26	-0.1059	No
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school. There were too few test takers at the elementary grades to calculate performance measures.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | | | | |
| | 2018/19 Traditional VAM | | | 2018/19 Gap-year VAM | | | 2020/21 Gap-year VAM | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary									
ELA	0.0792	78	No	0.1486	85	No			
Math	-0.0637	30	No	-0.0854	32	No			
All-Subject Average	0.0195	58	No	0.0329	60	No			
Middle									
ELA	0.0472	70	No	0.0326	64	No	0.0945	82	No
Math	-0.1870	6	Lower	-0.1003	21	Lower	0.0682	71	No
All-Subject Average	-0.0810	14	Lower	-0.0524	30	No	0.0741	75	No
High									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
All-Subject Average									

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Liberty Tech Charter School

Key Findings

- The value-added estimate of Liberty Tech Charter School's impact on a student's average achievement across Math and ELA is -0.3547 in elementary grades and 0.0917 in middle grades.

- The school's performance is lower than the state and school comparison group average in elementary school, but indistinguishable from both averages for middle school.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Liberty Tech Charter School	2016	No	K-8	Classical/STEM hybrid, House System to learn college and career readiness, physical education daily; Extended Year: 210 days	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Liberty Tech	48.1	59.5	26.8	6.4	7.3	8.5	14.1	0.2	13.5

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.3547 Elementary / 0.0917 Middle
Average Overall School Effect of Comparison Schools: -0.0717 Elementary / -0.0333 Middle

Liberty Tech's contribution to an elementary student's cross-subject average achievement is lower from that of the average elementary school in the state and its school comparison group. Its contribution to a middle school student's cross-subject average achievement is indistinguishable

from that of the average middle school in the state and its school comparison group. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	-0.4611	1	Lower	50 out of 50	-0.0466	Lower
Math	-0.3017	11	Lower	41 out of 50	-0.1054	No
All-Subject Average	-0.3547	2	Lower	50 out of 50	-0.0717	Lower
Middle						
ELA	0.1144	85	No	2 out of 25	-0.0335	No
Math	0.0271	60	No	6 out of 25	-0.0621	No
All-Subject Average	0.0917	79	No	3 out of 25	-0.0333	No
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | | | | | | | |
| | 2018/19 Traditional VAM | | | | 2018/19 Gap-year VAM | | | | 2020/21 Gap-year VAM | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA	-0.0299	36	No		-0.1698	11	No		-0.4611	1	Lower
Math	-0.0974	21	No		-0.2927	7	Lower		-0.3017	11	Lower
All-Subject Average	-0.0358	34	No		-0.2208	6	Lower		-0.3547	2	Lower
Middle											
ELA	0.0325	64	No		-0.0467	31	No		0.1144	85	No
Math	-0.2405	3	Lower		-0.2399	3	Lower		0.0271	60	No
All-Subject Average	-0.0441	29	No		-0.1039	13	Lower		0.0917	79	No
High											
9th Grade Literature											
American Literature											
Algebra 1											
Coordinate Algebra											
Geometry											
All-Subject Average											

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Mountain Education Center

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA is 0.4834 in high school grades.
- Mountain Education Center's contribution to student achievement across subjects exceeds the state and school comparison group averages.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Mountain Education Charter School	2007	No	9-12	Self-paced, individualized, evening high school for students struggling at other schools; Year-round	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Mountain Ed.	49.1	74.1	4.9	16.4	4.6	25.4	24.9	4.3	15.4

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: 0.4834 High

Average Overall School Effect of Comparison Schools: -0.0735

Mountain Education Center's contribution to a high school student's achievement across all subjects is greater than the state average and school comparison group average. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA						
Math						
All-Subject Average						
Middle						
ELA						
Math						
All-Subject Average						
High						
American Literature	0.3527	97	Higher	2 out of 102	-0.1140	Higher
Algebra 1	0.6062	97	Higher	3 out of 94	-0.0542	Higher
All-Subject Average	0.4834	98	Higher	1 out of 105	-0.0735	Higher

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

	Value-Added (Controls for Student Demographics and Prior Test Scores)										
	2018/19 Traditional VAM				2018/19 Gap-year VAM				2020/21 Gap-year VAM		
Grade Level and Subject	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA											
Math											
All-Subject Average											
Middle											
ELA											
Math											
All-Subject Average											
High											
9th Grade Literature	0.0739	74	No		0.1395	92	No				
American Literature	0.0116	53	No		-0.0037	48	No		0.3527	97	Higher
Algebra 1	0.0512	64	No		0.1768	81	No		0.6062	97	Higher
Coordinate Algebra											
Geometry	0.1410	79	Higher		0.3181	96	Higher				
All-Subject Average	0.1014	80	Higher		0.2603	97	Higher		0.4834	98	Higher

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Odyssey School

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA is -0.2789 in elementary grades and -0.0174 in middle grades.

- Odyssey School's performance is lower than the state and attendance zone average in elementary grades and indistinguishable from the state and school comparison group averages in middle school.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Odyssey School	2004	No	K-8	Multi-age classrooms - students grouped by skill level/Looping: students remain with teacher two years	Coweta County

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Odyssey	46.8	44.4	40.6	8.5	6.5	43.9	27.1	2.1	12.0

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.2789 Elementary / -0.0174 Middle
Average Overall School Effect of Comparison Schools: -0.0601 Elementary / -0.0913 Middle

Odyssey School's contribution to an elementary student's average achievement across ELA and Math is lower than the average elementary

school in the state and school comparison group. The contribution to a middle school student's average achievement is indistinguishable from the average middle school in the state and school comparison group. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	-0.2119	8	Lower	20 out of 22	-0.0264	Lower
Math	-0.3764	6	Lower	19 out of 22	-0.1016	Lower
All-Subject Average	-0.2789	5	Lower	21 out of 22	-0.0601	Lower
Middle						
ELA	0.0400	65	No	2 out of 9	-0.0642	No
Math	-0.0926	25	No	4 out of 9	-0.1348	No
All-Subject Average	-0.0174	47	No	3 out of 9	-0.0913	No
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Odyssey School

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | | | | |
| | 2018/19 Traditional VAM | | | 2018/19 Gap-year VAM | | | 2020/21 Gap-year VAM | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary									
ELA	-0.1081	12	No	-0.0677	31	No	-0.2119	8	Lower
Math	-0.1249	15	Lower	0.0844	67	No	-0.3764	6	Lower
All-Subject Average	-0.1055	12	Lower	0.0311	60	No	-0.2789	5	Lower
Middle									
ELA	0.0502	72	No	0.1156	89	Higher	0.0400	65	No
Math	0.1201	85	Higher	0.0787	73	No	-0.0926	25	No
All-Subject Average	0.1009	88	Higher	0.1263	90	Higher	-0.0174	47	No
High									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
All-Subject Average									

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Pataula Charter Academy

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA is -0.3994 in elementary grades and -0.2612 in middle grades.

- Pataula Charter Academy's performance across subjects in elementary and middle school is below the state and school comparison group averages.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Pataula Charter Academy	2010	No	K-12	Expeditionary Learning: project based lectures and curriculum delivery/Looping: students remain with teacher for two years	Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Pataula	50.1	63.8	27.5	5.6	3.1	55.2	34.6	0.7	12.4

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.3994 Elementary / -0.2612 Middle
Average Overall School Effect of Comparison Schools: -0.0142 Elementary / 0.0118 Middle

Pataula Charter Academy's contribution to a student's average achievement across subjects is lower than the average elementary, middle, and high school in the state and school comparison group. It is important to note that averaging achievement scores across subjects masks any

variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	-0.4409	1	Lower	9 out of 9	0.0101	Lower
Math	-0.4332	3	Lower	9 out of 9	-0.0258	Lower
All-Subject Average	-0.3994	1	Lower	9 out of 9	-0.0142	Lower
Middle						
ELA	-0.3772	1	Lower	10 out of 10	-0.0054	Lower
Math	-0.2763	3	Lower	10 out of 10	0.0391	Lower
All-Subject Average	-0.2612	1	Lower	10 out of 10	0.0118	Lower
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school. There were too few test takers in high-school grades to calculate performance measures.

Pataula Charter Academy

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | | | | |
| | 2018/19 Traditional VAM | | | 2018/19 Gap-year VAM | | | 2020/21 Gap-year VAM | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary									
ELA	-0.1305	9	Lower	-0.0862	27	No	-0.4409	1	Lower
Math	-0.1031	20	No	-0.0553	38	No	-0.4332	3	Lower
All-Subject Average	-0.1094	10	Lower	-0.0625	33	No	-0.3994	1	Lower
Middle									
ELA	0.0186	56	No	-0.0503	29	No	-0.3772	1	Lower
Math	-0.2026	5	Lower	-0.1152	19	Lower	-0.2763	3	Lower
All-Subject Average	-0.0772	16	Lower	-0.0737	20	No	-0.2612	1	Lower
High									
9th Grade Literature	0.1665	93	Higher	0.1342	91	No			
American Literature	0.0866	77	No	0.0944	80	No			
Algebra 1	-0.0109	49	No	-0.1162	30	No			
Coordinate Algebra									
Geometry	0.0138	53	No	0.0185	58	No			
All-Subject Average	0.0580	67	No	0.1001	79	No			

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Pataula Charter Academy

Resurgence Hall

Key Findings

- Performance in 2020/21 could not be estimated due to too few tested students.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Resurgence Hall	2017	No	K-3	Emphasis on computer science, design-thinking and literacy and use of blended learning; Extended Day/Year	Atlanta Public Schools and Fulton County

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Resurgence Hall	53.0	0.3	97.6	1.5	0.6	76.2	44.8	0.0	11.3

Value-Added and SGP Results Summary by Grade Level and Subject

Not available

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | | | | | | |
| | 2018/19 Traditional VAM | | | | 2018/19 Gap-year VAM | | | | 2020/21 Gap-year VAM | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA											
Math											
All-Subject Average											
Middle											
ELA	0.2346	99	Higher		0.3226	99	Higher				
Math	0.2574	97	Higher		0.3473	98	Higher				
All-Subject Average	0.2202	98	Higher		0.3116	99	Higher				
High											
9th Grade Literature											
American Literature											
Algebra 1											
Coordinate Algebra											
Geometry											
All-Subject Average											

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

SAIL – School for Arts-Infused Learning

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA is -0.0414 in elementary grades and -0.2266 in middle grades.

- SAIL's performance is statistically indistinguishable from the state and school comparison group average in elementary, but below both averages in middle grades.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
SAIL – School for Arts-Infused Learning	2017	No	K-8	Arts-infused learning with robust fine arts and foreign language program, multiple year looping	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
SAIL	59.1	61.9	16.5	12.7	8.9	13.2	12.1	0.9	10.0

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.0414 Elementary / -0.2266 Middle
Average Overall School Effect of Comparison Schools: 0.0301 Elementary / 0.0019 Middle

SAIL's contribution to an elementary student's average achievement across ELA and Math is indistinguishable from the average elementary

school in the state and school comparison group. Its contribution to a middle school student's cross-subject average achievement is below the average middle school in the state and school comparison group. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	0.0224	56	No	23 out of 41	0.0326	No
Math	-0.1499	27	No	33 out of 41	0.0144	Lower
All-Subject Average	-0.0414	41	No	31 out of 41	0.0301	No
Middle						
ELA	-0.0661	25	No	15 out of 20	0.0163	No
Math	-0.4414	1	Lower	20 out of 20	-0.0234	Lower
All-Subject Average	-0.2266	2	Lower	20 out of 20	0.0019	Lower
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

	Value-Added (Controls for Student Demographics and Prior Test Scores)										
	2018/19 Traditional VAM				2018/19 Gap-year VAM				2020/21 Gap-year VAM		
Grade Level and Subject	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA	-0.0741	20	No		-0.1113	22	No		0.0224	56	No
Math	-0.2525	2	Lower		-0.4561	1	Lower		-0.1499	27	No
All-Subject Average	-0.1493	5	Lower		-0.2715	4	Lower		-0.0414	41	No
Middle											
ELA	-0.2965	1	Lower		-0.2846	1	Lower		-0.0661	25	No
Math	-0.5012	1	Lower		-0.6465	1	Lower		-0.4414	1	Lower
All-Subject Average	-0.3786	1	Lower		-0.4394	1	Lower		-0.2266	2	Lower
High											
9th Grade Literature											
American Literature											
Algebra 1											
Coordinate Algebra											
Geometry											
All-Subject Average											

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Scintilla Charter Academy

Key Findings

- The value-added estimate of Scintilla Charter Academy's impact on a student's average achievement across Math and ELA is 0.4295 in elementary grades and 0.3175 in middle grades.

- Scintilla Charter Academy's performance is statistically above the state and school comparison group across-subject averages.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Scintilla Charter Academy	2015	No	K-6	Project-based learning with emphasis on service learning	Brooks, Lowndes, Valdosta City

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Scintilla	49.0	55.0	31.3	6.4	7.3	40.7	28.0	0.2	13.6

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: 0.4295 Elementary / 0.3175 Middle
Average Overall School Effect of Comparison Schools: 0.1882 Elementary / 0.1168 Middle

Scintilla Charter Academy's contribution to a student's average achievement across ELA and Math is above the average elementary and middle school in the state and its school comparison group It is important to note that averaging achievement scores across subjects masks any

variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	0.3790	99	Higher	1 out of 14	0.1199	Higher
Math	0.4270	96	Higher	4 out of 14	0.2630	Higher
All-Subject Average	0.4295	99	Higher	2 out of 14	0.1882	Higher
Middle						
ELA	0.1786	95	Higher	3 out of 8	0.1023	No
Math	0.4309	99	Higher	1 out of 8	0.1438	Higher
All-Subject Average	0.3175	99	Higher	1 out of 8	0.1168	Higher
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | | | | | | | |
| | 2018/19 Traditional VAM | | | | 2018/19 Gap-year VAM | | | | 2020/21 Gap-year VAM | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA	-0.0975	15	Lower		-0.1994	8	Lower		0.3790	99	Higher
Math	-0.2060	5	Lower		-0.3516	5	Lower		0.4270	96	Higher
All-Subject Average	-0.1314	6	Lower		-0.2575	4	Lower		0.4295	99	Higher
Middle											
ELA									0.1786	95	Higher
Math									0.4309	99	Higher
All-Subject Average									0.3175	99	Higher
High											
9th Grade Literature											
American Literature											
Algebra 1											
Coordinate Algebra											
Geometry											
All-Subject Average											

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

SLAM Academy of Atlanta

Key Findings

- The value-added estimate of SLAM Academy's impact cannot be calculated at this time since they do not have enough tested students in elementary grades.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
SLAM Academy of Atlanta	2018	SLAM Foundation, Inc.	K-5	Sports-themed, STEM program in elementary grades (K-5), Career-oriented model in secondary grades (6-7)	Atlanta Public Schools

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
SLAM	49.5	0.0	93.5	6.5	0	75.3	80.4	0.0	9.7

Value-Added and SGP Results Summary by Grade Level and Subject

SLAM Academy's contribution to an elementary school student's average achievement across ELA and Math cannot be calculated at this time.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

SLAM Academy's first year in operation is 2018/19, so it is not possible to make year-to-year performance comparisons.

Southwest Georgia STEM Charter

Key Findings

- The value-added estimate of Southwest Georgia STEM's impact on a student's average achievement across Math and ELA is -0.0926 in elementary grades and 0.1210 in middle grades, and-0.0726 in high grades.

- Southwest Georgia STEM's performance is indistinguishable from the state and school comparison group average in elementary and high grades, but higher for both in middle grades.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Southwest Georgia STEM Charter	2016	No	PK-9	Interdisciplinary, place-based paired with STEM	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Southwest GA	49.6	71.7	16.7	7.8	3.8	65.8	59.2	0.3	13.7

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.0926 Elementary/ 0.1210 Middle / -0.0726 High
Average Overall School Effect of Comparison Schools: -0.0046 Elementary/ -0.0225 Middle / -0.2468 High

Southwest Georgia STEM Charter's contribution to a student's average achievement across subjects in elementary and high school is indistinguishable from the average elementary and high school in the state and school comparison group. For middle school students, it is higher

than the average middle school in the state or its school comparison group. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	-0.1777	11	No	11 out of 11	0.0234	No
Math	-0.0348	45	No	6 out of 11	-0.0214	No
All-Subject Average	-0.0926	29	No	8 out of 11	-0.0046	No
Middle						
ELA	0.1774	95	Higher	1 out of 10	-0.0372	Higher
Math	0.0358	63	No	4 out of 10	0.0167	No
All-Subject Average	0.1210	84	Higher	2 out of 10	-0.0225	Higher
High						
American Literature						
Algebra 1	-0.0726	38	No	2 out of 6	-0.2468	No
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)								
	2018/19 Traditional VAM				2018/19 Gap-year VAM				2020/21 Gap-year VAM		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA	-0.1930	3	Lower		-0.2133	7	Lower		-0.1777	11	No
Math	-0.0652	29	No		-0.2521	11	Lower		-0.0348	45	No
All-Subject Average	-0.0833	17	No		-0.2205	6	Lower		-0.0926	29	No
Middle											
ELA	-0.0452	28	No		-0.0754	20	No		0.1774	95	Higher
Math	-0.1412	10	Lower		-0.2856	1	Lower		0.0358	63	No
All-Subject Average	-0.0733	17	No		-0.1793	4	Lower		0.1210	84	Higher
High											
9th Grade Literature											
American Literature											
Algebra 1									-0.0726	38	No
Coordinate Algebra											
Geometry											
All-Subject Average											

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Spring Creek Charter Academy

Key Findings

- The value-added estimate of Spring Creek Charter Academy's impact on a student's average achievement across Math and ELA is -0.1768 in elementary grades and -0.2202 in middle grades.

- Spring Creek Charter Academy's performance is lower from the state and school comparison group averages in elementary and middle grades.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Spring Creek Charter Academy	2019	No	K-7	Project-based learning	Decatur, Miller, Seminole

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Spring Creek	50.0	65.9	25.0	4.1	5	56.2	45.0	1.2	10.0

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.1768 Elementary / -0.2202 Middle
Average Overall School Effect of Comparison Schools: 0.2051 Elementary / 0.0762 Middle

Spring Creek Charter Academy scored lower on average at both the elementary and middle school levels compared to other elementary and middle schools in the state and in its school comparison group.

| Grade Level and Subject | Value-Added (Controls for Student Demographics and Prior Test Scores) | | | | | |
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA	0.0586	65	No	3 out of 4	0.1045	No
Math	-0.3714	6	Lower	4 out of 4	0.2889	Lower
All-Subject Average	-0.1768	16	Lower	4 out of 4	0.2051	Lower
Middle						
ELA	-0.1425	8	Lower	4 out of 4	0.0613	Lower
Math	-0.3019	2	Lower	4 out of 4	0.0751	Lower
All-Subject Average	-0.2202	2	Lower	4 out of 4	0.0762	Lower
High						
American Literature						
Algebra 1						
All-Subject Average						

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Not available.

Statesboro STEAM College, Careers, Arts & Technology Academy (formerly Charter Conservatory for Liberal Arts & Technology (CCAT))

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across all subjects is -0.0472 in middle grades and -0.1253 in high school grades.

- Statesboro STEAM College, Careers, Arts & Technology Academy's performance is not statistically different from the state and school comparison group averages for middle and high school.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Statesboro STEAM Academy	2002	No	6-12	Multi-age classrooms - students grouped by skill level; Year-round	Bulloch County

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Statesboro STEAM	44.0	59.5	32.1	3.6	4.8	53.0	23.8	0.0	19.6

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.0472 Middle/ -0.1253 High
Average Overall School Effect of Comparison Schools: -0.0428 Middle/ 0.0552 High

Statesboro STEAM's contribution to a middle school student's cross-subject average achievement is indistinguishable from the average middle school in the state and school comparison group. Statesboro STEAM's contribution to a high school student's cross-subject average achievement is higher than the average high school in the state and but indistinguishable from the average high school in the school comparison group. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA						
Math						
All-Subject Average						
Middle						
ELA	-0.0226	42	No	5 out of 6	0.0642	No
Math	-0.1239	20	No	6 out of 6	0.0317	Lower
All-Subject Average	-0.0472	34	No	6 out of 6	0.0428	No
High						
American Literature	0.1349	69	No	4 out of 7	-0.0237	No
Algebra 1	-0.3290	6	Lower	6 out of 6	0.0880	Lower
All-Subject Average	-0.1253	24	No	5 out of 7	0.0552	No

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)										
	2018/19 Traditional VAM				2018/19 Gap-year VAM				2020/21 Gap-year VAM		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA											
Math											
All-Subject Average											
Middle											
ELA	-0.0811	15	No		-0.0350	34	No		-0.0226	42	No
Math	-0.0999	19	No		-0.2262	4	Lower		-0.1239	20	No
All-Subject Average	-0.0766	16	No		-0.1116	12	Lower		-0.0472	34	No
High											
9th Grade Literature	0.0677	73	No		-0.0190	43	No				
American Literature	0.0517	66	No		-0.0992	20	No		0.1349	69	No
Algebra 1	0.1679	83	No		0.1304	74	No		-0.3290	6	Lower
Coordinate Algebra											
Geometry	0.4362	98	Higher		0.8729	99	Higher				
All-Subject Average	0.1966	94	Higher		0.4572	99	Higher		-0.1253	24	No

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Utopian Academy for the Arts

Key Findings

- The value-added estimate of the Utopian Academy for the Arts' impact on a student's average achievement across Math and ELA is -0.0753 in middle grades.

- Utopian Academy for the Arts' performance is indistinguishable from the state and school comparison group averages.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Utopian Academy for the Arts	2014	No	6-8	Expeditionary Learning Curriculum. Single-gender instructional approach, and classes in the dramatic, media, and culinary arts; Extended Day/Week/Year	Clayton County

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Utopian	51.5	0.2	90.6	6.9	2.3	0.0	57.6	1.0	14.8

Value-Added and SGP Results Summary by Grade Level and Subject

Overall School Effect: -0.0753 Middle
Average Overall School Effect of Comparison Schools: -0.0567 Middle

Utopian Academy for the Art's contribution to a middle student's average achievement across all subjects is indistinguishable from the average middle school in the state and its school comparison group. It is important to note that averaging achievement scores across subjects masks any

variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	School Comparison Rank (lower is better)	School Comparison Average	Statistically Different from School Comparison Average?
Elementary						
ELA						
Math						
All-Subject Average						
Middle						
ELA	0.1052	84	No	3 out of 31	-0.0501	Higher
Math	-0.2415	5	Lower	28 out of 31	-0.1079	Lower
All-Subject Average	-0.0753	24	No	19 out of 31	-0.0567	No
High						
American Literature						
Algebra 1						
All-Subject Average						

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The attendance-zone average represents the simple average of the school effects of all schools in the relevant grouping for this school.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)										
	2018/19 Traditional VAM				2018/19 Gap-year VAM				2020/21 Gap-year VAM		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?		School Effect	State Percentile (higher is better)	Statistically Different from State Average?
Elementary											
ELA											
Math											
All-Subject Average											
Middle											
ELA	0.1170	92	Higher		0.1700	97	Higher		0.1052	84	No
Math	-0.0198	44	No		0.0448	65	No		-0.2415	5	Lower
All-Subject Average	0.0518	73	No		0.1336	91	Higher		-0.0753	24	No
High											
9th Grade Literature											
American Literature											
Algebra 1											
Coordinate Algebra											
Geometry											
All-Subject Average											

Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

Yi Hwang Academy of Language Excellence

Key Findings

o   Performance measures could not be calculated for Yi Hwang Academy of Language Excellence.

General Characteristics

School Name	Calendar Year Opened	ESP Affiliation	Grades Served	School Model	Attendance Zone
Yi Hwang Academy of Language Excellence	2020	No	K-5	Language immersion emphasis (Korean, Mandarin)	Statewide

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD
Yi Hwang	49.6	6.7	10.9	7.6	74.8	0.0	11.3	24.3	3.4

Value-Added and SGP Results Summary by Grade Level and Subject

Not available.

Comparison of 2018/19 Traditional, 2018/19 Gap-year, and 2020/21 Gap-year Value Added Summary Results

Not available.

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Appendix: Value Added Model Approach

A. *Value-Added Model Specification and Estimation*

Until the 2015/16 State Charter Schools Performance Report, a value-added model of the following form was used to estimate school effects or school "value-added":

$$A_{ist} = A_{i,t-1}\beta_1 + X_{it}\beta_2 + \delta_s + \varepsilon_{ist} \tag{1}$$

where A_{ist} represents the achievement level of student i in school s at time t, $A_{i,t-1}$ is a vector of prior-year test scores, X_{it} is a vector of student characteristics, δ_s is a school fixed effect, and ε_{ist} is a random error term. One can view the school fixed effect as the difference between a student's actual test score (A_{ist}) and the score a student would be expected to earn based on his/her individual characteristics and prior year test scores ($A_{i,t-1}\beta_1 + X_{it}\beta_2$), averaged over all students at a school. By construction, the average school has a fixed effect of zero and the performance of all other schools is measured relative to this average. Thus, a positive estimated value for a school's fixed effect indicates that it increases student achievement more than the average school, while a negative value indicates it is less effective than the average school. The model is called a "one-step VAM" by Ehlert et al. (2016), as the estimates of the influences of student characteristics and schools on student test scores are simultaneously estimated.

In 2016, the Governor's Office of Student Achievement (GOSA) and the State Charter Schools Commission (SCSC) sought feedback to strengthen the value-added methodology. One of the recommendations was the addition of school-level variables to control for the general school context rather than just individual-level student characteristics. In order to incorporate school-level student characteristics, the "two-step VAM" developed by Ehlert et al. (2016) was estimated for the 2016/17 school year. In the first stage of the two-step VAM, individual current-year student test scores are estimated as a function of individual-level prior-year test scores, individual student characteristics and *school-level* demographics (e.g. percent of students with disabilities or percent of students with limited English proficiency):

$$A_{ist} = A_{i,t-1}\gamma_1 + X_{it}\gamma_2 + Z_{st}\gamma_3 + \varphi_{ist} \tag{2}$$

where school-level student characteristics are represented by the vector Z_{st}. In the one-step VAM without any school-level characteristics (equation (1)), the implicit assumption is that a student would be expected to perform the same in a school serving a majority of students from low-income households as in a school serving a majority of students from relatively affluent families. Any deviations from expected performance are attributed to differences in school quality. In the two-step VAM, the expected performance of a student depends on both his/her own characteristics and the average characteristics of the student body in the school he/she attends. Because school indicators would be collinear with school-level characteristics, a second step is required to generate the school value-added estimates. The difference between the estimated performance ($A_{i,t-1}\gamma_1 + X_{it}\gamma_2 + Z_{st}\gamma_3$) and actual performance (A_{ist}) of each student that is generated in the first stage, φ_{ist}, is regressed on a set of school indicators in the second stage:

$$\varphi_{ist} = \mu_s + \omega_{ist} \tag{3}$$

The estimated effect for each school, μ_s, is the weighted average difference between actual and predicted scores from the first stage, where the weights are the number of students in each school. Because the first stage nets out the impact of school environment, the school value-added estimates generated in the second stage represent the performance of a school relative to other schools with similar-looking student bodies.

The gap-year VAM approach is identical to the two-step procedure described above, except that the lagged score comes from two years prior (*t-2)* instead of one year prior (*t-1*). The student and school controls remain the same. The first stage of the two-step gap-year VAM is given by,

$$A_{ist} = A_{it-2}\gamma_1 + X_{it}\gamma_2 + Z_{st}\gamma_3 + \eta_{ist} \tag{4}$$

where achievement for student *i* in school *s* in year *t* is a function of their achievement two years prior (A_{it-2}), and the same student (X_{it}) and school (Z_{st}) characteristics described above. Again, because school indicators would be collinear with school-level characteristics, a second step is required to generate the school value-added estimates. The difference between the estimated performance ($A_{it-2}\gamma_1 + X_{it}\gamma_2 + Z_{st}\gamma_3$) and actual performance (A_{ist}) of each student that is generated in the first stage, η_{ist}, is regressed on a set of school indicators in the second stage:

$$\eta_{ist} = \rho_s + \psi_{ist} \tag{5}$$

The estimated effect for each school, ρ_s, is the weighted average difference between actual and predicted scores from the first stage, where the weights are the number of students in each school. Because the first stage nets out the impact of school environment, the school value-added estimates generated in the second stage represent the gap-year performance of a school relative to other schools with similar-looking student bodies.

For elementary schools, gap-year value added will only be based on fifth grade students, because fourth graders will not have a score two-years prior (no testing in second grade).

There are two things worth noting in the value-added model estimates. First, virtually all of the coefficients on the demographic characteristics have the expected sign. Second, the majority of the coefficients on the demographic variables are statistically significant, indicating they have a non-zero impact on current test scores, even after controlling for prior test scores.

B. *Value-Added Model Estimates*

	Elementary Value Added Estimates		
	All Subject	Math	ELA
Lagged Math Score	0.3993***	0.6703***	
	(0.0028)	(0.0027)	
Lagged ELA score	0.3503***		0.6990***
	(0.0028)		(0.0025)
only_math	-0.3452***		
	(0.0376)		
only_read	-0.2581***		
	(0.0229)		
Free/Reduced Lunch	-0.0492***	-0.0679***	-0.0505***
	(0.0035)	(0.0044)	(0.0042)
Female	0.0022	-0.0572***	0.0452***
	(0.0034)	(0.0043)	(0.0040)
Foreign Born	0.1026***	0.0877***	0.1078***
	(0.0105)	(0.0134)	(0.0125)
Black	-0.1552***	-0.2336***	-0.1313***
	(0.0044)	(0.0056)	(0.0052)
Hispanic	-0.0474***	-0.0852***	-0.0244**
	(0.0065)	(0.0083)	(0.0078)
Asian	0.1254***	0.1810***	0.1339***
	(0.0093)	(0.0119)	(0.0110)
American Indian	-0.0358	-0.0690	-0.0309
	(0.0409)	(0.0525)	(0.0489)
Multi-Racial	-0.0622***	-0.1014***	-0.0386***
	(0.0080)	(0.0102)	(0.0096)
ESOL Enrolled	-0.1030***	-0.0983***	-0.1945***
	(0.0083)	(0.0105)	(0.0099)
Num. Schools Attended	0.0349	0.0431	0.0196
	(0.0191)	(0.0247)	(0.0229)
Changed Schools	-0.0338***	-0.0372***	-0.0422***
	(0.0041)	(0.0052)	(0.0048)
Diff. from Modal Age	-0.0041***	-0.0035***	-0.0054***
	(0.0003)	(0.0004)	(0.0004)
late_entry	-0.0563***	-0.0754***	-0.0447*
	(0.0156)	(0.0200)	(0.0186)
Lagged Num. Disc. Inc.	-0.0116***	-0.0058	-0.0231***
	(0.0032)	(0.0041)	(0.0038)
Lagged Pct. Present	0.0073***	0.0118***	0.0080***
	(0.0005)	(0.0007)	(0.0006)
Lagged Exit	0.0448	0.1335	-0.0567

	(0.0899)	(0.1150)	(0.1075)
Orthopedic Impairment	-0.2203*	-0.1336	-0.3531**
	(0.0956)	(0.1197)	(0.1143)
Speech-Language Imp.	0.0170	0.0269	-0.0132
	(0.0114)	(0.0146)	(0.0136)
Deaf	-0.0100	0.0465	-0.1477*
	(0.0484)	(0.0622)	(0.0578)
Visual Impairment	0.0053	-0.0225	-0.0584
	(0.0691)	(0.0884)	(0.0836)
Emotional/Behav. Dis.	-0.1531***	-0.1219***	-0.2879***
	(0.0208)	(0.0267)	(0.0249)
Specific Learning Dis.	-0.0632***	-0.0541***	-0.1978***
	(0.0070)	(0.0089)	(0.0083)
Deaf and Blind	-0.4962	-0.0582	-1.1844**
	(0.3241)	(0.4144)	(0.3875)
Autism	-0.0785***	-0.0460*	-0.2259***
	(0.0158)	(0.0202)	(0.0189)
Traumatic Brain Injury	-0.3172**	-0.2076	-0.5600***
	(0.1225)	(0.1566)	(0.1464)
Significant Dev. Delay	0.1366	0.2551	0.0792
	(0.1620)	(0.2215)	(0.1937)
Other Health Imp.	-0.1272***	-0.1092***	-0.2764***
	(0.0101)	(0.0129)	(0.0120)
Mild Intellectual Dis.	-0.0990***	0.0526	-0.4321***
	(0.0258)	(0.0332)	(0.0309)
Mod. Intellectual Dis.	-0.2468*	0.0117	-0.6909***
	(0.1184)	(0.1514)	(0.1416)
School-Average ESOL Enrolled	-0.1455***	-0.2552***	-0.0553***
	(0.0140)	(0.0180)	(0.0167)
School-Average Students w. Disabilities	0.4179***	0.5308***	0.2792***
	(0.0330)	(0.0423)	(0.0394)
School Average Direct Certification Percent	-0.0050***	-0.0063***	-0.0052***
	(0.0001)	(0.0001)	(0.0001)

Grade 6

Grade 8

Grade 7

Constant	-0.5582***	-0.8929***	-0.5877***
	(0.0532)	(0.0684)	(0.0633)
R-Squared	0.7624	0.6588	0.6994
N	78863	78439	78748

Standard errors in parentheses
$^{*} p < 0.05$, $^{**} p < 0.01$, $^{***} p < 0.001$

| Middle School Value Added Estimates | | |
All Subject Average	Math	ELA
Lagged Math Score	0.4113***	0.7209***	
	(0.0016)	(0.0015)	
Lagged ELA Score	0.3778***		0.7140***
	(0.0017)		(0.0015)
only_math	-0.2934***		
	(0.0107)		
only_read	-0.2245***		
	(0.0072)		
Free/Reduced Lunch	-0.0444***	-0.0543***	-0.0593***
	(0.0021)	(0.0026)	(0.0025)
Female	0.0531***	0.0141***	0.0832***
	(0.0020)	(0.0025)	(0.0024)
Foreign Born	0.0912***	0.0653***	0.1018***
	(0.0065)	(0.0081)	(0.0079)
Black	-0.1209***	-0.1942***	-0.1144***
	(0.0026)	(0.0033)	(0.0032)
Hispanic	-0.0231***	-0.0605***	-0.0019
	(0.0035)	(0.0044)	(0.0042)
Asian	0.1421***	0.2298***	0.1421***
	(0.0057)	(0.0072)	(0.0069)
American Indian	-0.0156	-0.0220	-0.0215
	(0.0235)	(0.0296)	(0.0287)
Multi-Racial	-0.0358***	-0.0610***	-0.0239***
	(0.0050)	(0.0063)	(0.0061)
ESOL Enrolled	-0.0885***	-0.1020***	-0.2009***
	(0.0053)	(0.0066)	(0.0065)
Num. Schools Attended	-0.0192	-0.0125	-0.0341*
	(0.0122)	(0.0154)	(0.0149)
Changed Schools	-0.0274***	-0.0299***	-0.0257***
	(0.0036)	(0.0045)	(0.0043)
Diff. from Modal Age	-0.0030***	-0.0027***	-0.0050***
	(0.0002)	(0.0002)	(0.0002)
late_entry	-0.0196*	-0.0369**	-0.0203
	(0.0096)	(0.0122)	(0.0118)
Lagged Num. Disc. Inc.	-0.0109***	-0.0082***	-0.0272***
	(0.0017)	(0.0022)	(0.0021)
Lagged Pct. Present	0.0067***	0.0096***	0.0091***
	(0.0003)	(0.0004)	(0.0004)

Lagged Exit	0.0956	0.0431	0.1864**
	(0.0528)	(0.0671)	(0.0636)
Orthopedic Impairment	0.0028	-0.0163	-0.0799
	(0.0567)	(0.0711)	(0.0682)
Speech-Language Imp.	0.0078	0.0201	-0.0331**
	(0.0100)	(0.0125)	(0.0121)
Deaf	-0.0449	-0.0542	-0.1497***
	(0.0290)	(0.0362)	(0.0352)
Visual Impairment	-0.0442	-0.0090	-0.1583**
	(0.0449)	(0.0567)	(0.0544)
Emotional/Behav. Dis.	-0.0621***	-0.0660***	-0.1710***
	(0.0118)	(0.0149)	(0.0144)
Specific Learning Dis.	-0.0901***	-0.0858***	-0.2149***
	(0.0041)	(0.0051)	(0.0049)
Deaf and Blind	0.6389	0.6151	0.6257
	(0.4570)	(0.5685)	(0.5540)
Autism	0.0014	-0.0204	-0.0921***
	(0.0098)	(0.0123)	(0.0119)
Traumatic Brain Injury	-0.1549	-0.0863	-0.3091**
	(0.0880)	(0.1094)	(0.1066)
Significant Dev. Delay			
Other Health Imp.	-0.1207***	-0.1244***	-0.2468***
	(0.0059)	(0.0073)	(0.0071)
Mild Intellectual Dis.	-0.0655***	-0.0138	-0.2845***
	(0.0162)	(0.0202)	(0.0197)
Mod. Intellectual Dis.	-0.0978	0.0630	-0.4555***
	(0.1109)	(0.1379)	(0.1344)
School-Average ESOL Enrolled	-0.2085***	-0.2779***	-0.1421***
	(0.0117)	(0.0147)	(0.0143)
School-Average Students w. Disabilities	0.0028	-0.0133	-0.0652*
	(0.0248)	(0.0312)	(0.0302)
School Average Direct Certification Percent	-0.0030***	-0.0043***	-0.0034***

	(0.0001)	(0.0001)	(0.0001)
Grade 6	-0.0091***	0.0115*	-0.0102***
	(0.0024)	(0.0046)	(0.0029)
Grade 8	-0.0129***		-0.0189***
	(0.0037)		(0.0045)
Grade 7		0.0155***	
		(0.0046)	
Constant	-0.4728***	-0.6841***	-0.6479***
	(0.0319)	(0.0399)	(0.0387)
R-Squared	0.7697	0.6846	0.6951
N	219180	215123	217462

Standard errors in parentheses
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Value Added Estimates for High School

	(1) HS - All	(2) HS - ALG	(3) HS - AME
8th Grade Math Score (or 7th for 9th graders)	0.3821***	0.6641***	0.1599***
	(0.0039)	(0.0057)	(0.0050)
8th Grade ELA Score (or 7th for 9th graders)	0.3713***	0.1805***	0.5500***
	(0.0040)	(0.0054)	(0.0057)
only_math	0.3075***		
	(0.0267)		
only_read	-0.3723***		
	(0.0258)		
Free/Reduced Lunch	-0.0297***	-0.0403***	-0.0268***
	(0.0047)	(0.0062)	(0.0067)
Female	0.0585***	0.0543***	0.0834***
	(0.0047)	(0.0062)	(0.0066)
Foreign Born	0.0802***	0.1148***	0.0377
	(0.0152)	(0.0206)	(0.0212)
Black	-0.0992***	-0.1047***	-0.0809***
	(0.0059)	(0.0078)	(0.0084)
Hispanic	-0.0354***	-0.0277**	-0.0362***
	(0.0072)	(0.0096)	(0.0103)
Asian	0.0913***	0.1250***	0.0251
	(0.0181)	(0.0236)	(0.0267)
American Indian	-0.0730	-0.0365	-0.1049
	(0.0546)	(0.0717)	(0.0797)
Multi-Racial	-0.0392**	-0.0337*	-0.0475**
	(0.0126)	(0.0164)	(0.0183)
ESOL Enrolled	-0.0494***	-0.0005	-0.1227***
	(0.0146)	(0.0189)	(0.0216)
Num. Schools Attended	-0.0424	-0.0135	-0.0593
	(0.0260)	(0.0342)	(0.0379)
Changed Schools	-0.0239**	-0.0458*	-0.0481***
	(0.0089)	(0.0192)	(0.0097)
Diff. from Modal Age	-0.0058***	-0.0044***	-0.0072***
	(0.0004)	(0.0005)	(0.0006)
late_entry	-0.0563**	-0.0800**	-0.0055
	(0.0206)	(0.0266)	(0.0304)
Lagged Num. Disc. Inc.	-0.0482***	-0.0320***	-0.0770***

	(0.0036)	(0.0041)	(0.0064)
Lagged Pct. Present	0.0086***	0.0124***	0.0034***
	(0.0006)	(0.0007)	(0.0008)
Lagged Exit	0.0804	0.0928	0.0450
	(0.0583)	(0.0715)	(0.0917)
Orthopedic Impairment	0.2522*	0.2225	0.3436
	(0.1261)	(0.1567)	(0.1910)
Speech-Language Imp.	-0.0083	0.0343	-0.0441
	(0.0433)	(0.0496)	(0.0797)
Deaf	-0.0015	0.0658	-0.0586
	(0.0675)	(0.0864)	(0.1006)
Visual Impairment	-0.0804	-0.0289	-0.1280
	(0.1040)	(0.1431)	(0.1469)
Emotional/Behav. Dis.	-0.0522*	-0.0471	-0.0577
	(0.0264)	(0.0342)	(0.0382)
Specific Learning Dis.	-0.1187***	-0.0720***	-0.1722***
	(0.0090)	(0.0119)	(0.0130)
Deaf and Blind	0.3373		0.3976
	(0.7129)		(0.6886)
Autism	0.0323	0.0279	0.0428
	(0.0221)	(0.0295)	(0.0311)
Traumatic Brain Injury	-0.2297	-0.0806	-0.2438
	(0.1373)	(0.2114)	(0.1624)
Other Health Imp.	-0.1277***	-0.0925***	-0.1855***
	(0.0131)	(0.0172)	(0.0189)
Mild Intellectual Dis.	-0.1576***	-0.1519**	-0.1687***
	(0.0355)	(0.0470)	(0.0509)
Mod. Intellectual Dis.	-0.2272	-0.2285	-0.2423
	(0.2377)	(0.2650)	(0.4870)
School-Average ESOL Enrolled	-0.3302***	-0.2813***	-0.2779***
	(0.0508)	(0.0713)	(0.0692)
School-Average Students w. Disabilities	-0.2275***	-0.3195***	0.0823
	(0.0644)	(0.0849)	(0.0956)
School Average Direct Certification Percent	-0.0029***	-0.0031***	-0.0025***

	(0.0002)	(0.0003)	(0.0003)
grade9	-0.5240***	-0.4953***	
	(0.0097)	(0.0347)	
grade11	0.0222		-0.0826*
	(0.0122)		(0.0415)
grade12	0.2583***	0.0181	0.1828***
	(0.0174)	(0.0477)	(0.0438)
grade10		0.1168***	-0.1726***
		(0.0351)	(0.0421)
Constant	-0.2962***	-0.3739***	-0.0547
	(0.0663)	(0.0856)	(0.0988)
R-Squared	0.4609	0.4987	0.4746
N	101056	55534	46003

C. *Considerations for Estimating Gap-Year VAM*

Correlations Between Traditional and Gap-Year Value Added Results in 2018/19

Grade Level and Subject	Correlations between Traditional and Gap-year value added in 2018/19
Elementary	
ELA	0.7595
Math	0.7647
All-Subject Average	0.7144
Middle	
ELA	0.8834
Math	0.8974
All-Subject Average	0.8767
High	
9th Grade Literature	0.7347
American Literature	0.9999
Algebra 1	0.9140
Geometry	0.9974
All-Subject Average	0.9695

Differences in Student Characteristics Between the Test-Takers and non-Test-Takers, by Grade Level

	Elementary Grades			Middle Grades			High Grades		
	Control Mean	Overall Difference	Within School Difference	Control Mean	Overall Difference	Within School Difference	Control Mean	Overall Difference	Within School Difference
2018/19 Traditional VAM									
Female	0.7900	0.0059***	0.0048**	0.7722	0.0144***	0.0122***	0.4366	-0.0001	-0.0017
White	0.7436	0.1321***	0.1098***	0.7335	0.1193***	0.0983***	0.4293	0.0179**	-0.0238***
Black	0.7776	0.0408***	0.0840***	0.7638	0.0417***	0.0812***	0.4284	0.0222***	0.0508***
Hispanic	0.8339	-0.2431***	-0.2182***	0.8211	-0.2503***	-0.2238***	0.4391	-0.0169**	0.0105***
Other	0.7928	0.0038	-0.0051	0.7798	-0.0219***	-0.0245***	0.4352	0.0544***	0.0508***
Free/Reduced Lunch	0.8243	-0.0644***	-0.0544***	0.8145	-0.0735***	-0.0603***	0.4121	0.0579***	0.0807***
LEP	0.8536	-0.0502***	-0.0517***	0.8371	-0.1186***	-0.1099***	0.4462	-0.1052***	-0.0745***
SWD	0.7996	-0.0445***	-0.0422***	0.7902	-0.0781***	-0.0715***	0.4351	0.0122*	0.0112
2018/19 Gap-year VAM									
Female	0.7549	0.0066***	0.0055**	0.7409	0.0128***	0.0106***	0.4653	0.0062***	0.0041***
White	0.7053	0.1415***	0.1179***	0.6981	0.1282***	0.1076***	0.4531	0.0379***	-0.0006
Black	0.7426	0.0414***	0.0842***	0.7308	0.0443***	0.0825***	0.4704	-0.0054	0.0296***
Hispanic	0.8003	-0.2508***	-0.2230***	0.7910	-0.2625***	-0.2341***	0.4723	-0.0258***	-0.0079**
Other	0.7578	0.0099	0.0003	0.7475	-0.0148**	-0.0182***	0.4681	0.0113	0.0117*
Free/Reduced Lunch	0.7874	-0.0603***	-0.0477***	0.7827	-0.0739***	-0.0617***	0.4552	0.0066***	0.0549***
LEP	0.8209	-0.1086***	-0.1089***	0.8085	-0.2385***	-0.2309***	0.4813	-0.1822***	-0.1591***
SWD	0.7633	-0.0349***	-0.0327***	0.7564	-0.0659***	-0.0599***	0.4723	-0.0317***	-0.0297***
2020/21 Gap-year VAM									
Female	0.5919	-0.0021	-0.0025	0.5244	-0.0175***	-0.0166***	0.1925	-0.0139***	-0.0133***

White	0.4927	0.2703***	0.1323***	0.4192	0.2662***	0.1057***	0.1679	0.0455***	-0.0130***
Black	0.6573	-0.1802***	-0.0277***	0.5878	-0.1919***	-0.0299***	0.1942	-0.0235***	0.0155***
Hispanic	0.6109	-0.1143***	-0.1033***	0.5317	-0.0899***	-0.0789***	0.1858	-0.0005	0.0176***
Other	0.5904	0.0156*	-0.0202**	0.5152	0.0211***	-0.0015	0.1846	0.0405***	0.0347***
Free/Reduced Lunch	0.6016	-0.0235***	-0.0135***	0.5232	-0.0159	-0.0177***	0.1696	0.0389***	0.0418***
LEP	0.6257	0.0305***	0.0516***	0.5434	0.0047	0.0273***	0.1891	-0.0353***	-0.0004
SWD	0.5958	-0.0327***	-0.0425***	0.5211	-0.0360***	-0.0378***	0.1836	0.0159***	0.0139***

Notes. *** $p < 0.01$; ** $p < 0.05$; * $p < 0.10$. Standard errors clustered by school. The outcome in all regressions is an indicator equal to one if the student contributed to the respective value-added estimate and zero otherwise. The student characteristics are indicators equal to one if the student has that characteristic and zero otherwise. The control group mean is simply the average share of the respective grade contributing to the value-added estimate who do not possess that student characteristic. For example, if the female control mean is 0.7900, this suggests that 79% of those contributing to the value-added estimate were male. The overall difference represents the difference between those possessing that characteristic and those not in their probability of having contributed to the value-added estimation. For example, if the female estimate is 0.0059*** this suggests that relative to male, being recorded as female is associated with a 0.59 percentage point increase in the probability of contributing to the value-added estimate (and the difference is statistically significant at the 99% level). The within-school differences come from regressions that include a school fixed effect, which compares a school to itself.