

# The Performance of State Charter Schools in Georgia, 2018/19

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## Executive Summary

A total of 29 state charter schools operated in Georgia during the 2018/19 school year. For two of the schools, International Academy of Georgia and SLAM Academy of Atlanta, 2018/19 was the first year of operation. Six of the schools, Coastal Plains Education Charter High School, Genesis Academy for Boys, Genesis Academy for Girls, International Academy of Smyrna, Resurgence Hall, and SAIL-School for Arts-Infused Learning, began operations in 2017/18. Four of the schools, Brookhaven Innovation Academy, Cirrus Academy Charter, Liberty Tech Charter School, and Southwest Georgia STEM Charter, began operations in the 2016/17 school year. This report documents the performance of 29 state charter schools in 2018/19, the performance of 23 of those schools in 2017/18 and the performance of 19 of the currently operating schools in 2016/17.

Two test-based measures of school performance are employed: value-added and mean student growth percentiles. 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 student-growth-percentile approach ranks each student's performance relative to that of other students with the same or similar test score history, and then averages these rankings across all tested students in a school. Each school's performance on these two metrics is compared to all other schools in the state and to other schools in the district or districts it serves (if the service area is not statewide). 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 English Language Arts (ELA) and Math 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
  - A plurality of state charters (14 of 29) serve a combination of elementary (K-5) and middle grades (6-8).
  - Five serve only elementary grades.
  - One serves only middle school grades.
  - Three serve only high school grades (9-12).
  - Three 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 29 schools are single-gender schools.
  - At ten schools, African-American enrollment is 90 percent or more.
  - For four schools, the majority of students are directly certified, a proxy for economically disadvantaged that is defined as living in households receiving SNAP or TANF benefits, or are classified as homeless or migrants.

- Instructional Mode
  - Two of the 29 schools provide fully online course offerings.
  - The remaining 27 schools offer primarily face-to-face instruction.
- Geographic Area Served
  - Seven of the 29 schools accept students from a single school district only.
  - Seven schools offer enrollment to students in multiple school districts.
  - The two fully-online virtual schools and thirteen of the “brick-and-mortar” schools allow students from throughout the state to attend.

**Two state charter schools serving elementary grades perform 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.**

- Twenty-two state charter schools serve elementary grades.
- For two schools, the cross-subject average performance is above the state average for all elementary schools at a level that is statistically significant.
- For nine 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.
- Three schools either tested fewer than 15 students or did not have students in grades that test; therefore, their performance cannot be reported.

**A majority of state charter schools serving elementary grades within a defined attendance zone perform at a level that is statistically indistinguishable from the average of all elementary schools in their district(s).**

- Of the 22 state charters serving elementary grades, eleven have a non-statewide attendance zone that includes one or more districts. None have cross-subject average ELA and Math performance that is above the average elementary school in their relevant district(s) and precise enough that we can say with 95 percent or more confidence that their performance exceeds that of other comparable public schools in their service area.
- For five schools, the cross-subject average performance is not distinguishable from the average of all elementary schools in their relevant district(s).
- For four non-statewide charter school, the cross-subject average performance is below that of the average elementary school in its relevant district(s) at a level that is statistically significant.
- Two schools tested fewer than 15 students or enrolled students in grades that are not tested; therefore, their performance cannot be reported.

**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-one state charter schools serve middle grades.
- For three schools, their cross-subject average performance is above the state average for all middle schools at a level that is statistically significant.
- For eleven state charter schools, their cross-subject average performance is indistinguishable from the state average for all middle schools.
- For eight state charter schools, their cross-subject average performance is below the state average for all middle schools at a level that is statistically significant.
- One school serves grades K-5, but administers middle school EOG exams.

**Two state charter schools serving middle grades within a defined attendance zone performed at a level that is clearly better than the average of all middle schools in their relevant district(s).**

- Eleven state charter schools that serve middle grades have a non-statewide attendance zone that includes one or more school districts.
- Two of the eleven schools' cross-subject ELA and Math performance is higher than the average middle school in its relevant district(s).
- For five of the eleven non-statewide schools, the cross-subject average performance is indistinguishable from the average middle school in their district(s).
- For four of the eleven non-statewide schools, the cross-subject average performance is below the average middle school in their district(s).

**The performance of state charter schools serving high school grades varies when compared to the average public high school in the state.**

- Nine state charter schools serve grades 9-12. All but two of the nine serve students from multiple school districts or the entire state.
- In four high schools, their cross-subject average performance is statistically higher than the state average for all high schools.
- In seven high schools, their individual test-school performance is higher than the state average of all high schools in at least one subject.
- In four high schools, their individual test-school performance is indistinguishable or better than the state average of all high schools. For one of these schools, their individual test-school performance is higher than the state average of all high schools in all four subjects.
- In four schools, their individual test-school performance is below the state average of all high schools in at least one subject.
  - Across the 31 test-school combinations: the test-school performance was indistinguishable from the state average in 13 cases; test-school performance was below the state average (and that difference is statistically significant) in 6 cases; and the test-school performance was above the state average in 12 cases, with the difference being statistically significant.

## I. Introduction and Background

Twenty-nine state charter schools operated in Georgia during the 2018/19 school year. The two new schools, International Academy of Georgia and SLAM Academy of Atlanta either 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 27 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.<sup>1</sup> Table 1 summarizes information about the 29 schools that operated during the 2018/19 school year. The information provided includes when the school opened, whether it is affiliated with an education management organization (EMO), grades served, curricular model, school calendar, delivery model (virtual vs. face-to-face instruction), attendance zone, and any special enrollment requirements (e.g., parental participation requirements or gender restrictions). The 29 schools vary in their structure, mission, and service area. For example, two of the 29 state charter schools are virtual schools, and many of the state charter schools target traditionally underserved populations. Four of the schools are single-gender schools. Less than half of state charter schools (7 of 29) serve students in a single school district, while the others either serve students from multiple school districts or the entire state.

The state charter schools also vary considerably in the populations of students they serve, as illustrated in Table 2. Ten of the 29 schools have student bodies consisting of 90 percent or more African-American students. In contrast, one has a student population in which 75 percent or more of the students are non-Hispanic whites. There is considerable diversity in proportions of Limited English Proficiency (LEP) students, students eligible for Free/Reduced-Price Lunch (FRL), Direct Certification Students, and Students with Disabilities (SWD).<sup>2</sup>

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

<sup>2</sup>The school-level FRL percentage is computed from individual-level data. If an individual student attended a school that participates in provision 2 of the Special Assistance Alternatives (SAS) or the Community Eligibility Provision (CEP), as provided by the Georgia Department of Education's School Nutrition Program, then the student is classified as FRL, no matter what his original individual designation. Direct Certification refers to students who either live in a family unit receiving SNAP benefits, live in a family unit receiving TANF benefits, are identified as homeless, are in foster care, or are migrant. Since the income thresholds for SNAP and TANF benefits are lower than for free/reduced-price lunch, the direct certification percentage is generally lower than the FRL percentage in most schools. There are seven SCSC schools where this is not the case, in which three have no students reported as FRL, suggesting the schools either do not participate in the nutrition program or did not report FRL eligibility at the student level.

Table 1: General Characteristics of State Charter Schools

School Name	Calendar Year Opened	EMO Affiliation	Grades	Curriculum Focus	School Year	Single-Gender School	Virtual/Online School	Serves Multiple Districts	Parental Involvement Requirement	Enrollment Restrictions
Atlanta Heights	2010	National Heritage Academies	K-8	None	Normal	No	No	No	Not Specified	Students residing in Atlanta Public Schools zone
Brookhaven Innovation Academy	2016	No	K-6	Compass Learning: cross-curricula, STEM-focused; project-based K-8 coding curriculum	Extended Day/Year	No	No	Yes	Not Specified	Students residing in State of GA
Cherokee Charter Academy	2011	Charter Schools USA	K-8	None	Normal	No	No	Yes	20 hours volunteer/year for one child, 30 hours/year for more than one child	Students residing in Cartersville City, Marietta City, Bartow, Cherokee, Cobb, and Pickens County Public Schools zone
Cirrus Academy Charter	2016	No	K-8	STEM + Arts	Normal	No	No	Yes	Not Specified	Students residing in State of GA
Coastal Plains Education Charter	2017	No	9-12	Self-paced, individualized, evening high school for students struggling at other schools	Year-round	No	No	Yes	Not specified	Students residing in State of GA



School Name	Calendar Year Opened	EMO Affiliation	Grades	Curriculum Focus	School Year	Single-Gender School	Virtual/ Online School	Serves Multiple Districts	Parental Involvement Requirement	Enrollment Restrictions
Coweta Charter Academy	2010	Charter Schools USA	K-8	None	Normal	No	No	Yes	20 hours volunteer/year for one child, 30 hours/year for more than one child	Students residing in Coweta, Meriwether, and Spalding County Public Schools zone
DuBois Integrity Academy	2015	No	K-5	GA Common core standards with STEM and Arts integration	Normal	No	No	No	30 volunteer hours/year	Students residing in Clayton County Public Schools zone
Foothills Education Charter High School	2015	No	9-12	Self-paced, individualized, evening high school for students struggling at other schools	Year-round	No	No	Yes	Not Specified	Students residing in State of GA
Fulton Leadership Academy	2010	No	6-12	STEM with focus on aviation and aeronautics - partnership with Civil Air Patrol	Normal	Boys Only	No	Yes	20 volunteer hours/year	Students residing in Atlanta, Clayton, and South Fulton County Public Schools zone
Genesis Academy for Boys	2017	No	K-7	College preparatory	Extended Day/Week/ Year	Boys Only	No	Yes	Not specified	Students residing in State of GA
Genesis Academy for Girls	2017	No	K-7	College preparatory	Extended Day/Week/ Year	Girls Only	No	Yes	Not specified	Students residing in State of GA

School Name	Calendar Year Opened	EMO Affiliation	Grades	Curriculum Focus	School Year	Single-Gender School	Virtual/ Online School	Serves Multiple Districts	Parental Involvement Requirement	Enrollment Restrictions
Georgia Connections Academy	2011	Connections Academy	6-12	Online Curriculum	Normal	No	Yes	Online	Not Specified	Students residing in State of GA
Georgia Cyber Academy	2014	K12 Inc.	K-12	Online Curriculum	Normal	No	Yes	Online	Not Specified	Students residing in State of GA
Georgia School for Innovation and the Classics	2015	No	K-12	Classical education approach with career pathways for secondary students (Linguistics, Nuclear Tech, Sustainable Ag, Entertainment Tech)	Normal	No	No	Yes	Not Specified	Students residing in State of GA
International Charter Academy of Georgia	2018	No	K-5	Dual language program, English/Japanese	Normal	No	No	Yes	Not Specified	Students residing in State of GA
International Academy of Smyrna	2017	No	K-6	International Baccalaureate Program, Primary and Middle Years programs	Normal	No	No	No	Not specified	Students residing in Cobb County Schools zone
International Charter School of Atlanta	2015	No	K-8	Language immersion emphasis (French, German, Spanish, Mandarin)	Normal	No	No	Yes	Not Specified	Students residing in State of GA

School Name	Calendar Year Opened	EMO Affiliation	Grades	Curriculum Focus	School Year	Single-Gender School	Virtual/ Online School	Serves Multiple Districts	Parental Involvement Requirement	Enrollment Restrictions
Ivy Preparatory Academy at Kirkwood	2011	No	K-8	Curriculum is entirely College Preparatory. Saturday Academy is available to struggling students.	Extended Day/Week/ Year	Girls Only	No	Yes	Not Specified	Students residing in DeKalb County and Atlanta Public Schools zones
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	No	No	Yes	Not Specified	Students residing in State of GA
Mountain Education Charter School	2007	No	9-12	Self-paced, individualized, evening high school for students struggling at other schools	Year-round	No	No	Yes	No	Students residing in State of GA
Odyssey School	2004	No	K-8	Multi-age classrooms - students grouped by skill level/Looping: students remain with teacher two years	Normal	No	No	No	18 hours per academic year	Students residing in Coweta County Public Schools zone
Pataula Charter Academy	2010	No	K-12	Expeditionary Learning: project based lectures and curriculum delivery/Looping: students remain with teacher for two years	Normal	No	No	Yes	Not Specified	Students residing in Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell Public School districts

School Name	Calendar Year Opened	EMO Affiliation	Grades	Curriculum Focus	School Year	Single-Gender School	Virtual/ Online School	Serves Multiple Districts	Parental Involvement Requirement	Enrollment Restrictions
Resurgence Hall	2017	No	K-1; 7	Emphasis on computer science, design-thinking and literacy and use of blended learning	Extended Day/Year	No	No	Yes	Not specified	Atlanta Public Schools or Fulton County Schools zones
SAIL – School for Arts-Infused Learning	2017	No	K-7	Arts-infused learning with robust fine arts and foreign language program, multiple year looping	Normal	No	No	Yes	Not specified	Students residing in State of GA
Scintilla Charter Academy	2015	No	K-5	Project-based learning with emphasis on service learning	Normal	No	No	Yes	20 volunteer hours/year	Students residing in Lowndes County and Valdosta City School zones
SLAM Academy of Atlanta	2018	SLAM Foundation, Inc.	K-3	Sports-themed, STEM program in elementary grades (K-5), Career-oriented model in secondary grades (6-7)	Normal	No	No	No	Specified	Students residing in Atlanta Public Schools zone
Southwest Georgia STEM Charter	2016	No	K-5	Interdisciplinary, place-based paired with STEM	Normal	No	No	Yes	Not Specified	Students residing in State of GA
Statesboro STEAM College, Careers, Arts & Technology Academy (CCAT)	2002	No	6-12	Multi-age classrooms - students grouped by skill level	Year-round	No	No	No	1 Hour of Service/week	Students residing in Bulloch County Public Schools zone

School Name	Calendar Year Opened	EMO Affiliation	Grades	Curriculum Focus	School Year	Single-Gender School	Virtual/ Online School	Serves Multiple Districts	Parental Involvement Requirement	Enrollment Restrictions
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	No	No	No	Attendance of a New Parent Orientation Meeting & sign an agreement	Students residing in Clayton County Public Schools zone

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

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Atlanta Heights	51.9	0.3	94.8	4.2	0.8	95.3	68.4	2.3	11.1
Brookhaven	46.9	39.9	29.9	20.0	10.2	0.0	7.7	10.3	9.2
Cherokee	49.8	62.8	18.1	16.0	3.2	9.9	14.5	8.2	14.8
Cirrus	54.0	2.7	95.3	0.5	1.6	100.0	62.6	0.0	4.5
Coastal Plains	52.9	55.2	30.9	9.2	4.7	69.6	31.4	0.9	11.6
Coweta	49.6	71.0	16.1	6.5	6.5	7.6	12.3	0.4	12.9
DuBois	49.6	0.0	97.1	1.2	1.7	100.0	47.9	3.5	10.2
Foothills	41.0	49.8	36.5	9.7	4.0	70.3	23.4	1.6	15.7
Fulton Leadership	0.0	1.8	96.8	1.1	0.4	83.3	32.7	0.0	21.4
Genesis - Boys	0.0	0.7	92.5	6.8	0.0	54.3	29.4	5.8	8.6
Genesis - Girls	100.0	0.7	96.7	2.2	0.4	55.8	31.2	2.2	4.4
GA Connections	56.9	50.4	33.6	7.9	8.1	40.6	23.9	0.6	11.1
GA Cyber	51.5	44.4	38.2	8.1	9.3	64.7	34.1	1.0	14.5
GA Innovation	51.0	70.8	17.3	6.2	5.8	0.0	20.8	0.0	11.8
International - Georgia	48.9	9.2	19.9	7.8	63.1	0.0	8.6	47.9	2.8
International - Smyrna	52.4	1.8	71.0	20.6	6.5	70.0	31.2	13.7	6.7
International - Atlanta	54.7	36.9	28.7	19.0	15.4	2.4	8.7	7.1	7.5
Ivy Prep. – Kirkwood	100.0	0.0	94.8	4.2	1.0	80.3	45.6	1.0	7.6
Liberty Tech	49.1	60.1	25.9	7.3	6.6	17.2	12.0	0.2	11.8
Mountain Ed.	48.3	77.7	4.5	15.5	2.3	44.8	21.1	4.5	15.8
Odyssey	45.0	51.7	32.4	8.7	7.3	36.9	19.4	3.1	12.8
Pataula	48.5	64.9	25.8	5.4	3.9	63.4	34.2	0.7	9.6
Resurgence Hall	50.0	1.1	96.2	2.7	0.0	61.4	38.3	0.0	4.3
SAIL	61.3	70.1	13.9	9.0	7.0	4.3	8.3	0.4	7.2

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Scintilla	48.7	56.3	34.1	5.2	4.4	43.9	23.2	0.0	12.5
SLAM	43.8	1.6	96.9	1.6	0.0	100.0	65.3	0.0	10.9
Southwest GA	54.0	71.8	18.1	5.9	4.2	70.9	49.2	0.0	13.0
Statesboro STEAM	46.1	70.2	20.8	4.5	4.5	56.7	22.3	0.0	18.0
Utopian	52.0	0.8	93.5	5.6	0.0	100.0	50.8	0.0	9.3

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. Percent other race includes Asian, Pacific Islander, American Indian, and multiracial. The percentage of students in each of the component racial groups is less than ten percent for each state charter school, except for Brookhaven, International Charter School of Georgia, and International Charter School of Atlanta. Foothills was allowed to submit a list of directly certified students in lieu of FRL, since Foothills has evening classes and no lunch program. The reported FRL percentage is based on this additional information.

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 and Student Growth Model Estimates*

There are two methods employed by states to evaluate the impact of schools on student achievement, value-added models and student growth percentile models. Each method has advantages and disadvantages relative to the other. The value-added approach 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. In contrast, the student growth percentile method compares the current test scores of students with those of other students who had the same or similar history of past test scores. Differences in the observable characteristics are not explicitly taken into account in the student growth percentile method. Details of the value-added estimation are provided in the Appendix. A thorough explanation of the student growth percentile model and how it compares to the value-added model are provided in Georgia Department of Education (2017). This report presents school performance estimates based on both approaches.

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.

Student growth percentiles measure where a student is in the distribution of current achievement relative to students with the same prior-year test score (or history of test scores). Thus, by definition, a score of 50 for a student indicates that about half of students with the same test score last year did better this year and about half did worse. School-level averages of student growth percentiles are reported below. The statewide school-level mean of SGPs is approximately equal to the statewide student median of 50, which provides a benchmark for comparing scores across schools.<sup>3</sup> Unlike the value-added model, the student growth percentiles produced from Georgia's student growth model do not include standard errors or confidence intervals.<sup>4</sup> Without this information, one cannot quantify the likelihood that two schools with different mean SGPs are, in fact, different. In other words, without this measure of precision, we cannot judge one school as superior to another based on SGPs alone.

For both the value-added and student growth models, 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 (grades 4 and 5) and another for its impact on students in middle grades (grades 6-8).

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<sup>3</sup> For 2013/14, the Georgia Department of Education (GaDOE) computed student growth percentiles in two different ways. In the "cohort SGP" approach, statistical models are updated annually so that the median student receives a SGP of 50 each year. This means that the baseline is reset each year and (as with value-added measures), it is not possible to measure a general increase in student achievement gains across all students. In attempt to capture general changes over time in teacher effectiveness, the GaDOE also computed a "baseline-referenced SGP." As the name implies, the baseline-referenced SGP uses the same model each year which was developed using a baseline cohort of students. This results in SGPs relative to the baseline cohort and, therefore, allows for the possibility of universal improvement in performance over time. However, as a consequence, the median baseline-referenced SGP does not necessarily equal 50. In 2013/14, cohort-referenced SGPs were used for EOCTs in Math, but baseline-referenced SGPs were used for the CRCTs and all non-Math EOCTs. Due to the adoption of the new Milestones exams, in 2014/15, only cohort-referenced SGPs were computed. See McCaffrey, Castellano and Lockwood (2014).

<sup>4</sup> It is possible to compute standard errors for student growth percentiles, but there is no single accepted methodology for doing so and most state accountability systems that utilize student growth percentiles, including Georgia's, do not report standard errors at this time. For a discussion of standard errors in the student growth model, see Doran, Swanlund and Lemke (2012) and American Institutes for Research (2012).

## *B. Summary of Findings*

A total of 11 figures comparing the school value-added and student growth percentiles 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.<sup>5</sup> Within each of these six figures is a graph depicting performance based on school value-added and another representing school-average student growth percentiles. In past years, up to five subject-specific scores were reported for elementary and middle grades, but reading-specific tests were dropped in 2015/16 and science and social studies tests were no longer administered in consecutive grades in 2016/17. At the high school level, there are five figures depicting school performance derived from student scores on end-of-course exams in Math and language arts: 9th-Grade Literature, American Literature, Algebra 1, Geometry, and the cross-subject average of Math and ELA.<sup>6</sup> Student growth percentiles are only available for 9th-Grade Literature, American Literature, Algebra 1 and Geometry.<sup>7</sup>

Based on value-added, the most common result overall was that half or more of state charters perform at a level that is not statistically different from the average of schools with similar student populations at the same grade group in Georgia. This is true for elementary ELA, elementary math, middle school ELA, and in one of four high school subject areas, American Literature. In middle school math and in Algebra I, half of state charters perform below the average of schools with similar student populations throughout the state. In contrast, the majority of state charters serving high school students outperform the average of schools with similar student bodies in 9<sup>th</sup> Grade Literature. The variation in effectiveness across subject areas could be due to a variety of factors, including teacher quality and instructional methods, which may vary across schools.

The comparisons with state averages provide an overall picture of state charter school performance. More relevant are comparisons between individual state charter schools and other schools (both traditional public schools and local charters) in the geographic areas they serve. Following the 11 figures that combine results for all state charters, Section III presents individual school summaries as well as graphs comparing each school's results with schools in the district it serves (where applicable).

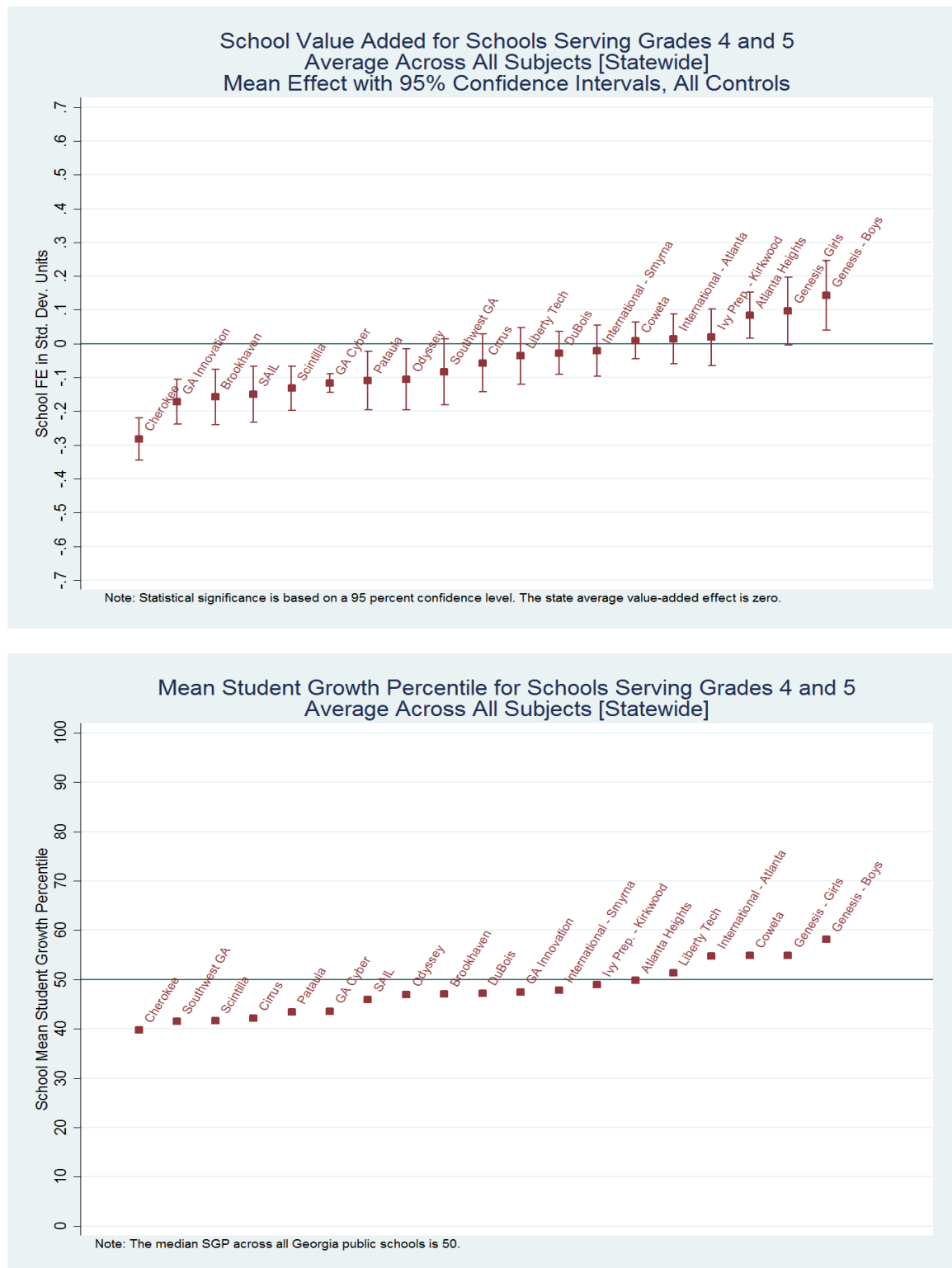
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<sup>5</sup> Prior to 2016/17, end-of-grade exams were administered in grades 3-8 in four subjects, ELA, Math, science and social studies. The science and social studies tests were dropped in 2016/17. Consequently, cross-subject averages in 2016/17 are computed over four subjects, but only reflect Math and ELA performance after that year.

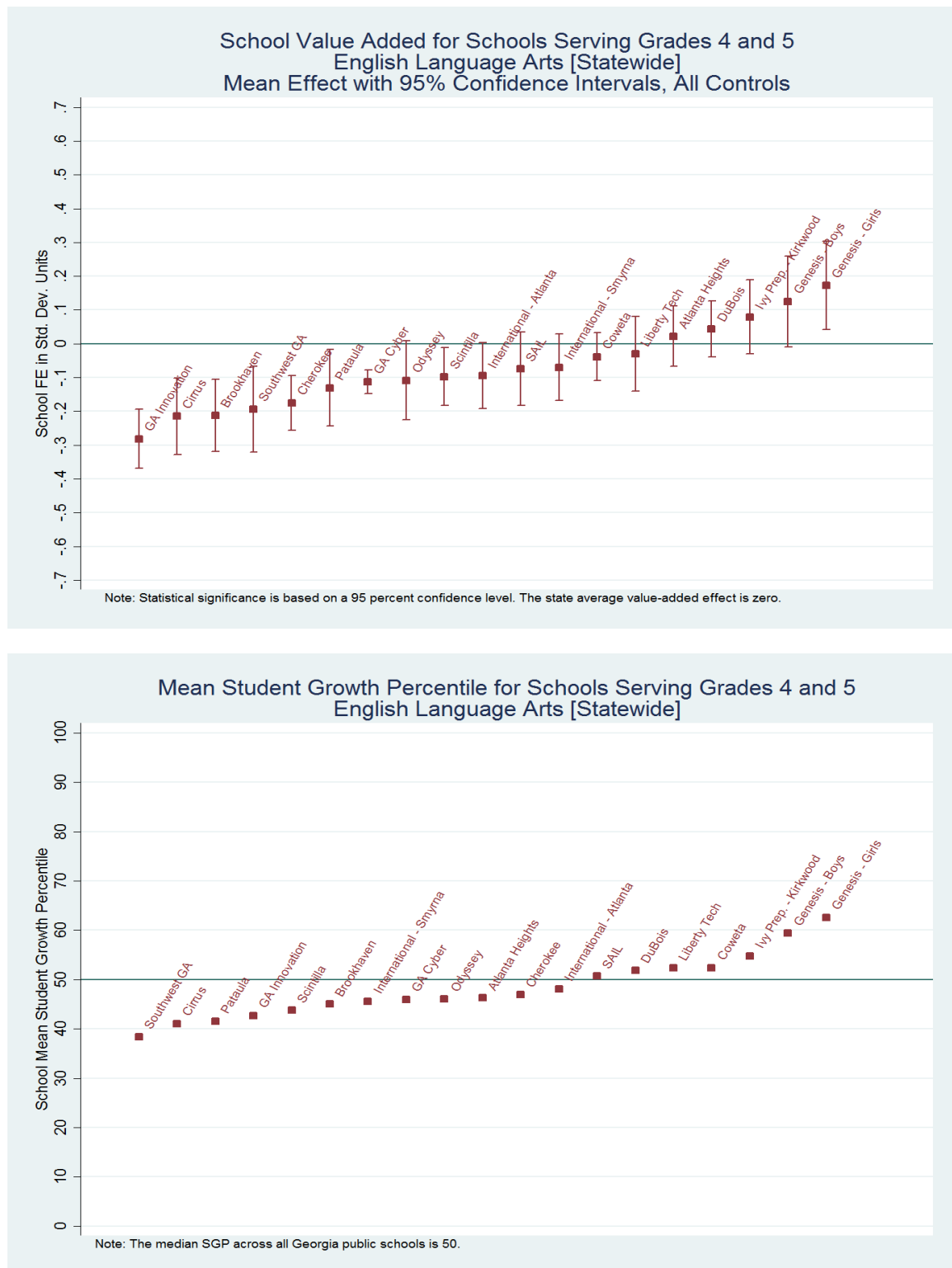
<sup>6</sup> Two other end-of-course exams were administered in 2018/19, Coordinate Algebra and Analytic Geometry. Estimates for these two tests are not reported because none of the 29 current SCSC schools had a sufficient number of students (15 or more) taking the exam to yield reliable VAM estimates.

<sup>7</sup> The GaDOE chose to only compute student growth percentiles for end-of-course exams in Math and ELA.

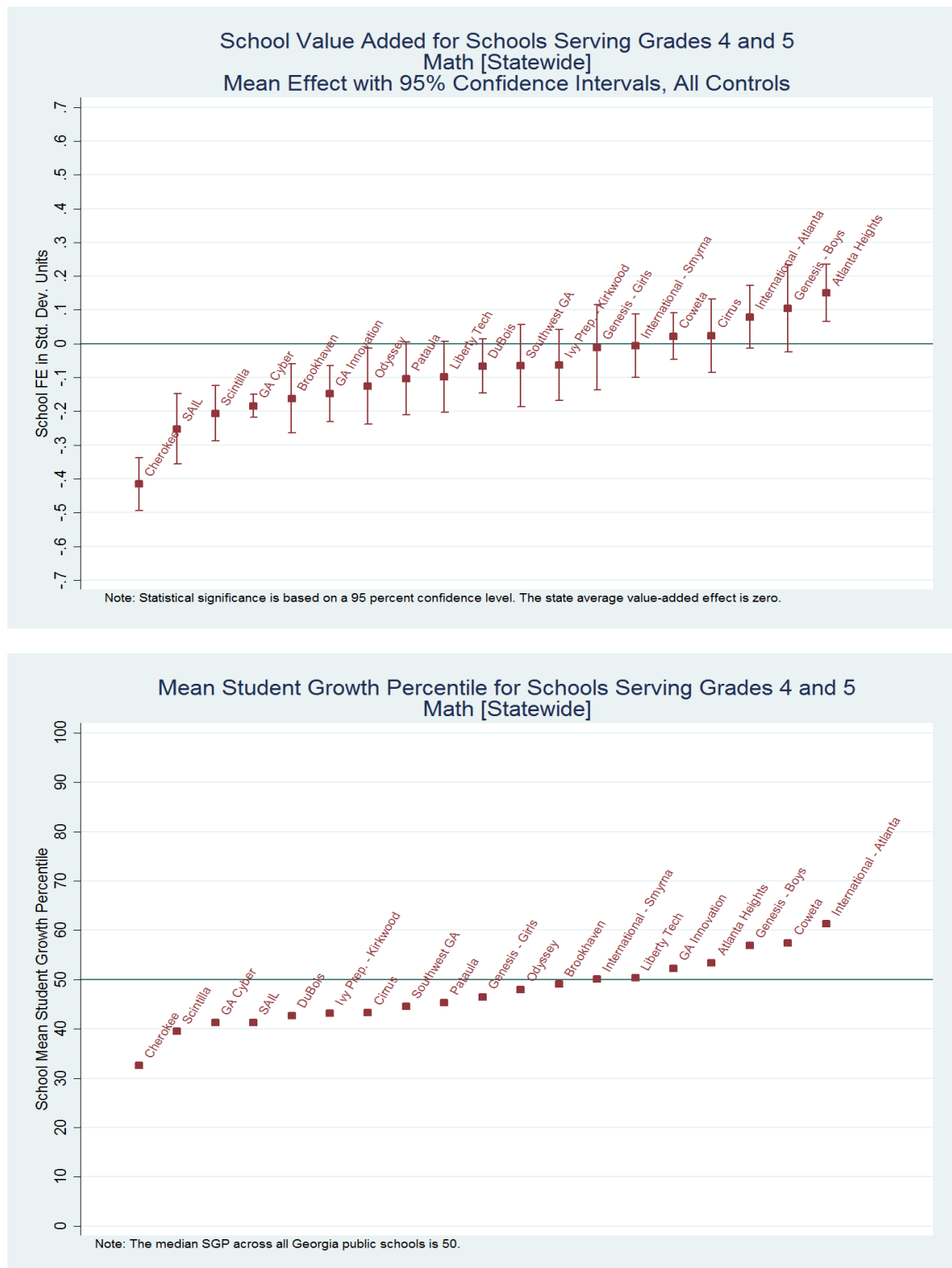
**Figure 1: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 4 and 5 – Average Across All Subjects [Statewide]**



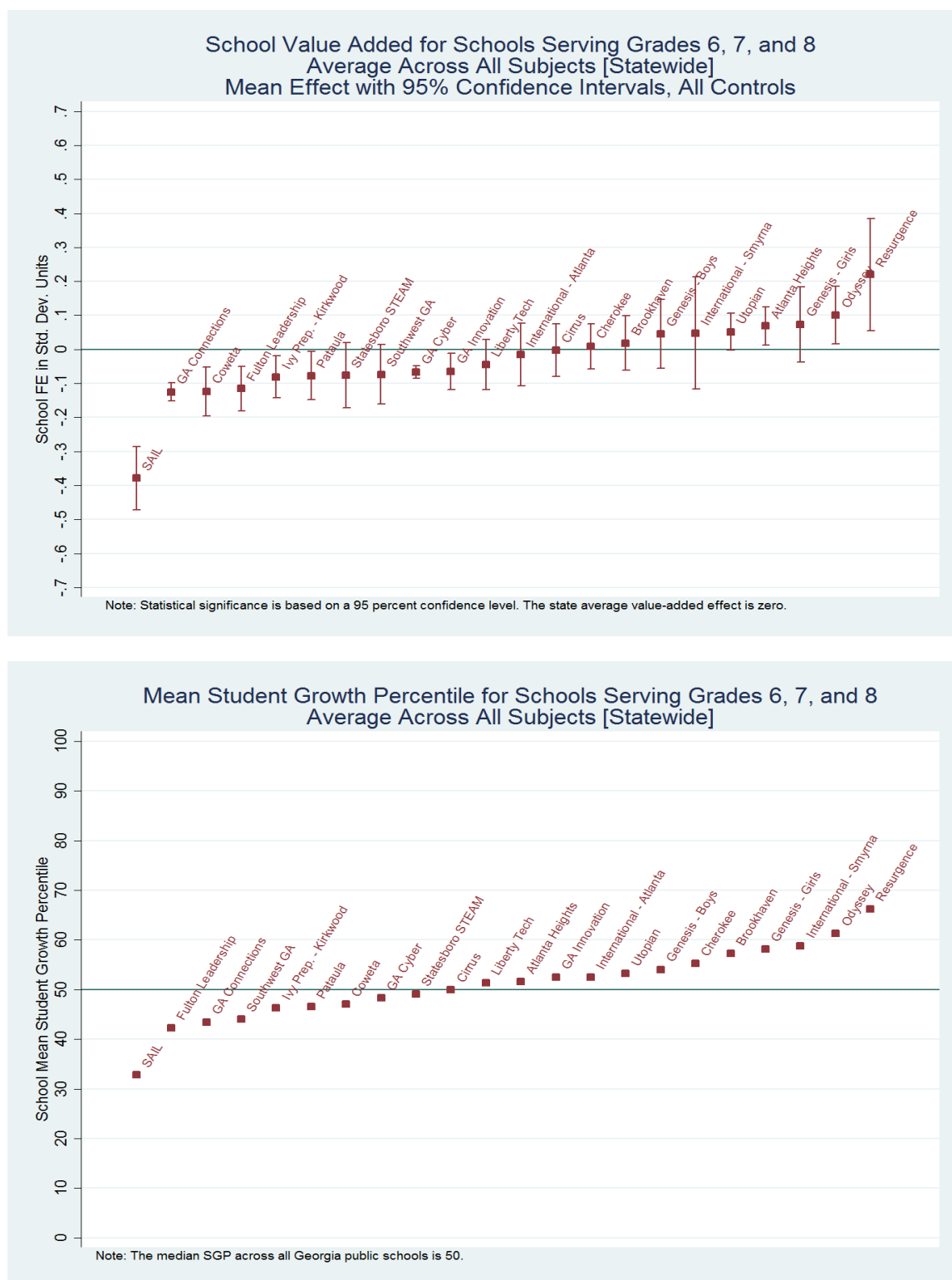
**Figure 2: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 4 and 5 – English Language Arts [Statewide]**



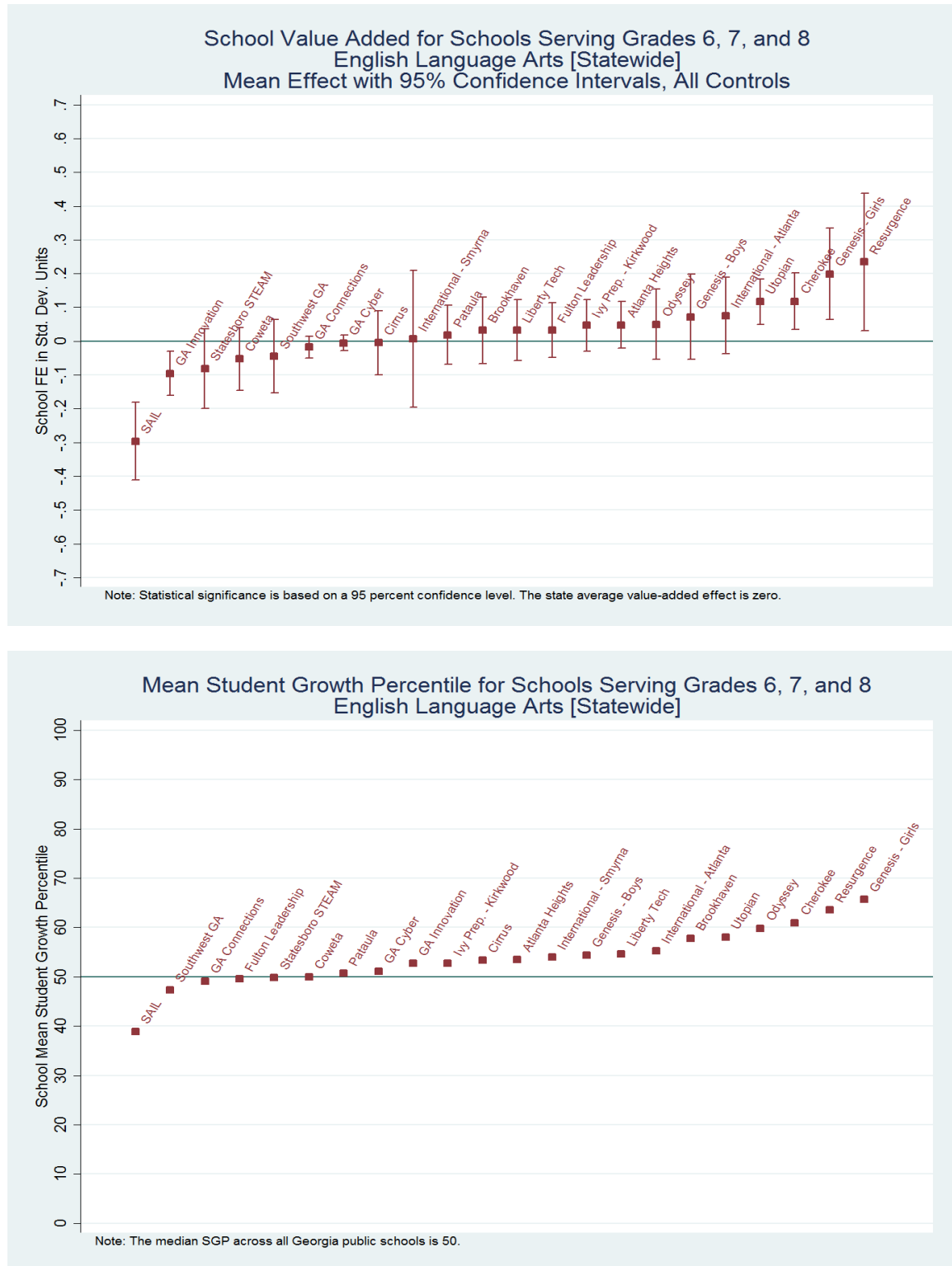
**Figure 3: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 4 and 5 – Math [Statewide]**



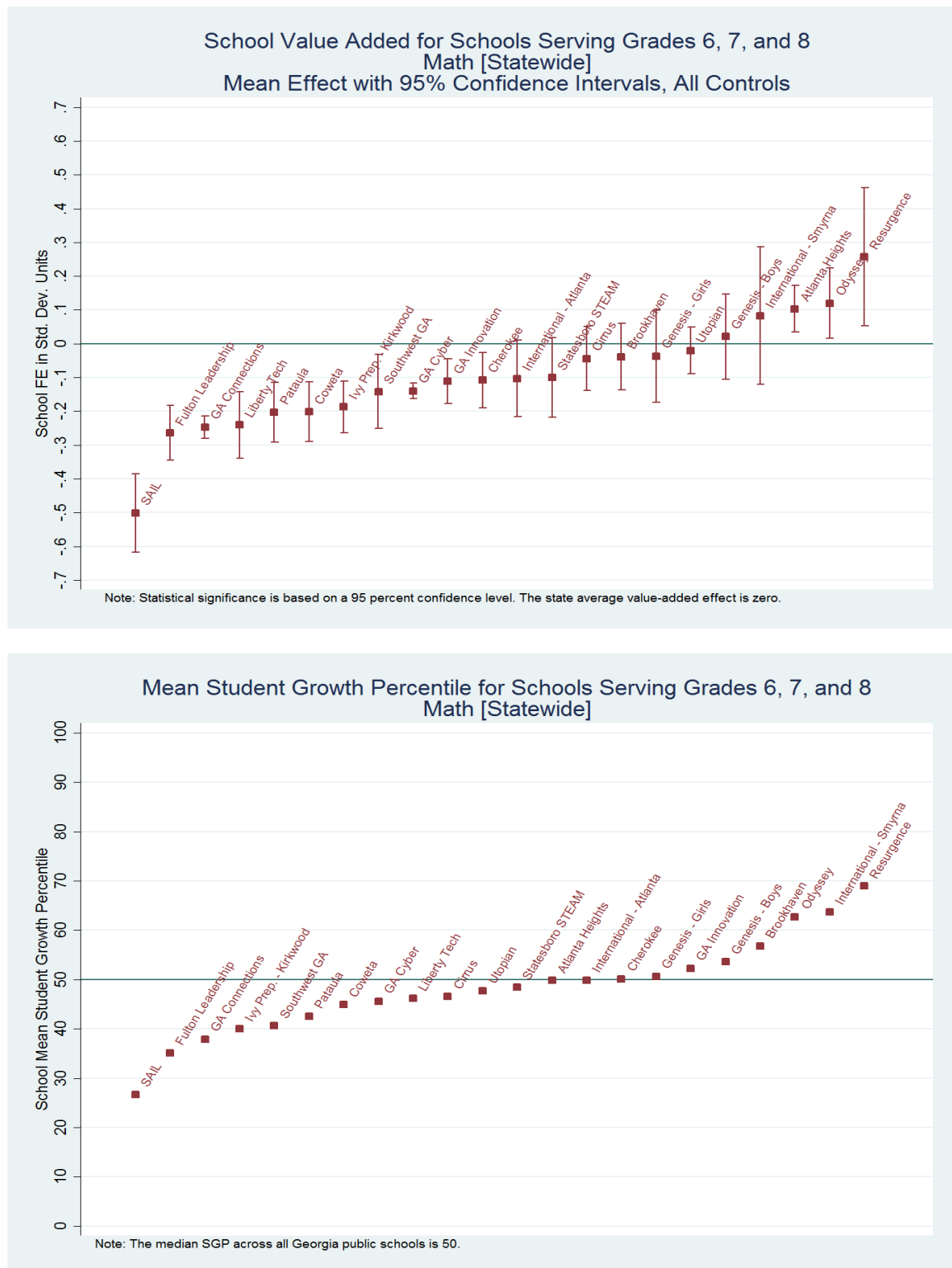
**Figure 4: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 6, 7, and 8 – Average Across All Subjects [Statewide]**



**Figure 5: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 6, 7, and 8 – English Language Arts [Statewide]**

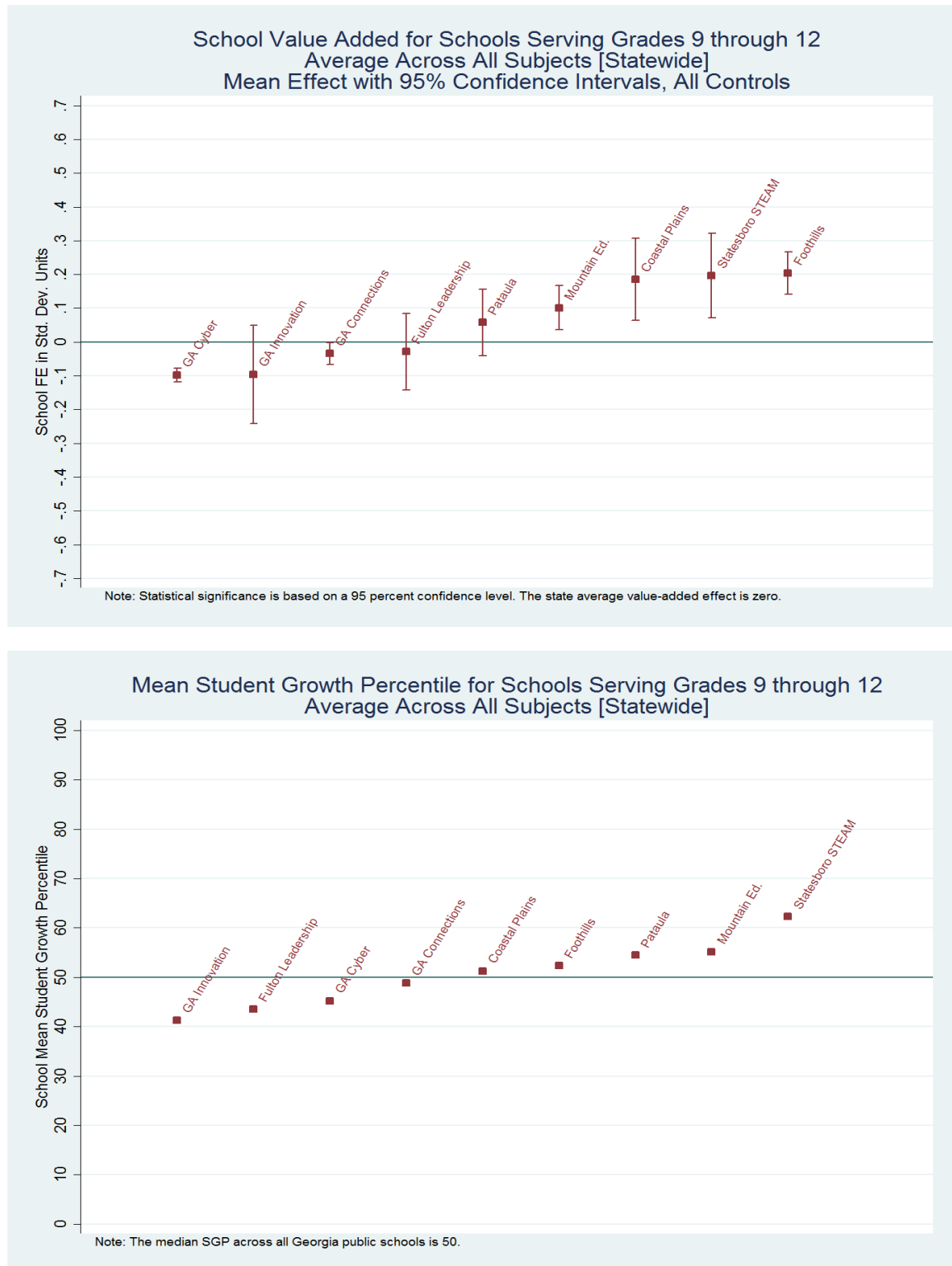


**Figure 6: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 6, 7, and 8 – Mathematics [Statewide]**

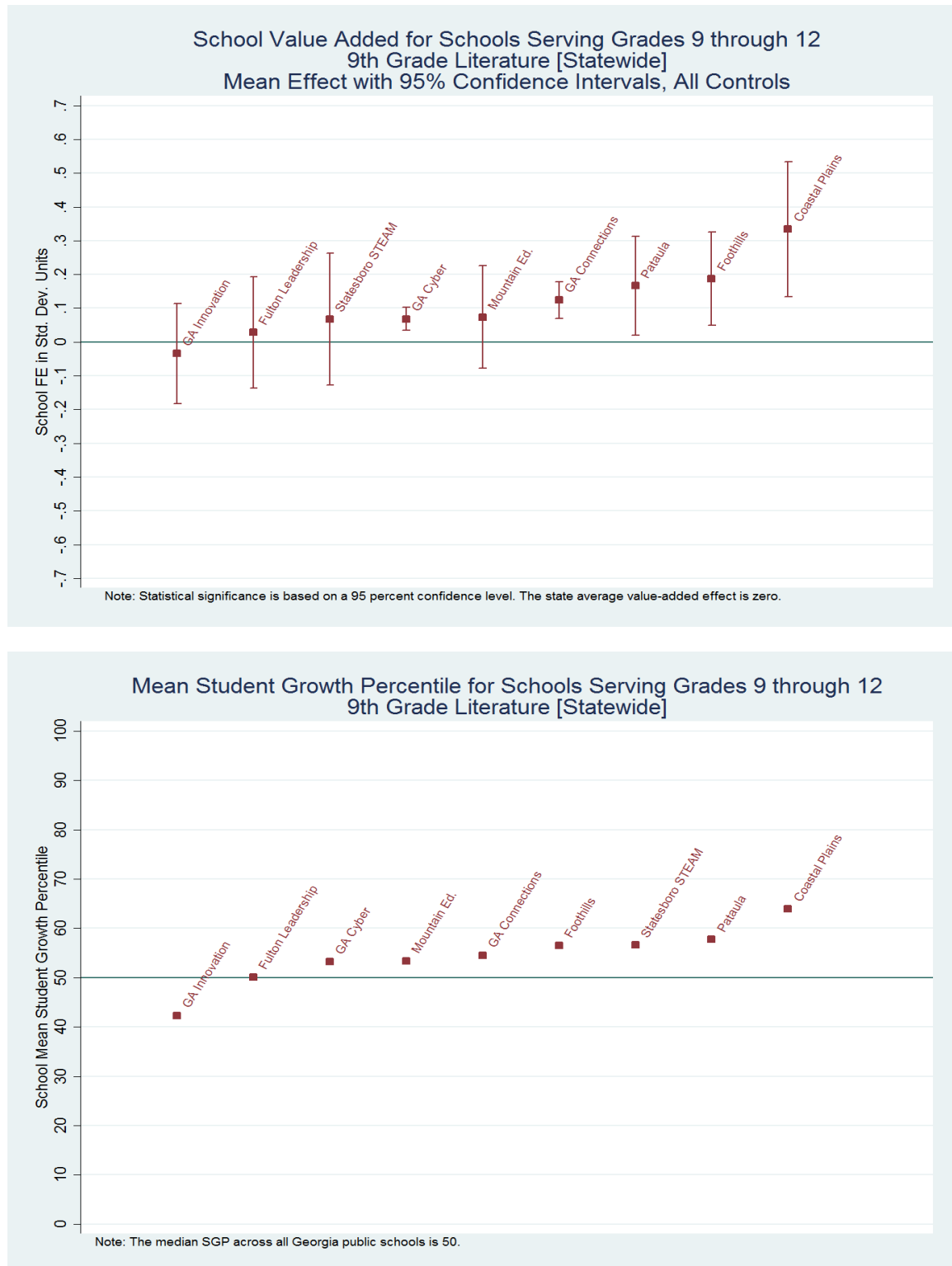




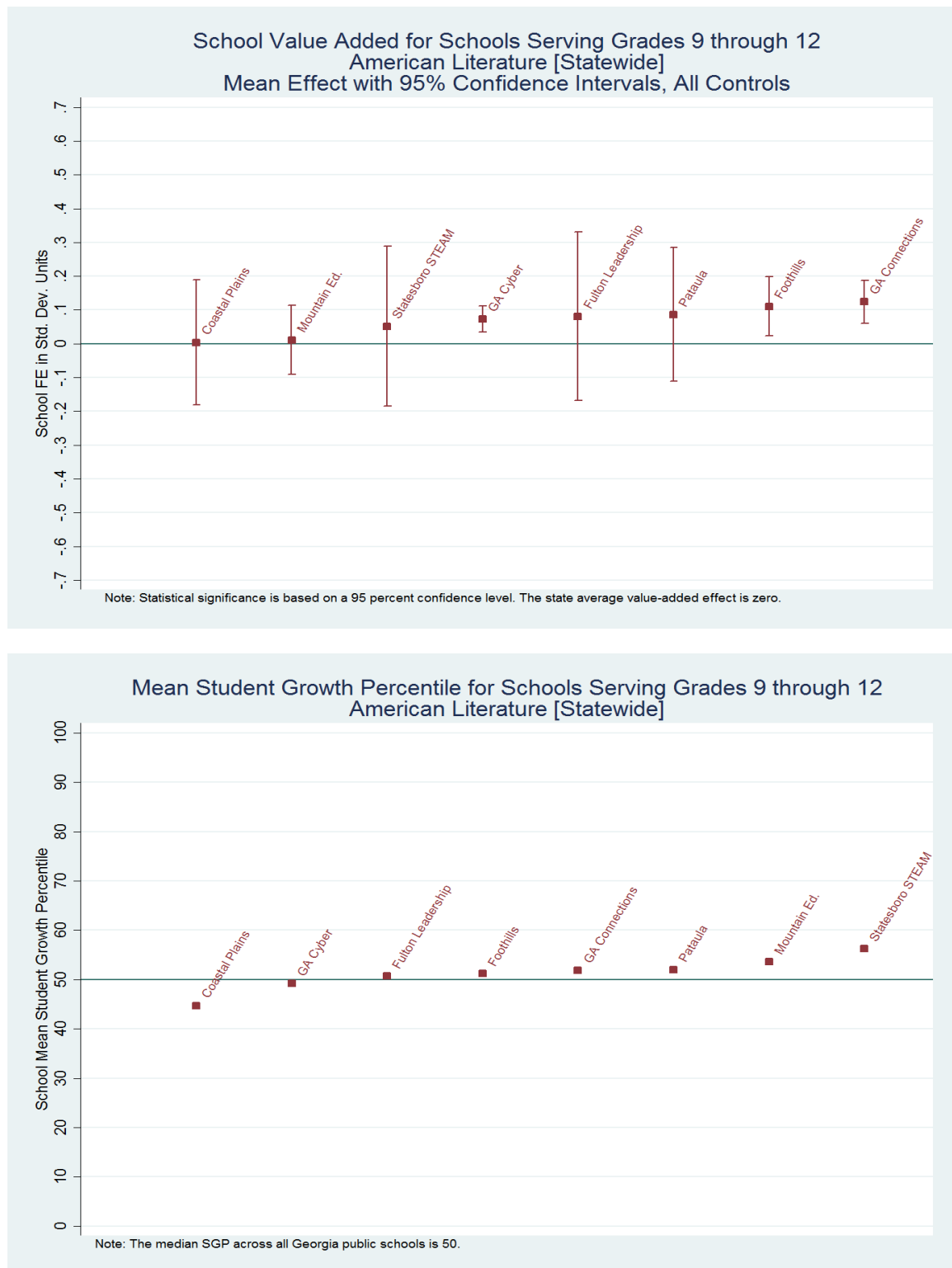
*Figure 7: Value-added School Effects and Mean Student Growth Percentiles for Schools Serving Grades 9 through 12– Average Across All Subjects [Statewide]*



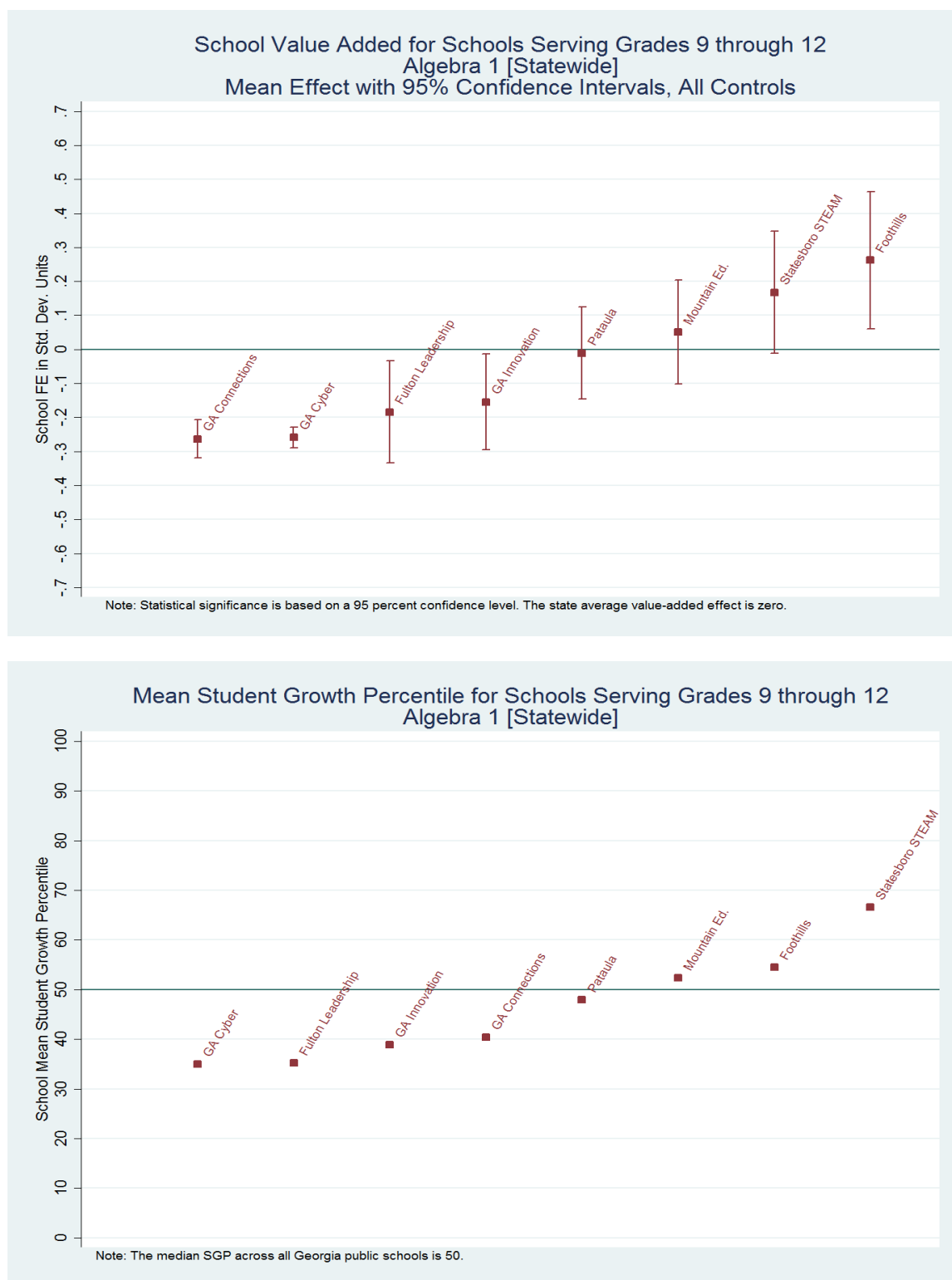
**Figure 8: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 9 through 12 – 9<sup>th</sup> Grade Literature [Statewide]**



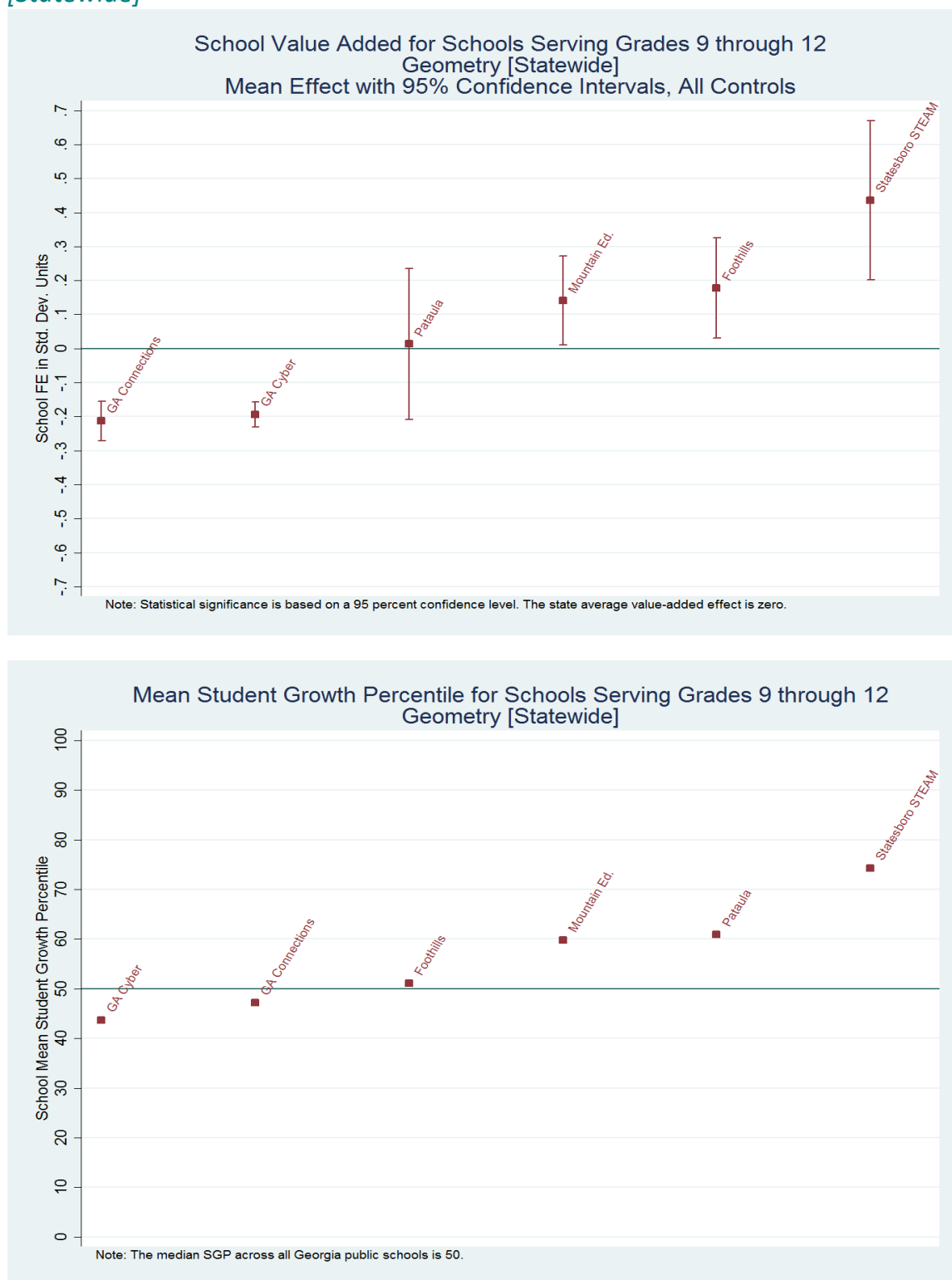
**Figure 9: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 9 through 12 – American Literature [Statewide]**



**Figure 10: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 9 through 12 – Algebra 1 [Statewide]**



*Figure 11: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 9 through 12 – Geometry [Statewide]*



### III. Results – Individual School Summaries

The following tables summarize both state and district comparisons of performance for each state charter school. Two estimates of school performance are reported, one based on the value-added model and the other derived from the student growth model. The value-added model includes a multitude of available individual-level student characteristics (plus prior-year test scores) and the school-level percentages of students with disabilities, limited English proficiency students, and students who are directly certified as controls. In contrast, the student growth model indirectly controls for student characteristics by comparing the performance of individual students to other students with similar test-score histories.

For both the value-added and student growth percentile measures, a state percentile and a district rank 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. District ranks represent the position of a school relative to other schools in the same district offering the same grade group. For example, a ranking of “25 out of 40” indicates that 24 schools from the relevant district have higher scores and 15 have lower scores. Schools with a statewide attendance zone have no district rank or district comparison.

For state charters with a less-than-statewide attendance zone, it is possible to compare their performance to traditional public schools and locally-approved charters in the same area. For nearly all state charter students, the relevant public school option is a school in the same district as the district served by their current school. Put differently, a within-district comparison shows how students would likely fare if a state charter were to close and a student then attended the average-performing school in the same district or multi-district area.

For both the value-added and student growth metrics, a comparison between a school’s performance in 2018/19 and its performance in 2016/17 and 2017/18 is provided. Estimates for all three years are based on the same general two-step value-added approach. Due to data limitations, the construction of the direct certification measure in 2016/17 differs slightly from that used in other years. The GaDOE stopped collecting data on student participation in gifted programs in 2018/19 so the 2018/19 calculations do not control for gifted status. Also, due to the elimination of end-of-grade tests in science and social studies for grades 4, 6 and 7, the 2015/16 cross-subject average performance measures average performance over four subjects whereas for subsequent year the cross-subject average only includes Math and ELA.

Each school summary report is structured as follows:

- Key Findings
- General Characteristics
- Students Served
- Value-Added and SGP Results Summary by Grade Level and Subject
- Comparison of Summary Results from 2016/17 through 2018/19
- Comparison of School Impact (for non-statewide schools only)

## 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 0.0839 in elementary grades and 0.0689 in middle grades.
- Atlanta Heights Charter School's impact on student achievement is statistically higher than the state average in elementary and middle grades, and indistinguishable from the district in elementary and middle grades.
- Atlanta Heights Charter School's 2018/19 performance in elementary and middle grades is higher than its performance in 2017/18 and similar to its performance in 2016/17.
- The school's contribution to student achievement is:
  - indistinguishable from the district and state average in elementary school ELA;
  - higher than the district and state average in elementary school Math;
  - indistinguishable from the district and state average in middle school ELA; and
  - higher than the district and state average in middle school Math.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Atlanta Heights	2010	National Heritage Academies	K-8	None	Normal	No	No	No	Not Specified	Students residing in Atlanta Public Schools Zone

## Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Atlanta Heights	51.9	0.3	94.8	4.2	0.8	95.3	68.4	2.3	11.1

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

Overall School Effect: 0.0839 Elementary / 0.0689 Middle

Average Overall School Effect in District: 0.0370 Elementary / 0.0285 Middle

Atlanta Heights's contribution to an elementary and middle school student's average achievement across ELA and Math is higher than the state average but indistinguishable from its district. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	0.0224	56	No	34 of 60	0.0326	No	46	27	39 of 60
Math	0.1506	90	Higher	11 of 60	0.0555	Higher	53	67	21 of 60
All-Subject Average	0.0839	81	Higher	16 of 60	0.0370	No	50	51	29 of 60
<i>Middle</i>									
ELA	0.0482	71	No	14 of 26	0.0405	No	54	75	8 of 26
Math	0.1037	82	Higher	6 of 26	0.0264	Higher	50	49	13 of 26
All-Subject Average	0.0689	79	Higher	7 of 26	0.0285	No	52	61	9 of 26



Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Atlanta Heights' performance in elementary and middle grades is higher than its performance in 2017/18 and similar to its performance in 2016/17. Performance in elementary Math and middle school ELA is higher than last year, but lower than 2016/17. Performance in elementary ELA and middle school Math is higher than performance in the 2016/17 and 2017/18 school years.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA	0.0068	No	0.0202	No	-0.0671	No	0.0172	Lower	0.0224	No	0.0326	No
Math	0.1884	Higher	0.0836	Higher	0.0238	No	0.0741	No	0.1506	Higher	0.0555	Higher

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
All-Subject Average	0.0980	Higher	0.0517	No	-0.0324	No	0.0420	Lower	0.0839	Higher	0.0370	No
<i>Middle</i>												
ELA	0.0975	Higher	0.0423	No	0.0105	No	0.0557	No	0.0482	No	0.0405	No
Math	0.0867	Higher	0.0364	No	-0.1377	Lower	0.0505	Lower	0.1037	Higher	0.0264	Higher
All-Subject Average	0.0898	Higher	0.0380	No	-0.0828	Lower	0.0398	Lower	0.0689	Higher	0.0285	No
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	50	49	20 of 58	44	16	47 of 59	46	27	39 of 60
Math	55	72	18 of 58	46	32	48 of 59	53	67	21 of 60
All-Subject Average	53	64	19 of 58	45	21	52 of 59	50	51	29 of 60
<i>Middle</i>									
ELA	53	77	3 of 22	50	47	16 of 26	54	75	8 of 26
Math	49	43	12 of 22	34	2	26 of 26	50	49	13 of 26
All-Subject Average	51	56	7 of 22	42	6	26 of 26	52	61	9 of 26
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

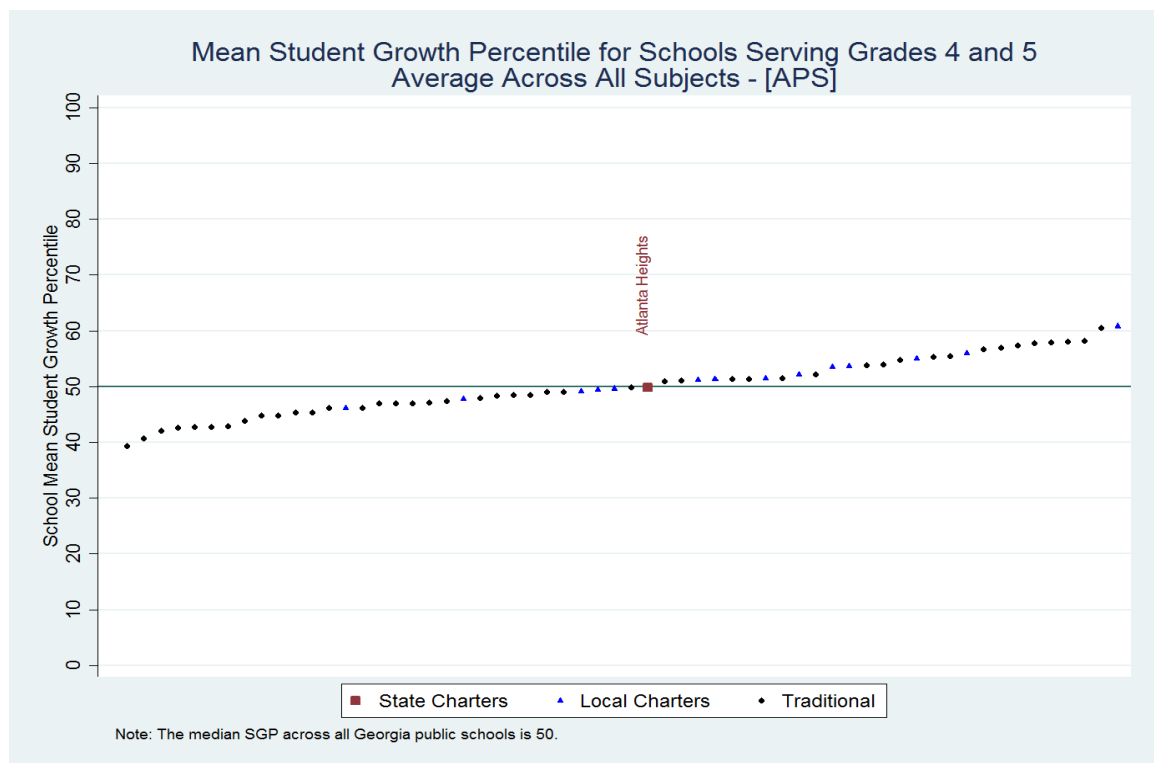
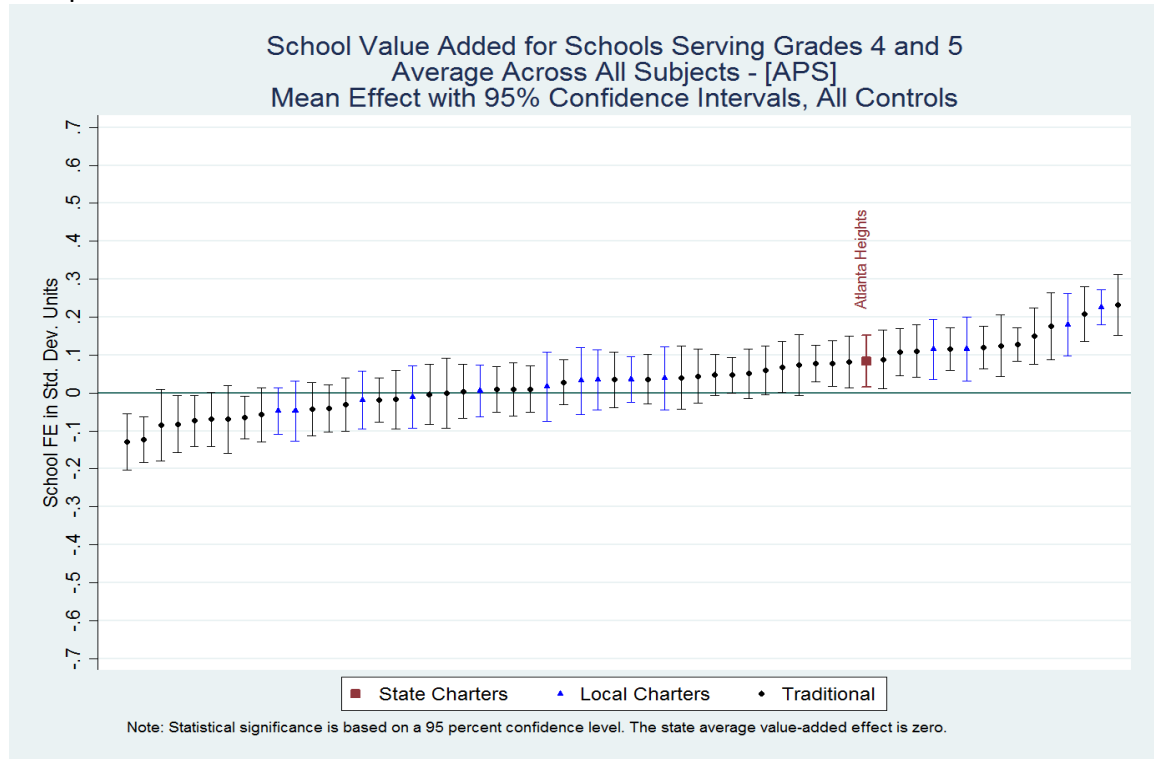
Note: Schools with a statewide attendance zone have no comparison district.

## Comparison of School Impact

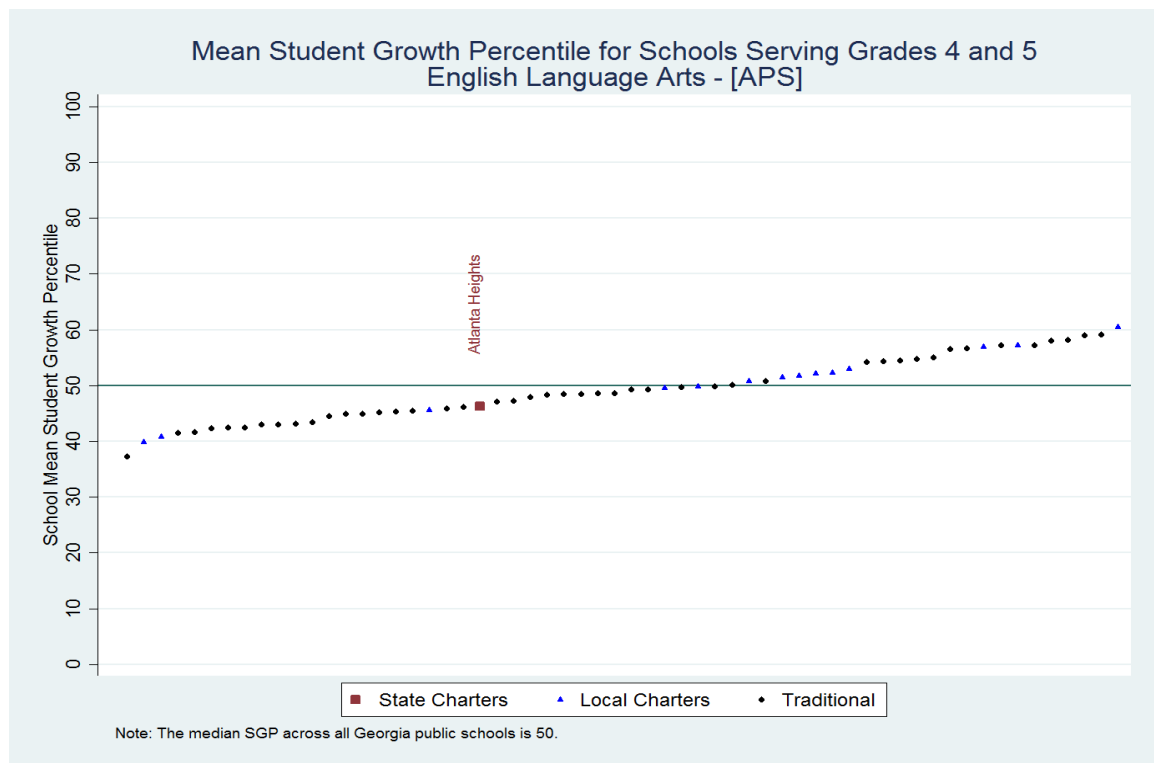
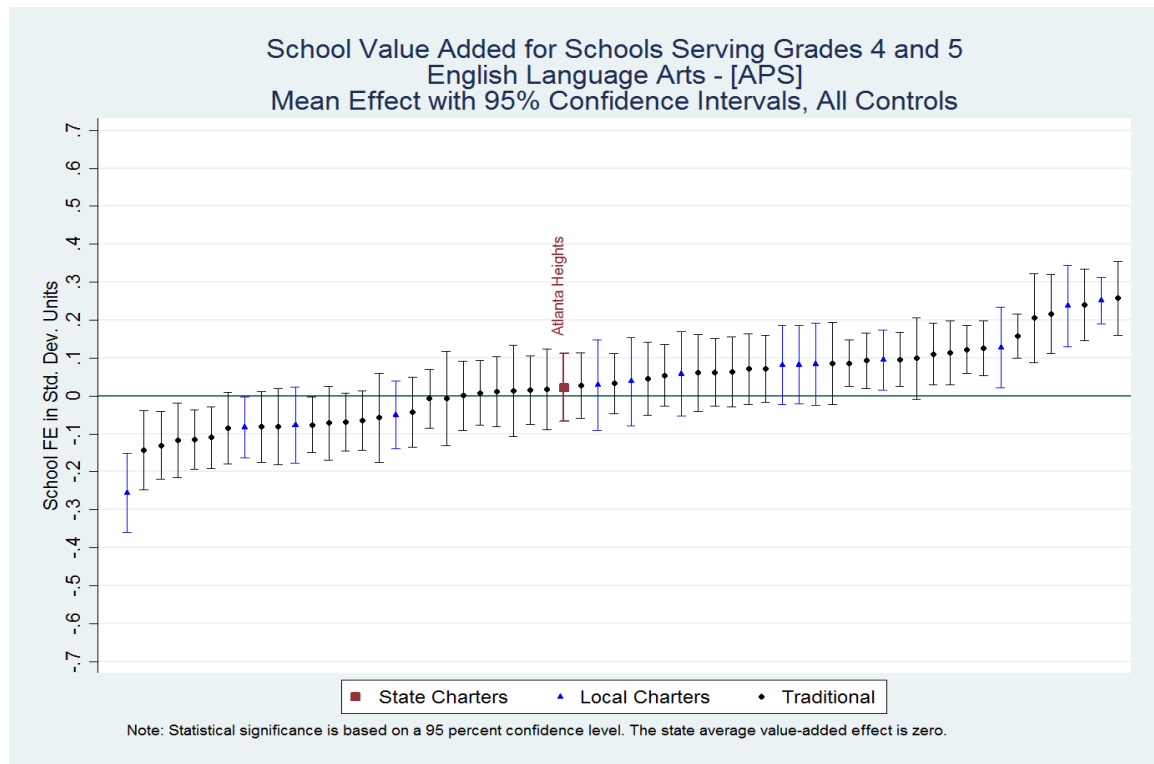
Subject Area: All-Subject Elementary Average

State Charter: Atlanta Heights

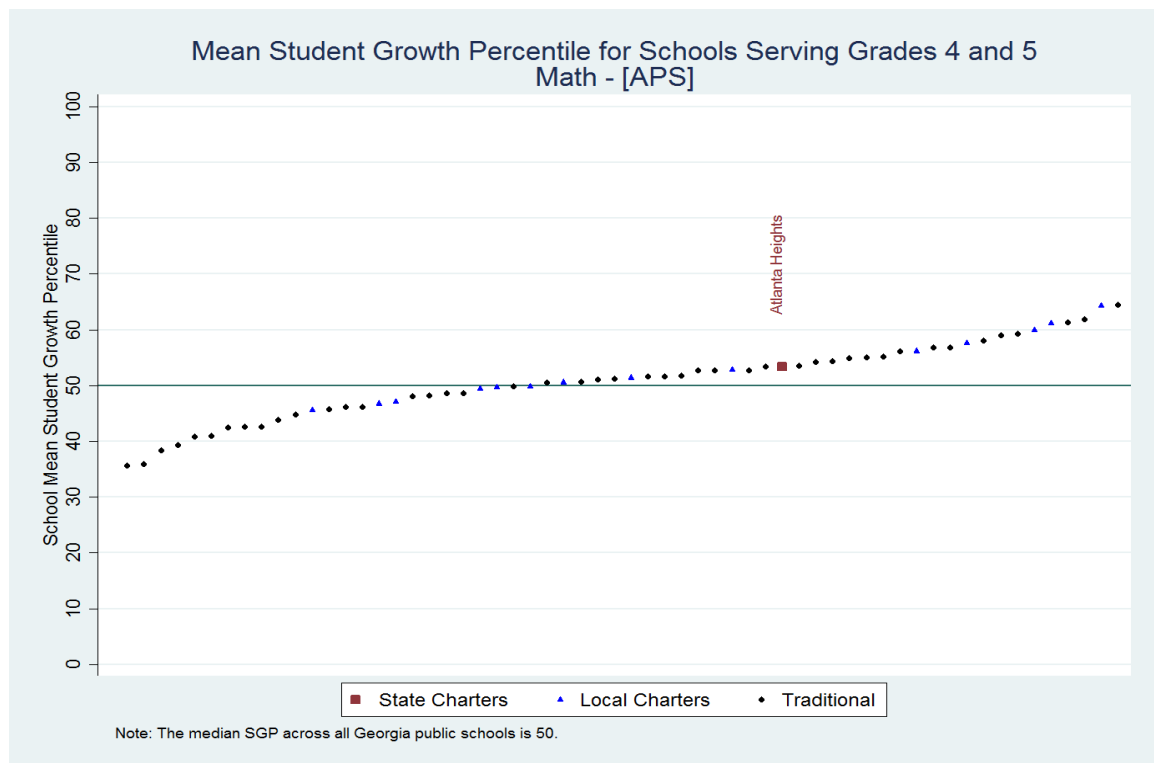
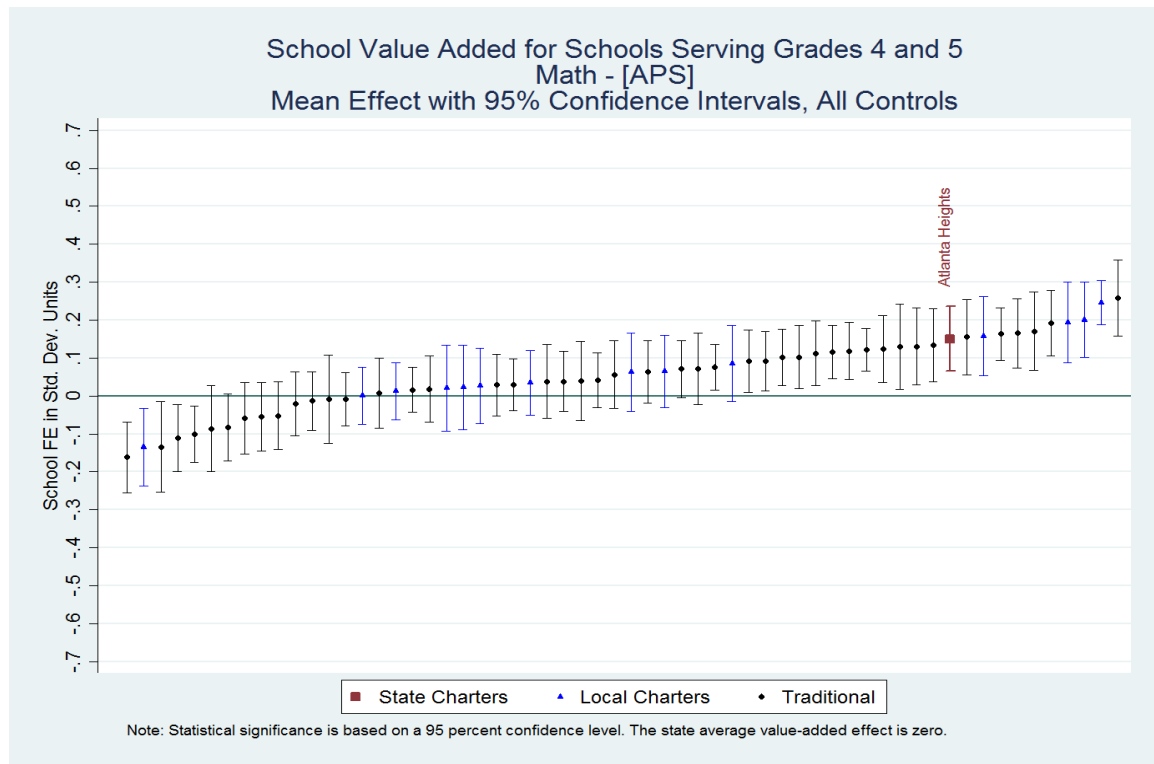
Comparison District: Atlanta Public Schools



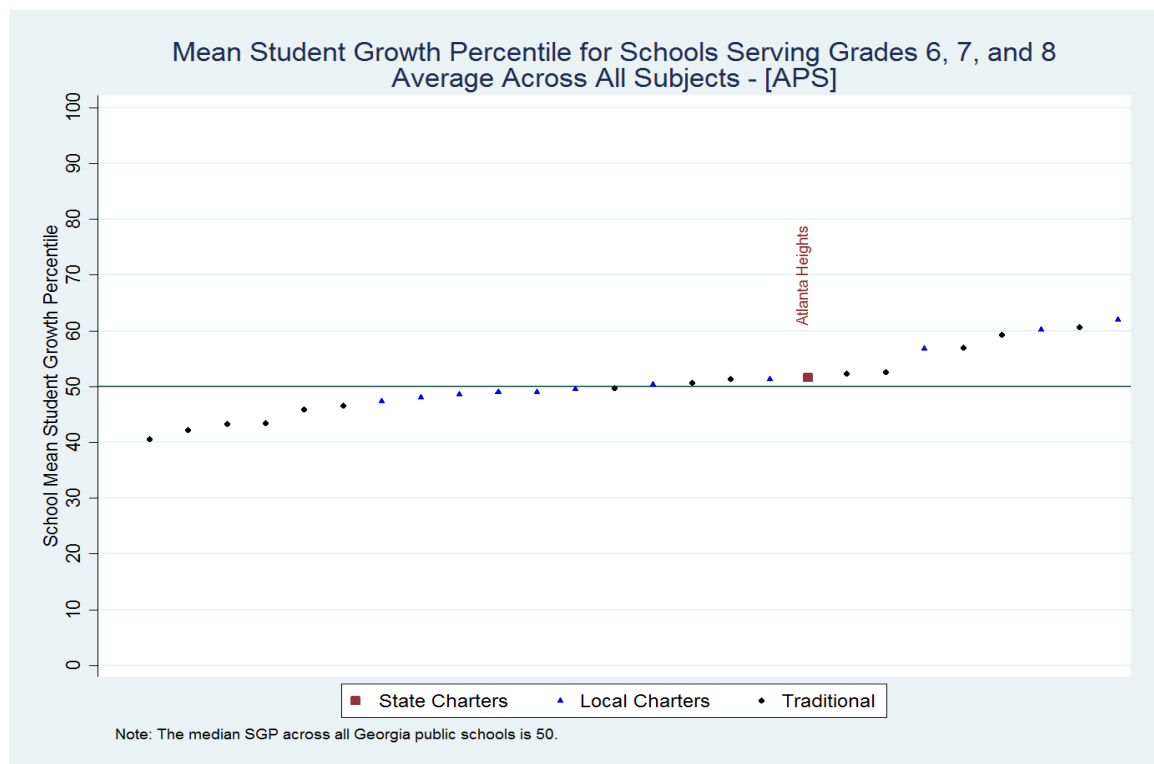
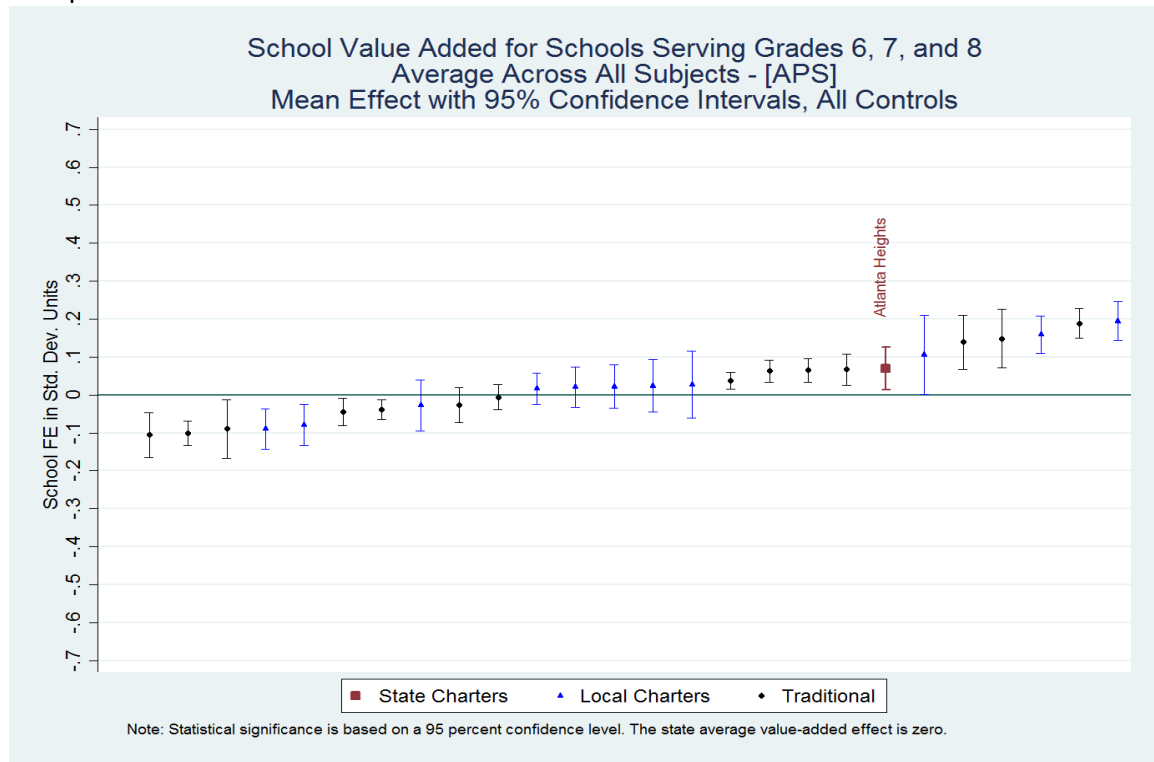
Subject Area: Elementary ELA  
 State Charter: Atlanta Heights  
 Comparison District: Atlanta Public Schools



Subject Area: Elementary Mathematics  
 State Charter: Atlanta Heights  
 Comparison District: Atlanta Public Schools



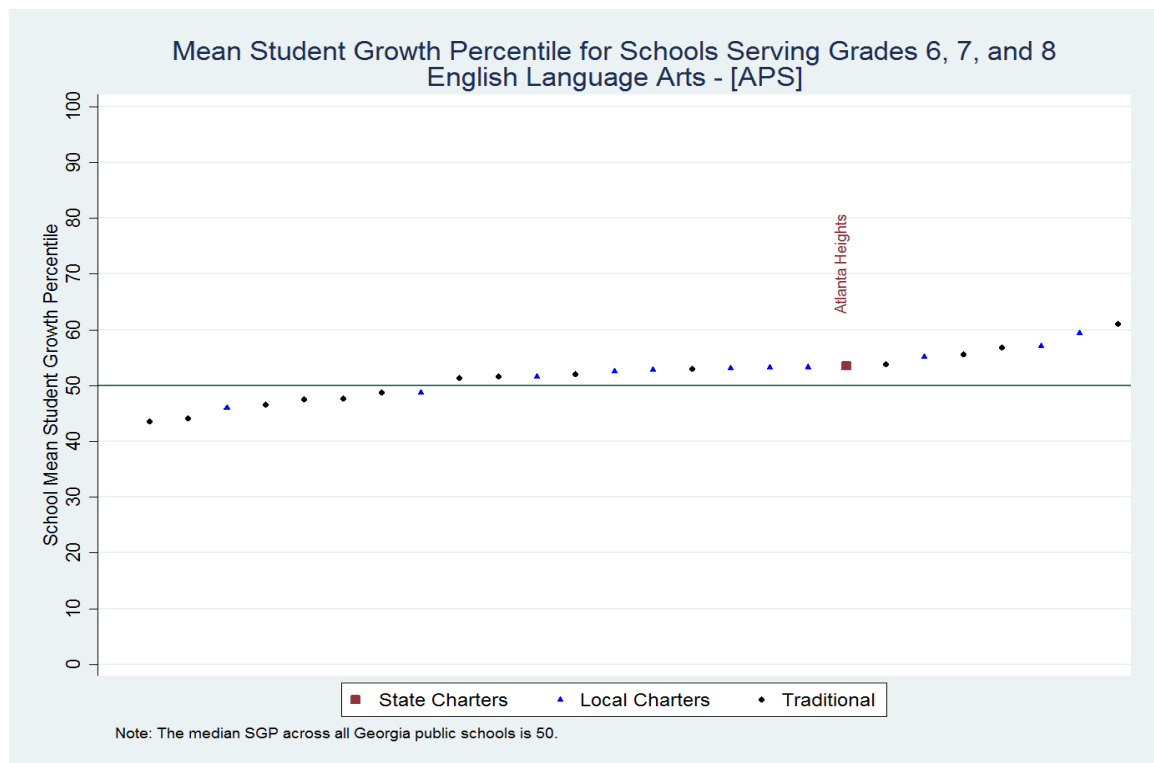
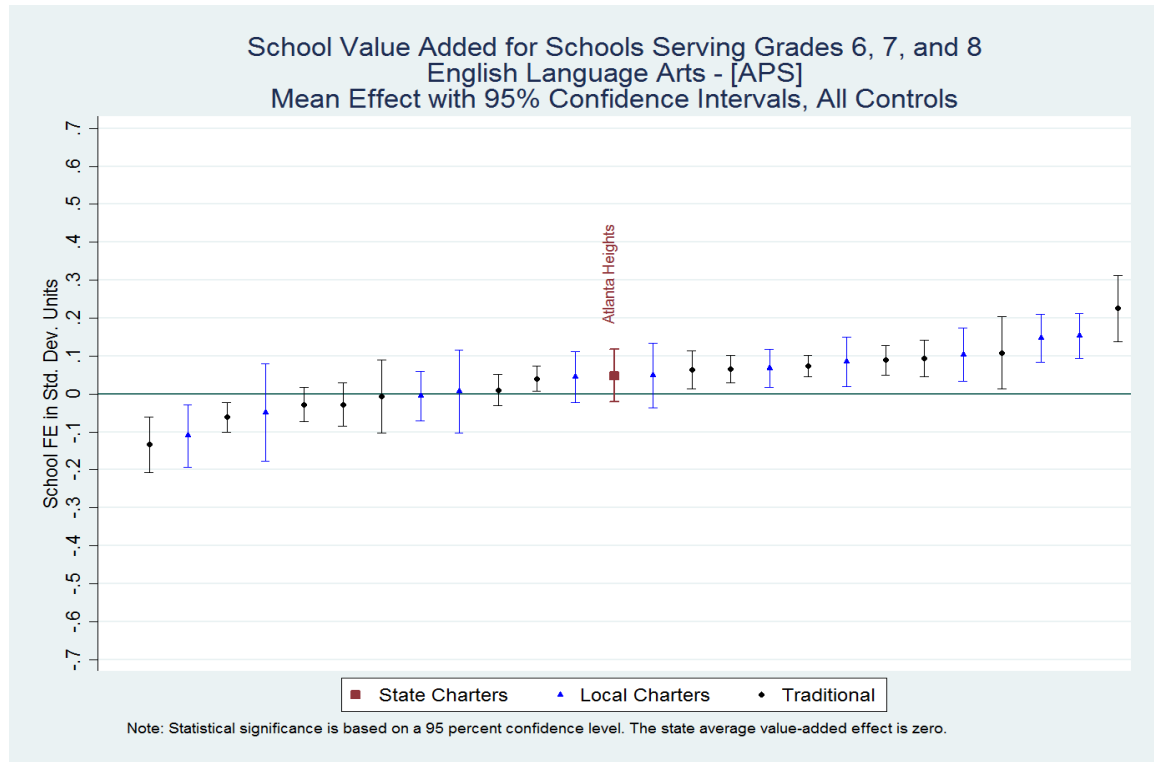
Subject Area: All-Subject Middle Average  
 State Charter: Atlanta Heights  
 Comparison District: Atlanta Public Schools



Subject Area: Middle ELA

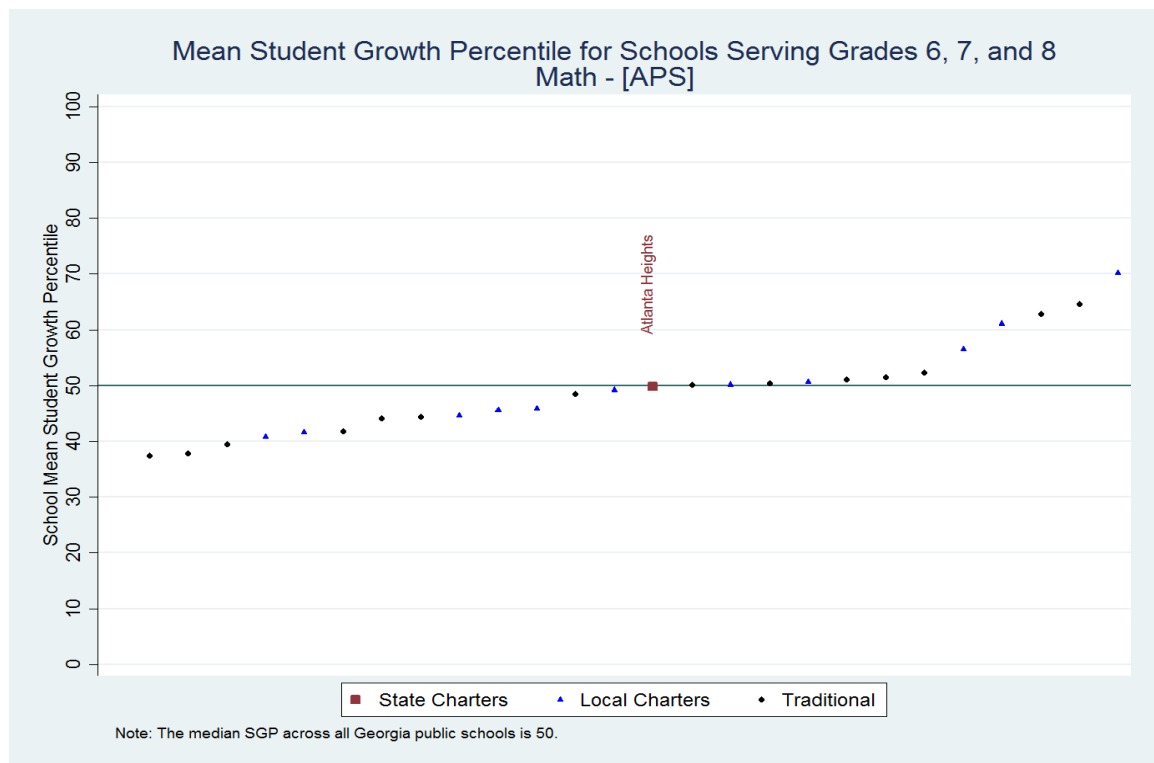
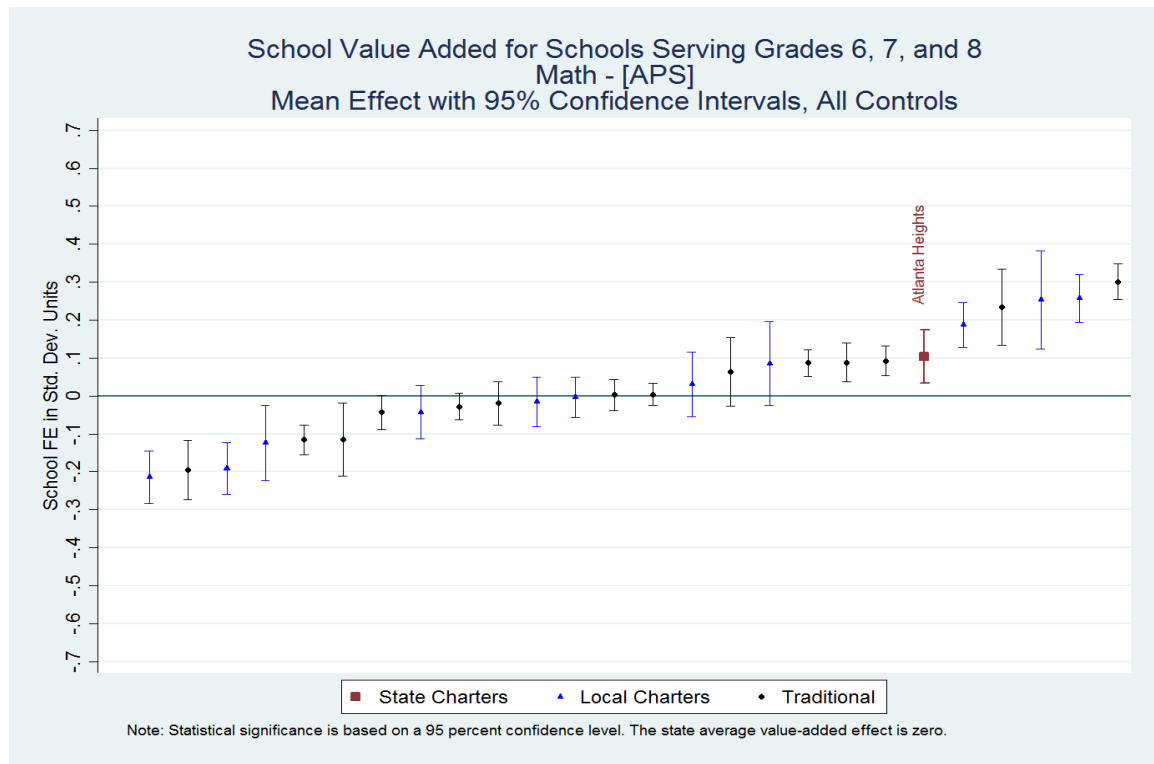
State Charter: Atlanta Heights

Comparison District: Atlanta Public Schools





Subject Area: Middle Math  
 State Charter: Atlanta Heights  
 Comparison District: Atlanta Public Schools



## 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 -0.1578 in elementary grades and 0.0187 in middle grades.
- Brookhaven Innovation Academy's impact on student achievement is statistically below the state average in elementary grades and indistinguishable from the state average in middle grades. Because the school serves students throughout the state, it does not have a district comparison group.
- Brookhaven Innovation Academy's 2018/19 performance in elementary and middle grades is lower than its performance in 2017/18.
- The school's contribution to student achievement is:
  - below the state average in elementary ELA and Math; and
  - indistinguishable from the state average in middle school ELA and Math.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Brookhaven Innovation Academy	2016	No	K-6	Compass Learning: cross-curricula, STEM-focused; project-based K-8 coding curriculum	Extended Day/Year	No	No	Yes	Not Specified	Students residing in State of GA

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Brookhaven	46.9	39.9	29.9	20.0	10.2	0.0	7.7	10.3	9.2

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

Overall School Effect: -0.1578 Elementary / 0.0187 Middle

Brookhaven Innovation Academy's contribution to an elementary student's average achievement across ELA and Math is statistically below the average elementary school in the state, but its contribution to a middle school student's average achievement across ELA and Math is indistinguishable from the average middle school in the state. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	-0.2119	2	Lower				45	19	
Math	-0.1617	9	Lower				49	45	
All-Subject Average	-0.1578	4	Lower				47	31	
<i>Middle</i>									
ELA	0.0321	64	No				58	92	
Math	-0.0381	38	No				57	82	
All-Subject Average	0.0187	60	No				57	90	
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Brookhaven's performance in elementary and middle grades for the 2018/19 school year has somewhat declined compared to the 2017/18 school year, but is better than its performance in 2016/17.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA	-0.0849	No			-0.0717	No			-0.2119	Lower		
Math	-0.4218	Lower			-0.1102	Lower			-0.1617	Lower		
All-Subject Average	-0.2535	Lower			-0.0746	Lower			-0.1578	Lower		
<i>Middle</i>												
ELA	-0.2142	Lower			0.0338	No			0.0321	No		
Math	-0.2744	Lower			0.0063	No			-0.0381	No		

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
All-Subject Average	-0.2517	Lower			0.0200	No			0.0187	No		
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	43	13		46	24		45	19	

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Math	27	1		47	38		49	45	
All-Subject Average	35	1		47	29		47	31	
<i>Middle</i>									
ELA	39	2		49	40		58	92	
Math	34	2		52	58		57	82	
All-Subject Average	36	1		50	53		57	90	
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

Note: Schools with a statewide attendance zone have no comparison district.

## 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 -0.2820 in elementary grades and 0.0092 in middle grades.
- Cherokee Charter Academy's performance is not statistically different from the state and district averages in middle school grades, but is below the state and district averages in elementary grades.
- Cherokee Charter Academy's achievement in elementary grades has been declining over time and its performance in middle school has remained relatively constant. The 2018/19 middle school ELA performance improved relative to 2017/18.
- The school's contribution to student achievement is:
  - higher than the state and district averages in middle ELA; and
  - lower than the state and district averages in elementary ELA, elementary Math, and middle school Math.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Cherokee Charter Academy	2011	Charter Schools USA	K-8	None	Normal	No	No	Yes	20 hours volunteer/year for one child, 30 hours/year for more than one child	Students residing in Cartersville City, Marietta City, Bartow, Cherokee, Cobb, and Pickens County Public Schools zone

## Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Cherokee	49.8	62.8	18.1	16.0	3.2	9.9	14.5	8.2	14.8

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

Overall School Effect: -0.2820 Elementary / 0.0092 Middle

Average Overall School Effect in District: -0.0094 Elementary / 0.0096 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. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	-0.1753	5	Lower	108 of 114	-0.0235	Lower	47	29	87 of 114
Math	-0.4154	1	Lower	114 of 114	-0.0054	Lower	33	2	113 of 114
All-Subject Average	-0.2820	1	Lower	114 of 114	-0.0094	Lower	40	5	111 of 114
<i>Middle</i>									
ELA	0.1185	92	Higher	1 of 42	0.0003	Higher	61	97	1 of 42
Math	-0.1076	17	Lower	37 of 42	0.0207	Lower	50	51	25 of 42



All-Subject Average	0.0092	54	No	20 of 42	0.0096	No	55	83	8 of 42
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Cherokee Charter Academy's overall performance in elementary grades has been declining over time and its performance in middle school has remained relatively constant. The 2018/19 middle school ELA performance improved relative to 2017/18.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA	-0.0756	Lower	-0.0354	No	-0.0910	Lower	-0.0718	No	-0.1753	Lower	-0.0235	Lower
Math	-0.0480	No	0.0509	Lower	-0.1528	Lower	-0.0045	Lower	-0.4154	Lower	-0.0054	Lower

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
All-Subject Average	-0.0602	Lower	0.0080	Lower	-0.1202	Lower	-0.0349	Lower	-0.2820	Lower	-0.0094	Lower
<i>Middle</i>												
ELA	0.1154	Higher	0.0066	Higher	0.0560	No	-0.0152	No	0.1185	Higher	0.0003	Higher
Math	-0.0953	Lower	-0.0528	No	-0.0820	Lower	-0.0799	No	-0.1076	Lower	0.0207	Lower
All-Subject Average	0.0016	No	-0.0253	No	-0.0042	No	-0.0471	No	0.0092	No	0.0096	No
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	48	34	22 of 25	49	45	12 of 25	47	29	87 of 114
Math	47	37	23 of 25	46	32	23 of 25	33	2	113 of 114
All-Subject Average	47	33	23 of 25	48	34	19 of 25	40	5	111 of 114
<i>Middle</i>									
ELA	58	94	2 of 8	57	90	1 of 8	61	97	1 of 42
Math	51	57	5 of 8	51	53	3 of 8	50	51	25 of 42
All-Subject Average	54	78	3 of 8	52	66	2 of 8	55	83	8 of 42
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

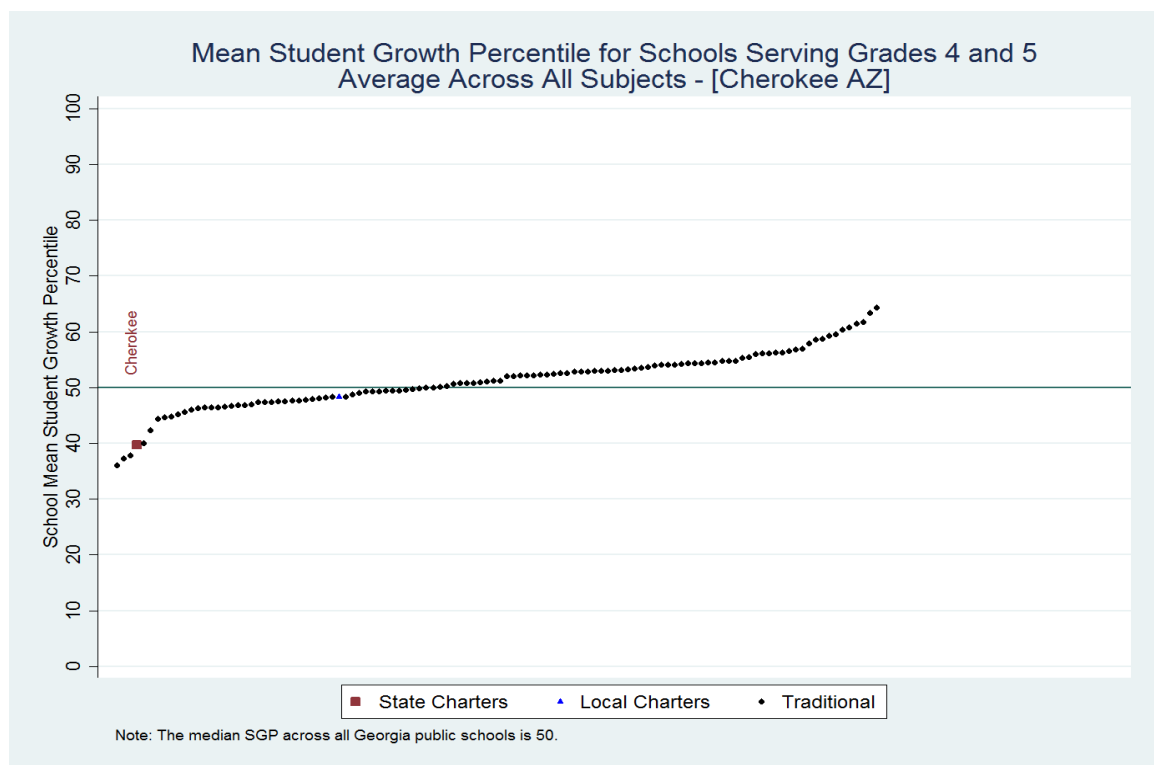
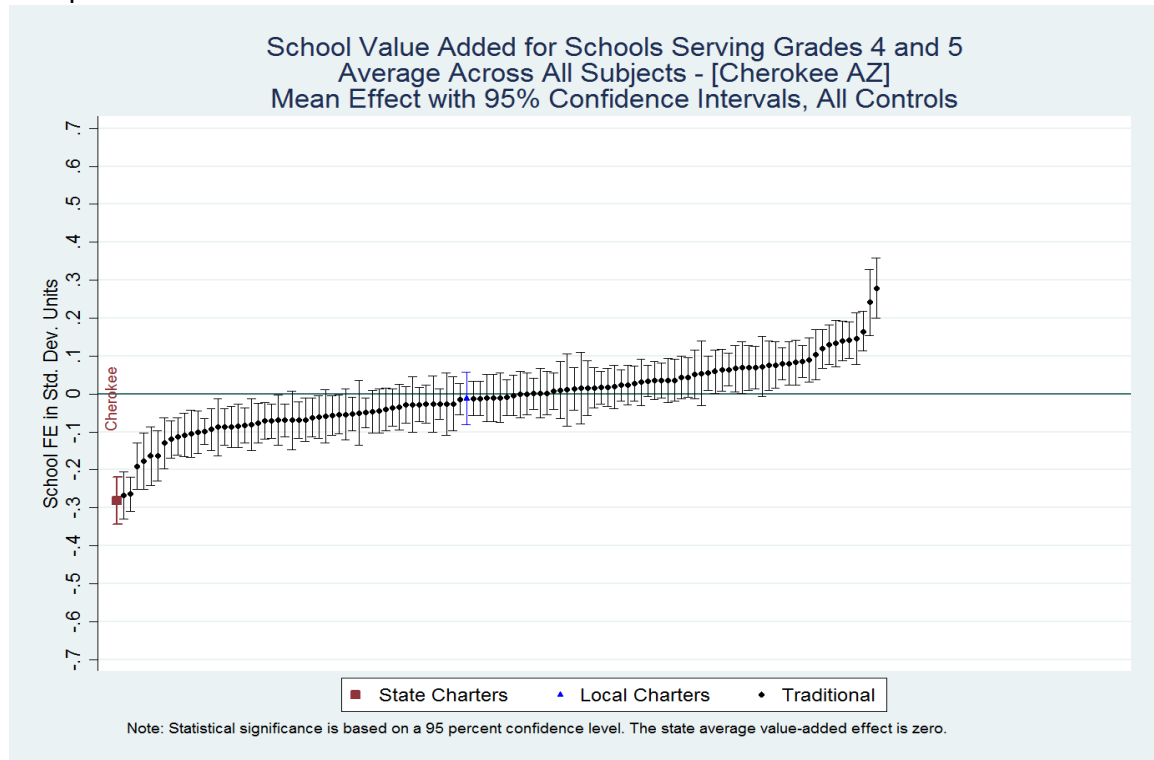
Note: Schools with a statewide attendance zone have no comparison district.

## Comparison of School Impact

Subject Area: All-Subject Elementary Average

State Charter: Cherokee Charter Academy

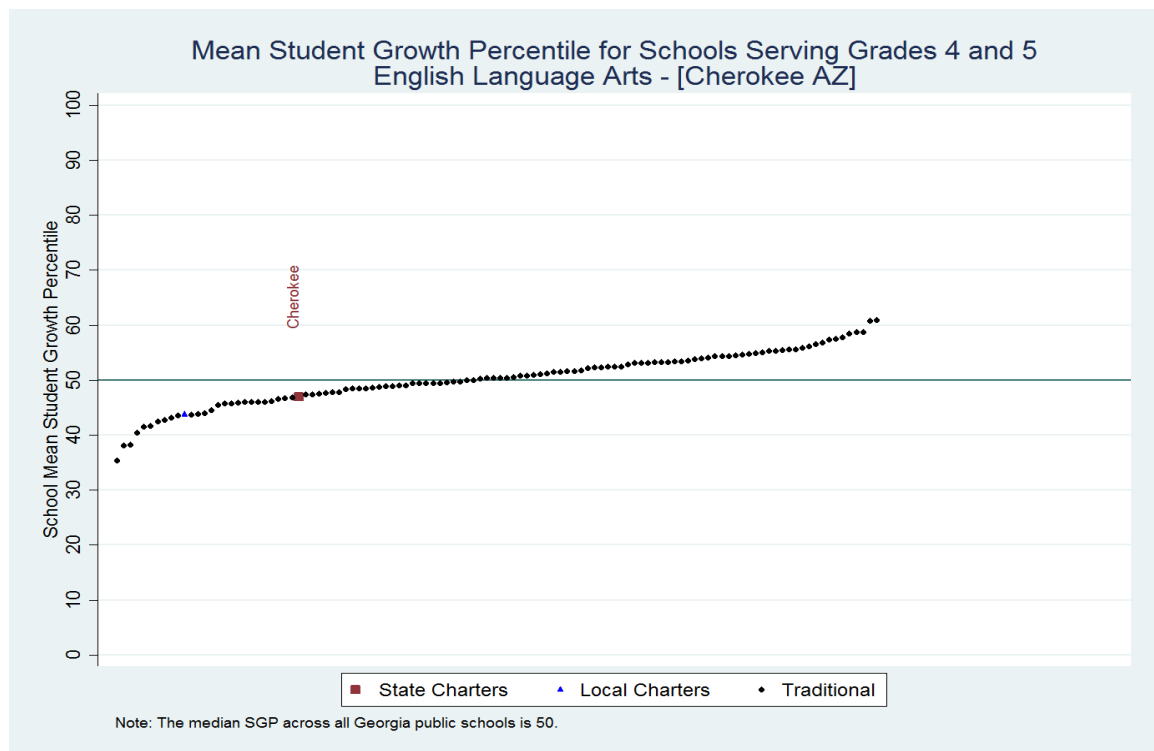
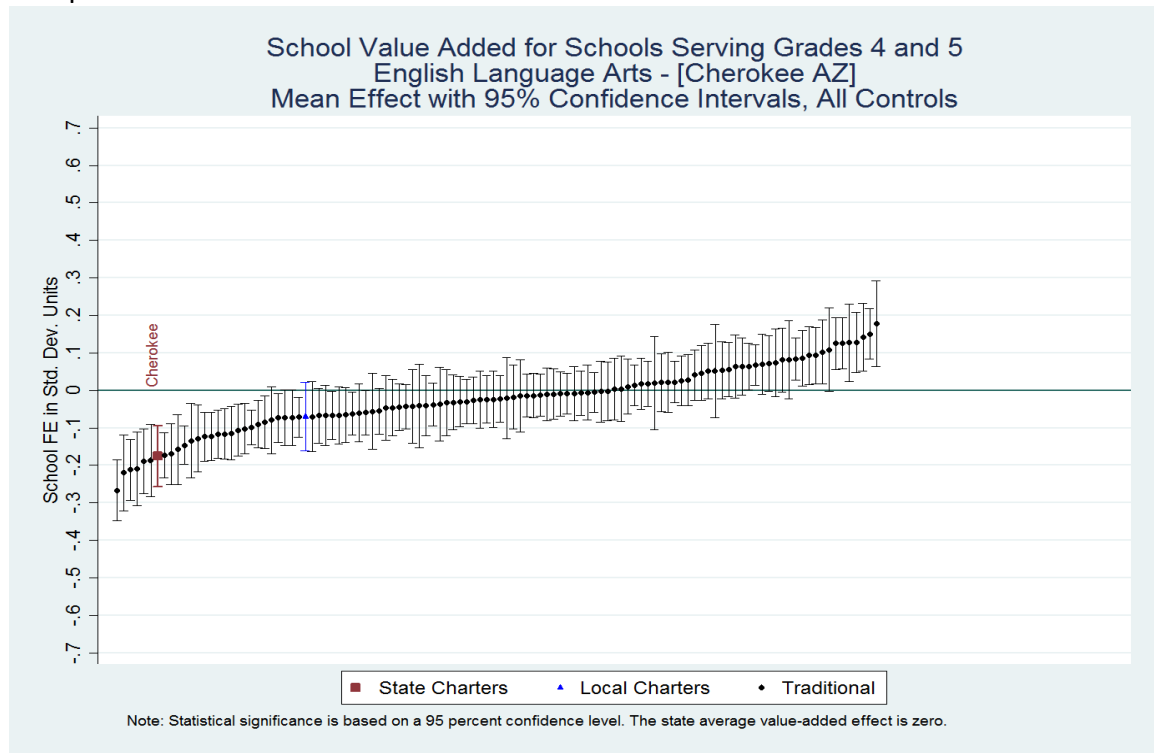
Comparison District: Cherokee Charter Attendance Zone



Subject Area: Elementary ELA

State Charter: Cherokee Charter Academy

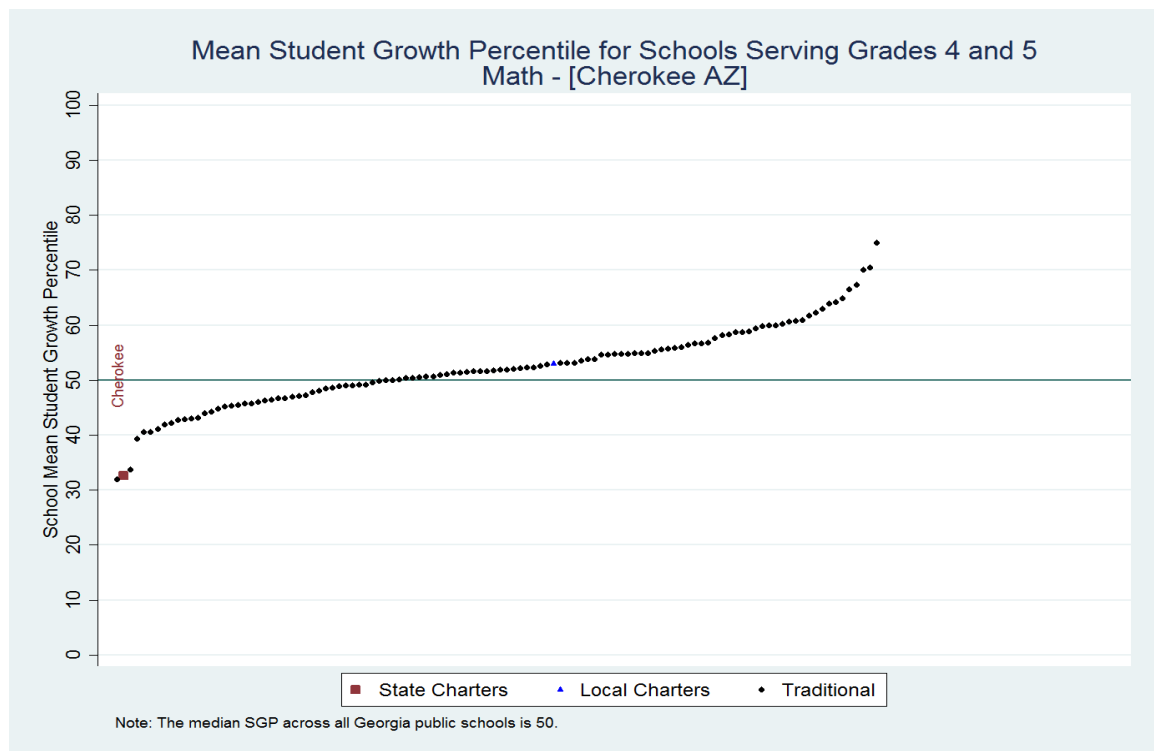
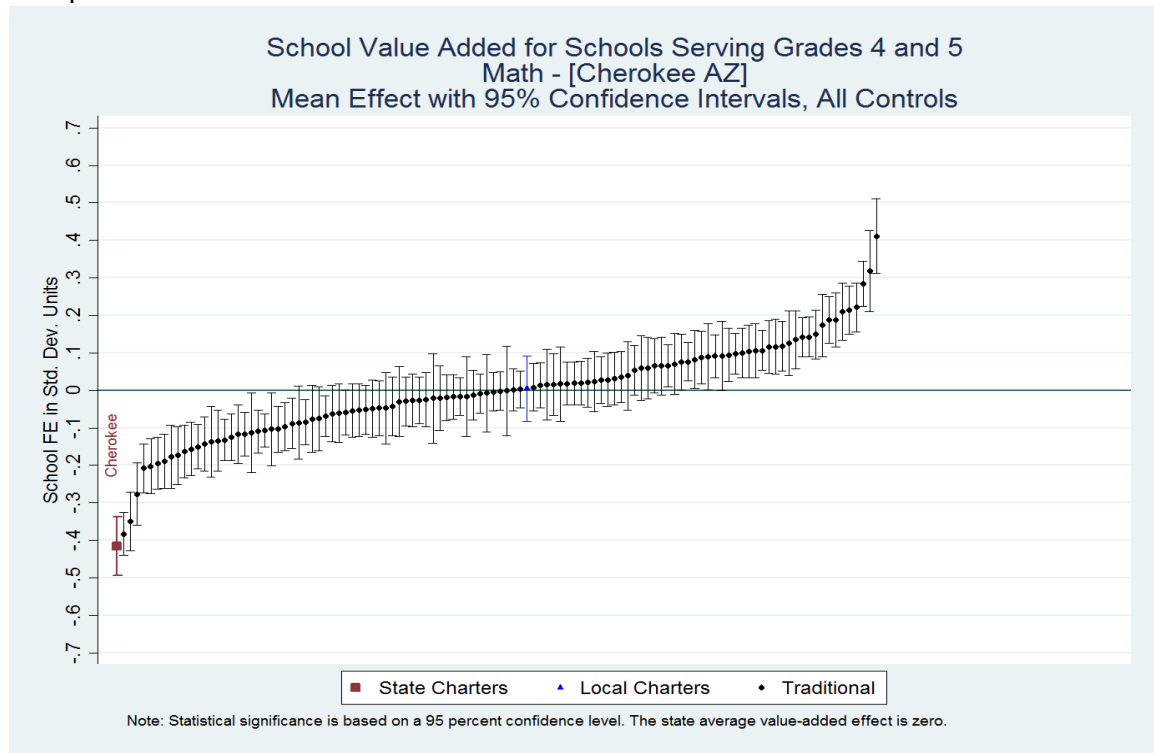
Comparison District: Cherokee Charter Attendance Zone



Subject Area: Elementary Mathematics

State Charter: Cherokee Charter Academy

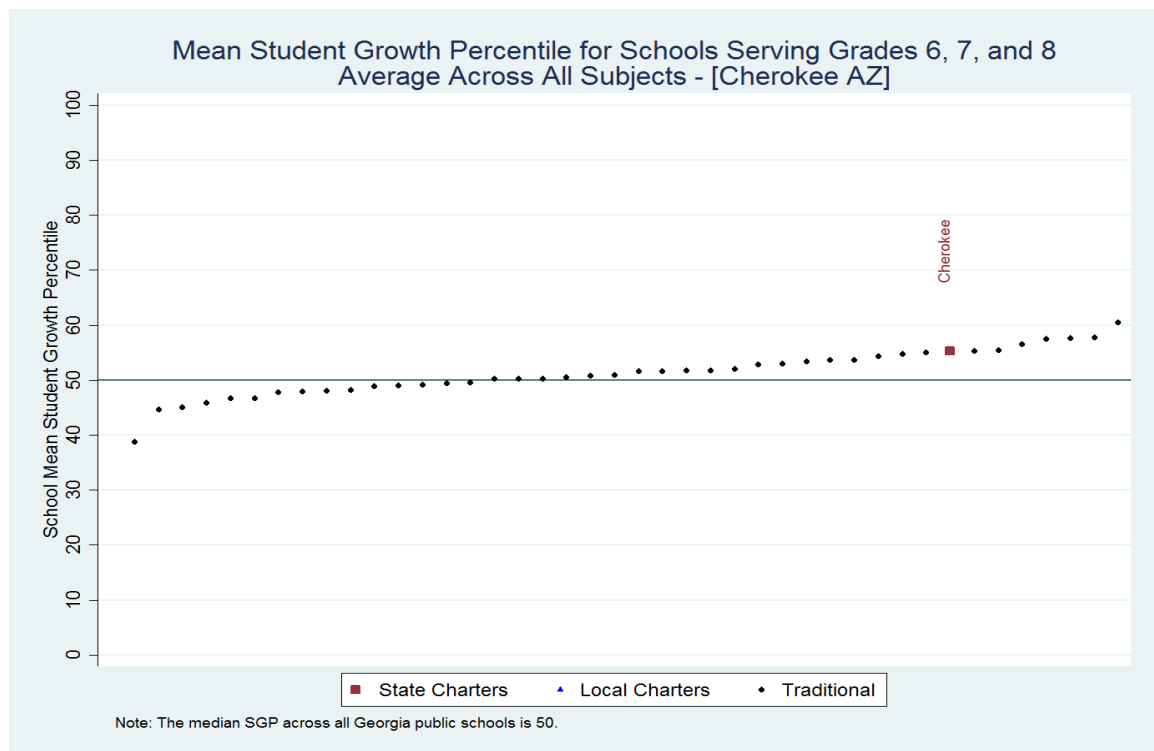
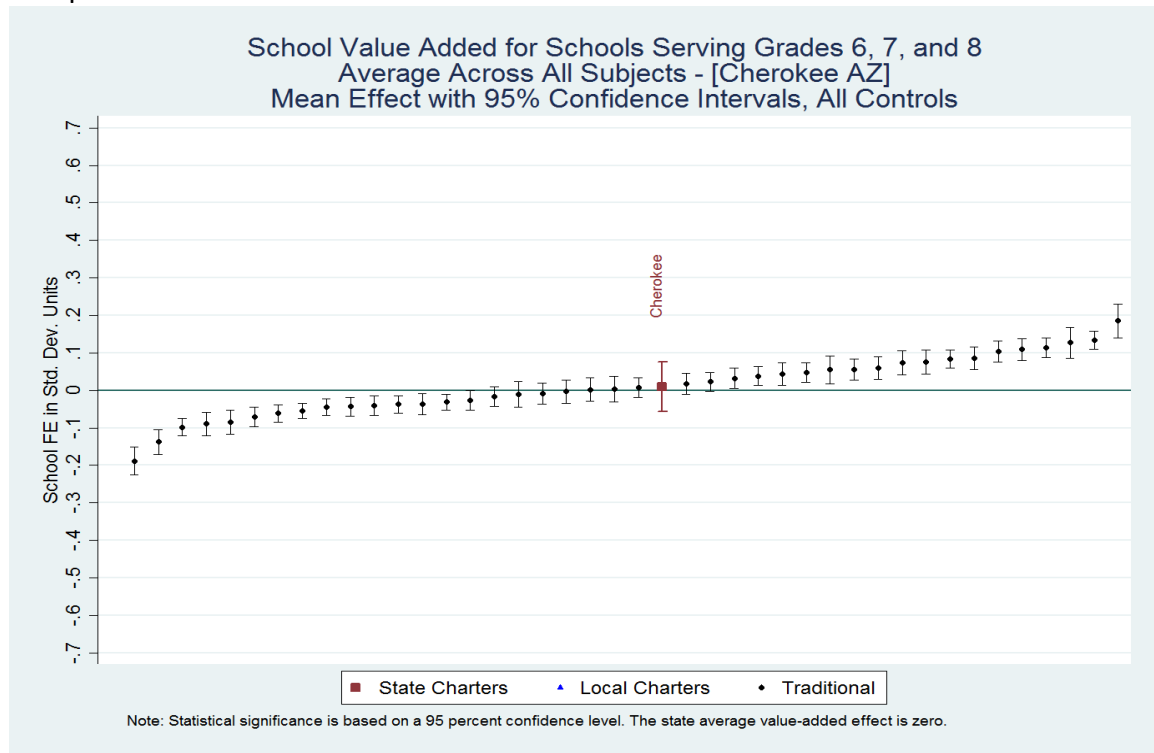
Comparison District: Cherokee Charter Attendance Zone



Subject Area: All-Subject Middle Average

State Charter: Cherokee Charter Academy

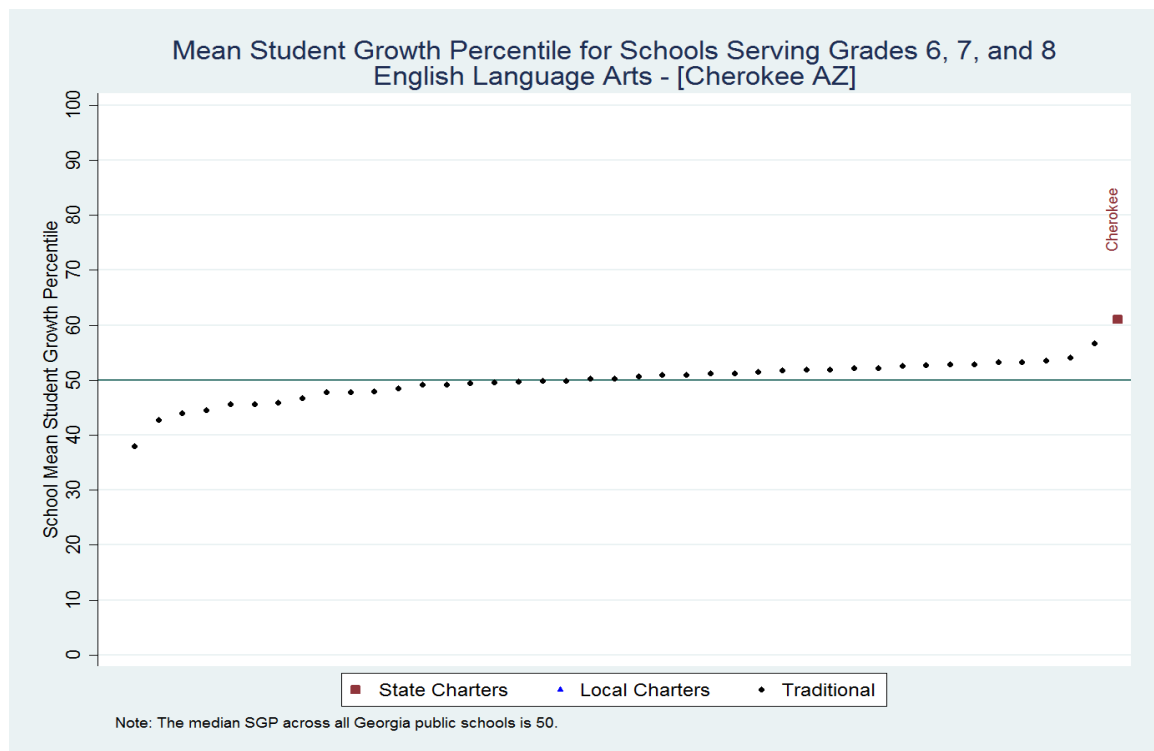
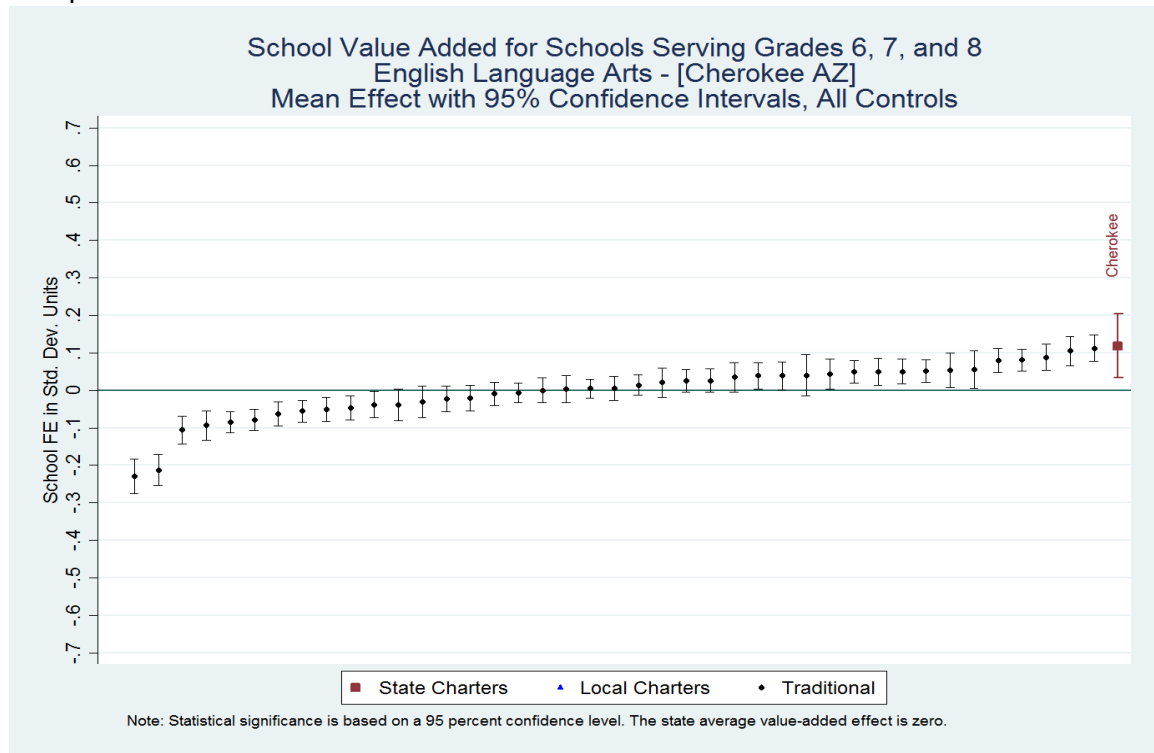
Comparison District: Cherokee Charter Attendance Zone



Subject Area: Middle ELA

State Charter: Cherokee Charter Academy

Comparison District: Cherokee Charter Attendance Zone

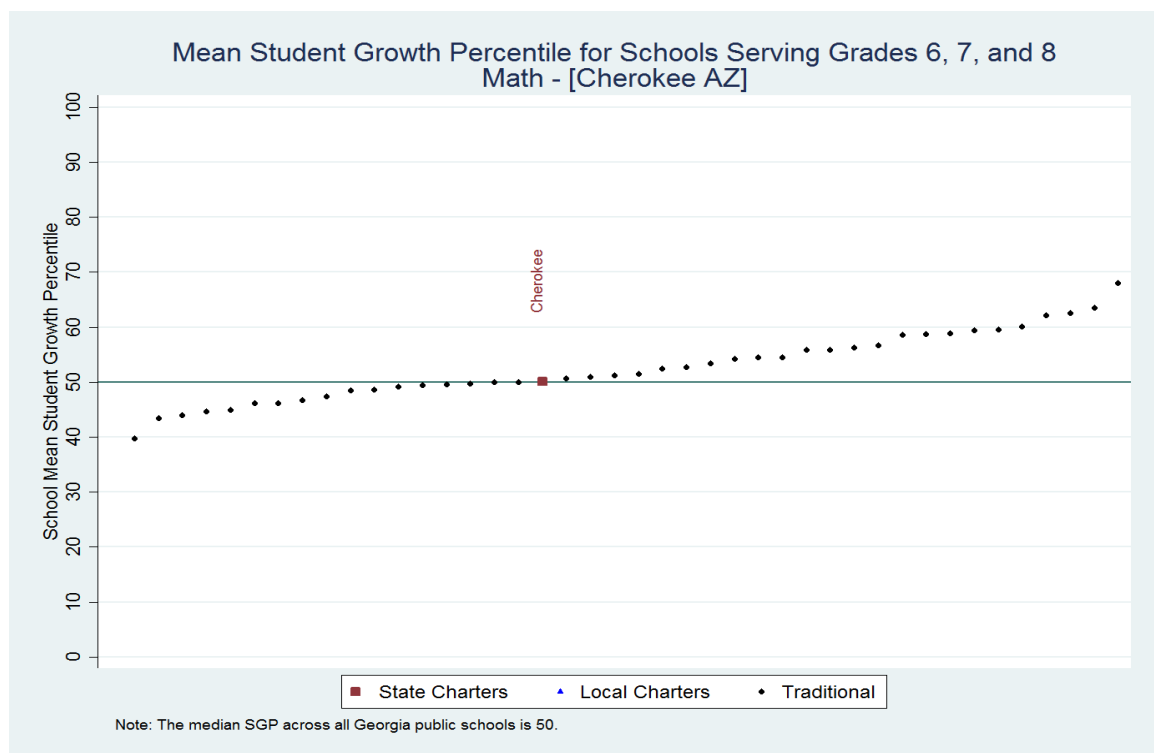
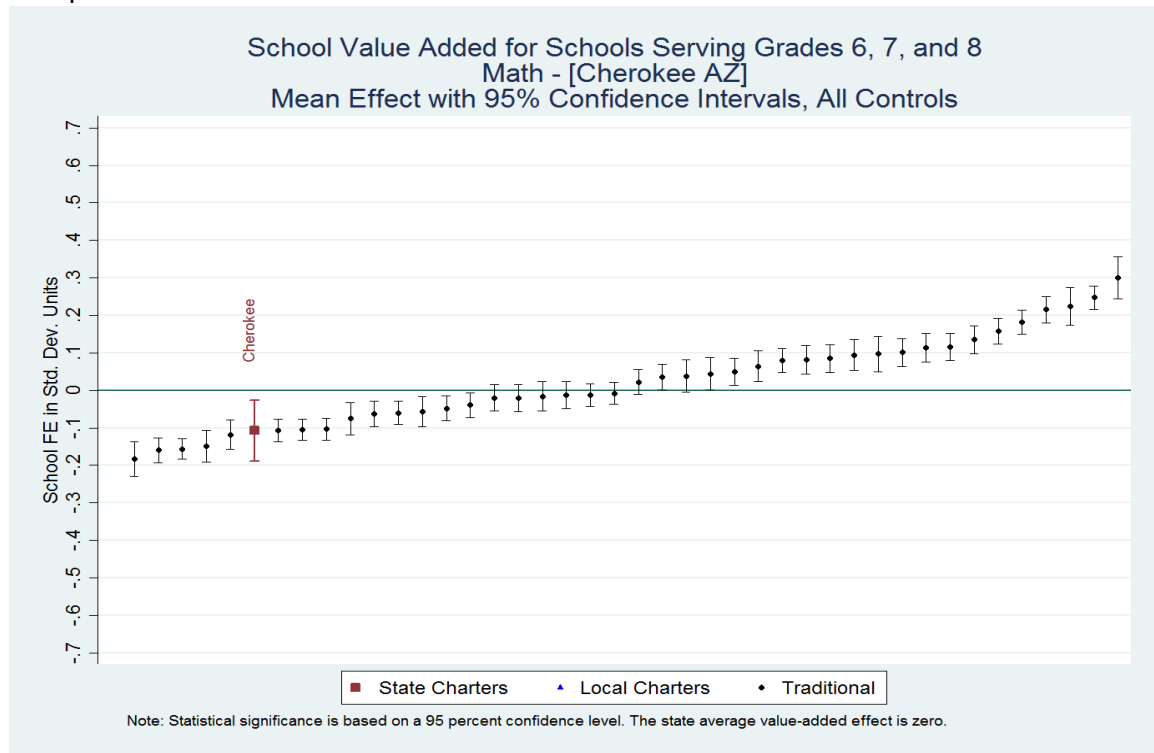




Subject Area: Middle Mathematics

State Charter: Cherokee Charter Academy

Comparison District: Cherokee Charter Attendance Zone



## 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 -0.0566 in elementary grades and -0.0027 in middle grades.
- Cirrus Academy Charter's performance is not statistically different than the state average in elementary and middle grades. Because the school serves students throughout the state, it does not have a district comparison group.
- Cirrus Academy Charter's performance in elementary grades has improved in 2018/19 compared to 2016/17 and 2017/18 and performance in middle grades has improved in 2018/19 relative to its performance in 2017/18.
- The school's contribution to student achievement is:
  - below the state average in elementary ELA, and
  - indistinguishable from elementary Math and middle ELA and Math.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Cirrus Academy Charter	2016	No	K-8	STEM + Arts	Normal	No	No	Yes	Not Specified	Students residing in State of GA

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Cirrus	54.0	2.7	95.3	0.5	1.6	100.0	62.6	0.0	4.5

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

Overall School Effect: -0.0566 Elementary / -0.0027 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. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	-0.2145	2	Lower				41	7	
Math	0.0236	57	No				43	21	
All-Subject Average	-0.0566	26	No				42	9	
<i>Middle</i>									
ELA	-0.0048	46	No				53	74	
Math	-0.0437	36	No				47	32	
All-Subject Average	-0.0027	48	No				50	48	
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
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, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Cirrus Academy Charter's 2018/19 performance in elementary improved overall compared to its performance in 2017/18 and 2016/17. Performance in middle school has improved from 2017/18 and is similar to 2016/17. The school effect in elementary Math, middle ELA, and middle Math is now indistinguishable from the state average instead of being below average like in past years.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA	-0.2369	Lower			-0.2185	Lower			-0.2145	Lower		
Math	-0.4479	Lower			-0.1403	Lower			0.0236	No		
All-Subject Average	-0.3420	Lower			-0.1465	Lower			-0.0566	No		
<i>Middle</i>												
ELA	-0.0599	No			-0.1292	Lower			-0.0048	No		

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Math	-0.0292	No			-0.1251	Lower			-0.0437	No		
All-Subject Average	-0.0574	No			-0.1263	Lower			-0.0027	No		
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
ELA	37	2		45	20		41	7	
Math	18	1		37	6		43	21	
All-Subject Average	27	1		41	7		42	9	
<i>Middle</i>									
ELA	46	20		42	5		53	74	
Math	46	30		41	12		47	32	
All-Subject Average	46	23		41	6		50	48	
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

Note: Schools with a statewide attendance zone have no comparison district.

## 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 0.1856 in high school.
- Coastal Plains Education Charter's performance is higher than the state average in high school. Because the school serves students throughout the state, it does not have a district comparison group.
- In Coastal Plains Education Charter's first year of operation (2017/18) there were less than 15 test-takers in any single subject, so it is not possible to make year-to-year performance comparisons.
- The school's contribution to student achievement is:
  - higher than the state average in 9<sup>th</sup> Grade Literature; and
  - indistinguishable from the state average in American Literature.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Coastal Plains Education Charter	2017	No	9-12	Self-paced, individualized, evening high school for students struggling at other schools	Year-round	No	No	Yes	Not specified	Students residing in State of GA

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Coastal Plains	52.9	55.2	30.9	9.2	4.7	69.6	31.4	0.9	11.6

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

Overall School Effect: 0.1856 High

Coastal Plains Education Charter's contribution to a high school student's average achievement across ELA and Math is higher than the average high school in the state. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA									
Math									
All-Subject Average									
<i>High</i>									
9th Grade Literature	0.3341	99	Higher				64	97	
American Literature	0.0040	51	No				45	18	
Algebra 1									
Geometry									
All-Subject Average	0.1856	93	Higher				51	62	



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.

## Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

In Coastal Plains Education Charter's first year of operation (2017/18) there were less than 15 test-takers in any single subject, so it is not possible to make year-to-year performance comparisons.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA												
Math												
All-Subject Average												
<i>Middle</i>												
ELA												
Math												
All-Subject Average												
<i>High</i>												
9th Grade Literature									0.3341	Higher		
American Literature									0.0040	No		
Algebra 1												
Coordinate Algebra												
Geometry												

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject				School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA									
Math									
All-Subject Average									

<i>High</i>									
9th Grade Literature							64	97	
American Literature							45	18	
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

Note: Schools with a statewide attendance zone have no comparison district.

## Coweta Charter Academy

### Key Findings

- The value-added estimate of the school's impact on student achievement across Math and ELA is 0.0091 in elementary grades and -0.1230 in middle grades.
- Coweta Charter Academy's performance is indistinguishable from the state and district average elementary school, but lower than the state and district average middle school.
- Coweta Charter Academy's performance in elementary and middle grades in 2018/19 has declined compared to its performance in 2016/17 and 2017/18.
- The school's contribution to student achievement is:
  - below the state and district average in middle school Math; and
  - indistinguishable from the state and district averages in elementary ELA, elementary Math, and middle school ELA.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Coweta Charter Academy	2010	Charter Schools USA	K-8	None	Normal	No	No	Yes	20 hours volunteer/year for one child, 30 hours/year for more than one child	Students residing in Coweta, Meriwether, and Spalding County Public Schools zone

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Coweta	49.6	71.0	16.1	6.5	6.5	7.6	12.3	0.4	12.9

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

Overall School Effect: 0.0091 Elementary / -0.1230 Middle

Average Overall School Effect in District: 0.0223 Elementary / 0.0209 Middle

Coweta Charter Academy's contribution to an elementary student's average achievement across ELA and Math is indistinguishable from the average elementary school in the district and state. Coweta Charter Academy's contribution to student achievement averaged across ELA and Math in middle school is lower than the average middle school in the district and state. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	-0.0380	33	No	29 of 34	0.0203	No	52	65	15 of 34
Math	0.0227	57	No	13 of 34	0.0027	No	57	83	6 of 34
All-Subject Average	0.0091	52	No	20 of 34	0.0223	No	55	80	8 of 34
<i>Middle</i>									
ELA	-0.0524	25	No	11 of 13	0.0309	No	50	49	10 of 13
Math	-0.2014	5	Lower	13 of 13	-0.0022	Lower	45	24	11 of 13
All-Subject Average	-0.1230	6	Lower	13 of 13	0.0209	Lower	47	28	11 of 13
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Geometry									
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.

## Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Coweta Charter Academy's performance in elementary and middle grades in 2018/19 has declined compared to its performance in 2016/17 and 2017/18.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA	0.1880	Higher	0.0269	Higher	0.0902	Higher	-0.0323	Higher	-0.0380	No	0.0203	No
Math	0.1385	Higher	-0.0298	Higher	0.1131	Higher	-0.0148	Higher	0.0227	No	0.0027	No
All-Subject Average	0.1592	Higher	-0.0019	Higher	0.1067	Higher	-0.0081	Higher	0.0091	No	0.0223	No
<i>Middle</i>												
ELA	0.0310	No	0.0127	No	-0.0334	No	-0.0006	No	-0.0524	No	0.0309	No
Math	-0.2521	Lower	0.0098	Lower	-0.0970	Lower	0.0100	Lower	-0.2014	Lower	-0.0022	Lower
All-Subject Average	-0.1071	Lower	0.0171	Lower	-0.0179	No	0.0313	No	-0.1230	Lower	0.0209	Lower
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	64	98	2 of 21	57	89	2 of 21	52	65	15 of 34
Math	59	88	4 of 21	59	86	7 of 21	57	83	6 of 34
All-Subject Average	61	97	2 of 21	58	92	4 of 21	55	80	8 of 34
<i>Middle</i>									
ELA	55	86	3 of 8	50	51	8 of 8	50	49	10 of 13
Math	45	24	8 of 8	52	57	7 of 8	45	24	11 of 13
All-Subject Average	50	49	8 of 8	51	59	8 of 8	47	28	11 of 13
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

Note: Schools with a statewide attendance zone have no comparison district.

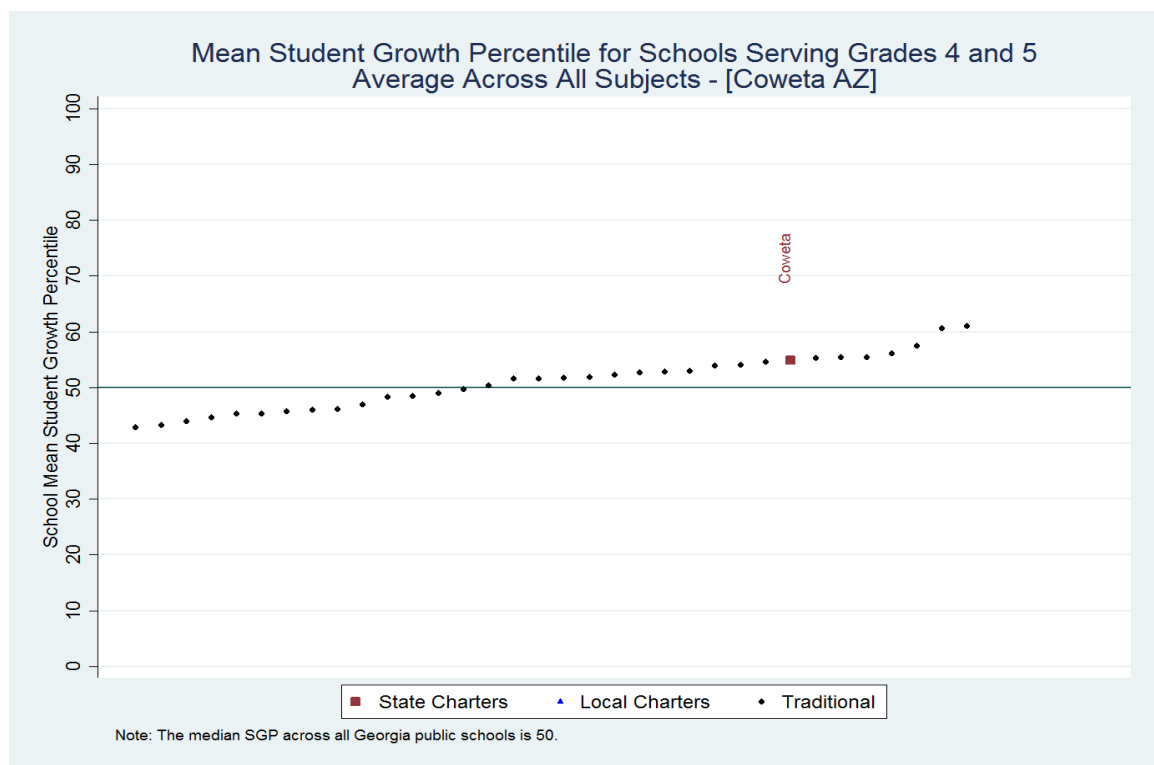
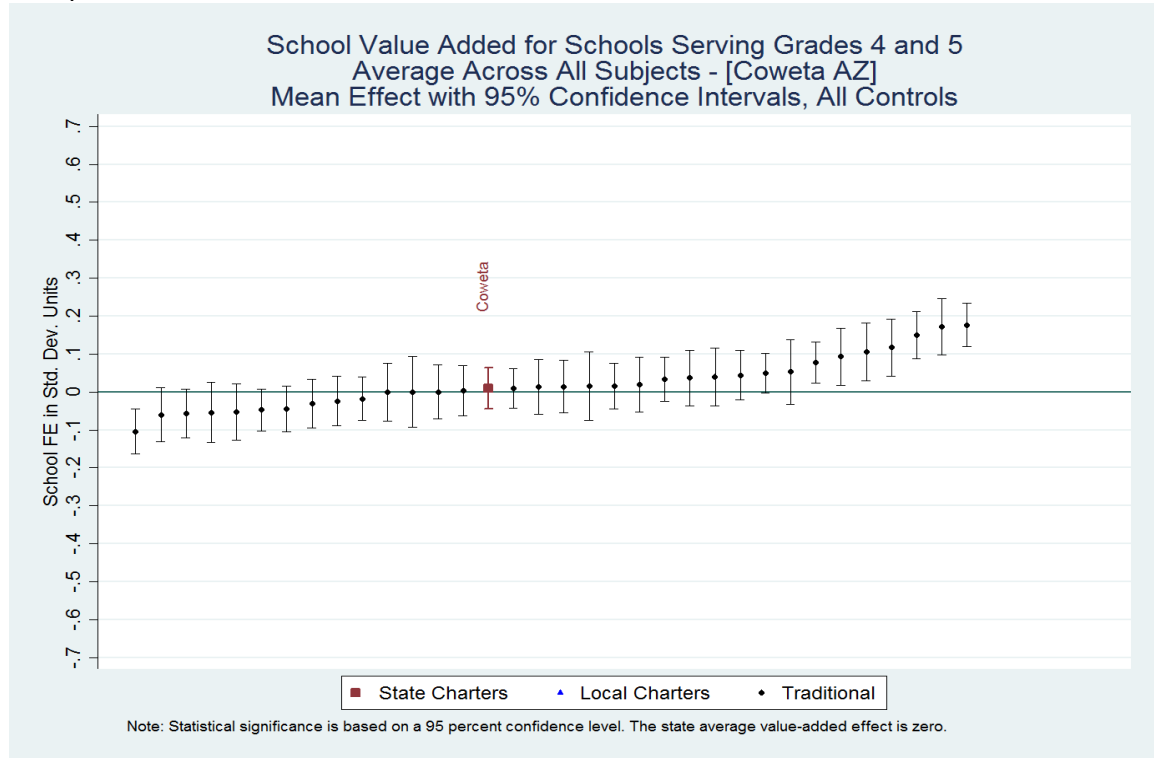


## Comparison of School Impact

Subject Area: All-Subject Elementary Average

State Charter: Coweta Charter Academy

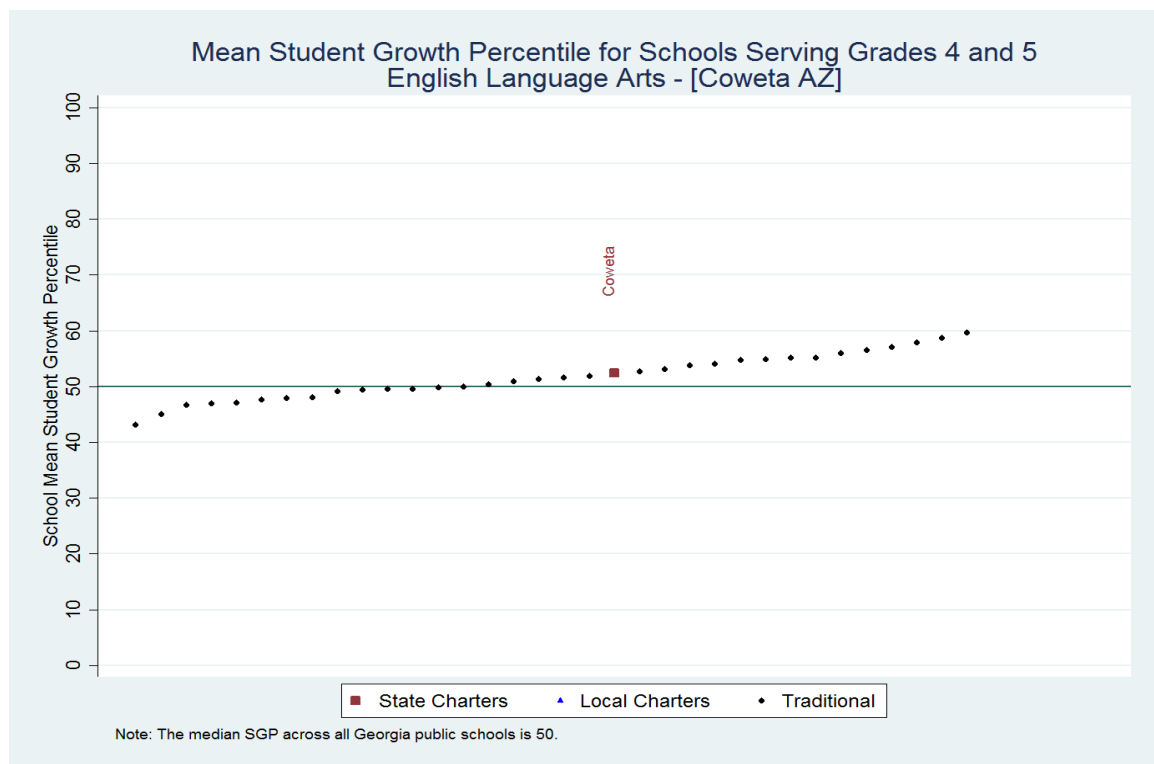
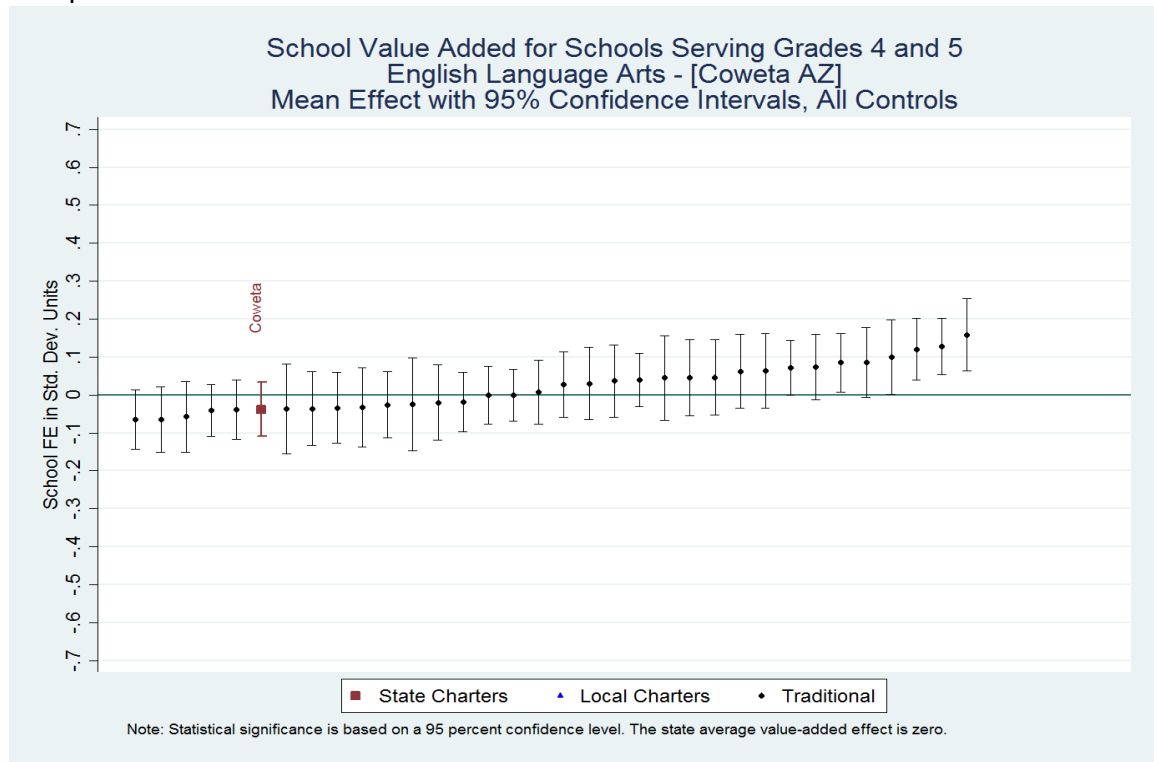
Comparison District: Coweta Charter Attendance Zone



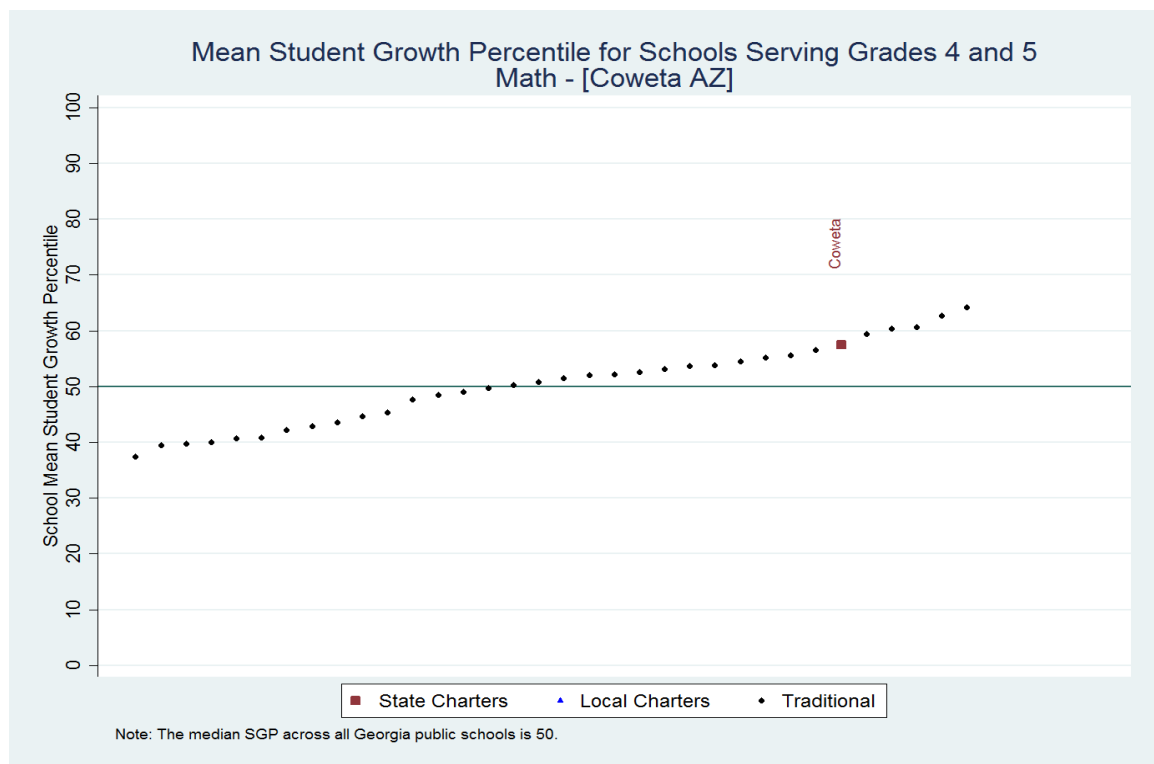
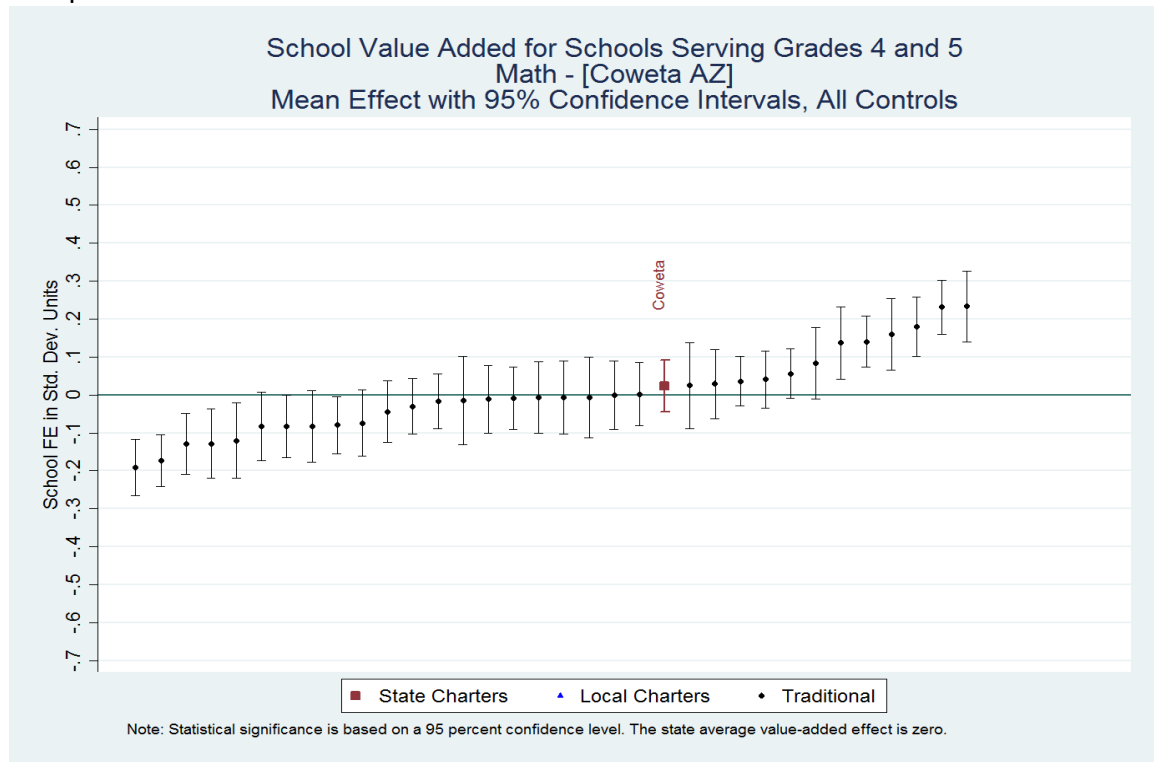
Subject Area: Elementary ELA

State Charter: Coweta Charter Academy

Comparison District: Coweta Charter Attendance Zone



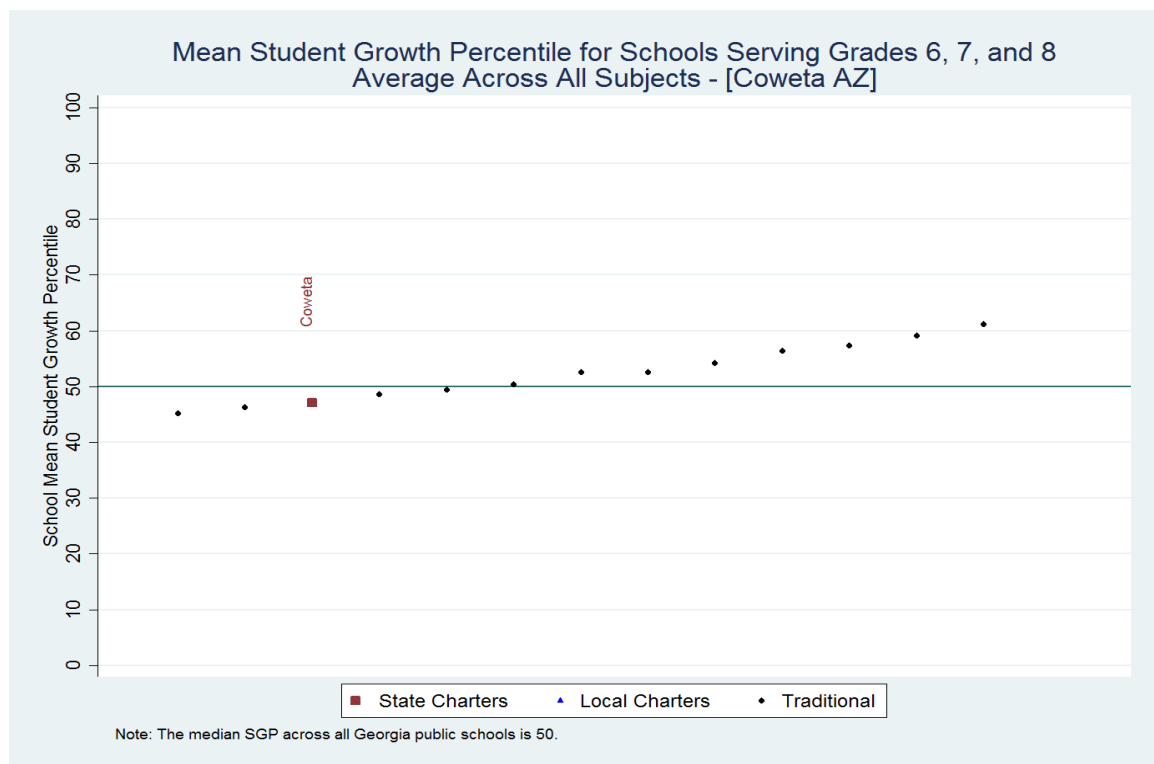
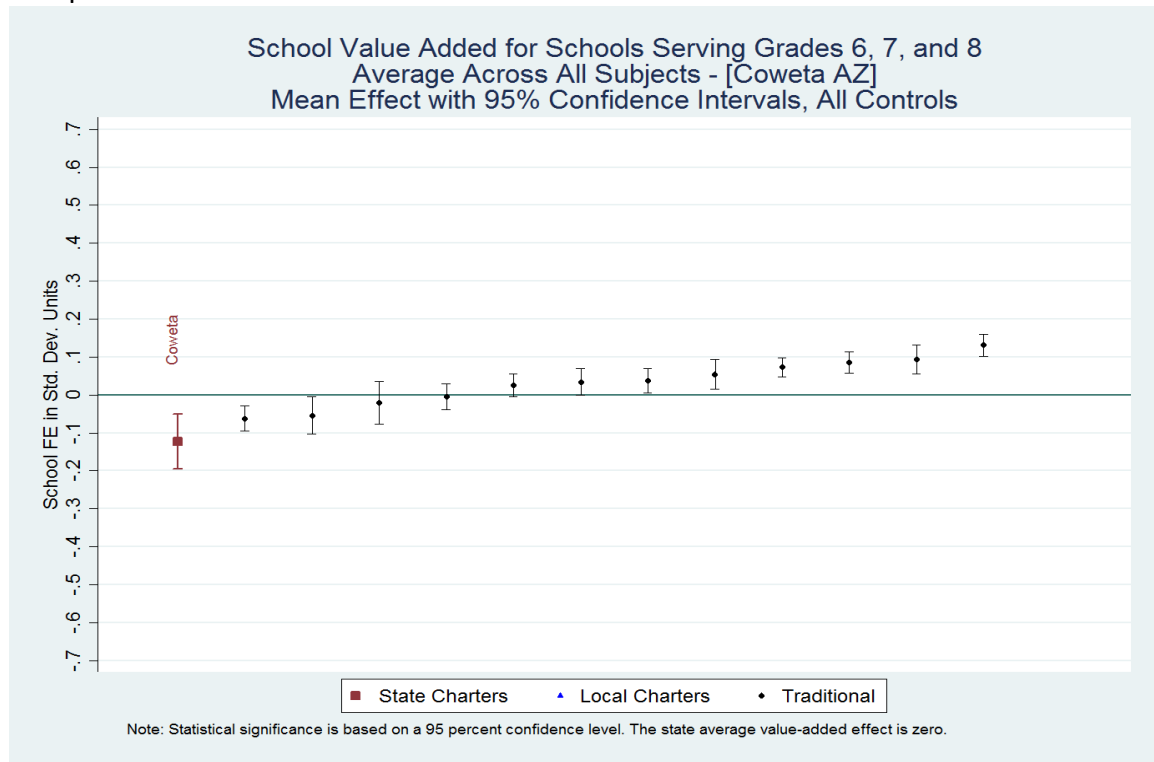
Subject Area: Elementary Mathematics  
 State Charter: Coweta Charter Academy  
 Comparison District: Coweta Charter Attendance Zone



Subject Area: All-Subject Middle Average

State Charter: Coweta Charter Academy

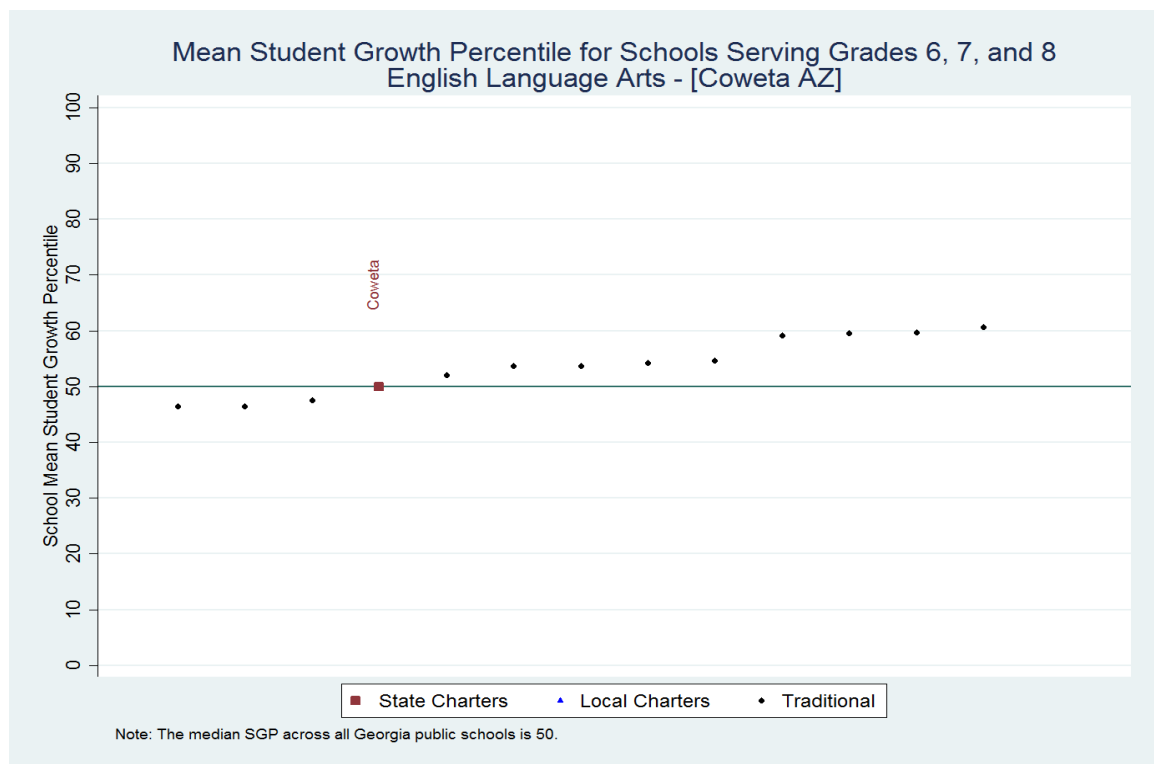
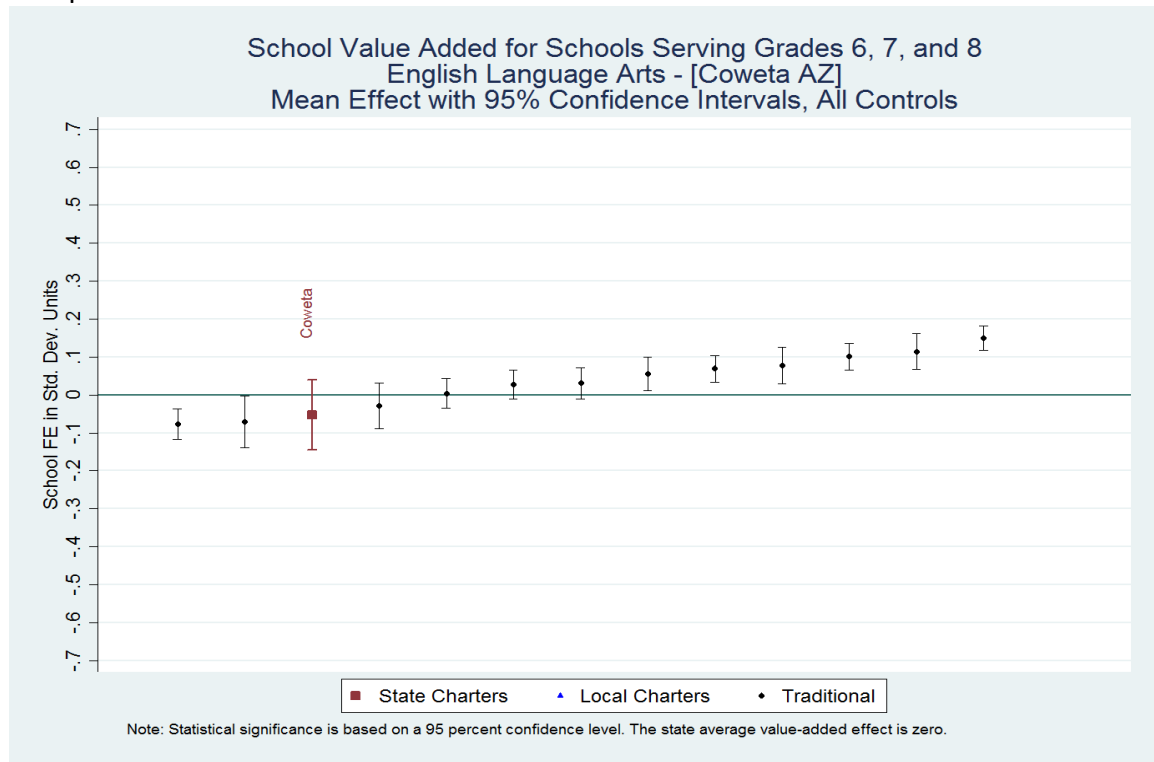
Comparison District: Coweta Charter Attendance Zone



Subject Area: Middle ELA

State Charter: Coweta Charter Academy

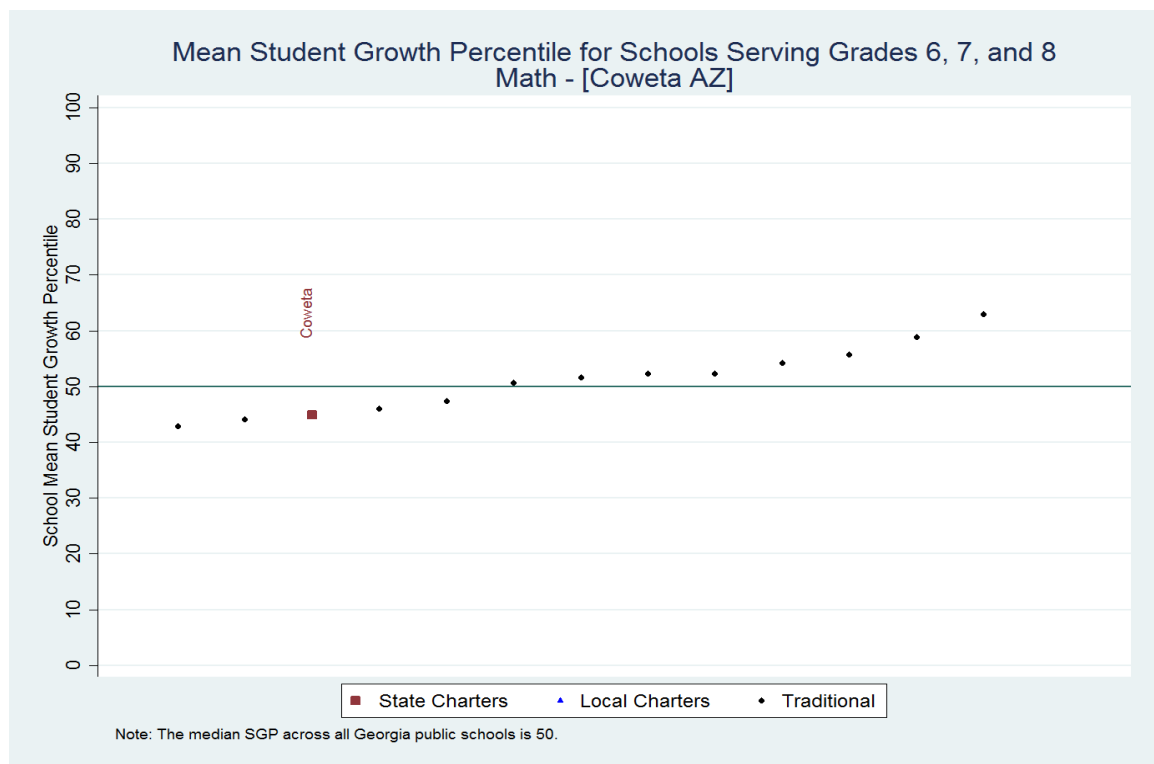
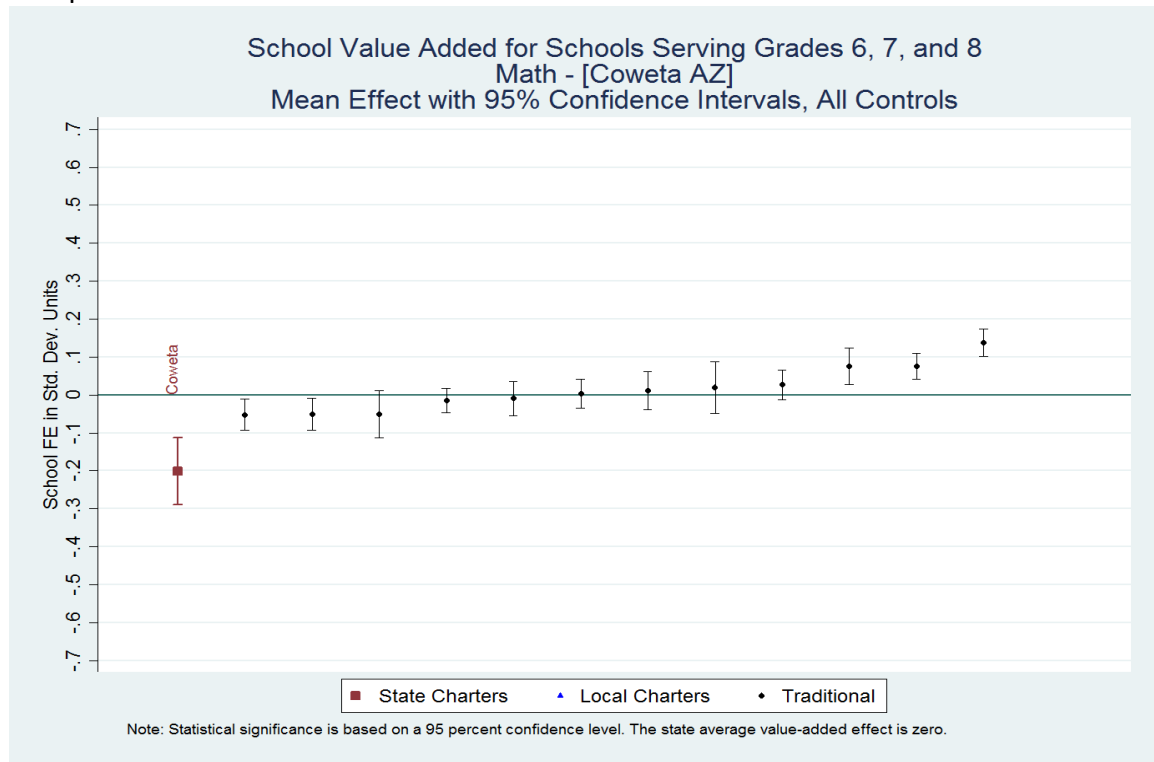
Comparison District: Coweta Charter Attendance Zone



Subject Area: Middle Mathematics

## State Charter: Coweta Charter Academy

### Comparison District: Coweta Charter Attendance Zone



## 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 -0.0278 in elementary grades.
- DuBois Integrity Academy's performance is not statistically different from the state and district averages in elementary grades.
- DuBois Integrity Academy's performance in elementary ELA and Math in 2018/19 has declined compared to past years.
- The school's contribution to student achievement is:
  - not statistically different from the state and district averages in elementary ELA and Math.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
DuBois Integrity Academy	2015	No	K-5	GA Common core standards with STEM and Arts integration	Normal	No	No	No	30 volunteer hours/year	Students residing in Clayton County Public Schools Zone

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
DuBois	49.6	0.0	97.1	1.2	1.7	100.0	47.9	3.5	10.2

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

Overall School Effect: -0.0278 Elementary

Average Overall School Effect in District: -0.0671 Elementary

DuBois Integrity Academy's contribution to an elementary student's average achievement across ELA and Math is not statistically different from the average elementary school in the state and district. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	0.0437	65	No	7 of 37	-0.0196	No	52	61	6 of 37
Math	-0.0662	29	No	13 of 37	-0.1067	No	43	19	22 of 37
All-Subject Average	-0.0278	38	No	11 of 37	-0.0671	No	47	32	11 of 37
<i>Middle</i>									
ELA									
Math									
All-Subject Average									
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									



Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

DuBois Integrity Academy's performance in elementary ELA and Math in 2018/19 has declined compared to performance in past years. The school effect for elementary ELA and Math in 2018/19 is indistinguishable from the state and district averages, but in past years (2016/17 and 2017/18), the school effect for elementary ELA and Math was higher than the state and district averages.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA	0.2346	Higher	0.0850	Higher	0.1309	Higher	-0.0035	Higher	0.0437	No	-0.0196	No
Math	0.1187	Higher	0.0668	No	0.1674	Higher	-0.0422	Higher	-0.0662	No	-0.1067	No
All-Subject Average	0.1768	Higher	0.0763	Higher	0.1551	Higher	-0.0216	Higher	-0.0278	No	-0.0671	No
<i>Middle</i>												
ELA												

[illegible]

The state average value-added effect is zero. The district of the attendance zone have no comparison district.

and in the value-added calculations differs from the measure of homelessness used in the TANF program. Individuals not receiving TANF benefits, are identified as homeless, and

programs in 2018/19, and so the 2018/19 calculations

Student Growth Percentiles (Controls only for Prior Test Scores)		
District Rank (lower is better)	2017/18	
	School Mean of Individual SGPs	State Percentile (higher is better)
2 of 36	57	89
16 of 36	58	84
5 of 36	58	91

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
ELA									
Math									
All-Subject Average									
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

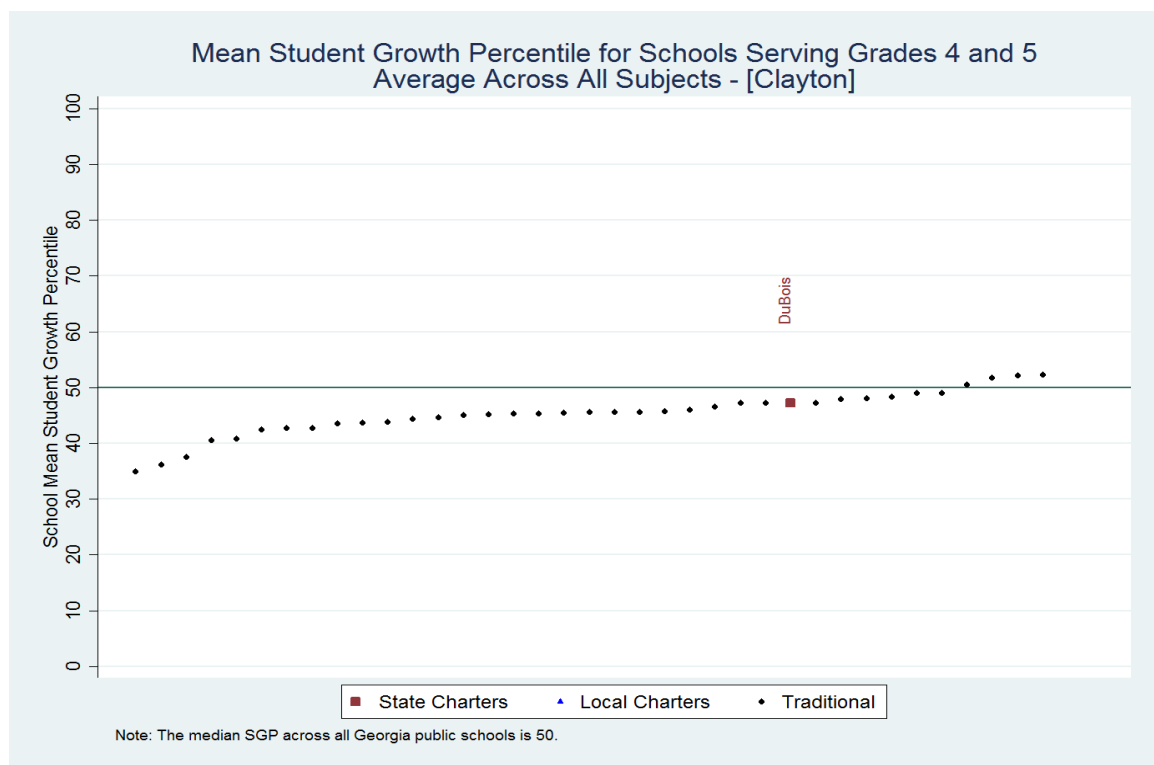
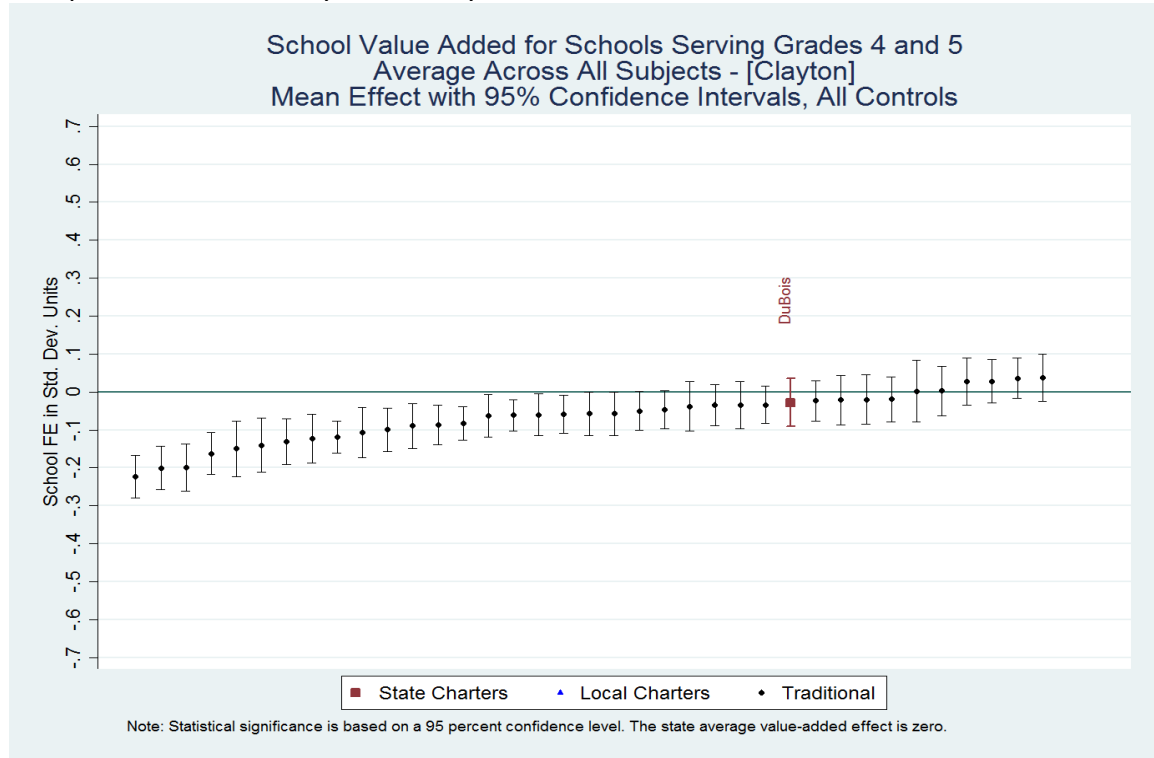
Note: Schools with a statewide attendance zone have no comparison district.

## Comparison of School Impact

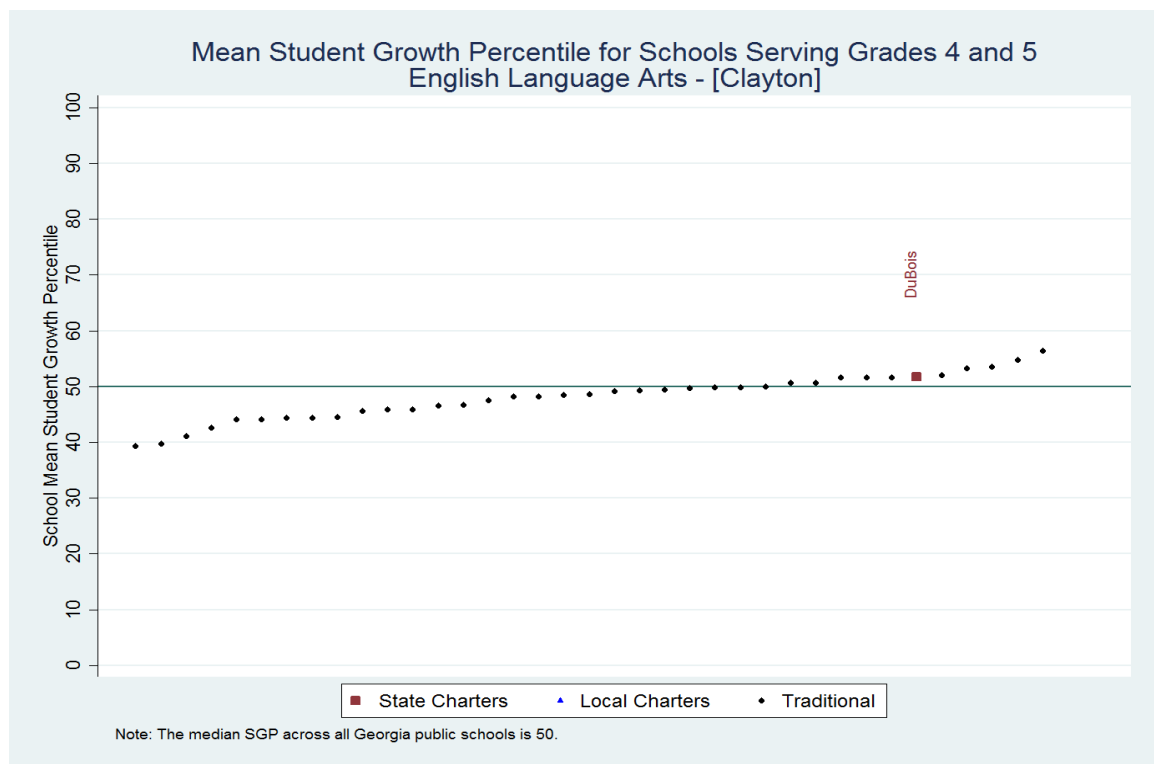
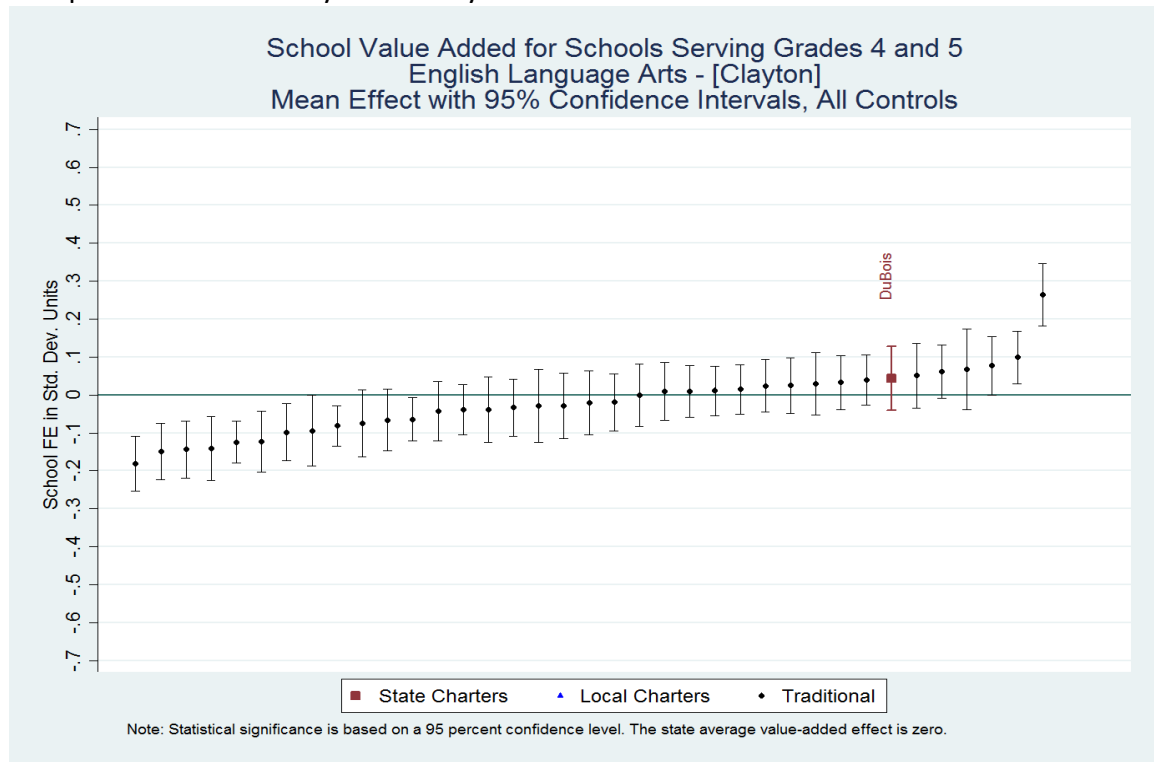
Subject Area: All-Subject Elementary Average

State Charter: DuBois Integrity Academy

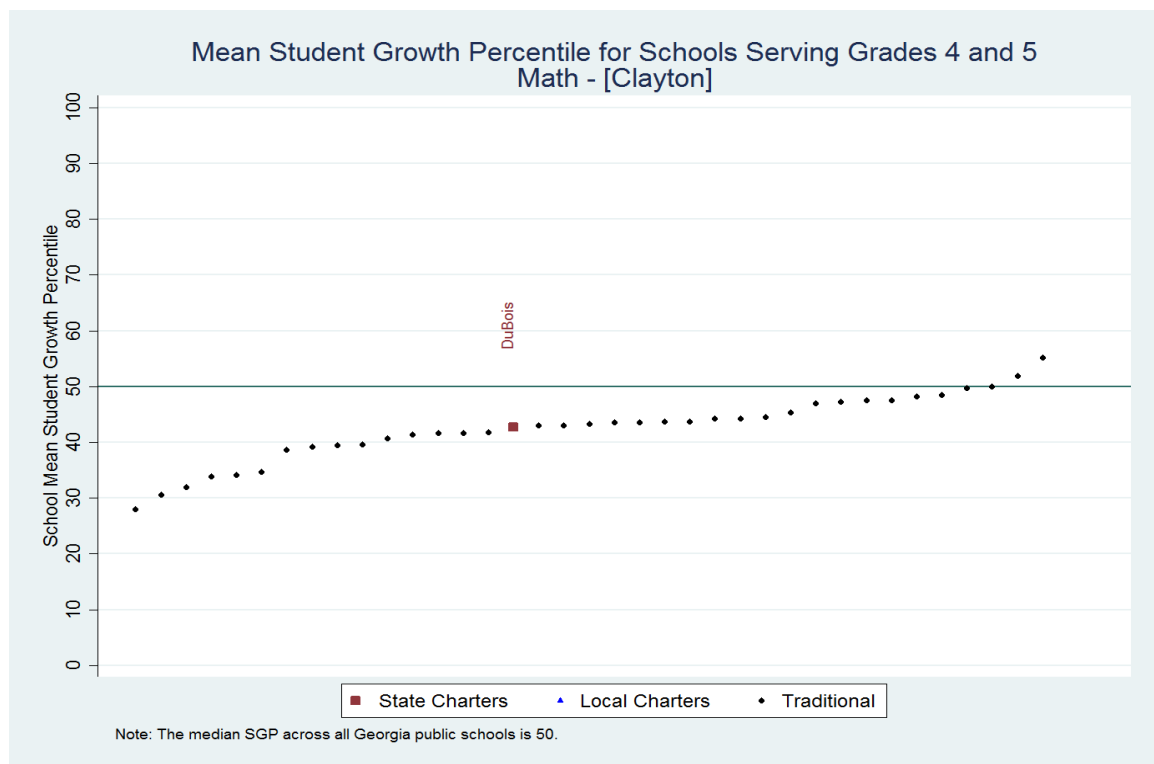
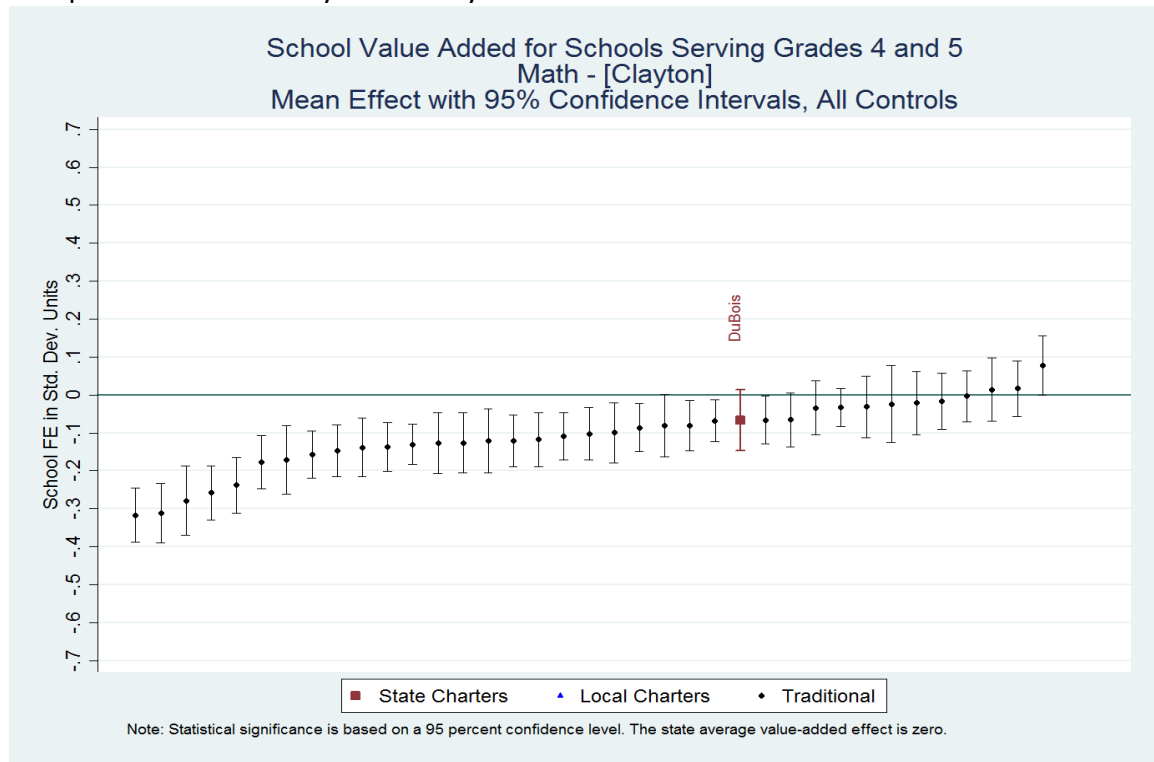
Comparison District: Clayton County



Subject Area: Elementary ELA  
 State Charter: DuBois Integrity Academy  
 Comparison District: Clayton County



Subject Area: Elementary Mathematics  
 State Charter: DuBois Integrity Academy  
 Comparison District: Clayton County



## 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 0.2045 in high school grades.
- The school's performance is higher than the state in each of the tested Math and ELA courses. Because the school serves students throughout the state, it does not have a district comparison group.
- Foothills Education Charter High School's performance in 2018/19 has declined compared to the 2016/17 school year, but performance in individual subjects is still higher than the state average.
- The school's contribution to student achievement is:
  - above the state average in 9th grade literature, American Literature, Algebra 1, and Geometry.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Foothills Education Charter High School	2015	No	9-12	Self-paced, individualized, evening high school for students struggling at other schools	Year-round	No	No	Yes	Not Specified	Students residing in State of GA

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Foothills	41.0	49.8	36.5	9.7	4.0	70.3	23.4	1.6	15.7

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

Overall School Effect: 0.2045 High

Foothills Education Charter High School's contribution to a high school student's achievement in Math and ELA is higher than the average high school in the state.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA									
Math									
All-Subject Average									
<i>High</i>									
9th Grade Literature	0.1878	94	Higher				57	86	
American Literature	0.1106	83	Higher				51	55	
Algebra 1	0.2624	92	Higher				55	68	
Geometry	0.1781	84	Higher				51	60	
All-Subject Average	0.2045	95	Higher				52	68	

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, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Foothills Education Charter High School's performance in 2018/19 has declined compared to the 2016/17 school year, but performance in 9th Grade Literature, American Literature, Algebra 1, and Geometry is still higher than the state average.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA												
Math												
All-Subject Average												
<i>Middle</i>												
ELA												
Math												
All-Subject Average												
<i>High</i>												
9th Grade Literature					0.2508	Higher			0.1878	Higher		
American Literature	0.0545	No			0.2270	Higher			0.1106	Higher		
Algebra 1									0.2624	Higher		
Coordinate Algebra												
Geometry									0.1781	Higher		
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students

who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA									
Math									
All-Subject Average									
<i>High</i>									
9th Grade Literature				61	95		57	86	
American Literature	42	15		53	70		51	55	
Algebra 1							55	68	
Coordinate Algebra									
Geometry							51	60	
Analytic Geometry									

Note: Schools with a statewide attendance zone have no comparison district.

## 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 -0.1147 in middle school and -0.0283 in high school grades.
- Fulton Leadership Academy's performance is lower than the state and district averages for middle school across ELA and Math. The school's contribution to student achievement is indistinguishable from the state and district averages in high school across ELA and Math.
- Fulton Leadership Academy's performance in 2018/19 has declined compared to its performance in 2016/17 and 2017/18.
- The school's contribution to student achievement is:
  - indistinguishable from the state and district averages in middle school ELA, 9th Grade Literature, and American Literature; and
  - lower than the state and district averages in middle school Math and Algebra 1.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Fulton Leadership Academy	2010	No	6-12	STEM with focus on aviation and aeronautics - partnership with Civil Air Patrol	Normal	Boys Only	No	Yes	20 volunteer hours/year	Students residing in Atlanta, Clayton, and South Fulton County Public Schools zone

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Fulton Leadership	0.0	1.8	96.8	1.1	0.4	83.3	32.7	0.0	21.4

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

Overall School Effect: -0.1147 Middle/ -0.0283 High

Average Overall School Effect in District: 0.0019 Middle/ 0.0117 High

Fulton Leadership Academy's contribution to a middle school student's cross-subject average achievement is lower than that of the average middle school in the state and district. Its contribution to a high school student's cross-subject average achievement is indistinguishable from that of the average high school in the state and district. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA	0.0327	64	No	18 of 42	0.0182	No	50	45	20 of 42
Math	-0.2643	2	Lower	42 of 42	-0.0099	Lower	35	3	42 of 42
All-Subject Average	-0.1147	7	Lower	41 of 42	0.0019	Lower	42	7	38 of 42
<i>High</i>									
9th Grade Literature	0.0283	58	No	13 of 30	0.0122	No	50	48	12 of 30
American Literature	0.0815	75	No	10 of 29	0.0483	No	51	51	8 of 29
Algebra 1	-0.1836	17	Lower	23 of 28	-0.0025	Lower	35	9	23 of 28

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Geometry									
All-Subject Average	-0.0283	40	No	21 of 30	0.0117	No	44	14	24 of 30

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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Fulton Leadership Academy's performance in 2018/19 has declined compared to its performance in 2016/17 and 2017/18, aside from middle school ELA which has remained fairly constant over the years.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA												
Math												
All-Subject Average												

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Middle</i>												
ELA	0.0315	No	-0.0084	No	0.0288	No	-0.0143	No	0.0327	No	0.0182	No
Math	-0.0226	No	-0.0511	No	0.0112	No	-0.0428	No	-0.2643	Lower	-0.0099	Lower
All-Subject Average	-0.0086	No	-0.0286	No	0.0335	No	-0.0223	No	-0.1147	Lower	0.0019	Lower
<i>High</i>												
9th Grade Literature	-0.0883	No	0.0344	No	0.1325	No	0.0589	No	0.0283	No	0.0122	No
American Literature					0.2087	No	-0.0104	Higher	0.0815	No	0.0483	No
Algebra 1	0.0235	No	0.0655	No					-0.1836	Lower	-0.0025	Lower
Coordinate Algebra												
Geometry	0.0639	No	0.0570	No								
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA	47	26	18 of 27	48	30	17 of 27	50	45	20 of 42
Math	48	39	10 of 27	52	61	11 of 27	35	3	42 of 42
All-Subject Average	47	33	14 of 27	50	48	12 of 27	42	7	38 of 42
<i>High</i>									
9th Grade Literature	47	31	13 of 17	50	48	14 of 18	50	48	12 of 30
American Literature				65	98	1 of 19	51	51	8 of 29
Algebra 1	47	35	12 of 18				35	9	26 of 28
Coordinate Algebra									
Geometry	49	47	13 of 19						
Analytic Geometry									

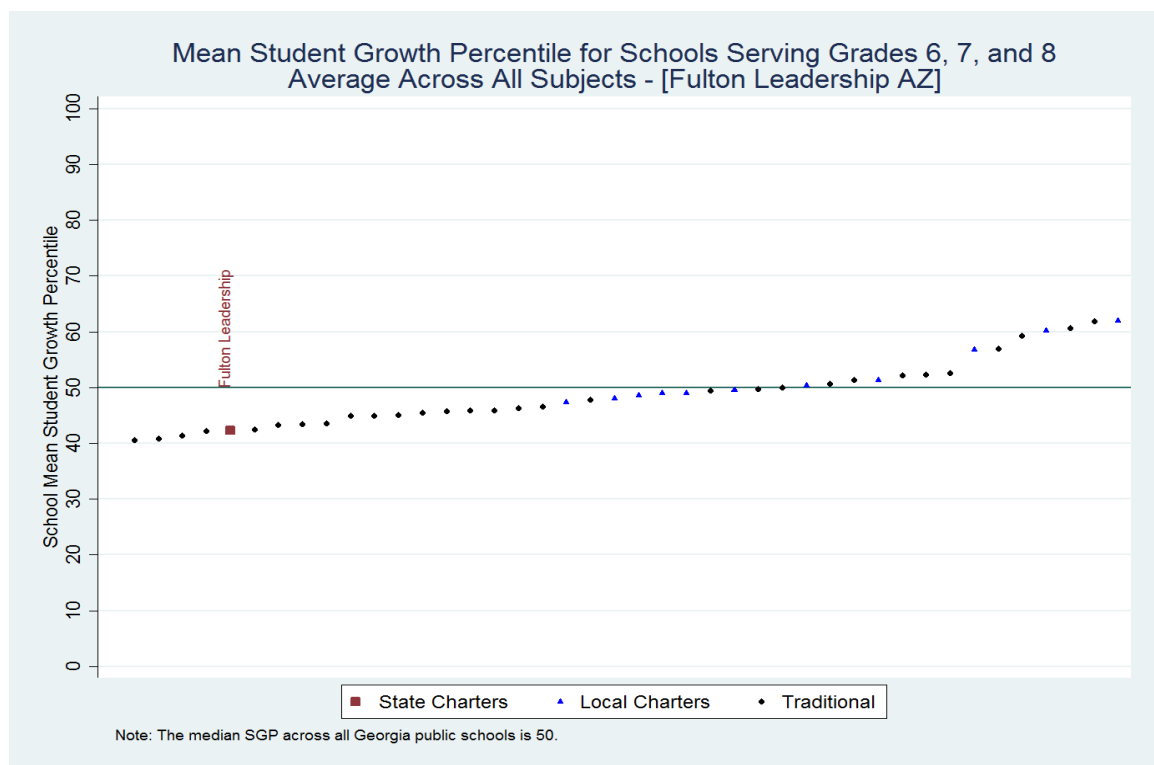
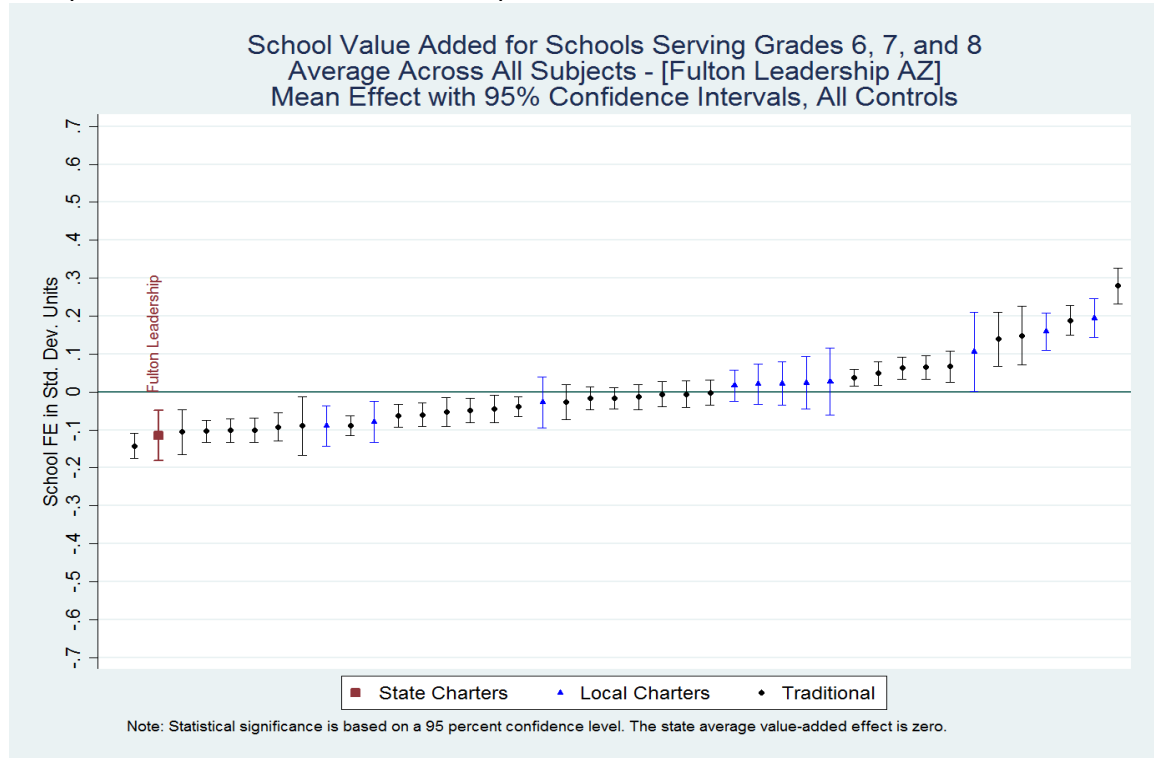
Note: Schools with a statewide attendance zone have no comparison district.

## Comparison of School Impact

Subject Area: All-Subject Middle Average

State Charter: Fulton Leadership Academy

Comparison District: Fulton Leadership Attendance Zone

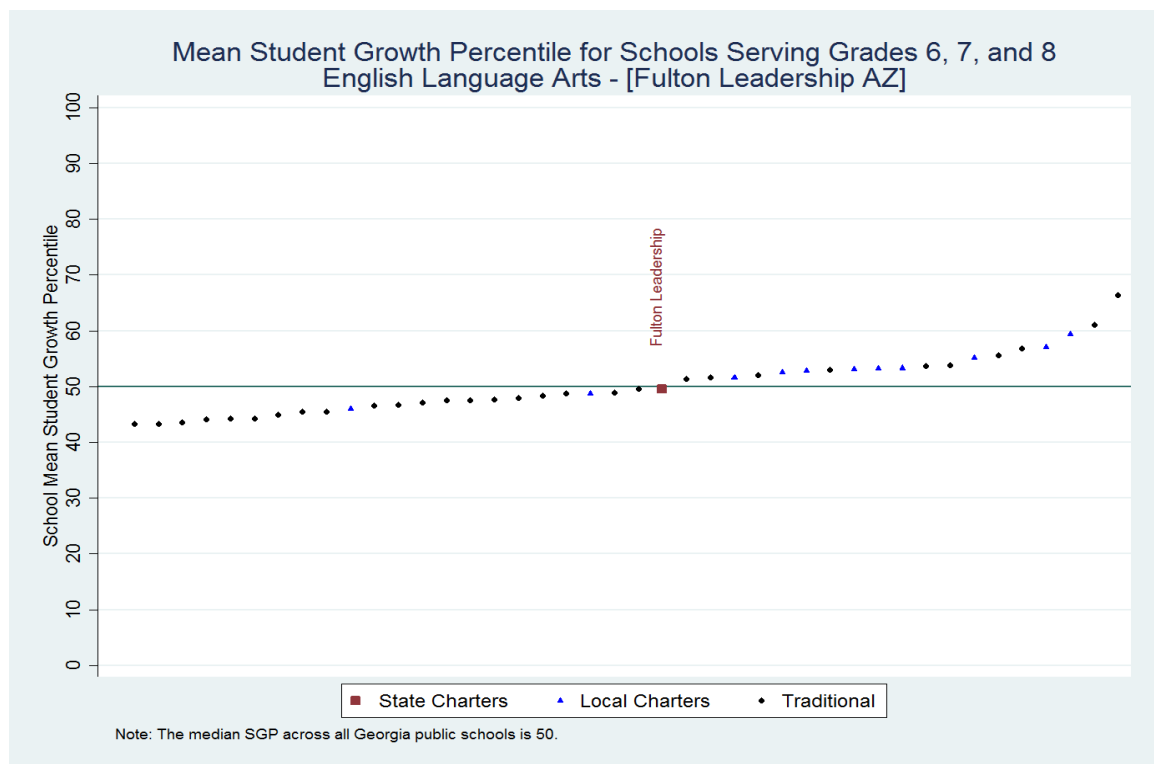
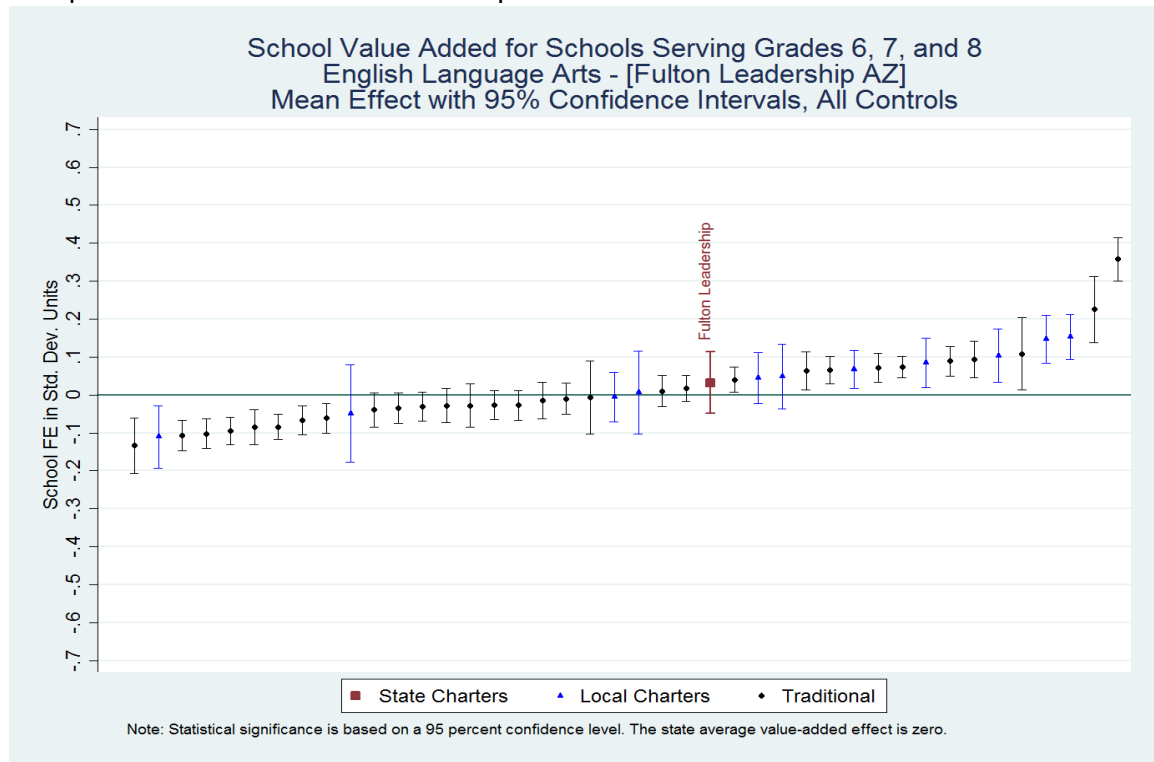




Subject Area: Middle ELA

State Charter: Fulton Leadership Academy

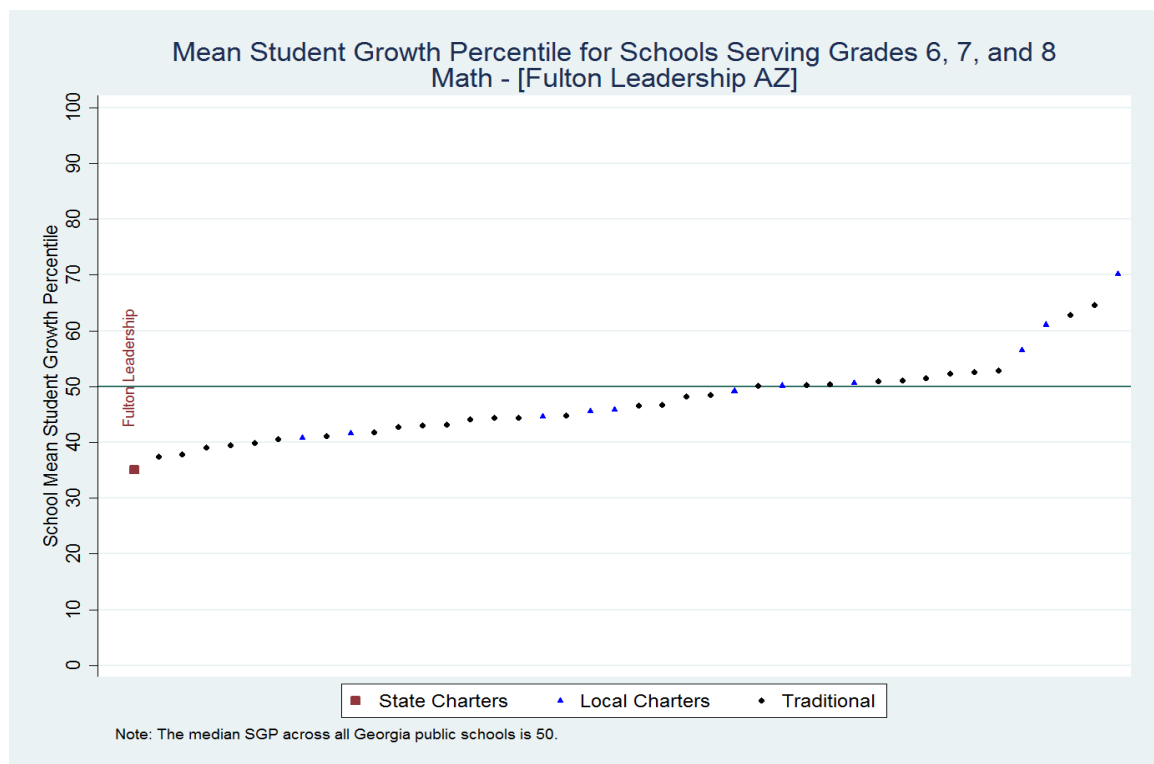
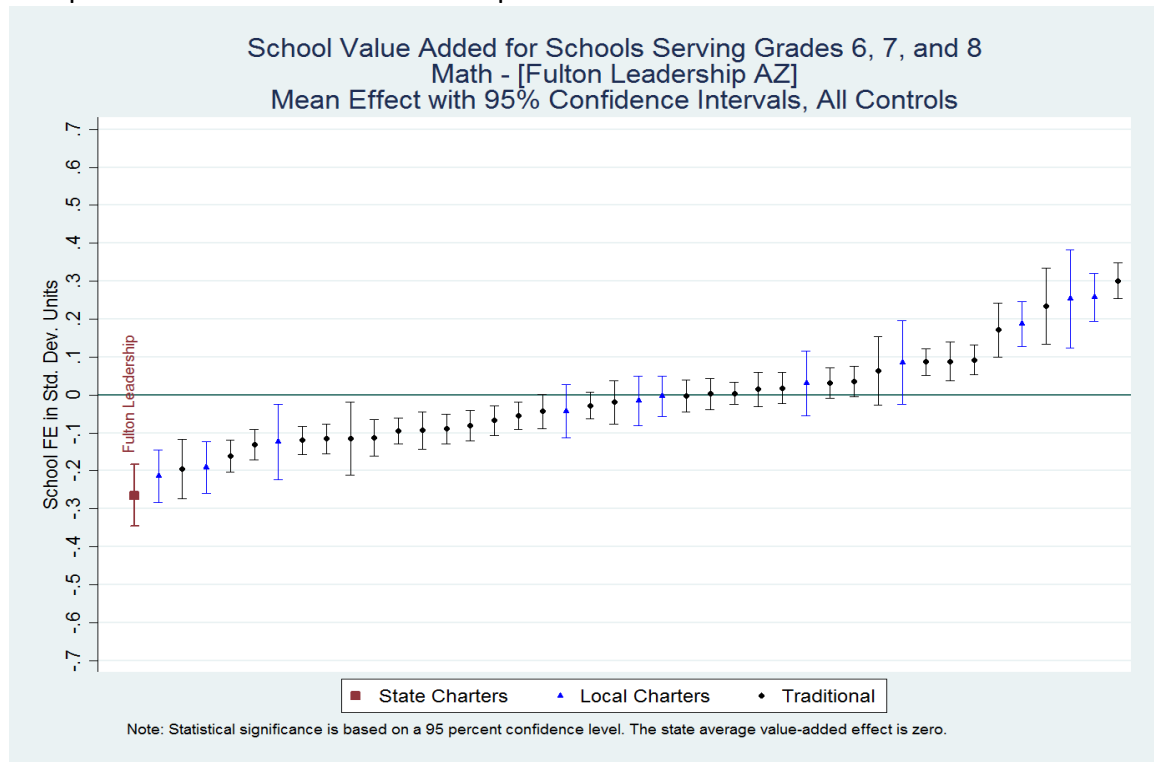
Comparison District: Fulton Leadership Attendance Zone



Subject Area: Middle Mathematics

State Charter: Fulton Leadership Academy

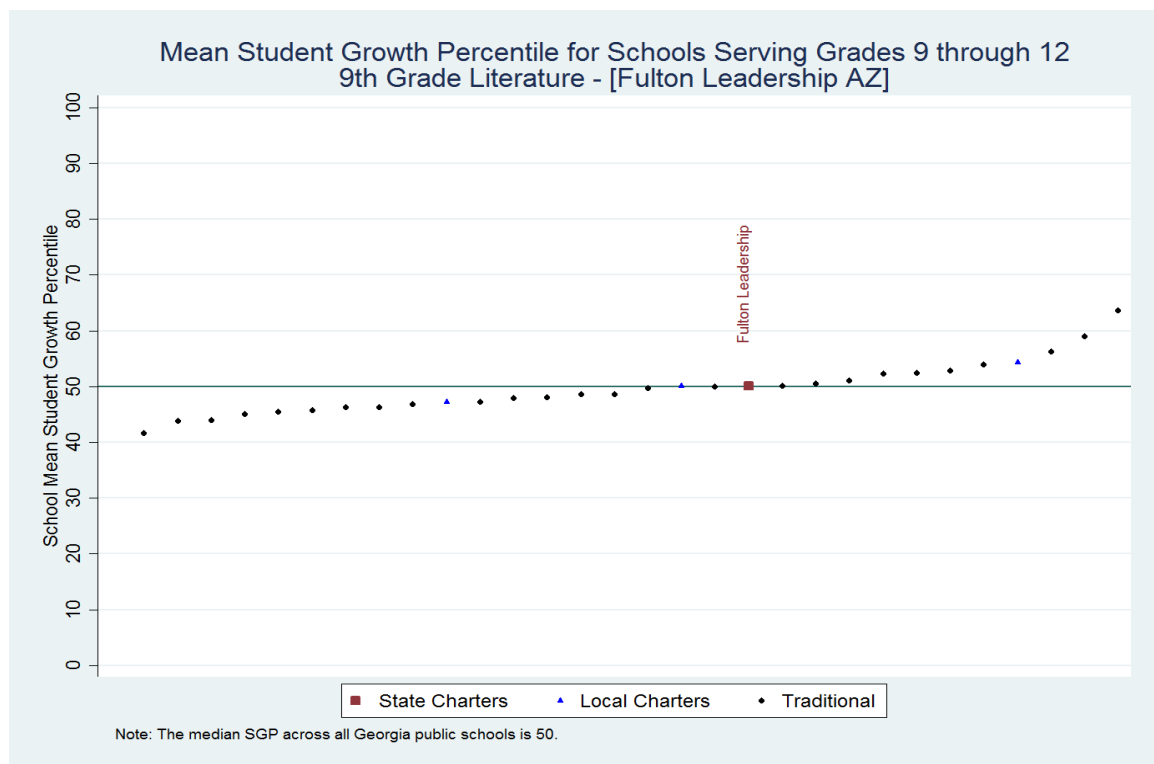
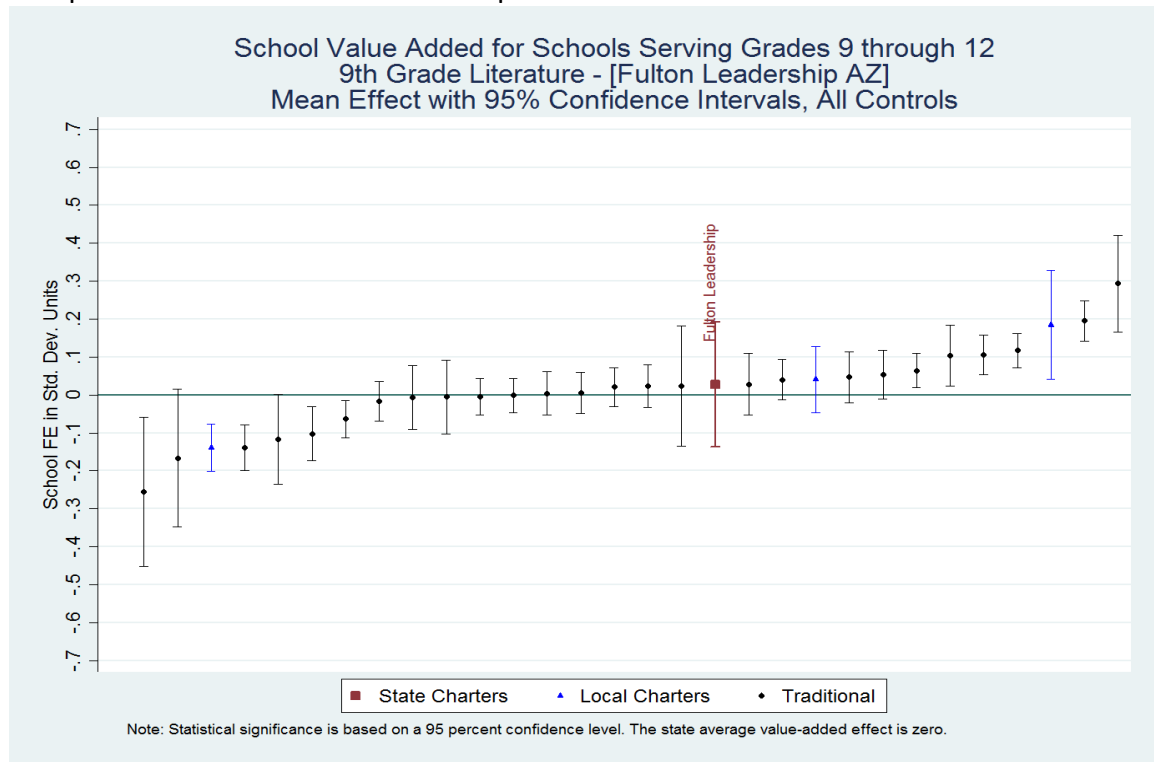
Comparison District: Fulton Leadership Attendance Zone



Subject Area: 9th Grade Literature

State Charter: Fulton Leadership Academy

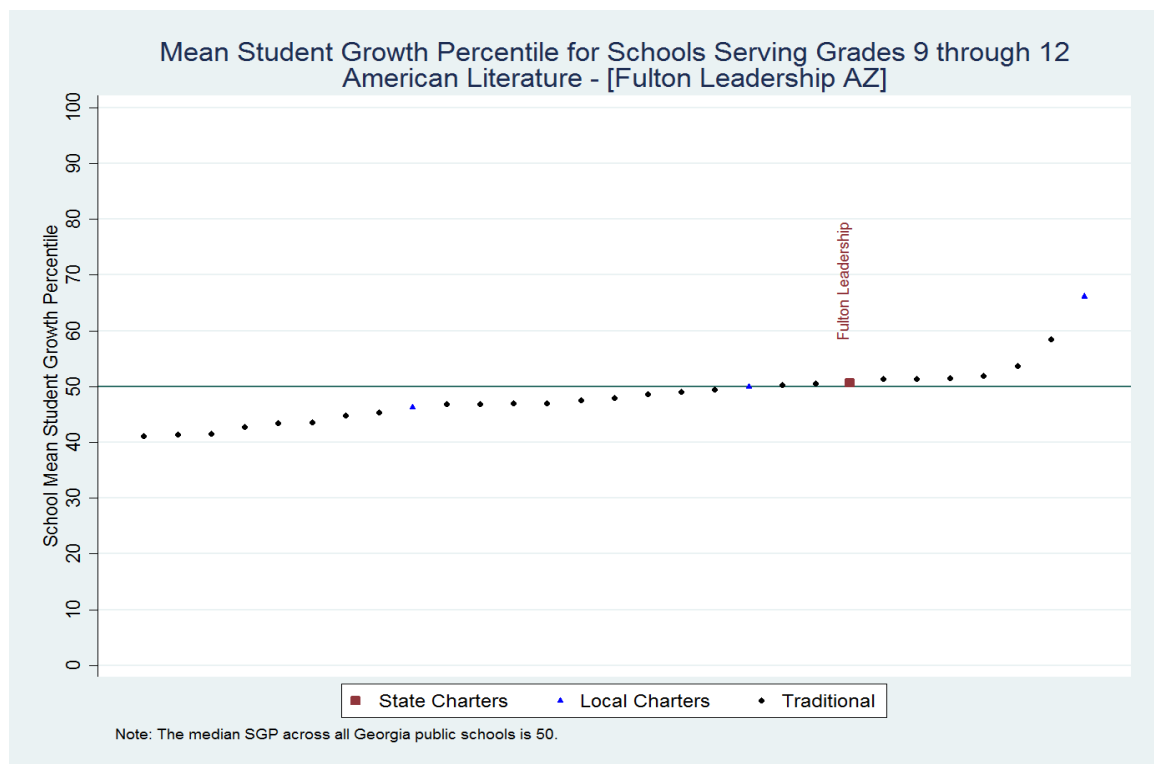
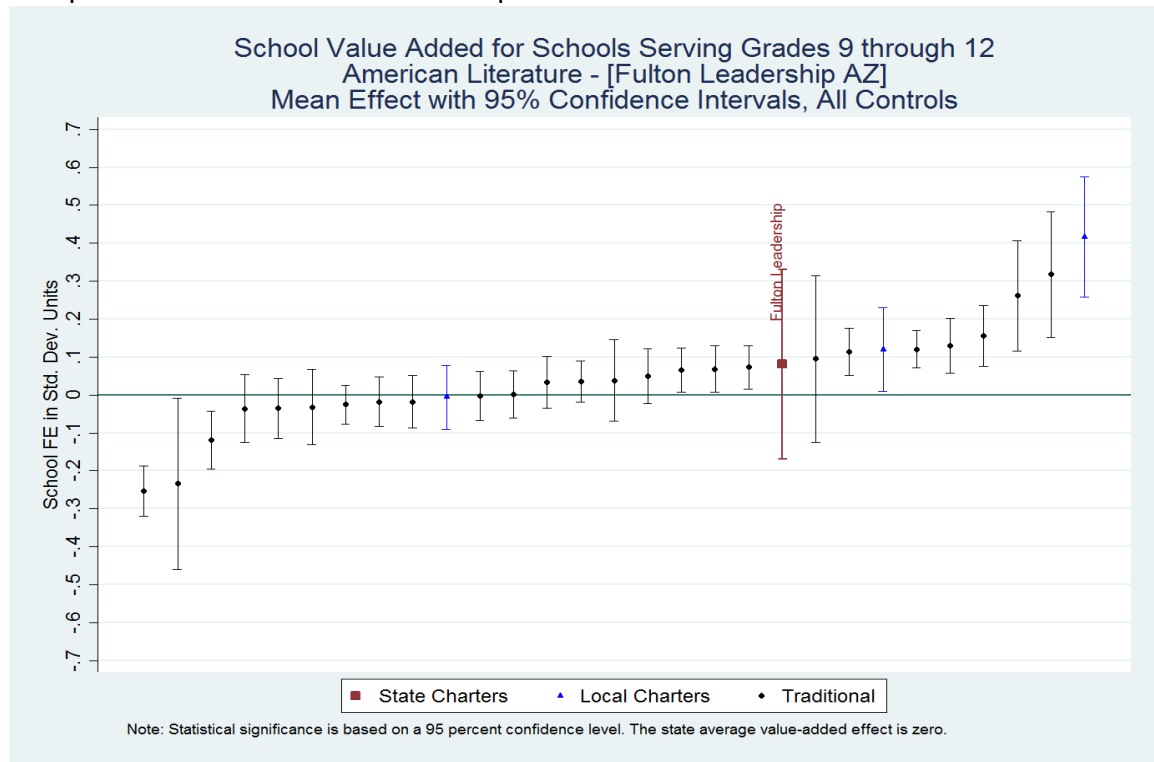
Comparison District: Fulton Leadership Attendance Zone



Subject Area: American Literature

State Charter: Fulton Leadership Academy

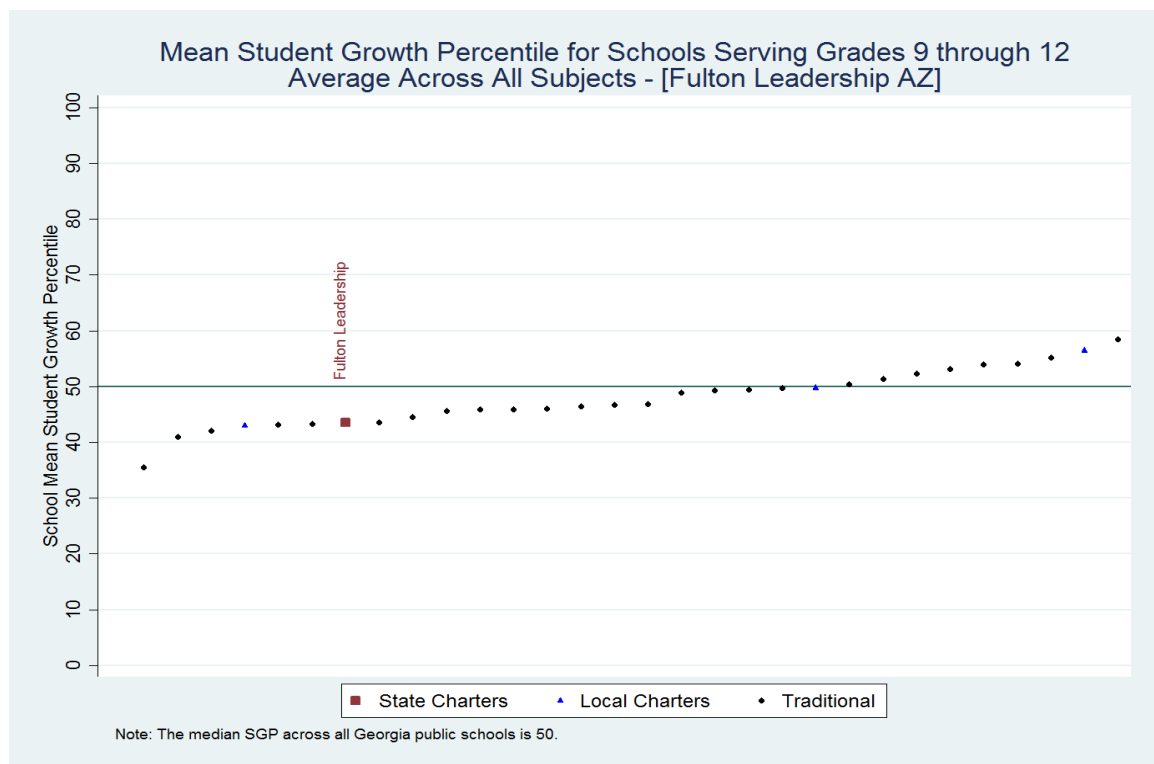
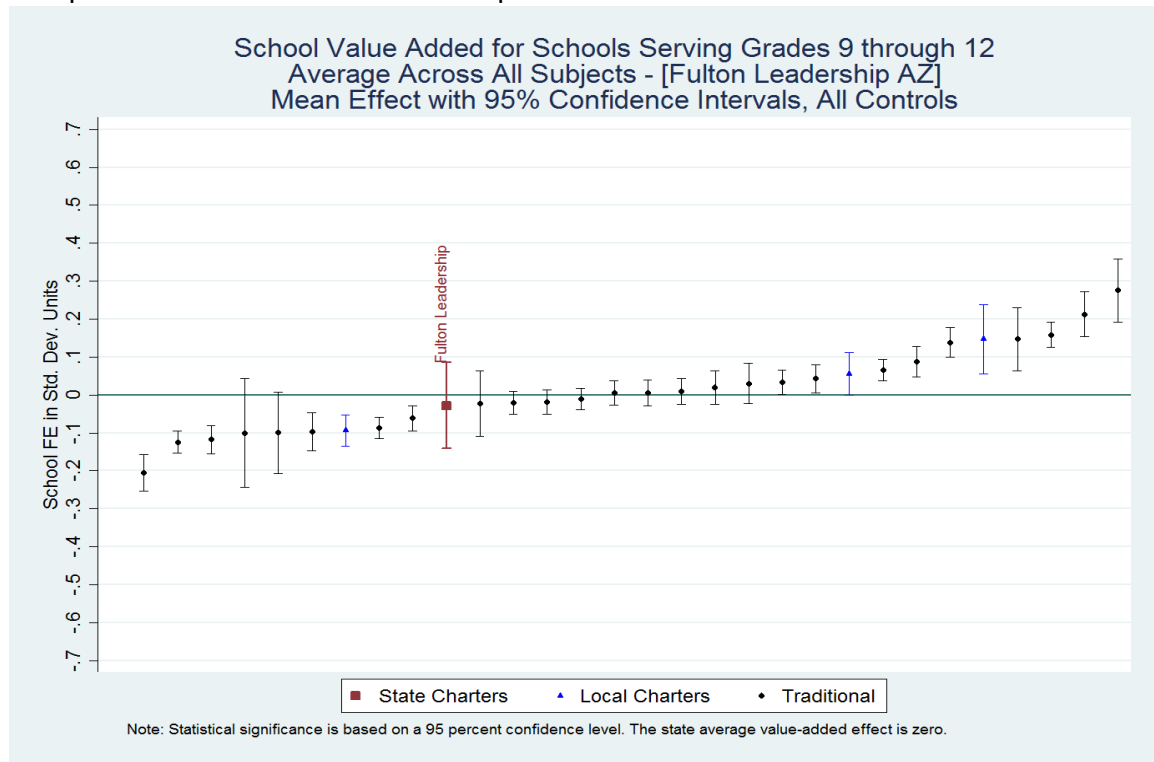
Comparison District: Fulton Leadership Attendance Zone



Subject Area: All-Subject High Average

State Charter: Fulton Leadership Academy

Comparison District: Fulton Leadership Attendance Zone



## 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 0.1434 in elementary grades and 0.0454 in middle grades.
- Genesis Academy for Boys' performance is higher than the state average in elementary grades and indistinguishable from the state average in middle grades. Because the school serves students throughout the state, it does not have a district comparison group.
- Genesis Academy for Boys' performance for high school cannot be determined because there were not enough test takers.
- Genesis Academy for Boys' performance in 2018/19 has improved slightly from 2017/18.
- The school's contribution to student achievement is:
  - indistinguishable from the state averages in elementary and middle school Math and ELA.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Genesis Academy for Boys	2017	No	K-7	College preparatory	Extended Day/Week/Year	Boys Only	No	Yes	Not specified	Students residing in State of GA

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Genesis - Boys	0.0	0.7	92.5	6.8	0.0	54.3	29.4	5.8	8.6

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

Overall School Effect: 0.1434 Elementary / 0.0454 Middle

Genesis Academy for Boys' contribution to an elementary school student's average achievement across ELA and Math is statistically higher than the average elementary in the state, and its contribution to a middle school student's average achievement across ELA and Math is not statistically different from the average middle school in the state. Genesis Academy for Boys' performance for high school cannot be determined because there were not enough test takers. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	0.1252	88	No				59	95	
Math	0.1049	81	No				57	82	
All-Subject Average	0.1434	93	Higher				58	93	
<i>Middle</i>									
ELA	0.0723	79	No				54	81	
Math	0.0213	59	No				54	69	
All-Subject Average	0.0454	70	No				54	77	
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Geometry									
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Genesis Academy for Boys' performance in 2018/19 has improved slightly from 2017/18, but for most subjects the effect is still not statistically different from the state average.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA					-0.0857	No			0.1252	No		
Math					-0.0768	No			0.1049	No		
All-Subject Average					-0.0669	No			0.1434	Higher		
<i>Middle</i>												
ELA					-0.0743	No			0.0723	No		



	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject					School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Math					0.0435	No			0.0213	No		
All-Subject Average					0.0014	No			0.0454	No		
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject				School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA				42	9		59	95	
Math				42	17		57	82	
All-Subject Average				42	10		58	93	
<i>Middle</i>									
ELA				47	25		54	81	
Math				55	74		54	69	
All-Subject Average				51	57		54	77	
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

Note: Schools with a statewide attendance zone have no comparison district.

## 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 0.0967 in elementary grades and 0.0733 in middle grades.
- Genesis Academy for Girls' performance is not statistically different than the state average in elementary and middle grades. Because the school serves students throughout the state, it does not have a district comparison group.
- Genesis Academy for Girls' performance for high school cannot be determined because there were not enough test takers.
- Genesis Academy for Girls' performance in 2018/19 has improved from 2017/18 across all subjects.
- The school's contribution to student achievement is:
  - above the state averages in elementary and middle school ELA; and
  - indistinguishable from the state averages in elementary and middle school Math.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Genesis Academy for Girls	2017	No	K-7	College preparatory	Extended Day/Week/Year	Girls Only	No	Yes	Not specified	Students residing in State of GA

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Genesis - Girls	100.0	0.7	96.7	2.2	0.4	55.8	31.2	2.2	4.4

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

Overall School Effect: 0.0967Elementary / 0.0733 Middle

Genesis Academy for Girls' 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. Genesis Academy for Girls' performance for high school cannot be determined because there were not enough test takers. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	0.1726	95	Higher				63	98	
Math	-0.0105	46	No				47	34	
All-Subject Average	0.0967	85	No				55	80	
<i>Middle</i>									
ELA	0.1988	98	Higher				66	99	
Math	-0.0370	38	No				51	53	
All-Subject Average	0.0733	80	No				58	92	
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Genesis Academy for Girls' performance in 2018/19 has improved from 2017/18 across all subjects.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA					-0.1566	No			0.1726	Higher		
Math					-0.1735	Lower			-0.0105	No		
All-Subject Average					-0.1687	Lower			0.0967	No		
<i>Middle</i>												
ELA					-0.0651	No			0.1988	Higher		
Math					-0.2384	Lower			-0.0370	No		
All-Subject Average					-0.1912	Lower			0.0733	No		

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject					School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject				School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA				36	1		63	98	
Math				32	2		47	34	

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject				School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
All-Subject Average				34	1		55	80	
<i>Middle</i>									
ELA				40	3		66	99	
Math				33	2		51	53	
All-Subject Average				37	2		58	92	
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

Note: Schools with a statewide attendance zone have no comparison district.

## 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 -0.1248 in middle grades and -0.0341 in high school grades.
- Georgia Connections Academy's combined Math and ELA performance is below the state average in both middle and high school grades. Because the school serves students throughout the state, it does not have a district comparison group.
- Georgia Connections Academy's performance in 2018/19 has been consistent in 9th Grade Literature, American Literature, Geometry, and middle school Math compared to its performance in 2017/18 and 2016/17. Its performance in 2018/19 declined compared to its performance in 2017/18 in Algebra 1.
- The school's contribution to student achievement is:
  - above the state average in 9th Grade Literature, and American Literature;
  - below the state average in middle school Math, Algebra 1, and Geometry; and
  - indistinguishable from the state average in elementary ELA.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Georgia Connections Academy	2011	Connections Academy	6-12	Online Curriculum	Normal	No	Yes	Online	Not Specified	Students residing in State of GA

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
GA Connections	56.9	50.4	33.6	7.9	8.1	40.6	23.9	0.6	11.1



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

Overall School Effect: -0.1248 Middle/ -0.0341 High

Georgia Connections Academy's contribution to a middle and high school student's average achievement across ELA and Math is lower than that of the average middle and high school in the state. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA	-0.0177	39	No				49	42	
Math	-0.2469	2	Lower				38	4	
All-Subject Average	-0.1248	6	Lower				43	10	
<i>High</i>									
9th Grade Literature	0.1248	88	Higher				55	79	
American Literature	0.1243	86	Higher				52	59	
Algebra 1	-0.2628	7	Lower				40	18	
Geometry	-0.2124	11	Lower				47	39	
All-Subject Average	-0.0341	38	Lower				49	41	

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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Georgia Connections Academy's performance in 2018/19 has been consistent in 9th Grade Literature, American Literature, Geometry, and middle school Math compared to its performance in 2017/18 and 2016/17. Its performance in 2018/19 declined compared to its performance in 2017/18 in Algebra 1.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA	-0.0562	No			-0.0942	Lower						
Math	-0.3232	Lower			-0.1586	Lower						
All-Subject Average	-0.1898	Lower			-0.0986	Lower						
<i>Middle</i>												
ELA	0.0763	Higher			0.0258	No			-0.0177	No		
Math	-0.3083	Lower			-0.1787	Lower			-0.2469	Lower		
All-Subject Average	-0.1086	Lower			-0.0609	Lower			-0.1248	Lower		
<i>High</i>												
9th Grade Literature	0.1714	Higher			0.1909	Higher			0.1248	Higher		
American Literature	0.0731	Higher			0.1612	Higher			0.1243	Higher		
Algebra 1	-0.1410	Lower			-0.0484	No			-0.2628	Lower		
Coordinate Algebra												
Geometry	-0.1616	Lower			-0.1370	Lower			-0.2124	Lower		

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	46	23		47	31				
Math	35	5		46	31				
All-Subject Average	41	7		46	29				
<i>Middle</i>									
ELA	51	56		51	61		49	42	
Math	37	4		43	18		38	4	
All-Subject Average	44	13		47	29		43	10	
<i>High</i>									

	Student Growth Percentiles (Controls only for Prior Test Scores)										
	2016/17				2017/18				2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)		School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)		School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
9th Grade Literature	56	81			56	84			55	79	
American Literature	50	51			51	57			52	59	
Algebra 1	45	28			51	53			40	18	
Coordinate Algebra											
Geometry	44	27			49	44			47	39	
Analytic Geometry											

Note: Schools with a statewide attendance zone have no comparison district.

## 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 -0.1160 in elementary grades and -0.0664 in middle grades, and -0.0979 in high school grades.
- Georgia Cyber Academy's performance is below the state average in elementary, middle, and high school grades. Because the school serves students throughout the state, it does not have a district comparison group.
- Georgia Cyber's 2018/19 performance is generally the same as prior years across all subjects. Elementary, middle, and high school Math remain below the state average in all three years, and performance in 9th Grade Literature and American Literature remain above the state average for all three years.
- The school's contribution to student achievement is:
  - above the state average in 9th Grade Literature and American Literature;
  - indistinguishable from the state average in middle school ELA; and
  - below the state average in elementary ELA, elementary Math, middle school Math, Algebra 1, and Geometry.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Georgia Cyber Academy	2014	K12 Inc.	K-12	Online Curriculum	Normal	No	Yes	Online	Not Specified	Students residing in State of GA

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
GA Cyber	51.5	44.4	38.2	8.1	9.3	64.7	34.1	1.0	14.5

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

Overall School Effect: -0.1160 Elementary / -0.0664 Middle/ -0.0979 High

Georgia Cyber's contribution to an elementary, middle, and high school student's cross-subject average achievement is lower than that of the average elementary, middle, and high school in the state. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	-0.1126	11	Lower				46	25	
Math	-0.1841	7	Lower				41	14	
All-Subject Average	-0.1160	9	Lower				44	14	
<i>Middle</i>									
ELA	-0.0056	45	No				51	56	
Math	-0.1398	11	Lower				46	27	
All-Subject Average	-0.0664	20	Lower				48	36	
<i>High</i>									
9th Grade Literature	0.0686	73	Higher				53	71	
American Literature	0.0728	72	Higher				49	40	
Algebra 1	-0.2584	7	Lower				35	9	
Geometry	-0.1936	13	Lower				44	23	
All-Subject Average	-0.0979	19	Lower				45	21	

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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Georgia Cyber's 2018/19 performance is generally the same as prior years across all subjects. Elementary, middle, and high school Math remain below the state average in all three years, and 9th Grade Literature and American Literature remain above the state average for all three years. The school effect for elementary ELA remains below the state average, and middle ELA increases somewhat.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA	-0.1621	Lower			-0.1165	Lower			-0.1126	Lower		
Math	-0.3842	Lower			-0.3347	Lower			-0.1841	Lower		
All-Subject Average	-0.2759	Lower			-0.1948	Lower			-0.1160	Lower		
<i>Middle</i>												
ELA	-0.0168	No			-0.0397	Lower			-0.0056	No		
Math	-0.2392	Lower			-0.1813	Lower			-0.1398	Lower		
All-Subject Average	-0.1303	Lower			-0.0826	Lower			-0.0664	Lower		
<i>High</i>												
9th Grade Literature	0.1500	Higher			0.1064	Higher			0.0686	Higher		
American Literature	0.0917	Higher			0.1162	Higher			0.0728	Higher		
Algebra 1	-0.1740	Lower			-0.1456	Lower			-0.2584	Lower		
Coordinate Algebra												
Geometry	-0.1382	Lower			-0.1934	Lower			-0.1936	Lower		

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	44	16		43	13		46	25	
Math	34	4		33	2		41	14	
All-Subject Average	39	5		38	3		44	14	
<i>Middle</i>									
ELA	49	41		49	38		51	56	
Math	42	12		43	16		46	27	
All-Subject Average	46	20		46	20		48	36	



	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>High</i>									
9th Grade Literature	49	44		53	64		53	69	
American Literature	50	53		46	30		50	50	
Algebra 1	39	16		38	10		40	15	
Coordinate Algebra									
Geometry				42	18		41	13	
Analytic Geometry	41	20							

Note: Schools with a statewide attendance zone have no comparison district.

## 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 -0.1718 in elementary grades, -0.0648 in middle grades, and -0.0959 in high school grades.
- The school's performance is statistically lower than the state average in both elementary and middle grades, and not statistically different from the state average in high school grades. Because the school serves students throughout the state, it does not have a district comparison group.
- Georgia School for Innovation and the Classics' performance in 2018/19 is similar to its performance in 2017/18.
- The school's contribution to student achievement is:
  - indistinguishable from the state average in 9th Grade Literature; and
  - statistically lower than the state average for elementary ELA and Math, middle school ELA and Math, and Algebra 1.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Georgia School for Innovation and the Classics	2015	No	K-12	Classical education approach with career pathways for secondary students (Linguistics, Nuclear Tech, Sustainable Ag, Entertainment Tech)	Normal	No	No	Yes	Not Specified	Students residing in State of GA

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
GA Innovation	51.0	70.8	17.3	6.2	5.8	0.0	20.8	0.0	11.8

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

Overall School Effect: -0.1718 Elementary / -0.0648 Middle / -0.0959 High

Georgia School for Innovation and the Classics' contribution to an elementary and middle school student's average achievement across ELA and Math is lower than that of the average elementary and middle school in the state. The school's contribution to a high school student's cross-subject average achievement is not statistically different from that of the average high school in the state. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	-0.2812	1	Lower				43	11	
Math	-0.1479	11	Lower				52	62	
All-Subject Average	-0.1718	3	Lower				47	33	
<i>Middle</i>									
ELA	-0.0954	11	Lower				53	69	
Math	-0.1113	15	Lower				52	62	
All-Subject Average	-0.0648	21	Lower				52	65	
<i>High</i>									
9th Grade Literature	-0.0341	35	No				42	6	
American Literature									
Algebra 1	-0.1547	21	Lower				39	15	
Geometry									

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
All-Subject Average	-0.0959	20	No				41	8	

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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Georgia School for Innovation and the Classics' performance in 2018/19 is similar to its performance in 2017/18 and a decline in performance compared to 2016/17. Last year, the school's effect was indistinguishable from the state average on elementary ELA, but this year, the school's effect is statistically lower than the state average.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA	-0.0720	No			-0.0592	No			-0.2812	Lower		
Math	-0.0106	No			-0.2238	Lower			-0.1479	Lower		
All-Subject Average	-0.0421	No			-0.1074	Lower			-0.1718	Lower		
<i>Middle</i>												
ELA	0.0155	No			-0.0855	Lower			-0.0954	Lower		
Math	-0.0298	No			-0.2534	Lower			-0.1113	Lower		

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
All-Subject Average	-0.0235	No			-0.1289	Lower			-0.0648	Lower		
<i>High</i>												
9th Grade Literature									-0.0341	No		
American Literature												
Algebra 1									-0.1547	Lower		
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	52	63		55	80		43	11	

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Math	58	83		49	46		52	62	
All-Subject Average	55	79		52	63		47	33	
<i>Middle</i>									
ELA	53	75		53	72		53	69	
Math	54	68		47	35		52	62	
All-Subject Average	53	72		50	48		52	65	
<i>High</i>									
9th Grade Literature							42	6	
American Literature									
Algebra 1							39	15	
Coordinate Algebra									
Geometry									
Analytic Geometry									

Note: Schools with a statewide attendance zone have no comparison district.

## 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.
- International Charter Academy of Georgia's first year in operation is 2018/19, so it is not possible to make year-to-year performance comparisons.
- The school's contribution to student achievement cannot be calculated because there were less than 15 test-takers.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
International Charter Academy of Georgia	2018	No	K-5	Dual language program, English/Japanese	Normal	No	No	Yes	Not Specified	Students residing in State of GA

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
International - Georgia	48.9	9.2	19.9	7.8	63.1	0.0	8.6	47.9	2.8

About half of the "other race" students (33 percent of the total) are Asian.

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

## Overall School Effect:

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.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA									
Math									
All-Subject Average									
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									
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.



### Comparison of 2017/18, 2016/17, and 2015/16 Value-Added and SGP Summary Results

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

## 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 -0.0208 in elementary grades and 0.480 in middle grades.
- The school's performance is indistinguishable from the state and district average in elementary and middle school.
- International Academy of Smyrna's performance in 2018/19 has declined from 2017/18 in elementary Math and middle ELA and Math.
- The school's contribution to student achievement is:
  - indistinguishable from the state average in elementary and middle ELA and Math.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
International Academy of Smyrna	2017	No	K-6	International Baccalaureate Program, Primary and Middle Years programs	Normal	No	No	No	Not specified	Cobb County Schools district

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
International - Smyrna	52.4	1.8	71.0	20.6	6.5	70.0	31.2	13.7	6.7

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

Overall School Effect: -0.0208 Elementary/ 0.0480 Middle

Average Overall School Effect in District: 0.0143 Elementary/ 0.0425 Middle

International Academy of Smyrna's contribution to an elementary and middle school student's cross-subject average achievement is not statistically different from that of the average elementary and middle school in the state and district. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	-0.0699	22	No	58 of 66	0.0003	No	46	22	58 of 66
Math	-0.0062	48	No	39 of 66	0.0197	No	50	51	48 of 66
All-Subject Average	-0.0208	41	No	44 of 66	0.0143	No	48	36	52 of 66
<i>Middle</i>									
ELA	0.0070	52	No	16 of 26	0.0224	No	54	78	3 of 26
Math	0.0830	76	No	12 of 26	0.0772	No	64	96	1 of 26
All-Subject Average	0.0480	71	No	12 of 26	0.0425	No	59	92	1 of 26
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

International Academy of Smyrna's performance in 2018/19 has declined from 2017/18 in elementary Math and middle ELA and Math. In 2017/18, International Academy of Smyrna performed above the average in middle school in the state and district, but in 2018/19 its performance is not statistically different from the state or district.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA					-0.0664	No	0.0007	No	-0.0699	No	0.0003	No
Math					0.0229	No	-0.0653	Higher	-0.0062	No	0.0197	No
All-Subject Average					-0.0021	No	-0.0282	No	-0.0208	No	0.0143	No
<i>Middle</i>												
ELA					0.2595	Higher	-0.0174	Higher	0.0070	No	0.0224	No
Math					0.3243	Higher	0.0292	Higher	0.0830	No	0.0772	No

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject					School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
All-Subject Average					0.3160	Higher	0.0015	Higher	0.0480	No	0.0425	No
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject				School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA				45	18	62 of 66	46	22	58 of 66

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject				School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Math				51	54	24 of 66	50	51	48 of 66
All-Subject Average				48	36	41 of 66	48	36	52 of 66
<i>Middle</i>									
ELA				61	98	1 of 26	54	78	3 of 26
Math				75	99	1 of 26	64	96	1 of 26
All-Subject Average				68	99	1 of 26	59	92	1 of 26
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

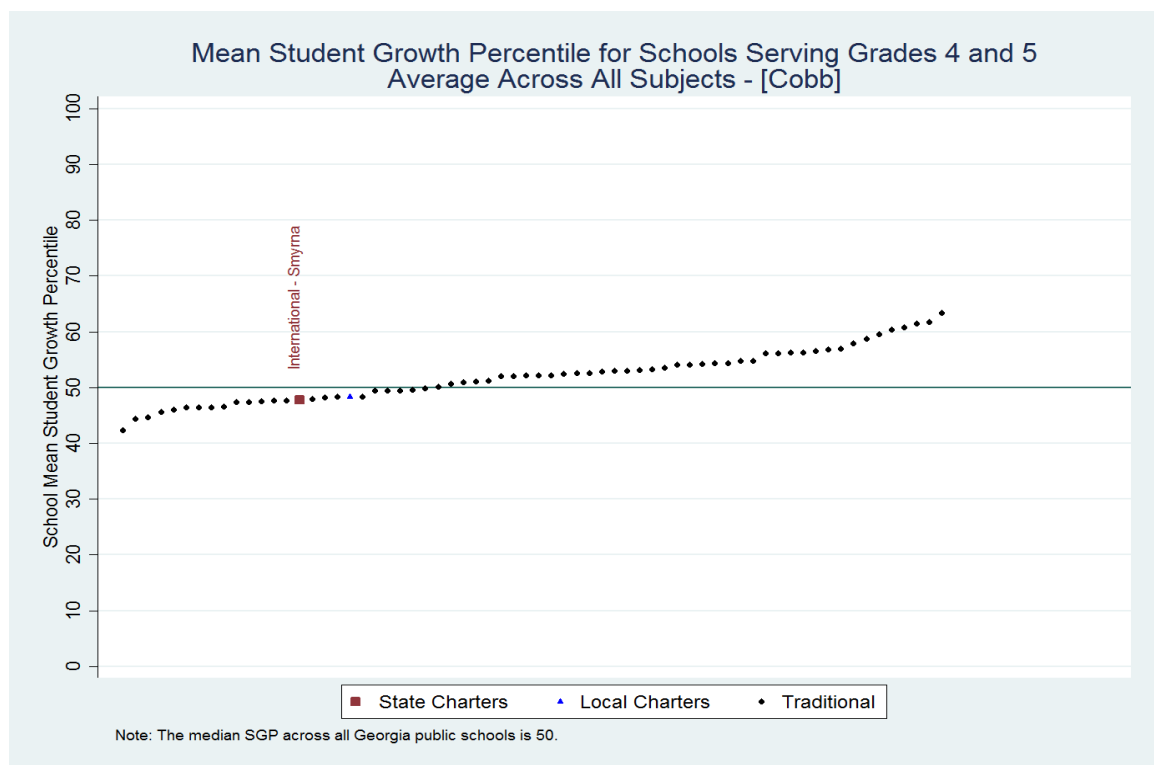
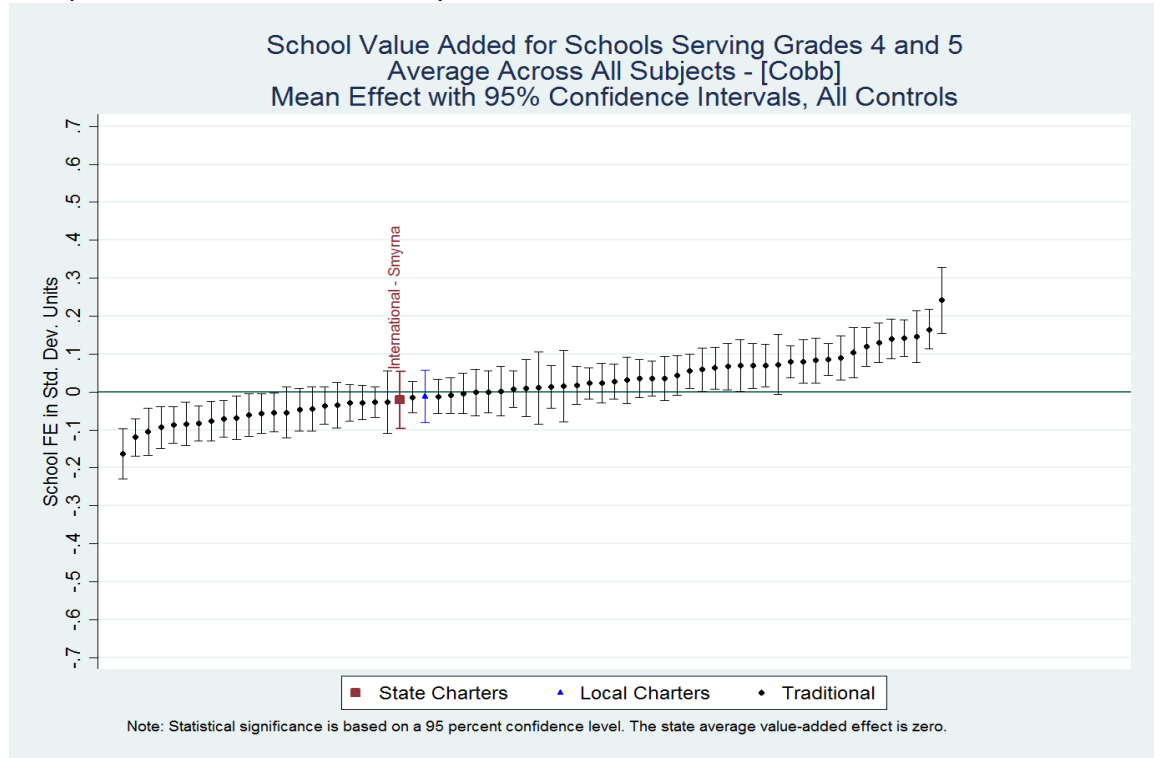
Note: Schools with a statewide attendance zone have no comparison district.

## Comparison of School Impact

Subject Area: All-Subject Elementary Average

State Charter: International Academy of Smyrna

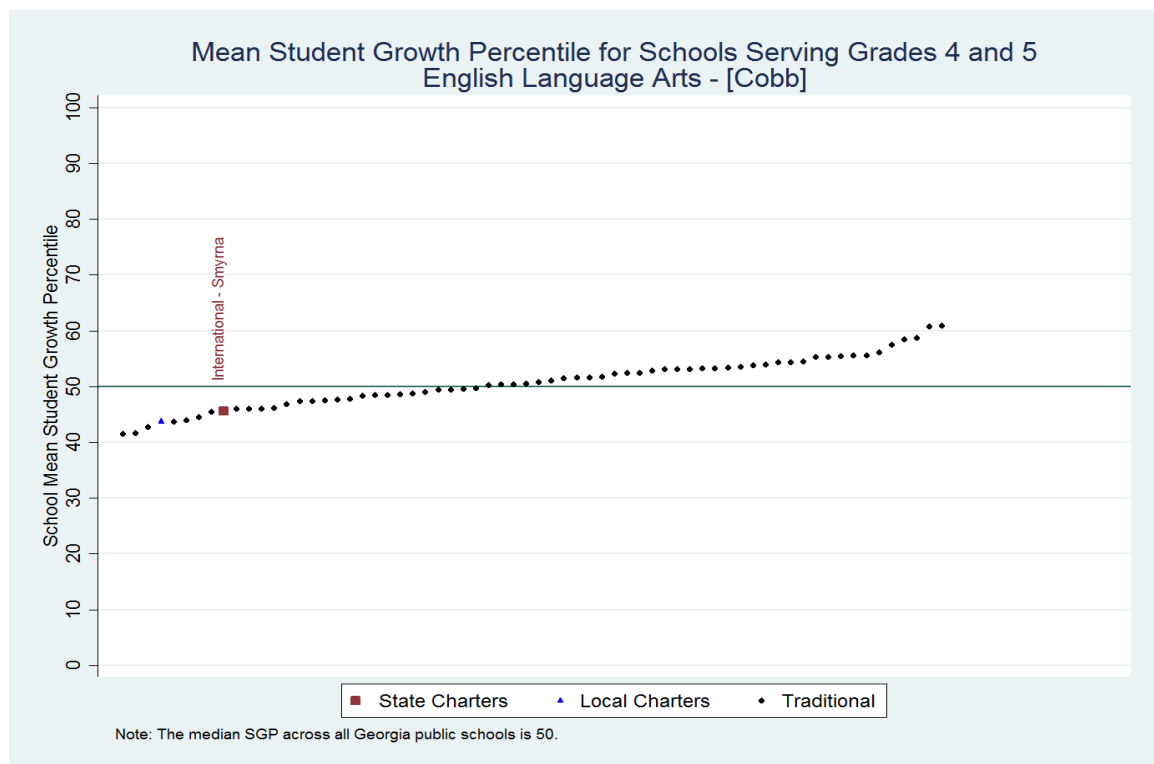
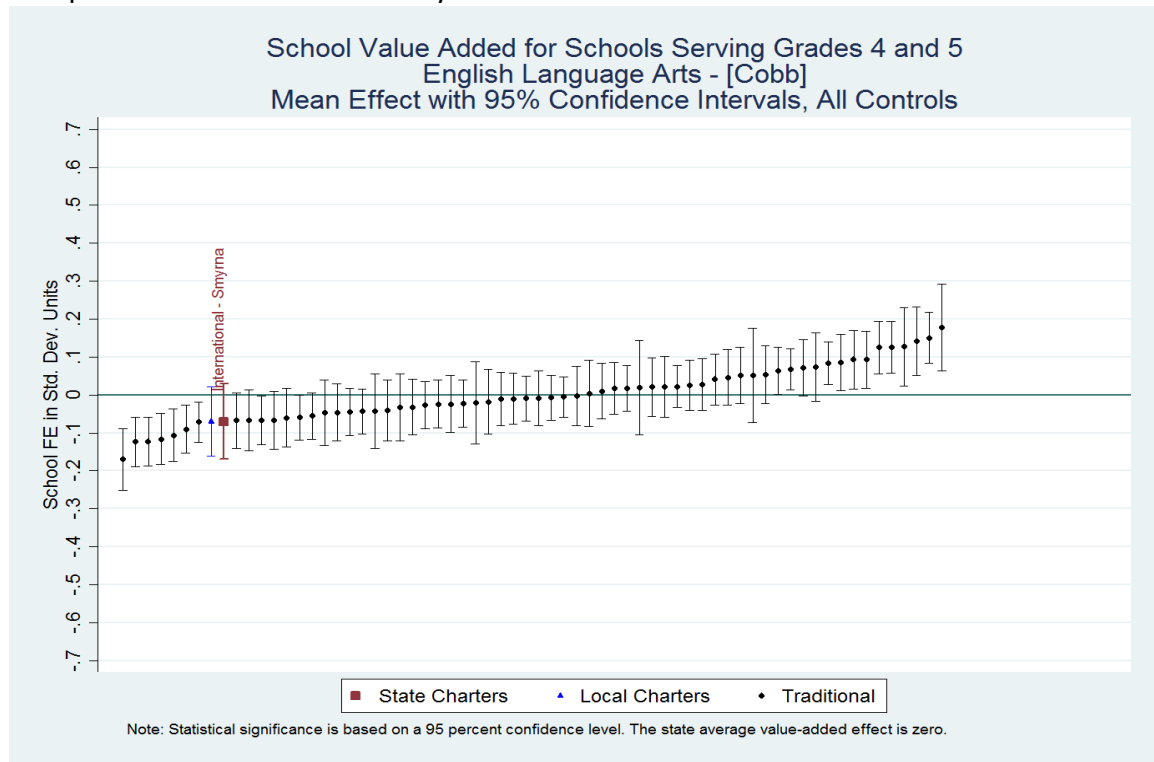
Comparison District: Cobb County Public Schools



Subject Area: Elementary ELA

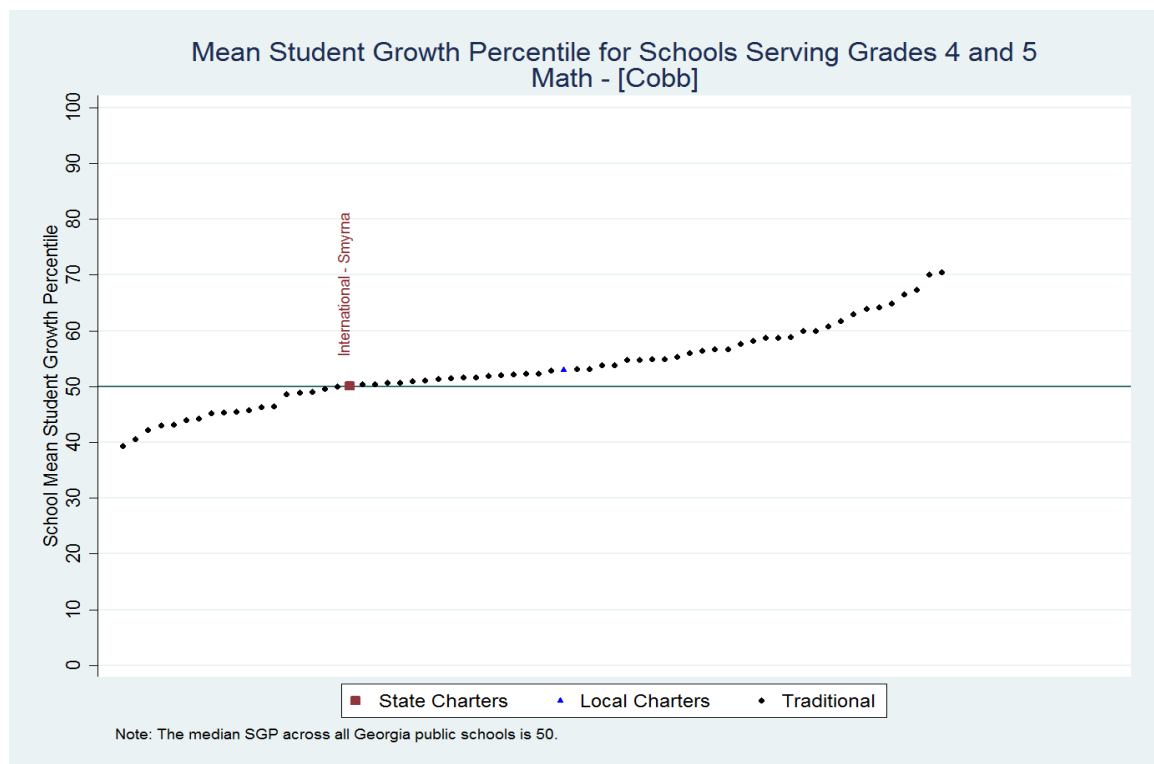
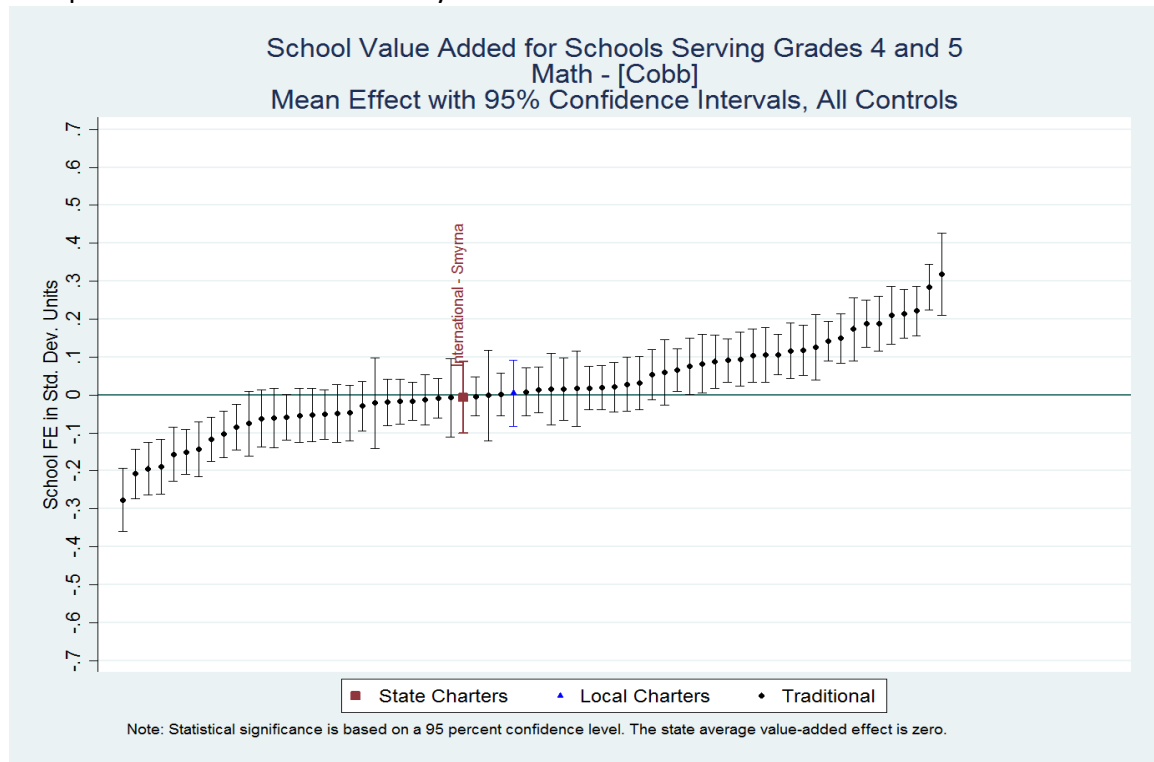
State Charter: International Academy of Smyrna

Comparison District: Cobb County Public Schools

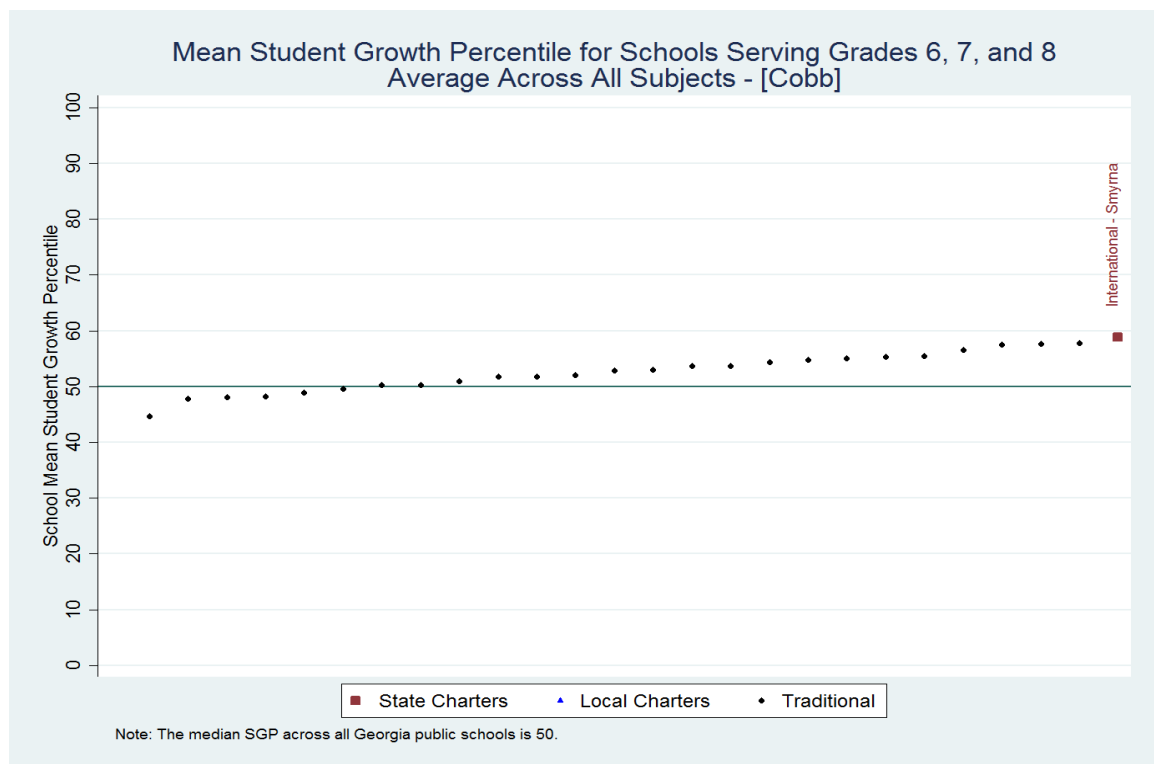
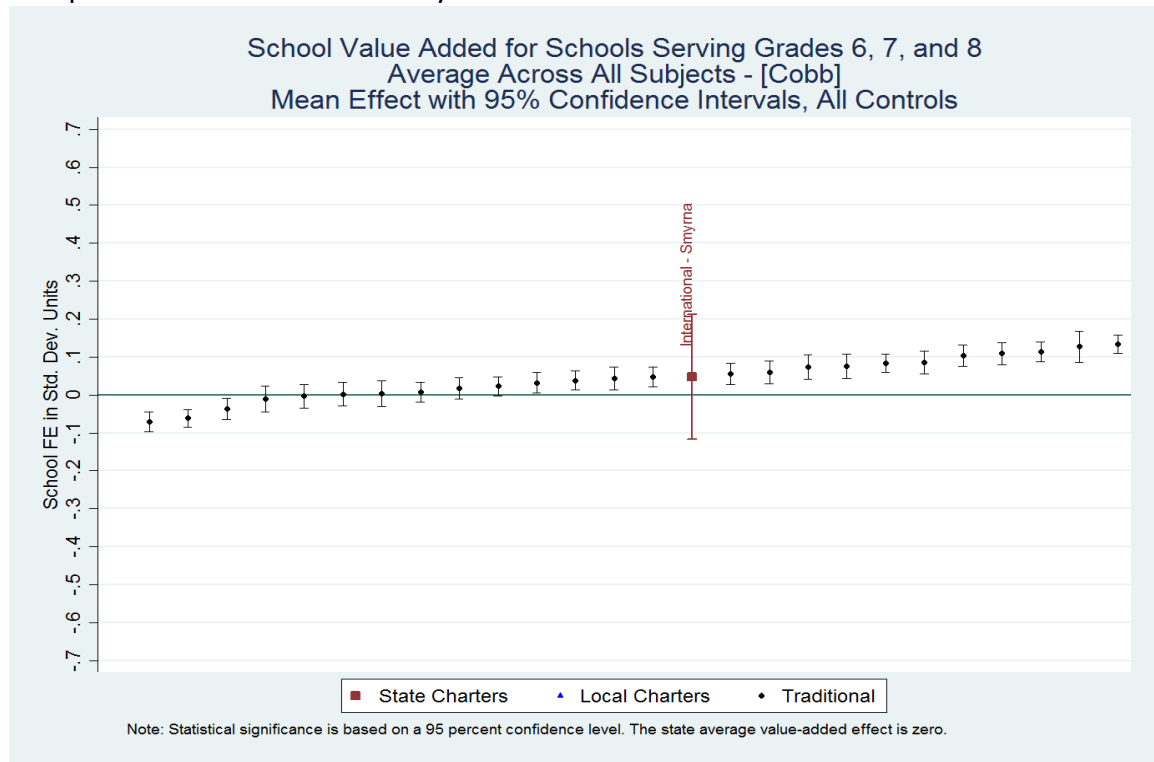




Subject Area: Elementary Mathematics  
 State Charter: International Academy of Smyrna  
 Comparison District: Cobb County Public Schools



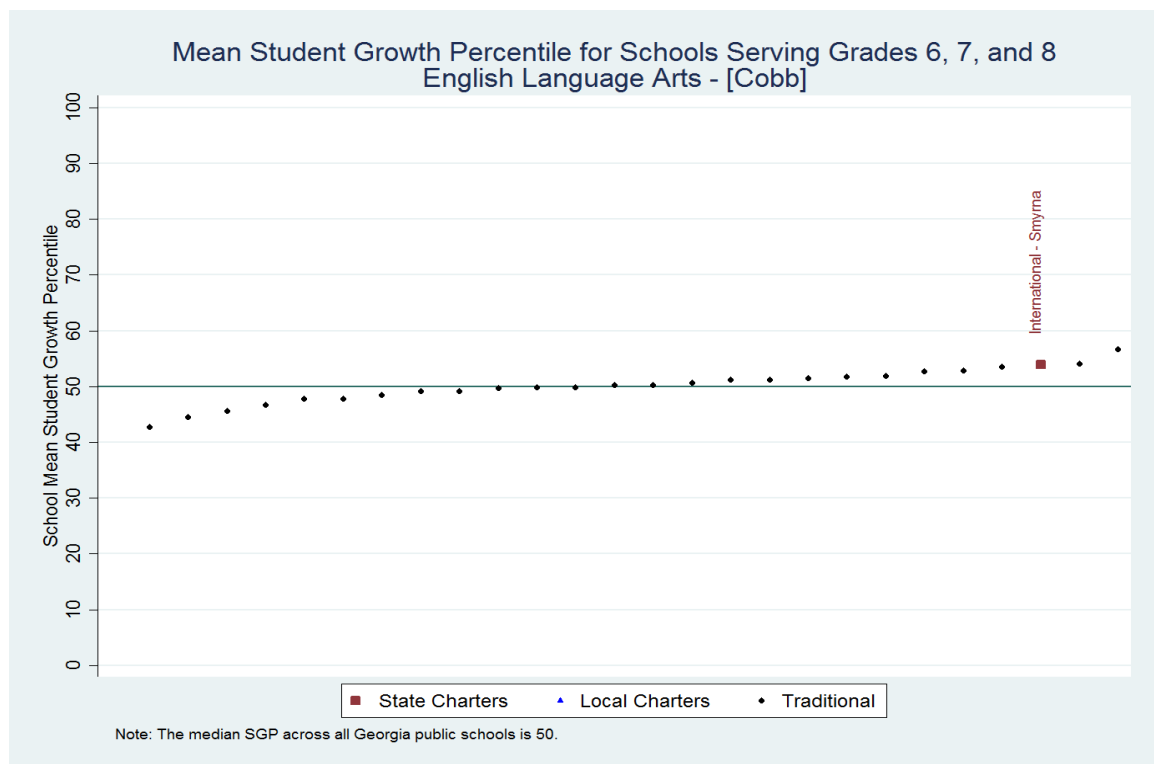
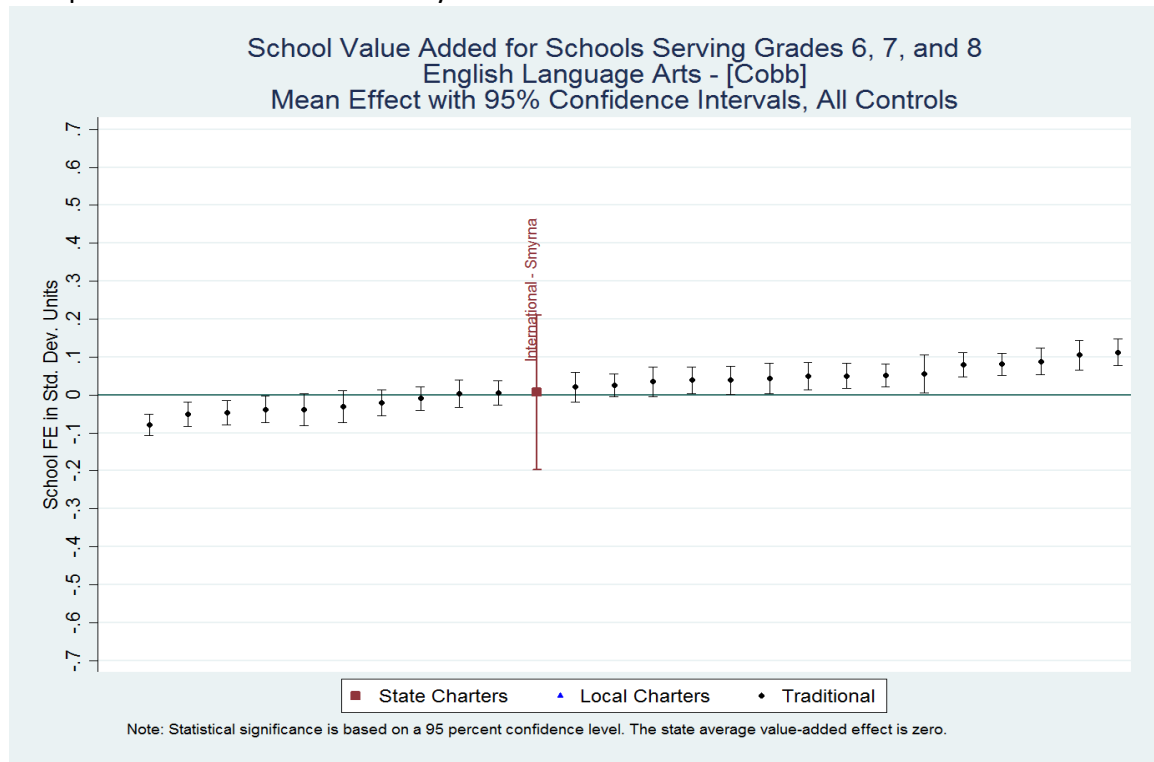
Subject Area: All-Subject Middle Average  
 State Charter: International Academy of Smyrna  
 Comparison District: Cobb County Public Schools



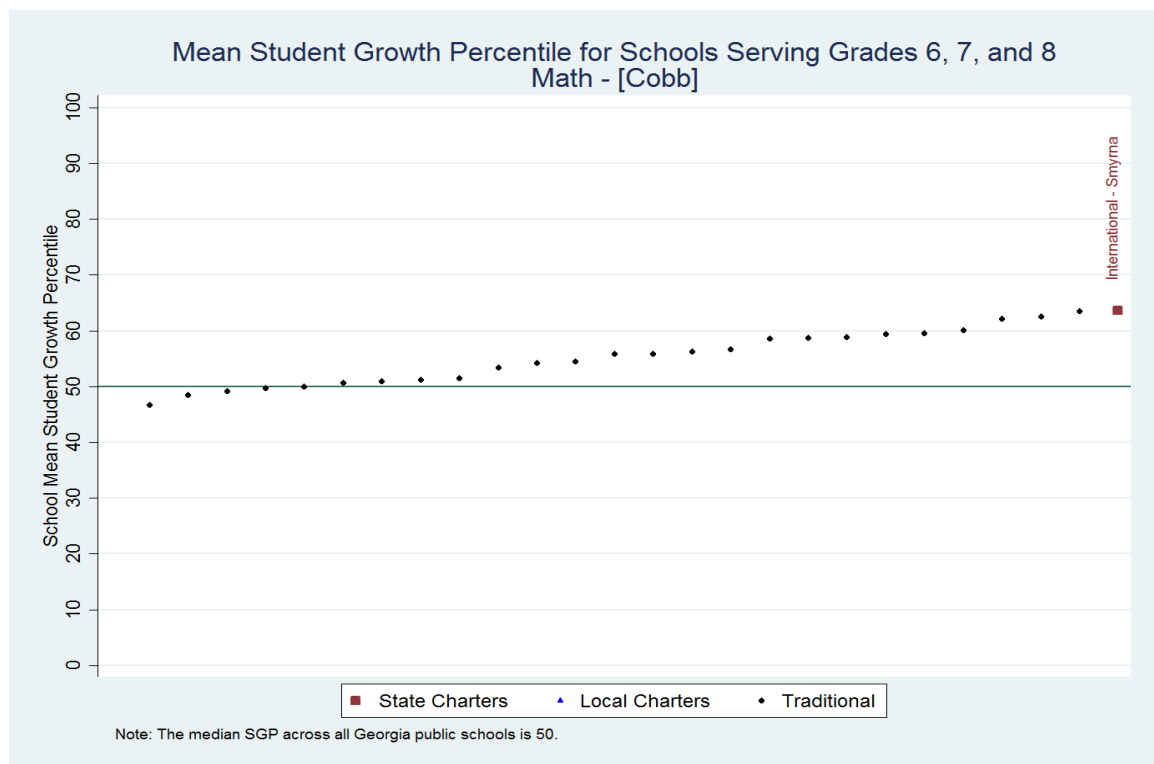
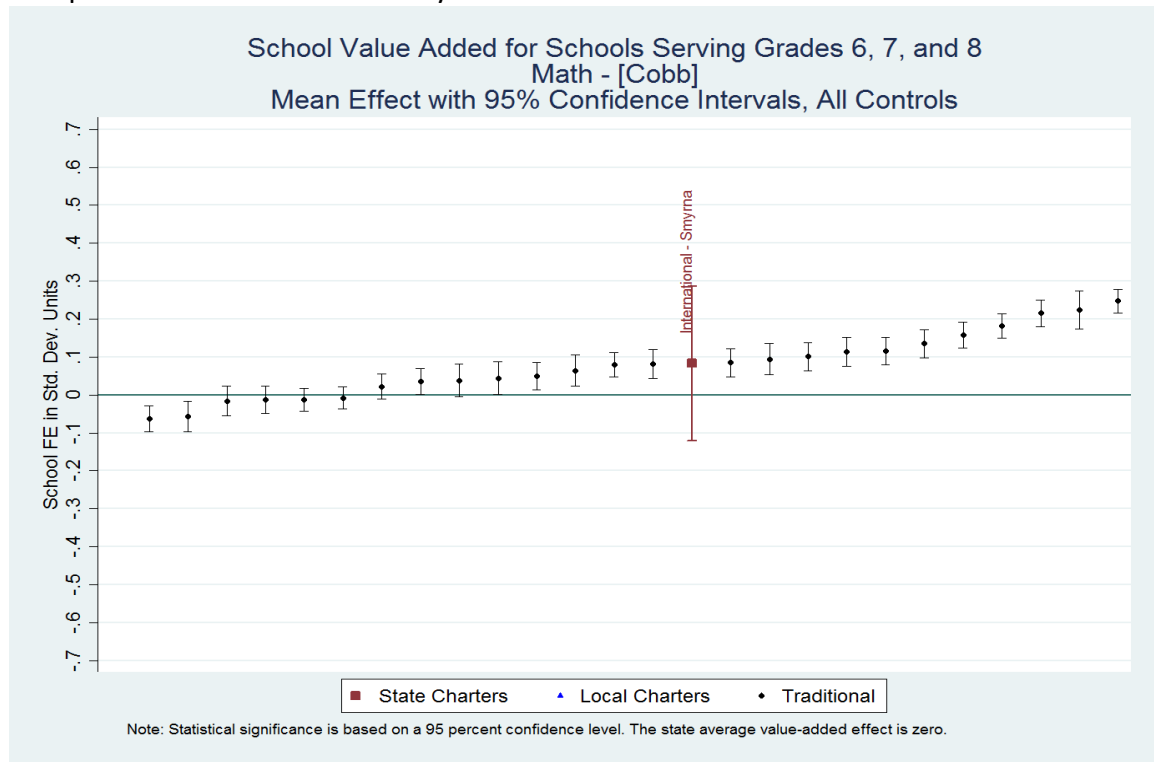
Subject Area: Middle ELA

State Charter: International Academy of Smyrna

Comparison District: Cobb County Public Schools



Subject Area: Middle Mathematics  
 State Charter: International Academy of Smyrna  
 Comparison District: Cobb County Public Schools



## 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 0.0148 in elementary grades and -0.0154 in middle grades.
- The school's performance is indistinguishable from the state and district average across subjects in elementary and middle school. Because the school serves students throughout the state, it does not have a district comparison group.
- International Charter School of Atlanta's performance in 2018/19 is overall improved from the 2017/18 and 2016/17 school years.
- The school's contribution to student achievement is:
  - indistinguishable from the state average in elementary and middle ELA and Math.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
International Charter School of Atlanta	2015	No	K-8	Language immersion emphasis (French, German, Spanish, Mandarin)	Normal	No	No	Yes	Not Specified	Students residing in State of GA

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
International - Atlanta	54.7	36.9	28.7	19.0	15.4	2.4	8.7	7.1	7.5

About half of the "other race" students (6.1 percent of the total) are Asian.

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

Overall School Effect: 0.0148 Elementary/ -0.0154 Middle

International Charter School of Atlanta's contribution to an elementary and middle school student's cross-subject average achievement is not statistically different from that of the average elementary and middle school in the state and district. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	-0.0943	15	No				48	36	
Math	0.0794	74	No				61	94	
All-Subject Average	0.0148	55	No				55	79	
<i>Middle</i>									
ELA	0.0758	80	No				55	84	
Math	-0.1028	19	No				50	49	
All-Subject Average	-0.0154	44	No				53	66	
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

International Charter School of Atlanta's performance in 2018/19 is overall improved from the 2017/18 and 2016/17 school years. Its performance in elementary and middle Math has improved from being below the state average to being indistinguishable from the state average.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA	0.0377	No			-0.0161	No			-0.0943	No		
Math	-0.1034	Lower			-0.2921	Lower			0.0794	No		
All-Subject Average	-0.0327	No			-0.1535	Lower			0.0148	No		
<i>Middle</i>												
ELA					-0.0292	No			0.0758	No		
Math					-0.1978	Lower			-0.1028	No		
All-Subject Average					-0.1028	No			-0.0154	No		
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	50	48		50	52		48	36	
Math	46	32		34	3		61	94	
All-Subject Average	48	35		42	9		55	79	
<i>Middle</i>									
ELA				50	54		55	84	
Math				42	16		50	49	
All-Subject Average				46	25		53	66	



	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

Note: Schools with a statewide attendance zone have no comparison district.

## 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 0.0195 in elementary grades and -0.0810 in middle grades.
- The school's performance across subjects is indistinguishable from the state and district averages in elementary school and lower than the state and district averages in middle school.
- Ivy Preparatory Academy at Kirkwood for Girls' elementary school and middle school performance in 2018/19 has declined from its performance in 2017/18 and 2016/17.
- The school's contribution to student achievement is:
  - not statistically different than the district and state averages in elementary and middle ELA;
  - not statistically different than the state average in elementary Math, but lower than the district average; and
  - lower than the state and district averages in middle Math.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Ivy Preparatory Academy at Kirkwood	2011	No	K-8	Curriculum is entirely College Preparatory. Saturday Academy is available to struggling students.	Extended Day/Week/Year	Girls Only	No	Yes	Not Specified	Students residing in DeKalb County and Atlanta Public Schools zones

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Ivy Prep. – Kirkwood	100.0	0.0	94.8	4.2	1.0	80.3	45.6	1.0	7.6

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

Overall School Effect: 0.0195 Elementary / -0.0810 Middle

Average Overall School Effect in District: 0.0493 Elementary / 0.0171 Middle

Ivy Preparatory Academy at Kirkwood for Girls' contribution to an elementary student's cross-subject average achievement is indistinguishable from the average elementary school in the state and district. Its contribution to a middle school student's cross-subject average achievement is lower than the average middle school in the state and district. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	0.0792	78	No	45 of 143	0.0419	No	55	79	41 of 143
Math	-0.0637	30	No	121 of 143	0.0563	Lower	43	21	123 of 143
All-Subject Average	0.0195	58	No	89 of 143	0.0493	No	49	44	93 of 143
<i>Middle</i>									
ELA	0.0472	70	No	24 of 56	0.0344	No	53	69	22 of 56
Math	-0.1870	6	Lower	52 of 56	0.0112	Lower	40	8	52 of 56
All-Subject Average	-0.0810	14	Lower	50 of 56	0.0171	Lower	46	24	45 of 56
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Geometry									
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.

## Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Ivy Preparatory Academy at Kirkwood for Girls' elementary school and middle school performance in 2018/19 has declined from its performance in 2017/18 and 2016/17.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA	0.3597	Higher	0.0131	Higher	0.0108	No	0.0116	No	0.0792	No	0.0419	No
Math	0.2142	Higher	0.0184	Higher	0.0013	No	0.0166	No	-0.0637	No	0.0563	Lower
All-Subject Average	0.2872	Higher	0.0160	Higher	0.0036	No	0.0159	No	0.0195	No	0.0493	No
<i>Middle</i>												
ELA	0.3313	Higher	0.0205	Higher	0.0389	No	0.0189	No	0.0472	No	0.0344	No
Math	0.1151	Higher	0.0002	Higher	0.0700	No	0.0033	No	-0.1870	Lower	0.0112	Lower
All-Subject Average	0.2055	Higher	0.0156	Higher	0.0313	No	0.0092	No	-0.0810	Lower	0.0171	Lower
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	64	99	2 of 141	51	62	51 of 142	55	79	41 of 143
Math	63	95	11 of 141	48	43	79 of 142	43	21	123 of 143
All-Subject Average	64	99	2 of 141	50	53	63 of 142	49	44	93 of 143
<i>Middle</i>									
ELA	68	99	1 of 53	57	90	4 of 57	53	69	22 of 56
Math	56	78	11 of 53	55	76	13 of 57	40	8	52 of 56
All-Subject Average	62	98	3 of 53	56	86	9 of 57	46	24	45 of 56
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

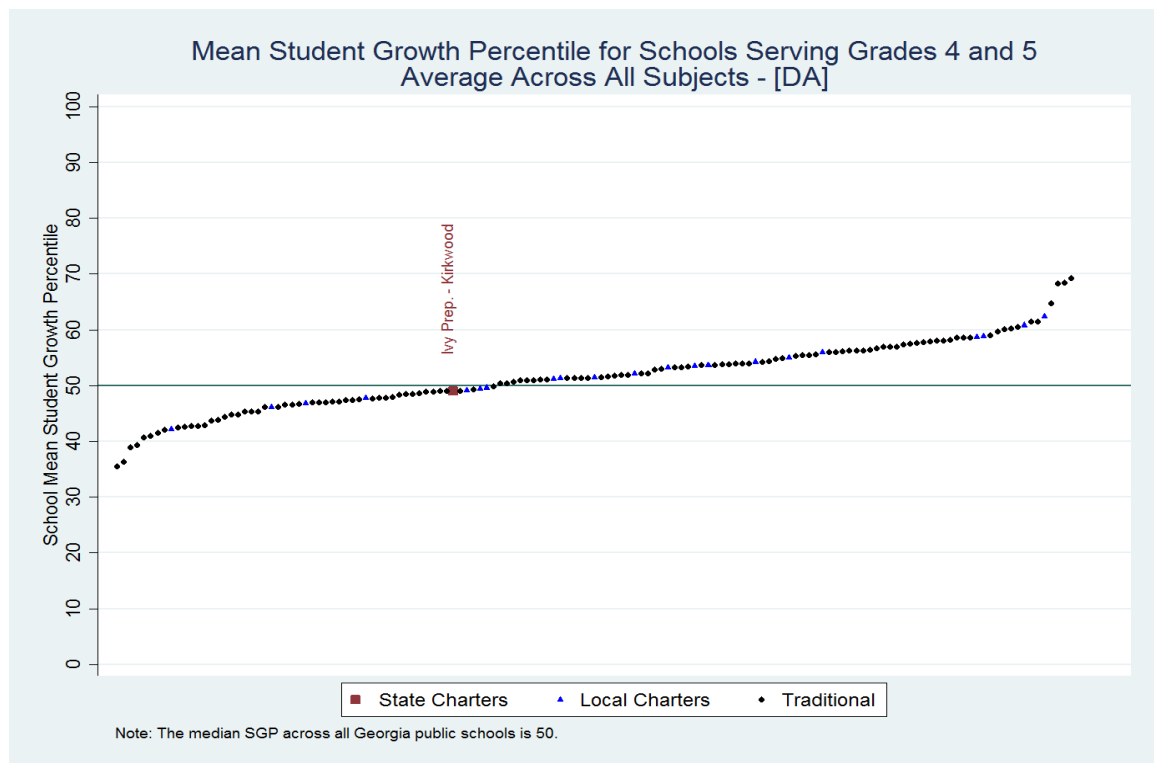
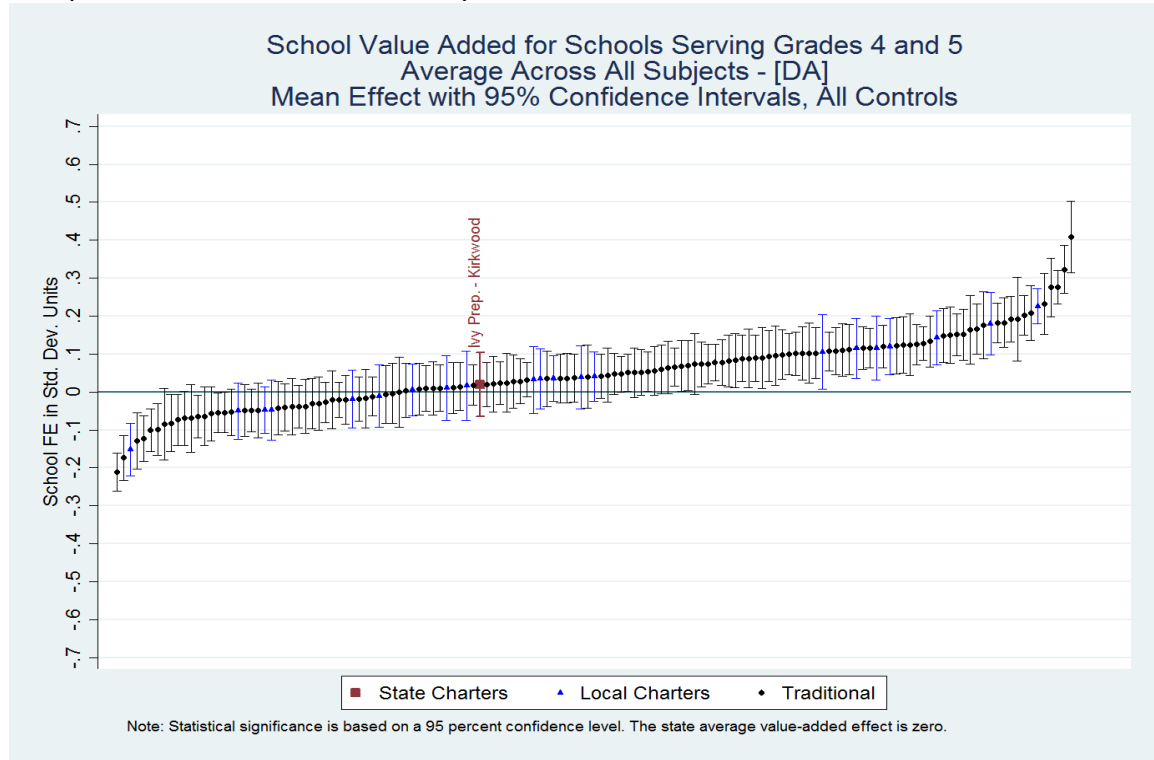
Note: Schools with a statewide attendance zone have no comparison district.

## Comparison of School Impact

Subject Area: All-Subject Elementary Average

State Charter: Ivy Preparatory Academy at Kirkwood for Girls

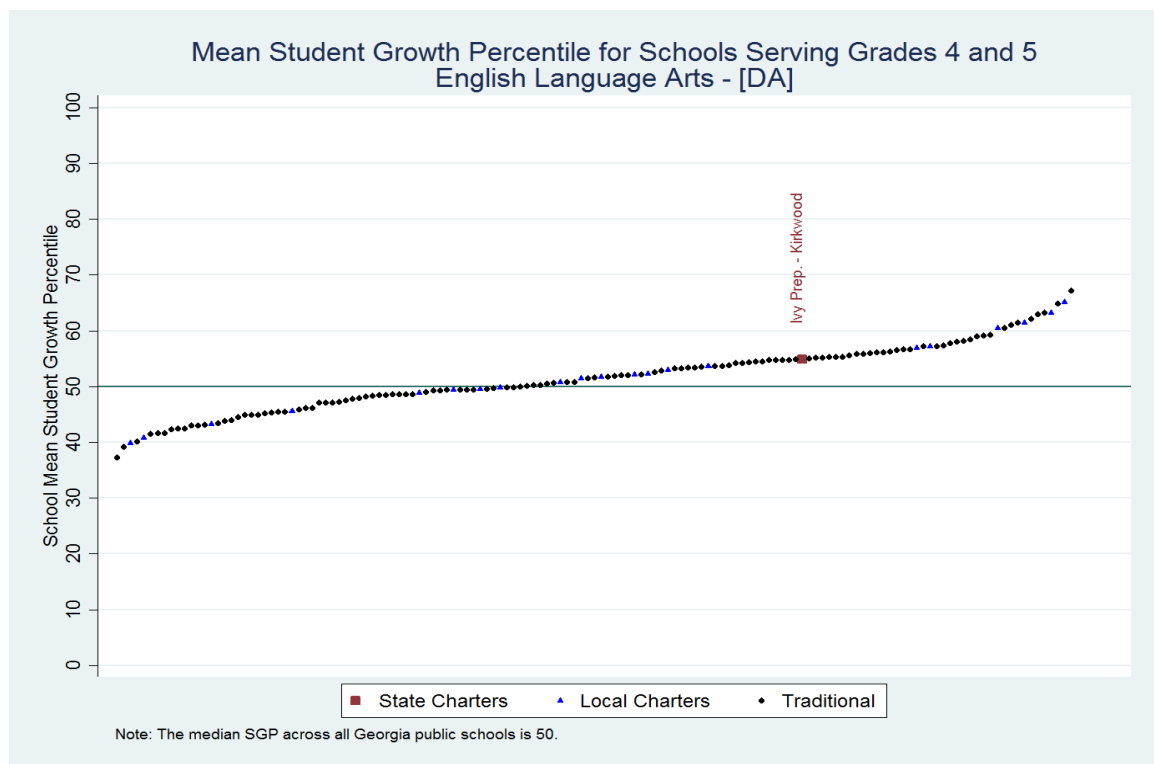
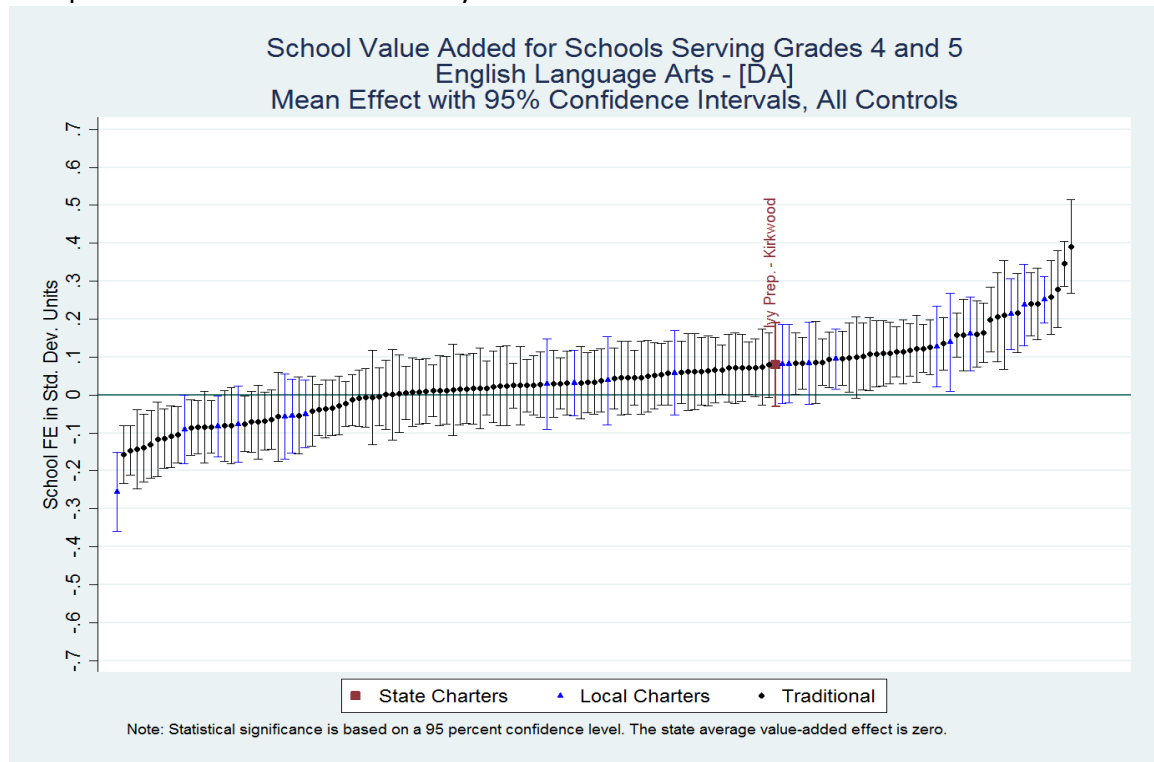
Comparison District: DeKalb County and Atlanta Public Schools



Subject Area: Elementary ELA

State Charter: Ivy Preparatory Academy at Kirkwood for Girls

Comparison District: DeKalb County and Atlanta Public Schools

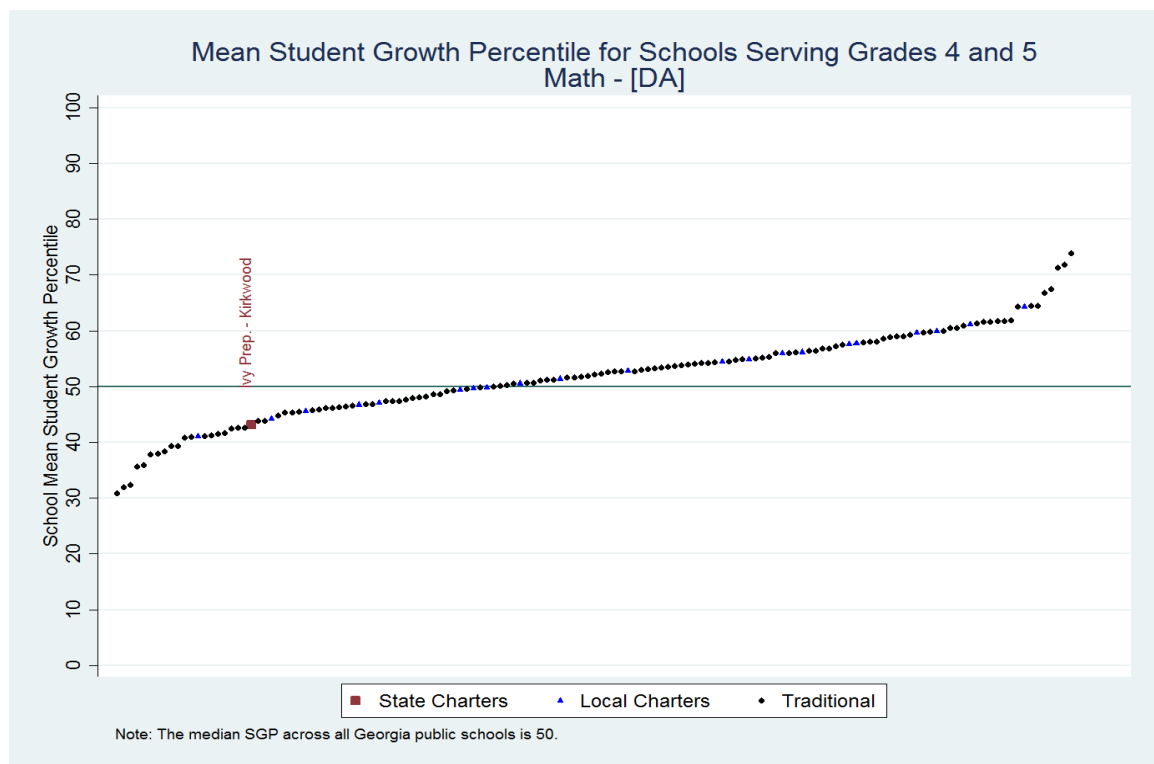
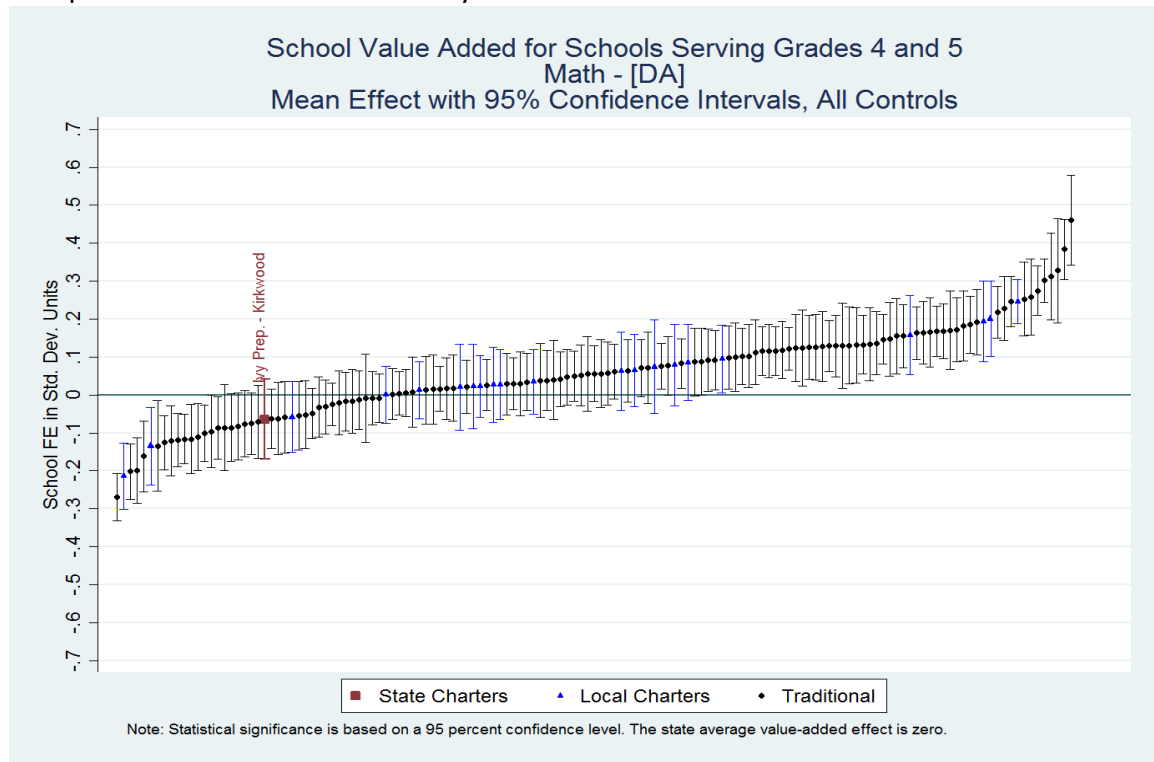




Subject Area: Elementary Mathematics

State Charter: Ivy Preparatory Academy at Kirkwood for Girls

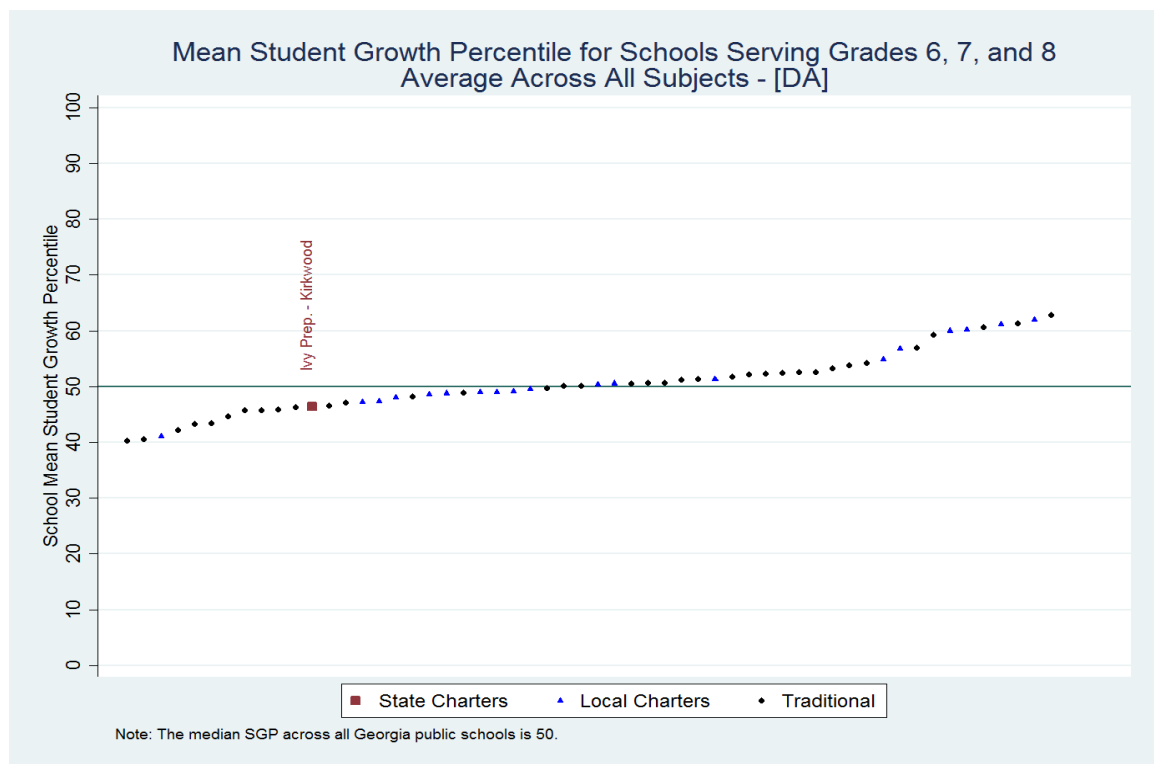
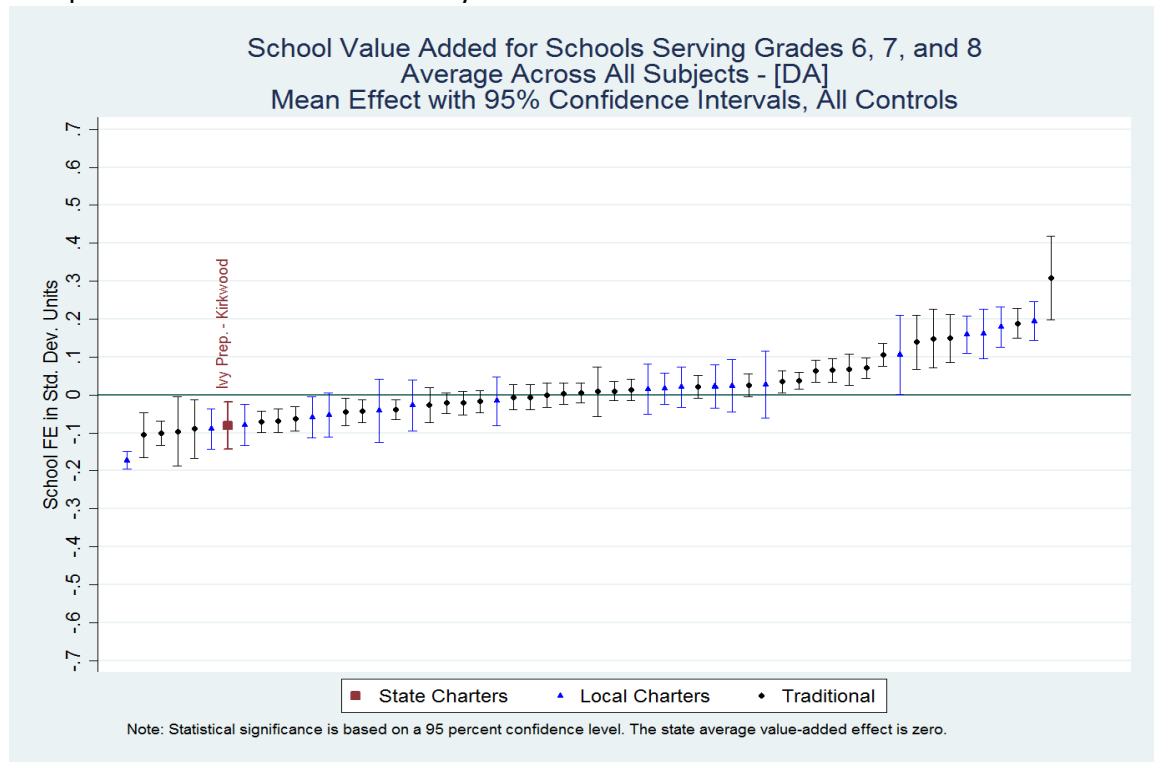
Comparison District: DeKalb County and Atlanta Public Schools



Subject Area: All-Subject Middle Average

State Charter: Ivy Preparatory Academy at Kirkwood for Girls

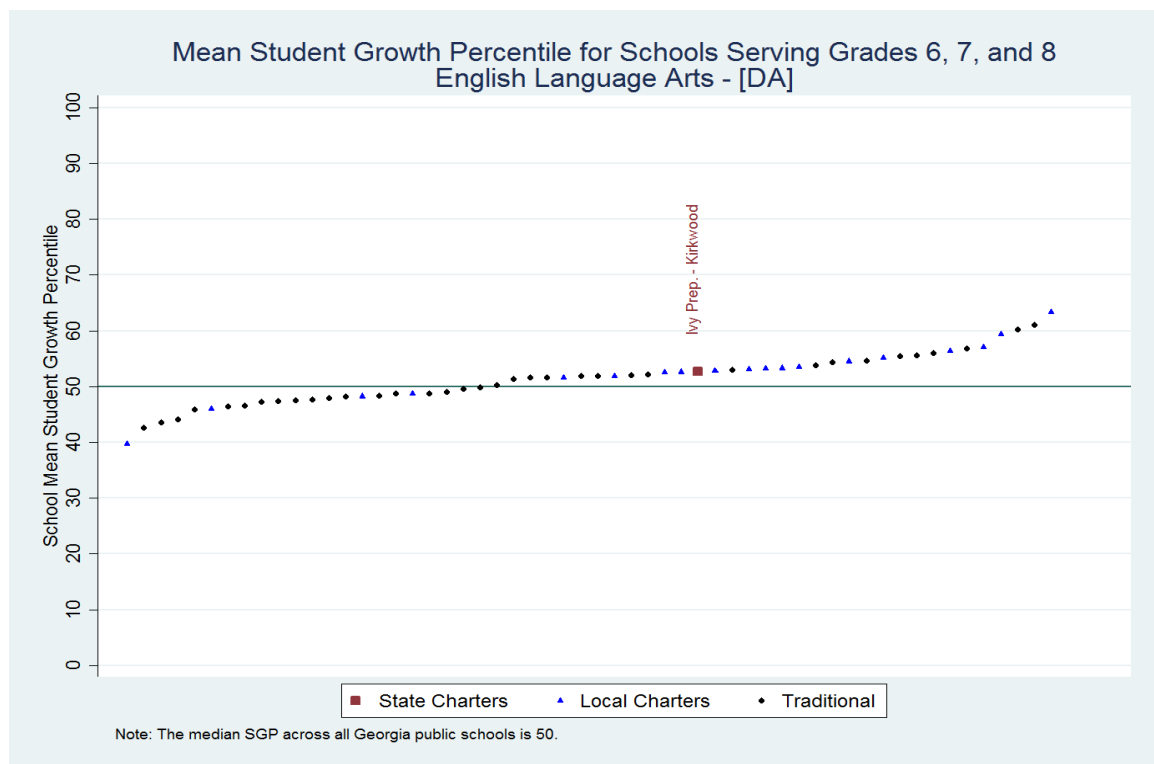
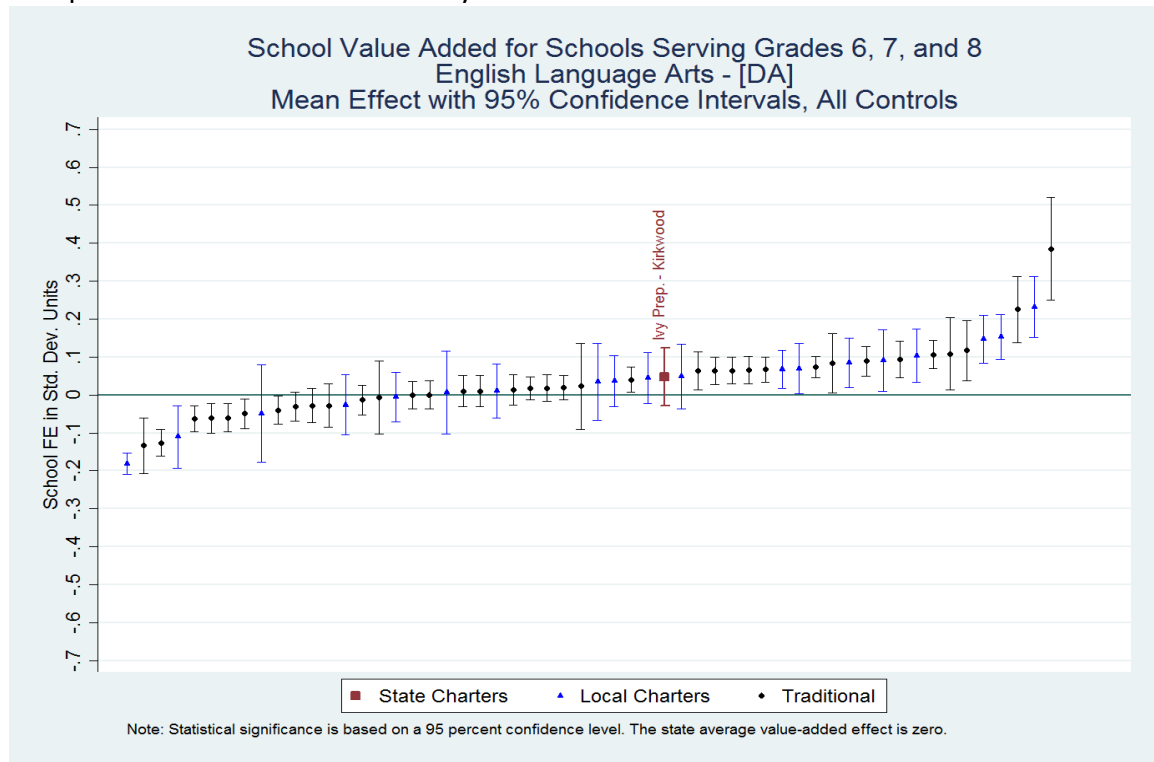
Comparison District: DeKalb County and Atlanta Public Schools



Subject Area: Middle ELA

State Charter: Ivy Preparatory Academy at Kirkwood for Girls

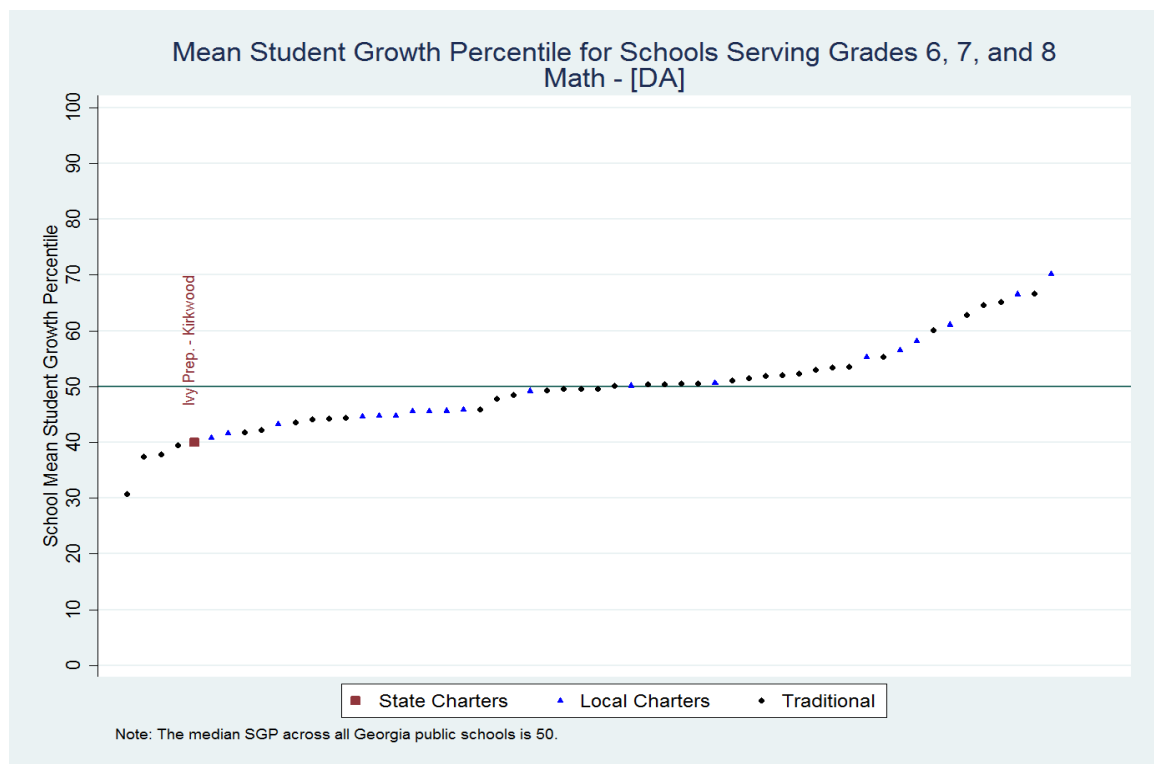
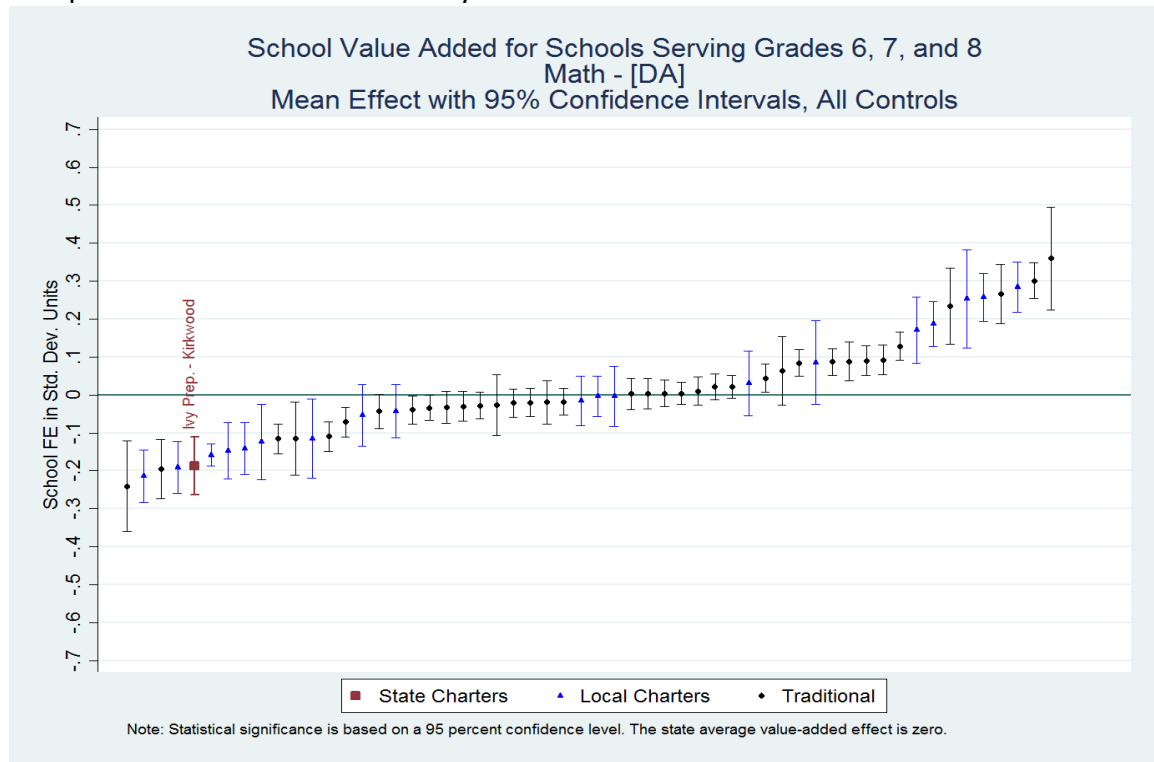
Comparison District: DeKalb County and Atlanta Public Schools



Subject Area: Middle Mathematics

State Charter: Ivy Preparatory Academy at Kirkwood for Girls

Comparison District: DeKalb County and Atlanta Public Schools



## 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 -0.0358 in elementary grades and -0.0441 in middle grades.
- The school's performance is indistinguishable from the state average in elementary school and middle school. Because the school serves students throughout the state, it does not have a district comparison group.
- Liberty Tech's Math performance in 2018/19 has remained relatively constant since 2016/17, but performance in both elementary and middle school ELA improved relative to 2017/18.
- The school's contribution to student achievement is:
  - below the state average in middle school Math; and
  - indistinguishable from the state average in elementary ELA, elementary Math, and middle ELA.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
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	No	No	Yes	Not Specified	Students residing in State of GA

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Liberty Tech	49.1	60.1	25.9	7.3	6.6	17.2	12.0	0.2	11.8

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

Overall School Effect: -0.0358 Elementary / -0.0441 Middle

Liberty Tech's contribution to an elementary student's cross-subject average achievement is indistinguishable from that of the average elementary school in the state. Its contribution to a middle school student's cross-subject average achievement is also indistinguishable from that of the average middle school in the state. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	-0.0299	36	No				52	64	
Math	-0.0974	21	No				50	52	
All-Subject Average	-0.0358	34	No				51	60	
<i>Middle</i>									
ELA	0.0325	64	No				55	82	
Math	-0.2405	3	Lower				46	30	
All-Subject Average	-0.0441	29	No				51	59	
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Liberty Tech's Math performance in 2018/19 has remained relatively constant since 2016/17, but performance in both elementary and middle school ELA improved relative to 2017/18.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA	-0.0593	No			-0.1712	Lower			-0.0299	No		
Math	-0.0778	No			-0.0358	No			-0.0974	No		
All-Subject Average	-0.0686	No			-0.0823	No			-0.0358	No		
<i>Middle</i>												
ELA	-0.0269	No			-0.1037	Lower			0.0325	No		
Math	-0.1941	Lower			-0.2444	Lower			-0.2405	Lower		
All-Subject Average	-0.0854	Lower			-0.1380	Lower			-0.0441	No		
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	49	43		46	26		52	64	
Math	47	35		54	67		50	52	
All-Subject Average	48	35		50	52		51	60	
<i>Middle</i>									
ELA	53	75		50	46		55	82	
Math	42	13		43	18		46	30	
All-Subject Average	48	36		47	30		51	59	
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

Note: Schools with a statewide attendance zone have no comparison district.



## 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 0.1014 in high school grades.
- Mountain Education Center's contribution to student achievement across Math and ELA exceeds the state average. Because the school serves students throughout the state, it does not have a district comparison group.
- Mountain Education Center's performance in 2018/19, compared to its performance in 2017/18 and 2016/17, improved in Geometry but declined for 9th Grade Literature, American Literature, and Algebra 1.
- The school's contribution to student achievement is:
  - above the state average in Geometry; and
  - indistinguishable from the state average in 9th Grade Literature, American Literature, and Algebra 1.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Mountain Education Charter School	2007	No	9-12	Self-paced, individualized, evening high school for students struggling at other schools	Year-round	No	No	Yes	No	Students residing in State of GA

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Mountain Ed.	48.3	77.7	4.5	15.5	2.3	44.8	21.1	4.5	15.8

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

Overall School Effect: 0.1014 High

Mountain Education Center's contribution to a high school student's achievement across all subjects is greater than the state 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA									
Math									
All-Subject Average									
<i>High</i>									
9th Grade Literature	0.0739	74	No				53	72	
American Literature	0.0116	53	No				54	71	
Algebra 1	0.0512	64	No				52	59	
Geometry	0.1410	79	Higher				60	88	
All-Subject Average	0.1014	80	Higher				55	83	

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.

## Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Mountain Education Center's performance in 2018/19, compared to its performance in 2017/18 and 2016/17, improved in Geometry but declined for 9th Grade Literature, American Literature, and Algebra 1.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA												
Math												
All-Subject Average												
<i>Middle</i>												
ELA												
Math												
All-Subject Average												
<i>High</i>												
9th Grade Literature	0.0295	No			0.2673	Higher			0.0739	No		
American Literature	0.0957	No			0.1122	Higher			0.0116	No		
Algebra 1	0.2461	Higher			0.2010	Higher			0.0512	No		
Coordinate Algebra												
Geometry	0.1825	No			0.1307	No			0.1410	Higher		
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA									
Math									
All-Subject Average									
<i>High</i>									
9th Grade Literature	56	80		62	95		53	72	
American Literature	56	83		57	86		54	71	
Algebra 1	55	69		55	71		52	59	
Coordinate Algebra									
Geometry	46	33		39	11		60	88	
Analytic Geometry									

Note: Schools with a statewide attendance zone have no comparison district.

## Odyssey School

### Key Findings

- The value-added estimate of the school's impact on a student's average achievement across Math and ELA is -0.1055 in elementary grades and 0.1009 in middle grades.
- Odyssey School's performance is higher than the state average and indistinguishable from the district average in middle school, but below the state and district averages in elementary school.
- Odyssey's performance in 2018/19 has improved for middle school, but has declined for elementary school (particularly in Math) compared to 2017/18 and 2016/17.
- The school's contribution to student achievement is:
  - below the state and district average in elementary school Math;
  - indistinguishable from the state average but below the district average for elementary school ELA;
  - above the state average but indistinguishable from the district average for middle school Math; and
  - indistinguishable from the state and district average in middle school ELA.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Odyssey School	2004	No	K-8	Multi-age classrooms - students grouped by skill level/Looping: students remain with teacher two years	Normal	No	No	No	18 hours per academic year	Students residing in Coweta County Public Schools Zone

## Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Odyssey	45.0	51.7	32.4	8.7	7.3	36.9	19.4	3.1	12.8

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

Overall School Effect: -0.1055 Elementary / 0.1009 Middle

Average Overall School Effect in District: 0.0223 Elementary / 0.0642 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 district. The contribution to a middle school student's average achievement is higher than the average middle school in the state and indistinguishable from the average middle school in the district. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	-0.1081	12	No	20 of 20	0.0166	Lower	46	25	20 of 20
Math	-0.1249	15	Lower	18 of 20	0.0049	Lower	48	40	16 of 20
All-Subject Average	-0.1055	12	Lower	20 of 20	0.0223	Lower	47	31	18 of 20
<i>Middle</i>									
ELA	0.0502	72	No	4 of 7	0.0617	No	60	96	2 of 7
Math	0.1201	85	Higher	2 of 7	0.0424	No	63	94	2 of 7
All-Subject Average	0.1009	88	Higher	2 of 7	0.0642	No	61	97	1 of 7

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Odyssey's performance in 2018/19 has improved for middle school, but has declined for elementary school (particularly in Math) compared to 2017/18 and 2016/17.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA	0.0195	No	0.0269	No	-0.1464	Lower	-0.0323	Lower	-0.1081	No	0.0166	Lower
Math	-0.0470	No	-0.0298	No	-0.1055	Lower	-0.0148	No	-0.1249	Lower	0.0049	Lower
All-Subject Average	-0.0137	No	-0.0019	No	-0.1071	Lower	-0.0081	Lower	-0.1055	Lower	0.0223	Lower

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Middle</i>												
ELA	-0.0921	Lower	0.0127	Lower	0.0609	No	-0.0006	No	0.0502	No	0.0617	No
Math	-0.1597	Lower	0.0098	Lower	0.0085	No	0.0100	No	0.1201	Higher	0.0424	No
All-Subject Average	-0.1230	Lower	0.0171	Lower	0.0688	No	0.0313	No	0.1009	Higher	0.0642	No
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.



	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	54	74	10 of 21	46	23	18 of 21	46	25	20 of 20
Math	49	45	10 of 21	46	33	15 of 21	48	40	16 of 20
All-Subject Average	52	58	10 of 21	46	26	18 of 21	47	31	18 of 20
<i>Middle</i>									
ELA	50	53	7 of 8	59	96	1 of 8	60	96	2 of 7
Math	51	55	7 of 8	58	86	2 of 8	63	94	2 of 7
All-Subject Average	51	54	7 of 8	59	94	1 of 8	61	97	1 of 7
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

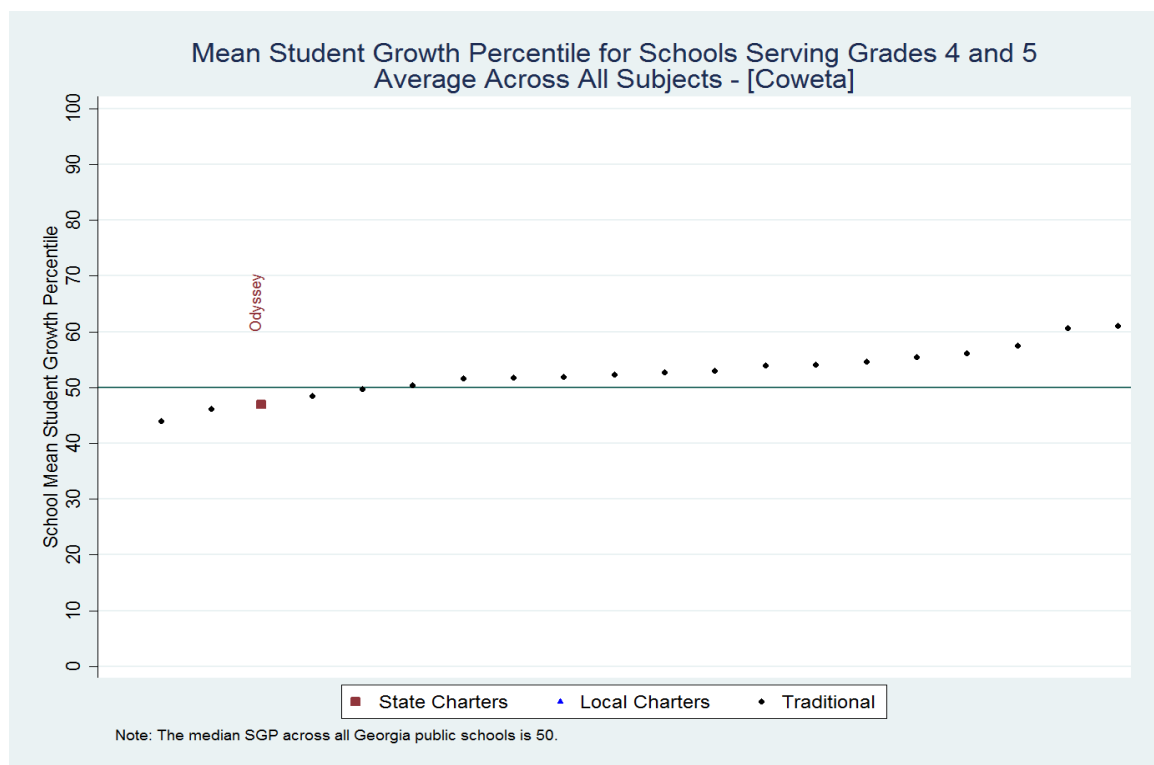
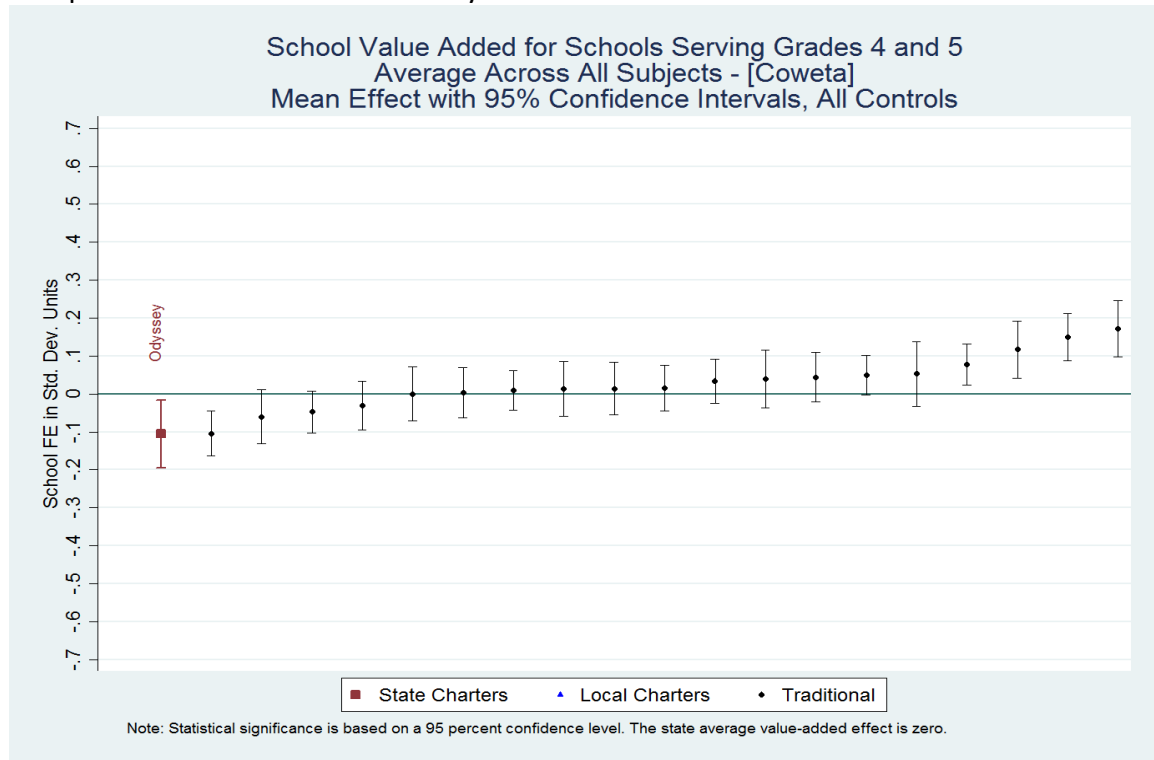
Note: Schools with a statewide attendance zone have no comparison district.

## Comparison of School Impact

Subject Area: All-Subject Elementary Average

State Charter: Odyssey School

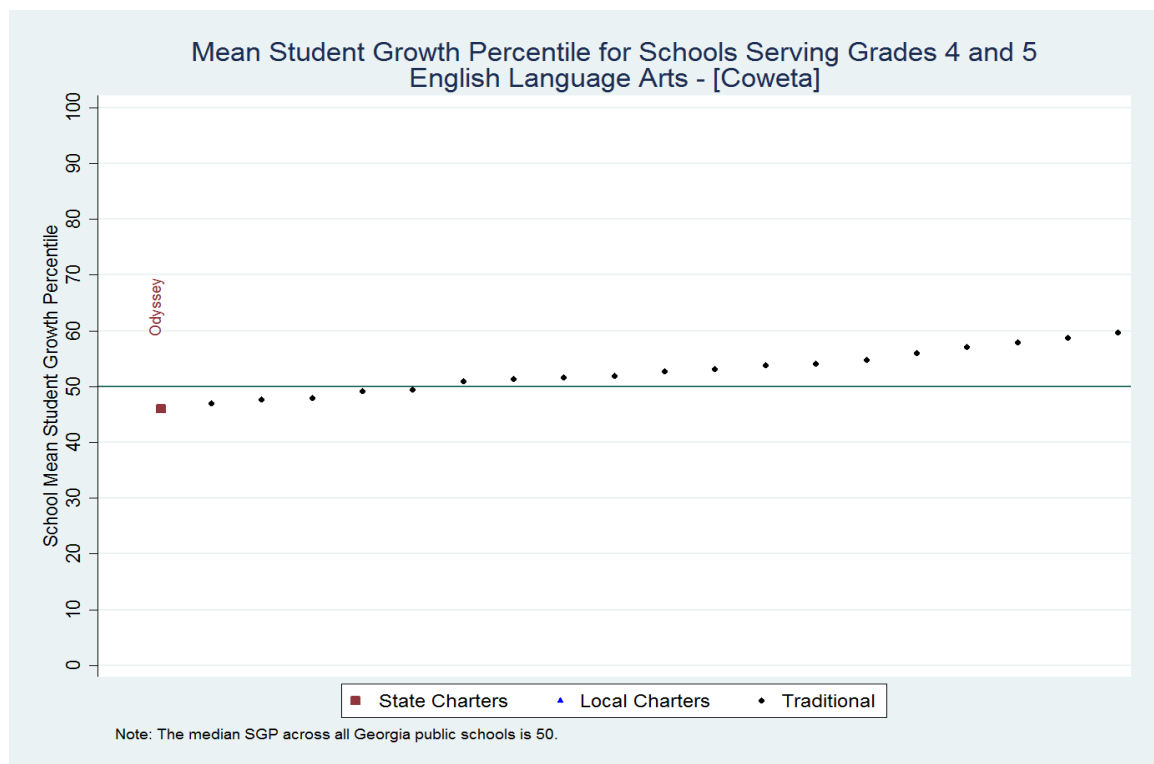
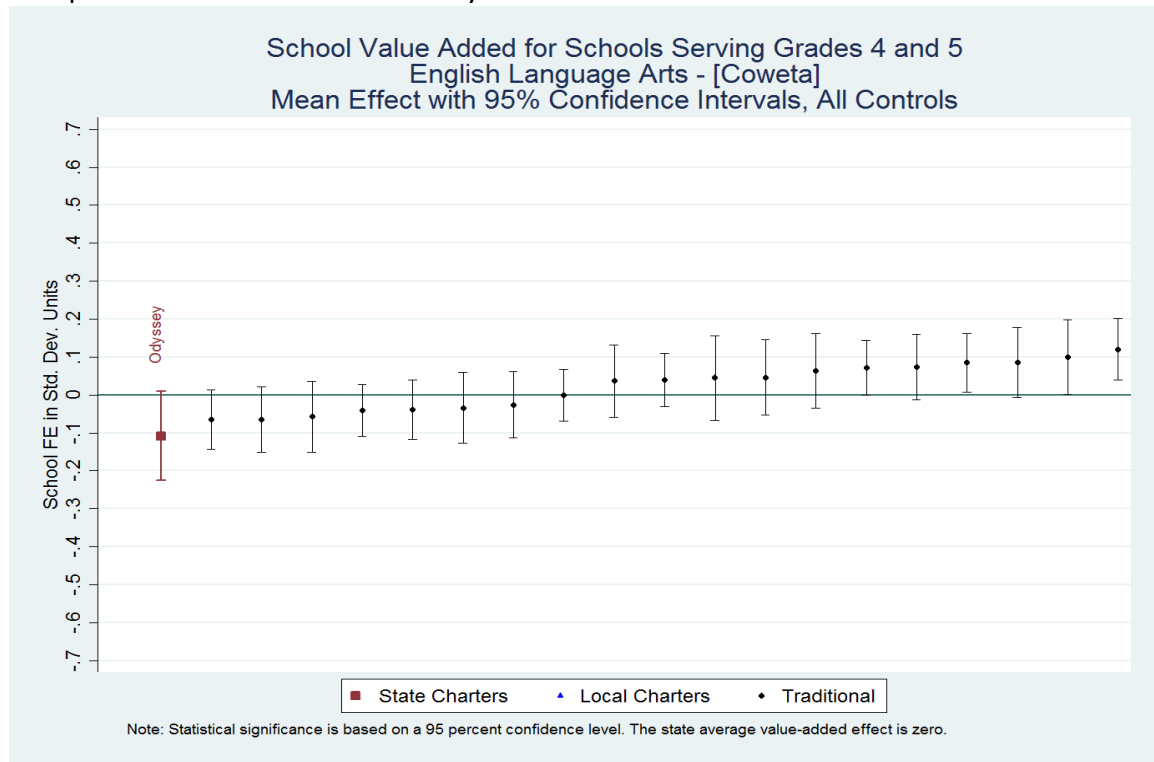
Comparison District: Coweta County Public Schools



Subject Area: Elementary ELA

State Charter: Odyssey School

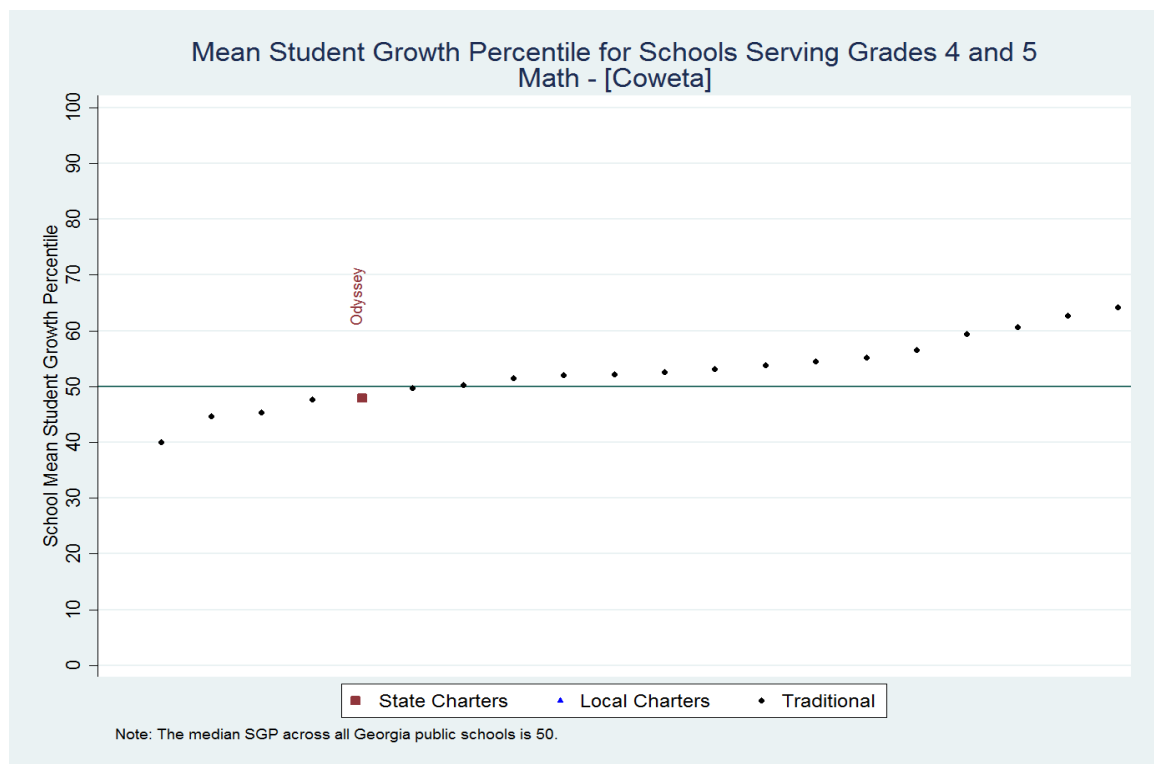
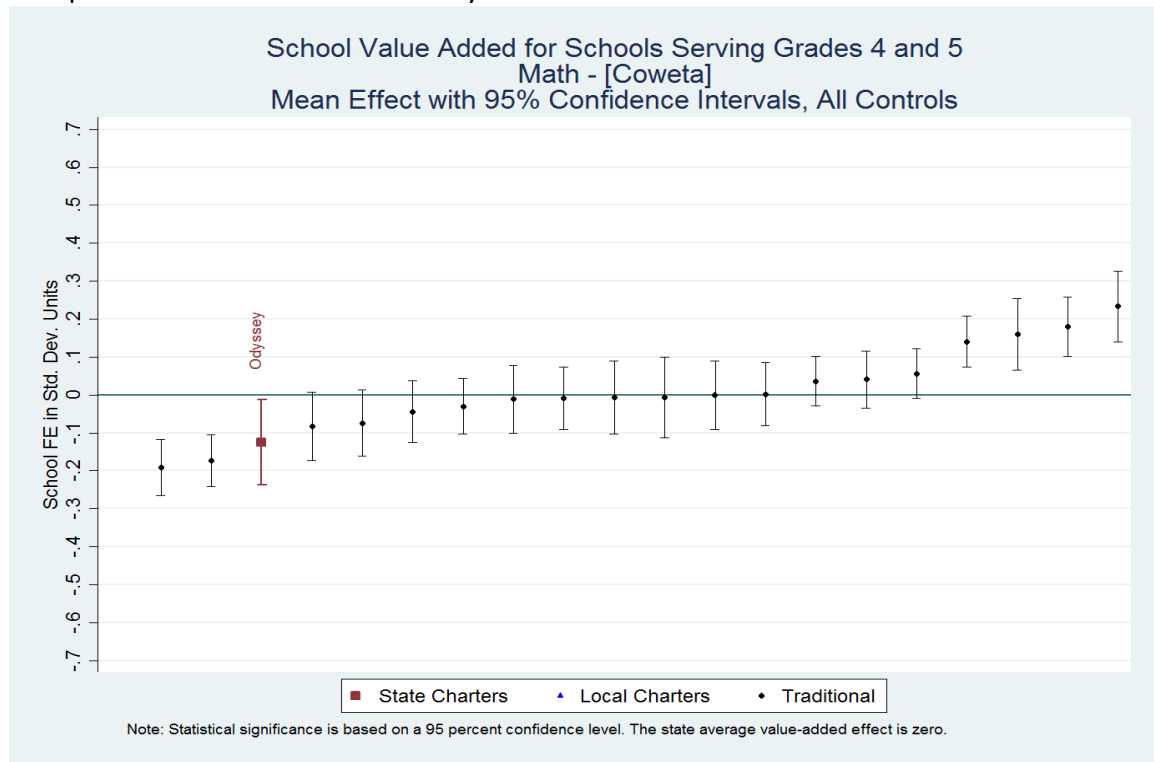
Comparison District: Coweta County Public Schools



Subject Area: Elementary Mathematics

State Charter: Odyssey School

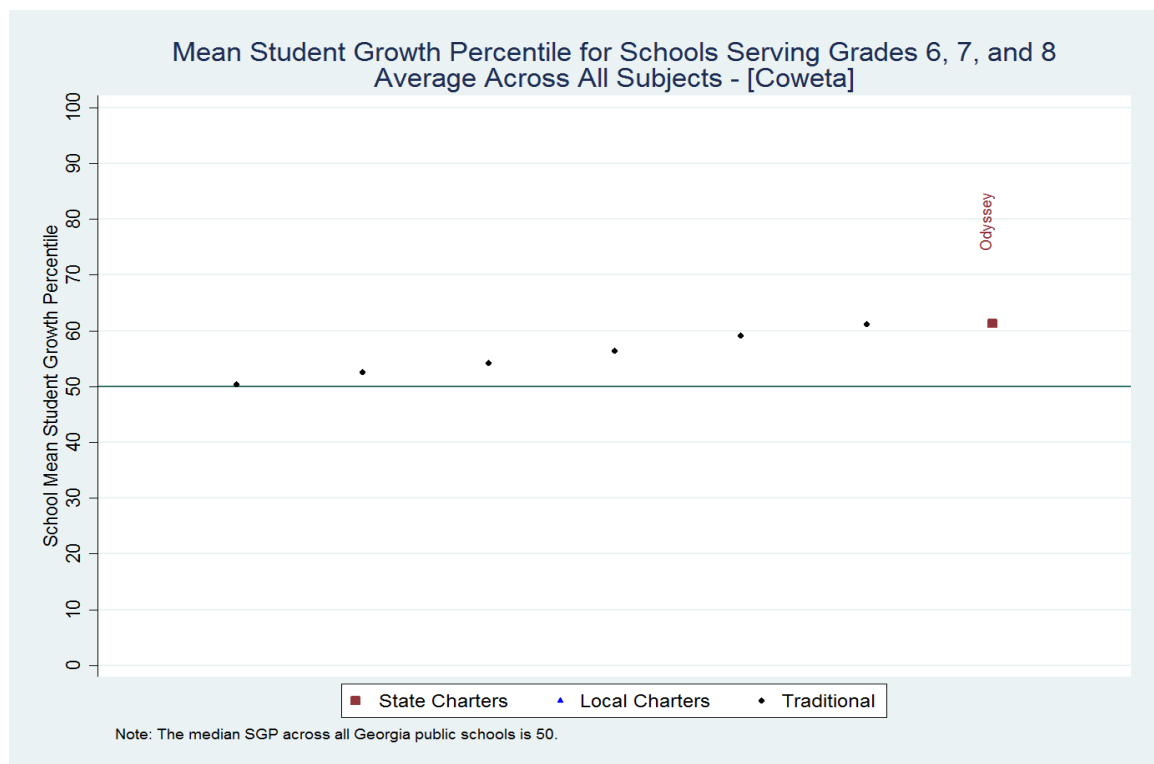
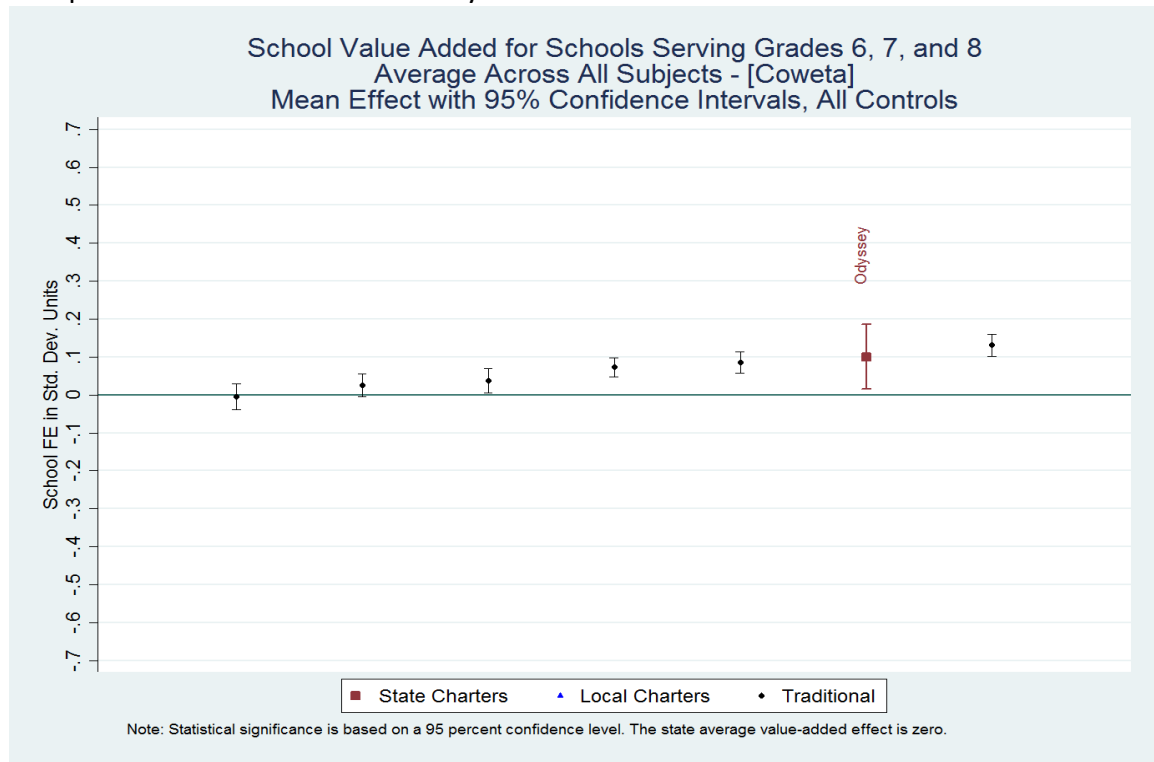
Comparison District: Coweta County Public Schools



Subject Area: All-Subject Middle Average

State Charter: Odyssey School

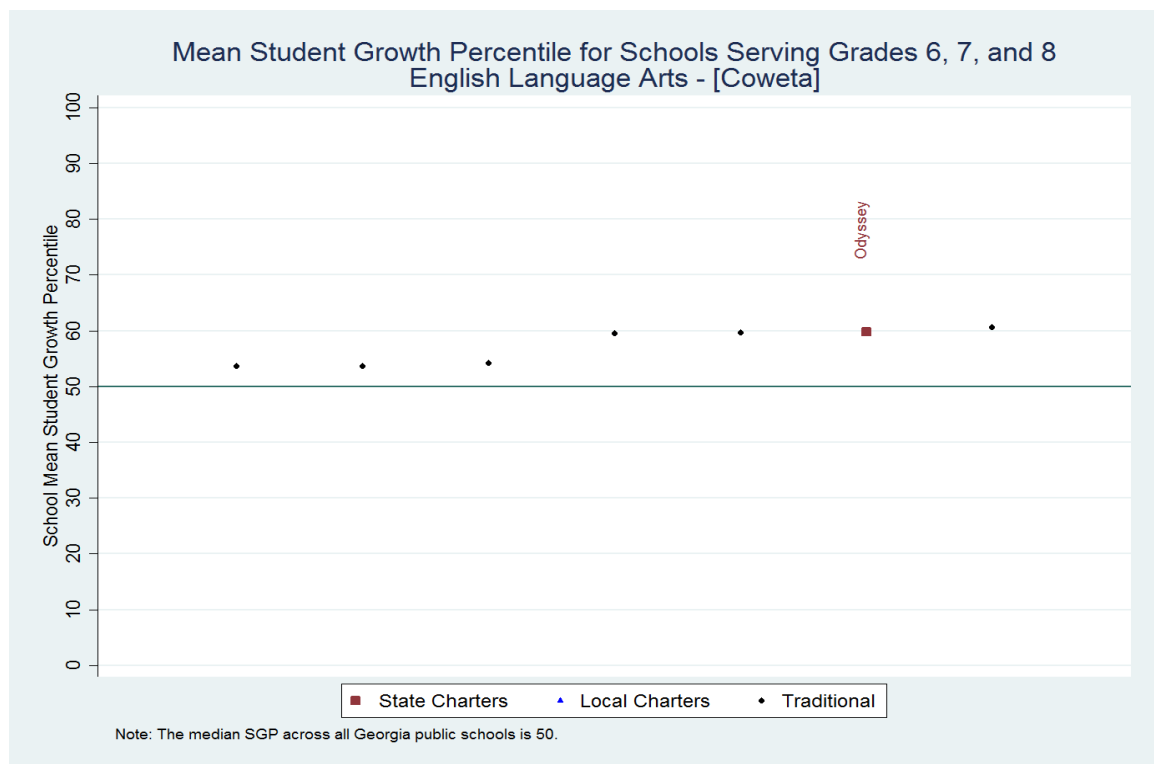
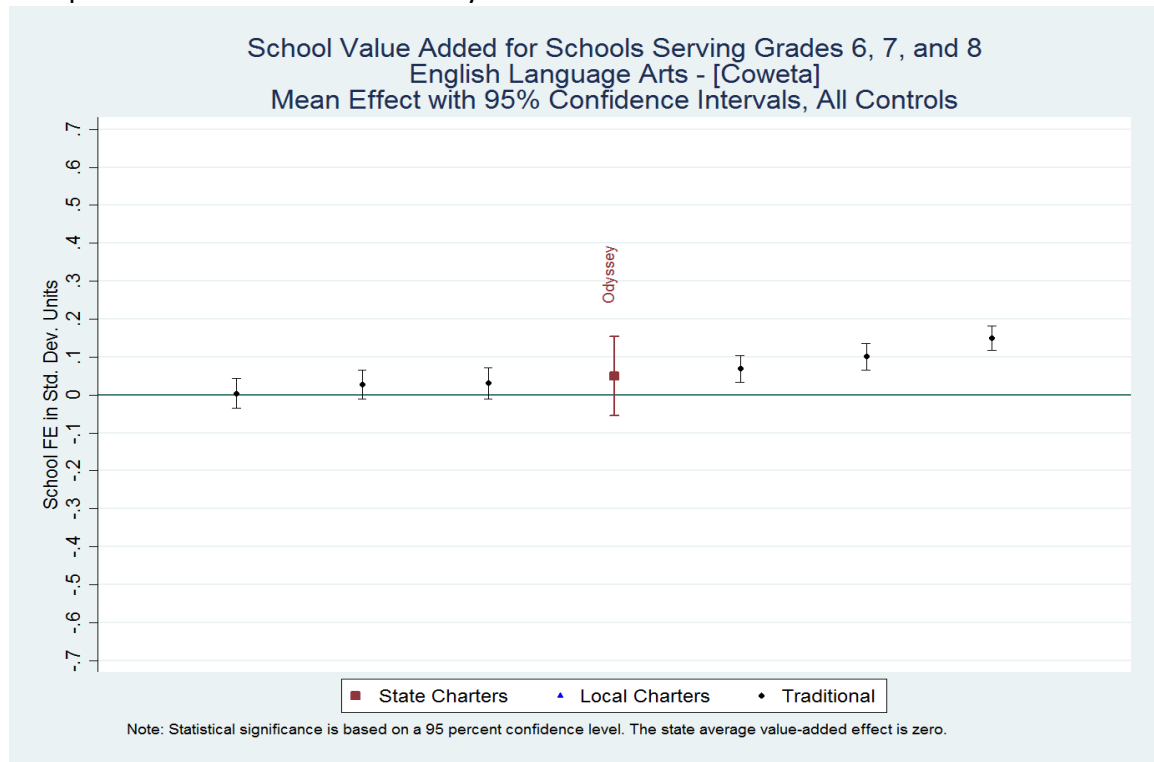
Comparison District: Coweta County Public Schools



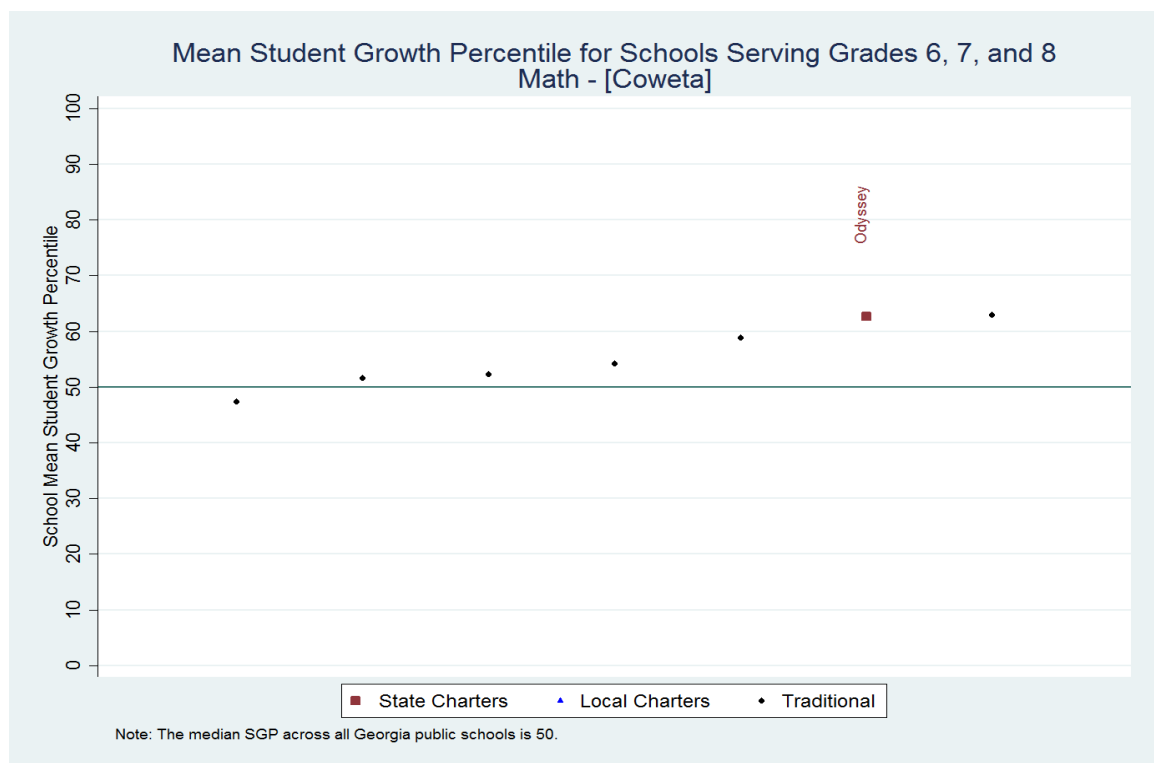
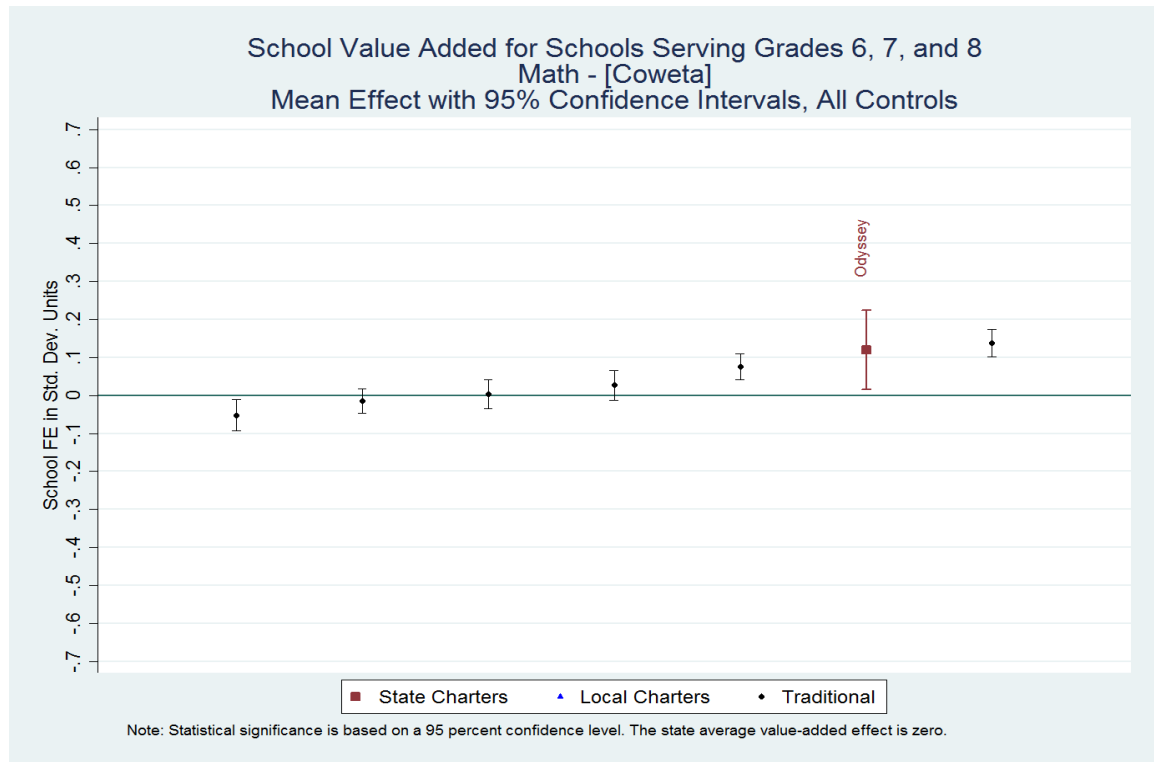
Subject Area: Middle ELA

State Charter: Odyssey School

Comparison District: Coweta County Public Schools



Subject Area: Middle Mathematics  
 State Charter: Odyssey School  
 Comparison District: Coweta County Public Schools



## 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 -0.1094 in elementary grades, -0.0772 in middle grades, and 0.0580 in high school grades.
- Pataula Charter Academy's performance across subjects in elementary and middle school is below the state and district averages. For high school, its performance is not statistically different from the state and district averages.
- Pataula Charter Academy's performance has remained relatively constant over the past three years, with some improvement in Geometry and decline in elementary ELA from 2016/17 to 2018/19.
- The school's contribution to student achievement is:
  - above the state average and not statistically different from the district average in 9th Grade Literature;
  - not statistically different from the state average and below the district average in Algebra 1;
  - below the state and district average in middle school Math and elementary ELA; and
  - indistinguishable from the state and district average in elementary Math, middle school ELA, American Literature, and Geometry.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Pataula Charter Academy	2010	No	K-12	Expeditionary Learning: project based lectures and curriculum delivery/Looping: students remain with teacher for two years	Normal	No	No	Yes	Not Specified	Students residing in Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell Public School districts



## Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Pataula	48.5	64.9	25.8	5.4	3.9	63.4	34.2	0.7	9.6

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

Overall School Effect: -0.1094 Elementary / -0.0772 Middle/ 0.0580 High

Average Overall School Effect in District: -0.0083 Elementary / 0.0282 Middle/ 0.0858 High

Pataula Charter Academy's contribution to a student's average achievement across ELA and Math is lower than the average elementary and middle school in the state and district. Its high school performance is not statistically different than the state in the cross-subject 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	-0.1305	9	Lower	7 of 7	0.0274	Lower	42	9	7 of 7
Math	-0.1031	20	No	5 of 7	-0.0368	No	45	29	2 of 7
All-Subject Average	-0.1094	10	Lower	6 of 7	-0.0083	Lower	43	14	6 of 7
<i>Middle</i>									
ELA	0.0186	56	No	4 of 7	0.0370	No	51	53	3 of 7
Math	-0.2026	5	Lower	7 of 7	0.0230	Lower	43	14	6 of 7

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
All-Subject Average	-0.0772	16	Lower	7 of 7	0.0282	Lower	47	25	6 of 7
<i>High</i>									
9th Grade Literature	0.1665	93	Higher	2 of 6	0.1229	No	58	90	2 of 6
American Literature	0.0866	77	No	1 of 5	-0.0260	No	52	61	2 of 5
Algebra 1	-0.0109	49	No	5 of 6	0.2095	Lower	48	45	5 of 6
Geometry	0.0138	53	No	5 of 6	0.1336	No	61	90	1 of 6
All-Subject Average	0.0580	67	No	4 of 6	0.0858	No	54	80	3 of 6

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.

## Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Pataula Charter Academy's performance has remained relatively constant over the past three years, with some improvement in Geometry and decline in elementary ELA from 2016/17 to 2018/19.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA	-0.0103	No	-0.0221	No	0.0222	No	-0.0627	No	-0.1305	Lower	0.0274	Lower
Math	0.0668	No	-0.0603	Higher	0.0626	No	0.0896	No	-0.1031	No	-0.0368	No
All-Subject Average	0.0283	No	-0.0409	No	0.0406	No	0.0141	No	-0.1094	Lower	-0.0083	Lower
<i>Middle</i>												
ELA	0.0320	No	0.0261	No	-0.0811	No	-0.0219	No	0.0186	No	0.0370	No
Math	-0.1342	Lower	-0.0192	Lower	-0.0916	Lower	0.0289	Lower	-0.2026	Lower	0.0230	Lower
All-Subject Average	-0.0405	No	0.0040	No	-0.0826	Lower	-0.0164	No	-0.0772	Lower	0.0282	Lower
<i>High</i>												
9th Grade Literature	0.1212	No	-0.0460	Higher	0.2004	Higher	0.0811	No	0.1665	Higher	0.1229	No
American Literature	-0.0237	No	-0.0668	No	0.0866	No	0.1227	No	0.0866	No	-0.0260	No
Algebra 1	-0.2951	Lower	0.0329	Lower	0.0757	No	0.0598	No	-0.0109	No	0.2095	Lower
Coordinate Algebra												
Geometry	-0.3958	Lower	0.0723	Lower	-0.2083	Lower	0.0052	Lower	0.0138	No	0.1336	No
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	51	58	2 of 6	53	70	1 of 6	42	9	7 of 7
Math	60	90	1 of 6	56	76	3 of 6	45	29	2 of 7
All-Subject Average	56	82	1 of 6	54	77	1 of 6	43	14	6 of 7
<i>Middle</i>									
ELA	49	43	4 of 6	44	10	5 of 6	51	53	3 of 7
Math	46	32	3 of 6	51	55	1 of 6	43	14	6 of 7
All-Subject Average	47	32	4 of 6	47	31	1 of 6	47	25	6 of 7
<i>High</i>									
9th Grade Literature	53	63	1 of 5	58	90	1 of 4	58	90	2 of 6
American Literature	47	34	2 of 4	56	84	2 of 5	52	61	2 of 5
Algebra 1	47	36	2 of 4	60	81	1 of 4	48	45	3 of 6
Coordinate Algebra									
Geometry	42	19	3 of 3	49	43	2 of 4	61	90	1 of 6
Analytic Geometry									

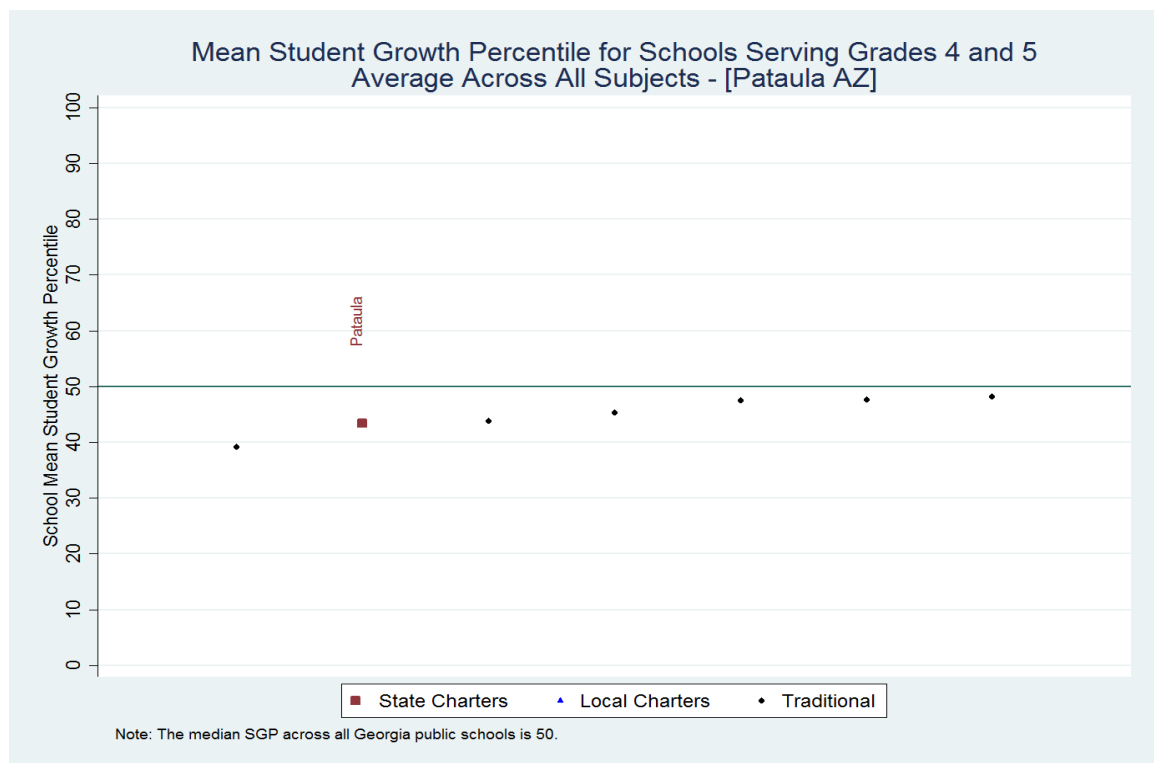
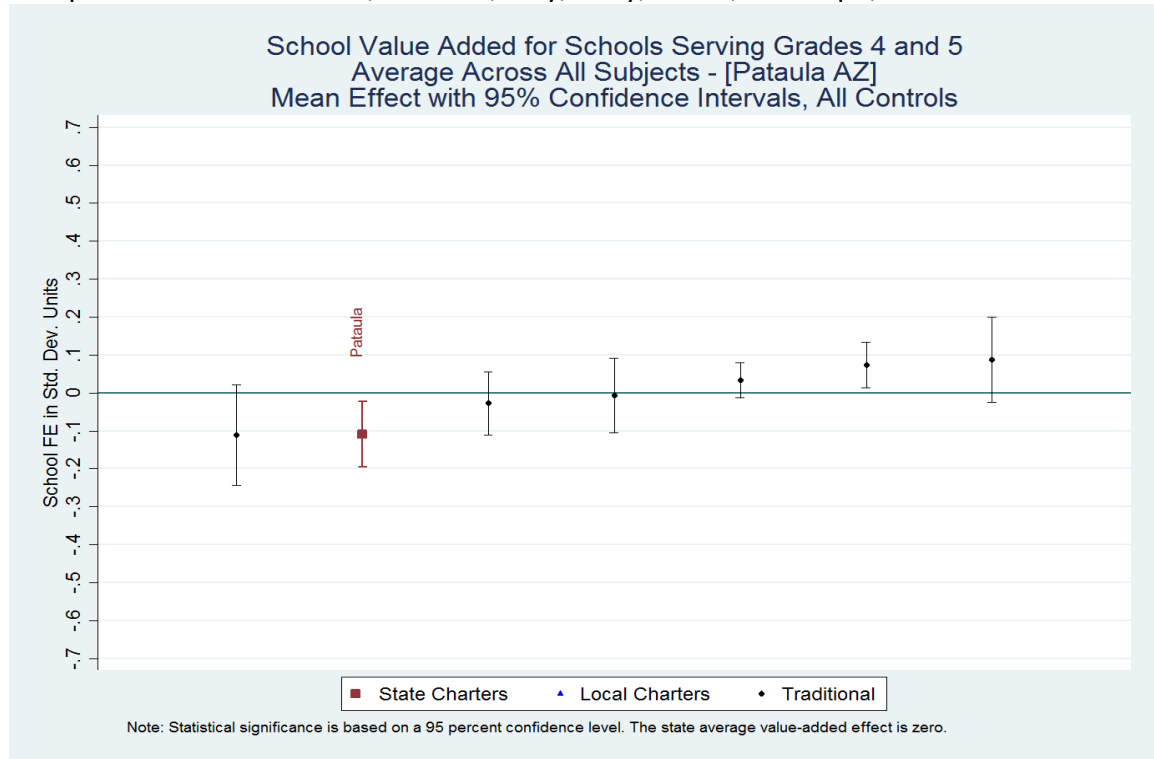
Note: Schools with a statewide attendance zone have no comparison district.

## Comparison of School Impact

Subject Area: All-Subject Elementary Average

State Charter: Pataula Charter Academy

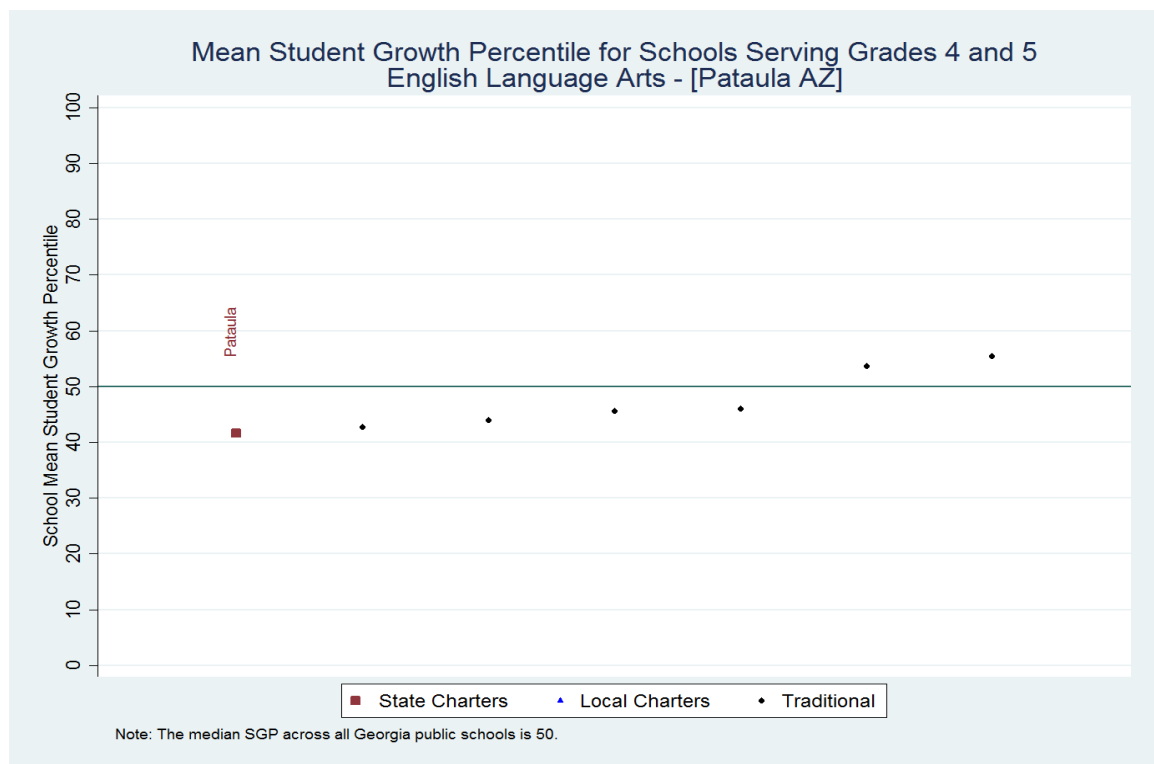
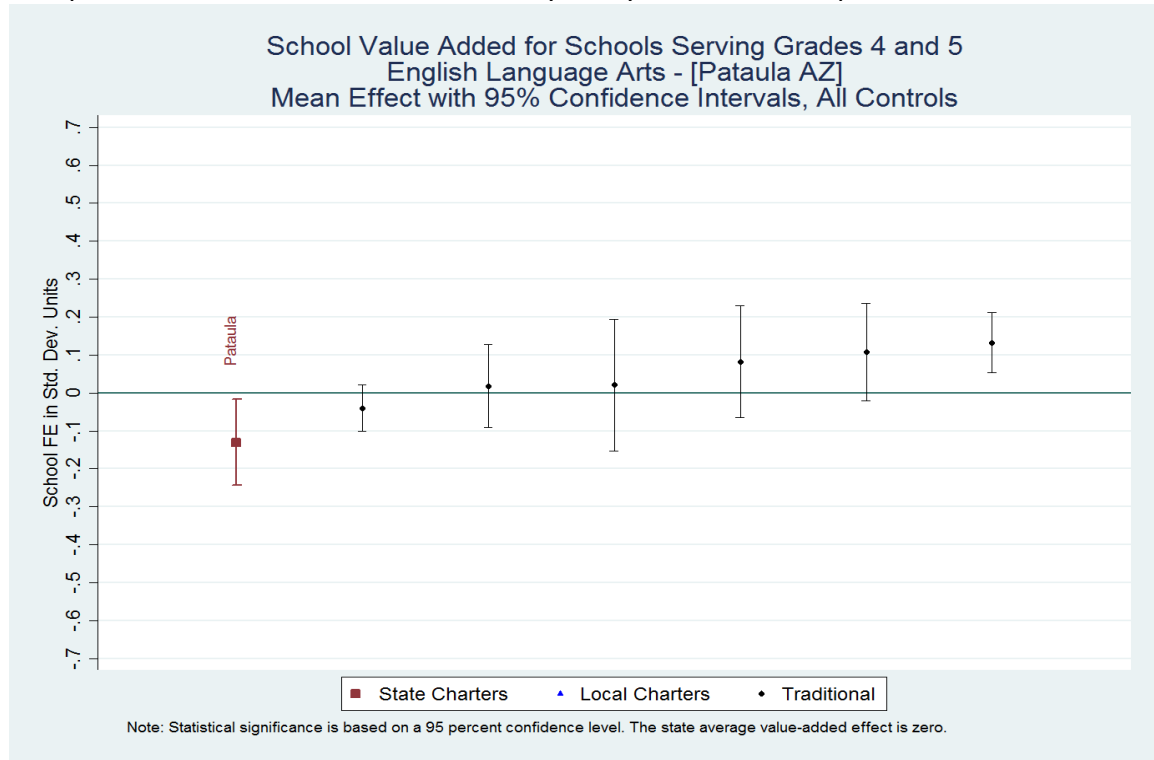
Comparison Districts: Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell



Subject Area: Elementary ELA

State Charter: Pataula Charter Academy

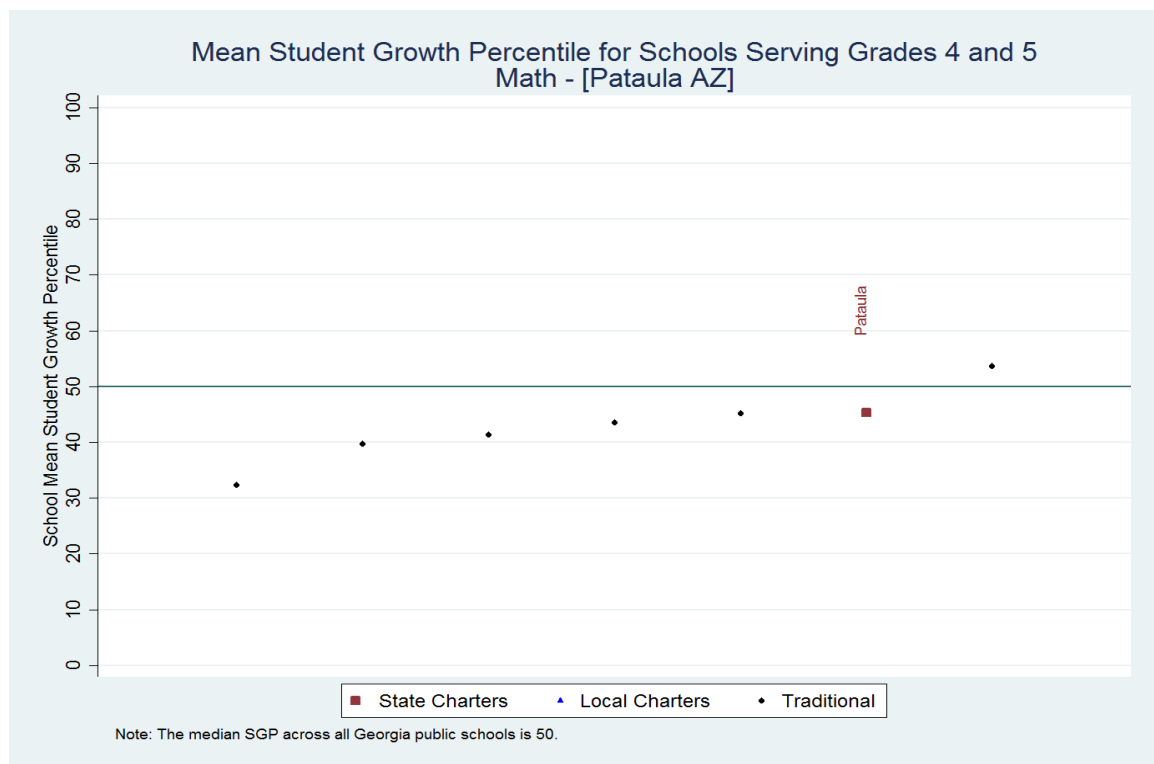
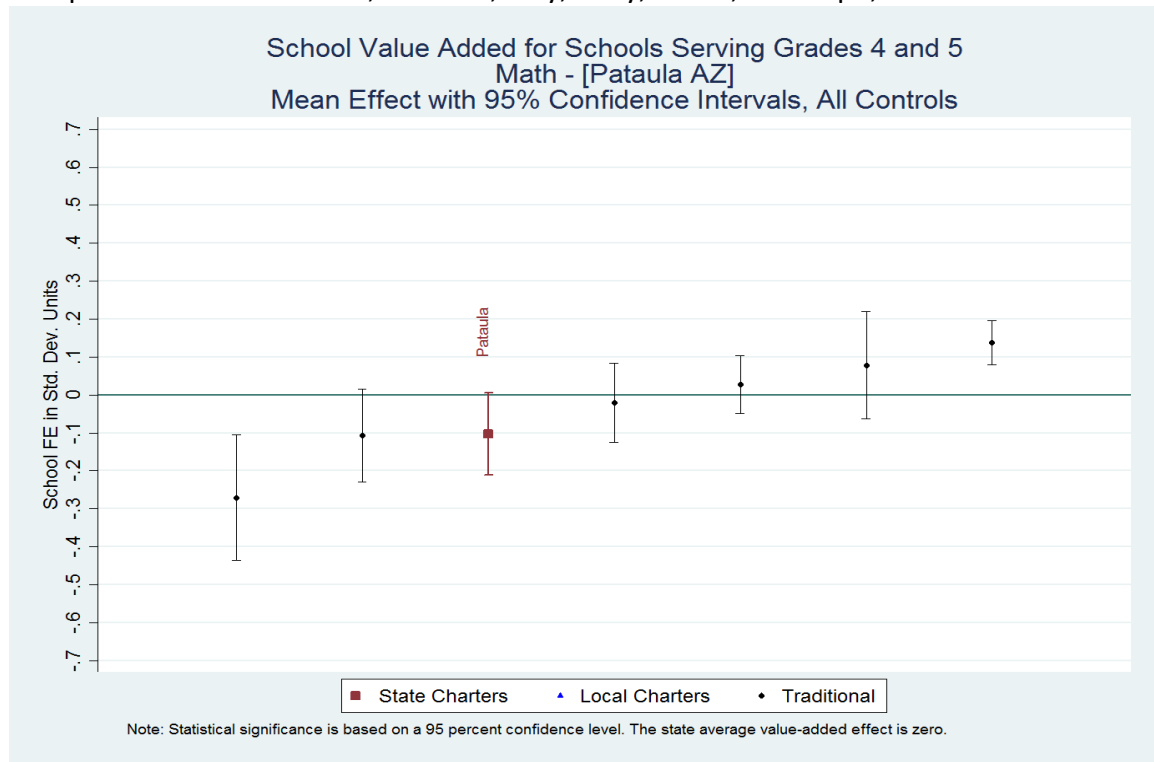
Comparison Districts: Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell



Subject Area: Elementary Mathematics

State Charter: Pataula Charter Academy

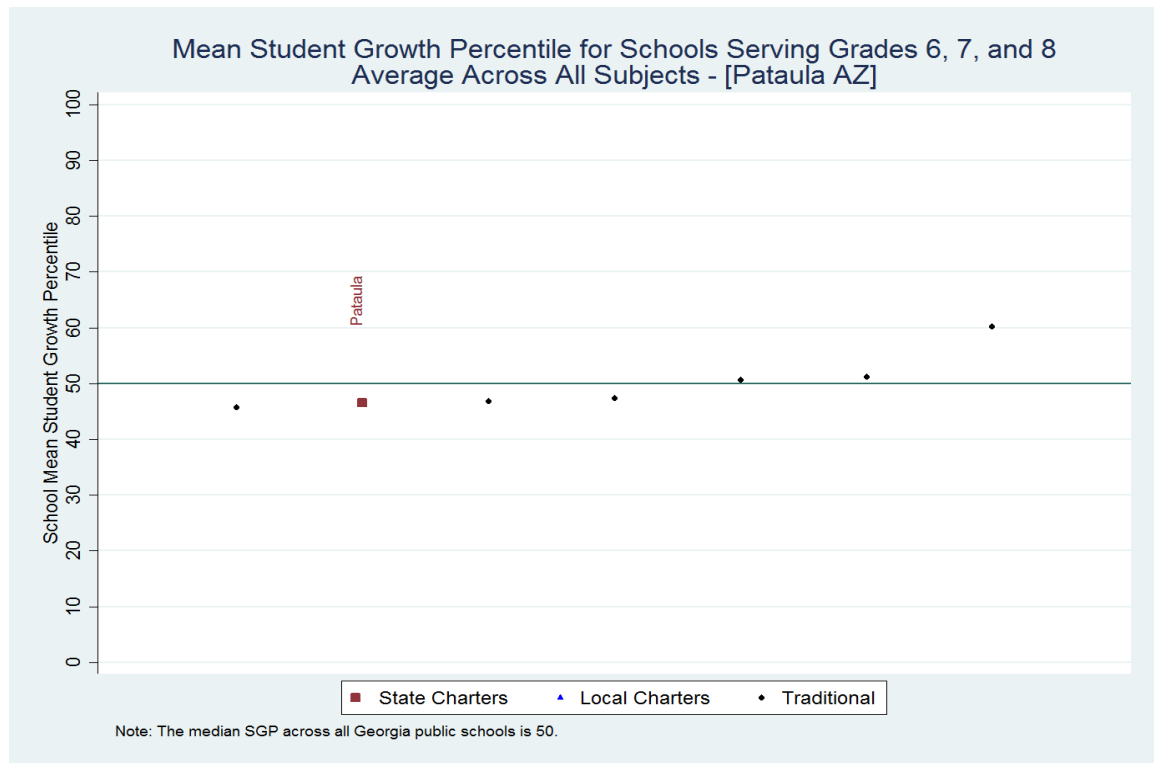
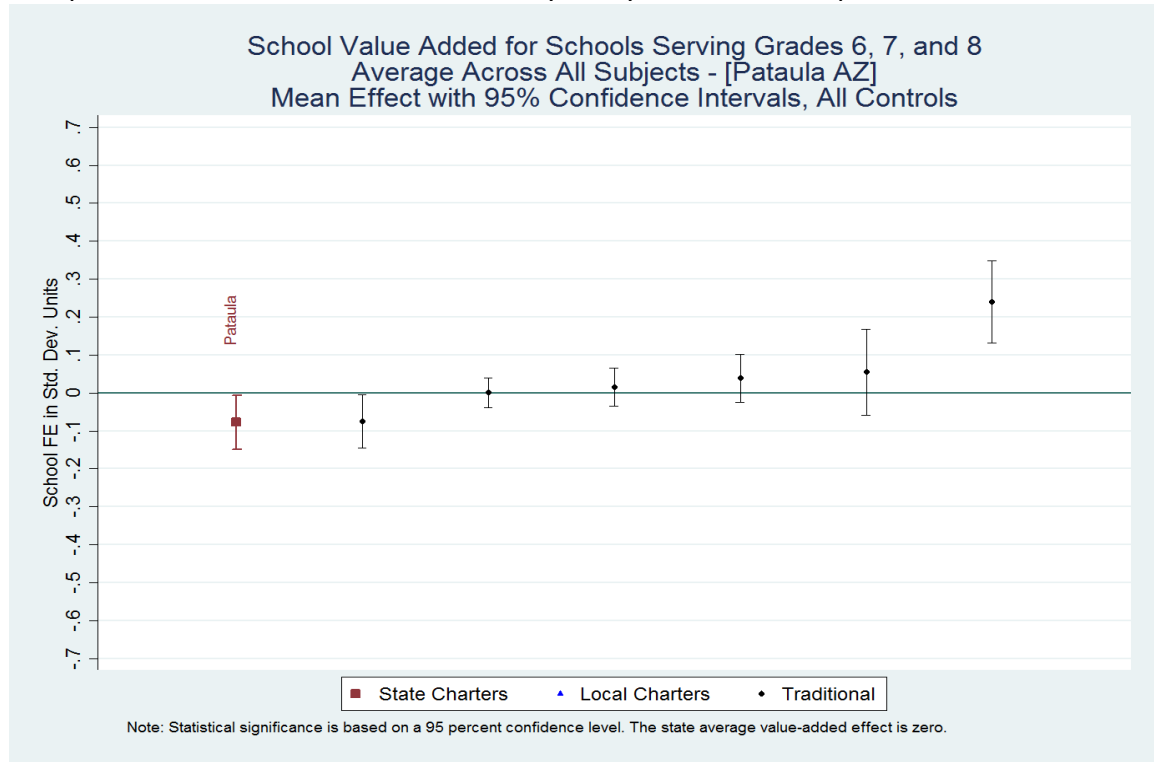
Comparison Districts: Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell



Subject Area: All-Subject Middle Average

State Charter: Pataula Charter Academy

Comparison Districts: Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell

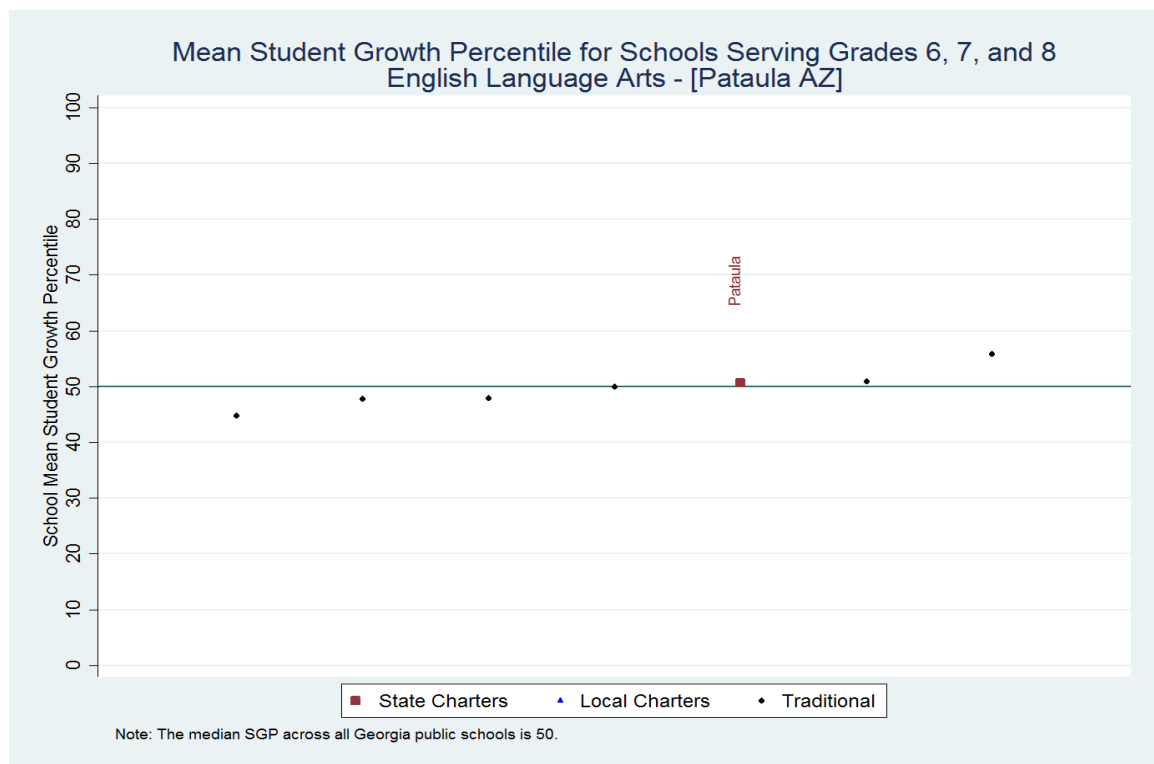
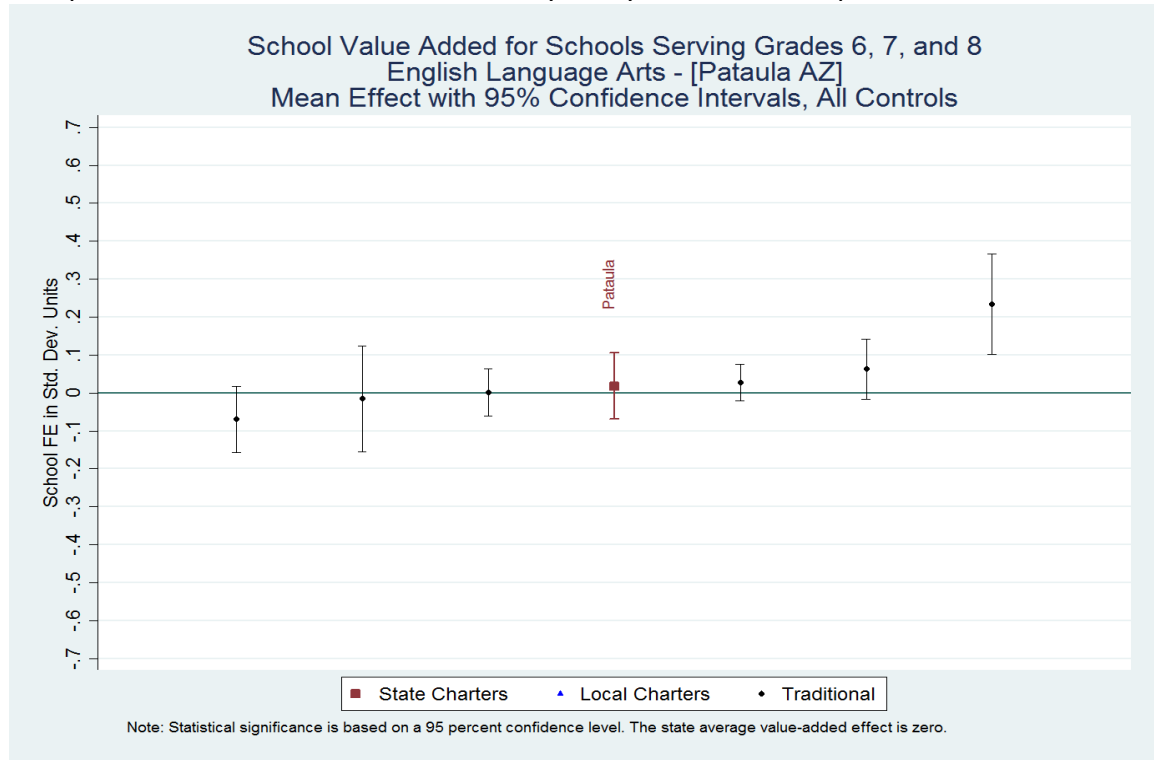




Subject Area: Middle ELA

State Charter: Pataula Charter Academy

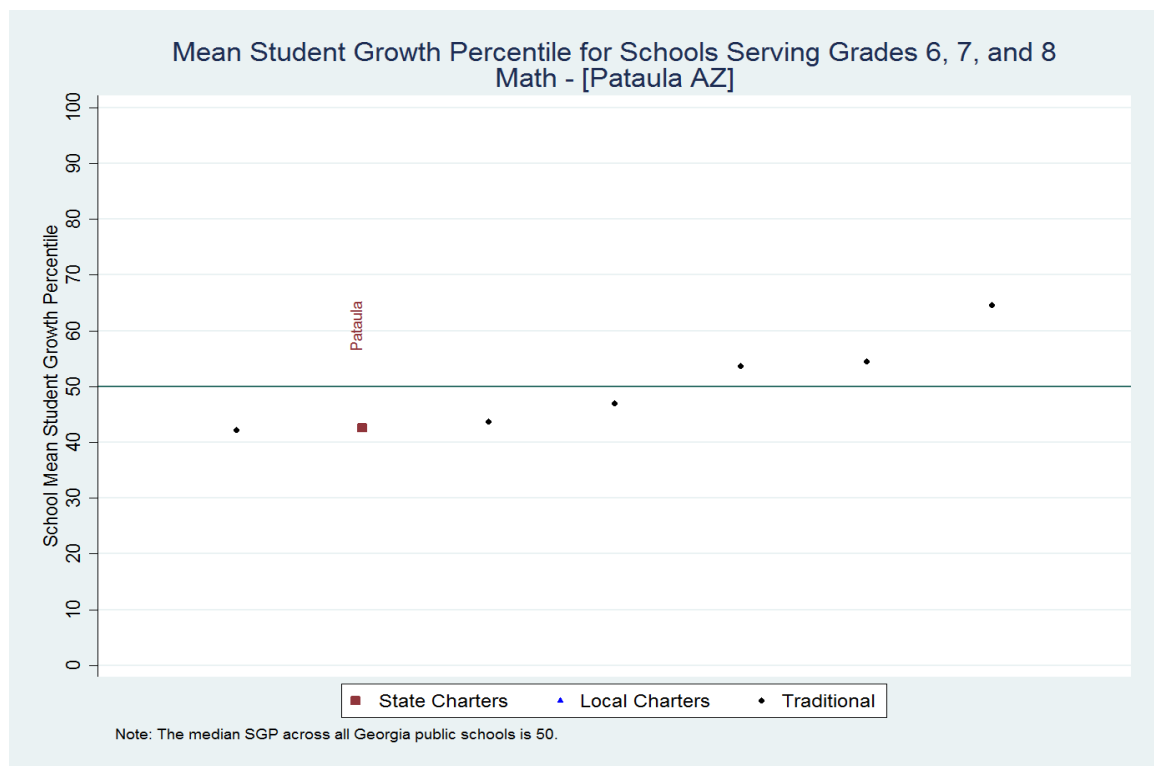
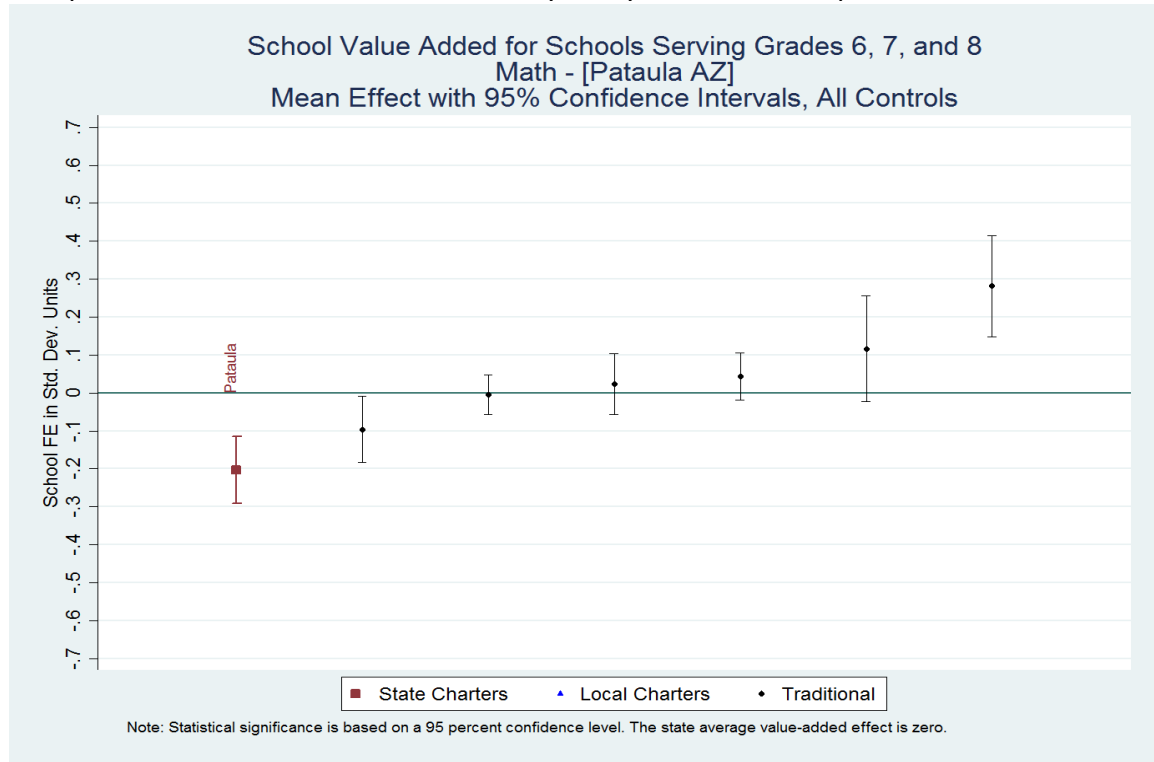
Comparison Districts: Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell



Subject Area: Middle Mathematics

State Charter: Pataula Charter Academy

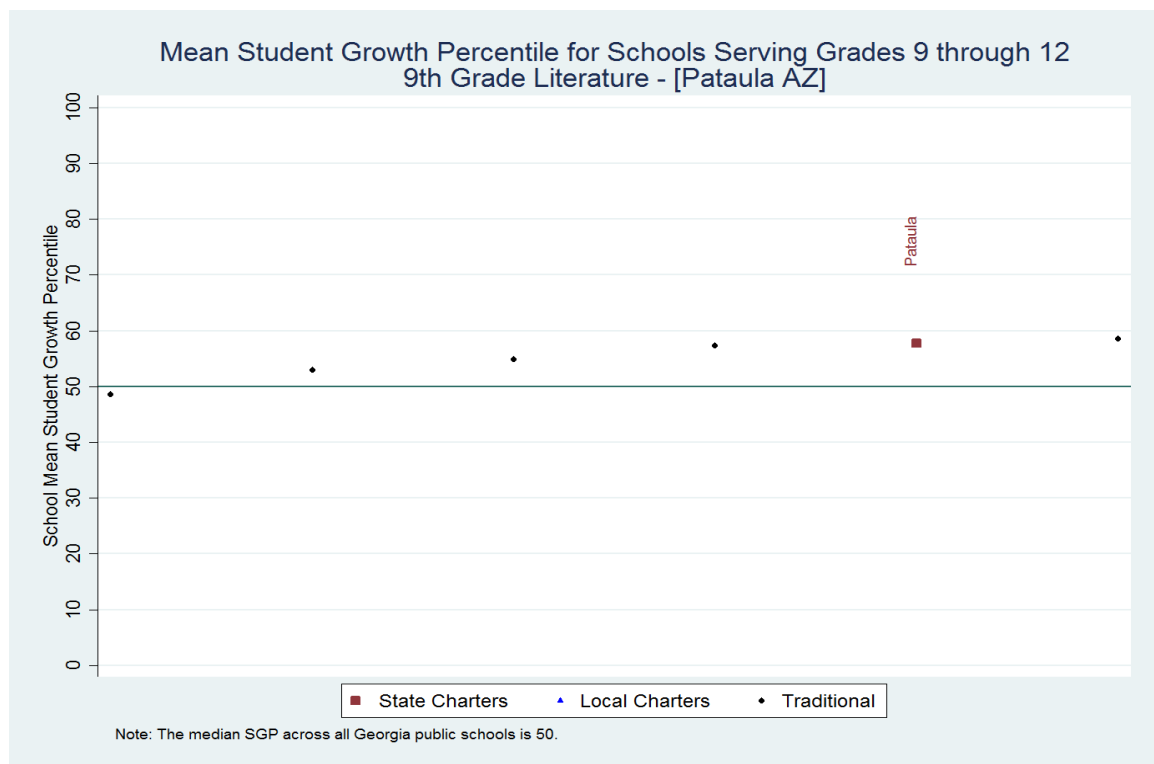
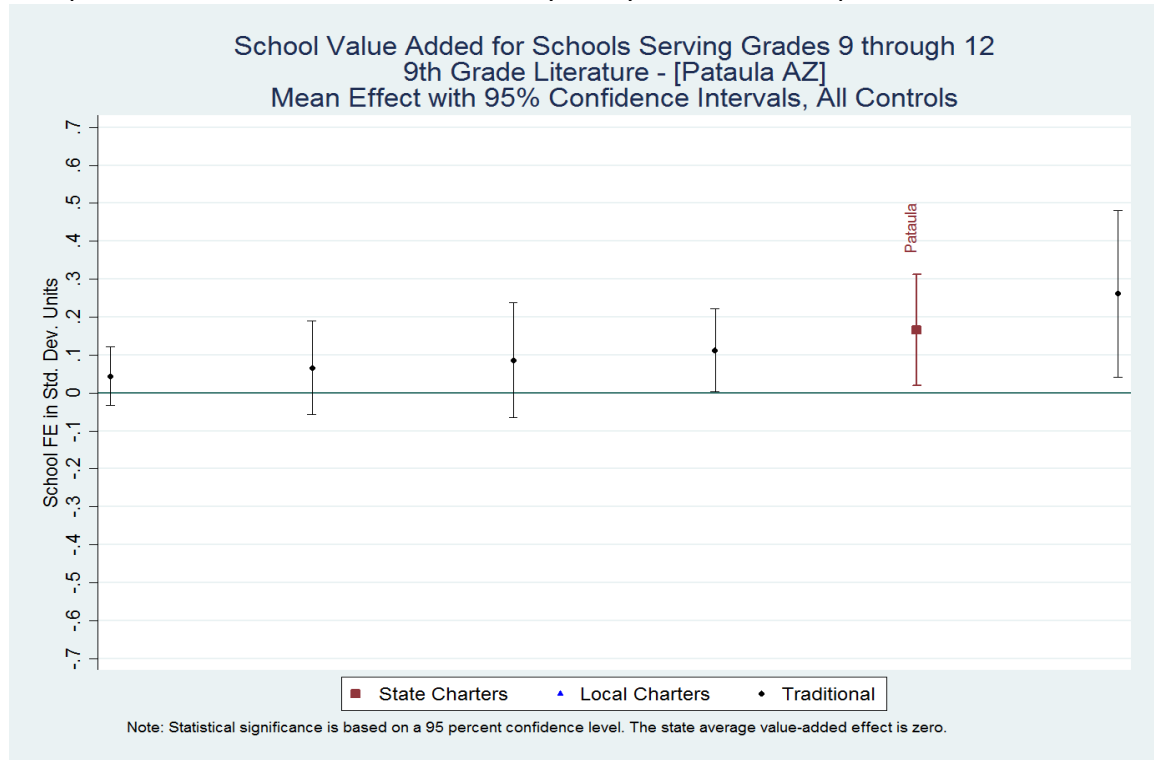
Comparison Districts: Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell



Subject Area: 9th Grade Literature

State Charter: Pataula Charter Academy

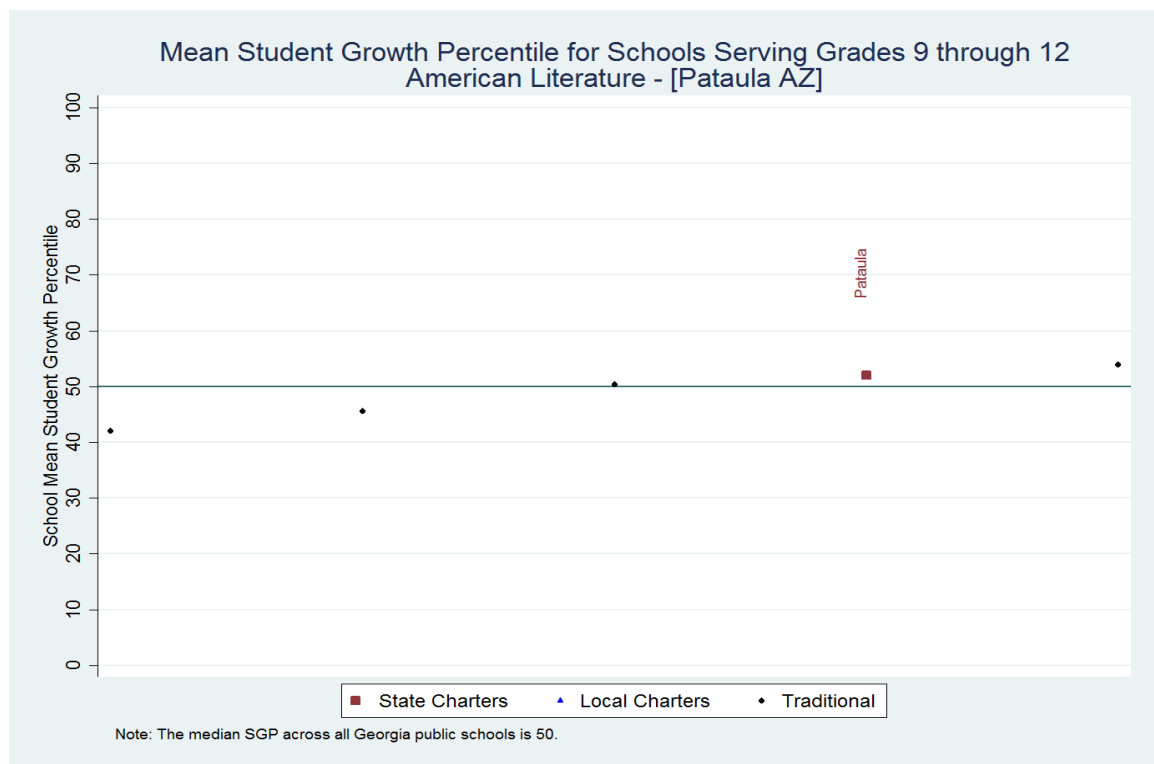
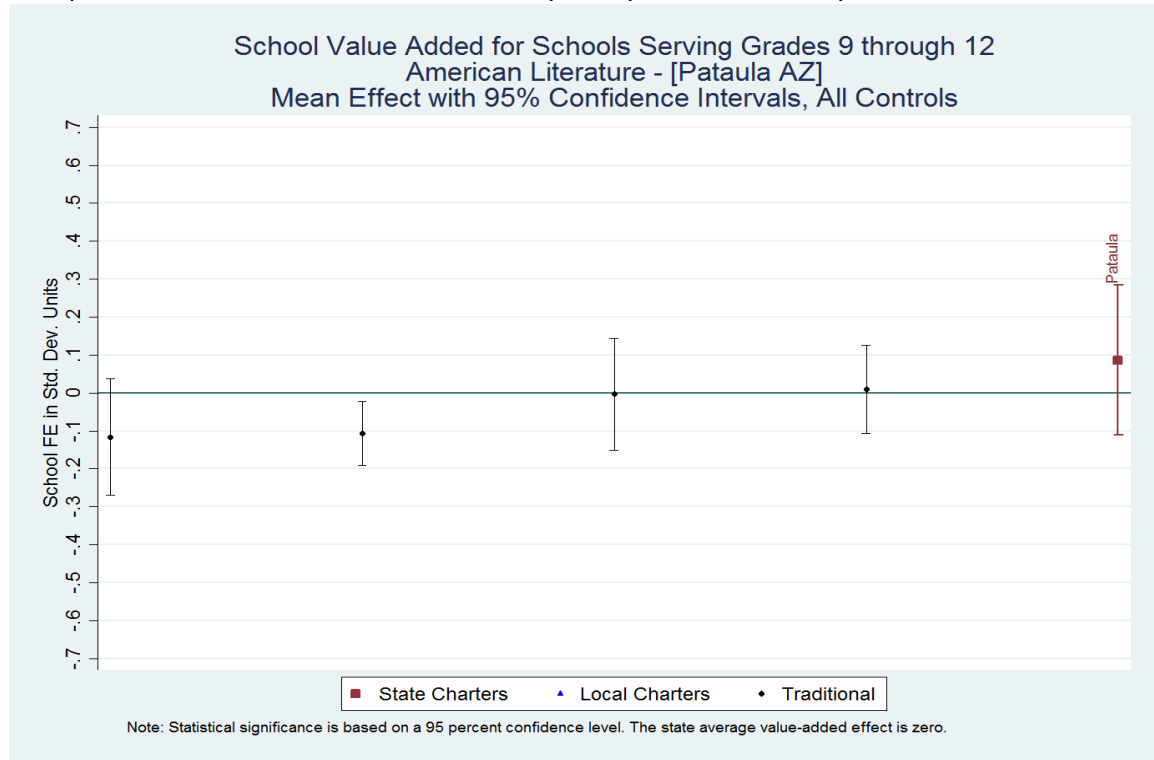
Comparison Districts: Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell



Subject Area: American Literature

State Charter: Pataula Charter Academy

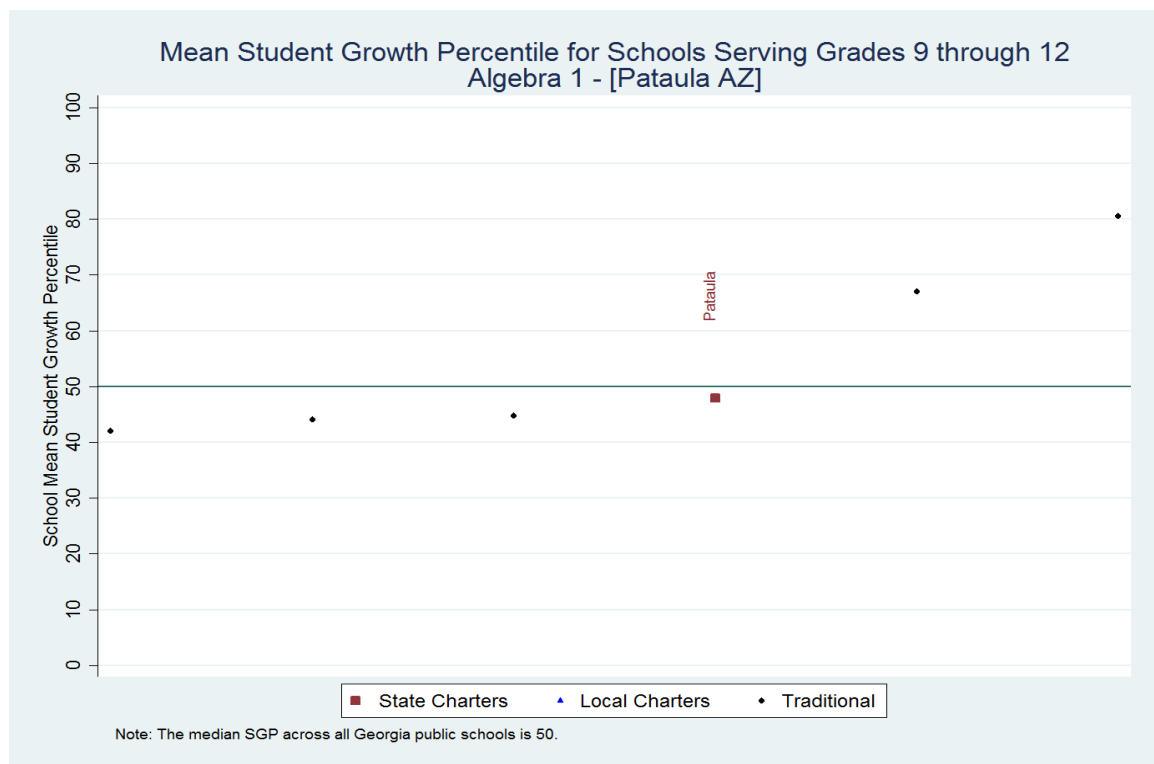
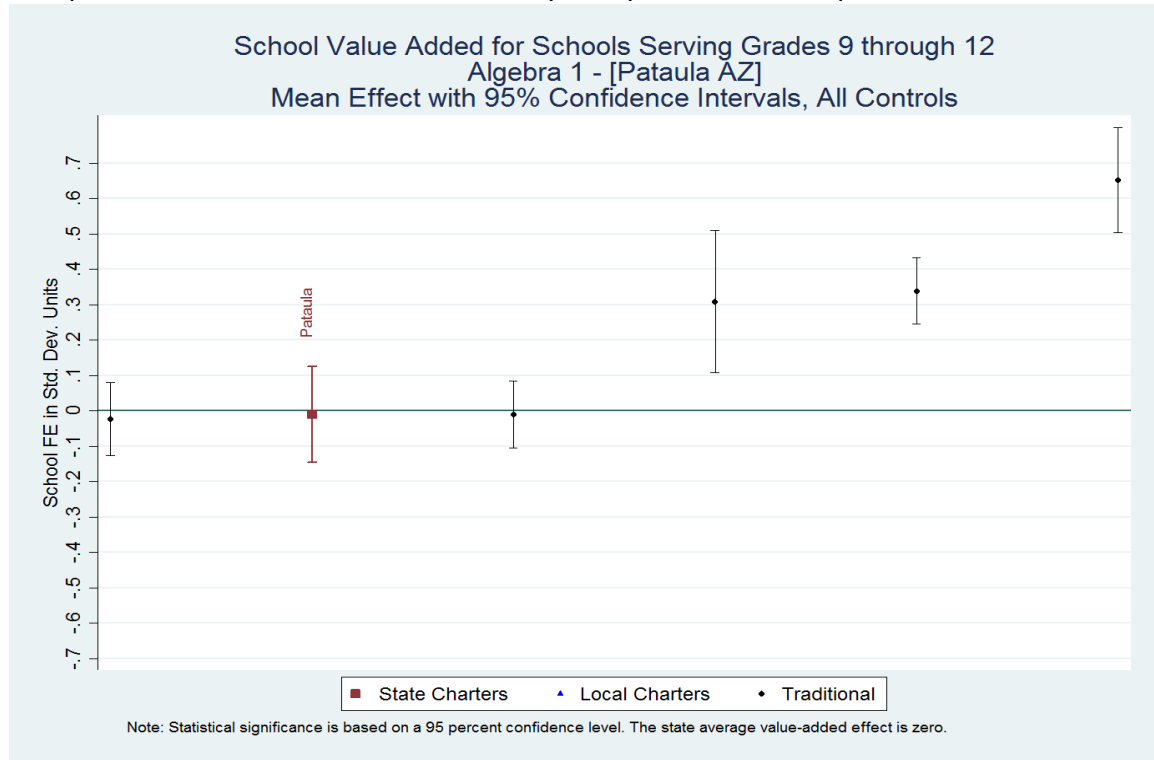
Comparison Districts: Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell



Subject Area: Algebra 1

State Charter: Pataula Charter Academy

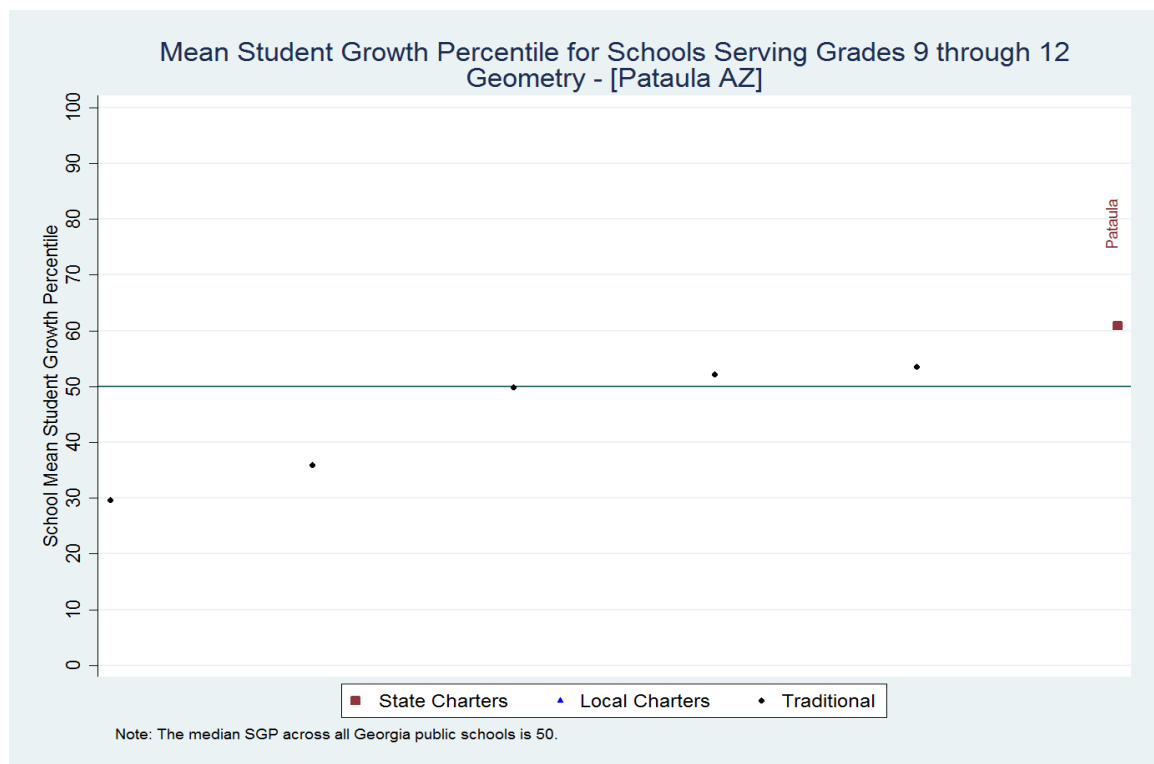
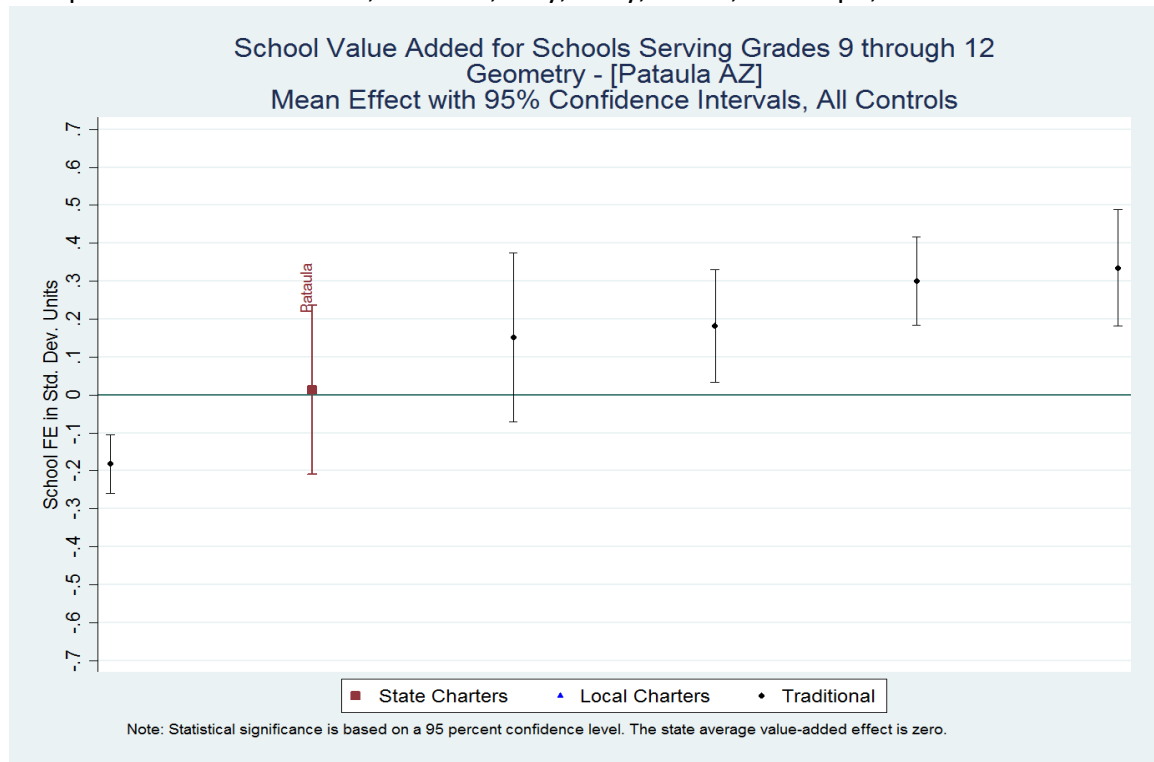
Comparison Districts: Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell



Subject Area: Geometry

State Charter: Pataula Charter Academy

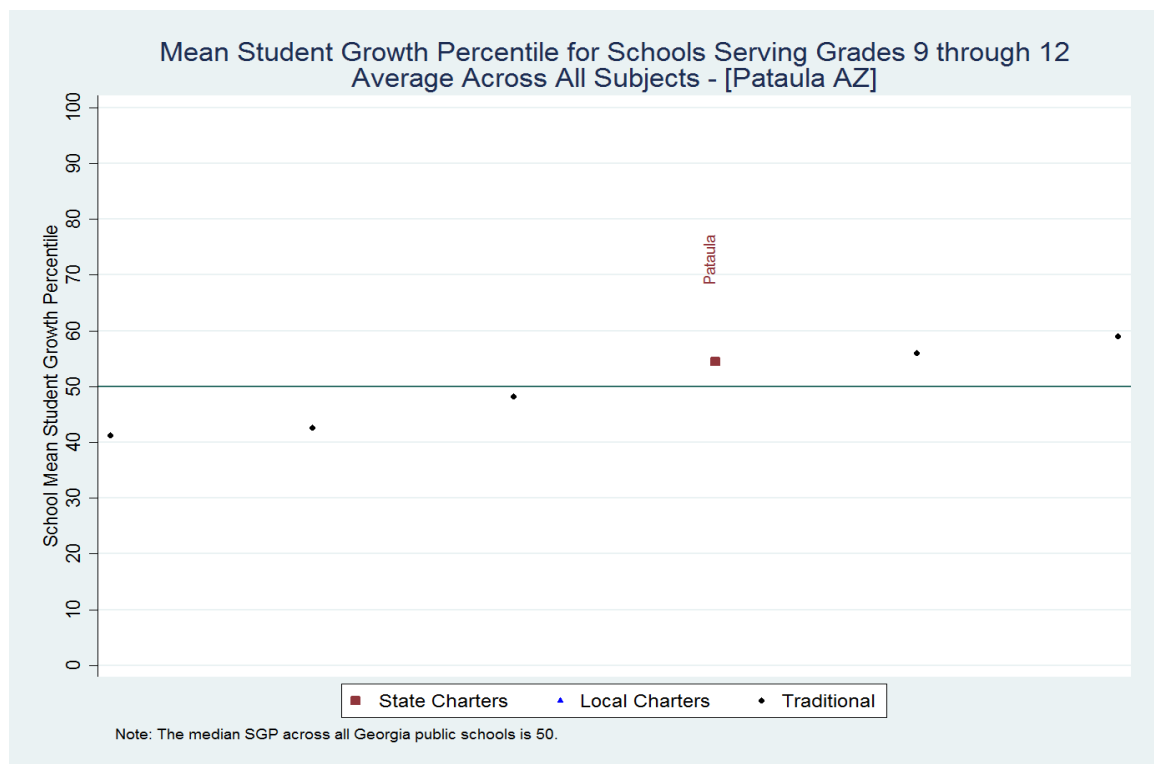
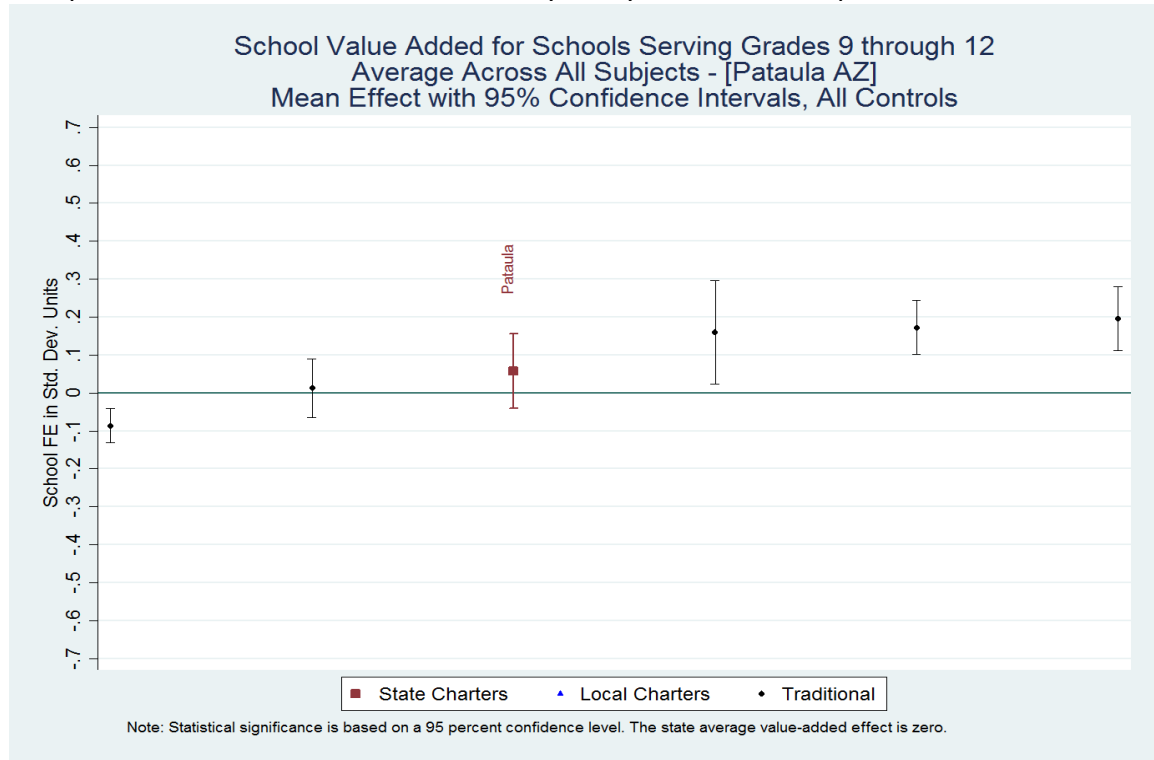
Comparison Districts: Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell



Subject Area: All-Subject High Average

State Charter: Pataula Charter Academy

Comparison Districts: Baker, Calhoun, Clay, Early, Miller, Randolph, and Terrell



## Resurgence Hall

### Key Findings

- The value-added estimate of Resurgence Hall's impact on a student's average achievement across Math and ELA is 0.2202 in middle school.
- The school's performance is higher than the state and district averages in middle school.
- Resurgence Hall's performance has improved across all subjects in middle school between the 2017/18 and 2018/19 school years.
- The school's contribution to student achievement is:
  - higher than the state and indistinguishable from district average in middle school ELA; and
  - higher than the state and district averages in middle school Math.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Resurgence Hall	2017	No	K-1; 7	Emphasis on computer science, design-thinking and literacy and use of blended learning	Extended Day/Year	No	No	Yes	Not specified	Atlanta Public Schools or Fulton County Schools districts

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Resurgence Hall	50.0	1.1	96.2	2.7	0.0	61.4	38.3	0.0	4.3



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

Overall School Effect: 0.2202 Middle

Average Overall School Effect in District: 0.0262 Middle

Resurgence Hall's contribution to a middle school student's cross-subject average achievement is higher than that of the average middle school in the state and district. 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. No elementary school scores are reported because Resurgence only has grades K-1, which are not tested.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA	0.2346	99	Higher	1 of 52	0.0423	No	64	99	1 of 52
Math	0.2574	97	Higher	2 of 52	0.0166	Higher	69	98	2 of 52
All-Subject Average	0.2202	98	Higher	1 of 52	0.0262	Higher	66	99	1 of 52
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Resurgence Hall's performance has improved across all subjects in middle school between the 2017/18 and 2018/19 school years.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA												
Math												
All-Subject Average												
<i>Middle</i>												
ELA					0.1097	No	0.0218	No	0.2346	Higher	0.0423	No
Math					0.1746	No	0.0088	No	0.2574	Higher	0.0166	Higher
All-Subject Average					0.1022	No	0.0112	No	0.2202	Higher	0.0262	Higher

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject					School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject				School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject				School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
All-Subject Average									
<i>Middle</i>									
ELA				52	71	11 of 52	64	99	1 of 52
Math				54	69	17 of 52	69	98	2 of 52
All-Subject Average				53	72	14 of 52	66	99	1 of 52
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

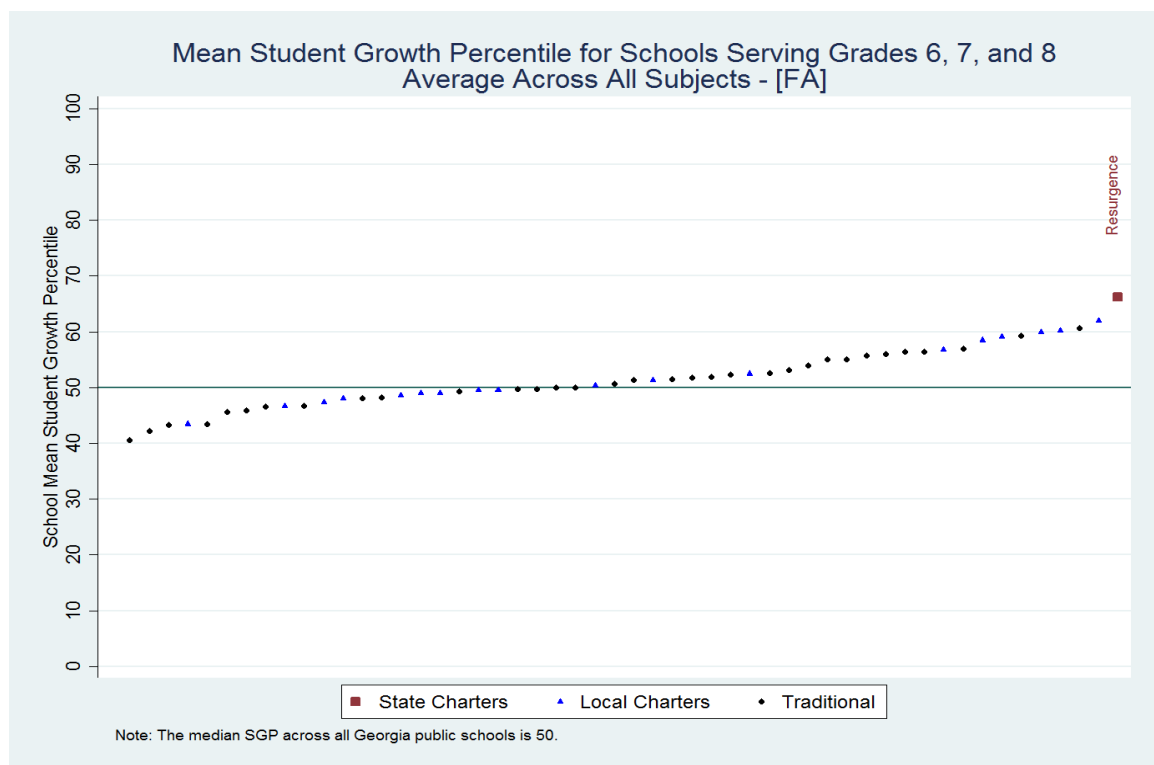
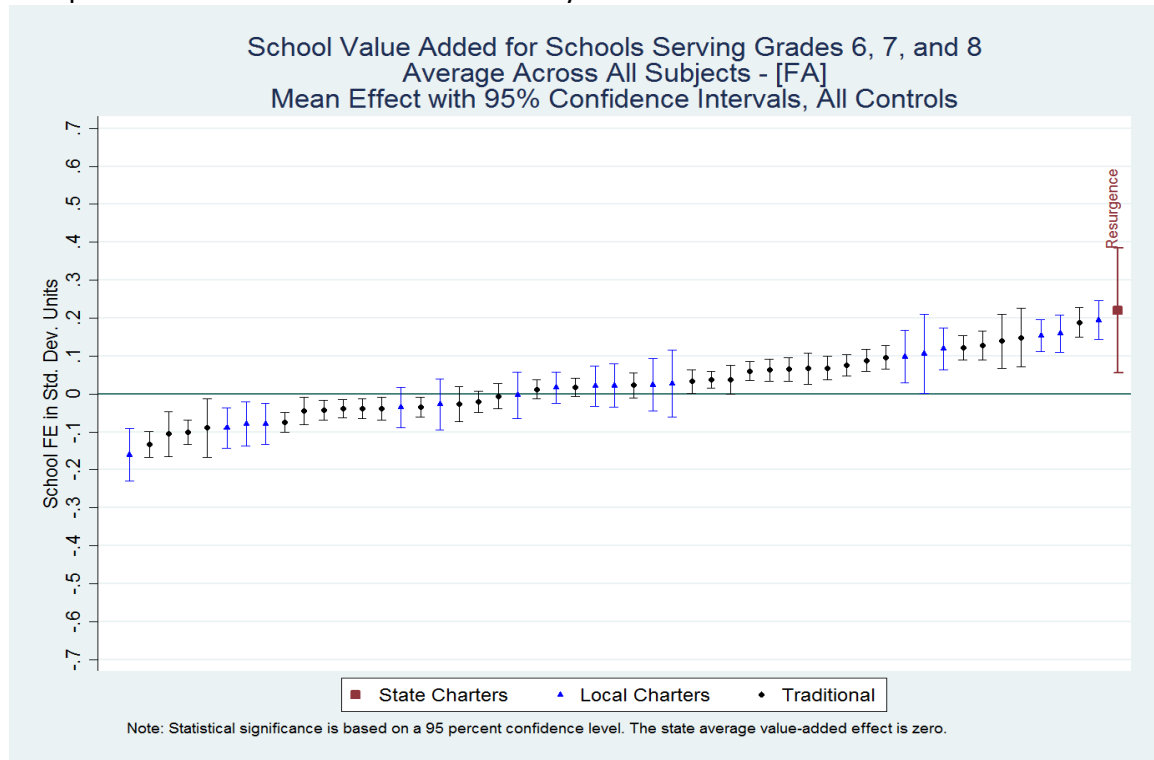
Note: Schools with a statewide attendance zone have no comparison district.

## Comparison of School Impact

Subject Area: All-Subject Middle Average

State Charter: Resurgence Hall

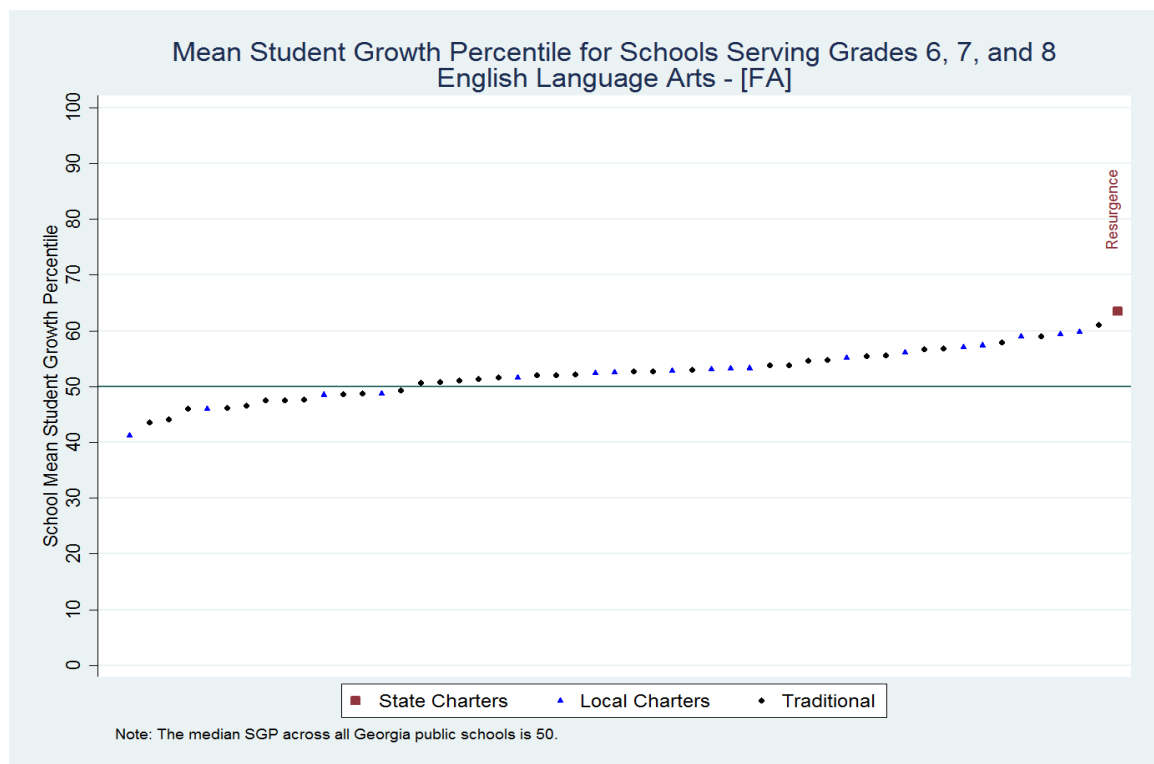
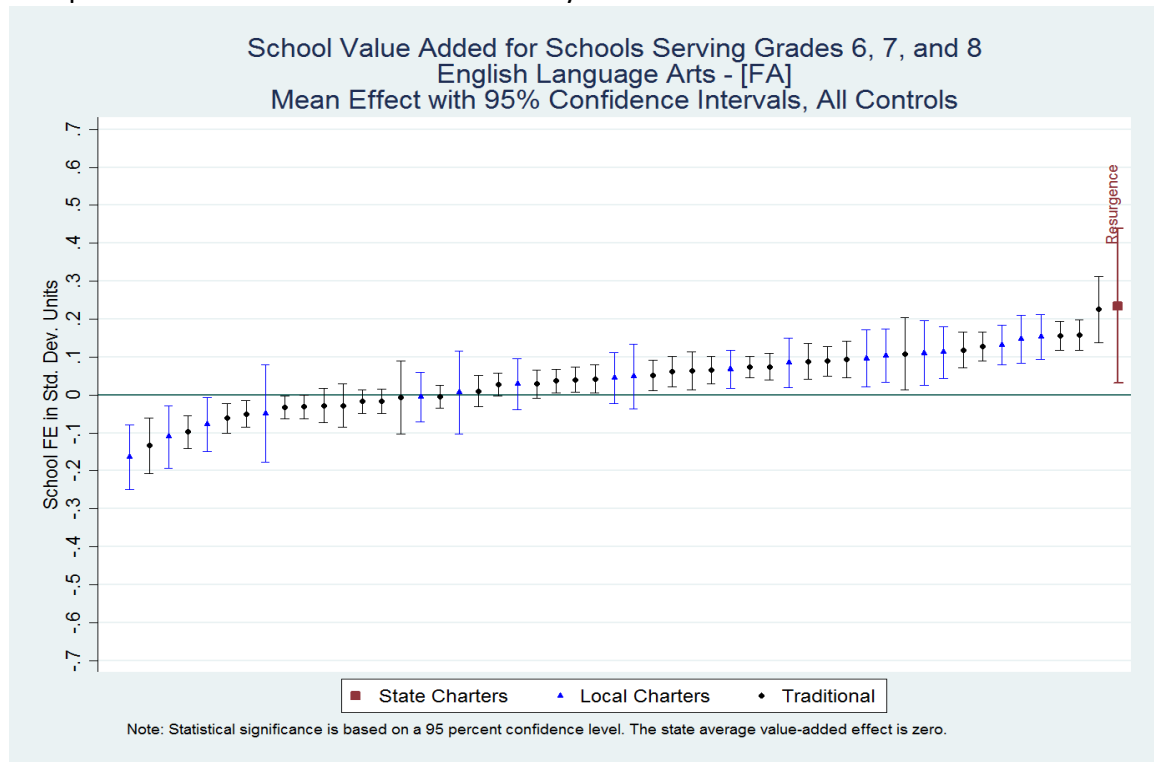
Comparison District: APS and Fulton County Public Schools



Subject Area: Middle ELA

State Charter: Resurgence Hall

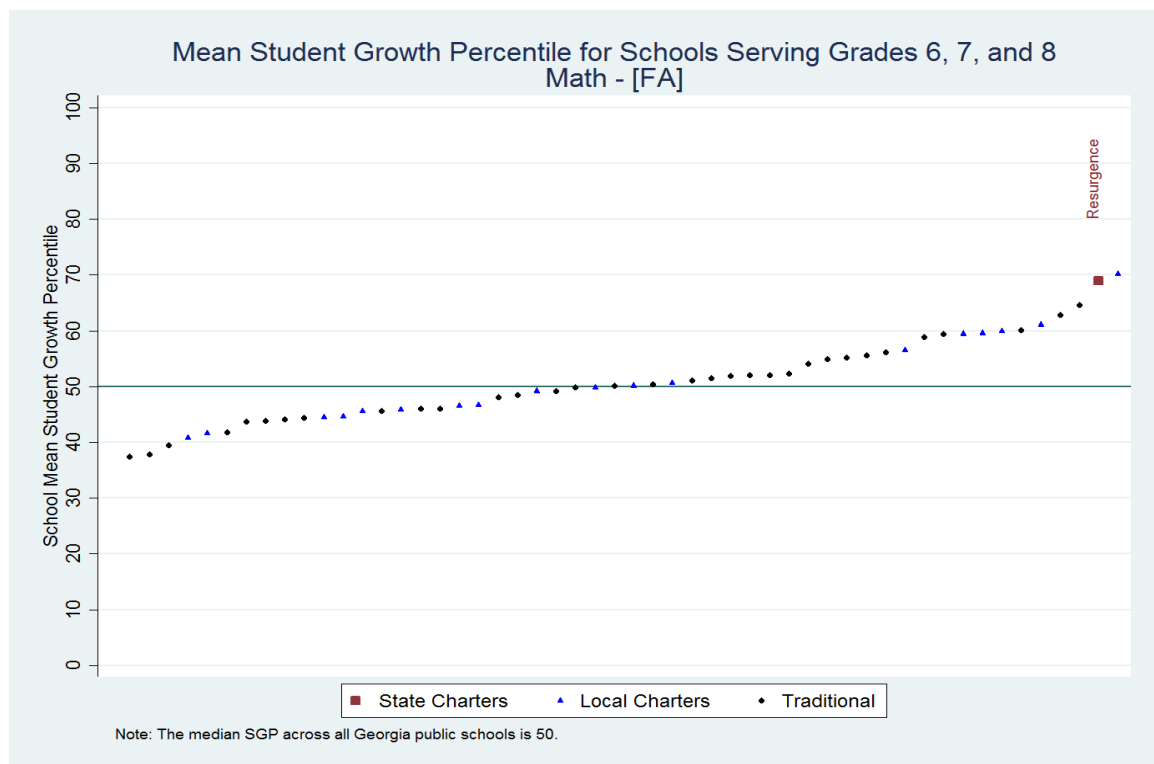
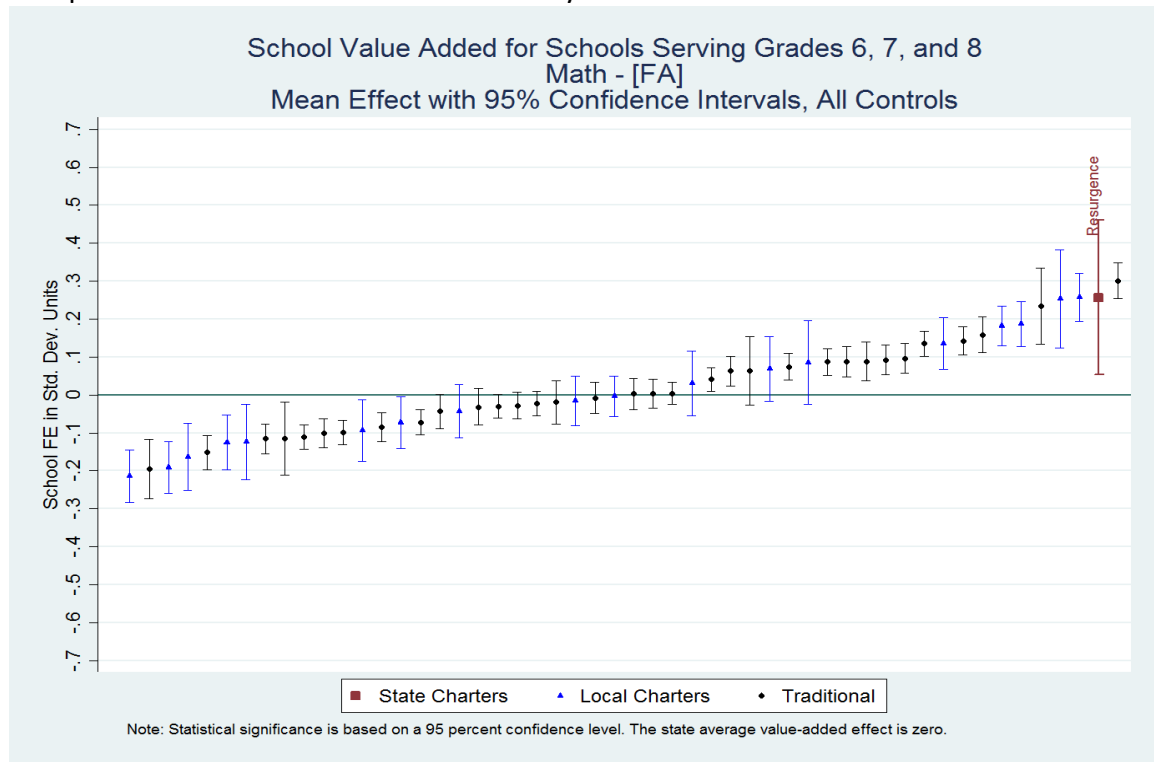
Comparison District: APS and Fulton County Public Schools



Subject Area: Middle Mathematics

State Charter: Resurgence Hall

Comparison District: APS and Fulton County Public Schools



## 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 -0.1493 in elementary grades and -0.3786 in middle grades.
- SAIL’s performance is statistically below the state average in elementary and middle grades. Because the school serves students throughout the state, it does not have a district comparison group.
- SAIL’s performance in 2018/19 has declined from its performance in 2017/18, especially in elementary and middle Math.
- The school’s contribution to student achievement is:
  - below the state averages in elementary Math, middle ELA, and middle Math; and
  - indistinguishable from the state average in elementary ELA.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
SAIL – School for Arts-Infused Learning	2017	No	K-7	Arts-infused learning with robust fine arts and foreign language program, multiple year looping	Normal	No	No	Yes	Not specified	Students residing in State of GA

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
SAIL	61.3	70.1	13.9	9.0	7.0	4.3	8.3	0.4	7.2



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

Overall School Effect: -0.1493 Elementary / -0.3786 Middle

SAIL's contribution to an elementary student's average achievement across ELA and Math is below the average elementary school in the state. Its contribution to a middle school student's cross-subject average achievement is below the average middle school in the state. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	-0.0741	20	No				51	54	
Math	-0.2525	2	Lower				41	14	
All-Subject Average	-0.1493	5	Lower				46	25	
<i>Middle</i>									
ELA	-0.2965	1	Lower				39	2	
Math	-0.5012	1	Lower				27	1	
All-Subject Average	-0.3786	1	Lower				33	1	
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

SAIL's performance in 2018/19 has declined from its performance in 2017/18, especially in elementary and middle Math.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject					School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA					0.1131	No			-0.0741	No		
Math					-0.1455	Lower			-0.2525	Lower		
All-Subject Average					-0.0208	No			-0.1493	Lower		
<i>Middle</i>												
ELA					-0.1084	No			-0.2965	Lower		
Math					-0.1916	Lower			-0.5012	Lower		
All-Subject Average					-0.1357	Lower			-0.3786	Lower		
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject				School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA				54	79		51	54	
Math				41	13		41	14	
All-Subject Average				47	34		46	25	
<i>Middle</i>									
ELA				44	10		39	2	
Math				45	25		27	1	
All-Subject Average				44	14		33	1	
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

Note: Schools with a statewide attendance zone have no comparison district.

## 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 -0.1314 in elementary grades.
- Scintilla Charter Academy's performance is statistically below the state and district cross-subject averages.
- Scintilla Charter Academy's performance in 2018/19 is comparable to its performance in 2017/18 and 2016/17. Across all three years, it performs below the state and district average in elementary Math.
- The school's contribution to student achievement is:
  - below the state and two-district average in elementary Math and ELA.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Scintilla Charter Academy	2015	No	K-5	Project-based learning with emphasis on service learning	Normal	No	No	Yes	20 volunteer hours/year	Students residing in Lowndes County and Valdosta City School districts

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Scintilla	48.7	56.3	34.1	5.2	4.4	43.9	23.2	0.0	12.5

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

Overall School Effect: -0.1314 Elementary

Average Overall School Effect in District: -0.0178 Elementary

Scintilla Charter Academy's contribution to a student's average achievement across ELA and Math is below the average elementary school in the state and its two-district attendance 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	-0.0975	15	Lower	12 of 13	0.0122	Lower	44	14	11 of 13
Math	-0.2060	5	Lower	13 of 13	-0.0252	Lower	39	10	11 of 13
All-Subject Average	-0.1314	6	Lower	12 of 13	-0.0178	Lower	42	8	11 of 13
<i>Middle</i>									
ELA									
Math									
All-Subject Average									
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Scintilla Charter Academy's performance in 2018/19 is comparable to its performance in 2017/18 and 2016/17. Across all three years, it performs below the state and district average in elementary Math.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA	-0.0768	No	-0.0403	No	-0.2388	Lower	0.0210	Lower	-0.0975	Lower	0.0122	Lower
Math	-0.0919	Lower	0.0030	Lower	-0.2408	Lower	0.0563	Lower	-0.2060	Lower	-0.0252	Lower
All-Subject Average	-0.0859	Lower	-0.0186	No	-0.2231	Lower	0.0300	Lower	-0.1314	Lower	-0.0178	Lower
<i>Middle</i>												
ELA												
Math												
All-Subject Average												

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	48	34	4 of 13	40	5	12 of 13	44	14	11 of 13
Math	50	51	5 of 13	43	20	10 of 13	39	10	11 of 13

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
All-Subject Average	49	40	5 of 13	42	8	11 of 13	42	8	11 of 13
<i>Middle</i>									
ELA									
Math									
All-Subject Average									
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

Note: Schools with a statewide attendance zone have no comparison district.

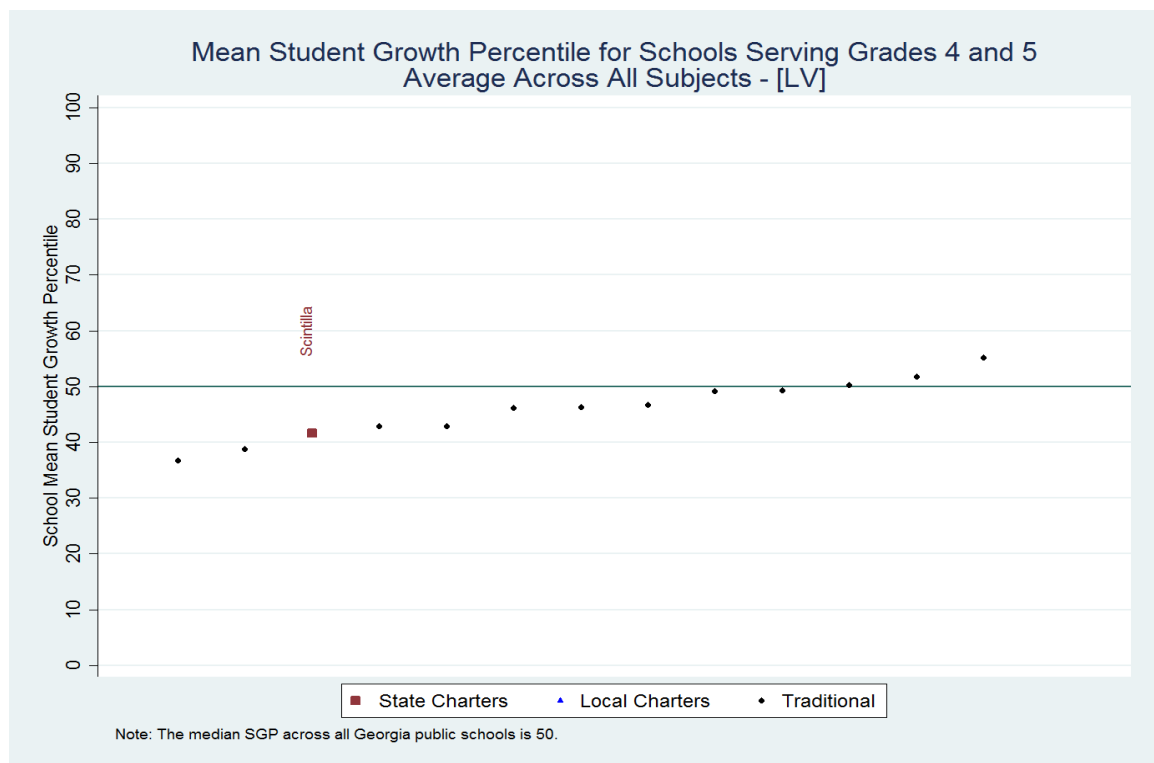
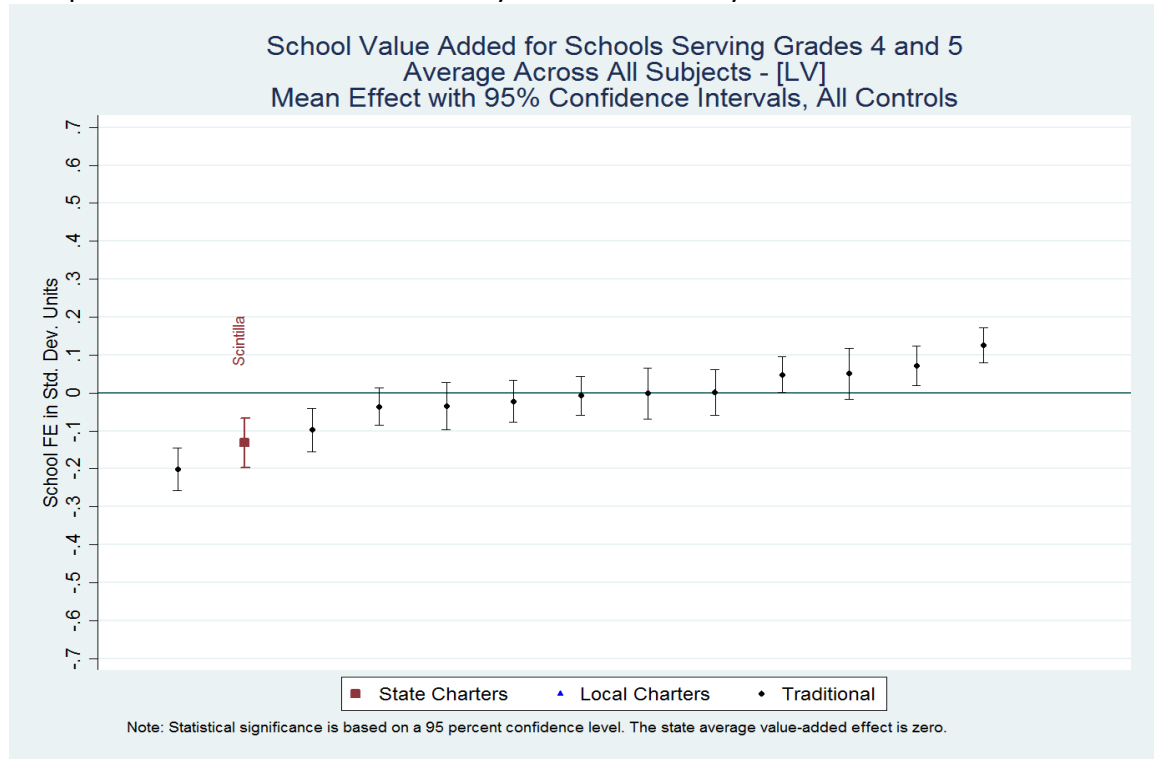


## Comparison of School Impact

Subject Area: All-Subject Elementary Average

State Charter: Scintilla Charter Academy

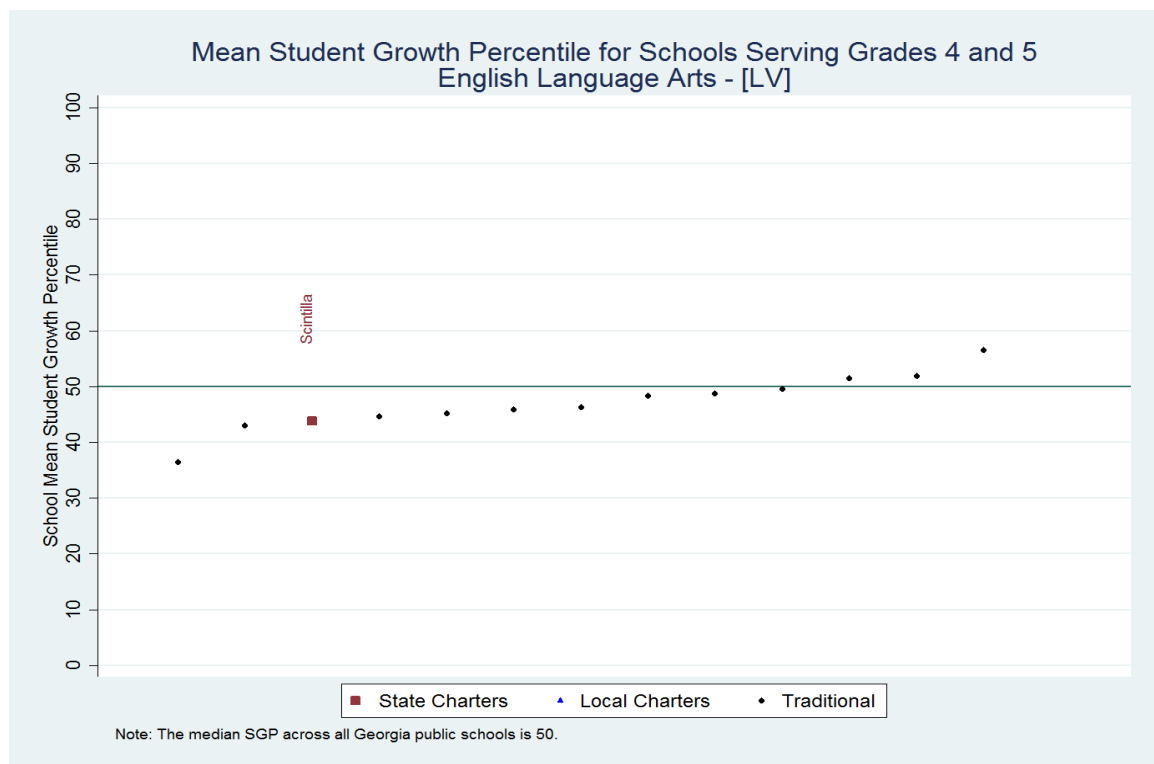
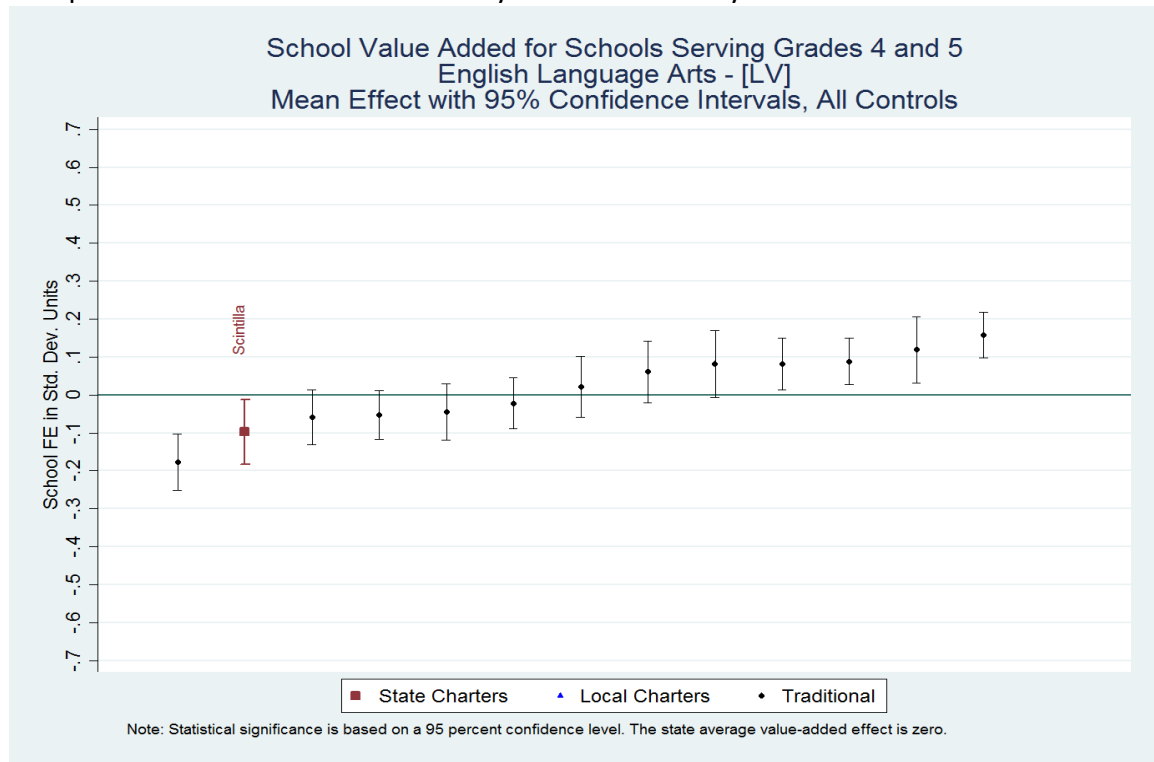
Comparison Districts: Lowndes County and Valdosta City



Subject Area: Elementary ELA

State Charter: Scintilla Charter Academy

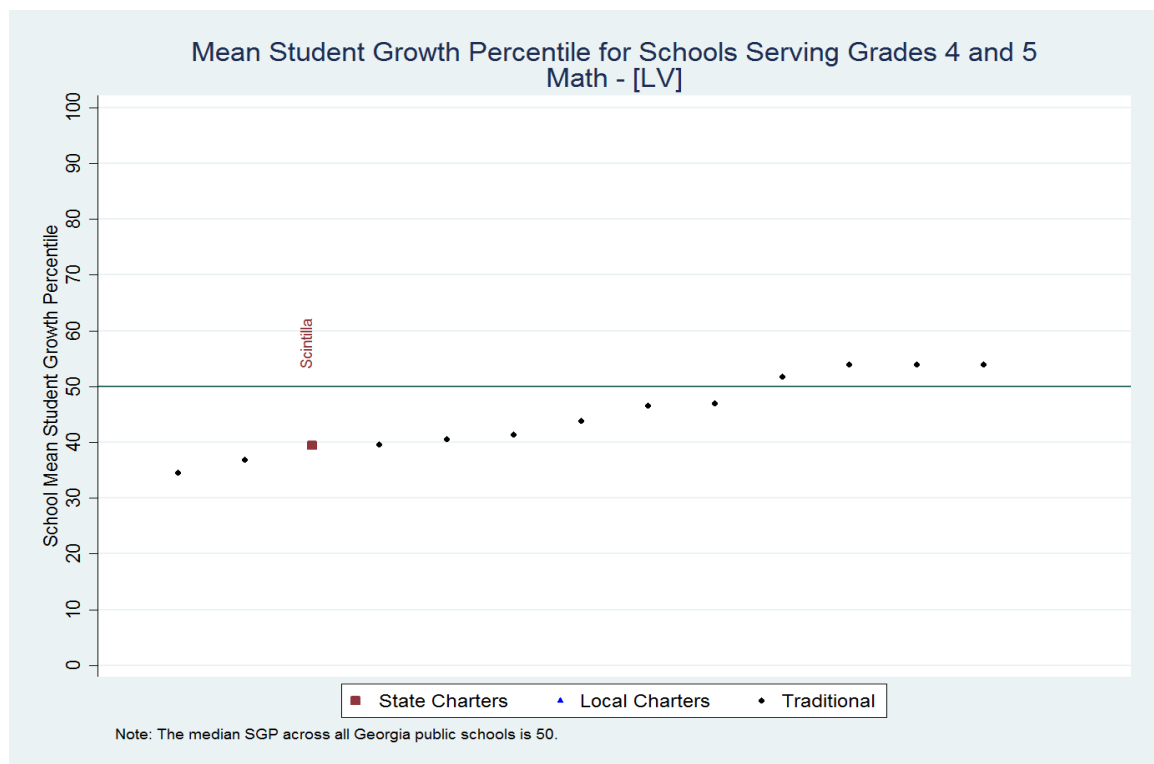
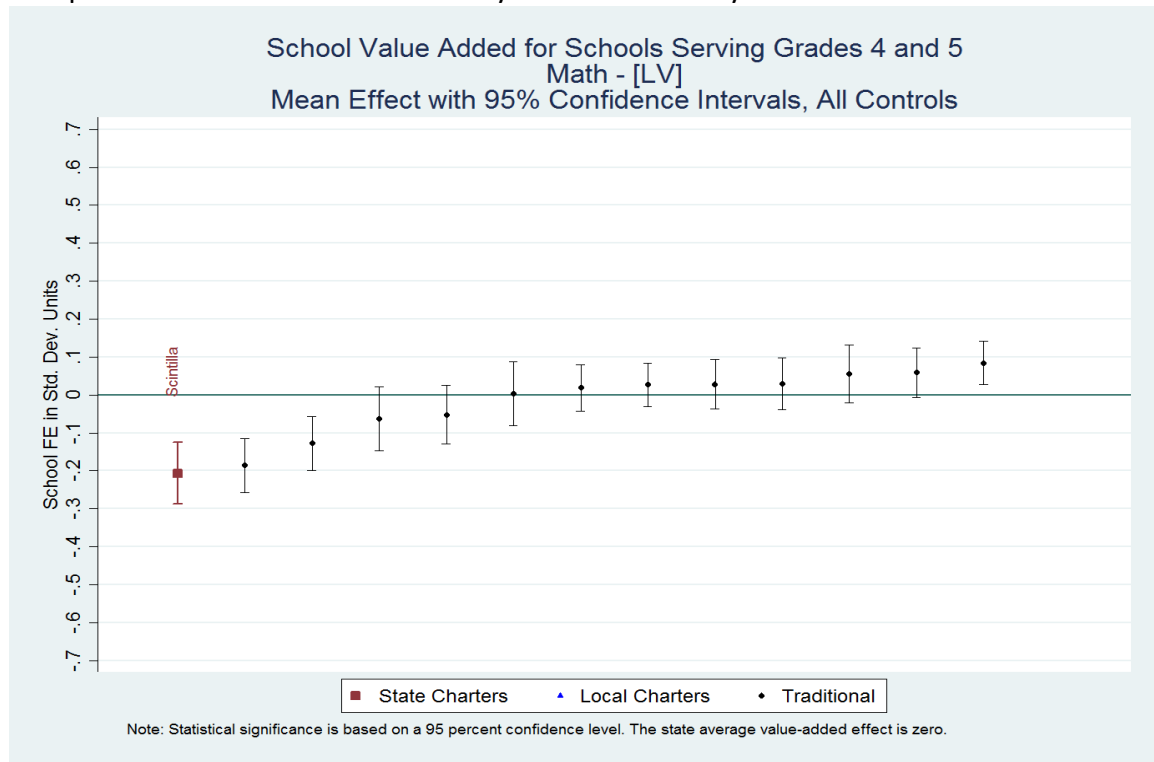
Comparison Districts: Lowndes County and Valdosta City



Subject Area: Elementary Mathematics

State Charter: Scintilla Charter Academy

Comparison Districts: Lowndes County and Valdosta City



## 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 students enrolled in fourth and fifth grade.
- SLAM Academy's impact on student achievement cannot be calculated at this time.
- SLAM Academy's first year in operation is 2018/19, so it is not possible to make year-to-year performance comparisons.
- The school's contribution to student achievement cannot be calculated at this time.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
SLAM Academy of Atlanta	2018	SLAM Foundation, Inc.	K-3	Sports-themed, STEM program in elementary grades (K-5), Career-oriented model in secondary grades (6-7)	Normal	No	No	No	Specified	Students residing in Atlanta Public Schools zone

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
SLAM	43.8	1.6	96.9	1.6	0.0	100.0	65.3	0.0	10.9

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

Overall School Effect:

Average Overall School Effect in District:

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

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA									
Math									
All-Subject Average									
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP 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 -0.0833 in elementary grades and -0.0733 in middle grades. Although Southwest only serves K-5, there are some students that take the middle school EOG exams.
- Southwest Georgia STEM's performance is indistinguishable from the state average in elementary and middle grades. Because the school serves students throughout the state, it does not have a district comparison group.
- Southwest Georgia STEM's performance improved in elementary Math and middle ELA in 2018/19 compared to its performance in 2017/18.
- The school's contribution to student achievement is:
  - below the state average in elementary ELA and middle Math; and
  - indistinguishable from the state average in elementary Math and middle ELA.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Southwest Georgia STEM Charter	2016	No	K-5	Interdisciplinary, place-based paired with STEM	Normal	No	No	Yes	Not Specified	Students residing in State of GA

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Southwest GA	54.0	71.8	18.1	5.9	4.2	70.9	49.2	0.0	13.0

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

Overall School Effect: -0.0833 Elementary/ -0.0733 Middle

Southwest Georgia STEM Charter's contribution to a student's average achievement across ELA and Math in elementary and middle school is indistinguishable from the average elementary and middle school in the state. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA	-0.1930	3	Lower				38	3	
Math	-0.0652	29	No				45	26	
All-Subject Average	-0.0833	17	No				42	8	
<i>Middle</i>									
ELA	-0.0452	28	No				47	25	
Math	-0.1412	10	Lower				41	10	
All-Subject Average	-0.0733	17	No				44	11	
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Southwest Georgia STEM's performance improved in elementary Math and middle ELA in 2018/19 compared to its performance in 2017/18. No comparisons can be made to the first year in operation (2016/17) because there were fewer than 15 students tested.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA					-0.2661	Lower			-0.1930	Lower		
Math					-0.6051	Lower			-0.0652	No		
All-Subject Average					-0.4274	Lower			-0.0833	No		
<i>Middle</i>												
ELA					-0.2042	Lower			-0.0452	No		
Math					-0.5529	Lower			-0.1412	Lower		
All-Subject Average					-0.3851	Lower			-0.0733	No		
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA				31	1		38	3	
Math				20	1		45	26	
All-Subject Average				25	1		42	8	
<i>Middle</i>									
ELA				35	1		47	25	
Math				20	1		41	10	
All-Subject Average				27	1		44	11	
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

Note: Schools with a statewide attendance zone have no comparison district.

## ***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 -0.0766 in middle grades and 0.1966 in high school grades.
- Statesboro STEAM College, Careers, Arts & Technology Academy's performance is not statistically different from the state and district averages for middle school. Its performance is above the state average, but not statistically different from the district average for high school.
- Statesboro STEAM College, Careers, Arts & Technology Academy's performance in 2018/19 improved somewhat compared to its performance in the prior two years.
- The school's contribution to student achievement is:
  - above the state average and indistinguishable from the district average in Geometry; and
  - indistinguishable from the state and district averages in middle school ELA, middle school Math, 9th Grade Literature, American Literature, and Algebra 1.

### **General Characteristics**

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
Statesboro STEAM	2002	No	6-12	Multi-age classrooms - students grouped by skill level	Year-round	No	No	No	1 Hour of Service/week	Students residing in Bulloch County Public Schools Zone

## Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Statesboro STEAM	46.1	70.2	20.8	4.5	4.5	56.7	22.3	0.0	18.0

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

Overall School Effect: -0.0766 Middle/ 0.1966 High

Average Overall School Effect in District: -0.0032 Middle/ 0.0993 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 district. 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 district. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA	-0.0811	15	No	5 of 5	0.0027	No	50	49	4 of 5

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Math	-0.0999	19	No	5 of 5	0.0037	No	48	41	3 of 5
All-Subject Average	-0.0766	16	No	5 of 5	0.0032	No	49	42	4 of 5
<i>High</i>									
9th Grade Literature	0.0677	73	No	1 of 4	-0.0072	No	57	86	1 of 4
American Literature	0.0517	66	No	1 of 4	-0.0158	No	56	84	1 of 4
Algebra 1	0.1679	83	No	NA	0.1679	No	67	94	NA
Geometry	0.4362	98	Higher	NA	0.4362	No	74	99	NA
All-Subject Average	0.1966	94	Higher	1 of 4	0.0993	No	62	98	1 of 4

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.

NA reported because no other schools in district offered this exam.

## Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Statesboro STEAM College, Careers, Arts & Technology Academy's overall performance in 2018/19 somewhat improved compared to its performance in the prior two years, especially for middle school Math, 9th Grade Literature, and Algebra 1.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA												
Math												
All-Subject Average												
<i>Middle</i>												
ELA	-0.0263	No	0.0022	No	-0.0297	No	0.0318	No	-0.0811	No	0.0027	No
Math	-0.2184	Lower	0.0215	Lower	-0.2787	Lower	-0.0431	Lower	-0.0999	No	0.0037	No
All-Subject Average	-0.1127	Lower	0.0145	Lower	-0.1185	Lower	-0.0059	Lower	-0.0766	No	0.0032	No
<i>High</i>												
9th Grade Literature	0.1206	No	0.1163	No	-0.1599	No	0.0277	No	0.0677	No	-0.0072	No
American Literature									0.0517	No	-0.0158	No
Algebra 1	-0.0239	No	-0.0239	No	-0.1522	No	-0.1522	No	0.1679	No	0.1679	No
Coordinate Algebra												
Geometry									0.4362	Higher	0.4362	No
Analytic Geometry												

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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA	51	60	2 of 5	52	66	3 of 5	50	49	4 of 5
Math	38	6	5 of 5	38	6	5 of 5	48	41	3 of 5
All-Subject Average	45	17	5 of 5	45	16	5 of 5	49	42	4 of 5
<i>High</i>									
9th Grade Literature	57	86	2 of 4	48	29	3 of 4	57	86	1 of 4
American Literature							56	84	1 of 4
Algebra 1	54	68	1 of 1	49	44	NA	67	94	NA
Coordinate Algebra									
Geometry							74	99	NA
Analytic Geometry									

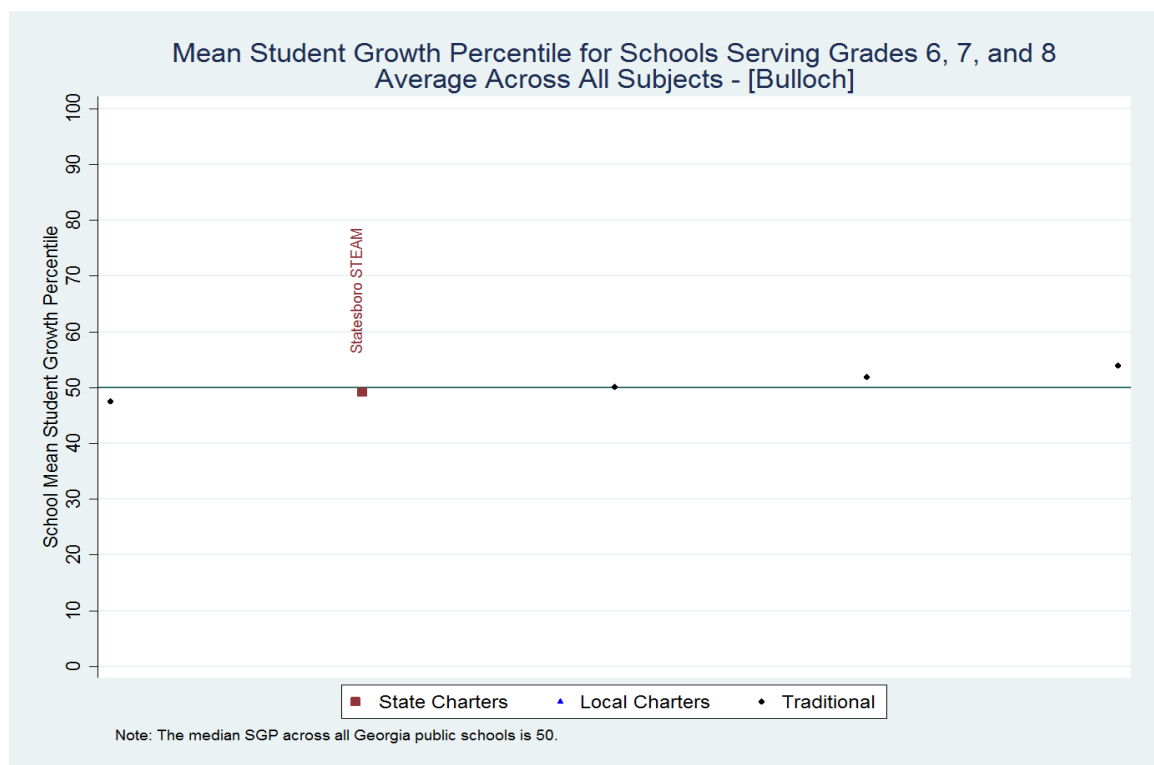
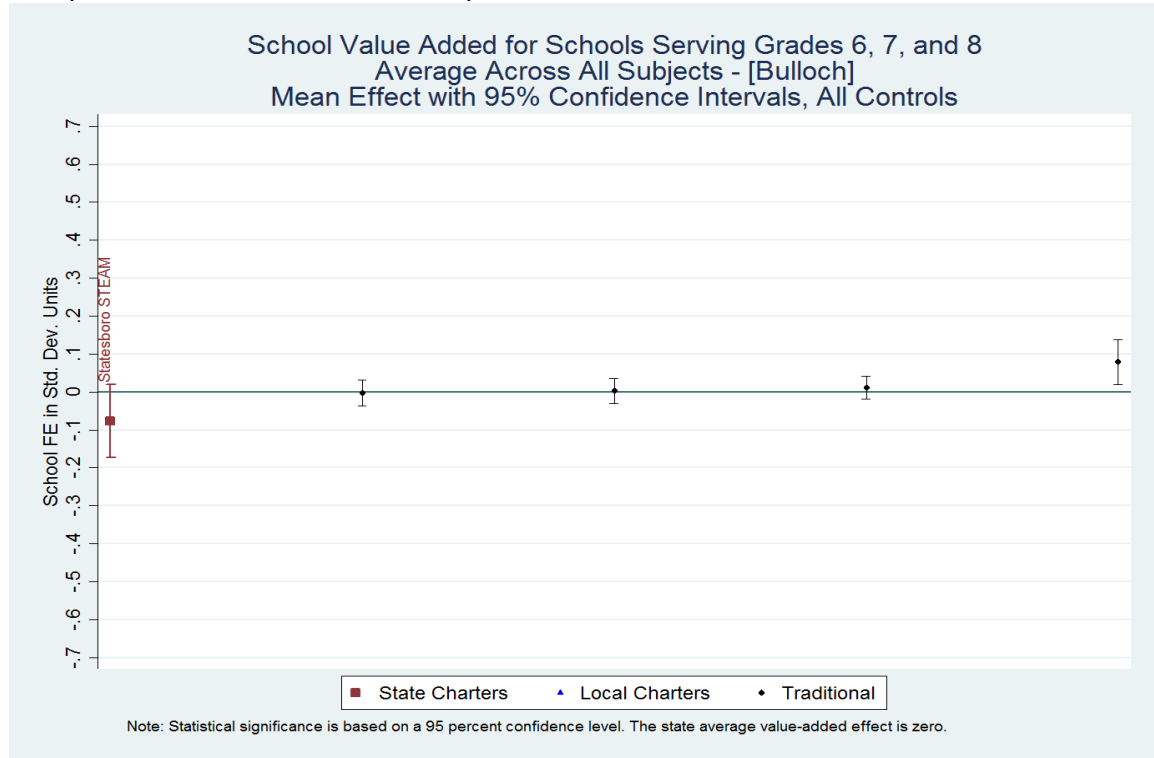
Note: Schools with a statewide attendance zone have no comparison district.

## Comparison of School Impact

Subject Area: All-Subject Middle Average

State Charter: Statesboro STEAM

Comparison District: Bulloch County Public Schools

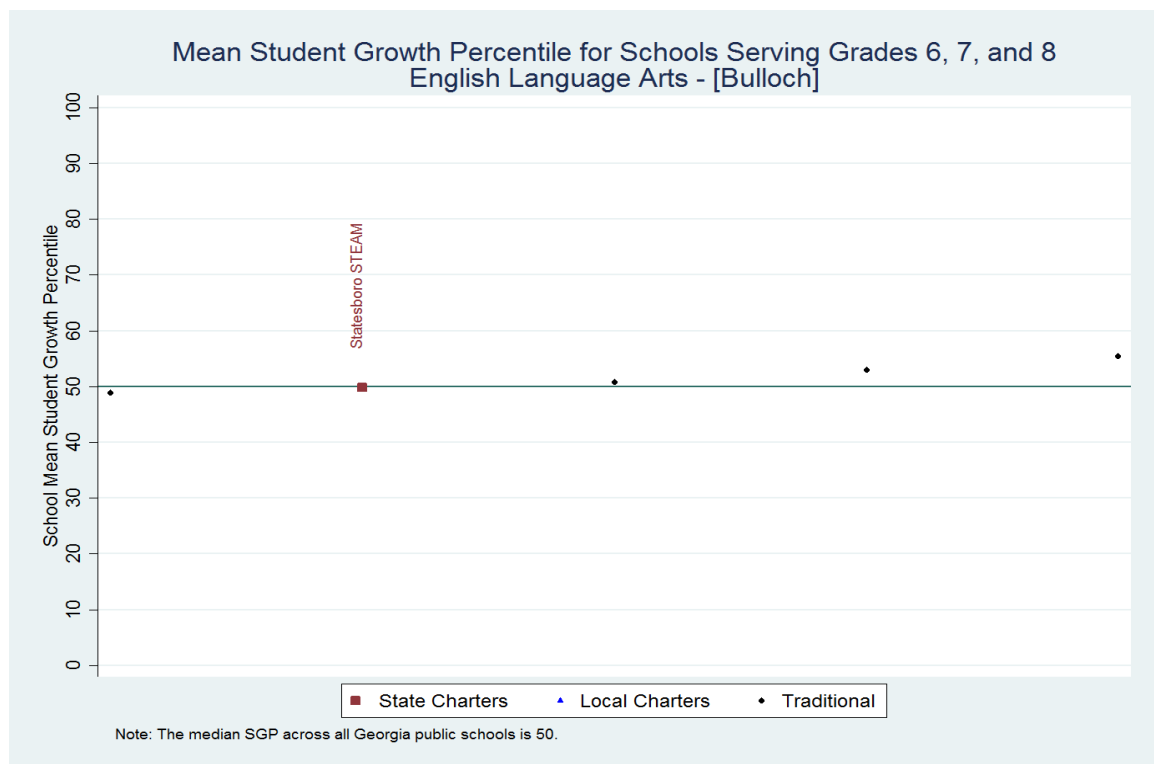
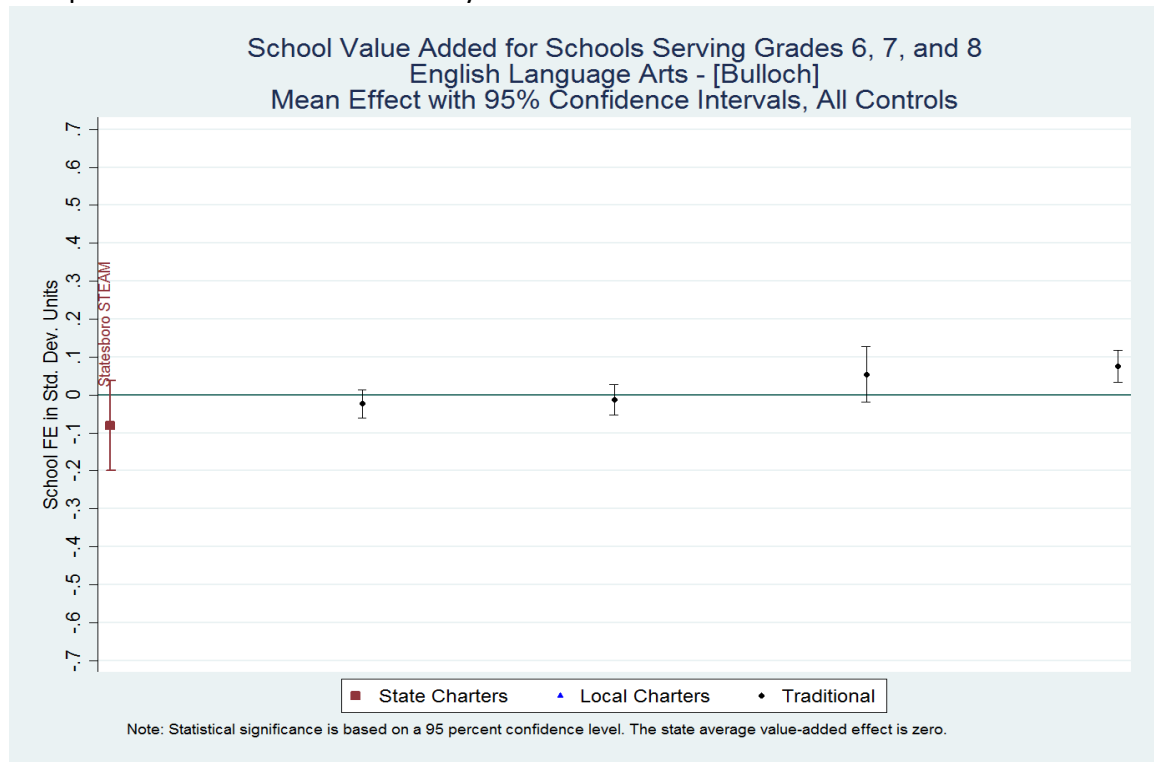




Subject Area: Middle ELA

State Charter: Statesboro STEAM

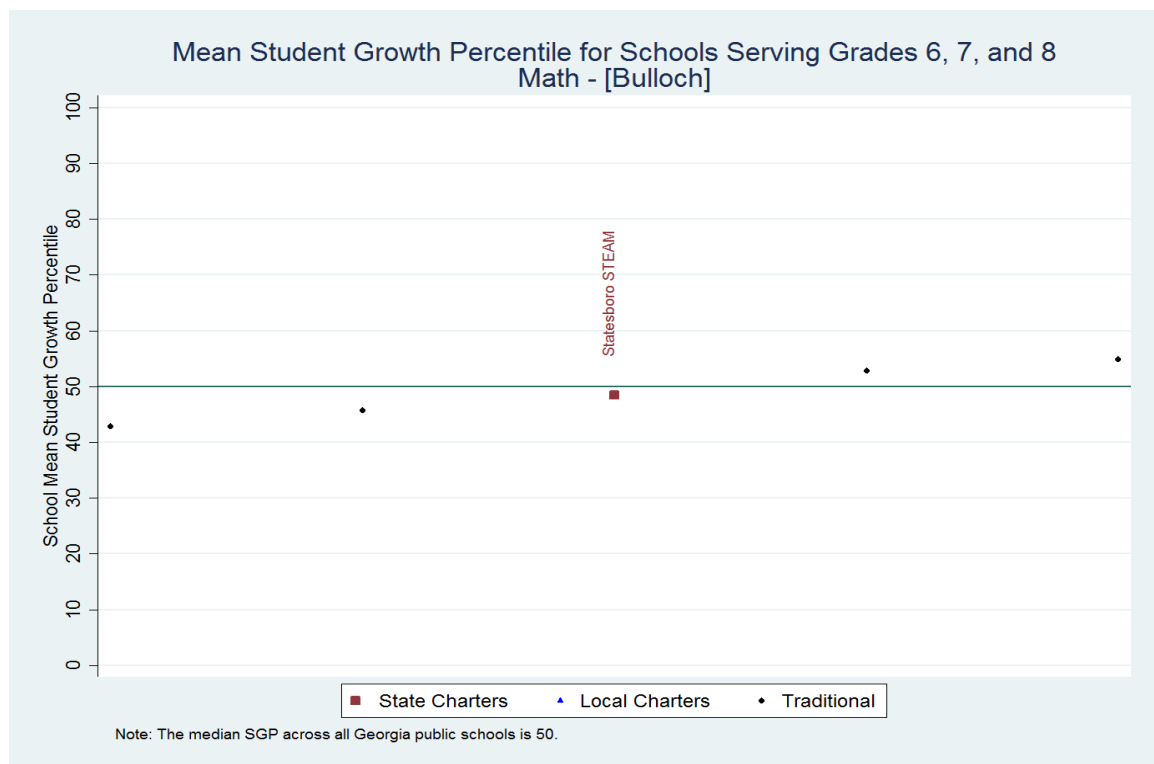
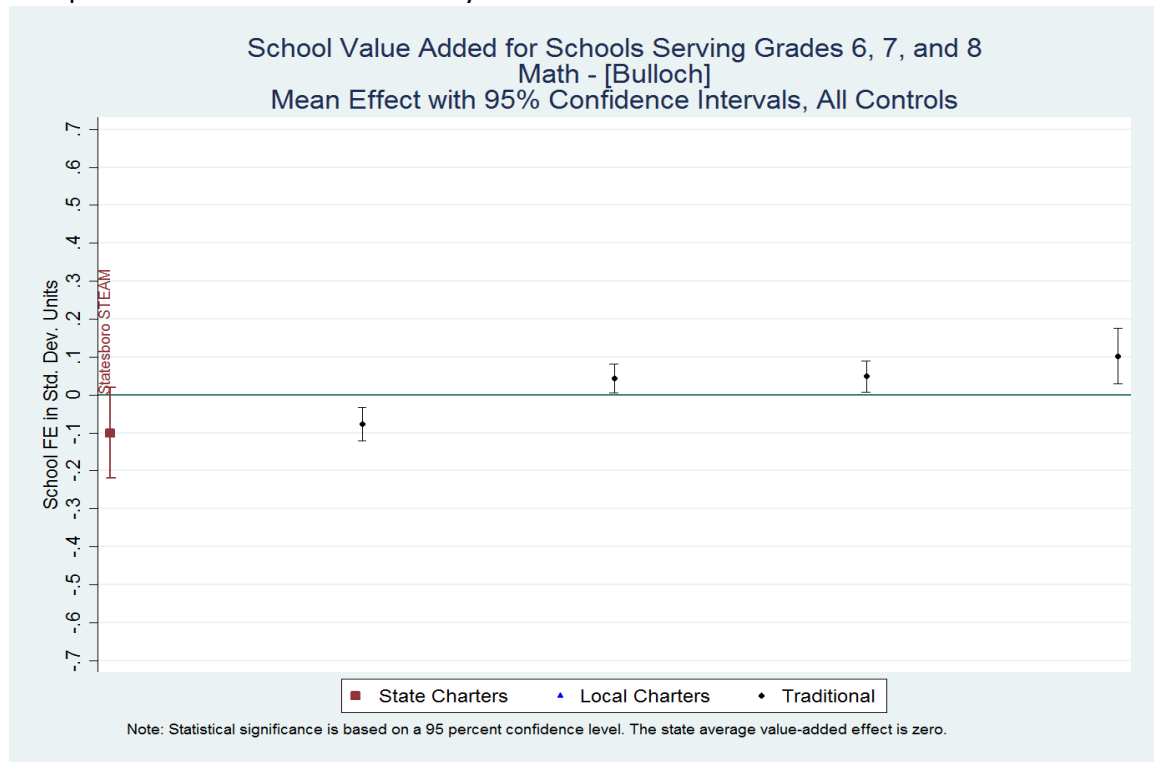
Comparison District: Bulloch County Public Schools



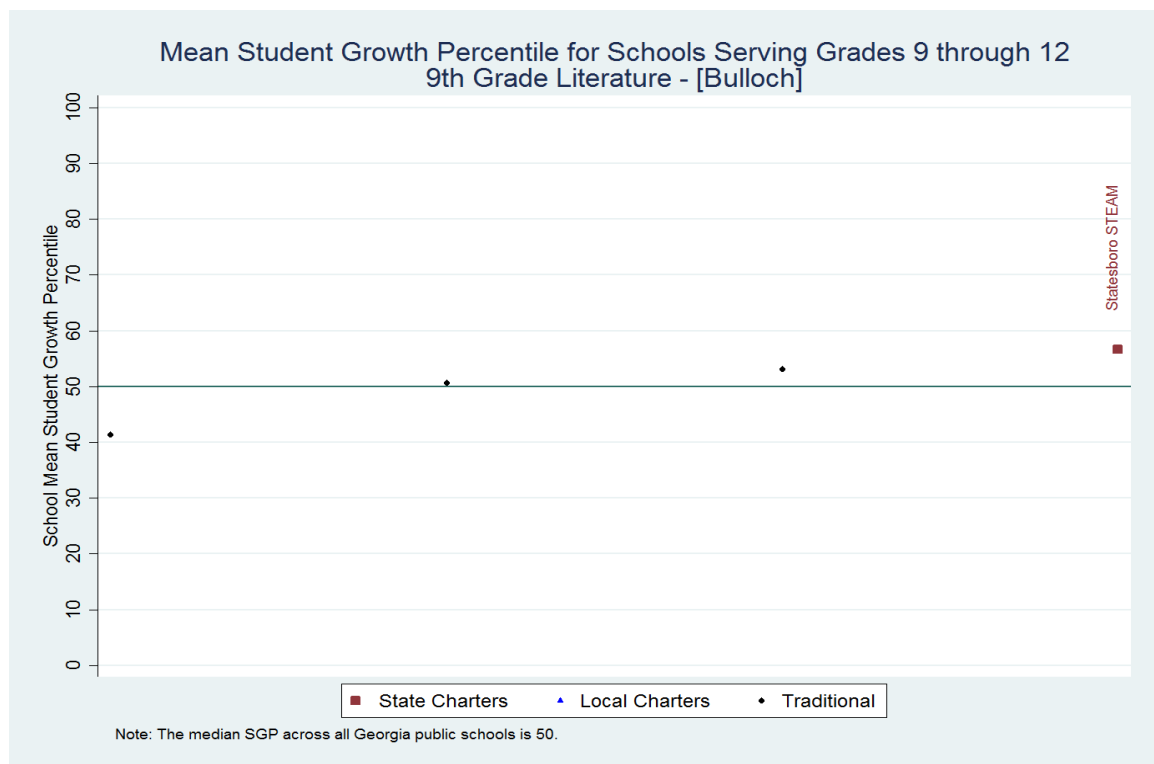
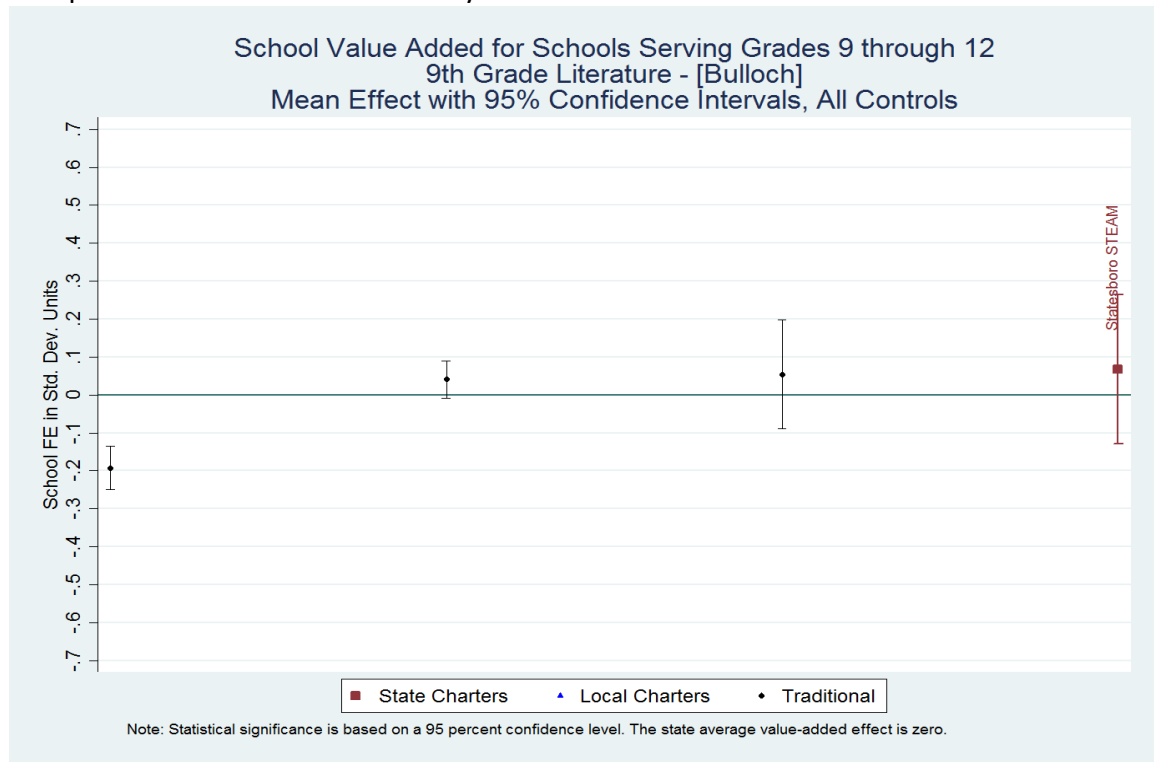
Subject Area: Middle Mathematics

State Charter: Statesboro STEAM

Comparison District: Bulloch County Public Schools



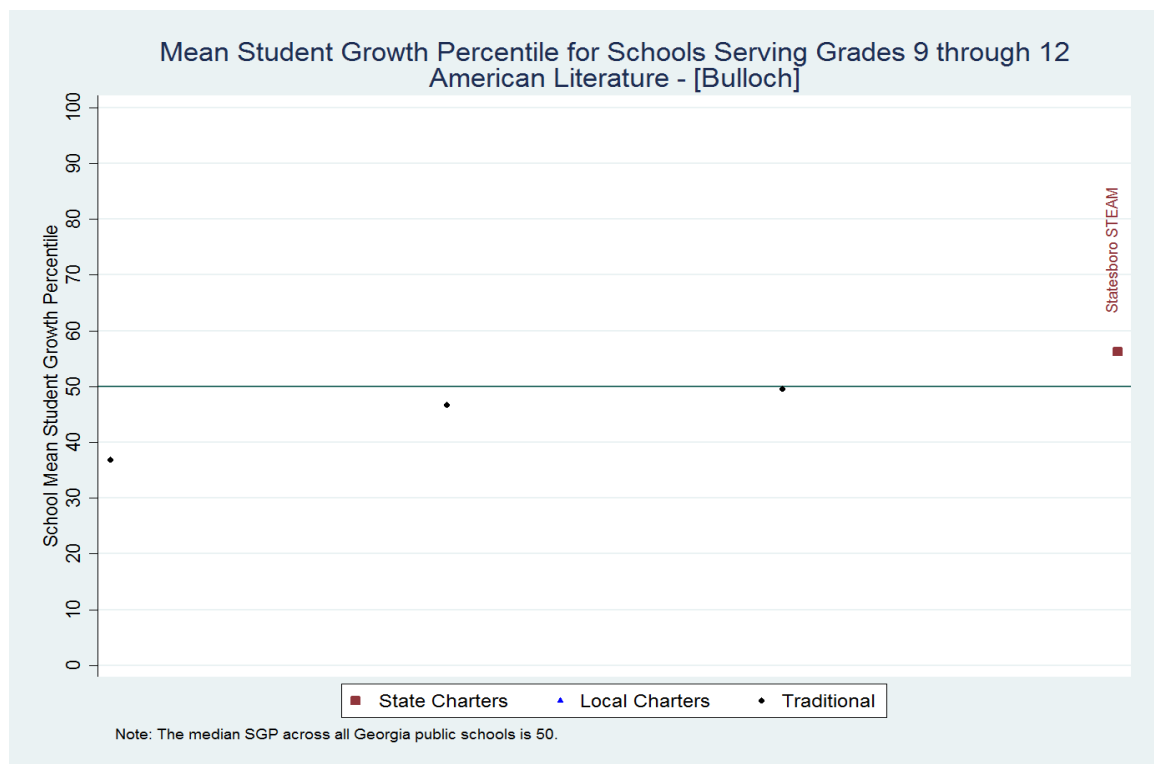
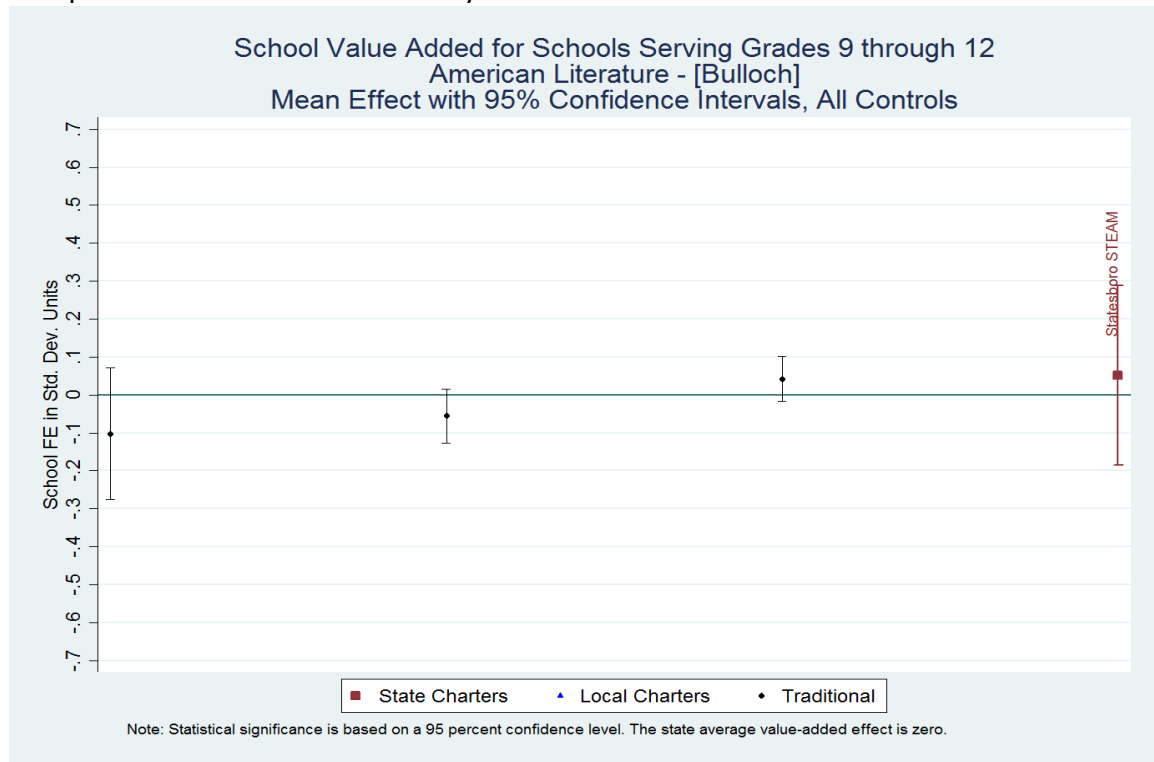
Subject Area: 9<sup>th</sup> Grade Literature  
 State Charter: Statesboro STEAM  
 Comparison District: Bulloch County Public Schools



Subject Area: American Literature

State Charter: Statesboro STEAM

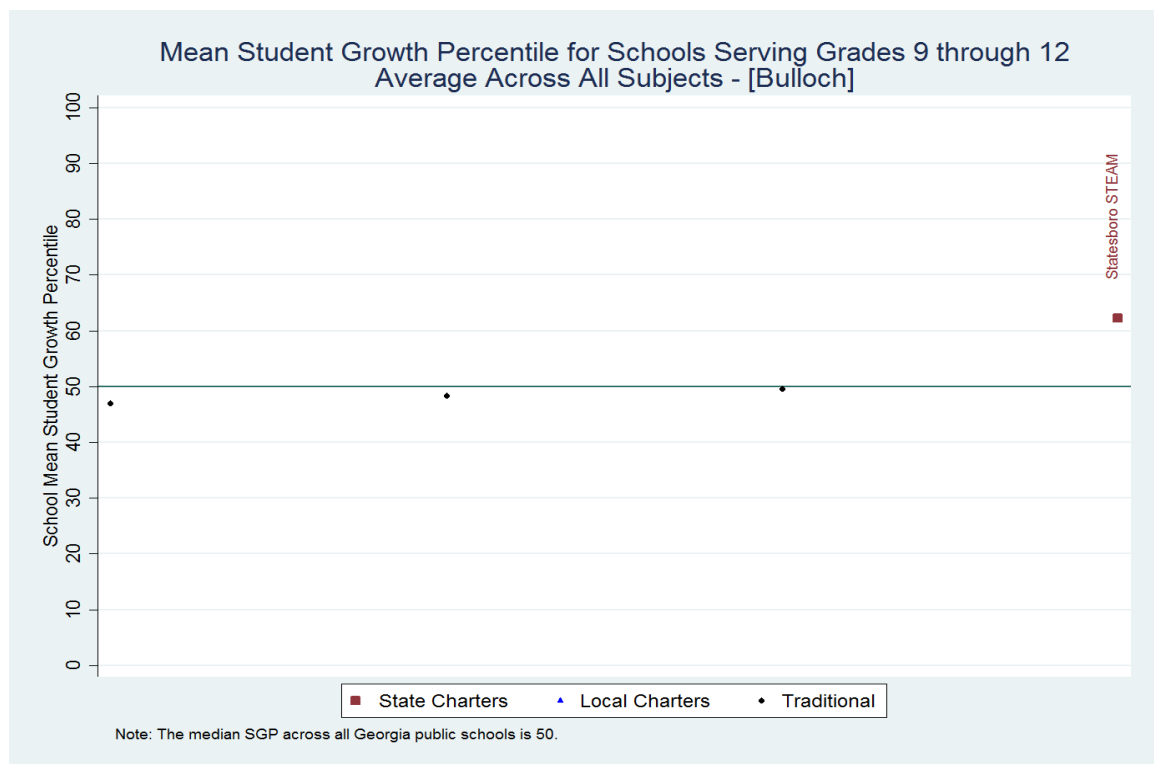
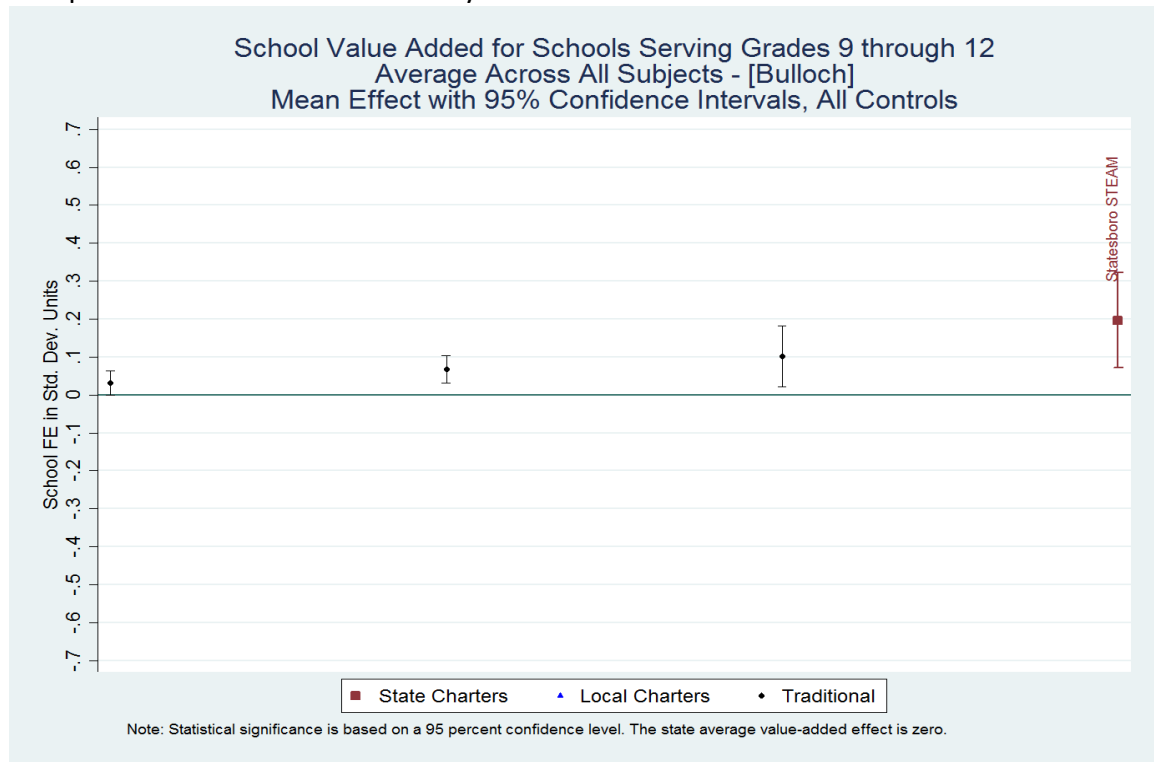
Comparison District: Bulloch County Public Schools



Subject Area: All-Subject High Average

State Charter: Statesboro STEAM

Comparison District: Bulloch County Public Schools



## 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 0.0518 in middle grades.
- Utopian Academy for the Arts' performance is above the district average, but indistinguishable from the state average in middle grades.
- Utopian Academy for the Arts' performance in 2018/19 has declined from its performance in 2017/18, but is better than its performance in 2016/17. It still outperforms the state and district in middle school ELA.
- The school's contribution to student achievement is:
  - above the state and district averages in middle school ELA; and
  - indistinguishable from the state and district averages in middle school Math.

### General Characteristics

<i>School Name</i>	<i>Calendar Year Opened</i>	<i>EMO Affiliation</i>	<i>Grades</i>	<i>Curriculum Focus</i>	<i>School Year</i>	<i>Single-Gender School</i>	<i>Virtual/Online School</i>	<i>Serves Multiple Districts</i>	<i>Parental Involvement Requirement</i>	<i>Enrollment Restrictions</i>
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	No	No	No	Attendance of a New Parent Orientation Meeting & sign an agreement	Students residing in Clayton County Public Schools Zone

### Students Served

<i>School Name</i>	<i>Pct. Female</i>	<i>Pct. White</i>	<i>Pct. Black</i>	<i>Pct. Hispanic</i>	<i>Pct. Other Race</i>	<i>Pct. FRL</i>	<i>Pct. Direct Cert</i>	<i>Pct. LEP</i>	<i>Pct. SWD</i>
Utopian	52.0	0.8	93.5	5.6	0.0	100.0	50.8	0.0	9.3

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

Overall School Effect: 0.0518 Middle

Average Overall School Effect in District: -0.0250 Middle

Utopian Academy for the Art's contribution to a middle student's average achievement across all subjects is above that of the average middle school in district, but not statistically different from the average middle school in the state. 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)						Student Growth Percentiles (Controls only for Prior Test Scores)		
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA	0.1170	92	Higher	2 of 17	-0.0092	Higher	58	92	2 of 17
Math	-0.0198	44	No	7 of 17	-0.0444	No	48	38	6 of 17
All-Subject Average	0.0518	73	No	2 of 17	-0.0250	Higher	53	71	2 of 17
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Geometry									
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.

### Comparison of 2018/19, 2017/18, and 2016/17 Value-Added and SGP Summary Results

Utopian Academy for the Art's performance in 2018/19 has declined slightly compared to its performance in 2017/18, but is better than its performance in 2016/17. It still outperforms the state and district in middle school ELA.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2016/17*				2017/18				2018/19**			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
<i>Elementary</i>												
ELA												
Math												
All-Subject Average												
<i>Middle</i>												
ELA	-0.0712	Lower	0.0752	Lower	0.2326	Higher	-0.0350	Higher	0.1170	Higher	-0.0092	Higher
Math	-0.1152	Lower	0.0132	Lower	0.1628	Higher	-0.0376	Higher	-0.0198	No	-0.0444	No
All-Subject Average	-0.1052	Lower	0.0451	Lower	0.1952	Higher	-0.0362	Higher	0.0518	No	-0.0250	Higher
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												



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.

\*For 2016/17 the school-level measure of "Direct Certification" employed in the value-added calculations differs from the measure employed in prior years. Direct Certification represents students who either live in a family unit receiving SNAP benefits, live in family unit receiving TANF benefits, are identified as homeless, are in foster care or are migrant. Due to data limitations, students in foster care were not included in the direct certification tally in 2016/17.

\*\* The GaDOE stopped collecting data on student participation in gifted programs in 2018/19, and so the 2018/19 calculations do not control for gifted status.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2016/17			2017/18			2018/19		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
<i>Elementary</i>									
ELA									
Math									
All-Subject Average									
<i>Middle</i>									
ELA	42	6	18 of 18	61	97	2 of 17	58	92	2 of 17
Math	40	9	18 of 18	61	93	2 of 17	48	38	6 of 17
All-Subject Average	41	5	18 of 18	61	97	2 of 17	53	71	2 of 17
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

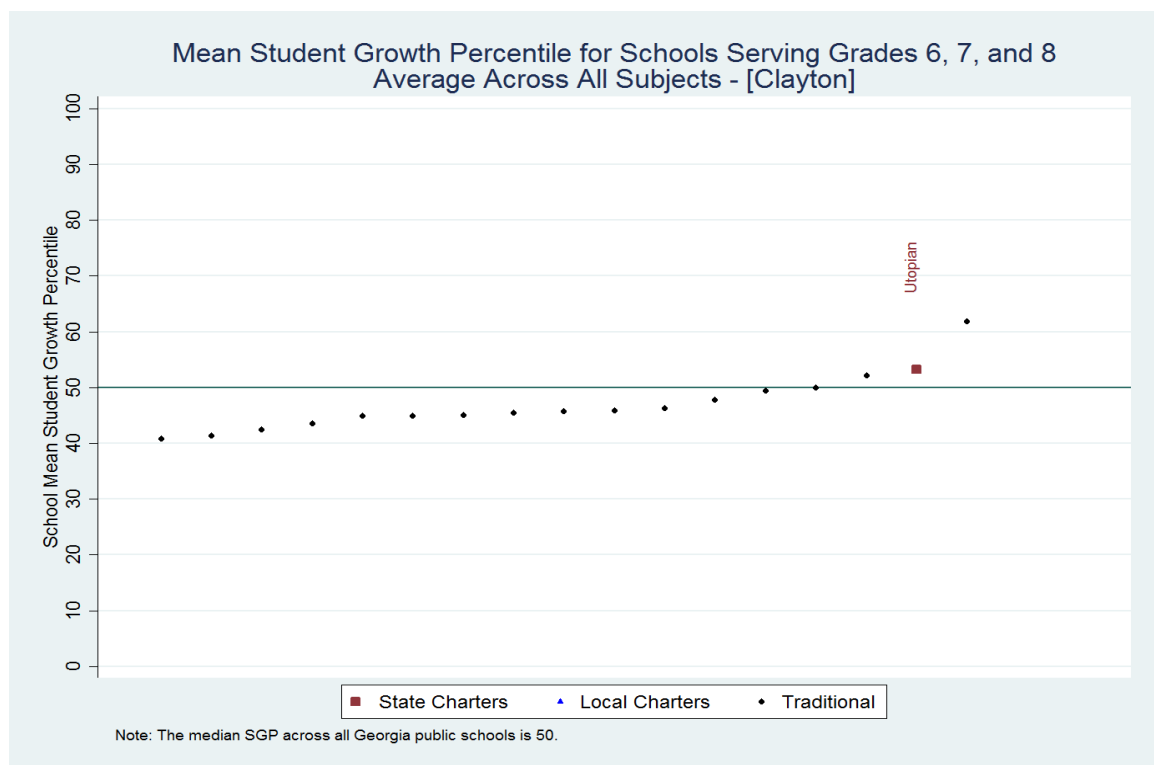
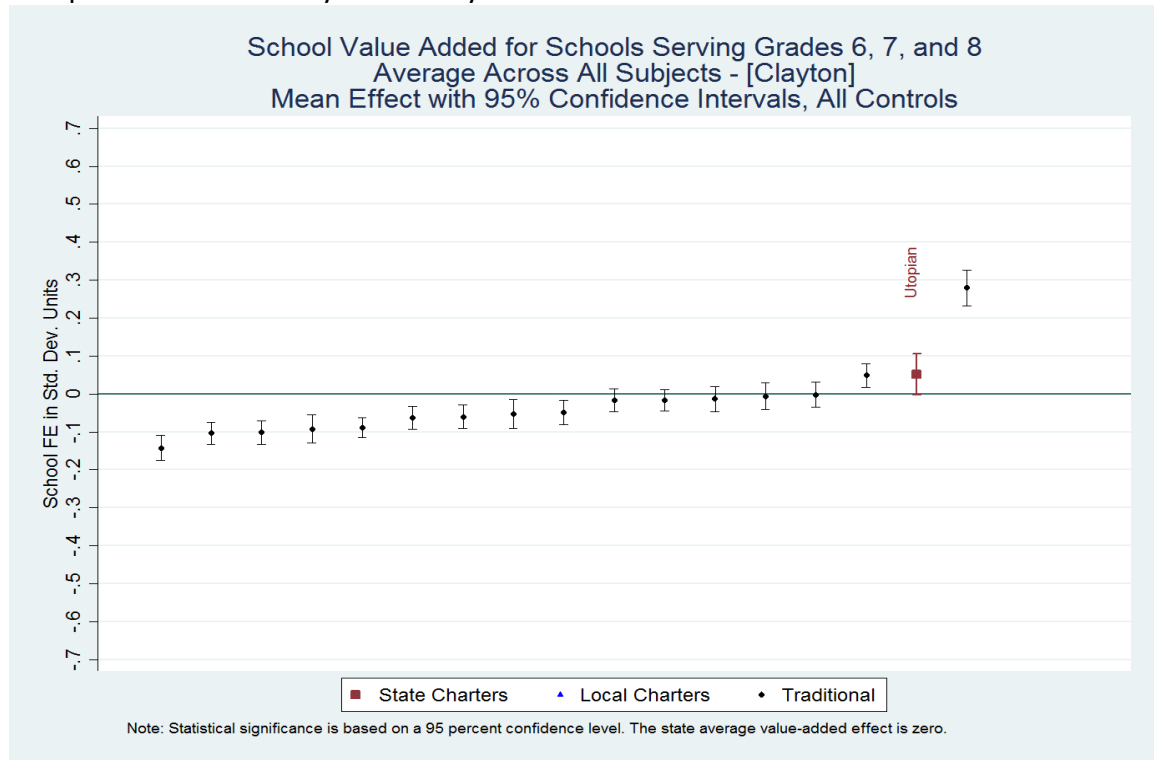
Note: Schools with a statewide attendance zone have no comparison district.

## Comparison of School Impact

Subject Area: All-Subject Middle Average

State Charter: Utopian Academy for the Arts

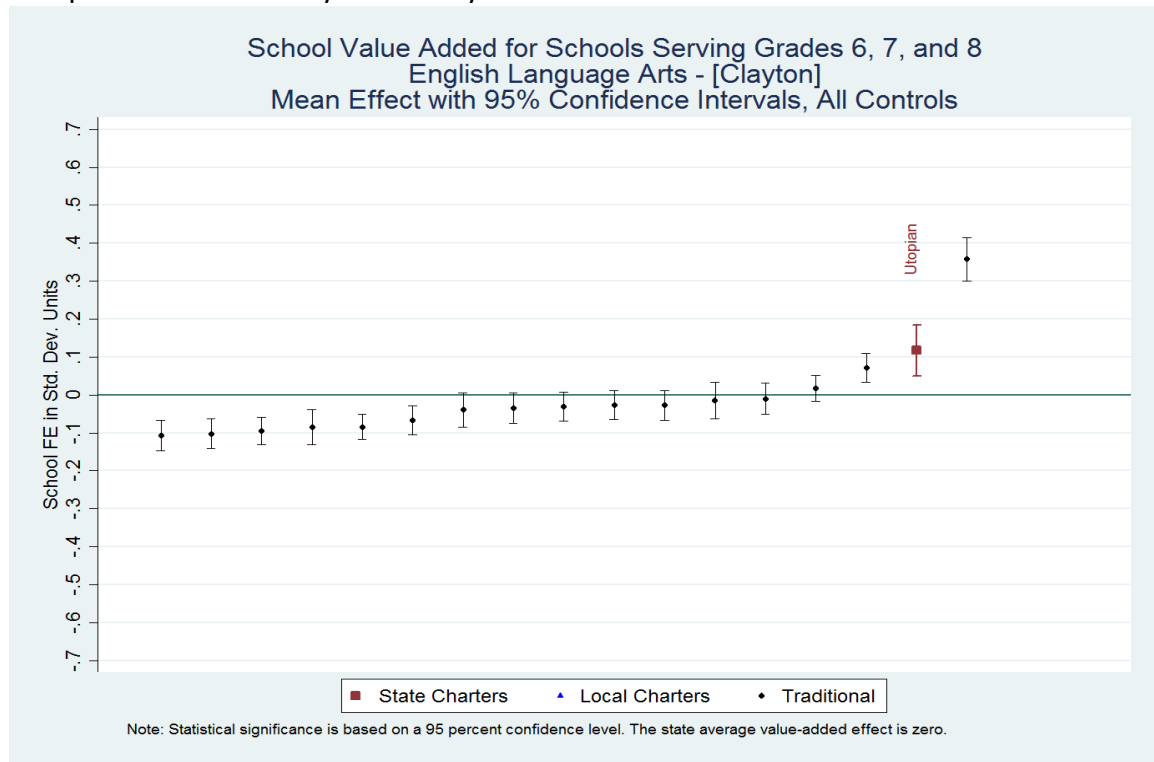
Comparison District: Clayton County



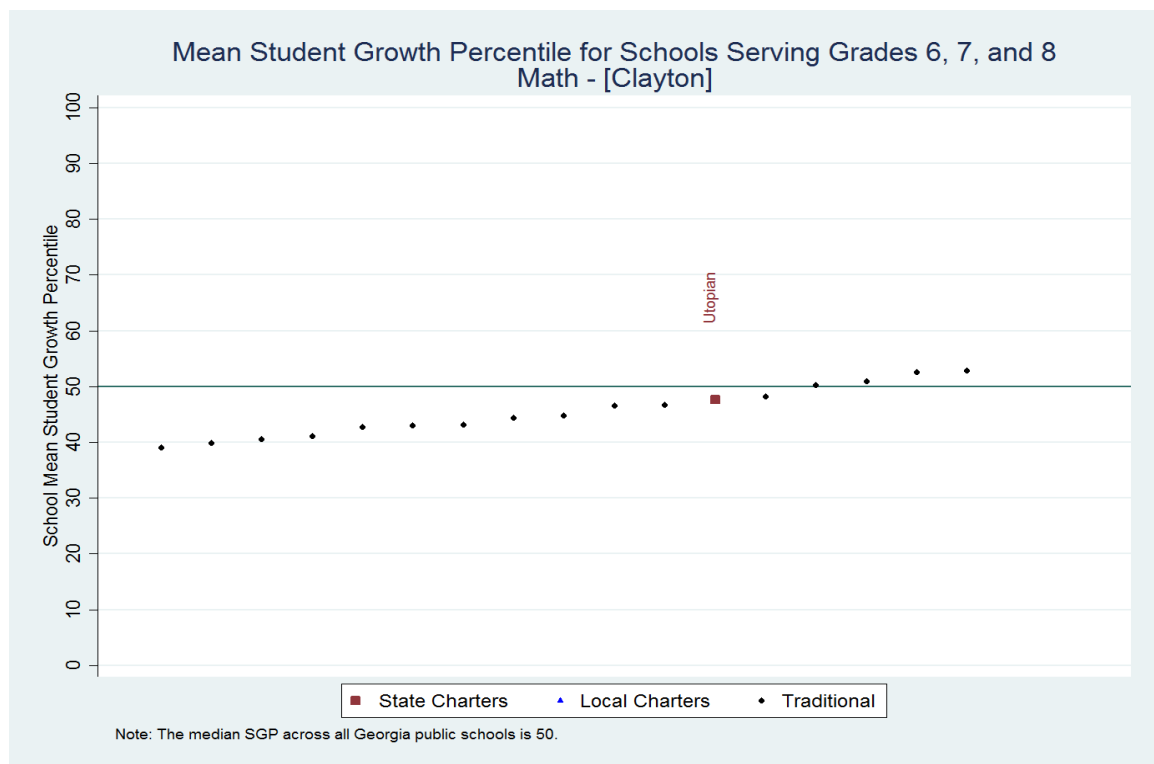
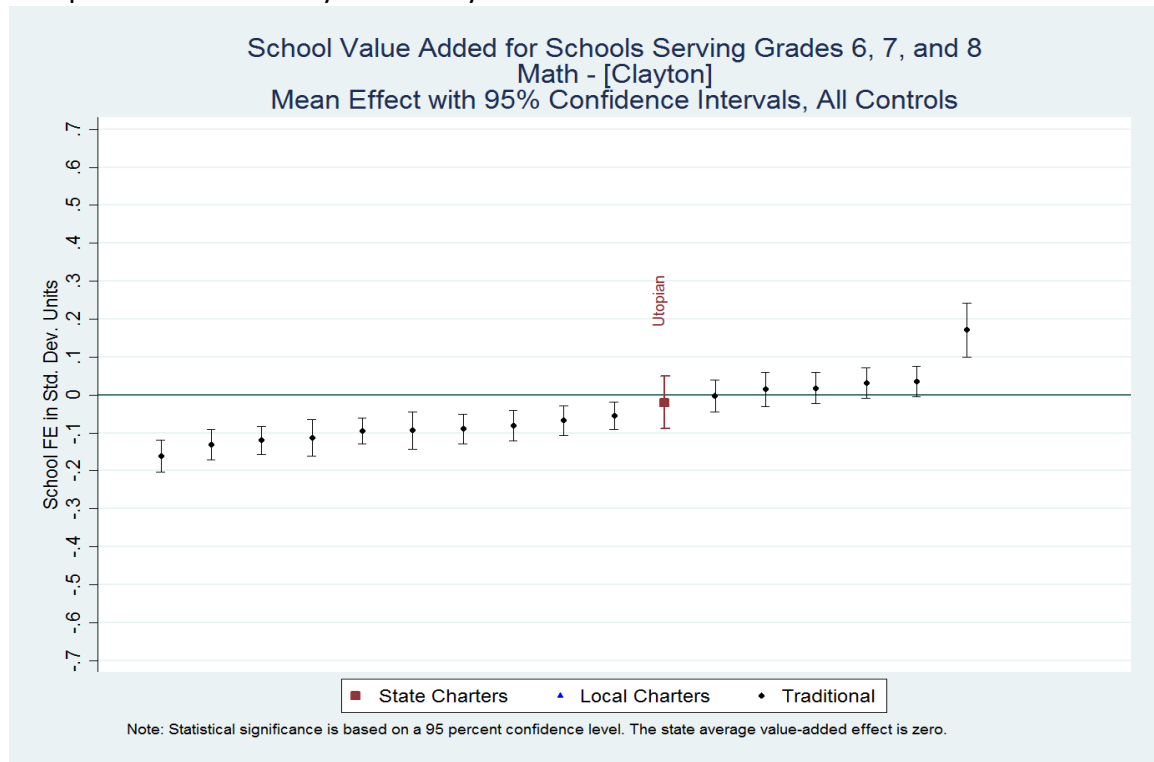
Subject Area: Middle ELA

State Charter: Utopian Academy for the Arts

Comparison District: Clayton County



Subject Area: Middle Mathematics  
 State Charter: Utopian Academy for the Arts  
 Comparison District: Clayton County



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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”:

$$A_{ist} = A_{it-n}\beta_1 + X_{it}\beta_2 + \delta_s + \varepsilon_{ist} \quad (1)$$

where  $A_{ist}$  represents the achievement level of student  $i$  in school  $s$  at time  $t$ ,  $A_{it-n}$  is a vector of prior test scores,  $X_{it}$  is a vector of student characteristics,  $\delta_s$  is a school fixed effect, and  $\varepsilon_{ist}$  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 test scores ( $A_{it-n}\beta_1 + X_{it}\beta_2$ ), 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):

$$A_{ist} = A_{it-n}\gamma_1 + X_{it}\gamma_2 + Z_{st}\gamma_3 + \varphi_{ist} \quad (2)$$

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 ( $A_{it-n}\gamma_1 + X_{it}\gamma_2 + Z_{st}\gamma_3$ ) and actual performance ( $A_{ist}$ ) of each student that is generated in the first stage,  $\varphi_{ist}$ , is regressed on a set of school indicators in the second stage:

$$\varphi_{ist} = \mu_s + \omega_{ist} \quad (3)$$

The estimated effect for each school,  $\mu_s$ , 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.

At the request of GOSA, a comparison of the estimates from the two-step and one-step value-added models was conducted using data from the 2014/15 school year. After examining the impact analysis comparing the two methods, GOSA recommended and SCSC approved the use of the two-step approach with the inclusion of three school-level percentage variables in the first stage: the percent of Limited English Proficiency (LEP) students, Students with Disabilities (SWD), and economically disadvantaged (ED) students. For ED, the decision was made to use school-level direct certification instead of aggregating data from individual-level free/reduced-price lunch (FRL) status because of the recent expansion of the Community Eligibility Provision (CEP) of the National School Lunch Program, which allowed many schools to report 100 percent FRL even if their actual FRL percentage is well below that percentage. Direct certification includes students who are members of households receiving assistance under the Supplemental Nutrition Assistance Program (SNAP), the Temporary Assistance for Needy Families (TANF) program, or who are identified as foster, migrant, or homeless. While direct certification identifies fewer economically disadvantaged students than free/reduced-price lunch because the poverty thresholds are lower, it compares all schools equally regardless of CEP participation. There was also discussion about whether the model should exclude individual-level FRL due to the same data limitations. Individual-level direct certification is not available due to limits in current data sharing agreements with the Department of Human Services. Thus, the decision was made to keep individual-level FRL in the model so that there would still be a control for individual-level student poverty. In future years, if individual-level direct certification becomes available, it will replace individual-level FRL in the model.

Another concern that arose was the increasing incidence of students taking end-of-course (EOC) exams while in middle school. In 2015/16, a substantial number of middle school students took the Coordinate Algebra and Physical Science EOC. Overall, 27.3 percent of Physical Science exam takers and 10.1 percent of Coordinate Algebra exam takers were in middle grades.<sup>8</sup> According to the Georgia Department of Education (GaDOE) website, middle school students taking EOC tests are exempted from taking end-of-grade (EOG) exams in Math and science, “If enrolled in a Mathematics and/or science EOC course, these middle school students will not take the corresponding content area end-of-grade (EOG) measure.” (<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>). The incidence of EOC test-taking and the GaDOE policy on exemptions from EOG exams creates potential biases at both the middle and high school level. If higher achieving students are more likely to take EOC exams in middle school, this would create a downward bias in the EOG testing pool in middle grades for Math and science. Similarly, it would create a downward bias in the testing pool for EOC exams at the high school level.

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<sup>8</sup> The only other subject with non-trivial EOC exam taking in middle school is Ninth Grade Literature, with roughly 3 percent of students taking the exam in grades 7 or 8. However, there is no policy in place to exempt students who take the Ninth Grade Literature exam in middle school from taking end-of-grade exams.



To address these concerns, a control for the percentage of middle school students in each school taking any Math EOC test was added to the first stage of the two-step VAM when estimating school effects for middle school Math EOG scores. For each of the EOC exams at the high school level, the value-added model included a control for the percentage of students in the high school who ever took a relevant EOC while they were in middle school. For the purpose of constructing the EOC-in-middle-school variable, the high school for each student was determined by the school they attended the longest in the given academic year. The “relevant” exams are the same exam for all subjects except Math, where the relevant exam is any Math EOC due to changes in the Math EOCs over the past few years.

In addition to the inclusion of school-level controls, GOSA received suggestions to expand the set of individual-level student characteristics to better account for differences in performance that may arise in schools serving atypical student populations. After exploring the feasibility of various student-level measures, GOSA recommended and SCSC approved the inclusion of two new individual-level student controls in the first stage of the two-step model. One is an indicator for late enrollees, which are students whose first public school enrollment date in a school year is at least two weeks after the starting date for their school of longest enrollment. The other is an indicator for students who withdrew from school in the past under certain circumstances, i.e., who withdrew under one of the following exit codes: expelled, financial hardship/job, incarcerated, removed for lack of attendance, serious illness, pregnancy, court/legal, transferred to Department of Juvenile Justice, or Unsafe School Choice Option.

The other significant difference from years before 2015/16 was a change in the way in which students were assigned to particular schools when estimating the value-added model. Prior to 2015/16, enrollment records were employed to determine the school of longest enrollment for each student and, then if the length of enrollment at that school met the full-academic-year (FAY) standard for Georgia’s College and Career Readiness Performance Index (CCRPI), the student was assigned to that school for the purpose of calculating school value-added. In a relatively small number of cases, these assignments were not the same as the assignments that resulted from GaDOE’s internal calculations for CCRPI. To avoid any inconsistencies, the school assignments, as determined by GaDOE in its student growth percentile calculations, were used to assign students for the purposes of calculating school value-added. It should be noted that these school assignments are course-specific at the high school level; in rare circumstances, a student could be assigned to one school for a particular EOC exam and be assigned to another school for a different EOC exam.

Given these substantial changes to the value-added methodology for 2015/16, revised estimates for years 2014/15 and 2013/14 were produced using the new methodology and included in the 2015/16 report. In this year’s report we continue to use the same two-step method instituted in 2015/16. For the year-to-year comparisons in this year’s report, we reproduce the estimates provided in the 2016/17 and 2017/18 reports, both of which reflect the two-step methodology. Thus, the current-year results and the two years of prior estimates are all derived from the same two-step value-added modeling approach.<sup>9</sup>

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<sup>9</sup> There are some minor differences in the model specifications employed in 2016/17-2018/19 due to data availability issues. As noted above, for the 2016/17 school year data on foster care were delayed so the

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.

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school-level direct certification percentage used in the 2016/17 value-added models excludes students in foster care who do not meet any of the other criteria for direct certification. Also noted, in 2018/19 the Georgia Department of Education stopped collecting data on student participation in gifted programs, and so the 2018/19 calculations do not control for gifted status.

*B. Value-Added Model Estimates*

## Elementary All-Subjects Value-Added Estimates

	(1) All Controls
Lagged Math Score	0.4532*** (0.0014)
Lagged ELA Score	0.3737*** (0.0014)
Grade 4	-0.0218*** (0.0018)
Free/Reduced Lunch	-0.0781*** (0.0024)
Female	0.0276*** (0.0018)
Foreign Born	0.0906*** (0.0060)
Black	-0.0394*** (0.0023)
Hispanic	0.0051 (0.0037)
Asian	0.1202*** (0.0051)
American Indian	-0.0064 (0.0207)
Multi-Racial	-0.0048 (0.0044)
ESOL Enrolled	-0.0430*** (0.0066)
Prim. Lang. Not English	-0.0036 (0.0064)
Orthopedic Impairment	-0.1381** (0.0442)
Speech-Language Imp.	0.0029 (0.0059)
Deaf	-0.1173*** (0.0273)
Visual Impairment	-0.0560 (0.0398)
Emotional/Behav. Dis.	-0.1375*** (0.0105)
Specific Learning Dis.	-0.1242*** (0.0037)
Deaf and Blind	-0.1523 (0.4073)

Autism	-0.1415*** (0.0084)
Traumatic Brain Injury	-0.1680* (0.0756)
Significant Dev. Delay	-0.0692 (0.0445)
Other Health Imp.	-0.1405*** (0.0054)
Mild Intellectual Dis.	-0.1441*** (0.0135)
Mod. Intellectual Dis.	-0.1983 (0.1288)
Sev. Intellectual Dis.	-0.3710 (0.4073)
Num. Schools Attended	-0.0193*** (0.0052)
Changed Schools	-0.0176*** (0.0026)
Diff. from Modal Age	-0.0031*** (0.0002)
Lagged Num. Disc. Inc.	-0.0062*** (0.0010)
Lagged Pct. Present	0.0021*** (0.0002)
late_entry	-0.0049 (0.0143)
prior_ayextbad2	-0.0052 (0.0152)
long_pct_direct_cert	-0.0018*** (0.0001)
long_pct_lep	0.0002** (0.0001)
long_pct_swd	0.0002 (0.0002)
Constant	-0.0430 (0.0250)
R-Squared	0.8117
N	228941

Standard errors in parentheses

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

## Elementary English Language Arts Value-Added Estimates

	(1) All Controls
Lagged ELA Score	0.7395*** (0.0014)
Grade 4	-0.0222*** (0.0023)
Free/Reduced Lunch	-0.1017*** (0.0031)
Female	0.0768*** (0.0023)
Foreign Born	0.0848*** (0.0078)
Black	-0.0689*** (0.0029)
Hispanic	0.0112* (0.0048)
Asian	0.1238*** (0.0066)
American Indian	-0.0006 (0.0269)
Multi-Racial	-0.0058 (0.0057)
ESOL Enrolled	-0.1195*** (0.0086)
Prim. Lang. Not English	0.0091 (0.0084)
Orthopedic Impairment	-0.2890*** (0.0576)
Speech-Language Imp.	-0.0157* (0.0076)
Deaf	-0.2051*** (0.0356)
Visual Impairment	-0.1296* (0.0515)
Emotional/Behav. Dis.	-0.2176*** (0.0137)
Specific Learning Dis.	-0.2247*** (0.0047)
Deaf and Blind	-0.2136 (0.5305)
Autism	-0.2492*** (0.0110)
Traumatic Brain Injury	-0.3798*** (0.1003)

Significant Dev. Delay	-0.1334 <sup>*</sup> (0.0579)
Other Health Imp.	-0.2490 <sup>***</sup> (0.0071)
Mild Intellectual Dis.	-0.3376 <sup>***</sup> (0.0176)
Mod. Intellectual Dis.	-0.5571 <sup>***</sup> (0.1678)
Sev. Intellectual Dis.	-0.5524 (0.5305)
Num. Schools Attended	-0.0273 <sup>***</sup> (0.0067)
Changed Schools	-0.0177 <sup>***</sup> (0.0034)
Diff. from Modal Age	-0.0031 <sup>***</sup> (0.0002)
Lagged Num. Disc. Inc.	-0.0113 <sup>***</sup> (0.0013)
Lagged Pct. Present	0.0038 <sup>***</sup> (0.0003)
late_entry	-0.0175 (0.0186)
prior_ayextbad2	0.0106 (0.0198)
long_pct_direct_cert	-0.0027 <sup>***</sup> (0.0001)
long_pct_lep	0.0001 (0.0001)
long_pct_swd	-0.0004 (0.0003)
Constant	-0.1392 <sup>***</sup> (0.0324)
R-Squared	0.7185
N	229025

Standard errors in parentheses

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

## Elementary Math Value-Added Estimates

	(1) All Controls
Lagged Math Score	0.7714*** (0.0014)
Grade 4	-0.0201*** (0.0022)
Free/Reduced Lunch	-0.0954*** (0.0030)
Female	-0.0378*** (0.0022)
Foreign Born	0.0805*** (0.0075)
Black	-0.0704*** (0.0029)
Hispanic	-0.0199*** (0.0046)
Asian	0.1870*** (0.0064)
American Indian	-0.0283 (0.0259)
Multi-Racial	-0.0185*** (0.0056)
ESOL Enrolled	-0.0831*** (0.0083)
Prim. Lang. Not English	0.0183* (0.0081)
Orthopedic Impairment	-0.1386* (0.0563)
Speech-Language Imp.	0.0016 (0.0074)
Deaf	-0.1201*** (0.0343)
Visual Impairment	-0.0666 (0.0500)
Emotional/Behav. Dis.	-0.1633*** (0.0132)
Specific Learning Dis.	-0.1538*** (0.0046)
Deaf and Blind	-0.1488 (0.5122)
Autism	-0.1598*** (0.0106)
Traumatic Brain Injury	-0.1470 (0.0951)

Significant Dev. Delay	-0.0868 (0.0559)
Other Health Imp.	-0.1701*** (0.0068)
Mild Intellectual Dis.	-0.1348*** (0.0170)
Mod. Intellectual Dis.	-0.0580 (0.1620)
Sev. Intellectual Dis.	-0.3672 (0.5122)
Num. Schools Attended	-0.0200** (0.0065)
Changed Schools	-0.0280*** (0.0033)
Diff. from Modal Age	-0.0037*** (0.0002)
Lagged Num. Disc. Inc.	-0.0073*** (0.0013)
Lagged Pct. Present	0.0046*** (0.0003)
late_entry	0.0009 (0.0180)
prior_ayextbad2	-0.0324 (0.0192)
long_pct_direct_cert	-0.0021*** (0.0001)
long_pct_lep	0.0003*** (0.0001)
long_pct_swd	0.0004 (0.0003)
Constant	-0.2208*** (0.0315)
R-Squared	0.7370
N	228860

Standard errors in parentheses

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$



## Middle School All-Subjects Value-Added Estimates

	(1) All Controls
Lagged Math Score	0.4160*** (0.0012)
Lagged ELA Score	0.4251*** (0.0013)
Grade 7	0.0074** (0.0028)
Grade 8	0.1137*** (0.0028)
Free/Reduced Lunch	-0.0476*** (0.0019)
Female	0.0442*** (0.0015)
Foreign Born	0.0596*** (0.0050)
Black	-0.0439*** (0.0019)
Hispanic	-0.0094** (0.0029)
Asian	0.0628*** (0.0042)
American Indian	-0.0257 (0.0178)
Multi-Racial	-0.0059 (0.0039)
ESOL Enrolled	-0.0730*** (0.0054)
Prim. Lang. Not English	-0.0166*** (0.0044)
Orthopedic Impairment	-0.0532 (0.0394)
Speech-Language Imp.	-0.0215** (0.0083)
Deaf	-0.1024*** (0.0227)
Visual Impairment	-0.0698* (0.0346)
Emotional/Behav. Dis.	-0.0990*** (0.0086)
Specific Learning Dis.	-0.1114*** (0.0031)
Deaf and Blind	-0.3740 (0.4190)

Autism	-0.0764*** (0.0075)
Traumatic Brain Injury	-0.2086*** (0.0618)
Other Health Imp.	-0.1354*** (0.0046)
Mild Intellectual Dis.	-0.1898*** (0.0115)
Mod. Intellectual Dis.	-0.2674** (0.0894)
Num. Schools Attended	-0.0410*** (0.0044)
Changed Schools	-0.0158*** (0.0026)
Diff. from Modal Age	-0.0042*** (0.0001)
Lagged Num. Disc. Inc.	-0.0143*** (0.0006)
Lagged Pct. Present	0.0030*** (0.0002)
late_entry	-0.0335** (0.0115)
prior_ayextbad2	-0.0098 (0.0126)
long_pct_direct_cert	-0.0022*** (0.0001)
long_pct_lep	-0.0003** (0.0001)
long_pct_swd	-0.0008*** (0.0002)
long_pct_eoct_Math_middle	-0.0024*** (0.0001)
long_pct_eoct_lit9_middle	-0.0003 (0.0002)
Constant	-0.0907*** (0.0201)
R-Squared	0.8098
N	332347

Standard errors in parentheses

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

## Middle School English Language Arts Value-Added Estimates

	(1) All Controls
Lagged ELA Score	0.7570*** (0.0012)
Grade 7	0.0072* (0.0034)
Grade 8	0.0305*** (0.0035)
Free/Reduced Lunch	-0.0786*** (0.0024)
Female	0.0659*** (0.0018)
Foreign Born	0.0426*** (0.0062)
Black	-0.0526*** (0.0023)
Hispanic	-0.0060 (0.0035)
Asian	0.1255*** (0.0051)
American Indian	-0.0379 (0.0218)
Multi-Racial	0.0040 (0.0048)
ESOL Enrolled	-0.1740*** (0.0066)
Prim. Lang. Not English	-0.0027 (0.0053)
Orthopedic Impairment	-0.0729 (0.0484)
Speech-Language Imp.	-0.0586*** (0.0102)
Deaf	-0.1933*** (0.0278)
Visual Impairment	-0.1312** (0.0423)
Emotional/Behav. Dis.	-0.1517*** (0.0106)
Specific Learning Dis.	-0.1800*** (0.0038)
Deaf and Blind	-0.4745 (0.5139)
Autism	-0.1564*** (0.0092)

Traumatic Brain Injury	-0.3125*** (0.0758)
Other Health Imp.	-0.2011*** (0.0056)
Mild Intellectual Dis.	-0.3140*** (0.0140)
Mod. Intellectual Dis.	-0.4724*** (0.1096)
Num. Schools Attended	-0.0380*** (0.0054)
Changed Schools	-0.0171*** (0.0031)
Diff. from Modal Age	-0.0046*** (0.0002)
Lagged Num. Disc. Inc.	-0.0197*** (0.0007)
Lagged Pct. Present	0.0040*** (0.0002)
late_entry	-0.0246 (0.0141)
prior_ayextbad2	-0.0013 (0.0155)
long_pct_direct_cert	-0.0024*** (0.0001)
long_pct_lep	-0.0008*** (0.0001)
long_pct_swd	-0.0018*** (0.0003)
long_pct_eoct_lit9_middle	-0.0029*** (0.0003)
Constant	-0.1512*** (0.0246)
R-Squared	0.7379
N	330829

Standard errors in parentheses

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

## Middle School Math Value-Added Estimates

	(1) All Controls
Lagged Math Score	0.8031*** (0.0012)
Grade 6	-0.2369*** (0.0036)
Grade 7	-0.2384*** (0.0024)
Free/Reduced Lunch	-0.0668*** (0.0025)
Female	0.0184*** (0.0019)
Foreign Born	0.0596*** (0.0066)
Black	-0.0941*** (0.0025)
Hispanic	-0.0336*** (0.0037)
Asian	0.1476*** (0.0058)
American Indian	-0.0267 (0.0230)
Multi-Racial	-0.0320*** (0.0050)
ESOL Enrolled	-0.1513*** (0.0071)
Prim. Lang. Not English	0.0246*** (0.0062)
Orthopedic Impairment	-0.1118* (0.0501)
Speech-Language Imp.	-0.0244* (0.0104)
Deaf	-0.1064*** (0.0285)
Visual Impairment	-0.0296 (0.0443)
Emotional/Behav. Dis.	-0.1445*** (0.0108)
Specific Learning Dis.	-0.1602*** (0.0038)
Deaf and Blind	-0.4857 (0.5203)
Autism	-0.1162*** (0.0094)

Traumatic Brain Injury	-0.2222** (0.0767)
Other Health Imp.	-0.1917*** (0.0057)
Mild Intellectual Dis.	-0.2247*** (0.0142)
Mod. Intellectual Dis.	-0.2592* (0.1110)
Num. Schools Attended	-0.0536*** (0.0055)
Changed Schools	-0.0304*** (0.0032)
Diff. from Modal Age	-0.0053*** (0.0002)
Lagged Num. Disc. Inc.	-0.0169*** (0.0007)
Lagged Pct. Present	0.0055*** (0.0002)
late_entry	-0.0399** (0.0145)
prior_ayextbad2	-0.0258 (0.0159)
long_pct_direct_cert	-0.0030*** (0.0001)
long_pct_lep	0.0002 (0.0001)
long_pct_swd	-0.0011*** (0.0003)
long_pct_eoct_Math_middle	-0.0016*** (0.0002)
Constant	0.0067 (0.0253)
R-Squared	0.7345
N	310449

Standard errors in parentheses

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

## High School All-Subjects Value-Added Estimates

	(1) All Controls
Grade 8 Math Score	0.2009*** (0.0088)
Grade 8 ELA Score	0.2441*** (0.0089)
Grade 8 Reading Score	0.1946*** (0.0346)
Grade 8 Science Score	0.0638*** (0.0089)
Grade 8 Soc. Stud. Score	0.0686*** (0.0088)
Free/Reduced Lunch	-0.0688*** (0.0023)
Female	0.0663*** (0.0019)
Foreign Born	0.0615*** (0.0055)
Black	-0.0421*** (0.0024)
Hispanic	-0.0224*** (0.0033)
Asian	0.1583*** (0.0051)
American Indian	-0.0231 (0.0207)
Multi-Racial	-0.0161** (0.0052)
ESOL Enrolled	0.0210** (0.0069)
Prim. Lang. Not English	-0.0596*** (0.0048)
Orthopedic Impairment	-0.0796 (0.0486)
Speech-Language Imp.	-0.0553** (0.0200)
Deaf	-0.0813** (0.0299)
Visual Impairment	-0.1007* (0.0429)
Emotional/Behav. Dis.	-0.1077*** (0.0110)
Specific Learning Dis.	-0.1153*** (0.0040)

Deaf and Blind	0.2104 (0.4910)
Autism	-0.0630*** (0.0099)
Traumatic Brain Injury	-0.0578 (0.0609)
Other Health Imp.	-0.1423*** (0.0060)
Mild Intellectual Dis.	-0.1955*** (0.0154)
Mod. Intellectual Dis.	-0.2323 (0.1418)
Num. Schools Attended	-0.0756*** (0.0045)
Changed Schools	0.0472*** (0.0018)
Diff. from Modal Age	-0.0051*** (0.0002)
Lagged Num. Disc. Inc.	-0.0220*** (0.0007)
Lagged Pct. Present	0.0050*** (0.0002)
late_entry	-0.0033 (0.0111)
prior_ayextbad2	0.0127 (0.0099)
long_pct_direct_cert	-0.0026*** (0.0001)
long_pct_lep	0.0016*** (0.0002)
long_pct_swd	-0.0071*** (0.0003)
sl_ever_eoct_lit9_middle	-0.1453*** (0.0128)
sl_ever_eoct_amlc_middle	57.4769*** (11.8347)
sl_ever_eoct_Math_middle	0.0581*** (0.0085)
Constant	-0.3247*** (0.0199)
R-Squared	0.7199
N	299962

Standard errors in parentheses

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$



## High School 9th Grade Literature Value-Added Estimates

	(1) All Controls
Grade 8 Math Score	-0.0022 (0.0240)
Grade 8 ELA Score	0.3956*** (0.0241)
Grade 8 Reading Score	0.2678** (0.0954)
Grade 8 Science Score	0.0353 (0.0240)
Grade 8 Soc. Stud. Score	0.1023*** (0.0240)
Free/Reduced Lunch	-0.0703*** (0.0038)
Female	0.1314*** (0.0032)
Foreign Born	0.0355*** (0.0092)
Black	-0.0107** (0.0040)
Hispanic	0.0149** (0.0055)
Asian	0.0926*** (0.0081)
American Indian	-0.0370 (0.0336)
Multi-Racial	0.0075 (0.0084)
ESOL Enrolled	-0.1130*** (0.0110)
Prim. Lang. Not English	-0.0368*** (0.0075)
Orthopedic Impairment	-0.0294 (0.0797)
Speech-Language Imp.	-0.1102*** (0.0298)
Deaf	-0.2370*** (0.0511)
Visual Impairment	-0.1932* (0.0759)
Emotional/Behav. Dis.	-0.1655*** (0.0172)

Specific Learning Dis.	-0.1872*** (0.0065)
Deaf and Blind	0.1885 (0.4974)
Autism	-0.1491*** (0.0162)
Traumatic Brain Injury	-0.2694** (0.0958)
Other Health Imp.	-0.2109*** (0.0095)
Mild Intellectual Dis.	-0.3807*** (0.0250)
Mod. Intellectual Dis.	-0.2602 (0.2872)
Num. Schools Attended	-0.0644*** (0.0072)
Changed Schools	-0.0151** (0.0057)
Diff. from Modal Age	-0.0047*** (0.0003)
Lagged Num. Disc. Inc.	-0.0213*** (0.0011)
Lagged Pct. Present	0.0025*** (0.0003)
late_entry	-0.0033 (0.0180)
prior_ayextbad2	-0.0122 (0.0166)
long_pct_direct_cert	-0.0013*** (0.0001)
long_pct_lep	-0.0008** (0.0003)
long_pct_swd	-0.0037*** (0.0005)
sl_ever_eoct_lit9_middle	-0.1707*** (0.0247)
Constant	-0.0800* (0.0341)
R-Squared	0.7378
N	112179

Standard errors in parentheses

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

## High School American Literature Value-Added Estimates

	(1) All Controls
Grade 8 Math Score	0.0020 (0.0124)
Grade 8 ELA Score	0.3758*** (0.0124)
Grade 8 Reading Score	0.2702*** (0.0478)
Grade 8 Science Score	0.0354** (0.0124)
Grade 8 Soc. Stud. Score	0.1075*** (0.0124)
Free/Reduced Lunch	-0.0690*** (0.0042)
Female	0.0934*** (0.0035)
Foreign Born	0.0600*** (0.0102)
Black	-0.0742*** (0.0045)
Hispanic	-0.0381*** (0.0062)
Asian	0.0788*** (0.0090)
American Indian	0.0166 (0.0390)
Multi-Racial	-0.0073 (0.0097)
ESOL Enrolled	-0.0567*** (0.0141)
Prim. Lang. Not English	-0.0731*** (0.0085)
Orthopedic Impairment	-0.0109 (0.0871)
Speech-Language Imp.	-0.0947* (0.0439)
Deaf	-0.0913 (0.0590)
Visual Impairment	0.0425 (0.0819)
Emotional/Behav. Dis.	-0.1475*** (0.0219)
Specific Learning Dis.	-0.1382*** (0.0078)

Autism	-0.0864*** (0.0195)
Traumatic Brain Injury	-0.0518 (0.1096)
Other Health Imp.	-0.1660*** (0.0122)
Mild Intellectual Dis.	-0.3253*** (0.0295)
Mod. Intellectual Dis.	-0.3356 (0.2191)
Num. Schools Attended	-0.0836*** (0.0092)
Changed Schools	0.0083 (0.0072)
Diff. from Modal Age	-0.0079*** (0.0003)
Lagged Num. Disc. Inc.	-0.0347*** (0.0015)
Lagged Pct. Present	0.0047*** (0.0003)
late_entry	0.0041 (0.0211)
prior_ayextbad2	-0.0018 (0.0179)
long_pct_direct_cert	-0.0023*** (0.0002)
long_pct_lep	-0.0012*** (0.0004)
long_pct_swd	-0.0032*** (0.0006)
sl_ever_eoct_amlc_middle	33.8563 (21.3219)
Constant	-0.2690*** (0.0350)
R-Squared	0.7038
N	103082

Standard errors in parentheses

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

## High School Algebra 1 Value-Added Estimates

	(1) All Controls
Grade 8 Math Score	0.4598*** (0.0290)
Grade 8 ELA Score	0.1305*** (0.0291)
Grade 8 Reading Score	-0.1012 (0.1154)
Grade 8 Science Score	0.1315*** (0.0291)
Grade 8 Soc. Stud. Score	0.0935** (0.0290)
Free/Reduced Lunch	-0.0443*** (0.0044)
Female	0.0802*** (0.0037)
Foreign Born	0.0674*** (0.0111)
Black	0.0328*** (0.0045)
Hispanic	0.0158* (0.0063)
Asian	0.2225*** (0.0115)
American Indian	0.0353 (0.0385)
Multi-Racial	0.0009 (0.0096)
ESOL Enrolled	0.0711*** (0.0127)
Prim. Lang. Not English	-0.0145 (0.0098)
Orthopedic Impairment	0.0119 (0.0907)
Speech-Language Imp.	0.0134 (0.0326)
Deaf	0.0243 (0.0547)
Visual Impairment	-0.1467 (0.0803)
Emotional/Behav. Dis.	-0.0435* (0.0193)
Specific Learning Dis.	-0.0632*** (0.0070)

Deaf and Blind	0.1947 (0.4881)
Autism	-0.0044 (0.0177)
Traumatic Brain Injury	-0.1100 (0.0958)
Other Health Imp.	-0.0988*** (0.0102)
Mild Intellectual Dis.	-0.0599* (0.0277)
Mod. Intellectual Dis.	0.0389 (0.2441)
Num. Schools Attended	-0.0387*** (0.0082)
Changed Schools	0.0101 (0.0053)
Diff. from Modal Age	-0.0027*** (0.0003)
Lagged Num. Disc. Inc.	-0.0132*** (0.0012)
Lagged Pct. Present	0.0044*** (0.0004)
late_entry	0.0104 (0.0200)
prior_ayextbad2	-0.0034 (0.0182)
long_pct_direct_cert	-0.0044*** (0.0002)
long_pct_lep	-0.0017*** (0.0005)
long_pct_swd	-0.0086*** (0.0006)
sl_ever_eoct_Math_middle	0.0833*** (0.0176)
Constant	-0.3834*** (0.0392)
R-Squared	0.6711
N	81665

Standard errors in parentheses

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$

## High School Geometry Value-Added Estimates

	(1) All Controls
Grade 8 Math Score	0.3924*** (0.0171)
Grade 8 ELA Score	0.0874*** (0.0172)
Grade 8 Reading Score	0.0759 (0.0673)
Grade 8 Science Score	0.1254*** (0.0173)
Grade 8 Soc. Stud. Score	0.0328 (0.0172)
Free/Reduced Lunch	-0.0747*** (0.0044)
Female	-0.0130*** (0.0037)
Foreign Born	0.0647*** (0.0106)
Black	-0.0816*** (0.0047)
Hispanic	-0.0326*** (0.0064)
Asian	0.2560*** (0.0092)
American Indian	0.0131 (0.0402)
Multi-Racial	-0.0508*** (0.0098)
ESOL Enrolled	0.0426** (0.0143)
Prim. Lang. Not English	-0.0512*** (0.0089)
Orthopedic Impairment	-0.0969 (0.1004)
Speech-Language Imp.	0.0004 (0.0399)
Deaf	0.0258 (0.0631)
Visual Impairment	-0.0563 (0.0839)
Emotional/Behav. Dis.	-0.0750*** (0.0228)
Specific Learning Dis.	-0.0827*** (0.0080)

Autism	-0.0421*
	(0.0195)
Traumatic Brain Injury	0.3986**
	(0.1473)
Other Health Imp.	-0.1153***
	(0.0125)
Mild Intellectual Dis.	-0.0547
	(0.0331)
Mod. Intellectual Dis.	-0.2710
	(0.3754)
Num. Schools Attended	-0.1378***
	(0.0096)
Changed Schools	0.2511***
	(0.0045)
Diff. from Modal Age	-0.0050***
	(0.0003)
Lagged Num. Disc. Inc.	-0.0198***
	(0.0015)
Lagged Pct. Present	0.0073***
	(0.0004)
late_entry	-0.0870***
	(0.0254)
prior_ayextbad2	0.0426*
	(0.0201)
long_pct_direct_cert	-0.0045***
	(0.0002)
long_pct_lep	-0.0014**
	(0.0005)
long_pct_swd	-0.0134***
	(0.0007)
sl_ever_eoct_Math_middle	0.0346*
	(0.0160)
Constant	-0.4101***
	(0.0418)
R-Squared	0.7113
N	92790

Standard errors in parentheses

\*  $p < 0.05$ , \*\*  $p < 0.01$ , \*\*\*  $p < 0.001$