

The Performance of State Charter Schools in Georgia, 2017/18

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Executive Summary

A total of 29 state charter schools operated in Georgia during the 2017/18 school year. For 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, 2017/18 was the first year of operation. 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. Two schools, Graduation Achievement and Ivy Preparatory Academy at Gwinnett, closed after the 2017/18 school year, so they are not included in this report. Thus, this report documents the performance of 27 state charter schools in 2017/18, the performance of 21 of those schools in 2016/17 and the performance of 17 of the currently operating schools in 2015/16.

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 (13 of 27) serve a combination of elementary (K-5) and middle grades (6-8).
 - Three serve only elementary grades.
 - One serves only middle school grades.
 - Three serve only high school grades (9-12).
 - Five schools serve elementary, middle and at least some high school grades.
 - The remaining two schools serve both middle and high school grades.
- Student Demographics
 - Four of the 27 schools are single-gender schools.
 - At eight schools, African-American enrollment is 90 percent or more.
 - For two 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.

- Two schools have over fifteen percent of their students classified as gifted, while eight schools report less than one percent of their students as gifted.
- Instructional Mode
 - Two of the 27 schools provide fully online course offerings.
 - The remaining 25 schools offer primarily face-to-face instruction.
- Geographic Area Served
 - Nine of the 27 schools accept students from a single school district only.
 - Four schools offer enrollment to students in multiple school districts.
 - The two fully-online virtual schools and twelve of the “brick-and-mortar” schools allow students from throughout the state to attend.

Less than one-tenth of 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-one 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 eight schools, the cross-subject average performance is not distinguishable from the state average for all elementary schools in terms of statistical significance.
- For ten schools, the cross-subject average performance is below the state average for all elementary schools at a level that is statistically significant.
- One school tested fewer than 15 students; therefore, its performance cannot be reported.

Just under one-third of state charter schools serving elementary grades within a defined attendance zone perform at a level at which one can be at least 95 percent certain they are performing better than the average of all elementary schools in their district(s).

- Of the 21 state charters serving elementary grades, ten have a non-statewide attendance zone that includes one or more districts. For two of the ten, the estimated cross-subject average ELA and Math performance is above that of 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 three 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.
- One school tested fewer than 15 students; therefore, its performance cannot be reported.

Half of state charter schools serving middle grades perform below the average public middle school in the state with a similar student population at a level that is statistically significant.

- Twenty-one state charter schools serve middle grades.
- For two schools, their cross-subject average performance is above the state average for all middle schools at a level that is statistically significant
- For nine state charter schools, their cross-subject average performance is indistinguishable from the state average for all middle schools.
- For eleven 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 K-5, but gives middle school EOG exams.

Only one state charter school 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).

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

- Ten state charter schools serve grades 9-12.
- In three high schools, their cross-subject average performance is statistically higher than the state average for all high schools.
- In five high schools, their individual test-school performance is higher than the state average of all high schools in at least one subject.
- For seven schools, their individual test-school performance is indistinguishable from the state average of all high schools in at least one subject.
- In five schools, their individual test-school performance is below the state average of all high schools in at least one subject.
- Across the 54 test-school combinations:
 - the test-school performance was indistinguishable from the state average in 26 cases;
 - the test-school performance was below the state average in 18 cases and that difference is statistically significant; and
 - the test-school performance was above the state average in 10 cases, with the difference being statistically significant.
- Small sample sizes at some of the tested schools, in part, contribute to their results being indistinguishable from the state.

- Two schools tested fewer than 15 students; therefore, their performance cannot be reported.
- One school only has a cross-subject average and not enough students to report scores for each individual end-of-course exam.

For the majority of subjects at the high school level, most state charters with non-statewide attendance zones perform at a level that is indistinguishable from the average high school in their district(s).

- Of the ten state charter schools that serve high school grades, three serve students in one or more school districts, resulting in 19 subject-school combinations.
- For one school, its performance is indistinguishable from the district average in four of six subjects.
- In another school, its performance is indistinguishable from the district average in three of eight subjects.
- For the third school, its performance is indistinguishable from the district average in five of five subjects.

I. Introduction and Background

Twenty-nine state charter schools operated in Georgia during the 2017/18 school year, but two have since closed, so this report only 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.¹ Table 1 summarizes information about the 27 schools that operated during the 2017/18 school year and remain in operation in 2018/19. 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. physical classrooms), attendance zone, and any special enrollment requirements (e.g., parental participation requirements or gender restrictions). The 27 schools vary in their structure, mission, and service area. For example, two of the 27 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 (9 of 27) 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. Eight of the 27 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, Students with Disabilities (SWD), and gifted students as well.²

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

²The 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 two SCSC schools where this is not the case, one of which has no students reported as FRL, suggesting the school either does 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	No	20 hours volunteer/year for one child, 30 hours/year for more than one child	Students residing in Cherokee 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
Coweta Charter Academy	2010	Charter Schools USA	K-8	None	Normal	No	No	No	20 hours volunteer/year for one child, 30 hours/year for more than one child	Students residing in Coweta 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
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	No	20 volunteer hours/year	Students residing in Fulton County Public Schools zone
Genesis Academy for Boys	2017	No	K-10	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-10	College preparatory	Extended Day/Week/Year	Girls Only	No	Yes	Not specified	Students residing in State of GA
Georgia Connections Academy	2011	Connections Academy	K-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

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 School for Innovation and the Classics	2015	No	K-7	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 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
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	3-8	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

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
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, Randolph Public School zones
Resurgence Hall	2017	No	K-8	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-8	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

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
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
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>	<i>Pct. Gifted</i>
Atlanta Heights	51.0	0.1	96.2	2.4	1.2	94.5	70.0	2.2	10.0	0.0
Brookhaven	44.8	45.4	24.4	17.7	12.5	10.5	5.8	10.4	10.3	0.0
Cherokee	49.6	68.0	16.5	13.3	2.2	14.4	13.9	8.6	14.0	4.5
Cirrus	54.1	2.9	94.8	0.5	1.8	100.0	66.9	0.2	5.4	0.0
Coastal Plains	48.4	55.1	34.1	8.3	2.4	47.1	36.6	1.7	13.7	1.4
Coweta	51.6	71.8	15.9	6.3	6.0	11.3	12.4	0.3	10.9	13.9
DuBois	49.5	0.3	98.1	0.4	1.2	100.0	48.6	2.7	15.0	1.9
Foothills	44.5	54.5	31.7	10.0	3.7	61.5	29.3	1.5	15.5	2.4
Fulton Leadership	0.0	0.0	97.4	2.0	0.6	87.3	32.2	0.0	15.9	10.1
Genesis - Boys	0.0	3.6	87.5	8.0	0.9	45.1	33.3	7.2	4.9	5.4
Genesis - Girls	100.0	2.7	93.5	3.8	0.0	53.0	34.9	3.2	2.7	2.7
GA Connections	53.7	49.7	34.2	8.2	7.9	29.5	24.0	0.6	11.8	4.1
GA Cyber	51.7	47.3	35.9	8.1	8.7	66.5	35.9	0.9	13.7	9.3
GA Innovation	50.9	71.6	18.0	5.4	5.1	0.0	20.8	0.1	10.5	5.9
International - Smyrna	51.3	1.6	73.5	18.2	6.7	66.2	19.5	13.0	4.7	8.7
International - Atlanta	57.7	39.1	28.1	17.8	14.9	1.1	8.6	7.7	5.9	6.5
Ivy Prep. – Kirkwood	100.0	0.0	96.6	2.8	0.6	78.2	46.9	0.4	6.4	0.0
Liberty Tech	52.8	62.3	26.2	6.7	4.9	17.6	11.1	0.5	10.4	15.7
Mountain Ed.	47.3	78.8	4.4	14.6	2.2	100.0	21.5	3.3	14.2	0.0
Odyssey	45.0	50.3	31.2	11.0	7.5	40.6	19.0	4.2	14.4	11.0
Pataula	49.1	69.4	21.0	5.4	4.3	61.5	30.1	0.7	9.1	5.4
Resurgence Hall	50.0	0.9	97.4	1.8	0.0	66.7	40.9	0.0	4.4	0.0
SAIL	63.7	68.1	17.4	8.8	5.8	15.0	11.2	0.0	6.3	7.9
Scintilla	50.6	48.4	40.2	5.7	5.7	52.6	29.7	0.2	11.2	11.6

<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>	<i>Pct. Gifted</i>
Southwest GA	56.5	72.5	15.5	7.2	4.8	68.1	38.9	0.5	13.0	0.0
Statesboro STEAM	47.6	72.0	21.3	3.7	3.0	57.3	21.3	0.0	15.2	18.9
Utopian	49.4	0.4	94.2	4.6	0.8	100.0	44.2	0.0	12.0	0.0

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 multiial. The percentage of students in each of the component racial groups is less than five percent for each state charter school, except for 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.³ Unlike the value-added model, the student growth percentiles produced from Georgia's student growth model do not include standard errors or confidence intervals.⁴ 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).

³ 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).

⁴ 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.⁵ 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.⁶ Student growth percentiles are only available for 9th-Grade Literature, American Literature, Algebra 1 and Geometry.⁷

Based on value-added, the most common result overall was that state charters perform at a level that is not statistically different from the average of schools with similar student populations in Georgia. This is true in three of the six grade group/subject combinations: elementary ELA, middle school ELA, and Algebra 1. In three other areas, a plurality of state charters perform statistically worse than schools serving similar student populations: elementary Math, middle school Math, and Geometry. In none of the six areas was it most common for the state charters to outperform the state average. For both the elementary and middle school cross-subject averages, a plurality of state charter schools performed worse than the state average. 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).

⁵ 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.

⁶ Two other end-of-course exams were administered in 2017/18, Coordinate Algebra and Analytic Geometry. Estimates for these two tests are not reported because none of the 27 current SCSC schools had a sufficient number of students (15 or more) taking the exam to yield reliable VAM estimates.

⁷ 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]

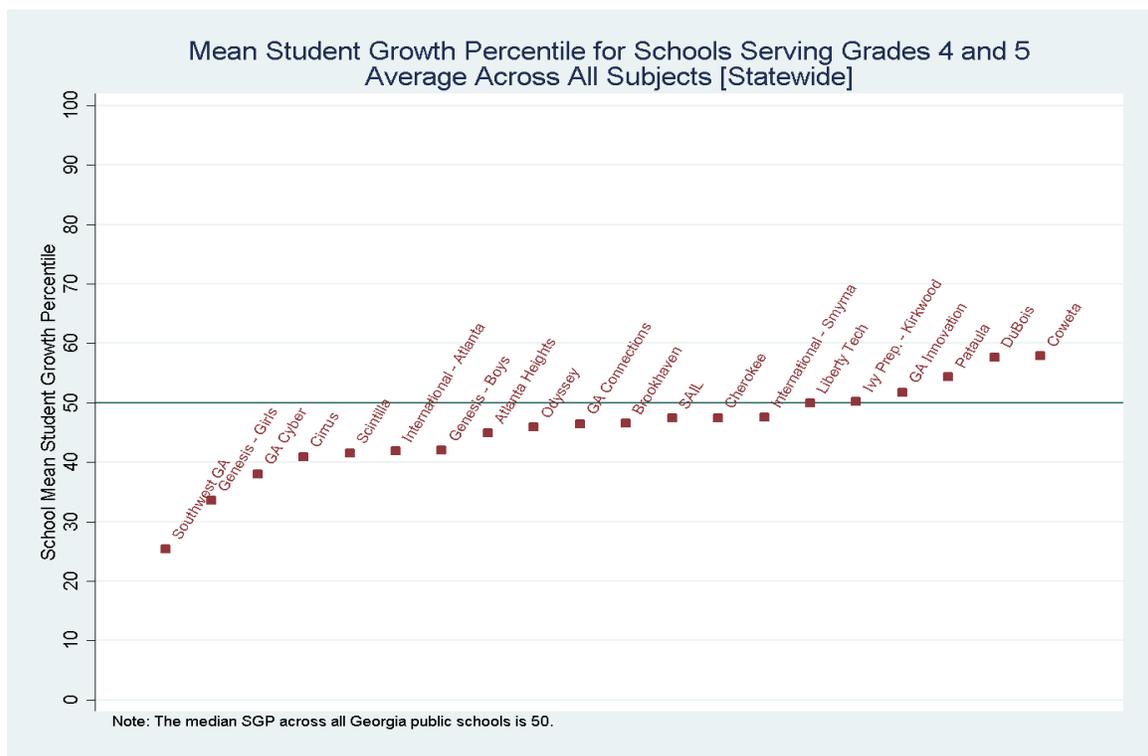
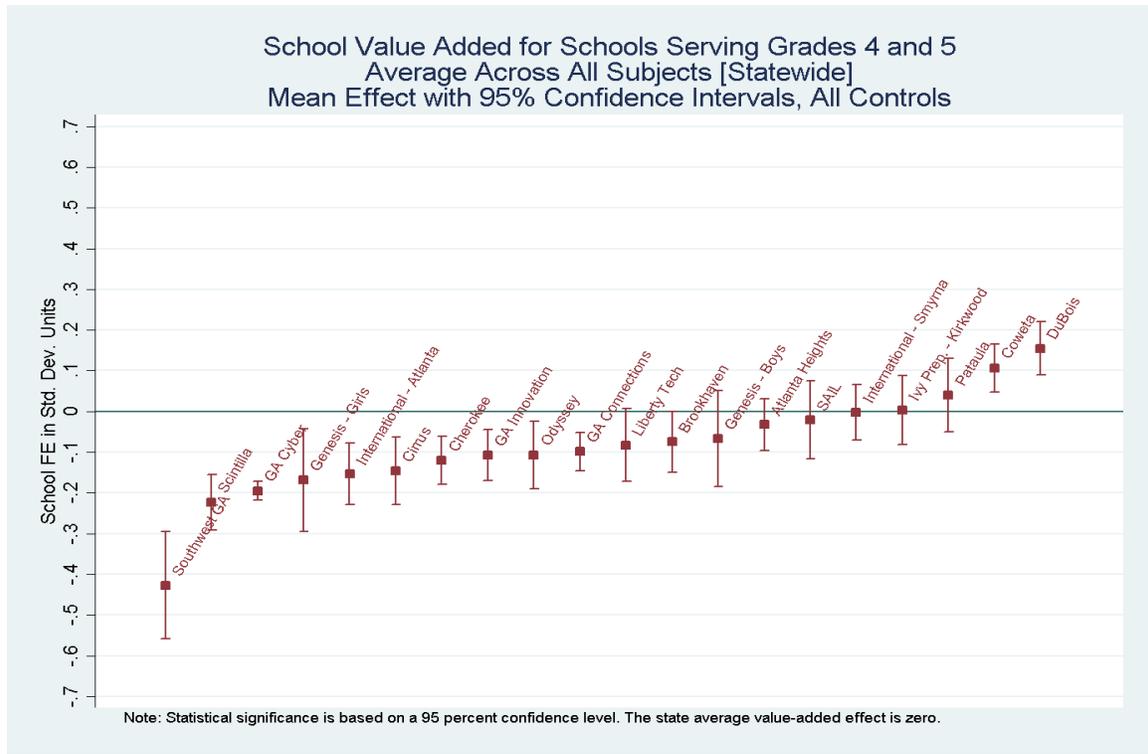


Figure 2: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 4 and 5 – English Language Arts [Statewide]

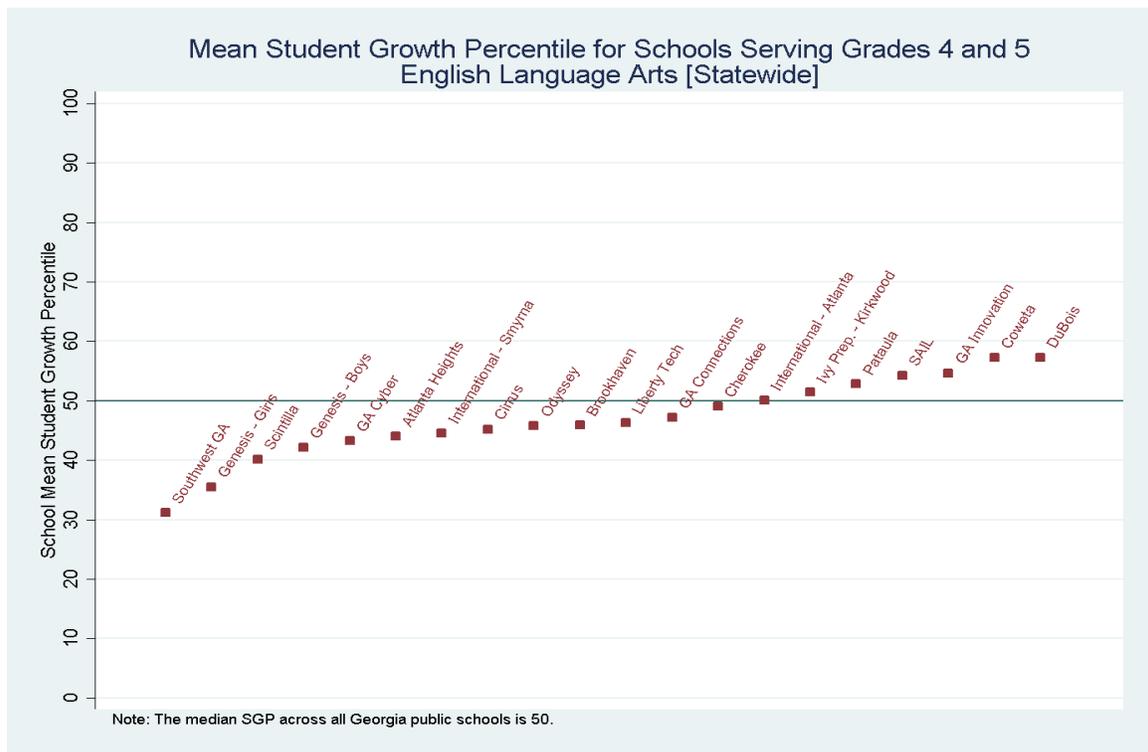
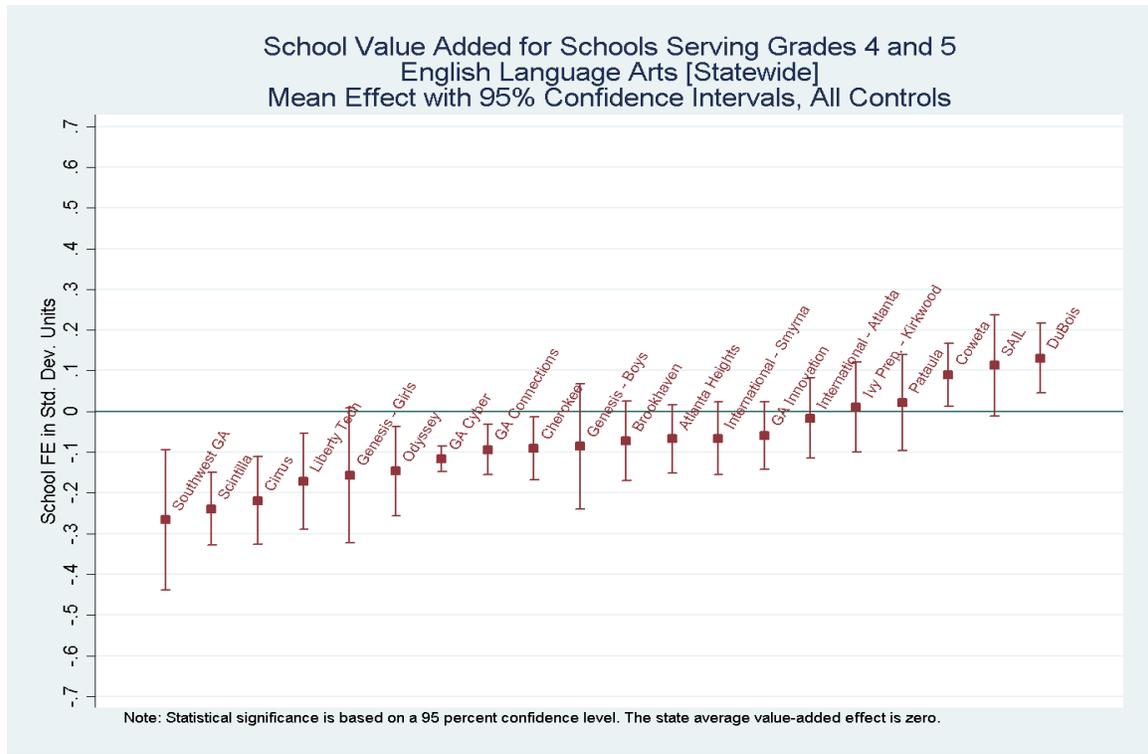


Figure 3: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 4 and 5 – Math [Statewide]

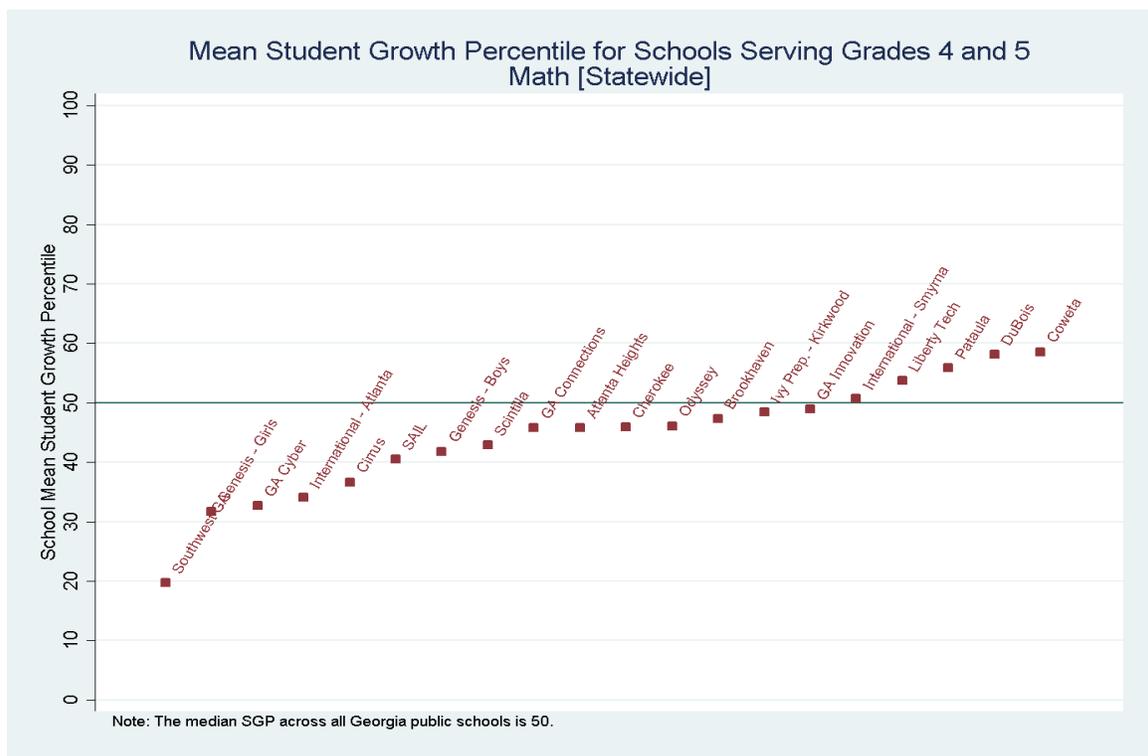
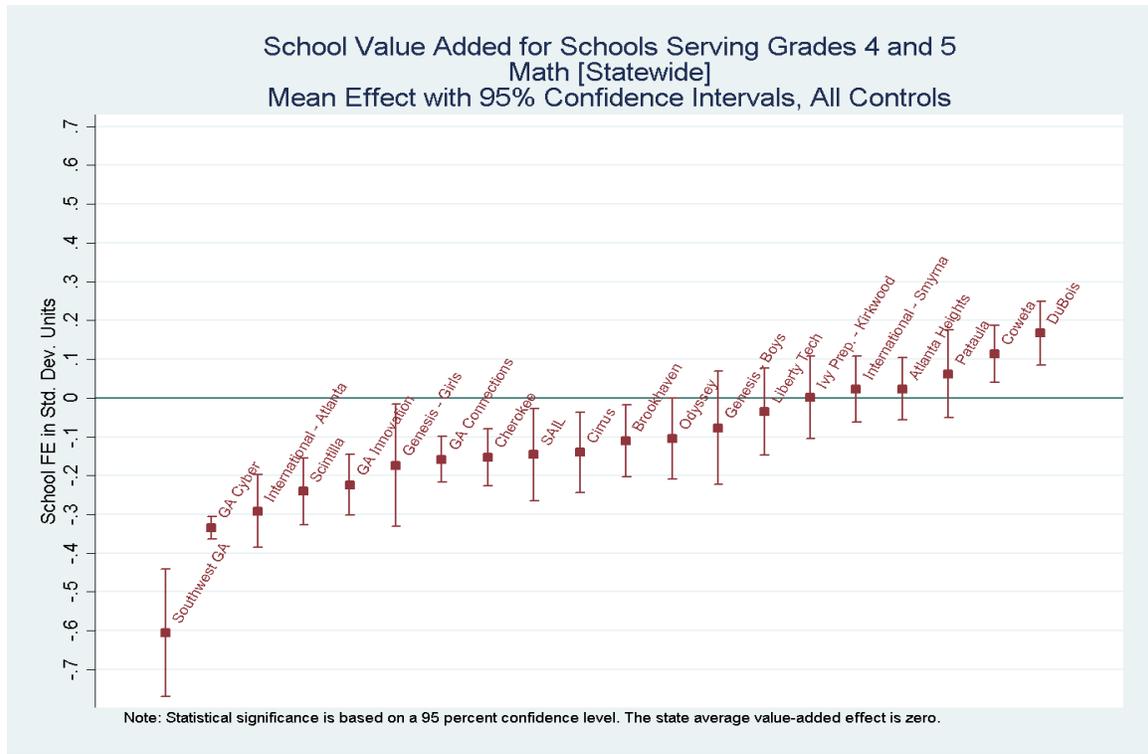


Figure 4: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 6, 7, and 8 – Average Across All Subjects [Statewide]

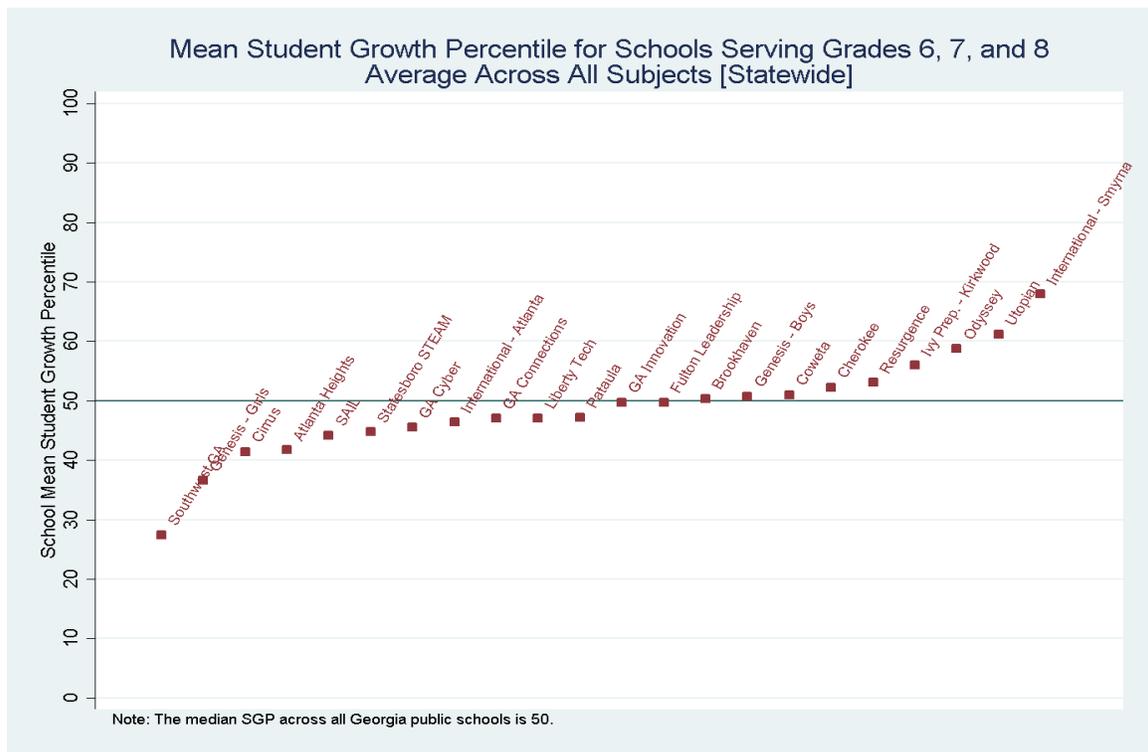
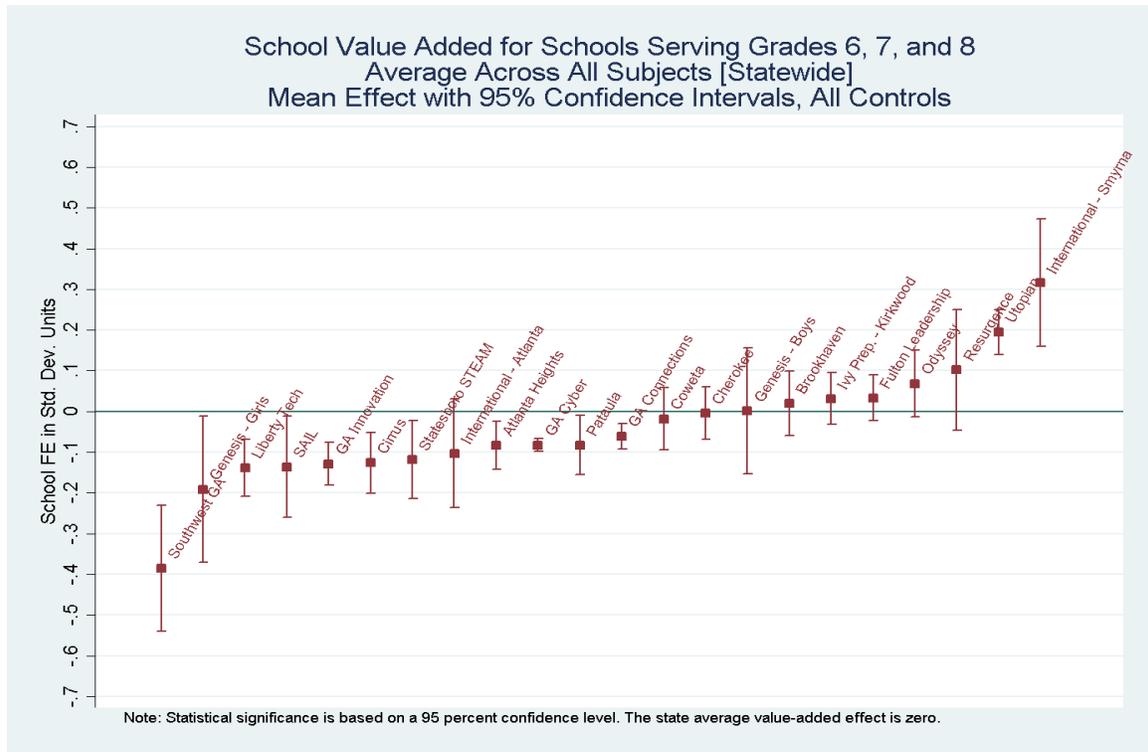


Figure 5: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 6, 7, and 8 – English Language Arts [Statewide]

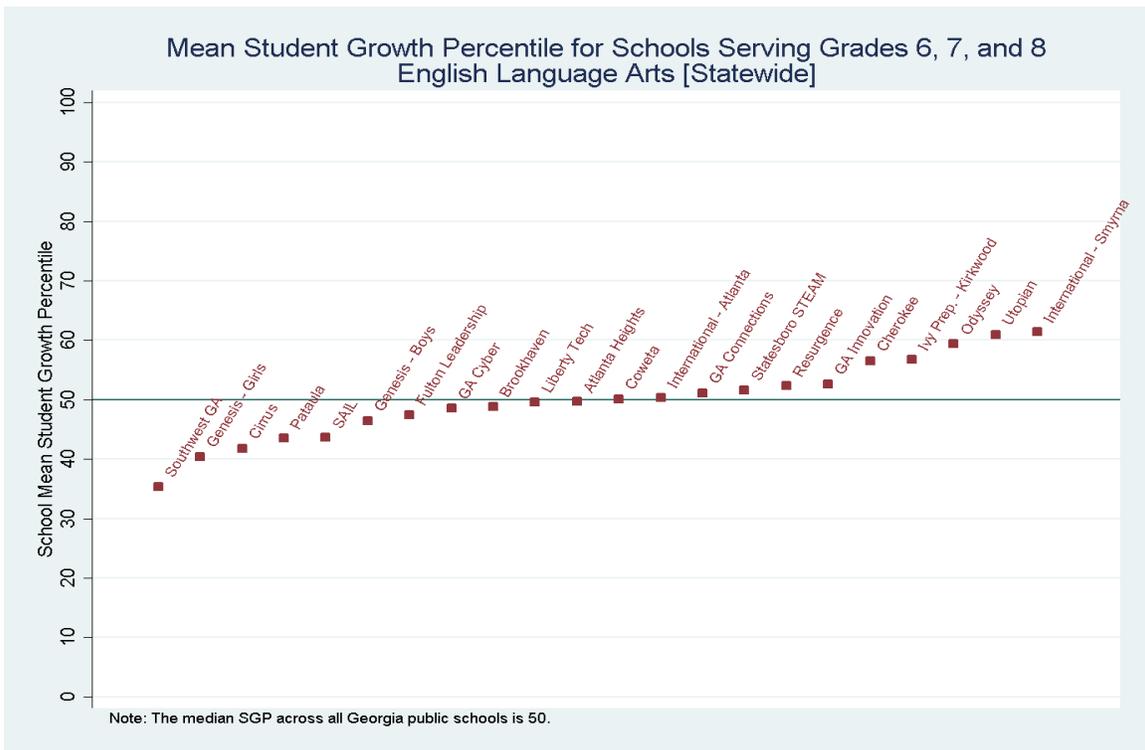
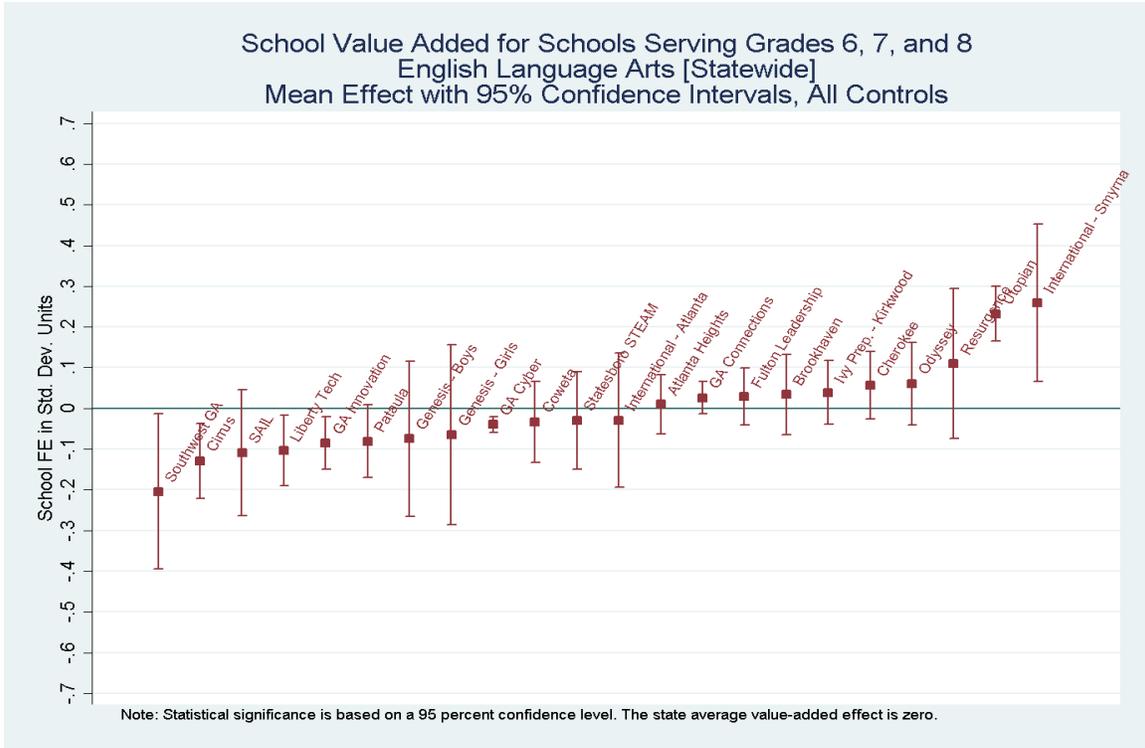


Figure 6: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 6, 7, and 8 – Mathematics [Statewide]

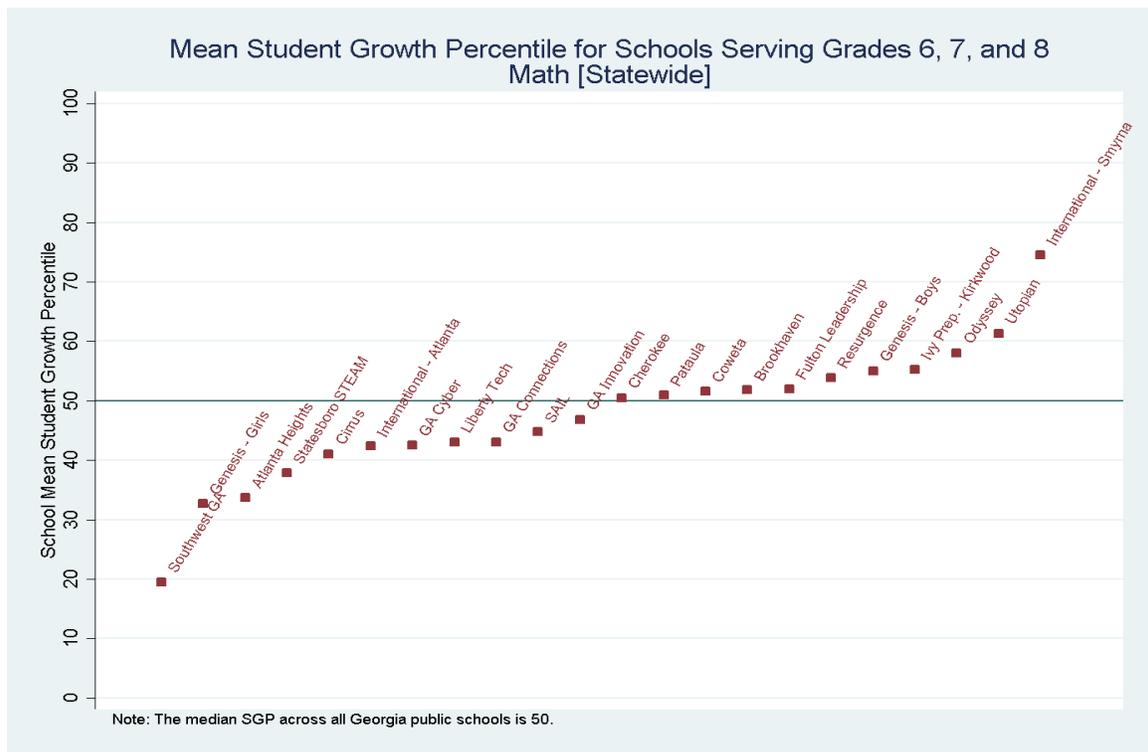
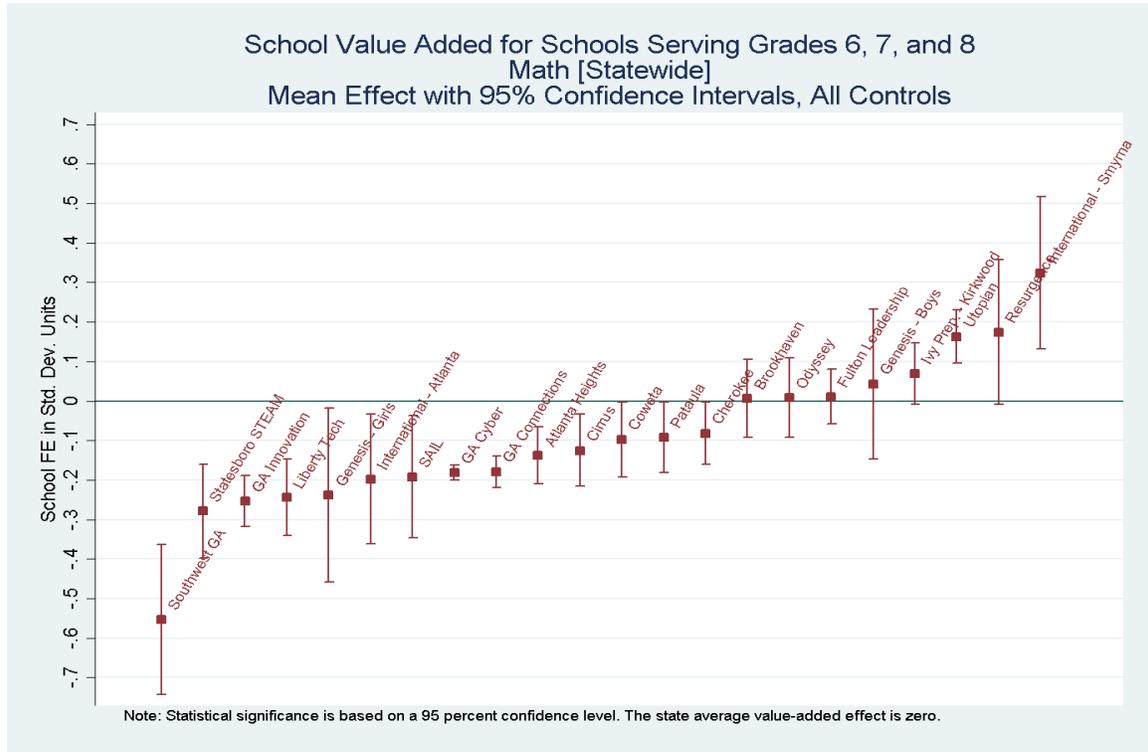


Figure 7: Value-added School Effects and Mean Student Growth Percentiles for Schools Serving Grades 9 through 12– Average Across All Subjects [Statewide]

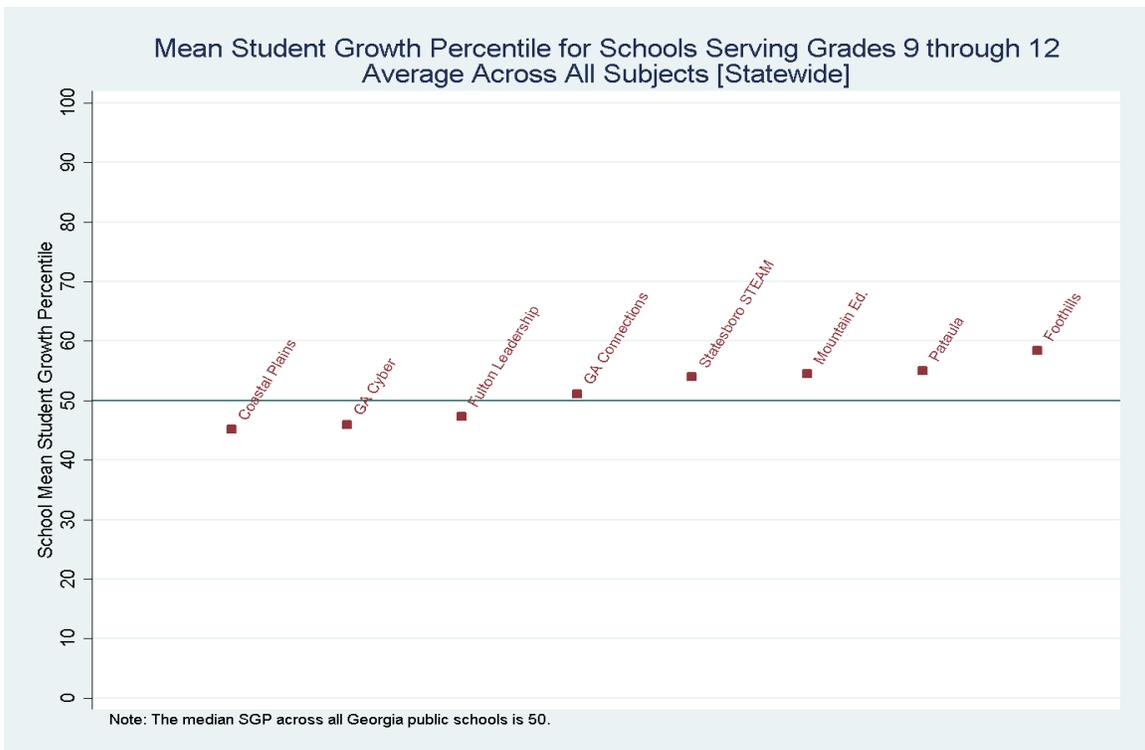
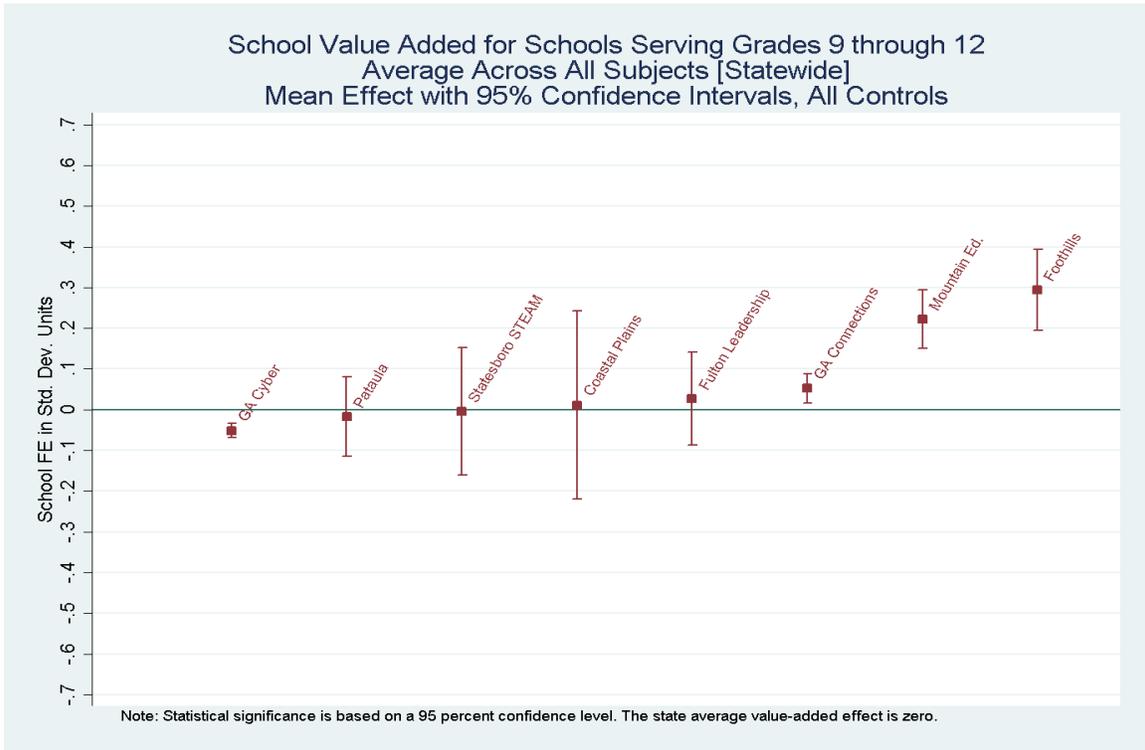


Figure 8: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 9 through 12 – 9th Grade Literature [Statewide]

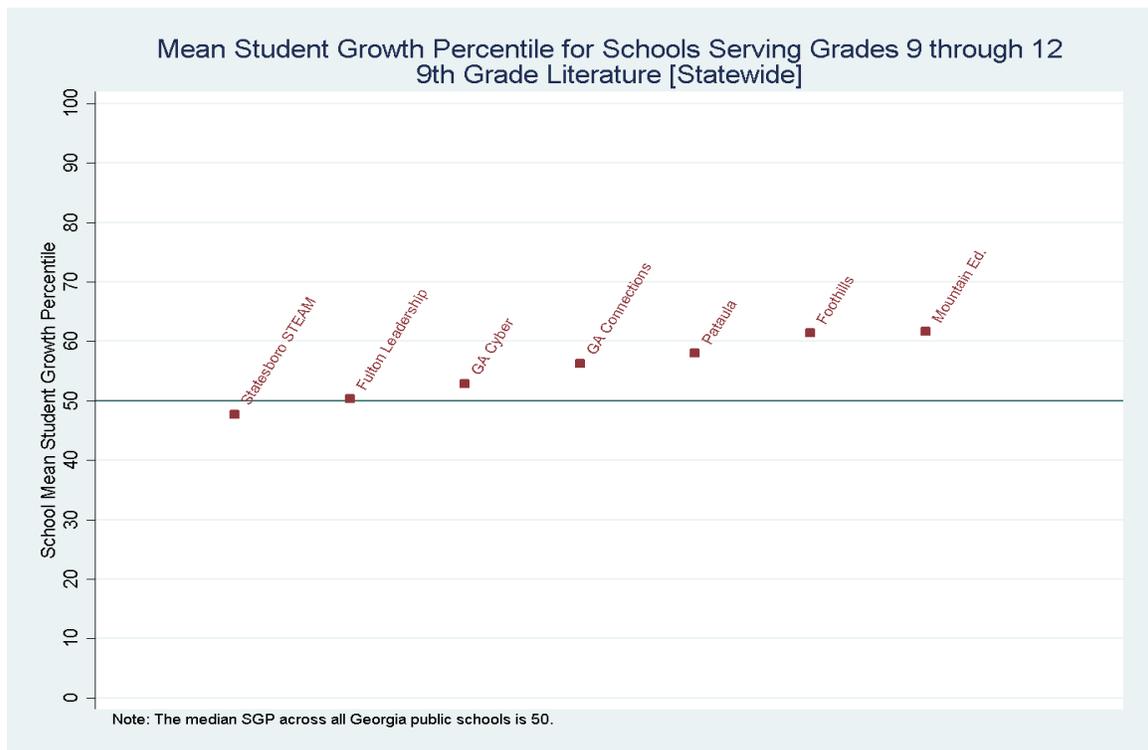
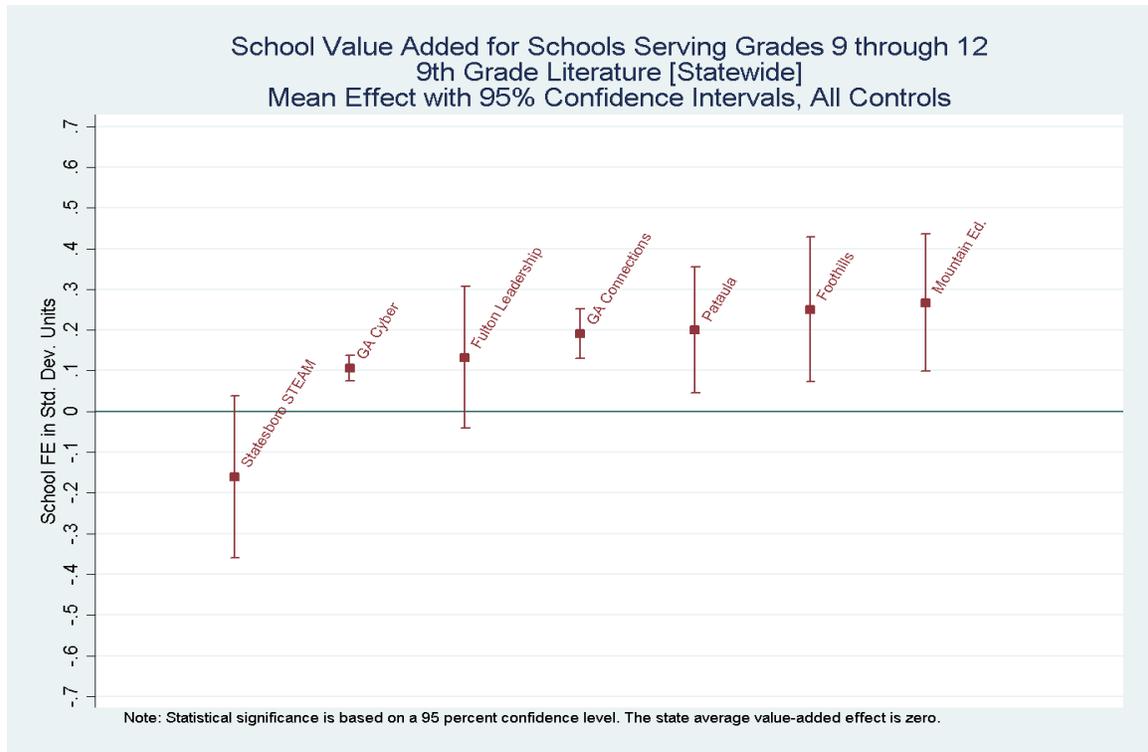


Figure 9: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 9 through 12 – American Literature [Statewide]

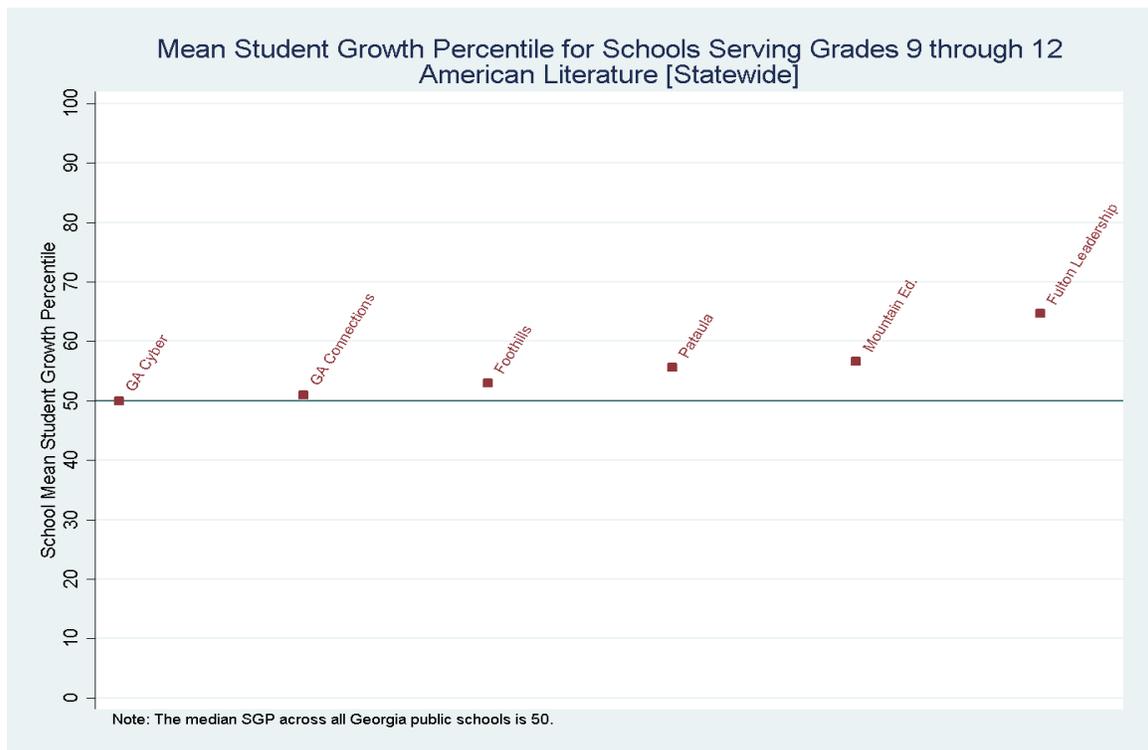
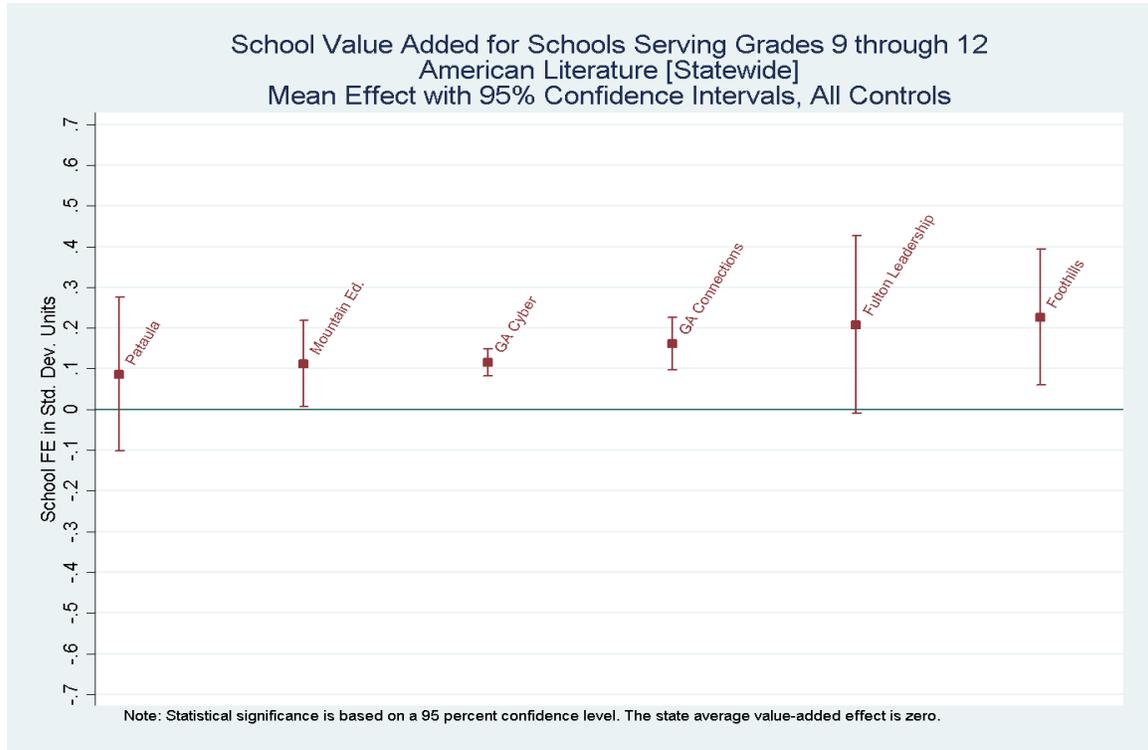


Figure 10: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 9 through 12 – Algebra 1 [Statewide]

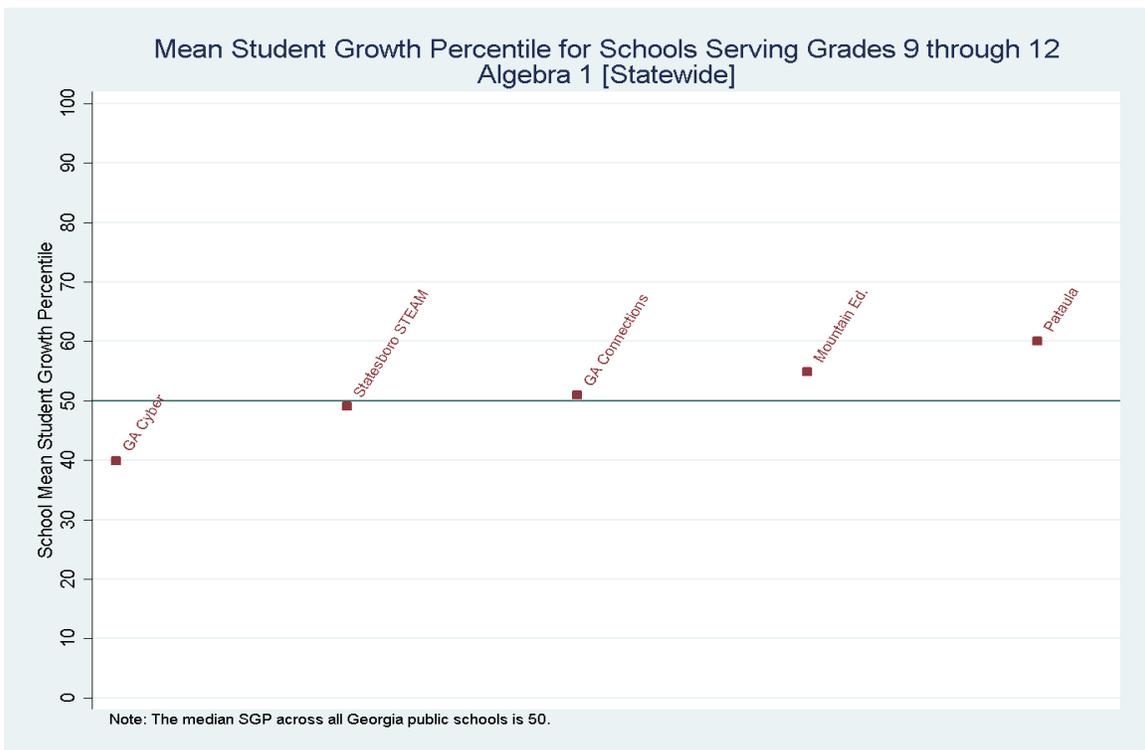
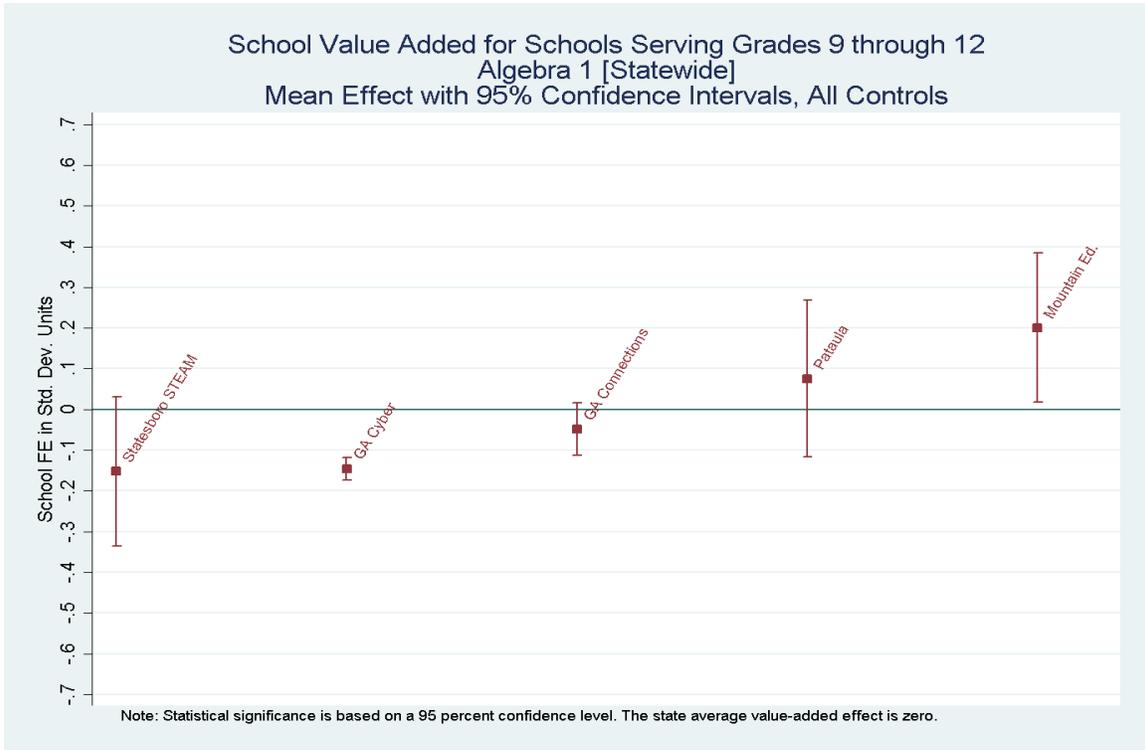
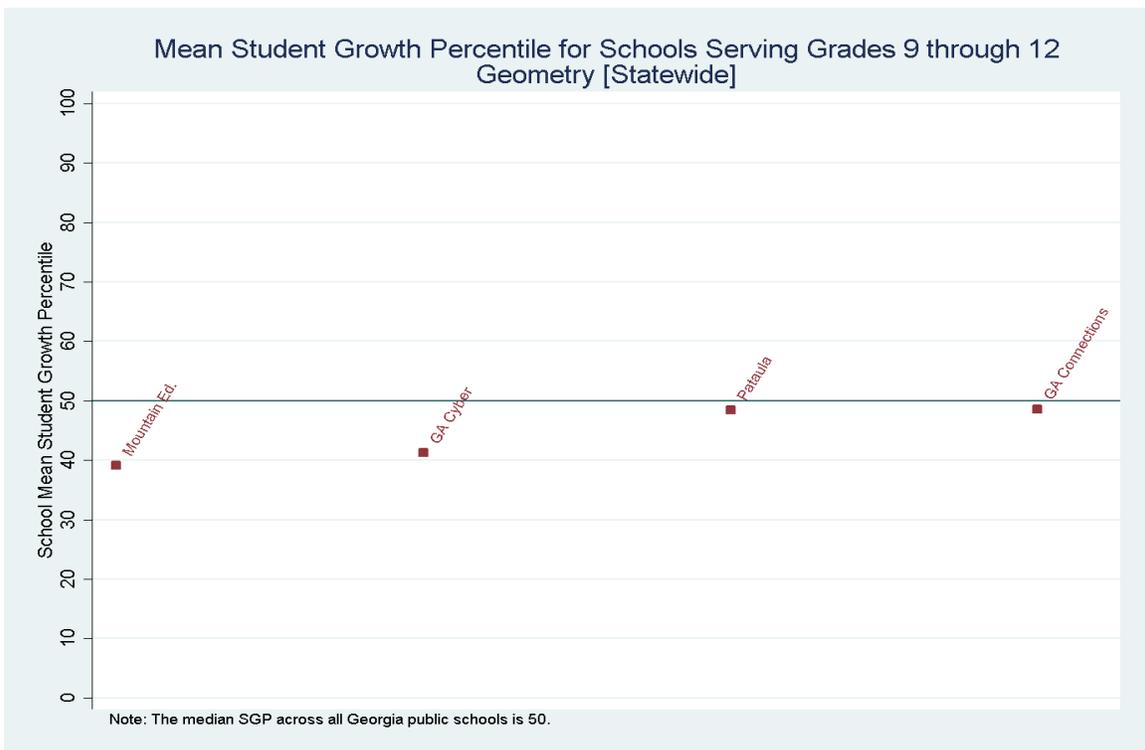
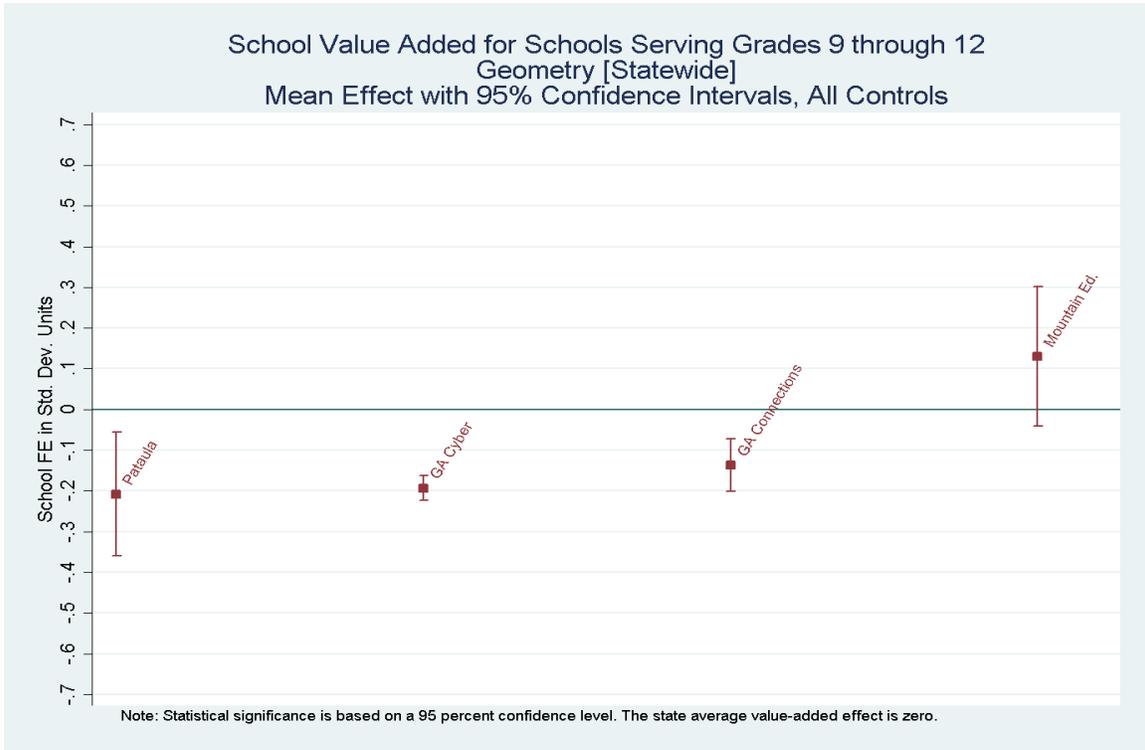


Figure 11: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 9 through 12 – Geometry [Statewide]



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 all 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 2017/18 and its performance in 2015/16 and 2016/17 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. 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
- School Demographics
- Value-Added and SGP Results Summary by Grade Level and Subject
- Comparison of Summary Results from 2015/16 through 2017/18
- 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 -0.0324 in elementary grades and -0.0828 in middle grades.
- Atlanta Heights Charter School’s impact on student achievement is indistinguishable from the state average in elementary grades, statistically lower than the state average in middle grades, and statistically lower than the district in elementary and middle grades.
- Atlanta Heights Charter School’s 2017/18 performance in elementary and middle grades is generally lower than its performance in 2015/16 and 2016/17.
- The school’s contribution to student achievement is:
 - indistinguishable from the state average, but lower than the district average in elementary school ELA;
 - indistinguishable from the district and state average in elementary school Math;
 - indistinguishable from the district and state average in middle school ELA; and
 - lower 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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Atlanta Heights	51.0	0.1	96.2	2.4	1.2	94.5	70.0	2.2	10.0	0.0

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

Overall School Effect: -0.0324 Elementary / -0.0828 Middle
 Average Overall School Effect in District: 0.0420 Elementary / 0.0398 Middle

Atlanta Heights’s contribution to an elementary and middle school student’s average achievement across ELA and Math is indistinguishable from and lower than the state average, respectively, and lower than 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	-0.0671	25	No	49 of 59	0.0172	Lower	44	16	47 of 59
Math	0.0238	57	No	42 of 59	0.0741	No	46	32	48 of 59
All-Subject Average	-0.0324	38	No	47 of 59	0.0420	Lower	45	21	52 of 59
<i>Middle</i>									
ELA	0.0105	54	No	20 of 26	0.0557	No	50	47	16 of 26
Math	-0.1377	12	Lower	25 of 26	0.0505	Lower	34	2	26 of 26
All-Subject Average	-0.0828	14	Lower	25 of 26	0.0398	Lower	42	6	26 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 2017/18, 2016/17, and 2015/16 Value-Added and SGP Summary Results

Atlanta Heights’ performance in elementary and middle grades has declined over the last three years. Performance in elementary ELA, elementary Math, middle school ELA, and middle school Math is lower than performance in the 2016/17 and 2015/16 school years.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	-0.0657	No	0.0601	Lower	0.0068	No	0.0202	No	-0.0671	No	0.0172	Lower
Math	0.1940	Higher	0.0270	Higher	0.1884	Higher	0.0836	Higher	0.0238	No	0.0741	No
All-Subject Average	0.0145	No	0.0257	No	0.0980	Higher	0.0517	No	-0.0324	No	0.0420	Lower

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	0.1038	Higher	0.0352	No	0.0975	Higher	0.0423	No	0.0105	No	0.0557	No
Math	0.1963	Higher	-0.0090	Higher	0.0867	Higher	0.0364	No	-0.1377	Lower	0.0505	Lower
All-Subject Average	0.0489	No	-0.0165	Higher	0.0898	Higher	0.0380	No	-0.0828	Lower	0.0398	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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	40	6	56 of 58	50	49	20 of 58	44	16	47 of 59
Math	51	55	21 of 58	55	72	18 of 58	46	32	48 of 59
All-Subject Average	43	18	42 of 58	53	64	19 of 58	45	21	52 of 59
<i>Middle</i>									
ELA	48	36	15 of 24	53	77	3 of 22	50	47	16 of 26
Math	56	82	3 of 24	49	43	12 of 22	34	2	26 of 26
All-Subject Average	49	50	5 of 24	51	56	7 of 22	42	6	26 of 26
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

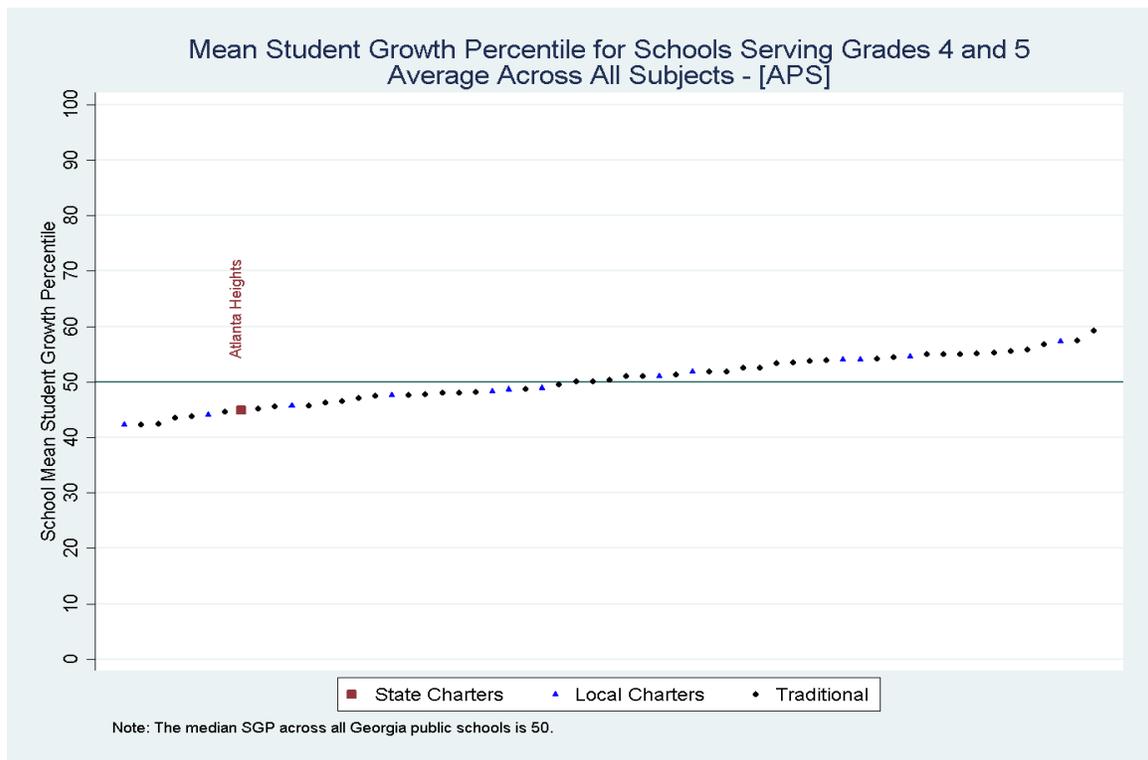
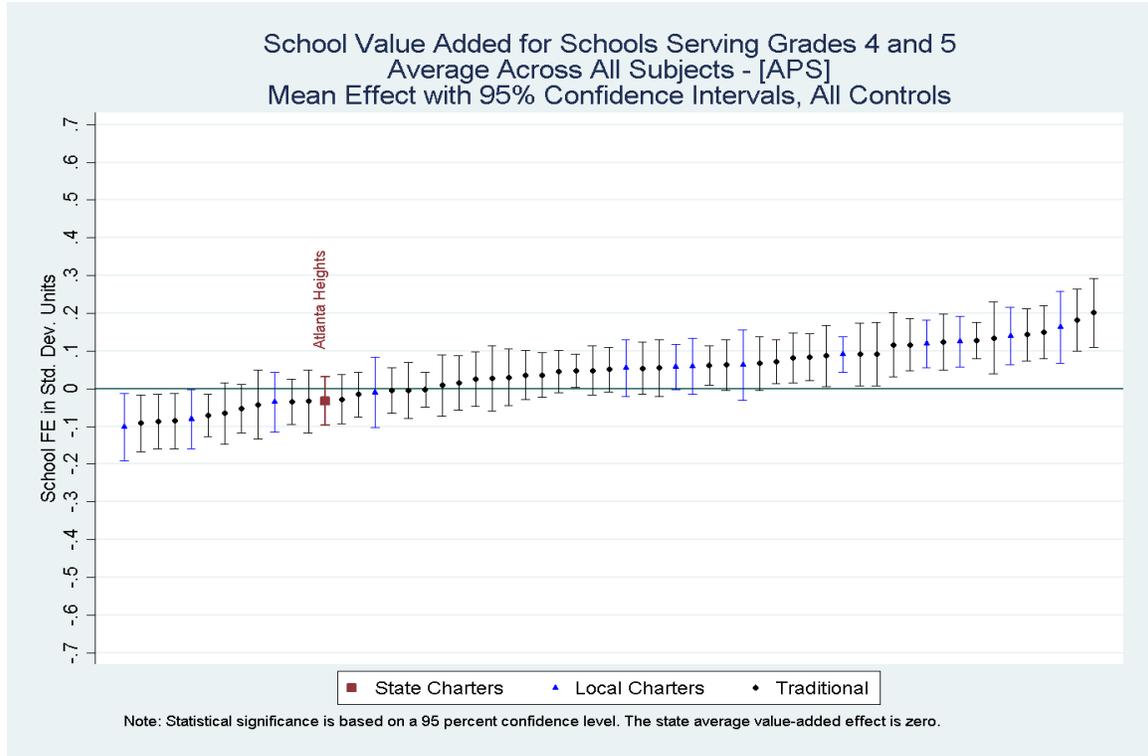
Note: Schools with a statewide attendance zone have no comparison district.

Comparison of School Impact

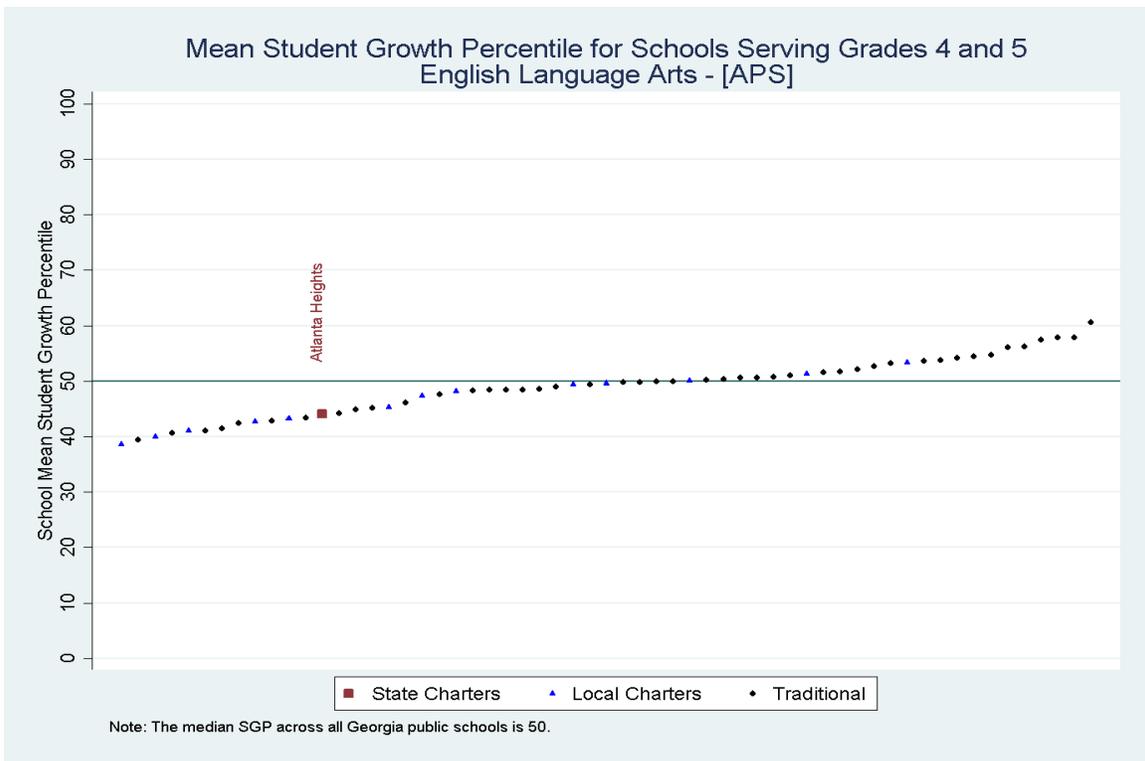
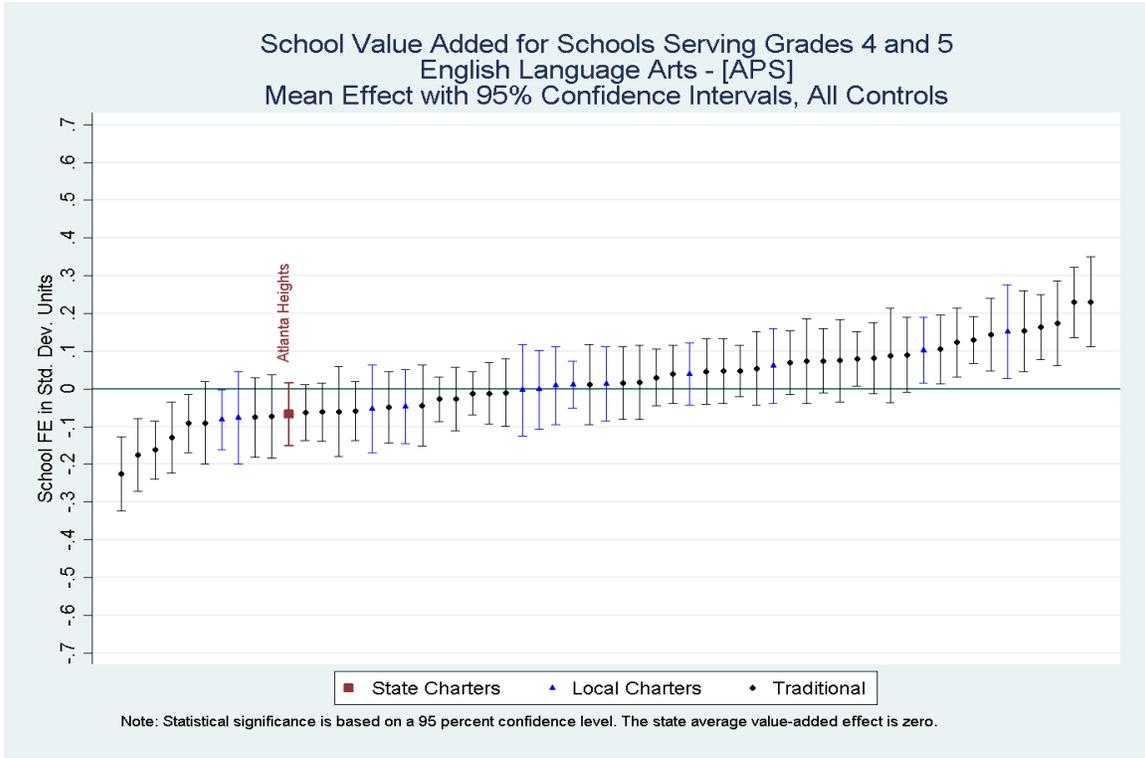
Subject Area: All-Subject Elementary Average

State Charter: Atlanta Heights

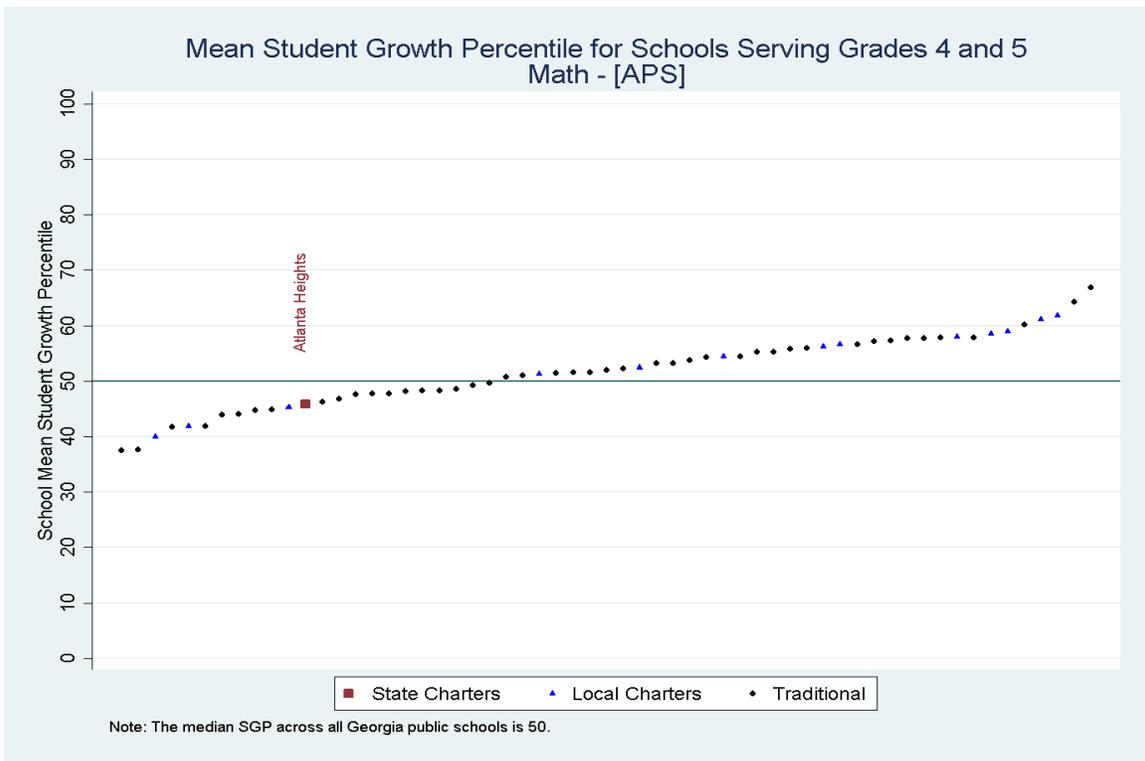
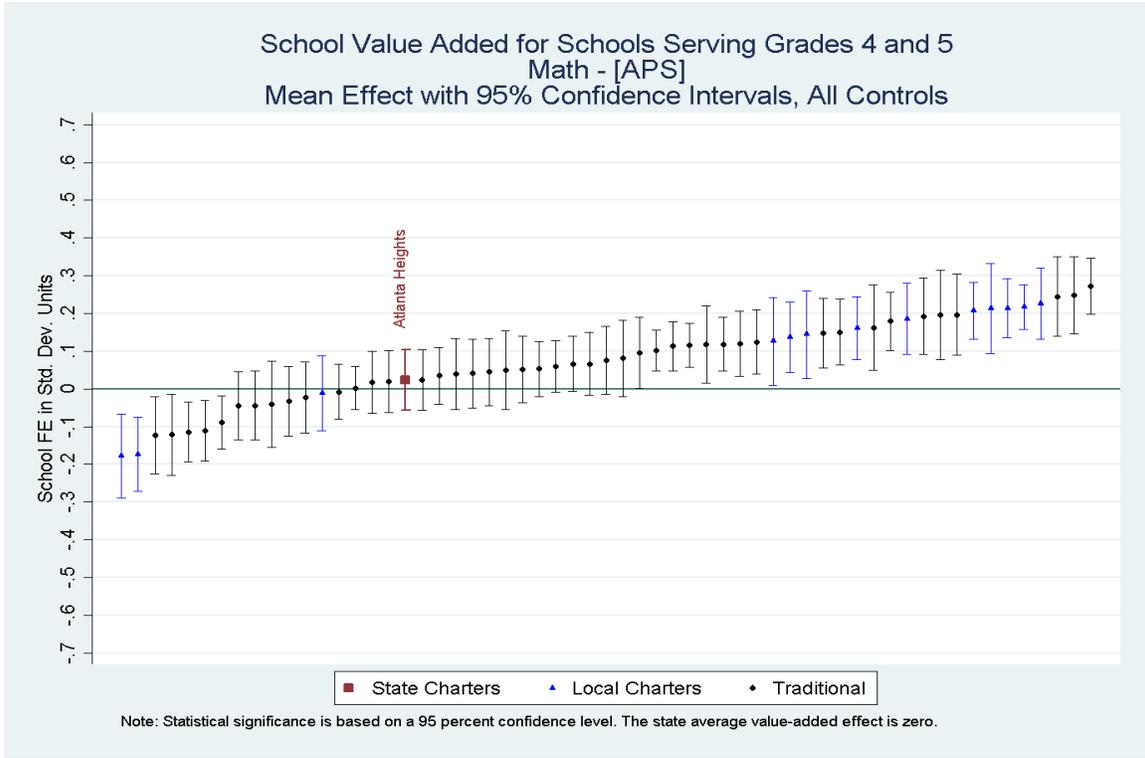
Comparison District: Atlanta Public Schools



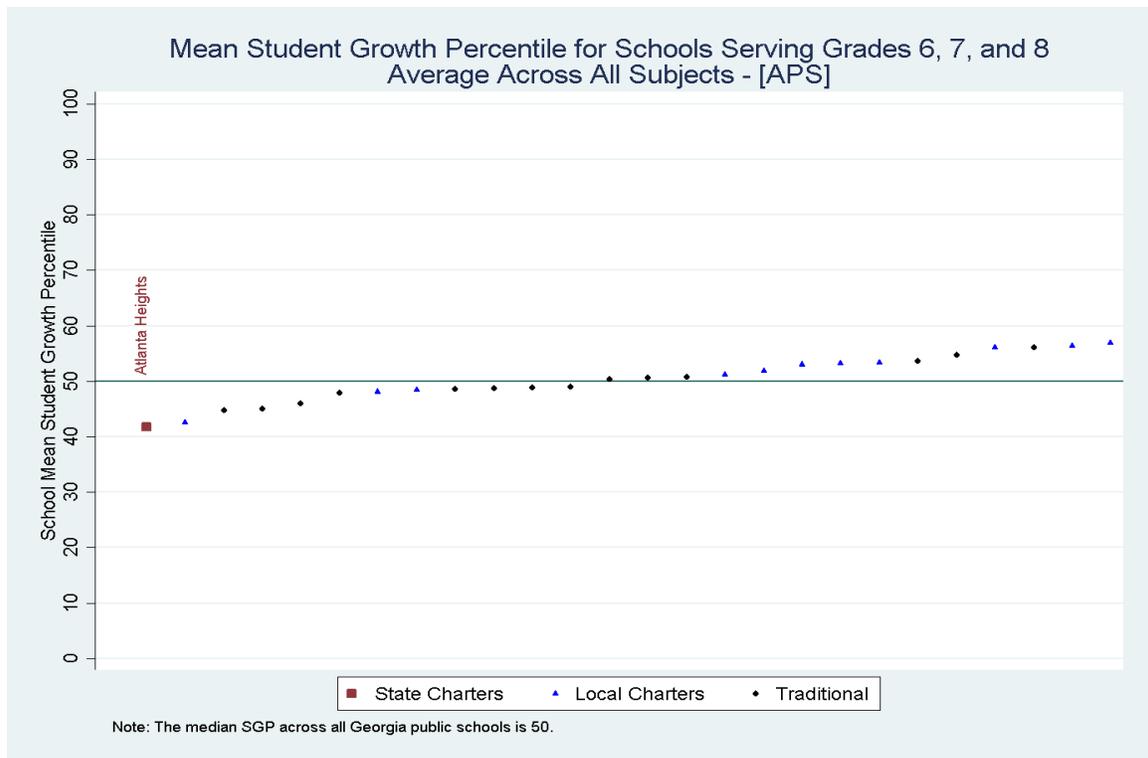
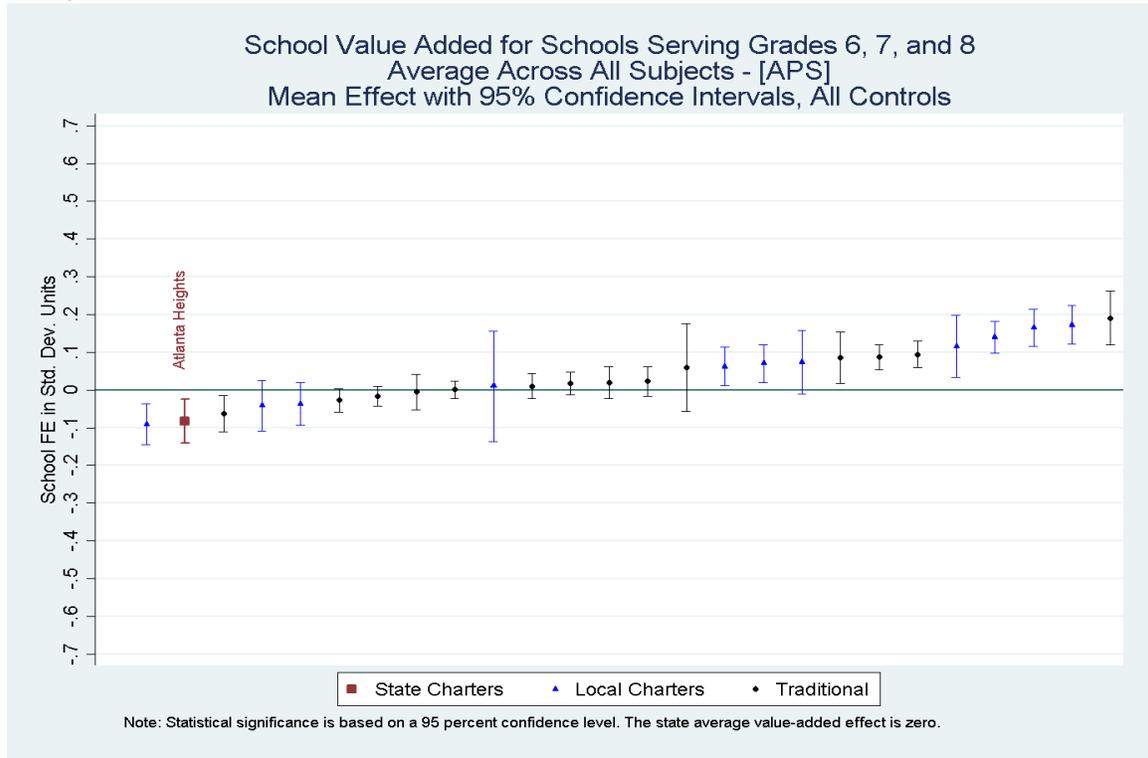
Subject Area: Elementary ELA
State Charter: Atlanta Heights
Comparison District: Atlanta Public Schools



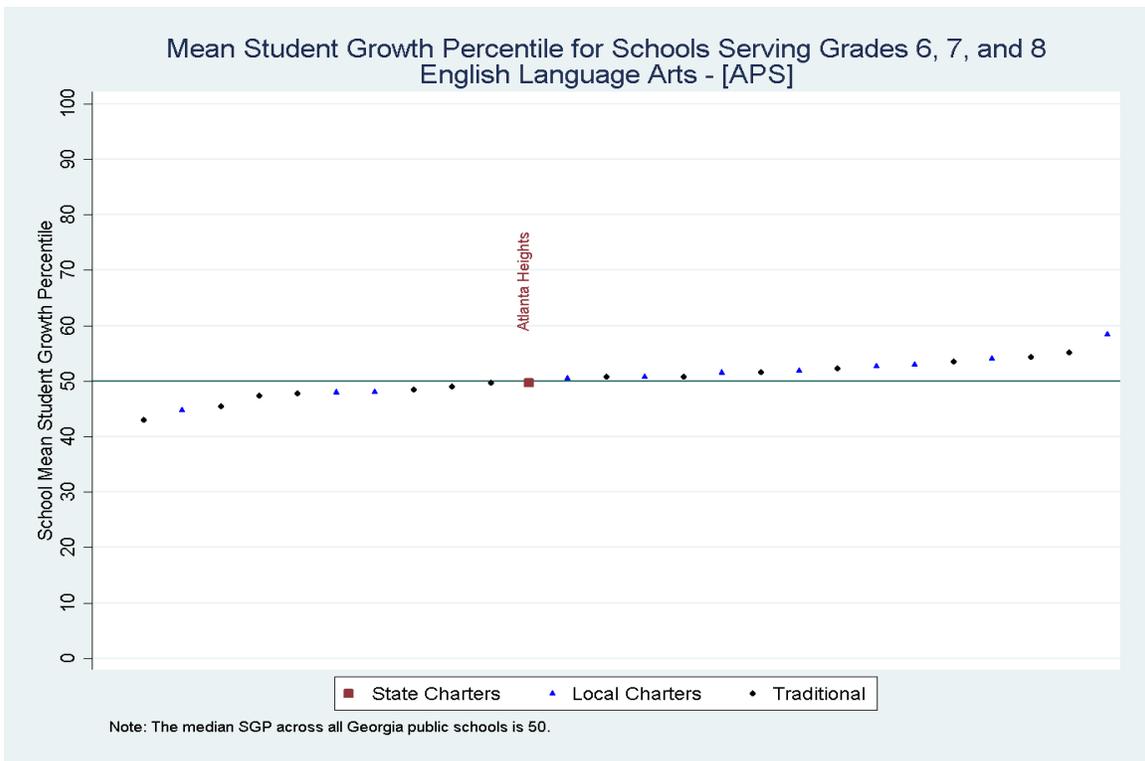
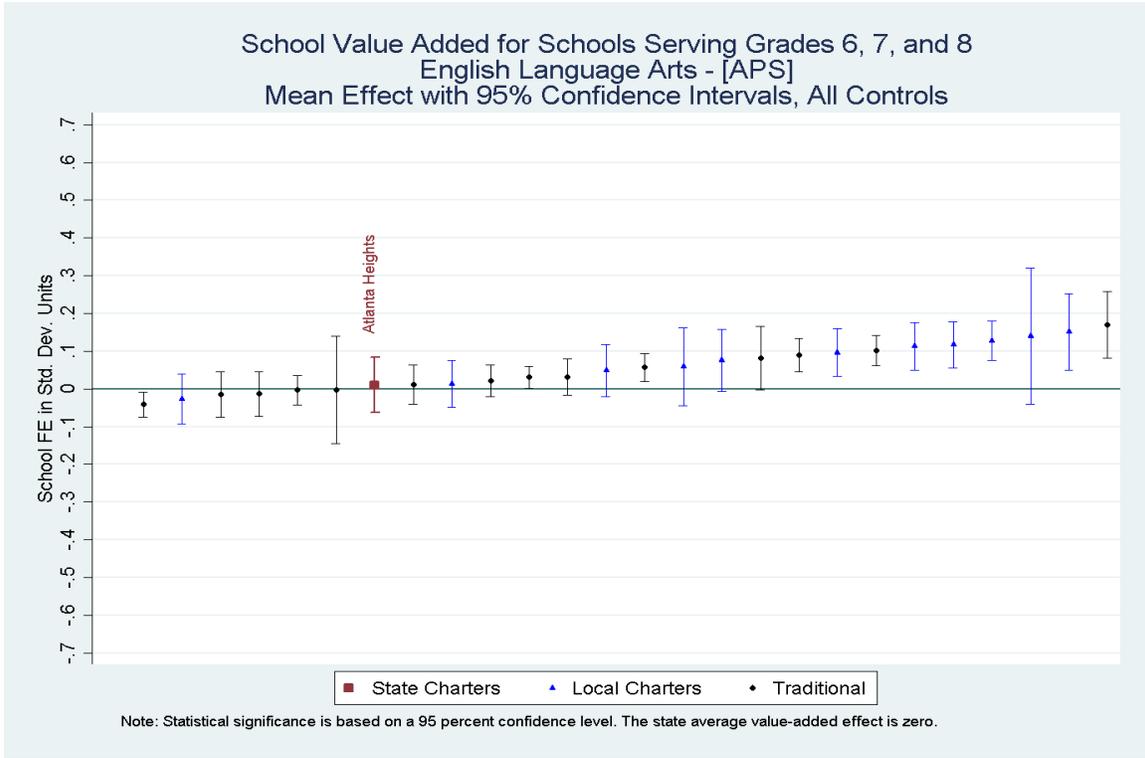
Subject Area: Elementary Mathematics
 State Charter: Atlanta Heights
 Comparison District: Atlanta Public Schools



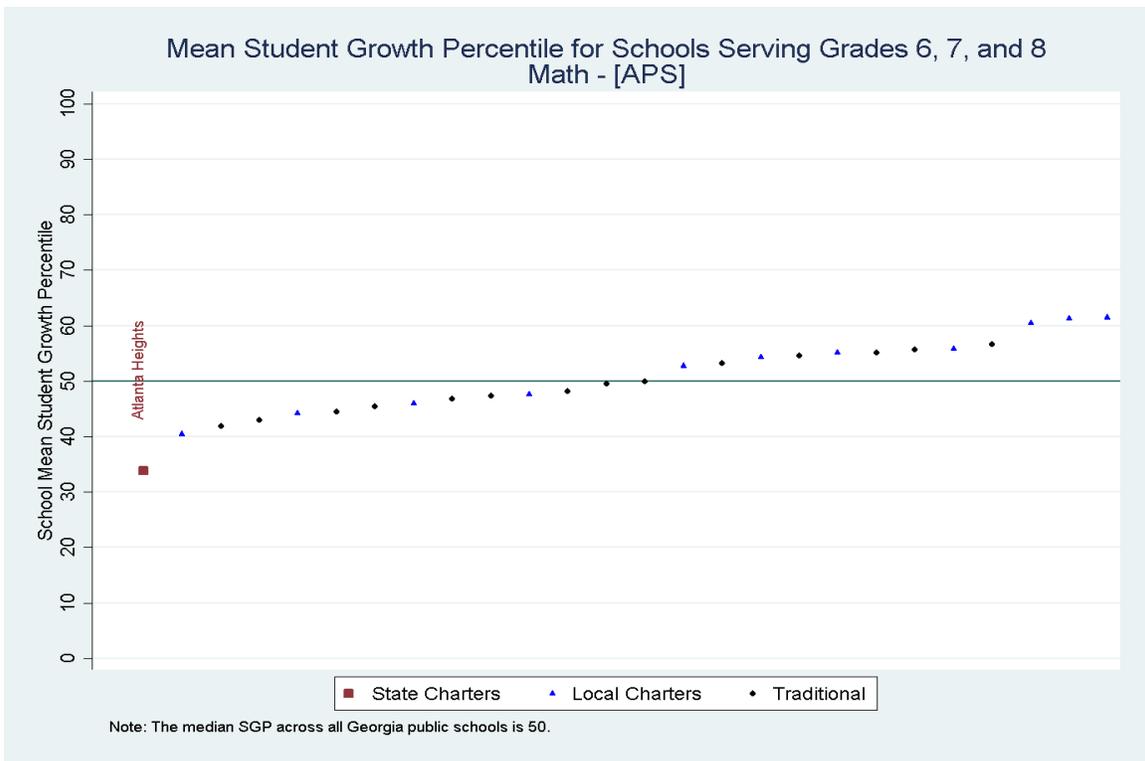
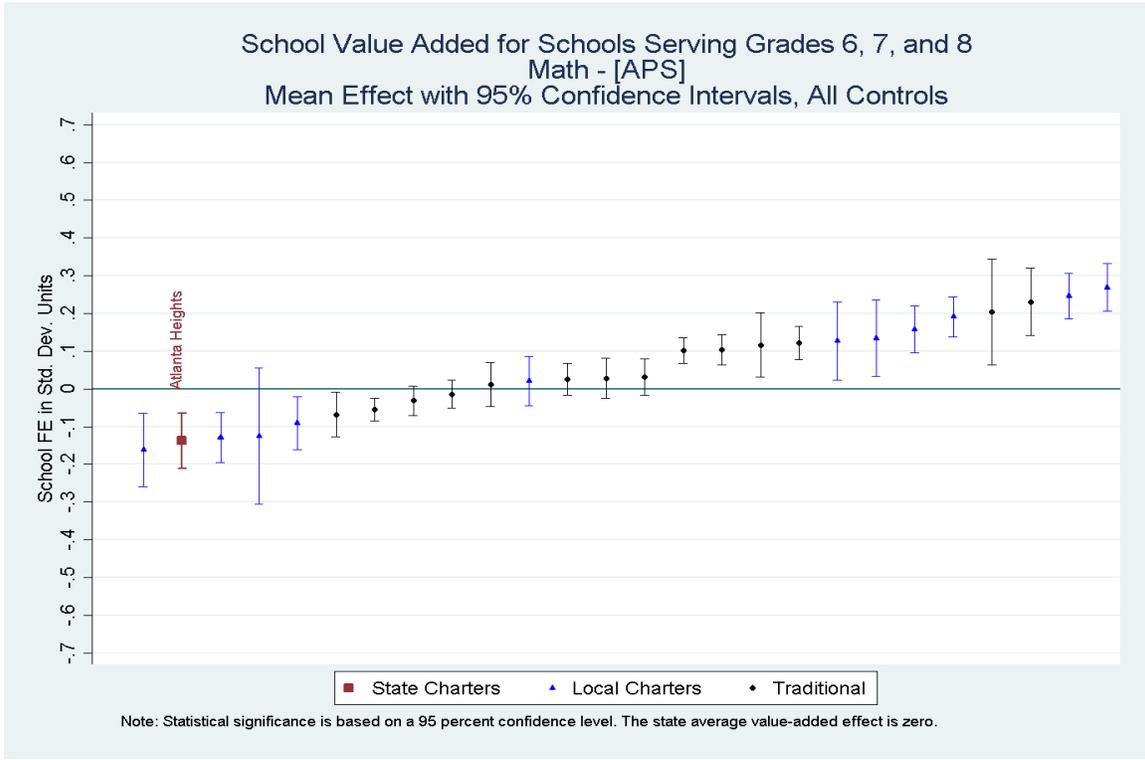
Subject Area: All-Subject Middle Average
 State Charter: Atlanta Heights
 Comparison District: Atlanta Public Schools



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 -0.0746 in elementary grades and 0.0200 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 2017/18 performance in elementary and middle grades is slightly higher than its performance in 2016/17.
- The school’s contribution to student achievement is:
 - below the state average in elementary Math; and
 - indistinguishable from the state average in elementary ELA, middle school 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>
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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Brookhaven	44.8	45.4	24.4	17.7	12.5	10.5	5.8	10.4	10.3	0.0

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

Overall School Effect: -0.0746 Elementary / 0.0200 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	-0.0717	24	No				46	24	
Math	-0.1102	21	Lower				47	38	
All-Subject Average	-0.0746	23	Lower				47	29	
<i>Middle</i>									
ELA	0.0338	66	No				49	40	
Math	0.0063	51	No				52	58	

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	0.0200	60	No				50	53	
<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

Brookhaven’s performance in middle grades has improved over the last two years. Performance in middle school ELA, and middle school are now indistinguishable from state averages whereas in 2016/17 performance was stastically below that of the average middle school in the state serving a comparable set of students.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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		
Math					-0.4218	Lower			-0.1102	Lower		
All-Subject Average					-0.2535	Lower			-0.0746	Lower		
<i>Middle</i>												
ELA					-0.2142	Lower			0.0338	No		
Math					-0.2744	Lower			0.0063	No		
All-Subject Average					-0.2517	Lower			0.0200	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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	
Math				27	1		47	38	
All-Subject Average				35	1		47	29	
<i>Middle</i>									
ELA				39	2		49	40	
Math				34	2		52	58	
All-Subject Average				36	1		50	53	
<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 -0.1202 in elementary grades and -0.0042 in middle grades.
- Cherokee Charter Academy’s performance is not statistically different from state and district averages in middle school grades, but is below the state average and district average in elementary grades.
- Cherokee Charter Academy’s achievement in 2017/18 is generally similar to its performance in 2015/16 and 2016/17. The 2017/18 middle school Math improved relative to 2016/17, but the elementary ELA, elementary Math, and middle school ELA declined.
- The school’s contribution to student achievement is:
 - lower than the state average in elementary ELA and middle school Math, but indistinguishable from the district average;
 - below the state and district averages in elementary Math; and
 - indistinguishable from the state and district averages in middle school ELA.

General Characteristics

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
Cherokee Charter Academy	2011	Charter Schools USA	K-8	None	Normal	No	No	No	20 hours volunteer/year for one child, 30 hours/year for more than one child	Students residing in Cherokee County Public Schools Zone

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Cherokee	49.6	68.0	16.5	13.3	2.2	14.4	13.9	8.6	14.0	4.5

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

Overall School Effect: -0.1202 Elementary / -0.0042 Middle
 Average Overall School Effect in District: -0.0349 Elementary / -0.0471 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	-0.0910	17	Lower	17 of 25	-0.0718	No	49	45	12 of 25
Math	-0.1528	13	Lower	21 of 25	-0.0045	Lower	46	32	23 of 25
All-Subject Average	-0.1202	10	Lower	21 of 25	-0.0349	Lower	48	34	19 of 25
<i>Middle</i>									
ELA	0.0560	75	No	1 of 8	-0.0152	No	57	90	1 of 8
Math	-0.0820	25	Lower	4 of 8	-0.0799	No	51	53	3 of 8
All-Subject Average	-0.0042	49	No	1 of 8	-0.0471	No	52	66	2 of 8
<i>High</i>									
9th Grade Literature									
American Literature									

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)
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

Cherokee Charter Academy’s overall performance in elementary grades has been relatively constant over time. However, the 2017/18 middle school ELA performance declined relative to 2016/17.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	0.0021	No	-0.0189	No	-0.0756	Lower	-0.0354	No	-0.0910	Lower	-0.0718	No
Math	-0.0826	Lower	0.0354	Lower	-0.0480	No	0.0509	Lower	-0.1528	Lower	-0.0045	Lower
All-Subject Average	-0.0009	No	0.0189	No	-0.0602	Lower	0.0080	Lower	-0.1202	Lower	-0.0349	Lower
<i>Middle</i>												
ELA	-0.0969	Lower	0.0439	Lower	0.1154	Higher	0.0066	Higher	0.0560	No	-0.0152	No
Math	-0.2120	Lower	-0.0093	Lower	-0.0953	Lower	-0.0528	No	-0.0820	Lower	-0.0799	No
All-Subject Average	-0.1008	Lower	0.0049	Lower	0.0016	No	-0.0253	No	-0.0042	No	-0.0471	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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	53	72	10 of 25	48	34	22 of 25	49	45	12 of 25
Math	50	51	22 of 25	47	37	23 of 25	46	32	23 of 25
All-Subject Average	53	67	17 of 25	47	33	23 of 25	48	34	19 of 25
<i>Middle</i>									
ELA	45	22	12 of 12	58	94	2 of 8	57	90	1 of 8
Math	47	40	12 of 12	51	57	5 of 8	51	53	3 of 8
All-Subject Average	48	42	11 of 12	54	78	3 of 8	52	66	2 of 8
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

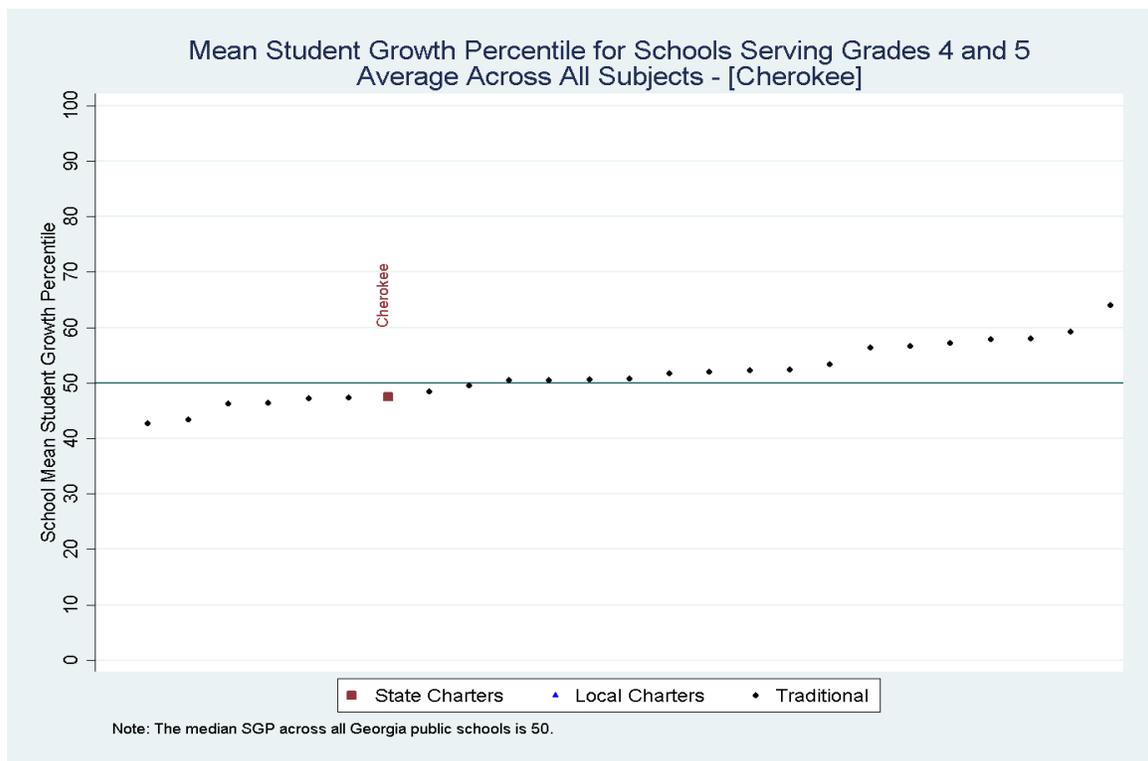
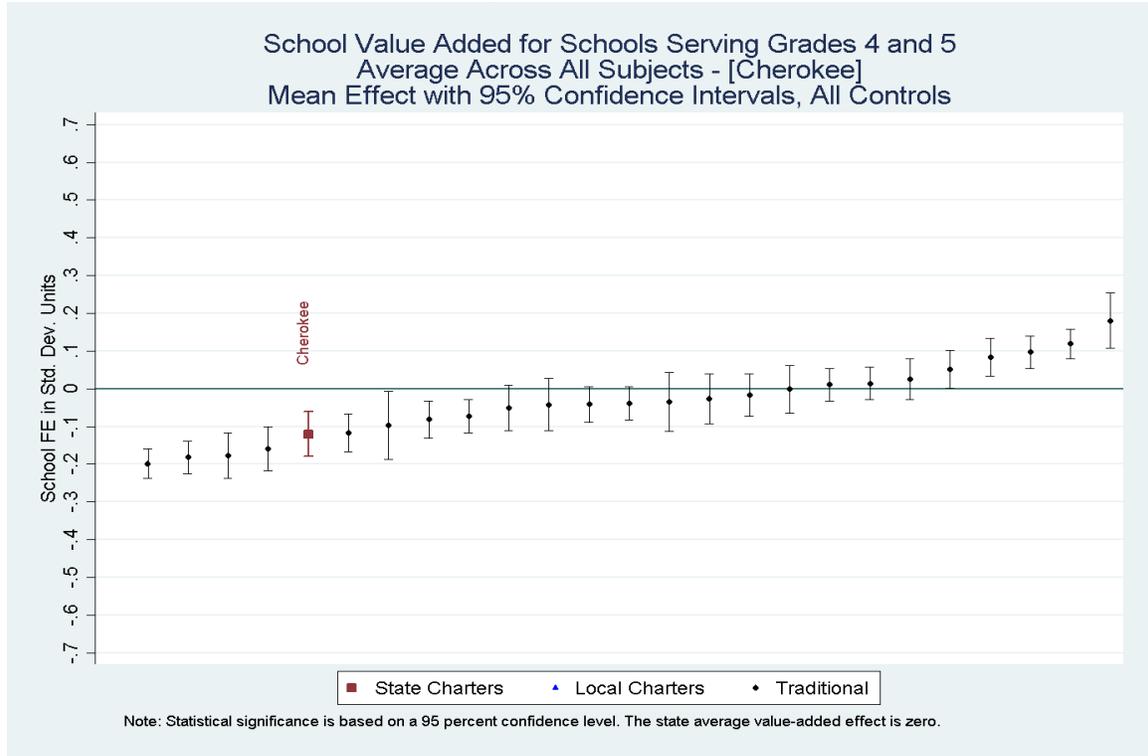
Note: Schools with a statewide attendance zone have no comparison district.

Comparison of School Impact

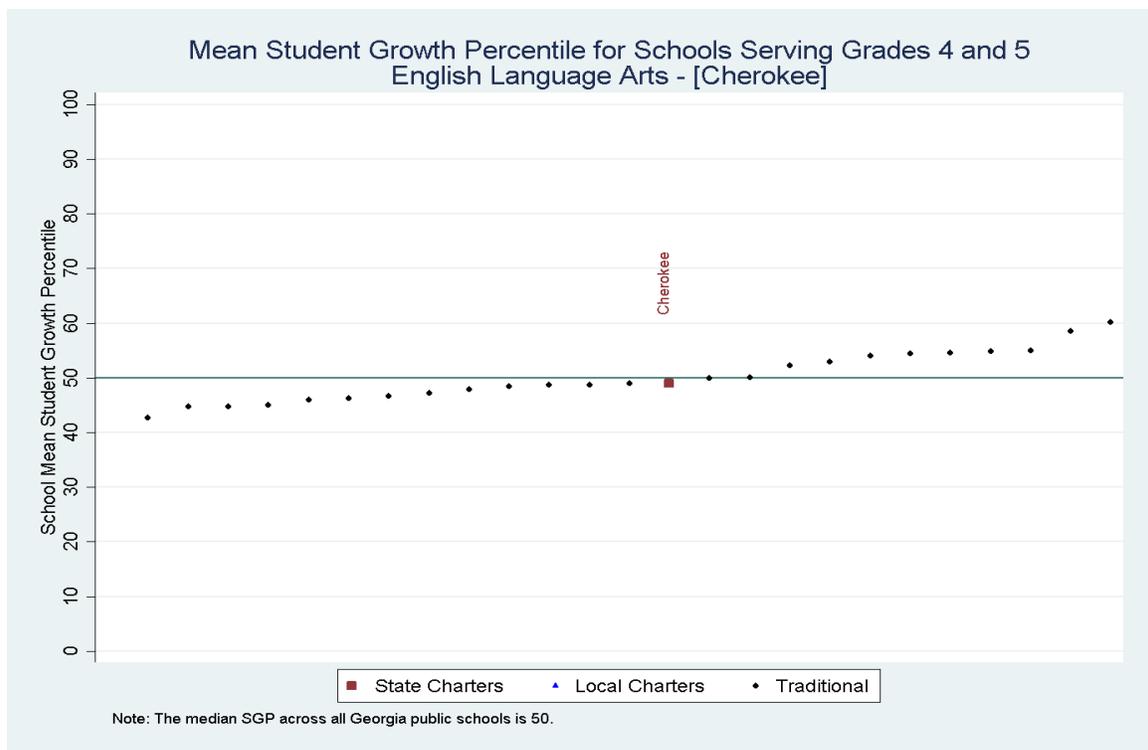
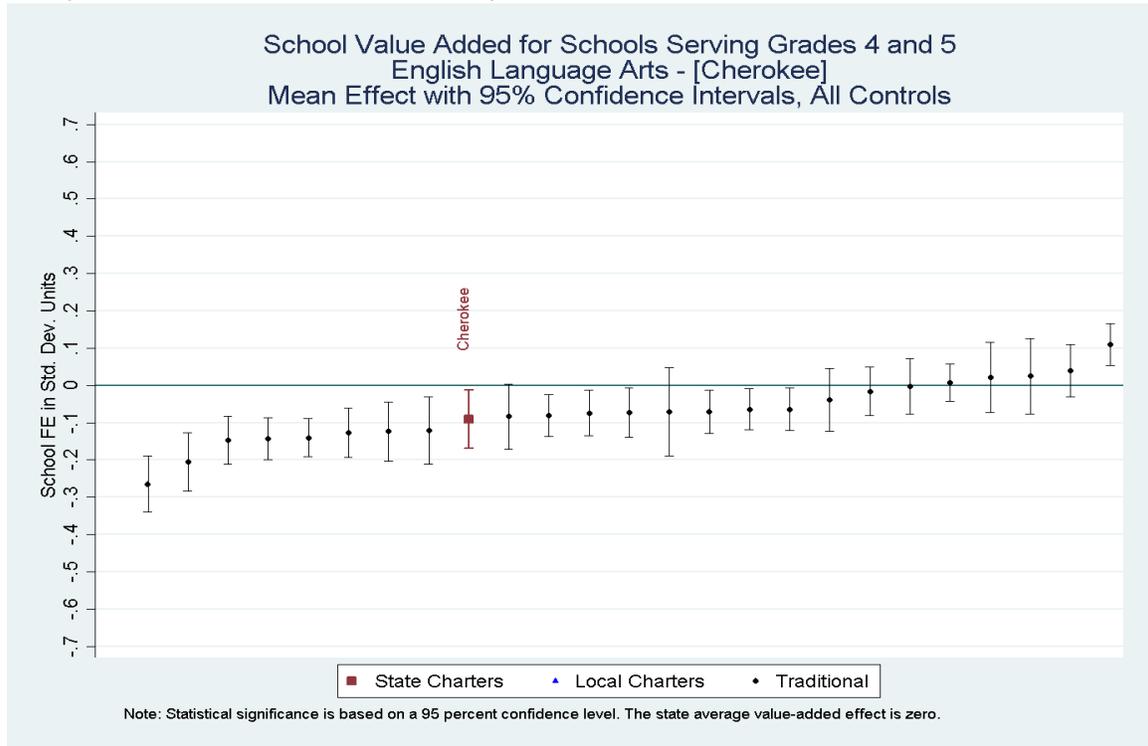
Subject Area: All-Subject Elementary Average

State Charter: Cherokee Charter Academy

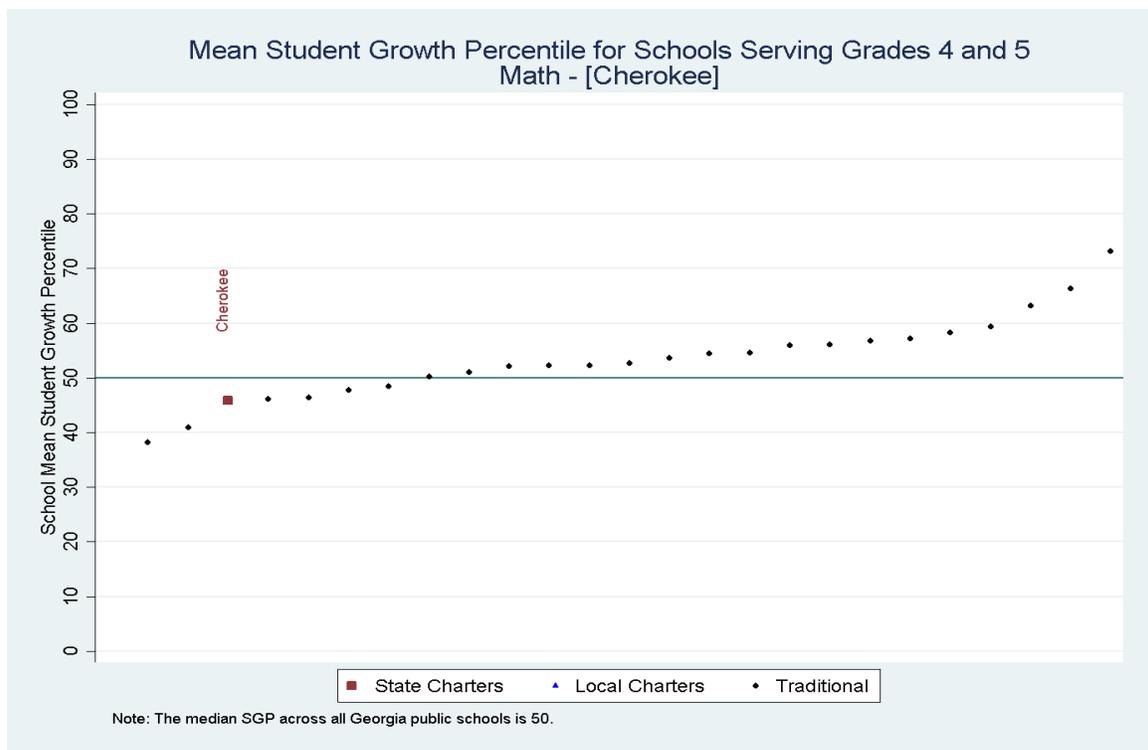
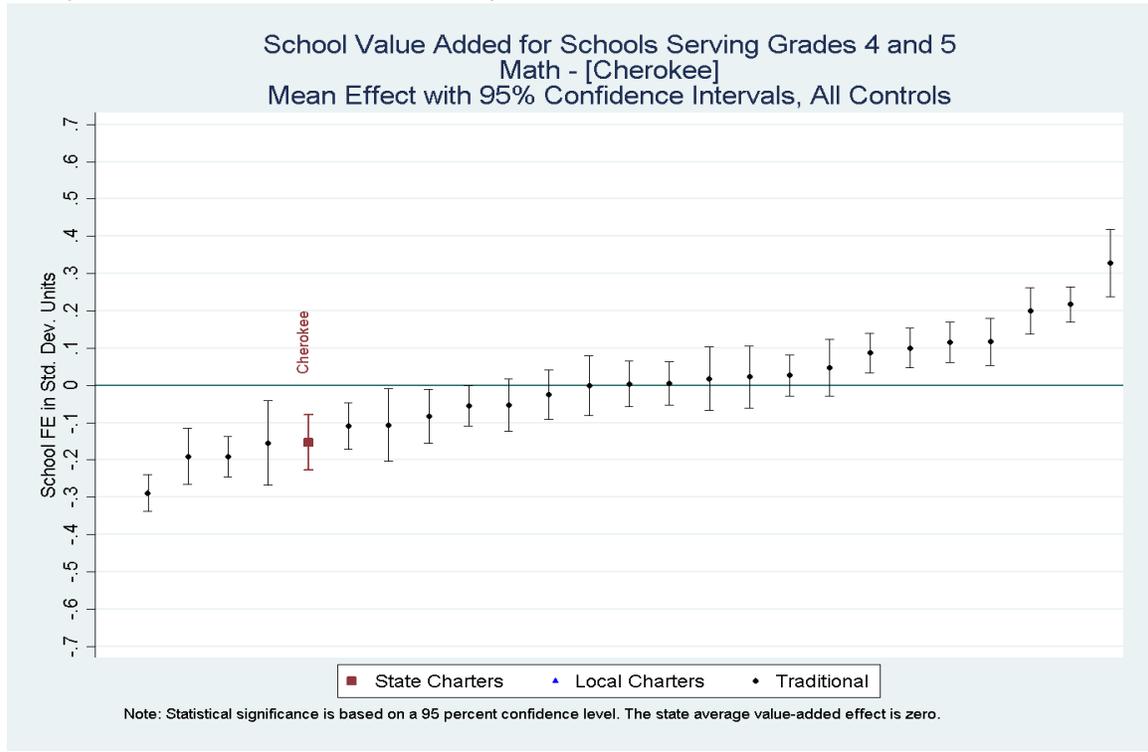
Comparison District: Cherokee County Schools



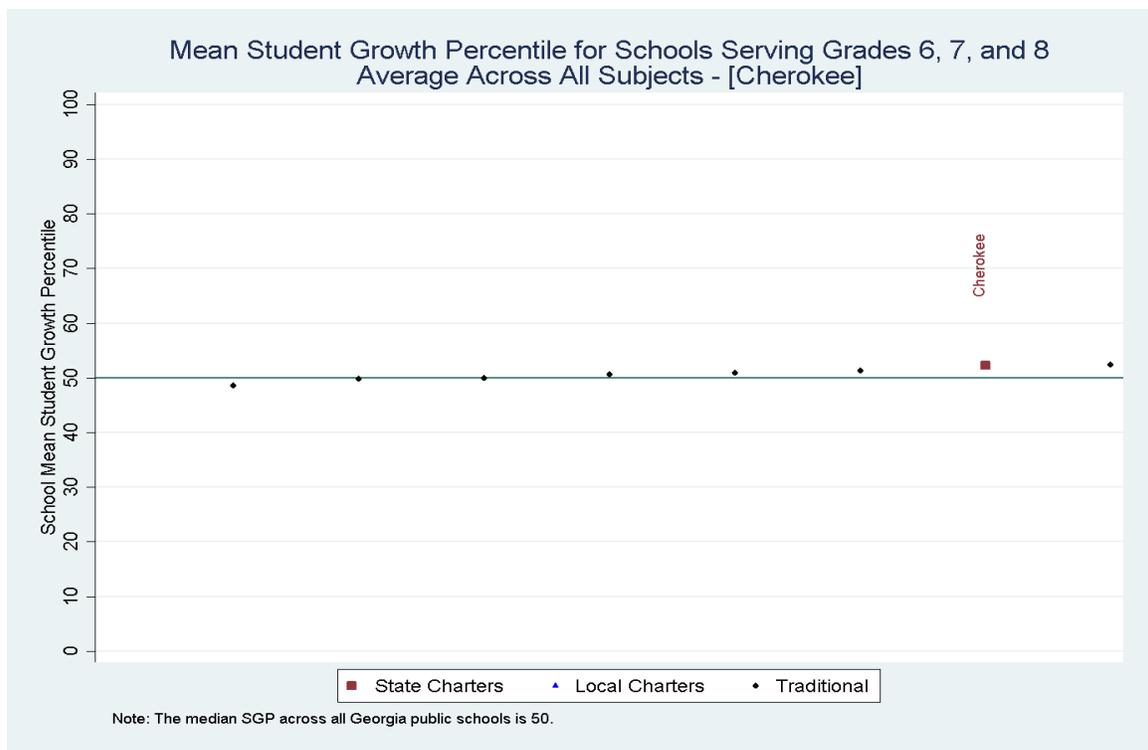
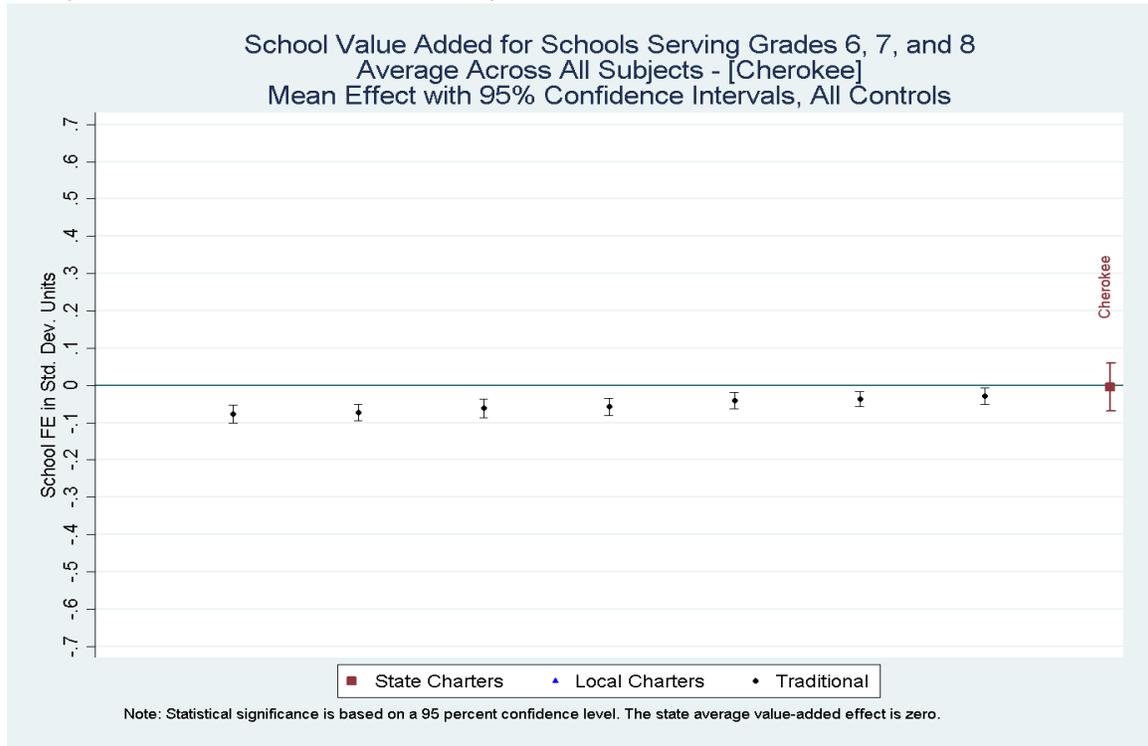
Subject Area: Elementary ELA
 State Charter: Cherokee Charter Academy
 Comparison District: Cherokee County Schools



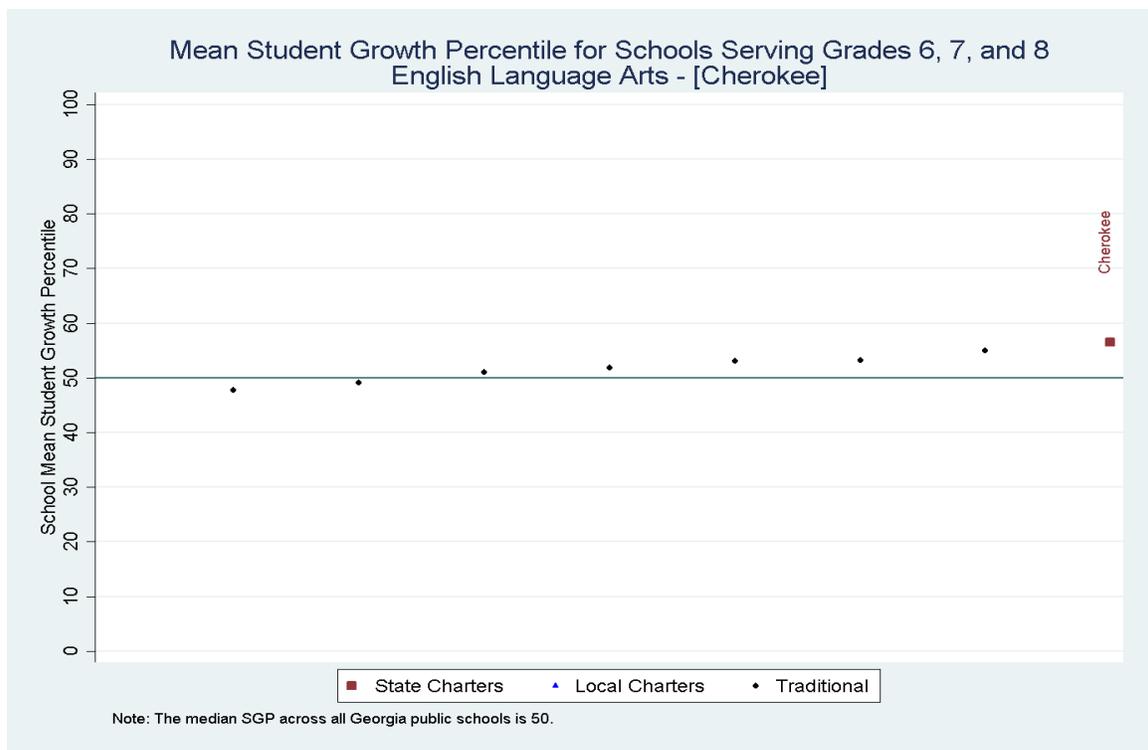
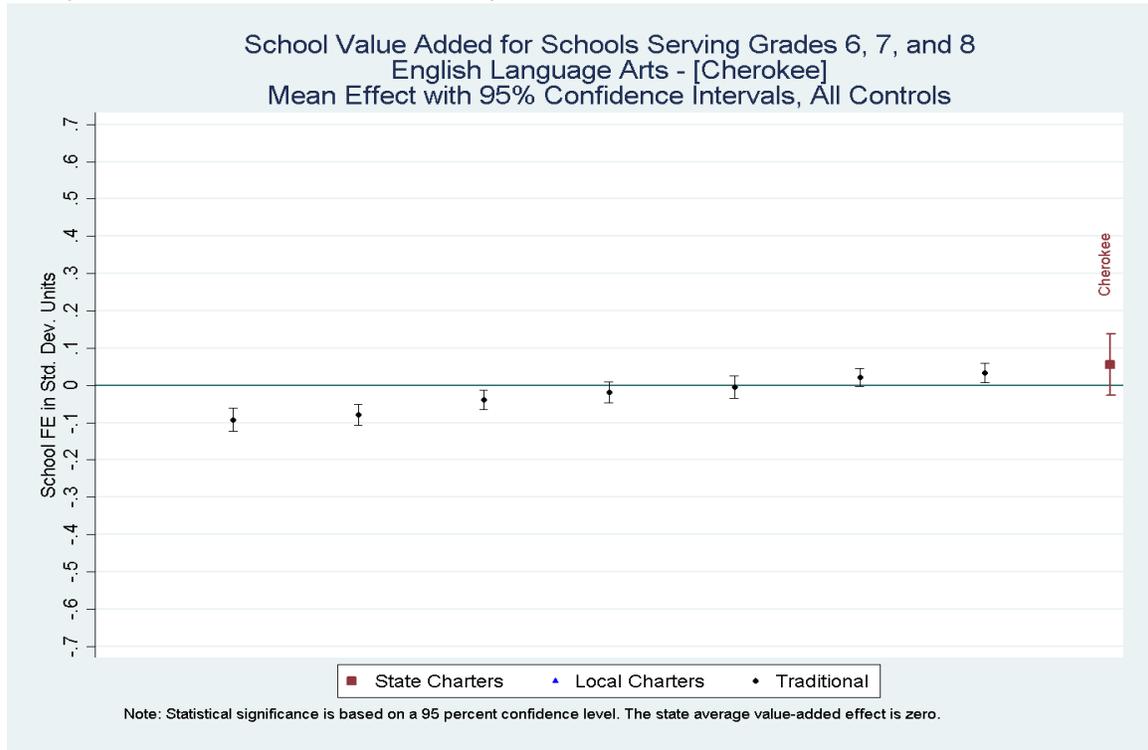
Subject Area: Elementary Mathematics
 State Charter: Cherokee Charter Academy
 Comparison District: Cherokee County Schools



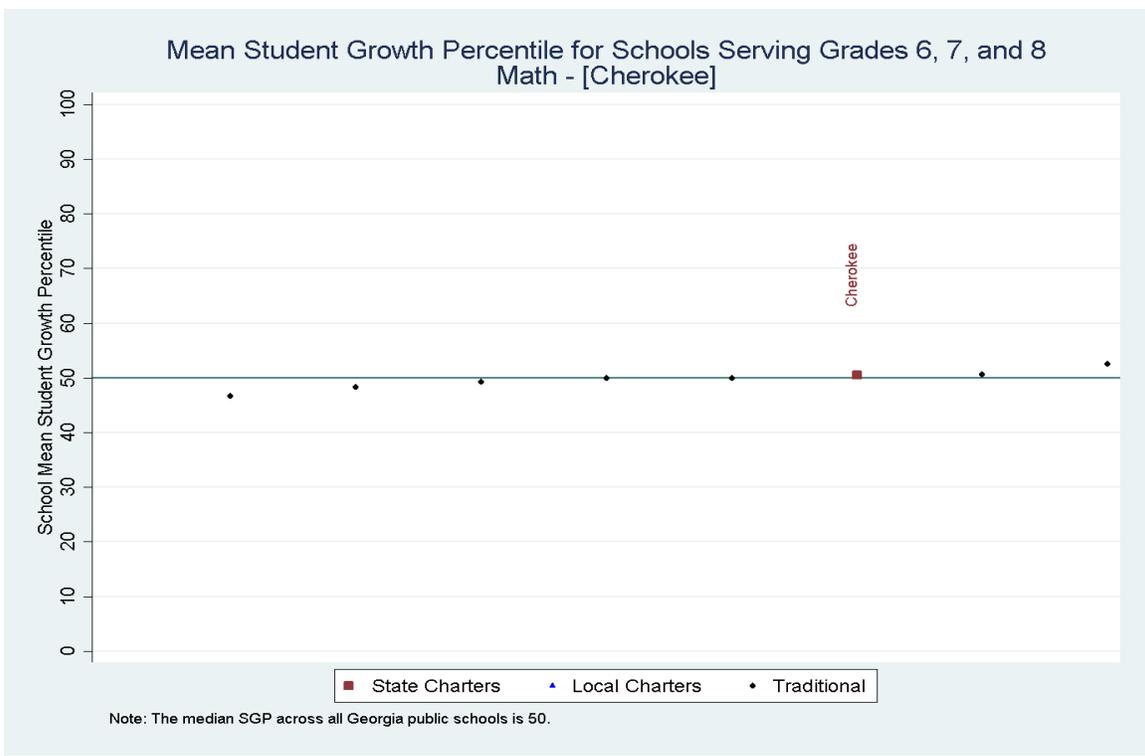
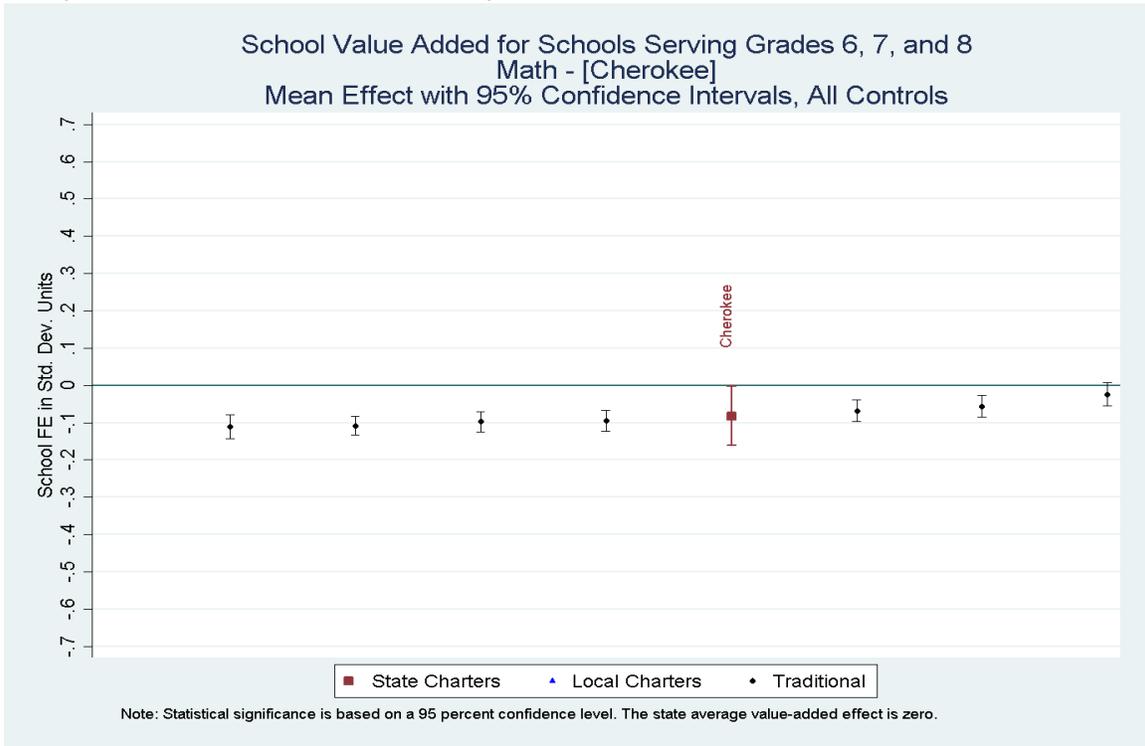
Subject Area: All-Subject Middle Average
 State Charter: Cherokee Charter Academy
 Comparison District: Cherokee County Schools



Subject Area: Middle ELA
 State Charter: Cherokee Charter Academy
 Comparison District: Cherokee County Schools



Subject Area: Middle Mathematics
 State Charter: Cherokee Charter Academy
 Comparison District: Cherokee County Schools



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 -0.1465 in elementary grades and -0.1263 in middle grades.
- Cirrus Academy Charter’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.
- Cirrus Academy Charter’s performance in elementary grades remained lower than the state average in both 2016/17 and 2017/18. In 2017/18, its relative performance in middle grades was lower than its performance in 2016/17.
- The school’s contribution to student achievement is:
 - below the state average in elementary Math and ELA and middle Math and ELA.

General Characteristics

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
Cirrus Academy Charter	2016	No	K-8	STEM + Arts	Normal	No	No	Yes	Not Specified	Students residing in State of GA

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Cirrus	54.1	2.9	94.8	0.5	1.8	100.0	66.9	0.2	5.4	0.0

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

Overall School Effect: -0.1465 Elementary / -0.1263 Middle

Cirrus Academy Charter’s contribution to an elementary and middle school student’s average achievement across ELA and Math is statistically below 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	-0.2185	2	Lower				45	20	
Math	-0.1403	15	Lower				37	6	
All-Subject Average	-0.1465	6	Lower				41	7	
<i>Middle</i>									
ELA	-0.1292	6	Lower				42	5	
Math	-0.1251	14	Lower				41	12	
All-Subject Average	-0.1263	7	Lower				41	6	
<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 2017/18, 2016/17, and 2015/16 Value-Added and SGP Summary Results

Cirrus Academy Charter’s performance in elementary grades, but performance in middle grades declined.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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		
Math					-0.4479	Lower			-0.1403	Lower		
All-Subject Average					-0.3420	Lower			-0.1465	Lower		
<i>Middle</i>												
ELA					-0.0599	No			-0.1292	Lower		
Math					-0.0292	No			-0.1251	Lower		
All-Subject Average					-0.0574	No			-0.1263	Lower		

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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				37	2		45	20	
Math				18	1		37	6	
All-Subject Average				27	1		41	7	

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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>Middle</i>									
ELA				46	20		42	5	
Math				46	30		41	12	
All-Subject Average				46	23		41	6	
<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 0.0111 in high school.
- Coastal Plains Education Charter’s performance is indistinguishable from the state average in high school. Because the school serves students throughout the state, it does not have a district comparison group.
- Coastal Plains Education Charter’s first year in operation is 2017/18, so it is not possible to make year-to-year performance assessments.
- The school’s contribution to student achievement cannot be determined for individual EOC exams because there were less than 15 test-takers in any single subject.

General Characteristics

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
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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Coastal Plains	48.4	55.1	34.1	8.3	2.4	47.1	36.6	1.7	13.7	1.4

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

Overall School Effect: 0.0111 High

Coastal Plains Education Charter’s contribution to a high school student’s average achievement across ELA and Math is indistinguishable from 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. However, specific subject area school effects are not reported because in each individual subject, less than 15 students took the exam. The overall subject average can be calculated because in total more than 15 students took an exam that contributes to this score.

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									

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?
American Literature						
Algebra 1						
Geometry						
All-Subject Average	0.0111	56	No			

Student Growth Percentiles (Controls only for Prior Test Scores)		
School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
45	19	

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

Coastal Plains Education Charter’s first year in operation is 2017/18, so it is not possible to make year-to-year performance assessments.

Coweta Charter Academy

Key Findings

- The value-added estimate of the school’s impact on student achievement across Math and ELA is 0.1067 in elementary grades and -0.0179 in middle grades.
- Coweta Charter Academy’s performance is higher than the state and district average elementary school, but indistinguishable from the state and district average middle school.
- Coweta Charter Academy’s performance in elementary and middle grades in 2017/18 is similar to its performance in 2016/17.
- The school’s contribution to student achievement is:
 - higher than the state and district average in elementary Math and ELA;
 - below the state and district average in middle school Math; and
 - indistinguishable from the state and district averages in middle school ELA.

General Characteristics

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	No	20 hours volunteer/year for one child, 30 hours/year for more than one child	Students residing in Coweta County Public Schools Zone

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Coweta	51.6	71.8	15.9	6.3	6.0	11.3	12.4	0.3	10.9	13.9

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

Overall School Effect: 0.1067 Elementary / -0.0179 Middle
 Average Overall School Effect in District: -0.0018 Elementary / 0.0313 Middle

Coweta Charter Academy’s contribution to an elementary student’s average achievement across ELA and Math is higher than the average elementary school in the district and state. Coweta Charter Academy’s contribution to student achievement averaged across two middle school subjects is indistinguishable from both the average middle school in the state and 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	0.0902	81	Higher	2 of 21	-0.0323	Higher	57	89	2 of 21
Math	0.1131	79	Higher	4 of 21	-0.0148	Higher	59	86	7 of 21
All-Subject Average	0.1067	86	Higher	4 of 21	-0.0081	Higher	58	92	4 of 21
<i>Middle</i>									
ELA	-0.0334	32	No	6 of 8	-0.0006	No	50	51	8 of 8
Math	-0.0970	19	Lower	8 of 8	0.0100	Lower	52	57	7 of 8
All-Subject Average	-0.0179	42	No	8 of 8	0.0313	No	51	59	8 of 8
<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 2017/18, 2016/17, and 2015/16 Value-Added and SGP Summary Results

Coweta Charter Academy’s performance in elementary grades in 2017/18 is generally improved relative to performance in 2015/16, but similar to performance in 2016/17. In middle school grades, the performance in 2015/16, 2016/17, and 2017/18 has been similar.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	-0.0512	No	-0.1095	No	0.1880	Higher	0.0269	Higher	0.0902	Higher	-0.0323	Higher
Math	0.0035	No	-0.0390	No	0.1385	Higher	-0.0298	Higher	0.1131	Higher	-0.0148	Higher
All-Subject Average	-0.0648	Lower	-0.0683	No	0.1592	Higher	-0.0019	Higher	0.1067	Higher	-0.0081	Higher
<i>Middle</i>												
ELA	0.0553	No	-0.0045	No	0.0310	No	0.0127	No	-0.0334	No	-0.0006	No
Math	-0.1312	Lower	0.0093	Lower	-0.2521	Lower	0.0098	Lower	-0.0970	Lower	0.0100	Lower
All-Subject Average	-0.0921	Lower	-0.0209	Lower	-0.1071	Lower	0.0171	Lower	-0.0179	No	0.0313	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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	47	33	9 of 21	64	98	2 of 21	57	89	2 of 21
Math	52	58	8 of 21	59	88	4 of 21	59	86	7 of 21
All-Subject Average	48	40	12 of 21	61	97	2 of 21	58	92	4 of 21
<i>Middle</i>									
ELA	50	52	5 of 8	55	86	3 of 8	50	51	8 of 8
Math	47	40	8 of 8	45	24	8 of 8	52	57	7 of 8
All-Subject Average	46	27	8 of 8	50	49	8 of 8	51	59	8 of 8
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

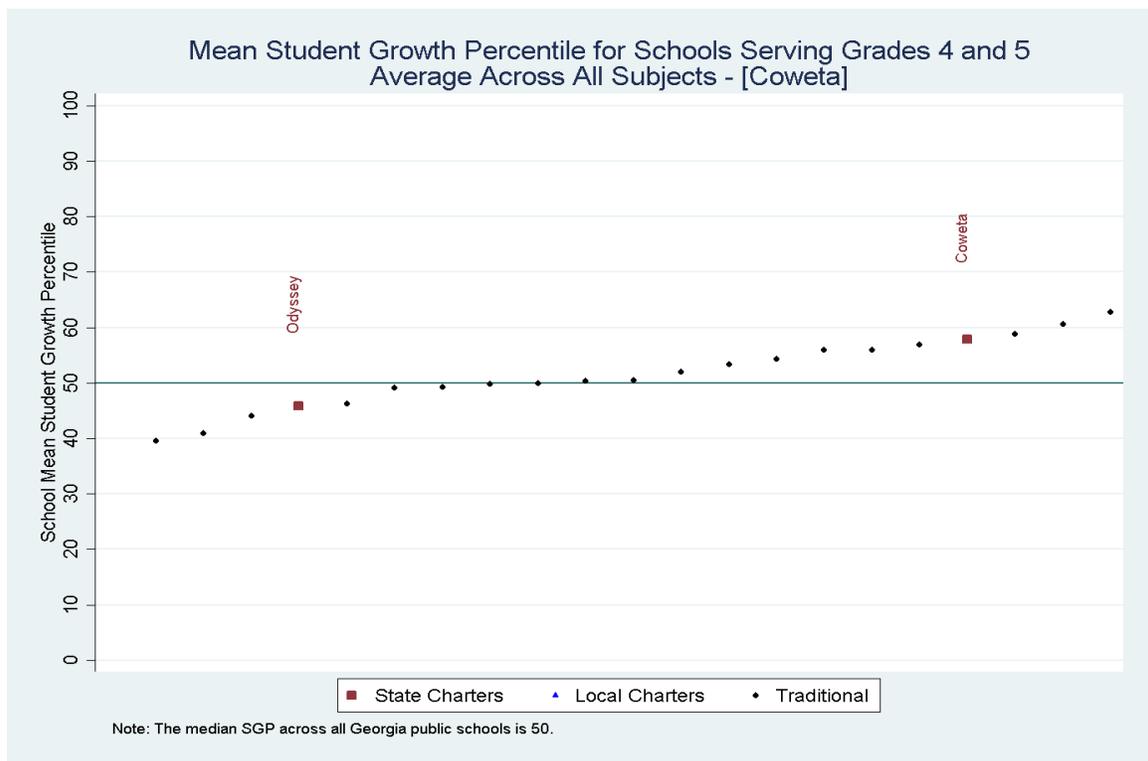
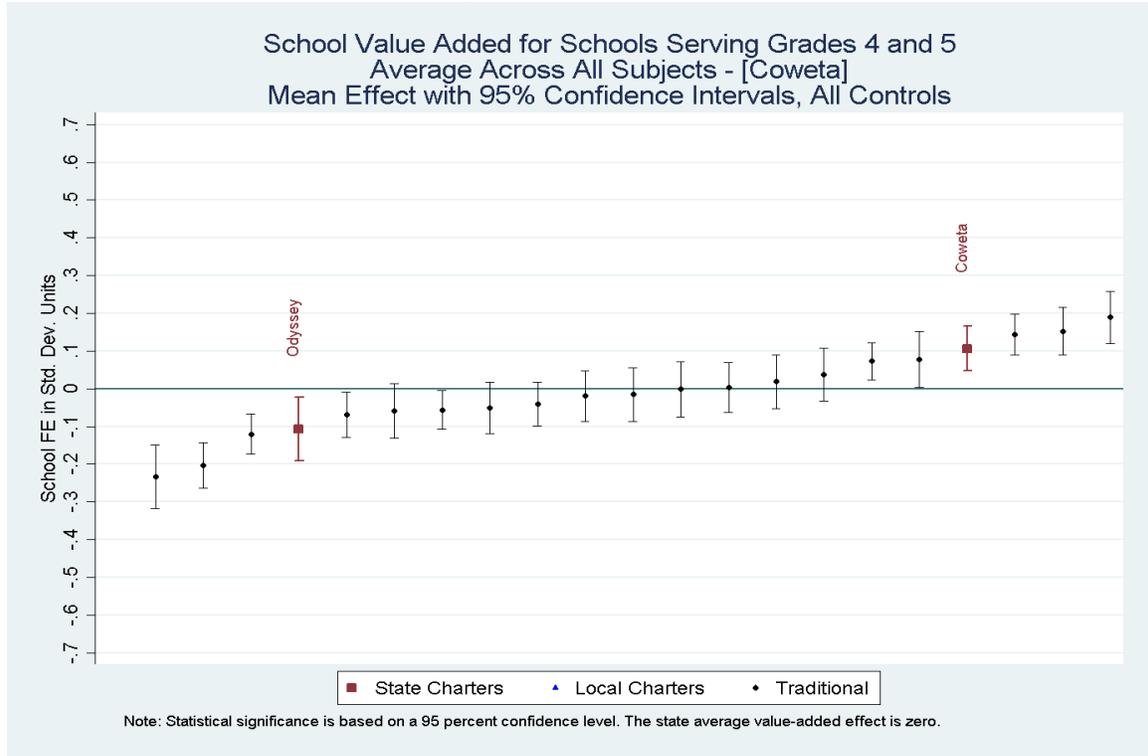
Note: Schools with a statewide attendance zone have no comparison district.

Comparison of School Impact

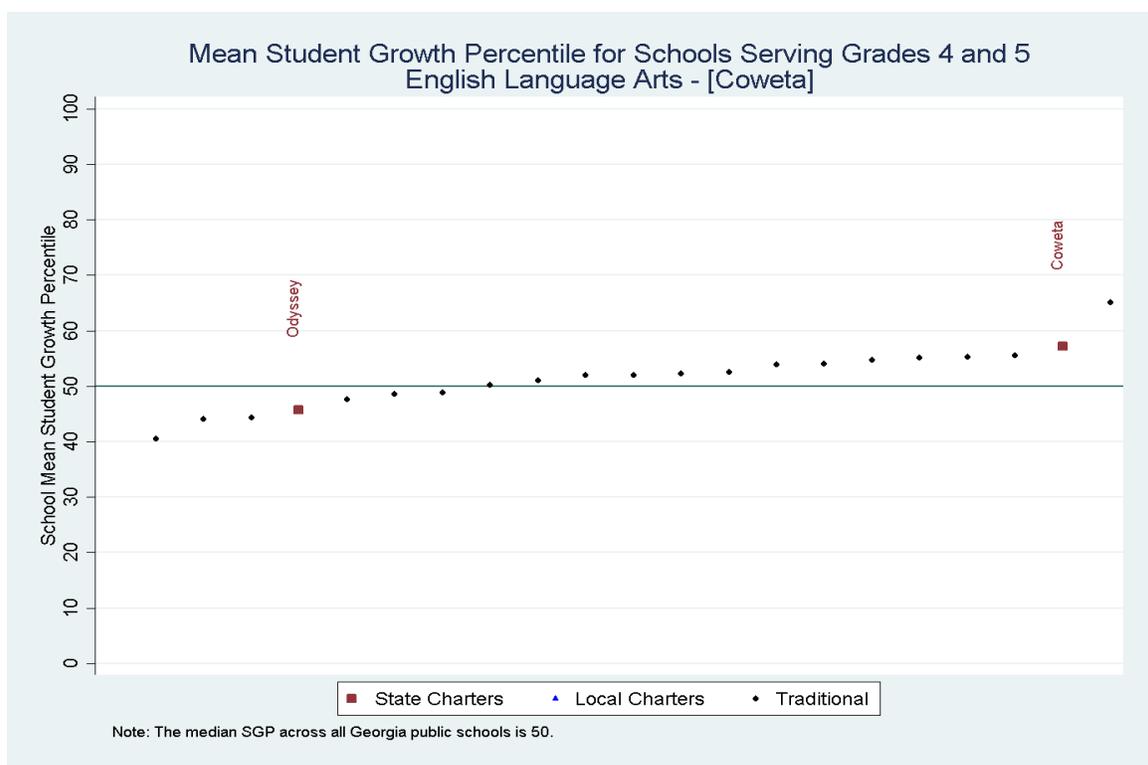
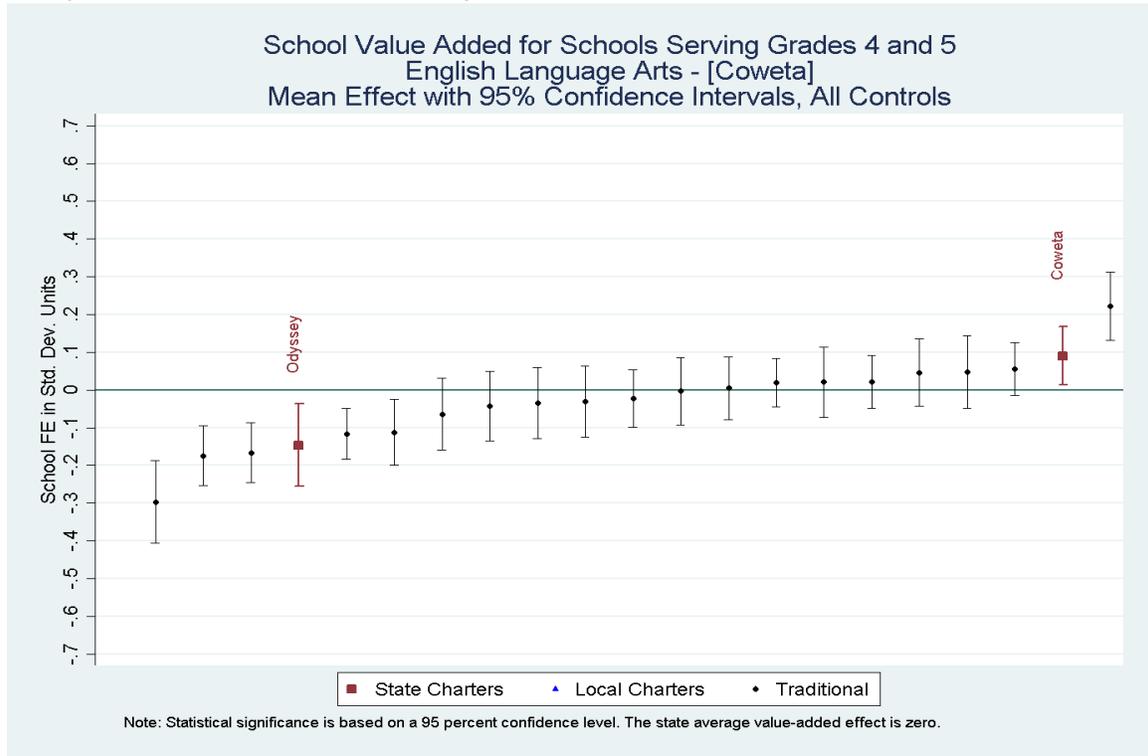
Subject Area: All-Subject Elementary Average

State Charter: Coweta Charter Academy

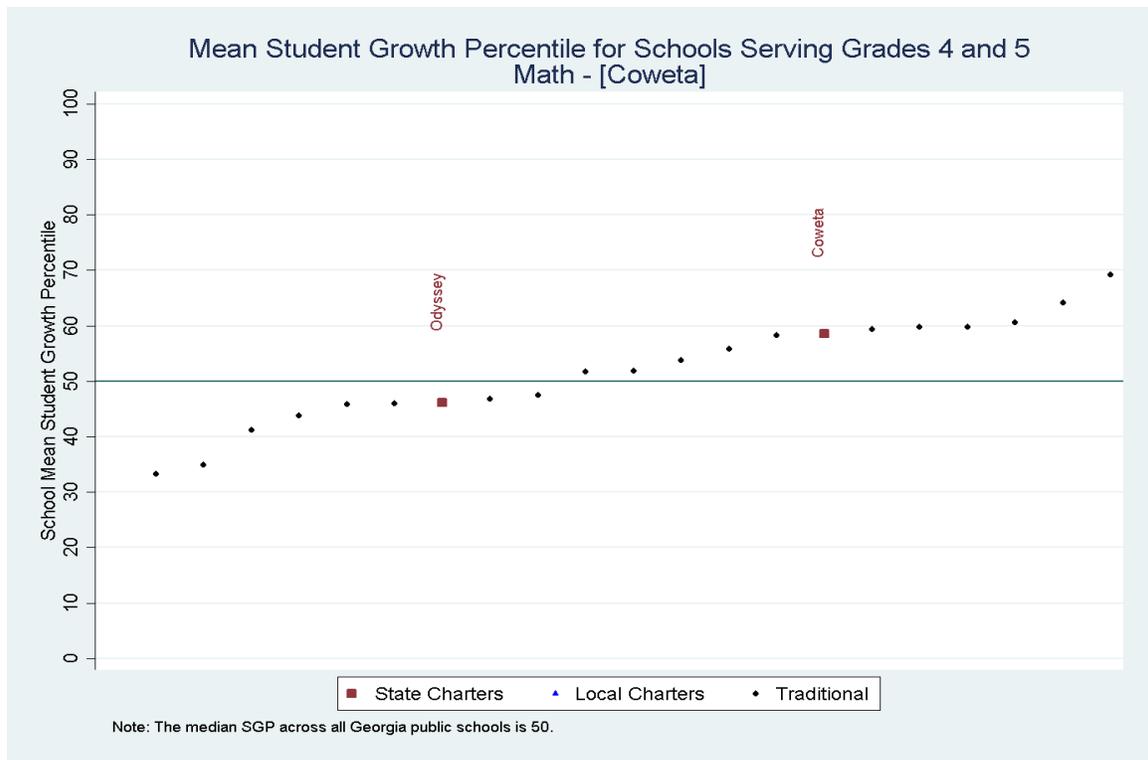
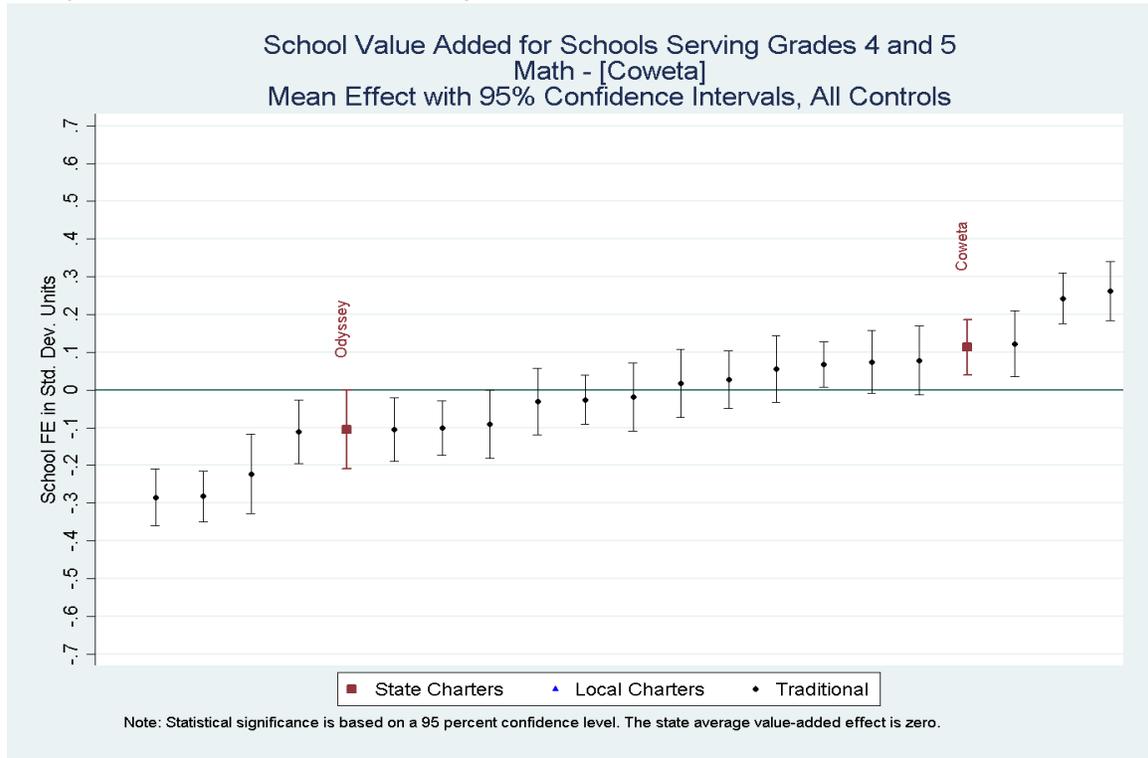
Comparison District: Coweta County Public Schools



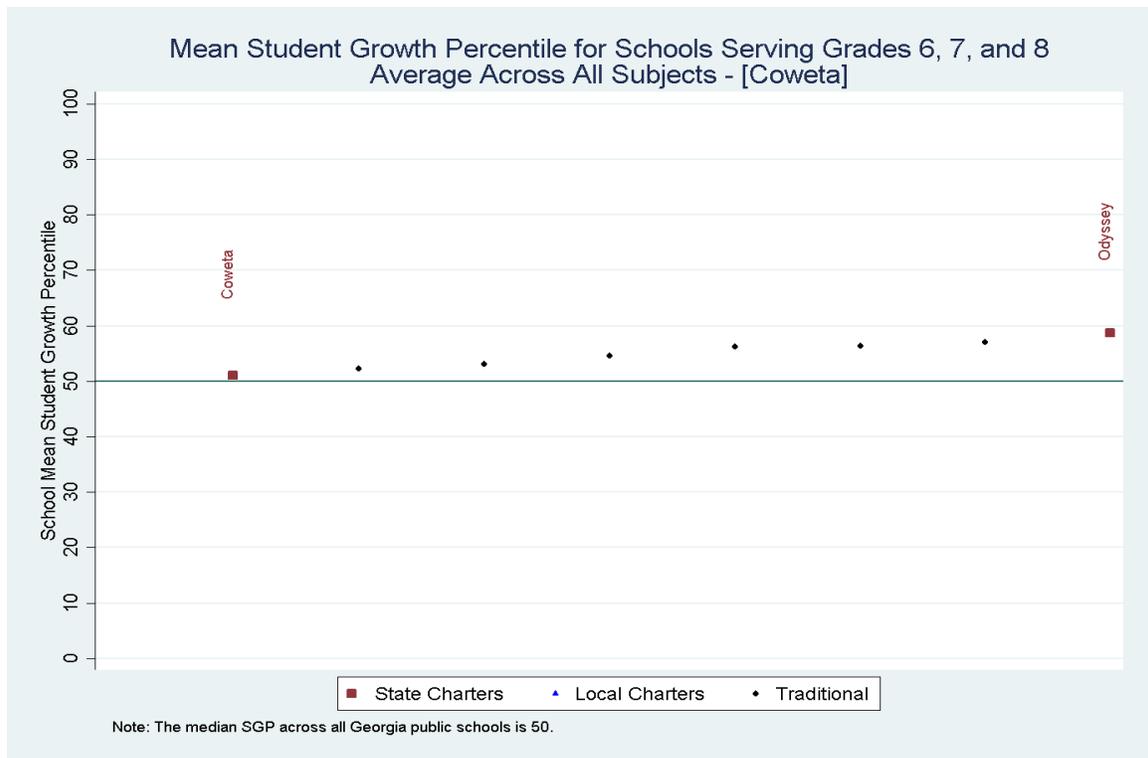
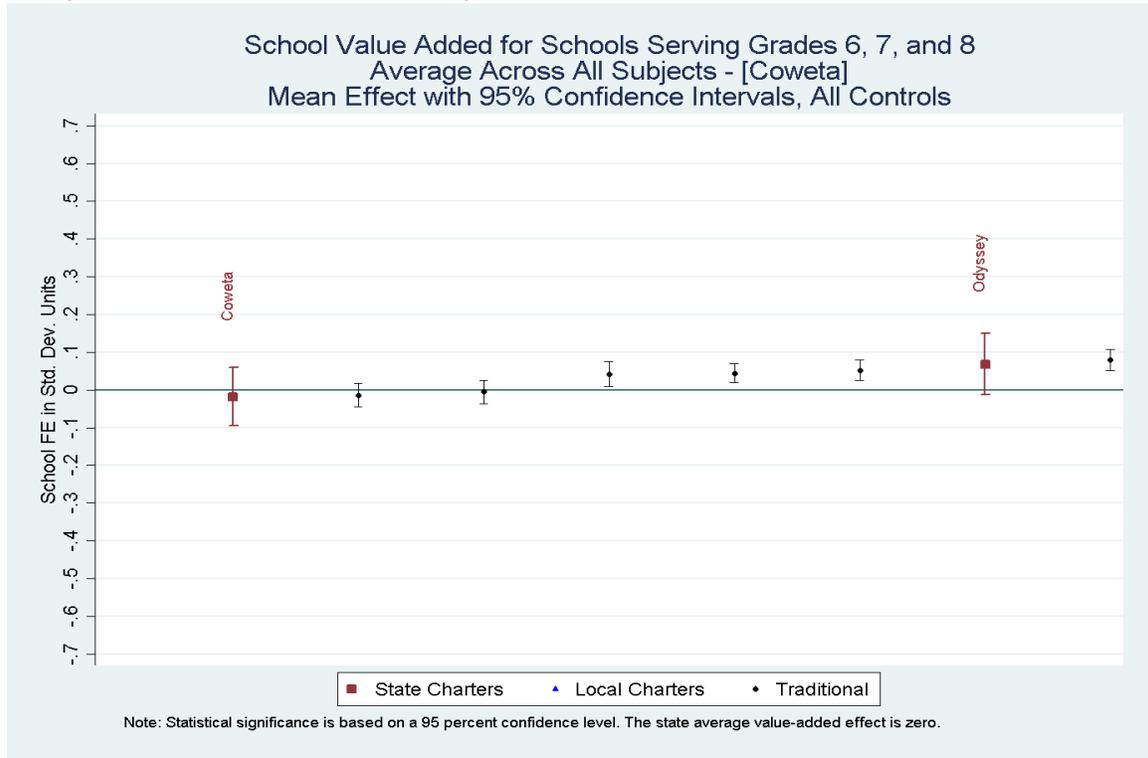
Subject Area: Elementary ELA
 State Charter: Coweta Charter Academy
 Comparison District: Coweta County Public Schools



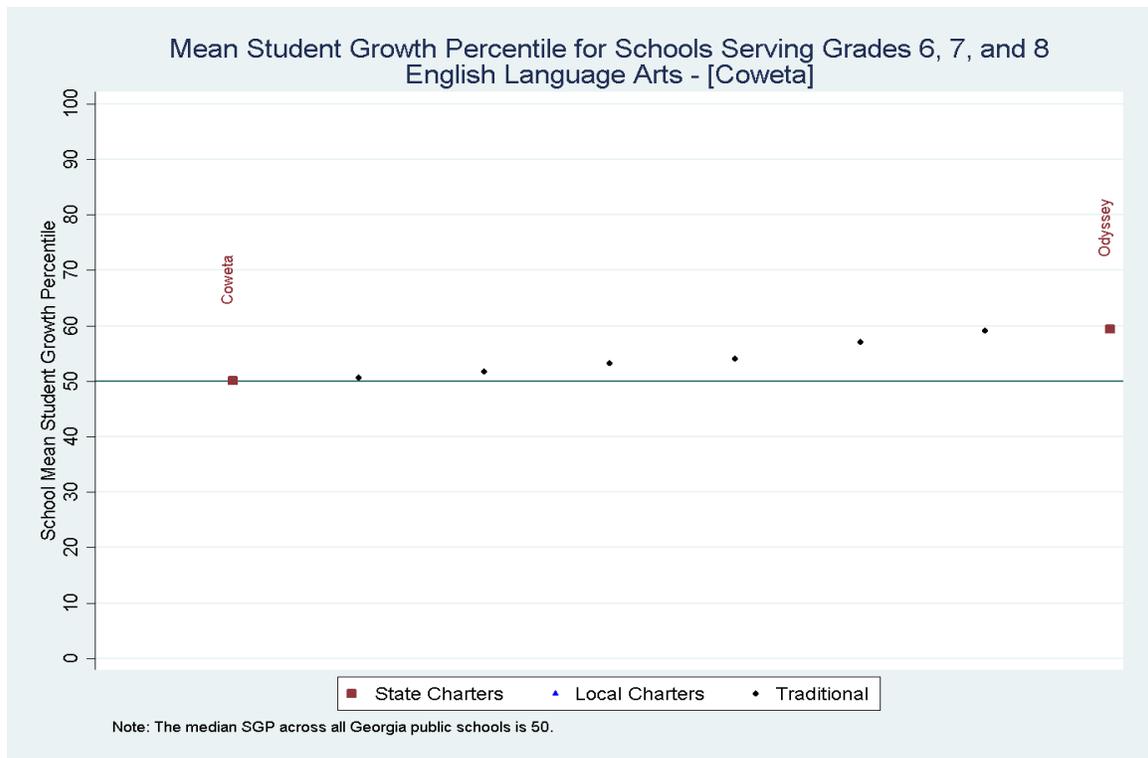
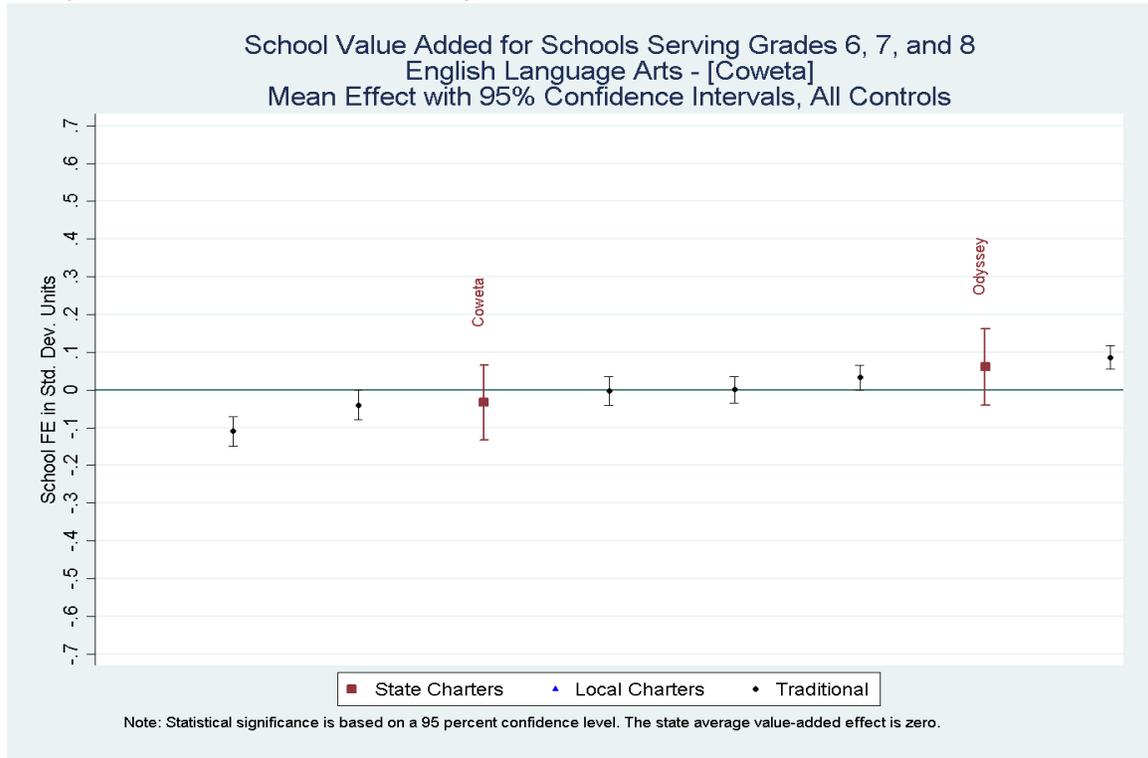
Subject Area: Elementary Mathematics
 State Charter: Coweta Charter Academy
 Comparison District: Coweta County Public Schools



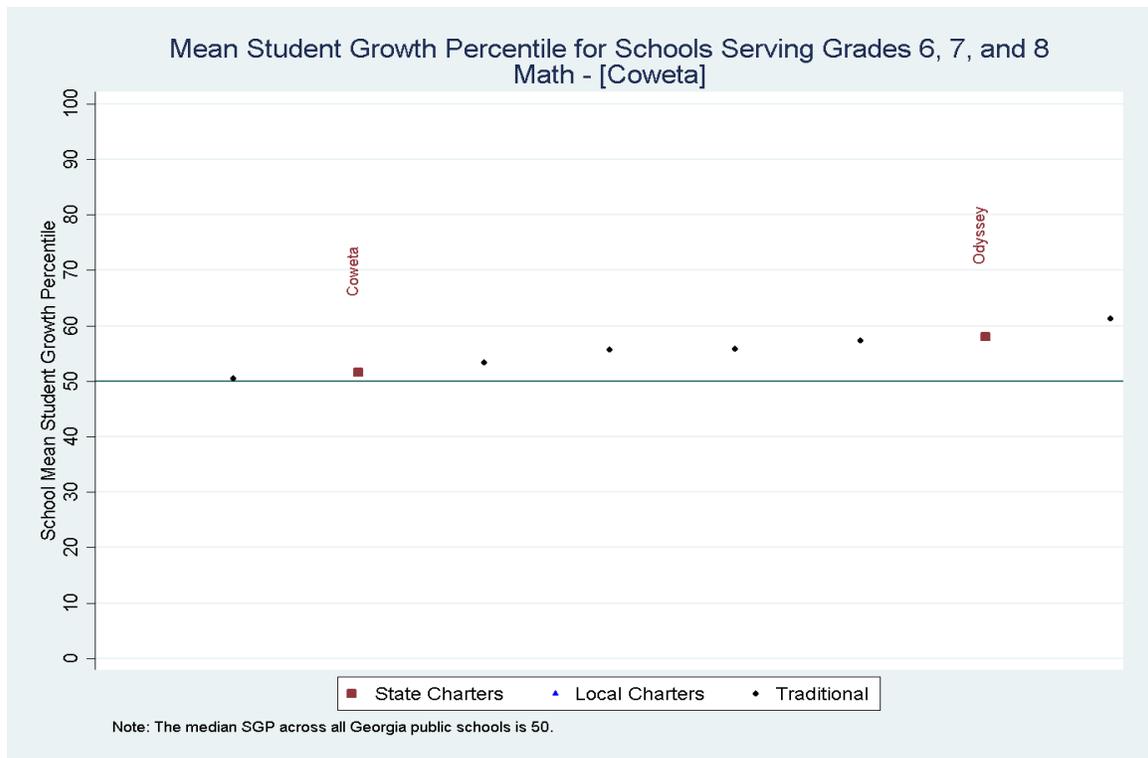
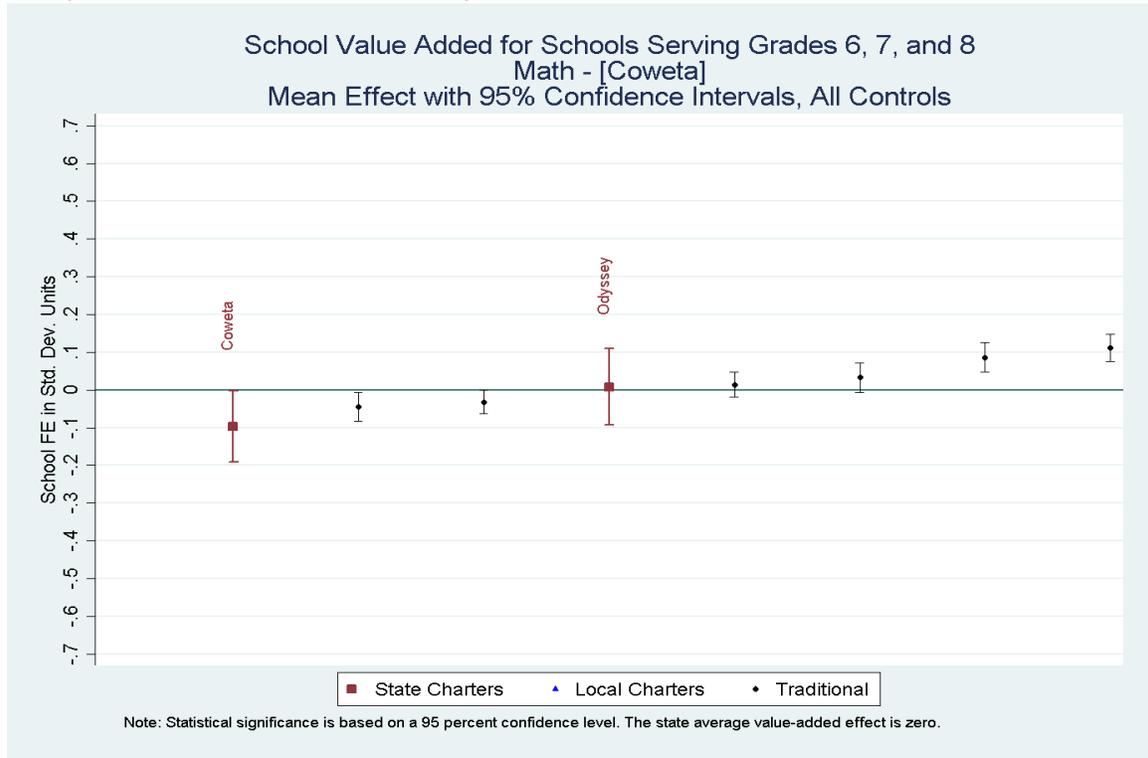
Subject Area: All-Subject Middle Average
 State Charter: Coweta Charter Academy
 Comparison District: Coweta County Public Schools



Subject Area: Middle ELA
 State Charter: Coweta Charter Academy
 Comparison District: Coweta County Public Schools



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



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 0.1551 in elementary grades.
- DuBois Integrity Academy’s performance is above the state and district averages in elementary grades.
- DuBois Integrity Academy’s performance in elementary ELA and Math in 2017/18 is similar to performance in 2016/17. In elementary Math, the school effect increased from 2016/17 to 2017/18.
- The school’s contribution to student achievement in 2017/18 is:
 - above the state and district average in elementary ELA and Math.

General Characteristics

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
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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
DuBois	49.5	0.3	98.1	0.4	1.2	100.0	48.6	2.7	15.0	1.9

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

Overall School Effect: 0.1551 Elementary

Average Overall School Effect in District: -0.0216 Elementary

DuBois Integrity Academy’s contribution to an elementary student’s average achievement across ELA and Math is above that of 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)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?
<i>Elementary</i>						
ELA	0.1309	89	Higher	4 of 36	-0.0035	Higher
Math	0.1674	88	Higher	2 of 36	-0.0422	Higher
All-Subject Average	0.1551	92	Higher	2 of 36	-0.0216	Higher
<i>Middle</i>						
ELA						
Math						
All-Subject Average						
<i>High</i>						
9th Grade Literature						
American Literature						
Algebra 1						
Geometry						

Student Growth Percentiles (Controls only for Prior Test Scores)		
School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
57	89	6 of 36
58	84	6 of 36
58	91	3 of 36

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?
All-Subject Average						

Student Growth Percentiles (Controls only for Prior Test Scores)		
School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)

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

DuBois Integrity Academy’s performance in elementary ELA and Math in 2017/18 is similar to performance in 2016/17.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	0.0432	No	0.0211	No	0.2346	Higher	0.0850	Higher	0.1309	Higher	-0.0035	Higher
Math	-0.2554	Lower	-0.0321	Lower	0.1187	Higher	0.0668	No	0.1674	Higher	-0.0422	Higher
All-Subject Average	-0.2452	Lower	0.0041	Lower	0.1768	Higher	0.0763	Higher	0.1551	Higher	-0.0216	Higher
<i>Middle</i>												
ELA												
Math												

All-Subject Average									
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra									
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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	30	25 of 36	59	93	2 of 36	57	89	6 of 36
Math	26	1	36 of 36	56	74	16 of 36	58	84	6 of 36
All-Subject Average	30	1	36 of 36	57	89	5 of 36	58	91	3 of 36
<i>Middle</i>									
ELA									
Math									

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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									
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

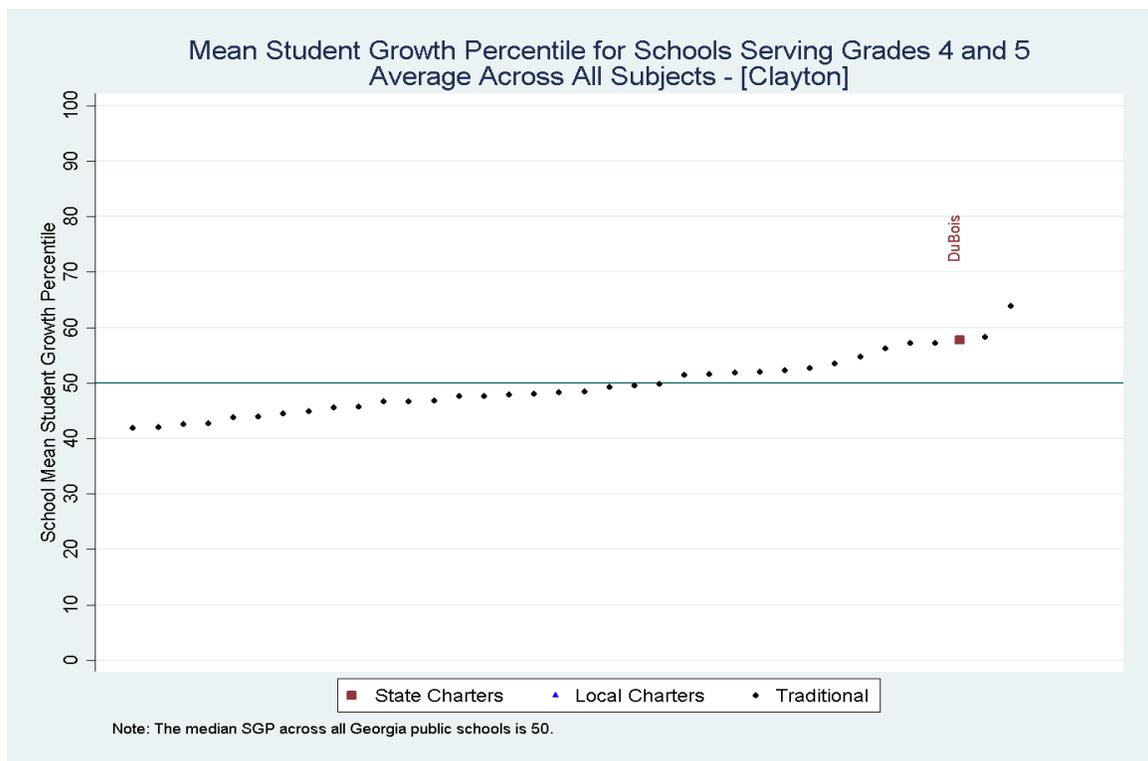
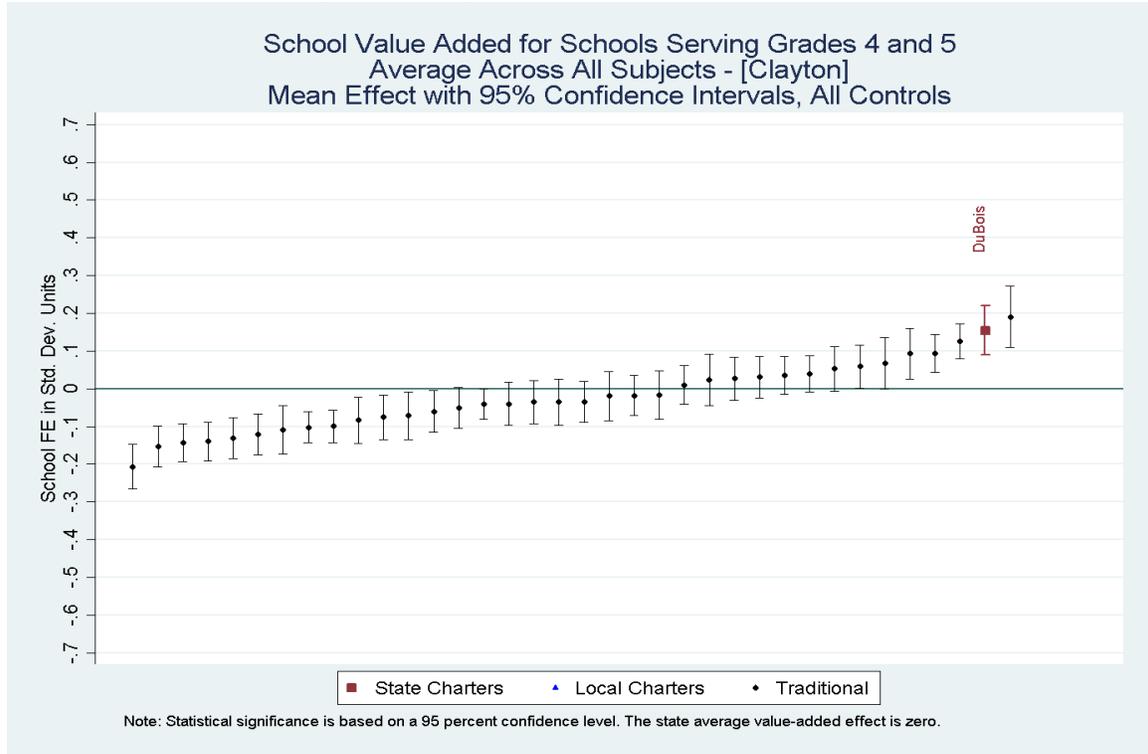
Note: Schools with a statewide attendance zone have no comparison district.

Comparison of School Impact

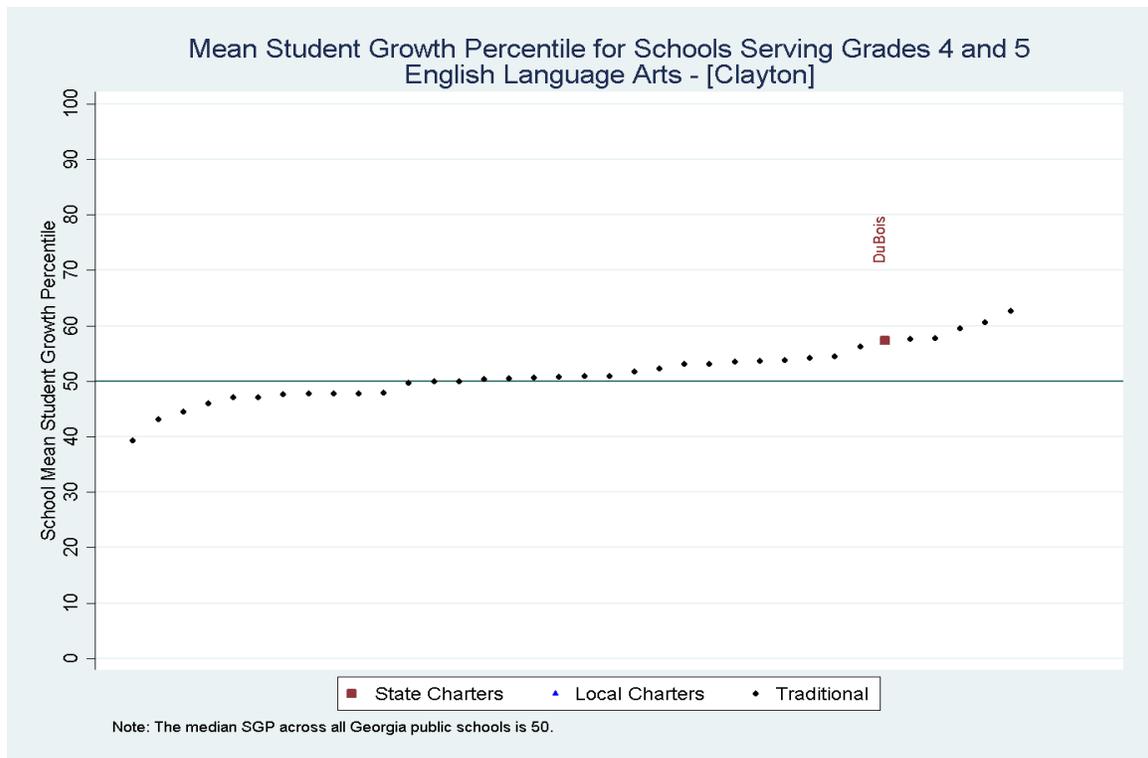
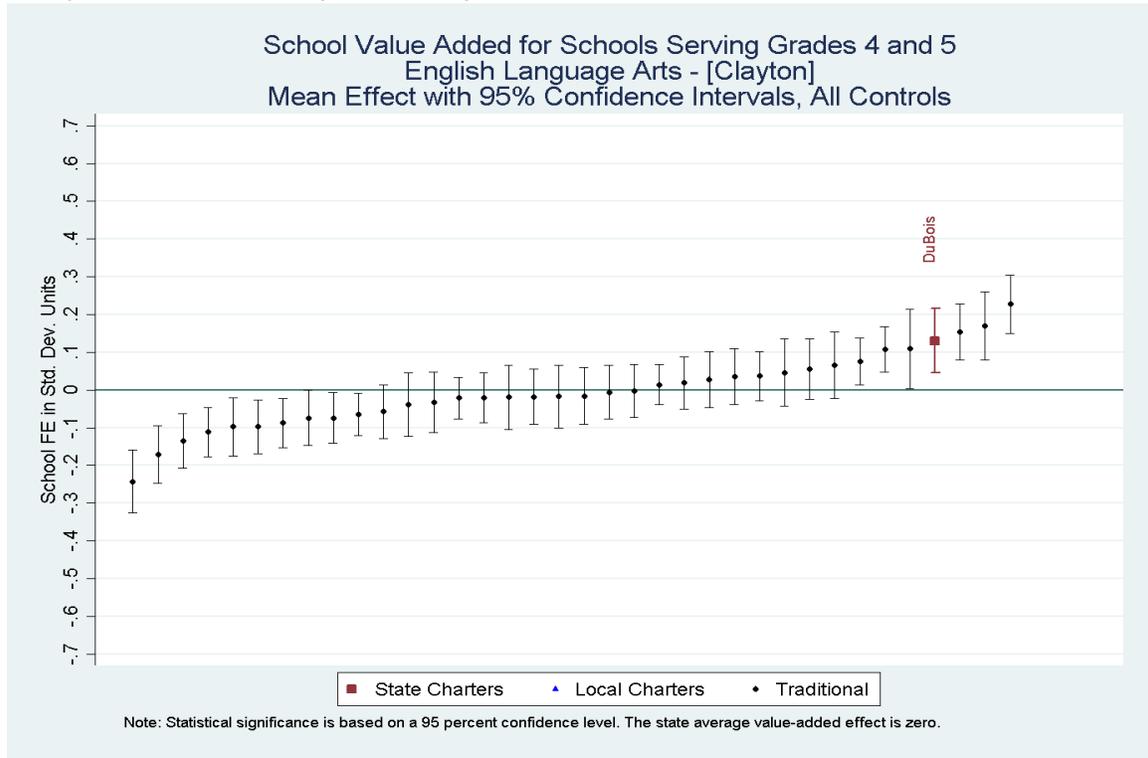
Subject Area: All-Subject Elementary Average

State Charter: DuBois Integrity Academy

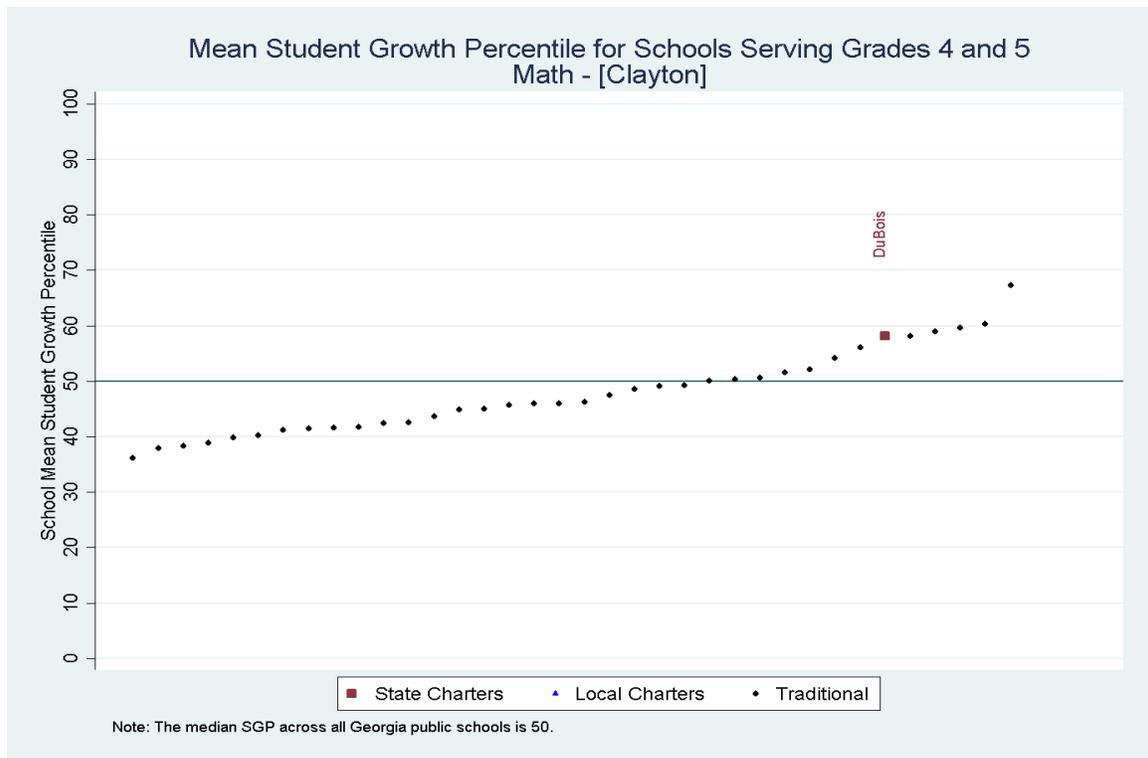
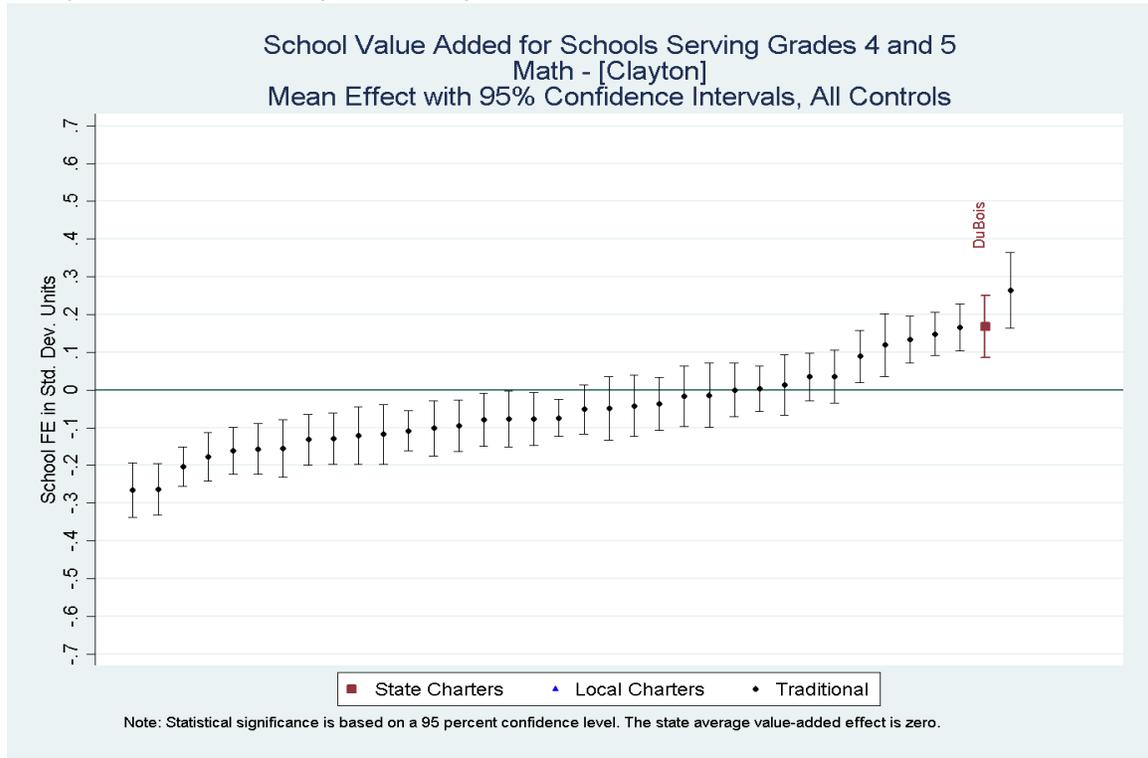
Comparison District: Clayton County



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 0.2935 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 2017/18 overall has increased compared to the 2015/16 and 2016/17 school years. American Literature has increased from 2016/17 to 2017/18, and 9th grade literature has decreased slightly from the 2015/16 school year, but was not reported in the 2016/17 school year.
- The school’s contribution to student achievement is:
 - above the state average in 9th grade literature and American Literature.

General Characteristics

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
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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Foothills	44.5	54.5	31.7	10.0	3.7	61.5	29.3	1.5	15.5	2.4

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

Overall School Effect: 0.2935 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	0.2508	97	Higher				61	95	
American Literature	0.2270	96	Higher				53	70	
Algebra 1									
Geometry									
All-Subject Average	0.2935	98	Higher				58	94	

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

Foothills Education Charter High School’s performance in 2017/18 overall has improved compared to the 2015/16 and 2016/17 school years. Performance in American Literature has increased since 2015/16 and has remained above the state average in 9th grade literature.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	0.3999	Higher							0.2508	Higher		
American Literature	0.1218	No			0.0545	No			0.2270	Higher		
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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	63	98					61	95	
American Literature	37	10		42	15		53	70	
Algebra 1									
Coordinate Algebra									
Geometry									
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 0.0335 in middle school and 0.0270 in high school grades.
- Fulton Leadership Academy’s performance is not statistically different from the state or district averages for middle school ELA, middle school Math, and 9th Grade Literature. The school’s contribution to student achievement is indistinguishable from the state and higher than the district for American Literature.
- Fulton Leadership Academy’s performance in 2017/18 is generally consistent with its performance in 2015/16 and 2016/17.
- The school’s contribution to student achievement is:
 - indistinguishable from the state and higher than the district average in American Literature; and
 - indistinguishable from the state and district average in middle school ELA and Math, as well as 9th Grade Literature.

General Characteristics

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
Fulton Leadership Academy	2010	No	6-12	STEM with focus on aviation and aeronautics - partnership with Civil Air Patrol	Normal	Boys Only	No	No	20 volunteer hours/year	Students residing in Fulton County Public Schools Zone

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Fulton Leadership	0.0	0.0	97.4	2.0	0.6	87.3	32.2	0.0	15.9	10.1

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

Overall School Effect: 0.0335 Middle/ 0.0270 High

Average Overall School Effect in District: -0.0223 Middle/ 0.0267 High

Fulton Leadership Academy’s contribution to a middle and high school student’s cross-subject average achievement is indistinguishable from that of the average middle and 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	0.0288	63	No	6 of 27	-0.0143	No	48	30	17 of 27
Math	0.0112	52	No	8 of 27	-0.0428	No	52	61	11 of 27
All-Subject Average	0.0335	65	No	5 of 27	-0.0223	No	50	48	12 of 27
<i>High</i>									
9th Grade Literature	0.1325	86	No	4 of 18	0.0589	No	50	48	14 of 18
American Literature	0.2087	95	No	1 of 19	-0.0104	Higher	34	98	1 of 19
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	0.0270	63	No	10 of 20	0.0267	No	47	32	17 of 20

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

Fulton Leadership Academy’s performance in 2017/18 is consistent with its performance in 2015/16 and 2016/17.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	-0.0323	No	0.0040	No	0.0315	No	-0.0084	No	0.0288	No	-0.0143	No
Math	-0.0212	No	-0.0960	Higher	-0.0226	No	-0.0511	No	0.0112	No	-0.0428	No
All-Subject Average	0.0039	No	-0.0497	Higher	-0.0086	No	-0.0286	No	0.0335	No	-0.0223	No
<i>High</i>												
9th Grade Literature	0.0208	No	0.0172	No	-0.0883	No	0.0344	No	0.1325	No	0.0589	No
American Literature	-0.0711	No	0.0090	No					0.2087	No	-0.0104	Higher
Algebra 1	0.1094	No	0.0367	No	0.0235	No	0.0655	No				
Coordinate Algebra												
Geometry					0.0639	No	0.0570	No				
Analytic Geometry	0.0617	No	0.0617	No								

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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	39	4	25 of 26	47	26	18 of 27	48	30	17 of 27
Math	42	21	14 of 26	48	39	10 of 27	52	61	11 of 27
All-Subject Average	46	27	18 of 26	47	33	14 of 27	50	48	12 of 27
<i>High</i>									
9th Grade Literature	40	10	16 of 18	47	31	13 of 17	50	48	14 of 18
American Literature	47	41	12 of 19				65	98	1 of 19
Algebra 1	44	34	14 of 18	47	35	12 of 18			
Coordinate Algebra									
Geometry				49	47	13 of 19			
Analytic Geometry	50	55	1 of 1						

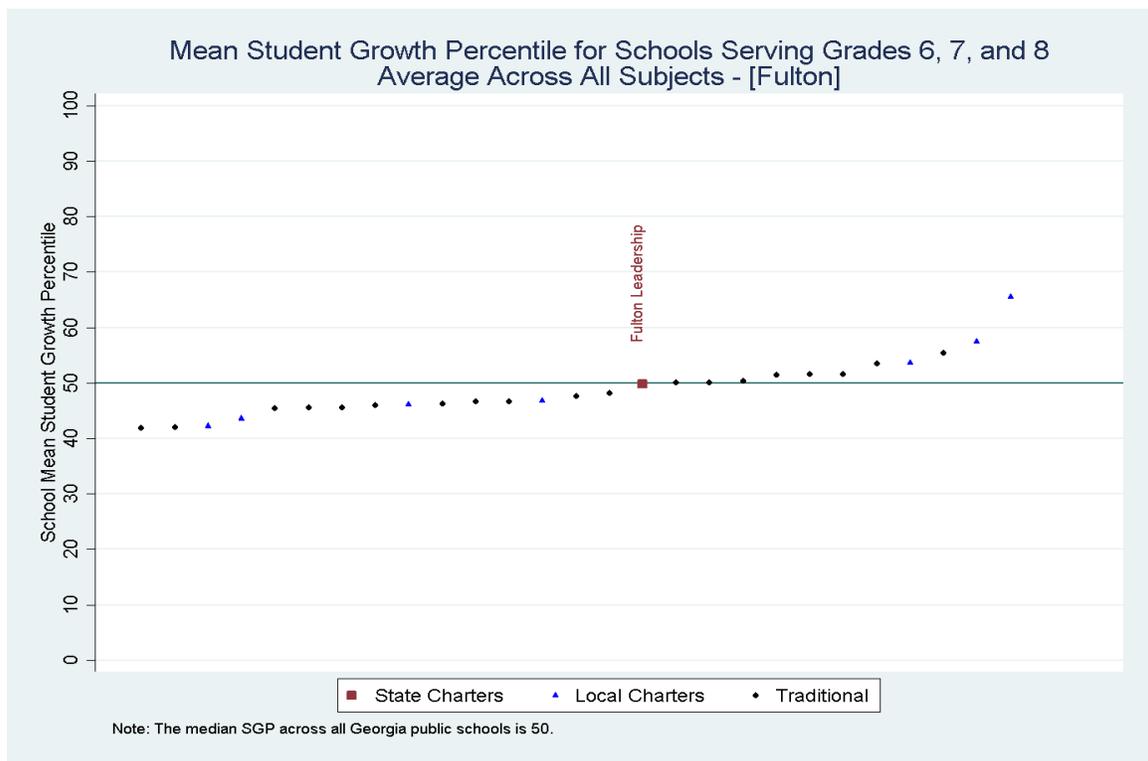
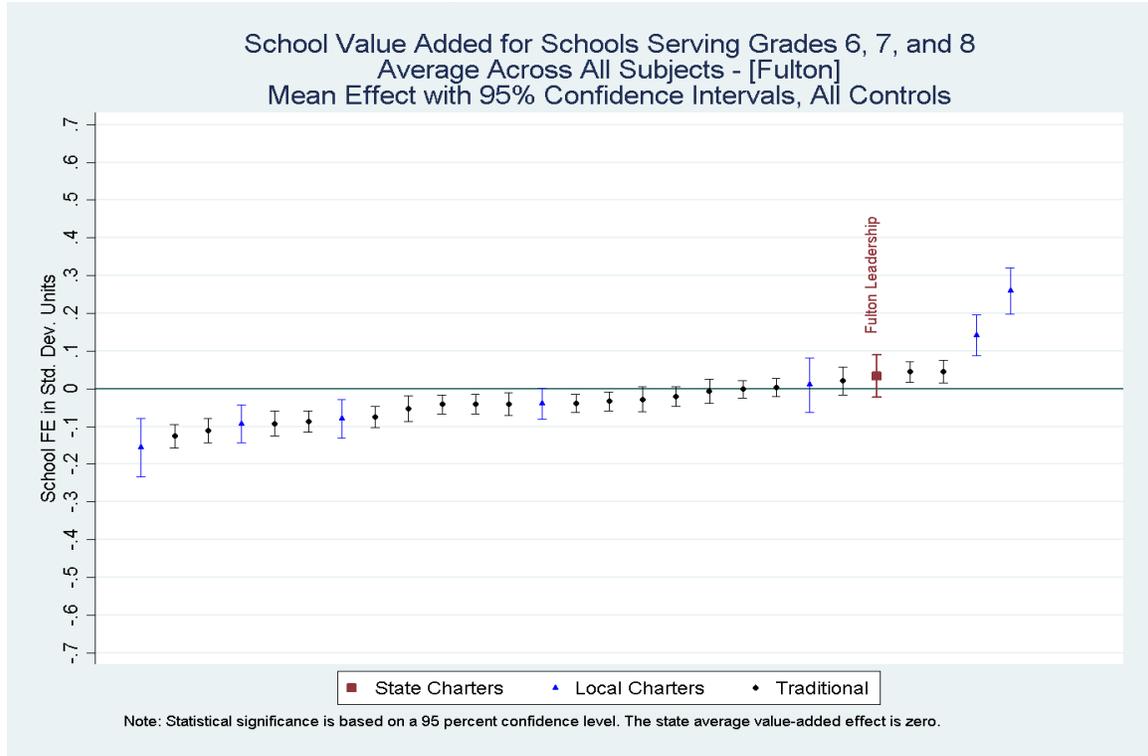
Note: Schools with a statewide attendance zone have no comparison district.

Comparison of School Impact

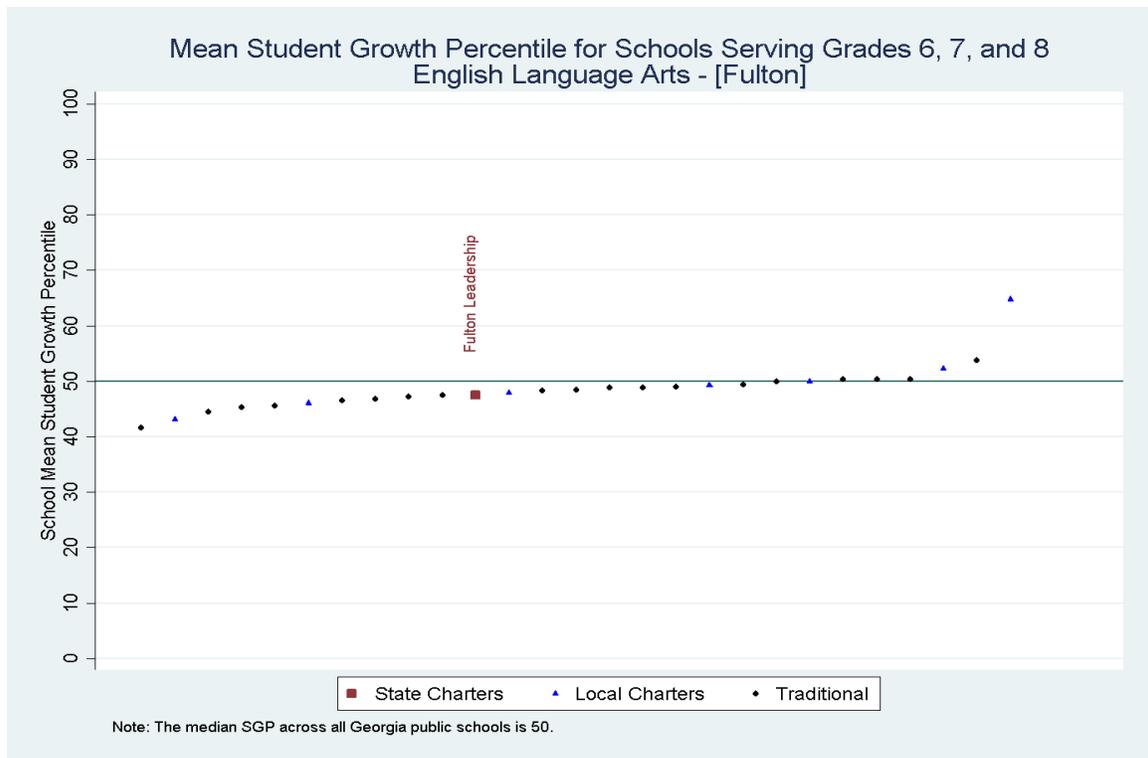
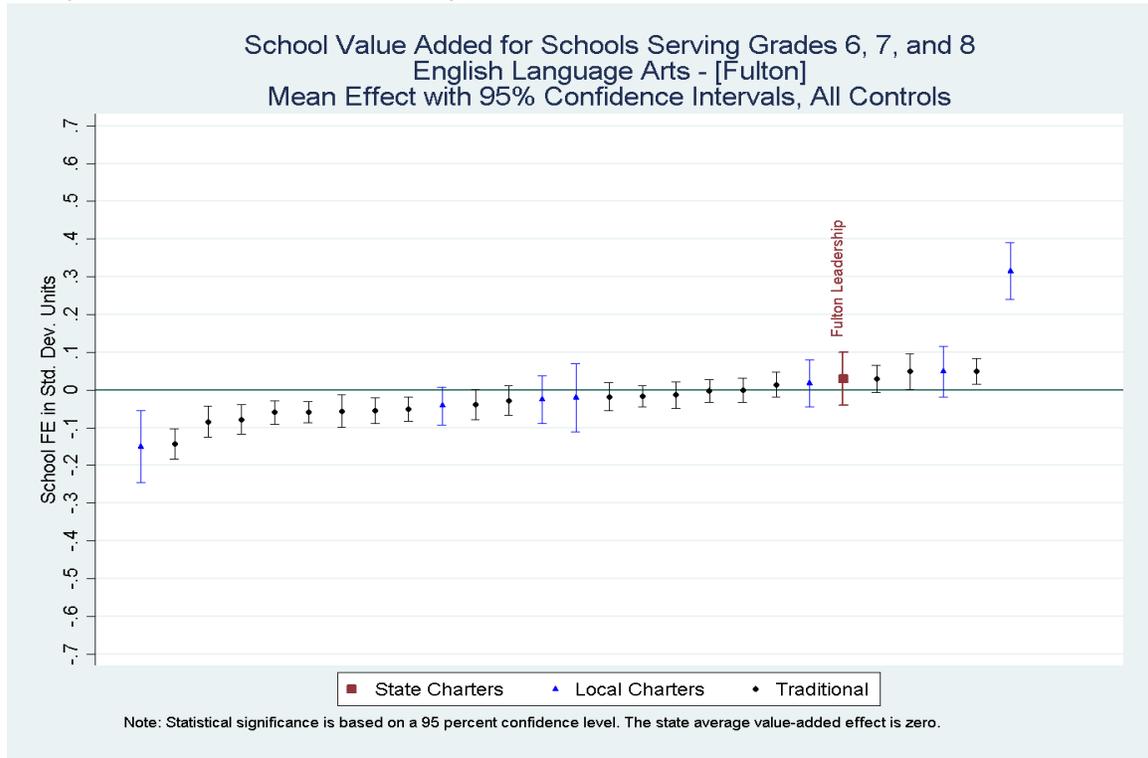
Subject Area: All-Subject Middle Average

State Charter: Fulton Leadership Academy

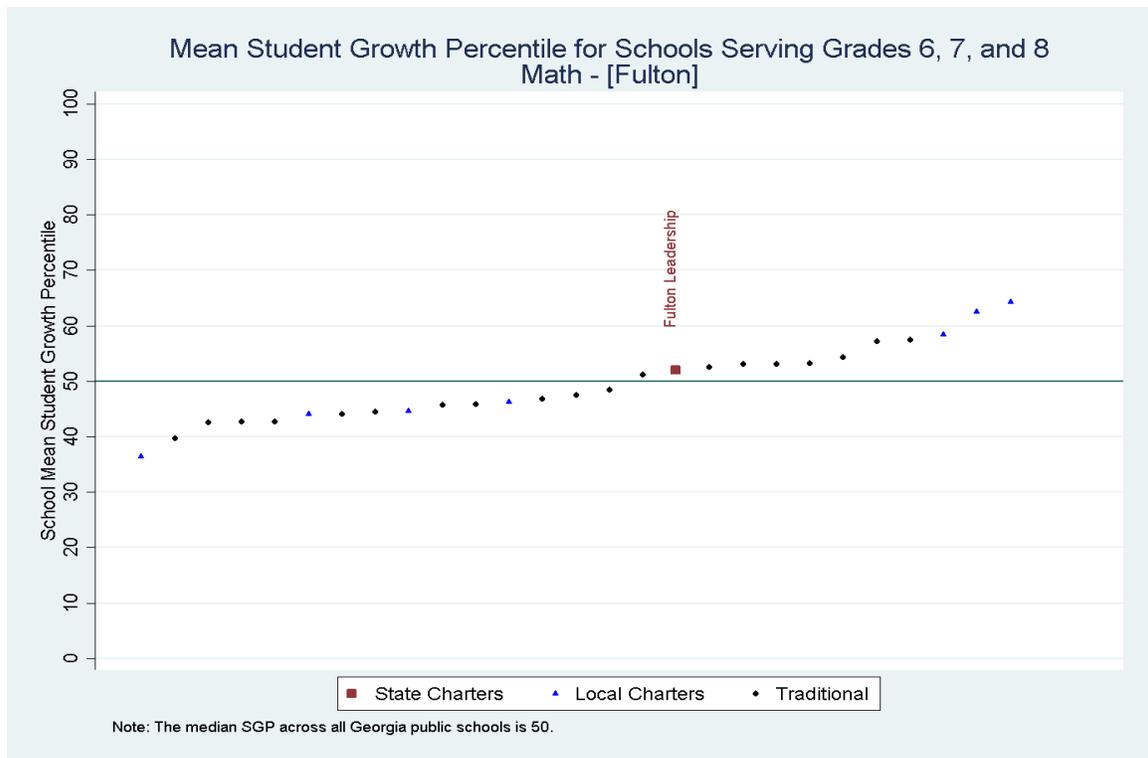
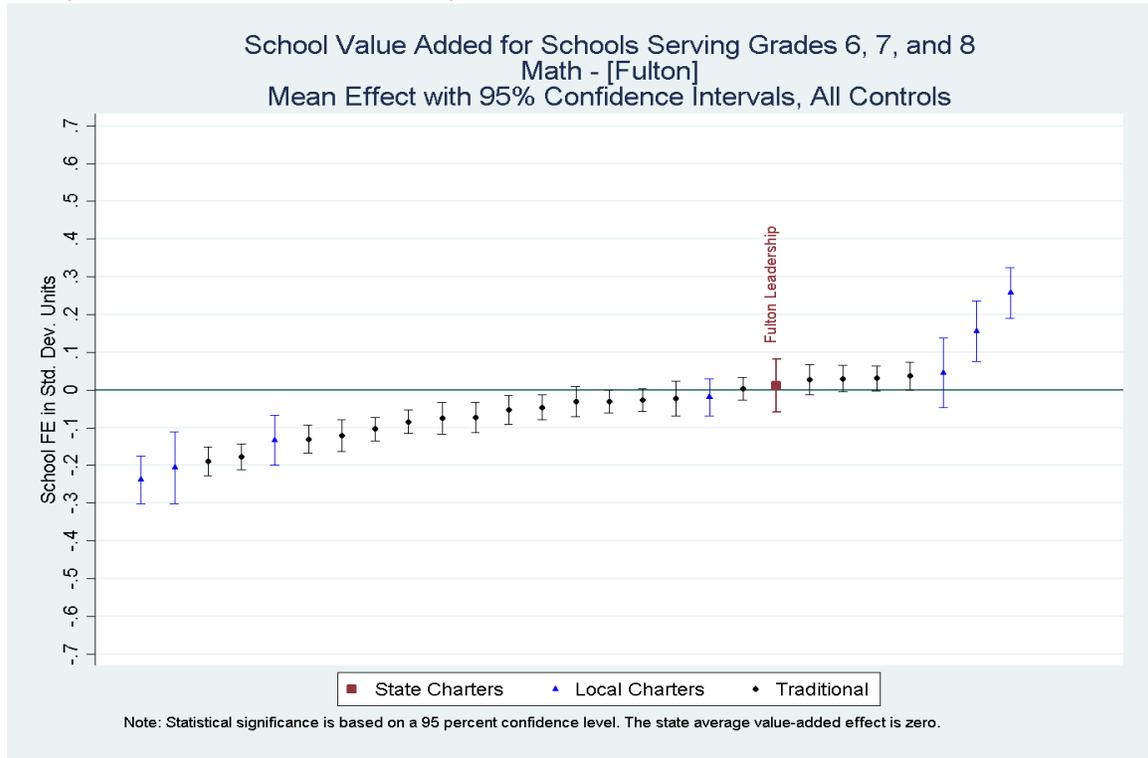
Comparison District: Fulton County Public Schools



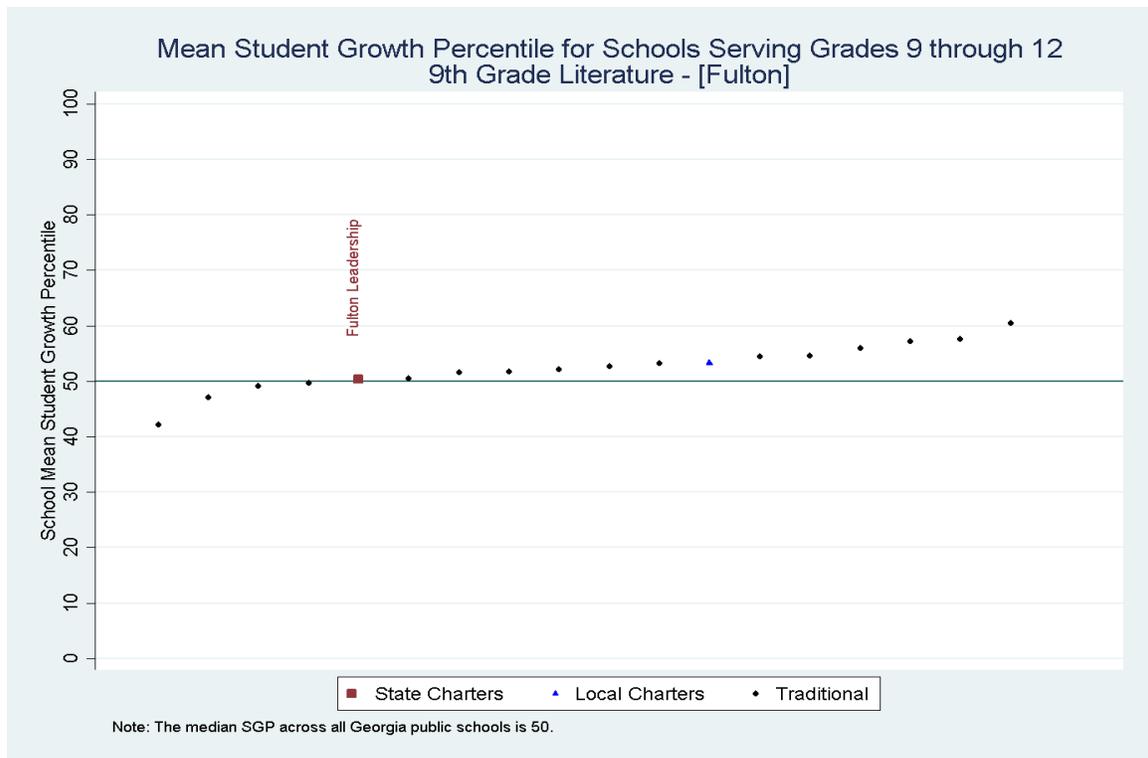
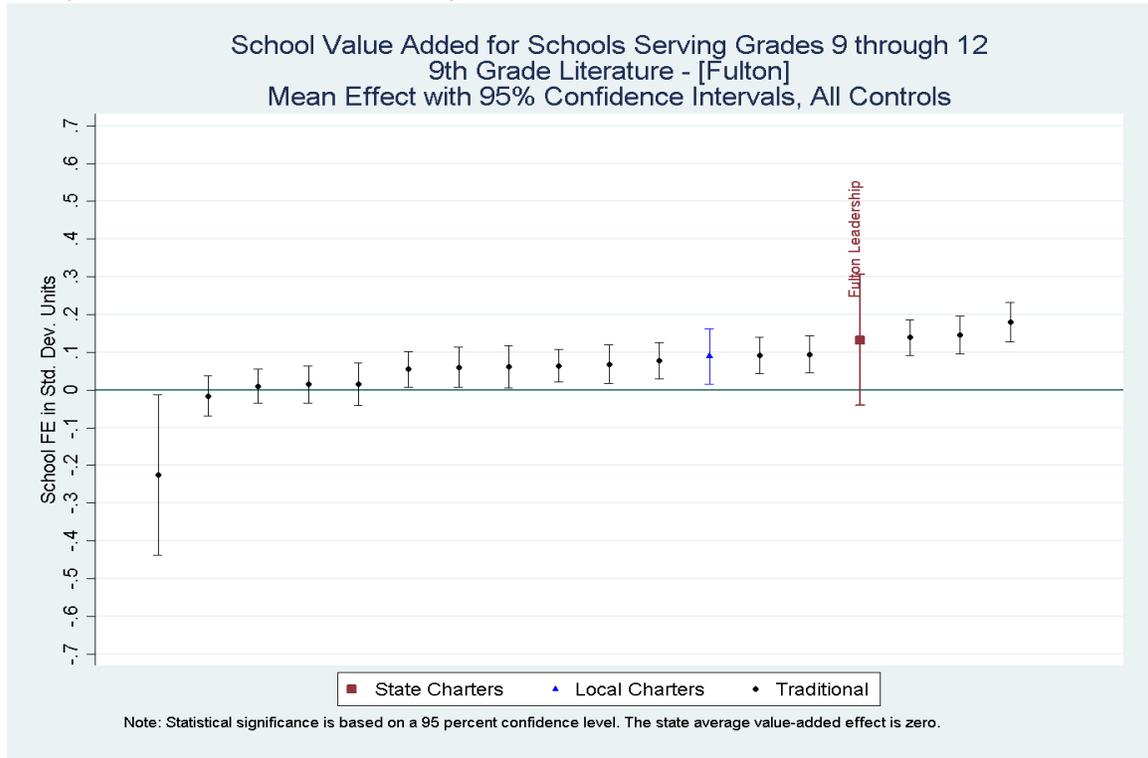
Subject Area: Middle ELA
 State Charter: Fulton Leadership Academy
 Comparison District: Fulton County Public Schools



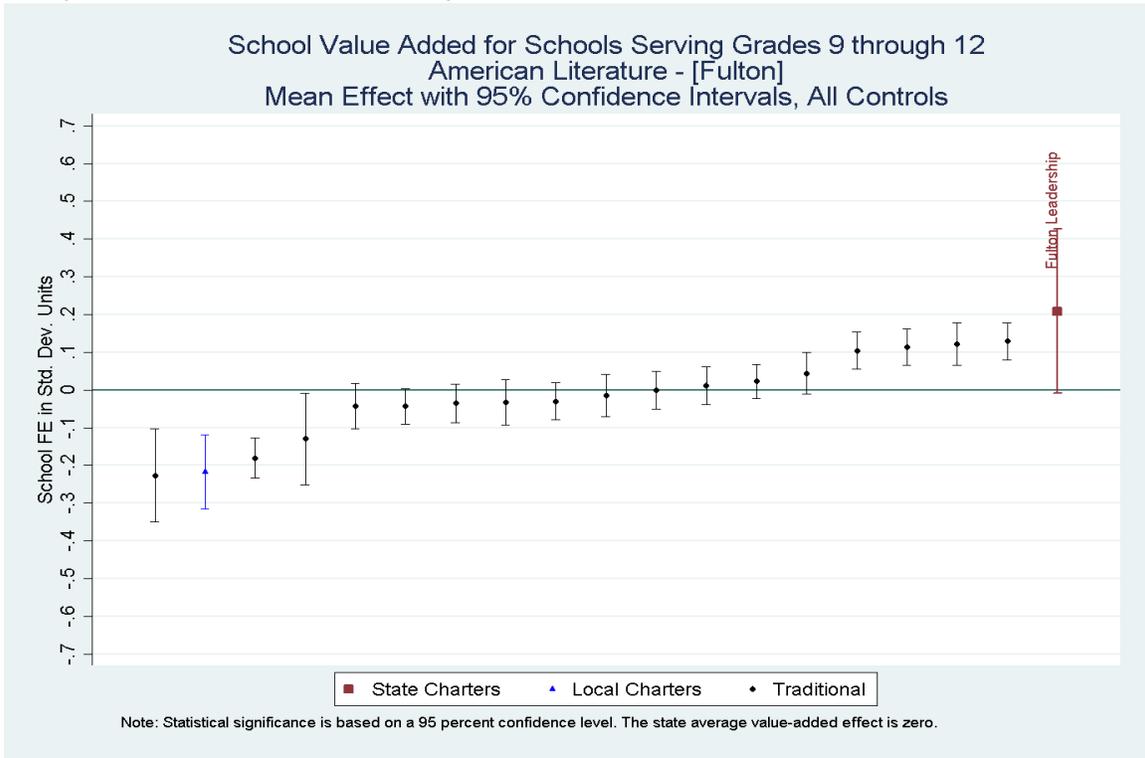
Subject Area: Middle Mathematics
 State Charter: Fulton Leadership Academy
 Comparison District: Fulton County Public Schools



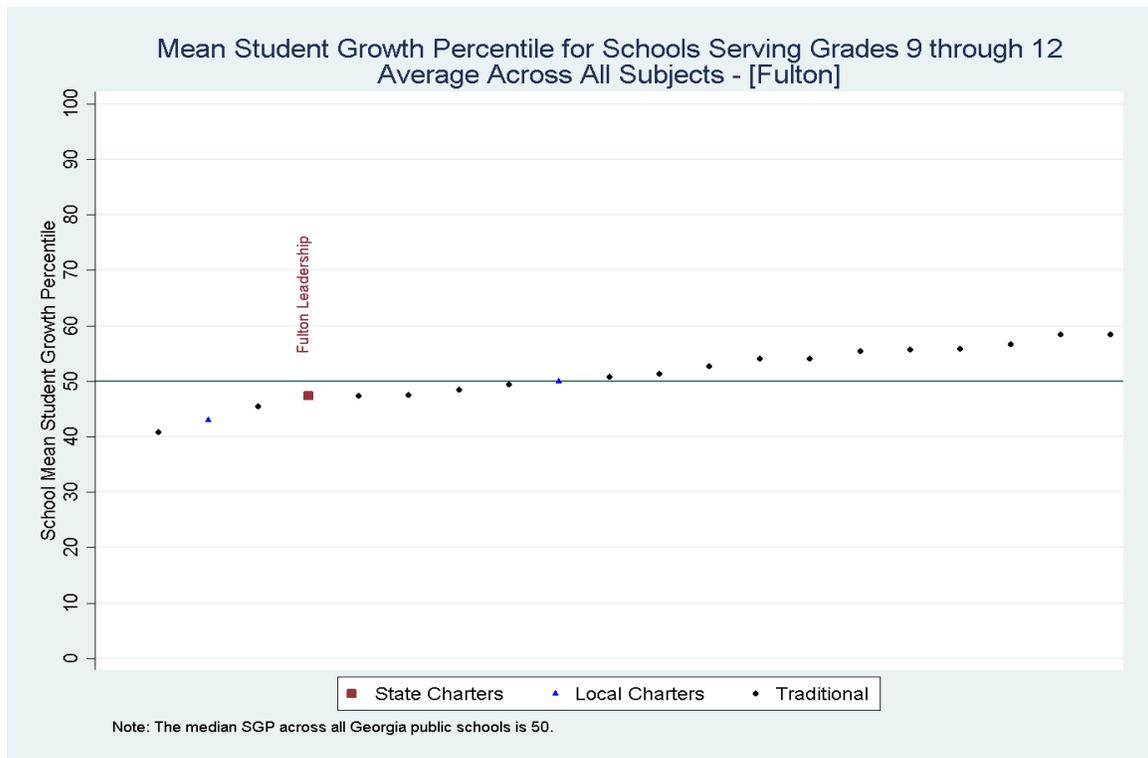
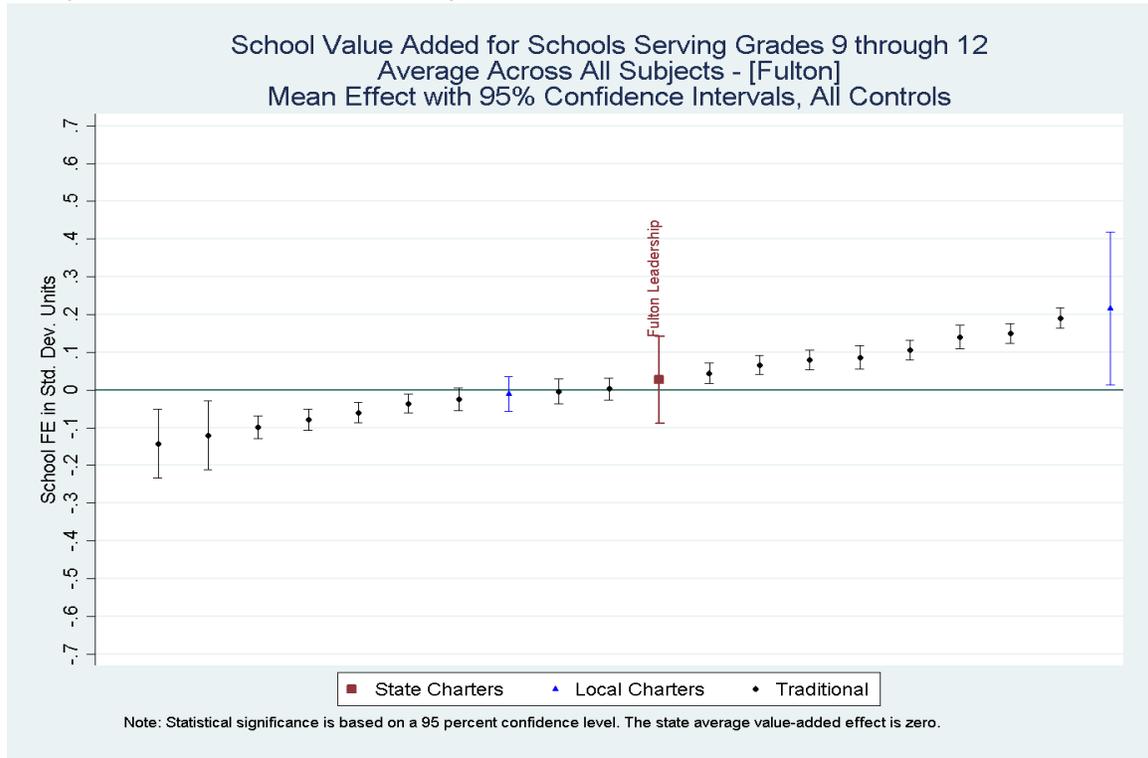
Subject Area: 9th Grade Literature
 State Charter: Fulton Leadership Academy
 Comparison District: Fulton County Public Schools



Subject Area: American Literature
 State Charter: Fulton Leadership Academy
 Comparison District: Fulton County Public Schools



Subject Area: All-Subject High Average
 State Charter: Fulton Leadership Academy
 Comparison District: Fulton County Public Schools



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 -0.0669 in elementary grades and 0.0014 in middle grades.
- Genesis Academy for Boys’ 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.
- Genesis Academy for Boys’ performance for high school cannot be determined because there were not enough test takers.
- Genesis Academy for Boys’ first year in operation is 2017/18, so it is not possible to make year-to-year performance assessments.
- The school’s contribution to student achievement is:
 - indistinguishable from the state averages in elementary and middle school Math and ELA.

General Characteristics

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
Genesis Academy for Boys	2017	No	K-10	College preparatory	Extended Day/Week/Year	Boys Only	No	Yes	Not specified	Students residing in State of GA

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Genesis - Boys	0.0	3.6	87.5	8.0	0.9	45.1	33.3	7.2	4.9	5.4

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

Overall School Effect: -0.0669 Elementary / 0.0014 Middle

Genesis Academy for Boys' contribution to an elementary and middle school student's average achievement across ELA and Math is not statistically different from the average elementary and 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	-0.0857	19	No				42	9	
Math	-0.0768	31	No				42	17	
All-Subject Average	-0.0669	25	No				42	10	
<i>Middle</i>									
ELA	-0.0743	19	No				47	25	
Math	0.0435	66	No				55	74	
All-Subject Average	0.0014	52	No				51	57	
<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 2017/18, 2016/17, and 2015/16 Value-Added and SGP Summary Results

Genesis Academy for Boys’ first year in operation is 2017/18, so it is not possible to make year-to-year performance assessments.

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 -0.1687 in elementary grades and -0.1912 in middle grades.
- Genesis Academy for Girls’ 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.
- Genesis Academy for Girls’ performance for high school cannot be determined because there were not enough test takers.
- Genesis Academy for Girls’ first year in operation is 2017/18, so it is not possible to make year-to-year performance assessments.
- The school’s contribution to student achievement is:
 - below the state averages in elementary and middle school Math; and
 - indistinguishable from the state averages in elementary and middle school ELA.

General Characteristics

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
Genesis Academy for Girls	2017	No	K-10	College preparatory	Extended Day/Week/Year	Girls Only	No	Yes	Not specified	Students residing in State of GA

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Genesis - Girls	100.0	2.7	93.5	3.8	0.0	53.0	34.9	3.2	2.7	2.7

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

Overall School Effect: -0.1687 Elementary / -0.1912 Middle

Genesis Academy for Girls' contribution to an elementary and middle school student's average achievement across ELA and Math is statistically below 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	-0.1566	6	No				36	1	
Math	-0.1735	10	Lower				32	2	
All-Subject Average	-0.1687	4	Lower				34	1	
<i>Middle</i>									
ELA	-0.0651	21	No				40	3	
Math	-0.2384	4	Lower				33	2	
All-Subject Average	-0.1912	2	Lower				37	2	
<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 2017/18, 2016/17, and 2015/16 Value-Added and SGP Summary Results

Genesis Academy for Girls’ first year in operation is 2017/18, so it is not possible to make year-to-year performance assessments.

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 -0.0986 in elementary grades, -0.0609 in middle grades, and 0.0525 in high school grades.
- Georgia Connections Academy’s combined Math and ELA performance is below the state average in both elementary and middle grades, but higher in 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 2017/18 has improved from 2016/17 in 9th Grade Literature, American Literature, Algebra 1, and Geometry. Its performance has been consistent in elementary Math and middle Math, but has decreased in elementary ELA and middle ELA across the three years.
- The school’s contribution to student achievement is:
 - above the state average in 9th Grade Literature, and American Literature;
 - below the state average in elementary ELA and elementary Math, middle school Math, Geometry; and
 - indistinguishable from the state average in elementary ELA and Algebra 1.

General Characteristics

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	K-12	Online Curriculum	Normal	No	Yes	Online	Not Specified	Students residing in State of GA

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
GA Connections	53.7	49.7	34.2	8.2	7.9	29.5	24.0	0.6	11.8	4.1

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

Overall School Effect: -0.0986 Elementary / -0.0609 Middle/ 0.0525 High

Georgia Connections Academy’s 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, and its contribution to a high school student’s cross-subject average achievement is higher than 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	-0.0942	17	Lower				47	31	
Math	-0.1586	12	Lower				46	31	
All-Subject Average	-0.0986	16	Lower				46	29	
<i>Middle</i>									
ELA	0.0258	61	No				51	61	
Math	-0.1787	8	Lower				43	18	
All-Subject Average	-0.0609	22	Lower				47	29	
<i>High</i>									
9th Grade Literature	0.1909	94	Higher				56	84	
American Literature	0.1612	90	Higher				51	57	
Algebra 1	-0.0484	37	No				51	53	
Geometry	-0.1370	23	Lower				49	44	

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?
All-Subject Average	0.0525	70	Higher			

Student Growth Percentiles (Controls only for Prior Test Scores)		
School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
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 2017/18, 2016/17, and 2015/16 Value-Added and SGP Summary Results

Georgia Connections Academy’s performance in 2017/18 has improved from 2016/17 in 9th Grade Literature, American Literature, Algebra 1, and Geometry. Its performance has been consistent in elementary Math and middle Math, but has decreased in elementary ELA and middle ELA across the three years.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	0.0467	No			-0.0562	No			-0.0942	Lower		
Math	-0.2548	Lower			-0.3232	Lower			-0.1586	Lower		
All-Subject Average	-0.1140	Lower			-0.1898	Lower			-0.0986	Lower		
<i>Middle</i>												
ELA	0.1242	Higher			0.0763	Higher			0.0258	No		
Math	-0.2552	Lower			-0.3083	Lower			-0.1787	Lower		
All-Subject Average	-0.0827	Lower			-0.1086	Lower			-0.0609	Lower		
<i>High</i>												
9th Grade Literature	0.2357	Higher			0.1714	Higher			0.1909	Higher		
American Literature	0.1316	Higher			0.0731	Higher			0.1612	Higher		
Algebra 1	-0.0593	Lower			-0.1410	Lower			-0.0484	No		
Coordinate Algebra												
Geometry	-0.0346	No			-0.1616	Lower			-0.1370	Lower		
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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	39		46	23		47	31	
Math	40	16		35	5		46	31	
All-Subject Average	44	20		41	7		46	29	
<i>Middle</i>									
ELA	50	52		51	56		51	61	
Math	38	11		37	4		43	18	
All-Subject Average	43	15		44	13		47	29	
<i>High</i>									
9th Grade Literature	55	79		56	81		56	84	
American Literature	51	61		50	51		51	57	
Algebra 1	46	40		45	28		51	53	
Coordinate Algebra									
Geometry	43	36		44	27		49	44	
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 -0.1948 in elementary grades and -0.0826 in middle grades, and -0.0514 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 2017/18 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;
 - below the state average in elementary ELA, elementary Math, middle school ELA, middle school Math, Algebra 1, and Geometry.

General Characteristics

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 Cyber Academy	2014	K12 Inc.	K-12	Online Curriculum	Normal	No	Yes	Online	Not Specified	Students residing in State of GA

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
GA Cyber	51.7	47.3	35.9	8.1	8.7	66.5	35.9	0.9	13.7	9.3

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

Overall School Effect: -0.1948 Elementary / -0.0826 Middle/ -0.0514 High

Georgia Cyber’s contribution to an elementary student’s average achievement across ELA and Math is lower than that of the average elementary school in the state, its contribution to a middle school student’s cross-subject average achievement is also lower than that of the average middle school in the state, and its contribution to a high school student’s cross-subject average achievement is also lower than 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	-0.1165	12	Lower				43	13	
Math	-0.3347	1	Lower				33	2	
All-Subject Average	-0.1948	3	Lower				38	3	
<i>Middle</i>									
ELA	-0.0397	30	Lower				49	38	
Math	-0.1813	8	Lower				43	16	
All-Subject Average	-0.0826	15	Lower				46	20	

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	0.1064	83	Higher				53	69	
American Literature	0.1162	83	Higher				50	50	
Algebra 1	-0.1456	19	Lower				40	15	
Geometry	-0.1934	13	Lower				41	13	
All-Subject Average	-0.0514	30	Lower				46	25	

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

Georgia Cyber’s 2017/18 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 decreases.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	-0.0992	Lower			-0.1621	Lower			-0.1165	Lower		
Math	-0.2910	Lower			-0.3842	Lower			-0.3347	Lower		

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	-0.1598	Lower			-0.2759	Lower			-0.1948	Lower		
<i>Middle</i>												
ELA	0.0052	No			-0.0168	No			-0.0397	Lower		
Math	-0.1848	Lower			-0.2392	Lower			-0.1813	Lower		
All-Subject Average	-0.1084	Lower			-0.1303	Lower			-0.0826	Lower		
<i>High</i>												
9th Grade Literature	0.0619	Higher			0.1500	Higher			0.1064	Higher		
American Literature	0.1949	Higher			0.0917	Higher			0.1162	Higher		
Algebra 1	-0.1354	Lower			-0.1740	Lower			-0.1456	Lower		
Coordinate Algebra												
Geometry					-0.1382	Lower			-0.1934	Lower		
Analytic Geometry	-0.1428	Lower										

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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	42	10		44	16		43	13	
Math	36	8		34	4		33	2	
All-Subject Average	42	12		39	5		38	3	
<i>Middle</i>									
ELA	45	22		49	41		49	38	
Math	42	20		42	12		43	16	
All-Subject Average	43	15		46	20		46	20	
<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 -0.1074 in elementary grades and -0.1289 in middle grades.
- The school’s performance is statistically lower than the state average in both elementary and middle grades.
- Georgia School for Innovation and the Classics’ performance in 2017/18 has declined compared to 2016/17.
- The school’s contribution to student achievement is:
 - indistinguishable from the state average in elementary ELA; and
 - statistically lower than the state average for elementary Math, middle school ELA, and middle school Math.

General Characteristics

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 School for Innovation and the Classics	2015	No	K-7	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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
GA Innovation	50.9	71.6	18.0	5.4	5.1	0.0	20.8	0.1	10.5	5.9

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

Overall School Effect: -0.1074 Elementary / -0.1289 Middle

Georgia School for Innovation and the Classics’ contribution to an elementary student’s average achievement across ELA and Math is lower than that of the average elementary school in the state. The school’s contribution to a middle school student’s cross-subject average achievement is also lower than 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	-0.0592	28	No				55	80	
Math	-0.2238	5	Lower				49	46	
All-Subject Average	-0.1074	13	Lower				52	63	
<i>Middle</i>									
ELA	-0.0855	15	Lower				53	72	
Math	-0.2534	3	Lower				47	35	
All-Subject Average	-0.1289	7	Lower				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.

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

Georgia School for Innovation and the Classics’ performance in 2017/18 has declined compared to 2016/17. Last year, the school’s effect was indistinguishable from the state average on all tested subjects. This year, the school’s effect is statistically lower than the state average for elementary Math, middle ELA, and middle Math.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	-0.1204	Lower			-0.0720	No			-0.0592	No		
Math	-0.1549	Lower			-0.0106	No			-0.2238	Lower		
All-Subject Average	-0.1943	Lower			-0.0421	No			-0.1074	Lower		
<i>Middle</i>												
ELA	-0.0448	No			0.0155	No			-0.0855	Lower		
Math	-0.3173	Lower			-0.0298	No			-0.2534	Lower		

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	-0.1506	Lower			-0.0235	No			-0.1289	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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	47	34		52	63		55	80	
Math	43	25		58	83		49	46	

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	43	17		55	79		52	63	
<i>Middle</i>									
ELA	49	48		53	75		53	72	
Math	34	5		54	68		47	35	
All-Subject Average	44	17		53	72		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.

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 -0.0021 in elementary grades and 0.3160 in middle grades.
- The school’s performance is indistinguishable from the state and district average in elementary school and above the state and district average in middle school.
- International Academy of Smyrna’s first year in operation is 2017/18, so it is not possible to make year-to-year performance assessments.
- The school’s contribution to student achievement is:
 - above the state average in middle Math and middle ELA; and
 - indistinguishable from the state average in elementary ELA and elementary Math.

General Characteristics

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
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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
International - Smyrna	51.3	1.6	73.5	18.2	6.7	66.2	19.5	13.0	4.7	8.7

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

Overall School Effect: -0.0021 Elementary/ 0.3160 Middle
 Average Overall School Effect in District: -0.0282 Elementary/ 0.0015 Middle

International Academy of Smyrna’s contribution to an elementary student’s cross-subject average achievement is not statistically different from that of the average elementary school in the state and district. Its 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.

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	-0.0664	26	No	54 of 66	0.0007	No	45	18	62 of 66
Math	0.0229	57	No	16 of 66	-0.0653	Higher	51	54	24 of 66
All-Subject Average	-0.0021	49	No	28 of 66	-0.0282	No	48	36	41 of 66
<i>Middle</i>									
ELA	0.2595	99	Higher	1 of 26	-0.0174	Higher	61	98	1 of 26
Math	0.3243	98	Higher	1 of 26	0.0292	Higher	75	99	1 of 26
All-Subject Average	0.3160	99	Higher	1 of 26	0.0015	Higher	68	99	1 of 26
<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									

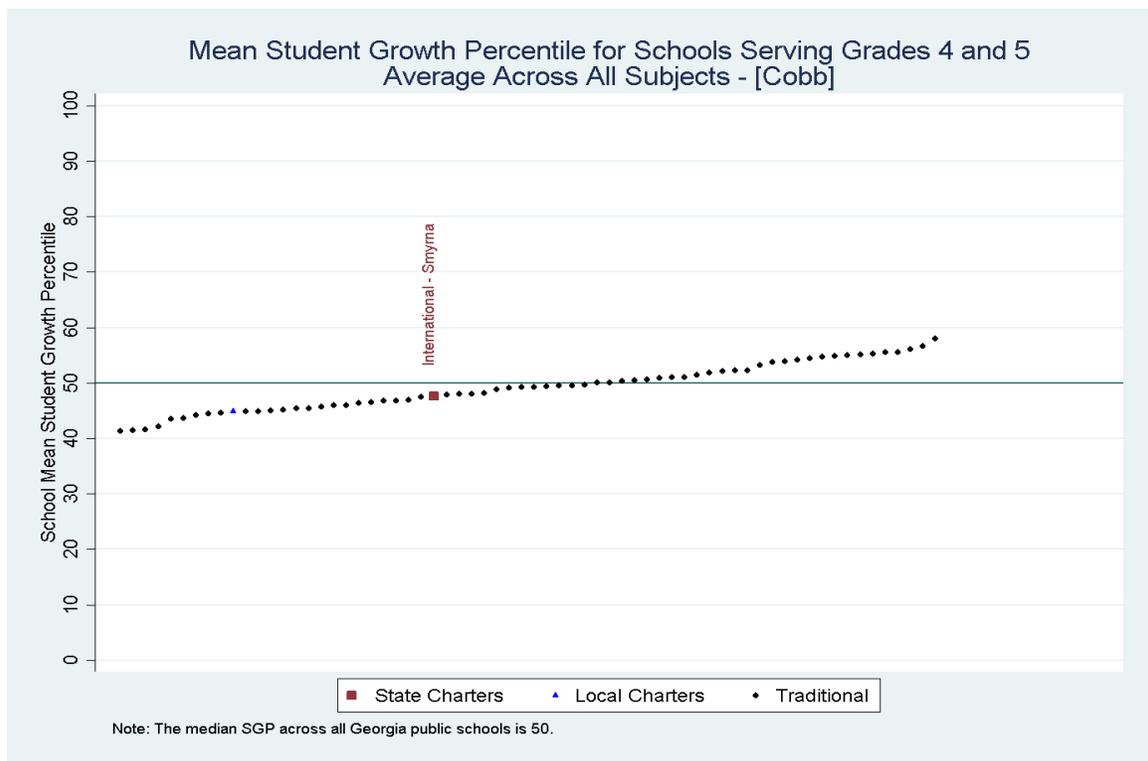
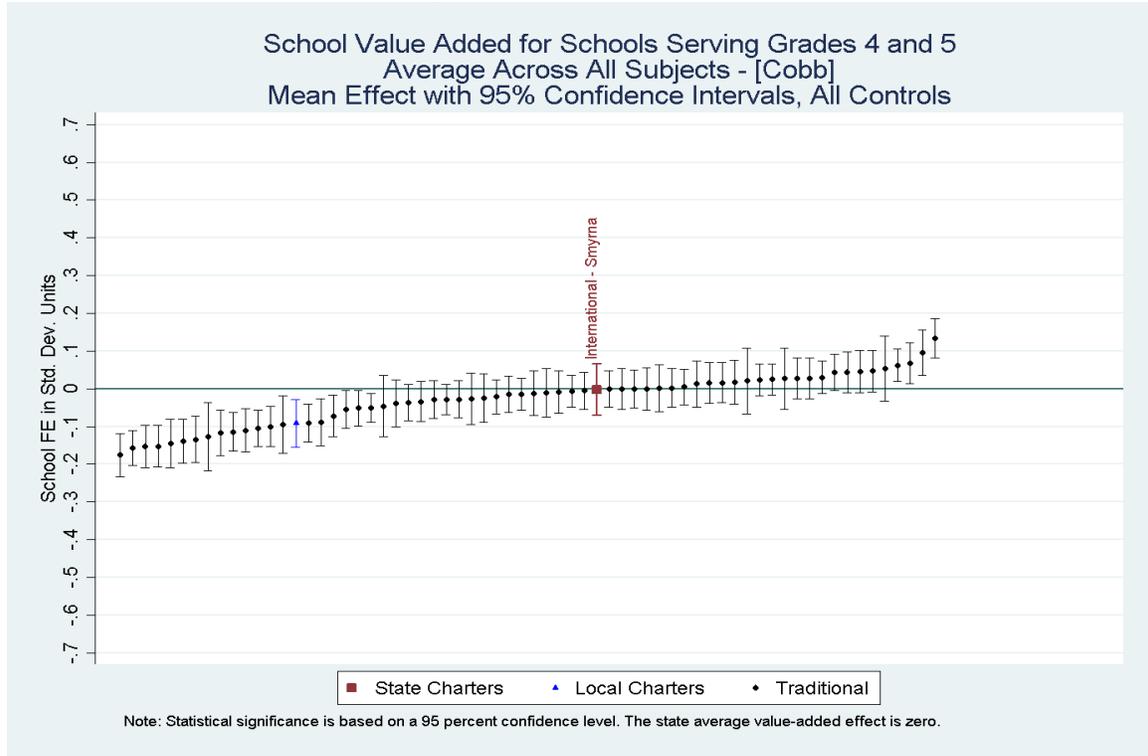
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The district average represents the simple average of the school effects of all schools in the relevant district or set of districts.

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

International Academy of Smyrna’s first year in operation is 2017/18, so it is not possible to make year-to-year performance assessments.

Comparison of School Impact

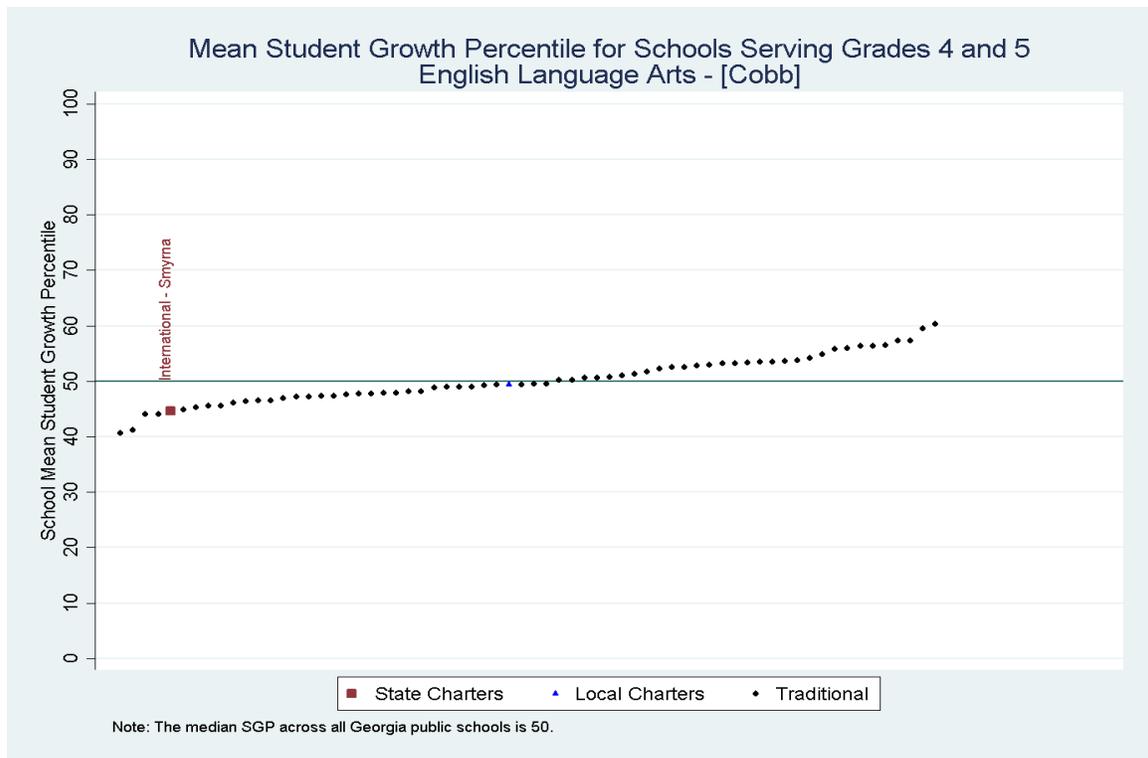
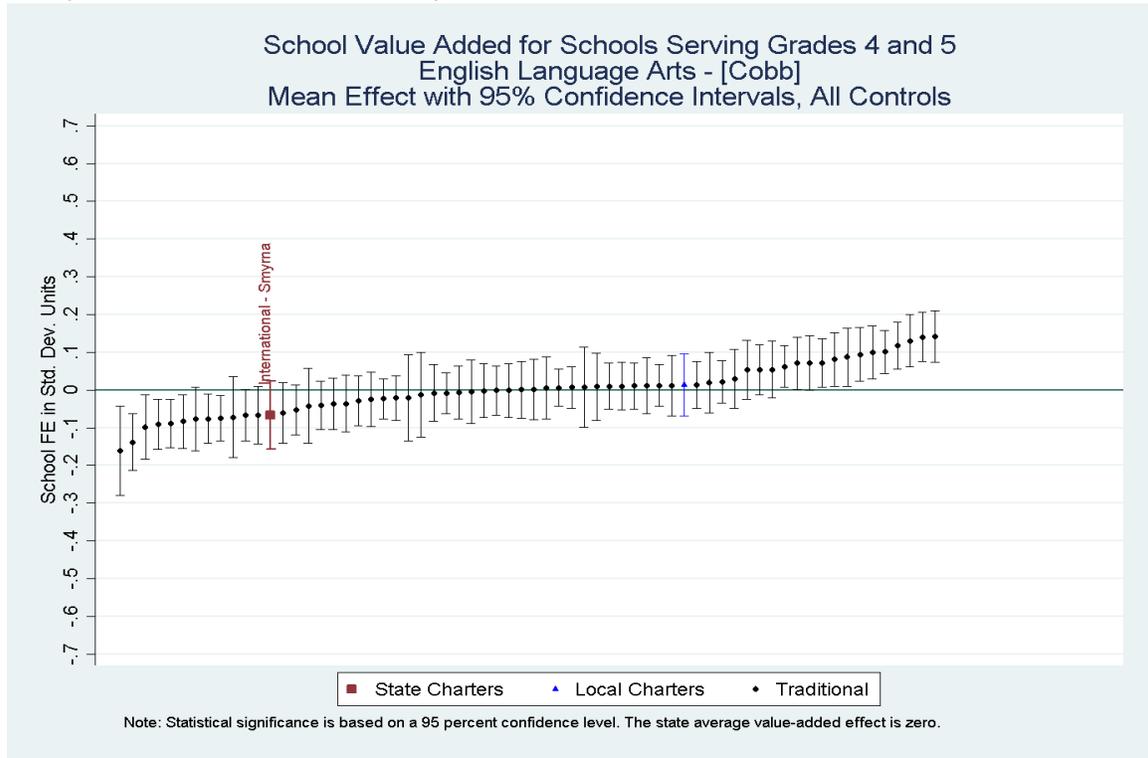
Subject Area: All-Subject Elementary Average
 State Charter: International Academy of Smyrna
 Comparison District: Cobb County Public Schools



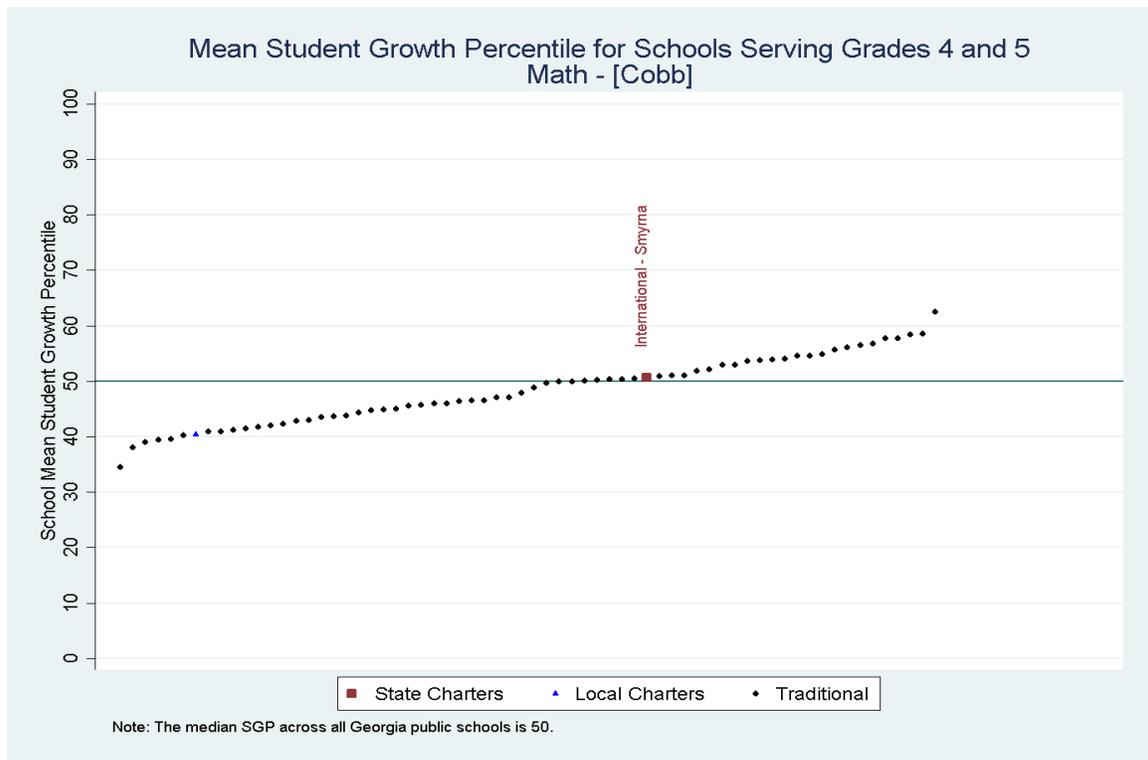
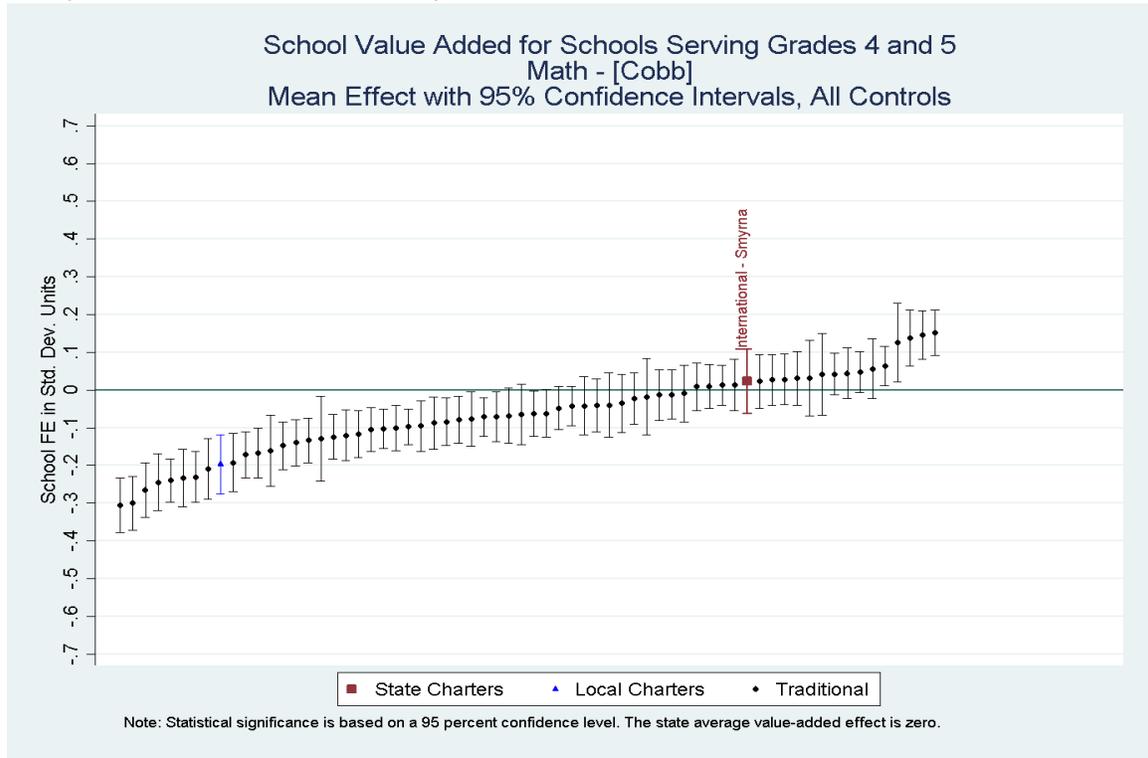
Subject Area: Elementary ELA

State Charter: International Academy of Smyrna

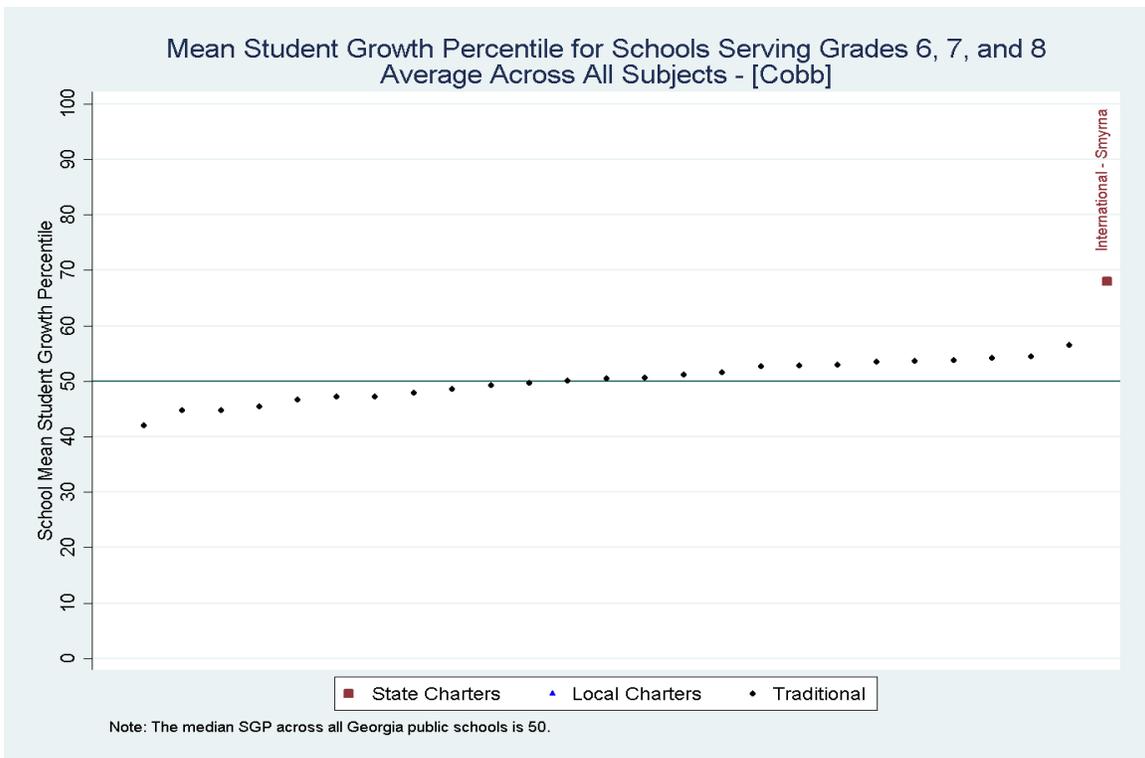
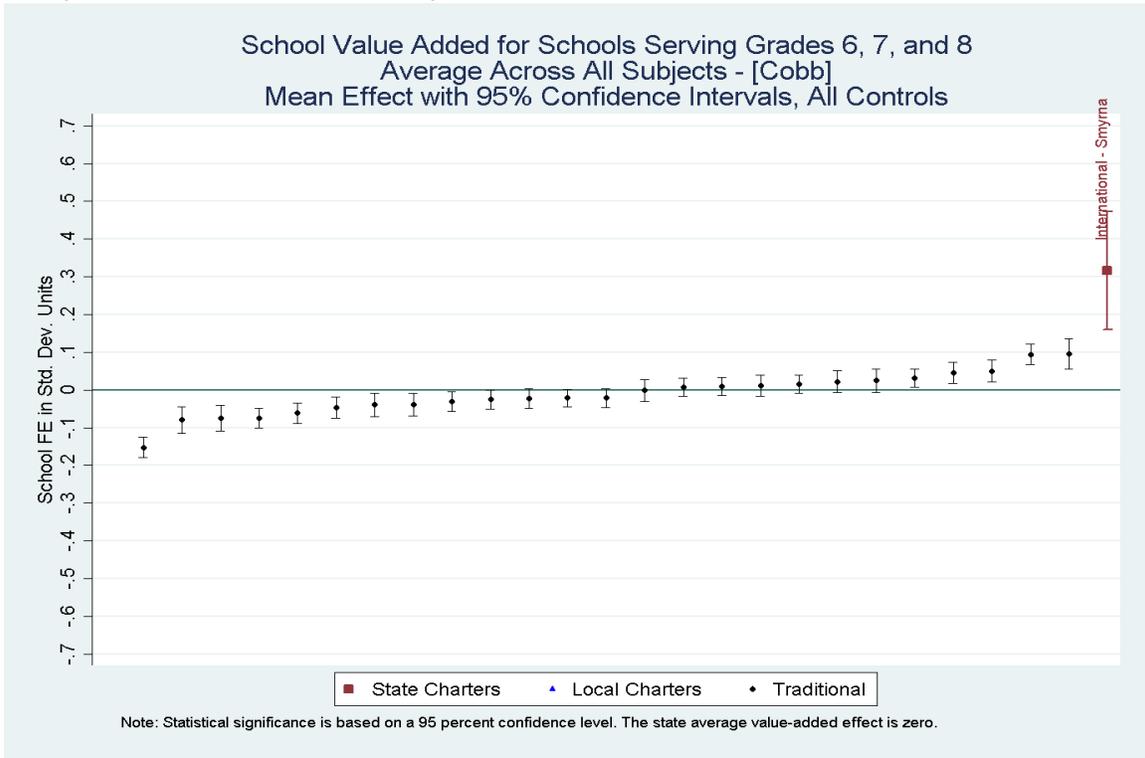
Comparison District: Cobb County Public Schools



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



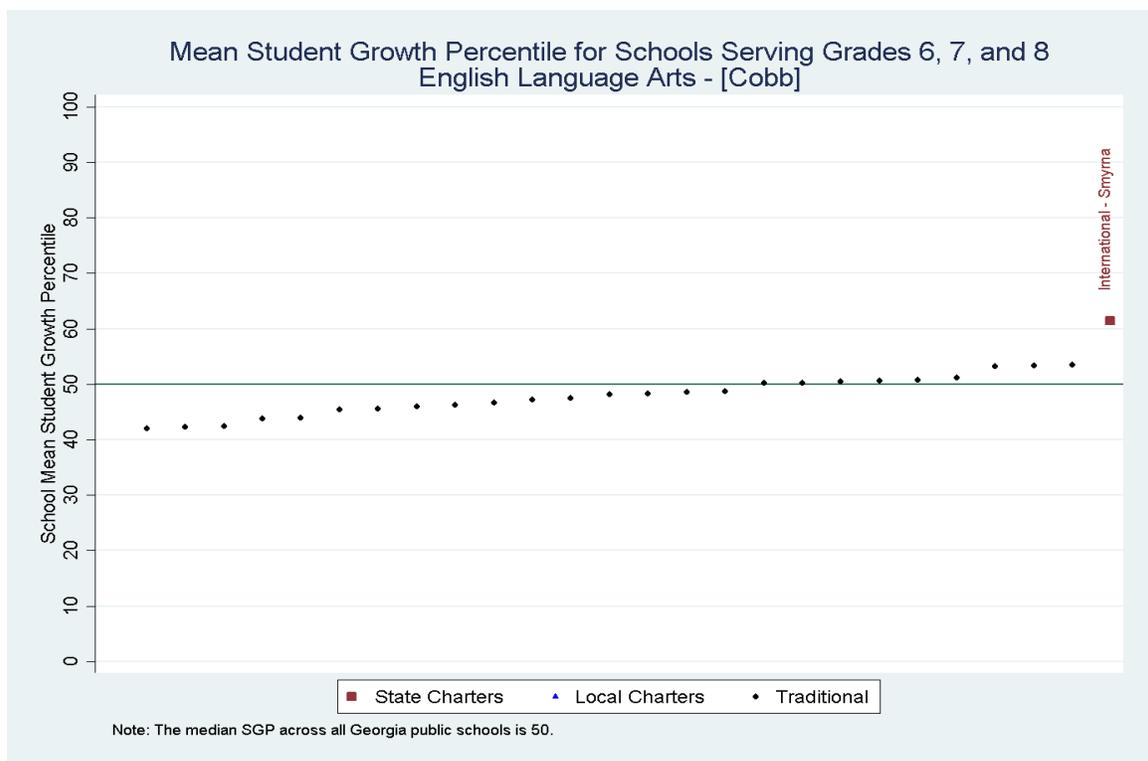
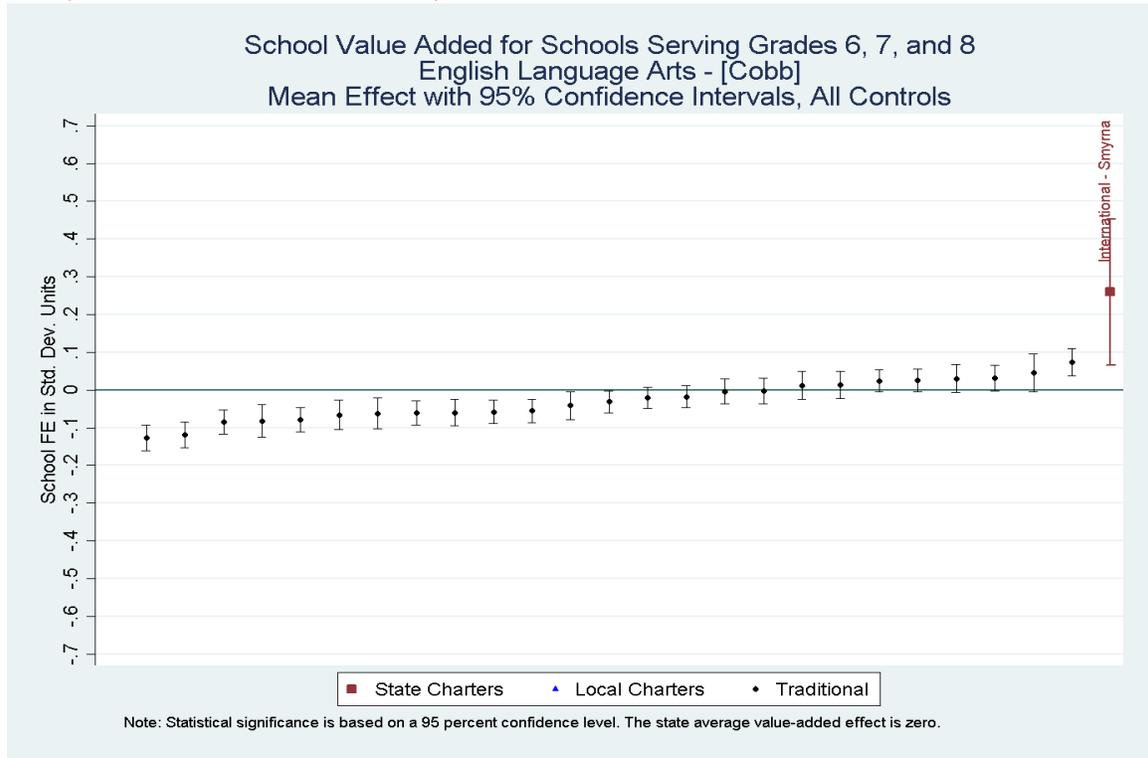
Subject Area: All-Subject Middle Average
 State Charter: International Academy of Smyrna
 Comparison District: Cobb County Public Schools



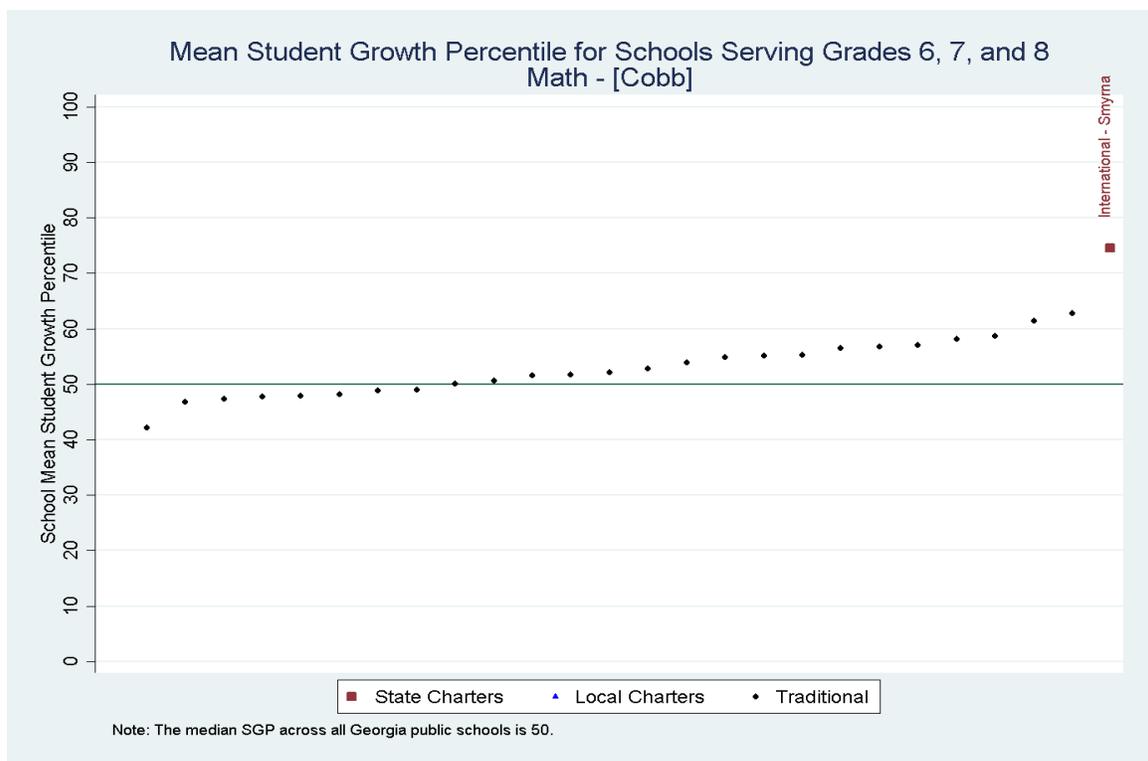
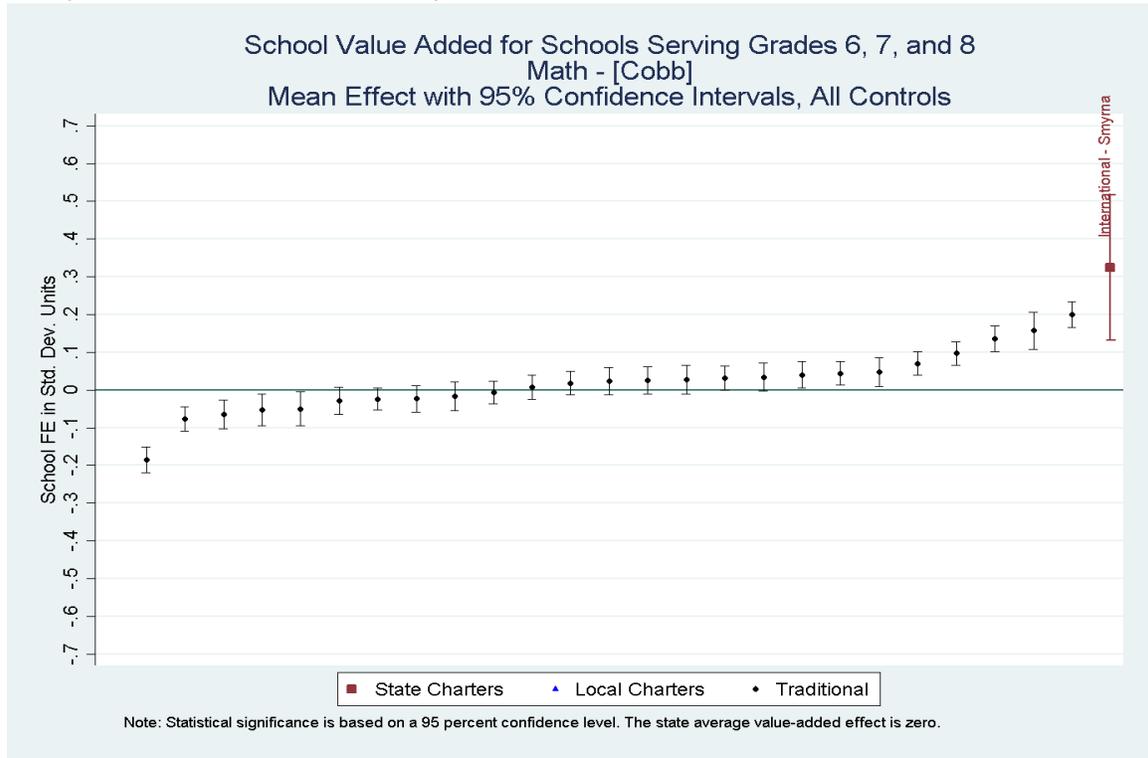
Subject Area: Middle ELA

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 -0.1535 in elementary grades and -0.1028 in middle grades.
- International Charter School of Atlanta’s performance is not statistically different from the state in elementary and middle ELA, but is below the state in elementary and middle Math. Because the school serves students throughout the state, it does not have a district comparison group.
- International Charter School’s performance in 2017/18 is generally consistent with the 2016/17 school year.
- The school’s contribution to student achievement is:
 - below the state average in elementary and middle Math; and
 - indistinguishable from the state average in elementary and middle ELA.

General Characteristics

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
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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
International - Atlanta	57.7	39.1	28.1	17.8	14.9	1.1	8.6	7.7	5.9	6.5

About half of the “other race” students (6.8 percent of the total) are Asian.

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

Overall School Effect: -0.1535 Elementary/ -0.1028 Middle

International Charter School of Atlanta’s contribution to an elementary school student’s achievement is lower than the average elementary school in the state. The school’s estimated contribution to a middle school student’s achievement is not statistically different from the average elementary 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	-0.0161	44	No				50	52	
Math	-0.2921	2	Lower				34	3	
All-Subject Average	-0.1535	5	Lower				42	9	
<i>Middle</i>									
ELA	-0.0292	34	No				50	54	
Math	-0.1978	6	Lower				42	16	
All-Subject Average	-0.1028	10	No				46	25	
<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 School’s performance in 2017/18 is generally consistent with the 2016/17 school year.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	-0.0028	No			0.0377	No			-0.0161	No		
Math	-0.0854	No			-0.1034	Lower			-0.2921	Lower		
All-Subject Average	-0.0434	No			-0.0327	No			-0.1535	Lower		
<i>Middle</i>												
ELA									-0.0292	No		
Math									-0.1978	Lower		
All-Subject Average									-0.1028	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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	41		50	48		50	52	
Math	43	24		46	32		34	3	
All-Subject Average	47	37		48	35		42	9	
<i>Middle</i>									
ELA							50	54	
Math							42	16	
All-Subject Average							46	25	
<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 0.0036 in elementary grades and 0.0313 in middle grades.
- The school’s performance is indistinguishable from the state and district averages in elementary school and middle school.
- Ivy Preparatory Academy at Kirkwood for Girls’ elementary school and middle school performance in 2017/18 declined from its performance in 2016/17, but is still better overall than its performance in 2015/16.
- The school’s contribution to student achievement is:
 - not statistically different than the district and state average in elementary ELA, elementary Math, middle school ELA, and middle school Math.

General Characteristics

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

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Ivy Prep. – Kirkwood	100.0	0.0	96.6	2.8	0.6	78.2	46.9	0.4	6.4	0.0

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

Overall School Effect: 0.0036 Elementary / 0.0313 Middle
 Average Overall School Effect in District: 0.0159 Elementary / 0.0092 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 also indistinguishable 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	0.0108	55	No	73 of 142	0.0116	No	51	62	51 of 142
Math	0.0013	50	No	77 of 142	0.0166	No	48	43	79 of 142
All-Subject Average	0.0036	52	No	75 of 142	0.0159	No	50	53	63 of 142
<i>Middle</i>									
ELA	0.0389	70	No	23 of 57	0.0189	No	57	90	4 of 57
Math	0.0700	73	No	19 of 57	0.0033	No	55	76	13 of 57
All-Subject Average	0.0313	64	No	21 of 57	0.0092	No	56	86	9 of 57
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?
Geometry						
All-Subject Average						

Student Growth Percentiles (Controls only for Prior Test Scores)		
School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)

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

Ivy Preparatory Academy at Kirkwood for Girls' elementary school and middle school performance in 2017/18 declined from its performance in 2016/17, but is still better than its performance overall in 2015/16.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	-0.1359	Lower	0.0630	Lower	0.3597	Higher	0.0131	Higher	0.0108	No	0.0116	No
Math	-0.1934	Lower	-0.0255	Lower	0.2142	Higher	0.0184	Higher	0.0013	No	0.0166	No
All-Subject Average	-0.1969	Lower	-0.0096	Lower	0.2872	Higher	0.0160	Higher	0.0036	No	0.0159	No
<i>Middle</i>												
ELA	0.1073	Higher	0.0216	No	0.3313	Higher	0.0205	Higher	0.0389	No	0.0189	No
Math	-0.1281	Lower	-0.0441	No	0.1151	Higher	0.0002	Higher	0.0700	No	0.0033	No
All-Subject Average	0.0405	No	-0.0252	No	0.2055	Higher	0.0156	Higher	0.0313	No	0.0092	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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	39	4	137 of 139	64	99	2 of 141	51	62	51 of 142
Math	33	4	134 of 139	63	95	11 of 141	48	43	79 of 142
All-Subject Average	32	1	139 of 139	64	99	2 of 141	50	53	63 of 142
<i>Middle</i>									
ELA	59	96	3 of 54	68	99	1 of 53	57	90	4 of 57
Math	44	27	25 of 54	56	78	11 of 53	55	76	13 of 57
All-Subject Average	55	83	7 of 54	62	98	3 of 53	56	86	9 of 57
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

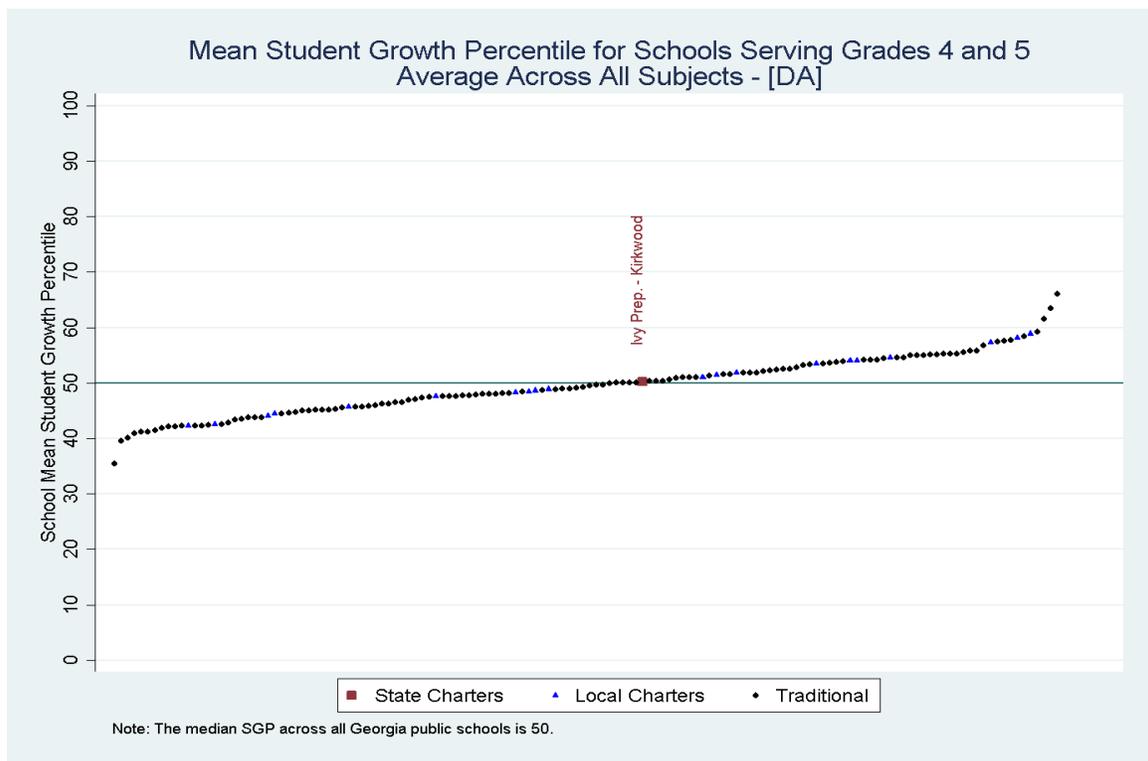
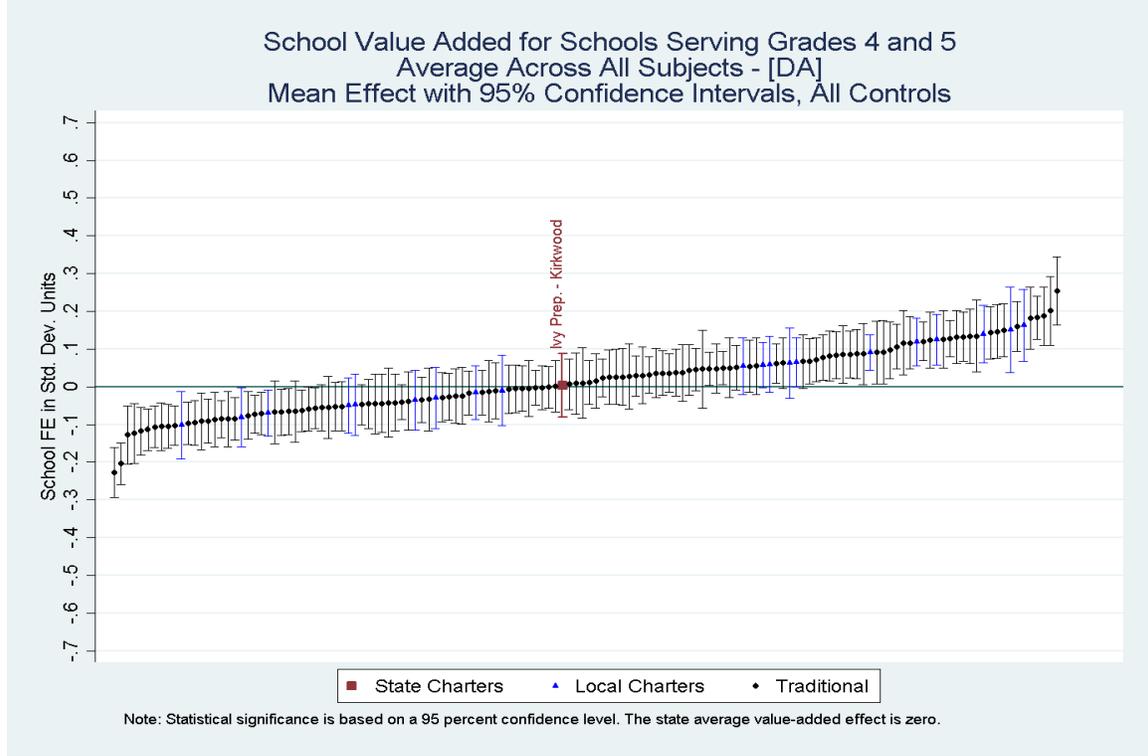
Note: Schools with a statewide attendance zone have no comparison district.

Comparison of School Impact

Subject Area: All-Subject Elementary Average

State Charter: Ivy Preparatory Academy at Kirkwood for Girls

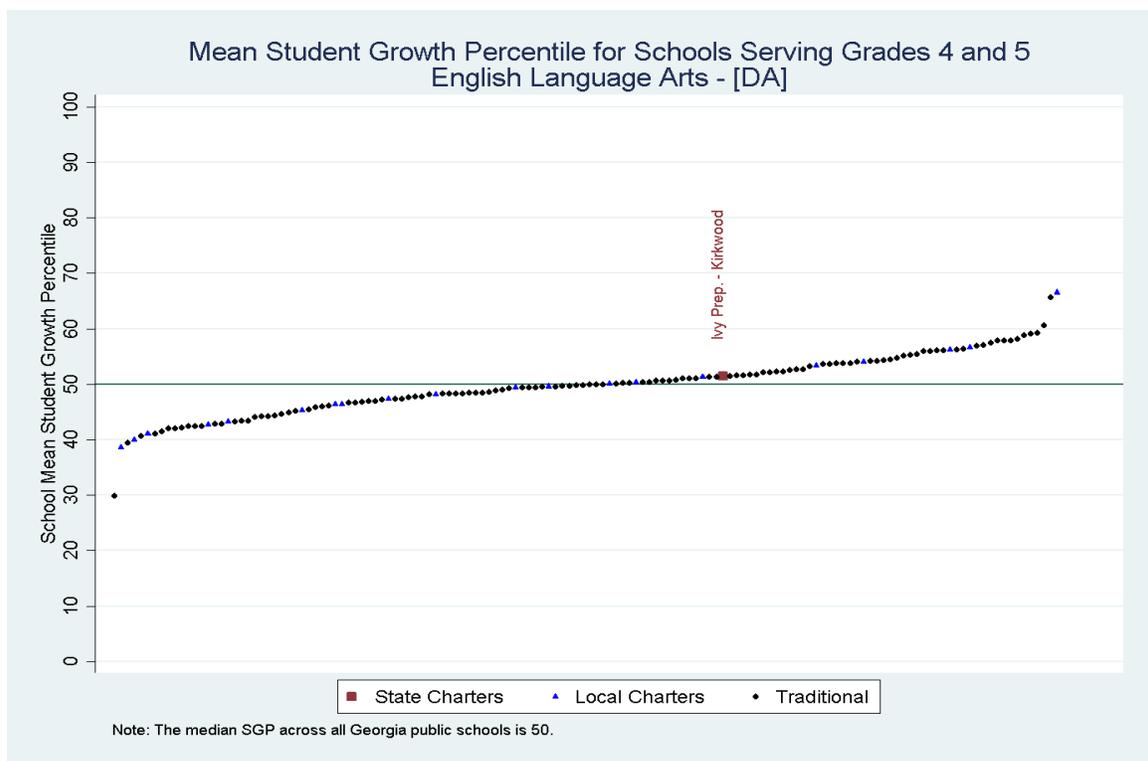
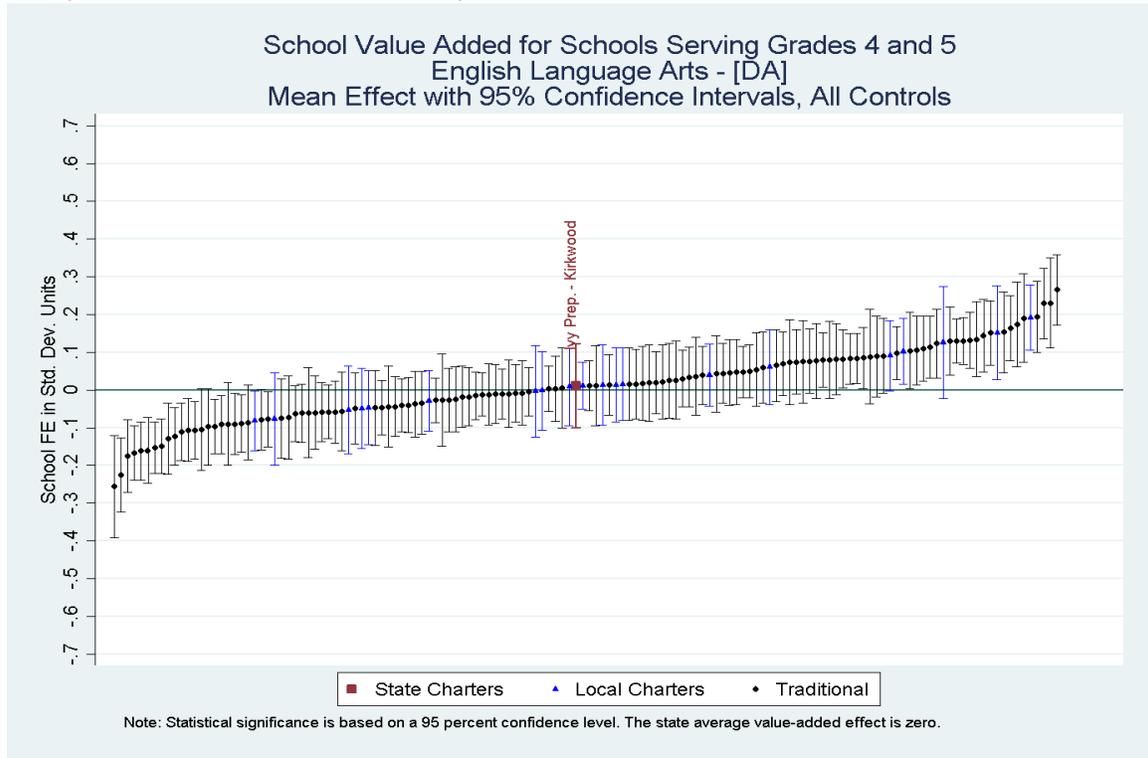
Comparison District: DeKalb County and Atlanta Public Schools



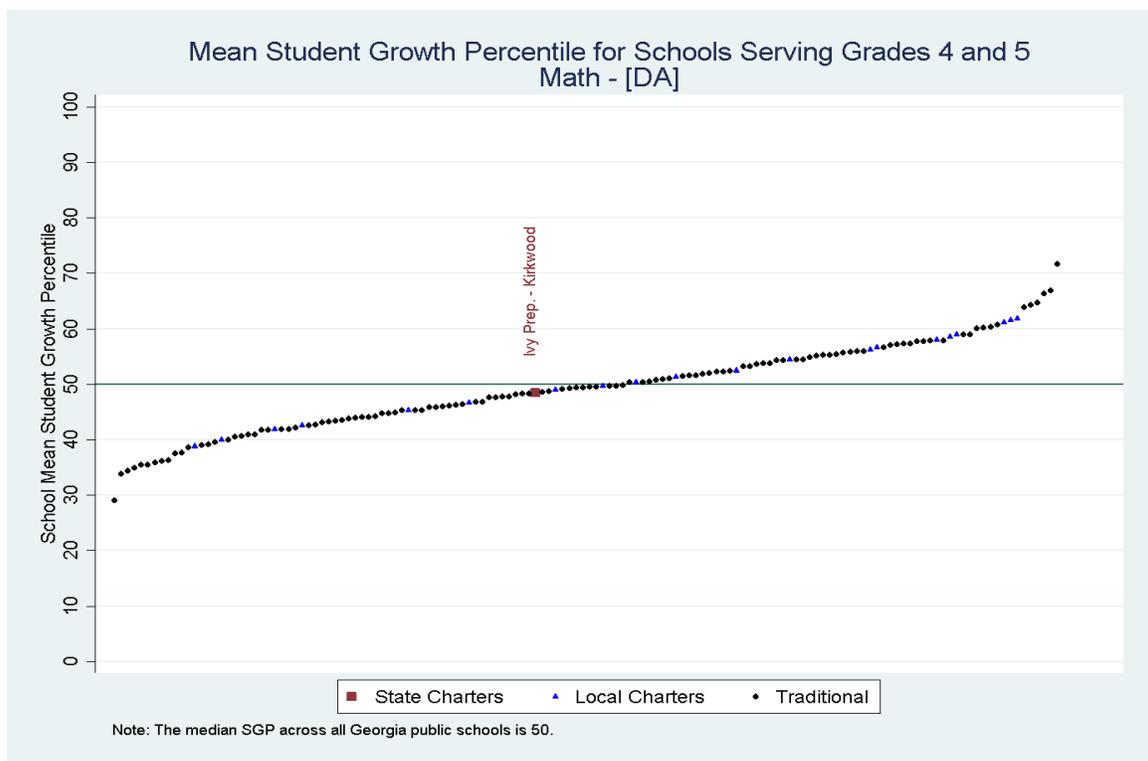
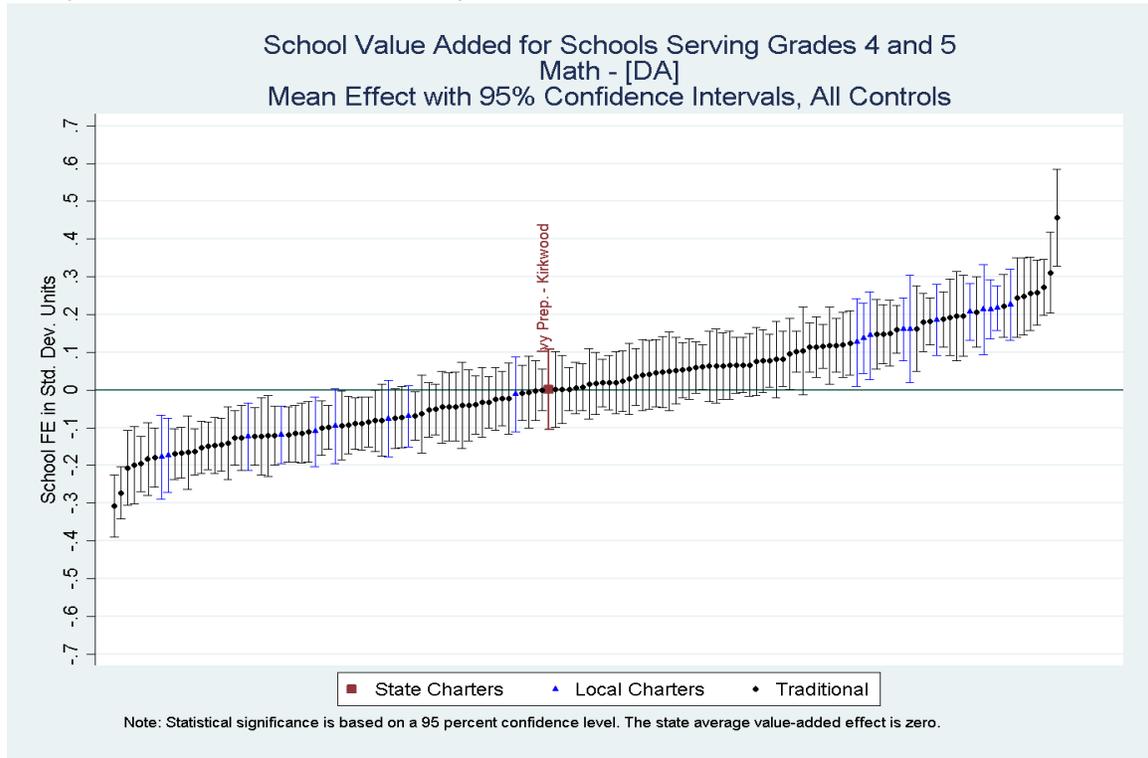
Subject Area: Elementary ELA

State Charter: Ivy Preparatory Academy at Kirkwood for Girls

Comparison District: DeKalb County and Atlanta Public Schools



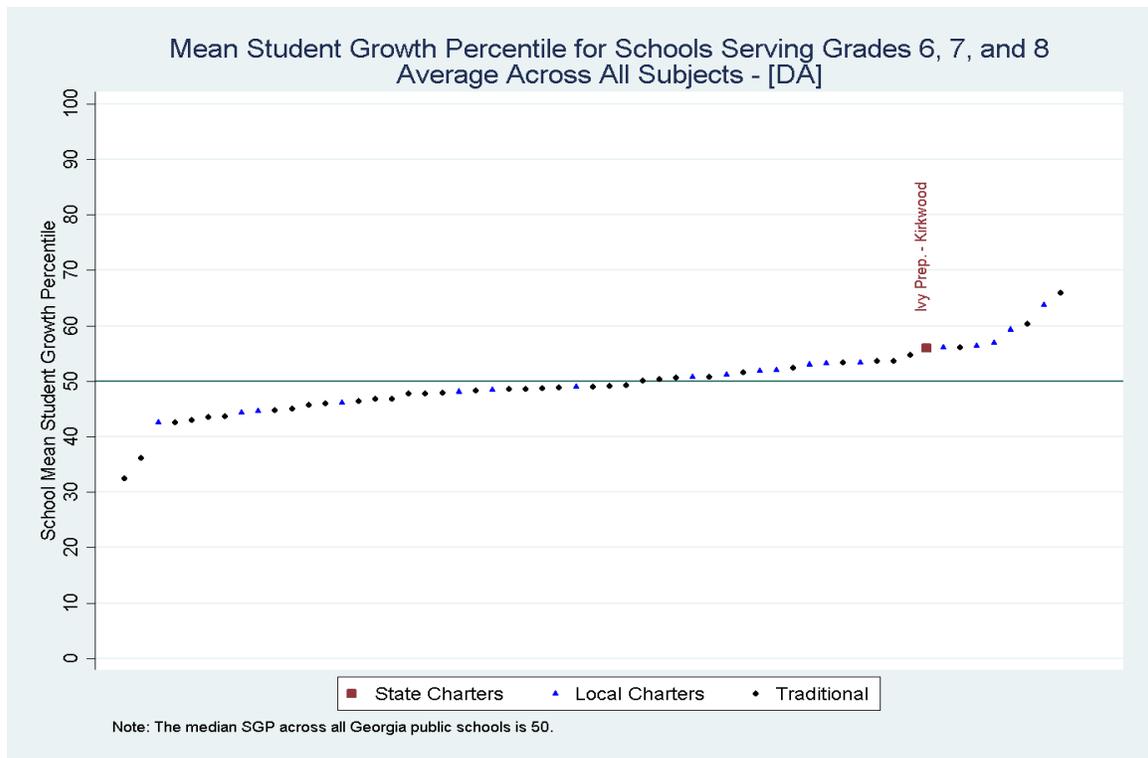
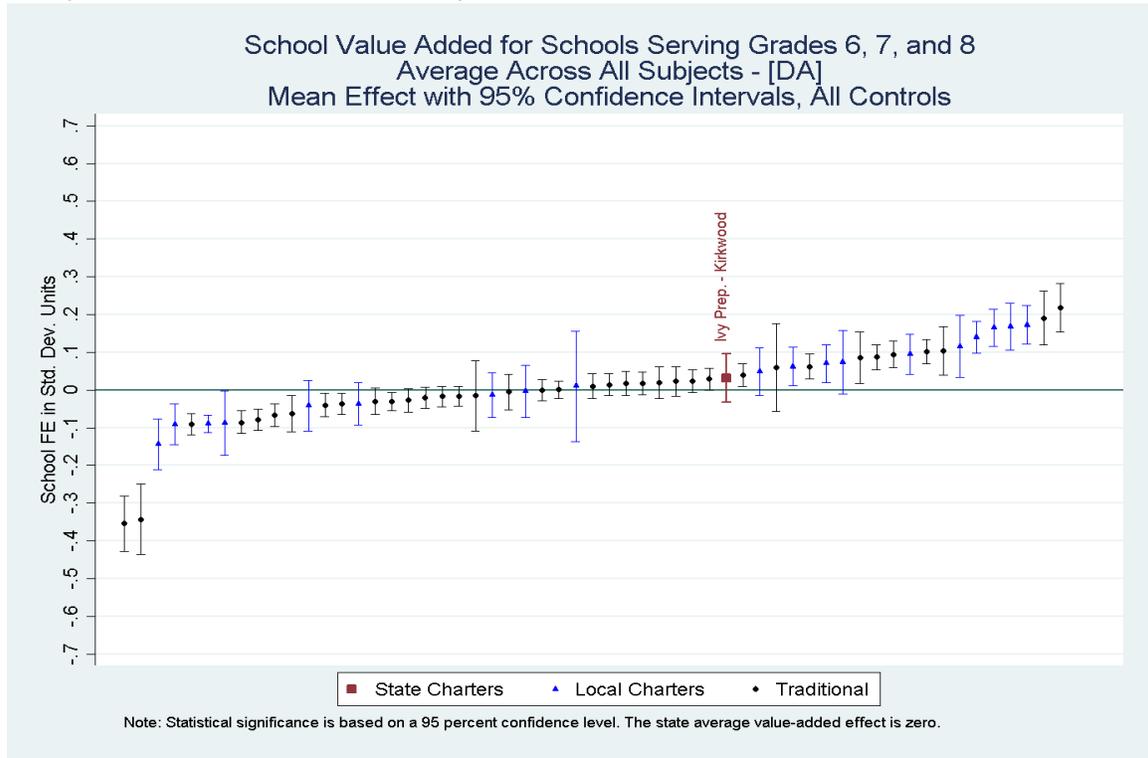
Subject Area: Elementary Mathematics
State Charter: Ivy Preparatory Academy at Kirkwood for Girls
Comparison District: DeKalb County and Atlanta Public Schools



Subject Area: All-Subject Middle Average

State Charter: Ivy Preparatory Academy at Kirkwood for Girls

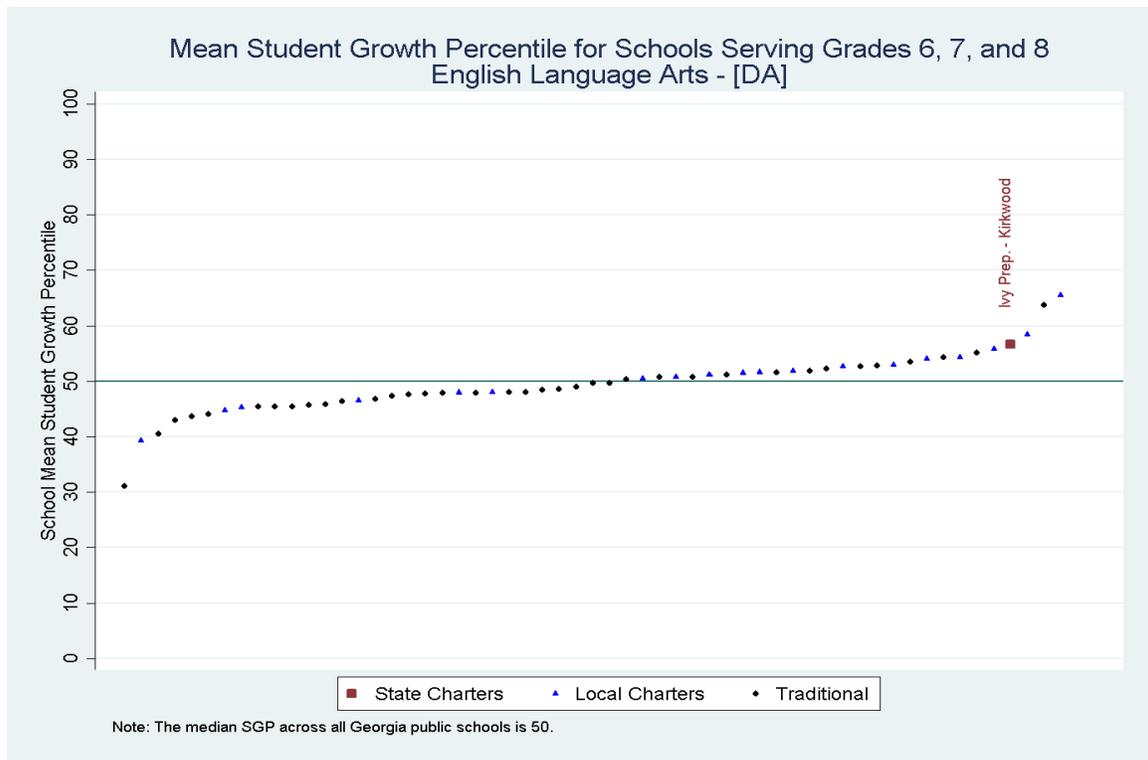
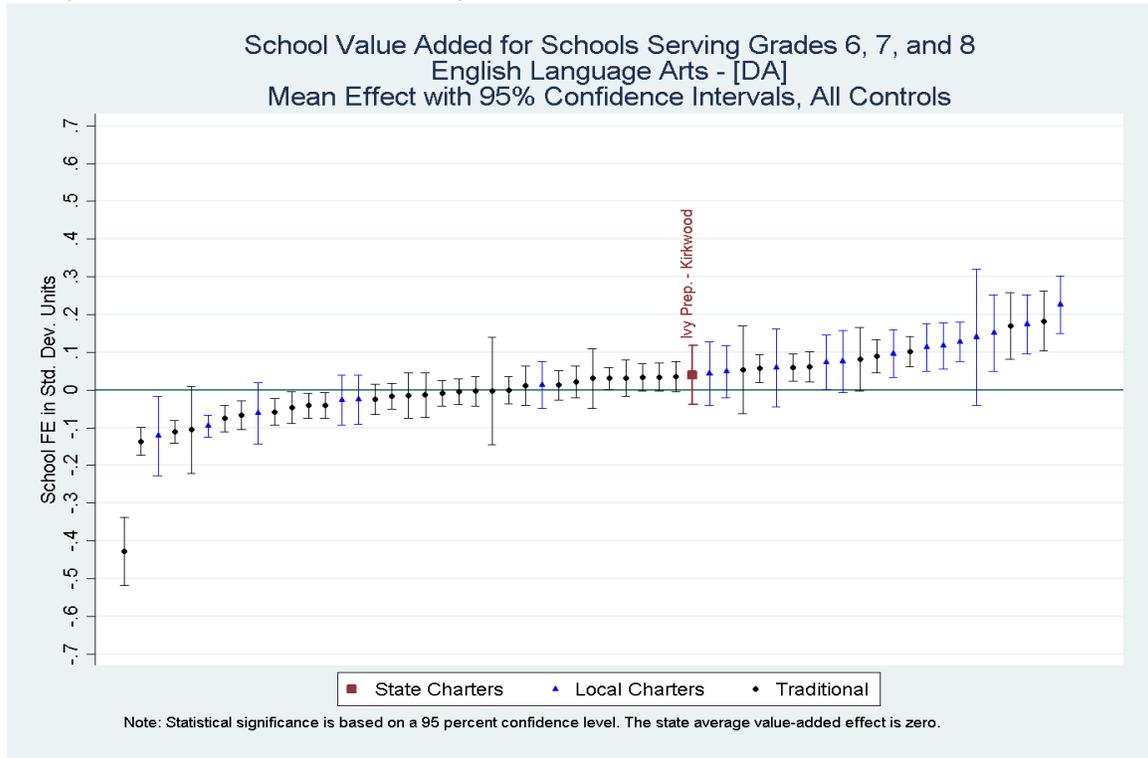
Comparison District: DeKalb County and Atlanta Public Schools



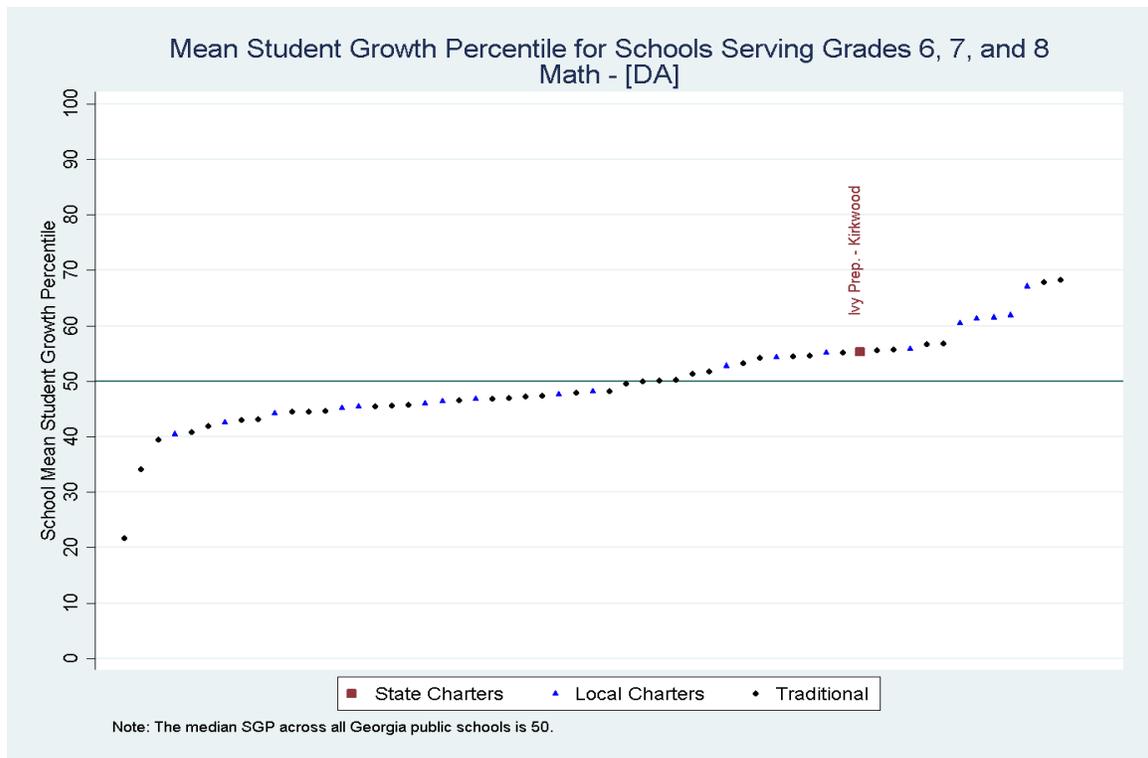
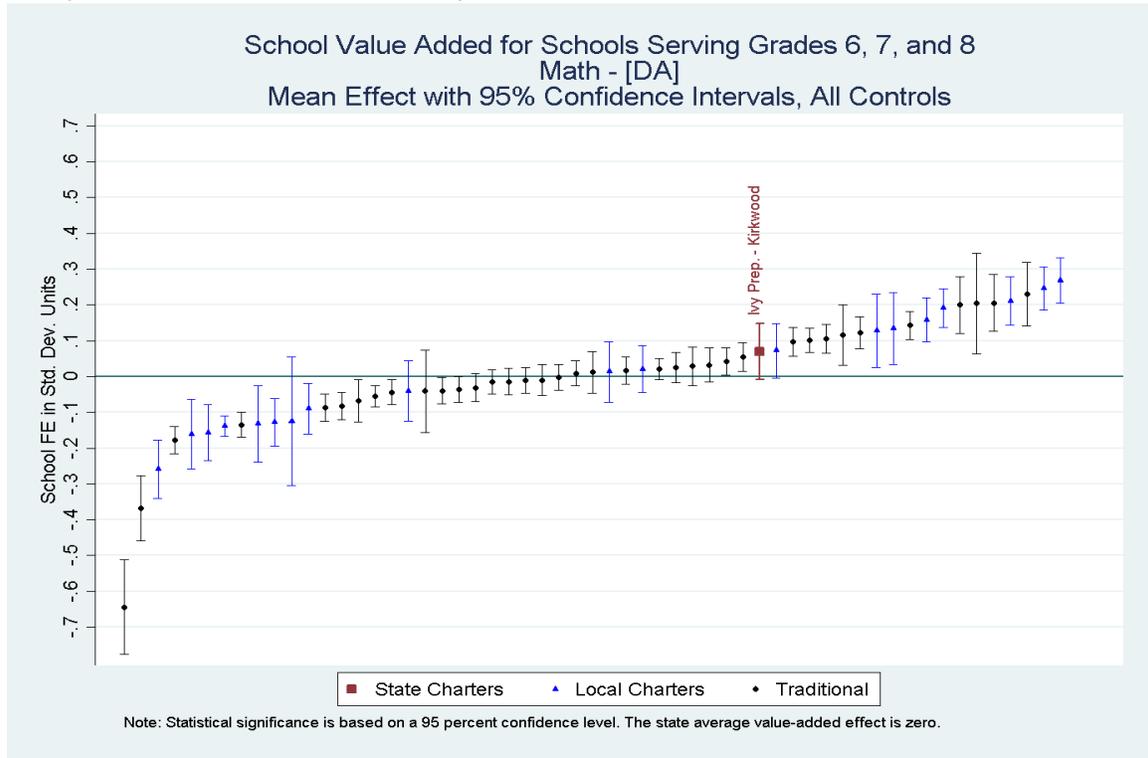
Subject Area: Middle ELA

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 -0.0823 in elementary grades and -0.1380 in middle grades.
- The school’s performance is indistinguishable from the state average in elementary school and below the state average in middle school. Because the school serves students throughout the state, it does not have a district comparison group.
- Liberty Tech’s performance in 2017/18 is generally similar to their performance in 2016/17 in Math, but performance declined in both elementary and middle school ELA..
- The school’s contribution to student achievement is:
 - below the state average in middle school Math and ELA, and elementary ELA; and
 - indistinguishable from the state average in elementary Math.

General Characteristics

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
Liberty Tech Charter School	2016	No	3-8	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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Liberty Tech	52.8	62.3	26.2	6.7	4.9	17.6	11.1	0.5	10.4	15.7

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

Overall School Effect: -0.0823 Elementary / -0.1380 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 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	-0.1712	4	Lower				46	26	
Math	-0.0358	41	No				54	67	
All-Subject Average	-0.0823	21	No				50	52	
<i>Middle</i>									
ELA	-0.1037	12	Lower				50	46	
Math	-0.2444	4	Lower				43	18	
All-Subject Average	-0.1380	6	Lower				47	30	
<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

Liberty Tech’s Math performance in 2017/18 has remained relatively constant since 2016/17, but performance in both elementary an middles school ELA declined relative to 2016/17.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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		
Math					-0.0778	No			-0.0358	No		
All-Subject Average					-0.0686	No			-0.0823	No		
<i>Middle</i>												
ELA					-0.0269	No			-0.1037	Lower		
Math					-0.1941	Lower			-0.2444	Lower		
All-Subject Average					-0.0854	Lower			-0.1380	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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	
Math				47	35		54	67	
All-Subject Average				48	35		50	52	
<i>Middle</i>									
ELA				53	75		50	46	
Math				42	13		43	18	
All-Subject Average				48	36		47	30	
<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 0.2222 in high school grades.
- Mountain Education Center’s contribution to student achievement exceeds the state average in 9th Grade Literature, American Literature, and Algebra 1, and is indistinguishable from the state in Geometry. Because the school serves students throughout the state, it does not have a district comparison group.
- Mountain Education Center’s performance improved in both language arts courses, 9th Grade Literature and American Literature and Compensation relative to prior years. Their performance in math courses has remained relatively constant between 2016/17 and 2017/18.
- The school’s contribution to student achievement is:
 - above the state average in 9th Grade Literature, American Literature, and Algebra 1; and
 - indistinguishable from the state average Geometry.

General Characteristics

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
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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Mountain Ed.	47.3	78.8	4.4	14.6	2.2	100.0	21.5	3.3	14.2	0.0

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

Overall School Effect: 0.2222 High

Mountain Education Center’s contribution to a high school student’s achievement across all subjects is greater than the state average, except Geometry which is not statistically different from the state average.

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	0.2673	97	Higher				62	95	

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)
American Literature	0.1122	82	Higher				57	86	
Algebra 1	0.2010	89	Higher				55	71	
Geometry	0.1307	78	No				39	11	
All-Subject Average	0.2222	96	Higher				55	80	

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

Mountain Education Center’s performance improved in both language arts courses, 9th Grade Literature and American Literature and Compensation relative to prior years. Performance in the two high school Math subjects, Algebra 1 and Geometry remained relatively constant between 2017/17 and 2017/18.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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												

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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												
Math												
All-Subject Average												
<i>High</i>												
9th Grade Literature	0.1000	No			0.0295	No			0.2673	Higher		
American Literature	0.0275	No			0.0957	No			0.1122	Higher		
Algebra 1					0.2461	Higher			0.2010	Higher		
Coordinate Algebra	0.0797	No										
Geometry					0.1825	No			0.1307	No		
Analytic Geometry	0.1492	Higher										

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

*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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	55	81		56	80		62	95	
American Literature	43	25		56	83		57	86	
Algebra 1				55	69		55	71	
Coordinate Algebra	60	81							
Geometry				46	33		39	11	
Analytic Geometry	59	84							

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 -0.1071 in elementary grades and 0.0688 in middle grades.
- Odyssey School’s performance is indistinguishable from the state and district averages in middle school, but below the state and district averages in elementary school.
- Odyssey’s performance in 2017/18 has improved for middle school, but has declined for elementary school (particularly in ELA) compared to 2016/17.
- The school’s contribution to student achievement is:
 - below the state and district average in elementary school;
 - below the state average but indistinguishable from the district average for elementary school Math; and
 - indistinguishable from the state and district average in middle ELA and middle Math.

General Characteristics

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
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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Odyssey	45.0	50.3	31.2	11.0	7.5	40.6	19.0	4.2	14.4	11.0

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

Overall School Effect: -0.1071 Elementary / 0.0688 Middle
 Average Overall School Effect in District: -0.0081 Elementary / 0.0313 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 or district. The contribution to a middle school student’s average achievement is indistinguishable 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	-0.1464	7	Lower	18 of 21	-0.0323	Lower	46	23	18 of 21
Math	-0.1055	23	Lower	17 of 21	-0.0148	No	46	33	15 of 21
All-Subject Average	-0.1071	13	Lower	18 of 21	-0.0081	Lower	46	26	18 of 21
<i>Middle</i>									
ELA	0.0609	77	No	2 of 8	-0.0006	No	59	96	1 of 8
Math	0.0085	51	No	5 of 8	0.0100	No	58	86	2 of 8
All-Subject Average	0.0688	78	No	2 of 8	0.0313	No	59	94	1 of 8
<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

Odyssey’s performance in 2017/18 has improved for middle school, but has declined for elementary school (particularly in ELA) compared to 2016/17.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	0.0535	No	-0.1095	Higher	0.0195	No	0.0269	No	-0.1464	Lower	-0.0323	Lower
Math	-0.0414	No	-0.0390	No	-0.0470	No	-0.0298	No	-0.1055	Lower	-0.0148	No
All-Subject Average	-0.0548	No	-0.0683	No	-0.0137	No	-0.0019	No	-0.1071	Lower	-0.0081	Lower
<i>Middle</i>												
ELA	0.1301	Higher	-0.0045	Higher	-0.0921	Lower	0.0127	Lower	0.0609	No	-0.0006	No
Math	0.0561	No	0.0093	No	-0.1597	Lower	0.0098	Lower	0.0085	No	0.0100	No
All-Subject Average	-0.0395	No	-0.0209	No	-0.1230	Lower	0.0171	Lower	0.0688	No	0.0313	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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	79	1 of 21	54	74	10 of 21	46	23	18 of 21
Math	55	69	5 of 21	49	45	10 of 21	46	33	15 of 21
All-Subject Average	53	66	3 of 21	52	58	10 of 21	46	26	18 of 21
<i>Middle</i>									
ELA	60	97	2 of 8	50	53	7 of 8	59	96	1 of 8
Math	64	96	1 of 8	51	55	7 of 8	58	86	2 of 8
All-Subject Average	52	70	4 of 8	51	54	7 of 8	59	94	1 of 8
<i>High</i>									
9th Grade Literature									
American Literature									
Algebra 1									
Coordinate Algebra									
Geometry									
Analytic Geometry									

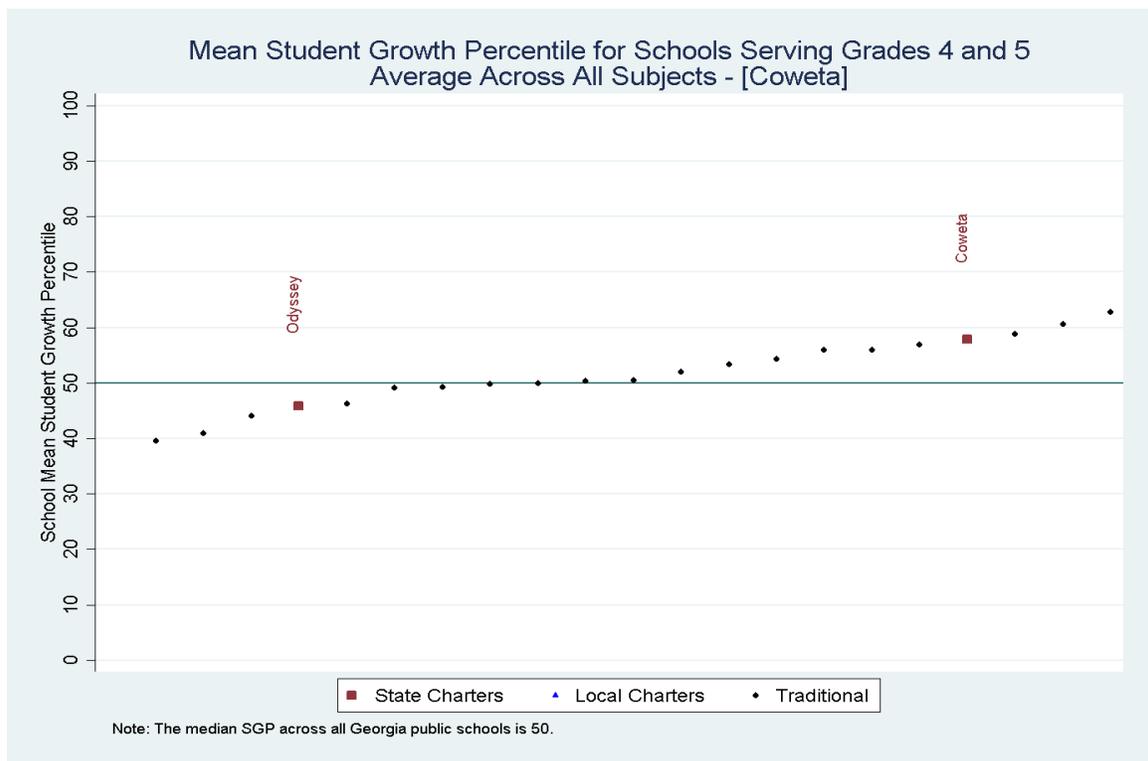
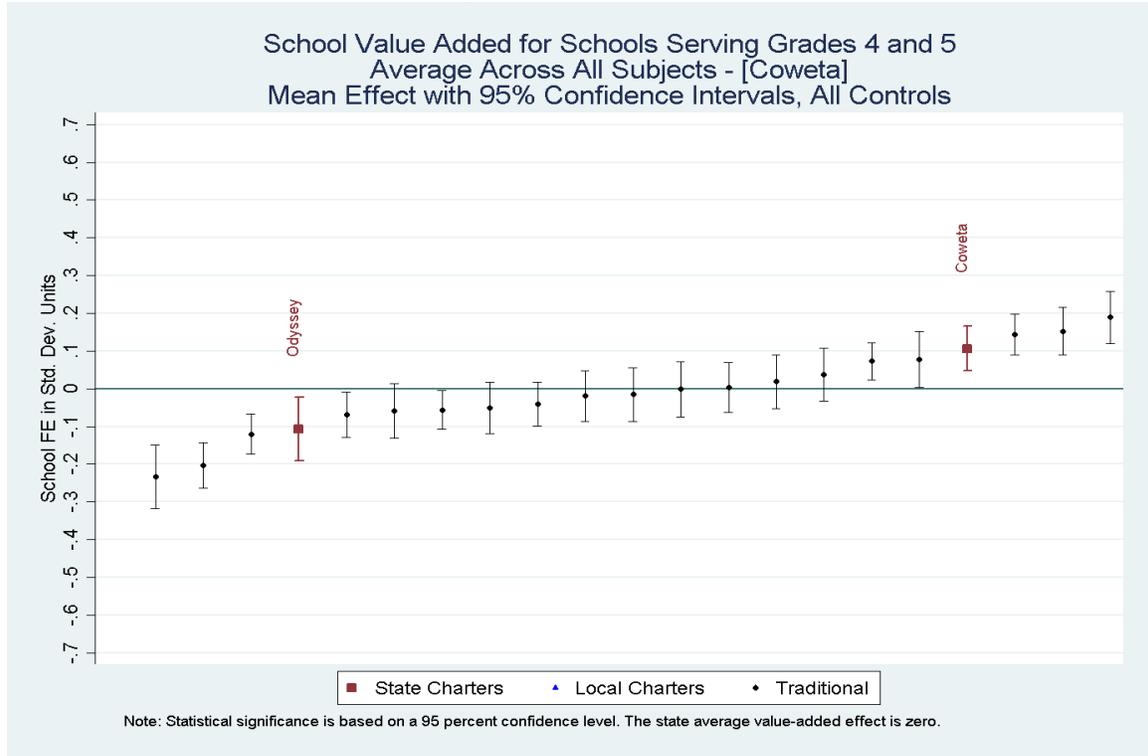
Note: Schools with a statewide attendance zone have no comparison district.

Comparison of School Impact

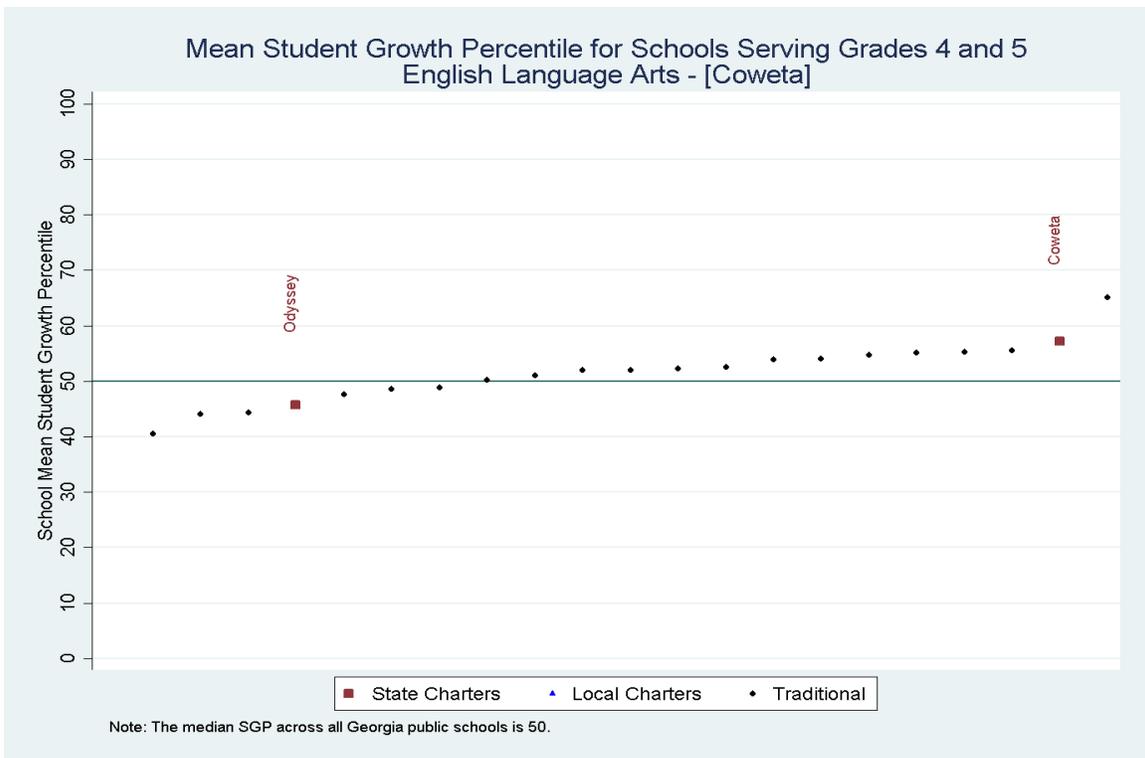
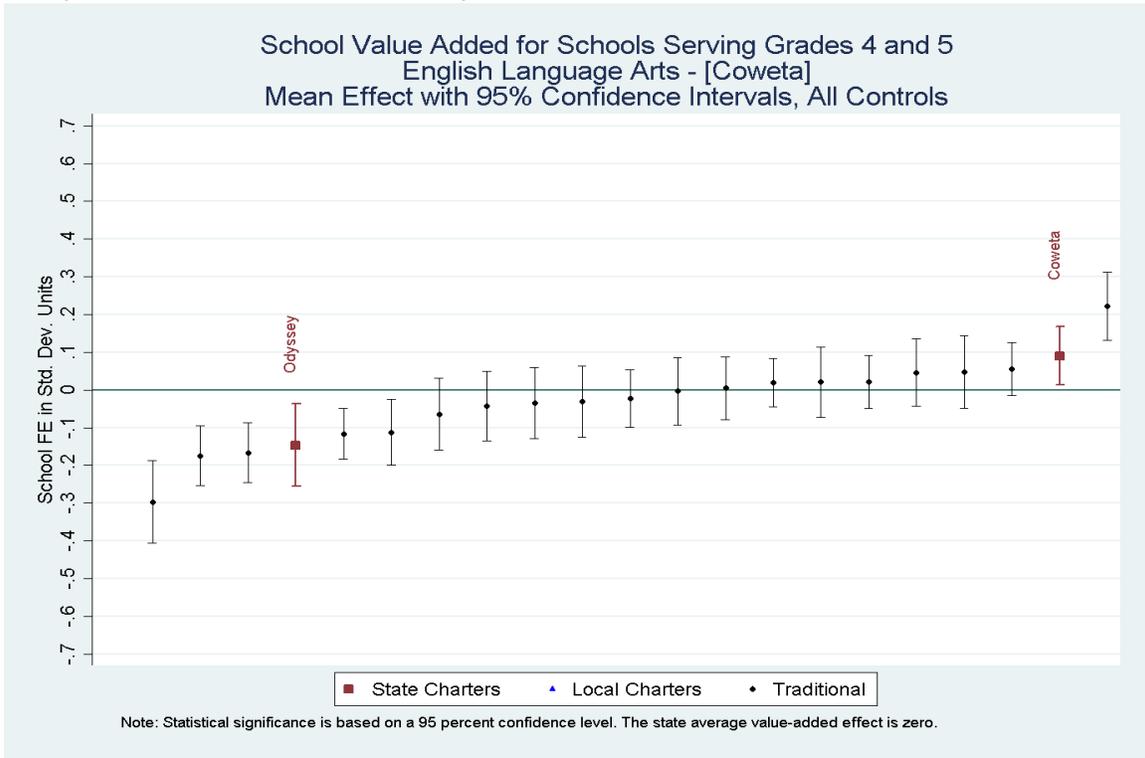
Subject Area: All-Subject Elementary Average

State Charter: Odyssey School

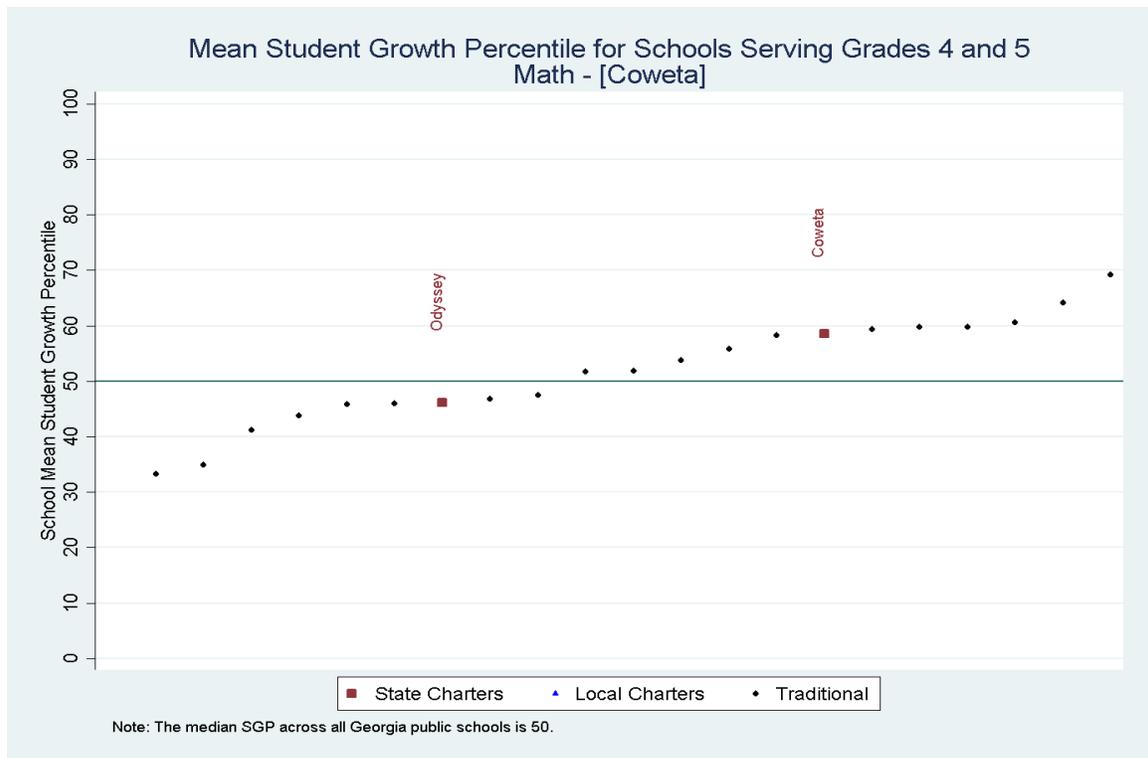
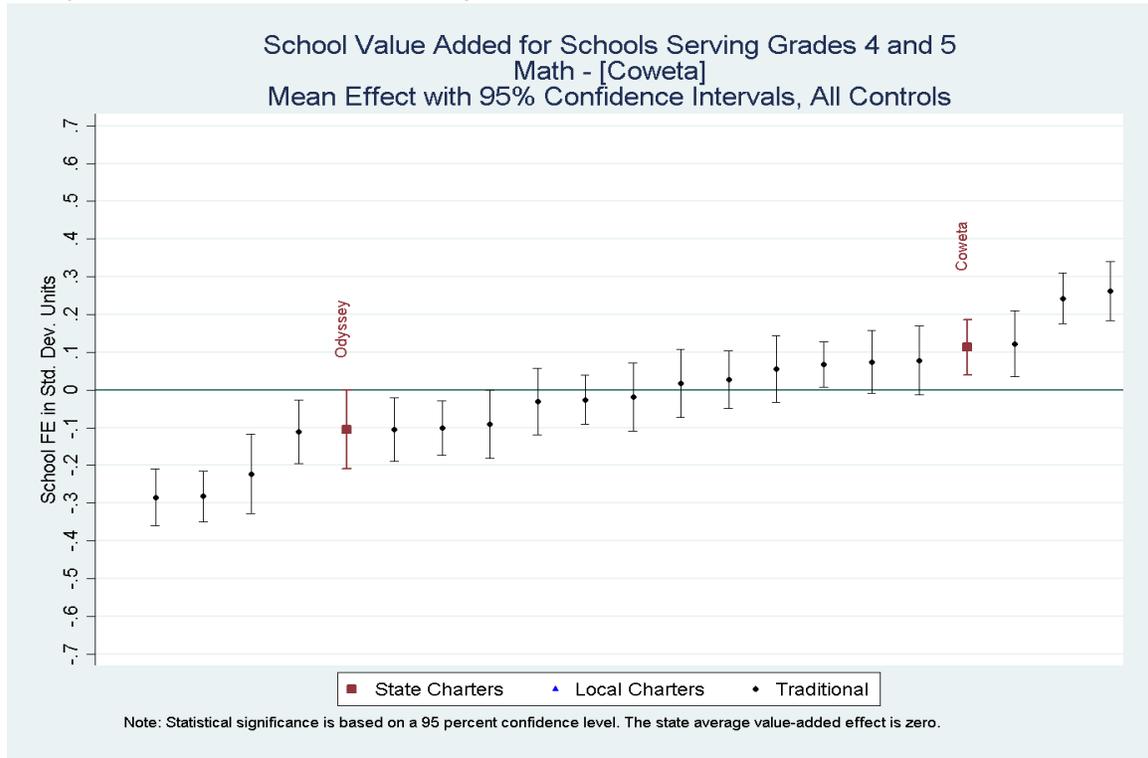
Comparison District: Coweta County Public Schools



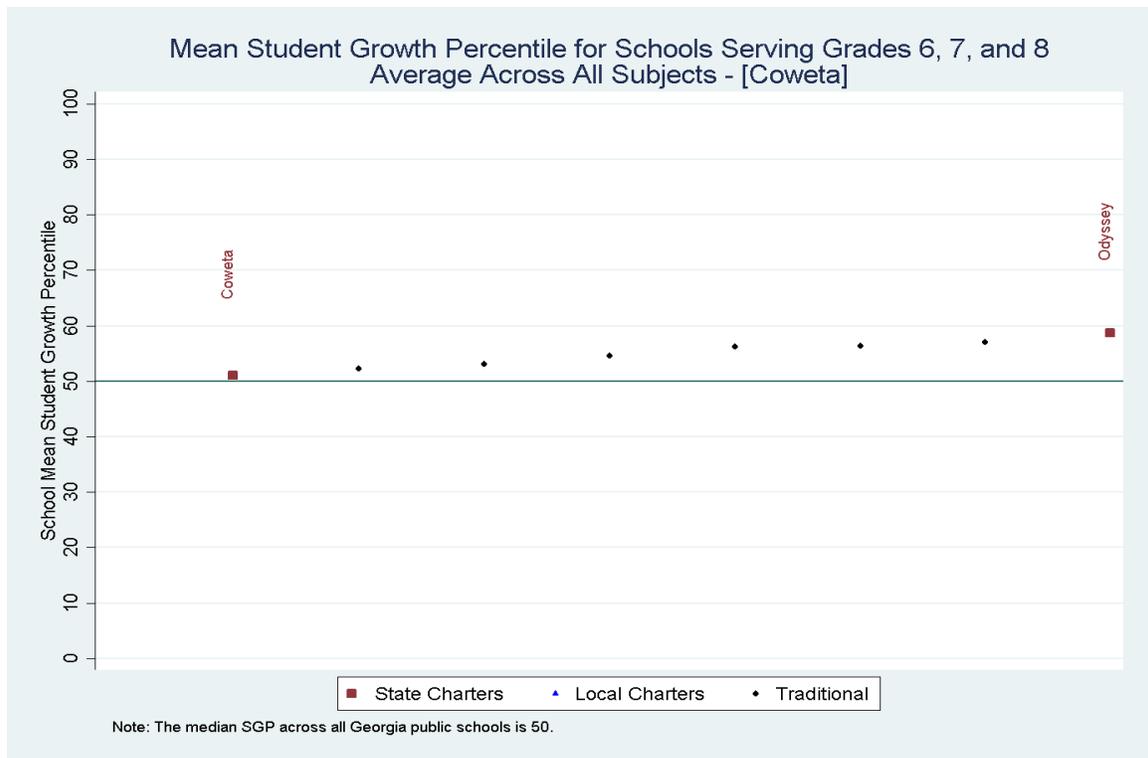
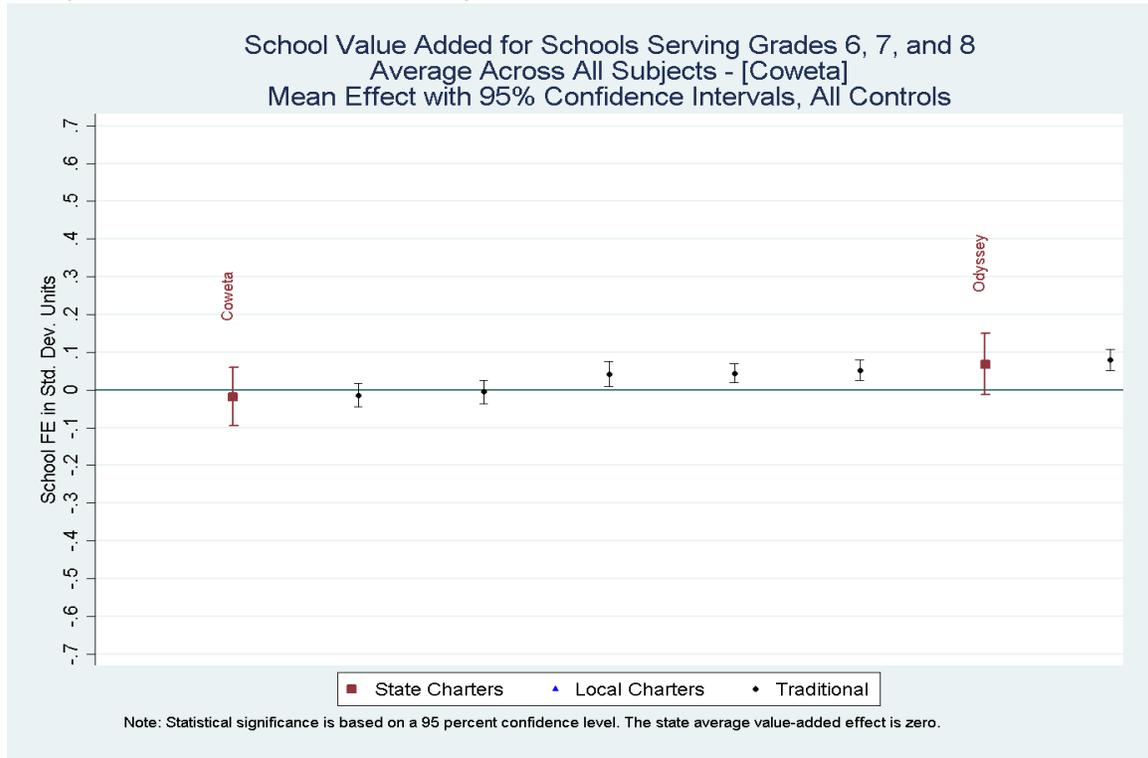
Subject Area: Elementary ELA
 State Charter: Odyssey School
 Comparison District: Coweta County Public Schools



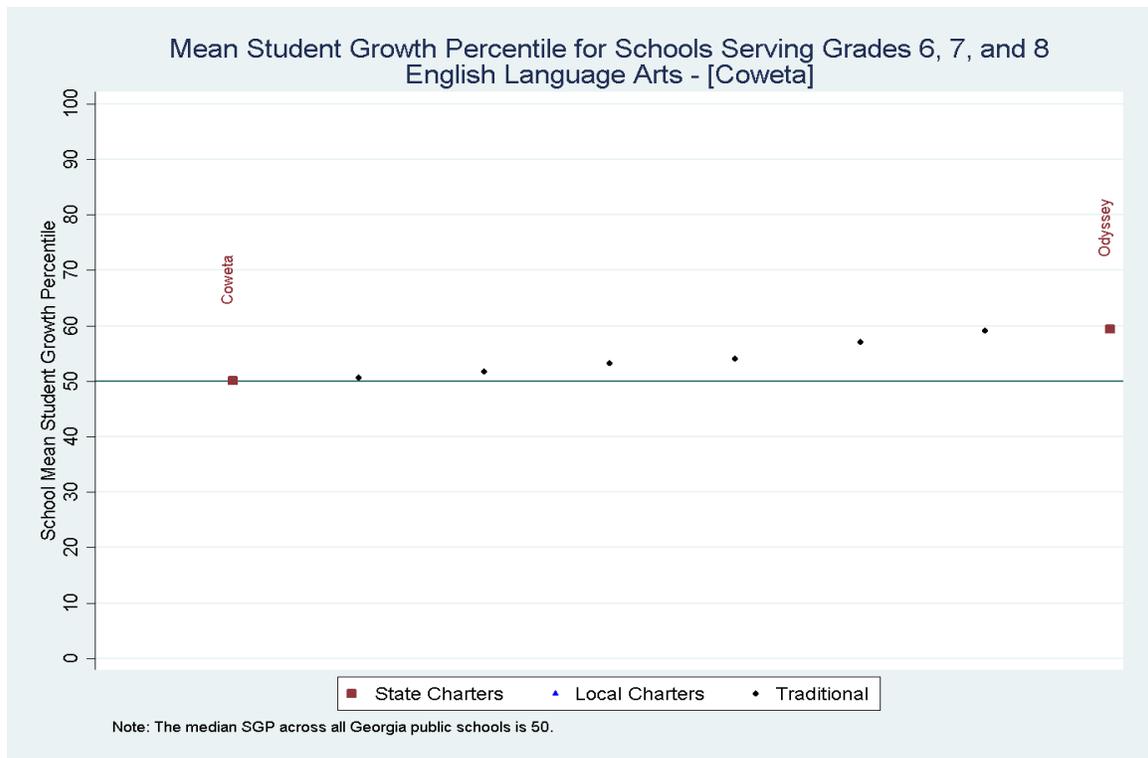
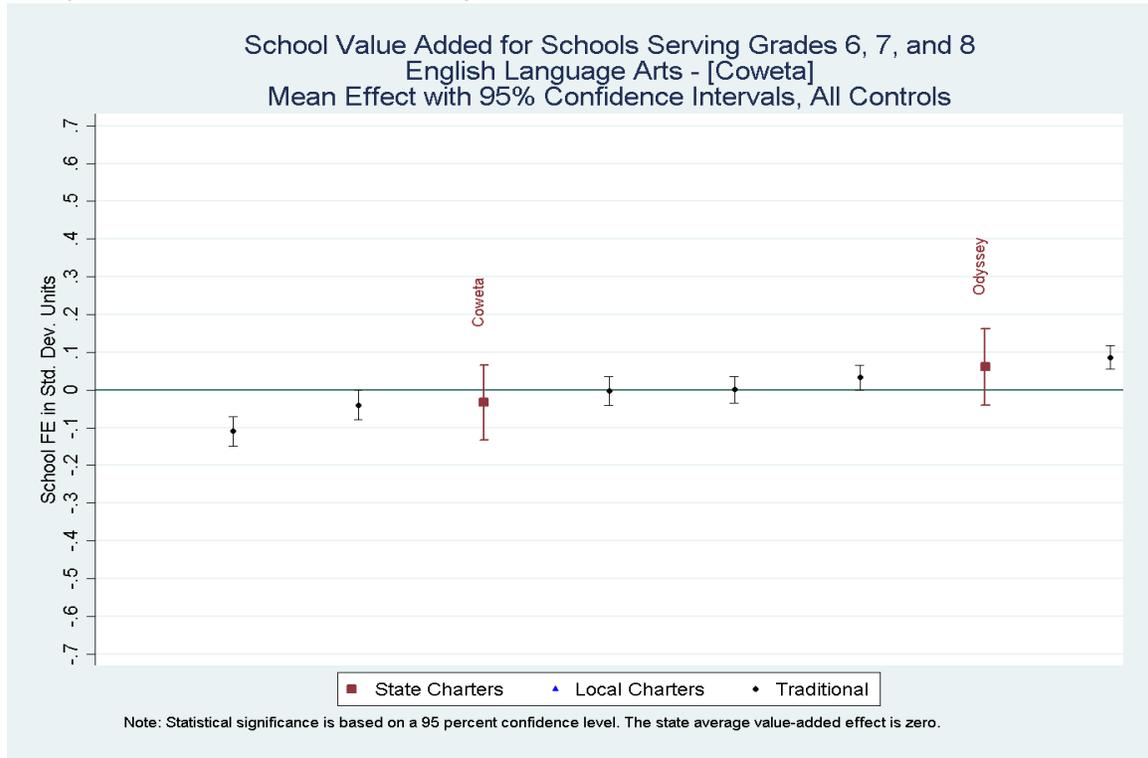
Subject Area: Elementary Mathematics
 State Charter: Odyssey School
 Comparison District: Coweta County Public Schools



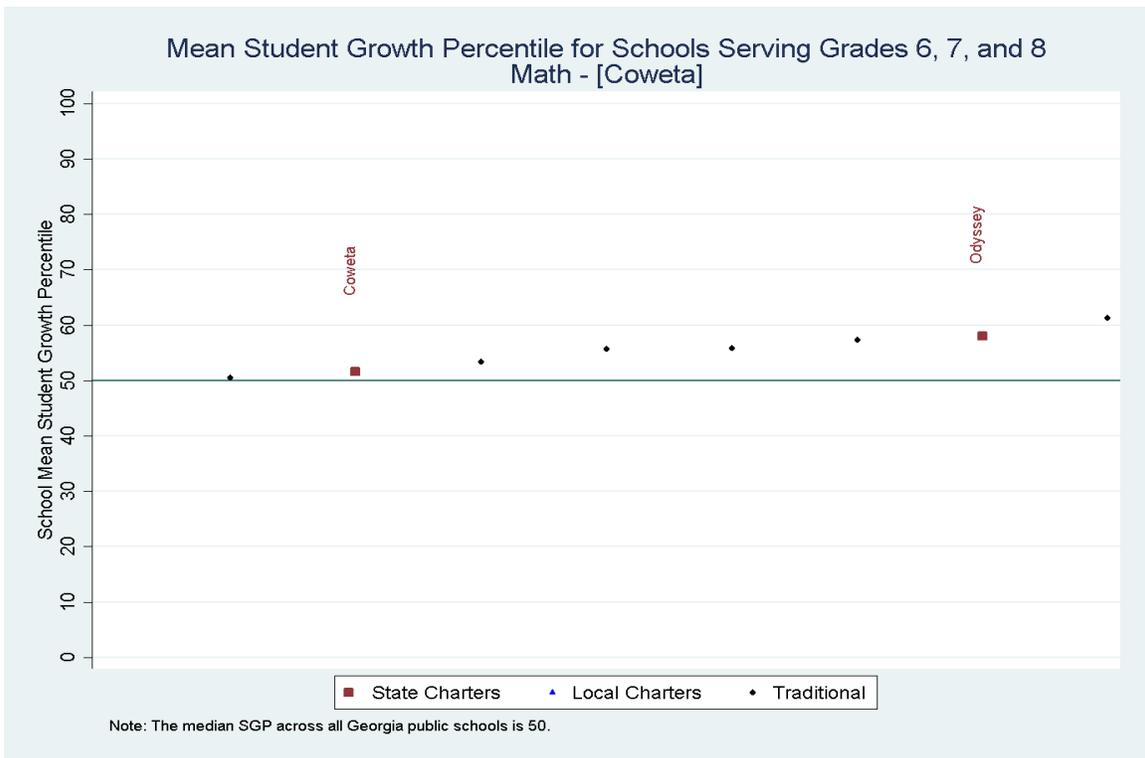
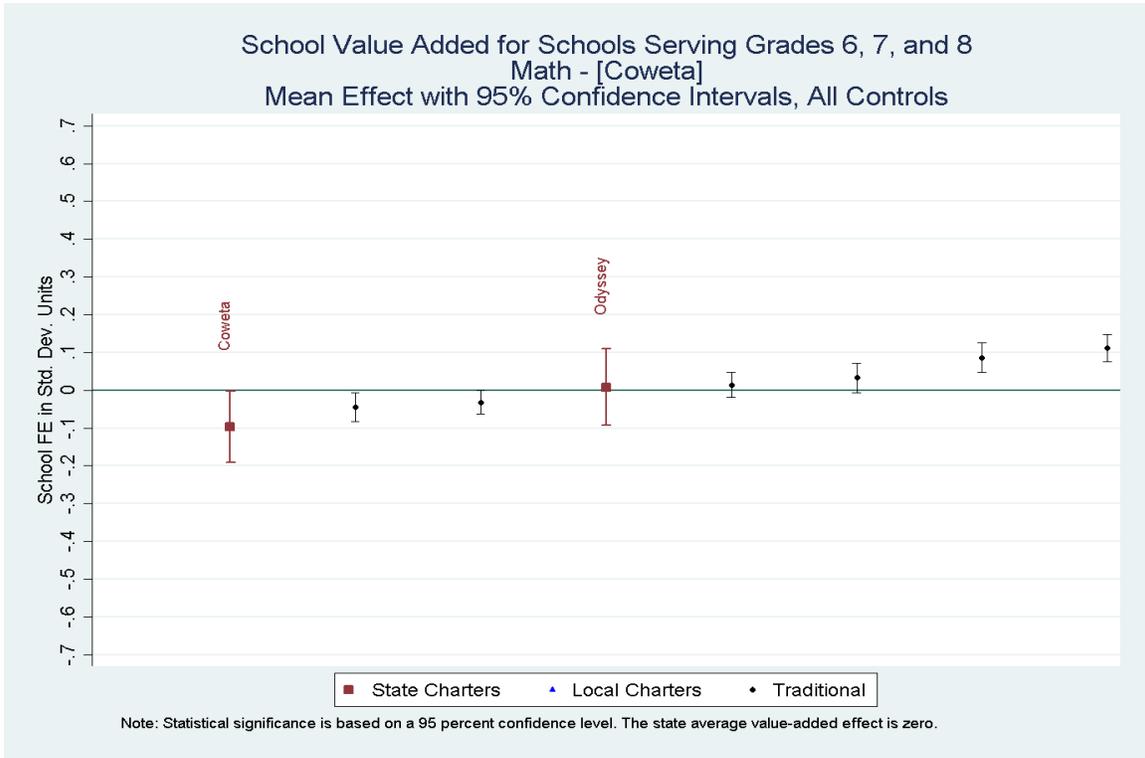
Subject Area: All-Subject Middle Average
 State Charter: Odyssey School
 Comparison District: Coweta County Public Schools



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 0.0406 in elementary grades, -0.0826 in middle grades, and -0.0172 in high school grades.
- Pataula Charter Academy’s performance in 9th grade literature is statistically higher than the state average, but not statistically different from the district. Its performance is indistinguishable from the state and district averages in elementary ELA, elementary Math, middle school ELA, American Literature, and Algebra 1. Its performance is lower than the state and district averages in middle Math and Geometry.
- Pataula Charter Academy’s performance has remained relatively constant over the past three years, with some improvement in Algebra 1 and 9th grade literature from 2016/17 to 2017/19.
- The school’s contribution to student achievement is:
 - above the state average and not statistically different from the district average in 9th grade literature;
 - below the state and district average in middle school Math and Geometry;
 - indistinguishable from the state and district average in elementary ELA, elementary Math, middle school ELA, American Literature, and Algebra 1.

General Characteristics

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
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, Randolph Public School districts

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Pataula	49.1	69.4	21.0	5.4	4.3	61.5	30.1	0.7	9.1	5.4

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

Overall School Effect: 0.0406 Elementary / -0.0826 Middle/ -0.0172 High
 Average Overall School Effect in District: 0.0141 Elementary / -0.0164 Middle/ 0.0660 High

Pataula Charter Academy’s contribution to a student’s average achievement across ELA and Math is indistinguishable from the average elementary school in the state and district. The middle school average is also indistinguishable from the five-county area, but lower than the state average. Its high school performance is lower 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	0.0222	60	No	2 of 6	-0.0627	No	53	70	1 of 6
Math	0.0626	67	No	4 of 6	0.0896	No	56	76	3 of 6
All-Subject Average	0.0406	66	No	4 of 6	0.0141	No	54	77	1 of 6
<i>Middle</i>									
ELA	-0.0811	17	No	5 of 6	-0.0219	No	44	10	5 of 6

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?
Math	-0.0916	22	Lower	6 of 6	0.0289	Lower
All-Subject Average	-0.0826	15	Lower	6 of 6	-0.0164	No
<i>High</i>						
9th Grade Literature	0.2004	95	Higher	1 of 4	0.0811	No
American Literature	0.0866	76	No	4 of 5	0.1227	No
Algebra 1	0.0757	67	No	2 of 4	0.0598	No
Geometry	-0.2083	11	Lower	4 of 4	0.0052	Lower
All-Subject Average	-0.0172	43	No	3 of 5	0.0660	No

Student Growth Percentiles (Controls only for Prior Test Scores)		
School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
51	55	1 of 6
47	31	1 of 6
58	90	1 of 4
56	84	2 of 5
60	81	2 of 4
49	43	2 of 4
55	82	1 of 5

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

Pataula Charter Academy’s performance has remained relatively constant over the past three years, with some improvement in Algebra 1 and 9th grade literature from 2016/17 to 2017/19.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	0.2623	Higher	0.0547	Higher	-0.0103	No	-0.0221	No	0.0222	No	-0.0627	No
Math	-0.0487	No	0.0670	Lower	0.0668	No	-0.0603	Higher	0.0626	No	0.0896	No
All-Subject Average	0.1212	Higher	0.0523	No	0.0283	No	-0.0409	No	0.0406	No	0.0141	No
<i>Middle</i>												
ELA	0.0325	No	0.0873	No	0.0320	No	0.0261	No	-0.0811	No	-0.0219	No
Math	-0.1015	Lower	0.1234	Lower	-0.1342	Lower	-0.0192	Lower	-0.0916	Lower	0.0289	Lower
All-Subject Average	-0.1116	Lower	0.0454	Lower	-0.0405	No	0.0040	No	-0.0826	Lower	-0.0164	No
<i>High</i>												
9th Grade Literature	0.0643	No	0.1397	No	0.1212	No	-0.0460	Higher	0.2004	Higher	0.0811	No
American Literature	-0.0515	No	0.0875	No	-0.0237	No	-0.0668	No	0.0866	No	0.1227	No
Algebra 1	-0.2323	Lower	0.0947	Lower	-0.2951	Lower	0.0329	Lower	0.0757	No	0.0598	No
Coordinate Algebra												
Geometry					-0.3958	Lower	0.0723	Lower	-0.2083	Lower	0.0052	Lower
Analytic Geometry	-0.2179	Lower	0.1928	Lower								

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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	63	98	1 of 6	51	58	2 of 6	53	70	1 of 6
Math	51	56	3 of 6	60	90	1 of 6	56	76	3 of 6
All-Subject Average	59	92	1 of 6	56	82	1 of 6	54	77	1 of 6
<i>Middle</i>									
ELA	49	46	3 of 6	49	43	4 of 6	44	10	5 of 6
Math	48	45	4 of 6	46	32	3 of 6	51	55	1 of 6
All-Subject Average	45	22	4 of 6	47	32	4 of 6	47	31	1 of 6
<i>High</i>									
9th Grade Literature	49	45	3 of 5	53	63	1 of 5	58	90	1 of 4
American Literature	40	15	3 of 5	47	34	2 of 4	56	84	2 of 5
Algebra 1	29	2	3 of 3	47	36	2 of 4	60	81	1 of 4
Coordinate Algebra									
Geometry				42	19	3 of 3	49	43	2 of 4
Analytic Geometry	41	19	4 of 4						

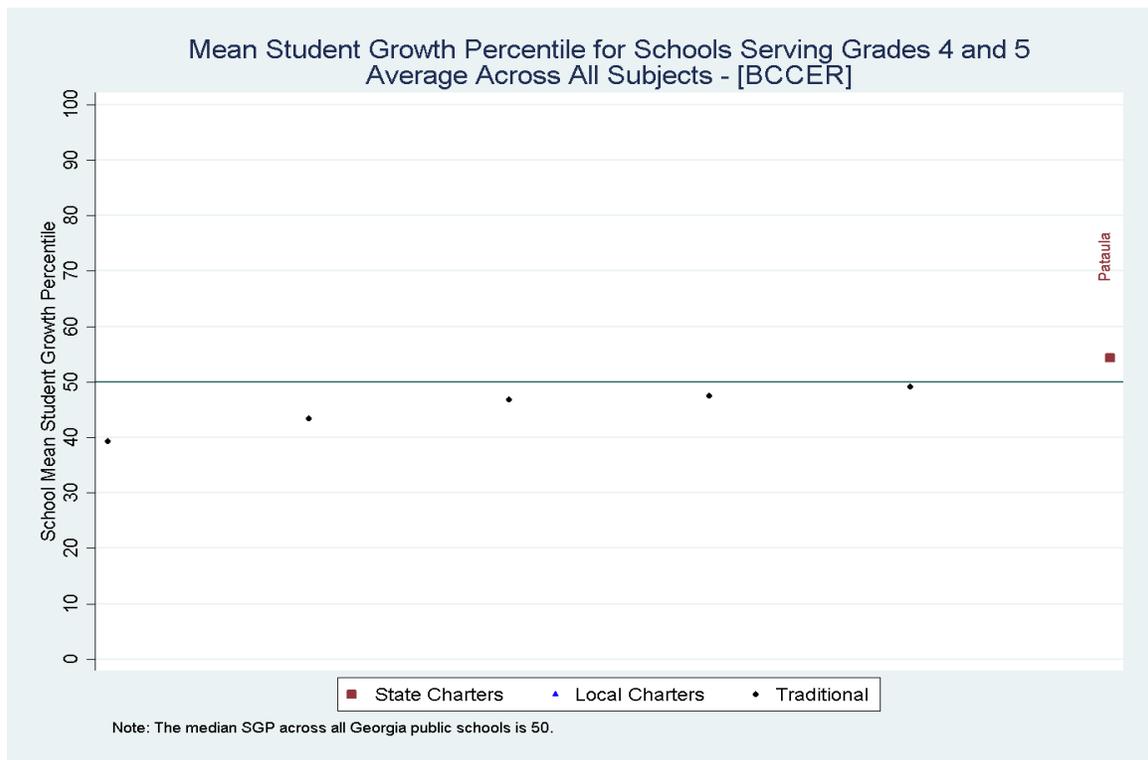
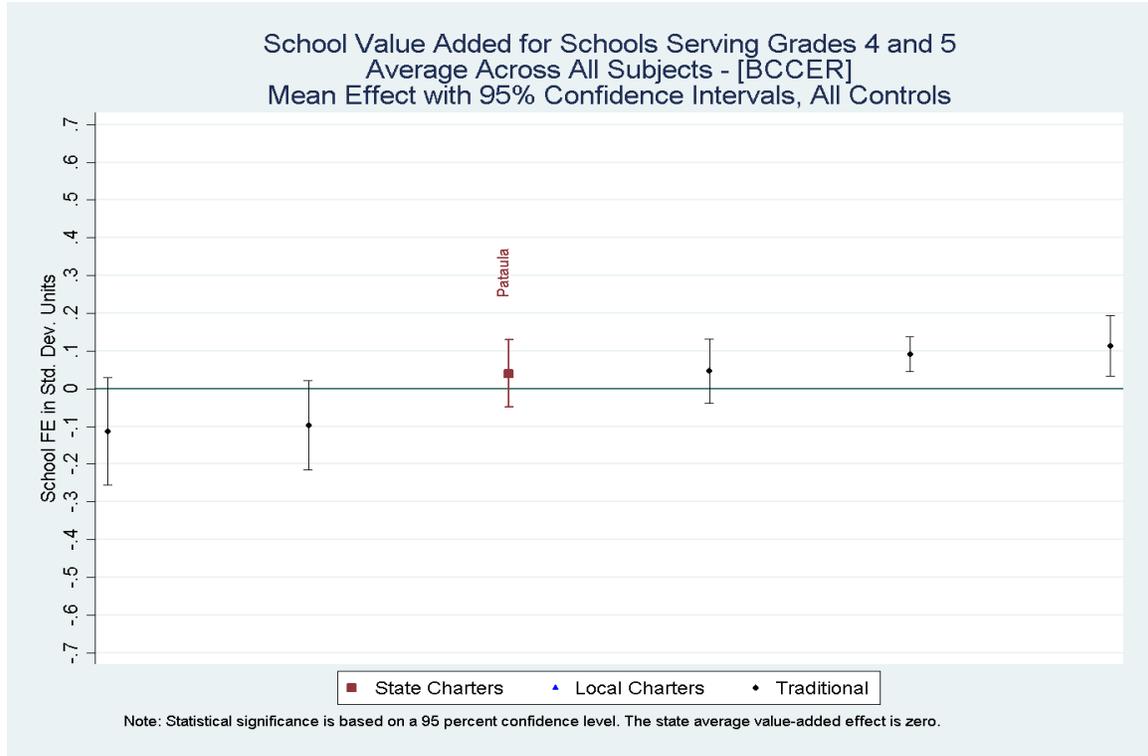
Note: Schools with a statewide attendance zone have no comparison district.

Comparison of School Impact

Subject Area: All-Subject Elementary Average

State Charter: Pataula Charter Academy

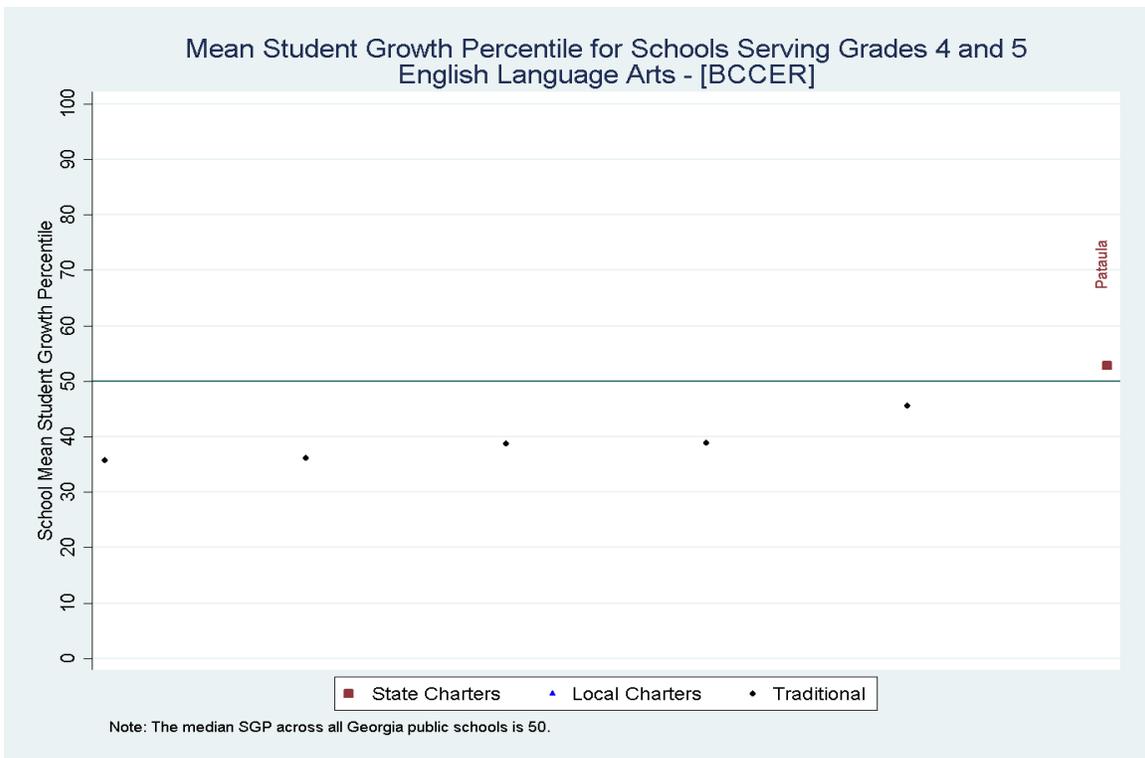
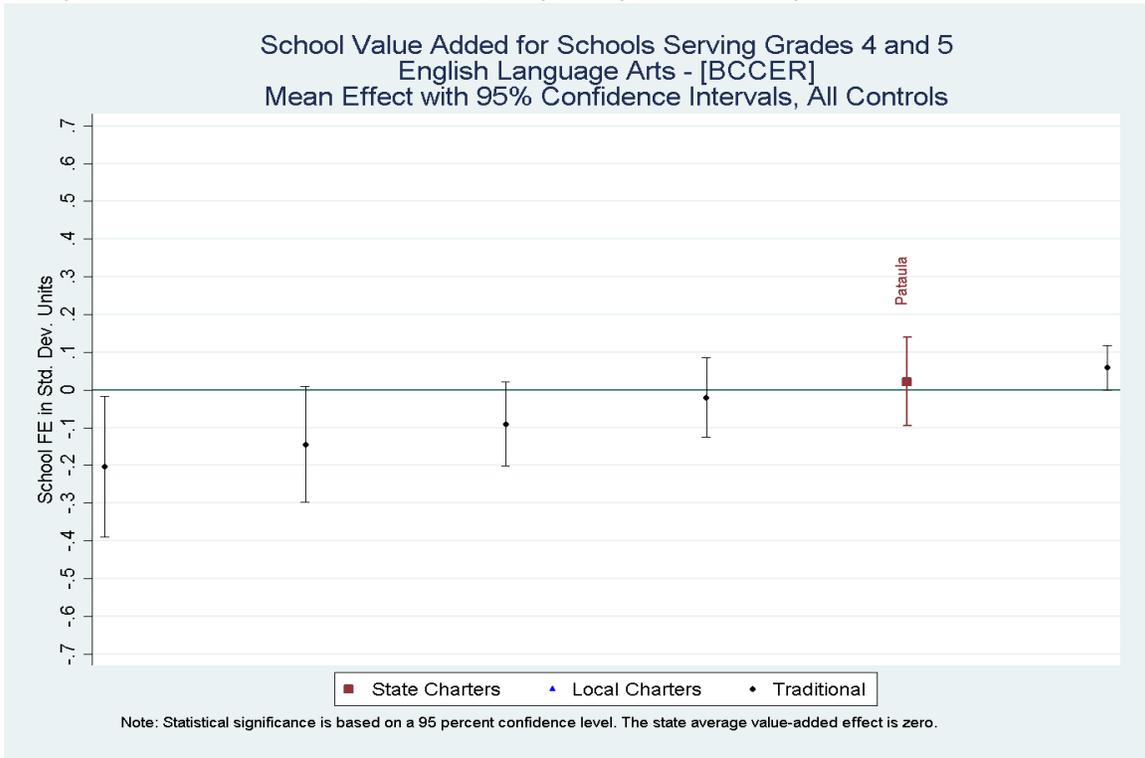
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph



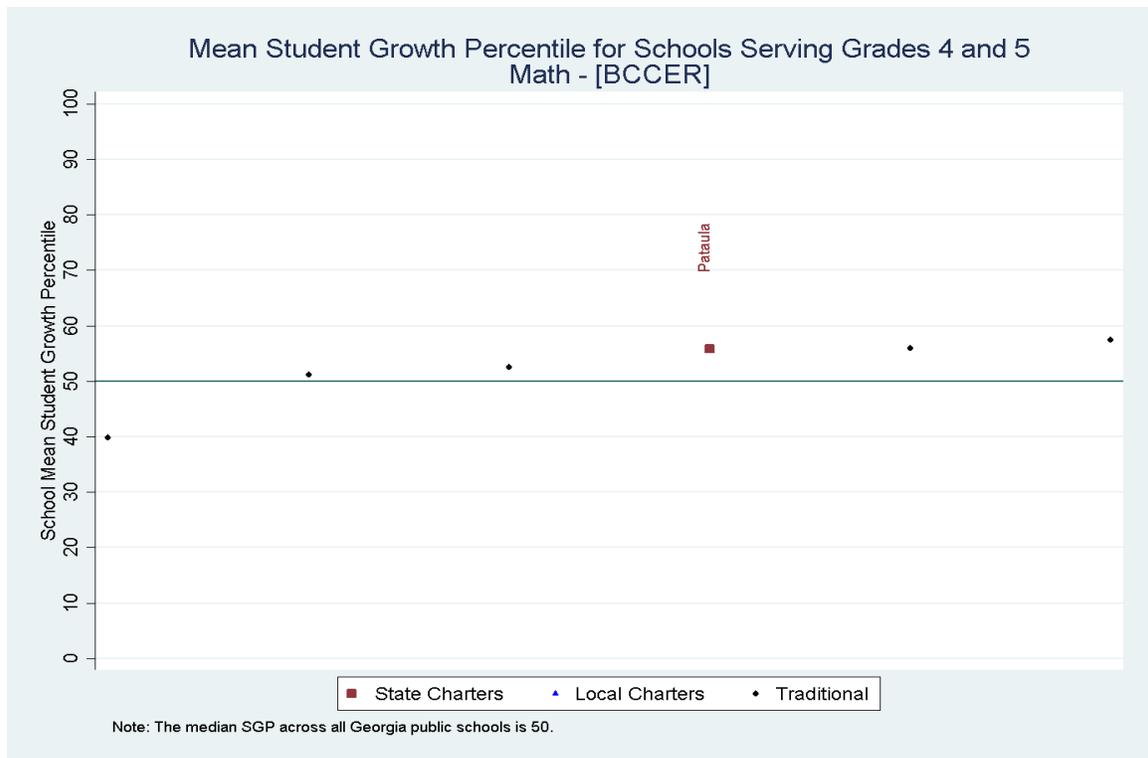
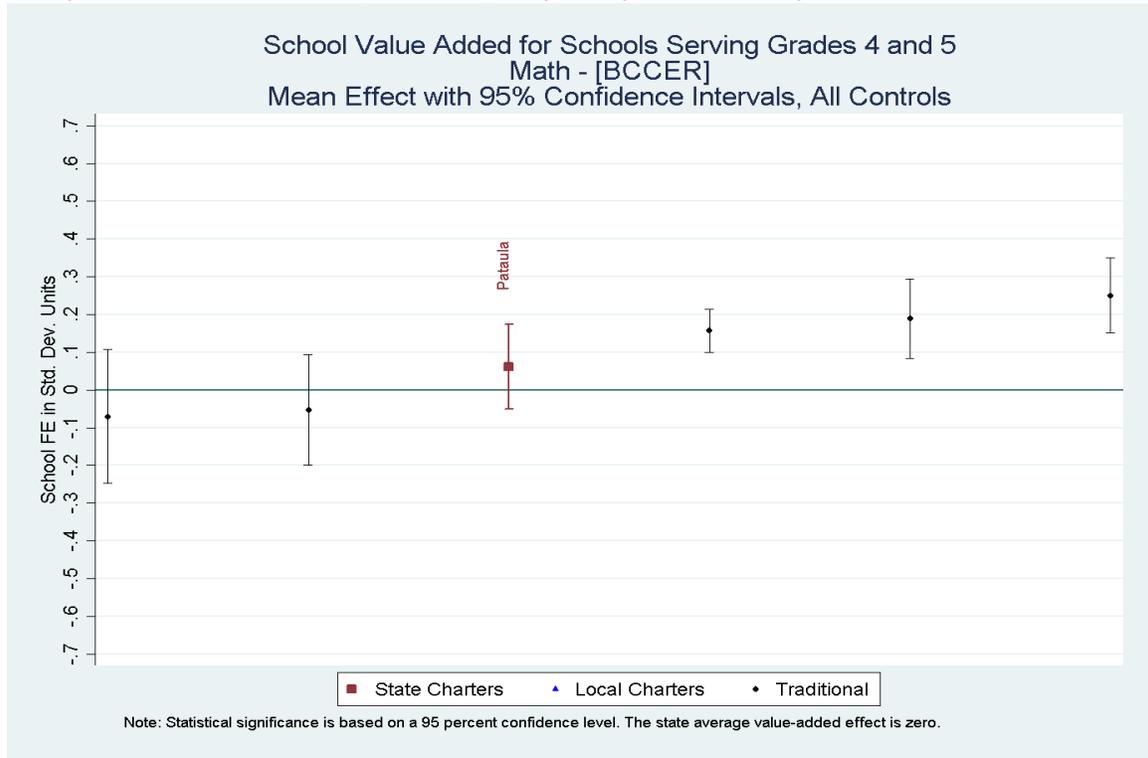
Subject Area: Elementary ELA

State Charter: Pataula Charter Academy

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



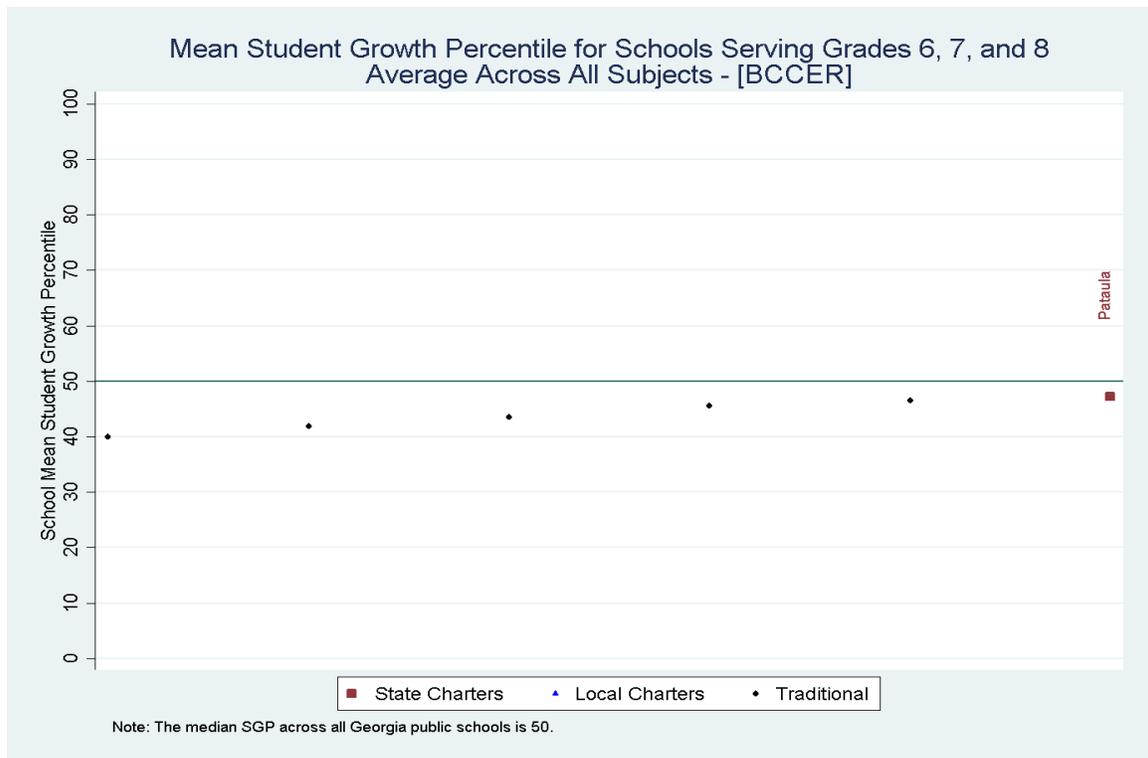
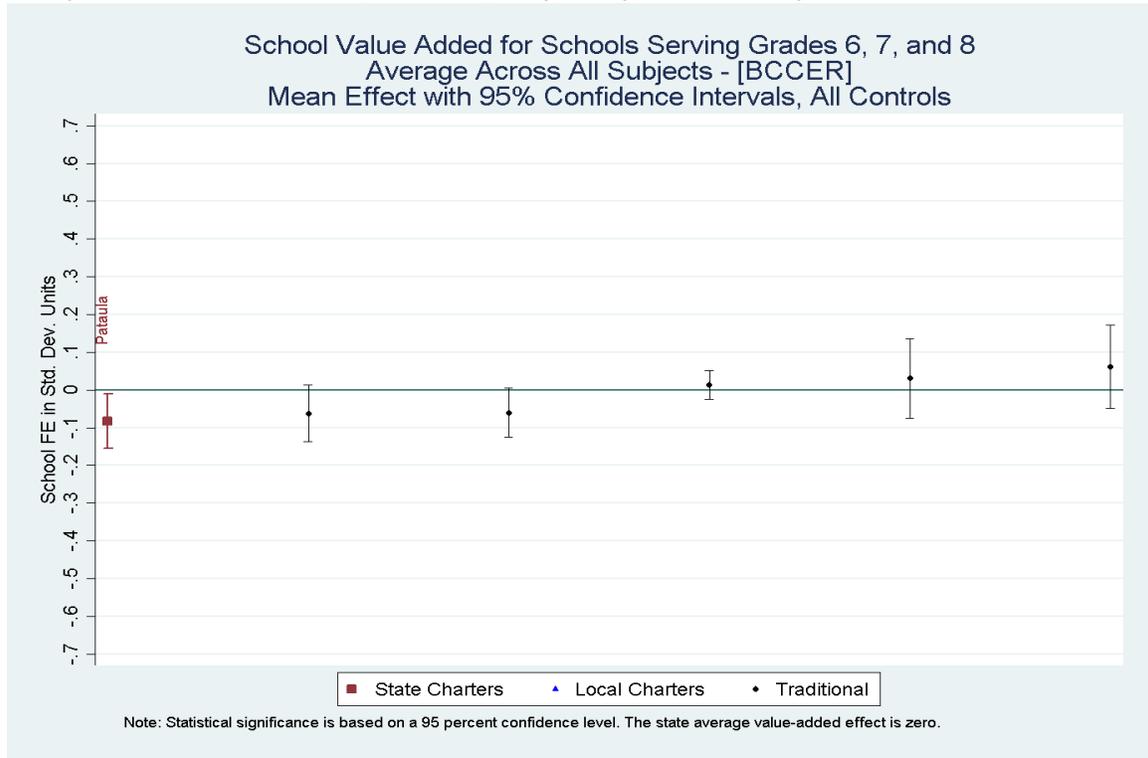
Subject Area: Elementary Mathematics
 State Charter: Pataula Charter Academy
 Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph



Subject Area: All-Subject Middle Average

State Charter: Pataula Charter Academy

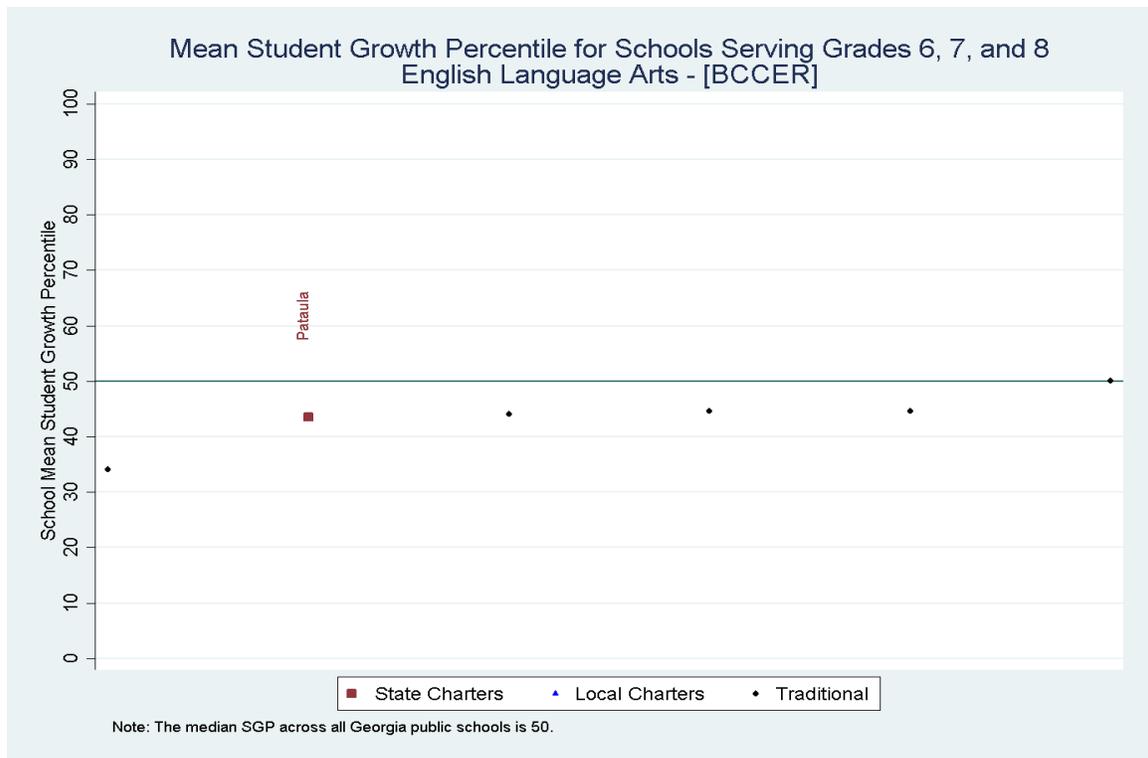
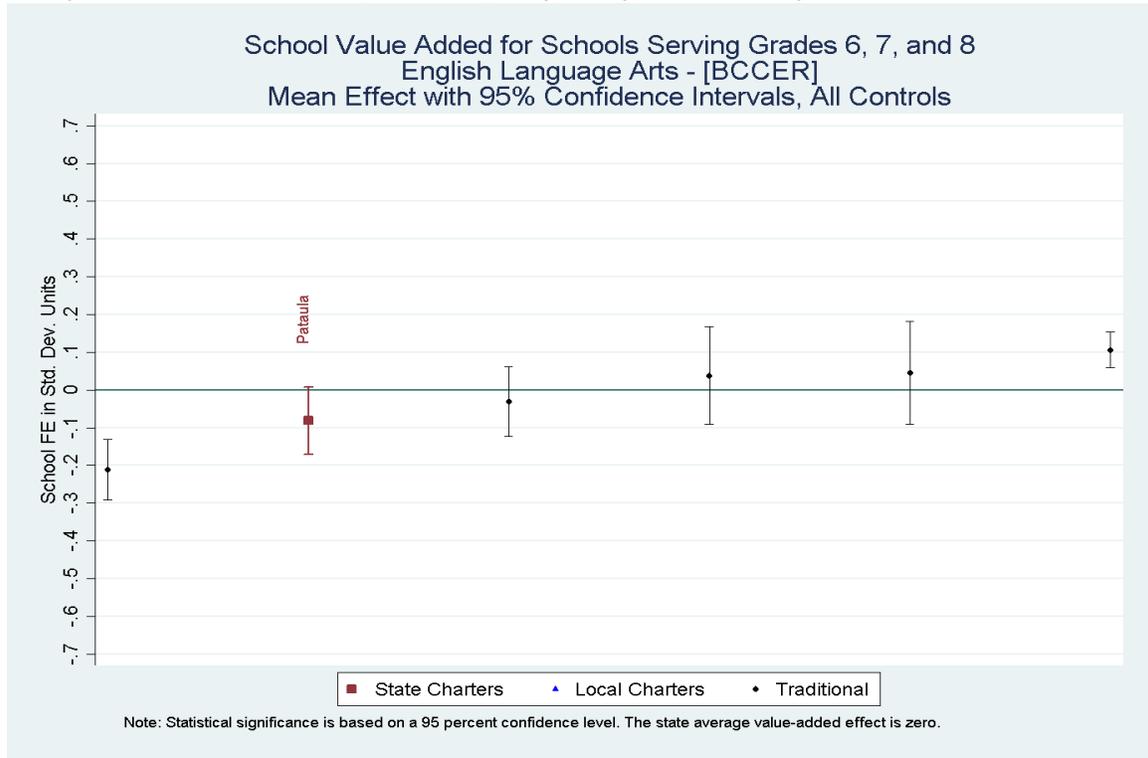
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph



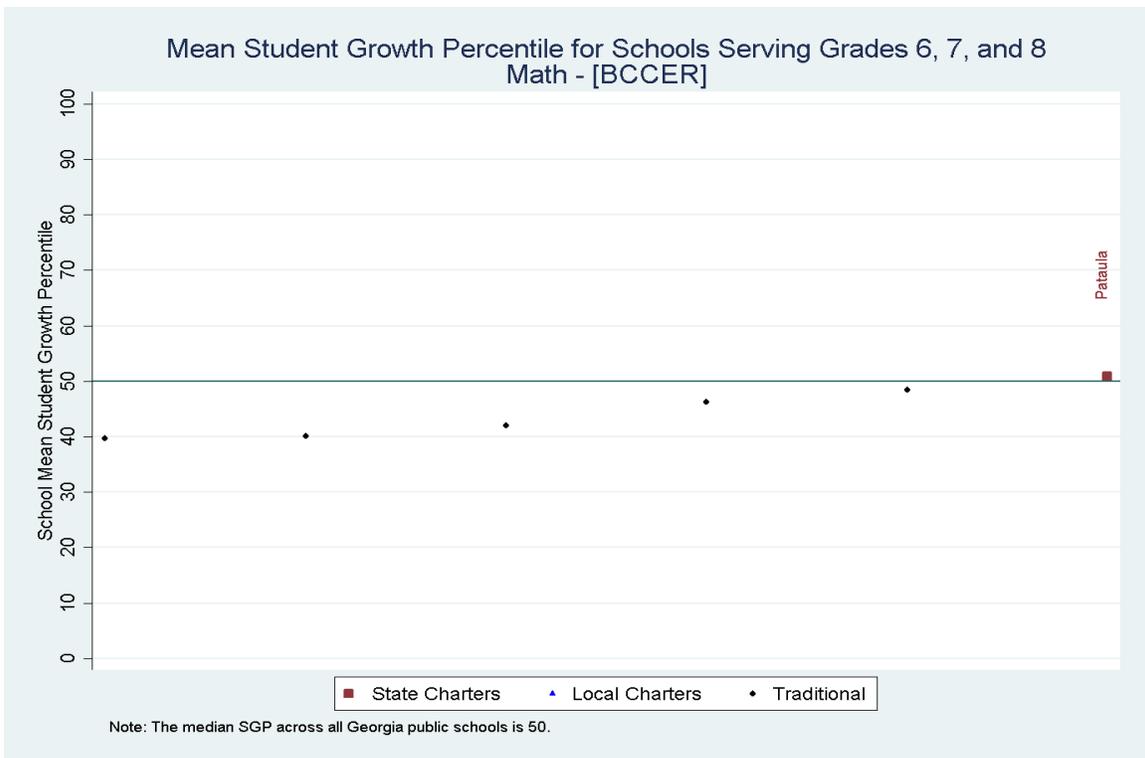
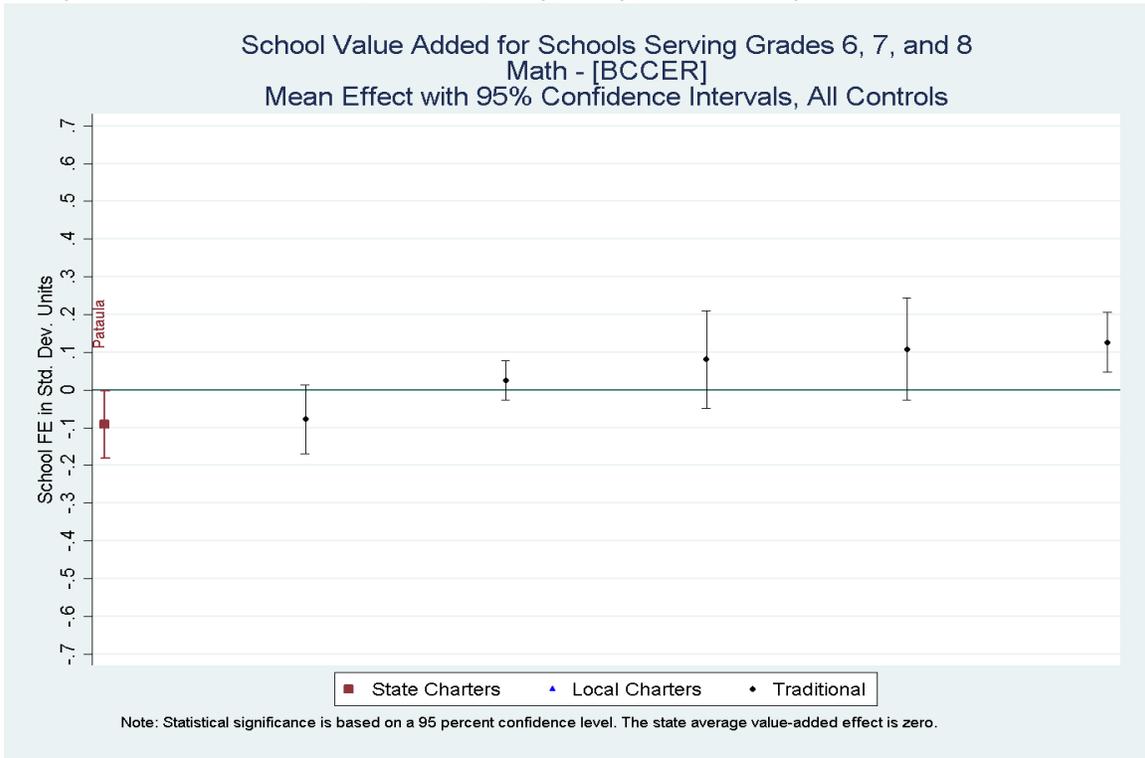
Subject Area: Middle ELA

State Charter: Pataula Charter Academy

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



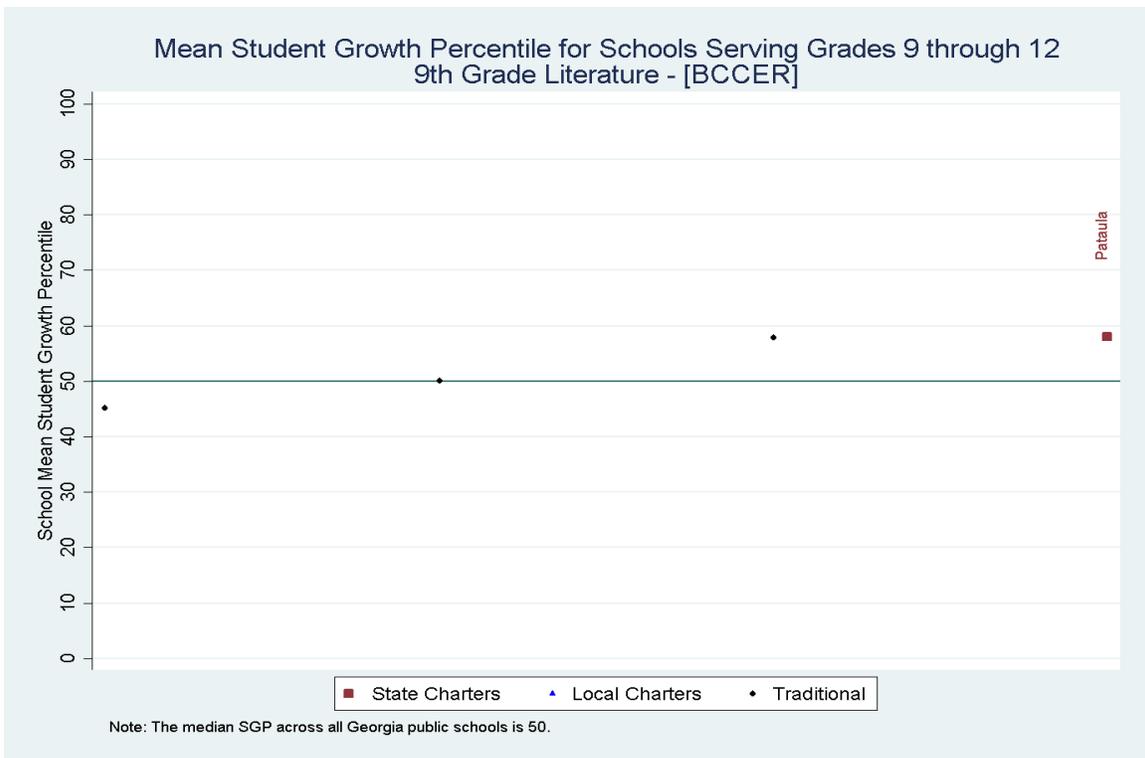
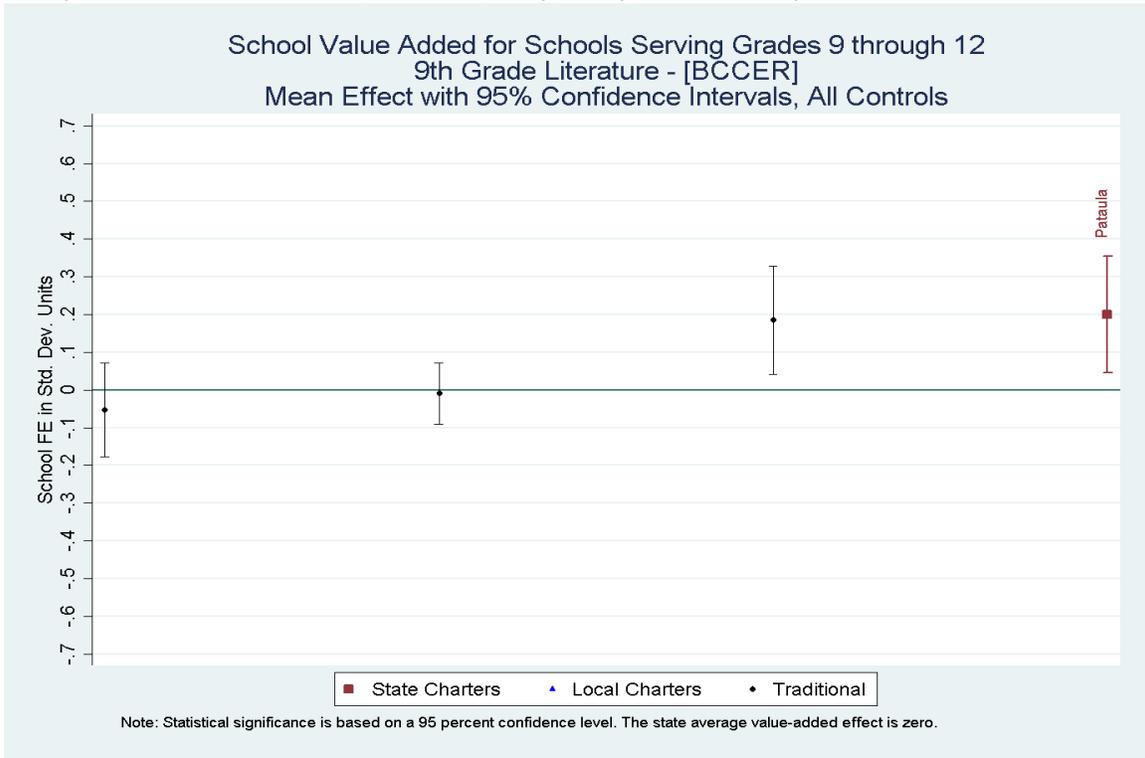
Subject Area: Middle Mathematics
 State Charter: Pataula Charter Academy
 Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph



Subject Area: 9th Grade Literature

State Charter: Pataula Charter Academy

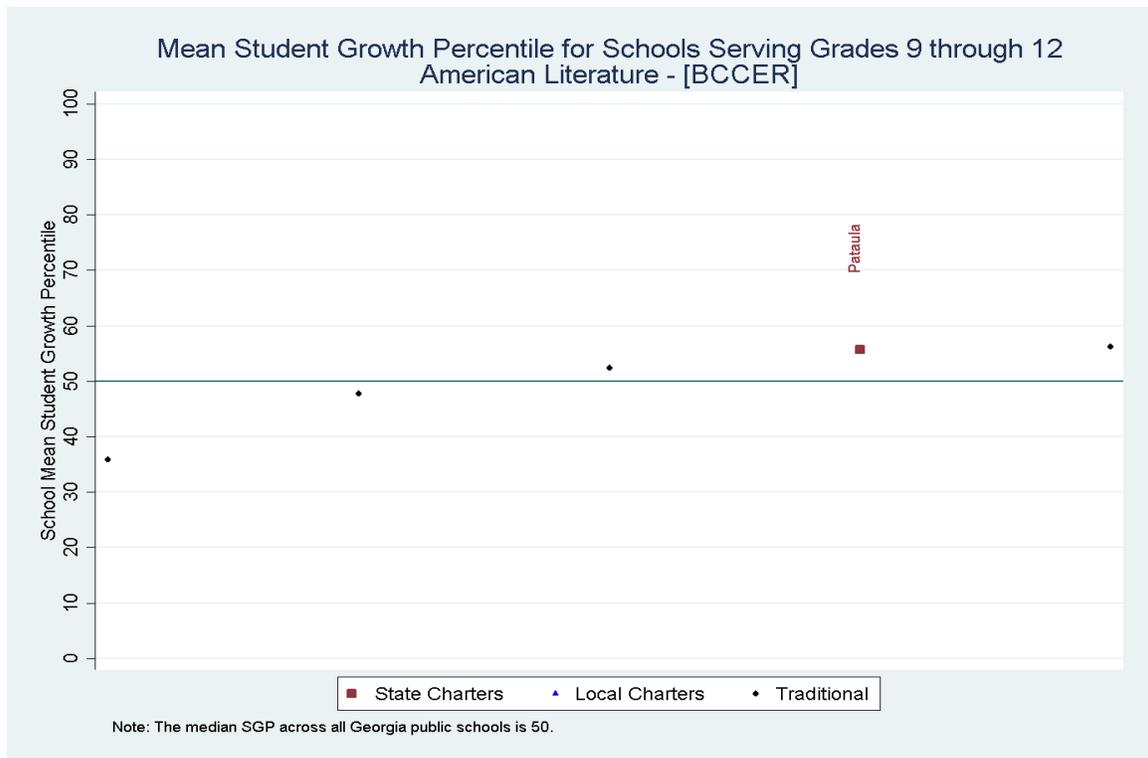
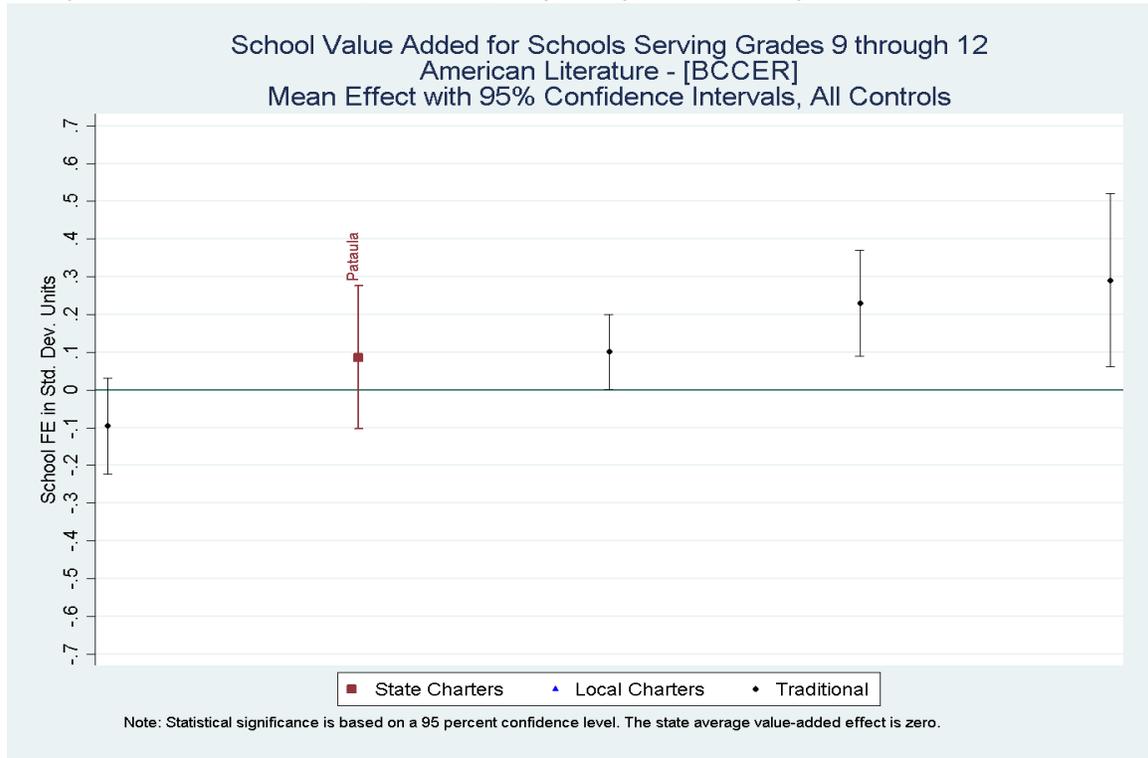
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph



Subject Area: American Literature

State Charter: Pataula Charter Academy

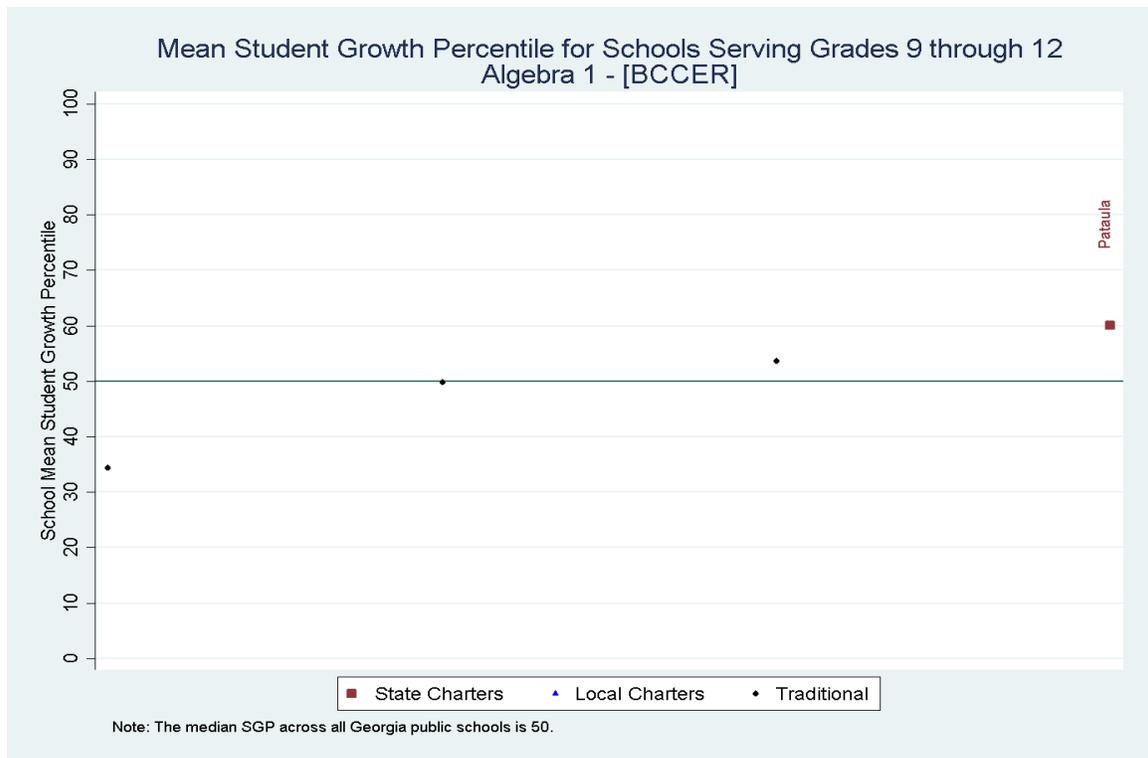
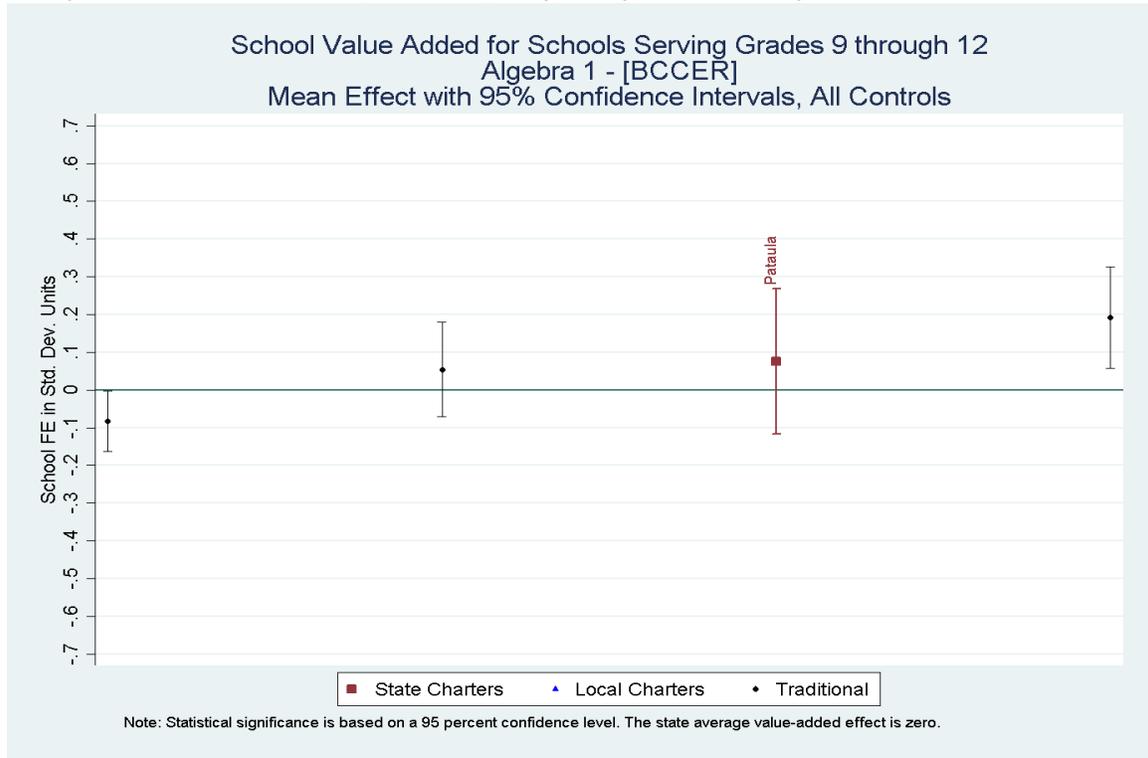
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph



Subject Area: Algebra 1

State Charter: Pataula Charter Academy

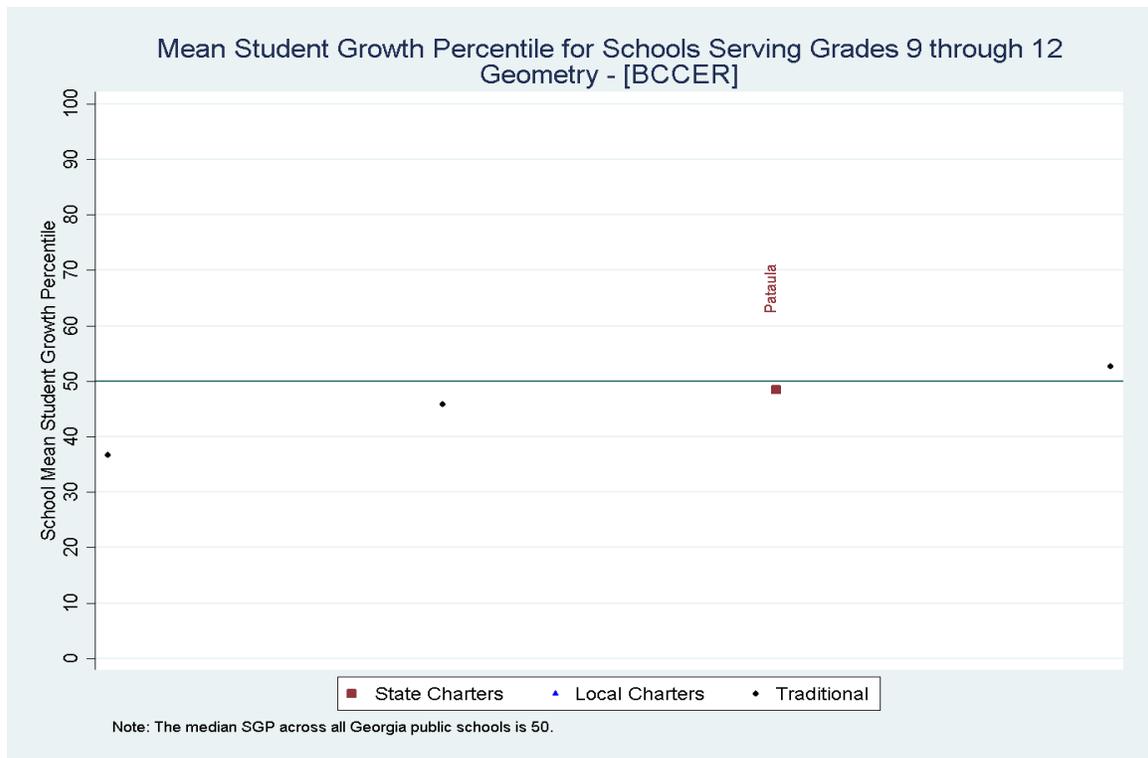
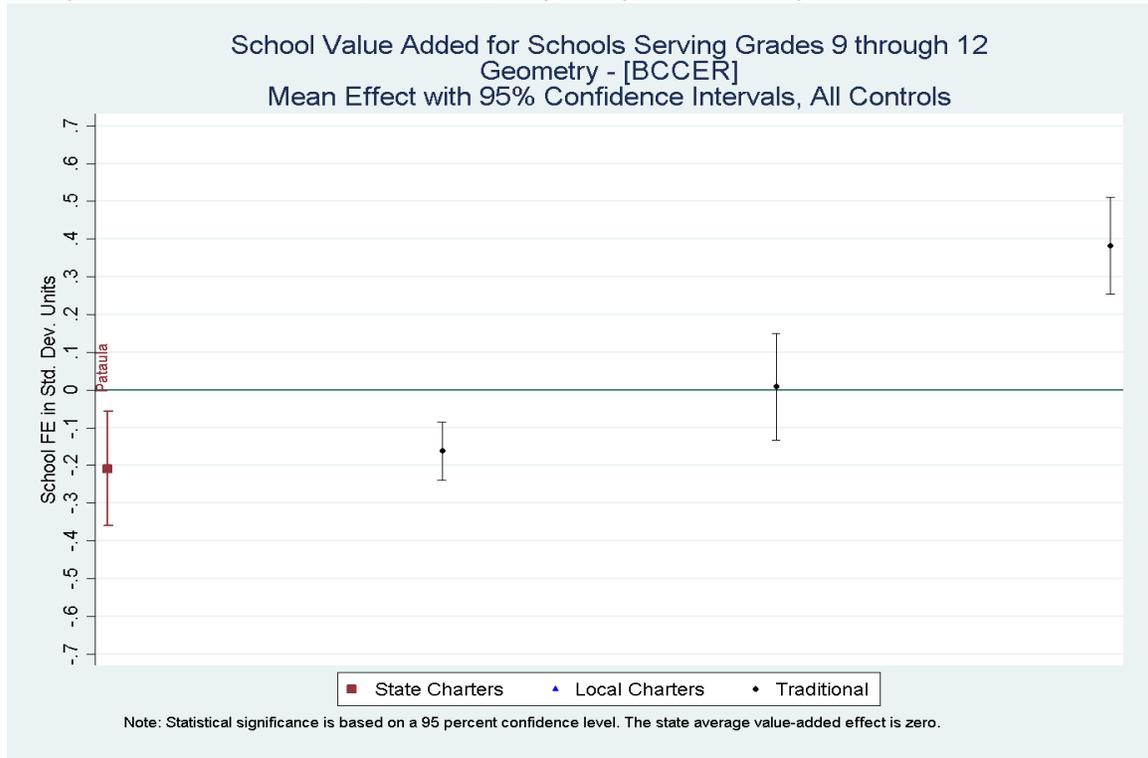
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph



Subject Area: Geometry

State Charter: Pataula Charter Academy

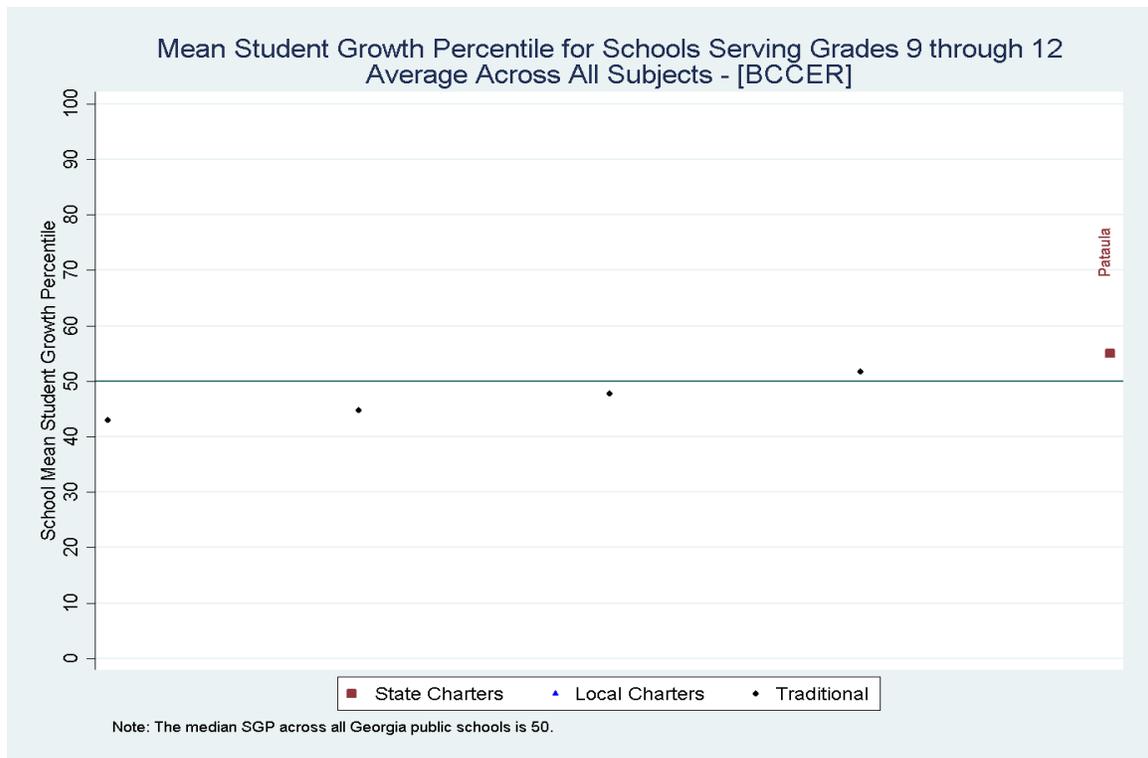
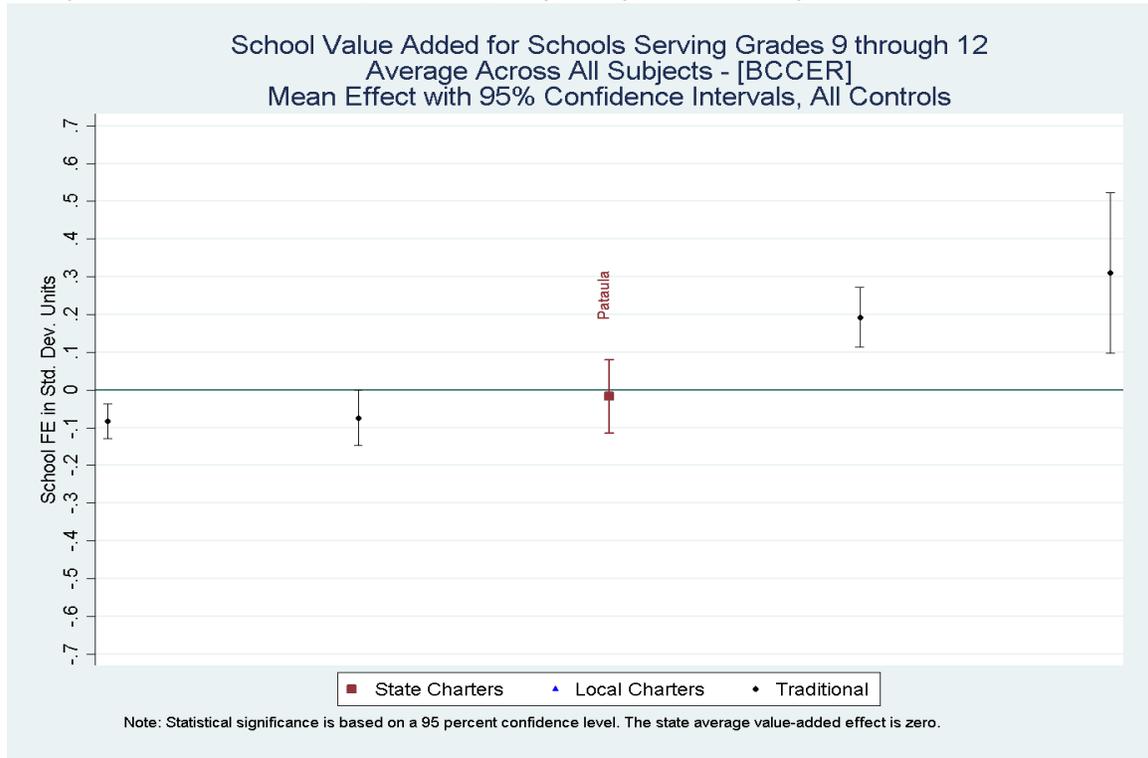
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph



Subject Area: All-Subject High Average

State Charter: Pataula Charter Academy

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



Resurgence Hall

Key Findings

- The value-added estimate of Resurgence Hall’s impact on a student’s average achievement across Math and ELA is 0.1022 in middle grades. There were not enough test-takers to report the school effects for elementary school.
- The school’s performance is indistinguishable from the state and district average in elementary school.
- Resurgence Hall’s first year in operation is 2017/18, so it is not possible to make year-to-year performance assessments.
- The school’s contribution to student achievement is:
 - indistinguishable from the state and district average in elementary ELA, elementary Math, middle school ELA, and middle school Math.

General Characteristics

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-8	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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Resurgence Hall	50.0	0.9	97.4	1.8	0.0	66.7	40.9	0.0	4.4	0.0

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

Overall School Effect: 0.1022 Middle

Average Overall School Effect in District: 0.0112 Middle

Resurgence Hall’s contribution to a middle school student’s cross-subject average achievement is indistinguishable from 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 scores are reported because they did not have at least 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	0.1097	89	No	8 of 52	0.0218	No	52	71	11 of 52
Math	0.1746	89	No	7 of 52	0.0088	No	54	69	17 of 52
All-Subject Average	0.1022	88	No	8 of 52	0.0112	No	53	72	14 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 2017/18, 2016/17, and 2015/16 Value-Added and SGP Summary Results

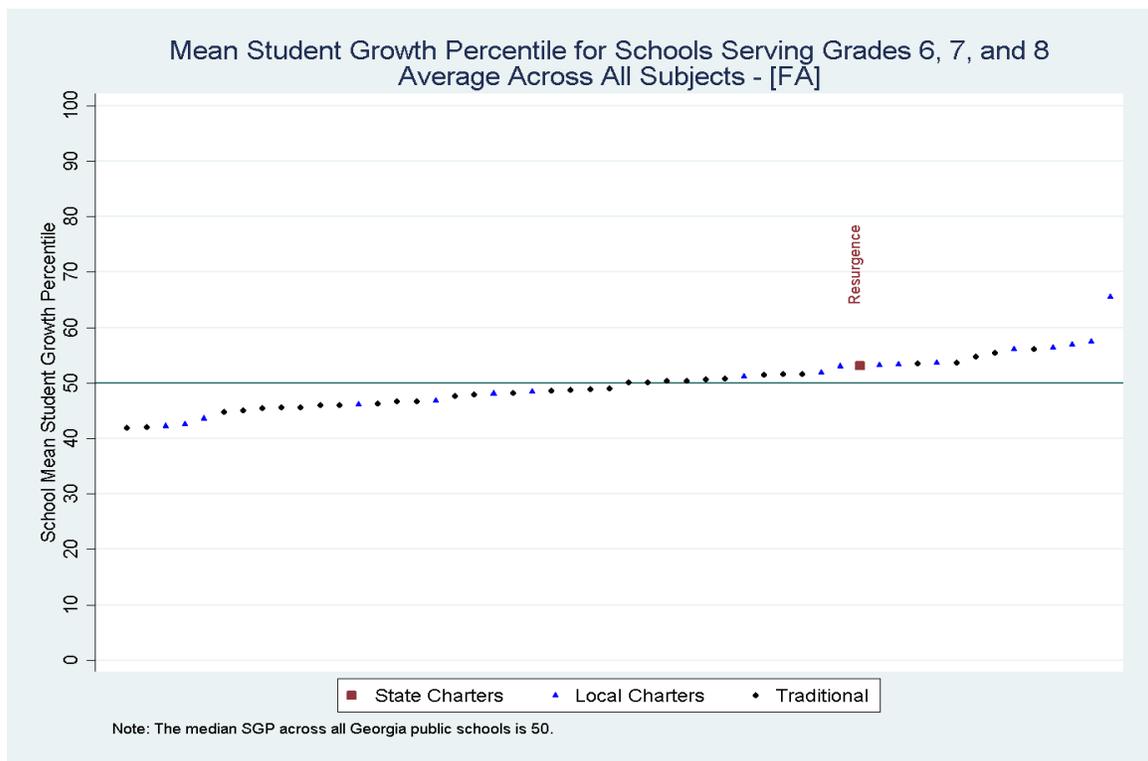
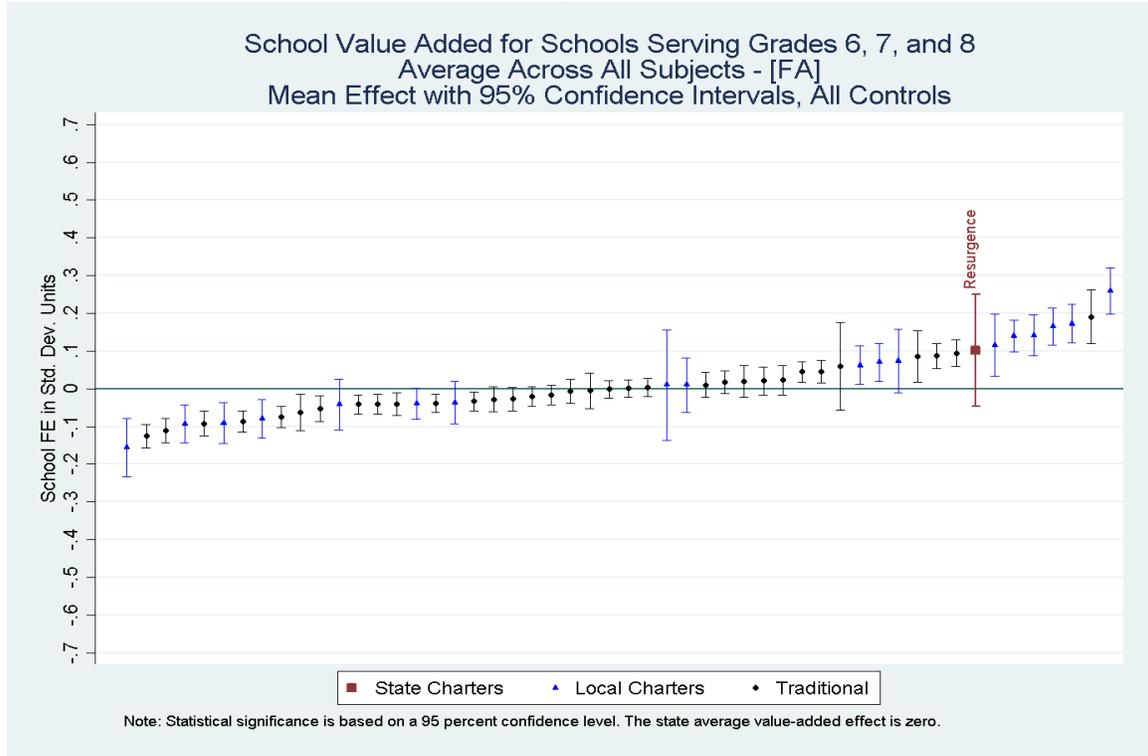
Resurgence Hall’s first year in operation is 2017/18, so it is not possible to make year-to-year performance assessments.

Comparison of School Impact

Subject Area: All-Subject Middle Average

State Charter: Resurgence Hall

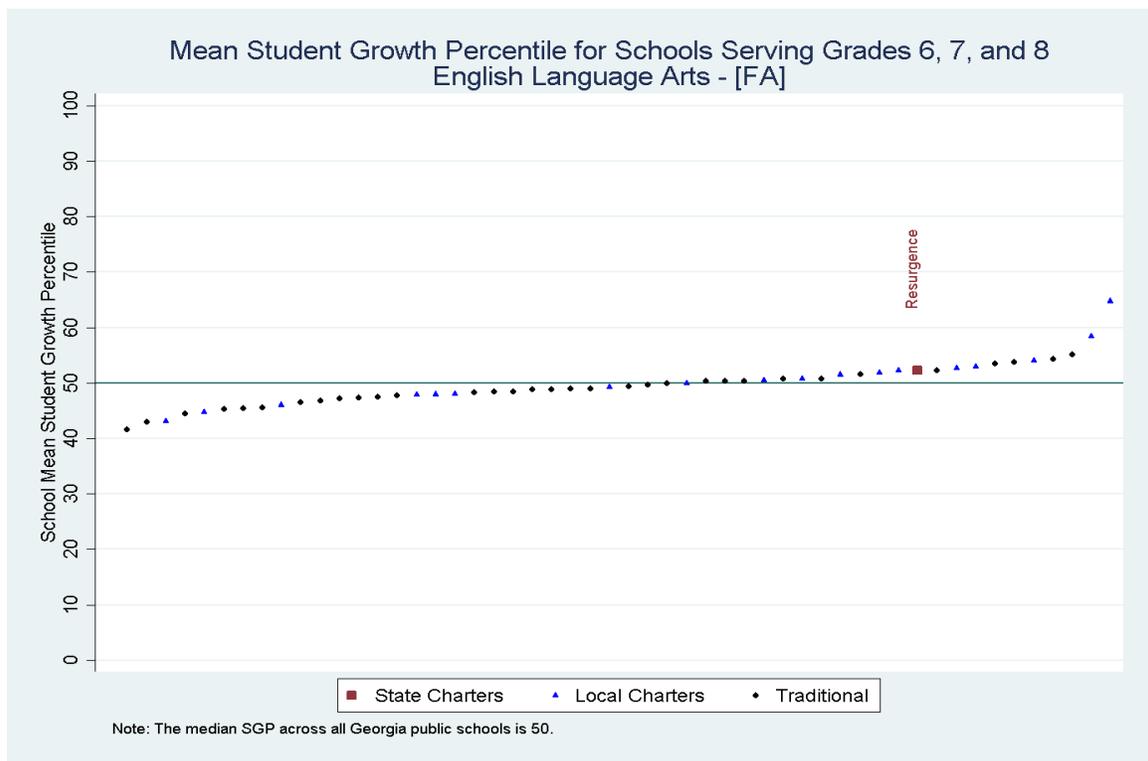
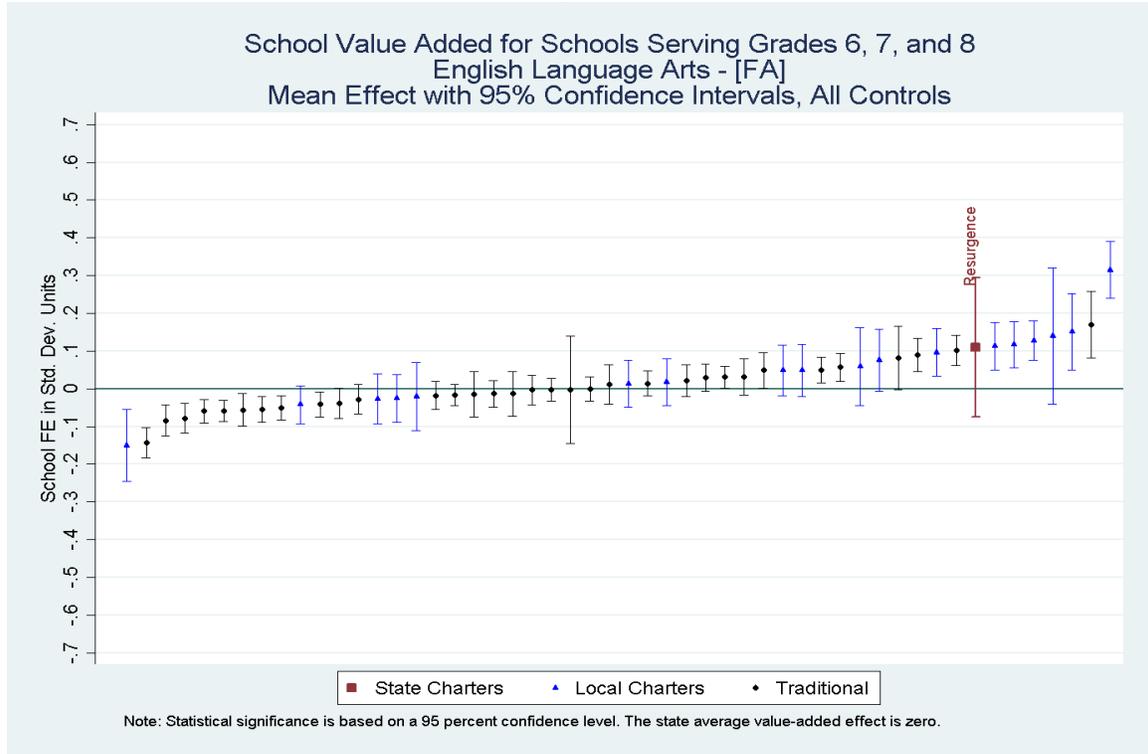
Comparison District: APS and Fulton County Public Schools



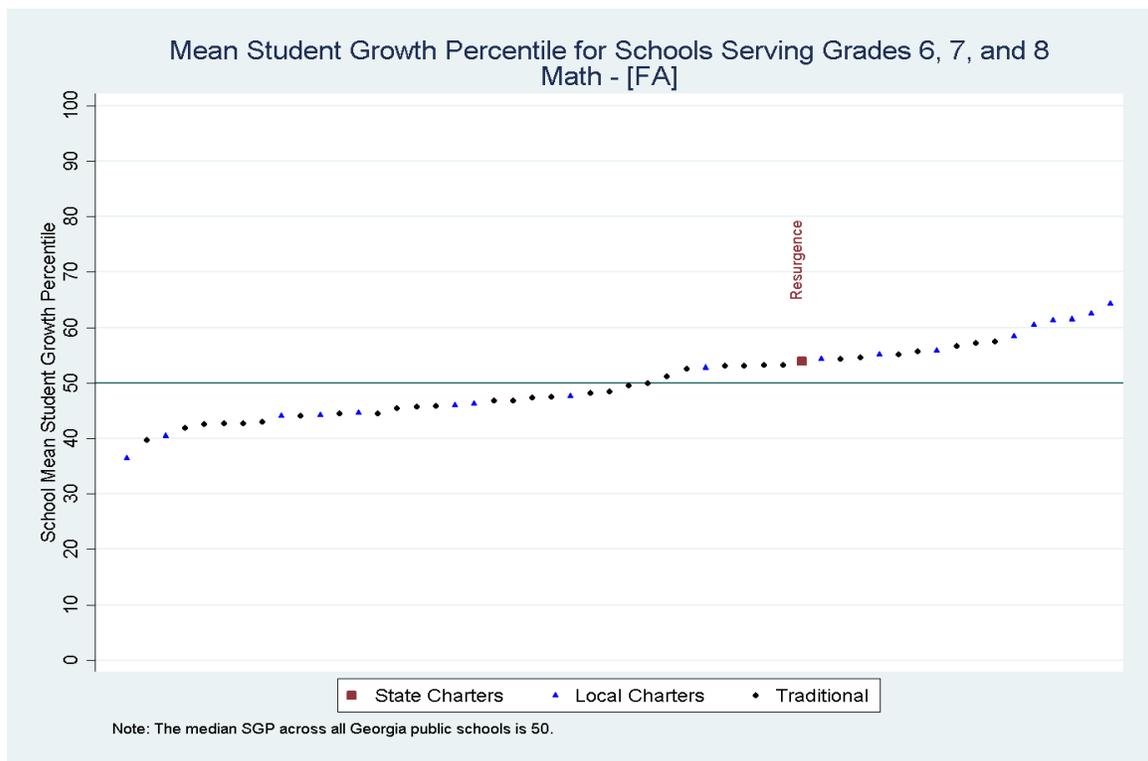
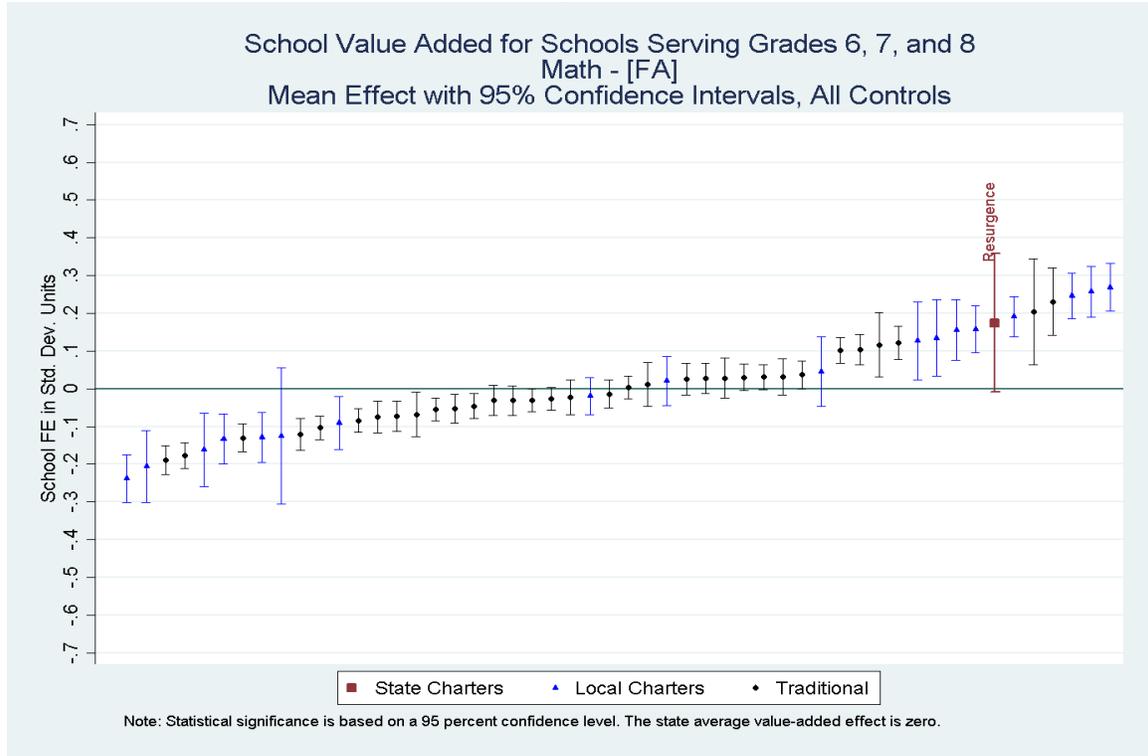
Subject Area: Middle ELA

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 -0.0208 in elementary grades and -0.1357 in middle grades.
- SAIL’s performance is statistically below the state average in middle grades, but indistinguishable from the state average in elementary grades. Because the school serves students throughout the state, it does not have a district comparison group.
- SAIL’s first year in operation is 2017/18, so it is not possible to make year-to-year performance assessments.
- The school’s contribution to student achievement is:
 - below the state averages in elementary Math and middle Math; and
 - indistinguishable from the state averages in elementary ELA and middle ELA.

General Characteristics

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
SAIL – School for Arts-Infused Learning	2017	No	K-8	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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
SAIL	63.7	68.1	17.4	8.8	5.8	15.0	11.2	0.0	6.3	7.9

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

Overall School Effect: -0.0208 Elementary / -0.1357 Middle

SAIL’s contribution to an elementary student’s average achievement across ELA and Math is not statistically different than 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	0.1131	87	No				54	79	
Math	-0.1455	15	Lower				41	13	
All-Subject Average	-0.0208	42	No				47	34	
<i>Middle</i>									
ELA	-0.1084	10	No				44	10	
Math	-0.1916	7	Lower				45	25	
All-Subject Average	-0.1357	6	Lower				44	14	
<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

SAIL's first year in operation is 2017/18, so it is not possible to make year-to-year performance assessments.

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 -0.2231 in elementary grades.
- Scintilla Charter Academy’s performance is statistically below the state and district average in both Math and ELA.
- Scintilla Charter Academy’s performance in 2017/18 declined compared to 2016/17.
- The school’s contribution to student achievement is:
 - below the state and two-district average in elementary Math and ELA.

General Characteristics

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
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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Scintilla	50.6	48.4	40.2	5.7	5.7	52.6	29.7	0.2	11.2	11.6

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

Overall School Effect: -0.2231 Elementary

Average Overall School Effect in District: 0.0300 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	-0.2388	1	Lower	13 of 13	0.0210	Lower	40	5	12 of 13
Math	-0.2408	4	Lower	13 of 13	0.0563	Lower	43	20	10 of 13
All-Subject Average	-0.2231	2	Lower	13 of 13	0.0300	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 2017/18, 2016/17, and 2015/16 Value-Added and SGP Summary Results

Scintilla Charter Academy’s performance in 2017/18 declined compared to 2016/17. The school effect for elementary ELA and Math declined.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	-0.2714	Lower	-0.0356	Lower	-0.0768	No	-0.0403	No	-0.2388	Lower	0.0210	Lower
Math	-0.3735	Lower	0.0101	Lower	-0.0919	Lower	0.0030	Lower	-0.2408	Lower	0.0563	Lower
All-Subject Average	-0.1681	Lower	0.0212	Lower	-0.0859	Lower	-0.0186	No	-0.2231	Lower	0.0300	Lower
<i>Middle</i>												
ELA												
Math												
All-Subject Average												

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	34	1	13 of 13	48	34	4 of 13	40	5	12 of 13
Math	26	1	13 of 13	50	51	5 of 13	43	20	10 of 13

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	39	6	13 of 13	49	40	5 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									

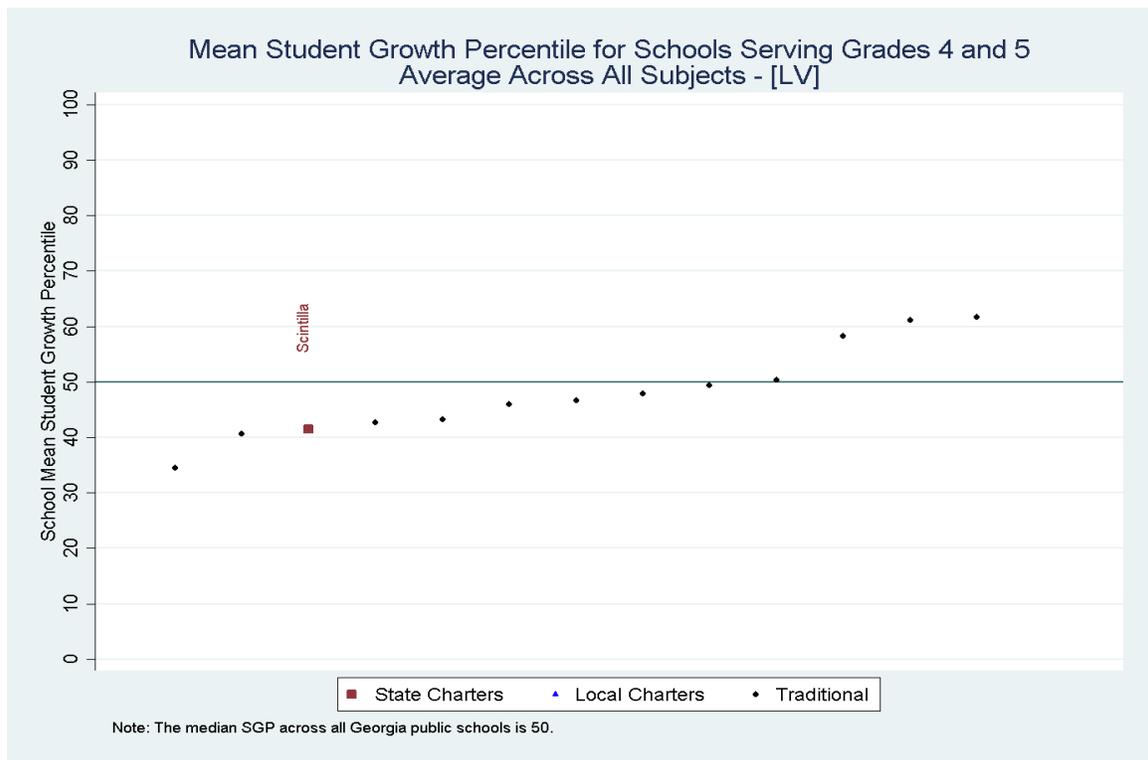
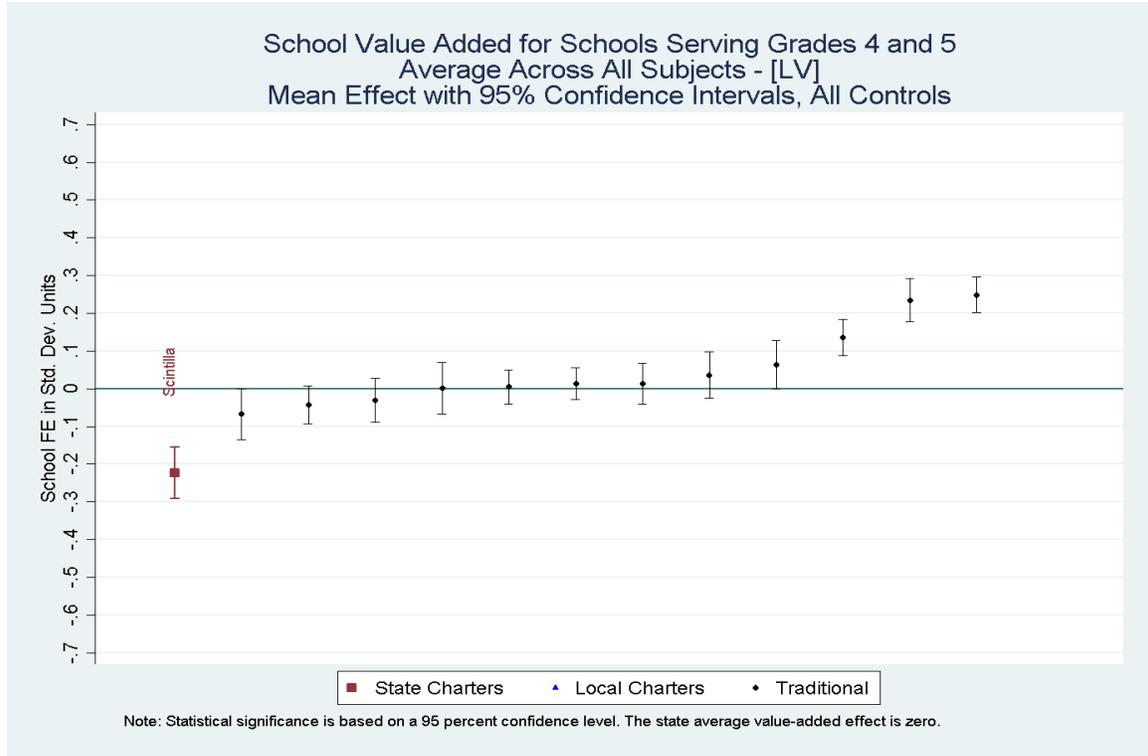
Note: Schools with a statewide attendance zone have no comparison district.

Comparison of School Impact

Subject Area: All-Subject Elementary Average

State Charter: Scintilla Charter Academy

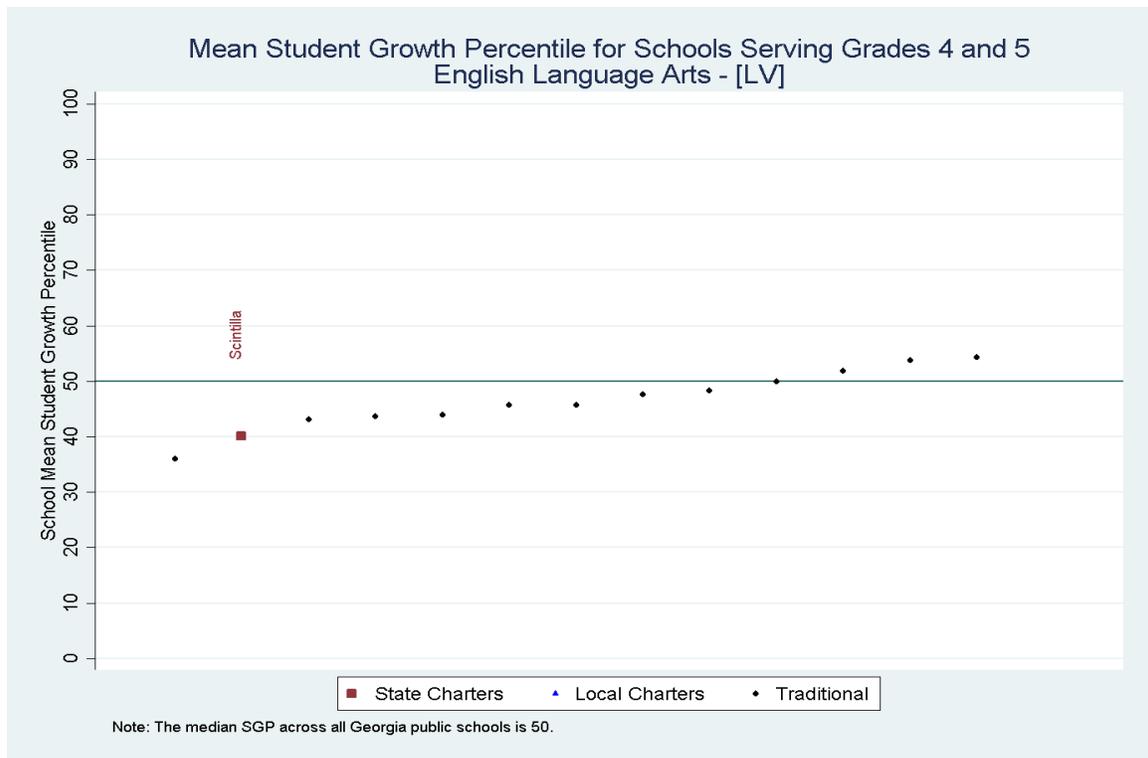
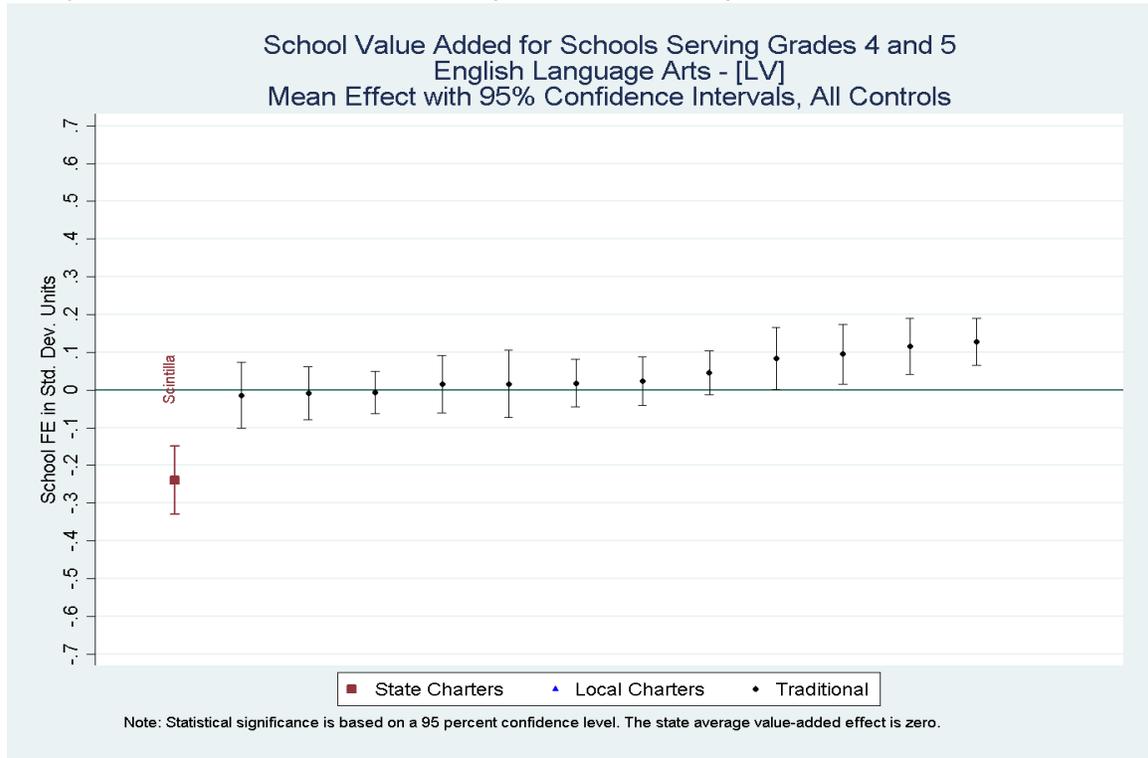
Comparison Districts: Lowndes County and Valdosta City



Subject Area: Elementary ELA

State Charter: Scintilla Charter Academy

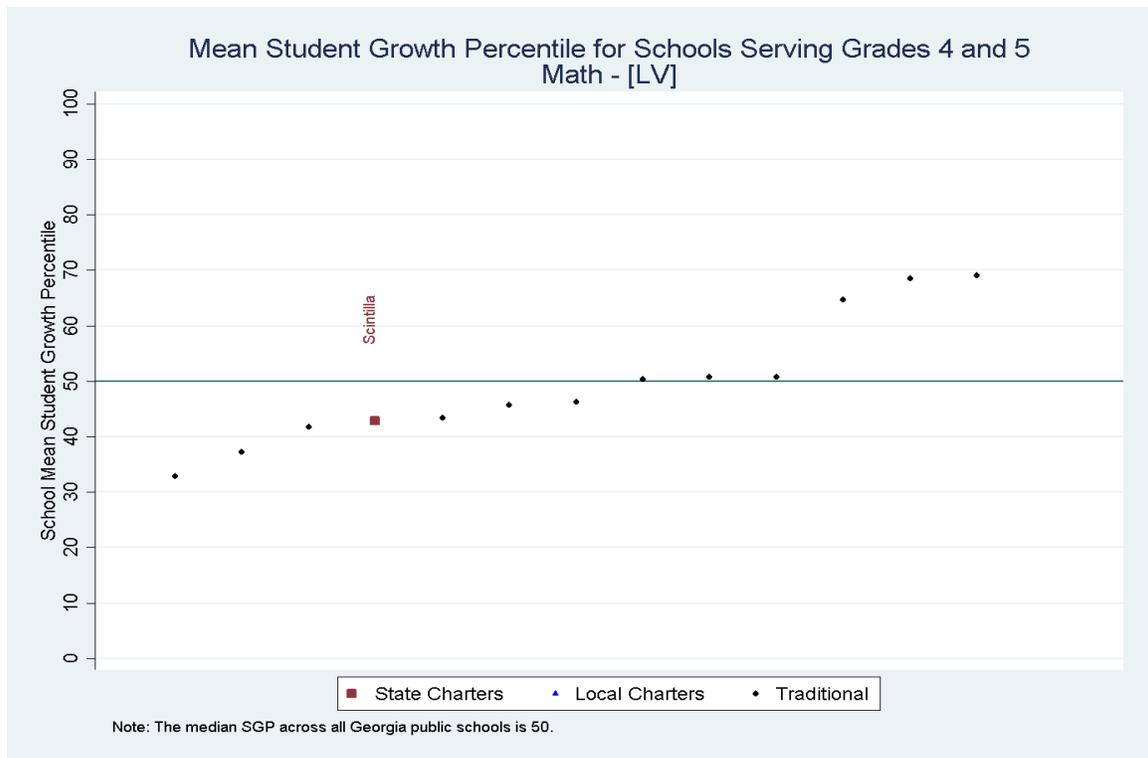
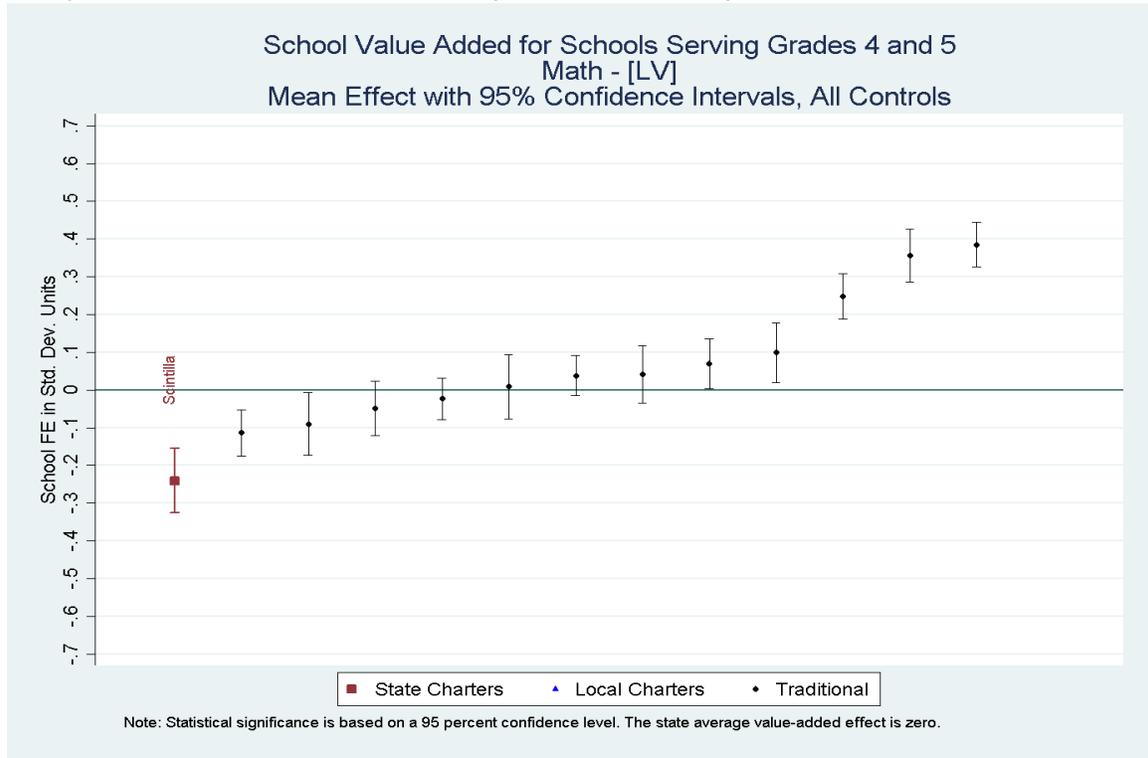
Comparison Districts: Lowndes County and Valdosta City



Subject Area: Elementary Mathematics

State Charter: Scintilla Charter Academy

Comparison Districts: Lowndes County and Valdosta City



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 -0.4274 in elementary grades and -0.3851 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 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.
- Southwest Georgia STEM’s first year in operation was 2016/17, in which fewer than 15 students were tested so it is not possible to make year-to-year performance assessments.
- The school’s contribution to student achievement is:
 - below the state average in elementary and middle school ELA and Math.

General Characteristics

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
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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Southwest GA	56.5	72.5	15.5	7.2	4.8	68.1	38.9	0.5	13.0	0.0

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

Overall School Effect: -0.4274 Elementary/ -0.3851 Middle

Southwest Georgia STEM Charter’s contribution to a student’s average achievement across ELA and Math in elementary and middle school is below 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	-0.2661	1	Lower				31	1	
Math	-0.6051	1	Lower				20	1	
All-Subject Average	-0.4274	1	Lower				25	1	
<i>Middle</i>									
ELA	-0.2042	2	Lower				35	1	
Math	-0.5529	1	Lower				20	1	
All-Subject Average	-0.3851	1	Lower				27	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 2017/18, 2016/17, and 2015/16 Value-Added and SGP Summary Results

Southwest Georgia STEM's first year in operation was 2016/17, but no scores were reported the first year in operation due to less than 15 test-takers, so it is not possible to make a year-to-year performance assessment at this time.

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 -0.1127 in middle grades and -0.0043 in high school grades.
- Statesboro STEAM College, Careers, Arts & Technology Academy’s performance is lower than the state and district average of middle school Math and not statistically significant for middle school ELA, 9th grade literature, and Algebra1.
- Statesboro STEAM College, Careers, Arts & Technology Academy’s overall performance in 2017/18 is similar to its performance in the prior two years, with some improvement in middle school ELA between 2016/17 and 2017/18.
- The school’s contribution to student achievement is:
 - below the state and district averages in middle school Math;
 - indistinguishable from the state and district in middle school ELA, 9th Grade Literature and Algebra 1.

General Characteristics

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
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

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Statesboro STEAM	47.6	72.0	21.3	3.7	3.0	57.3	21.3	0.0	15.2	18.9

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

Overall School Effect: -0.1185 Middle/ -0.0043 High
 Average Overall School Effect in District: -0.0059 Middle/ 0.0875 High

Statesboro STEAM’s contribution to a middle school student’s cross-subject average achievement is lower than the average middle school in the state and district. Statesboro STEAM’s contribution to a high school student’s cross-subject average achievement is indistinguishable from 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	-0.0297	34	No	4 of 5	0.0318	No	52	66	3 of 5
Math	-0.2787	2	Lower	5 of 5	-0.0431	Lower	38	6	5 of 5
All-Subject Average	-0.1185	7	Lower	5 of 5	-0.0059	Lower	45	16	5 of 5
<i>High</i>									
9th Grade Literature	-0.1599	7	No	4 of 4	0.0277	No	48	29	3 of 4
American Literature									
Algebra 1	-0.1522	19	No	NA	-0.1522	No	49	44	NA

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)					
	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?
Geometry						
All-Subject Average	-0.0043	49	No	4 of 4	0.0875	No

Student Growth Percentiles (Controls only for Prior Test Scores)		
School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
54	76	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 2017/18, 2016/17, and 2015/16 Value-Added and SGP Summary Results

Statesboro STEAM College, Careers, Arts & Technology Academy’s overall performance in 2017/18 is similar to its performance in the prior two years, with some improvement in middle school ELA between 2016/17 and 2017/18.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	-0.2734	Lower	-0.0154	Lower	-0.0263	No	0.0022	No	-0.0297	No	0.0318	No
Math	-0.3284	Lower	0.0077	Lower	-0.2184	Lower	0.0215	Lower	-0.2787	Lower	-0.0431	Lower
All-Subject Average	-0.2413	Lower	-0.0152	Lower	-0.1127	Lower	0.0145	Lower	-0.1185	Lower	-0.0059	Lower
<i>High</i>												
9th Grade Literature	-0.0062	No	-0.0326	No	0.1206	No	0.1163	No	-0.1599	No	0.0277	No
American Literature	0.0476	No	0.0250	No								
Algebra 1					-0.0239	No	-0.0239	No	-0.1522	No	-0.1522	No
Coordinate Algebra	-0.1786	No	-0.0236	No								
Geometry												
Analytic Geometry	-0.0106	No	0.0974	No								

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.

Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	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	35	2	5 of 5	51	60	2 of 5	52	66	3 of 5
Math	41	18	5 of 5	38	6	5 of 5	38	6	5 of 5
All-Subject Average	39	7	5 of 5	45	17	5 of 5	45	16	5 of 5
<i>High</i>									
9th Grade Literature	58	89	1 of 4	57	86	2 of 4	48	29	3 of 4
American Literature	53	69	1 of 4						
Algebra 1				54	68	NA	49	44	NA
Coordinate Algebra	43	33	3 of 4						
Geometry									
Analytic Geometry	61	92	1 of 4						

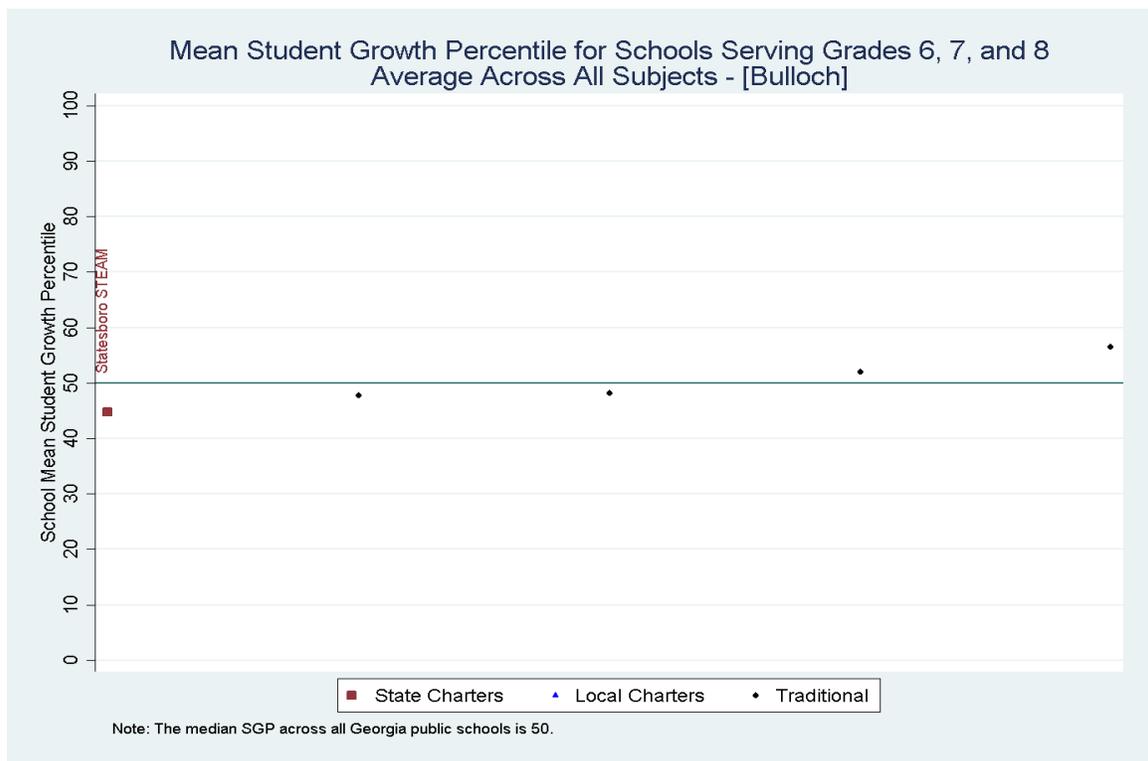
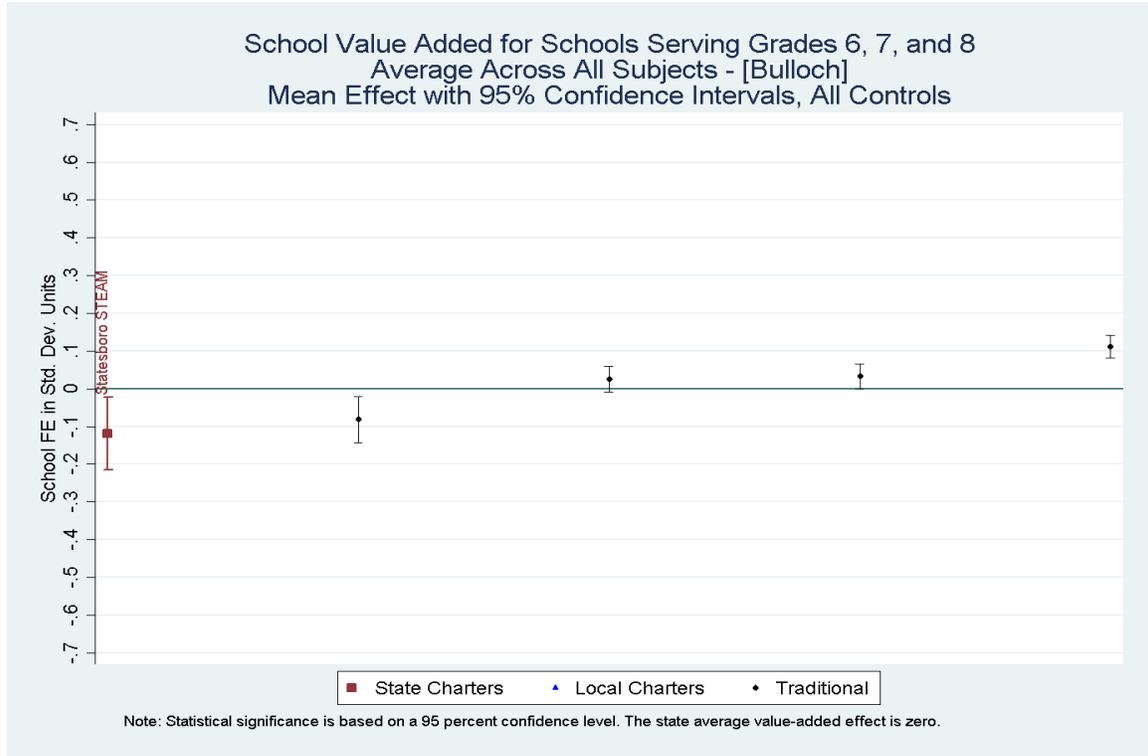
Note: Schools with a statewide attendance zone have no comparison district.

Comparison of School Impact

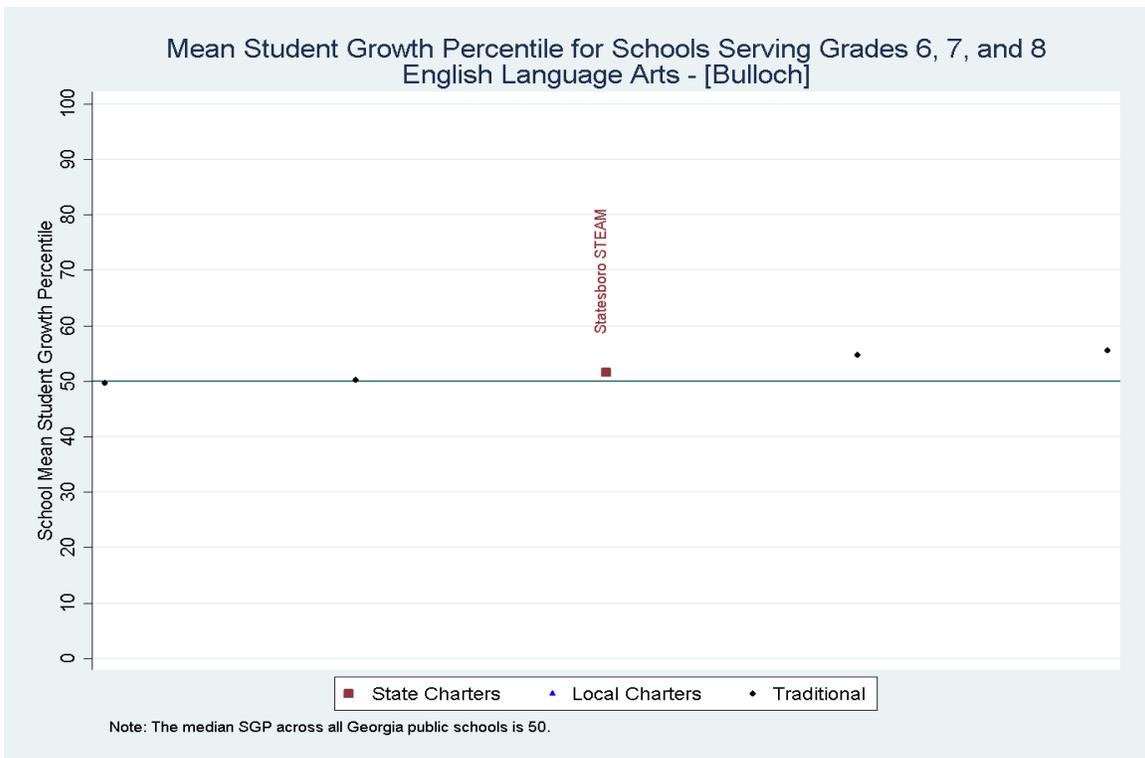
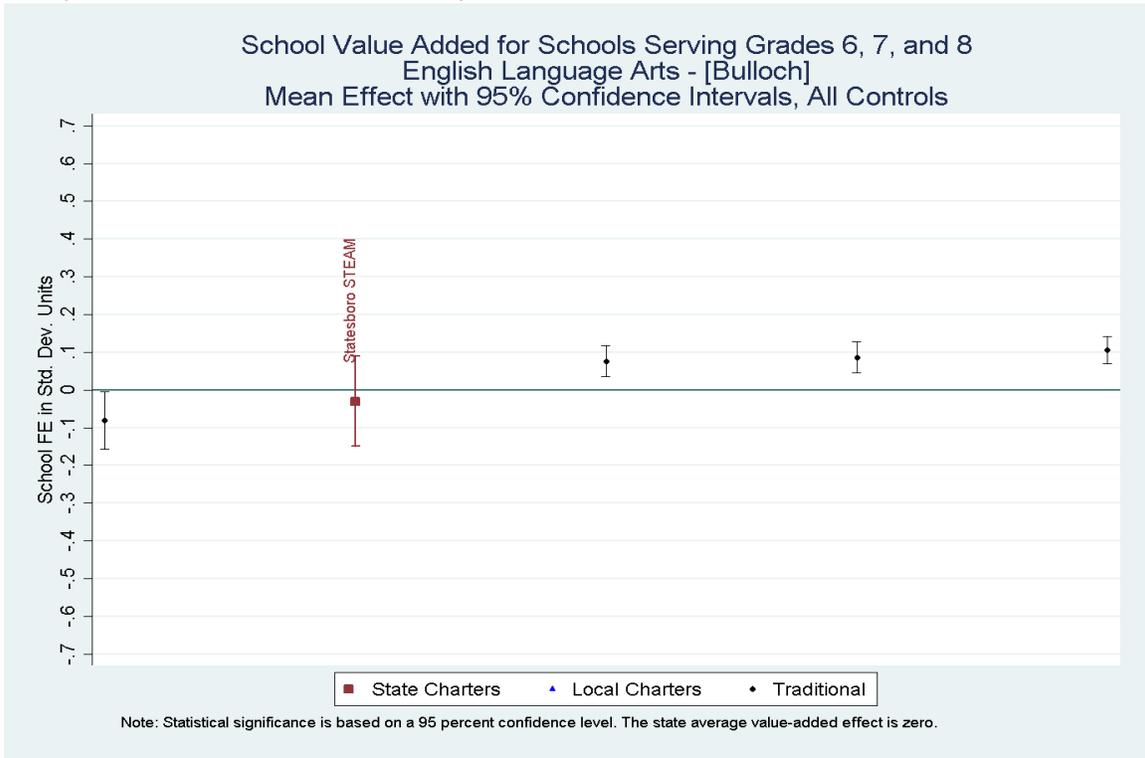
Subject Area: All-Subject Middle Average

State Charter: Statesboro STEAM

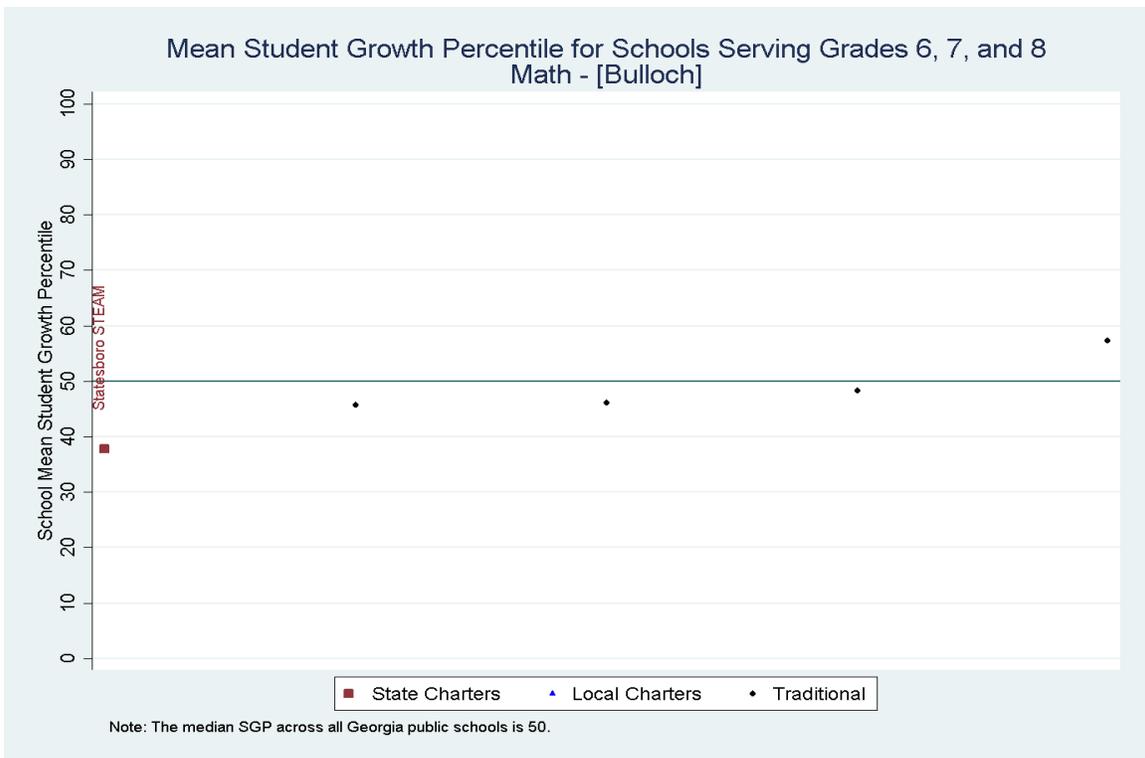
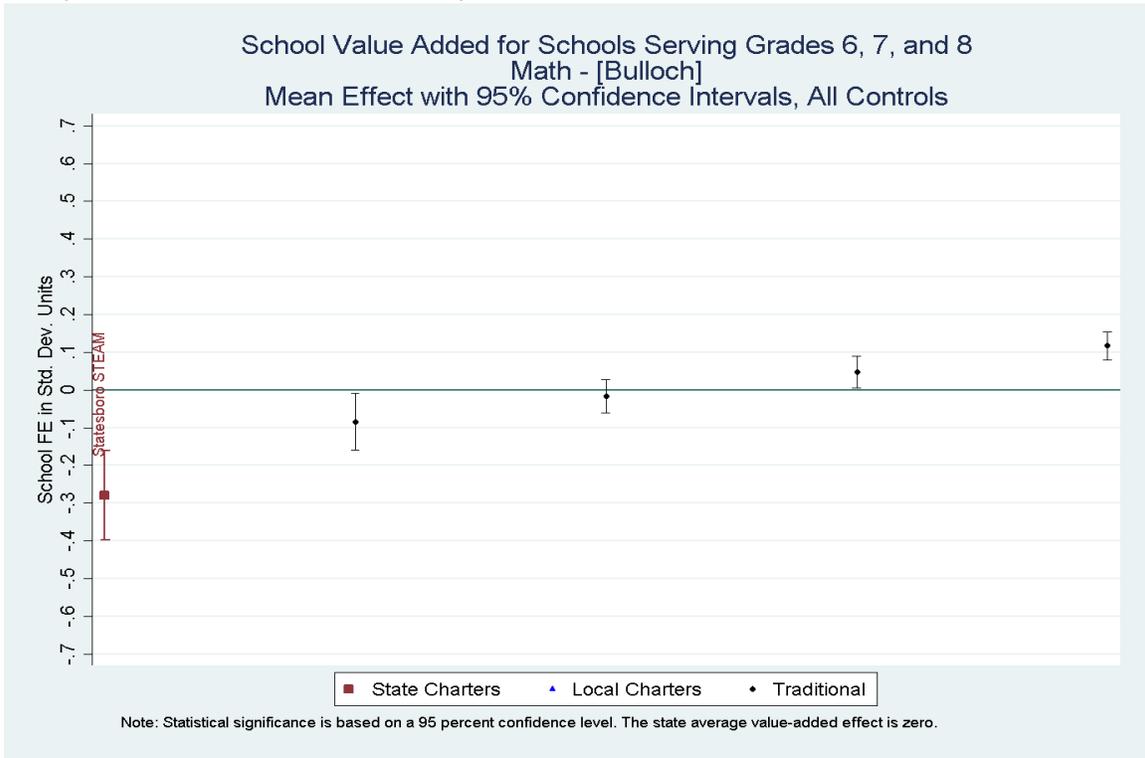
Comparison District: Bulloch County Public Schools



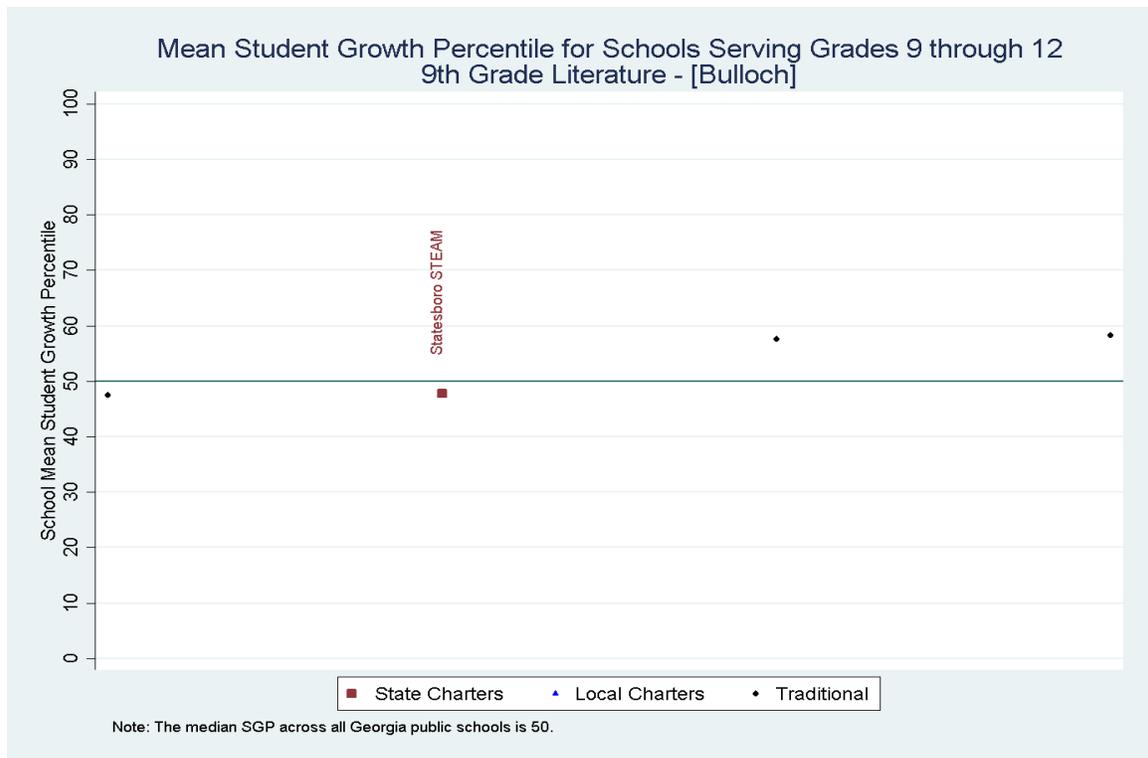
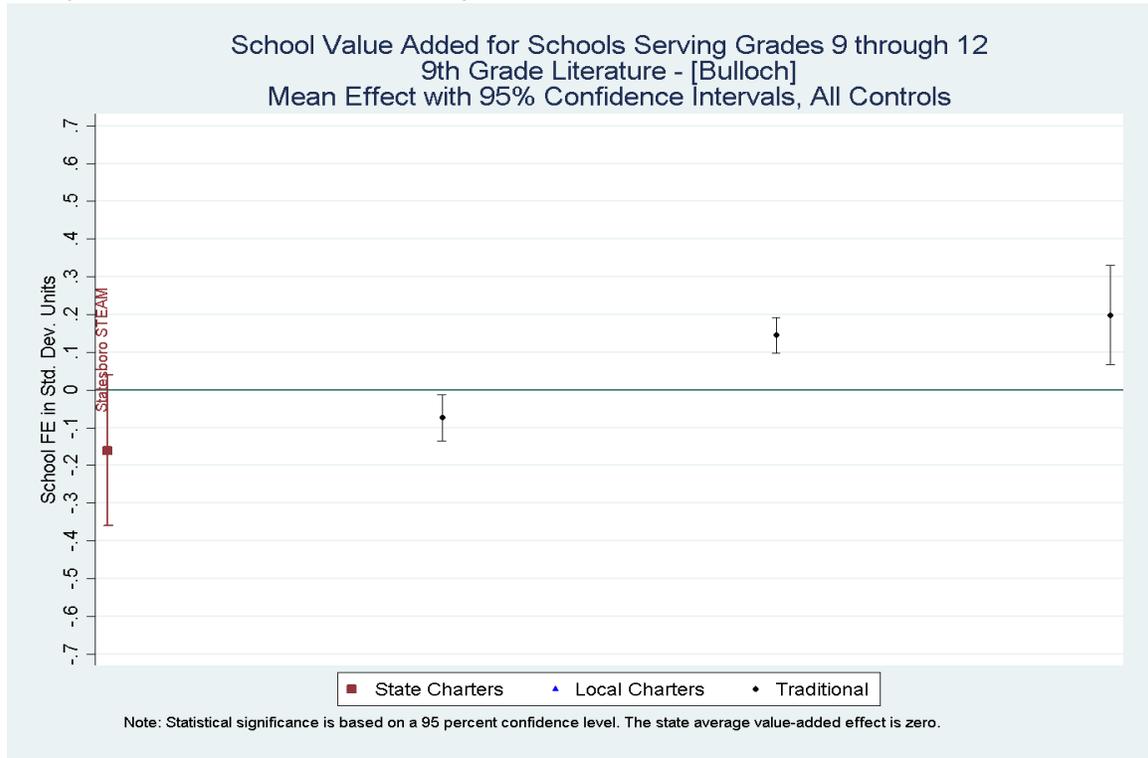
Subject Area: Middle ELA
 State Charter: Statesboro STEAM
 Comparison District: Bulloch County Public Schools



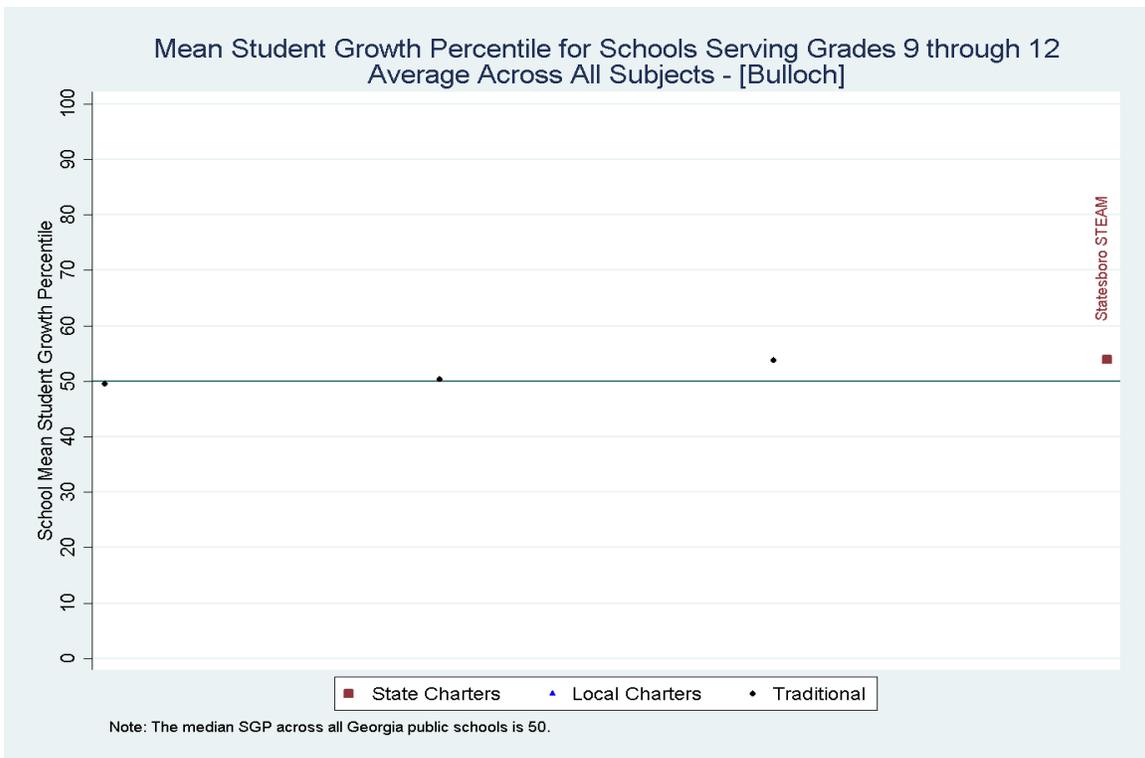
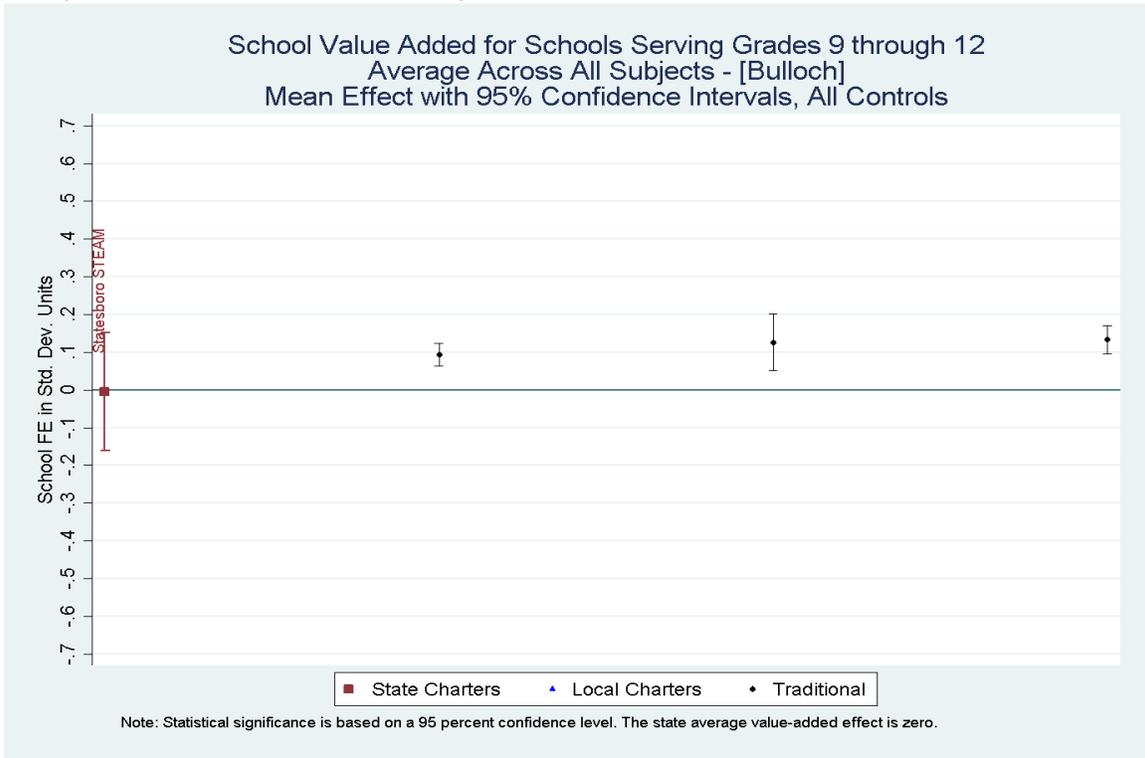
Subject Area: Middle Mathematics
 State Charter: Statesboro STEAM
 Comparison District: Bulloch County Public Schools



Subject Area: 9th Grade 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 0.1952 in middle grades.
- Utopian Academy for the Arts’ performance is above the state and district average in middle grades.
- Utopian Academy for the Arts’ performance in 2017/18 has improved in both middle school Math and ELA over its performance in 2016/17.
- The school’s contribution to student achievement is:
 - above the state and district average in middle school ELA and Math.

General Characteristics

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

Students Served

School Name	Pct. Female	Pct. White	Pct. Black	Pct. Hispanic	Pct. Other Race	Pct. FRL	Pct. Direct Cert	Pct. LEP	Pct. SWD	Pct. Gifted
Utopian	49.4	0.4	94.2	4.6	0.8	100.0	44.2	0.0	12.0	0.0

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

Overall School Effect: 0.1952 Middle

Overall District Average: -0.0362 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 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	0.2326	98	Higher	2 of 17	-0.0350	Higher	61	97	2 of 17
Math	0.1628	89	Higher	2 of 17	-0.0376	Higher	61	93	2 of 17
All-Subject Average	0.1952	97	Higher	1 of 17	-0.0362	Higher	61	97	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 2017/18, 2016/17, and 2015/16 Value-Added and SGP Summary Results

Compared to 2016/17, 2017/18 performance improved in middle school Math and in middle school ELA.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2015/16				2016/17*				2017/18			
	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	0.0716	Higher	0.0747	No	-0.0712	Lower	0.0752	Lower	0.2326	Higher	-0.0350	Higher
Math	-0.1141	Lower	-0.0320	Lower	-0.1152	Lower	0.0132	Lower	0.1628	Higher	-0.0376	Higher
All-Subject Average	0.0078	No	0.0222	No	-0.1052	Lower	0.0451	Lower	0.1952	Higher	-0.0362	Higher
<i>High</i>												
9th Grade Literature												
American Literature												
Algebra 1												
Coordinate Algebra												
Geometry												
Analytic Geometry												

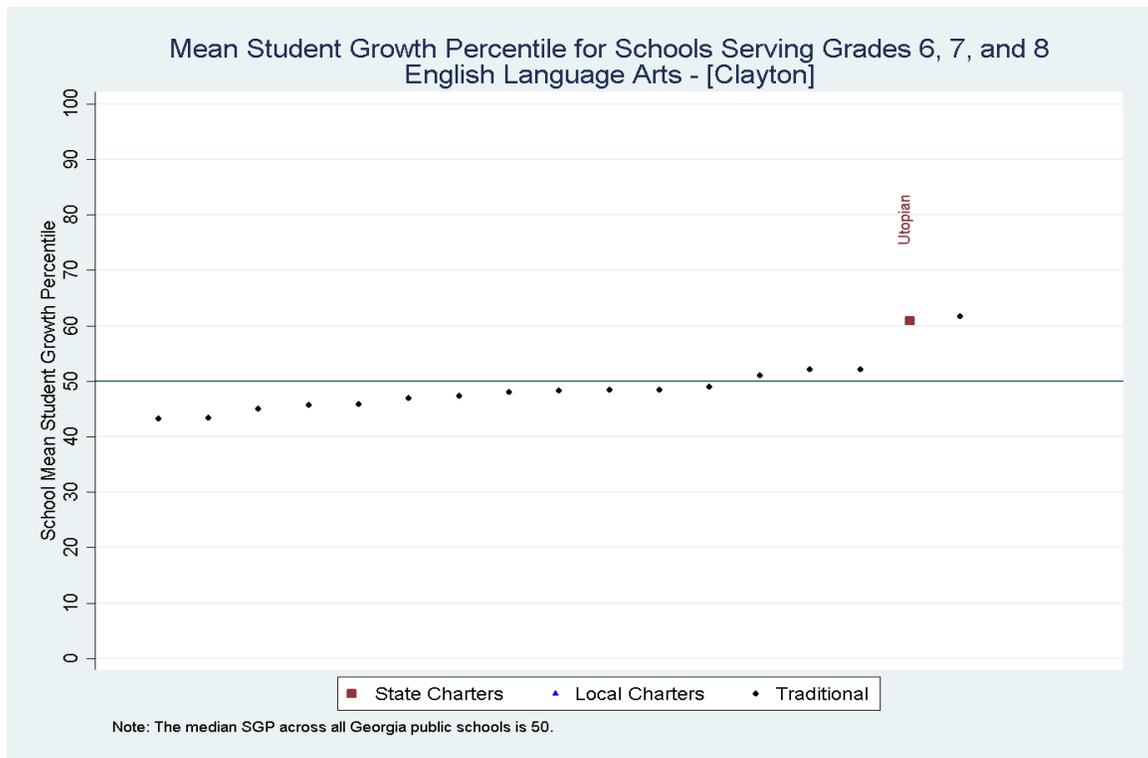
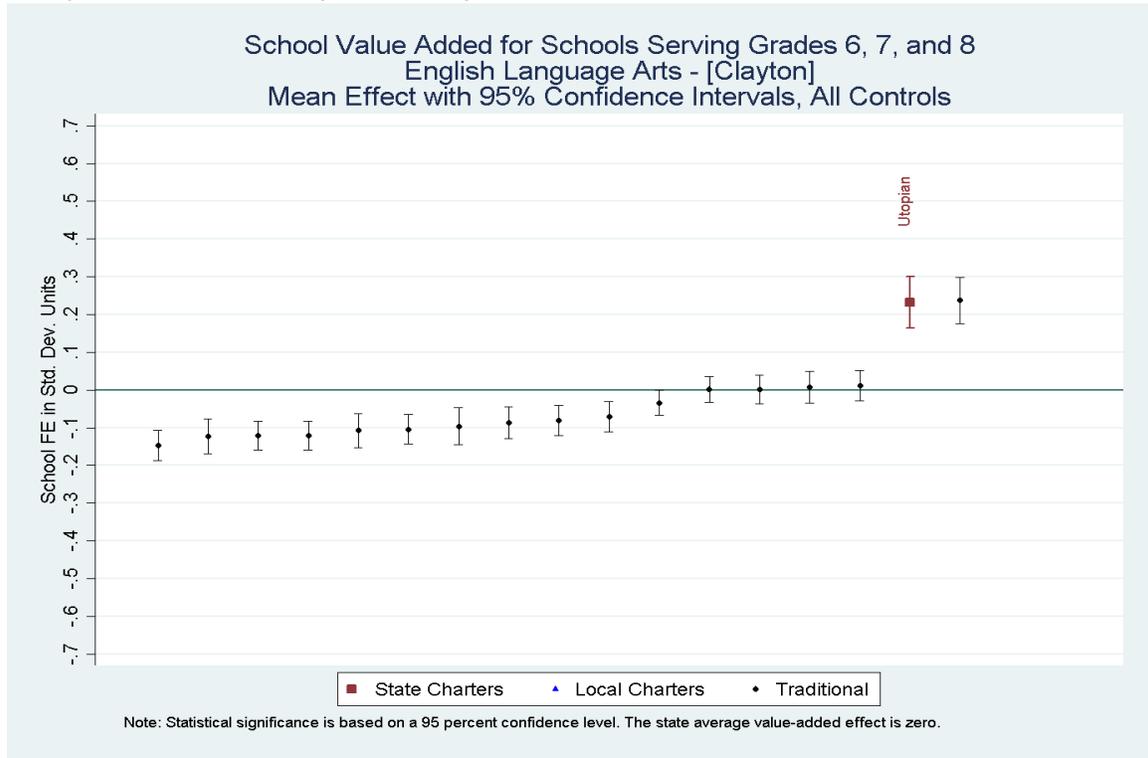
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero. The district average represents the simple average of the school effects of all schools in the relevant district or set of districts. Schools with a statewide attendance zone have no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

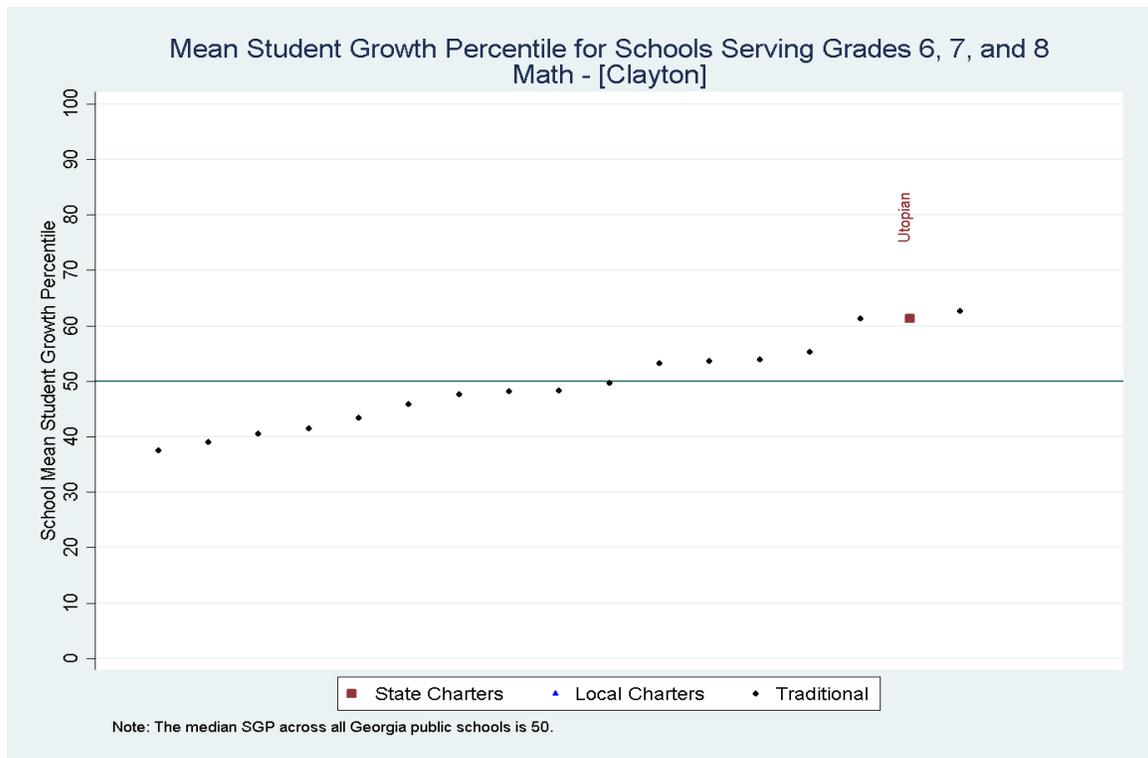
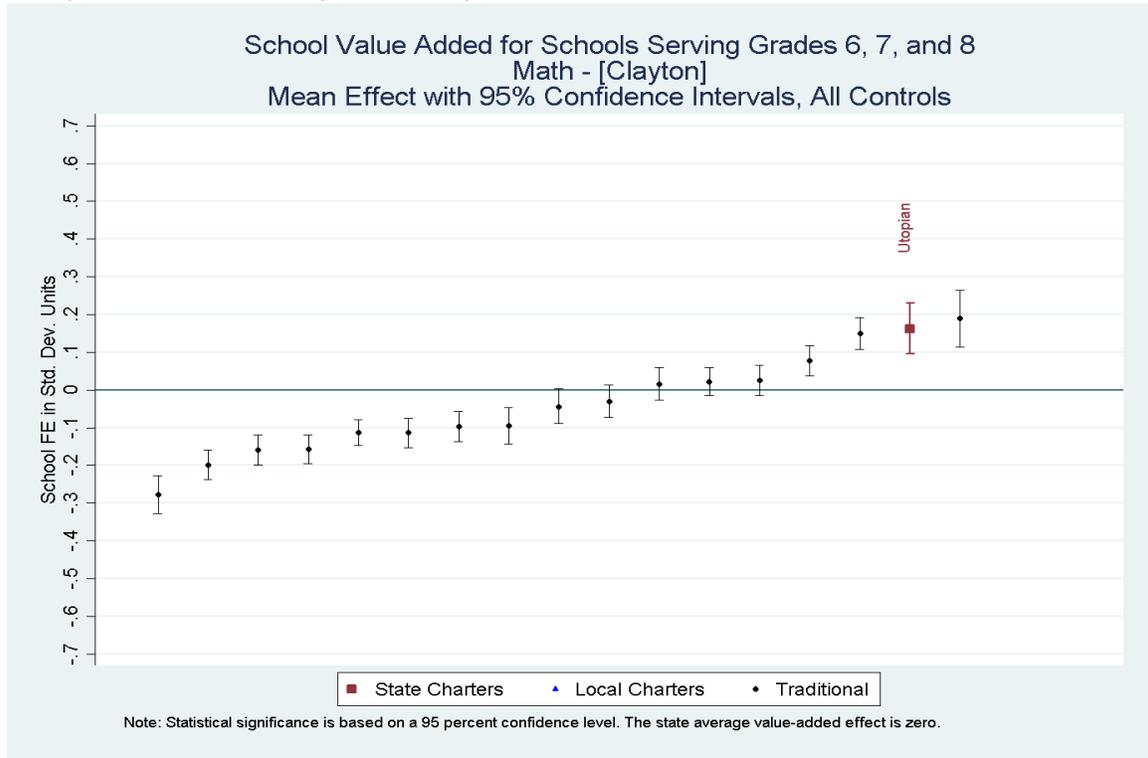
Grade Level and Subject	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2015/16			2016/17			2017/18		
	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District 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	49	47	13 of 18	42	6	18 of 18	61	97	2 of 17
Math	39	12	17 of 18	40	9	18 of 18	61	93	2 of 17
All-Subject Average	47	33	14 of 18	41	5	18 of 18	61	97	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.

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



IV. References

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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, δ_s is a school fixed effect, and ε_{ist} is a random error term. One can view the school fixed effect as the difference between a student’s actual test score (A_{ist}) and the score a student would be expected to earn based on his/her individual characteristics and prior 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, φ_{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, μ_s , is the weighted average difference between actual and predicted scores from the first stage, where the weights are the number of students in each school. Because the first stage nets out the impact of school environment, the school value-added estimates generated in the second stage represent the performance of a school relative to other schools with similar-looking student bodies.

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.⁸ 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.

⁸ 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.⁹

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 2015/16 and 2016/17 reports, both of which reflect the

⁹ The analysis dataset includes enrollment information for 2010/11 and later school years. Therefore, in 2016/17 and 2015/16 the measure of prior withdrawals for specified reasons covers the five previous school years. For 2014/15 only four prior years are included.

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.¹⁰

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.

¹⁰ There are some minor differences in the model specifications employed in 2014/15 – 2016/17 due to data availability issues. Official subject-specific FAY designations are only available for 2015/16 and later; for 2014/15 enrollment is calculated for each school attended and if enrollment at the school attended the longest exceeds the 65% FAY standard, a student is assigned to that school for the purpose of calculating school value-added. As noted above, for the 2016/17 school year data on foster care were delayed so the 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.

*B. Value-Added Model Estimates*Elementary All-Subjects Value-Added Estimates

	(1) All Controls
Lagged Math Score	0.4176*** (0.0015)
Lagged ELA Score	0.3553*** (0.0015)
Grade 4	-0.0024 (0.0017)
Free/Reduced Lunch	-0.0559*** (0.0024)
Female	0.0099*** (0.0018)
Foreign Born	0.0653*** (0.0068)
Black	-0.0781*** (0.0023)
Hispanic	-0.0138*** (0.0038)
Asian	0.1080*** (0.0052)
American Indian	-0.0102 (0.0201)
Multi-Racial	-0.0127** (0.0045)
ESOL Enrolled	-0.1115*** (0.0056)
Gifted	0.2051*** (0.0029)
Prim. Lang. Not English	0.0354*** (0.0050)
Orthopedic Impairment	-0.1599*** (0.0386)
Speech-Language Imp.	-0.0090 (0.0059)
Deaf	-0.1986*** (0.0257)
Visual Impairment	-0.1484*** (0.0404)
Emotional/Behav. Dis.	-0.1647*** (0.0103)
Specific Learning Dis.	-0.1563*** (0.0037)
Autism	-0.1637*** (0.0087)

Traumatic Brain Injury	-0.2652*** (0.0690)
Significant Dev. Delay	-0.2063*** (0.0383)
Other Health Imp.	-0.1715*** (0.0055)
Mild Intellectual Dis.	-0.2939*** (0.0132)
Mod. Intellectual Dis.	-0.2454** (0.0772)
Prof. Intellectual Dis.	-0.1403 (0.4081)
Num. Schools Attended	-0.0269*** (0.0051)
Changed Schools	-0.0204*** (0.0026)
Diff. from Modal Age	-0.0041*** (0.0002)
Lagged Num. Disc. Inc.	-0.0082*** (0.0010)
Lagged Pct. Present	0.0026*** (0.0003)
late_entry	-0.0012 (0.0141)
prior_ayextbad2	-0.0182 (0.0156)
long_pct_direct_cert	-0.0017*** (0.0001)
long_pct_lep	0.0001 (0.0001)
long_pct_swd	0.0007** (0.0002)
Constant	-0.1123*** (0.0263)
R-Squared	0.8128
N	229049

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	0.6828*** (0.0015)
Grade 4	-0.0012 (0.0022)
Free/Reduced Lunch	-0.0732*** (0.0030)
Female	0.0474*** (0.0023)
Foreign Born	0.0713*** (0.0088)
Black	-0.0812*** (0.0029)
Hispanic	-0.0211*** (0.0049)
Asian	0.0881*** (0.0067)
American Indian	0.0164 (0.0259)
Multi-Racial	-0.0073 (0.0058)
ESOL Enrolled	-0.1887*** (0.0073)
Gifted	0.2898*** (0.0036)
Prim. Lang. Not English	0.0519*** (0.0065)
Orthopedic Impairment	-0.2068*** (0.0495)
Speech-Language Imp.	-0.0317*** (0.0077)
Deaf	-0.2719*** (0.0341)
Visual Impairment	-0.1439** (0.0523)
Emotional/Behav. Dis.	-0.2105*** (0.0133)
Specific Learning Dis.	-0.2597*** (0.0048)
Autism	-0.2252*** (0.0113)
Traumatic Brain Injury	-0.3779*** (0.0892)
Significant Dev. Delay	-0.2656***

	(0.0495)
Other Health Imp.	-0.2616***
	(0.0071)
Mild Intellectual Dis.	-0.5092***
	(0.0171)
Mod. Intellectual Dis.	-0.5013***
	(0.0998)
Prof. Intellectual Dis.	0.0282
	(0.5278)
Num. Schools Attended	-0.0248***
	(0.0066)
Changed Schools	-0.0247***
	(0.0034)
Diff. from Modal Age	-0.0045***
	(0.0002)
Lagged Num. Disc. Inc.	-0.0136***
	(0.0013)
Lagged Pct. Present	0.0030***
	(0.0003)
late_entry	0.0162
	(0.0182)
prior_ayextbad2	-0.0110
	(0.0201)
long_pct_direct_cert	-0.0028***
	(0.0001)
long_pct_lep	0.0003***
	(0.0001)
long_pct_swd	0.0007*
	(0.0003)
Constant	-0.1140***
	(0.0338)
<hr/>	
R-Squared	0.7231
N	229157

Standard errors in parentheses

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

Elementary Math Value-Added Estimates

	(1) All Controls
Lagged Math Score	0.7119*** (0.0015)
Grade 4	0.0027 (0.0022)
Free/Reduced Lunch	-0.0684*** (0.0029)
Female	-0.0360*** (0.0022)
Foreign Born	0.0847*** (0.0079)
Black	-0.1177*** (0.0028)
Hispanic	-0.0192*** (0.0047)
Asian	0.1748*** (0.0064)
American Indian	-0.0416 (0.0252)
Multi-Racial	-0.0284*** (0.0057)
ESOL Enrolled	-0.1109*** (0.0070)
Gifted	0.2803*** (0.0036)
Prim. Lang. Not English	0.0318*** (0.0062)
Orthopedic Impairment	-0.2085*** (0.0485)
Speech-Language Imp.	-0.0065 (0.0074)
Deaf	-0.1880*** (0.0322)
Visual Impairment	-0.2054*** (0.0506)
Emotional/Behav. Dis.	-0.2161*** (0.0130)
Specific Learning Dis.	-0.1760*** (0.0046)
Autism	-0.2174*** (0.0109)
Traumatic Brain Injury	-0.3045*** (0.0867)
Significant Dev. Delay	-0.2328***

	(0.0481)
Other Health Imp.	-0.2050***
	(0.0069)
Mild Intellectual Dis.	-0.2686***
	(0.0166)
Mod. Intellectual Dis.	-0.2061*
	(0.0970)
Prof. Intellectual Dis.	-0.3380
	(0.5130)
Num. Schools Attended	-0.0387***
	(0.0064)
Changed Schools	-0.0243***
	(0.0033)
Diff. from Modal Age	-0.0043***
	(0.0002)
Lagged Num. Disc. Inc.	-0.0087***
	(0.0012)
Lagged Pct. Present	0.0055***
	(0.0003)
late_entry	-0.0222
	(0.0177)
prior_ayextbad2	-0.0420*
	(0.0195)
long_pct_direct_cert	-0.0018***
	(0.0001)
long_pct_lep	-0.0001
	(0.0001)
long_pct_swd	0.0017***
	(0.0003)
Constant	-0.3616***
	(0.0329)
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R-Squared	0.7395
N	229929

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	0.3936*** (0.0013)
Lagged ELA Score	0.3925*** (0.0013)
Grade 7	-0.0116*** (0.0027)
Grade 8	0.0920*** (0.0028)
Free/Reduced Lunch	-0.0326*** (0.0019)
Female	0.0715*** (0.0015)
Foreign Born	0.0391*** (0.0051)
Black	-0.0701*** (0.0019)
Hispanic	-0.0117*** (0.0030)
Asian	0.0728*** (0.0042)
American Indian	-0.0192 (0.0174)
Multi-Racial	-0.0158*** (0.0040)
ESOL Enrolled	-0.1395*** (0.0052)
Gifted	0.1617*** (0.0024)
Prim. Lang. Not English	0.0146*** (0.0036)
Orthopedic Impairment	-0.0930* (0.0396)
Speech-Language Imp.	-0.0316*** (0.0083)
Deaf	-0.1176*** (0.0236)
Visual Impairment	-0.0621 (0.0337)
Emotional/Behav. Dis.	-0.1107*** (0.0085)
Specific Learning Dis.	-0.1418*** (0.0031)
Deaf and Blind	-0.2565

	(0.2938)
Autism	-0.1076***
	(0.0076)
Traumatic Brain Injury	-0.0822
	(0.0566)
Other Health Imp.	-0.1585***
	(0.0046)
Mild Intellectual Dis.	-0.2620***
	(0.0116)
Mod. Intellectual Dis.	-0.1953*
	(0.0831)
Num. Schools Attended	-0.0460***
	(0.0043)
Changed Schools	-0.0134***
	(0.0026)
Diff. from Modal Age	-0.0048***
	(0.0001)
Lagged Num. Disc. Inc.	-0.0133***
	(0.0006)
Lagged Pct. Present	0.0046***
	(0.0002)
late_entry	-0.0261*
	(0.0115)
prior_ayextbad2	-0.0141
	(0.0123)
long_pct_direct_cert	-0.0022***
	(0.0001)
long_pct_lep	-0.0007***
	(0.0001)
long_pct_swd	-0.0004*
	(0.0002)
long_pct_eoct_Math_middle	-0.0004**
	(0.0001)
long_pct_eoct_lit9_middle	-0.0020***
	(0.0002)
Constant	-0.2801***
	(0.0211)
<hr/>	
R-Squared	0.8104
N	328502
<hr/>	

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	0.6884*** (0.0013)
Grade 6	-0.0126*** (0.0035)
Grade 7	-0.0286*** (0.0022)
Free/Reduced Lunch	-0.0544*** (0.0024)
Female	0.1111*** (0.0018)
Foreign Born	0.0239*** (0.0063)
Black	-0.0690*** (0.0023)
Hispanic	-0.0097** (0.0037)
Asian	0.0961*** (0.0052)
American Indian	-0.0155 (0.0214)
Multi-Racial	-0.0073 (0.0049)
ESOL Enrolled	-0.2474*** (0.0064)
Gifted	0.2524*** (0.0028)
Prim. Lang. Not English	0.0309*** (0.0044)
Orthopedic Impairment	-0.1195* (0.0485)
Speech-Language Imp.	-0.0701*** (0.0102)
Deaf	-0.2149*** (0.0290)
Visual Impairment	-0.0574 (0.0415)
Emotional/Behav. Dis.	-0.1876*** (0.0104)
Specific Learning Dis.	-0.2391*** (0.0038)
Deaf and Blind	-0.5697 (0.3613)
Autism	-0.2004***

	(0.0094)
Traumatic Brain Injury	-0.1572*
	(0.0696)
Other Health Imp.	-0.2490***
	(0.0057)
Mild Intellectual Dis.	-0.4454***
	(0.0142)
Mod. Intellectual Dis.	-0.4898***
	(0.1022)
Num. Schools Attended	-0.0475***
	(0.0053)
Changed Schools	-0.0126***
	(0.0031)
Diff. from Modal Age	-0.0056***
	(0.0002)
Lagged Num. Disc. Inc.	-0.0174***
	(0.0007)
Lagged Pct. Present	0.0055***
	(0.0003)
late_entry	-0.0116
	(0.0142)
prior_ayextbad2	-0.0021
	(0.0151)
long_pct_direct_cert	-0.0028***
	(0.0001)
long_pct_lep	-0.0008***
	(0.0002)
long_pct_swd	-0.0002
	(0.0003)
long_pct_eoct_lit9_middle	-0.0029***
	(0.0003)
Constant	-0.3359***
	(0.0256)
R-Squared	0.7380
N	327356

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	0.7360*** (0.0014)
Grade 7	-0.0183*** (0.0034)
Grade 8	0.2118*** (0.0036)
Free/Reduced Lunch	-0.0478*** (0.0024)
Female	0.0252*** (0.0019)
Foreign Born	0.0579*** (0.0064)
Black	-0.1131*** (0.0024)
Hispanic	-0.0292*** (0.0039)
Asian	0.1523*** (0.0057)
American Indian	-0.0351 (0.0222)
Multi-Racial	-0.0369*** (0.0051)
ESOL Enrolled	-0.1617*** (0.0064)
Gifted	0.2828*** (0.0031)
Prim. Lang. Not English	0.0299*** (0.0047)
Orthopedic Impairment	-0.1308** (0.0500)
Speech-Language Imp.	-0.0259* (0.0104)
Deaf	-0.1205*** (0.0298)
Visual Impairment	-0.1001* (0.0427)
Emotional/Behav. Dis.	-0.1323*** (0.0105)
Specific Learning Dis.	-0.1593*** (0.0038)
Deaf and Blind	-0.0604 (0.3638)
Autism	-0.1313***

	(0.0095)
Traumatic Brain Injury	-0.1380*
	(0.0700)
Other Health Imp.	-0.1867***
	(0.0057)
Mild Intellectual Dis.	-0.2494***
	(0.0143)
Mod. Intellectual Dis.	-0.0994
	(0.1009)
Num. Schools Attended	-0.0500***
	(0.0054)
Changed Schools	-0.0234***
	(0.0032)
Diff. from Modal Age	-0.0057***
	(0.0002)
Lagged Num. Disc. Inc.	-0.0170***
	(0.0007)
Lagged Pct. Present	0.0064***
	(0.0003)
late_entry	-0.0428**
	(0.0144)
prior_ayextbad2	-0.0439**
	(0.0156)
long_pct_direct_cert	-0.0031***
	(0.0001)
long_pct_lep	-0.0010***
	(0.0002)
long_pct_swd	-0.0008**
	(0.0003)
long_pct_eoct_Math_middle	-0.0003
	(0.0002)
Constant	-0.3836***
	(0.0266)
<hr/>	
R-Squared	0.7393
N	309661

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	0.1960*** (0.0030)
Grade 8 ELA Score	0.2241*** (0.0031)
Grade 8 Reading Score	0.1618*** (0.0102)
Grade 8 Science Score	0.0662*** (0.0031)
Grade 8 Soc. Stud. Score	0.0720*** (0.0031)
Free/Reduced Lunch	-0.0648*** (0.0022)
Female	0.0579*** (0.0019)
Foreign Born	0.0451*** (0.0053)
Black	-0.0574*** (0.0024)
Hispanic	-0.0265*** (0.0036)
Asian	0.1135*** (0.0052)
American Indian	-0.0082 (0.0209)
Multi-Racial	-0.0164** (0.0051)
ESOL Enrolled	-0.0274*** (0.0068)
Gifted	0.2434*** (0.0030)
Prim. Lang. Not English	-0.0235*** (0.0042)
Orthopedic Impairment	-0.0851 (0.0479)
Speech-Language Imp.	-0.0225 (0.0190)
Deaf	-0.1149*** (0.0289)
Visual Impairment	-0.0321 (0.0395)
Emotional/Behav. Dis.	-0.1265*** (0.0106)
Specific Learning Dis.	-0.1512***

	(0.0040)
Autism	-0.0859***
	(0.0100)
Traumatic Brain Injury	-0.1442*
	(0.0600)
Other Health Imp.	-0.1705***
	(0.0061)
Mild Intellectual Dis.	-0.2662***
	(0.0151)
Mod. Intellectual Dis.	-0.4892***
	(0.1248)
Num. Schools Attended	-0.0686***
	(0.0045)
Changed Schools	0.0334***
	(0.0018)
Diff. from Modal Age	-0.0061***
	(0.0001)
Lagged Num. Disc. Inc.	-0.0209***
	(0.0007)
Lagged Pct. Present	0.0043***
	(0.0002)
late_entry	0.0065
	(0.0112)
prior_ayextbad2	0.0230*
	(0.0099)
long_pct_direct_cert	-0.0031***
	(0.0001)
long_pct_lep	0.0014***
	(0.0002)
long_pct_swd	-0.0058***
	(0.0003)
sl_ever_eoct_lit9_middle	-0.2671***
	(0.0147)
sl_ever_eoct_amlc_middle	-44.2924***
	(8.6052)
sl_ever_eoct_Math_middle	0.1349***
	(0.0092)
Constant	-0.2592***
	(0.0206)
<hr/>	
R-Squared	0.7291
N	302331

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	0.0201 (0.0127)
Grade 8 ELA Score	0.4069*** (0.0128)
Grade 8 Reading Score	0.1565** (0.0495)
Grade 8 Science Score	0.0445*** (0.0128)
Grade 8 Soc. Stud. Score	0.1420*** (0.0127)
Free/Reduced Lunch	-0.0624*** (0.0038)
Female	0.1479*** (0.0031)
Foreign Born	0.0170 (0.0090)
Black	-0.0188*** (0.0039)
Hispanic	0.0184** (0.0061)
Asian	0.0350*** (0.0084)
American Indian	-0.0368 (0.0344)
Multi-Racial	0.0056 (0.0084)
ESOL Enrolled	-0.2056*** (0.0111)
Gifted	0.1493*** (0.0049)
Prim. Lang. Not English	-0.0052 (0.0068)
Orthopedic Impairment	-0.0118 (0.0860)
Speech-Language Imp.	-0.0834** (0.0287)
Deaf	-0.1266* (0.0549)
Visual Impairment	-0.0245 (0.0666)
Emotional/Behav. Dis.	-0.1974***

	(0.0168)
Specific Learning Dis.	-0.2129***
	(0.0065)
Autism	-0.1422***
	(0.0161)
Traumatic Brain Injury	-0.2682*
	(0.1198)
Other Health Imp.	-0.2441***
	(0.0098)
Mild Intellectual Dis.	-0.4590***
	(0.0244)
Mod. Intellectual Dis.	-0.5686**
	(0.1867)
Num. Schools Attended	-0.0549***
	(0.0072)
Changed Schools	-0.0271***
	(0.0059)
Diff. from Modal Age	-0.0060***
	(0.0003)
Lagged Num. Disc. Inc.	-0.0216***
	(0.0010)
Lagged Pct. Present	0.0014***
	(0.0003)
late_entry	0.0022
	(0.0180)
prior_ayextbad2	0.0100
	(0.0166)
long_pct_direct_cert	-0.0018***
	(0.0001)
long_pct_lep	-0.0006
	(0.0003)
long_pct_swd	-0.0024***
	(0.0005)
sl_ever_eoect_lit9_middle	-0.1855***
	(0.0282)
Constant	0.0144
	(0.0354)
<hr/>	
R-Squared	0.7435
N	112617

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	0.0432*** (0.0043)
Grade 8 ELA Score	0.3645*** (0.0045)
Grade 8 Reading Score	0.1598*** (0.0122)
Grade 8 Science Score	0.0621*** (0.0044)
Grade 8 Soc. Stud. Score	0.1155*** (0.0043)
Free/Reduced Lunch	-0.0619*** (0.0041)
Female	0.0915*** (0.0035)
Foreign Born	0.0360*** (0.0097)
Black	-0.0673*** (0.0043)
Hispanic	-0.0397*** (0.0069)
Asian	0.0474*** (0.0093)
American Indian	0.0433 (0.0403)
Multi-Racial	0.0069 (0.0097)
ESOL Enrolled	-0.1386*** (0.0158)
Gifted	0.1923*** (0.0054)
Prim. Lang. Not English	-0.0238** (0.0077)
Orthopedic Impairment	-0.2544** (0.0936)
Speech-Language Imp.	-0.0743 (0.0415)
Deaf	-0.2301*** (0.0524)
Visual Impairment	-0.0986 (0.0777)
Emotional/Behav. Dis.	-0.1356*** (0.0208)
Specific Learning Dis.	-0.2231***

	(0.0079)
Autism	-0.1063***
	(0.0197)
Traumatic Brain Injury	-0.3133**
	(0.0968)
Other Health Imp.	-0.2163***
	(0.0120)
Mild Intellectual Dis.	-0.4249***
	(0.0302)
Mod. Intellectual Dis.	-0.6625**
	(0.2128)
Num. Schools Attended	-0.0965***
	(0.0092)
Changed Schools	0.0286***
	(0.0071)
Diff. from Modal Age	-0.0093***
	(0.0003)
Lagged Num. Disc. Inc.	-0.0322***
	(0.0013)
Lagged Pct. Present	0.0044***
	(0.0003)
late_entry	-0.0041
	(0.0207)
prior_ayextbad2	0.0077
	(0.0185)
long_pct_direct_cert	-0.0044***
	(0.0002)
long_pct_lep	-0.0007
	(0.0004)
long_pct_swd	-0.0022***
	(0.0006)
sl_ever_eoct_amlc_middle	-49.5482***
	(14.6564)
Constant	-0.1899***
	(0.0356)
<hr/>	
R-Squared	0.7201
N	102395

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	0.4080*** (0.0156)
Grade 8 ELA Score	0.0691*** (0.0157)
Grade 8 Reading Score	0.0727 (0.0612)
Grade 8 Science Score	0.0812*** (0.0157)
Grade 8 Soc. Stud. Score	0.0553*** (0.0156)
Free/Reduced Lunch	-0.0541*** (0.0041)
Female	0.0686*** (0.0035)
Foreign Born	0.0566*** (0.0102)
Black	0.0041 (0.0043)
Hispanic	0.0073 (0.0067)
Asian	0.2427*** (0.0112)
American Indian	-0.0079 (0.0385)
Multi-Racial	-0.0261** (0.0093)
ESOL Enrolled	0.0414*** (0.0116)
Gifted	0.2274*** (0.0064)
Prim. Lang. Not English	-0.0200* (0.0080)
Orthopedic Impairment	-0.0273 (0.0930)
Speech-Language Imp.	0.0041 (0.0288)
Deaf	-0.0861 (0.0580)
Visual Impairment	-0.0986 (0.0813)
Emotional/Behav. Dis.	-0.0578** (0.0177)
Specific Learning Dis.	-0.0594***

	(0.0067)
Autism	-0.0528**
	(0.0172)
Traumatic Brain Injury	0.2582*
	(0.1315)
Other Health Imp.	-0.0851***
	(0.0103)
Mild Intellectual Dis.	-0.0728**
	(0.0265)
Mod. Intellectual Dis.	-0.2939
	(0.3352)
Num. Schools Attended	-0.0538***
	(0.0078)
Changed Schools	-0.0009
	(0.0050)
Diff. from Modal Age	-0.0030***
	(0.0003)
Lagged Num. Disc. Inc.	-0.0096***
	(0.0011)
Lagged Pct. Present	0.0038***
	(0.0004)
late_entry	0.0131
	(0.0191)
prior_ayextbad2	0.0313
	(0.0178)
long_pct_direct_cert	-0.0038***
	(0.0002)
long_pct_lep	-0.0027***
	(0.0005)
long_pct_swd	-0.0078***
	(0.0006)
sl_ever_eoct_Math_middle	0.2692***
	(0.0187)
Constant	-0.3126***
	(0.0390)
<hr/>	
R-Squared	0.6929
N	83777

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	0.3780*** (0.0078)
Grade 8 ELA Score	0.0711*** (0.0080)
Grade 8 Reading Score	0.0545 (0.0281)
Grade 8 Science Score	0.1242*** (0.0079)
Grade 8 Soc. Stud. Score	0.0069 (0.0078)
Free/Reduced Lunch	-0.0696*** (0.0045)
Female	-0.0480*** (0.0037)
Foreign Born	0.0673*** (0.0103)
Black	-0.0901*** (0.0048)
Hispanic	-0.0184** (0.0071)
Asian	0.2630*** (0.0096)
American Indian	-0.0301 (0.0401)
Multi-Racial	-0.0286** (0.0102)
ESOL Enrolled	0.0362* (0.0142)
Gifted	0.3343*** (0.0057)
Prim. Lang. Not English	-0.0563*** (0.0080)
Orthopedic Impairment	-0.0061 (0.0916)
Speech-Language Imp.	0.0422 (0.0382)
Deaf	-0.0571 (0.0597)
Visual Impairment	-0.0391 (0.0785)
Emotional/Behav. Dis.	-0.1155*** (0.0227)
Specific Learning Dis.	-0.1283***

	(0.0083)
Autism	-0.0567**
	(0.0208)
Traumatic Brain Injury	-0.0417
	(0.1122)
Other Health Imp.	-0.1440***
	(0.0127)
Mild Intellectual Dis.	-0.1592***
	(0.0338)
Mod. Intellectual Dis.	-0.1162
	(0.3720)
Num. Schools Attended	-0.1177***
	(0.0103)
Changed Schools	0.2026***
	(0.0047)
Diff. from Modal Age	-0.0050***
	(0.0003)
Lagged Num. Disc. Inc.	-0.0180***
	(0.0015)
Lagged Pct. Present	0.0064***
	(0.0004)
late_entry	-0.1064***
	(0.0284)
prior_ayextbad2	0.0580**
	(0.0218)
long_pct_direct_cert	-0.0049***
	(0.0002)
long_pct_lep	-0.0032***
	(0.0006)
long_pct_swd	-0.0072***
	(0.0007)
sl_ever_eoct_Math_middle	0.1948***
	(0.0172)
Constant	-0.4273***
	(0.0456)
<hr/>	
R-Squared	0.7165
N	89100

Standard errors in parentheses

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