The Performance of State Charter Schools in Georgia, 2016/17

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Executive Summary

A total of 23 state charter schools operated in Georgia during the 2016/17 school year. For four of the schools, Brookhaven Innovation Academy, Cirrus Academy Charter, Liberty Tech Charter School and Southwest Georgia STEM Charter, 2016/17 was the first year of operation. Five of the schools, DuBois Integrity Academy, Foothills Education Charter High School, Georgia School for Innovation and the Classics, International Charter School of Atlanta and Scintilla Charter Academy, began operations in the 2015/16 school year. Thus, this report documents the performance of 23 state charter schools in 2016/17, the performance of 19 of those schools in 2015/16 and the performance of 14 of the currently operating schools in 2014/15.

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 exams.

Key findings are:

State charter schools are diverse 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 (9 of 23) serve a combination of elementary (K-5) and middle grades (6-8).
  - Four serve only elementary grades.
  - Two serve only middle school grades.
  - Three serve only high school grades (9-12).
  - Three schools serve elementary, middle and at least some high school grades.
  - The remaining two schools serve both middle and high school grades.
- Student Demographics
  - Three of the 23 schools are single-gender schools.
  - At six 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.

  - One school has over twenty percent of its students classified as gifted, while nine schools report less than one percent of their students as gifted.
- Instructional Mode
  - Three of the 23 schools provide fully online course offerings.
  - The remaining 20 schools offer primarily face-to-face instruction.
- Geographic Area Served
  - Eight of the 23 schools accept students from a single school district only.
  - Four schools offer enrollment to students in multiple school districts.
  - The three fully-online virtual schools and eight of the "brick-and-mortar" schools allow students from throughout the state to attend.

More than one quarter 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.

- Sixteen state charter schools serve elementary grades.
- For four schools, the cross-subject average performance is above the state average for all elementary schools at a level that is statistically significant.
- For five schools, the cross-subject average performance is not distinguishable from the state average for all elementary schools in terms of statistical significance.
- For six 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 information cannot be reported.

More than 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 16 state charters serving elementary grades, eight have a non-statewide, defined attendance zone that includes one or more districts. For three of the eight, the cross-subject ELA and Math performance is above that of the average elementary school in their relevant district(s) at a level that is statistically significant.
- For four schools, the cross-subject average performance is not distinguishable from the average of all elementary schools in their relevant district(s) in terms of statistical significance.
- For one 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.

More than 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.

- Sixteen 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.
- In five state charter schools, their cross-subject average performance is indistinguishable from the state average for all middle schools in terms of statistical significance.
- For nine state charter schools, their cross-subject average performance is statistically below the state average for all middle schools at a level that is statistically significant.

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 school's cross-subject ELA and Math performance is higher than the average middle school in its relevant district(s) at a level that is statistically significant.
- For four of the ten non-statewide schools, the cross-subject average performance is indistinguishable from the average middle school in their district(s) in terms of statistical significance.
- For five of the ten non-statewide schools, the cross-subject average performance is below the average middle school in their district(s) at a level that is statistically significant.

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

- Eight state charter schools serve grades 9-12.
- In five schools, their individual test-school performance is higher than the state average of all high schools in at least one subject and that difference is statistically significant.
- 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 and that difference is statistically significant.
- 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.

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 eight state charter schools that serve high schools grades, three are non-statewide and serve students in one or more school districts, representing 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-three state charter schools operated in Georgia during the 2016/17 school year. 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 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 23 schools that operated during the 2016/17 school year, including 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 23 schools are quite diverse in their structure, mission, and service area. For example, three of the 23 state charter schools are virtual schools, and many of the state charter schools target traditionally underserved populations. Three of the schools are single-gender schools. Less than half of state charter schools (8 of 23) 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. Six of the 23 schools have student bodies consisting of 90 percent or more African-American students. In contrast, three have student populations 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]

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

[2]The school-level FRL percentage is computed from individual-level data. If an individual student attended a school that participates in provision 2 of the Special Assistance Alternatives (SAS) or the Community Eligibility Provision (CEP), as provided by the Georgia Department of Education's School Nutrition Program, then the student is classified as FRL, no matter what his original individual designation. In general, 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. For the 2016/17 school year, data on foster care were delayed, so the direct certification percentage reported for the current year exclude students in foster care who do not meet any of the other criteria for direct certification. 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 five SCSC schools where this is not the case, three of which have 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
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
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

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
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
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
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
Graduation Achievement Charter High School (formerly Provost Academy)	2012	No	9-12	Online Curriculum with STEM emphasis	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
International Charter School of Atlanta	2015	No	K-5	Language immersion emphasis (French, German, Spanish, Mandarin)	Normal	No	No	Yes	Not Specified	Students residing in State of GA
Ivy Preparatory Academy at Gwinnett	2008	No	6-8	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 Gwinnett, Fulton, and DeKalb County School districts
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 districts
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
Southwest Georgia STEM Charter	2016	No	K-5	Interdisciplinary, place-based paired with STEM	Normal	No	No	Yes	Not Specified	Students residing in State of GA
Statesboro STEAM College, Careers, Arts & Technology Academy (CCAT)	2002	No	6-12	Multi-age classrooms - students grouped by skill level	Year-round	No	No	No	1 Hour of Service/week	Students residing in Bulloch County Public Schools Zone

School Name	Calendar Year Opened	EMO Affiliation	Grades	Curriculum Focus	School Year	Single-Gender School	Virtual/ Online School	Serves Multiple Districts	Parental Involvement Requirement	Enrollment Restrictions
Utopian Academy for the Arts	2014	No	6-8	Expeditionary Learning Curriculum. Single-gender instructional approach, and classes in the dramatic, media, and culinary arts.	Extended Day/Week/ Year	No	No	No	Attendance of a New Parent Orientation Meeting & sign an agreement	Students residing in Clayton County Public Schools Zone

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

Table 2: Students Served by State Charter Schools

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	49.6	0.1	97.3	1.9	0.7	93.5	65.4	2.0	9.7	0.0
Brookhaven	46.0	43.0	26.9	19.4	10.7	12.2	11.3	11.9	8.7	0.0
Cherokee	49.1	72.1	19.5	3.4	4.9	23.5	13.7	3.1	11.7	6.4
Cirrus	55.5	5.3	90.6	0.7	3.5	0.0	52.7	0.0	5.9	0.0
Coweta	52.0	79.2	11.0	1.0	8.8	20.8	11.4	1.1	10.4	9.3
DuBois	51.8	0.5	98.0	0.6	0.9	87.2	48.7	2.3	11.2	2.0
Foothills	45.4	54.2	31.8	9.6	4.4	8.6	32.5	1.6	15.5	1.6
Fulton Leadership	0.0	0.0	98.7	0.8	0.5	87.5	29.2	0.0	15.3	11.3
GA Connections	53.7	50.6	34.7	7.3	7.4	44.1	24	0.4	11.3	6.6
GA Cyber	51.9	50.0	34.2	7.6	8.2	60.3	34	0.7	13.3	9.5
GA Innovation	49.3	69.4	20.6	4.2	5.8	0.0	21.3	0.2	10.6	6.1
Grad Achievement	49.6	23.0	61.3	11.7	4.1	64.4	35.1	1.4	11.2	0.0
International	53.4	39.7	31.8	13.7	14.8	1.5	7.6	7.3	6.2	7.1

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. – Gwinnett	100.0	1.4	79.1	14.4	5.0	57.6	24.1	1.4	8.6	0.0
Ivy Prep. – Kirkwood	100.0	0.2	98.8	0.2	0.7	82.5	41	0.0	5.4	0.9
Liberty Tech	52.7	60.6	27.6	6.1	5.7	15.1	10.4	0.0	7.5	22.2
Mountain Ed.	45.8	82.1	3.7	12.2	2.0	100.0	24.9	3.0	15.8	0.0
Odyssey	44.8	51.0	29.1	12.1	7.7	34.8	15.4	4.9	14.4	13.4
Pataula	48.6	74.7	16.5	5.5	3.2	57.5	26.1	2.0	9.3	5.0
Scintilla	47.6	50.3	40.8	2.7	6.1	53.7	26.8	1.1	12.1	11.2
Southwest GA	50.6	72.3	14.5	8.4	4.8	0.0	44.9	0.0	12.0	0.0
Statesboro STEAM	44.6	75.0	20.3	2.0	2.7	61.5	22.3	0.0	15.5	15.5
Utopian	53.0	0.4	93.6	4.1	1.9	100.0	43.9	0.0	9.4	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 multi race. The percentage of students in each of the component racial groups is less than five percent for each state charter school, except for International. Due to a lack of student-level FRL data, Foothills' FRL percentage consists of students, identified by the school via school records, eligible for direct certification. Foothills' FRL percentage consists of students identified as eligible for direct certification by school records and quality checked by GOSA.

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 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 numbers 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 the larger the number of students per school. 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. Put differently, 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).

B. Summary of Findings

A total of 14 figures are presented. 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. Within each of these six figures is a graph depicting

[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).

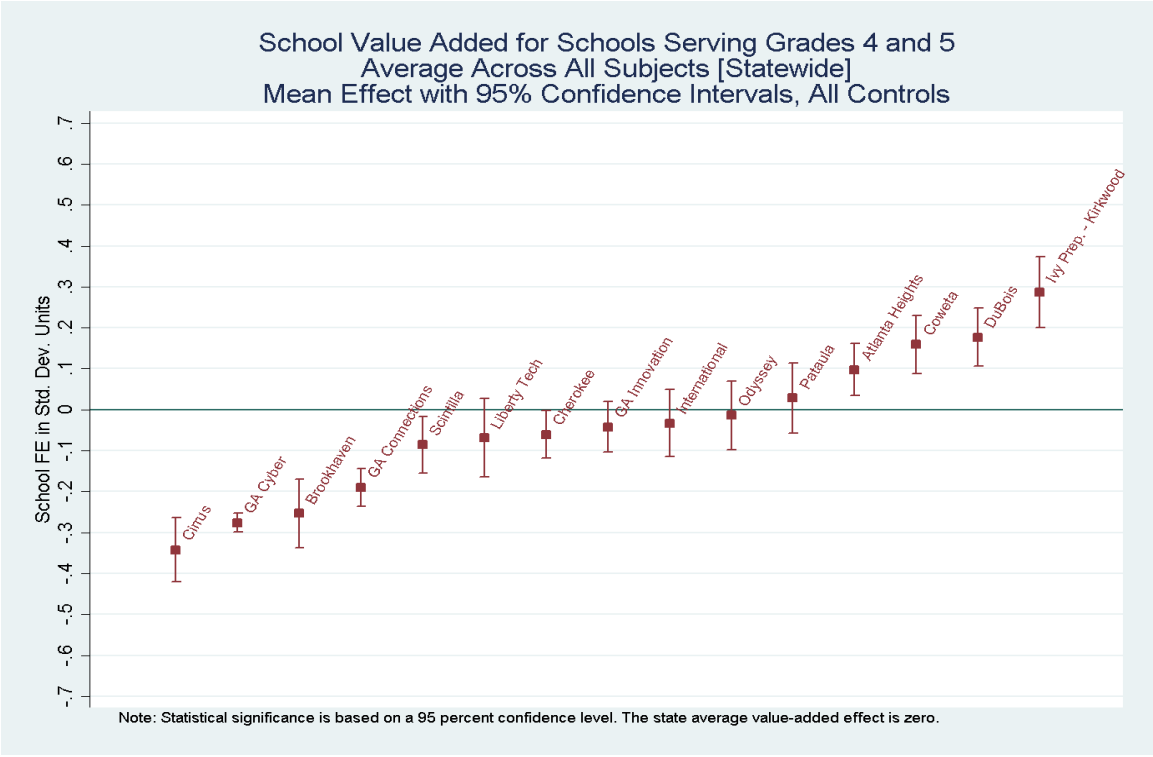
performance based on school value-added and another representing school-average student growth percentiles. In past years, up to five subject-specific scores were reported for elementary and middle grades, but reading-specific tests were dropped in 2015/16 and science and social studies tests were no longer given in consecutive grades in 2016/17. At the high school level, there are eight figures depicting school performance derived from student scores on end-of-course exams in 9th-Grade Literature, American Literature, Algebra 1, Biology, Economics, Geometry, Physical Science and U.S. History.[5] Among these courses, student growth percentiles are only available for 9th-Grade Literature, American Literature, Algebra 1 and Geometry.[6]

Based on value-added, the most common result 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 6 of the 12 grade group/subject combinations: elementary ELA, middle school ELA, 9th Grade Literature, American Literature, Biology, and Physical Science. In five areas, the majority of state charters perform statistically worse than schools serving similar student populations: elementary Math, middle school Math, Algebra 1, Economics, and Geometry. In one area, U.S. History, half of the schools performed at a level that was not statistically different than the state, while half performed below the state. In none of the twelve 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.[7]

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 14 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] Two other end-of-course exams were administered in 2016/17, Coordinate Algebra and Analytic Geometry. Estimates for these two tests are not reported because none of the 23 current SCSC schools had a sufficient number of students (15 or more) taking the exam to yield reliable VAM estimates.
[6] The GaDOE chose to only compute student growth percentiles for end-of-course exams in math and ELA.
[7] Cross-subject averages are not calculated because the grades at which exams are given vary across schools and the mix of exams for which there are sufficient numbers of test-takers may vary as well.

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]



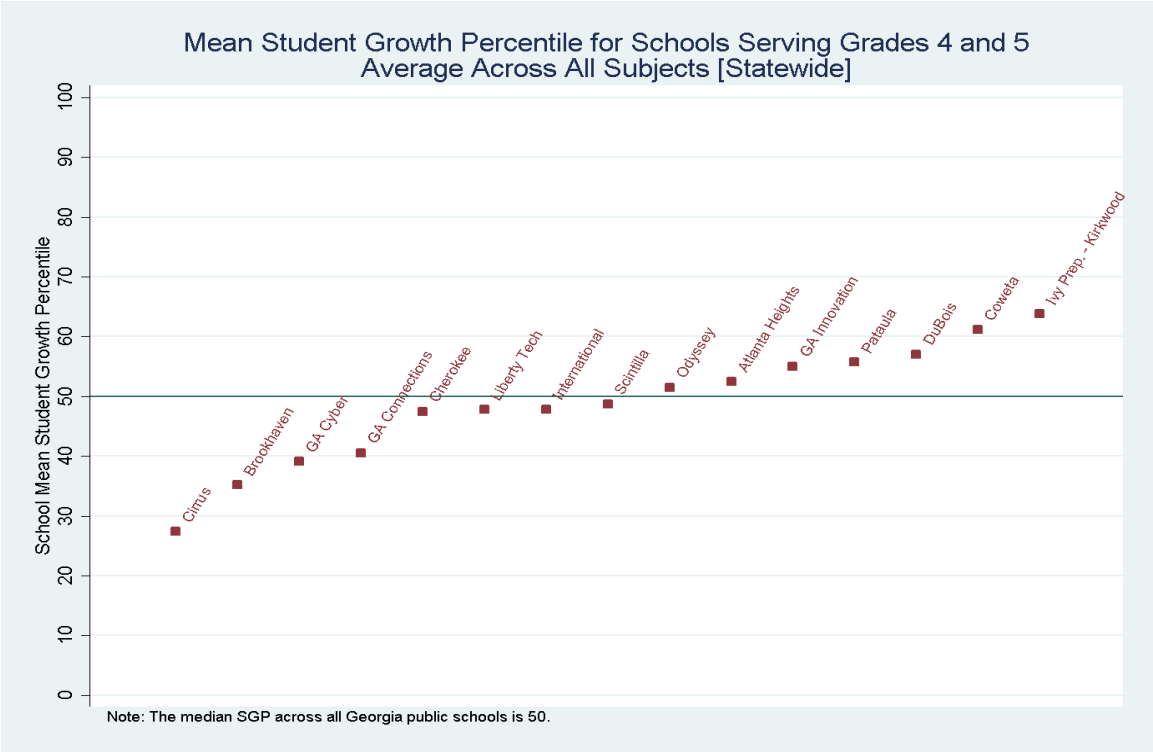
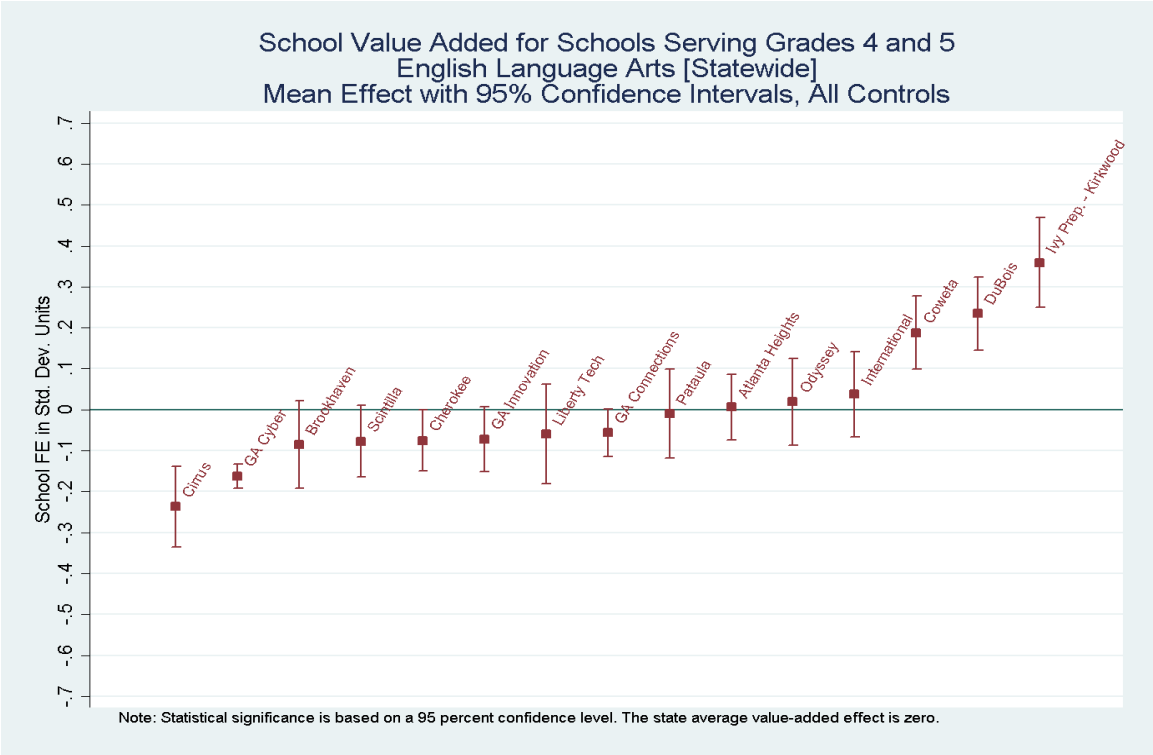


Figure 2: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 4 and 5 – English Language Arts [Statewide]



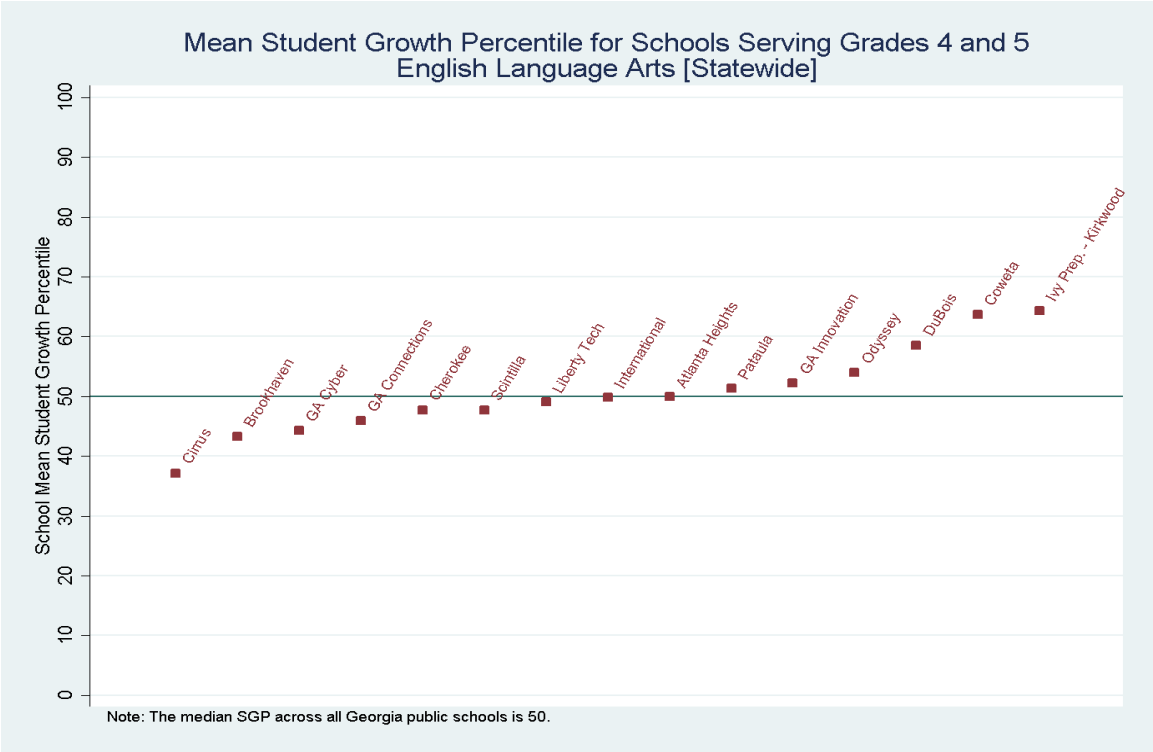
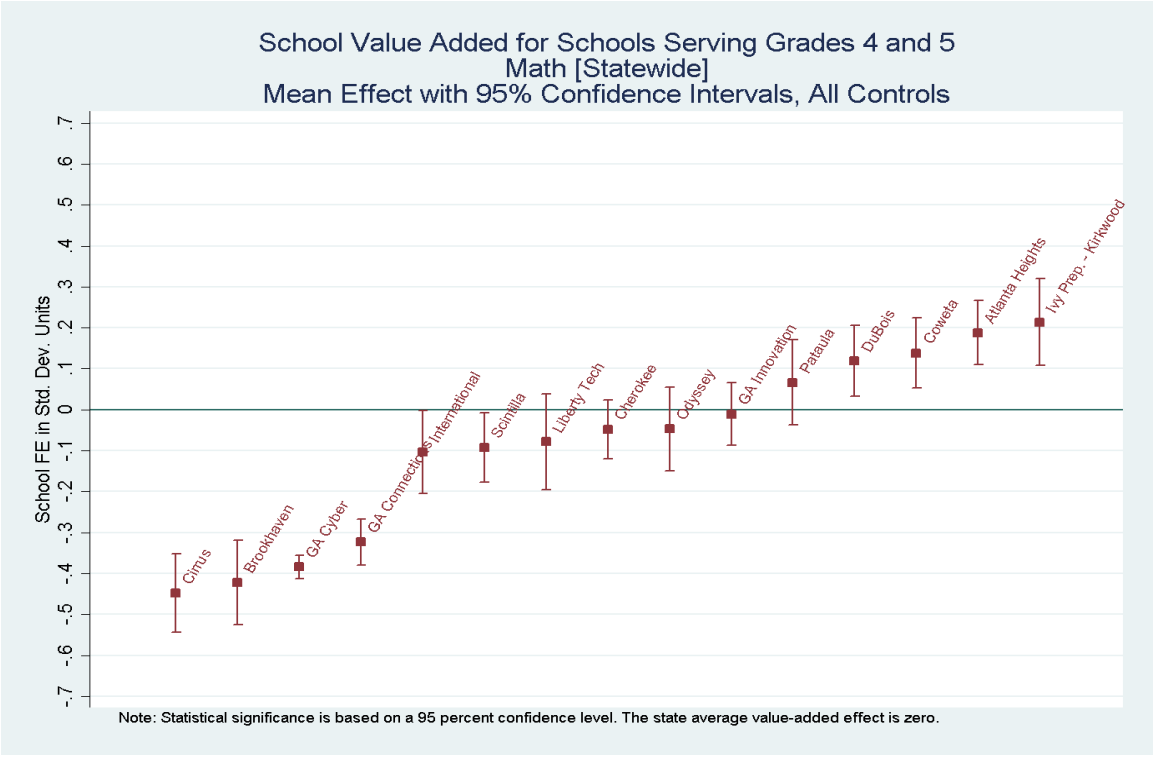


Figure 3: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 4 and 5 – Math [Statewide]



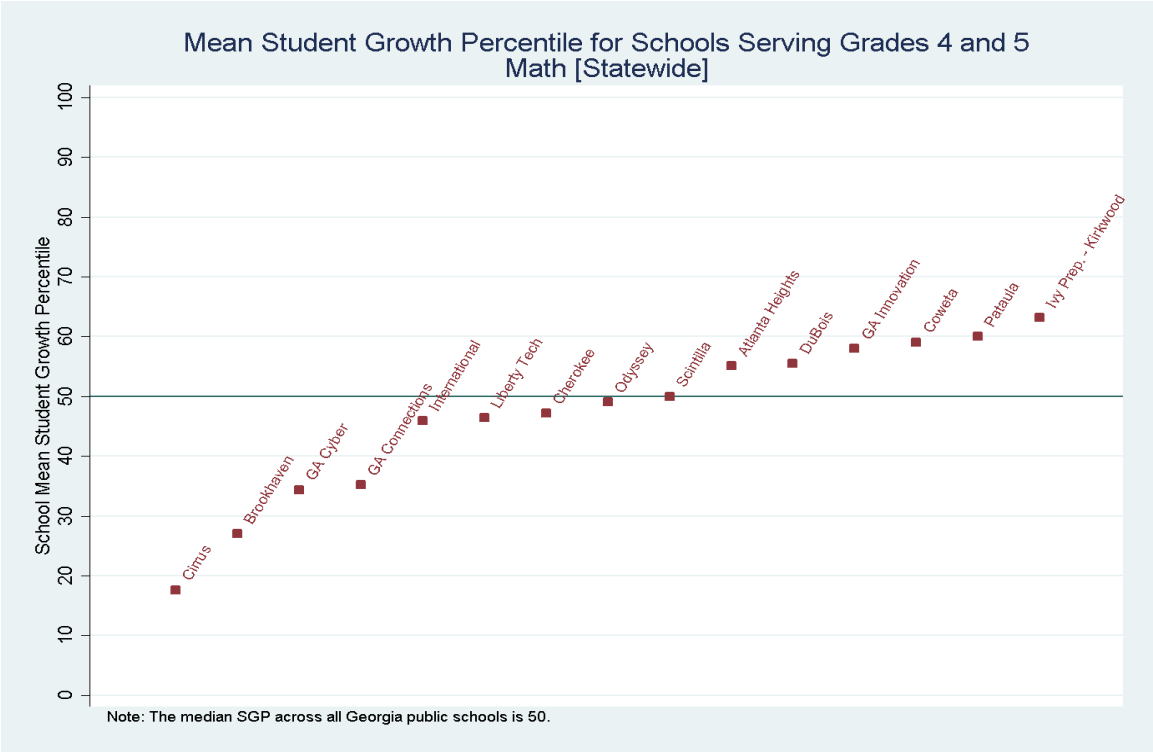
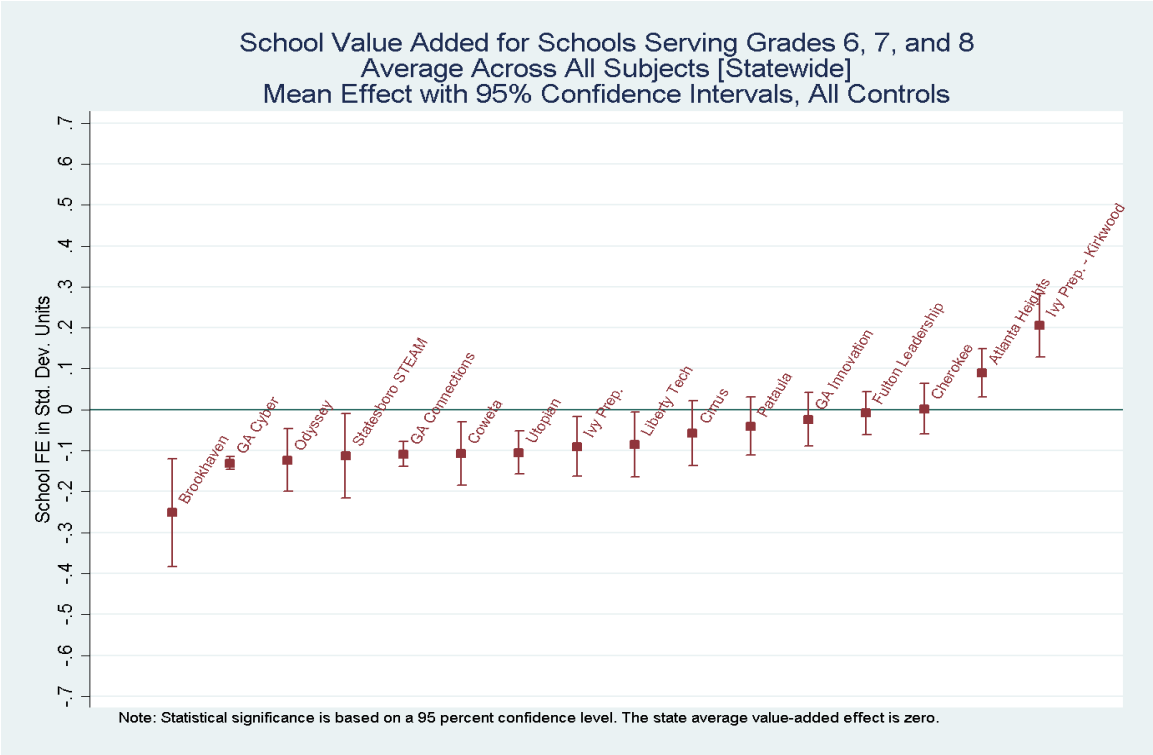


Figure 4: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 6, 7, and 8 – Average Across All Subjects [Statewide]



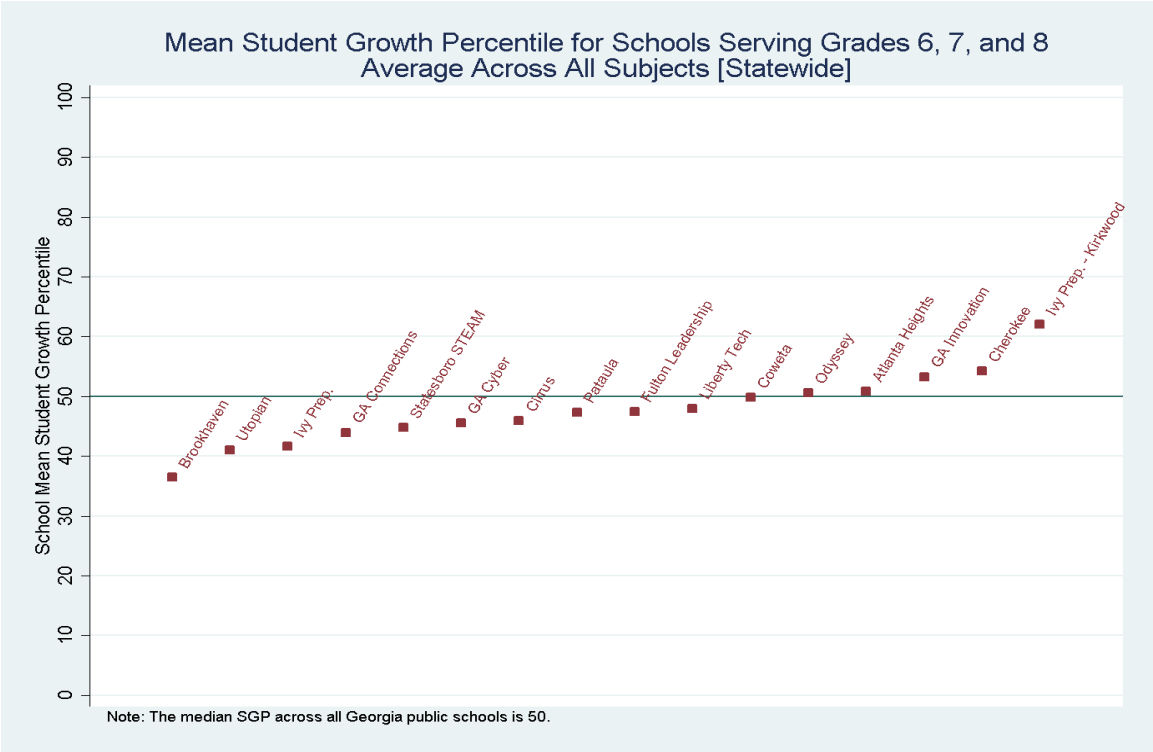
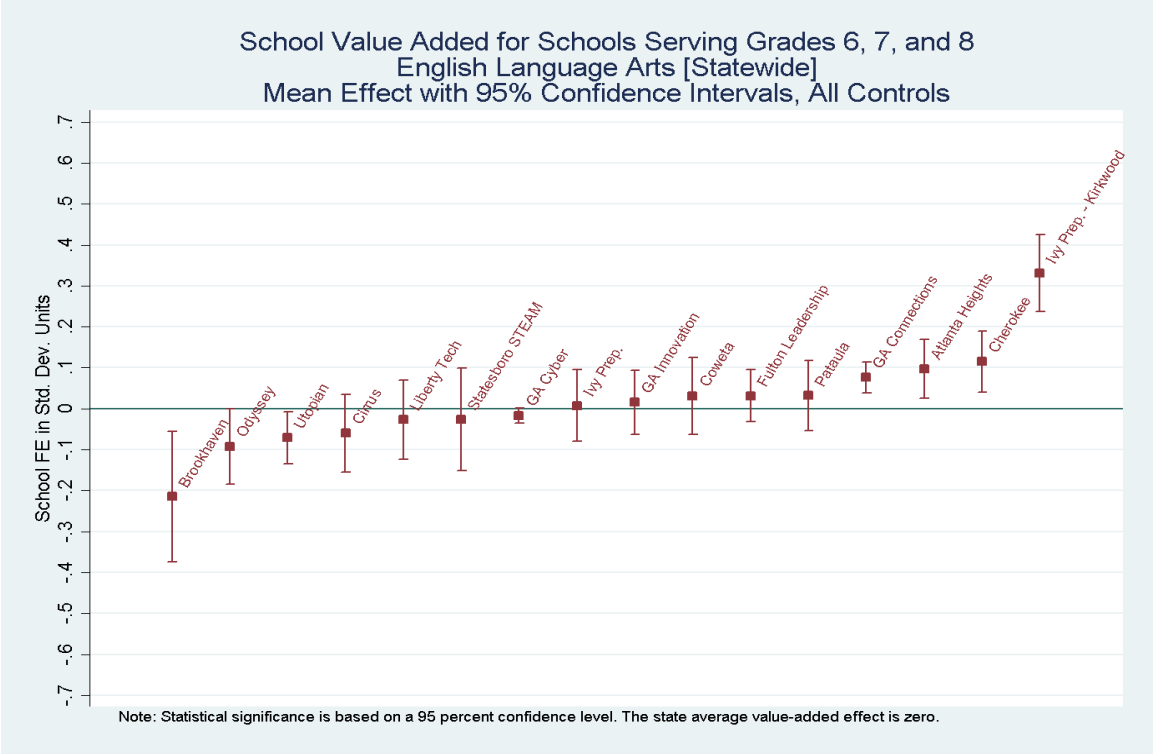


Figure 5: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 6, 7, and 8 – English Language Arts [Statewide]



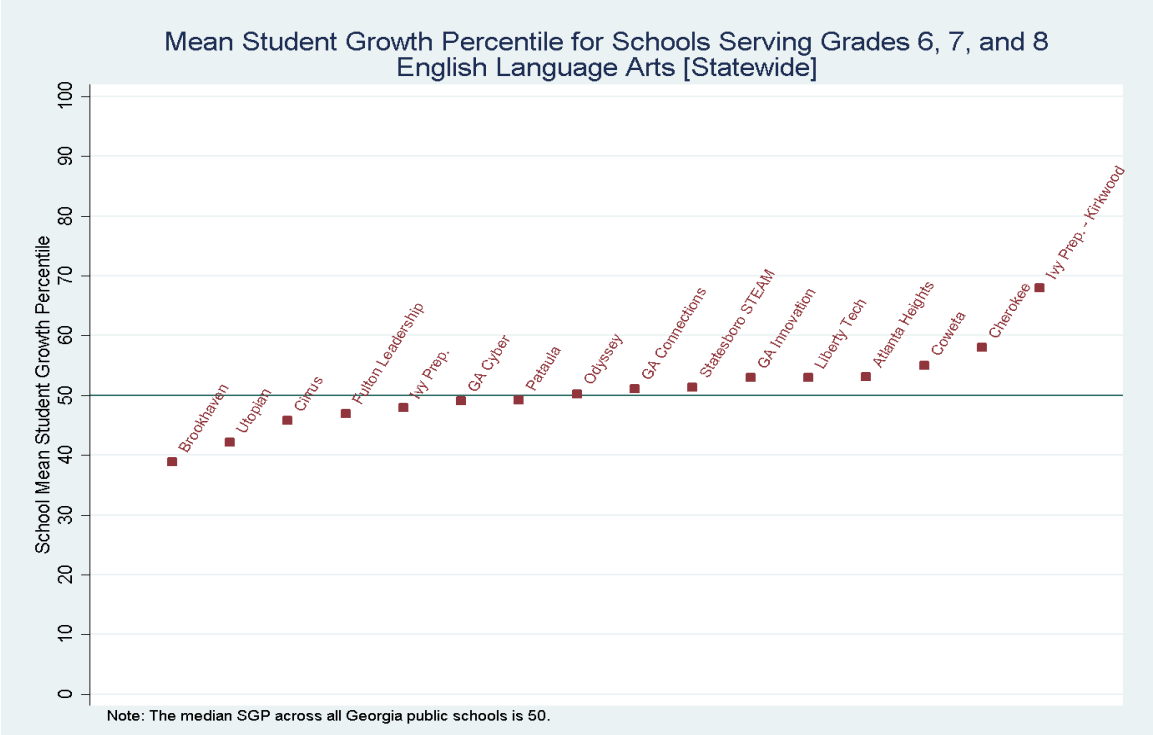
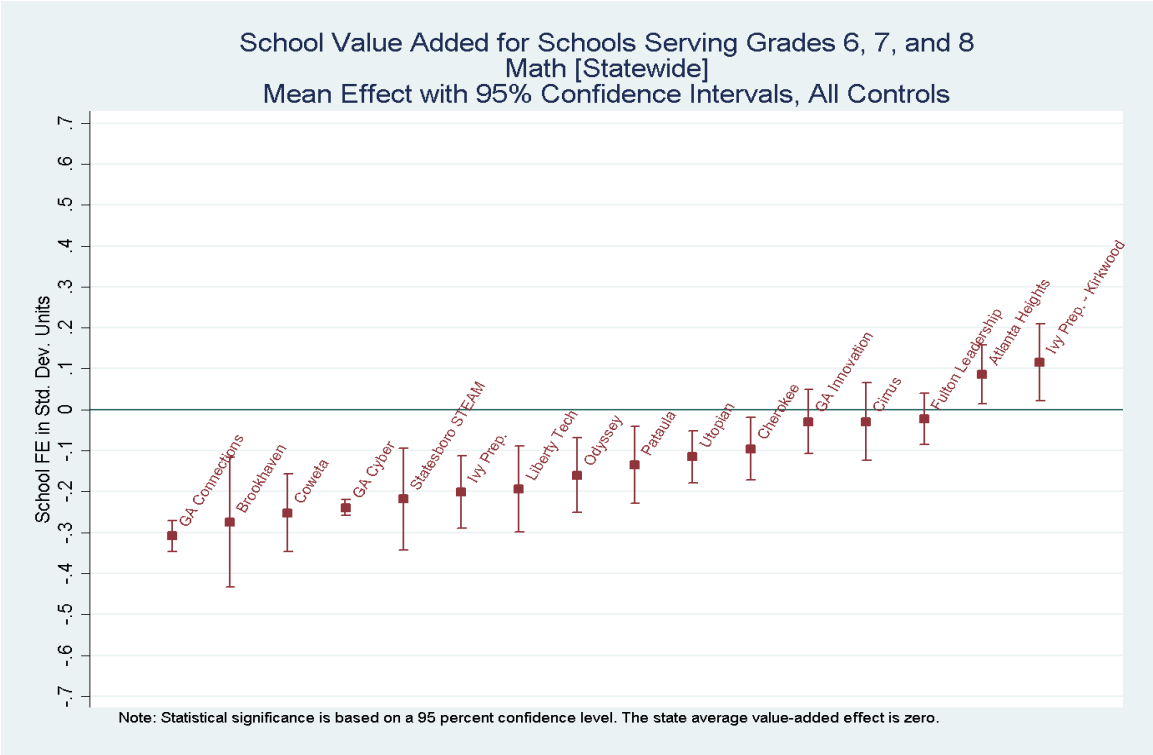


Figure 6: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 6, 7, and 8 – Mathematics [Statewide]



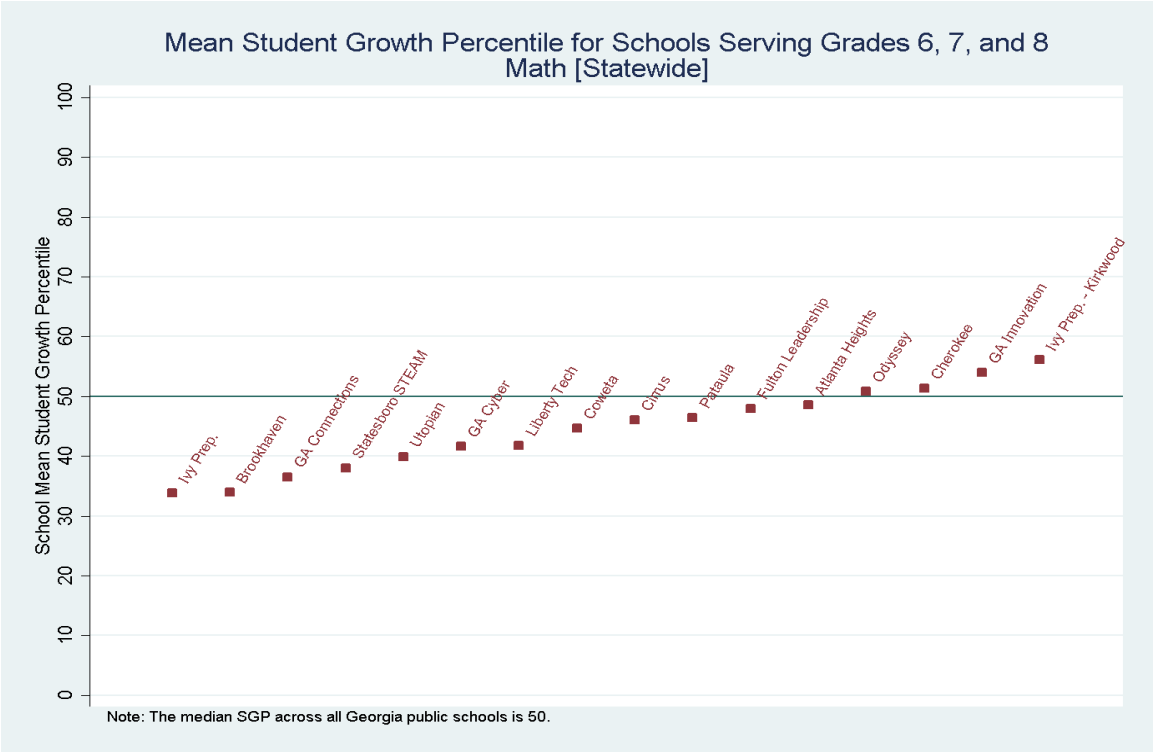
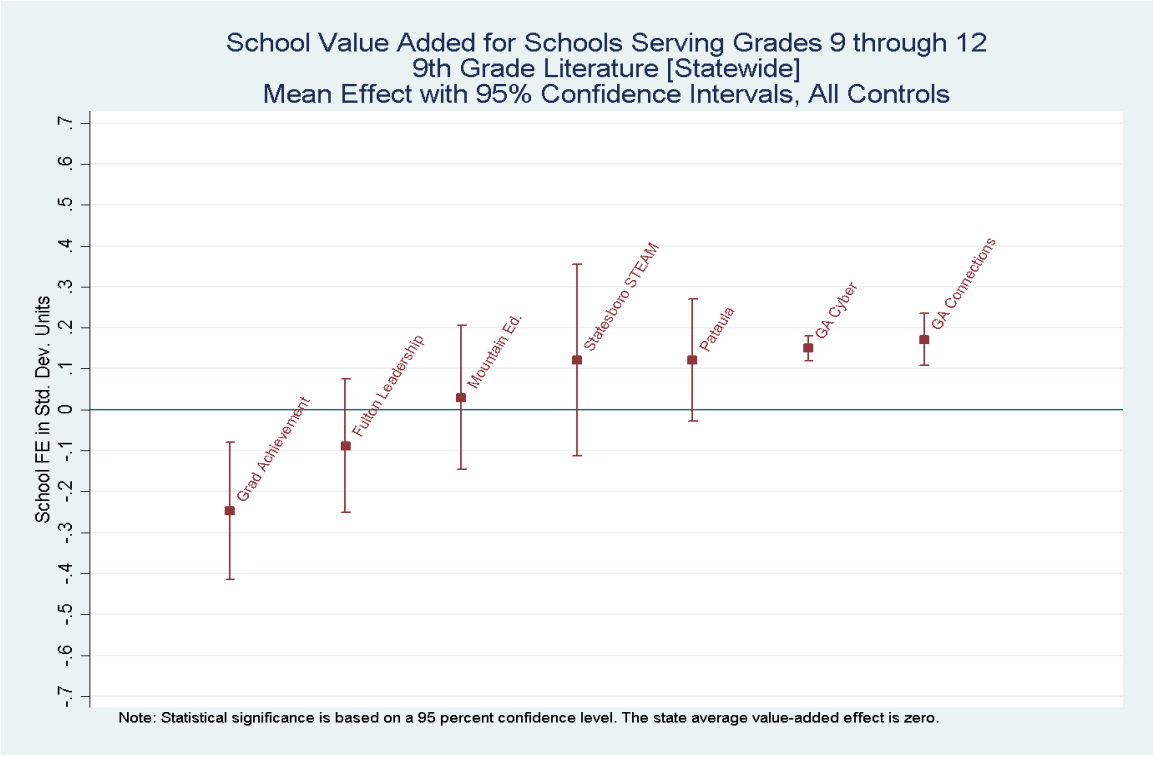


Figure 7: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 9 through 12 – 9th Grade Literature [Statewide]



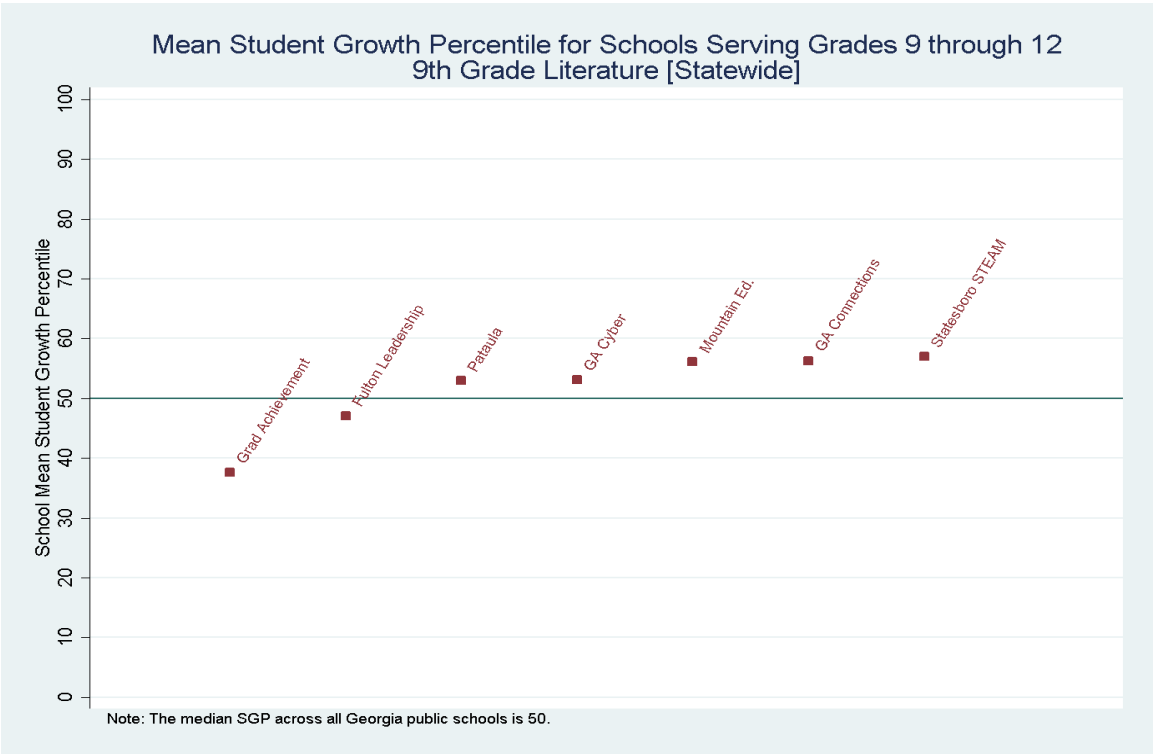
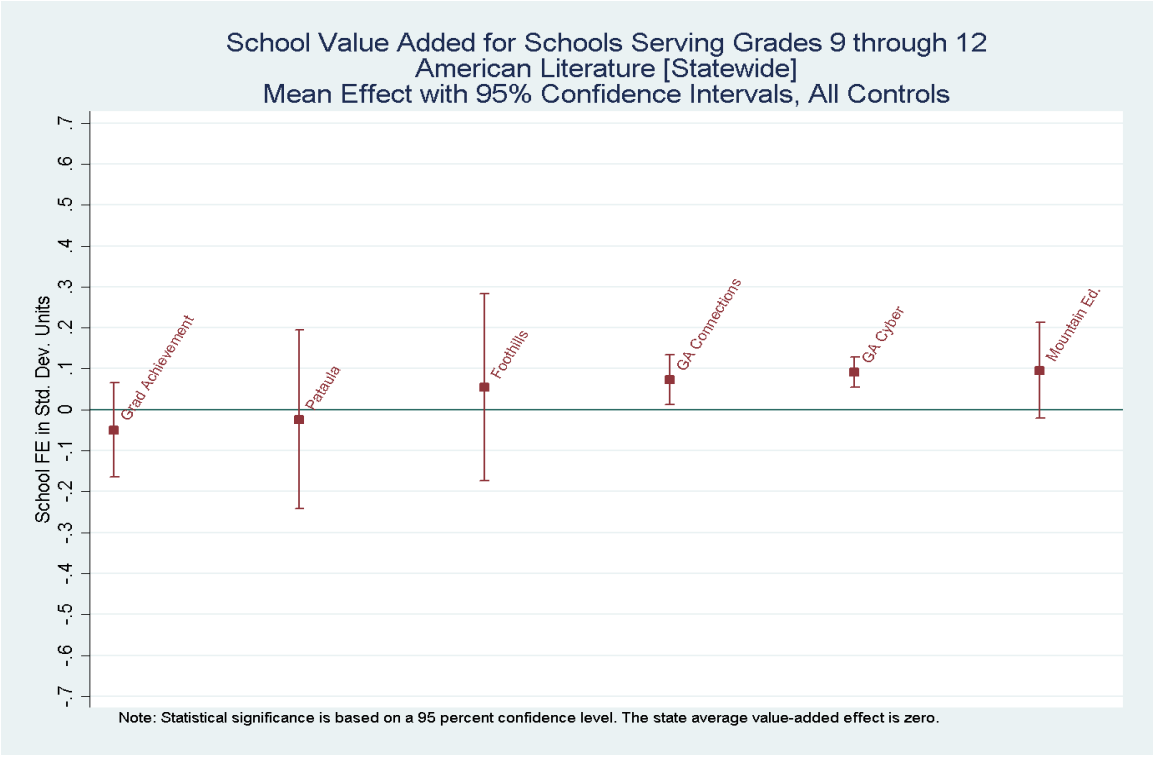


Figure 8: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 9 through 12 – American Literature [Statewide]



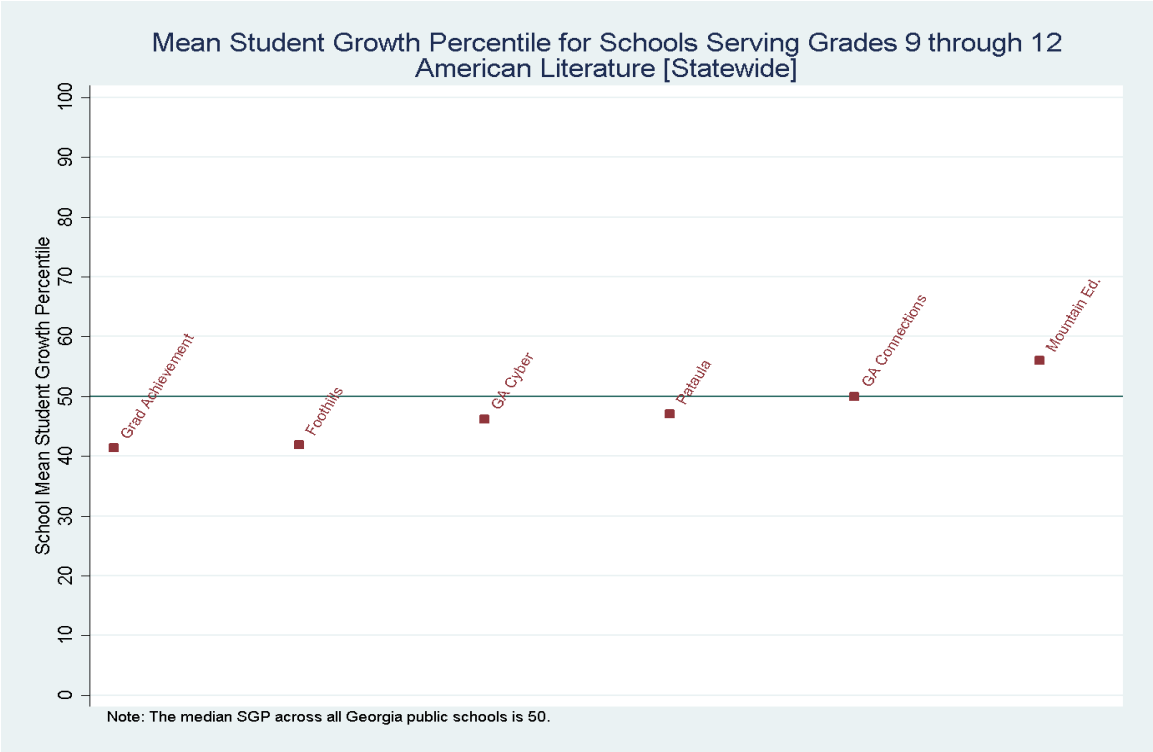
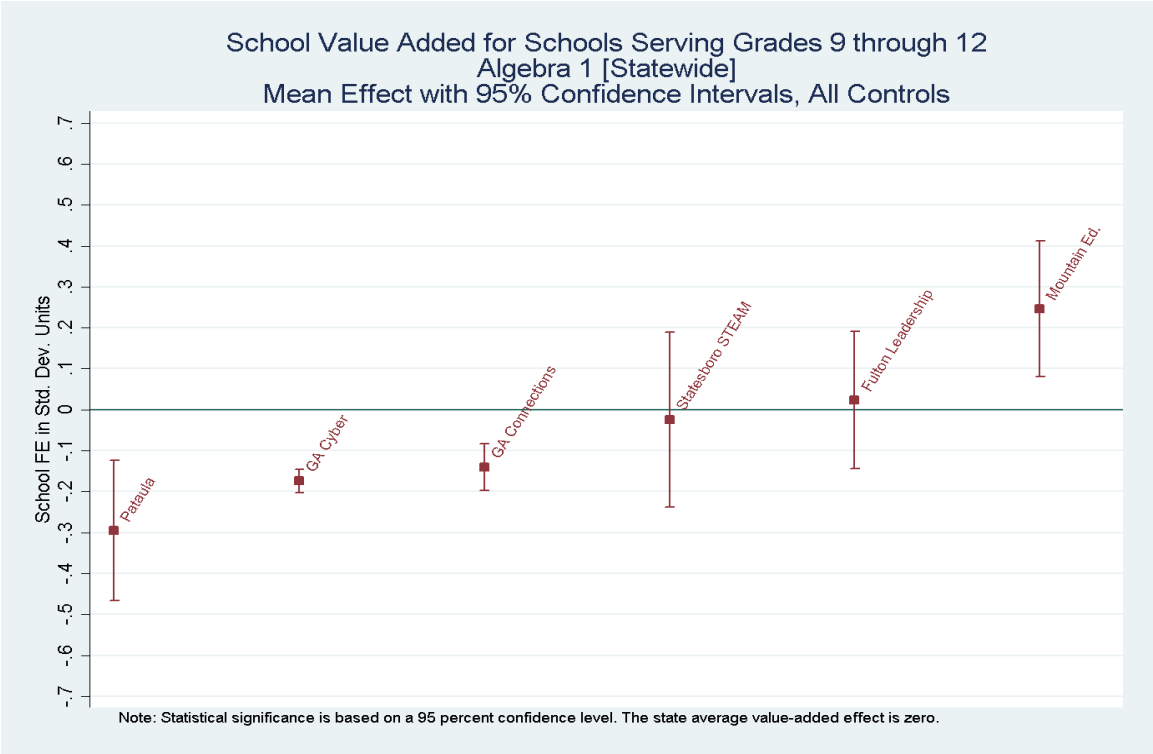


Figure 9: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 9 through 12 – Algebra 1 [Statewide]



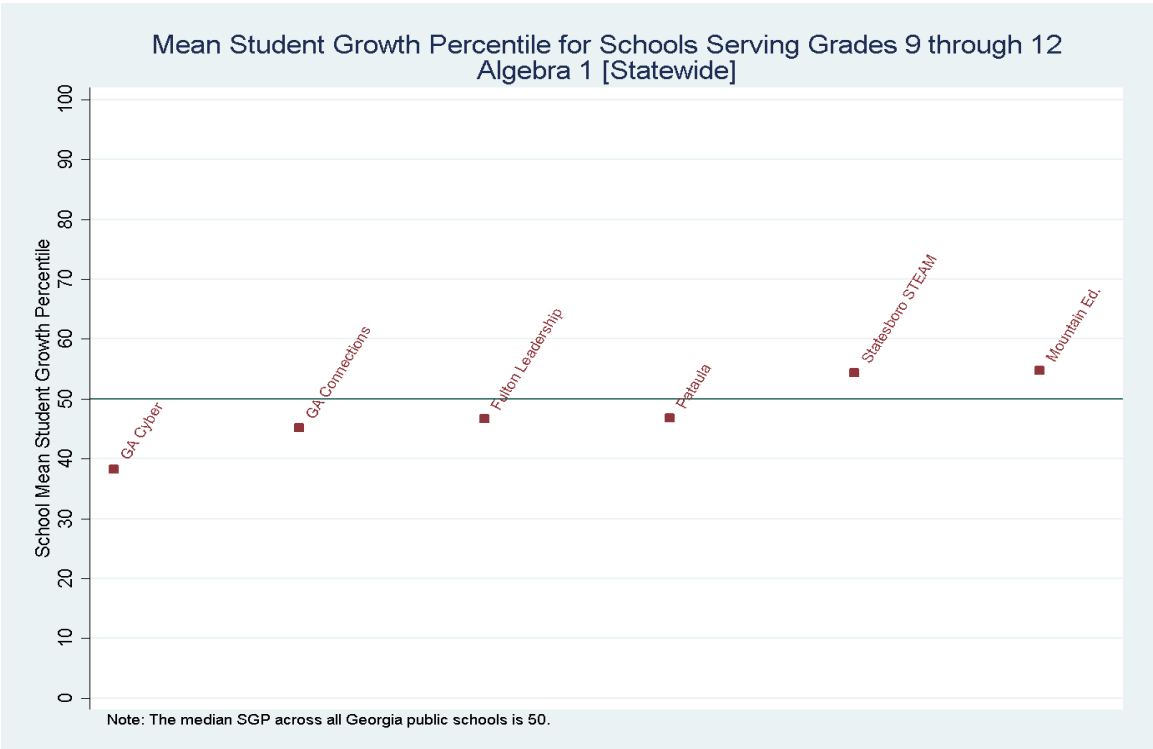


Figure 10: Value-added Schools Effects (School Fixed Effects (FE)) for Schools Serving Grades 9 through 12 – Biology [Statewide]

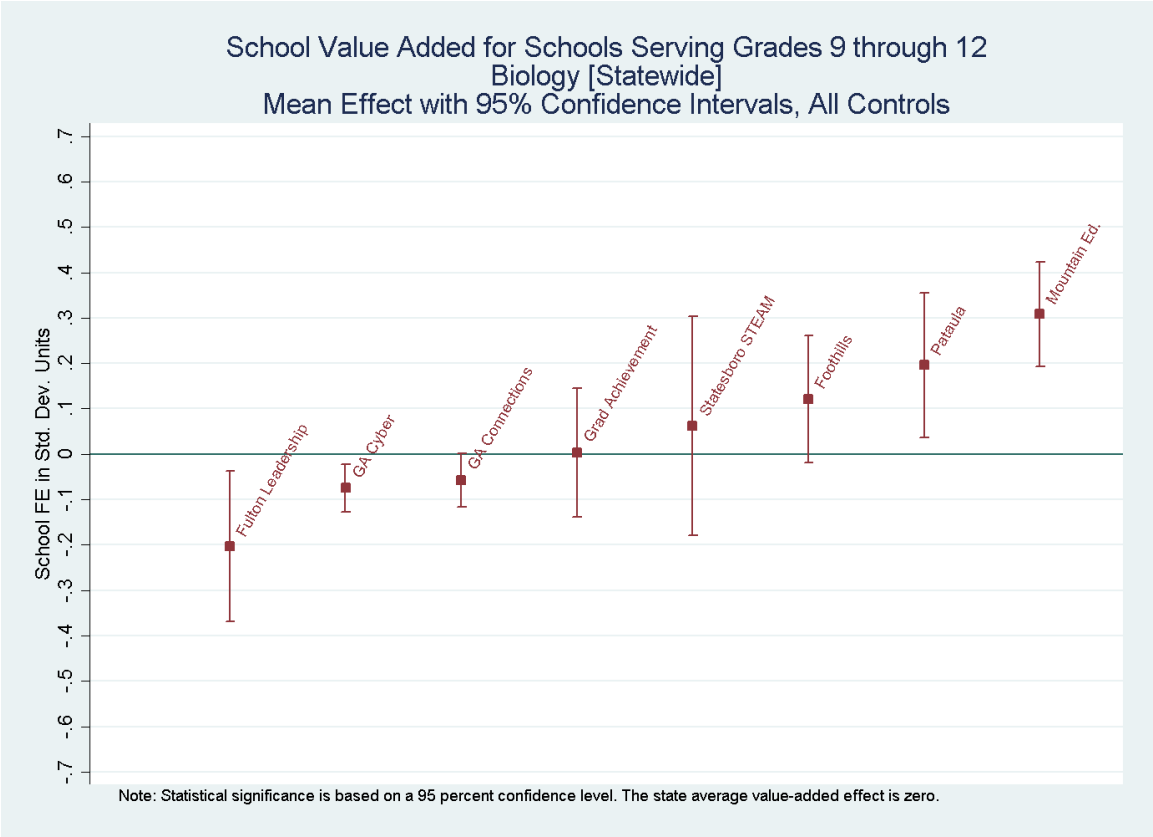


Figure 11: Value-added Schools Effects (School Fixed Effects (FE)) for Schools Serving Grades 9 through 12 – Economics [Statewide]

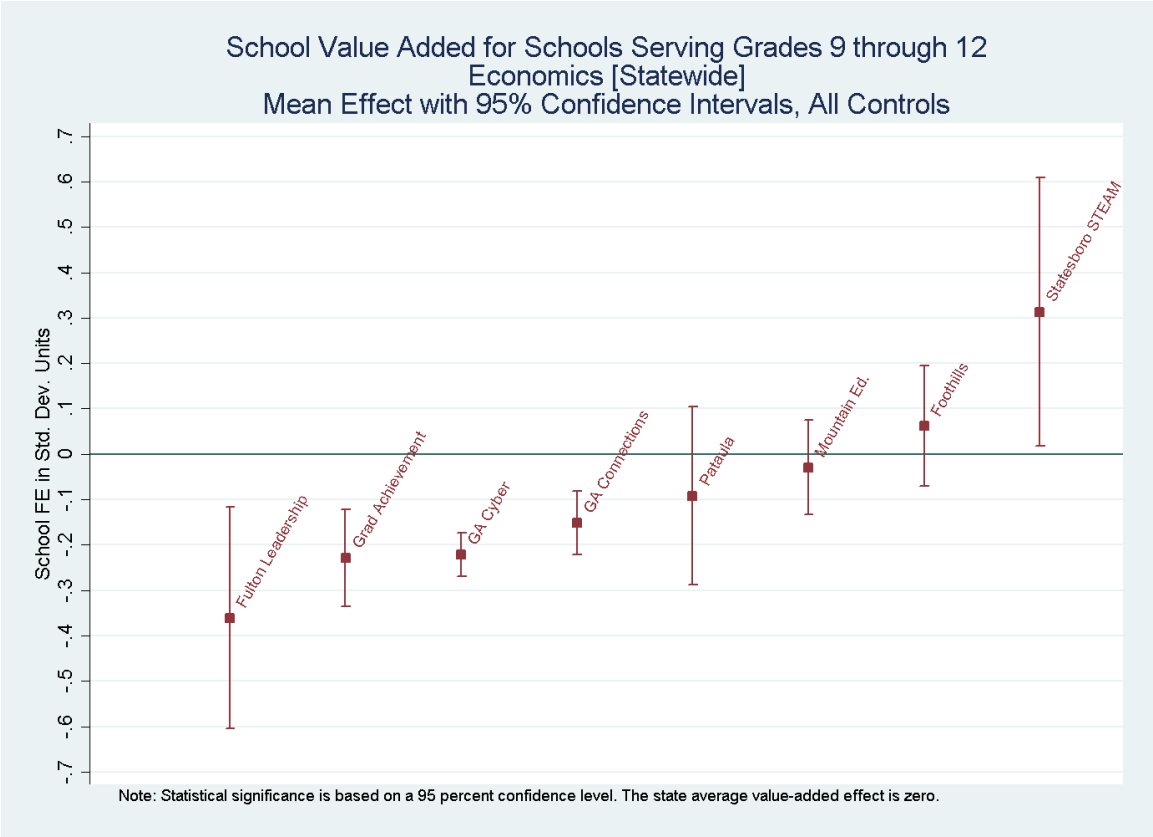
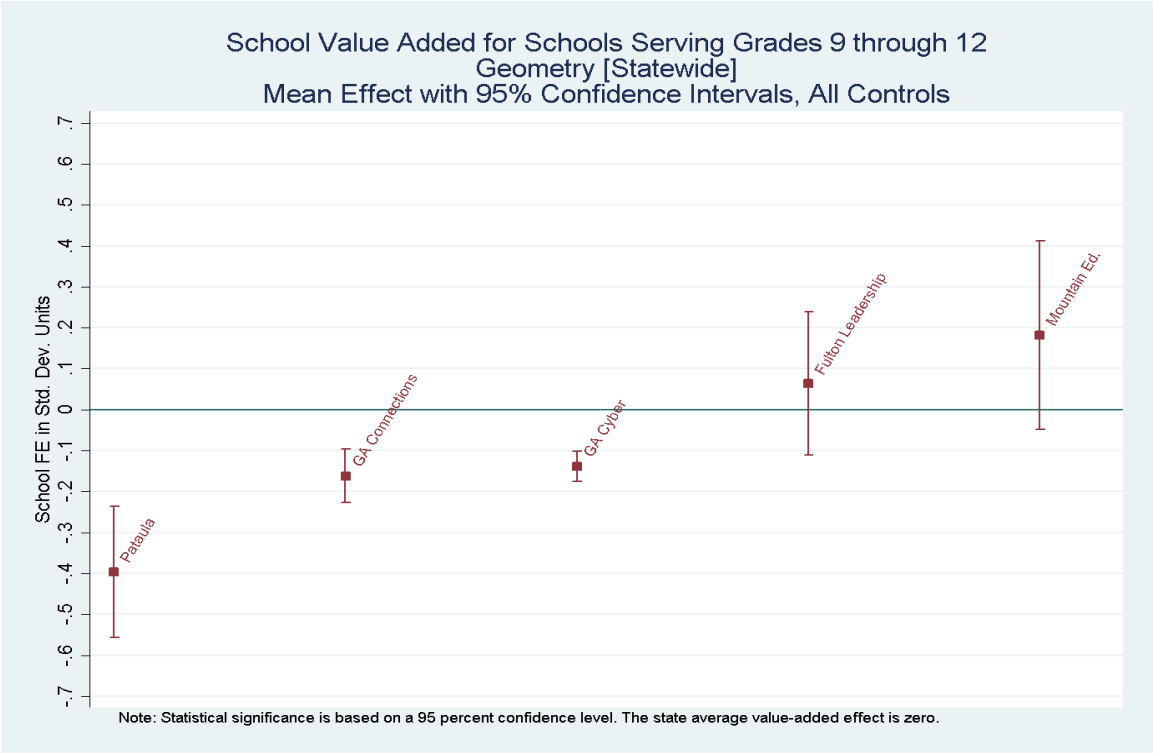


Figure 12: Value-added Schools Effects (School Fixed Effects (FE)) and Mean Student Growth Percentiles for Schools Serving Grades 9 through 12 – Geometry [Statewide]



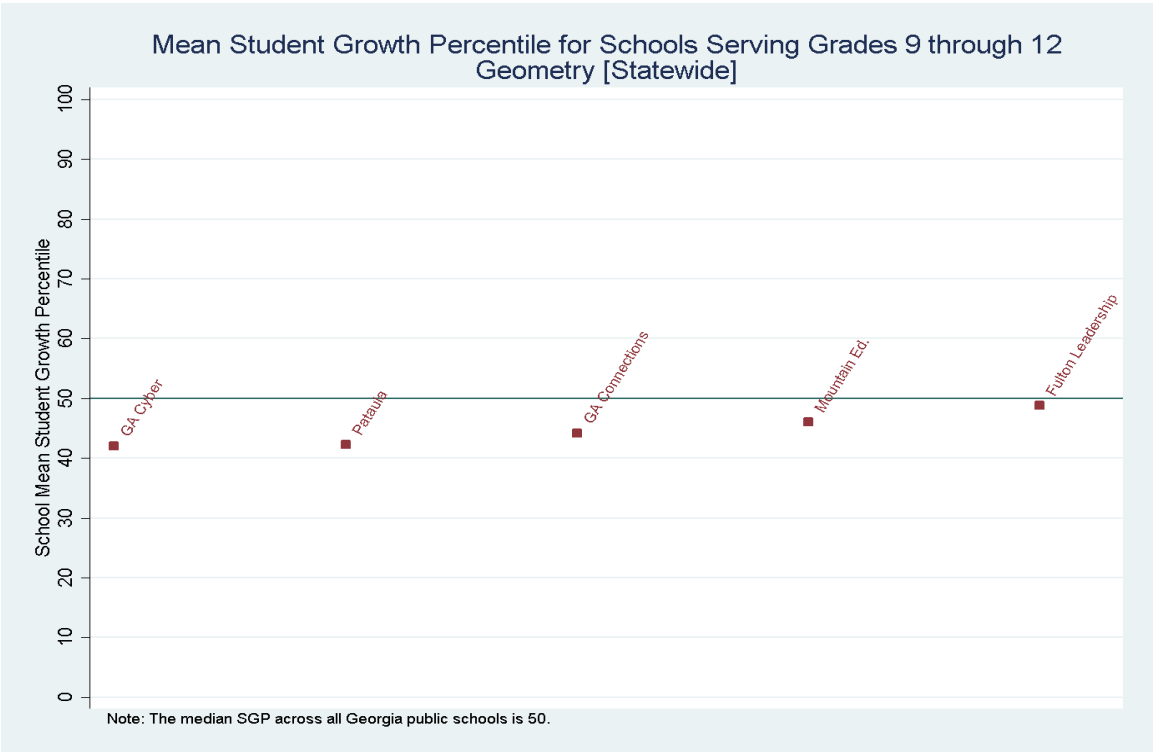


Figure 13: Value-added Schools Effects (School Fixed Effects (FE)) for Schools Serving Grades 9 through 12 – Physical Science [Statewide]

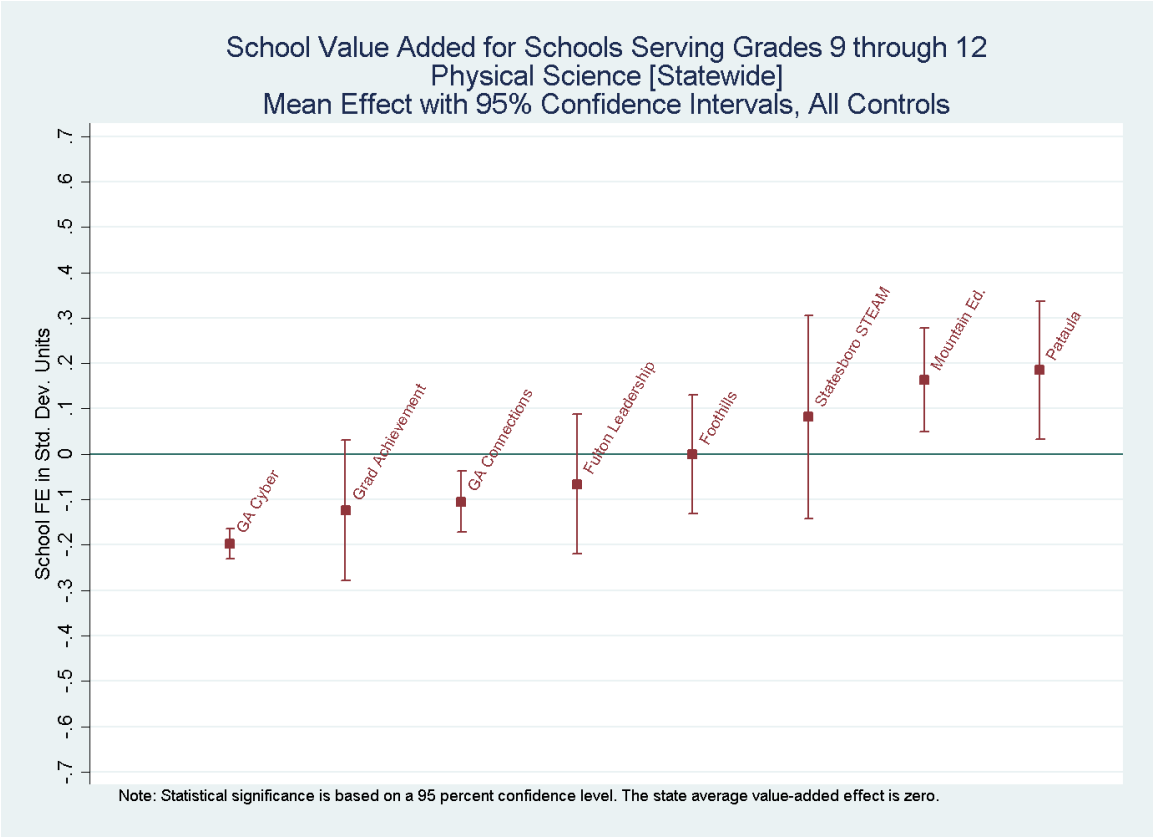
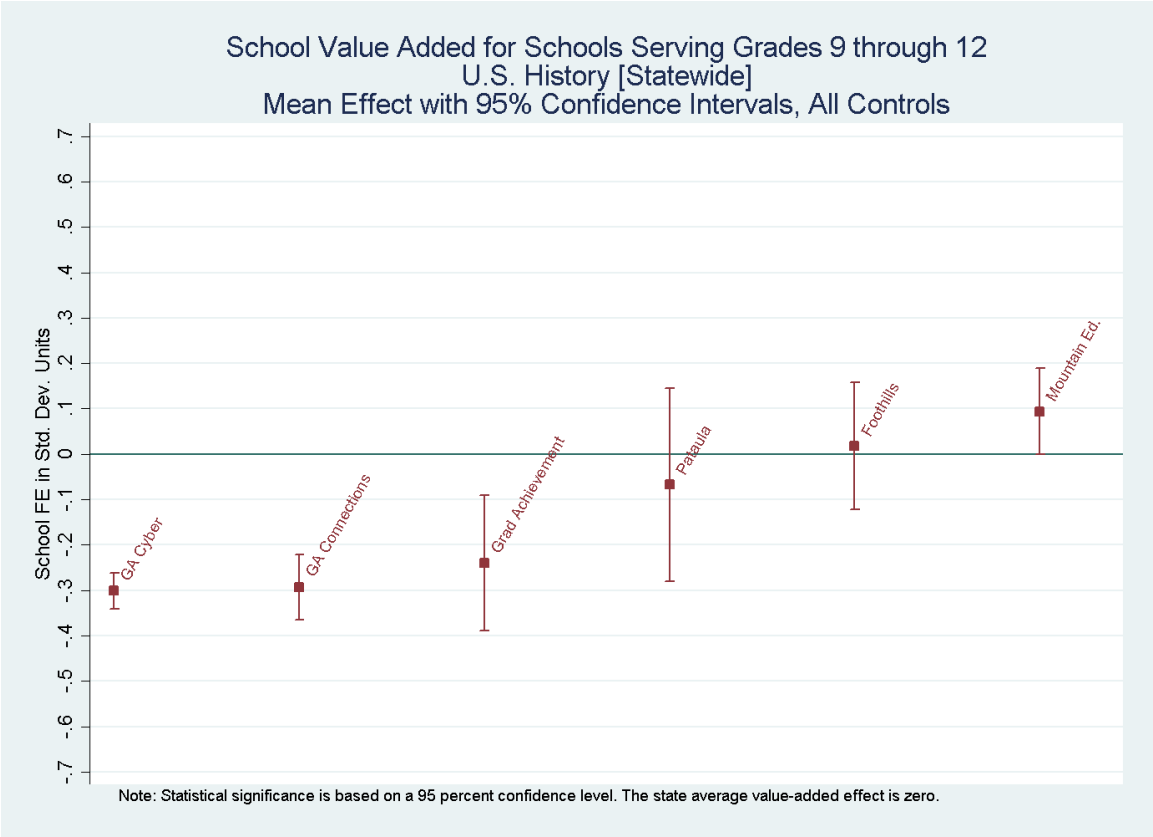


Figure 14: Value-added Schools Effects (School Fixed Effects (FE)) for Schools Serving Grades 9 through 12 – U.S. History [Statewide]



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. One criticism of value-added models is they set different expectations for different students based on observable demographic characteristics. To gauge the impact of reducing or eliminating the set of demographic controls, two other value-added models were estimated. One alternative specification excludes individual student race/ethnicity and the other includes only individual-level lagged test scores and the school-level controls. Estimates from these two alternatives are presented in the Appendix. The student growth model yields individual student growth percentiles which are then averaged across students in a school to produce a mean student growth percentile measure of school performance.

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 2016/17 and its performance in 2014/15 and 2015/16 is provided. Estimates for all three years are based on the same general two-step value-added approach. The estimates for 2014/15 that were reported in the 2014/15 State Charter Schools Performance Reports use a one-step value-added modeling procedure and thus differ from the estimates reported here. Further, as noted above, due to data limitations, the construction of the direct certification measure in 2016/17 differs from that used in prior years.

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 2014/15 through 2016/17
- 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 all subjects is 0.0980 in elementary grades and 0.0898 in middle grades.
- Atlanta Heights Charter School's impact on student achievement is statistically higher than the state average in elementary grades and middle grades, but not statistically different than the district in elementary or middle grades.
- Atlanta Heights Charter School's 2016/17 performance in elementary and middle grades is generally similar to its performance in 2015/16.
- The school's contribution to student achievement is:
  - above the district and state average in elementary school Math;
  - above the state average in middle school ELA and middle school Math, but indistinguishable from the district average; and
  - indistinguishable from the district and state average in elementary 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*
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	49.6	0.1	97.3	1.9	0.7	93.5	65.4	2.0	9.7	0.0

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

Overall School Effect: 0.0980 Elementary / 0.0898 Middle
Average Overall School Effect in District: 0.0517 Elementary / 0.0380 Middle

Atlanta Heights's contribution to an elementary and middle school student's average achievement across ELA and Math is higher than the state average, but indistinguishable from its district. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA	0.0068	52	No	30 of 58	0.0202	No	50	49	20 of 58
Math	0.1884	92	Higher	18 of 58	0.0836	Higher	55	72	18 of 58
All-Subject Average	0.0980	83	Higher	20 of 58	0.0517	No	53	64	19 of 58
Middle									
ELA	0.0975	88	Higher	4 of 22	0.0423	No	53	77	3 of 22
Math	0.0867	77	Higher	8 of 22	0.0364	No	49	43	12 of 22
All-Subject Average	0.0898	85	Higher	6 of 22	0.0380	No	51	56	7 of 22
High									
9th Grade Literature									
American Literature									
Algebra 1									
Biology									
Economics									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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									
Physical Science									
U.S. History									

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 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Atlanta Height's performance in middle and elementary grades has been relatively constant over the last three years. Performance in elementary ELA, elementary Math, middle school ELA, and middle school Math is similar to performance in the 2015/16 school year.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA	0.0127	No	0.1071	Lower	-0.0657	No	0.0601	Lower	0.0068	No	0.0202	No
Math	0.1523	Higher	0.0481	Higher	0.1940	Higher	0.0270	Higher	0.1884	Higher	0.0836	Higher
Science	-0.0968	Lower	-0.0075	Lower	-0.0107	No	-0.0056	No				
Social Studies	-0.0013	No	0.0270	No	-0.0607	No	0.0219	No				
All-Subject Average	0.0173	No	0.0437	No	0.0145	No	0.0257	No	0.0980	Higher	0.0517	No

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Middle												
ELA	0.1581	Higher	0.0989	No	0.1038	Higher	0.0352	No	0.0975	Higher	0.0423	No
Math	0.0080	No	0.0505	No	0.1963	Higher	-0.0090	Higher	0.0867	Higher	0.0364	No
Science	0.0520	No	0.0072	No	-0.0269	No	-0.0590	No				
Social Studies	-0.0910	Lower	0.0313	Lower	-0.0611	No	-0.0187	No				
All-Subject Average	0.0332	No	0.0473	No	0.0489	No	-0.0165	Higher	0.0898	Higher	0.0380	No
High												
9th Grade Literature												
American Literature												
Analytic Geometry												
Algebra 1												
Biology												
Coordinate Algebra												
Economics												
Geometry												
Physical Science												
U.S. History												

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.

*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.

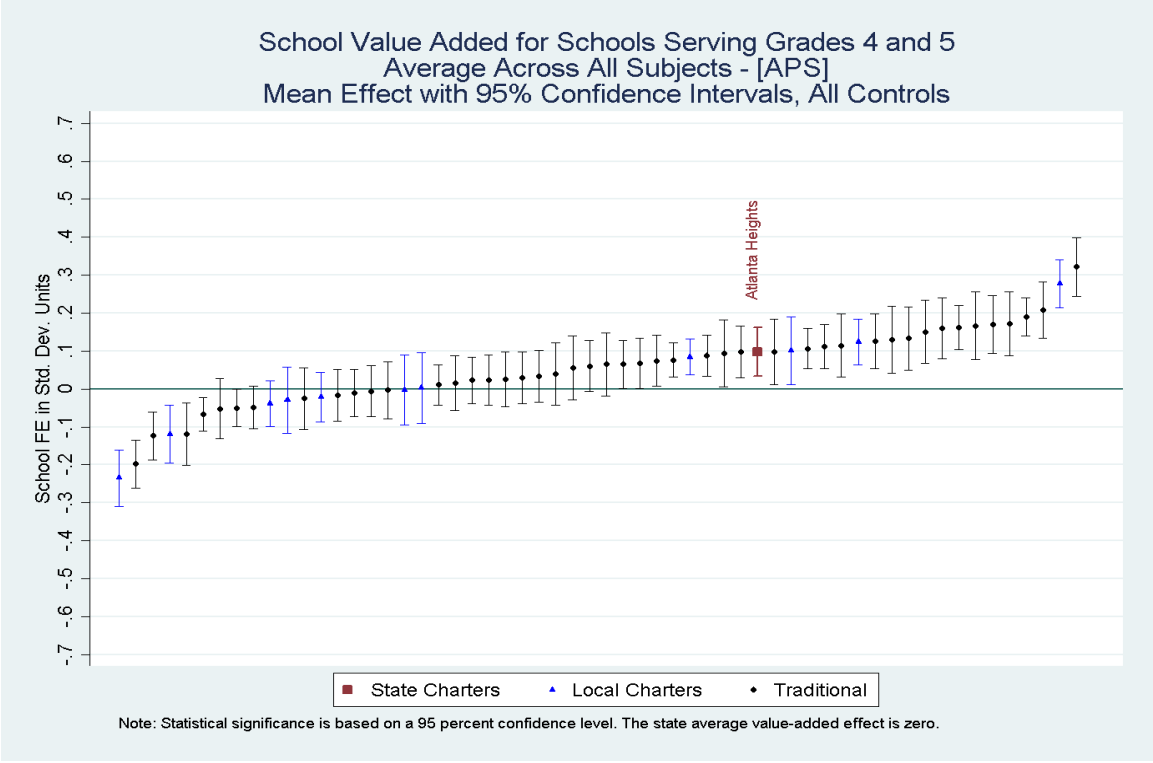
	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA	46	29	49 of 58	40	6	56 of 58	50	49	20 of 58
Math	53	63	17 of 58	51	55	21 of 58	55	72	18 of 58
Science	41	12	49 of 58	47	38	25 of 58			
Social Studies	40	12	39 of 58	35	6	51 of 58			
All-Subject Average	45	21	40 of 58	43	18	42 of 58	53	64	19 of 58
Middle									
ELA	54	80	11 of 25	48	36	15 of 24	53	77	3 of 22
Math	45	23	15 of 25	56	82	3 of 24	49	43	12 of 22
Science	47	32	15 of 25	46	30	9 of 24			
Social Studies	50	46	12 of 25	47	36	13 of 24			
All-Subject Average	49	42	11 of 25	49	50	5 of 24	51	56	7 of 22
High									
9th Grade Literature									
American Literature									
Analytic Geometry									
Algebra 1									
Biology									
Coordinate Algebra									
Economics									
Geometry									
Physical Science									

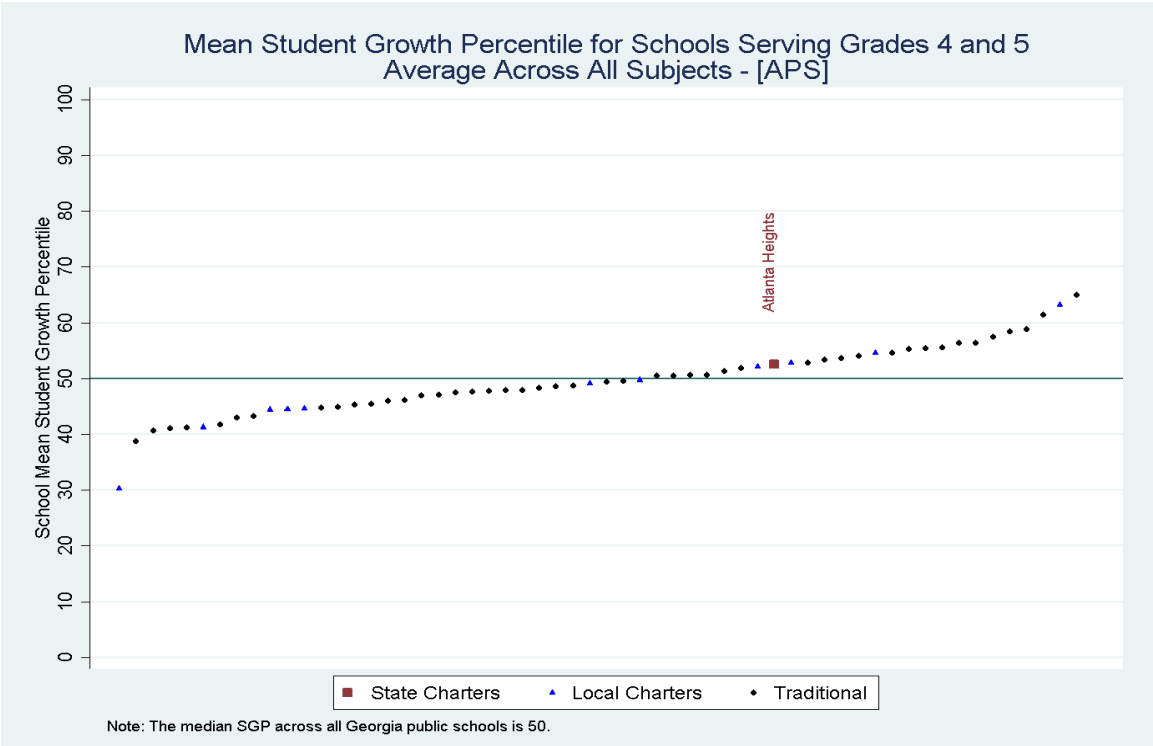
	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
U.S. History									

Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

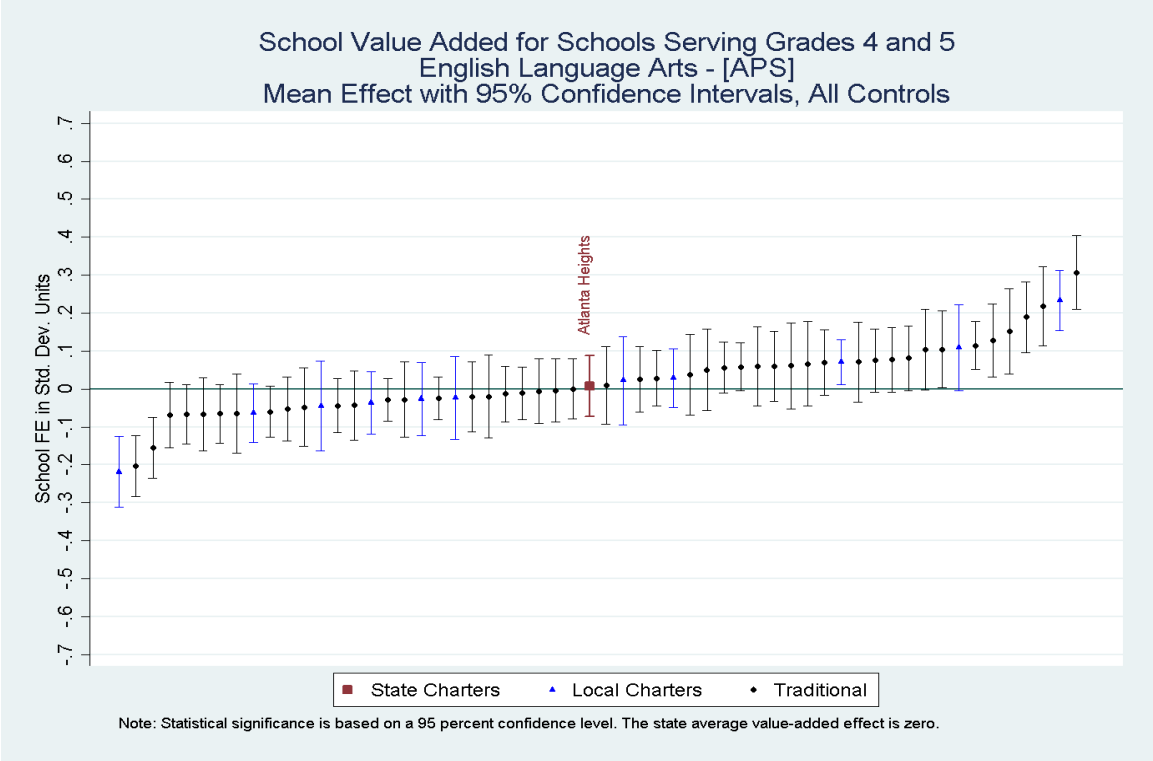
Comparison of School Impact

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

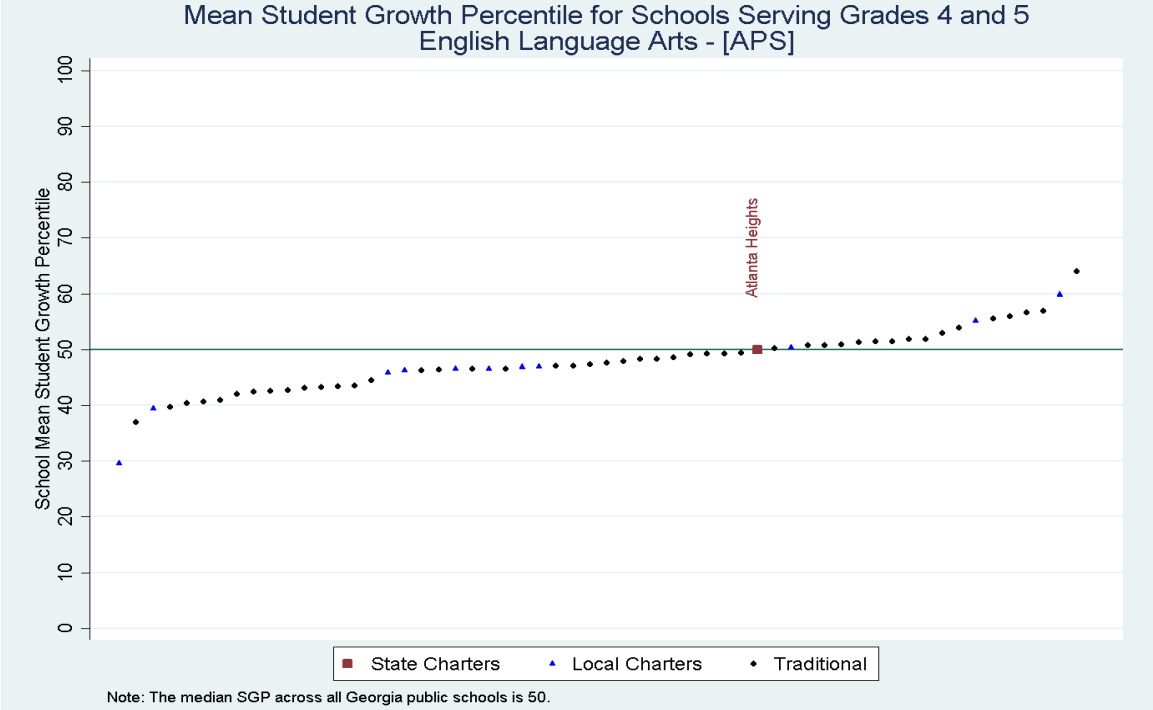




Subject Area: Elementary ELA
State Charter: Atlanta Heights
Comparison District: Atlanta Public Schools

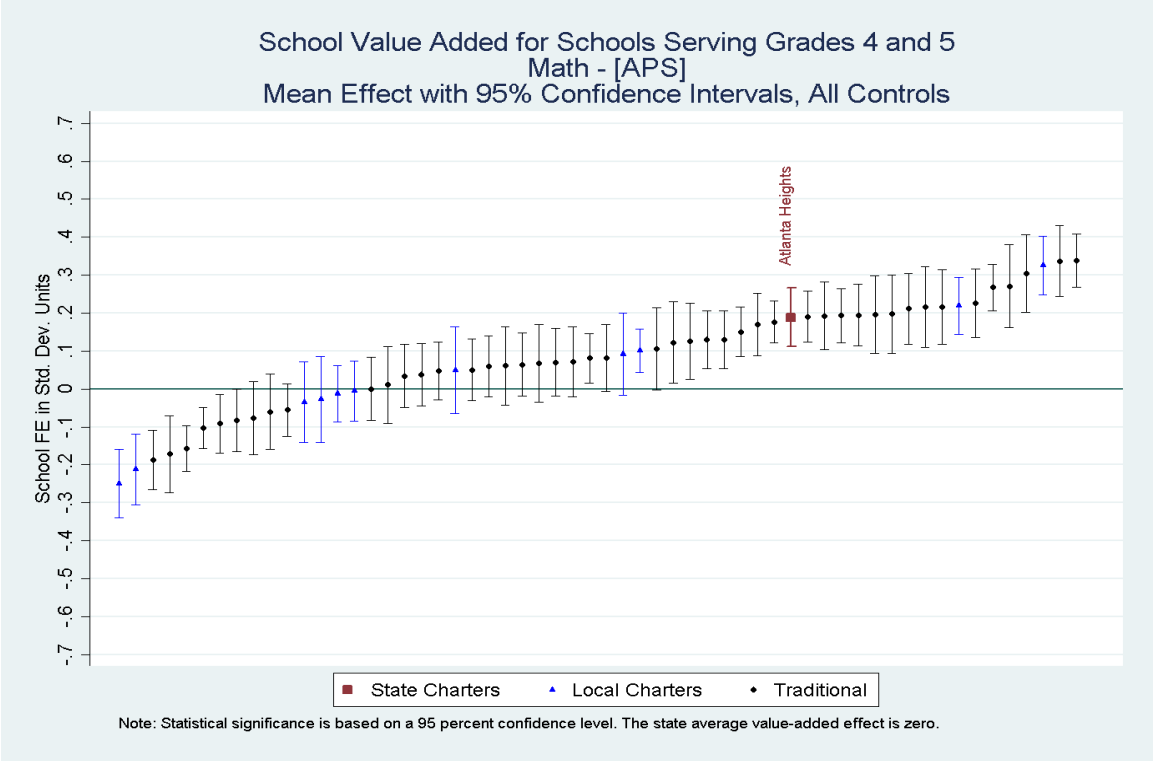


Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

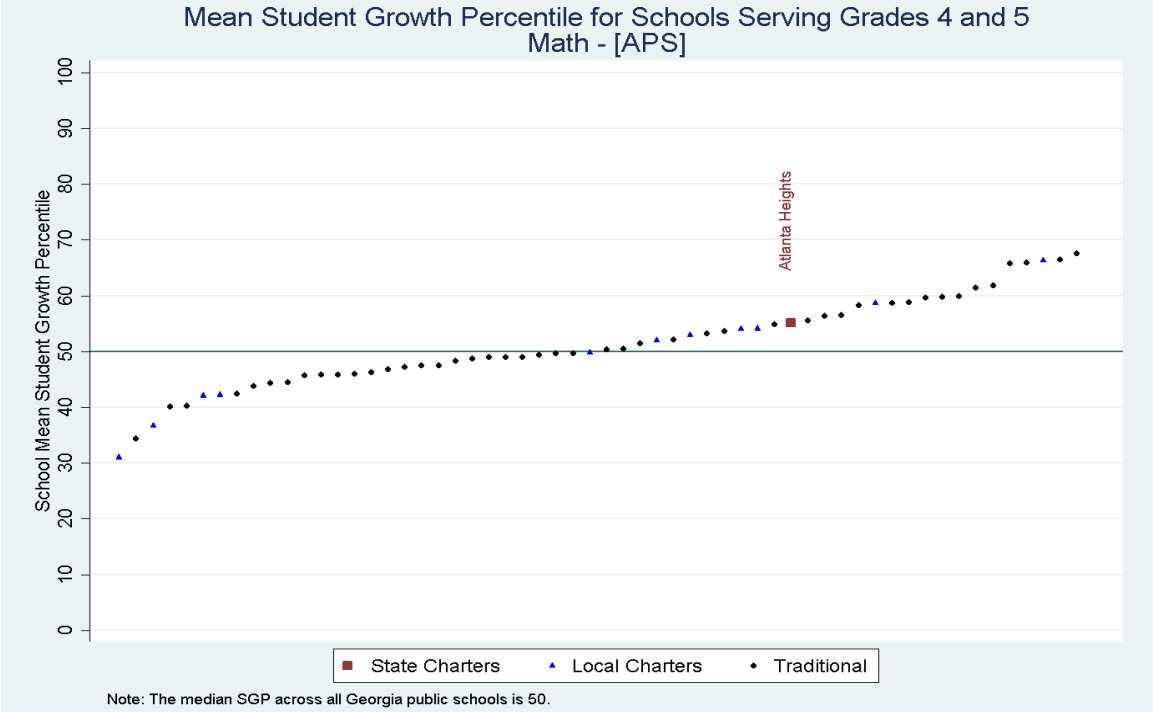


Note: The median SGP across all Georgia public schools is 50.

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

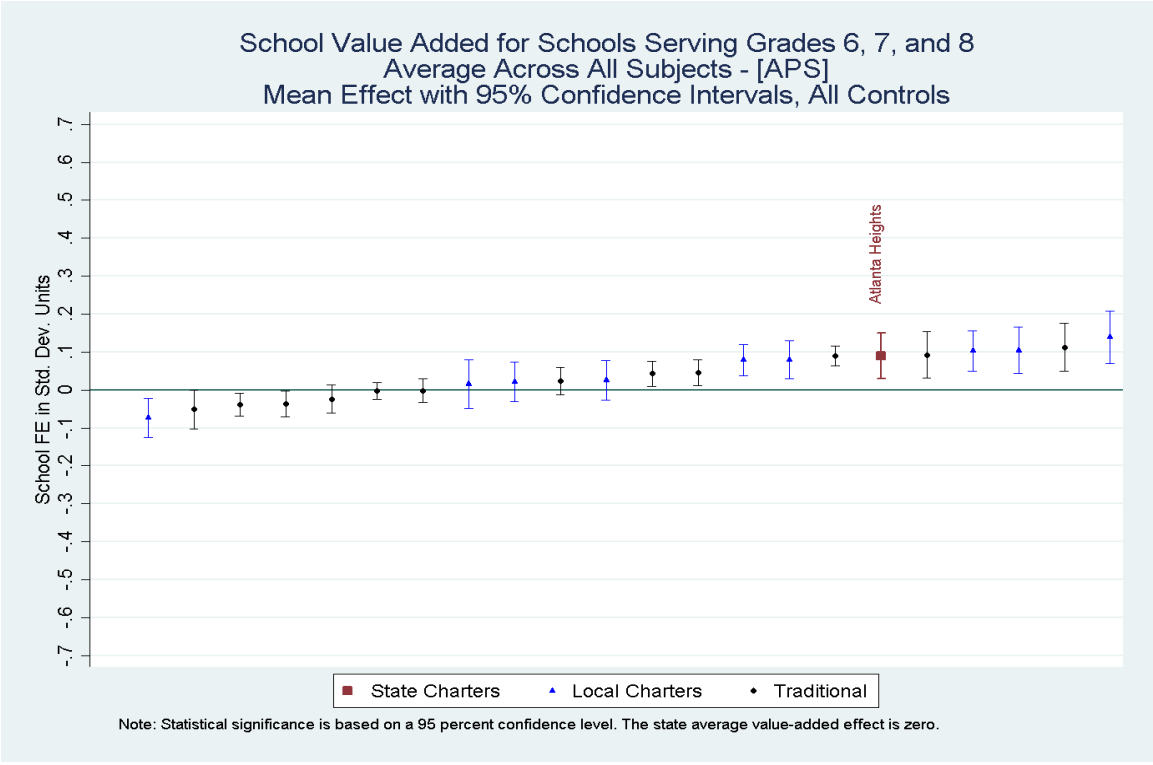


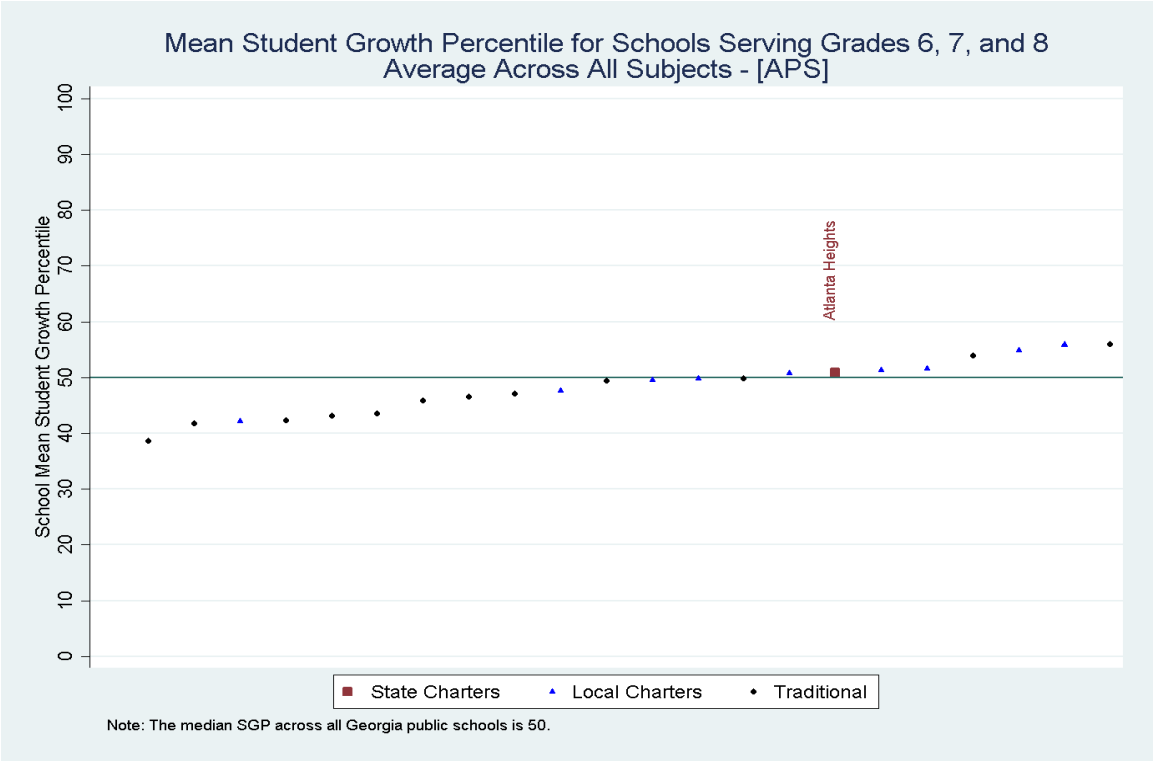
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



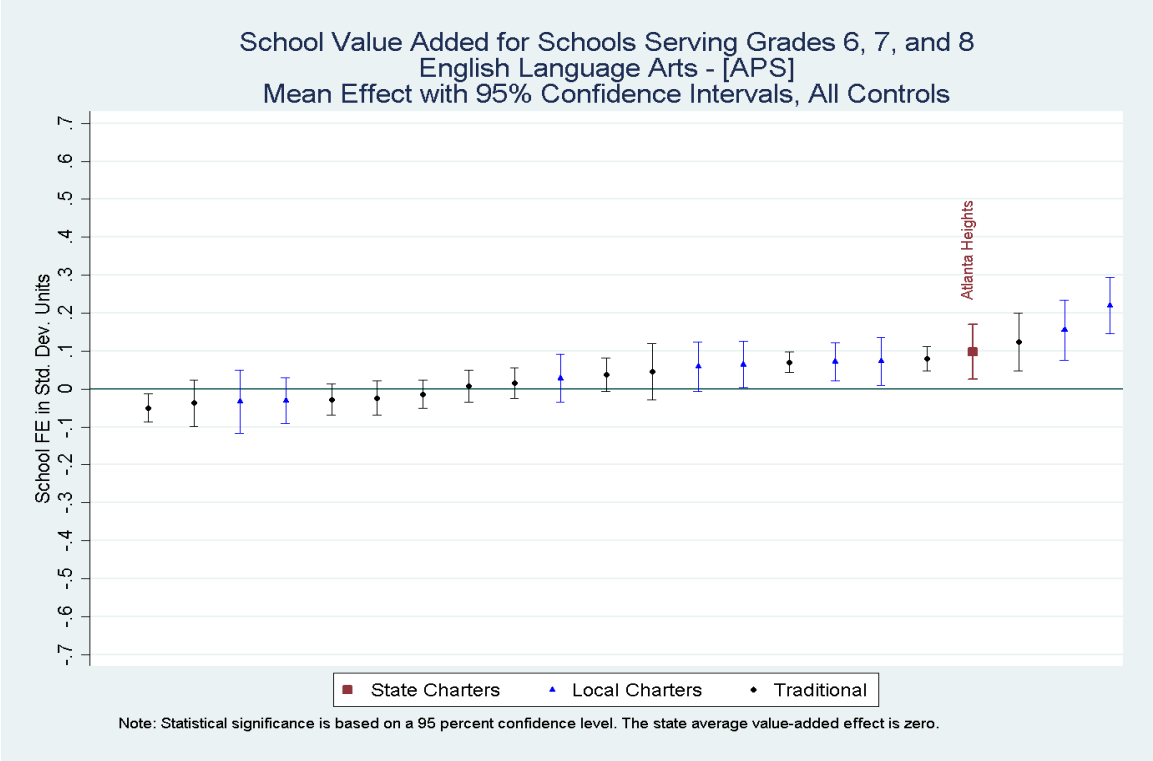
Note: The median SGP across all Georgia public schools is 50.

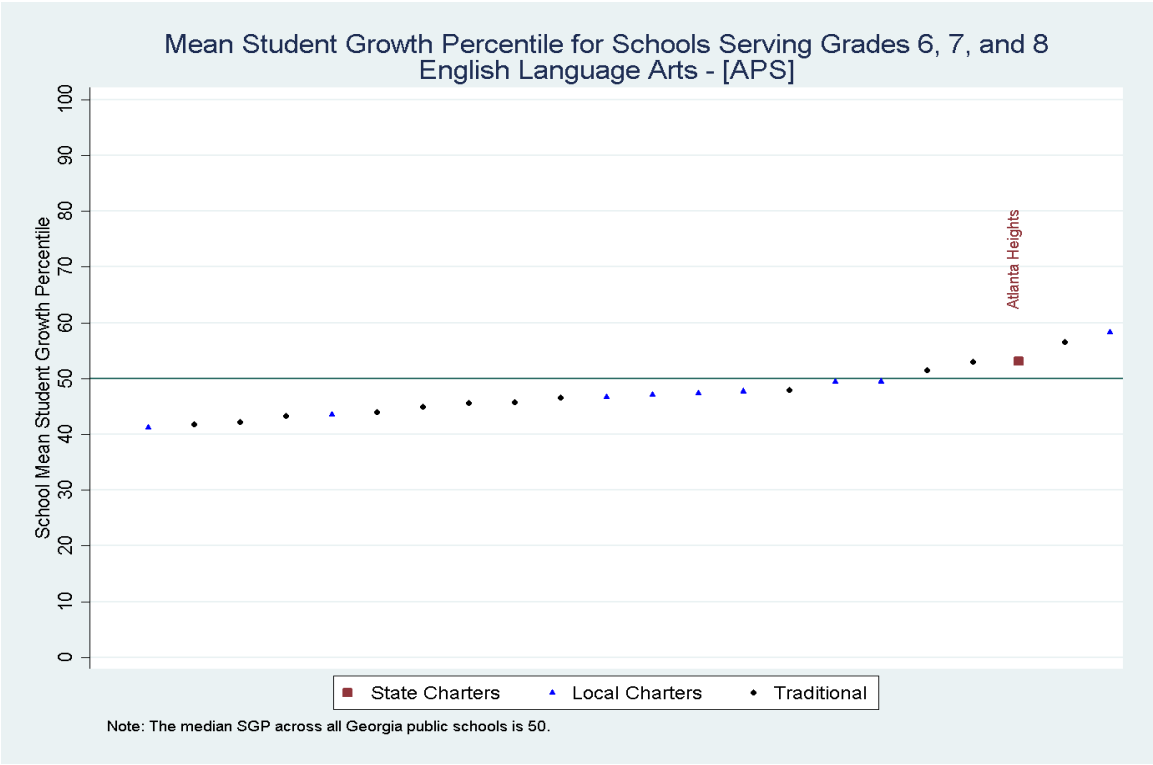
Subject Area: All-Subject Middle Average
State Charter: Atlanta Heights
Comparison District: Atlanta Public Schools



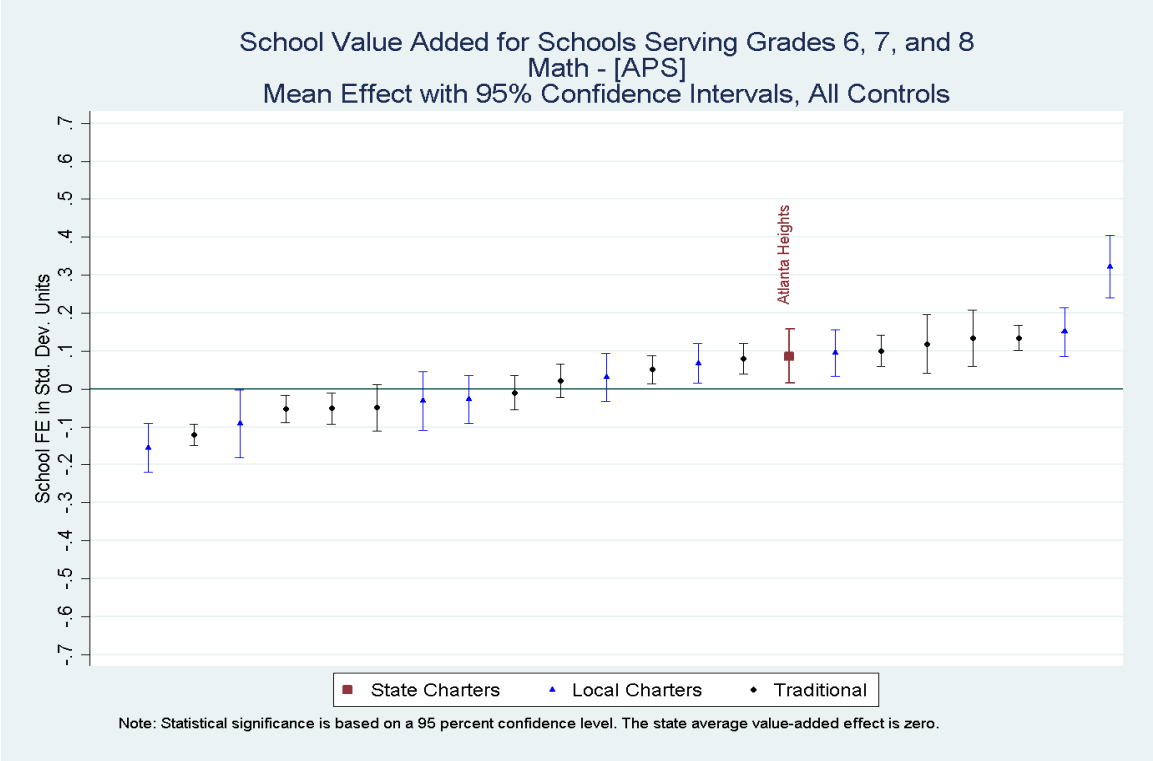


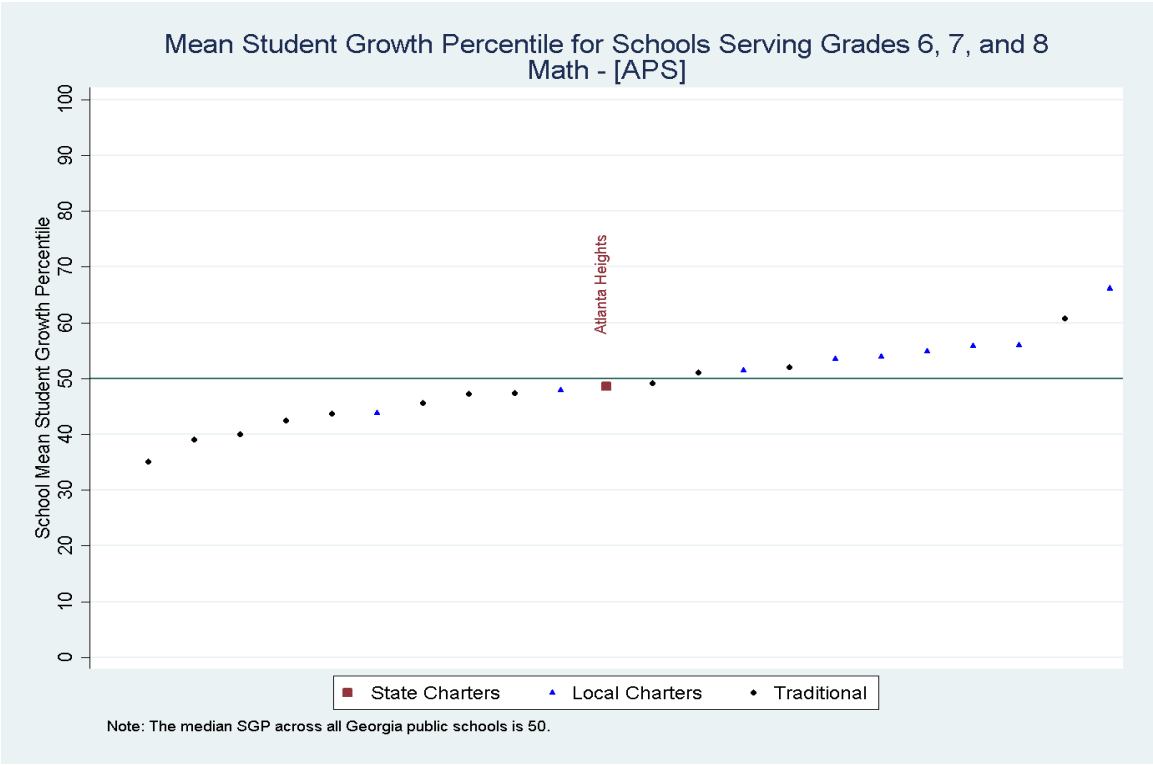
Subject Area: Middle ELA
State Charter: Atlanta Heights
Comparison District: Atlanta Public Schools





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 all subjects is -0.2535 in elementary grades and -0.2517 in middle grades.
- Brookhaven Innovation Academy's impact on student achievement is statistically below the state average in elementary grades and middle grades.
- Brookhaven Innovation Academy's first year in operation is 2016/17, 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 Math, middle school Math, and middle school ELA; and
  - indistinguishable from the state average in elementary 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*
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	46.0	43.0	26.9	19.4	10.7	12.2	11.3	11.9	8.7	0.0

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

Overall School Effect: -0.2535 Elementary / -0.2517 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. Similarly, its contribution to a middle school student's average achievement across ELA and Math is statistically 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.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA	-0.0849	17	No				43	13	
Math	-0.4218	1	Lower				27	1	
All-Subject Average	-0.2535	1	Lower				35	1	
Middle									
ELA	-0.2142	1	Lower				39	2	
Math	-0.2744	2	Lower				34	2	
All-Subject Average	-0.2517	1	Lower				36	1	
High									
9th Grade Literature									
American Literature									
Algebra 1									
Biology									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Economics									
Geometry									
Physical Science									
U.S. History									

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 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Brookhaven Innovation Academy's first year in operation is 2016/17, so it is not possible to make year-to-year performance assessments.

Cherokee Charter Academy

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across all subjects is -0.0602 in elementary grades and 0.0016 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 2016/17 is generally similar to its performance in 2014/15 and 2015/16. The 2016/17 middle school ELA and elementary Math performance improved relative to 2015/16, but elementary 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;
  - indistinguishable from the state average in elementary Math, but below the district average; and
  - higher than the state and district averages in middle grade 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	49.1	72.1	19.5	3.4	4.9	23.5	13.7	3.1	11.7	6.4

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

Overall School Effect: -0.0602 Elementary / 0.0016 Middle
Average Overall School Effect in District: 0.0080 Elementary / -0.0253 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.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA	-0.0756	19	Lower	19 of 25	-0.0354	No	48	34	22 of 25
Math	-0.0480	35	No	21 of 25	0.0509	Lower	47	37	23 of 25
All-Subject Average	-0.0602	25	Lower	20 of 25	0.0080	Lower	47	33	23 of 25
Middle									
ELA	0.1154	92	Higher	1 of 8	0.0066	Higher	58	94	2 of 8
Math	-0.0953	21	Lower	7 of 8	-0.0528	No	51	57	5 of 8
All-Subject Average	0.0016	50	No	3 of 8	-0.0253	No	54	78	3 of 8
High									
9th Grade Literature									
American Literature									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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									
Biology									
Economics									
Geometry									
Physical Science									
U.S. History									

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 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Cherokee Charter Academy's overall performance in elementary grades has been relatively constant over time. The 2016/17 middle school ELA and elementary Math performance improved relative to 2015/16, but elementary ELA declined.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA	0.0050	No	-0.0971	Higher	0.0021	No	-0.0189	No	-0.0756	Lower	-0.0354	No
Math	-0.1566	Lower	0.0061	Lower	-0.0826	Lower	0.0354	Lower	-0.0480	No	0.0509	Lower
Science	-0.0813	Lower	-0.0178	No	0.0006	No	0.0342	No				
Social Studies	-0.1065	Lower	-0.0433	No	0.0787	Higher	0.0275	No				
All-Subject Average	-0.0779	Lower	-0.0375	No	-0.0009	No	0.0189	No	-0.0602	Lower	0.0080	Lower
Middle												
ELA	0.0984	Higher	0.0040	Higher	-0.0969	Lower	0.0439	Lower	0.1154	Higher	0.0066	Higher
Math	-0.0221	No	0.0249	No	-0.2120	Lower	-0.0093	Lower	-0.0953	Lower	-0.0528	No
Science	0.0325	No	-0.0564	Higher	-0.0727	No	-0.0409	No				
Social Studies	0.0210	No	-0.0770	Higher	0.0014	No	0.0222	No				
All-Subject Average	0.0298	No	-0.0238	Higher	-0.1008	Lower	0.0049	Lower	0.0016	No	-0.0253	No
High												
9th Grade Literature												
American Literature												
Analytic Geometry												
Algebra 1												

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Biology												
Coordinate Algebra												
Economics												
Geometry												
Physical Science												
U.S. History												

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.

*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.

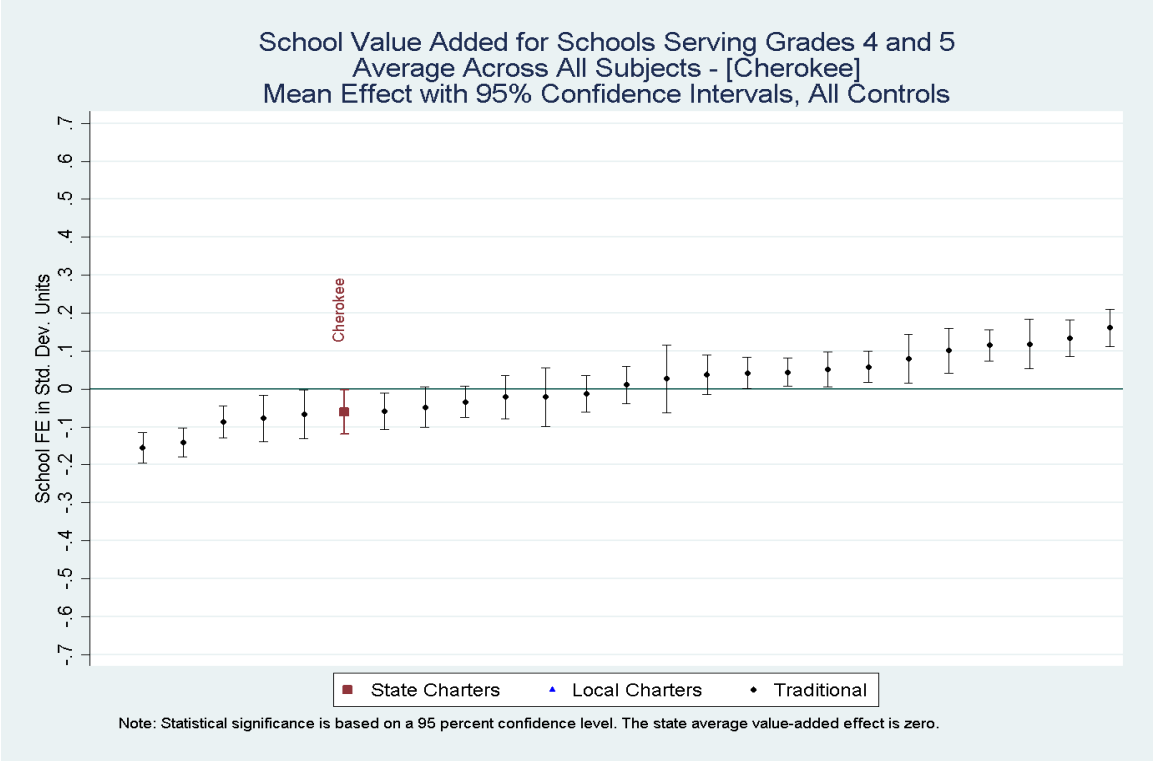
	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA	50	51	4 of 25	53	72	10 of 25	48	34	22 of 25
Math	47	40	22 of 25	50	51	22 of 25	47	37	23 of 25

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Science	47	35	19 of 25	52	59	19 of 25			
Social Studies	45	30	20 of 25	57	77	13 of 25			
All-Subject Average	47	34	20 of 25	53	67	17 of 25	47	33	23 of 25
Middle									
ELA	53	76	3 of 13	45	22	12 of 12	58	94	2 of 8
Math	55	74	8 of 13	47	40	12 of 12	51	57	5 of 8
Science	51	61	6 of 13	48	41	10 of 12			
Social Studies	49	45	9 of 13	54	76	8 of 12			
All-Subject Average	52	69	5 of 13	48	42	11 of 12	54	78	3 of 8
High									
9th Grade Literature									
American Literature									
Analytic Geometry									
Algebra 1									
Biology									
Coordinate Algebra									
Economics									
Geometry									
Physical Science									
U.S. History									

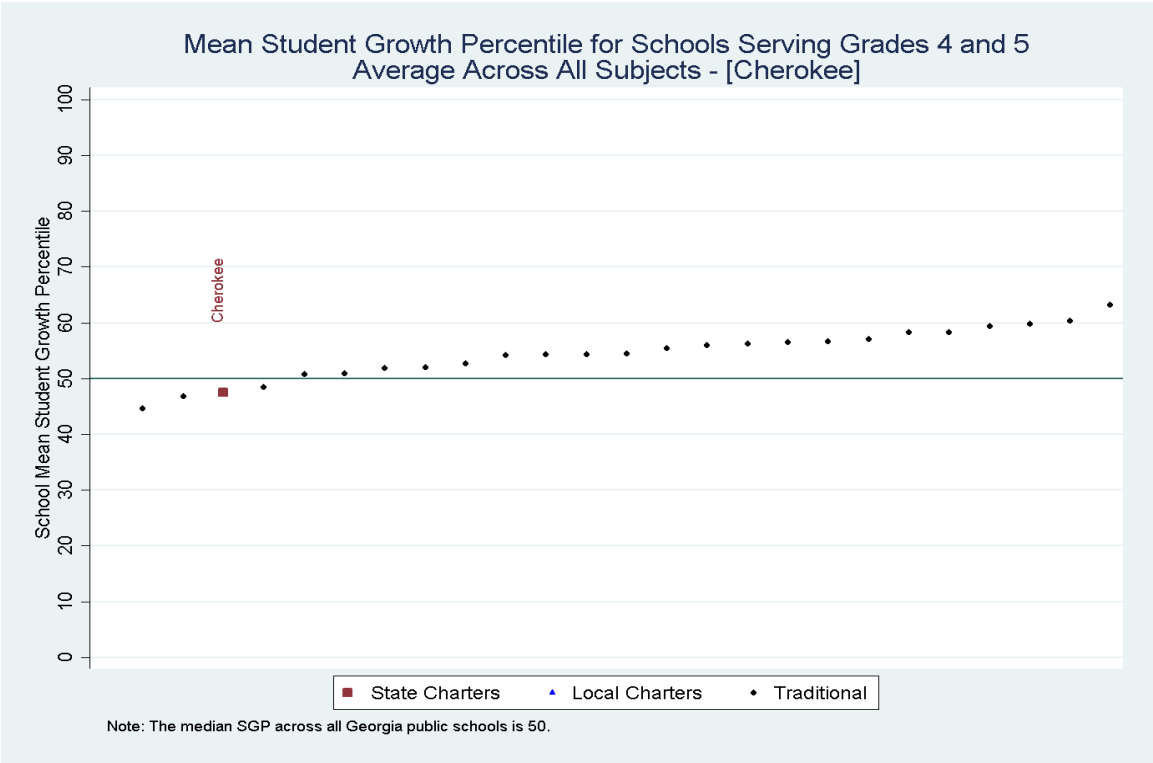
Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

Comparison of School Impact

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

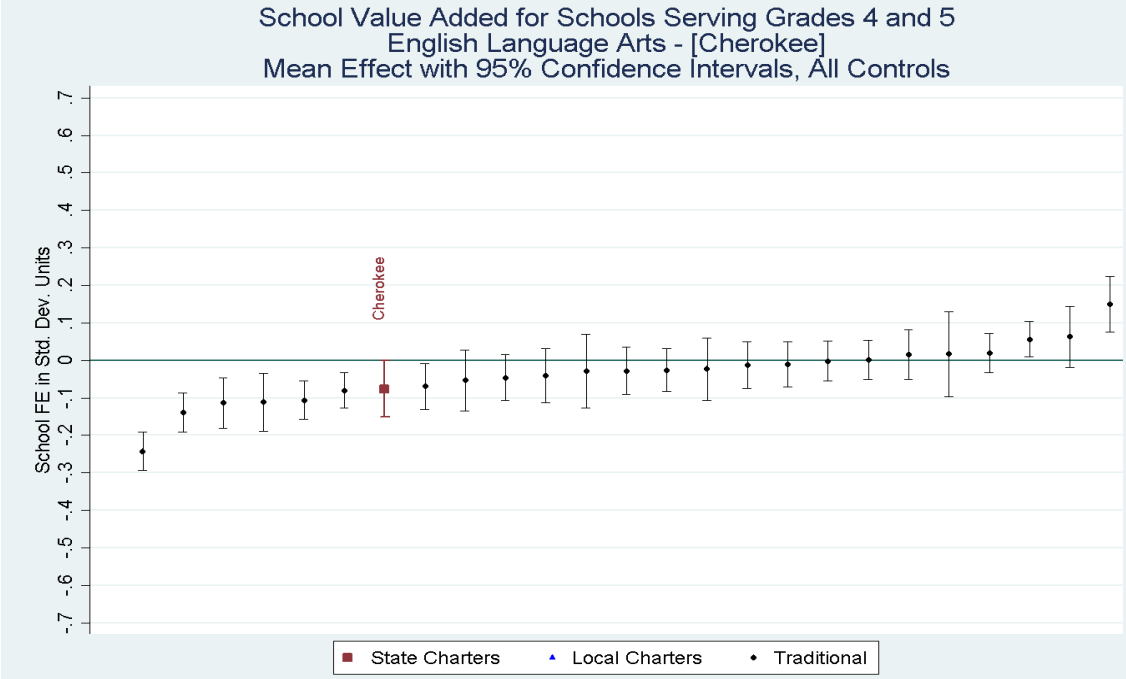


Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

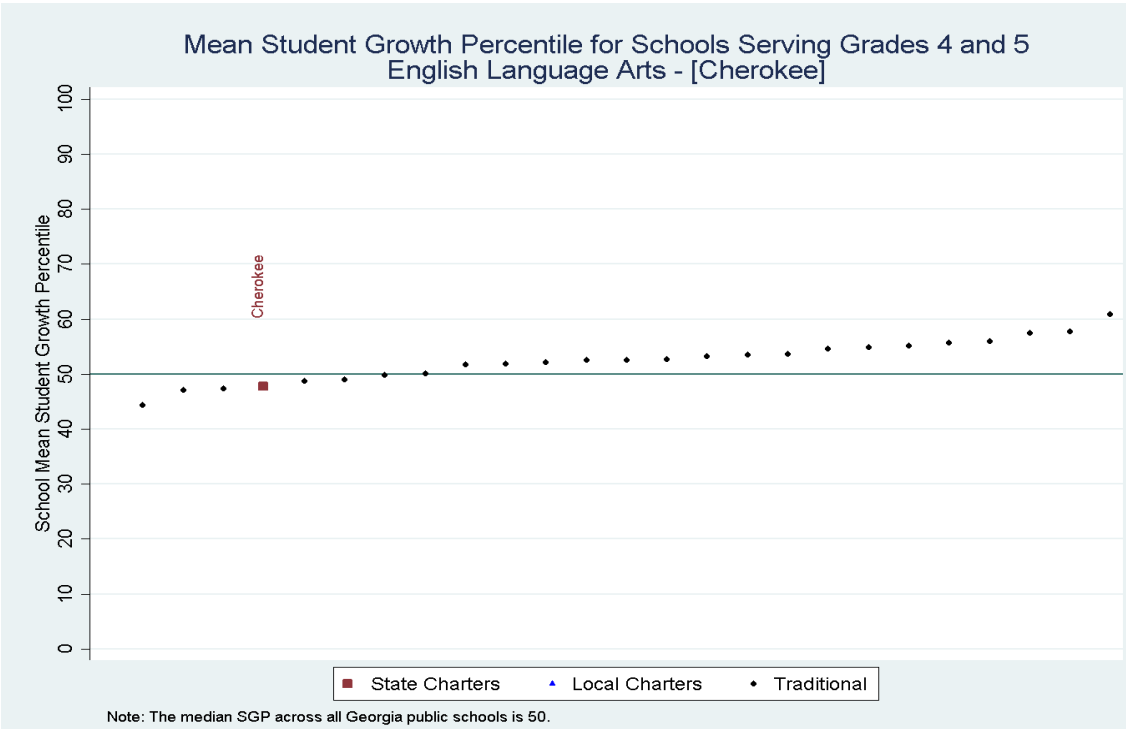


Note: The median SGP across all Georgia public schools is 50.

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

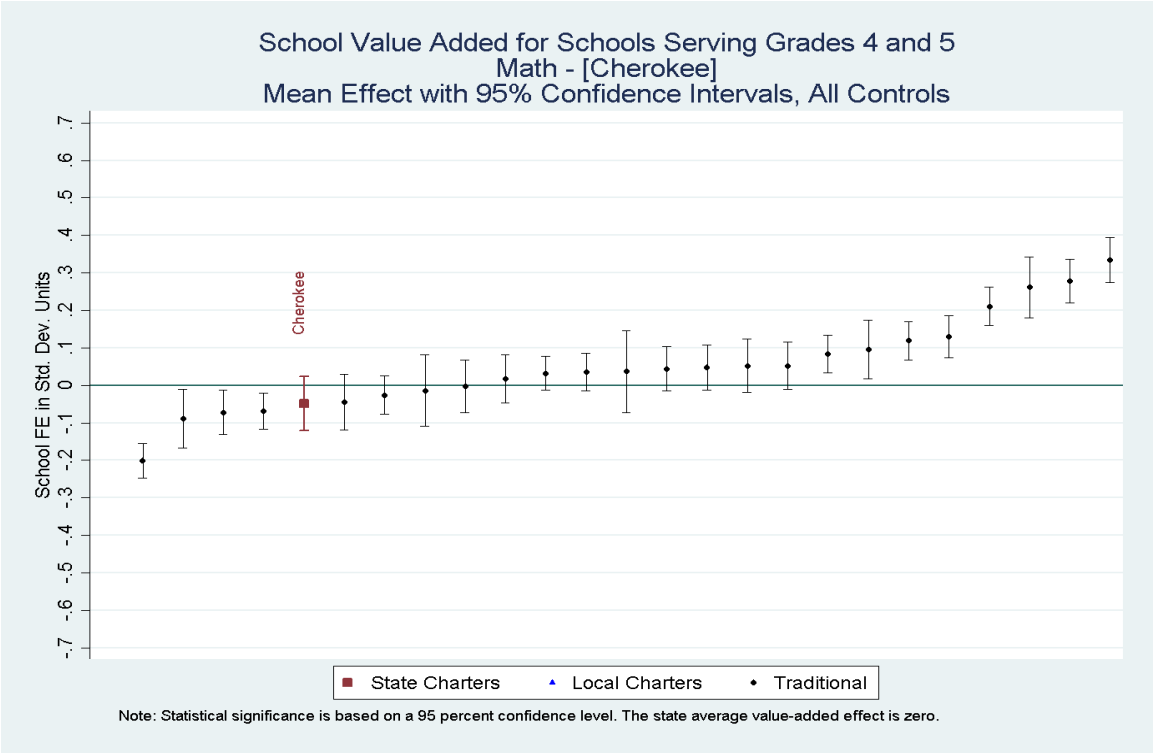


Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

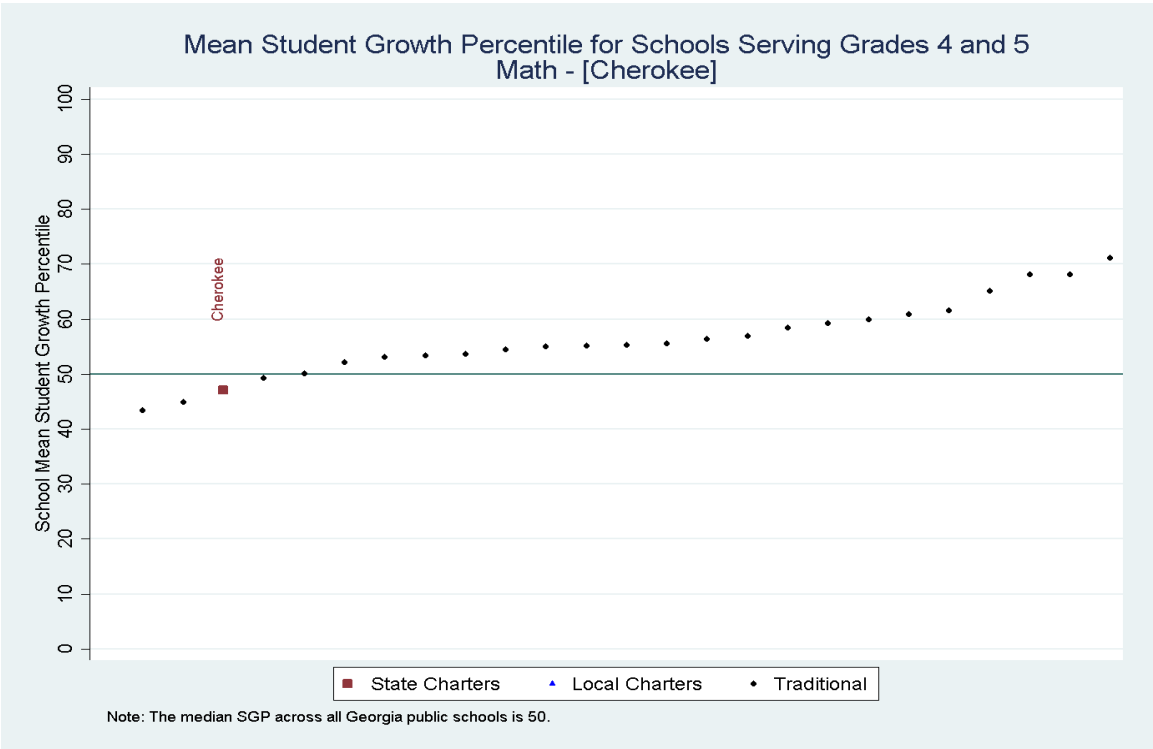


Note: The median SGP across all Georgia public schools is 50.

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

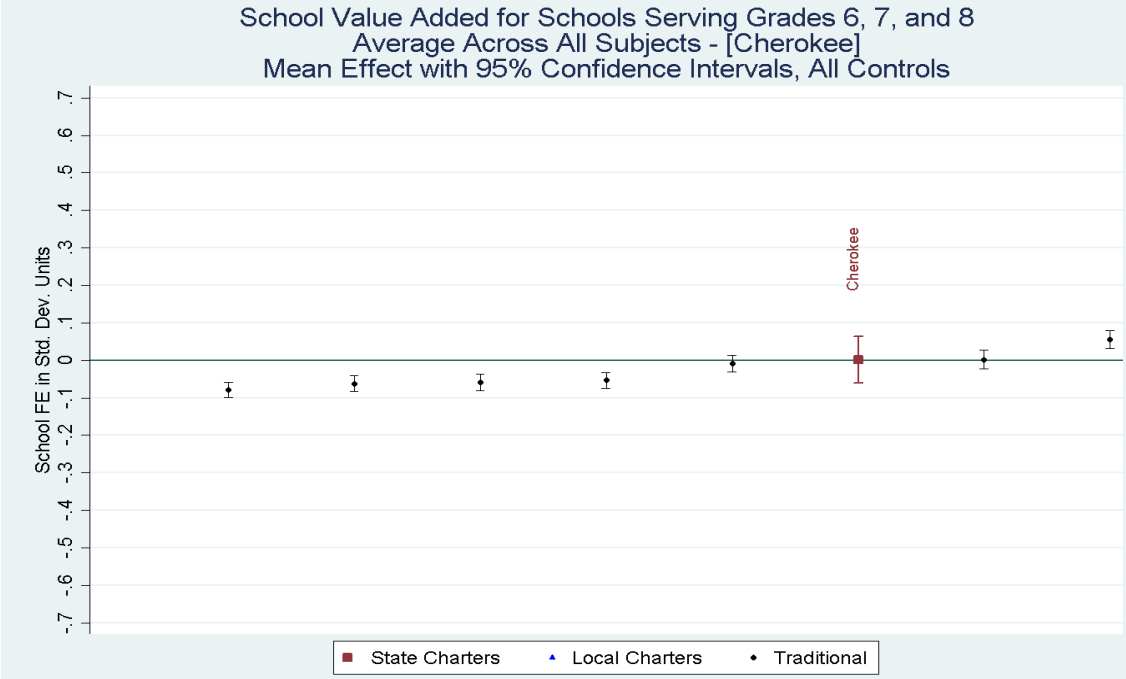


Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

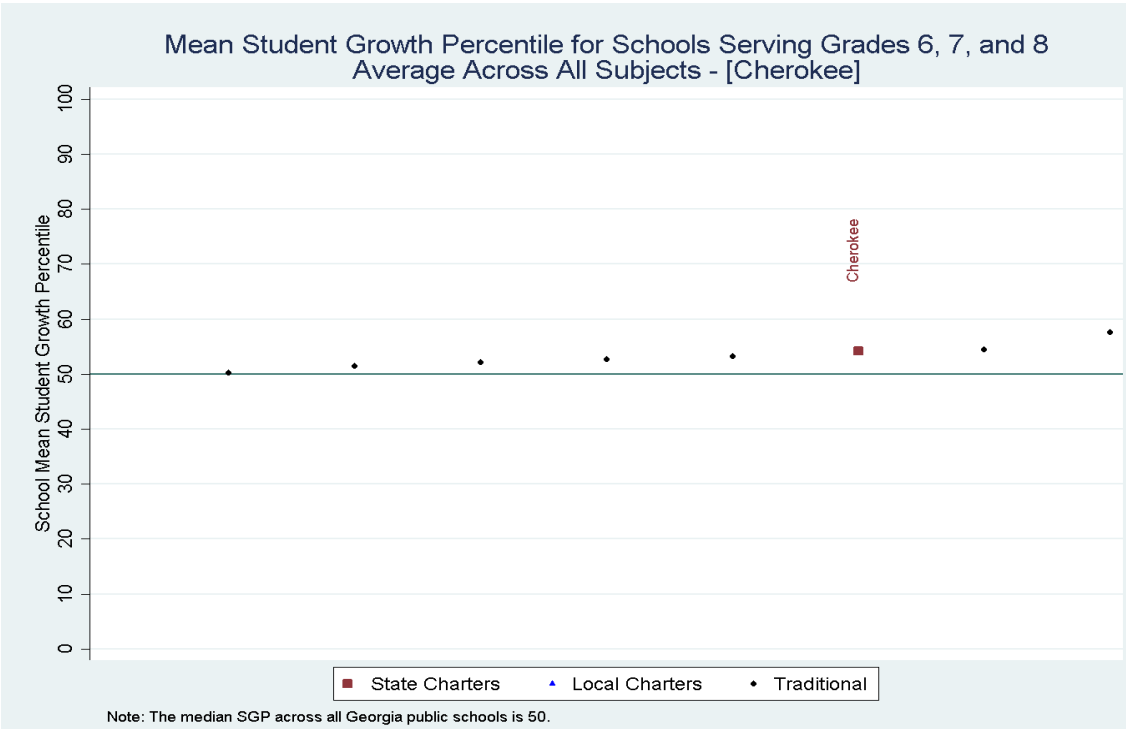


Note: The median SGP across all Georgia public schools is 50.

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

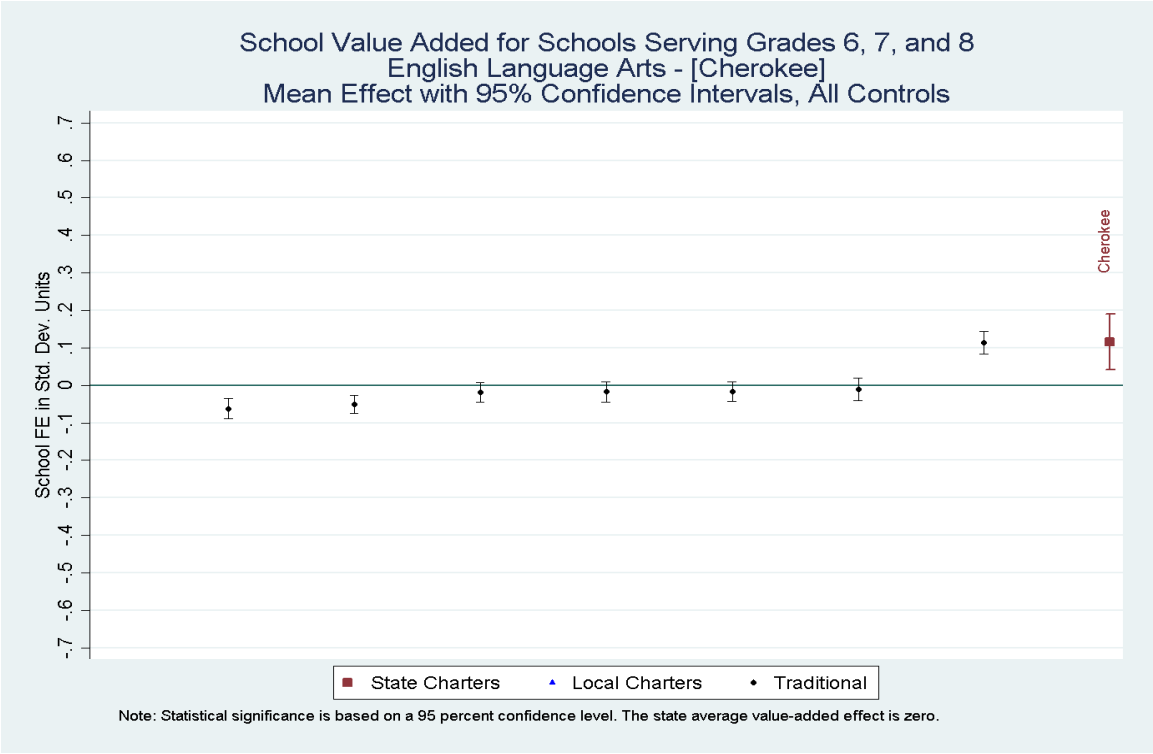


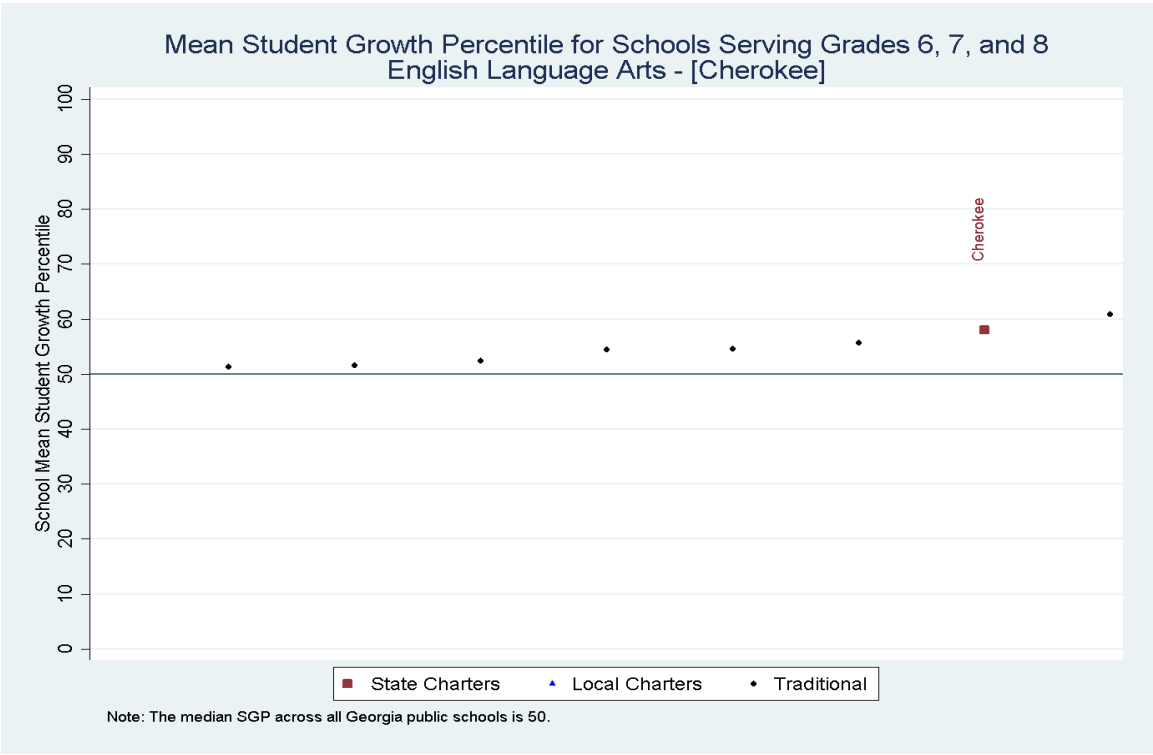
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



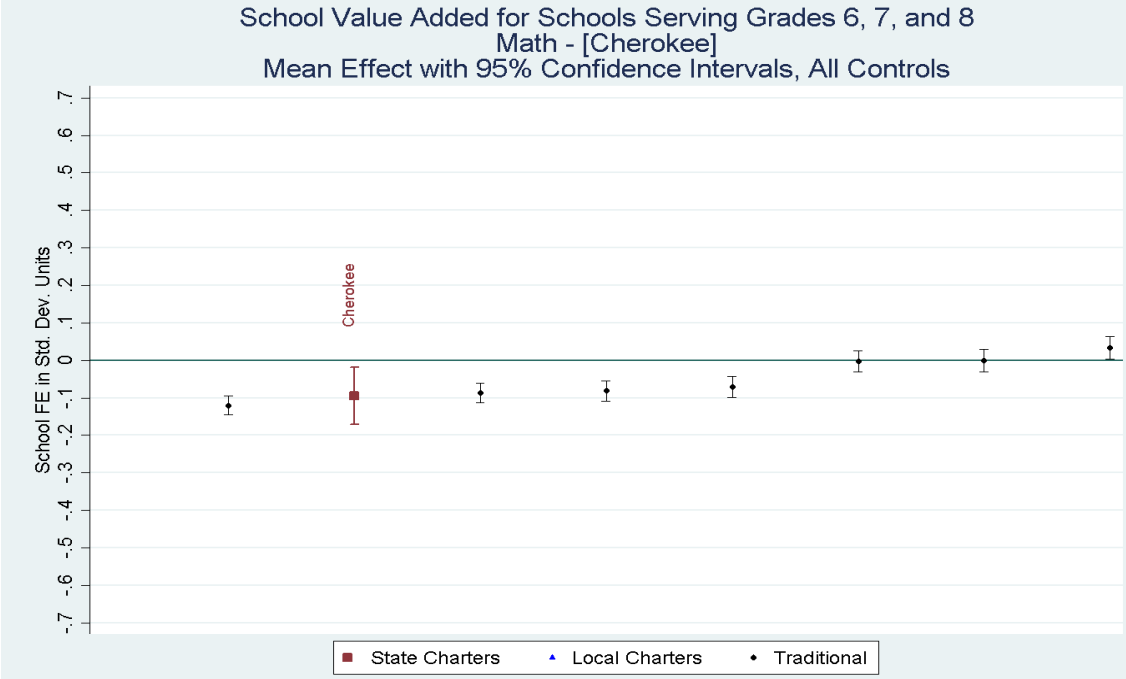
Note: The median SGP across all Georgia public schools is 50.

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

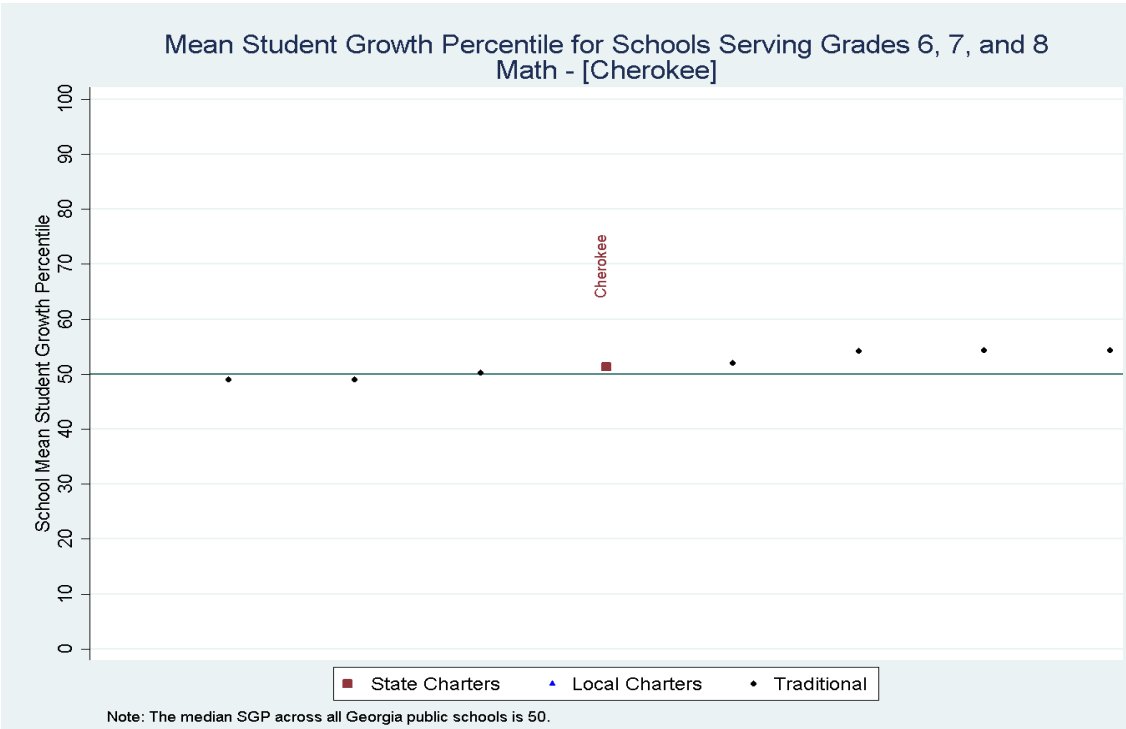




Subject Area: Middle Mathematics
State Charter: Cherokee Charter Academy
Comparison District: Cherokee County Schools



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



Note: The median SGP across all Georgia public schools is 50.

Cirrus Academy Charter

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across all subjects is -0.3420 in elementary grades and -0.0574 in middle grades.
- Cirrus Academy Charter's performance is statistically below the state average in elementary grades, but indistinguishable from the state average in middle grades.
- Cirrus Academy Charter's first year in operation is 2016/17, 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 Math and ELA; and
  - indistinguishable from the state averages in 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
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	55.5	5.3	90.6	0.7	3.5	0.0	52.7	0.0	5.9	0.0

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

Overall School Effect: -0.3420 Elementary / -0.0574 Middle

Cirrus Academy Charter's contribution to an elementary student's average achievement across ELA and Math is statistically below the average elementary school in the state. Its contribution to a middle school student's cross-subject average achievement 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.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA	-0.2369	2	Lower				37	2	
Math	-0.4479	1	Lower				18	1	
All-Subject Average	-0.3420	1	Lower				27	1	
Middle									
ELA	-0.0599	20	No				46	20	
Math	-0.0292	39	No				46	30	
All-Subject Average	-0.0574	25	No				46	23	
High									
9th Grade Literature									
American Literature									
Algebra 1									
Biology									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Economics									
Geometry									
Physical Science									
U.S. History									

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 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Cirrus Academy Charter's first year in operation is 2016/17, 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 all subjects is 0.1592 in elementary grades and -0.1071 in middle grades.
- Coweta Charter Academy's performance is higher than the state and district average elementary school, but below both the state and district average middle school.
- Coweta Charter Academy's performance in elementary grades in 2016/17 is generally improved relative to performance in 2015/16 and 2014/15. In both 2014/15 and 2015/16, its performance in elementary ELA and Math was indistinguishable from the district averages, whereas in 2016/17, it was above the district average. For middle school Math, its overall performance was below the state and district average for all three years. For middle school ELA, the school's performance was indistinguishable from the state and district average for all three years.
- 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	52.0	79.2	11.0	1.0	8.8	20.8	11.4	1.1	10.4	9.3

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

Overall School Effect: 0.1592 Elementary / -0.1071 Middle
Average Overall School Effect in District: -0.0019 Elementary / 0.0171 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 below 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.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA	0.1880	97	Higher	1 of 21	0.0269	Higher	64	98	2 of 21
Math	0.1385	85	Higher	2 of 21	-0.0298	Higher	59	88	4 of 21
All-Subject Average	0.1592	94	Higher	2 of 21	-0.0019	Higher	61	97	2 of 21
Middle									
ELA	0.0310	64	No	3 of 8	0.0127	No	55	86	3 of 8

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Math	-0.2521	3	Lower	8 of 8	0.0098	Lower	45	24	8 of 8
All-Subject Average	-0.1071	9	Lower	7 of 8	0.0171	Lower	50	49	8 of 8
High									
9th Grade Literature									
American Literature									
Algebra 1									
Biology									
Economics									
Geometry									
Physical Science									
U.S. History									

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 and, thus, have no comparison district.

Comparison of 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Coweta Charter Academy's performance in elementary grades in 2016/17 is generally improved relative to performance in 2015/16 and 2014/15. In both 2014/15 and 2015/16, its performance in elementary ELA and Math was indistinguishable from the district averages, whereas in 2016/17, it was above the district average. For middle school Math, its overall performance was below the state and district average for all three years. For middle school ELA, the school's performance was indistinguishable from the state and district average for all three years.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA	-0.0005	No	-0.0544	No	-0.0512	No	-0.1095	No	0.1880	Higher	0.0269	Higher
Math	-0.2083	Lower	-0.0398	Lower	0.0035	No	-0.0390	No	0.1385	Higher	-0.0298	Higher
Science	-0.1280	Lower	-0.0534	No	-0.0516	No	-0.0415	No				
Social Studies	-0.0352	No	-0.0541	No	-0.1826	Lower	-0.0862	Lower				
All-Subject Average	-0.0962	Lower	-0.0510	No	-0.0648	Lower	-0.0683	No	0.1592	Higher	-0.0019	Higher
Middle												
ELA	-0.0022	No	0.0138	No	0.0553	No	-0.0045	No	0.0310	No	0.0127	No
Math	-0.2750	Lower	-0.0108	Lower	-0.1312	Lower	0.0093	Lower	-0.2521	Lower	0.0098	Lower
Science	-0.3651	Lower	-0.0797	Lower	-0.2514	Lower	-0.0917	Lower				
Social Studies	-0.3483	Lower	-0.0532	Lower	-0.1116	Lower	-0.0645	No				
All-Subject Average	-0.2350	Lower	-0.0267	Lower	-0.0921	Lower	-0.0209	Lower	-0.1071	Lower	0.0171	Lower
High												
9th Grade Literature												
American Literature												
Analytic Geometry												

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Algebra 1												
Biology												
Coordinate Algebra												
Economics												
Geometry												
Physical Science												
U.S. History												

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.

*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.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA	55	76	2 of 21	47	33	9 of 21	64	98	2 of 21
Math	43	23	18 of 21	52	58	8 of 21	59	88	4 of 21
Science	45	28	17 of 21	47	34	15 of 21			

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Social Studies	50	47	10 of 21	46	34	14 of 21			
All-Subject Average	48	35	14 of 21	48	40	12 of 21	61	97	2 of 21
Middle									
ELA	49	47	7 of 8	50	52	5 of 8	55	86	3 of 8
Math	41	11	8 of 8	47	40	8 of 8	45	24	8 of 8
Science	29	2	8 of 8	36	5	8 of 8			
Social Studies	36	7	8 of 8	50	50	4 of 8			
All-Subject Average	39	4	8 of 8	46	27	8 of 8	50	49	8 of 8
High									
9th Grade Literature									
American Literature									
Analytic Geometry									
Algebra 1									
Biology									
Coordinate Algebra									
Economics									
Geometry									
Physical Science									
U.S. History									

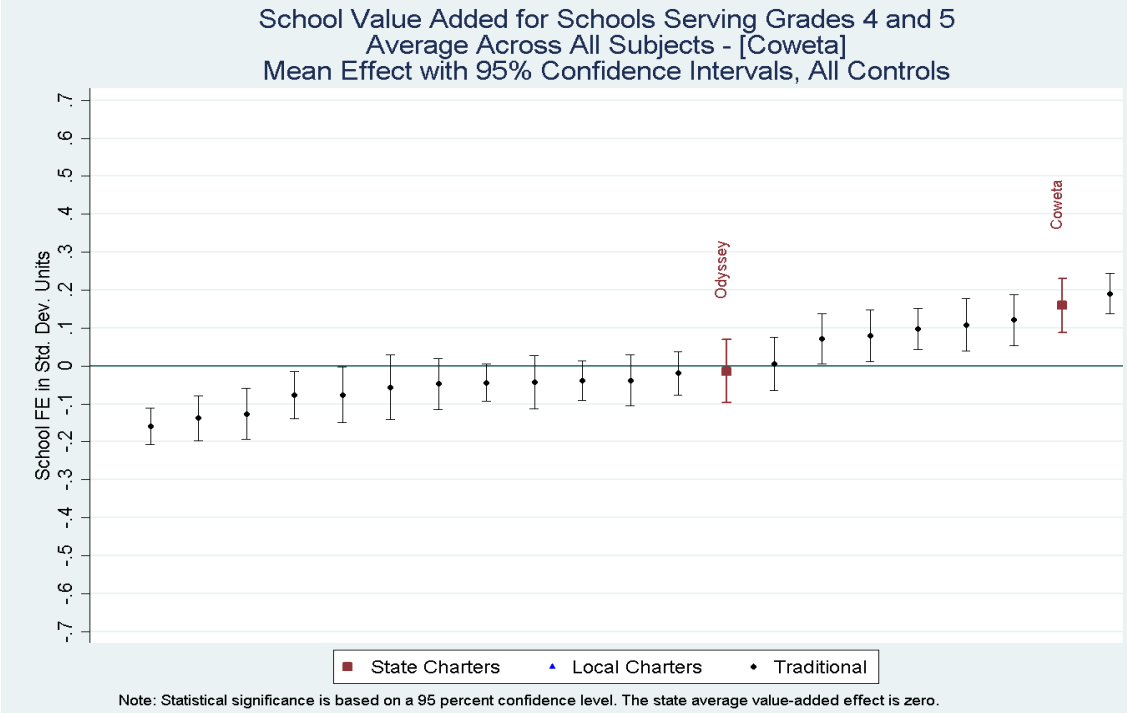
Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

Comparison of School Impact

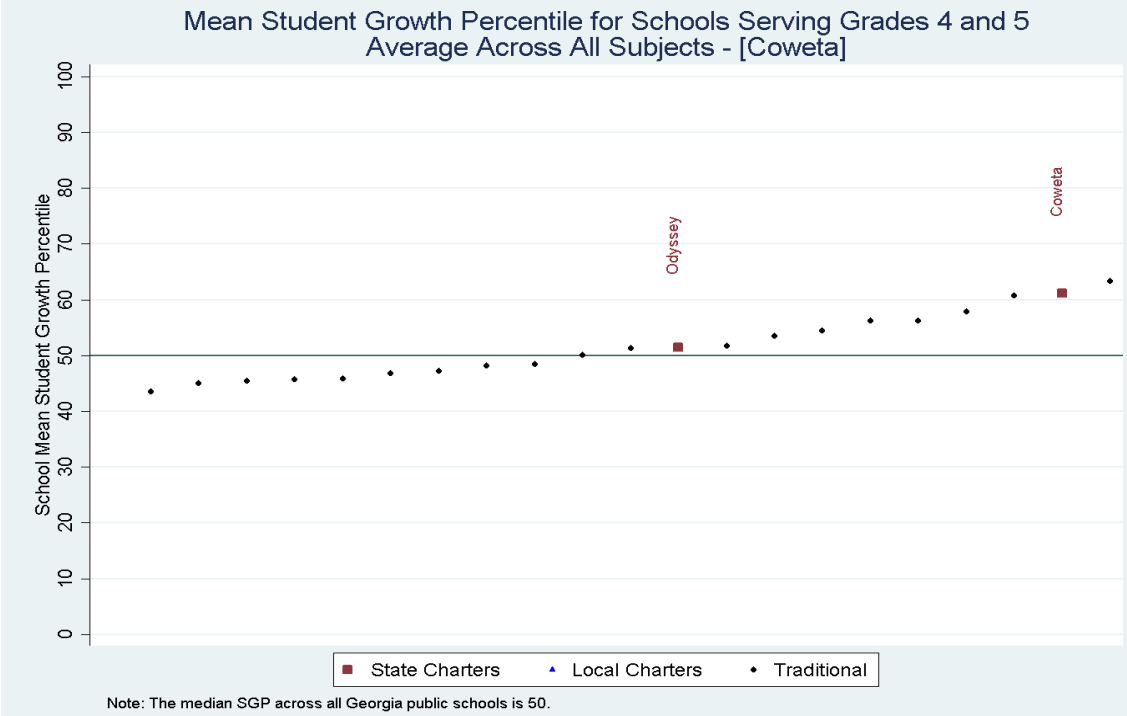
Subject Area: All-Subject Elementary Average

State Charter: Coweta Charter Academy

Comparison District: Coweta County Public Schools

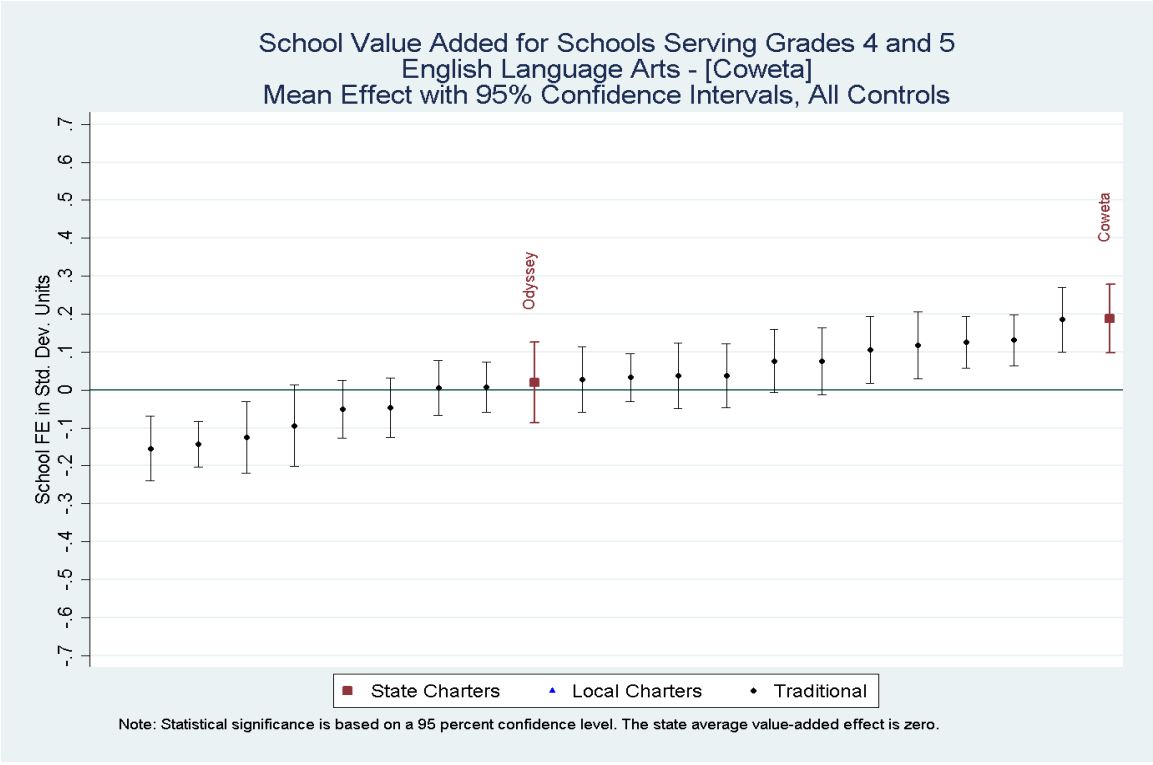


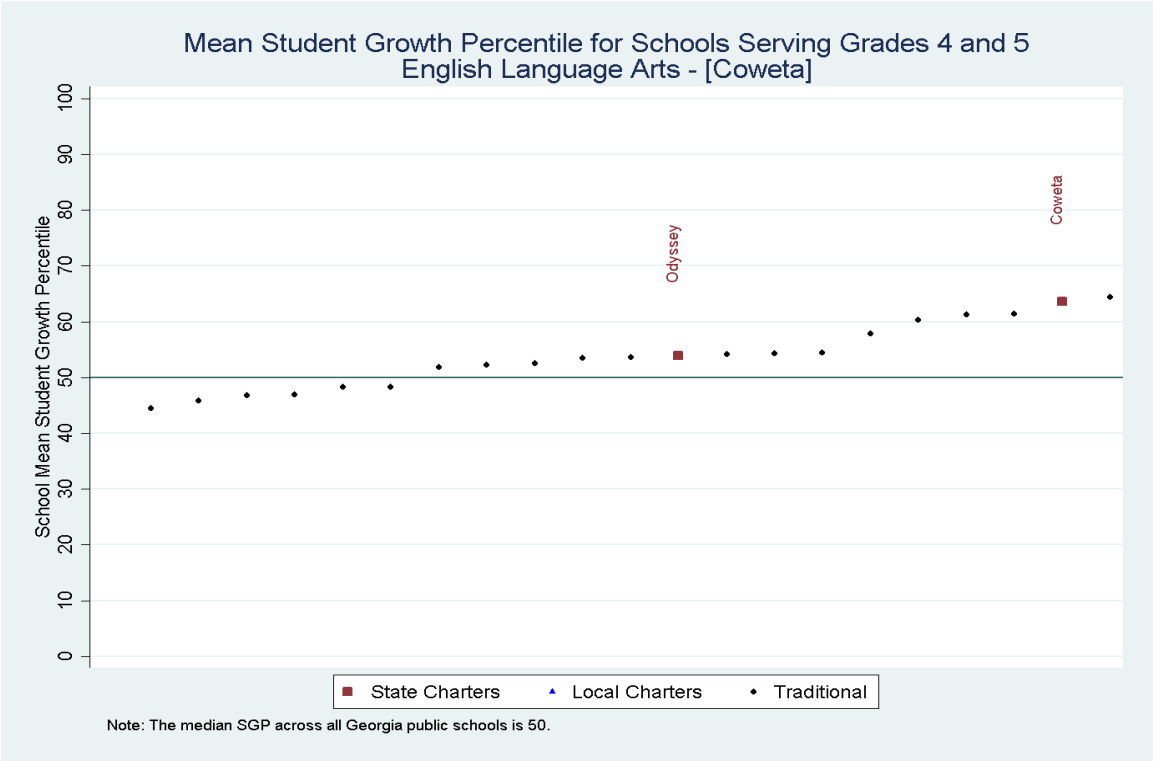
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



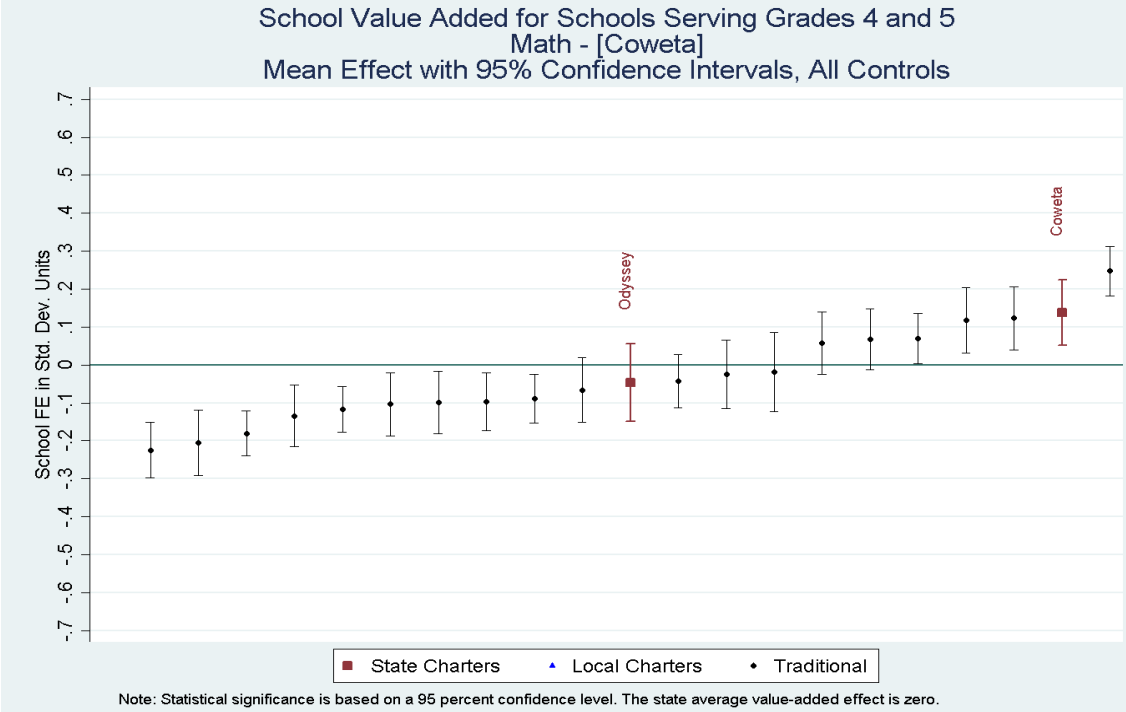
Note: The median SGP across all Georgia public schools is 50.

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

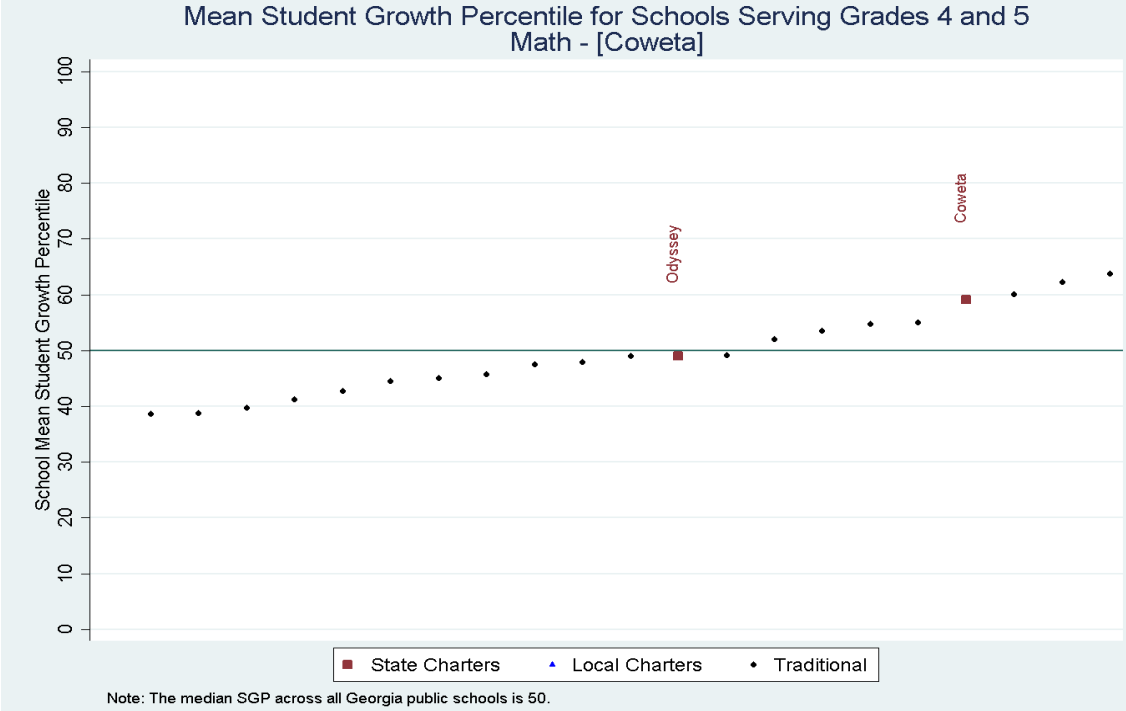




Subject Area: Elementary Mathematics
State Charter: Coweta Charter Academy
Comparison District: Coweta County Public Schools

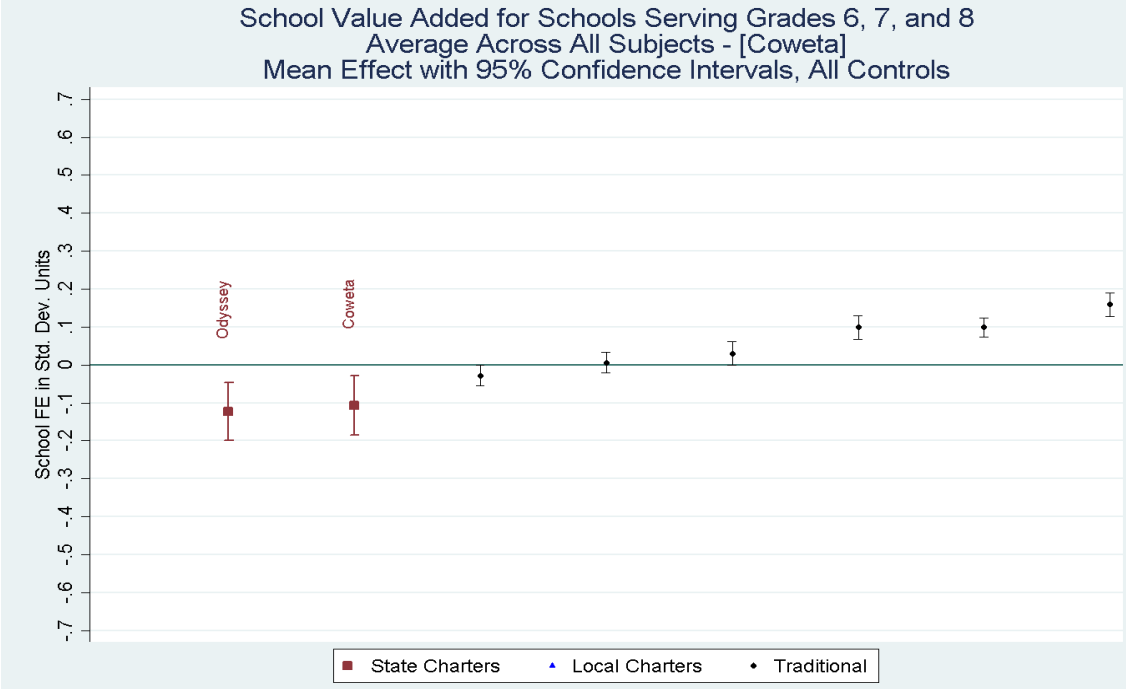


Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

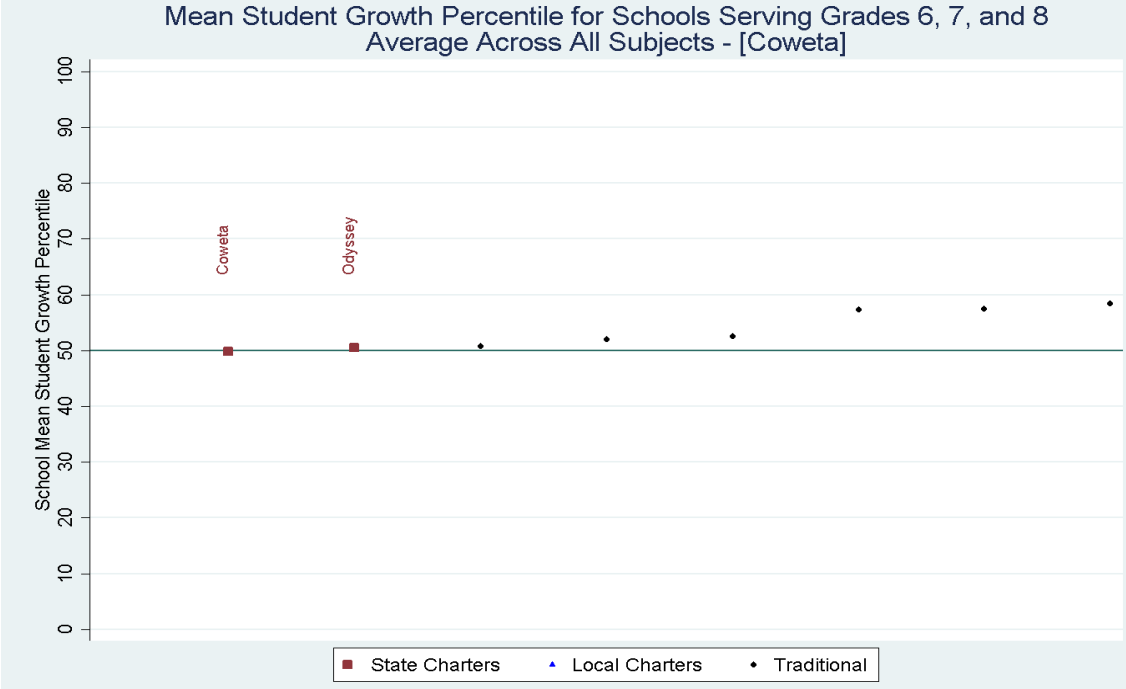


Note: The median SGP across all Georgia public schools is 50.

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

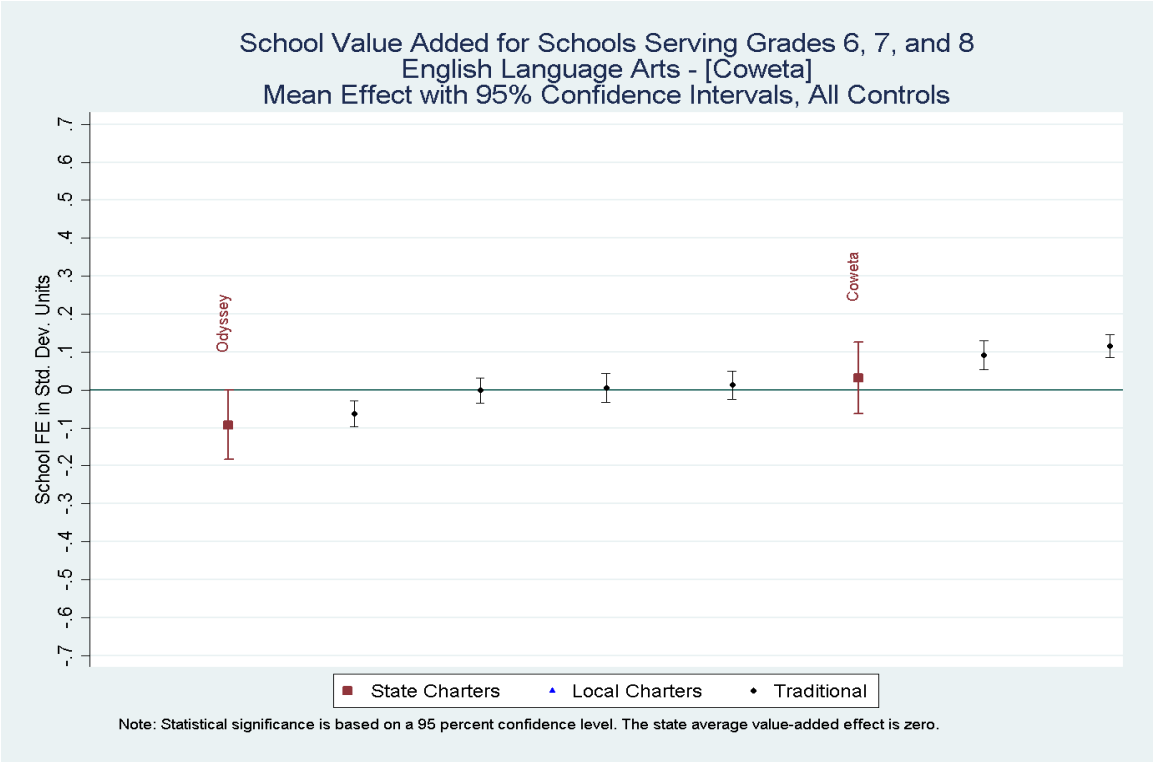


Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

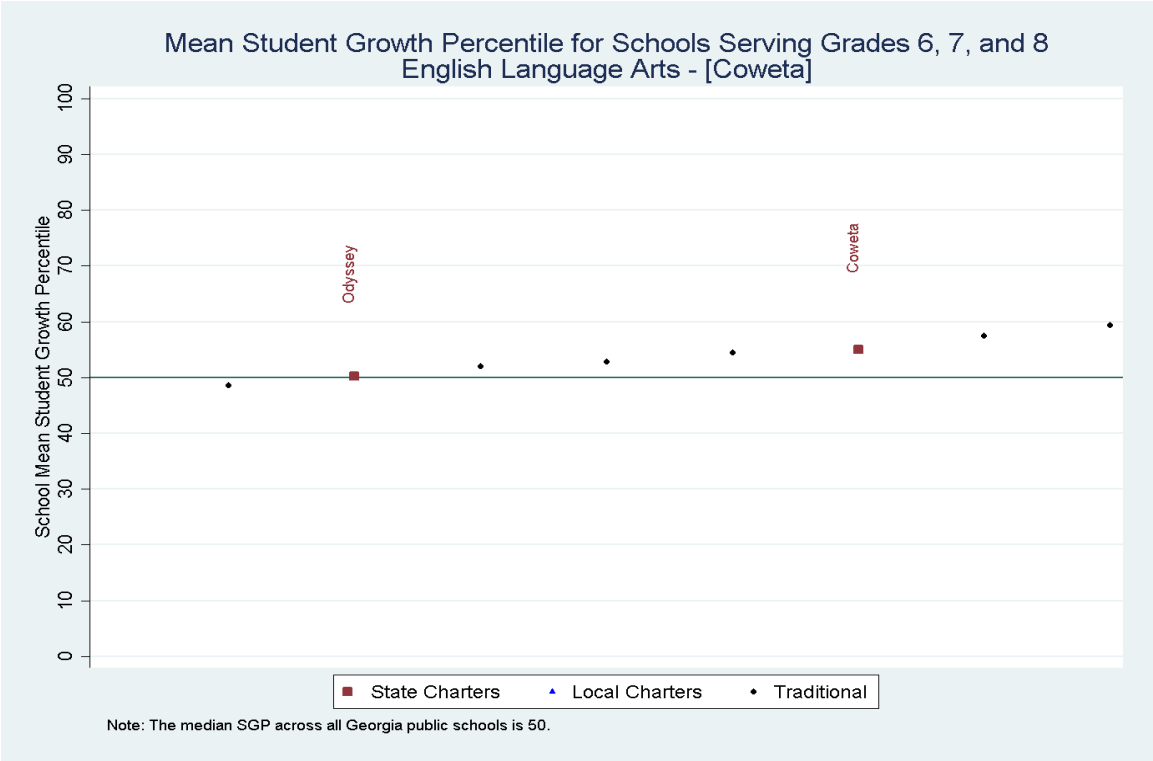


Note: The median SGP across all Georgia public schools is 50.

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

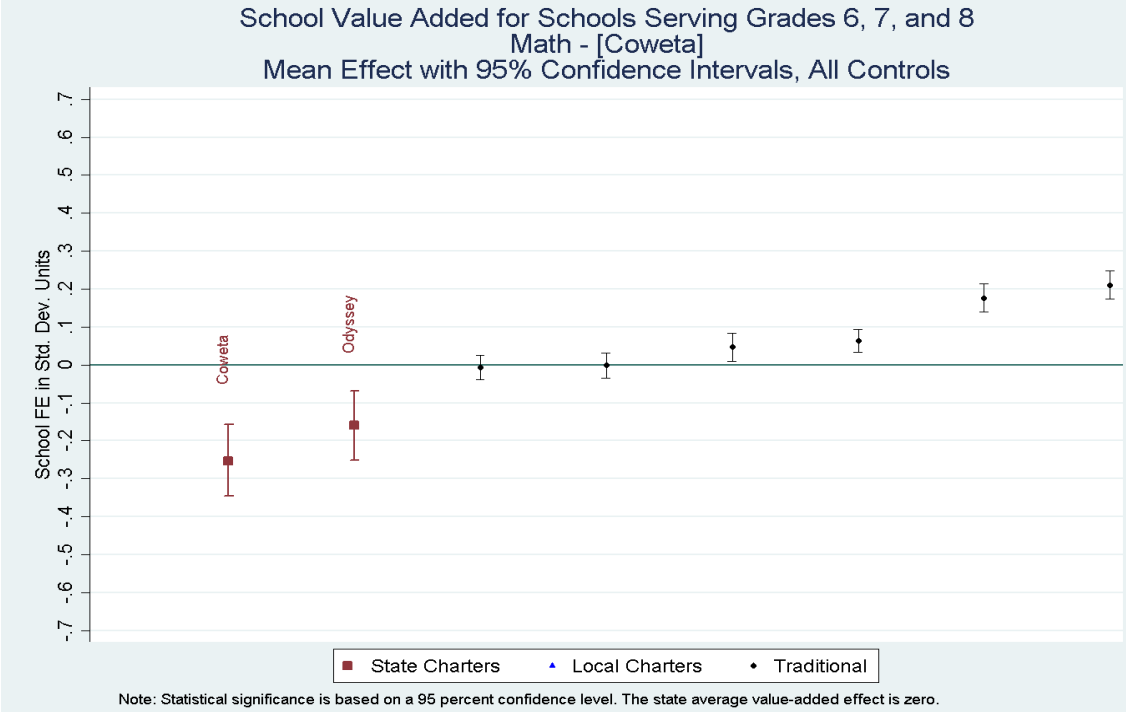


Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

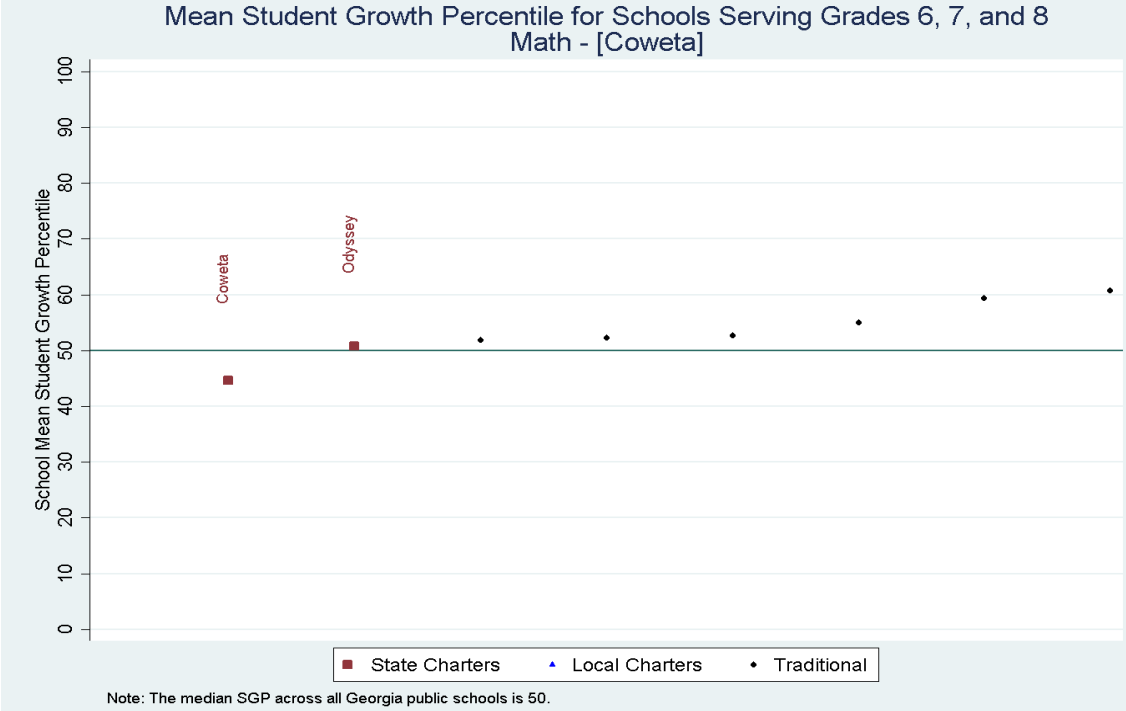


Note: The median SGP across all Georgia public schools is 50.

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



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



Note: The median SGP across all Georgia public schools is 50.

DuBois Integrity Academy

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across all subjects is 0.1768 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 2016/17 is improved relative to performance in 2015/16. In both elementary Math and ELA, the school effect rose and is now statistically higher than the state average in both subjects.
- The school's contribution to student achievement in 2016/17 is:
  - above the state and district average in elementary ELA; and
  - above the state but indistinguishable from the district 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
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	51.8	0.5	98.0	0.6	0.9	87.2	48.7	2.3	11.2	2.0

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

Overall School Effect: 0.1768 Elementary
Average Overall School Effect in District: 0.0763 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.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA	0.2346	98	Higher	1 of 36	0.0850	Higher	59	93	2 of 36
Math	0.1187	81	Higher	11 of 36	0.0668	No	56	74	16 of 36
All-Subject Average	0.1768	96	Higher	2 of 36	0.0763	Higher	57	89	5 of 36
Middle									
ELA									
Math									
All-Subject Average									
High									
9th Grade Literature									
American Literature									
Algebra 1									
Biology									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Economics									
Geometry									
Physical Science									
U.S. History									

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 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

DuBois Integrity Academy's performance in elementary ELA and Math in 2016/17 is generally improved relative to its performance in 2015/16. In both elementary Math and ELA, the school effect rose and is now statistically higher than the state average in both subjects.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA					0.0432	No	0.0211	No	0.2346	Higher	0.0850	Higher
Math					-0.2554	Lower	-0.0321	Lower	0.1187	Higher	0.0668	No
Science					-0.3474	Lower	0.0037	Lower				

Social Studies					-0.4204	Lower	0.0231	Lower					
All-Subject Average					-0.2452	Lower	0.0041	Lower	0.1768	Higher	0.0763	Higher
Middle													
ELA													
Math													
Science													
Social Studies													
All-Subject Average													
High													
9th Grade Literature													
American Literature													
Analytic Geometry													
Algebra 1													
Biology													
Coordinate Algebra													
Economics													
Geometry													
Physical Science													
U.S. History													

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.

*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.

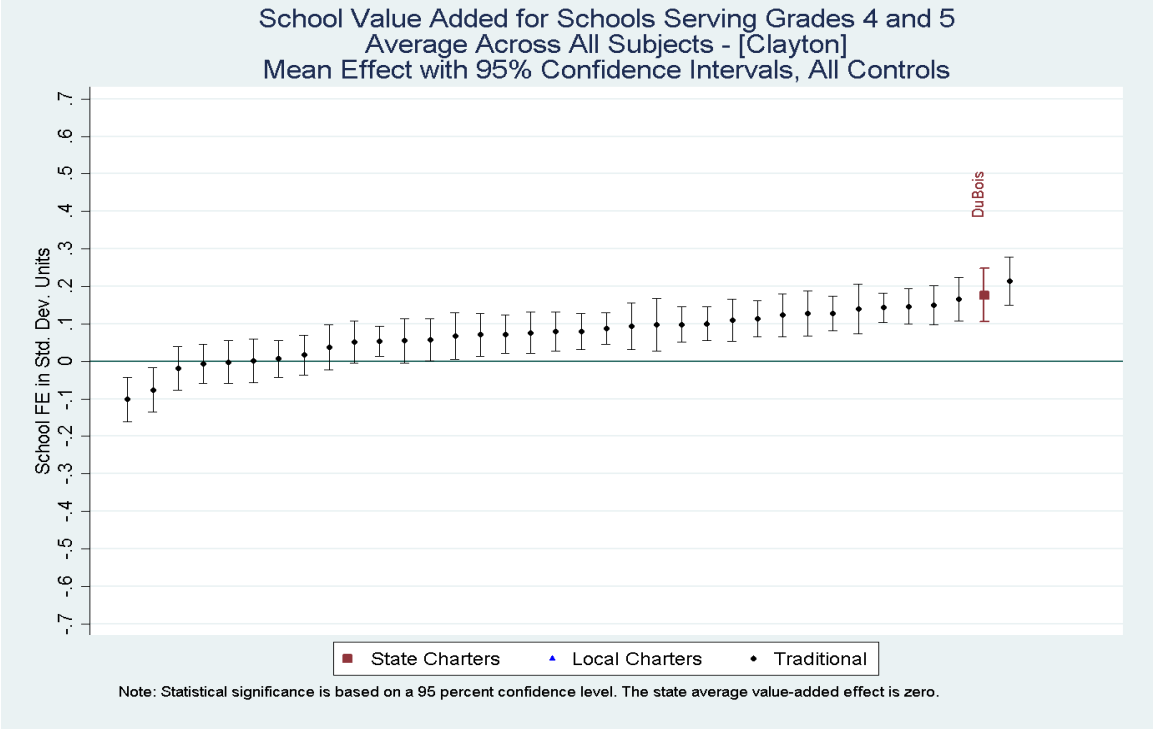
	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA				46	30	25 of 36	59	93	2 of 36
Math				26	1	36 of 36	56	74	16 of 36
Science				25	1	36 of 36			
Social Studies				24	1	36 of 36			
All-Subject Average				30	1	36 of 36	57	89	5 of 36
Middle									
ELA									
Math									
Science									
Social Studies									
All-Subject Average									
High									
9th Grade Literature									
American Literature									
Analytic Geometry									
Algebra 1									
Biology									
Coordinate Algebra									
Economics									
Geometry									
Physical Science									

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
U.S. History									

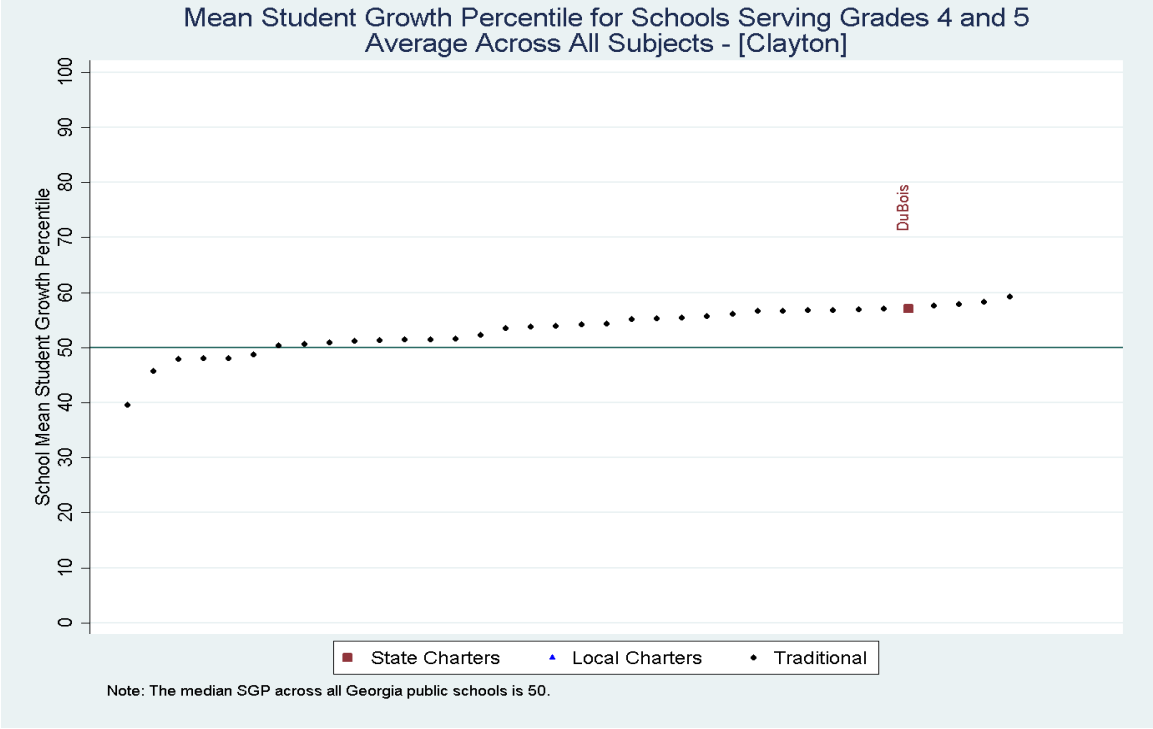
Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

Comparison of School Impact

Subject Area: All-Subject Elementary Average
State Charter: DuBois Integrity Academy
Comparison District: Clayton County

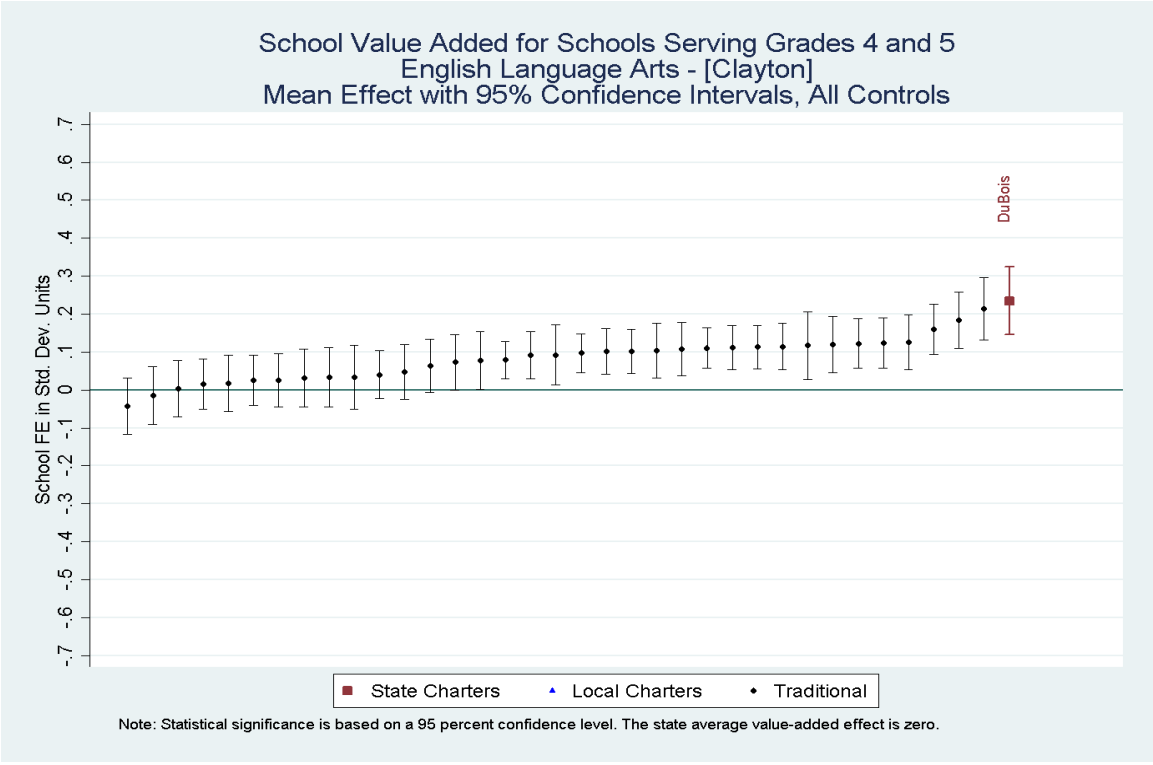


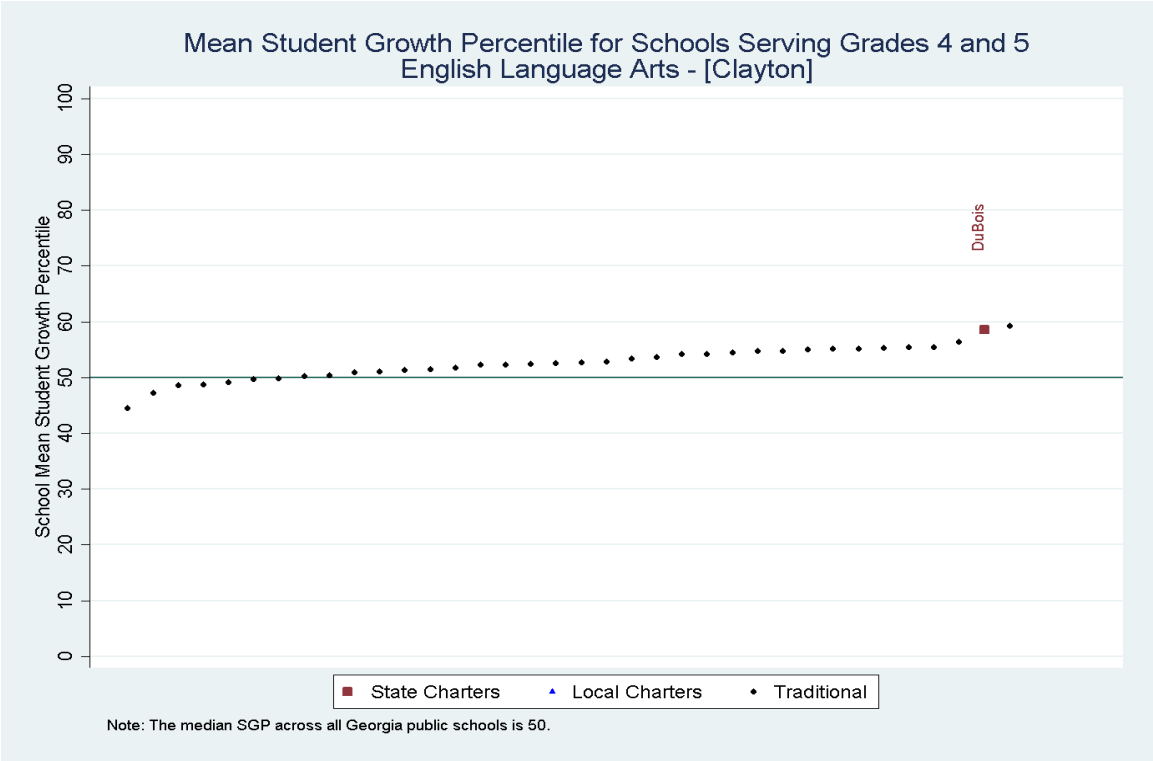
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



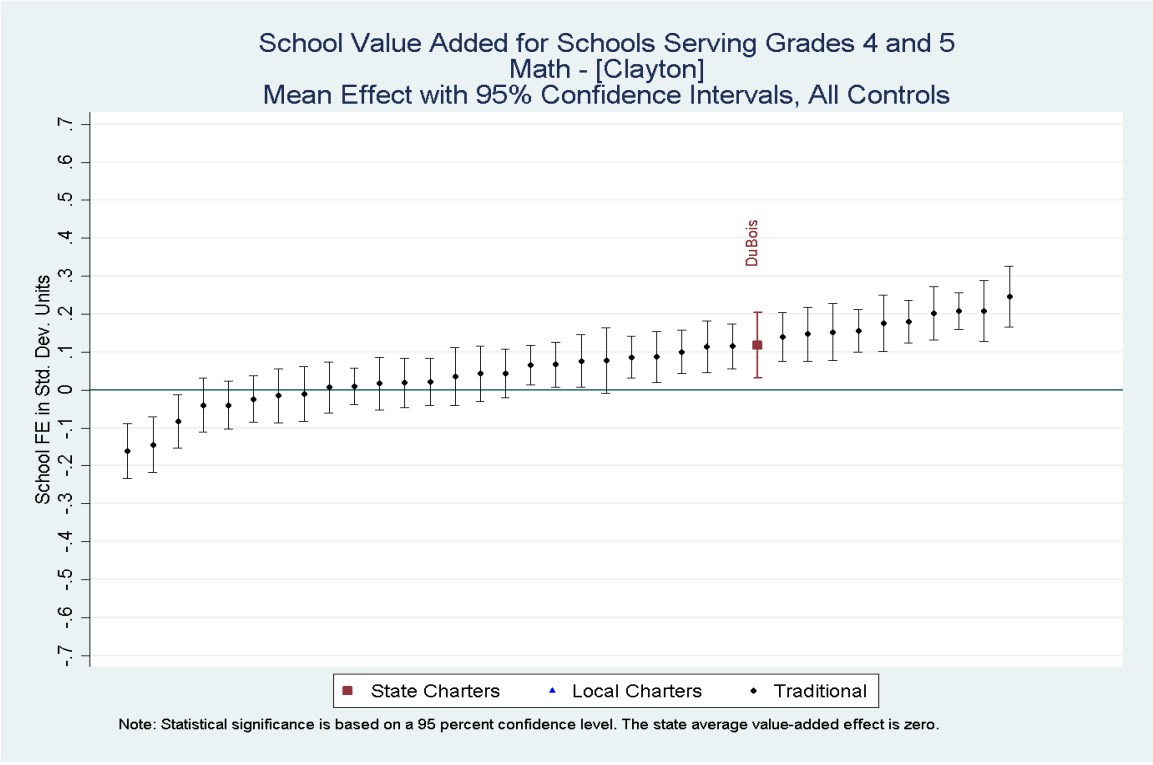
Note: The median SGP across all Georgia public schools is 50.

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

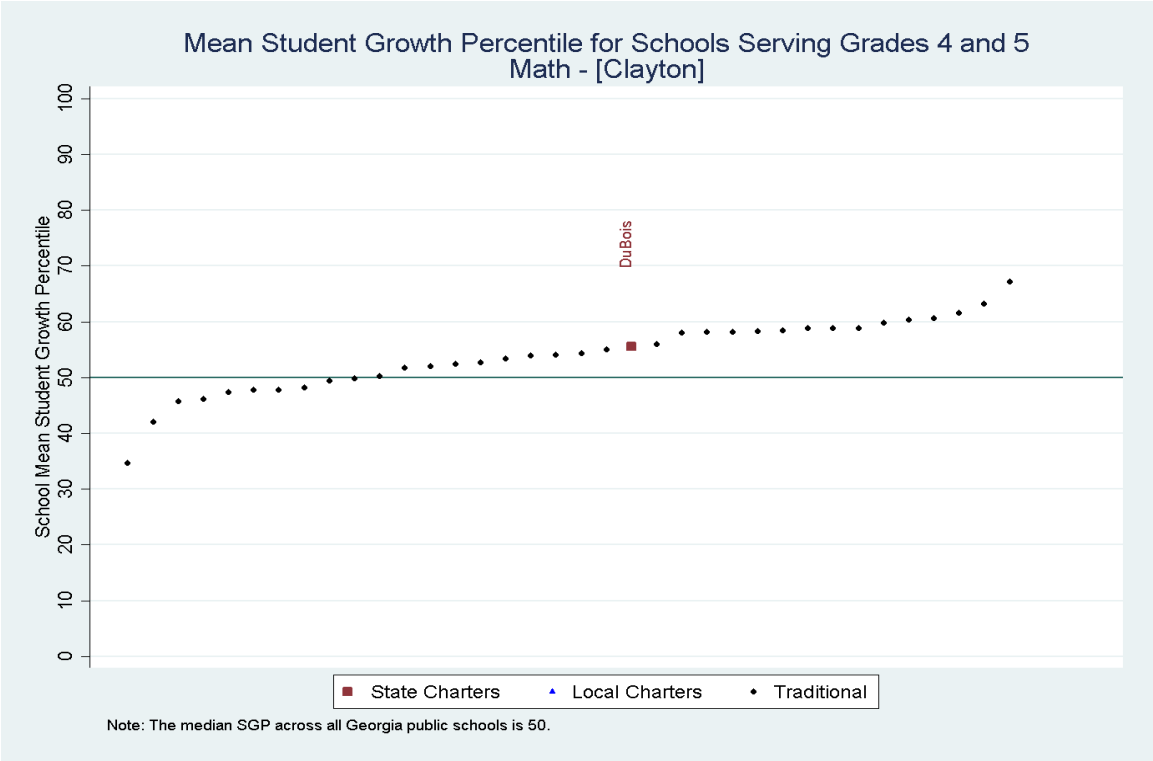




Subject Area: Elementary Mathematics
State Charter: DuBois Integrity Academy
Comparison District: Clayton County



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



Note: The median SGP across all Georgia public schools is 50.

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 high school courses is 0.0545 in American Literature, 0.1213 in Biology, 0.0619 in Economics, -0.0007 in Physical Science and 0.0173 in U.S. History.
- The school's performance is statistically indistinguishable from the state in each of the subjects, likely due to the small number of students taking each exam.
- For the four subjects tested in both 2015/16 and 2016/17, Foothills Education Charter High School remained indistinguishable from the state average.
- The school's contribution to student achievement is indistinguishable from the state average in American Literature, Biology, Economics, Physical Science, and U.S. History.

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	45.4	54.2	31.8	9.6	4.4	8.6	32.5	1.6	15.5	1.6

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

Overall School Effect: 0.0545 American Literature / 0.1213 Biology / 0.0619 Economics / -0.0007 Physical Science / 0.0173 U.S. History

In each of the five measured subjects, Foothills Education Charter High School's contribution to a high school student's achievement is not statistically different from the average high school in the state.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA									
Math									
All-Subject Average									
Middle									
ELA									
Math									
All-Subject Average									
High									
9th Grade Literature									
American Literature	0.0545	65	No				42	15	
Algebra 1									
Biology	0.1213	80	No						
Economics	0.0619	66	No						
Geometry									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Physical Science	-0.0007	52	No						
U.S. History	0.0173	56	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 are compared to the state average and, thus, have no comparison district.

Comparison of 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

For the four subjects tested in both 2015/16 and 2016/17, Foothills Education Charter High School's value-added estimates remained statistically indistinguishable from the state.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA												
Math												
Science												
Social Studies												
All-Subject Average												
Middle												
ELA												
Math												
Science												
Social Studies												
All-Subject Average												
High												
9th Grade Literature					0.3999	Higher						
American Literature					0.1218	No			0.0545	No		
Analytic Geometry												
Algebra 1												

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Biology									0.1213	No		
Coordinate Algebra												
Economics					0.1610	No			0.0619	No		
Geometry												
Physical Science					0.1021	No			-0.0007	No		
U.S. History					0.0834	No			0.0173	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 are compared to the state average and, thus, 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. Also, for 2016/17 the individual-level FRL indicator has been replaced with individual-level direct certification information provided by the school.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA									
Math									

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Science									
Social Studies									
All-Subject Average									
Middle									
ELA									
Math									
Science									
Social Studies									
All-Subject Average									
High									
9th Grade Literature				63	98				
American Literature				37	10		42	15	
Analytic Geometry									
Algebra 1									
Biology									
Coordinate Algebra									
Economics				44	29				
Geometry									
Physical Science				50	56				
U.S. History				40	24				

Note: Schools with a statewide attendance zone are compared to the state average and, thus, 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 all subjects in middle school is -0.0086.
- Fulton Leadership Academy's performance is not statistically different from the state or district averages for middle schools. The school's contribution to student achievement in high school is mixed: 9th Grade Literature, Algebra 1, Geometry, and Physical Science are indistinguishable from both state and district averages, whereas performance in Biology and Economics are below the state and district averages.
- Fulton Leadership Academy's performance in middle school Math and ELA for 2016/17 was consistent with 2015/16 but below 2014/15. Though middle school Math performance was higher than the district average in 2015/16, that is not the case in 2016/17 because the district's performance improved. At the high school level, performance is also similar relative to prior years. However, Physical Science, which was last tested in 2014/15, did see some improvement in the 2016/17 school year.
- The school's contribution to student achievement is:
  - below the state and district average in Biology and Economics; and
  - indistinguishable from the state and district average in middle school ELA and Math, as well as 9th Grade Literature, Algebra 1, Geometry, and Physical Science.

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	98.7	0.8	0.5	87.5	29.2	0.0	15.3	11.3

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

Overall School Effect: -0.0086 Middle/ -0.0883 9th Grade Literature/ 0.0235 Algebra 1/ -0.2034 Biology/ -0.3605 Economics/ 0.0639 Geometry/ -0.0662 Physical Science

Average Overall School Effect in District: -0.0286 Middle/ 0.0344 9th Grade Literature/ 0.0655 Algebra 1/ 0.0112 Biology/ -0.0454 Economics/ 0.0570 Geometry/ 0.0223 Physical Science

Fulton Leadership Academy'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.

In four of six high school tested subjects, Fulton Leadership Academy's contribution to a student's achievement is not statistically different from the average high school in the district and the average high school in the state. In two of the six subjects, Biology and Economics, the school's contribution to a student's achievement is lower than that of the district and the state.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Math									
All-Subject Average									
Middle									
ELA	0.0315	65	No	8 of 27	-0.0084	No	47	26	18 of 27
Math	-0.0226	42	No	10 of 27	-0.0511	No	48	39	10 of 27
All-Subject Average	-0.0086	46	No	10 of 27	-0.0286	No	47	33	14 of 27
High									
9th Grade Literature	-0.0883	21	No	17 of 17	0.0344	No	47	31	13 of 17
American Literature									
Algebra 1	0.0235	57	No	11 of 18	0.0655	No	47	35	12 of 18
Biology	-0.2034	11	Lower	18 of 19	0.0112	Lower			
Economics	-0.3605	7	Lower	19 of 19	-0.0454	Lower			
Geometry	0.0639	65	No	9 of 19	0.0570	No	49	47	13 of 19
Physical Science	-0.0662	36	No	13 of 17	0.0223	No			
U.S. History									

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 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Fulton Leadership Academy's performance in middle school Math and ELA for 2016/17 was consistent with 2015/16 but below 2014/15. Though middle school Math performance was higher than the district average in 2015/16, that is not the case in 2016/17 because the district's performance improved. At the high school level, performance is also similar relative to prior years. However, Physical Science, which was last tested in 2014/15, did see some improvement in the 2016/17 school year.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA												
Math												
Science												
Social Studies												
All-Subject Average												
Middle												
ELA	0.1078	Higher	0.0158	Higher	-0.0323	No	0.0040	No	0.0315	No	-0.0084	No
Math	0.1223	Higher	-0.0467	Higher	-0.0212	No	-0.0960	Higher	-0.0226	No	-0.0511	No
Science	-0.1318	Lower	-0.0708	No	-0.0068	No	-0.0448	No				
Social Studies	0.0504	No	-0.0606	Higher	0.0491	No	-0.0772	Higher				
All-Subject Average	0.0450	No	-0.0382	Higher	0.0039	No	-0.0497	Higher	-0.0086	No	-0.0286	No
High												
9th Grade Literature	0.1483	No	-0.0724	Higher	0.0208	No	0.0172	No	-0.0883	No	0.0344	No
American Literature	0.1086	No	-0.0725	No	-0.0711	No	0.0090	No				
Analytic Geometry	0.0038	No	-0.0039	No	0.0617	No	0.0617	No				

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Algebra 1					0.1094	No	0.0367	No	0.0235	No	0.0655	No
Biology	-0.0518	No	-0.0391	No	-0.1581	Lower	0.0195	Lower	-0.2034	Lower	0.0112	Lower
Coordinate Algebra	0.3858	Higher	-0.0403	Higher								
Economics									-0.3605	Lower	-0.0454	Lower
Geometry									0.0639	No	0.0570	No
Physical Science	-0.2307	Lower	-0.0895	No					-0.0662	No	0.0223	No
U.S. History	-0.5930	Lower	-0.0450	Lower	-0.2693	Lower	-0.0410	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 are compared to the state average and, thus, 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.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA									
Math									

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Science									
Social Studies									
All-Subject Average									
Middle									
ELA	45	18	21 of 24	39	4	25 of 26	47	26	18 of 27
Math	55	73	7 of 24	42	21	14 of 26	48	39	10 of 27
Science	43	20	17 of 24	50	54	11 of 26			
Social Studies	53	63	10 of 24	52	63	6 of 26			
All-Subject Average	49	42	13 of 24	46	27	18 of 26	47	33	14 of 27
High									
9th Grade Literature	46	32	10 of 19	40	10	16 of 18	47	31	13 of 17
American Literature	46	32	13 of 20	47	41	12 of 19			
Analytic Geometry	43	20	10 of 20	50	55	1 of 1			
Algebra 1				44	34	14 of 18	47	35	12 of 18
Biology	47	40	13 of 20	46	38	12 of 19			
Coordinate Algebra	74	99	1 of 19						
Economics									
Geometry							49	47	13 of 19
Physical Science	34	6	17 of 18						
U.S. History	24	1	20 of 20	45	35	12 of 19			

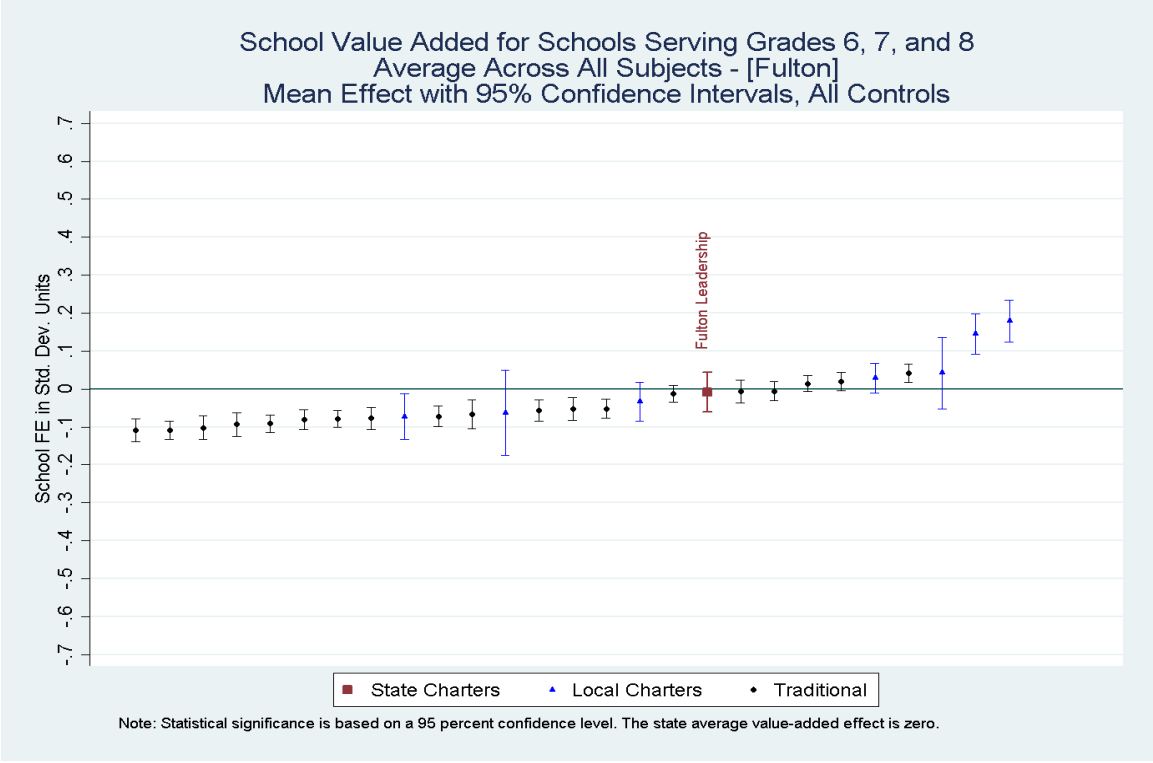
Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

Comparison of School Impact

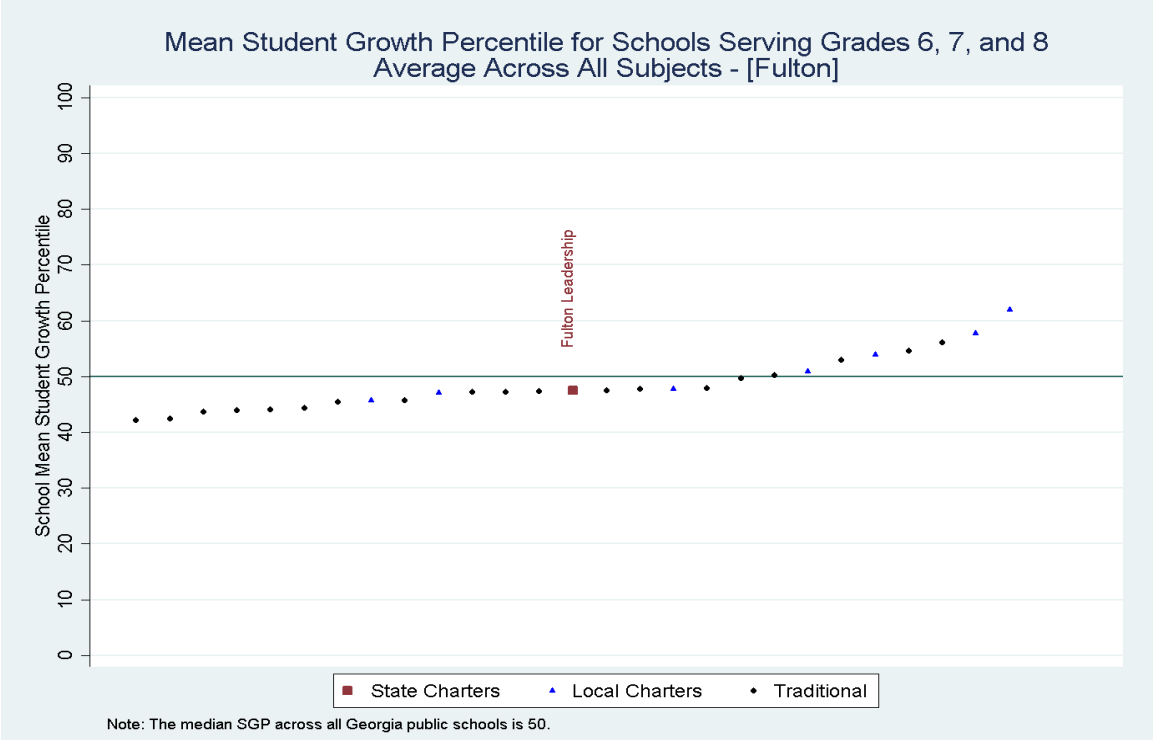
Subject Area: All-Subject Middle Average

State Charter: Fulton Leadership Academy

Comparison District: Fulton County Public Schools

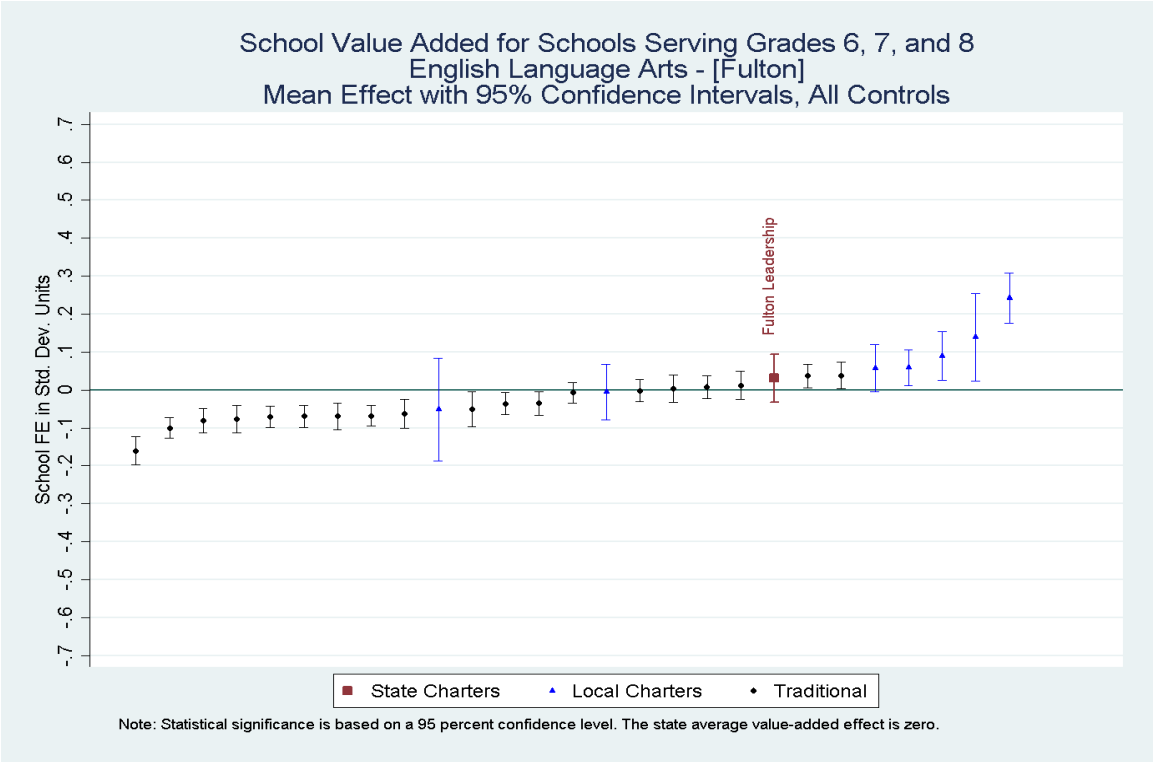


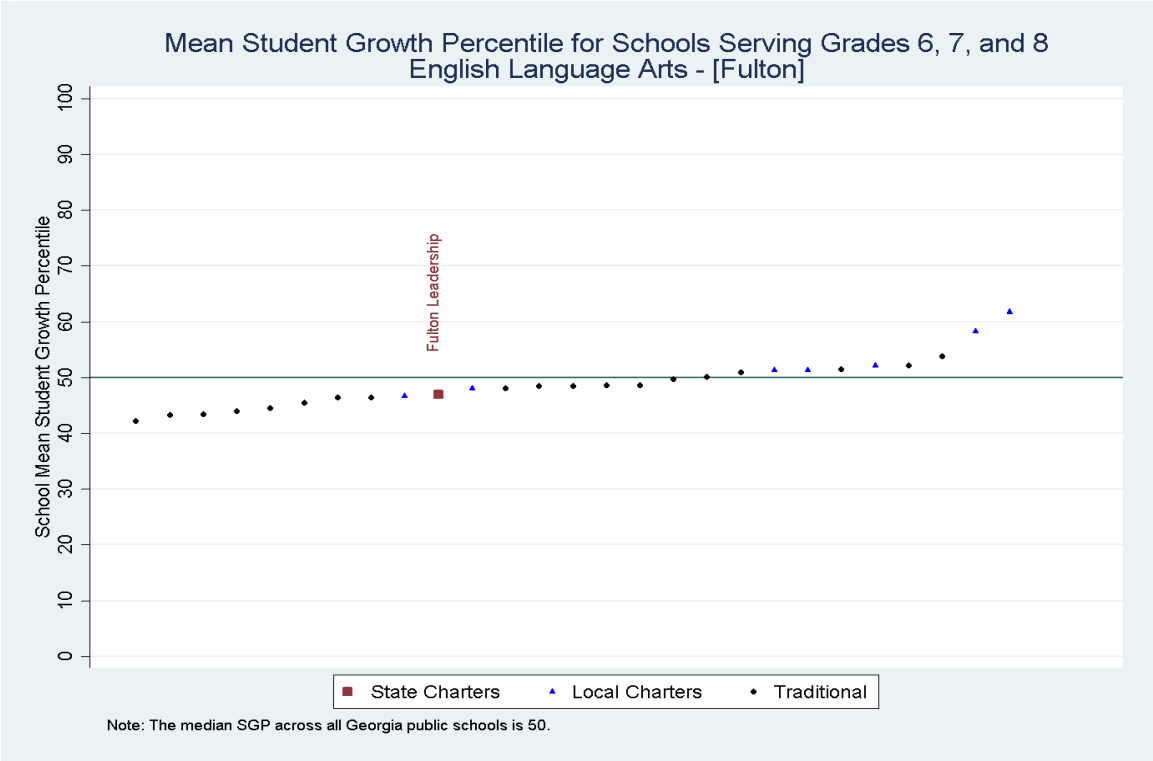
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



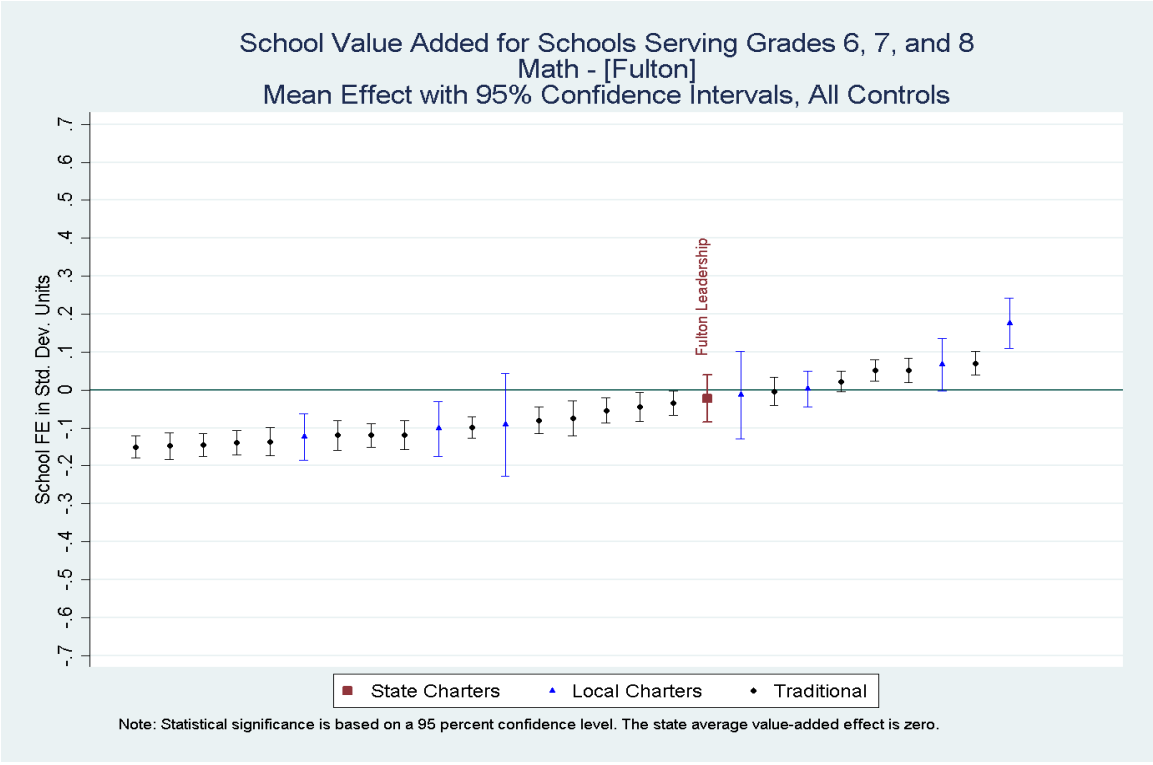
Note: The median SGP across all Georgia public schools is 50.

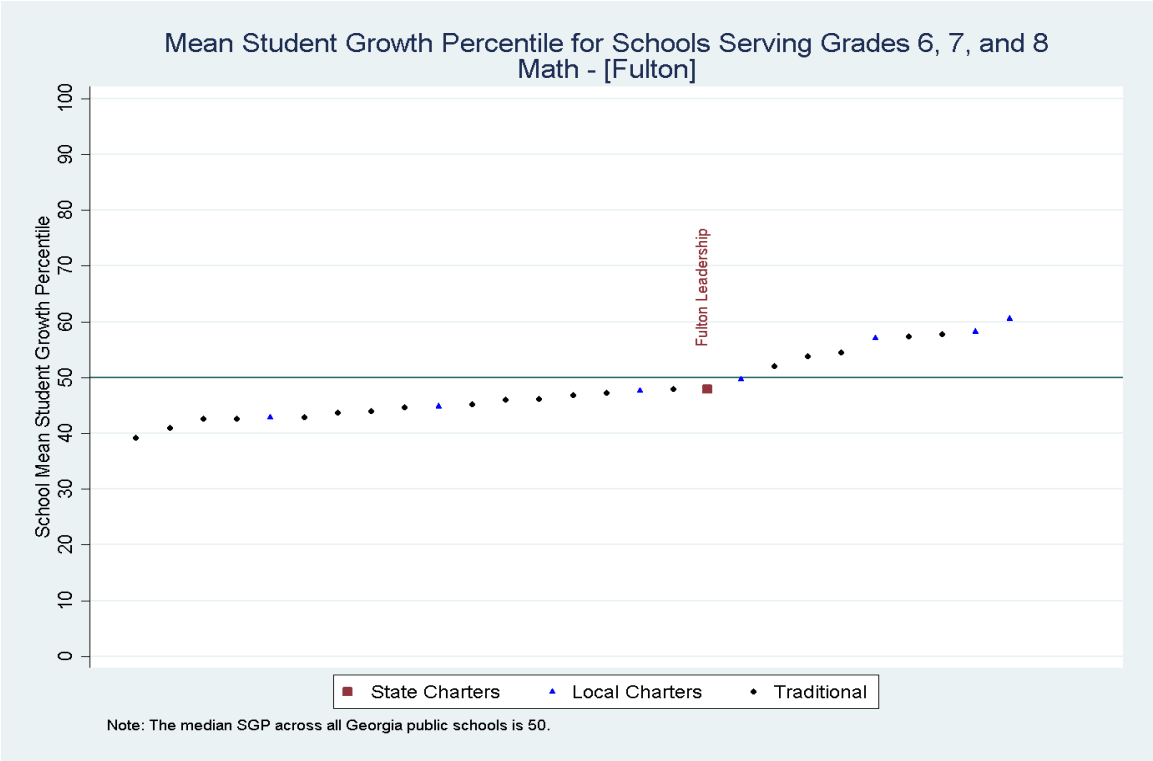
Subject Area: Middle ELA
State Charter: Fulton Leadership Academy
Comparison District: Fulton County Public Schools



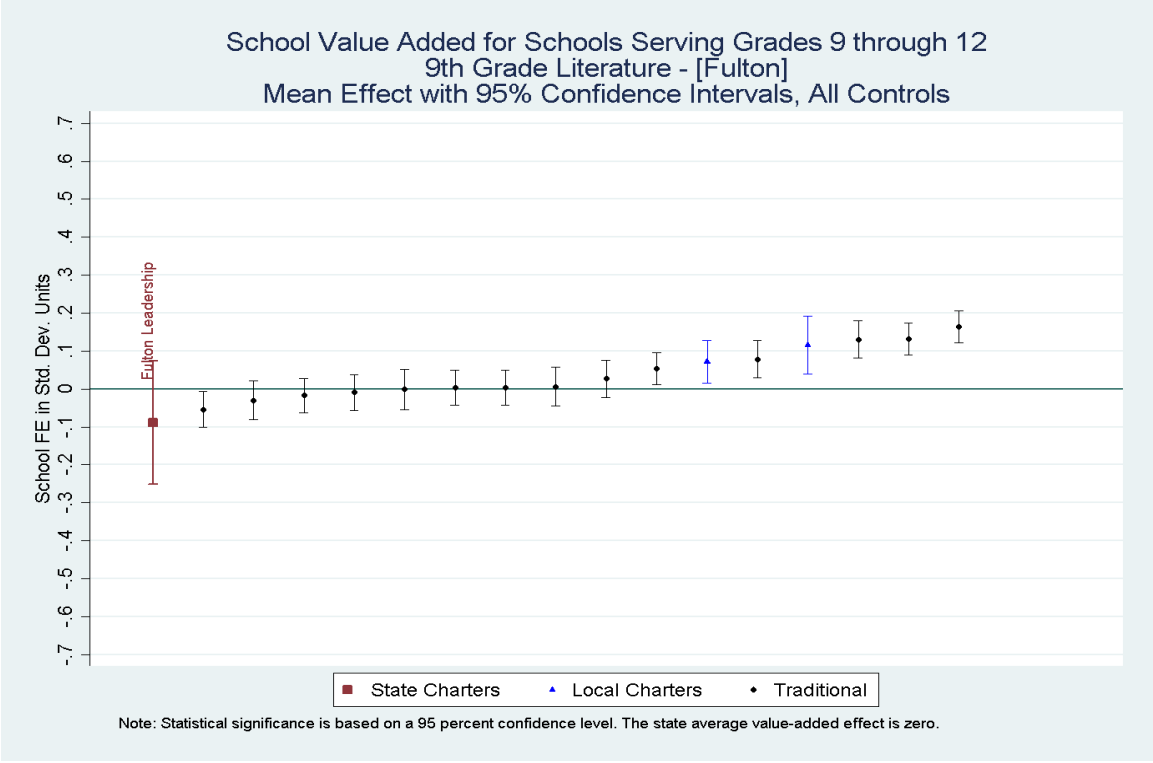


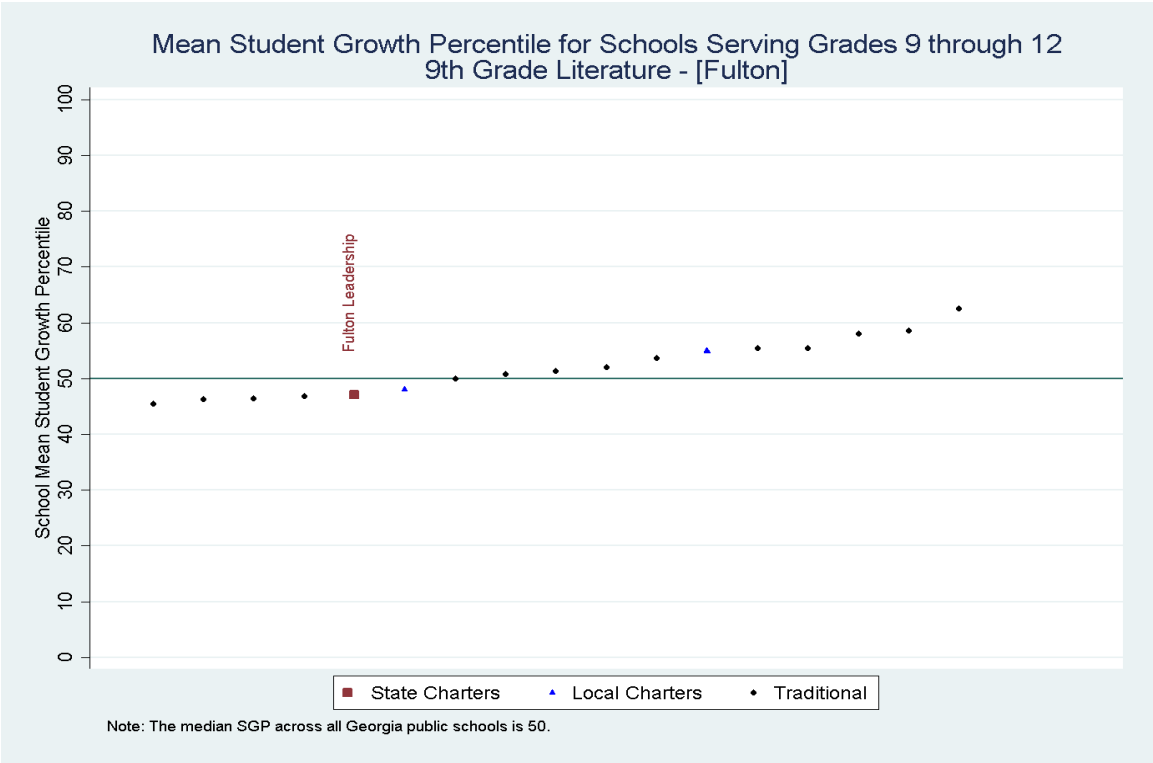
Subject Area: Middle Mathematics
State Charter: Fulton Leadership Academy
Comparison District: Fulton County Public Schools



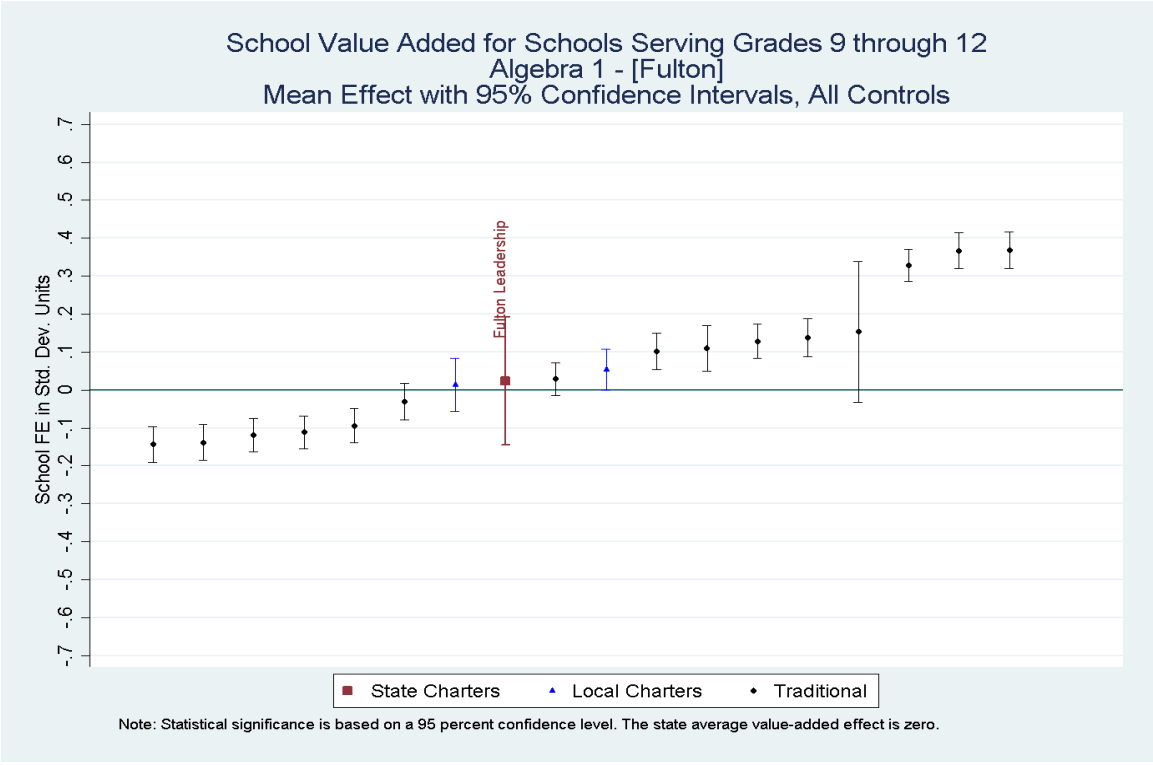


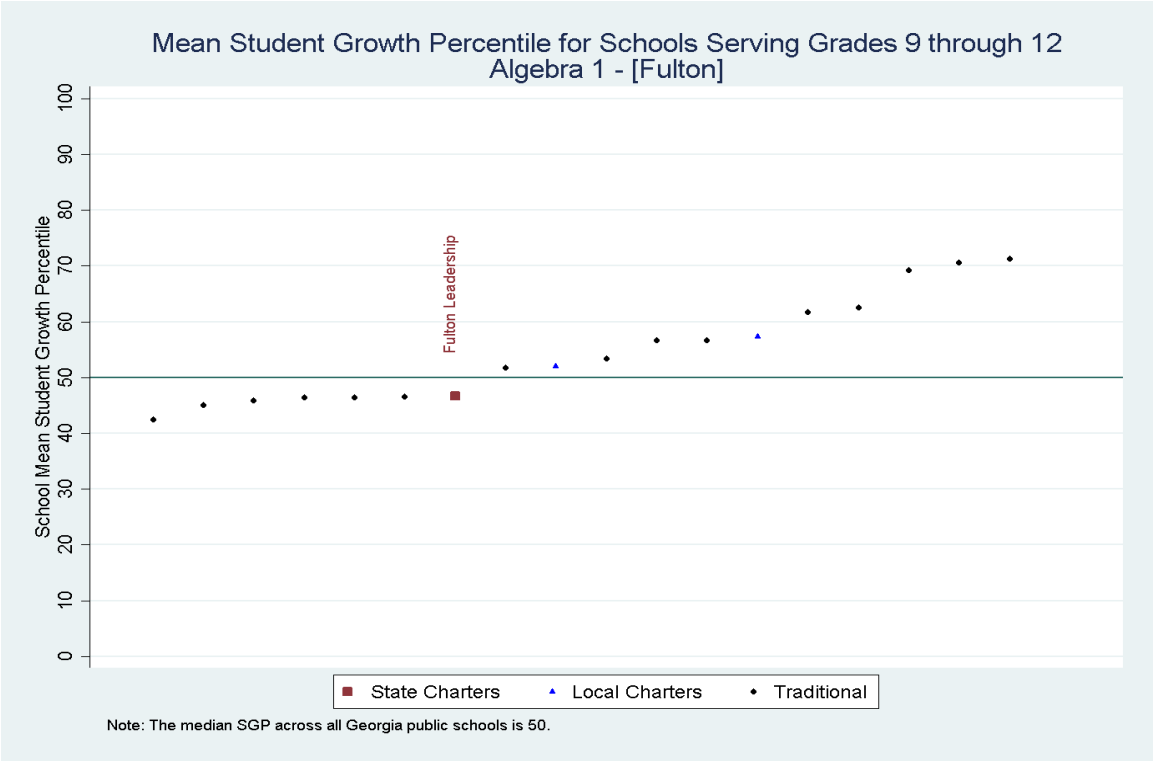
Subject Area: 9th Grade Literature
State Charter: Fulton Leadership Academy
Comparison District: Fulton County Public Schools



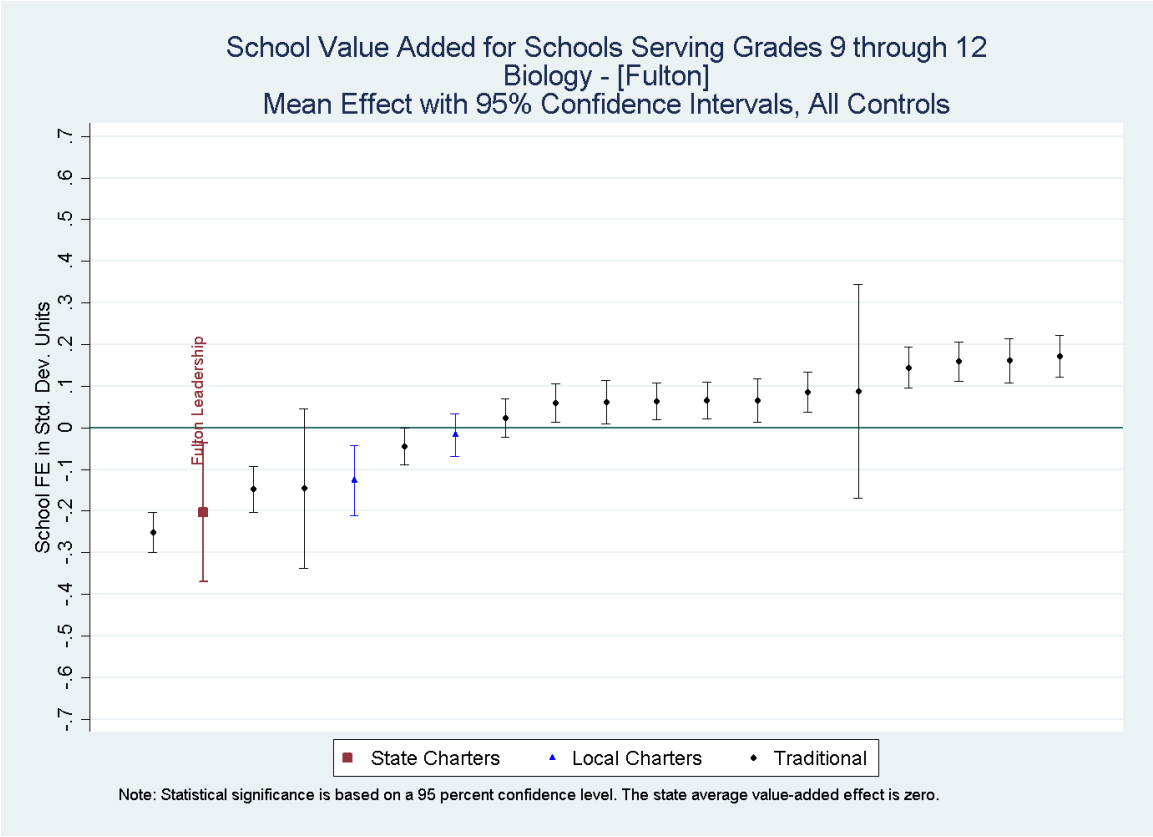


Subject Area: Algebra 1
State Charter: Fulton Leadership Academy
Comparison District: Fulton County Public Schools

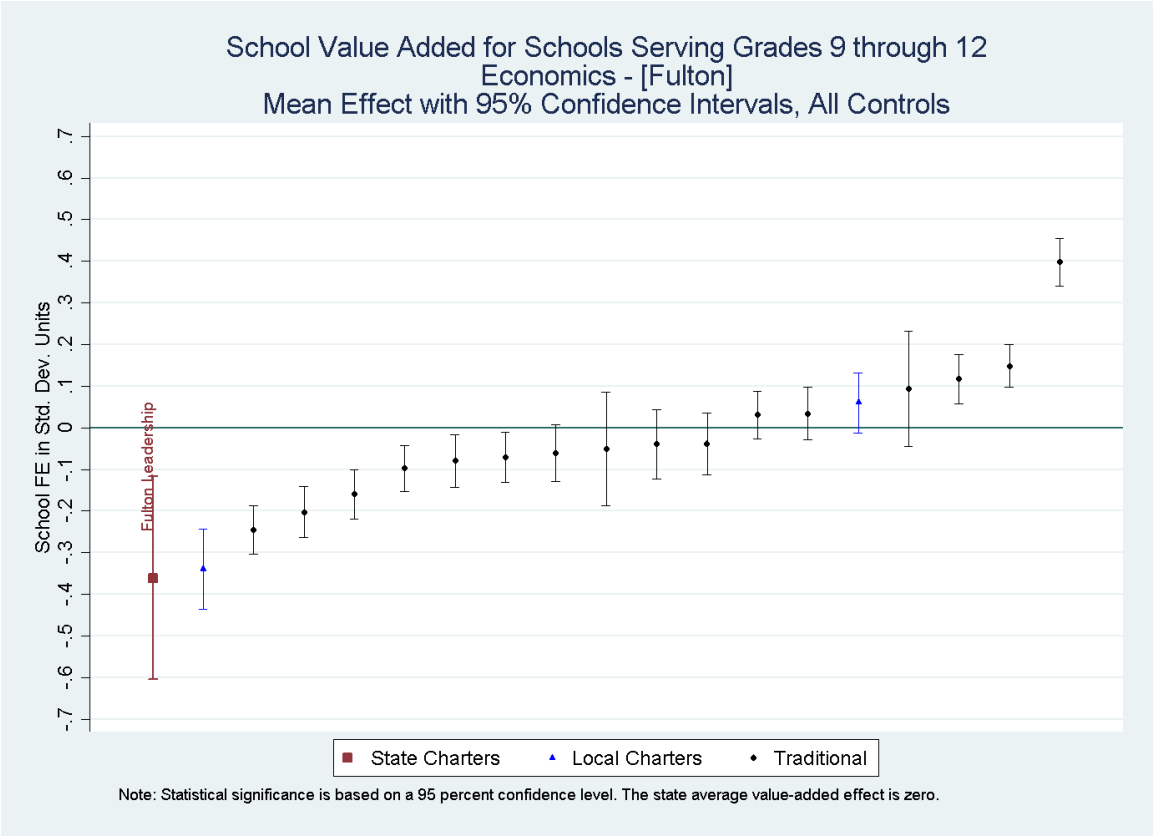




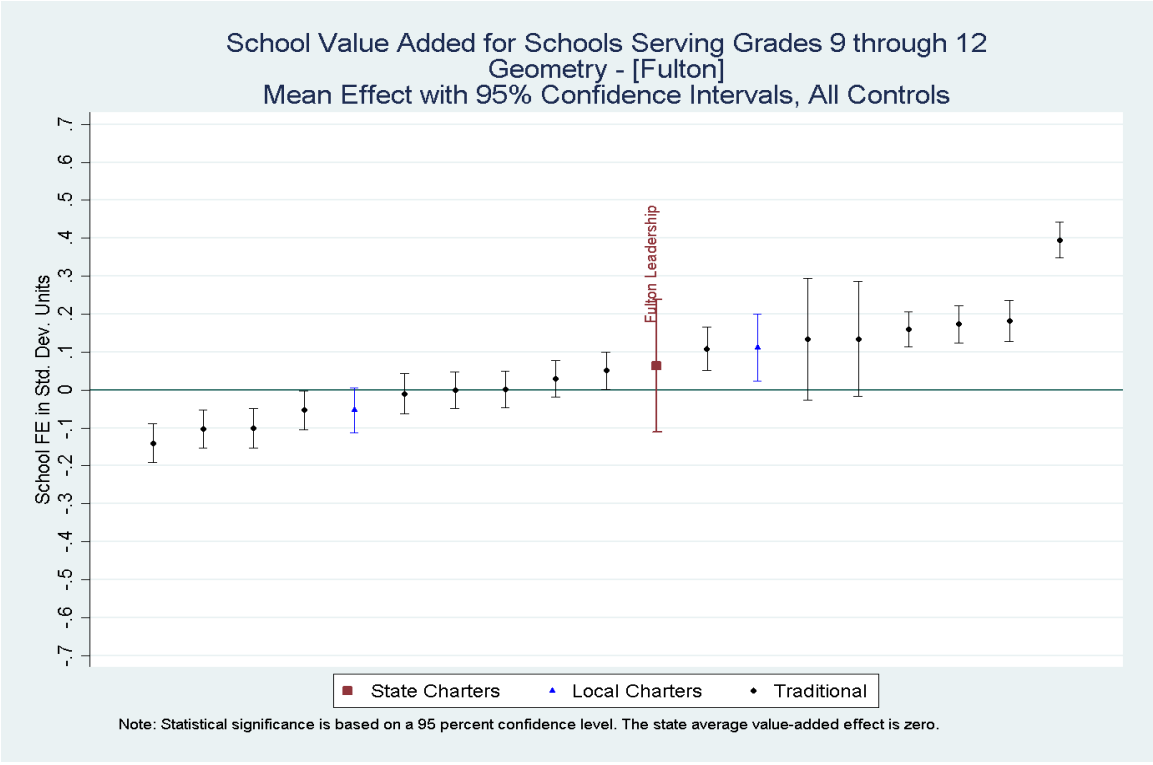
Subject Area: Biology
State Charter: Fulton Leadership Academy
Comparison District: Fulton County Public Schools

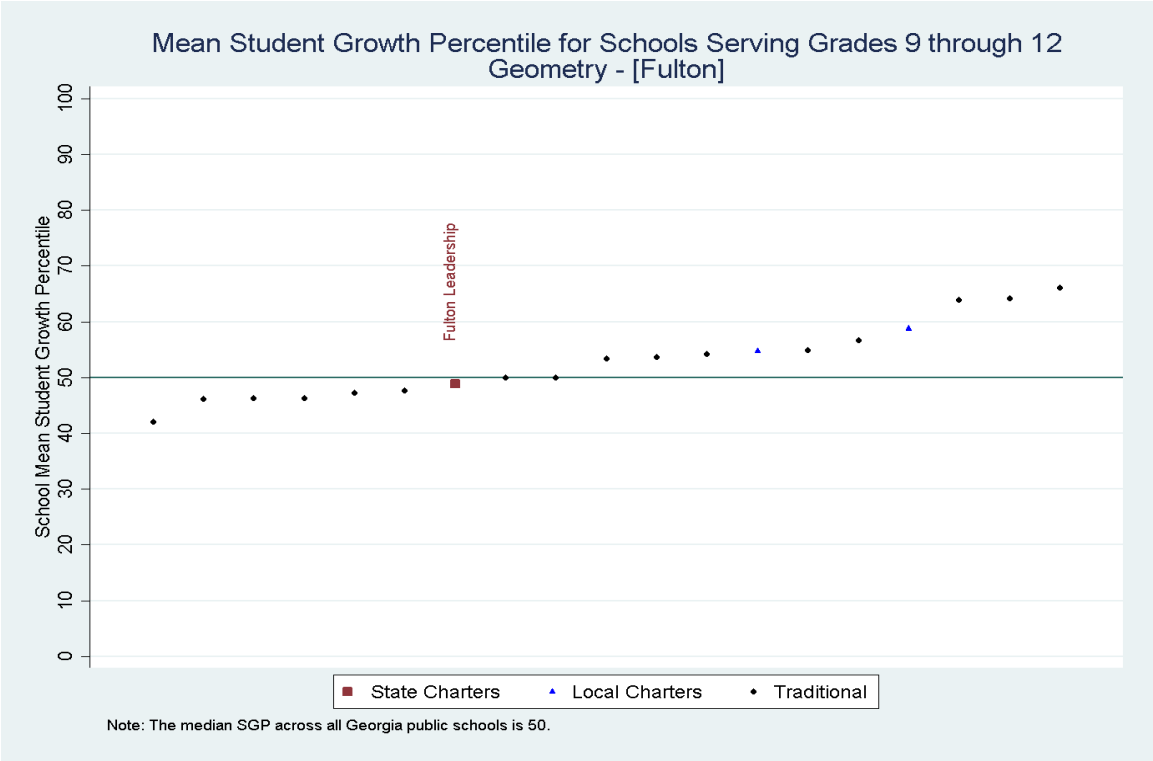


Subject Area: Economics
State Charter: Fulton Leadership Academy
Comparison District: Fulton County Public Schools

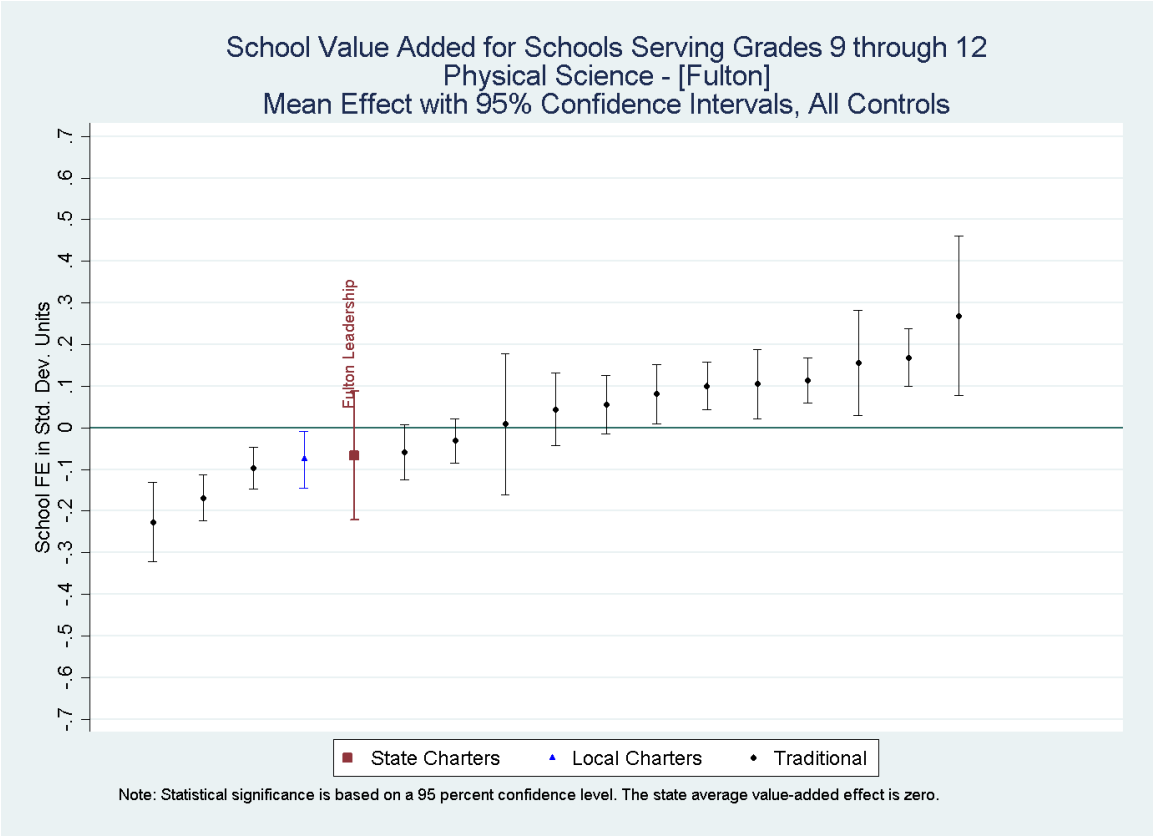


Subject Area: Geometry
State Charter: Fulton Leadership Academy
Comparison District: Fulton County Public Schools





Subject Area: Physical Science
State Charter: Fulton Leadership Academy
Comparison District: Fulton County Public Schools



Georgia Connections Academy

Key Findings

- The value-added estimate of Georgia Connections Academy's impact on a student's average achievement across all subjects is -0.1898 in elementary grades and -0.1086 in middle grades.
- Georgia Connection Academy's estimated contribution to student achievement in courses where end-of-course exams are administered are as follows: 0.1714 in 9th Grade Literature, 0.0731 in American Literature, -0.1410 in Algebra 1, -0.0573 in Biology, -0.1517 in Economics, -0.1616 in Geometry, -0.1045 in Physical Science, and -0.2930 in U.S. History.
- Georgia Connections Academy's performance is below the state average in both elementary and middle grades. The school's estimated contribution to student achievement exceeds the state average in 9th Grade Literature and American Literature, but is below the state average in Algebra 1, Economics, Geometry, Physical Science, and U.S. History. It is indistinguishable from the state average in Biology. Because the school serves students throughout the state, it does not have a district comparison group.
- Georgia Connections Academy's performance in elementary ELA, elementary Math, middle school ELA, and middle school Math has been consistent across the three years. Similarly, at the high school level, performance has been consistent over time. Performance has tended to be higher than the state in 9th Grade Literature and American Literature. In other subjects, performance has either been indistinguishable from the state or below the state.
- The school's contribution to student achievement is:
  - above the state average in middle school ELA, 9th Grade Literature, and American Literature;
  - below the state average in elementary Math, middle school Math, Algebra 1, Economics, Geometry, Physical Science and U.S. History; and
  - indistinguishable from the state average in elementary ELA and Biology.

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	50.6	34.7	7.3	7.4	44.1	24	0.4	11.3	6.6

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

Overall School Effect: -0.1898 Elementary / -0.1086 Middle/ 0.1714 9th Grade Literature/ 0.0731 American Literature/ -0.1410 Algebra 1/ -0.0573 Biology/ -0.1517 Economics/ -0.1616 Geometry/ -0.1045 Physical Science/ -0.2930 U.S. History

Georgia Connections Academy'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, and 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. 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.

In high school, Georgia Connections outperformed the average school in the state in 9th Grade Literature and American Literature, but performed below the state average in Algebra 1, Economics, Geometry, Physical Science, and U.S. History. Performance was indistinguishable from the state average in Biology.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA	-0.0562	26	No				46	23	

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Math	-0.3232	1	Lower				35	5	
All-Subject Average	-0.1898	4	Lower				41	7	
Middle									
ELA	0.0763	84	Higher				51	56	
Math	-0.3083	2	Lower				37	4	
All-Subject Average	-0.1086	9	Lower				44	13	
High									
9th Grade Literature	0.1714	93	Higher				56	81	
American Literature	0.0731	71	Higher				50	51	
Algebra 1	-0.1410	21	Lower				45	28	
Biology	-0.0573	37	No						
Economics	-0.1517	27	Lower						
Geometry	-0.1616	20	Lower				44	27	
Physical Science	-0.1045	29	Lower						
U.S. History	-0.2930	8	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 are compared to the state average and, thus, have no comparison district.

Comparison of 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Georgia Connections Academy's performance in elementary ELA, elementary Math, middle school ELA, and middle school Math has been consistent across the three years. At the high school level, its performance has been mixed each year. Performance has tended to be higher than the state in 9th Grade Literature and American Literature. In other subjects, performance has either been indistinguishable from the state or below the state.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA	-0.0568	No			0.0467	No			-0.0562	No		
Math	-0.2349	Lower			-0.2548	Lower			-0.3232	Lower		
Science	-0.0632	No			-0.0400	No						
Social Studies	-0.1670	Lower			-0.2075	Lower						
All-Subject Average	-0.1289	Lower			-0.1140	Lower			-0.1898	Lower		
Middle												
ELA	0.0776	Higher			0.1242	Higher			0.0763	Higher		
Math	-0.1768	Lower			-0.2552	Lower			-0.3083	Lower		
Science	-0.0144	No			-0.0369	No						
Social Studies	-0.2190	Lower			-0.2003	Lower						
All-Subject Average	-0.0727	Lower			-0.0827	Lower			-0.1086	Lower		
High												
9th Grade Literature	0.1201	Higher			0.2357	Higher			0.1714	Higher		
American Literature	0.0963	Higher			0.1316	Higher			0.0731	Higher		
Analytic Geometry	-0.0337	No										

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Algebra 1					-0.0593	Lower			-0.1410	Lower		
Biology	0.0291	No			-0.0064	No			-0.0573	No		
Coordinate Algebra	0.0295	No										
Economics	-0.1466	Lower			-0.4659	Lower			-0.1517	Lower		
Geometry					-0.0346	No			-0.1616	Lower		
Physical Science	-0.1806	Lower			-0.1483	Lower			-0.1045	Lower		
U.S. History	-0.3918	Lower			-0.2694	Lower			-0.2930	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 are compared to the state average and, thus, 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.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA	39	5		48	39		46	23	
Math	42	20		40	16		35	5	

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Science	44	19		42	15				
Social Studies	46	32		46	33				
All-Subject Average	42	11		44	20		41	7	
Middle									
ELA	46	23		50	52		51	56	
Math	41	12		38	11		37	4	
Science	45	25		43	19				
Social Studies	43	19		41	15				
All-Subject Average	44	15		43	15		44	13	
High									
9th Grade Literature	49	42		55	79		56	81	
American Literature	49	47		51	61		50	51	
Analytic Geometry	51	60							
Algebra 1				46	40		45	28	
Biology	48	45		48	47				
Coordinate Algebra	54	67							
Economics	53	61		40	20				
Geometry				43	36		44	27	
Physical Science	38	12		37	12				
U.S. History	32	7		39	20				

Note: Schools with a statewide attendance zone are compared to the state average and, thus, 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 all subjects is -0.2759 in elementary grades and -0.1303 in middle grades. At the high school level, the value-added estimates for tested courses are 0.1500 in 9th Grade Literature, 0.0917 in American Literature, -0.1740 in Algebra 1, -0.0747 in Biology, -0.2220 in Economics, -0.1382 in Geometry, -0.1971 in Physical Science, and -0.3011 in U.S. History.
- Georgia Cyber Academy's performance is below the state average in elementary and middle grades. The school's estimated contribution to student achievement exceeds the state average in 9th Grade Literature and American Literature, but is below the state average in Algebra 1, Biology, Economics, Geometry, Physical Science, and U.S. History. Because the school serves students throughout the state, it does not have a district comparison group.
- Georgia Cyber's 2016/17 performance is generally the same as prior years across all subjects. Elementary and middle school Math remain below the state average in all three years, as do Biology, Economics, Physical Science, and U.S. History. 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 Math, Algebra 1, Biology, Economics, Geometry, Physical Science and U.S. History; and
  - indistinguishable from the state average 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
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	51.9	50.0	34.2	7.6	8.2	60.3	34	0.7	13.3	9.5

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

Overall School Effect: -0.2759 Elementary / -0.1303 Middle/ 0.1500 9th Grade Literature/ 0.0917 American Literature/ -0.1740 Algebra 1/ -0.0747 Biology/ -0.2220 Economics/ -0.1382 Geometry/ -0.1971 Physical Science/ -0.3011 U.S. History

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, and 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. 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.

In high school, Georgia Cyber outperformed the state average in 9th Grade Literature and American Literature, but performed below the state average in Algebra 1, Biology, Economics, Geometry, Physical Science, and U.S. History.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA	-0.1621	6	Lower				44	16	
Math	-0.3842	1	Lower				34	4	
All-Subject Average	-0.2759	1	Lower				39	5	

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Middle									
ELA	-0.0168	40	No				49	41	
Math	-0.2392	3	Lower				42	12	
All-Subject Average	-0.1303	5	Lower				46	20	
High									
9th Grade Literature	0.1500	91	Higher				53	64	
American Literature	0.0917	76	Higher				46	30	
Algebra 1	-0.1740	13	Lower				38	10	
Biology	-0.0747	33	Lower						
Economics	-0.2220	19	Lower						
Geometry	-0.1382	25	Lower				42	18	
Physical Science	-0.1971	11	Lower						
U.S. History	-0.3011	7	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 are compared to the state average and, thus, have no comparison district.

Comparison of 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Georgia Cyber's 2016/17 performance is generally the same as prior years across all subjects. Elementary and middle school Math remain below the state average in all three years, as do Biology, Economics, Physical Science, and U.S. History. 9th Grade Literature and American Literature remain above the state average for all three years.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA	-0.0441	Lower			-0.0992	Lower			-0.1621	Lower		
Math	-0.1211	Lower			-0.2910	Lower			-0.3842	Lower		
Science	-0.0669	Lower			-0.0553	Lower						
Social Studies	-0.1755	Lower			-0.2033	Lower						
All-Subject Average	-0.1051	Lower			-0.1598	Lower			-0.2759	Lower		
Middle												
ELA	-0.0355	Lower			0.0052	No			-0.0168	No		
Math	-0.1212	Lower			-0.1848	Lower			-0.2392	Lower		
Science	-0.0576	Lower			-0.0272	Lower						
Social Studies	-0.2333	Lower			-0.2302	Lower						
All-Subject Average	-0.1100	Lower			-0.1084	Lower			-0.1303	Lower		
High												
9th Grade Literature	0.1483	Higher			0.0619	Higher			0.1500	Higher		
American Literature	0.1835	Higher			0.1949	Higher			0.0917	Higher		
Analytic Geometry	-0.1083	Lower			-0.1428	Lower						
Algebra 1					-0.1354	Lower			-0.1740	Lower		
Biology	-0.1641	Lower			-0.2194	Lower			-0.0747	Lower		
Coordinate Algebra	0.0100	No										
Economics	-0.0789	Lower			-0.2020	Lower			-0.2220	Lower		
Geometry									-0.1382	Lower		
Physical Science	-0.1607	Lower			-0.2391	Lower			-0.1971	Lower		

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
U.S. History	-0.3006	Lower			-0.3372	Lower			-0.3011	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 are compared to the state average and, thus, 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.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA	43	14		42	10		44	16	
Math	43	24		36	8		34	4	
Science	44	21		44	23				
Social Studies	48	39		45	28				
All-Subject Average	44	18		42	12		39	5	
Middle									
ELA	44	12		45	22		49	41	
Math	48	38		42	20		42	12	

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Science	46	30		46	28				
Social Studies	44	22		40	12				
All-Subject Average	45	22		43	15		46	20	
High									
9th Grade Literature	51	56		49	44		53	64	
American Literature	54	69		50	53		46	30	
Analytic Geometry	48	44		41	20				
Algebra 1				39	16		38	10	
Biology	35	7		35	8				
Coordinate Algebra	51	52							
Economics	53	59		49	50				
Geometry							42	18	
Physical Science	43	25		37	12				
U.S. History	35	12		33	9				

Note: Schools with a statewide attendance zone are compared to the state average and, thus, 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 all subjects is -0.0421 in elementary grades and -0.0235 in middle grades.
- The school's performance is indistinguishable from the state average in both elementary and middle grades. Because the school serves students throughout the state, it does not have a district comparison group.
- Georgia School for Innovation and the Classics' performance in 2016/17 is generally improved from its performance in 2015/16. Last year, the school's performance was below the state in elementary ELA, elementary Math, and middle school Math. This year, its performance is indistinguishable in all tested subjects.
- The school's contribution to student achievement is:
  - indistinguishable from the 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
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	49.3	69.4	20.6	4.2	5.8	0.0	21.3	0.2	10.6	6.1

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

Overall School Effect: -0.0421 Elementary / -0.0235 Middle

Georgia School for Innovation and the Classics' contribution to an elementary student's average achievement across ELA and Math is indistinguishable from 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 indistinguishable from that of the average middle school in the state. It is important to note that averaging achievement scores across subjects masks any variation in school performance between subject areas. As a result, the table below also includes the school's effect on student achievement in each subject area.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA	-0.0720	20	No				52	63	
Math	-0.0106	46	No				58	83	
All-Subject Average	-0.0421	33	No				55	79	
Middle									
ELA	0.0155	57	No				53	75	
Math	-0.0298	39	No				54	68	

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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	-0.0235	40	No				53	72	
High									
9th Grade Literature									
American Literature									
Algebra 1									
Biology									
Economics									
Geometry									
Physical Science									
U.S. History									

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 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Georgia School for Innovation and the Classics' performance in 2016/17 is generally improved from its performance in 2015/16. Last year, the school was below the state in elementary ELA, elementary Math, and middle school Math. This year, it is indistinguishable in all tested subjects.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA					-0.1204	Lower			-0.0720	No		
Math					-0.1549	Lower			-0.0106	No		
Science					-0.2235	Lower						
Social Studies					-0.2836	Lower						
All-Subject Average					-0.1943	Lower			-0.0421	No		
Middle												
ELA					-0.0448	No			0.0155	No		
Math					-0.3173	Lower			-0.0298	No		
Science					-0.0446	No						
Social Studies					-0.2004	Lower						
All-Subject Average					-0.1506	Lower			-0.0235	No		
High												
9th Grade Literature												
American Literature												
Analytic Geometry												
Algebra 1												
Biology												
Coordinate Algebra												
Economics												
Geometry												

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Physical Science												
U.S. History												

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.

*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.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA				47	34		52	63	
Math				43	25		58	83	
Science				41	12				
Social Studies				42	19				
All-Subject Average				43	17		55	79	
Middle									
ELA				49	48		53	75	
Math				34	5		54	68	

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Science				48	40				
Social Studies				45	26				
All-Subject Average				44	17		53	72	
High									
9th Grade Literature									
American Literature									
Analytic Geometry									
Algebra 1									
Biology									
Coordinate Algebra									
Economics									
Geometry									
Physical Science									
U.S. History									

Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

Graduation Achievement Charter High School (Formerly Provost Academy)

Key Findings

- Graduation Achievement Charter High School's estimated contribution to student achievement in courses where end-of-course exams are given were -0.2473 in 9th Grade Literature, -0.0499 in American Literature, 0.0038 in Biology, -0.2289 in Economics, -0.1238 in Physical Science, and -0.2403 in U.S. History.
- In half of the tested subjects, Graduation Achievement Charter High School's performance is indistinguishable from the performance of the average high school in the state. However, its performance is relatively weak in 9th Grade Literature, Economics, and U.S. History. Because the school serves students throughout the state, it does not have a district comparison group.
- Graduation Achievement Charter High School's performance in 2016/17 is generally similar to its performance in 2015/16. The school showed improvement in Physical Science, but declined substantially in 9th Grade Literature.
- The school's contribution to student achievement is:
  - below the state average in 9th Grade Literature, Economics, and U.S. History; and
  - indistinguishable from the state average in American Literature, Biology, and Physical Science.

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
Graduation Achievement Charter High School (formerly Provost Academy)	2012	No	9-12	Online Curriculum with STEM emphasis	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*
Grad Achievement	49.6	23.0	61.3	11.7	4.1	64.4	35.1	1.4	11.2	0.0

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

Overall School Effect: -0.2473 9th Grade Literature/ -0.0499 American Literature/ 0.0038 Biology/ -0.2289 Economics/ -0.1238 Physical Science/ -0.2403 U.S. History

Graduation Achievement Charter High School's contribution to a high school student's achievement is not statistically different from the average high school in the state in three of six subjects. Graduation Achievement Charter High School performed comparably to the average high school in the state in American Literature, Biology, and Physical Science. Its performance was below the state average in 9th Grade Literature, Economics, and U.S. History.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA									
Math									
All-Subject Average									
Middle									
ELA									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	School Effect	State Percentile (higher is better)	Statistically Different from State Average?	District Rank (lower is better)	District Average	Statistically Different from District Average?	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Math									
All-Subject Average									
High									
9th Grade Literature	-0.2473	3	Lower				38	2	
American Literature	-0.0499	35	No				41	12	
Algebra 1									
Biology	0.0038	54	No						
Economics	-0.2289	18	Lower						
Geometry									
Physical Science	-0.1238	27	No						
U.S. History	-0.2403	15	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 are compared to the state average and, thus, have no comparison district.

Comparison of 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Graduation Achievement Charter High School's performance in 2016/17 is generally similar to its performance in 2015/16. The school showed improvement in Physical Science, but declined substantially in 9th Grade Literature.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA												
Math												
Science												
Social Studies												
All-Subject Average												
Middle												
ELA												
Math												
Science												
Social Studies												
All-Subject Average												
High												
9th Grade Literature	0.0032	No			0.0974	No			-0.2473	Lower		
American Literature	-0.0686	No			0.0280	No			-0.0499	No		
Analytic Geometry	-0.2296	Lower			-0.1475	No						
Algebra 1												

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Biology	-0.1219	Lower			-0.0459	No			0.0038	No		
Coordinate Algebra	-0.1857	Lower			-0.0509	No						
Economics	-0.3231	Lower			-0.3216	Lower			-0.2289	Lower		
Geometry												
Physical Science	-0.1848	Lower			-0.1834	Lower			-0.1238	No		
U.S. History	-0.3879	Lower			-0.2978	Lower			-0.2403	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 are compared to the state average and, thus, 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.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA									
Math									
Science									
Social Studies									

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
All-Subject Average									
Middle									
ELA									
Math									
Science									
Social Studies									
All-Subject Average									
High									
9th Grade Literature	44	24		56	83		38	2	
American Literature	43	20		47	42		41	12	
Analytic Geometry	38	9		39	14				
Algebra 1									
Biology	38	10		48	50				
Coordinate Algebra	40	12		37	19				
Economics	35	7		38	16				
Geometry									
Physical Science	39	14		34	7				
U.S. History	29	3		40	24				

Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

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 in Math and ELA is -0.0327 in elementary grades.
- International Charter School of Atlanta's performance is not statistically different from the state in elementary ELA, but is below the state in elementary Math. Because the school serves students throughout the state, it does not have a district comparison group.
- International Charter School's performance in 2016/17 is generally consistent with the 2015/16 school year. The school declined slightly in elementary Math, moving from being indistinguishable from the state to below the state.
- The school's contribution to student achievement is:
  - below the state average in elementary Math; and
  - indistinguishable from the state average in elementary 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-5	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	53.4	39.7	31.8	13.7	14.8	1.5	7.6	7.3	6.2	7.1

About half of the "other race" students (6.7 percent of the total) are Asian.

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

Overall School Effect: -0.0327 Elementary

International Charter School of Atlanta's contribution to an elementary school student's achievement is not statistically different from the average elementary school in the state. The school's estimated contribution to student achievement is not statistically different from the state in elementary ELA, but is below the state in elementary Math.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA	0.0377	64	No				50	48	
Math	-0.1034	21	Lower				46	32	
All-Subject Average	-0.0327	36	No				48	35	
Middle									
ELA									
Math									
All-Subject Average									
High									
9th Grade Literature									
American Literature									
Algebra 1									
Biology									
Economics									
Geometry									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Physical Science									
U.S. History									

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 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

International Charter School's performance in 2016/17 is generally consistent with the 2015/16 school year. The school declined slightly in elementary Math, moving from being indistinguishable from the state to below the state.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA					-0.0028	No			0.0377	No		
Math					-0.0854	No			-0.1034	Lower		
Science					-0.0433	No						
Social Studies					-0.0407	No						
All-Subject Average					-0.0434	No			-0.0327	No		

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Middle												
ELA												
Math												
Science												
Social Studies												
All-Subject Average												
High												
9th Grade Literature												
American Literature												
Analytic Geometry												
Algebra 1												
Biology												
Coordinate Algebra												
Economics												
Geometry												
Physical Science												
U.S. History												

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.

*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.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA				48	41		50	48	
Math				43	24		46	32	
Science				48	41				
Social Studies				50	53				
All-Subject Average				47	37		48	35	
Middle									
ELA									
Math									
Science									
Social Studies									
All-Subject Average									
High									
9th Grade Literature									
American Literature									
Analytic Geometry									
Algebra 1									
Biology									
Coordinate Algebra									
Economics									
Geometry									
Physical Science									

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
U.S. History									

Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

Ivy Preparatory Academy at Gwinnett

Key Findings

- The value-added estimate of Ivy Preparatory Academy at Gwinnett's impact on a student's average achievement across all subjects is -0.0899 in middle grades.
- Ivy Preparatory Academy at Gwinnett's performance is lower than the average middle school in the state and in the district.
- Ivy Preparatory Academy at Gwinnett's performance in 2016/2017 was consistent with its performance in 2015/16 and worse than its performance in 2014/15.
- The school's contribution to student achievement is:
  - below the district and state averages in middle school Math; and
  - indistinguishable from the district and state 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
Ivy Preparatory Academy at Gwinnett	2008	No	6-8	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 Gwinnett, Fulton, and DeKalb County 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*
Ivy Prep. – Gwinnett	100.0	1.4	79.1	14.4	5.0	57.6	24.1	1.4	8.6	0.0

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

Overall School Effect: -0.0899 Middle
Average Overall School Effect in District: -0.0055 Middle

Ivy Preparatory Academy at Gwinnett's contribution to a student's cross-subject average achievement is statistically lower than the average school in the state and 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.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA									
Math									
All-Subject Average									
Middle									
ELA	0.0071	52	No	48 of 91	0.0070	No	48	32	64 of 91
Math	-0.2011	5	Lower	86 of 91	-0.0195	Lower	34	2	89 of 91
All-Subject Average	-0.0899	13	Lower	80 of 91	-0.0055	Lower	42	6	88 of 91
High									
9th Grade Literature									
American Literature									
Algebra 1									
Biology									
Economics									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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									
Physical Science									
U.S. History									

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 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Ivy Preparatory Academy at Gwinnett's performance in 2016/17 was consistent with its performance in 2015/16 and worse than its performance in 2014/15. In particular, 2016/17 middle school Math performance was worse than 2014/15 performance.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA												
Math												
Science												
Social Studies												

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
All-Subject Average												
Middle												
ELA	-0.0434	No	-0.0324	No	-0.0567	No	0.0117	No	0.0071	No	0.0070	No
Math	0.0857	Higher	-0.0114	Higher	-0.2074	Lower	-0.0419	Lower	-0.2011	Lower	-0.0195	Lower
Science	-0.0814	Lower	-0.0301	No	-0.2024	Lower	-0.0103	Lower				
Social Studies	0.0400	No	-0.0201	No	-0.0098	No	-0.0168	No				
All-Subject Average	0.0060	No	-0.0267	No	-0.1074	Lower	-0.0187	Lower	-0.0899	Lower	-0.0055	Lower
High												
9th Grade Literature	0.2814	Higher	-0.0427	Higher								
American Literature												
Analytic Geometry												
Algebra 1												
Biology	-0.2535	Lower	0.0181	Lower								
Coordinate Algebra	0.0800	No	-0.0646	No								
Economics												
Geometry												
Physical Science												
U.S. History												

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.

*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.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA									
Math									
Science									
Social Studies									
All-Subject Average									
Middle									
ELA	52	65	12 of 32	49	43	57 of 88	48	32	64 of 91
Math	53	67	11 of 32	34	4	86 of 88	34	2	89 of 91
Science	44	20	28 of 33	39	8	83 of 87			
Social Studies	48	37	26 of 33	48	39	56 of 88			
All-Subject Average	49	43	22 of 33	42	12	76 of 88	42	6	88 of 91
High									
9th Grade Literature	63	93	1 of 22						
American Literature									
Analytic Geometry									
Algebra 1									
Biology	34	5	22 of 23						
Coordinate Algebra	50	50	6 of 21						
Economics									
Geometry									

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Physical Science									
U.S. History									

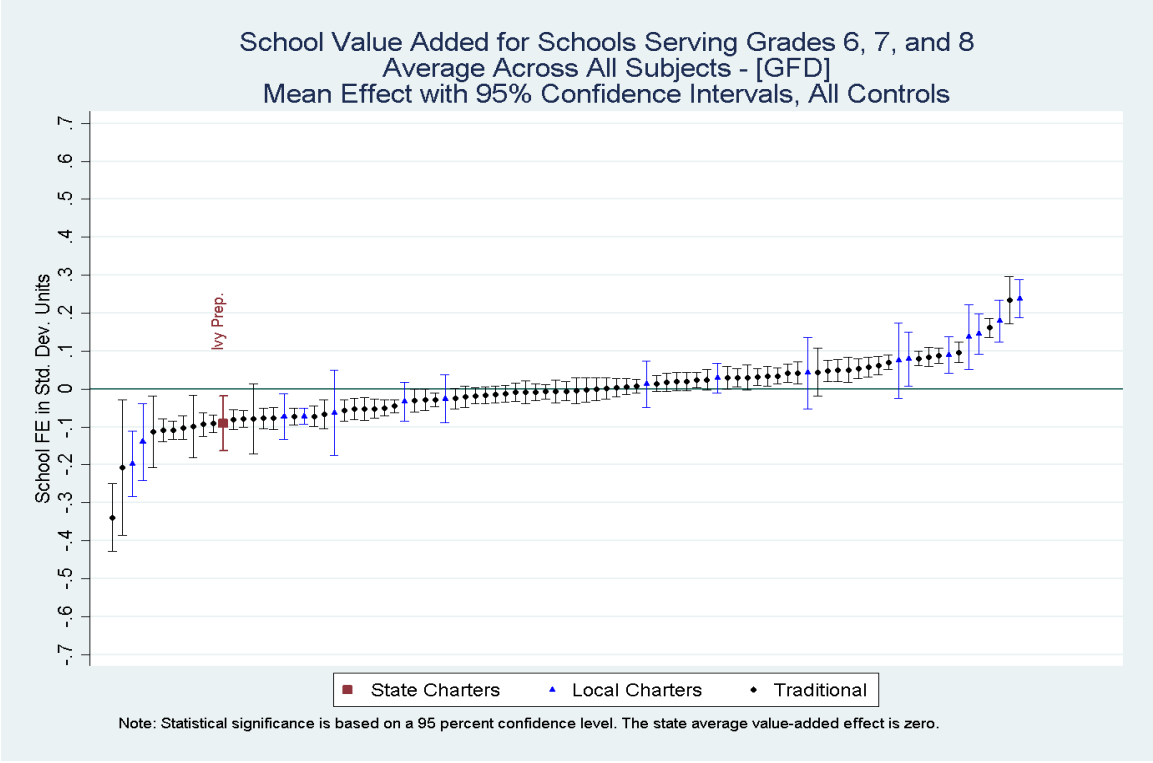
Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

Comparison of School Impact

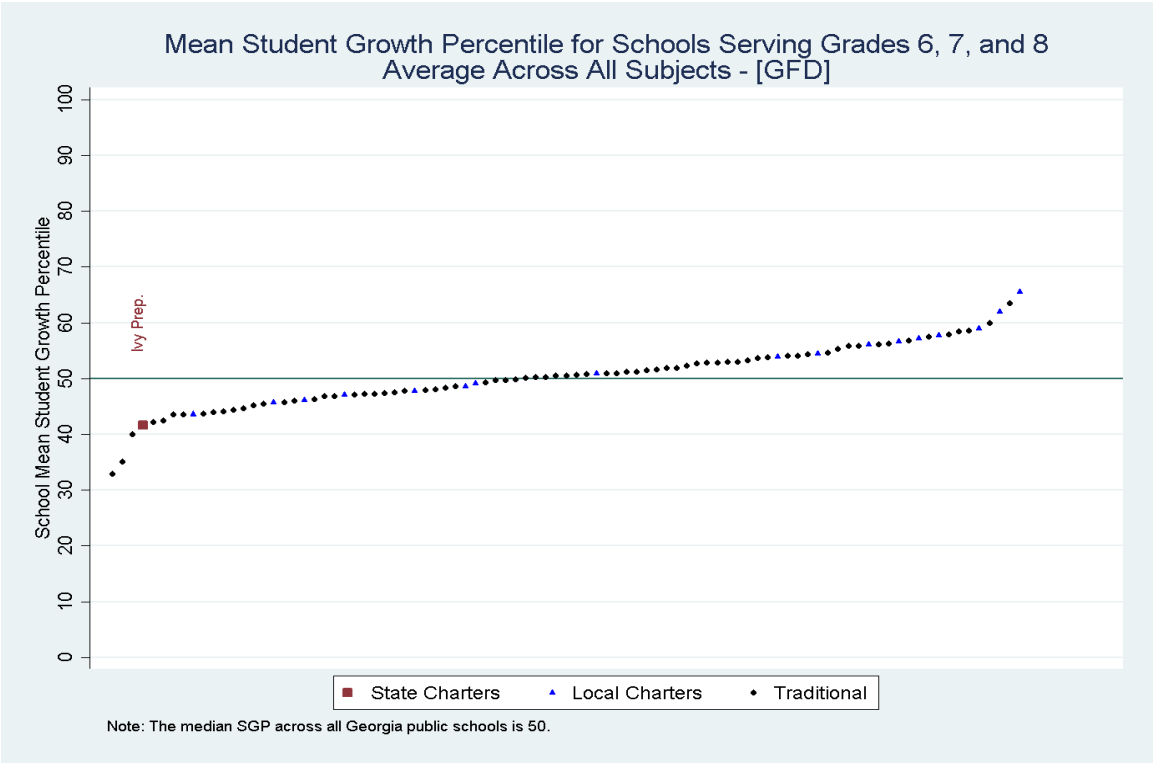
Subject Area: All-Subject Middle Average

State Charter: Ivy Preparatory Academy at Gwinnett

Comparison District: Gwinnett, Fulton, and DeKalb County Schools

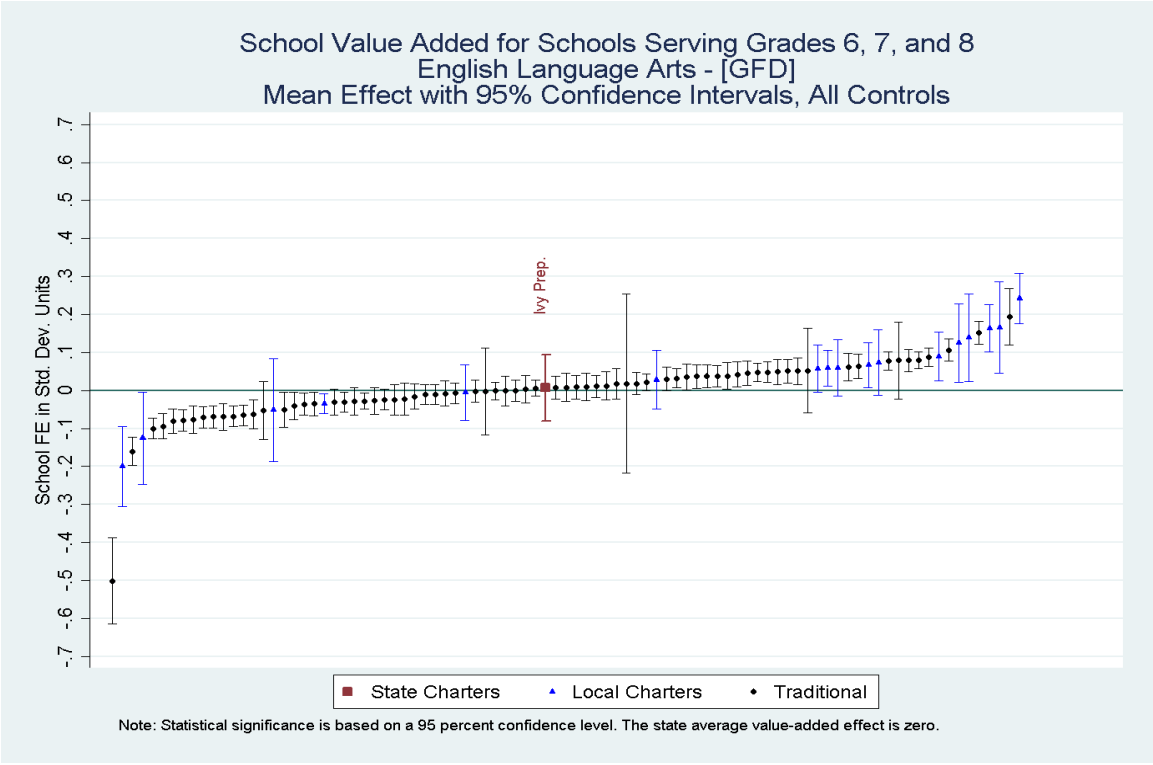


Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

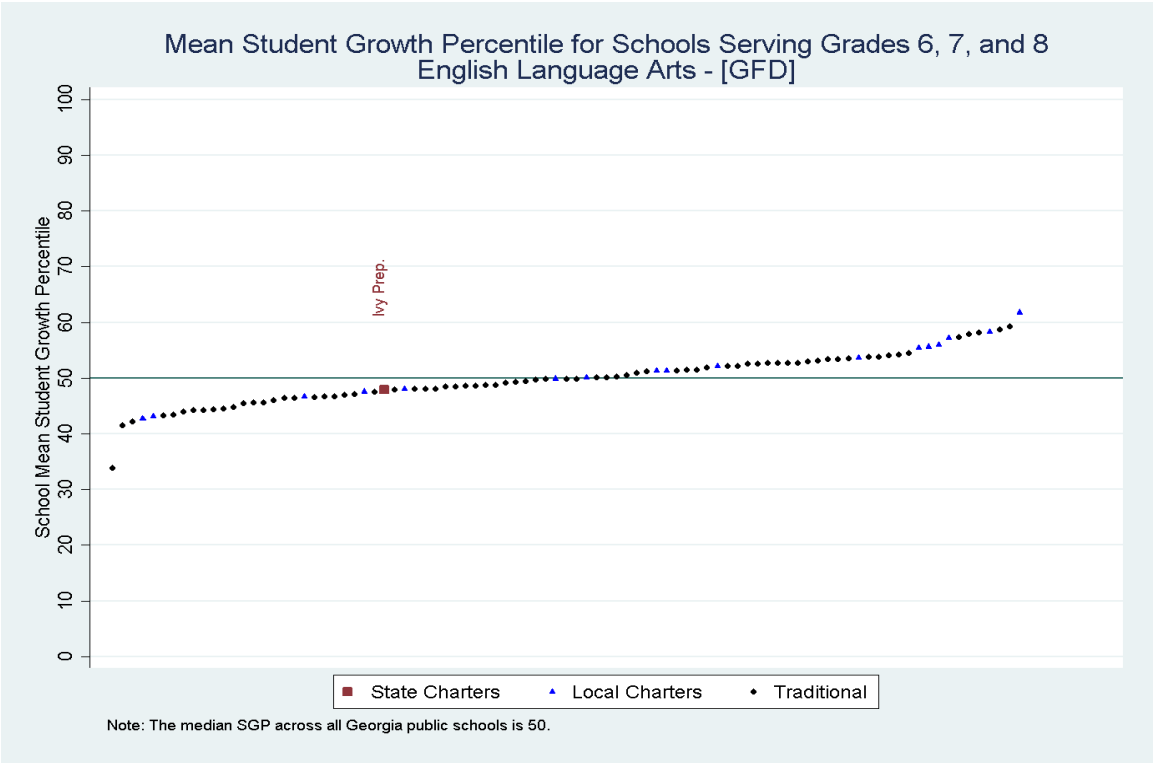


Note: The median SGP across all Georgia public schools is 50.

Subject Area: Middle ELA
State Charter: Ivy Preparatory Academy at Gwinnett
Comparison District: Gwinnett, Fulton, and DeKalb County Schools

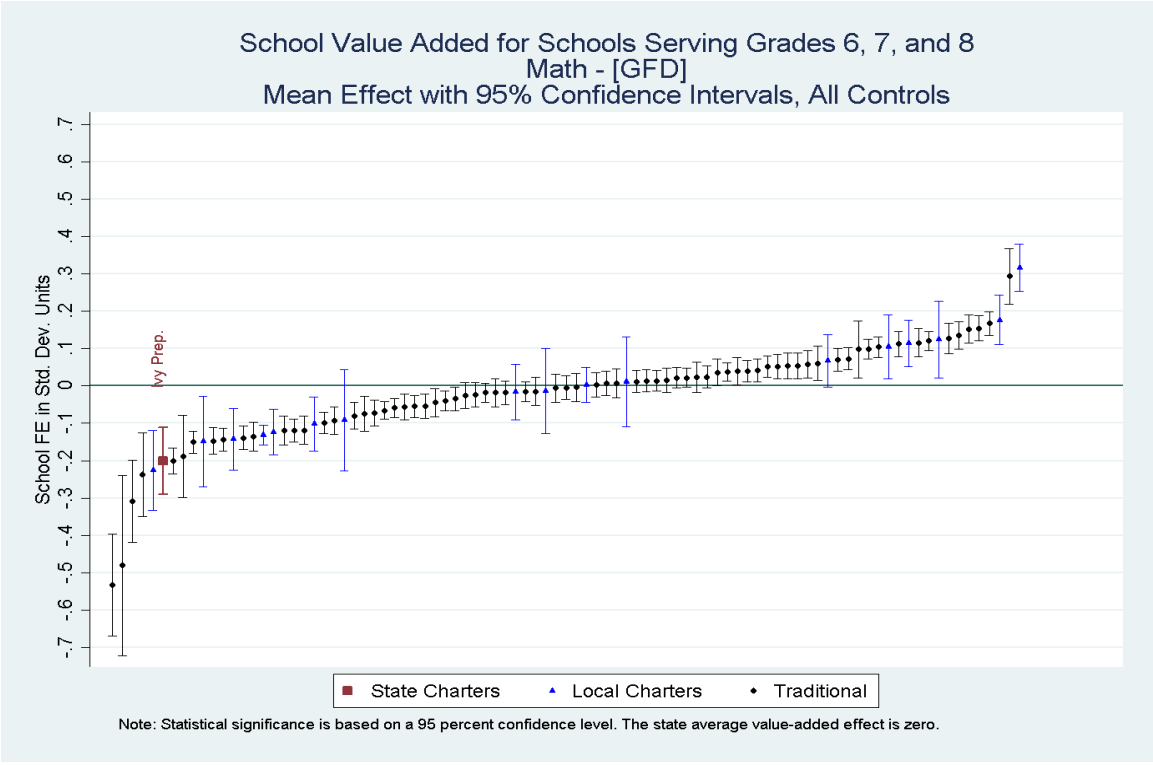


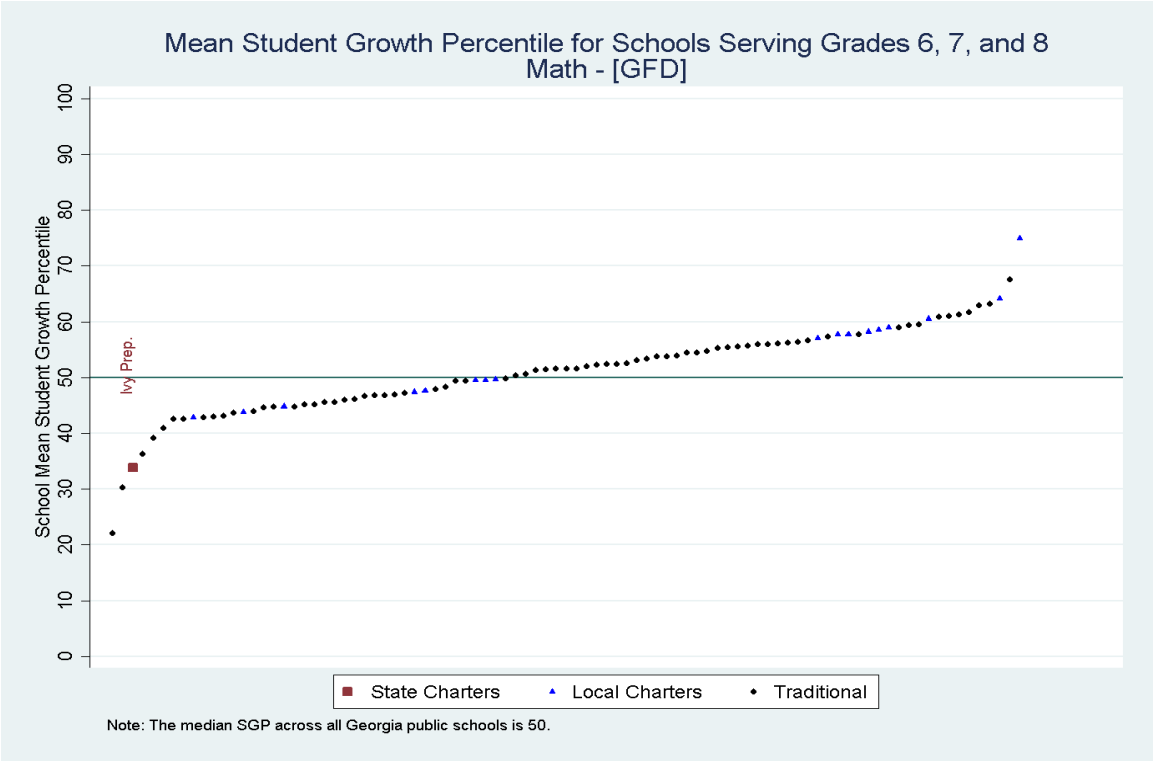
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



Note: The median SGP across all Georgia public schools is 50.

Subject Area: Middle Mathematics
State Charter: Ivy Preparatory Academy at Gwinnett
Comparison District: Gwinnett, Fulton, and DeKalb County Schools





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 0.2872 in elementary grades and 0.2055 in middle grades.
- The school's performance is above 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 2016/17 improved from its performance in 2015/16 and 2014/15. In all tested subjects, the school was above the state and district averages, which has not been the case in the past.
- The school's contribution to student achievement is:
  - above 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	0.2	98.8	0.2	0.7	82.5	41	0.0	5.4	0.9

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

Overall School Effect: 0.2872 Elementary / 0.2055 Middle
Average Overall School Effect in District: 0.0160 Elementary / 0.0156 Middle

Ivy Preparatory Academy at Kirkwood for Girls' contribution to an elementary student's cross-subject average achievement is above that of the average elementary school in the state and district. Its contribution to a middle school student's cross-subject average achievement is also above 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.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA	0.3597	99	Higher	1 of 141	0.0131	Higher	64	99	2 of 141
Math	0.2142	95	Higher	13 of 141	0.0184	Higher	63	95	11 of 141
All-Subject Average	0.2872	99	Higher	2 of 141	0.0160	Higher	64	99	2 of 141
Middle									
ELA	0.3313	99	Higher	1 of 53	0.0205	Higher	68	99	1 of 53
Math	0.1151	84	Higher	10 of 53	0.0002	Higher	56	78	11 of 53
All-Subject Average	0.2055	98	Higher	3 of 53	0.0156	Higher	62	98	3 of 53
High									
9th Grade Literature									
American Literature									
Algebra 1									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Biology									
Economics									
Geometry									
Physical Science									
U.S. History									

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 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Ivy Preparatory Academy at Kirkwood for Girls' elementary performance in 2016/17 improved from its performance in 2015/16 and 2014/15. In all tested subjects, the school was above the state and district, which has not been the case in the past.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA	-0.3434	Lower	0.0681	Lower	-0.1359	Lower	0.0630	Lower	0.3597	Higher	0.0131	Higher
Math	-0.1331	Lower	-0.0211	No	-0.1934	Lower	-0.0255	Lower	0.2142	Higher	0.0184	Higher
Science	-0.2244	Lower	-0.0068	Lower	-0.1294	Lower	-0.0188	No				
Social Studies	-0.3904	Lower	-0.0509	Lower	-0.3285	Lower	-0.0565	Lower				
All-Subject Average	-0.2712	Lower	-0.0019	Lower	-0.1969	Lower	-0.0096	Lower	0.2872	Higher	0.0160	Higher
Middle												
ELA	0.1090	Higher	0.0510	No	0.1073	Higher	0.0216	No	0.3313	Higher	0.0205	Higher
Math	-0.0506	No	-0.0206	No	-0.1281	Lower	-0.0441	No	0.1151	Higher	0.0002	Higher
Science	-0.1913	Lower	0.0019	Lower	-0.0608	No	-0.0429	No				
Social Studies	0.2084	Higher	0.0185	Higher	0.2542	Higher	-0.0503	Higher				
All-Subject Average	0.0196	No	0.0150	No	0.0405	No	-0.0252	No	0.2055	Higher	0.0156	Higher
High												
9th Grade Literature												
American Literature												
Analytic Geometry												
Algebra 1												

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Biology												
Coordinate Algebra												
Economics												
Geometry												
Physical Science												
U.S. History												

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.

*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.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA	31	1	85 of 85	39	4	137 of 139	64	99	2 of 141
Math	38	11	77 of 85	33	4	134 of 139	63	95	11 of 141
Science	32	2	84 of 85	35	2	134 of 139			

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Social Studies	27	1	84 of 85	23	1	139 of 139			
All-Subject Average	32	1	85 of 85	32	1	139 of 139	64	99	2 of 141
Middle									
ELA	55	86	12 of 33	59	96	3 of 54	68	99	1 of 53
Math	47	33	22 of 33	44	27	25 of 54	56	78	11 of 53
Science	40	11	31 of 33	49	46	21 of 54			
Social Studies	60	89	7 of 33	67	98	2 of 54			
All-Subject Average	50	55	17 of 33	55	83	7 of 54	62	98	3 of 53
High									
9th Grade Literature									
American Literature									
Analytic Geometry									
Algebra 1									
Biology									
Coordinate Algebra									
Economics									
Geometry									
Physical Science									
U.S. History									

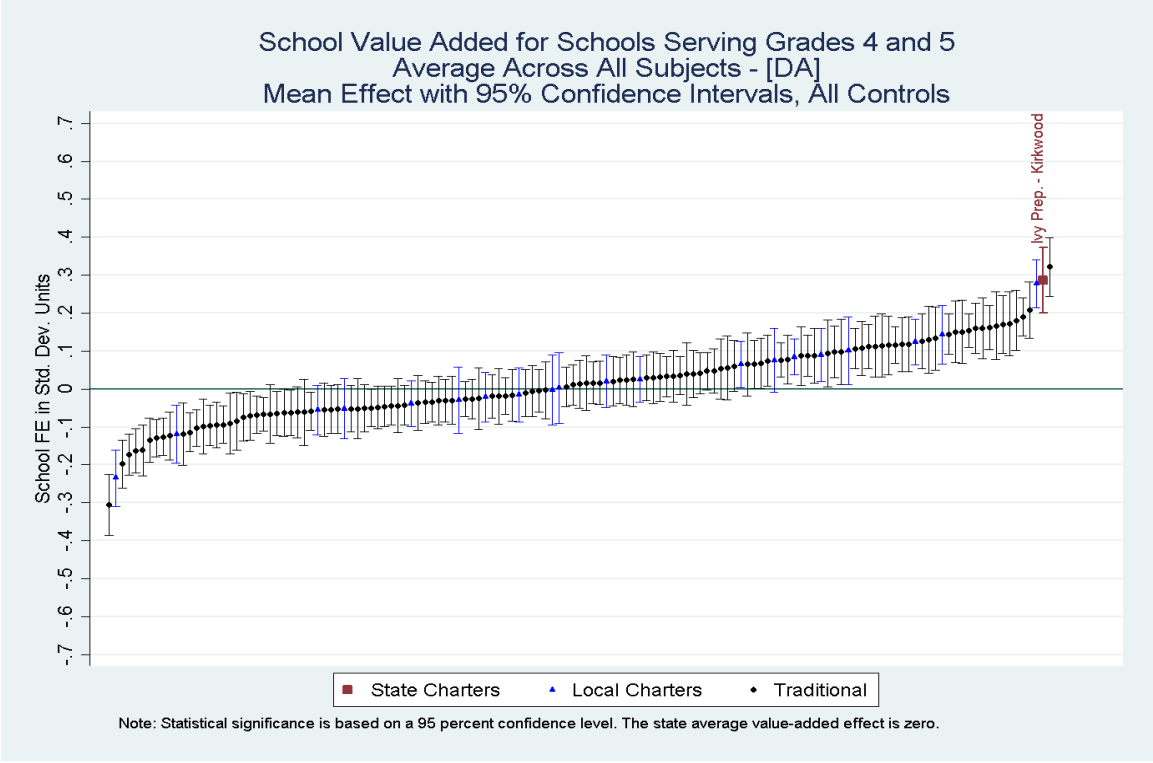
Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

Comparison of School Impact

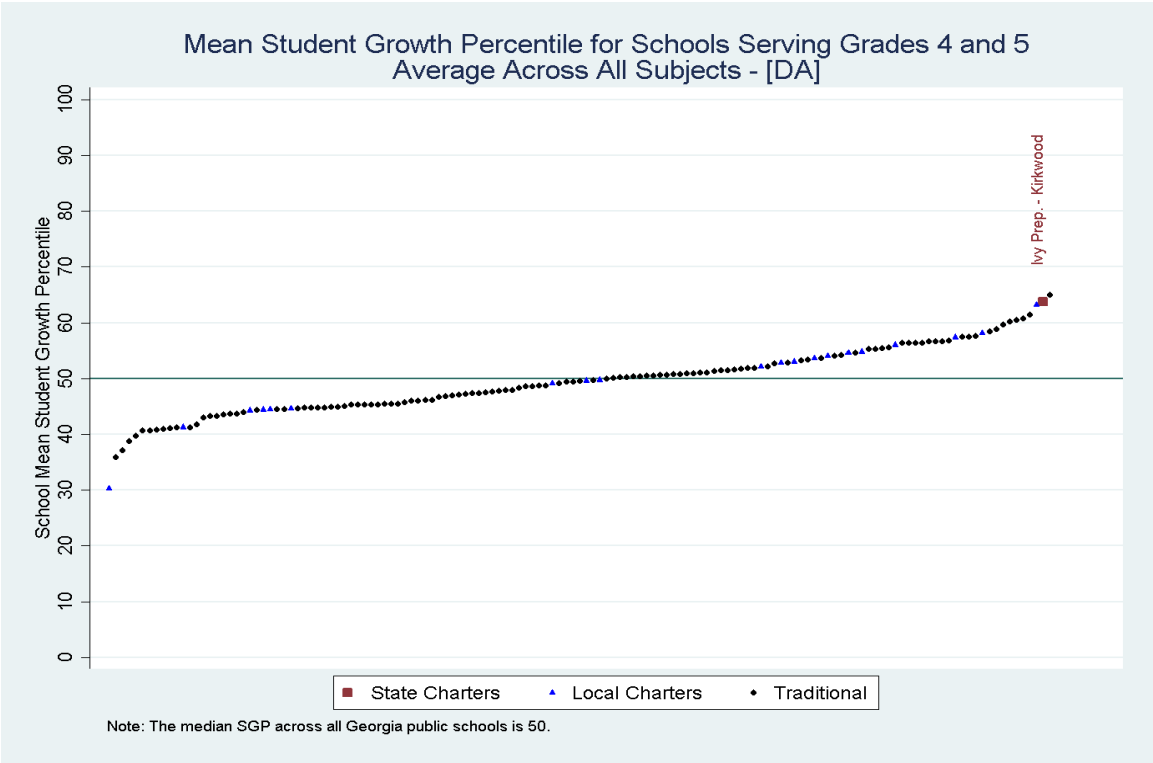
Subject Area: All-Subject Elementary Average

State Charter: Ivy Preparatory Academy at Kirkwood for Girls

Comparison District: DeKalb County and Atlanta Public Schools

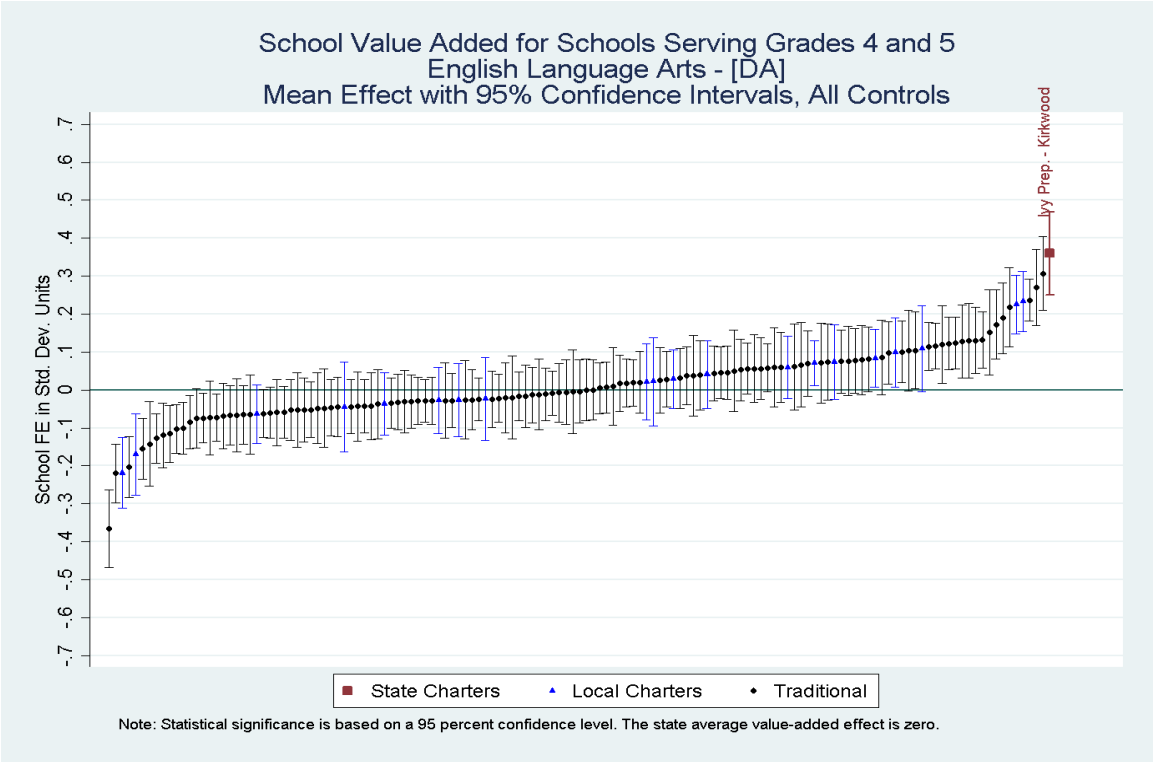


Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

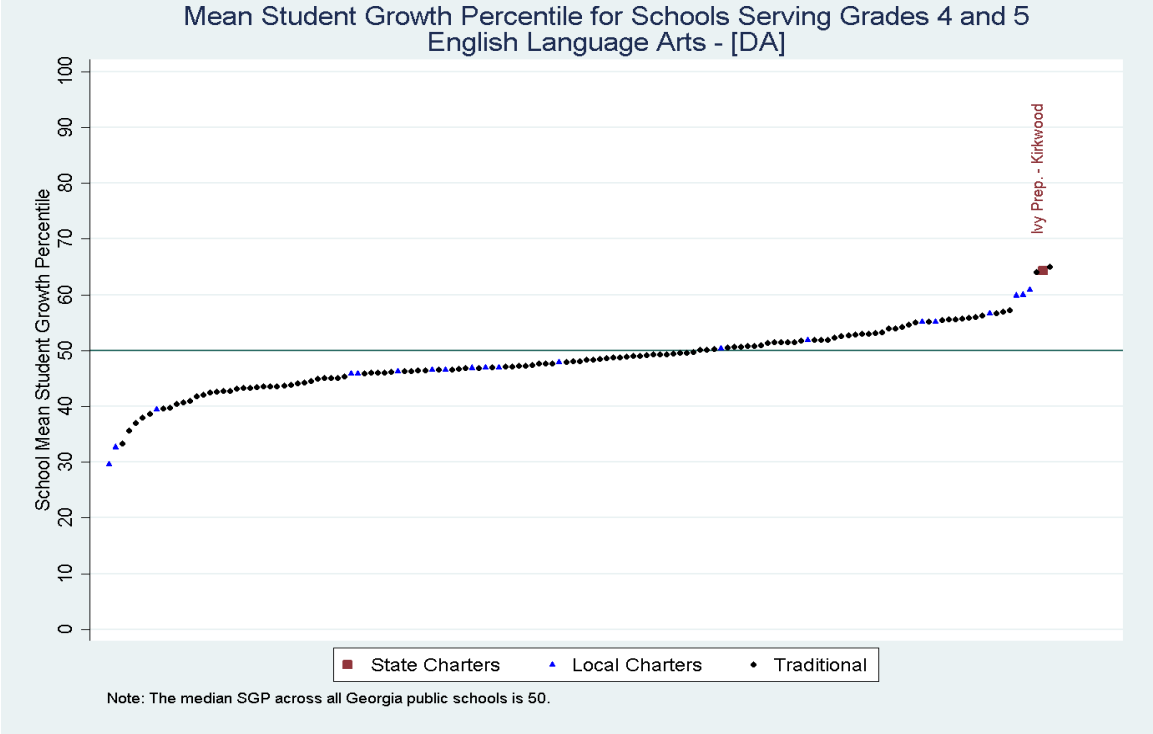


Note: The median SGP across all Georgia public schools is 50.

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

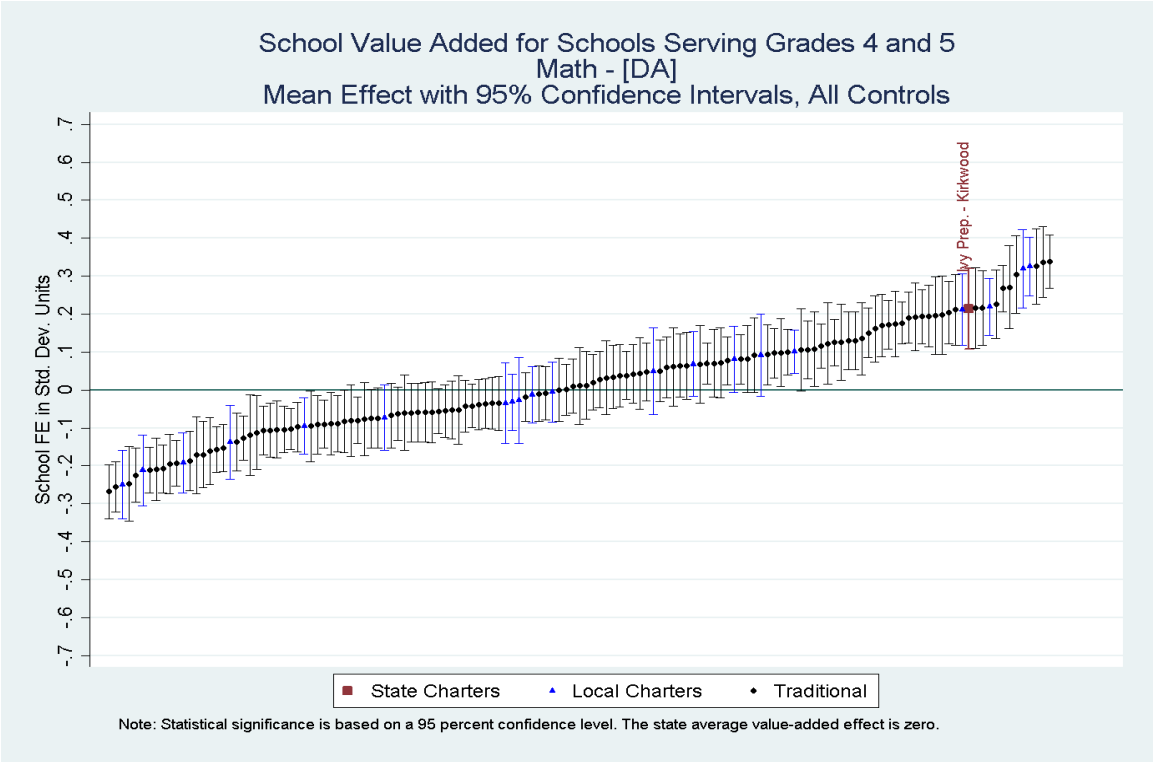


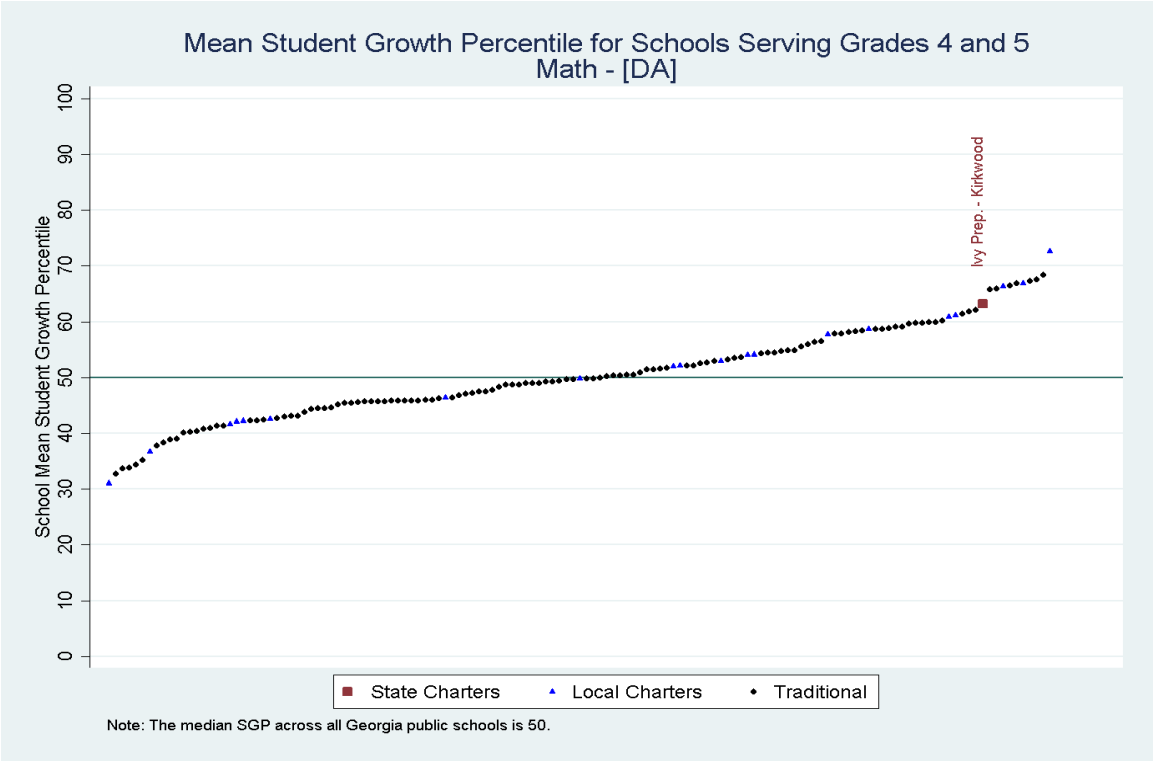
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



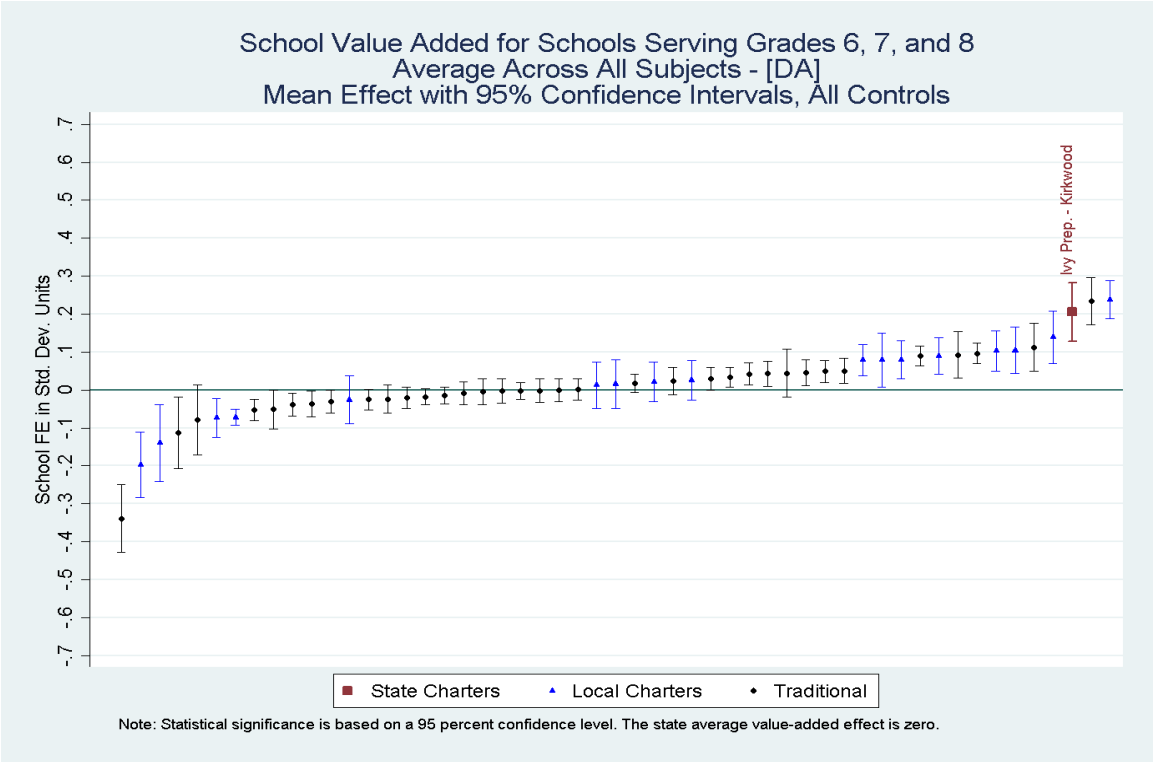
Note: The median SGP across all Georgia public schools is 50.

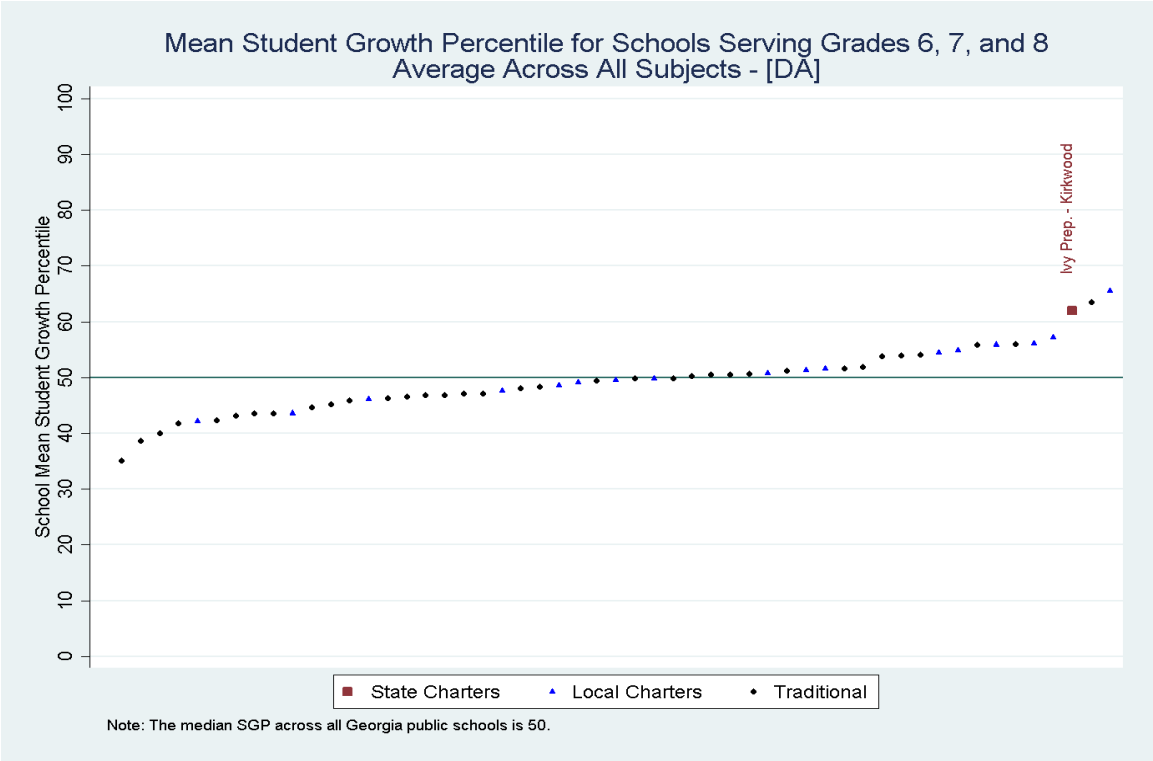
Subject Area: Elementary Mathematics
State Charter: Ivy Preparatory Academy at Kirkwood for Girls
Comparison District: DeKalb County and Atlanta Public Schools



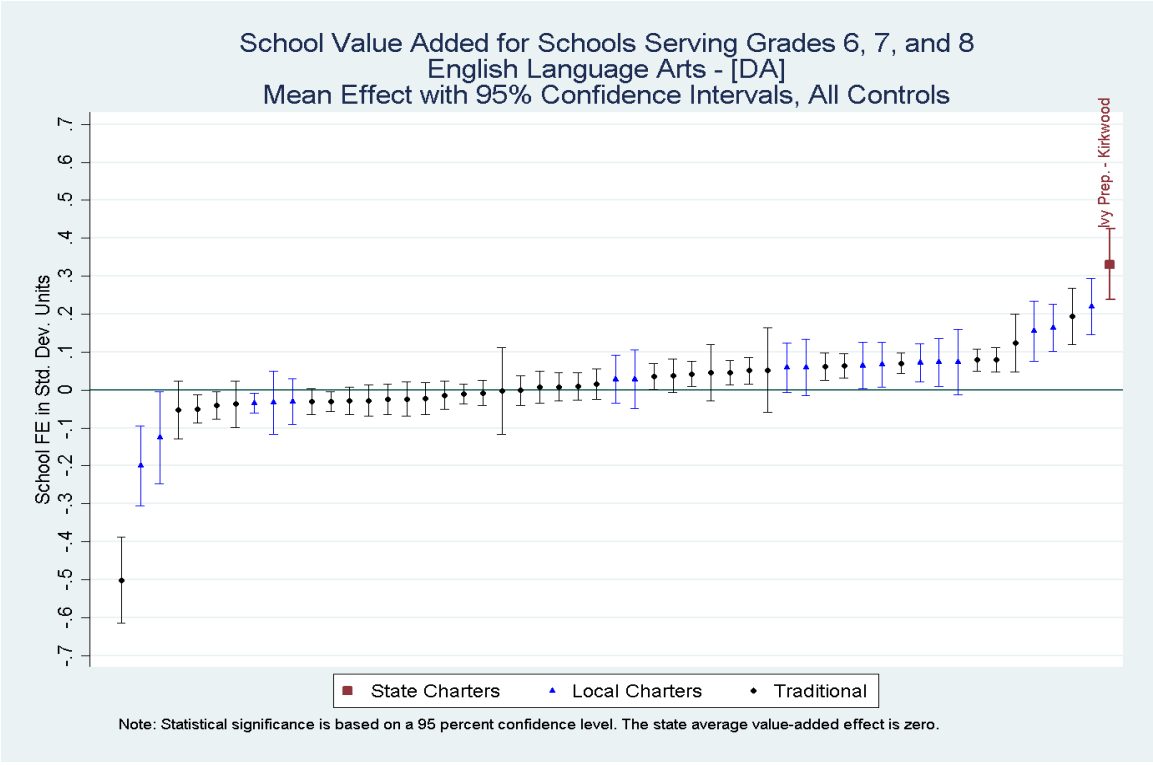


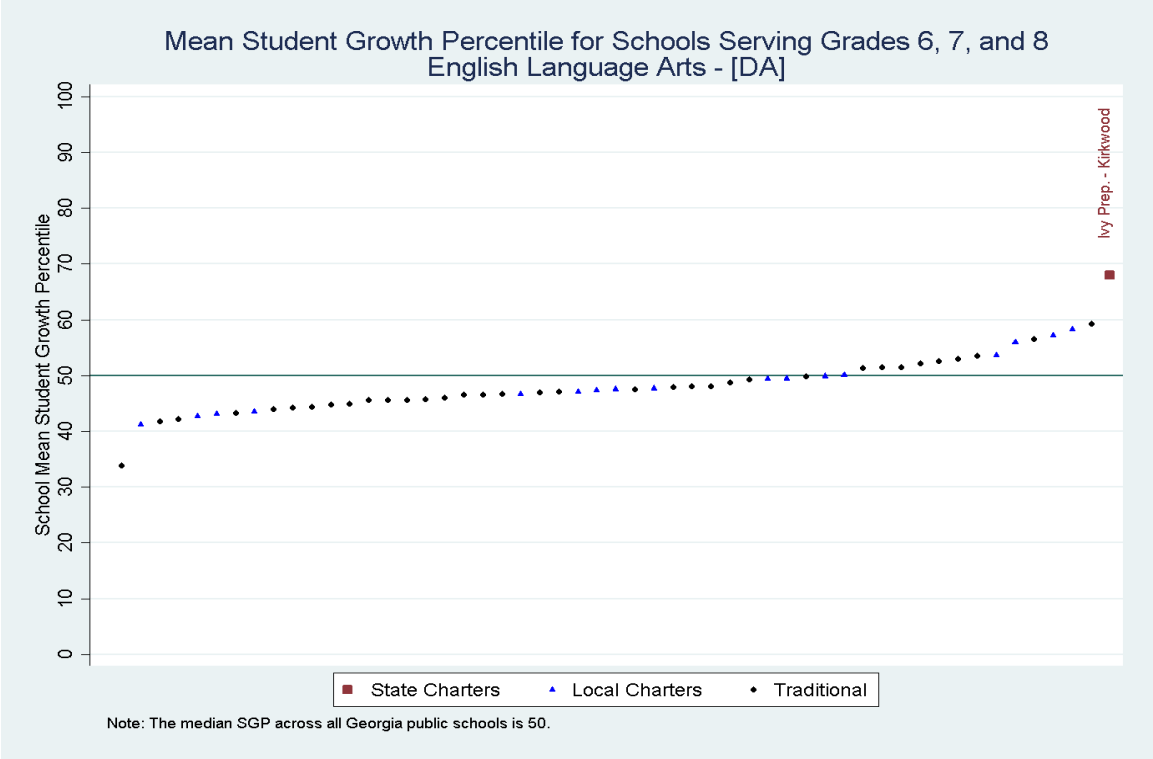
Subject Area: All-Subject Middle Average
State Charter: Ivy Preparatory Academy at Kirkwood for Girls
Comparison District: DeKalb County and Atlanta Public Schools



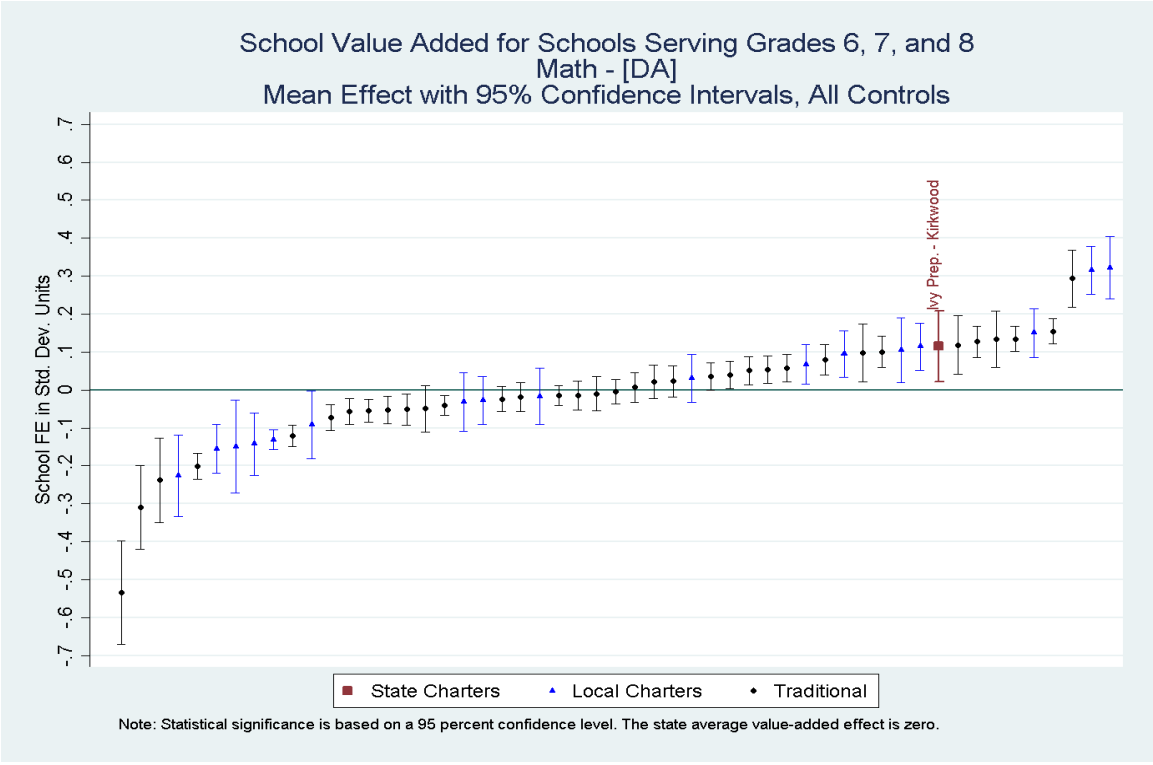


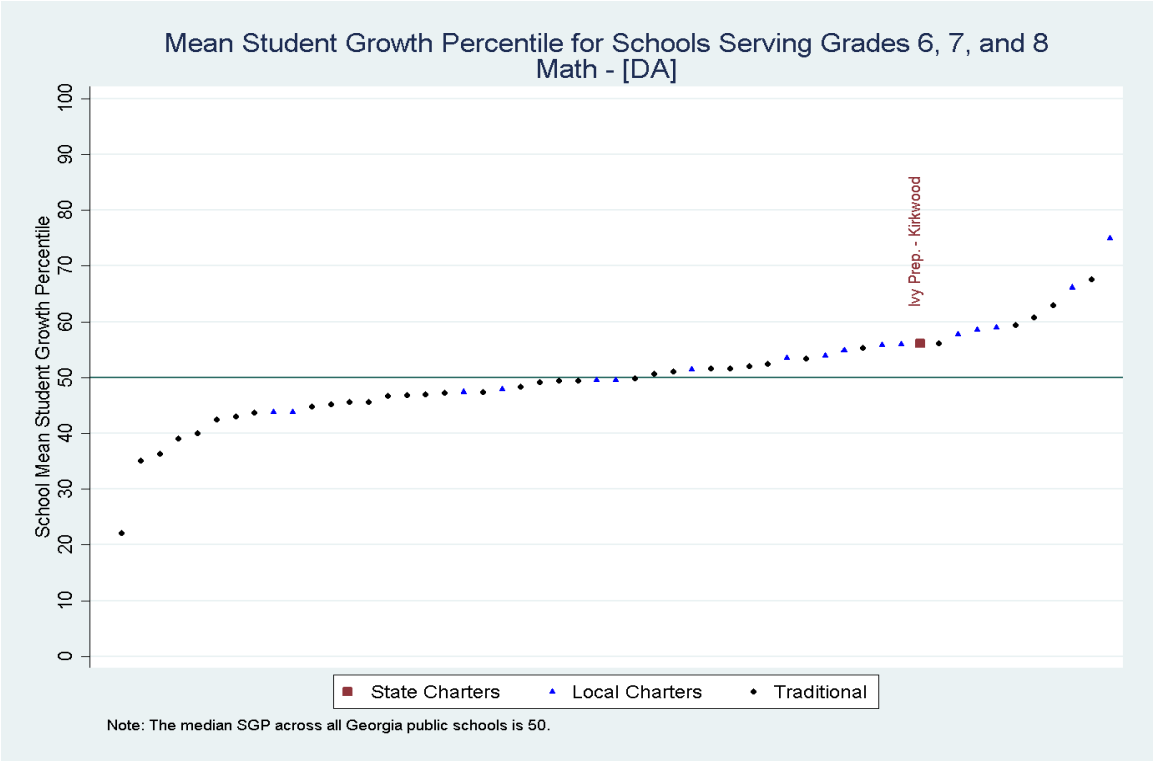
Subject Area: Middle ELA
State Charter: Ivy Preparatory Academy at Kirkwood for Girls
Comparison District: DeKalb County and Atlanta Public Schools





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 all subjects is -0.0686 in elementary grades and -0.0854 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 first year in operation is 2016/17, 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 middle school Math; and
  - indistinguishable from the state average in elementary ELA, elementary Math, 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
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	52.7	60.6	27.6	6.1	5.7	15.1	10.4	0.0	7.5	22.2

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

Overall School Effect: -0.0686 Elementary / -0.0854 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.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA	-0.0593	25	No				49	43	
Math	-0.0778	28	No				47	35	
All-Subject Average	-0.0686	22	No				48	35	
Middle									
ELA	-0.0269	35	No				53	75	
Math	-0.1941	6	Lower				42	13	
All-Subject Average	-0.0854	14	Lower				48	36	
High									
9th Grade Literature									
American Literature									
Algebra 1									
Biology									
Economics									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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									
Physical Science									
U.S. History									

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 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Liberty Tech's first year in operation is 2016/17, so it is not possible to make year-to-year performance assessments.

Mountain Education Center

Key Findings

- Mountain Education Center's estimated contribution to student achievement in courses tested with end-of-course exams are 0.0295 in 9th Grade Literature, 0.0957 in American Literature, 0.2461 in Algebra 1, 0.3085 in Biology, -0.0289 in Economics, 0.1825 in Geometry, 0.1629 in Physical Science, and 0.0939 in U.S. History.
- Mountain Education Center's contribution to student achievement exceeds the state average in Algebra 1, Biology, and Physical Science. Other tested subjects are indistinguishable from the state. Because the school serves students throughout the state, it does not have a district comparison group.
- Compared to 2015/16, Mountain Education Center saw a general improvement in its performance in 2016/17. While only one tested subject was higher than the state in 2015/16, three were higher in 2016/17.
- The school's contribution to student achievement is:
  - above the state average in Algebra 1, Biology, and Physical Science; and
  - indistinguishable from the state average in 9th Grade Literature, American Literature, Economics, Geometry, and U.S. History.

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.	45.8	82.1	3.7	12.2	2.0	100.0	24.9	3.0	15.8	0.0

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

Overall School Effect: 0.0295 9th Grade Literature/ 0.0957 American Literature/ 0.2461 Algebra 1/ 0.3085 Biology/ -0.0289 Economics/ 0.1825 Geometry/ 0.1629 Physical Science/ 0.0939 U.S. History

Mountain Education Center's contribution to student achievement is greater than the state average in Algebra 1, Biology, and Physical Science. Other tested subjects are indistinguishable from the state.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA									
Math									
All-Subject Average									
Middle									
ELA									
Math									
All-Subject Average									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
High									
9th Grade Literature	0.0295	58	No				56	80	
American Literature	0.0957	77	No				56	83	
Algebra 1	0.2461	92	Higher				55	69	
Biology	0.3085	96	Higher						
Economics	-0.0289	48	No						
Geometry	0.1825	86	No				46	33	
Physical Science	0.1629	83	Higher						
U.S. History	0.0939	69	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 are compared to the state average and, thus, have no comparison district.

Comparison of 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Mountain Education Center's performance has fluctuated over time. In 2014/15, its performance exceeded state averages in four subjects and was not statistically different from the state average in the other four. In 2015/16, however, performance generally declined. Its performance was above the state average in only one EOC test subject and indistinguishable from the state average in the other seven. In 2016/17, performance generally improved and the school was higher than the state average in three out of eight subjects.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA												
Math												
Science												
Social Studies												
All-Subject Average												
Middle												
ELA												
Math												
Science												
Social Studies												
All-Subject Average												
High												
9th Grade Literature	0.2107	Higher			0.1000	No			0.0295	No		
American Literature	-0.0020	No			0.0275	No			0.0957	No		
Analytic Geometry	0.1695	No			0.1492	Higher						
Algebra 1									0.2461	Higher		
Biology	0.2353	Higher			-0.0578	No			0.3085	Higher		
Coordinate Algebra	0.2720	Higher			0.0797	No						
Economics	0.1343	Higher			0.0717	No			-0.0289	No		
Geometry									0.1825	No		
Physical Science	0.0578	No			-0.0102	No			0.1629	Higher		

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
U.S. History	0.0634	No			-0.0266	No			0.0939	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 are compared to the state average and, thus, 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.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA									
Math									
Science									
Social Studies									
All-Subject Average									
Middle									
ELA									
Math									
Science									

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Social Studies									
All-Subject Average									
High									
9th Grade Literature	65	97		55	81		56	80	
American Literature	50	51		43	25		56	83	
Analytic Geometry	60	90		59	84				
Algebra 1							55	69	
Biology	64	91		52	63				
Coordinate Algebra	66	97		60	81				
Economics	59	82		47	42				
Geometry							46	33	
Physical Science	58	86		40	22				
U.S. History	48	46		41	26				

Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

Odyssey School

Key Findings

- The value-added estimate of the school's impact on a student's average achievement across all subjects is -0.0137 in elementary grades and -0.1230 in middle grades.
- Odyssey School's performance is indistinguishable from the state and district averages in elementary school, but below the state and district averages in middle school.
- Compared to 2015/16, Odyssey School saw similar performance in elementary ELA and Math but declined in middle school ELA and Math. Compared to 2014/15, performance in elementary Math was improved, but performance in middle school ELA and middle school Math declined.
- The school's contribution to student achievement is:
  - below the state and district average in middle school ELA and middle school Math; and
  - indistinguishable from the state and district 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
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	44.8	51.0	29.1	12.1	7.7	34.8	15.4	4.9	14.4	13.4

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

Overall School Effect: -0.0137 Elementary / -0.1230 Middle
Average Overall School Effect in District: -0.0019 Elementary / 0.0171 Middle

Odyssey School's contribution to an elementary student's average achievement across ELA and Math is indistinguishable from the average elementary school in the state or district. The contribution to a middle school student's average achievement is below 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.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA	0.0195	57	No	13 of 21	0.0269	No	54	74	10 of 21
Math	-0.0470	36	No	11 of 21	-0.0298	No	49	45	10 of 21
All-Subject Average	-0.0137	43	No	9 of 21	-0.0019	No	52	58	10 of 21
Middle									
ELA	-0.0921	10	Lower	8 of 8	0.0127	Lower	50	53	7 of 8
Math	-0.1597	9	Lower	7 of 8	0.0098	Lower	51	55	7 of 8
All-Subject Average	-0.1230	6	Lower	8 of 8	0.0171	Lower	51	54	7 of 8
High									
9th Grade Literature									
American Literature									
Algebra 1									
Biology									
Economics									

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									
Physical Science									
U.S. History									

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 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Compared to 2015/16, Odyssey School saw similar performance in elementary ELA and Math, but declined in middle school ELA and Math. Compared to 2014/15, performance in elementary Math was improved, but performance in middle school ELA and Math declined.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA	-0.0749	No	-0.0544	No	0.0535	No	-0.1095	Higher	0.0195	No	0.0269	No
Math	-0.3483	Lower	-0.0398	Lower	-0.0414	No	-0.0390	No	-0.0470	No	-0.0298	No
Science	0.1369	Higher	-0.0534	Higher	-0.0049	No	-0.0415	No				
Social Studies	-0.0389	No	-0.0541	No	-0.2258	Lower	-0.0862	Lower				
All-Subject Average	-0.0793	No	-0.0510	No	-0.0548	No	-0.0683	No	-0.0137	No	-0.0019	No

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Middle												
ELA	0.0086	No	0.0138	No	0.1301	Higher	-0.0045	Higher	-0.0921	Lower	0.0127	Lower
Math	0.0721	No	-0.0108	No	0.0561	No	0.0093	No	-0.1597	Lower	0.0098	Lower
Science	-0.1552	Lower	-0.0797	No	-0.1686	Lower	-0.0917	No				
Social Studies	-0.1902	Lower	-0.0532	Lower	-0.2330	Lower	-0.0645	Lower				
All-Subject Average	-0.0585	No	-0.0267	No	-0.0395	No	-0.0209	No	-0.1230	Lower	0.0171	Lower
High												
9th Grade Literature												
American Literature												
Analytic Geometry												
Algebra 1												
Biology												
Coordinate Algebra												
Economics												
Geometry												
Physical Science												
U.S. History												

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.

*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.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA	48	37	9 of 21	54	79	1 of 21	54	74	10 of 21
Math	39	12	20 of 21	55	69	5 of 21	49	45	10 of 21
Science	57	81	1 of 21	54	70	6 of 21			
Social Studies	52	59	8 of 21	48	41	10 of 21			
All-Subject Average	49	42	13 of 21	53	66	3 of 21	52	58	10 of 21
Middle									
ELA	48	41	8 of 8	60	97	2 of 8	50	53	7 of 8
Math	62	94	1 of 8	64	96	1 of 8	51	55	7 of 8
Science	40	11	7 of 8	43	18	7 of 8			
Social Studies	39	10	7 of 8	42	16	8 of 8			
All-Subject Average	47	30	7 of 8	52	70	4 of 8	51	54	7 of 8
High									
9th Grade Literature									
American Literature									
Analytic Geometry									
Algebra 1									
Biology									
Coordinate Algebra									
Economics									
Geometry									

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Physical Science									
U.S. History									

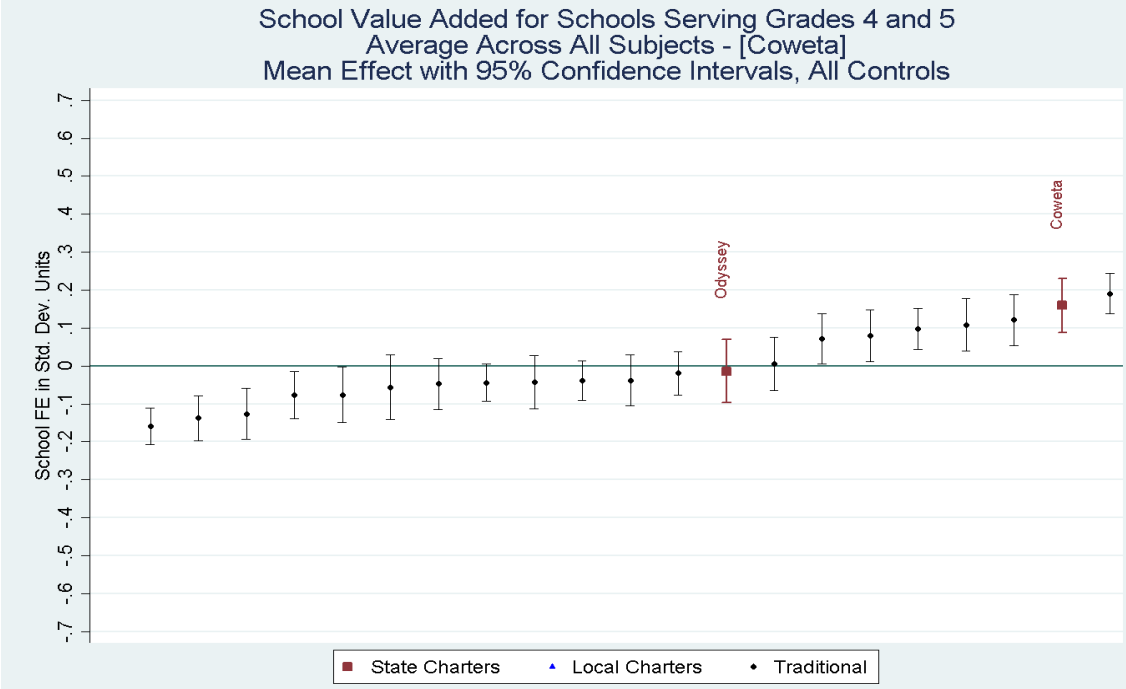
Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

Comparison of School Impact

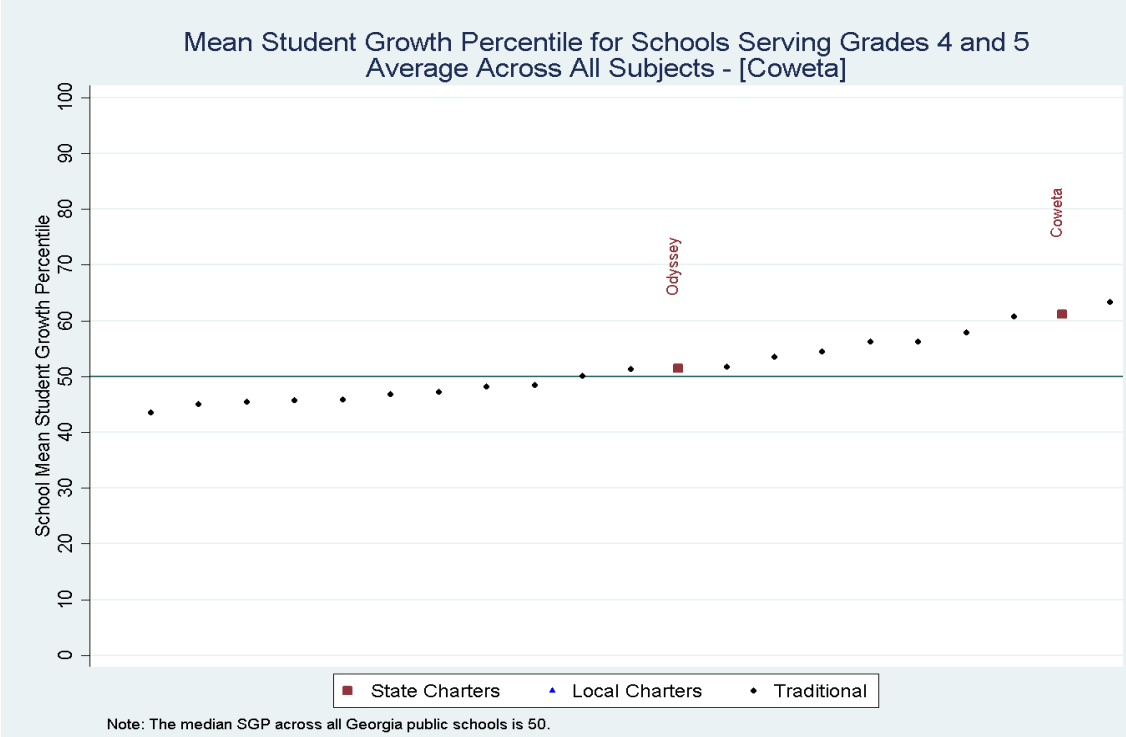
Subject Area: All-Subject Elementary Average

State Charter: Odyssey School

Comparison District: Coweta County Public Schools

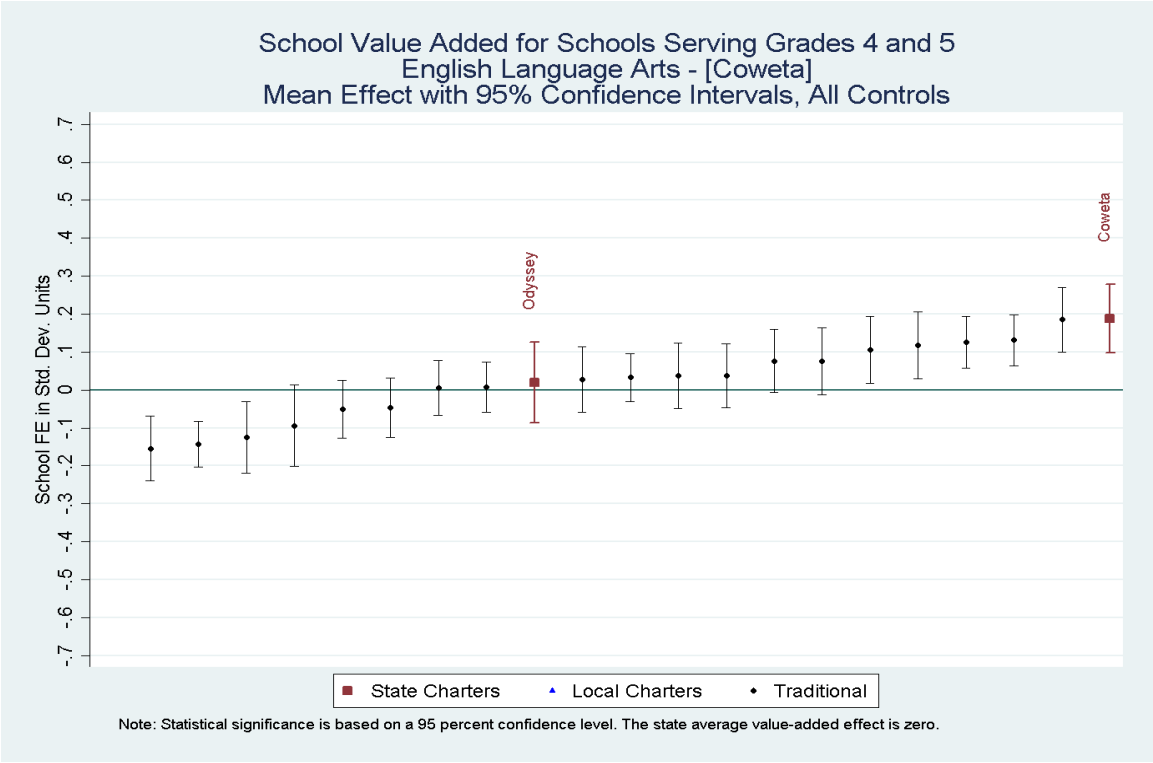


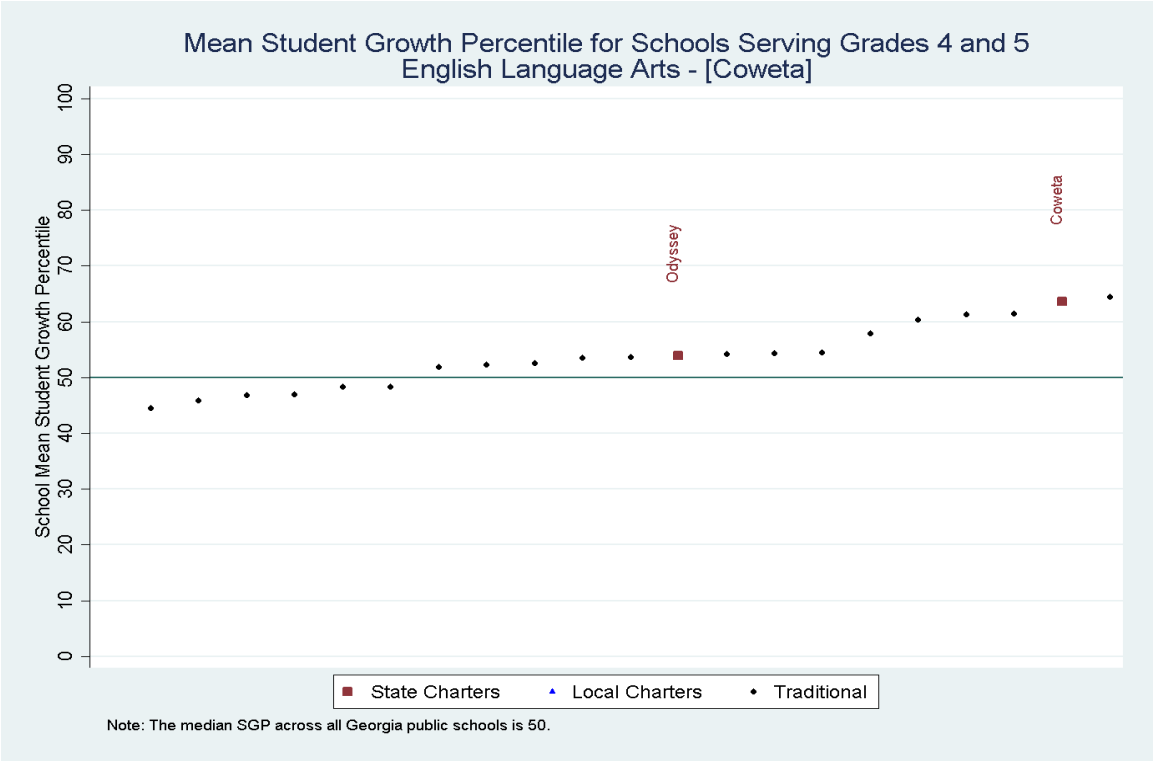
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



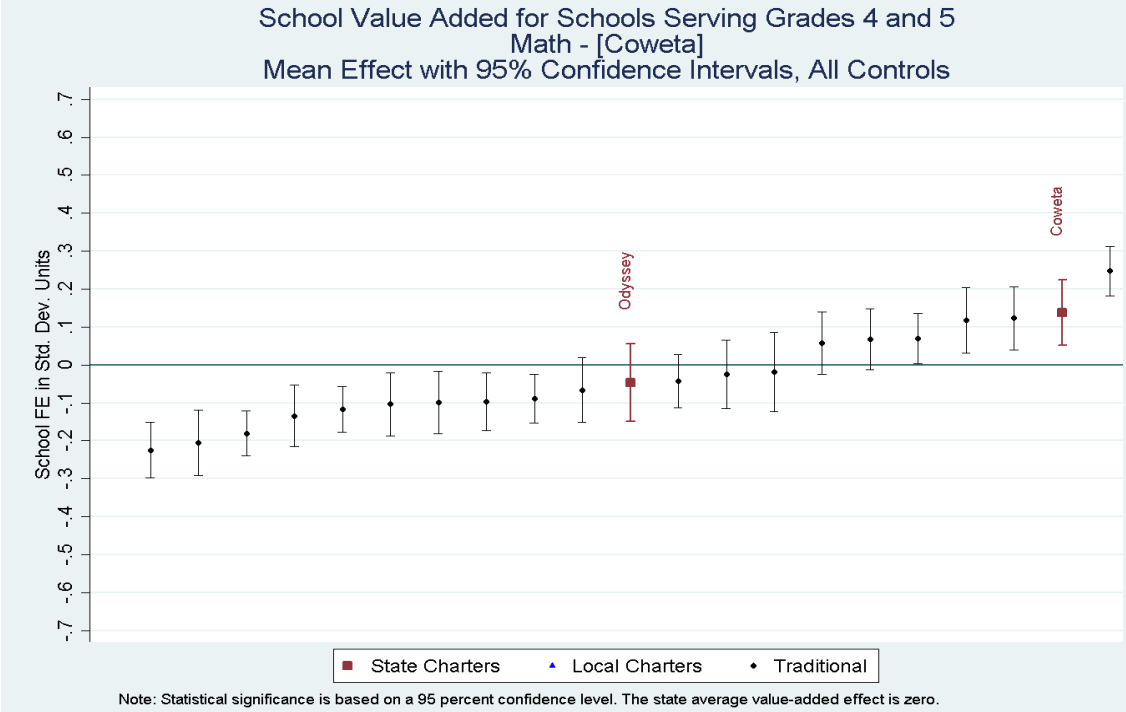
Note: The median SGP across all Georgia public schools is 50.

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

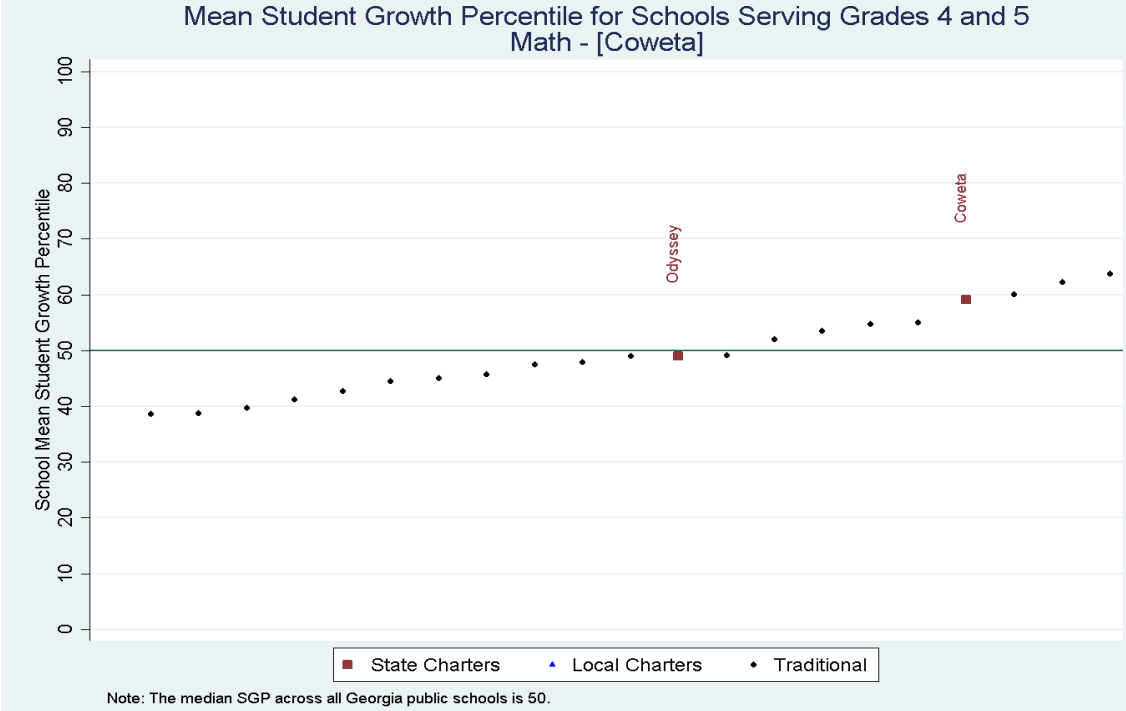




Subject Area: Elementary Mathematics
State Charter: Odyssey School
Comparison District: Coweta County Public Schools

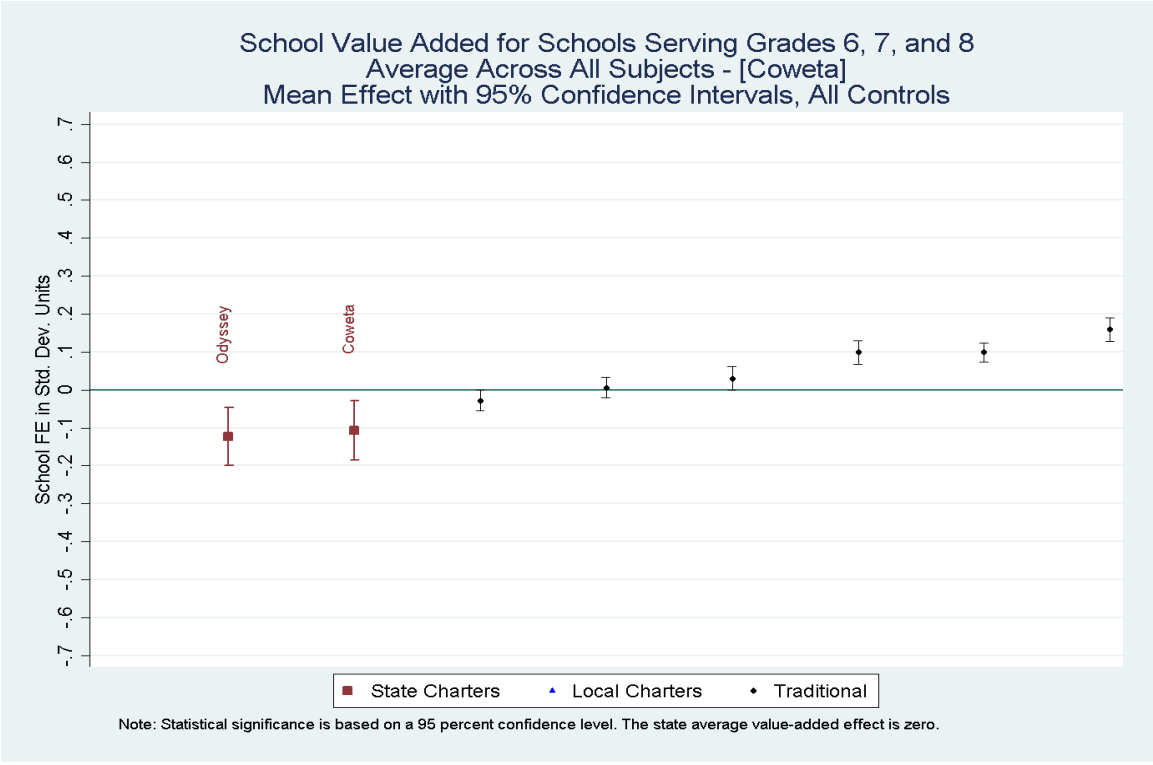


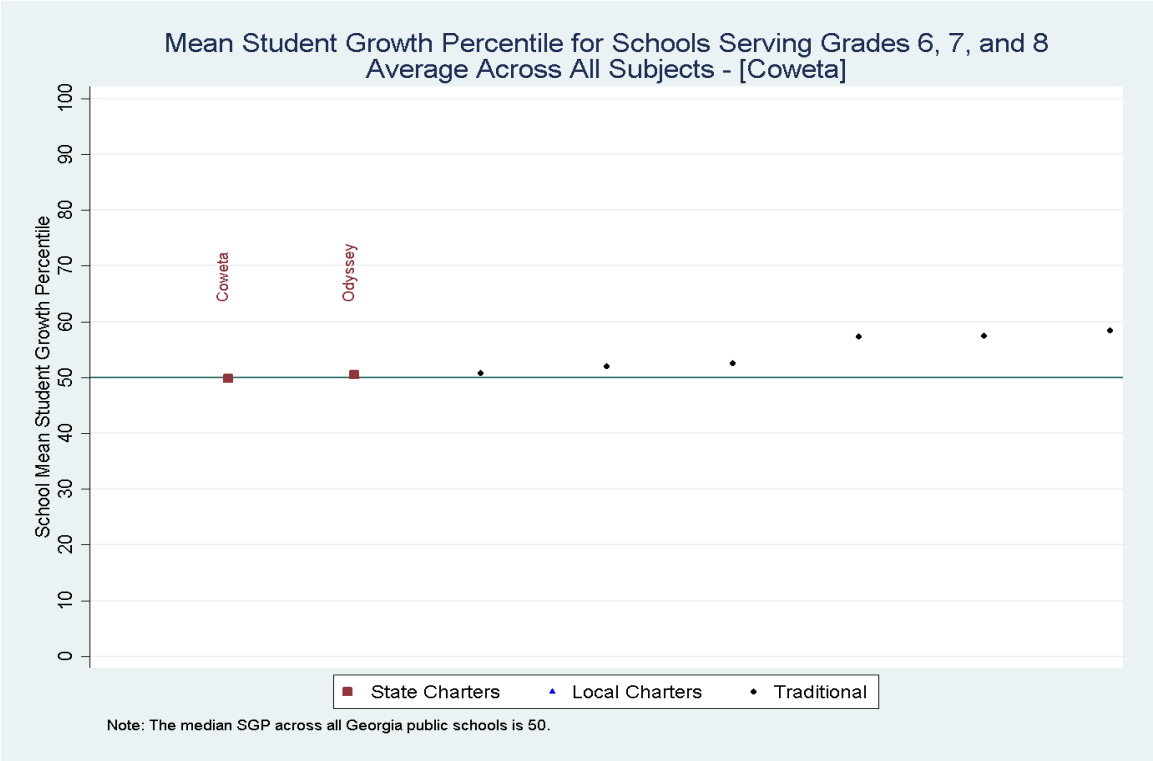
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



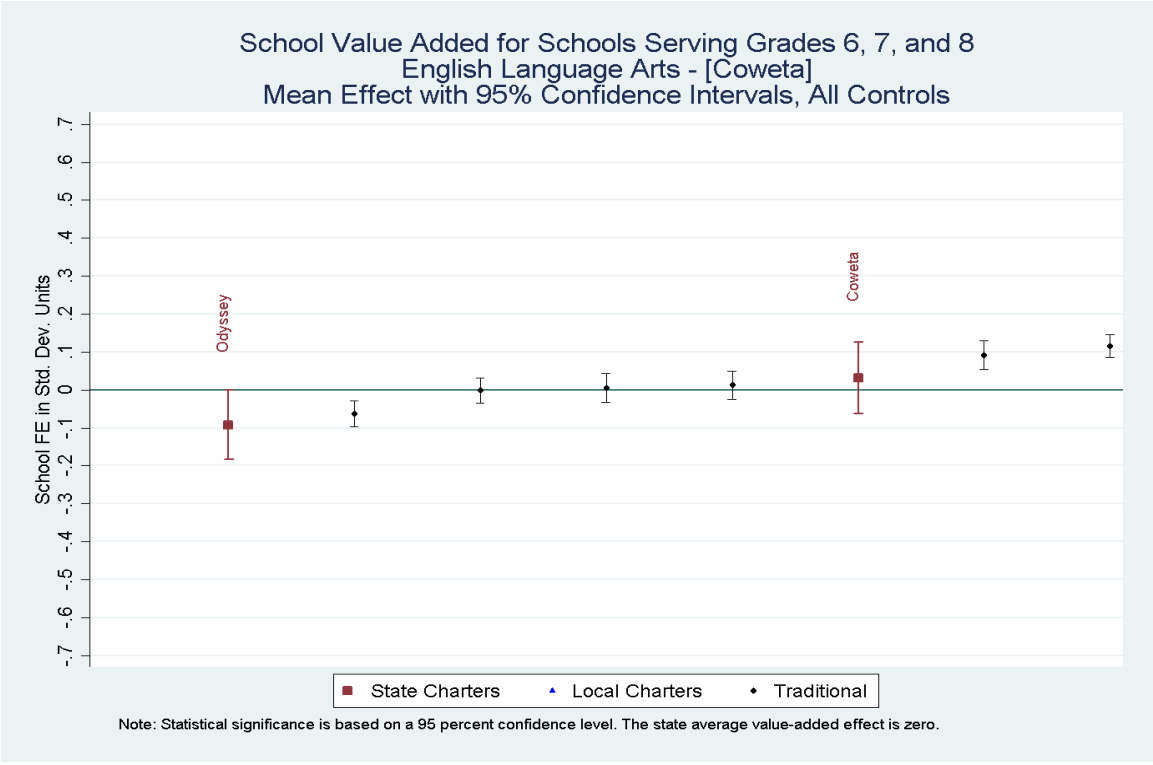
Note: The median SGP across all Georgia public schools is 50.

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

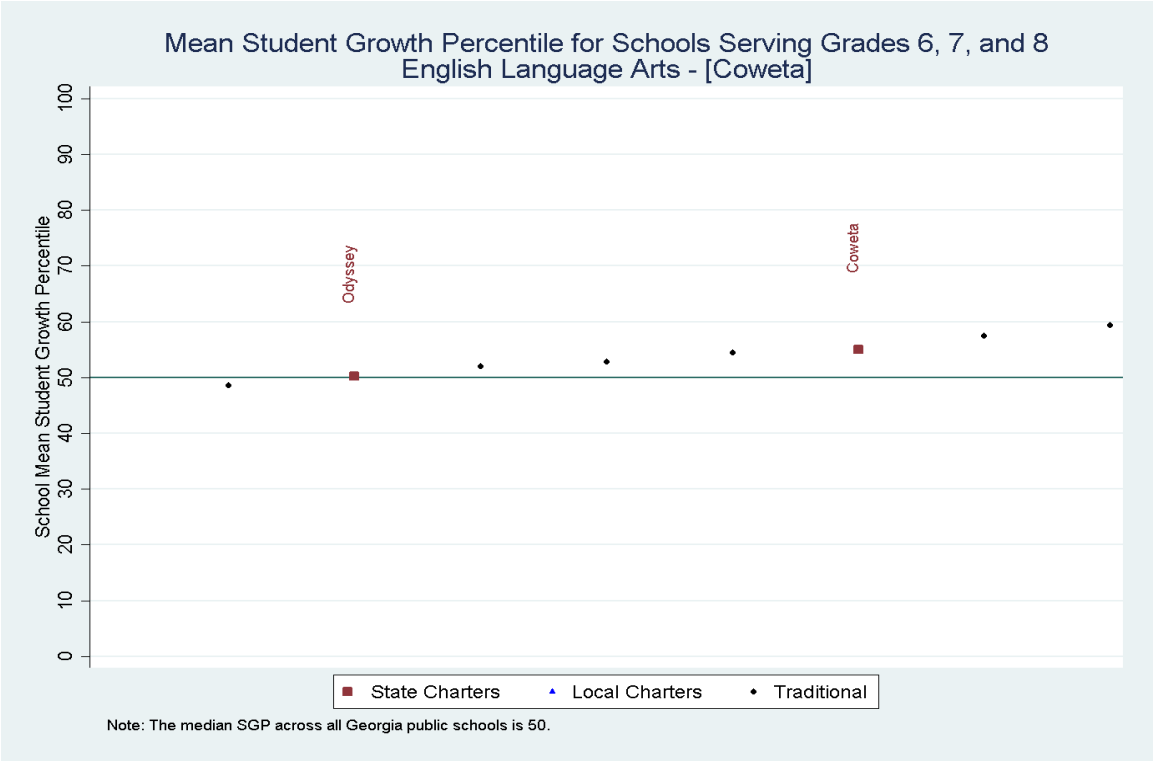




Subject Area: Middle ELA
State Charter: Odyssey School
Comparison District: Coweta County Public Schools

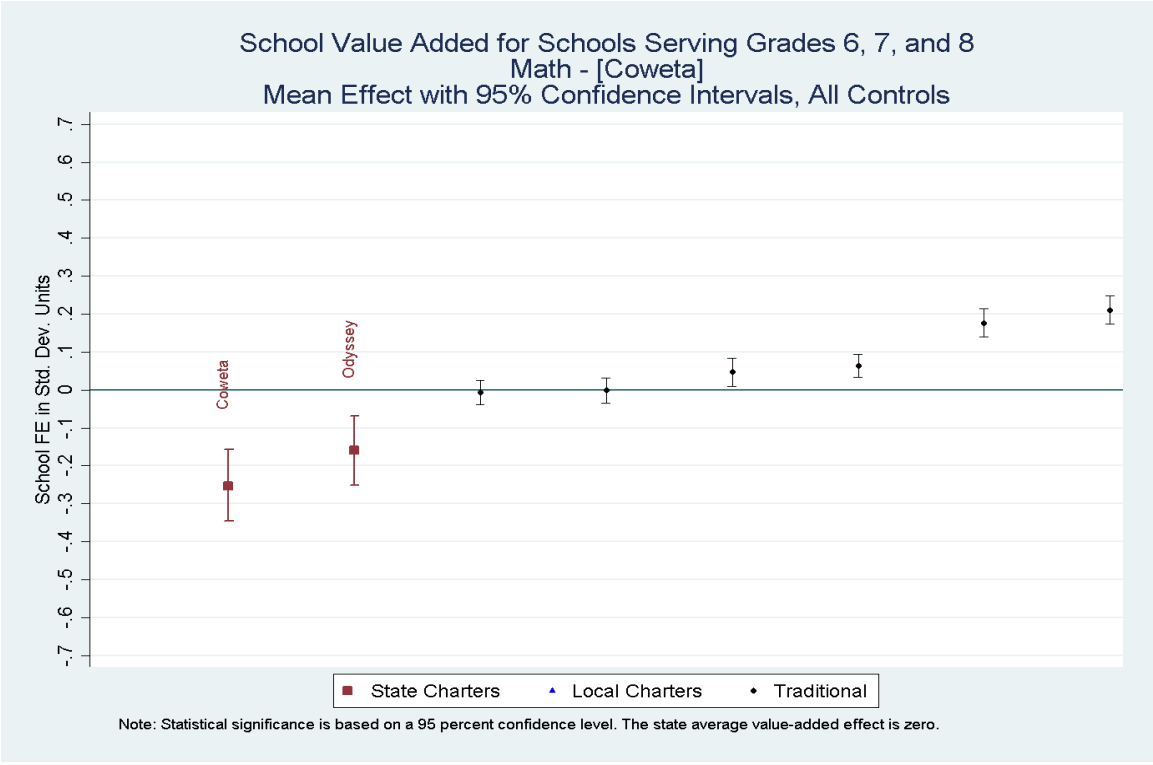


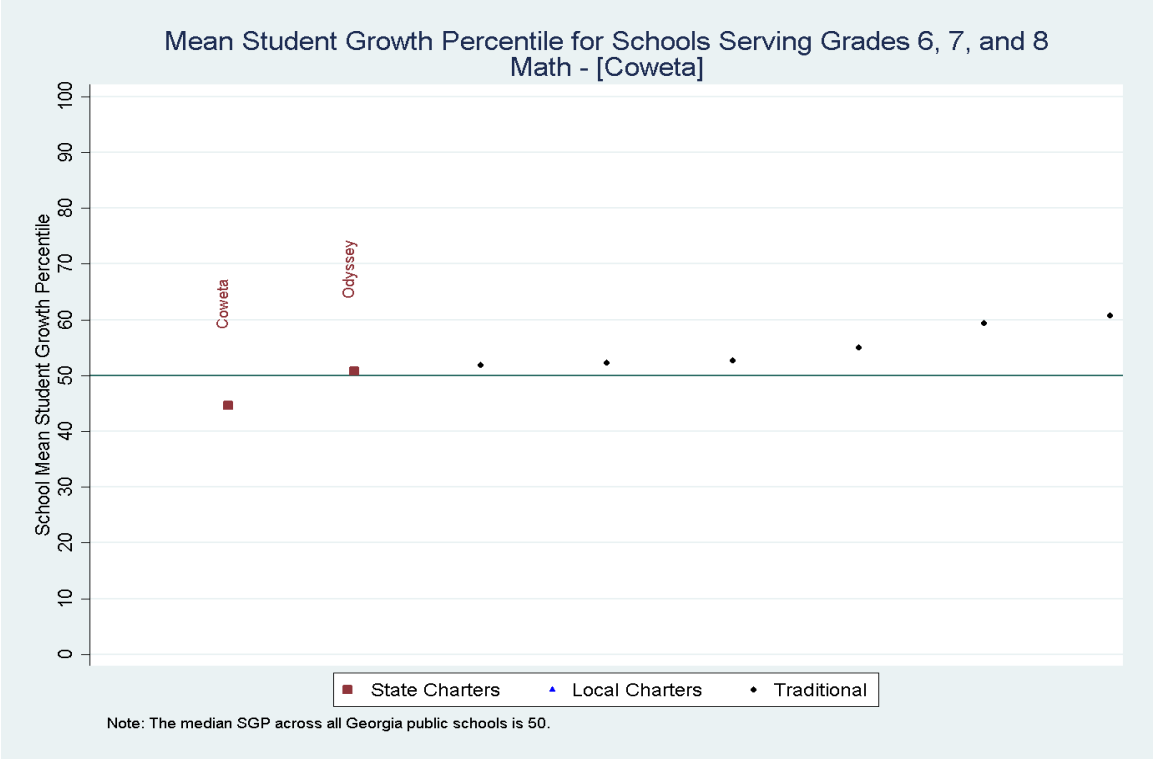
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



Note: The median SGP across all Georgia public schools is 50.

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 all subjects is 0.0283 in elementary grades and -0.0405 in middle grades.
- Pataula Charter Academy's contribution to student achievement in courses where end-of-course exams are given are 0.1212 in 9th Grade Literature, -0.0237 in American Literature, -0.2951 in Algebra 1, 0.1962 in Biology, -0.0921 in Economics, -0.3958 in Geometry, 0.1849 in Physical Science, and -0.0674 in U.S. History.
- Pataula Charter Academy's performance is statistically indistinguishable from the state and district averages in both elementary and middle school. At the high school level, the value-added estimates in Biology and Physical Science are above the state and district averages, while Algebra 1 and Geometry are below the state and district averages.
- Pataula Charter Academy's performance in elementary ELA declined from the 2015/16 school year. Performance in elementary Math, middle school ELA, and middle school Math was consistent with the prior year. Relative to 2014/15, the performance in 2016/17 was worse in both middle school subjects and the same in both elementary subjects. Performance at the high school level was generally similar to the past, but Physical Science and U.S. History both showed improvement.
- The school's contribution to student achievement is:
  - above the state and district averages in Biology and Physical Science;
  - below the state and district average in middle school Math, Algebra 1, and Geometry;
  - indistinguishable from the state average but higher than the district in elementary Math and 9th Grade Literature; and
  - indistinguishable from the state and district average in elementary ELA, middle school ELA, American Literature, Economics, and U.S. History.

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	48.6	74.7	16.5	5.5	3.2	57.5	26.1	2.0	9.3	5.0

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

Overall School Effect: 0.0283 Elementary / -0.0405 Middle/ 0.1212 9th Grade Literature/ -0.0237 American Literature/ -0.2951 Algebra 1/ 0.1962 Biology/ -0.0921 Economics/ -0.3958 Geometry/ 0.1849 Physical Science/ -0.0674 U.S. History
Average Overall School Effect in District: -0.0409 Elementary / 0.0040 Middle/ -0.0460 9th Grade Literature/ -0.0668 American Literature/ 0.0329 Algebra 1/ -0.0269 Biology/ 0.0234 Economics/ 0.0723 Geometry/ -0.0694 Physical Science/ -0.0669 U.S. History

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 and the state average. Its high school performance is indistinguishable from the state in four of eight subjects, lower in two subjects, and higher in two subjects. 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.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA	-0.0103	45	No	4 of 6	-0.0221	No	51	58	2 of 6
Math	0.0668	68	No	2 of 6	-0.0603	Higher	60	90	1 of 6
All-Subject Average	0.0283	60	No	3 of 6	-0.0409	No	56	82	1 of 6
Middle									
ELA	0.0320	65	No	4 of 6	0.0261	No	49	43	4 of 6
Math	-0.1342	13	Lower	4 of 6	-0.0192	Lower	46	32	3 of 6
All-Subject Average	-0.0405	33	No	5 of 6	0.0040	No	47	32	4 of 6
High									
9th Grade Literature	0.1212	86	No	1 of 5	-0.0460	Higher	53	63	1 of 5
American Literature	-0.0237	41	No	2 of 4	-0.0668	No	47	34	2 of 4
Algebra 1	-0.2951	4	Lower	4 of 4	0.0329	Lower	47	36	2 of 4
Biology	0.1962	89	Higher	1 of 5	-0.0269	Higher			
Economics	-0.0921	38	No	4 of 5	0.0234	No			
Geometry	-0.3958	2	Lower	3 of 3	0.0723	Lower	42	19	3 of 3
Physical Science	0.1849	86	Higher	1 of 5	-0.0694	Higher			
U.S. History	-0.0674	42	No	2 of 4	-0.0669	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 are compared to the state average and, thus, have no comparison district.

Comparison of 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Pataula Charter Academy's performance in elementary ELA declined from the 2015/16 school year. Performance in elementary Math, middle school ELA, and middle school Math was consistent with the prior year. Relative to 2014/15, the performance in 2016/17 was worse in both middle school subjects and the same in both elementary subjects. Performance at the high school level was generally similar to the past, but Physical Science and U.S. History both showed improvement.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA	0.0257	No	0.0085	No	0.2623	Higher	0.0547	Higher	-0.0103	No	-0.0221	No
Math	-0.0499	No	0.0754	Lower	-0.0487	No	0.0670	Lower	0.0668	No	-0.0603	Higher
Science	0.0336	No	-0.0201	No	0.0549	No	0.0194	No				
Social Studies	-0.0626	No	-0.0267	No	0.2111	Higher	0.0667	Higher				
All-Subject Average	-0.0146	No	0.0094	No	0.1212	Higher	0.0523	No	0.0283	No	-0.0409	No
Middle												
ELA	0.1300	Higher	0.0578	No	0.0325	No	0.0873	No	0.0320	No	0.0261	No
Math	-0.0549	No	0.0767	Lower	-0.1015	Lower	0.1234	Lower	-0.1342	Lower	-0.0192	Lower
Science	-0.0950	Lower	-0.0646	No	-0.1973	Lower	-0.0376	Lower				
Social Studies	0.0413	No	-0.0212	No	-0.1558	Lower	0.0207	Lower				
All-Subject Average	0.0197	No	0.0165	No	-0.1116	Lower	0.0454	Lower	-0.0405	No	0.0040	No
High												
9th Grade Literature	-0.0520	No	-0.0515	No	0.0643	No	0.1397	No	0.1212	No	-0.0460	Higher
American Literature					-0.0515	No	0.0875	No	-0.0237	No	-0.0668	No
Analytic Geometry	-0.1829	No	0.0359	Lower	-0.2179	Lower	0.1928	Lower				

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Algebra 1					-0.2323	Lower	0.0947	Lower	-0.2951	Lower	0.0329	Lower
Biology	0.6226	Higher	0.0807	Higher	0.1234	No	0.0373	No	0.1962	Higher	-0.0269	Higher
Coordinate Algebra	-0.1642	No	0.0331	No								
Economics									-0.0921	No	0.0234	No
Geometry									-0.3958	Lower	0.0723	Lower
Physical Science	0.0583	No	-0.0415	No	0.1176	No	0.0472	No	0.1849	Higher	-0.0694	Higher
U.S. History					-0.3478	Lower	0.0359	Lower	-0.0674	No	-0.0669	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 are compared to the state average and, thus, have no comparison district.

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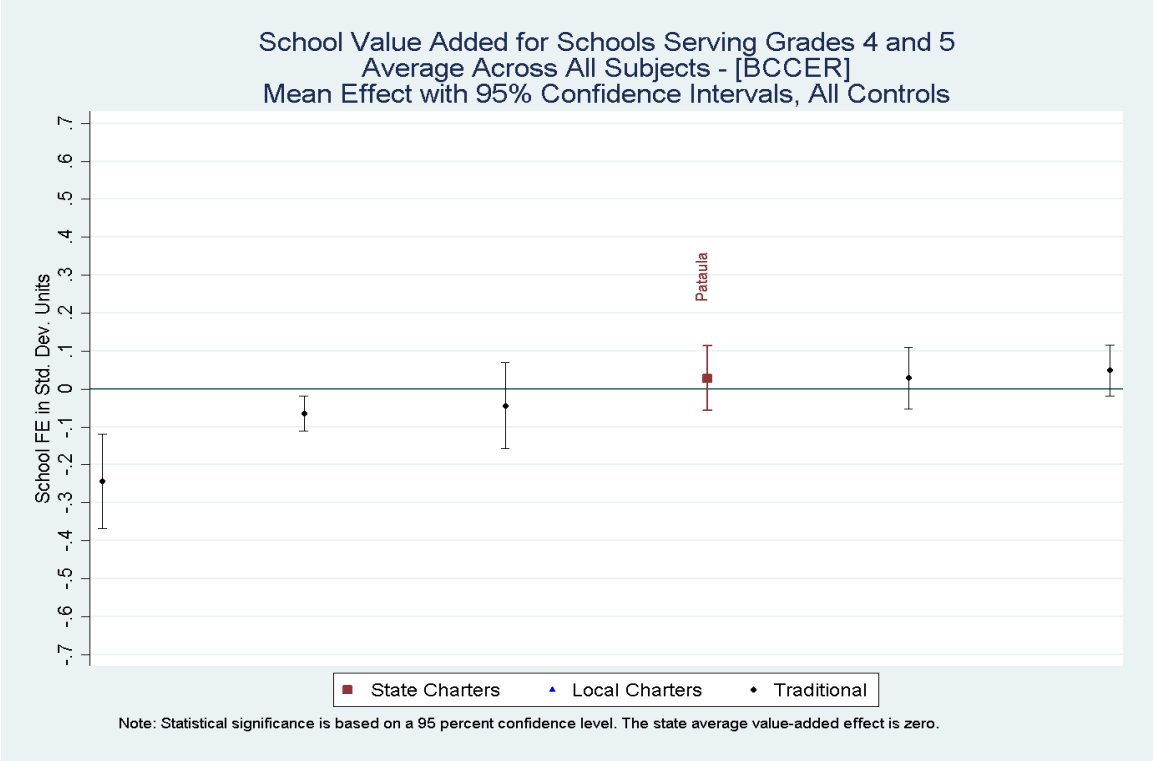
Elementary									
ELA	49	47	1 of 6	63	98	1 of 6	51	58	2 of 6
Math	53	63	3 of 6	51	56	3 of 6	60	90	1 of 6

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Science	52	62	1 of 6	51	55	4 of 6			
Social Studies	51	54	3 of 6	70	98	1 of 6			
All-Subject Average	52	60	1 of 6	59	92	1 of 6	56	82	1 of 6
Middle									
ELA	55	84	2 of 6	49	46	3 of 6	49	43	4 of 6
Math	50	49	2 of 6	48	45	4 of 6	46	32	3 of 6
Science	53	70	2 of 6	44	21	5 of 6			
Social Studies	52	57	2 of 6	39	11	6 of 6			
All-Subject Average	52	69	2 of 6	45	22	4 of 6	47	32	4 of 6
High									
9th Grade Literature	43	21	2 of 5	49	45	3 of 5	53	63	1 of 5
American Literature				40	15	3 of 5	47	34	2 of 4
Analytic Geometry	50	56	4 of 5	41	19	4 of 4			
Algebra 1				29	2	3 of 3	47	36	2 of 4
Biology	74	99	1 of 5	62	90	1 of 4			
Coordinate Algebra	54	65	2 of 6						
Economics									
Geometry							42	19	3 of 3
Physical Science	50	55	2 of 5	66	95	1 of 5			
U.S. History				31	6	4 of 5			

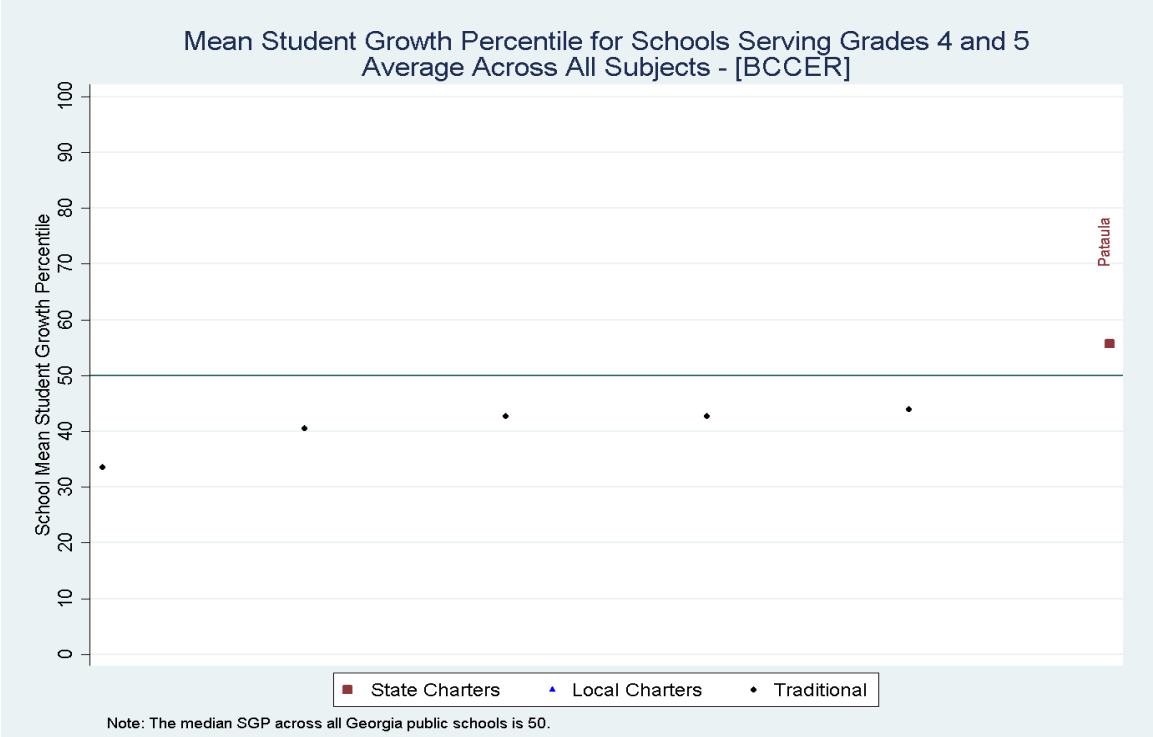
Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

Comparison of School Impact

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

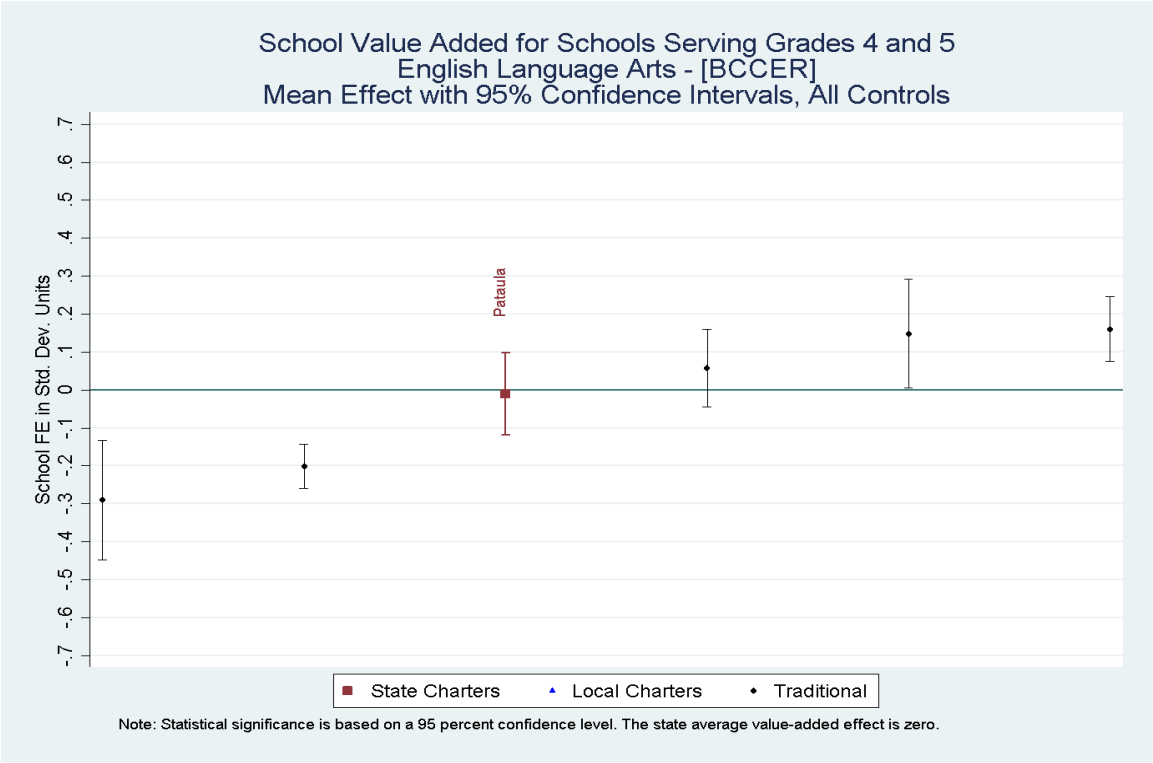


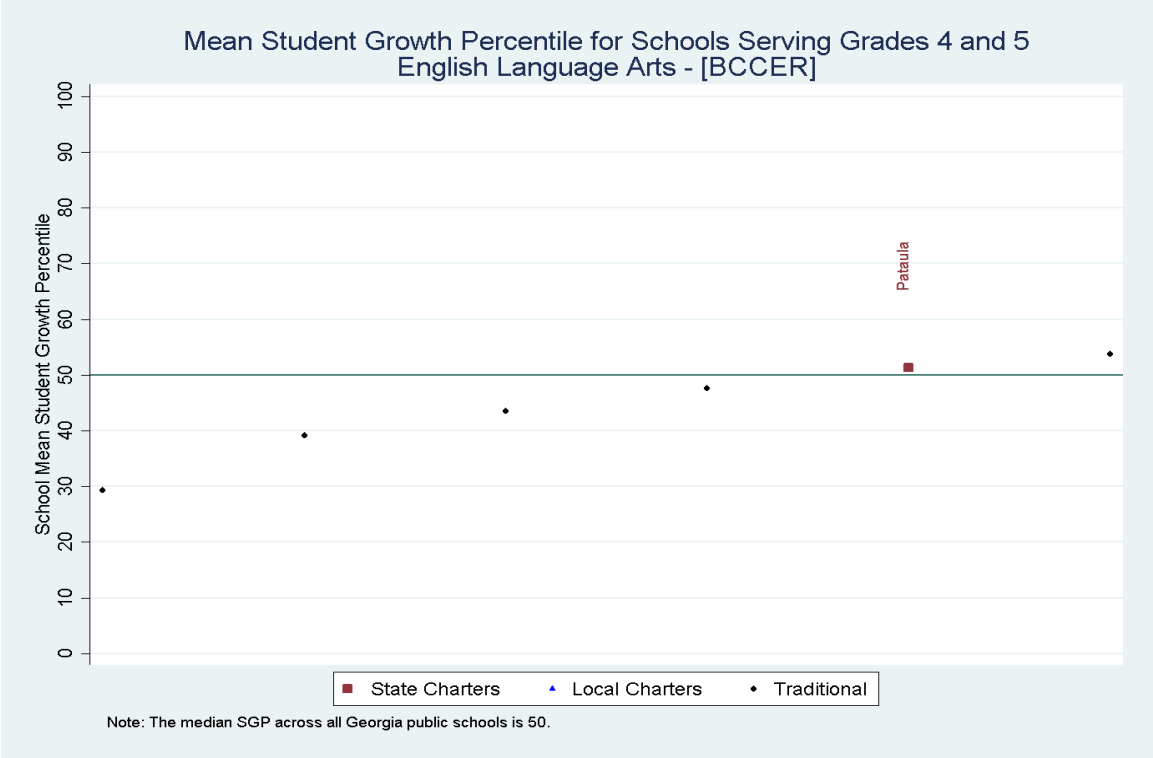
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



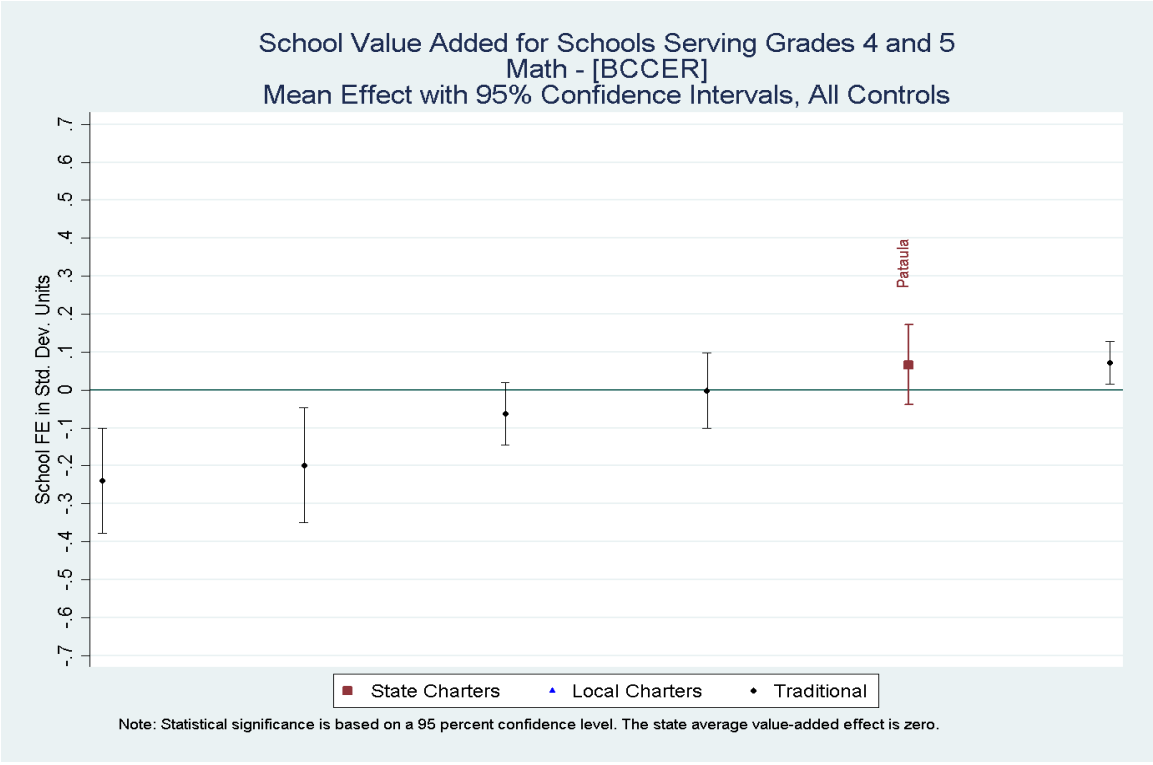
Note: The median SGP across all Georgia public schools is 50.

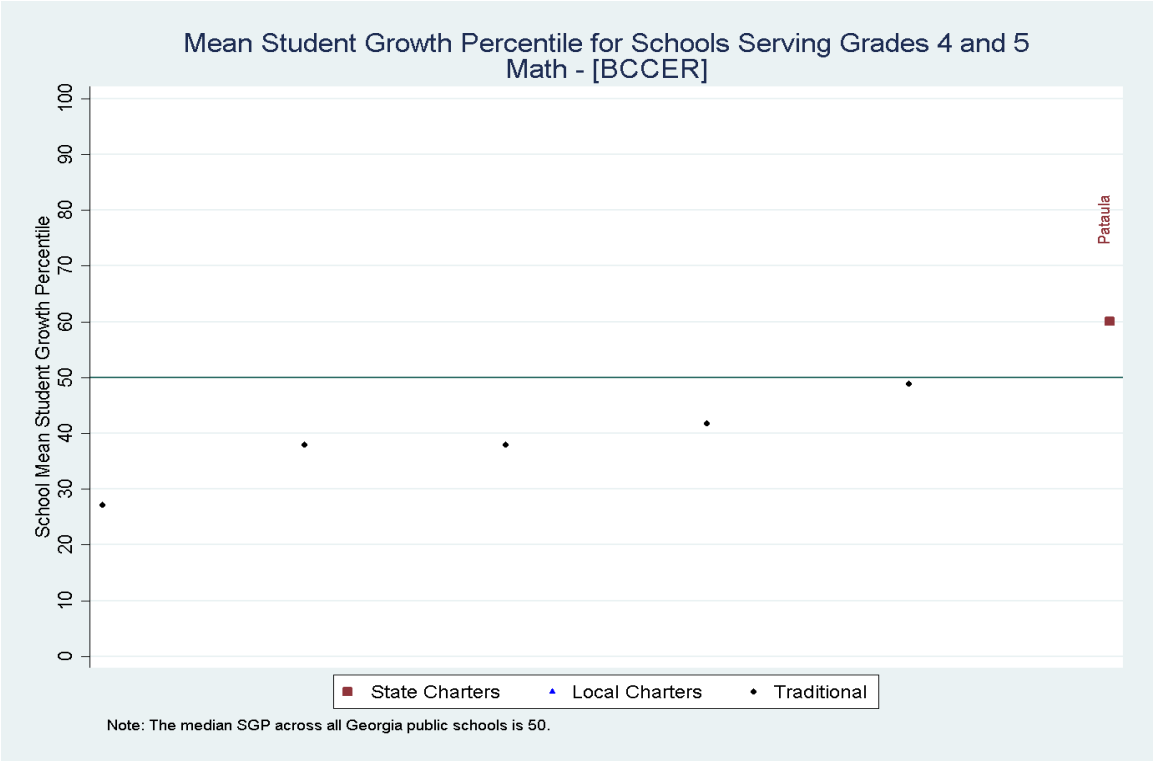
Subject Area: Elementary ELA
State Charter: Pataula Charter Academy
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph



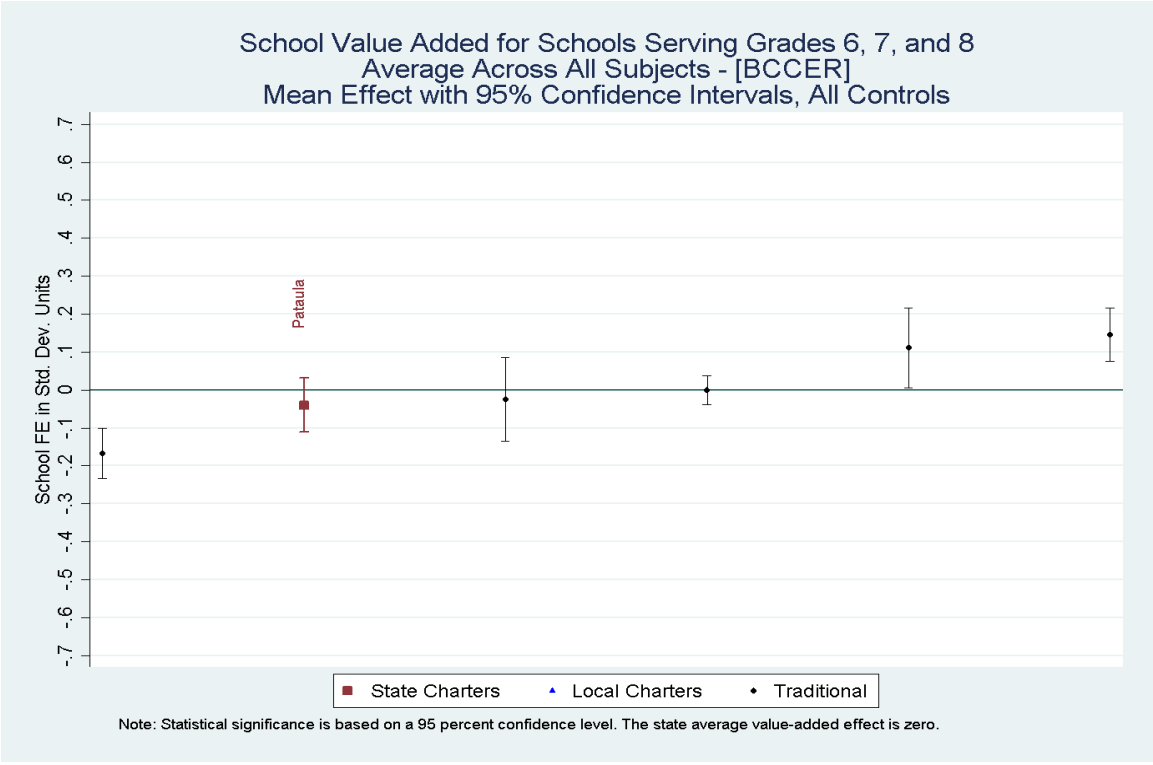


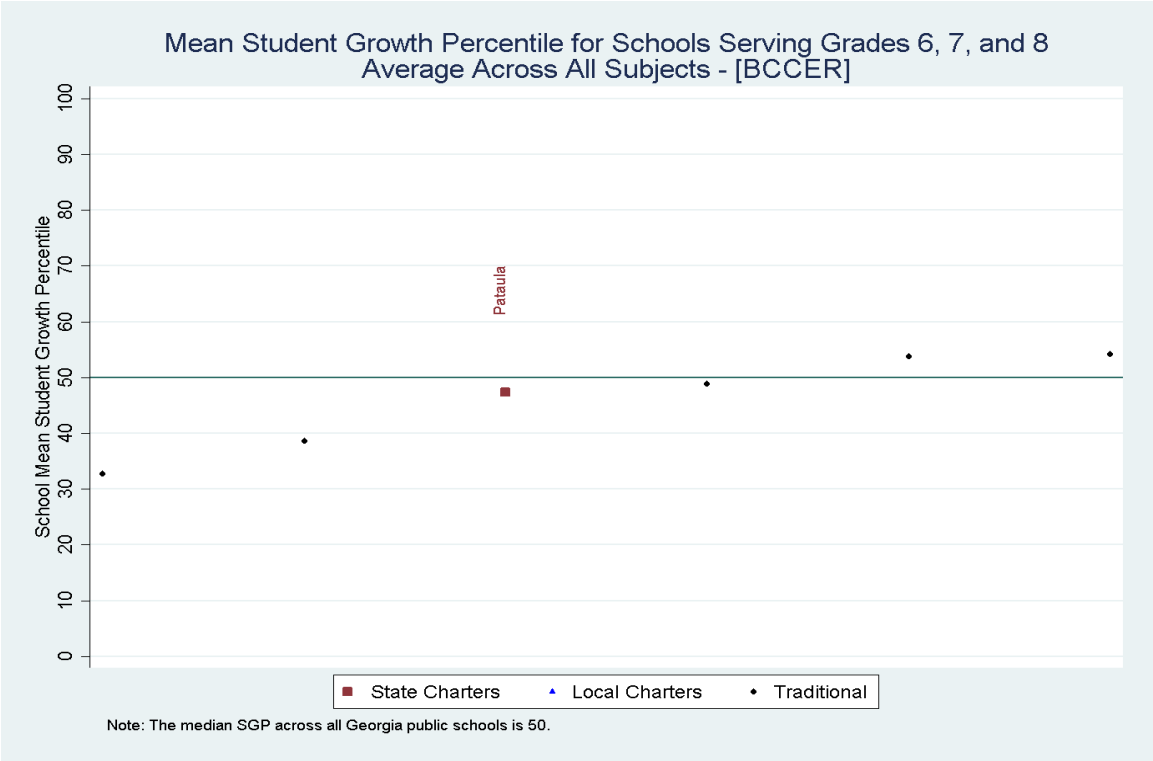
Subject Area: Elementary Mathematics
State Charter: Pataula Charter Academy
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph



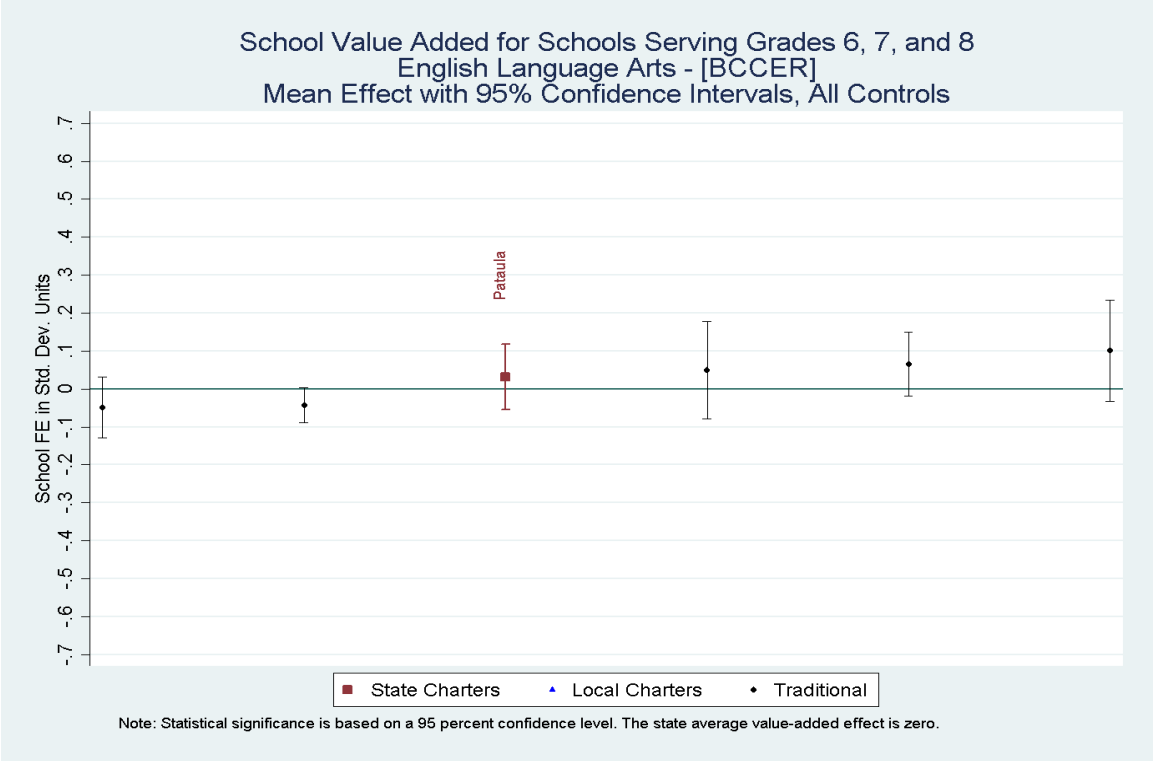


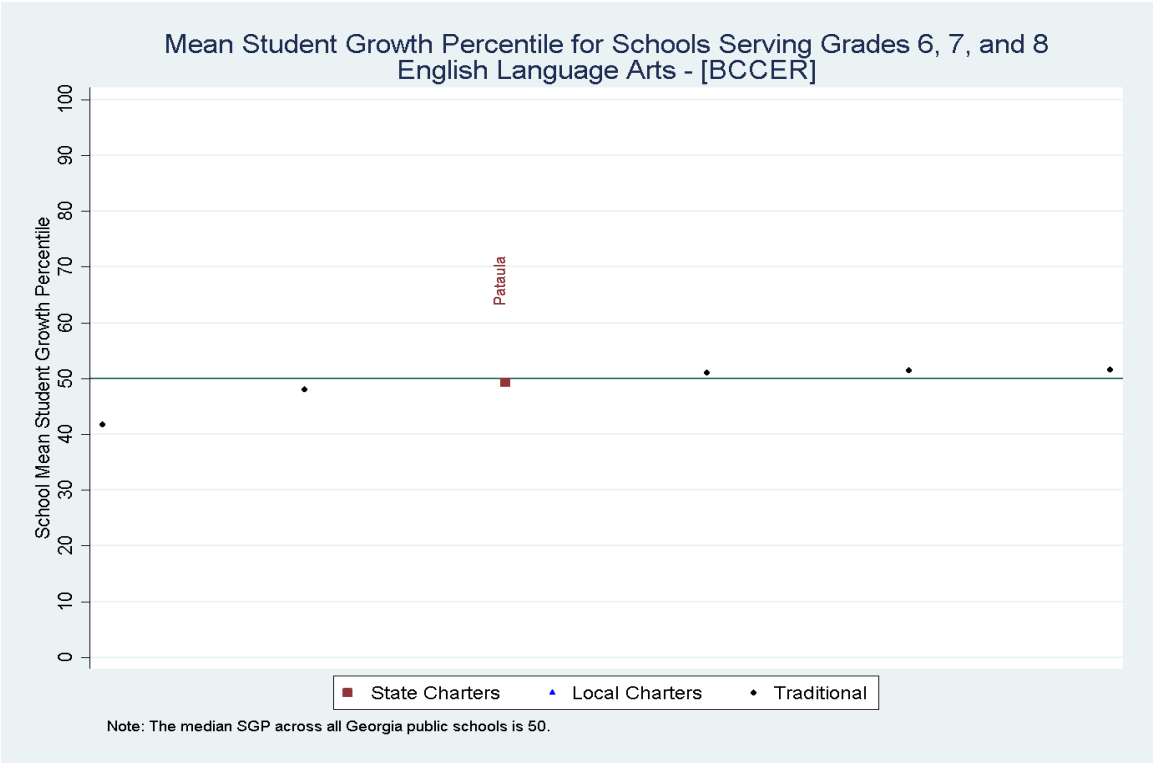
Subject Area: All-Subject Middle Average
State Charter: Pataula Charter Academy
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph



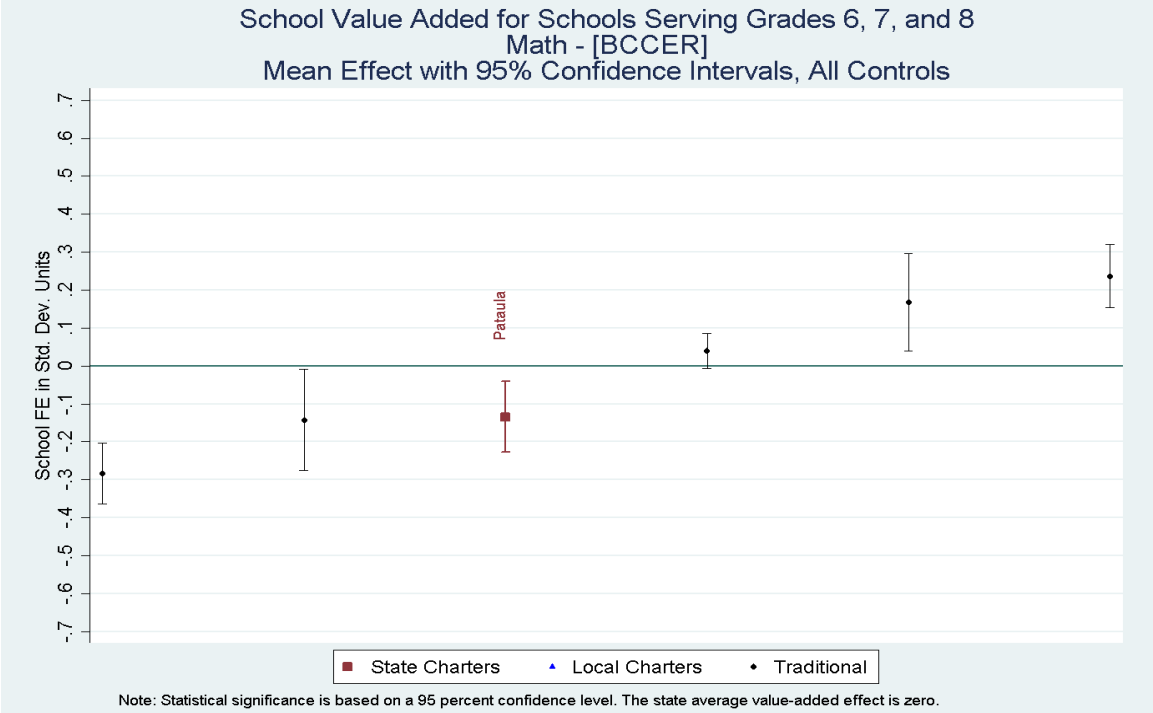


Subject Area: Middle ELA
State Charter: Pataula Charter Academy
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph

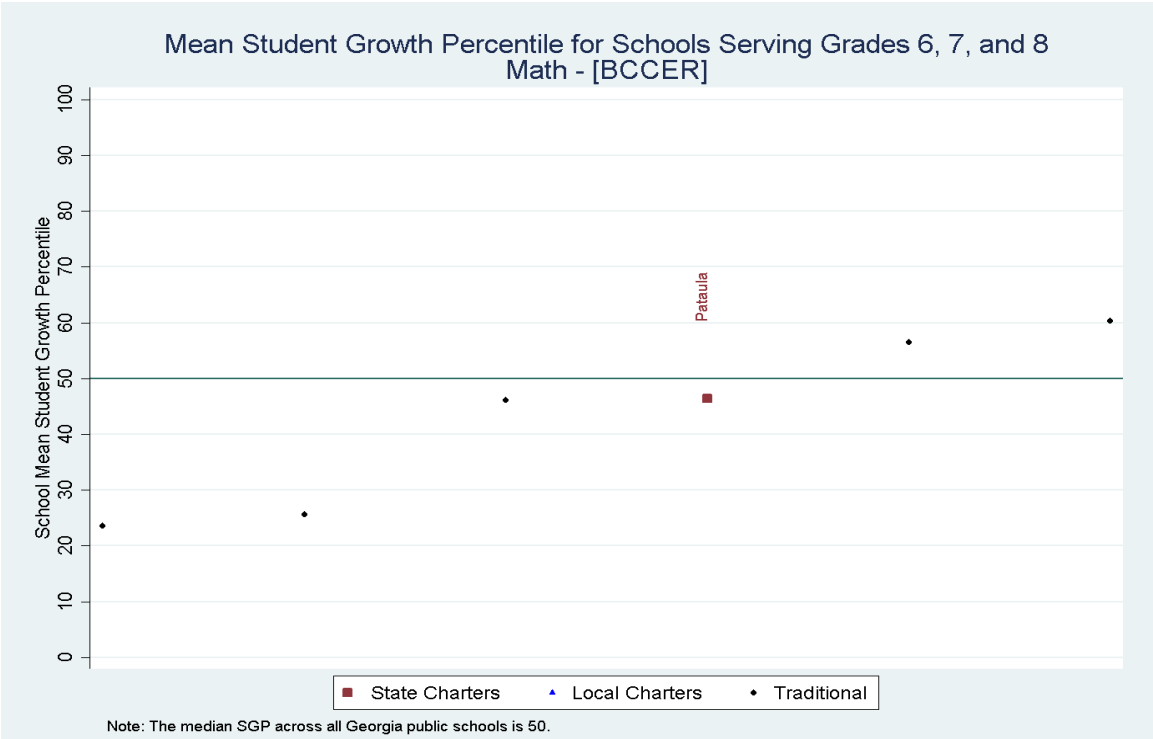




Subject Area: Middle Mathematics
State Charter: Pataula Charter Academy
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph

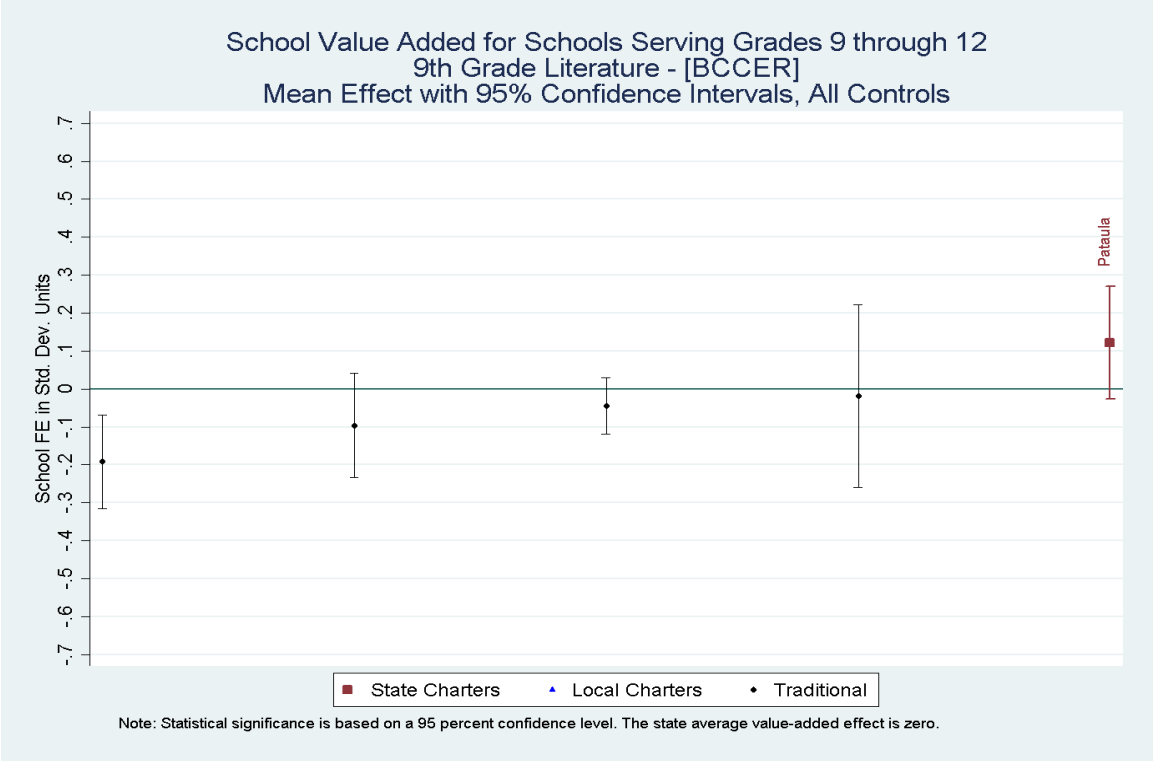


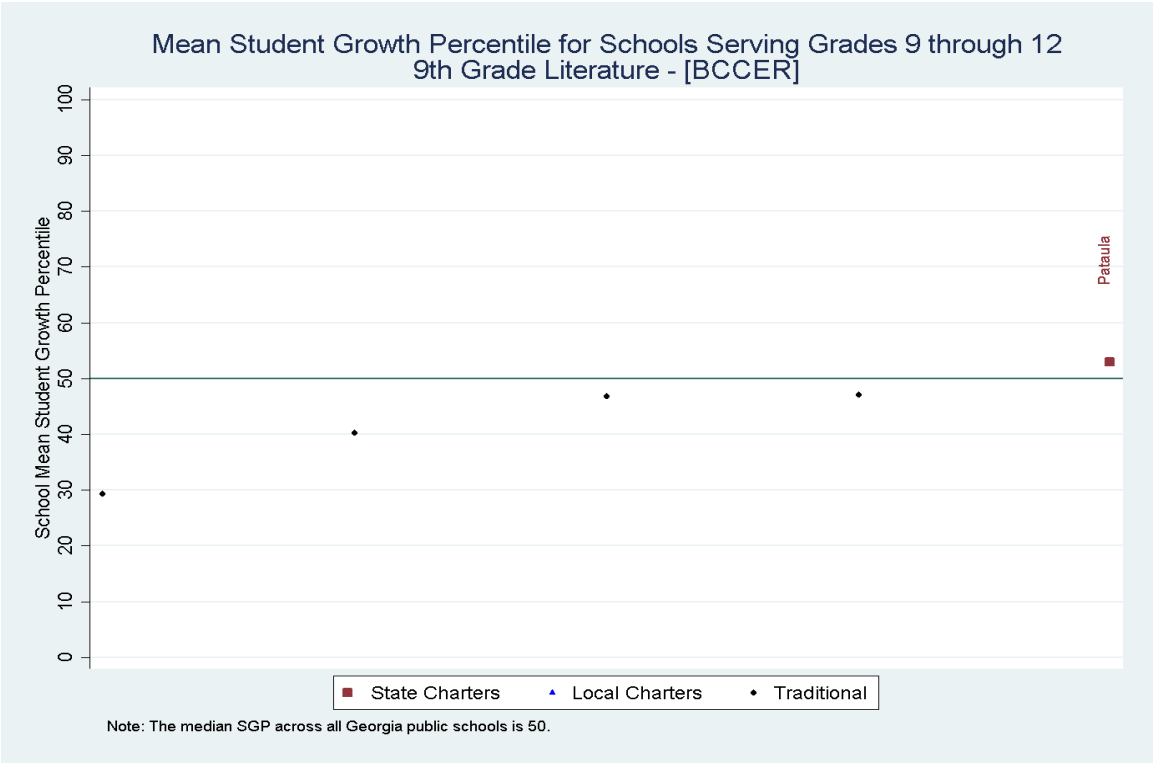
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



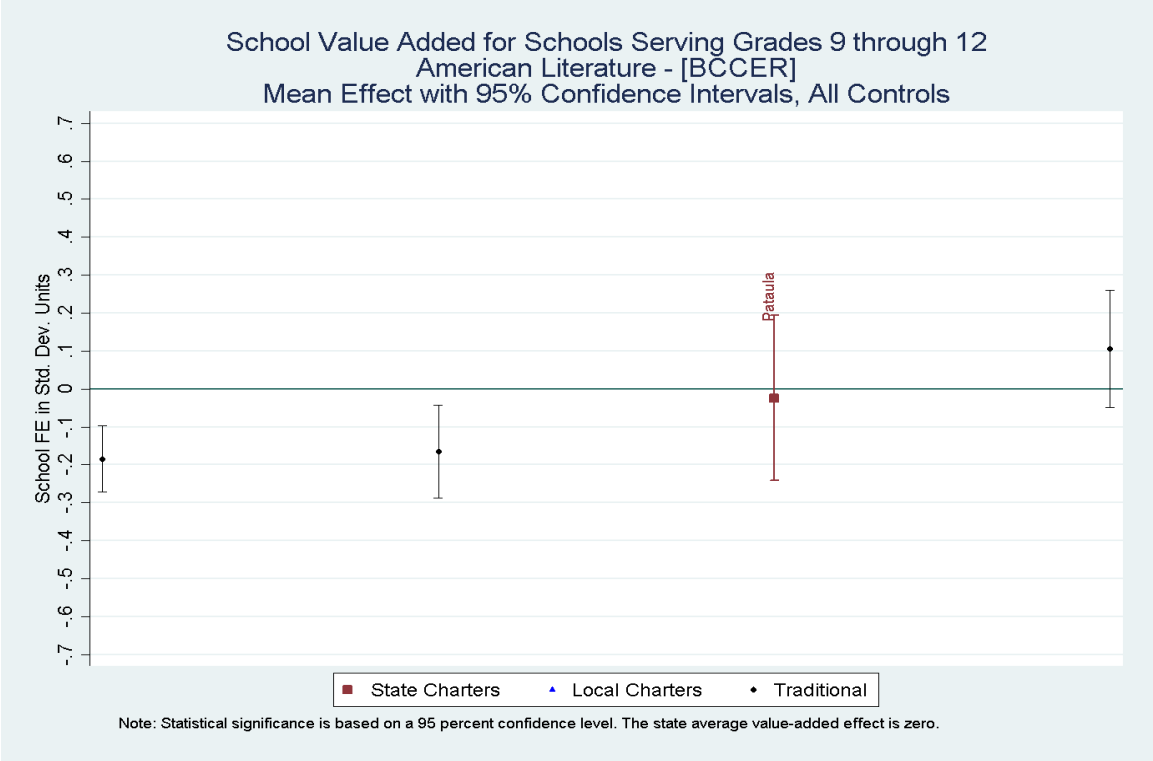
Note: The median SGP across all Georgia public schools is 50.

Subject Area: 9th Grade Literature
State Charter: Pataula Charter Academy
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph

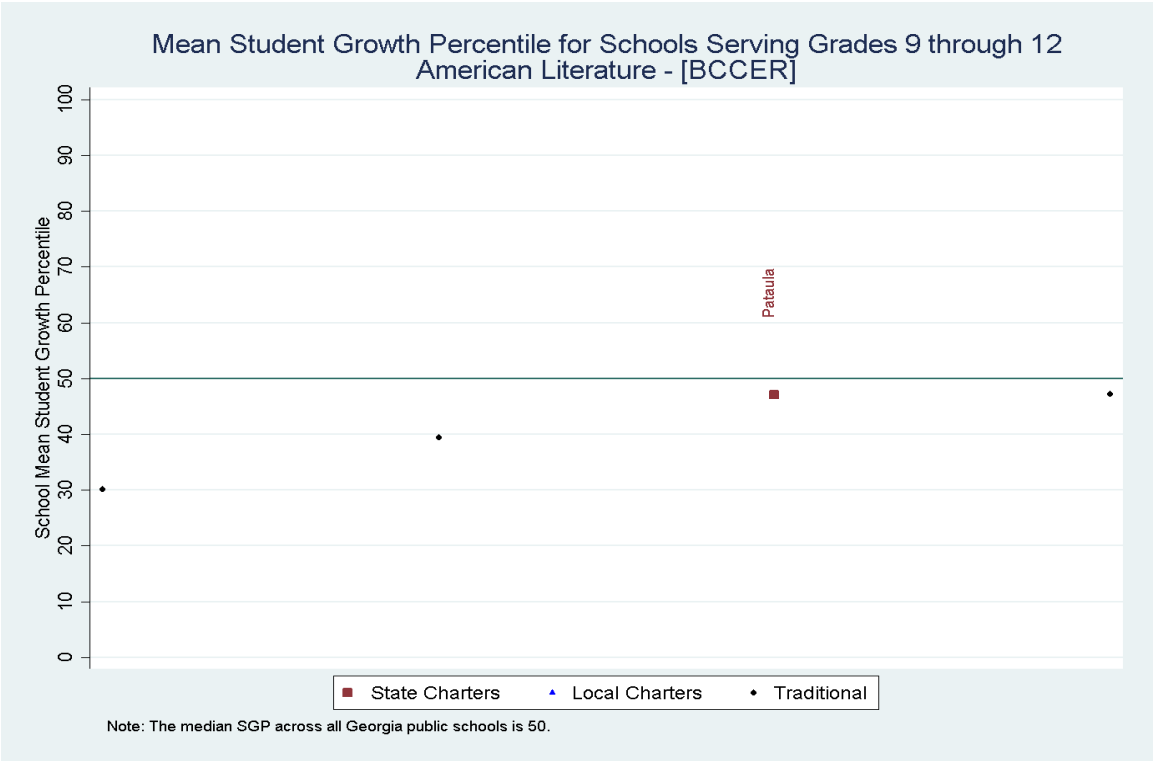




Subject Area: American Literature
State Charter: Pataula Charter Academy
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph

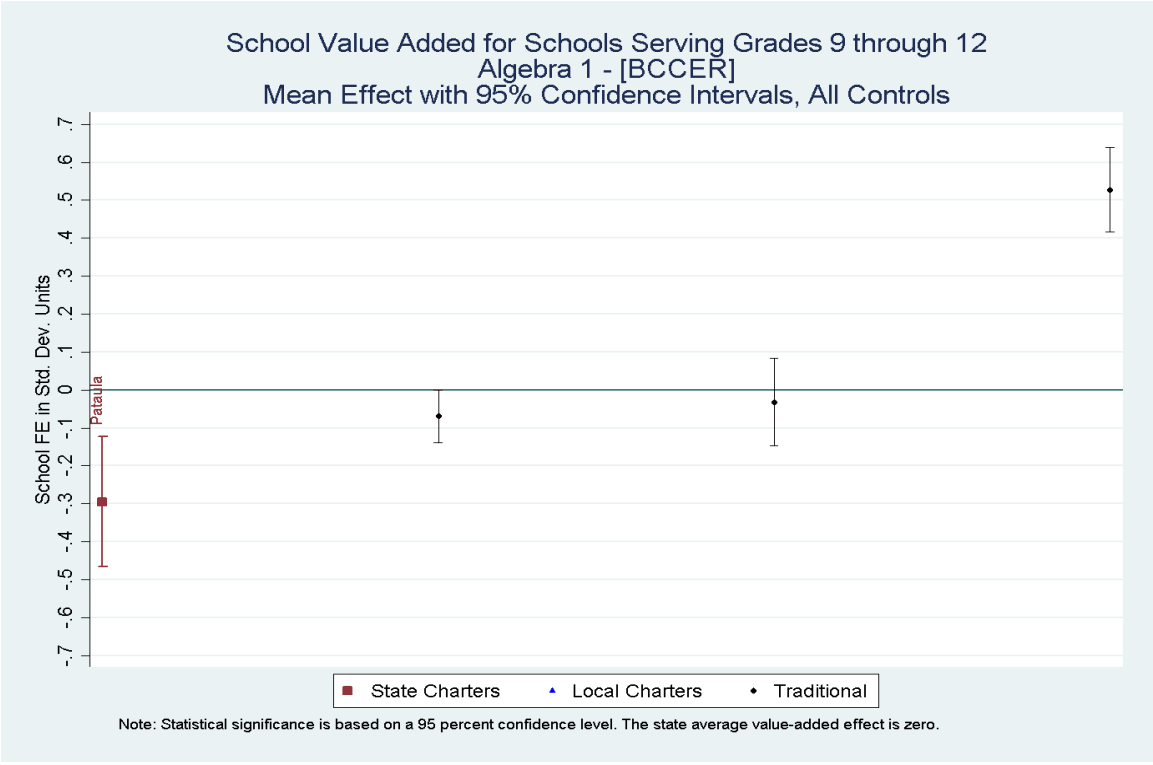


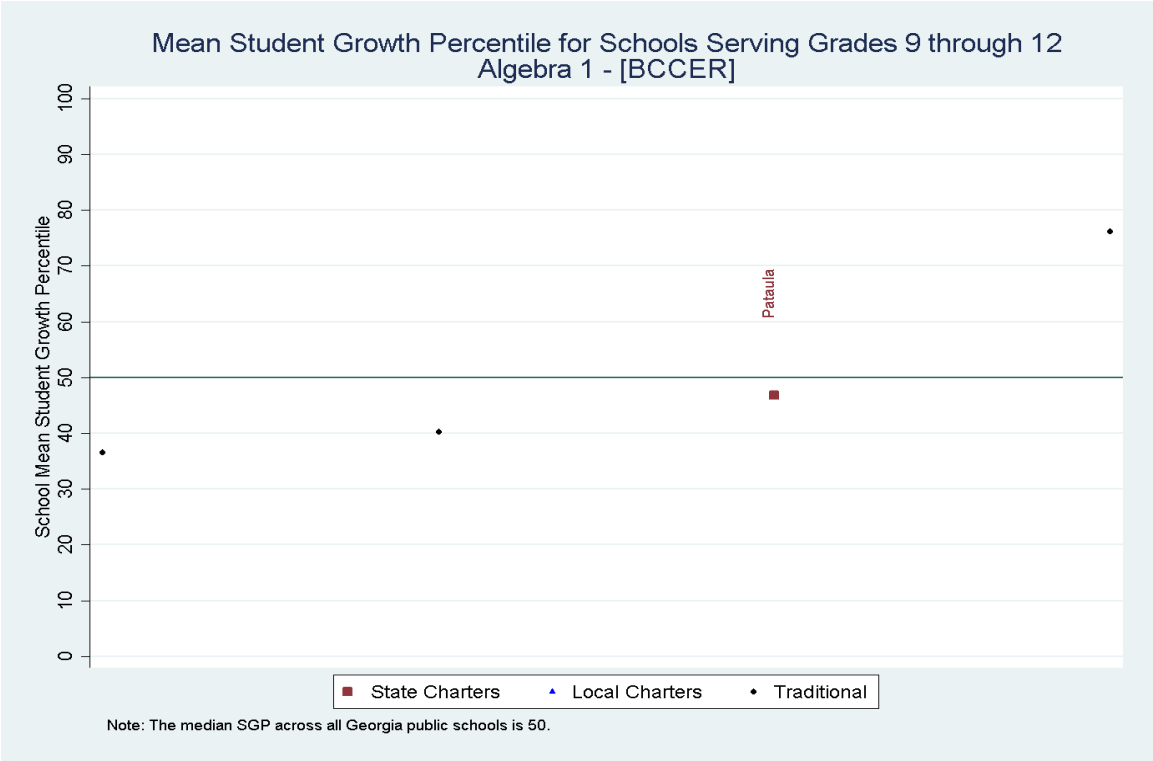
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



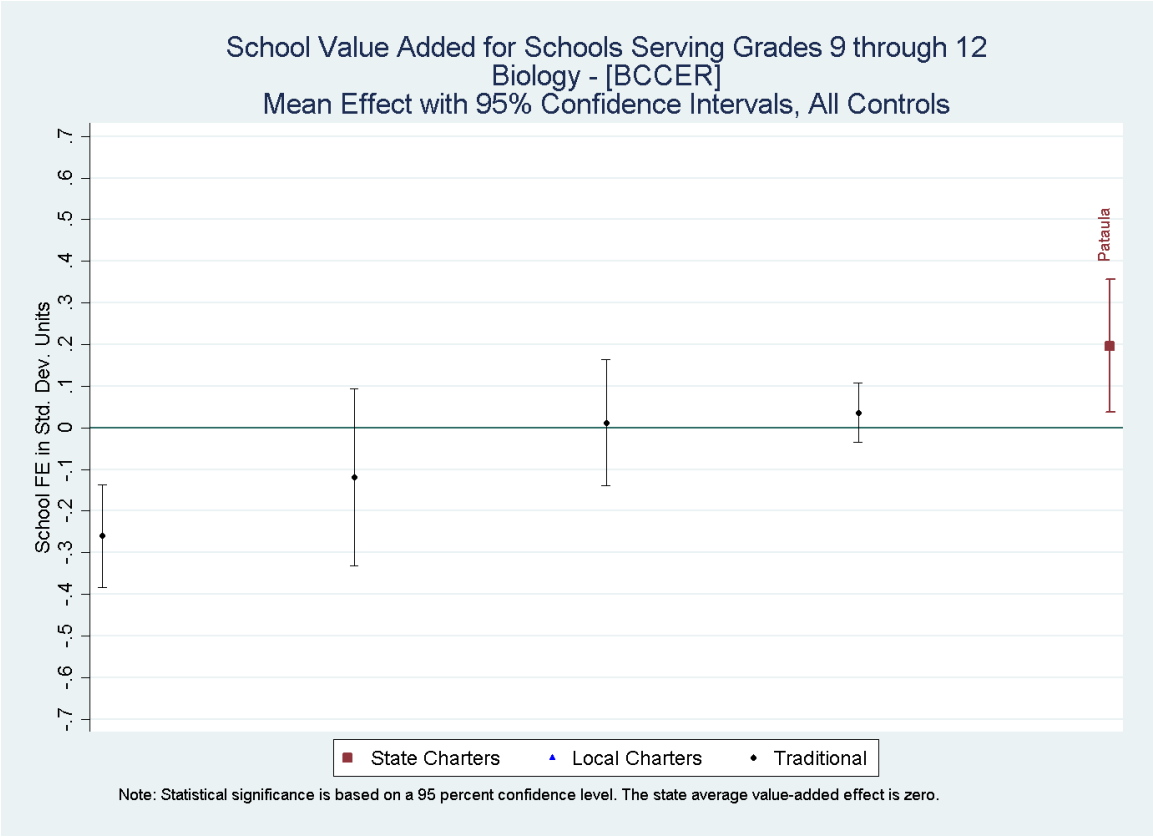
Note: The median SGP across all Georgia public schools is 50.

Subject Area: Algebra 1
State Charter: Pataula Charter Academy
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph

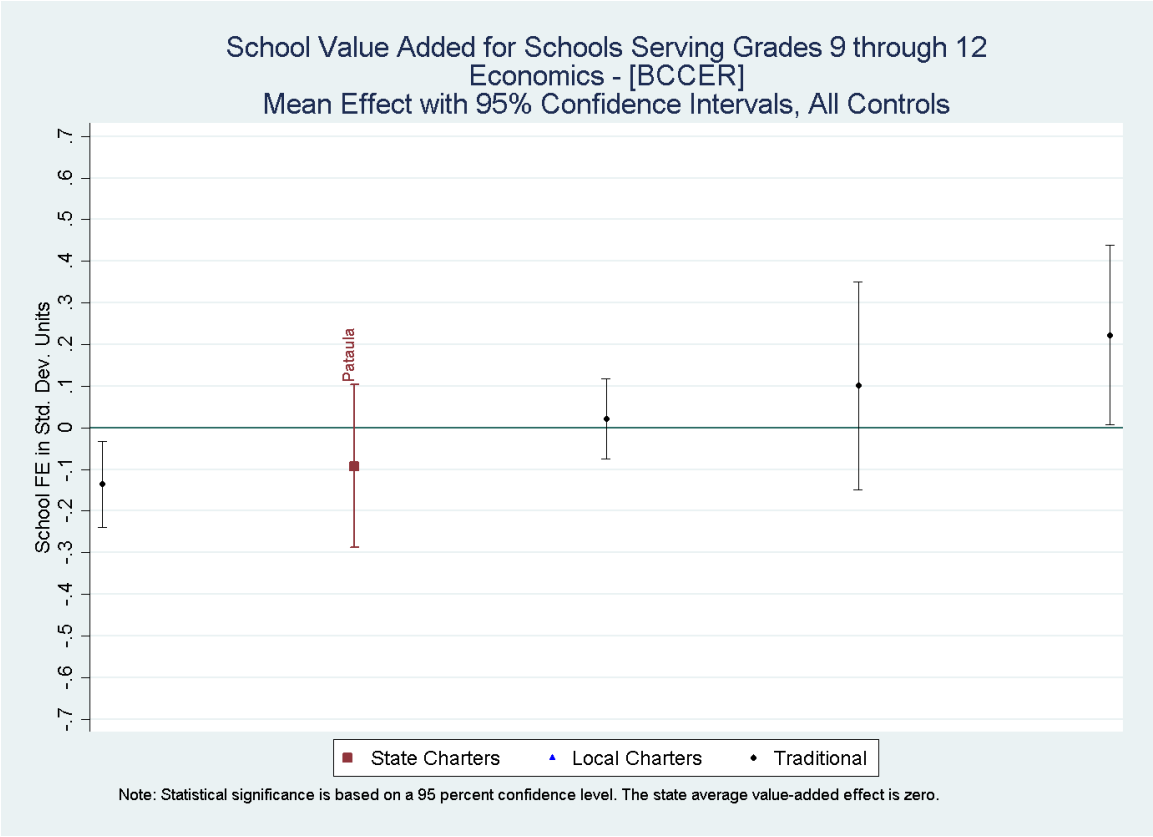




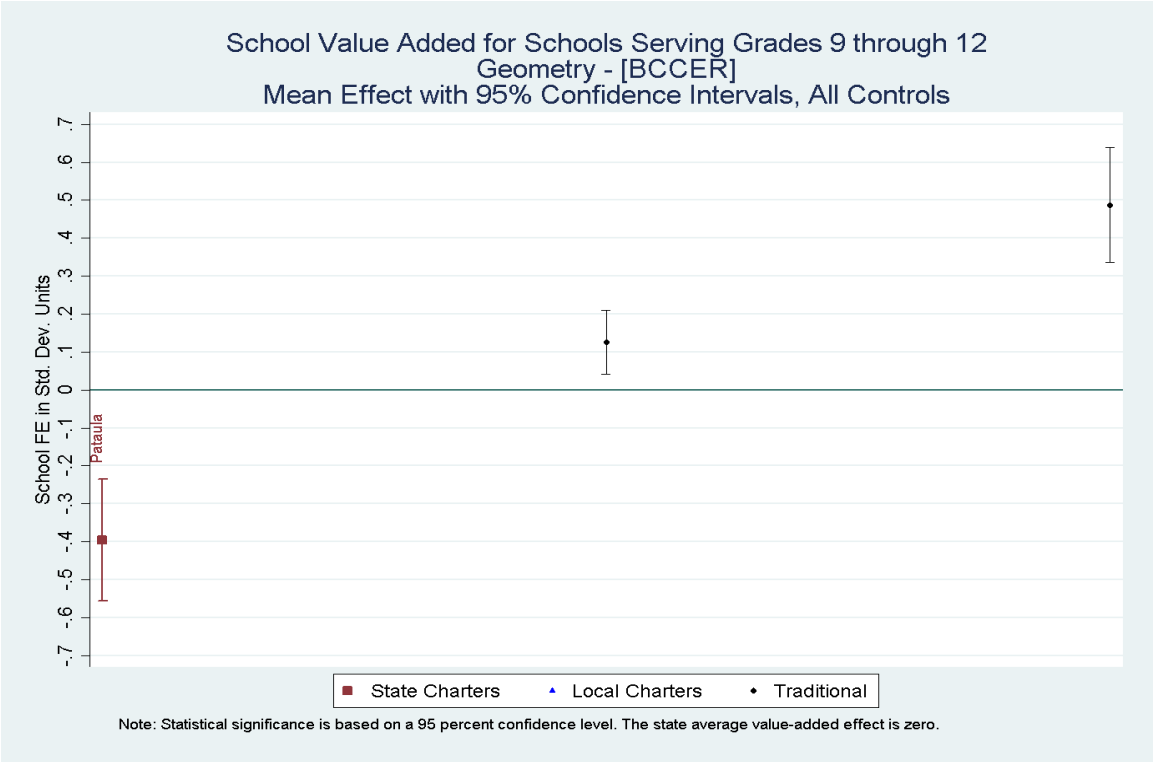
Subject Area: Biology
State Charter: Pataula Charter Academy
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph

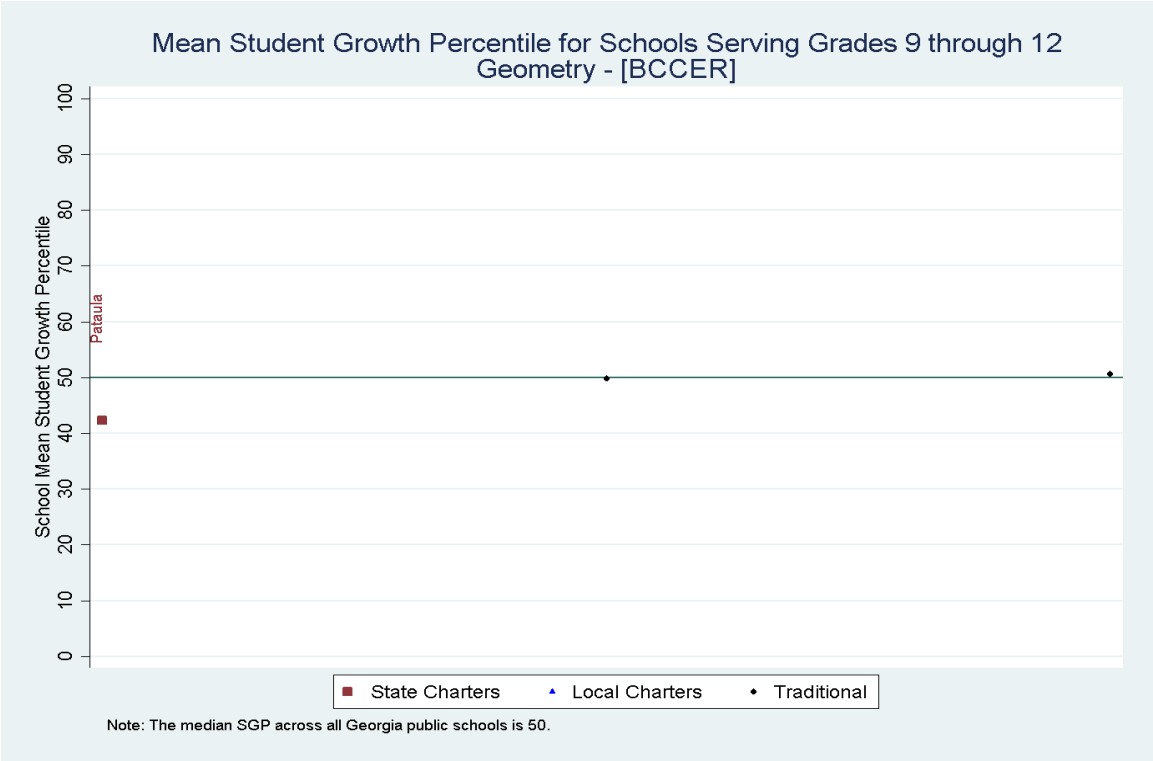


Subject Area: Economics
State Charter: Pataula Charter Academy
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph

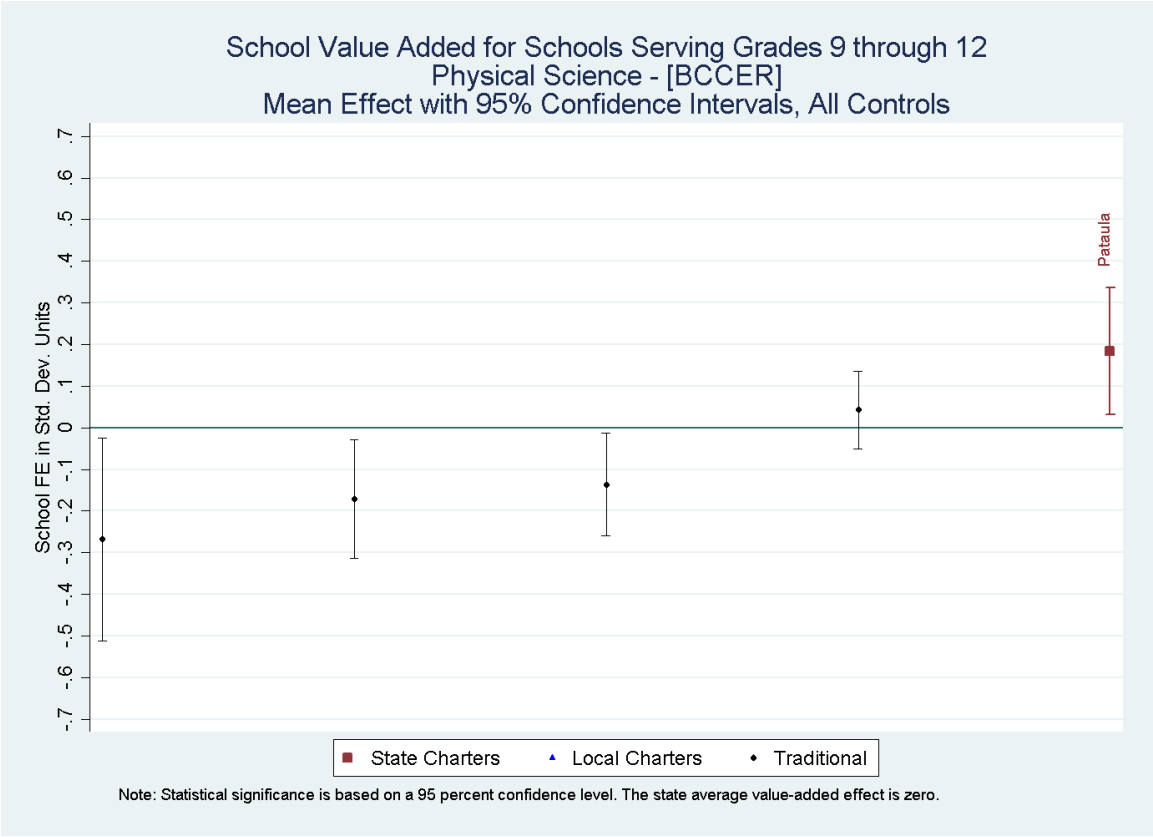


Subject Area: Geometry
State Charter: Pataula Charter Academy
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph

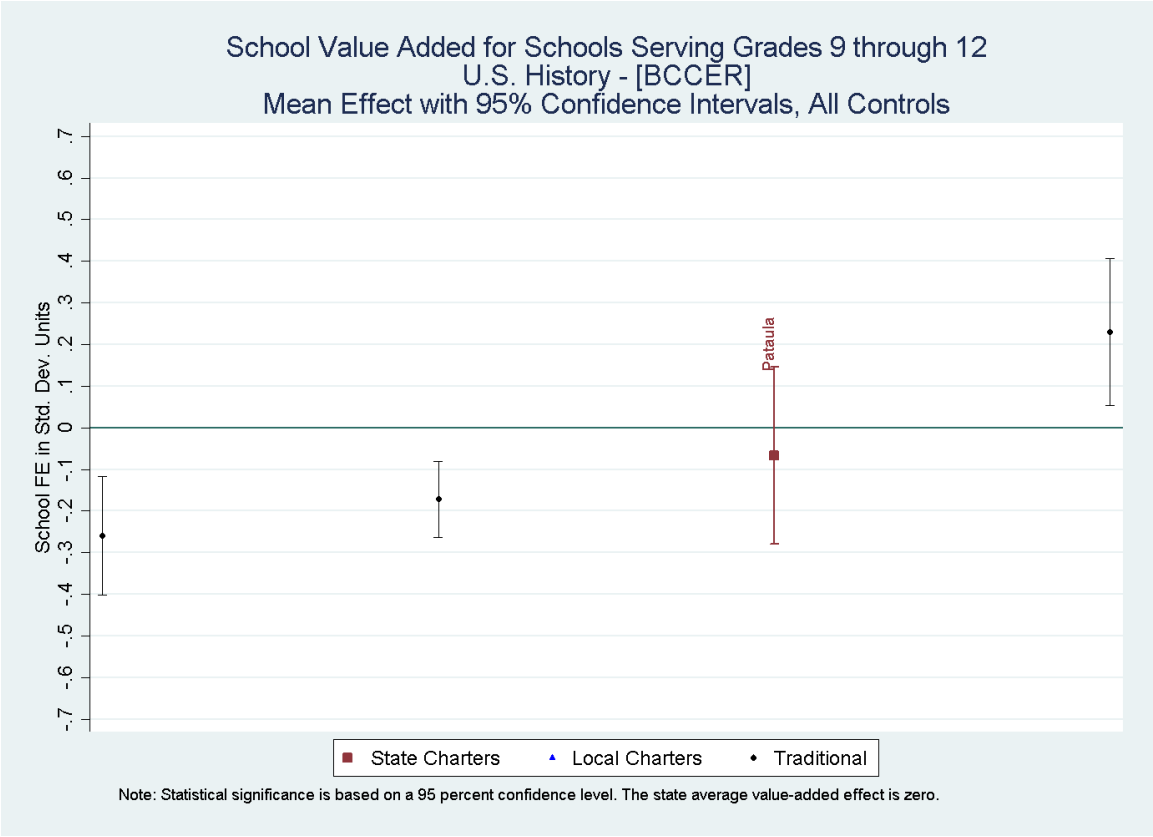




Subject Area: Physical Science
State Charter: Pataula Charter Academy
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph



Subject Area: U.S. History
State Charter: Pataula Charter Academy
Comparison Districts: Baker, Calhoun, Clay, Early, and Randolph



Scintilla Charter Academy

Key Findings

- The value-added estimate of Scintilla Charter Academy's impact on a student's average achievement across all subjects is -0.0859 in elementary grades.
- Scintilla Charter Academy's performance is statistically below the state average, but indistinguishable from the district.
- Compared to the 2015/16 school year, the school showed improvement. Elementary ELA improved from the prior year while elementary Math remained statistically below the state and district.
- The school's contribution to student achievement is:
  - below the state and two-district average in elementary Math; and
  - indistinguishable from the state and two-district average in elementary 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	47.6	50.3	40.8	2.7	6.1	53.7	26.8	1.1	12.1	11.2

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

Overall School Effect: -0.0859 Elementary
Average Overall School Effect in District: -0.0186 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 but indistinguishable from 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.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA	-0.0768	19	No	11 of 13	-0.0403	No	48	34	4 of 13
Math	-0.0919	23	Lower	11 of 13	0.0030	Lower	50	51	5 of 13
All-Subject Average	-0.0859	18	Lower	11 of 13	-0.0186	No	49	40	5 of 13
Middle									
ELA									
Math									
All-Subject Average									
High									
9th Grade Literature									
American Literature									
Algebra 1									
Biology									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Economics									
Geometry									
Physical Science									
U.S. History									

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 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Compared to the 2015/16 school year, the school showed improvement. Elementary ELA performance improved from the prior year, while elementary Math performance remained statistically below the state and district.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA					-0.2714	Lower	-0.0356	Lower	-0.0768	No	-0.0403	No
Math					-0.3735	Lower	0.0101	Lower	-0.0919	Lower	0.0030	Lower
Science					-0.0035	No	0.0493	No				
Social Studies					-0.0228	No	0.0651	No				
All-Subject Average					-0.1681	Lower	0.0212	Lower	-0.0859	Lower	-0.0186	No

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Middle												
ELA												
Math												
Science												
Social Studies												
All-Subject Average												
High												
9th Grade Literature												
American Literature												
Analytic Geometry												
Algebra 1												
Biology												
Coordinate Algebra												
Economics												
Geometry												
Physical Science												
U.S. History												

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.

*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.

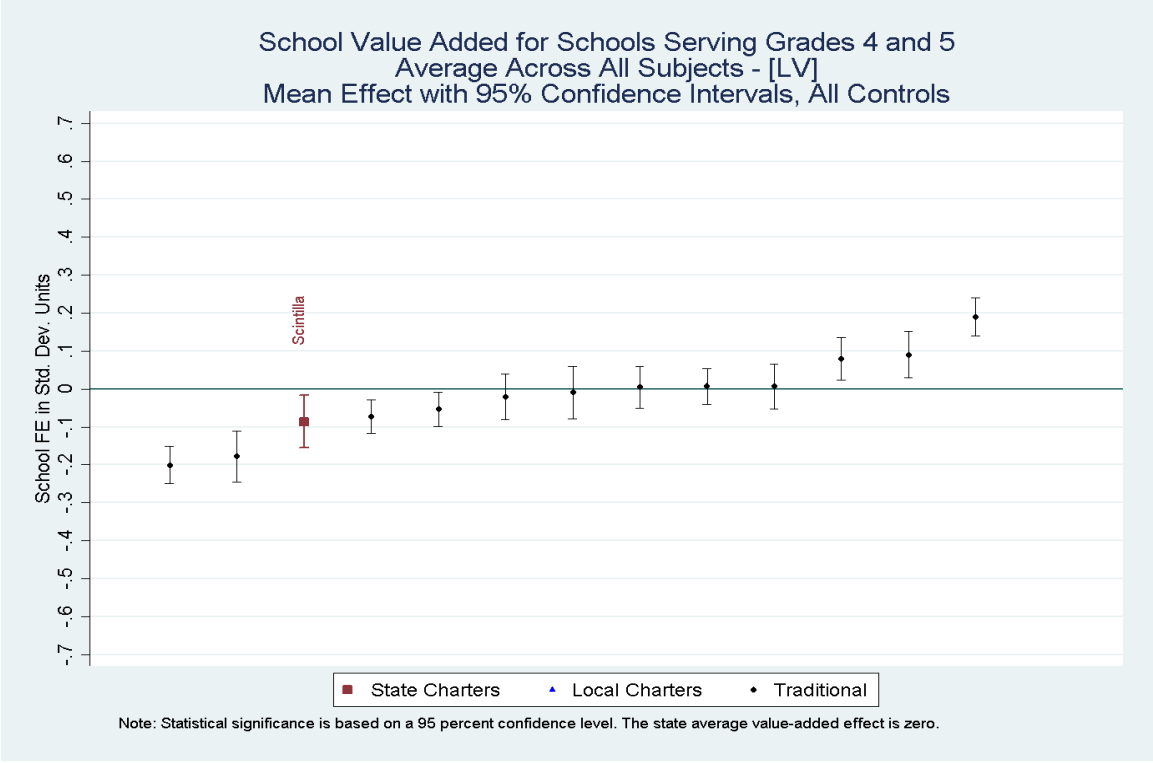
	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA				34	1	13 of 13	48	34	4 of 13
Math				26	1	13 of 13	50	51	5 of 13
Science				52	59	7 of 13			
Social Studies				46	33	10 of 13			
All-Subject Average				39	6	13 of 13	49	40	5 of 13
Middle									
ELA									
Math									
Science									
Social Studies									
All-Subject Average									
High									
9th Grade Literature									
American Literature									
Analytic Geometry									
Algebra 1									
Biology									
Coordinate Algebra									
Economics									
Geometry									

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Physical Science									
U.S. History									

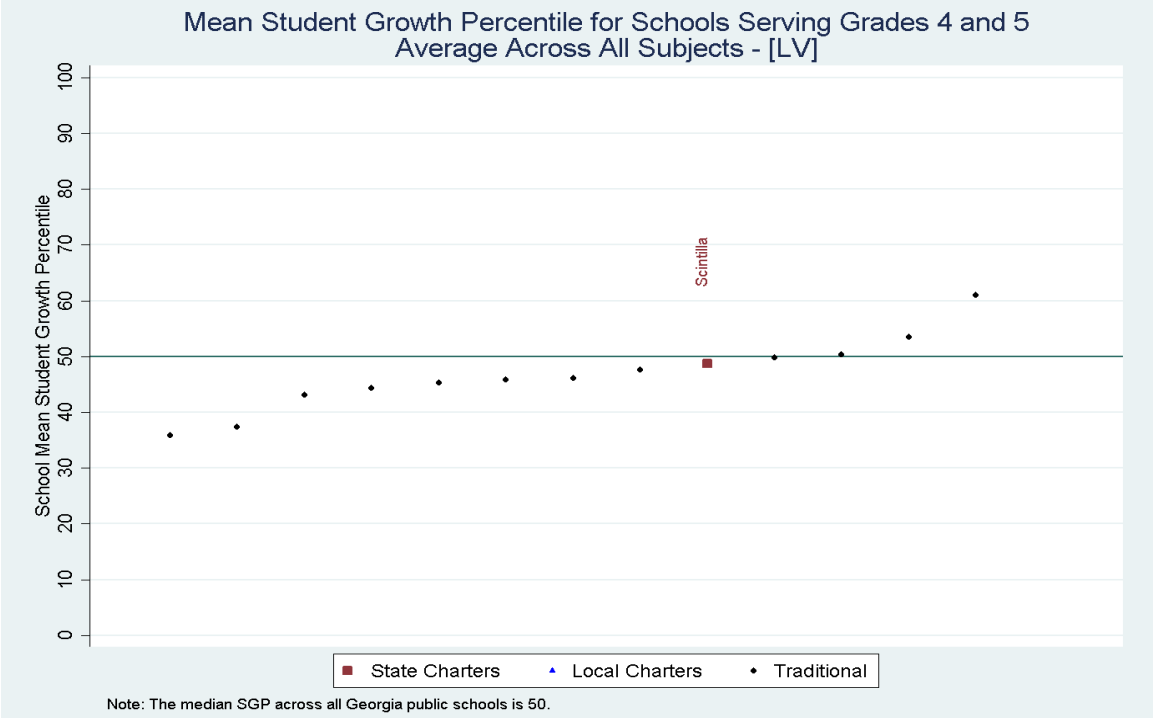
Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

Comparison of School Impact

Subject Area: All-Subject Elementary Average
State Charter: Scintilla Charter Academy
Comparison Districts: Lowndes County and Valdosta City

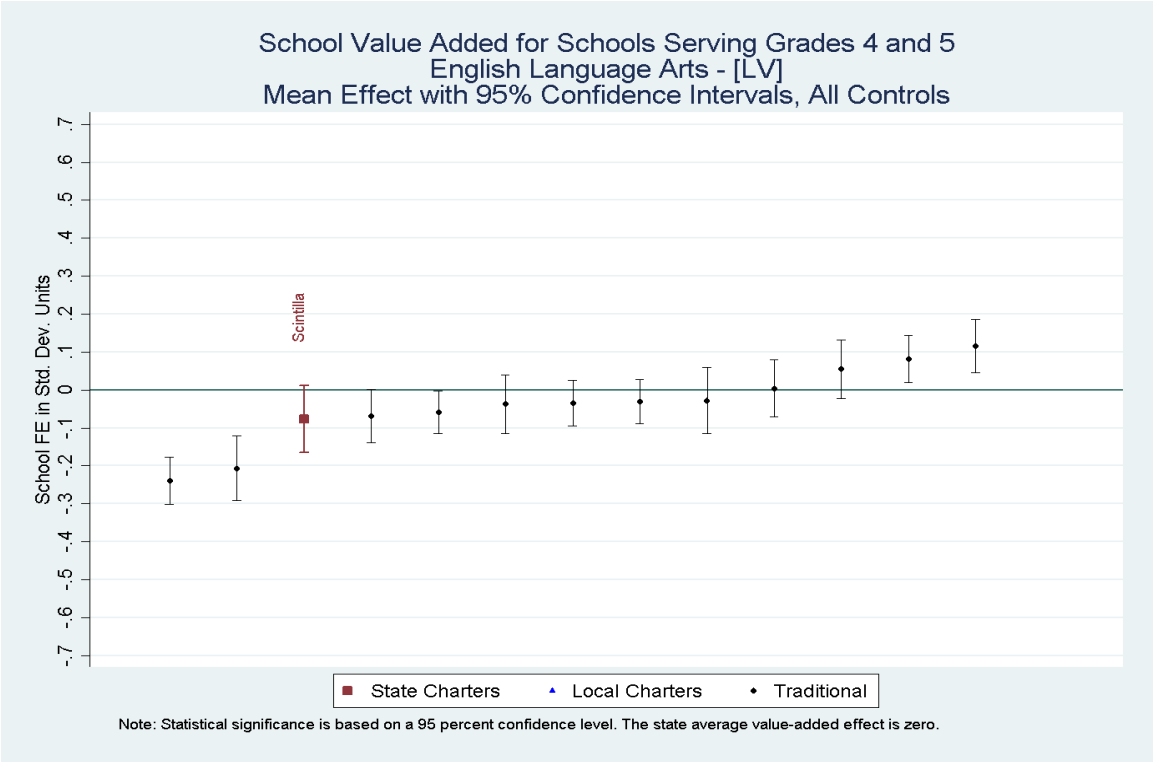


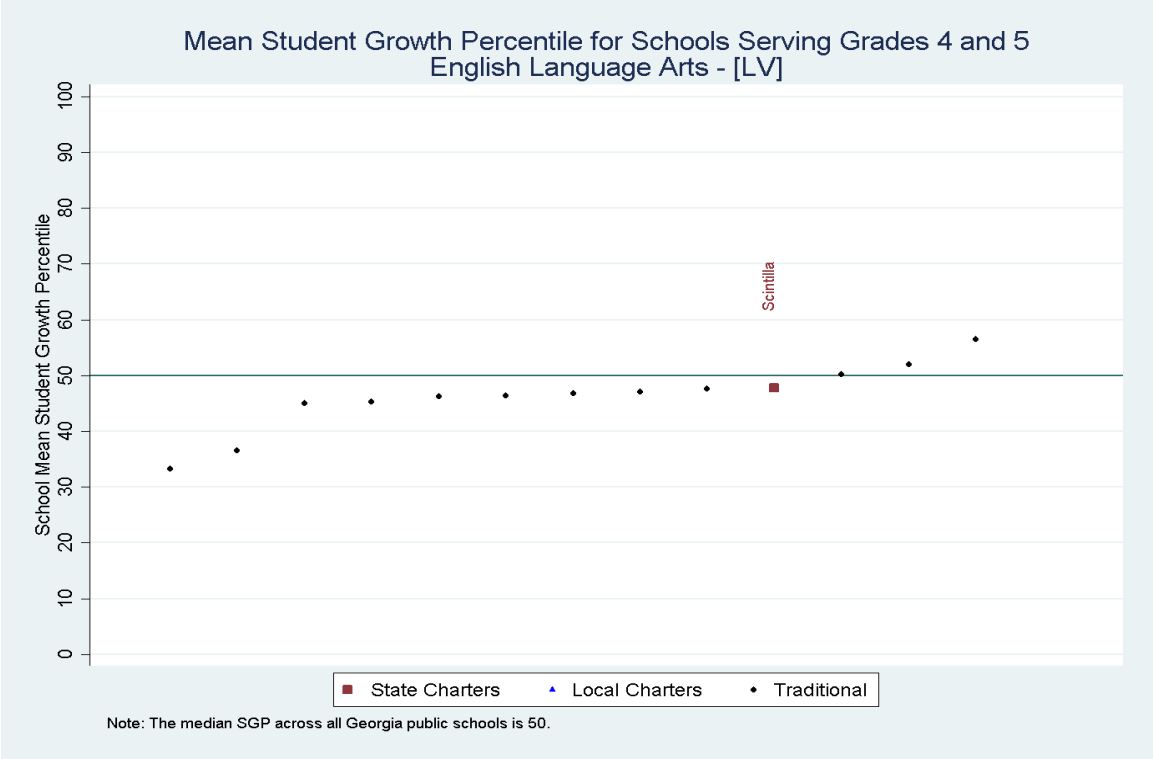
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



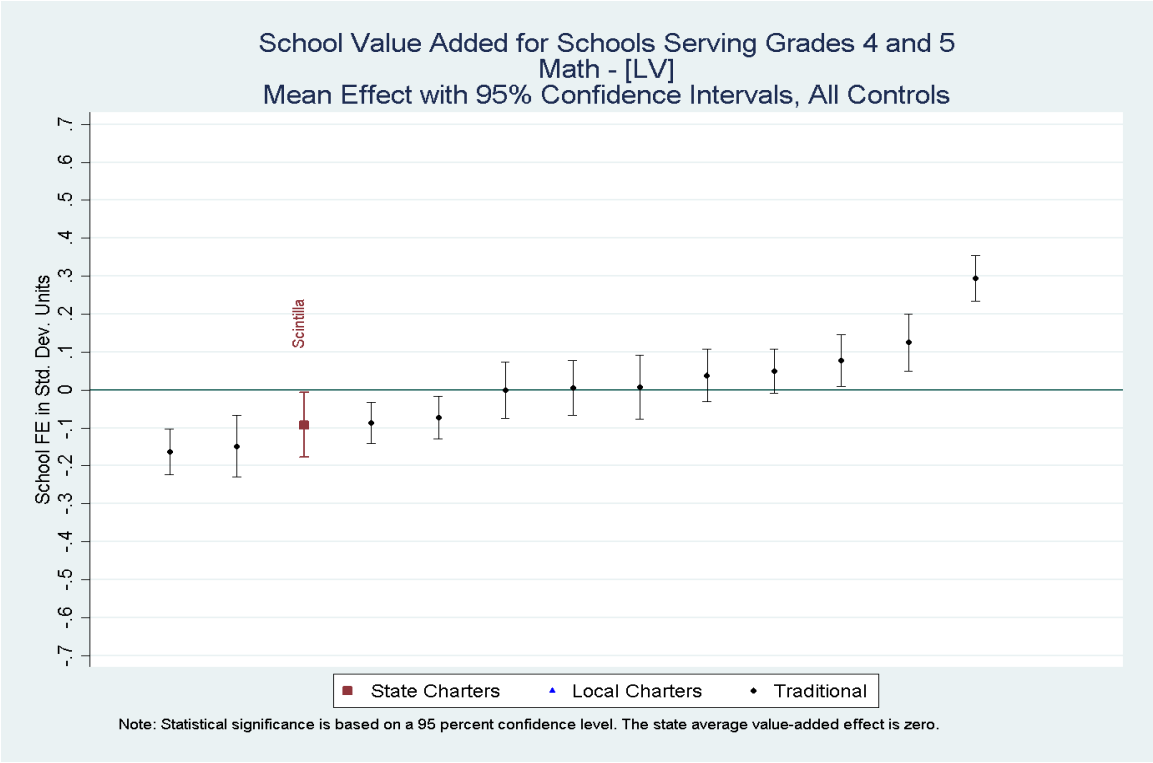
Note: The median SGP across all Georgia public schools is 50.

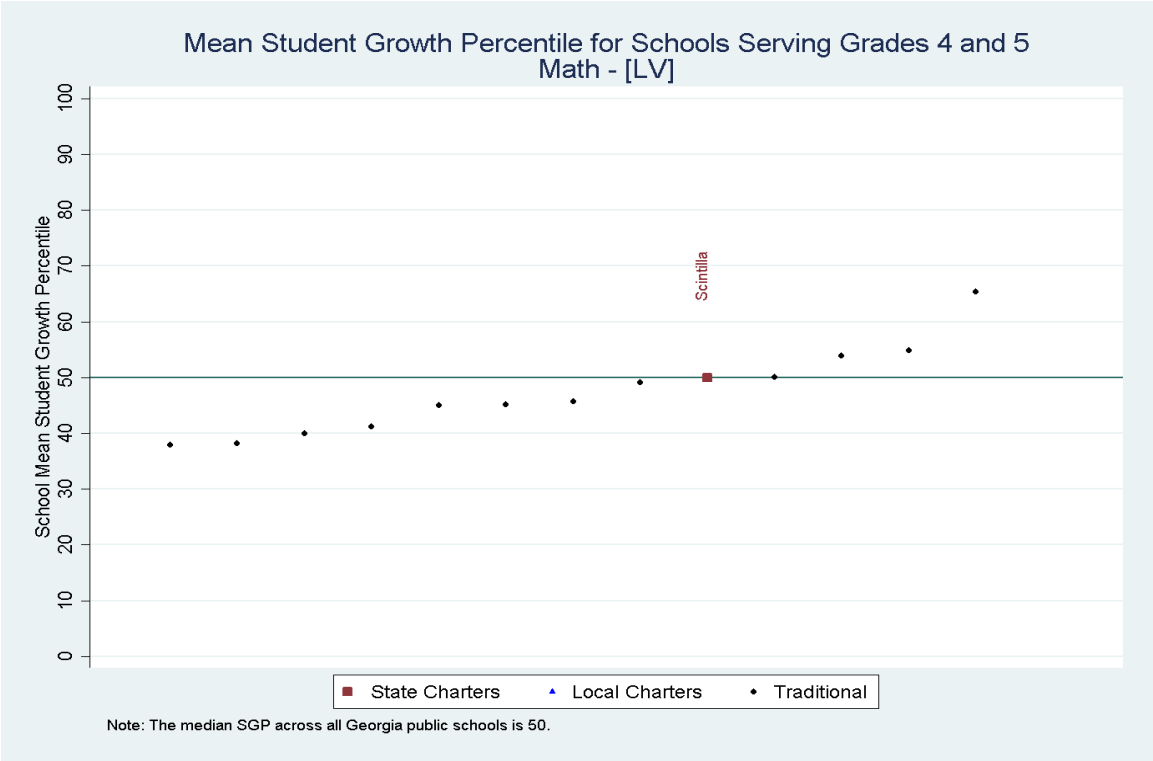
Subject Area: Elementary ELA
State Charter: Scintilla Charter Academy
Comparison Districts: Lowndes County and Valdosta City





Subject Area: Elementary Mathematics
State Charter: Scintilla Charter Academy
Comparison Districts: Lowndes County and Valdosta City





Southwest Georgia STEM Charter

Key Findings

- In each of the grades, fewer than 15 students were tested. As a result, performance information is not reported for Southwest Georgia STEM Charter.
- Southwest Georgia STEM's first year in operation is 2016/17, so it is not possible to make year-to-year performance assessments.

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	50.6	72.3	14.5	8.4	4.8	0.0	44.9	0.0	12.0	0.0

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

Fewer than 15 students enrolled per grade. Data is only reported for tests with at least 15 test-takers.

Comparison of 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Southwest Georgia STEM's first year in operation is 2016/17, so it is not possible to make year-to-year performance assessments.

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.
- Statesboro STEAM College, Careers, Arts & Technology Academy's estimated contribution to student achievement in courses where end-of-course exams are administered are as follows: 0.1206 in 9th Grade Literature, -0.0239 in Algebra 1, 0.0622 in Biology, 0.3134 in Economics, and 0.0823 in Physical Science.
- Statesboro STEAM College, Careers, Arts & Technology Academy's performance is lower than the state and district average of middle schools. The value-added estimate of the school's impact on a high school student's achievement in all tested subjects is indistinguishable from the state and district averages, except for Economics, which is higher than the state average.
- Statesboro STEAM College, Careers, Arts & Technology Academy's 2016/17 performance in middle school ELA is improved from 2015/16 and similar to 2014/15. For middle school Math, performance is consistently below the state and district in all three years. In high school grades, the school's performance improved in 9th Grade Literature from 2015/16, but most subjects for which performance results are available in 2016/17 do not have performance results in the prior year.
- The school's contribution to student achievement is:
  - below the state and district averages in middle school Math;
  - indistinguishable from the district but higher than the state in Economics; and
  - indistinguishable from the state and district average in middle school ELA, 9th Grade Literature, Algebra 1, Biology, and Physical Science.

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	44.6	75.0	20.3	2.0	2.7	61.5	22.3	0.0	15.5	15.5

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

Overall School Effect: -0.1127 Middle/ 0.1206 9th Grade Literature/ -0.0239 Algebra 1/ 0.0622 Biology/ 0.3134 Economics/ 0.0823 Physical Science

Average Overall School Effect in District: 0.0145 Middle/ 0.1163 9th Grade Literature/ -0.0239 Algebra 1/ -0.0832 Biology/ 0.0499 Economics/ 0.0190 Physical Science

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. 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.

In four of five high school tested subjects, Statesboro STEAM's contribution to a student's achievement is not statistically different from the average high school in the district or state. Economics performance is higher than the state, but indistinguishable from the district.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA									
Math									
All-Subject Average									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Middle									
ELA	-0.0263	35	No	4 of 5	0.0022	No	51	60	2 of 5
Math	-0.2184	4	Lower	5 of 5	0.0215	Lower	38	6	5 of 5
All-Subject Average	-0.1127	8	Lower	5 of 5	0.0145	Lower	45	17	5 of 5
High									
9th Grade Literature	0.1206	86	No	2 of 4	0.1163	No	57	86	2 of 4
American Literature									
Algebra 1	-0.0239	48	No	1 of 1	-0.0239	No	54	68	1 of 1
Biology	0.0622	67	No	1 of 4	-0.0832	No			
Economics	0.3134	88	Higher	1 of 4	0.0499	No			
Geometry									
Physical Science	0.0823	70	No	3 of 4	0.0190	No			
U.S. History									

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 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Statesboro STEAM College, Careers, Arts & Technology Academy's 2016/17 performance in middle school ELA improved from 2015/16 and is similar to its performance in 2014/15. For middle school Math, performance is consistently below the state and district in all three years. In high school grades, the school's performance improved in 9th Grade Literature from 2015/16, but most subjects for which performance results are available in 2016/17 do not have performance results in the prior year.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA												
Math												
Science												
Social Studies												
All-Subject Average												
Middle												
ELA	0.0504	No	0.0013	No	-0.2734	Lower	-0.0154	Lower	-0.0263	No	0.0022	No
Math	-0.1862	Lower	0.0578	Lower	-0.3284	Lower	0.0077	Lower	-0.2184	Lower	0.0215	Lower
Science	0.0088	No	-0.0755	No	-0.1365	Lower	-0.0174	Lower				
Social Studies	0.0140	No	0.0134	No	-0.3291	Lower	-0.0754	Lower				
All-Subject Average	-0.0214	No	0.0016	No	-0.2413	Lower	-0.0152	Lower	-0.1127	Lower	0.0145	Lower
High												
9th Grade Literature	0.1496	No	-0.0884	Higher	-0.0062	No	-0.0326	No	0.1206	No	0.1163	No
American Literature					0.0476	No	0.0250	No				
Analytic Geometry					-0.0106	No	0.0974	No				

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Algebra 1									-0.0239	No	-0.0239	No
Biology	-0.1071	No	-0.0187	No					0.0622	No	-0.0832	No
Coordinate Algebra	-0.0377	No	0.0710	No	-0.1786	No	-0.0236	No				
Economics									0.3134	Higher	0.0499	No
Geometry												
Physical Science	0.0328	No	0.0239	No					0.0823	No	0.0190	No
U.S. History	-0.2119	No	0.0209	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 are compared to the state average and, thus, 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.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA									
Math									

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Science									
Social Studies									
All-Subject Average									
Middle									
ELA	53	73	1 of 5	35	2	5 of 5	51	60	2 of 5
Math	46	28	5 of 5	41	18	5 of 5	38	6	5 of 5
Science	49	43	1 of 5	46	29	5 of 5			
Social Studies	56	80	2 of 5	35	6	5 of 5			
All-Subject Average	51	56	2 of 5	39	7	5 of 5	45	17	5 of 5
High									
9th Grade Literature	52	60	1 of 4	58	89	1 of 4	57	86	2 of 4
American Literature				53	69	1 of 4			
Analytic Geometry				61	92	4 of 4			
Algebra 1							54	68	1 of 1
Biology	56	71	2 of 4						
Coordinate Algebra	51	53	4 of 4	43	33	3 of 4			
Economics									
Geometry									
Physical Science	50	55	2 of 4						
U.S. History	52	59	2 of 4						

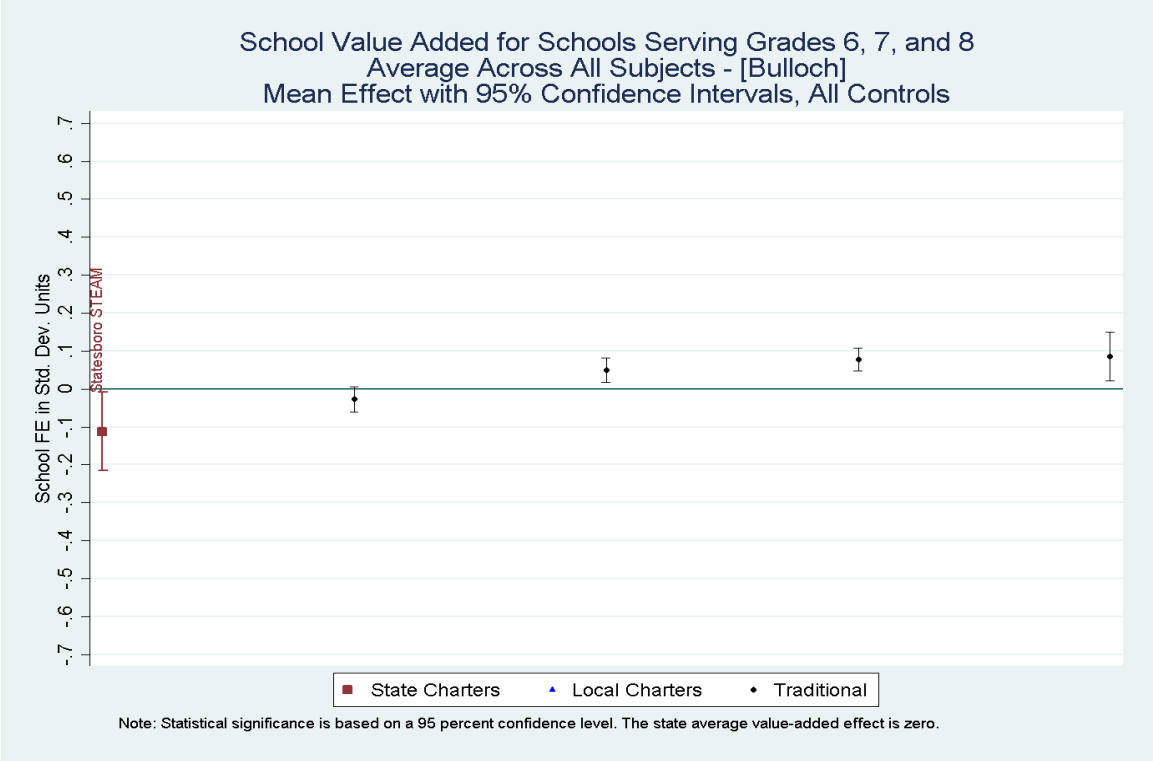
Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

Comparison of School Impact

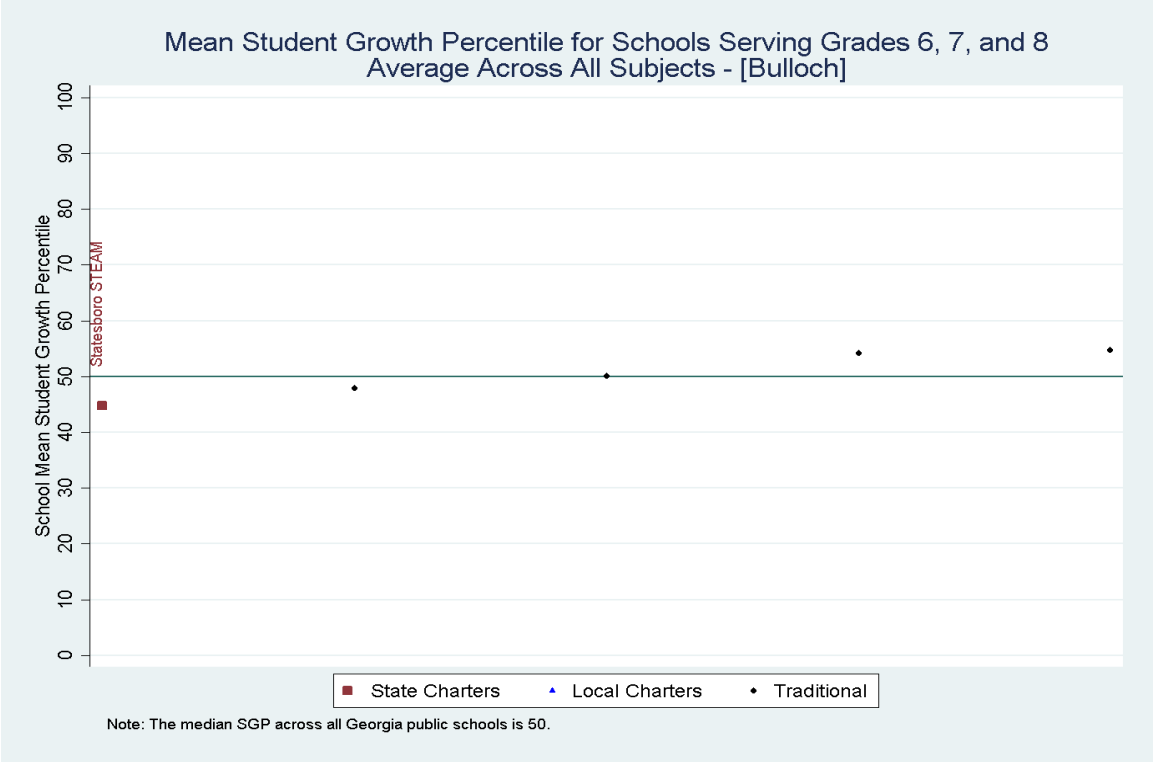
Subject Area: All-Subject Middle Average

State Charter: Statesboro STEAM

Comparison District: Bulloch County Public Schools

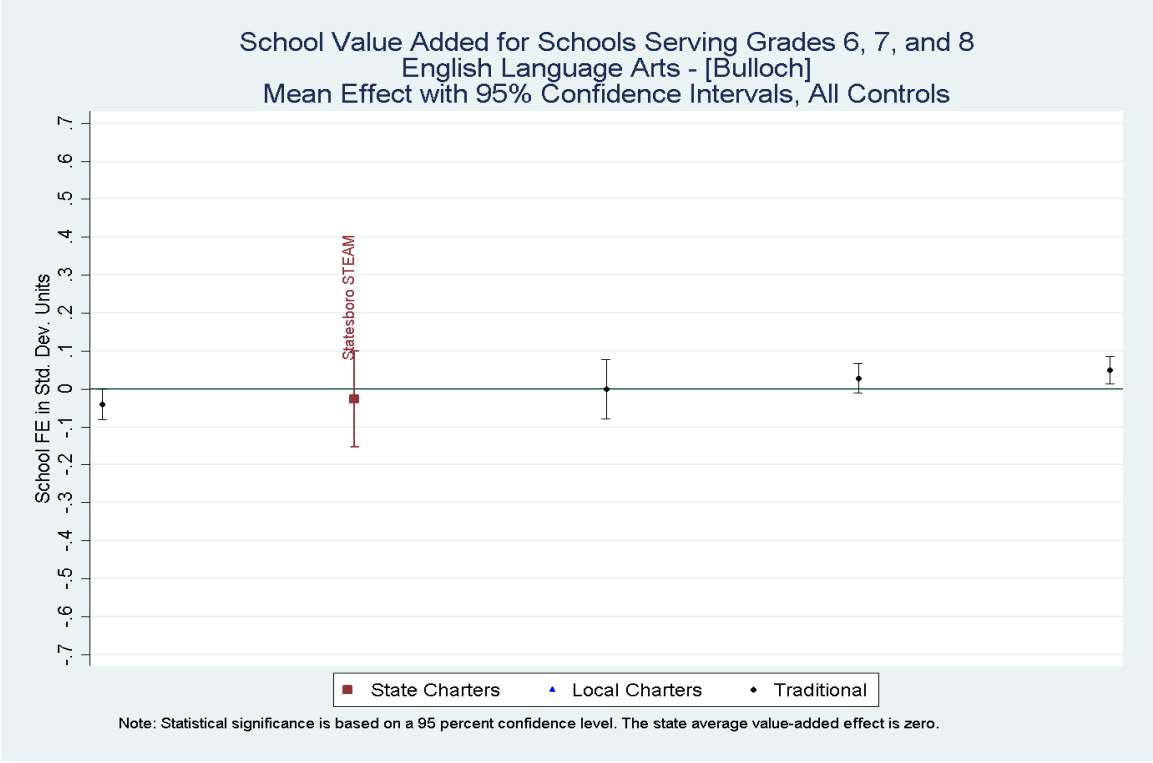


Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.

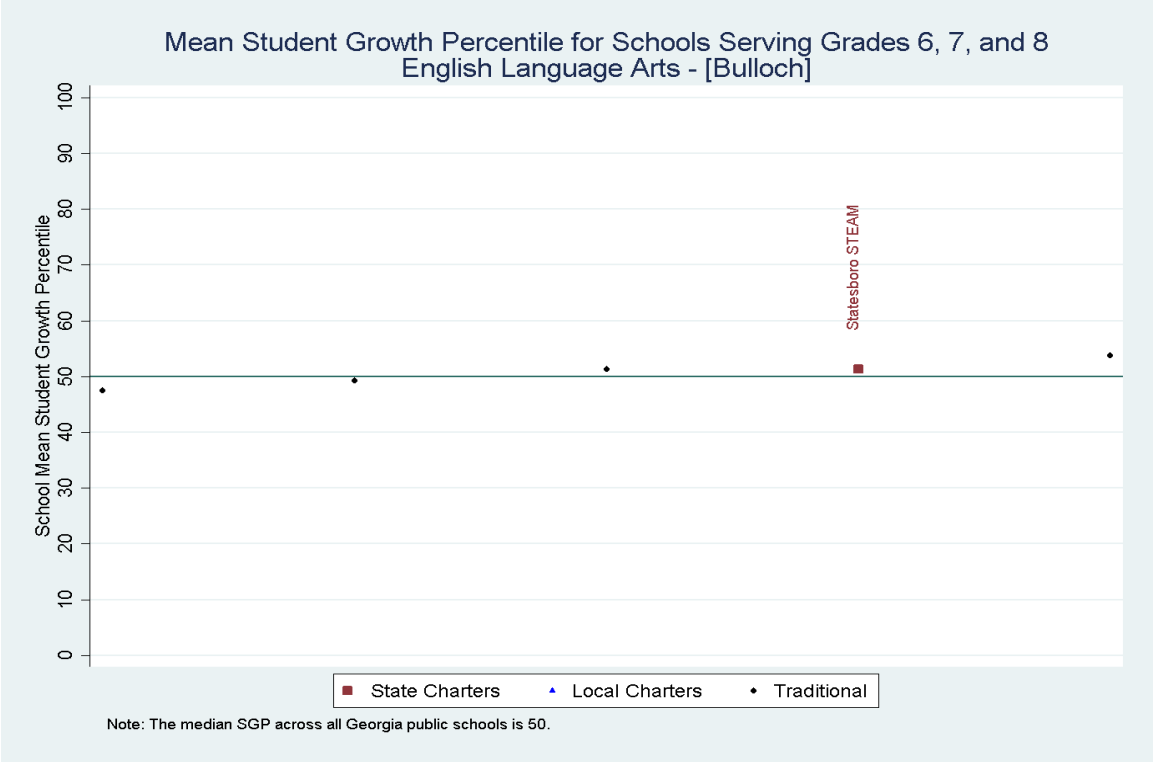


Note: The median SGP across all Georgia public schools is 50.

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

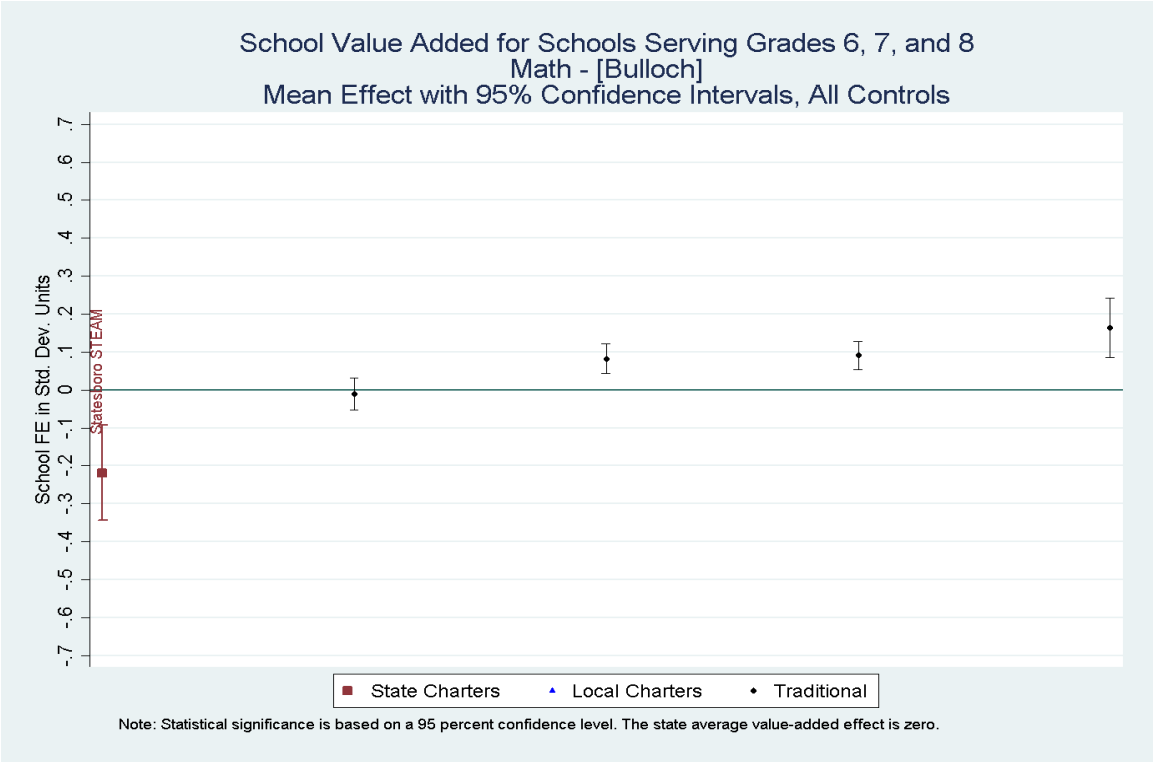


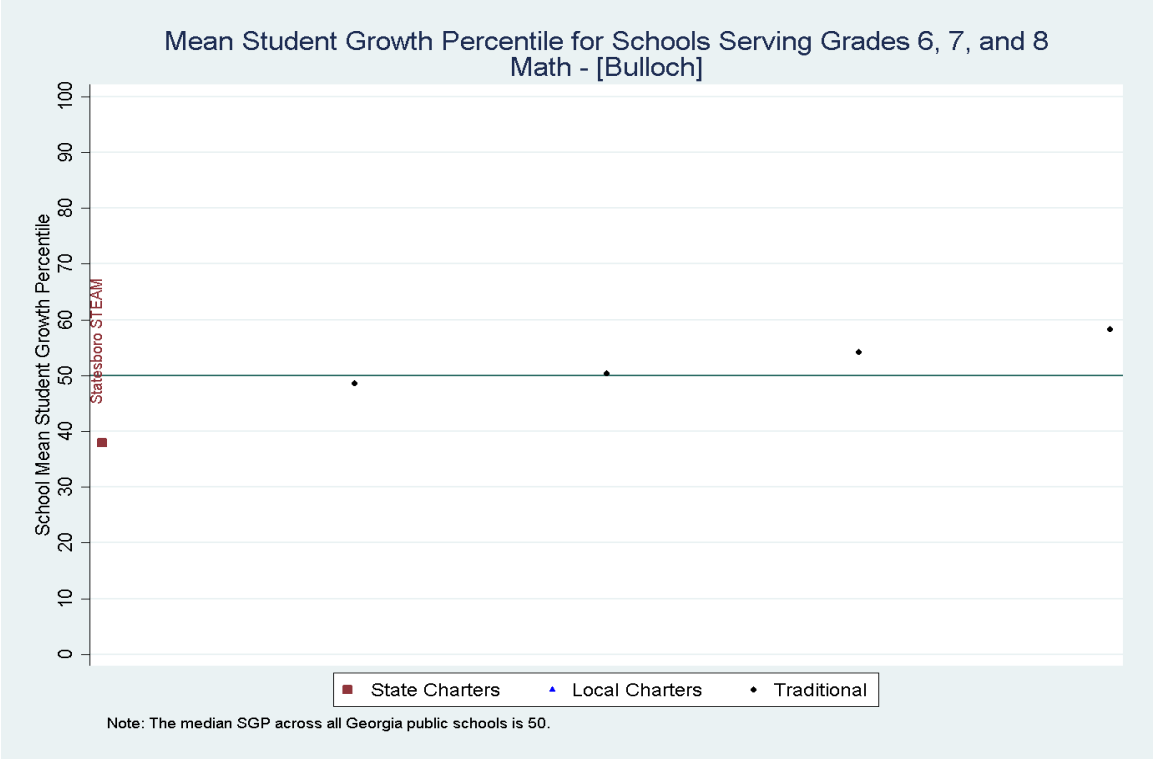
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



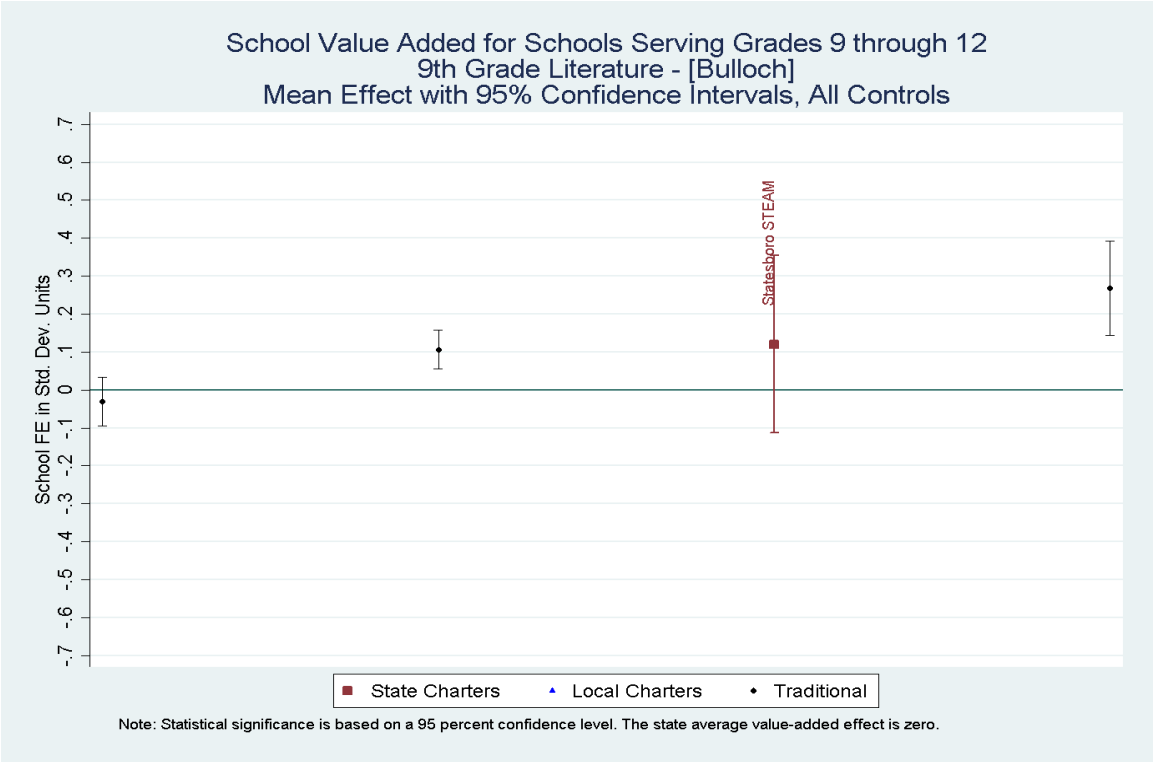
Note: The median SGP across all Georgia public schools is 50.

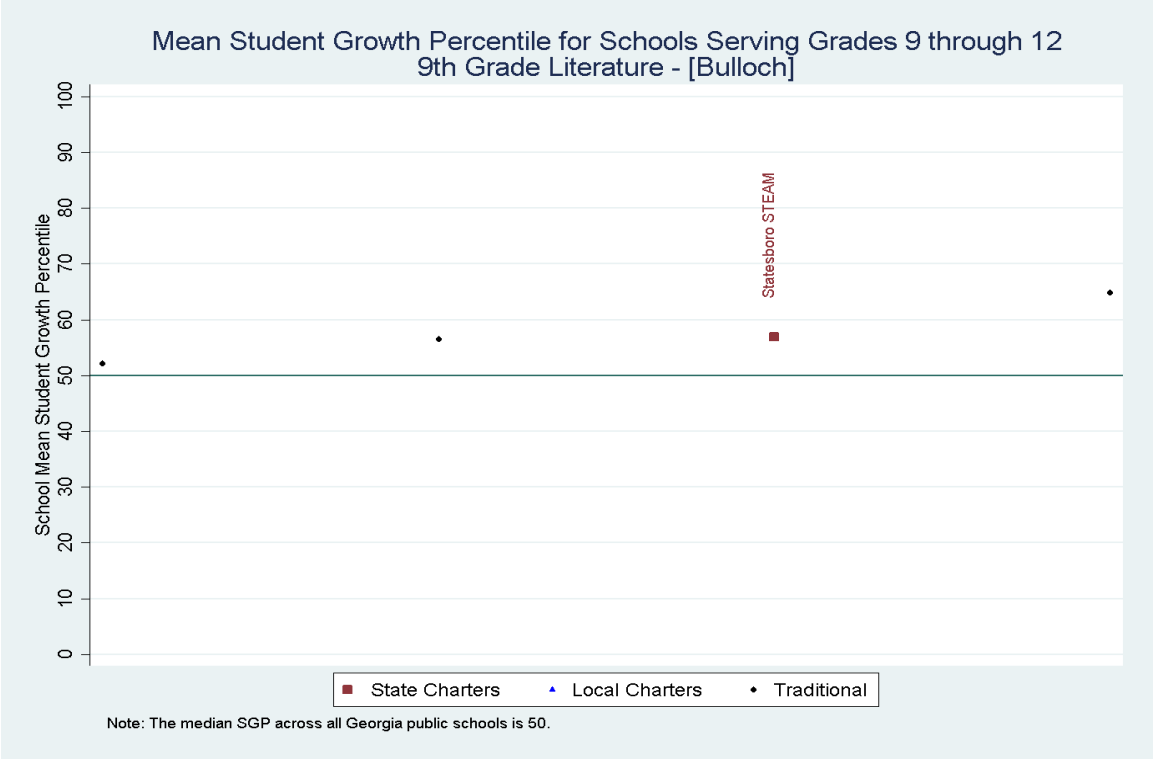
Subject Area: Middle Mathematics
State Charter: Statesboro STEAM
Comparison District: Bulloch County Public Schools



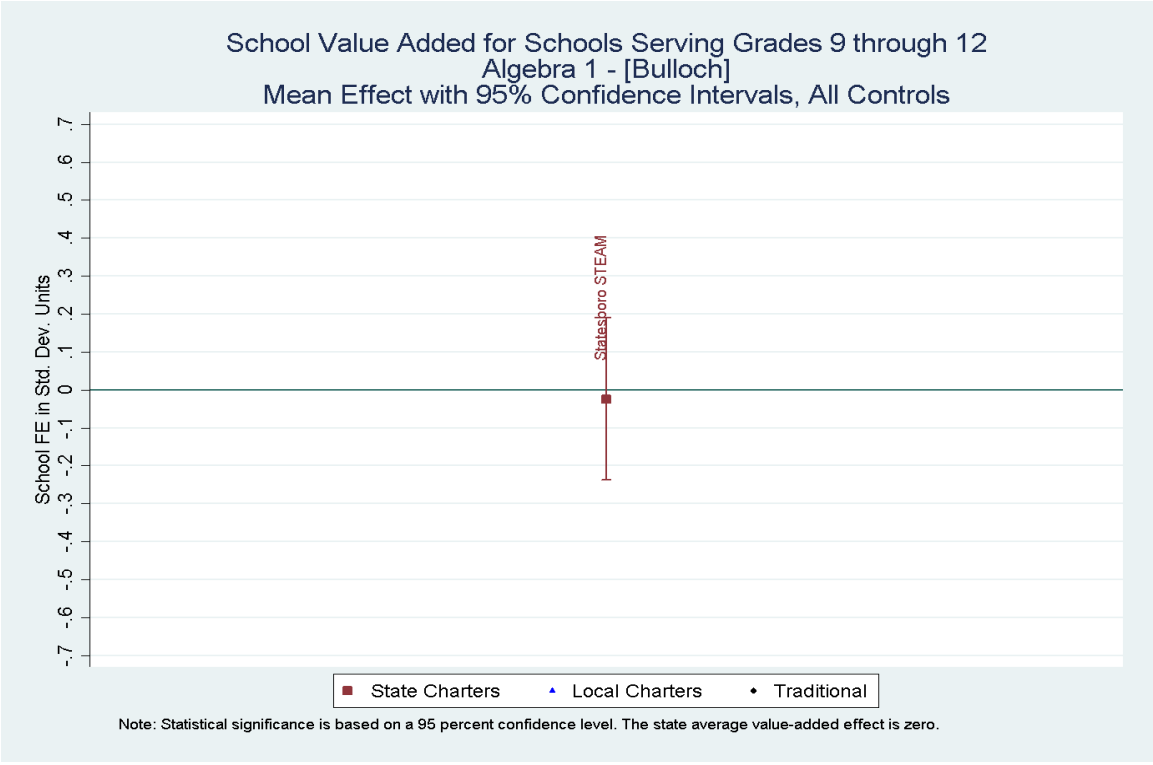


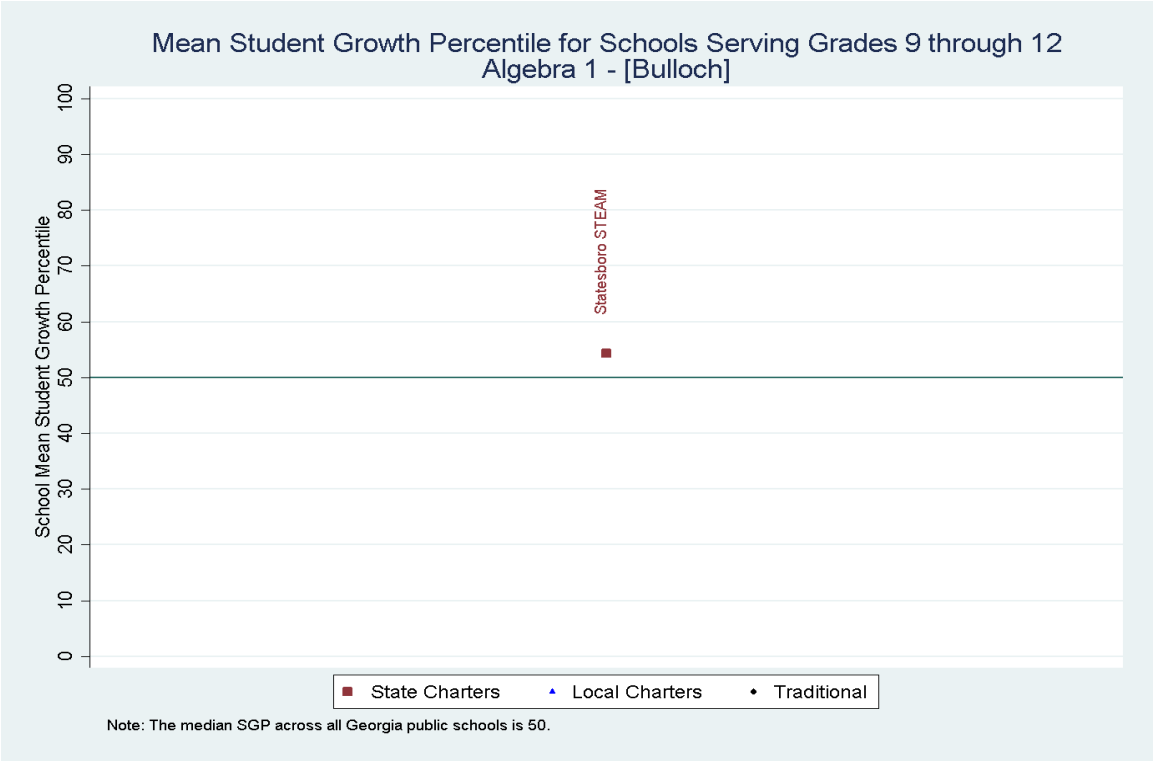
Subject Area: 9th Grade Literature
State Charter: Statesboro STEAM
Comparison District: Bulloch County Public Schools



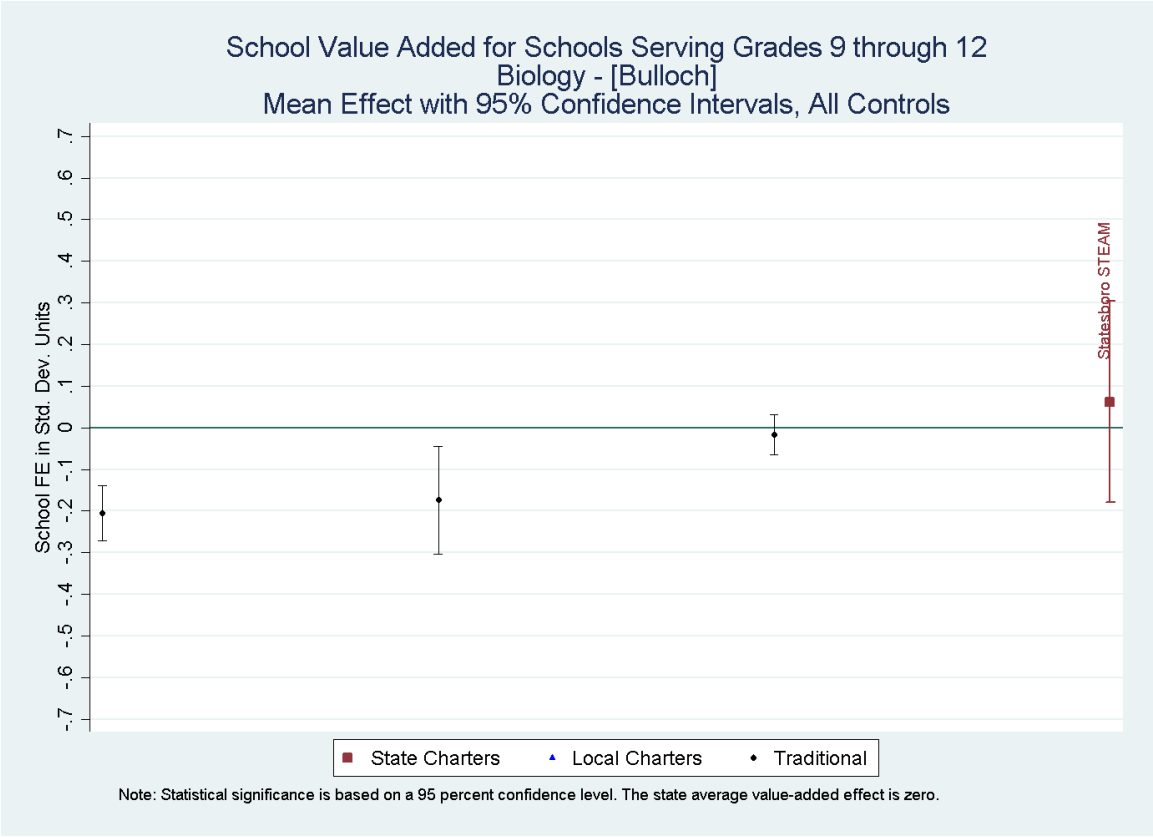


Subject Area: Algebra 1
State Charter: Statesboro STEAM
Comparison District: Bulloch County Public Schools

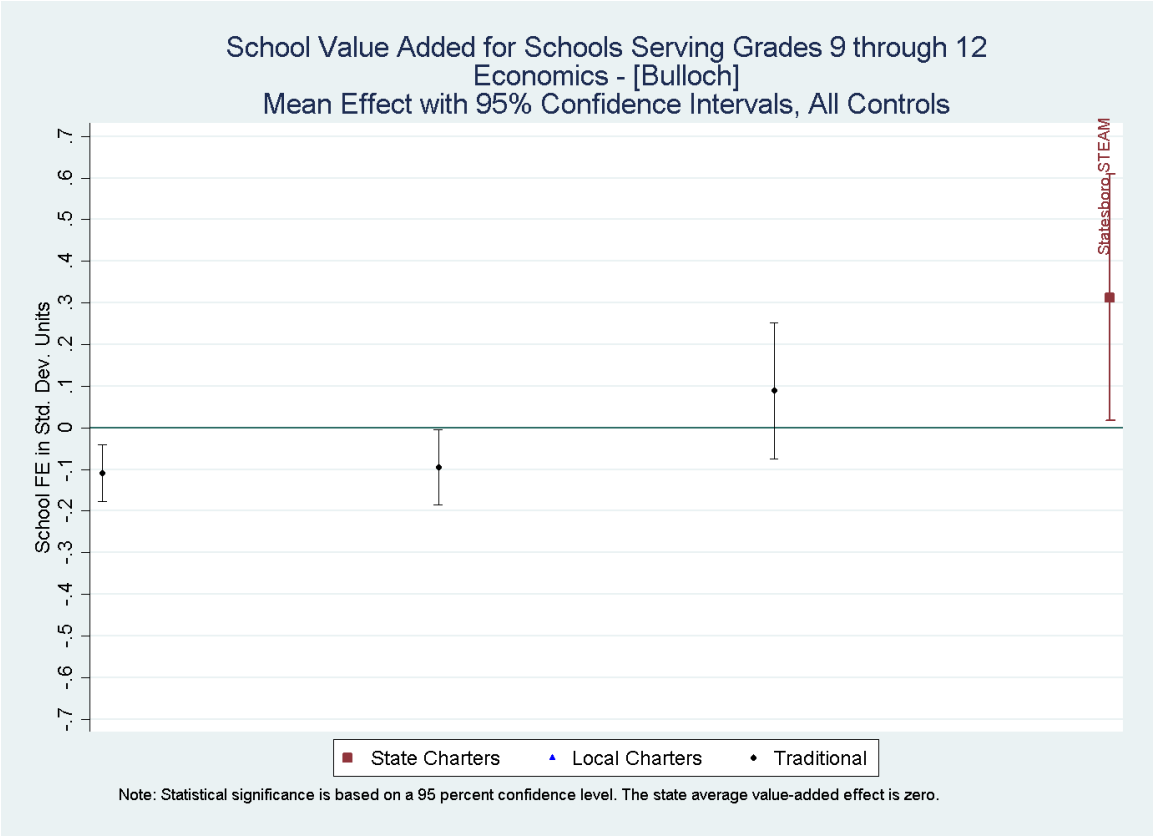




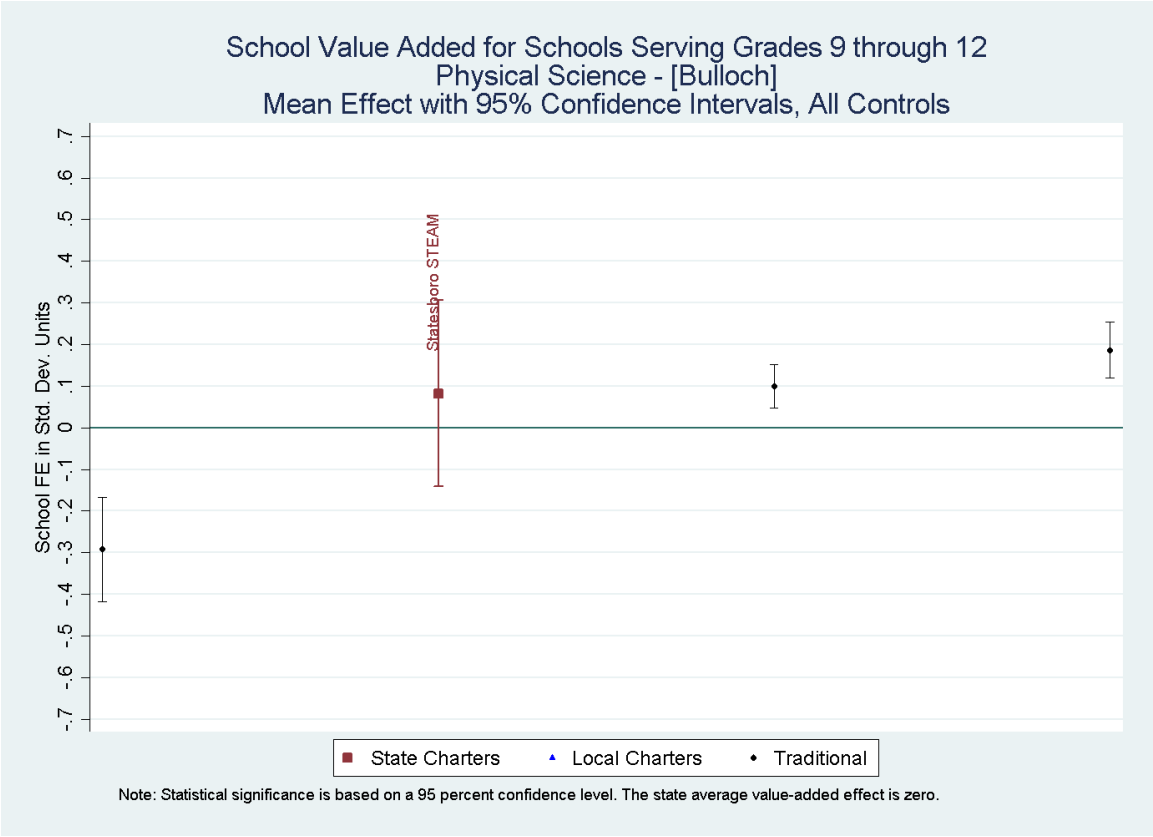
Subject Area: Biology
State Charter: Statesboro STEAM
Comparison District: Bulloch County Public Schools



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



Subject Area: Physical Science
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 all subjects is -0.1052 in middle grades.
- Utopian Academy for the Arts' performance is below the state and district average in middle grades.
- Compared to 2015/16, performance is generally worse in middle school ELA and similar in middle school Math. When compared to 2014/15, the school did worse in both tested subjects.
- The school's contribution to student achievement is:
  - below 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	53.0	0.4	93.6	4.1	1.9	100.0	43.9	0.0	9.4	0.0

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

Overall School Effect: -0.1052 Middle
Overall District Average: 0.0451 Middle

Utopian Academy for the Art's contribution to a middle student's average achievement across all subjects is below 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.

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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)
Elementary									
ELA									
Math									
All-Subject Average									
Middle									
ELA	-0.0712	16	Lower	18 of 18	0.0752	Lower	42	6	18 of 18
Math	-0.1152	17	Lower	17 of 18	0.0132	Lower	40	9	18 of 18
All-Subject Average	-0.1052	9	Lower	18 of 18	0.0451	Lower	41	5	18 of 18
High									
9th Grade Literature									
American Literature									
Algebra 1									
Biology									
Economics									

	Value-Added (Controls for Student Demographics and Prior Test Scores)						Student Growth Percentiles (Controls only for Prior Test Scores)		
Grade Level and Subject	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									
Physical Science									
U.S. History									

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 2016/17, 2015/16, and 2014/15 Value-Added and SGP Summary Results

Compared to 2015/16, 2016/17 performance is generally worse in middle school ELA and similar in middle school Math. When compared to 2014/15, the school did worse in 2016/17 in both tested subjects.

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Elementary												
ELA												
Math												
Science												
Social Studies												

	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
Grade Level and Subject	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
All-Subject Average												
Middle												
ELA	-0.0229	No	0.0425	No	0.0716	Higher	0.0747	No	-0.0712	Lower	0.0752	Lower
Math	0.0785	Higher	-0.0198	Higher	-0.1141	Lower	-0.0320	Lower	-0.1152	Lower	0.0132	Lower
Science	-0.2309	Lower	-0.0376	Lower	0.0790	Higher	0.0182	No				
Social Studies	-0.1545	Lower	0.0043	Lower	-0.0069	No	0.0327	No				
All-Subject Average	-0.0826	Lower	-0.0056	Lower	0.0078	No	0.0222	No	-0.1052	Lower	0.0451	Lower
High												
9th Grade Literature												
American Literature												
Analytic Geometry												
Algebra 1												
Biology												
Coordinate Algebra												
Economics												
Geometry												
Physical Science												
U.S. History												

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.

*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.

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Elementary									
ELA									
Math									
Science									
Social Studies									
All-Subject Average									
Middle									
ELA	52	64	8 of 18	49	47	13 of 18	42	6	18 of 18
Math	61	93	1 of 18	39	12	17 of 18	40	9	18 of 18
Science	34	4	18 of 18	51	61	5 of 18			
Social Studies	47	33	17 of 18	49	45	12 of 18			
All-Subject Average	48	38	9 of 18	47	33	14 of 18	41	5	18 of 18
High									
9th Grade Literature									
American Literature									
Analytic Geometry									
Algebra 1									
Biology									
Coordinate Algebra									
Economics									
Geometry									

	Student Growth Percentiles (Controls only for Prior Test Scores)								
	2014/15			2015/16			2016/17		
Grade Level and Subject	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)	School Mean of Individual SGPs	State Percentile (higher is better)	District Rank (lower is better)
Physical Science									
U.S. History									

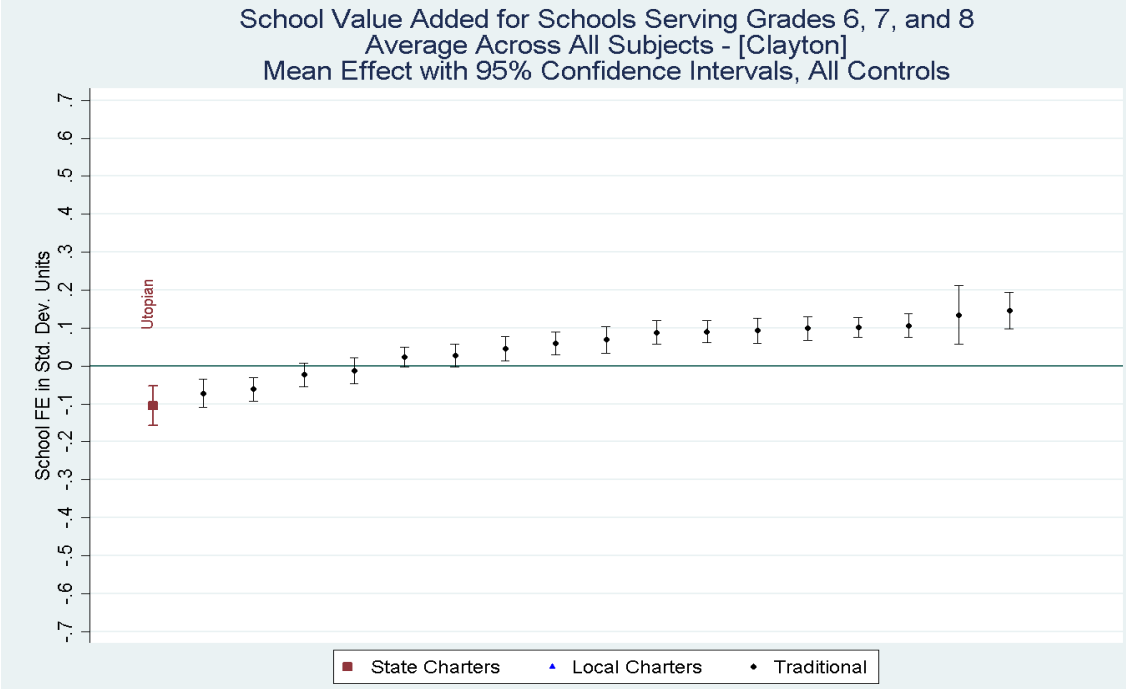
Note: Schools with a statewide attendance zone are compared to the state average and, thus, have no comparison district.

Comparison of School Impact

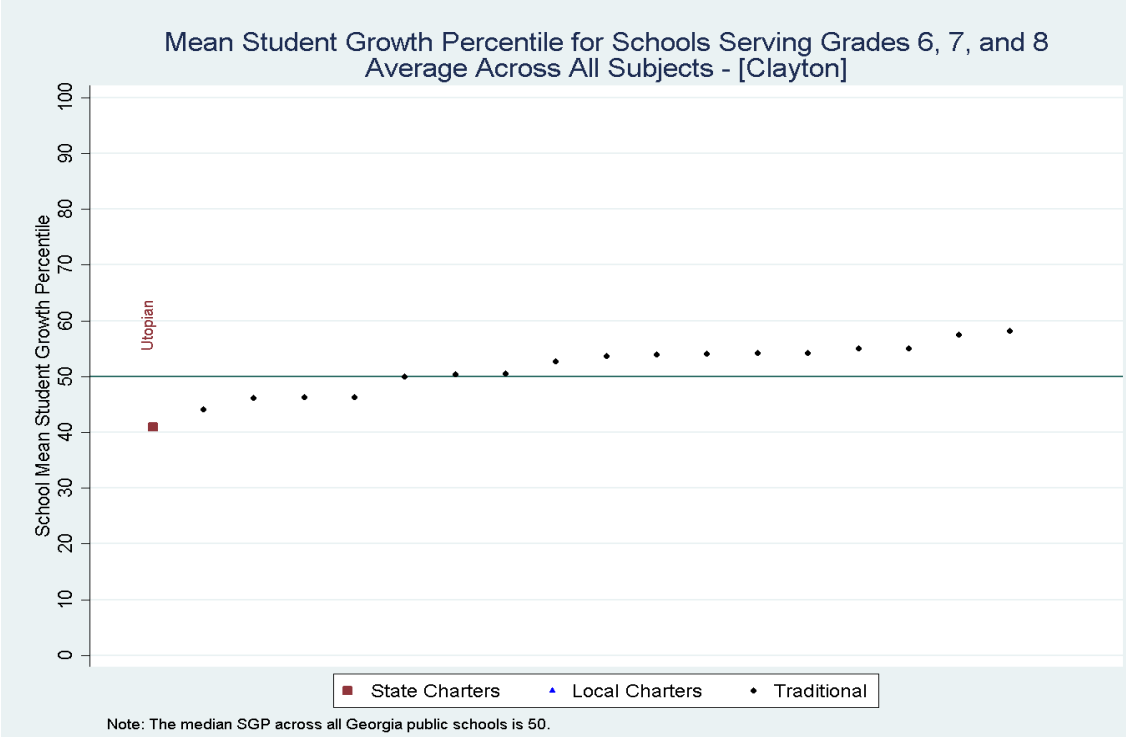
Subject Area: All-Subject Middle Average

State Charter: Utopian Academy for the Arts

Comparison District: Clayton County

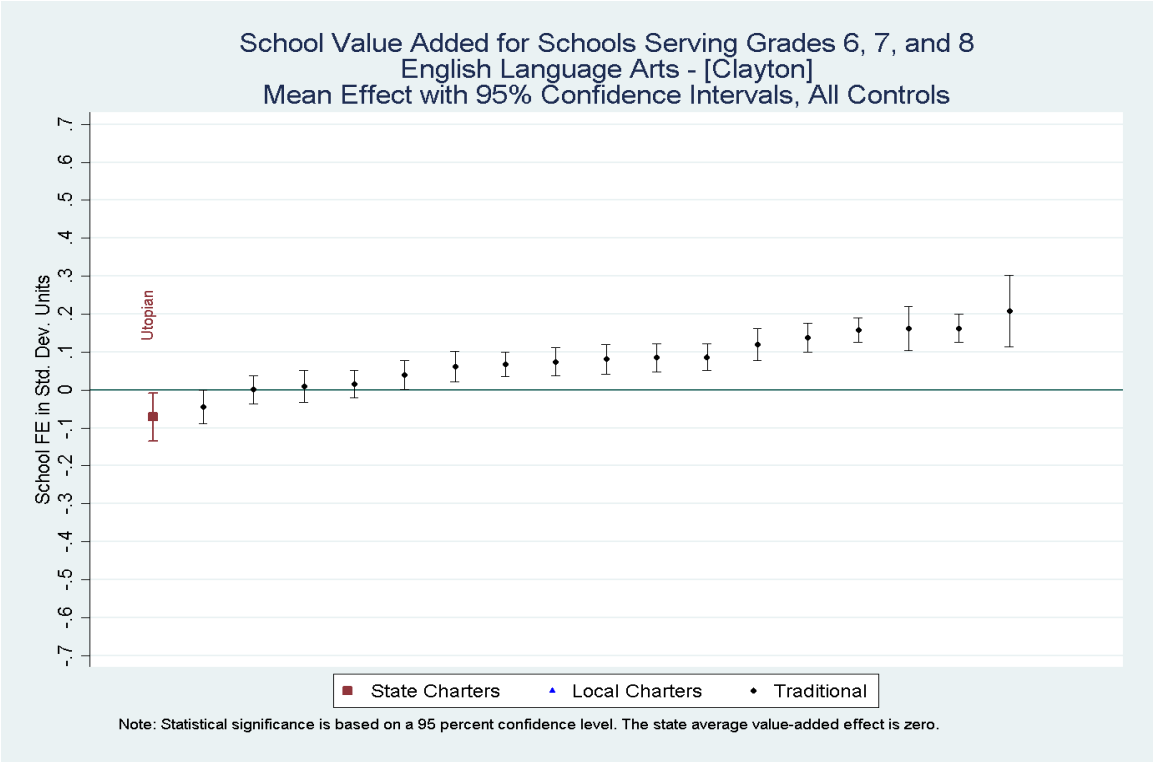


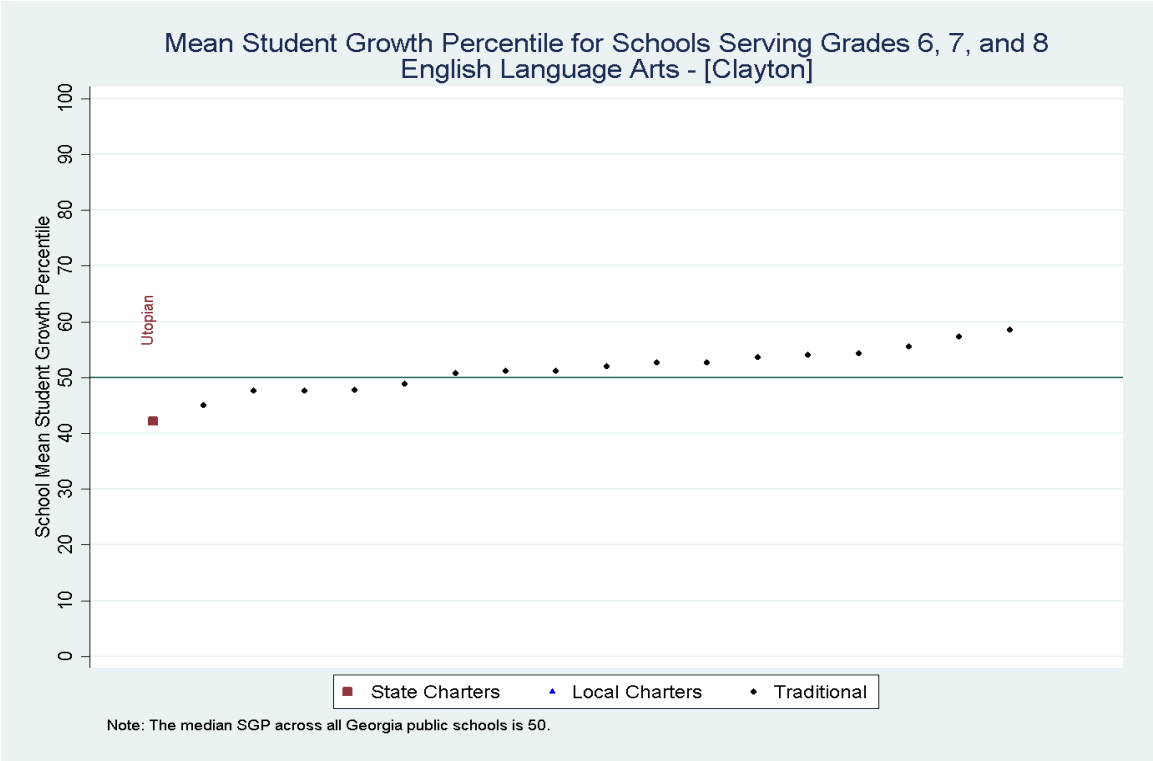
Note: Statistical significance is based on a 95 percent confidence level. The state average value-added effect is zero.



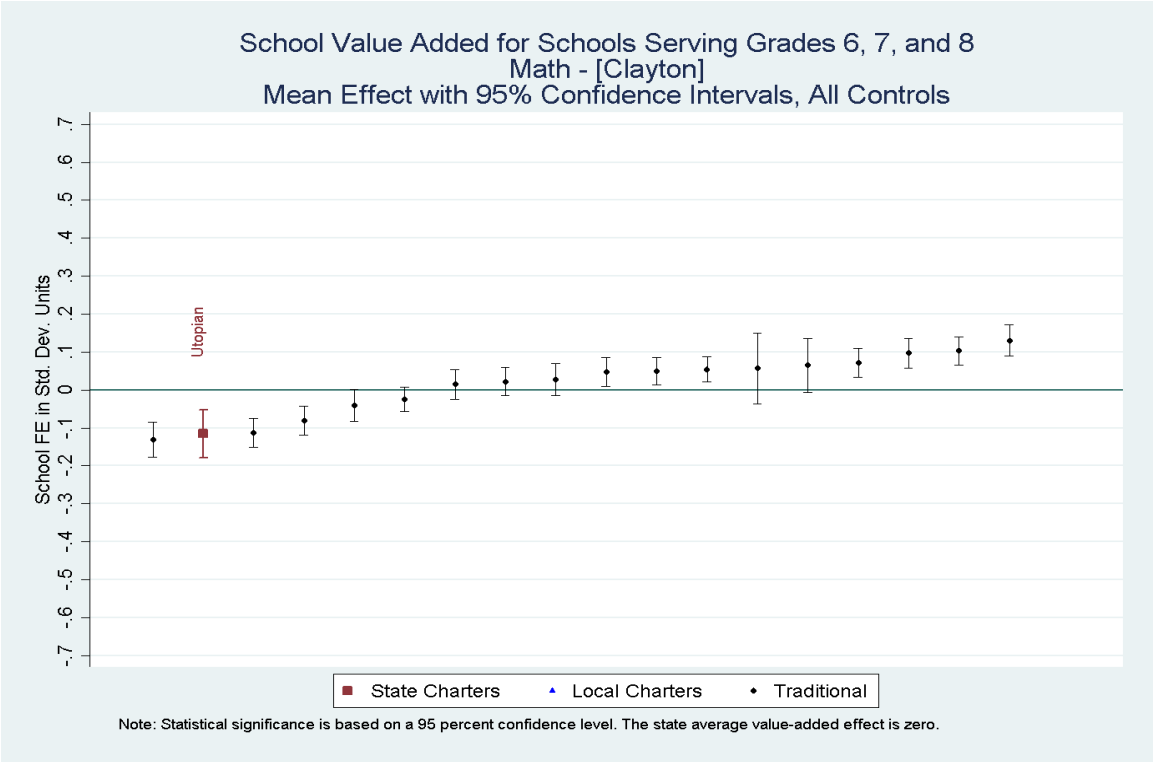
Note: The median SGP across all Georgia public schools is 50.

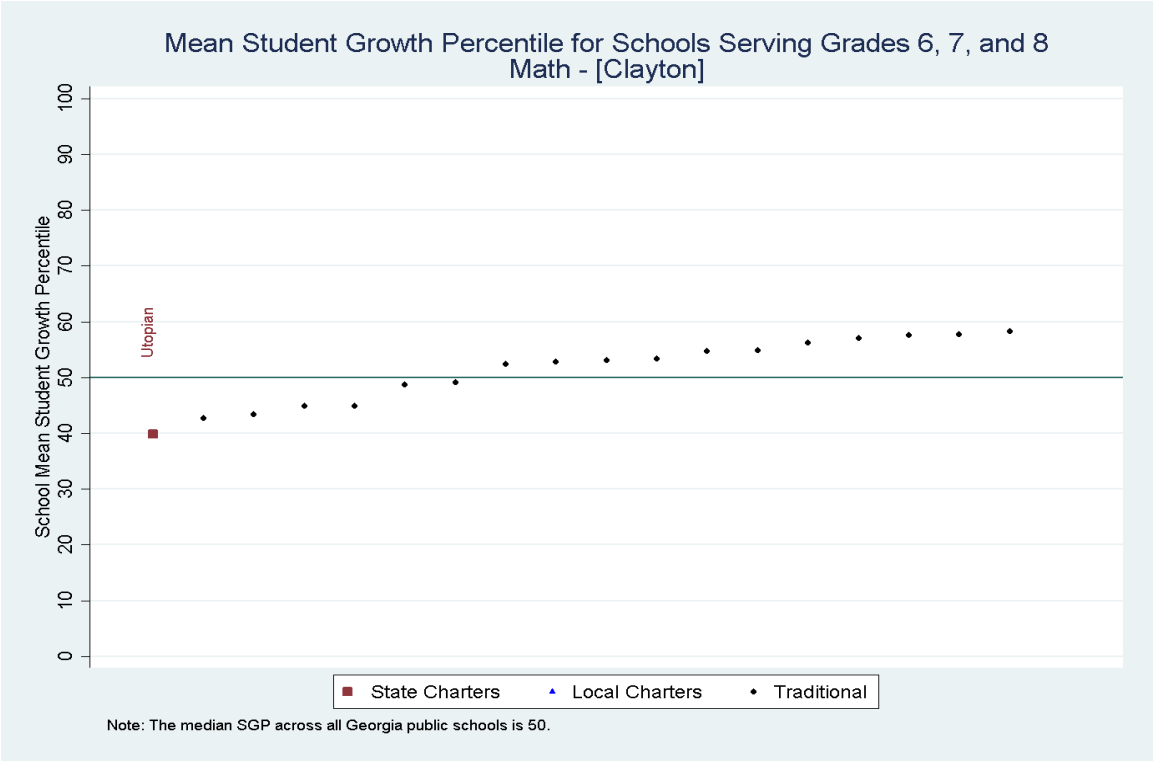
Subject Area: Middle ELA
State Charter: Utopian Academy for the Arts
Comparison District: Clayton County





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





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Appendix: Value Added Model Approach

A. Value-Added Model Specification and Estimation

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

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

where A_{ist} represents the achievement level of student i in school s at time t, A_{it-n} is a vector of prior test scores, X_{it} is a vector of student characteristics, 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.

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

[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.

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 report for years 2014/15 and 2015/16. 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]

[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.

[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

Three versions of the value-added model were estimated. The first employed all available student characteristics in the vector X. Estimates from this model are presented in the main section of the report. The second removed indicators for student racial/ethnicity categories. The third eliminated the X vector entirely and only included the vector of prior test scores. Parameter estimates from each of the three value-added model specifications are provided in the following section.

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.

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)	(2)	(3)
	All Controls	No Race/Ethnicity	Lagged Scores Only
Lagged ELA Score	0.3631***	0.3639***	0.4218***
	(0.0014)	(0.0014)	(0.0013)
Lagged Math Score	0.4144***	0.4213***	0.4740***
	(0.0014)	(0.0014)	(0.0013)
Grade 4	0.0080***	0.0075***	
	(0.0017)	(0.0017)	
Free/Reduced-Price Lunch	-0.0566***	-0.0671***	
	(0.0023)	(0.0023)	
Female	0.0154***	0.0153***	
	(0.0017)	(0.0017)	
Foreign Born	0.0497***	0.0668***	
	(0.0060)	(0.0058)	
Black	-0.0576***		
	(0.0022)		
Hispanic	-0.0146***		
	(0.0035)		
Asian	0.0923***		
	(0.0048)		
American Indian	0.0315		
	(0.0194)		
Multi-Racial	-0.0120**		
	(0.0046)		
ESOL Enrolled	-0.0806***	-0.0770***	
	(0.0046)	(0.0045)	
Gifted	0.2231***	0.2261***	
	(0.0028)	(0.0028)	
Prim. Lang. Not English	0.0424***	0.0627***	
	(0.0044)	(0.0040)	
Orthopedic Impairment	-0.1561***	-0.1548***	
	(0.0390)	(0.0391)	
Speech-Language Imp.	-0.0192***	-0.0165**	
	(0.0058)	(0.0058)	
Deaf	-0.2021***	-0.1997***	
	(0.0269)	(0.0270)	
Visual Impairment	-0.0863*	-0.0837*	
	(0.0399)	(0.0400)	
Emotional/Behav. Dis.	-0.1718***	-0.1670***	
	(0.0104)	(0.0104)	
Specific Learning Dis.	-0.1687***	-0.1662***	
	(0.0037)	(0.0037)	
Autism	-0.2004***	-0.1948***	
	(0.0089)	(0.0089)	
Traumatic Brain Injury	-0.1973**	-0.1883**	

	(0.0698)	(0.0700)	
Significant Dev. Delay	-0.1946***	-0.1923***	
	(0.0418)	(0.0419)	
Other Health Imp.	-0.1801***	-0.1742***	
	(0.0055)	(0.0055)	
Mild Intellectual Dis.	-0.2985***	-0.2955***	
	(0.0131)	(0.0132)	
Mod. Intellectual Dis.	-0.2285*	-0.2195*	
	(0.0959)	(0.0962)	
Sev. Intellectual Dis.	-0.7507	-0.7510	
	(0.4068)	(0.4078)	
Prof. Intellectual Dis.	0.4846	0.5329	
	(0.4069)	(0.4079)	
Num. Schools Attended	-0.0218***	-0.0208***	
	(0.0049)	(0.0049)	
Changed Schools	-0.0178***	-0.0214***	
	(0.0025)	(0.0025)	
Diff. from Modal Age	-0.0038***	-0.0036***	
	(0.0002)	(0.0002)	
Lagged Num. Disc. Inc.	-0.0068***	-0.0085***	
	(0.0010)	(0.0010)	
Lagged Pct. Present	0.0015***	0.0006*	
	(0.0003)	(0.0003)	
Late Entry	-0.0430**	-0.0450**	
	(0.0140)	(0.0140)	
Prior Negative Exit	-0.0113	-0.0144	
	(0.0151)	(0.0152)	
School Pct. Direct Cert.	-0.0019***	-0.0023***	
	(0.0001)	(0.0001)	
School Pct. LEP	0.0005***	0.0005***	
	(0.0001)	(0.0001)	
School Pct. SWD	0.0018***	0.0026***	
	(0.0002)	(0.0002)	
Constant	-0.0591*	0.0182	0.0013
	(0.0266)	(0.0265)	(0.0009)
R-Squared	0.8118	0.8109	0.7987
N	242861	242861	243781

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

Elementary English Language Arts Value-Added Estimates

	(1)	(2)	(3)
	All Controls	No Race/Ethnicity	Lagged Scores Only
Lagged ELA Score	0.5623***	0.5630***	0.6412***
	(0.0018)	(0.0018)	(0.0017)
Lagged Math Score	0.2123***	0.2158***	0.2545***
	(0.0018)	(0.0017)	(0.0017)
Grade 4	0.0071***	0.0066**	
	(0.0021)	(0.0021)	
Free/Reduced- Price Lunch	-0.0575***	-0.0634***	
	(0.0029)	(0.0029)	
Female	0.0962***	0.0960***	
	(0.0022)	(0.0022)	
Foreign Born	0.0437***	0.0429***	
	(0.0078)	(0.0076)	
Black	-0.0395***		
	(0.0028)		
Hispanic	-0.0052		
	(0.0044)		
Asian	0.0184**		
	(0.0060)		
American Indian	0.0246		
	(0.0244)		
Multi-Racial	0.0011		
	(0.0057)		
ESOL Enrolled	-0.0998***	-0.0931***	
	(0.0058)	(0.0057)	
Gifted	0.2040***	0.2051***	
	(0.0035)	(0.0035)	
Prim. Lang. Not English	0.0282***	0.0376***	
	(0.0056)	(0.0051)	
Orthopedic Impairment	-0.1721***	-0.1714***	
	(0.0490)	(0.0490)	
Speech-Language Imp.	-0.0431***	-0.0414***	
	(0.0073)	(0.0073)	
Deaf	-0.2556***	-0.2543***	
	(0.0341)	(0.0342)	
Visual Impairment	-0.0385	-0.0378	
	(0.0502)	(0.0502)	
Emotional/Behav. Dis.	-0.1739***	-0.1710***	
	(0.0130)	(0.0130)	
Specific Learning Dis.	-0.2032***	-0.2018***	
	(0.0046)	(0.0046)	
Autism	-0.2364***	-0.2336***	
	(0.0111)	(0.0112)	
Traumatic Brain Injury	-0.2659**	-0.2621**	
	(0.0873)	(0.0874)	
Significant Dev. Delay	-0.2160***	-0.2143***	

	(0.0525)	(0.0526)	
Other Health Imp.	-0.2012***	-0.1977***	
	(0.0069)	(0.0069)	
Mild Intellectual Dis.	-0.4185***	-0.4185***	
	(0.0165)	(0.0165)	
Mod. Intellectual Dis.	-0.4124***	-0.4074***	
	(0.1200)	(0.1201)	
Sev. Intellectual Dis.	-0.8355	-0.8325	
	(0.5090)	(0.5092)	
Prof. Intellectual Dis.	0.5320	0.5630	
	(0.5090)	(0.5092)	
Num. Schools Attended	-0.0229***	-0.0234***	
	(0.0061)	(0.0061)	
Changed Schools	-0.0154***	-0.0177***	
	(0.0031)	(0.0031)	
Diff. from Modal Age	-0.0033***	-0.0032***	
	(0.0002)	(0.0002)	
Lagged Num. Disc. Inc.	-0.0093***	-0.0106***	
	(0.0012)	(0.0012)	
Lagged Pct. Present	-0.0017***	-0.0024***	
	(0.0003)	(0.0003)	
Late Entry	-0.0336	-0.0359*	
	(0.0175)	(0.0176)	
Prior Negative Exit	-0.0217	-0.0252	
	(0.0190)	(0.0190)	
School Pct. Direct Cert.	-0.0025***	-0.0027***	
	(0.0001)	(0.0001)	
School Pct. LEP	0.0004***	0.0004***	
	(0.0001)	(0.0001)	
School Pct. SWD	0.0008**	0.0015***	
	(0.0003)	(0.0003)	
Constant	0.2524***	0.3076***	-0.0004
	(0.0335)	(0.0333)	(0.0011)
R-Squared	0.7379	0.7376	0.7239
N	241754	241754	242663

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

Elementary Math Value-Added Estimates

	(1)	(2)	(3)
	All Controls	No Race/Ethnicity	Lagged Scores Only
Lagged ELA Score	0.1630***	0.1638***	0.2014***
	(0.0017)	(0.0017)	(0.0016)
Lagged Math Score	0.6166***	0.6272***	0.6944***
	(0.0017)	(0.0017)	(0.0016)
Grade 4	0.0084***	0.0079***	
	(0.0021)	(0.0021)	
Free/Reduced-Price Lunch	-0.0564***	-0.0718***	
	(0.0029)	(0.0028)	
Female	-0.0654***	-0.0654***	
	(0.0021)	(0.0021)	
Foreign Born	0.0693***	0.1044***	
	(0.0073)	(0.0071)	
Black	-0.0761***		
	(0.0027)		
Hispanic	-0.0237***		
	(0.0044)		
Asian	0.1693***		
	(0.0059)		
American Indian	0.0427		
	(0.0239)		
Multi-Racial	-0.0251***		
	(0.0056)		
ESOL Enrolled	-0.0560***	-0.0556***	
	(0.0057)	(0.0056)	
Gifted	0.2425***	0.2475***	
	(0.0035)	(0.0035)	
Prim. Lang. Not English	0.0531***	0.0850***	
	(0.0055)	(0.0050)	
Orthopedic Impairment	-0.1339**	-0.1322**	
	(0.0484)	(0.0486)	
Speech-Language Imp.	0.0041	0.0078	
	(0.0071)	(0.0072)	
Deaf	-0.1310***	-0.1273***	
	(0.0332)	(0.0333)	
Visual Impairment	-0.1266**	-0.1223*	
	(0.0491)	(0.0493)	
Emotional/Behav. Dis.	-0.1681***	-0.1616***	
	(0.0128)	(0.0129)	
Specific Learning Dis.	-0.1351***	-0.1316***	
	(0.0045)	(0.0045)	
Autism	-0.1663***	-0.1577***	
	(0.0110)	(0.0110)	
Traumatic Brain Injury	-0.1307	-0.1164	
	(0.0859)	(0.0862)	

Significant Dev. Delay	-0.1734***	-0.1696**	
	(0.0517)	(0.0519)	
Other Health Imp.	-0.1597***	-0.1513***	
	(0.0068)	(0.0068)	
Mild Intellectual Dis.	-0.1789***	-0.1729***	
	(0.0162)	(0.0163)	
Mod. Intellectual Dis.	-0.0469	-0.0338	
	(0.1180)	(0.1185)	
Sev. Intellectual Dis.	-0.6696	-0.6732	
	(0.5006)	(0.5025)	
Prof. Intellectual Dis.	0.4361	0.5020	
	(0.5006)	(0.5026)	
Num. Schools Attended	-0.0209***	-0.0183**	
	(0.0060)	(0.0060)	
Changed Schools	-0.0202***	-0.0253***	
	(0.0030)	(0.0031)	
Diff. from Modal Age	-0.0042***	-0.0039***	
	(0.0002)	(0.0002)	
Lagged Num. Disc. Inc.	-0.0043***	-0.0063***	
	(0.0012)	(0.0012)	
Lagged Pct. Present	0.0048***	0.0036***	
	(0.0003)	(0.0003)	
Late Entry	-0.0548**	-0.0562**	
	(0.0172)	(0.0173)	
Prior Negative Exit	-0.0058	-0.0088	
	(0.0187)	(0.0187)	
School Pct. Direct Cert.	-0.0014***	-0.0019***	
	(0.0001)	(0.0001)	
School Pct. LEP	0.0007***	0.0007***	
	(0.0001)	(0.0001)	
School Pct. SWD	0.0028***	0.0038***	
	(0.0003)	(0.0003)	
Constant	-0.3762***	-0.2748***	0.0032**
	(0.0329)	(0.0328)	(0.0010)
R-Squared	0.7485	0.7465	0.7343
N	242580	242580	243491

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

Middle School All-Subjects Value-Added Estimates

	(1)	(2)	(3)
	All Controls	No Race/Ethnicity	Lagged Scores Only
Lagged ELA Score	0.3821***	0.3825***	0.4424***
	(0.0012)	(0.0012)	(0.0011)
Lagged Math Score	0.3978***	0.4056***	0.4611***
	(0.0012)	(0.0012)	(0.0011)
Grade 7	-0.0123***	-0.0137***	
	(0.0026)	(0.0026)	
Grade 8	0.0572***	0.0553***	
	(0.0027)	(0.0027)	
Free/Reduced-Price Lunch	-0.0452***	-0.0560***	
	(0.0019)	(0.0018)	
Female	0.0407***	0.0399***	
	(0.0015)	(0.0015)	
Foreign Born	0.0395***	0.0480***	
	(0.0045)	(0.0044)	
Black	-0.0598***		
	(0.0019)		
Hispanic	-0.0247***		
	(0.0029)		
Asian	0.0631***		
	(0.0039)		
American Indian	0.0159		
	(0.0164)		
Multi-Racial	-0.0160***		
	(0.0040)		
ESOL Enrolled	-0.0739***	-0.0714***	
	(0.0042)	(0.0041)	
Gifted	0.2061***	0.2079***	
	(0.0023)	(0.0023)	
Prim. Lang. Not English	0.0058	0.0206***	
	(0.0032)	(0.0026)	
Orthopedic Impairment	-0.1079**	-0.1001*	
	(0.0397)	(0.0398)	
Speech-Language Imp.	-0.0254**	-0.0241**	
	(0.0081)	(0.0081)	
Deaf	-0.1390***	-0.1406***	
	(0.0230)	(0.0231)	
Visual Impairment	-0.0262	-0.0219	
	(0.0328)	(0.0328)	
Emotional/Behav. Dis.	-0.1269***	-0.1206***	
	(0.0083)	(0.0083)	
Specific Learning Dis.	-0.1383***	-0.1357***	
	(0.0031)	(0.0031)	
Deaf and Blind	0.1043	0.1386	
	(0.4145)	(0.4154)	
Autism	-0.0925***	-0.0852***	

	(0.0077)	(0.0077)	
Traumatic Brain Injury	-0.1936***	-0.1866***	
	(0.0564)	(0.0565)	
Other Health Imp.	-0.1523***	-0.1446***	
	(0.0047)	(0.0047)	
Mild Intellectual Dis.	-0.2163***	-0.2149***	
	(0.0113)	(0.0113)	
Mod. Intellectual Dis.	-0.2412**	-0.2450**	
	(0.0846)	(0.0848)	
Sev. Intellectual Dis.	0.4736	0.4755	
	(0.4145)	(0.4154)	
Num. Schools Attended	-0.0479***	-0.0496***	
	(0.0041)	(0.0042)	
Changed Schools	-0.0123***	-0.0144***	
	(0.0025)	(0.0025)	
Diff. from Modal Age	-0.0049***	-0.0046***	
	(0.0001)	(0.0001)	
Lagged Num. Disc. Inc.	-0.0121***	-0.0137***	
	(0.0005)	(0.0005)	
Lagged Pct. Present	0.0026***	0.0016***	
	(0.0002)	(0.0002)	
Late Entry	-0.0341**	-0.0392***	
	(0.0111)	(0.0111)	
Prior Negative Exit	-0.0118	-0.0166	
	(0.0124)	(0.0125)	
School Pct. Direct Cert.	-0.0023***	-0.0028***	
	(0.0001)	(0.0001)	
School Pct. LEP	-0.0001	-0.0002	
	(0.0001)	(0.0001)	
School Pct. SWD	0.0001	0.0003	
	(0.0002)	(0.0002)	
School Pct. students taking EOCT Math in middle school	-0.0017***	-0.0023***	
	(0.0002)	(0.0002)	
School Pct. students taking EOCT Physical Science in middle school	0.0009***	0.0010***	
	(0.0001)	(0.0001)	
Constant	-0.0855***	0.0117	0.0344***
	(0.0212)	(0.0210)	(0.0007)
R-Squared	0.8085	0.8077	0.7952
N	349836	349836	351179

Standard errors in parentheses

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

Middle School English Language Arts Value-Added Estimates

	(1)	(2)	(3)
	All Controls	No Race/Ethnicity	Lagged Scores Only
Lagged ELA Score	0.5592***	0.5594***	0.6382***
	(0.0015)	(0.0015)	(0.0014)
Lagged Math Score	0.2162***	0.2200***	0.2616***
	(0.0015)	(0.0014)	(0.0014)
Grade 6	0.0289***	0.0300***	
	(0.0033)	(0.0033)	
Grade 7	0.0118***	0.0120***	
	(0.0021)	(0.0021)	
Free/Reduced-Price Lunch	-0.0505***	-0.0548***	
	(0.0023)	(0.0022)	
Female	0.1184***	0.1181***	
	(0.0018)	(0.0018)	
Foreign Born	0.0494***	0.0533***	
	(0.0055)	(0.0054)	
Black	-0.0262***		
	(0.0022)		
Hispanic	-0.0054		
	(0.0035)		
Asian	0.0377***		
	(0.0047)		
American Indian	0.0283		
	(0.0198)		
Multi-Racial	0.0135**		
	(0.0048)		
ESOL Enrolled	-0.1108***	-0.1091***	
	(0.0051)	(0.0051)	
Gifted	0.1989***	0.1997***	
	(0.0028)	(0.0028)	
Prim. Lang. Not English	-0.0129***	-0.0032	
	(0.0038)	(0.0031)	
Orthopedic Impairment	-0.1264**	-0.1230*	
	(0.0480)	(0.0480)	
Speech-Language Imp.	-0.0481***	-0.0474***	
	(0.0097)	(0.0097)	
Deaf	-0.2483***	-0.2491***	
	(0.0278)	(0.0278)	
Visual Impairment	-0.0054	-0.0040	
	(0.0397)	(0.0397)	
Emotional/Behav. Dis.	-0.1445***	-0.1415***	
	(0.0100)	(0.0100)	
Specific Learning Dis.	-0.1747***	-0.1738***	
	(0.0037)	(0.0037)	
Deaf and Blind	0.3269	0.3410	
	(0.4987)	(0.4989)	
Autism	-0.1309***	-0.1278***	

	(0.0092)	(0.0092)	
Traumatic Brain Injury	-0.1768*	-0.1742*	
	(0.0692)	(0.0692)	
Other Health Imp.	-0.1710***	-0.1677***	
	(0.0057)	(0.0057)	
Mild Intellectual Dis.	-0.3314***	-0.3309***	
	(0.0136)	(0.0136)	
Mod. Intellectual Dis.	-0.4554***	-0.4570***	
	(0.1018)	(0.1019)	
Sev. Intellectual Dis.	0.8423	0.8429	
	(0.4987)	(0.4989)	
Num. Schools Attended	-0.0411***	-0.0418***	
	(0.0050)	(0.0050)	
Changed Schools	-0.0146***	-0.0158***	
	(0.0030)	(0.0030)	
Diff. from Modal Age	-0.0044***	-0.0042***	
	(0.0002)	(0.0002)	
Lagged Num. Disc. Inc.	-0.0142***	-0.0150***	
	(0.0006)	(0.0006)	
Lagged Pct. Present	-0.0001	-0.0006*	
	(0.0003)	(0.0002)	
Late Entry	-0.0089	-0.0109	
	(0.0134)	(0.0134)	
Prior Negative Exit	0.0018	-0.0001	
	(0.0151)	(0.0151)	
School Pct. Direct Cert.	-0.0023***	-0.0025***	
	(0.0001)	(0.0001)	
School Pct. LEP	-0.0001	-0.0000	
	(0.0001)	(0.0001)	
School Pct. SWD	0.0010***	0.0011***	
	(0.0002)	(0.0002)	
Constant	0.0900***	0.1326***	0.0059***
	(0.0254)	(0.0251)	(0.0009)
R-Squared	0.7461	0.7459	0.7325
N	348320	348320	349649

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

Middle School Math Value-Added Estimates

	(1)	(2)	(3)
	All Controls	No Race/Ethnicity	Lagged Scores Only
Lagged ELA Score	0.1789***	0.1793***	0.2179***
	(0.0015)	(0.0015)	(0.0015)
Lagged Math Score	0.6284***	0.6419***	0.7046***
	(0.0016)	(0.0015)	(0.0015)
Grade 6	-0.2011***	-0.1979***	
	(0.0034)	(0.0034)	
Grade 7	-0.2158***	-0.2149***	
	(0.0022)	(0.0022)	
Free/Reduced-Price Lunch	-0.0430***	-0.0611***	
	(0.0024)	(0.0023)	
Female	-0.0534***	-0.0546***	
	(0.0018)	(0.0018)	
Foreign Born	0.0449***	0.0662***	
	(0.0057)	(0.0056)	
Black	-0.0940***		
	(0.0024)		
Hispanic	-0.0447***		
	(0.0036)		
Asian	0.1313***		
	(0.0052)		
American Indian	0.0108		
	(0.0207)		
Multi-Racial	-0.0451***		
	(0.0051)		
ESOL Enrolled	-0.0249***	-0.0219***	
	(0.0052)	(0.0052)	
Gifted	0.2453***	0.2483***	
	(0.0030)	(0.0030)	
Prim. Lang. Not English	0.0328***	0.0548***	
	(0.0041)	(0.0034)	
Orthopedic Impairment	-0.0999*	-0.0863	
	(0.0502)	(0.0504)	
Speech-Language Imp.	-0.0008	0.0018	
	(0.0100)	(0.0100)	
Deaf	-0.0382	-0.0410	
	(0.0281)	(0.0283)	
Visual Impairment	-0.0342	-0.0261	
	(0.0413)	(0.0415)	
Emotional/Behav. Dis.	-0.1037***	-0.0935***	
	(0.0102)	(0.0102)	
Specific Learning Dis.	-0.1002***	-0.0960***	
	(0.0038)	(0.0038)	
Deaf and Blind	-0.1193	-0.0644	
	(0.5044)	(0.5064)	
Autism	-0.0552***	-0.0428***	

	(0.0095)	(0.0095)	
Traumatic Brain Injury	-0.2088**	-0.1957**	
	(0.0707)	(0.0709)	
Other Health Imp.	-0.1300***	-0.1175***	
	(0.0057)	(0.0058)	
Mild Intellectual Dis.	-0.0927***	-0.0890***	
	(0.0138)	(0.0138)	
Mod. Intellectual Dis.	-0.0212	-0.0243	
	(0.1030)	(0.1034)	
Sev. Intellectual Dis.	0.1131	0.1175	
	(0.5044)	(0.5064)	
Num. Schools Attended	-0.0474***	-0.0501***	
	(0.0051)	(0.0051)	
Changed Schools	-0.0192***	-0.0226***	
	(0.0031)	(0.0031)	
Diff. from Modal Age	-0.0053***	-0.0049***	
	(0.0002)	(0.0002)	
Lagged Num. Disc. Inc.	-0.0108***	-0.0134***	
	(0.0007)	(0.0007)	
Lagged Pct. Present	0.0055***	0.0039***	
	(0.0003)	(0.0003)	
Late Entry	-0.0535***	-0.0615***	
	(0.0136)	(0.0137)	
Prior Negative Exit	-0.0342*	-0.0416**	
	(0.0156)	(0.0157)	
School Pct. Direct Cert.	-0.0022***	-0.0030***	
	(0.0001)	(0.0001)	
School Pct. LEP	0.0002	0.0001	
	(0.0001)	(0.0001)	
School Pct. SWD	-0.0004	0.0000	
	(0.0003)	(0.0003)	
School Pct. students taking EOCT Math in middle school	0.0008***	0.0001	
	(0.0002)	(0.0002)	
Constant	-0.1271***	0.0227	0.0724***
	(0.0262)	(0.0260)	(0.0009)
R-Squared	0.7445	0.7424	0.7206
N	327215	327215	328518

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

High School 9th Grade Literature Value-Added Estimates

	(1)	(2)	(3)
	All Controls	No Race/Ethnicity	Lagged Scores Only
Grade 8 Math Score	0.0318***	0.0325***	0.0642***
	(0.0091)	(0.0091)	(0.0093)
Grade 8 ELA Score	0.4064***	0.4066***	0.5020***
	(0.0092)	(0.0092)	(0.0094)
Grade 8 Reading Score	0.1485***	0.1488***	0.1869***
	(0.0348)	(0.0348)	(0.0357)
Grade 8 Science Score	0.0334***	0.0335***	0.0083
	(0.0092)	(0.0092)	(0.0095)
Grade 8 Soc. Stud. Score	0.1249***	0.1249***	0.1149***
	(0.0091)	(0.0091)	(0.0094)
Free/Reduced-Price Lunch	-0.0707***	-0.0712***	
	(0.0038)	(0.0037)	
Female	0.1567***	0.1566***	
	(0.0031)	(0.0031)	
Foreign Born	0.0208*	0.0253**	
	(0.0092)	(0.0090)	
Black	-0.0020		
	(0.0039)		
Hispanic	0.0060		
	(0.0061)		
Asian	0.0505***		
	(0.0085)		
American Indian	0.0300		
	(0.0329)		
Multi-Racial	0.0062		
	(0.0086)		
ESOL Enrolled	-0.1330***	-0.1333***	
	(0.0103)	(0.0102)	
Gifted	0.1470***	0.1486***	
	(0.0050)	(0.0049)	
Prim. Lang. Not English	0.0104	0.0205***	
	(0.0069)	(0.0056)	
Orthopedic Impairment	-0.0980	-0.0976	
	(0.0815)	(0.0815)	
Speech-Language Imp.	-0.1050***	-0.1046***	
	(0.0261)	(0.0261)	
Deaf	-0.2492***	-0.2486***	
	(0.0482)	(0.0482)	
Visual Impairment	-0.1286	-0.1270	
	(0.0733)	(0.0733)	
Emotional/Behav. Dis.	-0.2132***	-0.2123***	
	(0.0162)	(0.0162)	
Specific Learning Dis.	-0.2197***	-0.2196***	
	(0.0065)	(0.0065)	

Autism	-0.1999***	-0.1993***	
	(0.0169)	(0.0169)	
Traumatic Brain Injury	-0.3912***	-0.3916***	
	(0.1005)	(0.1005)	
Other Health Imp.	-0.2347***	-0.2343***	
	(0.0101)	(0.0101)	
Mild Intellectual Dis.	-0.4836***	-0.4827***	
	(0.0241)	(0.0241)	
Mod. Intellectual Dis.	-0.3923	-0.3936	
	(0.2512)	(0.2512)	
Num. Schools Attended	-0.0505***	-0.0504***	
	(0.0070)	(0.0070)	
Changed Schools	-0.0067	-0.0070	
	(0.0062)	(0.0062)	
Diff. from Modal Age	-0.0059***	-0.0059***	
	(0.0003)	(0.0003)	
Lagged Num. Disc. Inc.	-0.0192***	-0.0192***	
	(0.0010)	(0.0010)	
Lagged Pct. Present	0.0025***	0.0025***	
	(0.0004)	(0.0004)	
Late Entry	-0.0251	-0.0247	
	(0.0191)	(0.0191)	
Prior Negative Exit	0.0005	0.0007	
	(0.0163)	(0.0163)	
School Pct. Direct Cert.	-0.0024***	-0.0025***	
	(0.0001)	(0.0001)	
School Pct. LEP	-0.0005	-0.0004	
	(0.0003)	(0.0003)	
School Pct. SWD	-0.0029***	-0.0030***	
	(0.0005)	(0.0005)	
School Pct. students taking EOCT 9th Grade Lit. exam in middle school	-0.3259***	-0.3322***	
	(0.0330)	(0.0329)	
Constant	-0.1007**	-0.1005**	0.0142***
	(0.0373)	(0.0368)	(0.0016)
R-Squared	0.7289	0.7288	0.7082
N	116107	116107	116694

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

High School American Literature Value-Added Estimates

	(1)	(2)	(3)
	All Controls	No Race/Ethnicity	Lagged Scores Only
Grade 8 Math Score	0.0734***	0.0762***	0.1337***
	(0.0030)	(0.0030)	(0.0030)
Grade 8 ELA Score	0.2340***	0.2337***	0.2958***
	(0.0032)	(0.0032)	(0.0033)
Grade 8 Reading Score	0.1684***	0.1684***	0.1998***
	(0.0030)	(0.0030)	(0.0031)
Grade 8 Science Score	0.1081***	0.1121***	0.1133***
	(0.0034)	(0.0034)	(0.0035)
Grade 8 Soc. Stud. Score	0.1576***	0.1584***	0.1761***
	(0.0031)	(0.0031)	(0.0032)
Free/Reduced-Price Lunch	-0.0655***	-0.0755***	
	(0.0042)	(0.0041)	
Female	0.1203***	0.1197***	
	(0.0035)	(0.0035)	
Foreign Born	0.0678***	0.0665***	
	(0.0100)	(0.0099)	
Black	-0.0580***		
	(0.0044)		
Hispanic	-0.0185**		
	(0.0070)		
Asian	0.0378***		
	(0.0097)		
American Indian	0.0422		
	(0.0404)		
Multi-Racial	-0.0140		
	(0.0101)		
ESOL Enrolled	-0.0483***	-0.0403**	
	(0.0136)	(0.0135)	
Gifted	0.2129***	0.2145***	
	(0.0056)	(0.0056)	
Prim. Lang. Not English	-0.0614***	-0.0468***	
	(0.0082)	(0.0068)	
Orthopedic Impairment	-0.1783*	-0.1809*	
	(0.0764)	(0.0765)	
Speech-Language Imp.	-0.0608	-0.0628	
	(0.0411)	(0.0411)	
Deaf	-0.1997***	-0.1957***	
	(0.0555)	(0.0556)	
Visual Impairment	-0.1507	-0.1543	
	(0.0867)	(0.0868)	
Emotional/Behav. Dis.	-0.1607***	-0.1541***	
	(0.0204)	(0.0204)	
Specific Learning Dis.	-0.2291***	-0.2268***	
	(0.0082)	(0.0082)	

Deaf and Blind	-0.2408	-0.1898	
	(0.5346)	(0.5351)	
Autism	-0.2082***	-0.2006***	
	(0.0217)	(0.0217)	
Traumatic Brain Injury	-0.1480	-0.1320	
	(0.1227)	(0.1228)	
Other Health Imp.	-0.2394***	-0.2330***	
	(0.0125)	(0.0125)	
Mild Intellectual Dis.	-0.4556***	-0.4551***	
	(0.0293)	(0.0294)	
Mod. Intellectual Dis.	-1.3205*	-1.3032*	
	(0.5345)	(0.5350)	
Num. Schools Attended	-0.0738***	-0.0762***	
	(0.0093)	(0.0093)	
Changed Schools	0.0095	0.0051	
	(0.0072)	(0.0072)	
Diff. from Modal Age	-0.0099***	-0.0098***	
	(0.0003)	(0.0003)	
Lagged Num. Disc. Inc.	-0.0295***	-0.0314***	
	(0.0012)	(0.0012)	
Lagged Pct. Present	0.0054***	0.0048***	
	(0.0004)	(0.0004)	
Late Entry	0.0272	0.0233	
	(0.0219)	(0.0219)	
Prior Negative Exit	-0.0107	-0.0154	
	(0.0174)	(0.0174)	
School Pct. Direct Cert.	-0.0040***	-0.0045***	
	(0.0002)	(0.0001)	
School Pct. LEP	0.0003	0.0002	
	(0.0004)	(0.0004)	
School Pct. SWD	-0.0061***	-0.0056***	
	(0.0006)	(0.0006)	
School Pct. students taking American Lit. EOCT exam middle school	35.9269	40.7573*	
	(18.7777)	(18.7870)	
Constant	-0.2898***	-0.2397***	-0.0256***
	(0.0381)	(0.0380)	(0.0017)
R-Squared	0.7034	0.7028	0.6732
N	104107	104107	104429

Standard errors in parentheses

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

High School Algebra 1 Value-Added Estimates

	(1)	(2)	(3)
	All Controls	No Race/Ethnicity	Lagged Scores Only
Grade 8 Math Score	0.4124***	0.4159***	0.4614***
	(0.0080)	(0.0080)	(0.0082)
Grade 8 ELA Score	0.0855***	0.0845***	0.1345***
	(0.0082)	(0.0082)	(0.0083)
Grade 8 Reading Score	0.0279	0.0296	0.0285
	(0.0297)	(0.0298)	(0.0305)
Grade 8 Science Score	0.1071***	0.1046***	0.0954***
	(0.0082)	(0.0082)	(0.0084)
Grade 8 Soc. Stud. Score	0.0492***	0.0481***	0.0578***
	(0.0081)	(0.0081)	(0.0083)
Free/Reduced-Price Lunch	-0.0534***	-0.0521***	
	(0.0043)	(0.0043)	
Female	0.0535***	0.0538***	
	(0.0036)	(0.0036)	
Foreign Born	0.0809***	0.1057***	
	(0.0104)	(0.0102)	
Black	0.0259***		
	(0.0045)		
Hispanic	0.0169*		
	(0.0069)		
Asian	0.2636***		
	(0.0114)		
American Indian	0.0540		
	(0.0376)		
Multi-Racial	-0.0004		
	(0.0099)		
ESOL Enrolled	0.0370***	0.0330**	
	(0.0111)	(0.0111)	
Gifted	0.2289***	0.2294***	
	(0.0065)	(0.0066)	
Prim. Lang. Not English	-0.0211**	0.0011	
	(0.0081)	(0.0067)	
Orthopedic Impairment	-0.1132	-0.1207	
	(0.0849)	(0.0852)	
Speech-Language Imp.	0.0294	0.0342	
	(0.0289)	(0.0290)	
Deaf	0.0194	0.0209	
	(0.0520)	(0.0522)	
Visual Impairment	-0.1139	-0.1055	
	(0.0801)	(0.0804)	
Emotional/Behav. Dis.	-0.0809***	-0.0813***	
	(0.0181)	(0.0182)	
Specific Learning Dis.	-0.0864***	-0.0878***	
	(0.0071)	(0.0071)	

Autism	-0.0381*	-0.0370	
	(0.0188)	(0.0189)	
Traumatic Brain Injury	-0.0521	-0.0552	
	(0.0956)	(0.0959)	
Other Health Imp.	-0.1073***	-0.1088***	
	(0.0108)	(0.0108)	
Mild Intellectual Dis.	-0.0899**	-0.0871**	
	(0.0283)	(0.0284)	
Mod. Intellectual Dis.	0.2932	0.3044	
	(0.4872)	(0.4889)	
Num. Schools Attended	-0.0488***	-0.0460***	
	(0.0079)	(0.0080)	
Changed Schools	-0.0676***	-0.0671***	
	(0.0053)	(0.0053)	
Diff. from Modal Age	-0.0028***	-0.0029***	
	(0.0003)	(0.0003)	
Lagged Num. Disc. Inc.	-0.0075***	-0.0067***	
	(0.0011)	(0.0011)	
Lagged Pct. Present	0.0039***	0.0046***	
	(0.0004)	(0.0004)	
Late Entry	0.0104	0.0152	
	(0.0205)	(0.0205)	
Prior Negative Exit	-0.0078	-0.0044	
	(0.0187)	(0.0187)	
School Pct. Direct Cert.	-0.0038***	-0.0035***	
	(0.0002)	(0.0002)	
School Pct. LEP	-0.0016**	-0.0019***	
	(0.0005)	(0.0005)	
School Pct. SWD	-0.0021**	-0.0026***	
	(0.0007)	(0.0007)	
School Pct. students taking EOCT Math in middle school	0.4814***	0.5362***	
	(0.0222)	(0.0219)	
Constant	-0.3708***	-0.4313***	-0.1476***
	(0.0420)	(0.0415)	(0.0018)
R-Squared	0.6771	0.6748	0.6532
N	83625	83625	84045

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

High School Biology Value-Added Estimates

	(1)	(2)	(3)
	All Controls	No Race/Ethnicity	Lagged Scores Only
Grade 8 Math Score	0.1257***	0.1312***	0.1688***
	(0.0039)	(0.0039)	(0.0039)
Grade 8 ELA Score	0.1672***	0.1667***	0.1761***
	(0.0041)	(0.0041)	(0.0040)
Grade 8 Reading Score	0.1126***	0.1137***	0.1071***
	(0.0102)	(0.0102)	(0.0104)
Grade 8 Science Score	0.2096***	0.2137***	0.2405***
	(0.0042)	(0.0042)	(0.0042)
Grade 8 Soc. Stud. Score	0.1824***	0.1826***	0.2112***
	(0.0039)	(0.0039)	(0.0039)
Free/Reduced-Price Lunch	-0.0469***	-0.0611***	
	(0.0040)	(0.0039)	
Female	-0.1034***	-0.1042***	
	(0.0033)	(0.0033)	
Foreign Born	0.0695***	0.0876***	
	(0.0094)	(0.0092)	
Black	-0.0648***		
	(0.0042)		
Hispanic	-0.0503***		
	(0.0064)		
Asian	0.1184***		
	(0.0090)		
American Indian	-0.0098		
	(0.0346)		
Multi-Racial	-0.0107		
	(0.0092)		
ESOL Enrolled	-0.0025	0.0001	
	(0.0108)	(0.0108)	
Gifted	0.2336***	0.2395***	
	(0.0051)	(0.0051)	
Prim. Lang. Not English	-0.0379***	-0.0332***	
	(0.0073)	(0.0059)	
Orthopedic Impairment	-0.0383	-0.0300	
	(0.0879)	(0.0881)	
Speech-Language Imp.	-0.0226	-0.0244	
	(0.0314)	(0.0315)	
Deaf	-0.0015	0.0037	
	(0.0505)	(0.0507)	
Visual Impairment	-0.0133	-0.0053	
	(0.0724)	(0.0726)	
Emotional/Behav. Dis.	0.0162	0.0253	
	(0.0177)	(0.0178)	
Specific Learning Dis.	-0.0642***	-0.0625***	
	(0.0071)	(0.0072)	

Deaf and Blind	0.3679	0.5013	
	(0.5272)	(0.5284)	
Autism	0.1158***	0.1263***	
	(0.0185)	(0.0186)	
Traumatic Brain Injury	-0.0859	-0.0863	
	(0.1015)	(0.1017)	
Other Health Imp.	-0.0574***	-0.0486***	
	(0.0108)	(0.0108)	
Mild Intellectual Dis.	-0.0276	-0.0245	
	(0.0270)	(0.0271)	
Mod. Intellectual Dis.	-0.3200	-0.3293	
	(0.2636)	(0.2642)	
Num. Schools Attended	-0.0642***	-0.0655***	
	(0.0084)	(0.0084)	
Changed Schools	-0.0532***	-0.0599***	
	(0.0036)	(0.0036)	
Diff. from Modal Age	-0.0039***	-0.0038***	
	(0.0003)	(0.0003)	
Lagged Num. Disc. Inc.	-0.0167***	-0.0183***	
	(0.0011)	(0.0011)	
Lagged Pct. Present	0.0037***	0.0031***	
	(0.0004)	(0.0004)	
Late Entry	0.0271	0.0260	
	(0.0207)	(0.0208)	
Prior Negative Exit	0.0374*	0.0321	
	(0.0167)	(0.0168)	
School Pct. Direct Cert.	-0.0015***	-0.0021***	
	(0.0001)	(0.0001)	
School Pct. LEP	0.0025***	0.0022***	
	(0.0003)	(0.0003)	
School Pct. SWD	-0.0035***	-0.0034***	
	(0.0006)	(0.0006)	
School Pct. Students taking EOCT Biology in middle school	0.1570	0.1963	
	(0.1133)	(0.1131)	
Constant	-0.1584***	-0.0959*	-0.0543***
	(0.0378)	(0.0376)	(0.0016)
R-Squared	0.7173	0.7159	0.7023
N	114795	114795	115299

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

High School Economics Value-Added Estimates

	(1)	(2)	(3)
	All Controls	No Race/Ethnicity	Lagged Scores Only
Grade 8 Math Score	0.1082***	0.1110***	0.1553***
	(0.0035)	(0.0035)	(0.0035)
Grade 8 ELA Score	0.0661***	0.0656***	0.0696***
	(0.0038)	(0.0038)	(0.0037)
Grade 8 Reading Score	0.1155***	0.1154***	0.1207***
	(0.0034)	(0.0034)	(0.0035)
Grade 8 Science Score	0.2076***	0.2133***	0.2510***
	(0.0041)	(0.0041)	(0.0041)
Grade 8 Soc. Stud. Score	0.2347***	0.2370***	0.2777***
	(0.0038)	(0.0038)	(0.0038)
Free/Reduced-Price Lunch	-0.0604***	-0.0769***	
	(0.0051)	(0.0050)	
Female	-0.1145***	-0.1153***	
	(0.0043)	(0.0043)	
Foreign Born	0.1363***	0.1440***	
	(0.0121)	(0.0120)	
Black	-0.0788***		
	(0.0053)		
Hispanic	-0.0721***		
	(0.0087)		
Asian	0.0432***		
	(0.0118)		
American Indian	0.0480		
	(0.0478)		
Multi-Racial	-0.0331**		
	(0.0124)		
ESOL Enrolled	0.0427*	0.0540**	
	(0.0206)	(0.0206)	
Gifted	0.2265***	0.2295***	
	(0.0068)	(0.0068)	
Prim. Lang. Not English	-0.0831***	-0.0929***	
	(0.0103)	(0.0085)	
Orthopedic Impairment	-0.0974	-0.0953	
	(0.1084)	(0.1085)	
Speech-Language Imp.	-0.0715	-0.0684	
	(0.0605)	(0.0606)	
Deaf	-0.0781	-0.0712	
	(0.0605)	(0.0606)	
Visual Impairment	-0.0778	-0.0810	
	(0.0898)	(0.0900)	
Emotional/Behav. Dis.	-0.0903***	-0.0776**	
	(0.0256)	(0.0256)	
Specific Learning Dis.	-0.1316***	-0.1283***	
	(0.0103)	(0.0103)	

Deaf and Blind	0.8141	0.8359	
	(0.6221)	(0.6231)	
Autism	-0.0862**	-0.0755**	
	(0.0266)	(0.0266)	
Traumatic Brain Injury	-0.3128**	-0.3036**	
	(0.1052)	(0.1054)	
Other Health Imp.	-0.1321***	-0.1211***	
	(0.0152)	(0.0153)	
Mild Intellectual Dis.	-0.1009**	-0.0994**	
	(0.0353)	(0.0353)	
Mod. Intellectual Dis.	0.0153	0.0078	
	(0.3593)	(0.3598)	
Num. Schools Attended	-0.1111***	-0.1128***	
	(0.0134)	(0.0134)	
Changed Schools	-0.1686***	-0.1732***	
	(0.0086)	(0.0086)	
Diff. from Modal Age	-0.0065***	-0.0063***	
	(0.0003)	(0.0003)	
Lagged Num. Disc. Inc.	-0.0251***	-0.0275***	
	(0.0017)	(0.0017)	
Lagged Pct. Present	0.0039***	0.0033***	
	(0.0004)	(0.0004)	
Late Entry	0.0210	0.0200	
	(0.0276)	(0.0276)	
Prior Negative Exit	0.0284	0.0215	
	(0.0213)	(0.0214)	
School Pct. Direct Cert.	-0.0029***	-0.0035***	
	(0.0002)	(0.0002)	
School Pct. LEP	0.0017***	0.0010*	
	(0.0005)	(0.0005)	
School Pct. SWD	-0.0057***	-0.0054***	
	(0.0008)	(0.0008)	
School Pct. Students taking EOCT Economics in middle school	-9.3399***	-9.7946***	
	(1.1558)	(1.1570)	
Constant	-0.0550	-0.0062	-0.0629***
	(0.0433)	(0.0432)	(0.0021)
R-Squared	0.6115	0.6103	0.5881
N	94479	94479	94788

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

High School Geometry Value-Added Estimates

	(1)	(2)	(3)
	All Controls	No Race/Ethnicity	Lagged Scores Only
Grade 8 Math Score	0.4375***	0.4464***	0.5408***
	(0.0053)	(0.0054)	(0.0055)
Grade 8 ELA Score	0.0846***	0.0828***	0.1270***
	(0.0053)	(0.0054)	(0.0055)
Grade 8 Reading Score	0.0008	0.0004	0.0053
	(0.0150)	(0.0151)	(0.0159)
Grade 8 Science Score	0.1700***	0.1774***	0.2045***
	(0.0054)	(0.0054)	(0.0056)
Grade 8 Soc. Stud. Score	-0.0006	0.0005	0.0334***
	(0.0051)	(0.0051)	(0.0054)
Free/Reduced-Price Lunch	-0.0668***	-0.0893***	
	(0.0048)	(0.0047)	
Female	-0.0734***	-0.0742***	
	(0.0040)	(0.0040)	
Foreign Born	0.0608***	0.0733***	
	(0.0111)	(0.0110)	
Black	-0.1053***		
	(0.0050)		
Hispanic	-0.0679***		
	(0.0076)		
Asian	0.1560***		
	(0.0102)		
American Indian	-0.0452		
	(0.0432)		
Multi-Racial	-0.0728***		
	(0.0109)		
ESOL Enrolled	0.0287*	0.0296*	
	(0.0144)	(0.0144)	
Gifted	0.2995***	0.3063***	
	(0.0060)	(0.0060)	
Prim. Lang. Not English	-0.0430***	-0.0177*	
	(0.0087)	(0.0073)	
Orthopedic Impairment	-0.2243*	-0.2173*	
	(0.1098)	(0.1103)	
Speech-Language Imp.	-0.0074	-0.0134	
	(0.0407)	(0.0409)	
Deaf	-0.0658	-0.0618	
	(0.0606)	(0.0609)	
Visual Impairment	-0.0077	0.0118	
	(0.0861)	(0.0865)	
Emotional/Behav. Dis.	-0.1556***	-0.1449***	
	(0.0266)	(0.0268)	
Specific Learning Dis.	-0.1571***	-0.1550***	
	(0.0099)	(0.0099)	

Autism	-0.1152***	-0.0992***	
	(0.0246)	(0.0247)	
Traumatic Brain Injury	-0.1553	-0.1495	
	(0.1388)	(0.1395)	
Other Health Imp.	-0.1586***	-0.1481***	
	(0.0153)	(0.0154)	
Mild Intellectual Dis.	-0.2647***	-0.2663***	
	(0.0411)	(0.0413)	
Mod. Intellectual Dis.	-0.5701	-0.4255	
	(0.3803)	(0.3822)	
Num. Schools Attended	-0.0561***	-0.0621***	
	(0.0110)	(0.0110)	
Changed Schools	0.0716***	0.0741***	
	(0.0051)	(0.0051)	
Diff. from Modal Age	-0.0059***	-0.0057***	
	(0.0003)	(0.0003)	
Lagged Num. Disc. Inc.	-0.0187***	-0.0220***	
	(0.0015)	(0.0015)	
Lagged Pct. Present	0.0057***	0.0045***	
	(0.0005)	(0.0005)	
Late Entry	-0.0176	-0.0265	
	(0.0307)	(0.0308)	
Prior Negative Exit	-0.0050	-0.0127	
	(0.0252)	(0.0253)	
School Pct. Direct Cert.	-0.0066***	-0.0075***	
	(0.0002)	(0.0002)	
School Pct. LEP	-0.0028***	-0.0042***	
	(0.0005)	(0.0005)	
School Pct. SWD	0.0008	0.0006	
	(0.0007)	(0.0007)	
School Pct. students taking EOCT Math in middle school	0.3452***	0.3051***	
	(0.0212)	(0.0210)	
Constant	-0.3664***	-0.2466***	-0.0794***
	(0.0523)	(0.0519)	(0.0020)
R-Squared	0.7048	0.7018	0.6647
N	83255	83255	83463

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

High School Physical Science Value-Added Estimates

	(1)	(2)	(3)
	All Controls	No Race/Ethnicity	Lagged Scores Only
Grade 8 Math Score	0.2311***	0.2387***	0.2599***
	(0.0045)	(0.0045)	(0.0045)
Grade 8 ELA Score	0.0704***	0.0683***	0.0742***
	(0.0048)	(0.0048)	(0.0046)
Grade 8 Reading Score	0.0656***	0.0663***	0.0598***
	(0.0080)	(0.0081)	(0.0082)
Grade 8 Science Score	0.2868***	0.2977***	0.3167***
	(0.0047)	(0.0047)	(0.0047)
Grade 8 Soc. Stud. Score	0.1259***	0.1280***	0.1614***
	(0.0046)	(0.0046)	(0.0046)
Free/Reduced-Price Lunch	-0.0251***	-0.0456***	
	(0.0053)	(0.0053)	
Female	-0.1193***	-0.1195***	
	(0.0045)	(0.0045)	
Foreign Born	0.0496**	0.0607***	
	(0.0152)	(0.0150)	
Black	-0.1235***		
	(0.0054)		
Hispanic	-0.0666***		
	(0.0097)		
Asian	0.1042***		
	(0.0201)		
American Indian	-0.0900		
	(0.0515)		
Multi-Racial	-0.0572***		
	(0.0128)		
ESOL Enrolled	-0.0234	-0.0034	
	(0.0159)	(0.0159)	
Gifted	0.2006***	0.2045***	
	(0.0097)	(0.0097)	
Prim. Lang. Not English	-0.0386**	-0.0358***	
	(0.0120)	(0.0094)	
Orthopedic Impairment	-0.0513	-0.0501	
	(0.1197)	(0.1202)	
Speech-Language Imp.	-0.0390	-0.0432	
	(0.0379)	(0.0381)	
Deaf	-0.1022	-0.1051	
	(0.0668)	(0.0672)	
Visual Impairment	-0.1616	-0.1642	
	(0.1023)	(0.1027)	
Emotional/Behav. Dis.	-0.0660***	-0.0496*	
	(0.0196)	(0.0197)	
Specific Learning Dis.	-0.1043***	-0.0982***	
	(0.0088)	(0.0089)	

Autism	0.0005	0.0150	
	(0.0253)	(0.0254)	
Traumatic Brain Injury	-0.0458	-0.0201	
	(0.1065)	(0.1070)	
Other Health Imp.	-0.1138***	-0.0984***	
	(0.0132)	(0.0133)	
Mild Intellectual Dis.	-0.1383***	-0.1362***	
	(0.0296)	(0.0298)	
Num. Schools Attended	-0.0650***	-0.0725***	
	(0.0105)	(0.0106)	
Changed Schools	-0.0960***	-0.0862***	
	(0.0046)	(0.0046)	
Diff. from Modal Age	-0.0045***	-0.0043***	
	(0.0003)	(0.0003)	
Lagged Num. Disc. Inc.	-0.0222***	-0.0256***	
	(0.0013)	(0.0013)	
Lagged Pct. Present	0.0012**	-0.0001	
	(0.0004)	(0.0004)	
Late Entry	0.0335	0.0216	
	(0.0238)	(0.0239)	
Prior Negative Exit	0.0281	0.0136	
	(0.0190)	(0.0191)	
School Pct. Direct Cert.	-0.0015***	-0.0027***	
	(0.0002)	(0.0002)	
School Pct. LEP	0.0026***	0.0025***	
	(0.0005)	(0.0005)	
School Pct. SWD	0.0021**	0.0029***	
	(0.0008)	(0.0008)	
School Pct. Students taking EOCT Physical Science in middle school	0.1460***	0.1515***	
	(0.0284)	(0.0285)	
Constant	0.0912*	0.2068***	-0.0346***
	(0.0448)	(0.0446)	(0.0023)
R-Squared	0.6378	0.6344	0.6163
N	62130	62130	62479

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

High School U.S. History Value-Added Estimates

	(1)	(2)	(3)
	All Controls	No Race/Ethnicity	Lagged Scores Only
Grade 8 Math Score	0.0471***	0.0513***	0.0989***
	(0.0035)	(0.0034)	(0.0034)
Grade 8 ELA Score	0.0682***	0.0677***	0.0556***
	(0.0038)	(0.0038)	(0.0037)
Grade 8 Reading Score	0.0929***	0.0929***	0.0860***
	(0.0035)	(0.0035)	(0.0036)
Grade 8 Science Score	0.1351***	0.1399***	0.1822***
	(0.0040)	(0.0040)	(0.0040)
Grade 8 Soc. Stud. Score	0.3968***	0.3974***	0.4390***
	(0.0037)	(0.0037)	(0.0037)
Free/Reduced-Price Lunch	-0.0508***	-0.0627***	
	(0.0049)	(0.0048)	
Female	-0.1766***	-0.1775***	
	(0.0041)	(0.0041)	
Foreign Born	0.1050***	0.1051***	
	(0.0114)	(0.0113)	
Black	-0.0682***		
	(0.0051)		
Hispanic	-0.0183*		
	(0.0082)		
Asian	0.0665***		
	(0.0112)		
American Indian	-0.0001		
	(0.0479)		
Multi-Racial	-0.0474***		
	(0.0117)		
ESOL Enrolled	0.0658***	0.0747***	
	(0.0152)	(0.0152)	
Gifted	0.1687***	0.1711***	
	(0.0065)	(0.0065)	
Prim. Lang. Not English	-0.0867***	-0.0640***	
	(0.0096)	(0.0078)	
Orthopedic Impairment	-0.1297	-0.1282	
	(0.0885)	(0.0886)	
Speech-Language Imp.	0.0464	0.0445	
	(0.0473)	(0.0474)	
Deaf	0.0144	0.0196	
	(0.0654)	(0.0654)	
Visual Impairment	-0.1332	-0.1393	
	(0.1047)	(0.1048)	
Emotional/Behav. Dis.	0.0044	0.0114	
	(0.0230)	(0.0230)	
Specific Learning Dis.	-0.0502***	-0.0476***	
	(0.0095)	(0.0095)	

Autism	0.1583***	0.1673***	
	(0.0249)	(0.0249)	
Traumatic Brain Injury	-0.2730*	-0.2622*	
	(0.1292)	(0.1293)	
Other Health Imp.	-0.0306*	-0.0233	
	(0.0142)	(0.0142)	
Mild Intellectual Dis.	0.0152	0.0166	
	(0.0350)	(0.0350)	
Mod. Intellectual Dis.	-0.3846	-0.3981	
	(0.6192)	(0.6199)	
Num. Schools Attended	-0.0792***	-0.0814***	
	(0.0117)	(0.0117)	
Changed Schools	-0.0102	-0.0137	
	(0.0079)	(0.0079)	
Diff. from Modal Age	-0.0063***	-0.0062***	
	(0.0003)	(0.0003)	
Lagged Num. Disc. Inc.	-0.0241***	-0.0264***	
	(0.0014)	(0.0014)	
Lagged Pct. Present	0.0067***	0.0061***	
	(0.0004)	(0.0004)	
Late Entry	0.0417	0.0424	
	(0.0254)	(0.0254)	
Prior Negative Exit	0.0251	0.0196	
	(0.0198)	(0.0198)	
School Pct. Direct Cert.	-0.0037***	-0.0043***	
	(0.0002)	(0.0002)	
School Pct. LEP	0.0015***	0.0013**	
	(0.0004)	(0.0004)	
School Pct. SWD	-0.0063***	-0.0060***	
	(0.0007)	(0.0007)	
School Pct. Students taking EOCT U.S. History in middle school	-59.1334***	-56.6034***	
	(16.0713)	(16.0873)	
Constant	-0.2976***	-0.2430***	-0.0348***
	(0.0443)	(0.0441)	(0.0020)
R-Squared	0.6160	0.6151	0.5922
N	102414	102414	102771

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