Miami-Dade County Public Schools

Review of Charter Schools

2011-12

October 2012

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EXECUTIVE SUMMARY

An annual review of all charter schools sponsored by the district was conducted pursuant to the requirements of School Board Policy 9800 - Charter Schools. The academic achievement of students attending the various charter schools was compared with that of students attending traditional schools in the M-DCPS.

Comparison groups of students not attending charter schools were identified for each charter school in reading and mathematics by matching each charter school student to a non-charter school student in the district, based on their pretest scores and demographic variables. The analysis took into account students’ initial subject area knowledge and compared demographically similar students. Posttest scores were adjusted to account for any differences in initial ability, then converted into effect sizes to allow for direct comparison across grade levels and independent sample t-statistics, to achieve comparability with earlier evaluations. Finally, the effect sizes were summarized through separate meta-analyses conducted in reading and mathematics.

Of the 109 charter schools that operated in the district during 2011-12, 92.7% served at least one of the tested grades in reading and 89.9% served at least one of the tested grades in mathematics. As each of the charter schools tested between one and seven grades, 335 grade-level comparisons were conducted in reading and 330 grade-level comparisons were conducted in mathematics. The meta analyses produced separate school level summaries of these results for reading and mathematics, which follow.

In reading, 58.9% of the charter schools had results that were not significantly different from the traditional school comparison group, while 26.3% had results that were significantly lower, based on their school-level effect sizes and confidence intervals. Only 14.7% had results that were significantly higher. In mathematics, 48.9% of the charter schools had results that were not significantly different than the traditional school comparison group, while 29.3% had results that were significantly lower, based on their school-level effect sizes and confidence intervals. Only 21.7% had results that were significantly higher.

Of the 92 charter schools with complete data, 12% had results that were significantly lower than the traditional school comparison group in both subject areas, based on their school-level effect sizes and confidence intervals. Only 5.4% had results that were significantly higher.
INTRODUCTION

This report is produced to satisfy the requirements of School Board Policy 9800 - Charter Schools. This rule requires an annual review of all charter schools sponsored by the Miami-Dade County Public Schools. Each charter school is required to prepare and submit an annual report documenting their school’s accomplishments. In addition to issues of compliance, the rule also calls for annual assessments of the effectiveness of individual charter schools and the program as a whole.

Charter schools, which are the most popular choice option for students, receive public funding and operate under the auspices of the public schools, but are managed privately and supply their own facilities (Kennedy, 2007). The number of charter schools that operate within the district has increased steadily over the years, and, in doing so, has drawn an increasingly larger share of the district’s students. Figure 1 compares the number of charter schools that operated within the district from 2001-02 to 2011-12.

Figure 1. Number of charter schools that operated in the district, 2001-02 to 2011-12

Figure 1 shows that the number of charter schools has increased six-fold over the last decade, Figure 2 shows student enrollment at the traditional (blue) and charter schools (red) that operated within the district from 2001-02 to 2011-12.
Figure 2 shows that during the same time period, student enrollment at charter schools has increased more than seven-fold, while traditional school enrollment has decreased by over 20%. More than one in eight of the district's students attended charter schools during 2011-12.

**METHODOLOGY**

The report describes the results of academic performance analyses that were used to compare the achievement of students attending charter schools with that of students attending traditional public schools in the M-DCPS. The results are presented in a table, which summarizes the differences in performance between students who attend charter schools and their counterparts who attend traditional M-DCPS schools. Individual tables for each charter school are also presented in Appendix A.

The methodology used has been expanded to (a) include the large number of non-significant comparisons that have previously been disregarded, (b) account for the magnitude and sign of comparisons, rather than count the number of positive and negative ones, and (c) improve the matching process.

**Design**

A non-equivalent control group quasi-experimental design (Campbell & Stanley, 1963) was used to compare the performance of students who attended the charter schools (i.e., the experimental
treatment) with those of a comparison group of students who attended traditional public schools (i.e., the comparison group). The groups are considered to be non-equivalent because the participants were not randomly assigned to the groups, as would be the case in a true experiment (Campbell & Stanley).

**Population and Sampling**

The population for this study consisted of students in Grades 2 through 10 who were enrolled in the same school during the October 2011 and February 2012 student counts to ensure that exposure to the educational programs in their school was sufficient to have impacted their achievement.

Comparison groups for each subject area were selected for the students who attended the charter schools and had valid pre- and post- test scores in reading and mathematics. The comparison groups were defined through stratified random sampling of students not attending charter schools by matching each charter school student to a non-charter school student in the district, based on their pretest scores and demographic variables defined at the student level (i.e., grade, gender, ethnic group, Free/Reduced Price Lunch (FRL) status, LEP status, Special Education (SPED) status, and age relative to grade) and school level (i.e., the percentage of the schools’ students who were eligible for the FRL program, who were classified as Gifted, and who scored at achievement level 1). The students’ pre- and post- test scores were adjusted to account for differences in their student and school demographic characteristics prior to the matching process.

Only students who had complete demographic data and had pre and post test scores at consecutive grade levels were included in the analysis. A detailed description of the comparison-group selection process may be found in Appendix B.

**Instrumentation**

The results of five different achievement measures were used in this analysis: (a) the Stanford Achievement Test, Tenth Edition (SAT-10), (b) the Florida Comprehensive Assessment Test (FCAT), (c) the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0), (d) the Algebra I End-of-Course Test, and the Geometry End-of Course Test. The measures were administered during the years and to the grades indicated in Table 1, which separately lists for each posttest (2012) grade, the pre and post test for reading and mathematics.

The SAT-10 is a standardized norm-referenced test designed to measure students’ performance in comparison to a national normative sample. Students’ performance is measured in scale scores that are equal units of achievement that vertically align across grades, are amenable to mathematical manipulation, and specifically designed to compare individuals and groups. The SAT-10 is administered locally to all students in Grades 1 and 2 during the spring of each school year.

The FCAT, a criterion referenced test designed to measure students’ mastery of the state’s Sunshine State Standards (SSS) was used until 2011 as Florida’s primary accountability measure. It was administered statewide to students in Grades 3-10 during March of each school year. The FCAT 2.0, designed to measure the state’s new Next Generation Sunshine State
Standards (NGSSS), is presently the primary accountability measure used by the state of Florida. It was administered statewide to students in Reading (Grades 3 through 10) and Mathematics (Grades 3-8) during April of 2012. Students’ performance on FCAT and FCAT 2.0 is measured in scale scores (i.e., equal units of achievement amenable to mathematical manipulation and specifically designed to compare individuals and groups) and reported in achievement levels that range from 1 (low) to 5 (high).

### Table 1

Achievement Test Administration by Grade

<table>
<thead>
<tr>
<th>Grade (2012)</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>SAT-10</td>
<td>SAT-10</td>
</tr>
<tr>
<td>3</td>
<td>SAT-10</td>
<td>FCAT 2.0</td>
</tr>
<tr>
<td>4</td>
<td>FCAT 2.0</td>
<td>FCAT 2.0</td>
</tr>
<tr>
<td>5</td>
<td>FCAT 2.0</td>
<td>FCAT 2.0</td>
</tr>
<tr>
<td>6</td>
<td>FCAT 2.0</td>
<td>FCAT 2.0</td>
</tr>
<tr>
<td>7</td>
<td>FCAT 2.0</td>
<td>FCAT 2.0</td>
</tr>
<tr>
<td>8</td>
<td>FCAT 2.0</td>
<td>FCAT 2.0</td>
</tr>
<tr>
<td>9</td>
<td>FCAT 2.0</td>
<td>FCAT 2.0</td>
</tr>
<tr>
<td>10</td>
<td>FCAT 2.0</td>
<td>FCAT 2.0</td>
</tr>
</tbody>
</table>

*Note.* The achievement tests listed above were administered to students during spring of the years indicated.

a The 2010 test administered to Grade 8 is used as a covariate in this analysis because it is more highly correlated to the posttest than the regularly administered mathematics pretest (Algebra I EOC). b Baseline administration.

The Algebra I EOC is a computer-based subject area test that measures students’ mastery of the Next Generation Sunshine State Standards in Algebra I and equivalent courses. The Algebra I EOC was administered statewide in Spring 2012. The Algebra I EOC test contains both multiple choice and performance based items. Results are reported in scaled scores that range from 325 (low) to 475 (high) and achievement levels that range from 1 (low) to 5 (high). An achievement level of 3 or above represents the statewide standard for proficiency. The Geometry EOC is a computer-based subject area test that measures students’ mastery of the Next Generation Sunshine State Standards in Geometry and equivalent courses. The Geometry EOC was administered statewide in Spring 2012. The Geometry EOC test contains both multiple choice and performance based items. Results of the baseline administered in May 2012 were reported in standard scores that could range from 20 (low) to 80 (high). A score of 50 represents the statewide mean.

Data Analyses

Separately analyses were conducted in reading and mathematics using a multi-stage process. Each charter and comparison group's post test scores were adjusted at each grade level to account for any differences in the groups' pretest scores that remained after the matching process was conducted. An explanation and detailed description of the adjustment process may be found in Appendix B.
Then, the differences in the groups’ adjusted posttest scores were converted into standardized effect size statistics (i.e. Cohen's $d$), which provide measures of practical significance, and make the differences comparable from grade to grade. A confidence interval (CI) was also estimated for each $d$, which gives a range of values within which the true value of $d$ is expected to lie. Finally, a meta-analysis was conducted to summarize the effect sizes of the group differences across all the grades within each school. This procedure is specifically designed to aggregate results from various studies on the same topic. Independent sample $t$ statistics were also computed (Cortina & Nouri, 2000, p. 50), to indicate if the differences in the groups’ scores were larger than would be expected by chance and to enable comparison with evaluations conducted in earlier years.

**RESULTS**

Of the 109 charter schools that operated in the district during the 2011-12 school year, 101 served at least one of the tested grades in reading and 98 served at least one of the tested grades in mathematics. Of the 28,723 second through tenth grade students that attended those schools in February and October of 2011-12, 91.2% (26,182 students in 95 schools) met the inclusion criteria in reading and 86.3% (24,785 students in 92 schools) met the inclusion criteria in mathematics.

As each of the charter schools tested between one and seven grades, 335 grade-level comparisons were conducted in reading and 330 grade-level comparisons were conducted in mathematics. Over 73.7% of the grade-level comparisons conducted in reading and 56.1% of the grade-level comparisons conducted in mathematics were not statistically significant, indicating that in the majority of comparisons, the grade-level performance of students within charter schools was similar to that of students drawn from the traditional schools. As the grade-level comparisons were not independent, but were grouped within specific charter schools, separate meta-analyses conducted in reading and mathematics were used to combine the grade-level results for each charter school into summary statistics.

Each grade-level comparison was converted to effect sizes and confidence intervals (CIs). Then, the results for each charter school were summarized by computing a school level (i.e., weighted average) effect size and CI, that represented all the grade-level comparisons within that school. The weights are based on the variability of the scores within each individual grade-level comparison.

Table 2 presents a summary of the findings and lists for each charter school, the total grade level comparisons made, the total number of students and a "grand" (i.e., school-level) effect size of the group difference followed by the upper and lower limits of its 95% confidence interval. Detailed results for each charter school are also presented in Appendix A.

As listed in Table 2, the signs of each CI’s upper and lower limits indicate whether the charter school’s performance exceeded that of the traditional school comparison group. CIs for a subject area within a school that do not pass through zero have upper and lower limits with the same sign. CIs with upper and lower limit signs that are both positive (shaded light aqua) indicate that the charter school’s mean adjusted posttest score exceeds that of the traditional school comparison group. CIs with upper and lower limit signs that are both negative (shaded dark
orange) indicate that the charter schools’ mean adjusted posttest score trails that of the comparisons. CIs that pass through zero have upper and lower limit signs that differ, which indicates that the charter school’s mean adjusted posttest score was not significantly different from that of the traditional school comparison group.

Table 2
Results of Meta-Analyses Comparing the Performance of Students in Charter Schools with Matched Comparisons in Traditional Schools

<table>
<thead>
<tr>
<th>School Name (Work Location)</th>
<th>Grades</th>
<th>n</th>
<th>(d_{lower})</th>
<th>d</th>
<th>(d_{upper})</th>
<th>Grades</th>
<th>n</th>
<th>(d_{lower})</th>
<th>d</th>
<th>(d_{upper})</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy for Int'l Education (5044)</td>
<td>2</td>
<td>98</td>
<td>0.08</td>
<td>0.48</td>
<td>0.89</td>
<td>2</td>
<td>98</td>
<td>0.04</td>
<td>0.45</td>
<td>0.85</td>
</tr>
<tr>
<td>Academy Charter West (0410)</td>
<td>4</td>
<td>410</td>
<td>-0.52</td>
<td>-0.33</td>
<td>-0.13</td>
<td>4</td>
<td>410</td>
<td>-0.33</td>
<td>-0.13</td>
<td>0.06</td>
</tr>
<tr>
<td>Academy Of Arts &amp; Minds (7022)</td>
<td>2</td>
<td>334</td>
<td>-0.20</td>
<td>0.02</td>
<td>0.23</td>
<td>2</td>
<td>192</td>
<td>-0.47</td>
<td>-0.19</td>
<td>0.09</td>
</tr>
<tr>
<td>Advanced Learning (1014)</td>
<td>4</td>
<td>418</td>
<td>-0.09</td>
<td>0.10</td>
<td>0.29</td>
<td>4</td>
<td>418</td>
<td>0.18</td>
<td>0.37</td>
<td>0.57</td>
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<tr>
<td>Advantage Acad. Santa Fe (3025)</td>
<td>4</td>
<td>220</td>
<td>-0.39</td>
<td>-0.12</td>
<td>0.14</td>
<td>4</td>
<td>220</td>
<td>-1.20</td>
<td>-0.92</td>
<td>-0.64</td>
</tr>
<tr>
<td>Archimedean Academy (0510)</td>
<td>4</td>
<td>520</td>
<td>-0.14</td>
<td>0.04</td>
<td>0.21</td>
<td>4</td>
<td>520</td>
<td>0.06</td>
<td>0.24</td>
<td>0.41</td>
</tr>
<tr>
<td>Archimedean Middle Cons (6006)</td>
<td>3</td>
<td>554</td>
<td>0.12</td>
<td>0.29</td>
<td>0.45</td>
<td>3</td>
<td>554</td>
<td>0.25</td>
<td>0.42</td>
<td>0.59</td>
</tr>
<tr>
<td>Archimedean Up. Cons. (7265)</td>
<td>2</td>
<td>184</td>
<td>-0.34</td>
<td>-0.05</td>
<td>0.24</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Aspira E.M. de Hostos Youth Lead. (6070)</td>
<td>3</td>
<td>866</td>
<td>-0.50</td>
<td>-0.37</td>
<td>-0.23</td>
<td>3</td>
<td>862</td>
<td>-0.04</td>
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<td>0.23</td>
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<td>Aspira South Youth Leadership (6060)</td>
<td>3</td>
<td>560</td>
<td>-0.19</td>
<td>-0.02</td>
<td>0.15</td>
<td>3</td>
<td>560</td>
<td>-0.09</td>
<td>0.07</td>
<td>0.24</td>
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<tr>
<td>Aspira Youth Leadership (6020)</td>
<td>3</td>
<td>1,128</td>
<td>-0.35</td>
<td>-0.23</td>
<td>-0.12</td>
<td>3</td>
<td>1,128</td>
<td>-0.44</td>
<td>-0.32</td>
<td>-0.20</td>
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<tr>
<td>Aventura City Of Excellence (0950)</td>
<td>7</td>
<td>1,430</td>
<td>-0.32</td>
<td>-0.21</td>
<td>-0.11</td>
<td>7</td>
<td>1,430</td>
<td>-0.23</td>
<td>-0.13</td>
<td>-0.02</td>
</tr>
<tr>
<td>Balere Language Academy (0113)</td>
<td>2</td>
<td>46</td>
<td>-0.18</td>
<td>0.40</td>
<td>0.99</td>
<td>2</td>
<td>46</td>
<td>-1.18</td>
<td>-0.58</td>
<td>0.02</td>
</tr>
<tr>
<td>Ben Gamla Charter (5022)</td>
<td>4</td>
<td>96</td>
<td>-0.40</td>
<td>0.01</td>
<td>0.41</td>
<td>4</td>
<td>96</td>
<td>-0.68</td>
<td>-0.26</td>
<td>0.17</td>
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<td>Bridgepoint Acad. Vir. Gdns. (3034)</td>
<td>2</td>
<td>58</td>
<td>-0.39</td>
<td>0.13</td>
<td>0.64</td>
<td>2</td>
<td>58</td>
<td>-0.17</td>
<td>0.35</td>
<td>0.87</td>
</tr>
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<td>Bridgepoint Academy (2003)</td>
<td>4</td>
<td>324</td>
<td>-0.47</td>
<td>-0.25</td>
<td>-0.03</td>
<td>4</td>
<td>324</td>
<td>-0.25</td>
<td>-0.03</td>
<td>0.19</td>
</tr>
<tr>
<td>Bridgepoint Academy Grt. (2013)</td>
<td>2</td>
<td>58</td>
<td>-0.88</td>
<td>-0.36</td>
<td>0.16</td>
<td>2</td>
<td>58</td>
<td>-1.17</td>
<td>-0.64</td>
<td>-0.11</td>
</tr>
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<td>City Of Hialeah Ed. Acad. (7262)</td>
<td>2</td>
<td>316</td>
<td>-0.12</td>
<td>0.10</td>
<td>0.32</td>
<td>2</td>
<td>280</td>
<td>0.15</td>
<td>0.39</td>
<td>0.63</td>
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<td>Coral Reef Montessori Acad. (0070)</td>
<td>7</td>
<td>526</td>
<td>-0.13</td>
<td>0.05</td>
<td>0.22</td>
<td>7</td>
<td>526</td>
<td>-0.41</td>
<td>-0.23</td>
<td>-0.06</td>
</tr>
<tr>
<td>Doral Acad. of Technology (3029)</td>
<td>3</td>
<td>212</td>
<td>0.03</td>
<td>0.30</td>
<td>0.57</td>
<td>3</td>
<td>212</td>
<td>-0.33</td>
<td>-0.06</td>
<td>0.21</td>
</tr>
<tr>
<td>Doral Academy (3030)</td>
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<td>1,058</td>
<td>-0.27</td>
<td>-0.15</td>
<td>-0.03</td>
<td>4</td>
<td>1,058</td>
<td>-0.15</td>
<td>-0.03</td>
<td>0.09</td>
</tr>
<tr>
<td>Doral Academy Middle (6030)</td>
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<td>2,356</td>
<td>-0.13</td>
<td>-0.05</td>
<td>0.03</td>
<td>3</td>
<td>2,346</td>
<td>-0.51</td>
<td>-0.43</td>
<td>-0.35</td>
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<td>Doral Academy High (7020)</td>
<td>2</td>
<td>1,727</td>
<td>-0.08</td>
<td>0.03</td>
<td>0.14</td>
<td>2</td>
<td>900</td>
<td>0.16</td>
<td>0.29</td>
<td>0.42</td>
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<td>Doral Perform.. Arts &amp; Entertainment (7009)</td>
<td>2</td>
<td>220</td>
<td>-0.45</td>
<td>-0.19</td>
<td>0.08</td>
<td>2</td>
<td>142</td>
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<td>0.38</td>
<td>0.71</td>
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<td>Downtown Miami Charter (3600)</td>
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<td>788</td>
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<td>0.18</td>
<td>0.32</td>
<td>5</td>
<td>788</td>
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<td>-0.15</td>
<td>-0.01</td>
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<td>Drs. Char. Sch. Mia. Shores (6040)</td>
<td>5</td>
<td>772</td>
<td>-0.47</td>
<td>-0.33</td>
<td>-0.19</td>
<td>5</td>
<td>648</td>
<td>-0.24</td>
<td>-0.08</td>
<td>0.08</td>
</tr>
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<td>Excelsior Academy High (7054)</td>
<td>2</td>
<td>102</td>
<td>-0.06</td>
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<td>0.72</td>
<td>2</td>
<td>94</td>
<td>0.33</td>
<td>0.75</td>
<td>1.17</td>
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<td>252</td>
<td>-0.45</td>
<td>-0.20</td>
<td>0.05</td>
<td>7</td>
<td>252</td>
<td>-0.37</td>
<td>-0.12</td>
<td>0.14</td>
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<td>Excelsior Lang. Acad. H. (5029)</td>
<td>7</td>
<td>854</td>
<td>-0.41</td>
<td>-0.27</td>
<td>-0.14</td>
<td>7</td>
<td>854</td>
<td>-0.11</td>
<td>0.03</td>
<td>0.16</td>
</tr>
<tr>
<td>Fl. Int'l Academy (6010)</td>
<td>3</td>
<td>648</td>
<td>0.03</td>
<td>0.19</td>
<td>0.34</td>
<td>3</td>
<td>648</td>
<td>0.09</td>
<td>0.25</td>
<td>0.40</td>
</tr>
<tr>
<td>Florida Intern Elem Aca (3024)</td>
<td>4</td>
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<td>-0.41</td>
</tr>
<tr>
<td>Somerset Academy Middle School (6043)</td>
<td>1</td>
<td>28</td>
<td>0.37</td>
<td>1.17</td>
<td>1.98</td>
<td>1</td>
<td>28</td>
<td>-0.18</td>
<td>0.57</td>
<td>1.33</td>
</tr>
<tr>
<td>Somerset Arts Academy (2012)</td>
<td>4</td>
<td>332</td>
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<td>0.22</td>
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<td>330</td>
<td>-0.42</td>
<td>-0.20</td>
<td>0.02</td>
</tr>
<tr>
<td>Somerset Grace Academy (5008)</td>
<td>2</td>
<td>60</td>
<td>-0.73</td>
<td>-0.22</td>
<td>0.29</td>
<td>2</td>
<td>60</td>
<td>-0.30</td>
<td>0.21</td>
<td>0.72</td>
</tr>
<tr>
<td>Summerville Adv. Acad. (0072)</td>
<td>7</td>
<td>766</td>
<td>-0.42</td>
<td>-0.28</td>
<td>-0.14</td>
<td>7</td>
<td>766</td>
<td>-0.62</td>
<td>-0.48</td>
<td>-0.33</td>
</tr>
<tr>
<td>The Charter School at Waterstone (1010)</td>
<td>7</td>
<td>1,764</td>
<td>-0.21</td>
<td>-0.12</td>
<td>-0.02</td>
<td>7</td>
<td>1,766</td>
<td>-0.38</td>
<td>-0.28</td>
<td>-0.19</td>
</tr>
<tr>
<td>Youth Co-Op Charter (1020)</td>
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<td>796</td>
<td>-0.01</td>
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<td>7</td>
<td>790</td>
<td>-0.20</td>
<td>-0.06</td>
<td>0.08</td>
</tr>
</tbody>
</table>

Note. Comparisons were conducted, by grade, based on the mean demographically adjusted posttest scores, in reading and mathematics, of separate matched groups of students who attended the same schools during both full-time equivalent student counts and who had valid pre- and post- test scores. The posttest scores were also adjusted for differences in the pretest that remained at each grade within school after the matching process. The effect size estimate for each school expresses the mean difference in the groups’ adjusted-posttest scores in terms of the dispersion within those scores. The confidence interval for each school gives the variability in the true value of the effect size due to changes in the sign and magnitude of the by grade comparisons within that school.

For example, in reading, *Academy of Arts and Minds* has a CI with a lower limit ($d_{\text{lower}} = -0.20$) sign that is negative (fourth column of the table) and an upper limit ($d_{\text{upper}} = 0.23$) sign that is positive (sixth column of the table). This indicates that the CI passes through zero and that the mean adjusted posttest score of the charter school is not significantly different from that of the traditional school comparison group. In mathematics, *Advantage Academy of Santa Fe* has a CI with a lower limit ($d_{\text{lower}} = -1.20$) sign that is negative and an upper limit ($d_{\text{upper}} = -0.64$) sign that is also negative. As the upper and lower limit signs of the CIs are both negative, the mean adjusted posttest score of the charter school trails that of the traditional school comparison group.

In reading, *Academy for International Education* has a CI with a lower limit ($d_{\text{lower}} = 0.08$) sign that is positive and an upper limit ($d_{\text{upper}} = 0.89$) sign that is also positive. As the upper and lower limit signs of the CIs are both positive, the mean adjusted posttest score of the charter school exceeds that of the traditional school comparison group.

The results in the table are also depicted graphically in Figures 3 and 4 in the form of error-bar plots, in which the effect size estimates and CIs of the estimates are displayed on the vertical (y) axis for each school, which appear as a separate points on the horizontal (x) axis. This type of plot is ideal for comparing the results for each school as well as providing a holistic view of the charter schools’ performance. Also depicted in Figures 3 and 4, through the inclusion of the blue CI bands, is the variability of the each school’s performance. A wide band would represent a high degree of variability and indicate that the adjusted posttest scores of the charter school’s students’ differ widely either between or within the grades. A narrow band would represent a low degree of variability and indicate that the adjusted posttest scores of the charter adjusted posttest scores of the charter school’s students’ are highly consistent both between and the within grades.
Figure 3. Reading error-bar plot by school. Each bar compares the mean adjusted posttest scores of students within a given charter school (n=95) with that of matched comparisons within the traditional schools.
Figure 4. Mathematics error-bar plot by school. Each bar compares the mean adjusted posttest scores of students within a given charter school (n=92) with that of matched comparisons within the traditional schools.
In reading, 58.9% of the charter schools had results that were not significantly different from the traditional school comparison group, while 26.3% had results that were significantly lower, based on their grand effect sizes and confidence intervals. Only 14.7% had results that were significantly higher. In mathematics, 48.9% of the charter schools had results that were not significantly different than the traditional school comparison group, while 29.3% had results that were significantly lower, based on their grand effect sizes and confidence intervals. Only 21.7% had results that were significantly higher.

Of the 92 charter schools with complete data, 12% had results that were significantly lower than the traditional school comparison group in both subject areas, based on their grand effect sizes and confidence intervals. Only 5.4% of those schools had results that were significantly higher.

**DISCUSSION**

An annual review of all charter schools sponsored by the district was conducted pursuant to the requirements of School Board Policy 9800 - Charter Schools. The academic achievement of students attending the various charter schools was compared with that of students attending traditional schools in the M-DCPS.

Comparison groups of students not attending charter schools were identified for each charter school in reading and mathematics by matching each charter school student to all non-charter school students in the district based on their pretest scores and demographic variables. The analysis took into account students’ initial subject area knowledge and compared demographically similar students. Posttest scores were adjusted to account for any differences in initial ability and then converted into effect sizes to allow for direct comparison across grade levels. The effect sizes were then summarized through a meta-analysis. Finally independent sample *t* tests, were computed from the effect sizes for comparability with earlier evaluations.

Of the 109 charter schools that operated in the district during 2011-12, 92.7% served at least one of the tested grades in reading and 89.9% served at least one of the tested grades in mathematics. As each of the charter schools tested between one and seven grades, 335 by-grade comparisons were conducted in reading and 330 by-grade comparisons were conducted in mathematics. Around half of the charter schools performed no differently from the comparison group in a given subject area. In reading, twice as many charter schools significantly underperformed the comparison group than those that outperformed it. In mathematics, a similar but somewhat smaller deficit was seen. Moreover, when both subject areas were considered, twice as many charter schools also significantly underperformed the comparison group than those that outperformed it.

In conclusion, charter schools have been promoted as an unfettered alternative to traditional schools (Kennedy, 2007 May, 2006) which political scientists (e.g., Chubb & Moe, 1990) have alleged depress student achievement through bureaucracy. That position implies that charter schools would produce better achievement outcomes for students. The results of this evaluation do not support that notion. Despite decreased bureaucratic restrictions and parents who have exercised school choice and may be more participatory, charter schools do not appear to produce better achievement outcomes for students than do traditional schools.
REFERENCES


Appendix A

Miami-Dade County Public Schools

Individual Charter School versus Matched Traditional Public School Comparison Group
Student Achievement Results
### Coral Reef Montessori Academy Charter (0070)

**Charter School vs. Traditional M-DCPS Comparison Group**

**Mean Pre- and Post- Test Scores and Difference Statistics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Charter</strong></td>
<td><strong>Traditional</strong></td>
</tr>
<tr>
<td></td>
<td><strong>n</strong></td>
<td><strong>Pre</strong></td>
</tr>
<tr>
<td>2</td>
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<td>8</td>
<td>20</td>
<td>348</td>
</tr>
<tr>
<td><strong>ALL</strong></td>
<td>263</td>
<td>263</td>
</tr>
</tbody>
</table>

*Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Coral Reef Montessori Academy Charter's test scores are not significantly different in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.*
### Summerville Advantage Academy (0072)

Charter School vs. Traditional M-DCPS Comparison Group

Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th></th>
<th></th>
<th>Mathematics</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charter</td>
<td>Traditional</td>
<td>Effect Size</td>
<td>Charter</td>
<td>Traditional</td>
<td>Effect Size</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
</tr>
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<td>607</td>
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<td>67</td>
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<td>630</td>
</tr>
<tr>
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<td>612</td>
<td>199</td>
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<td>617</td>
<td>202</td>
</tr>
<tr>
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<td>312</td>
<td>211</td>
<td>83</td>
<td>318</td>
<td>216</td>
</tr>
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<td>311</td>
<td>219</td>
<td>21</td>
<td>317</td>
<td>223</td>
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<tr>
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<td>51</td>
<td>303</td>
<td>227</td>
<td>51</td>
<td>311</td>
<td>229</td>
</tr>
<tr>
<td>7</td>
<td>48</td>
<td>306</td>
<td>232</td>
<td>48</td>
<td>315</td>
<td>234</td>
</tr>
<tr>
<td>8</td>
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<td>331</td>
<td>243</td>
<td>46</td>
<td>345</td>
<td>247</td>
</tr>
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<td>383</td>
<td>a</td>
<td>-0.42</td>
<td>-0.28</td>
<td>-0.14</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Summerville Advantage Academy’s test scores are significantly lower in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
## Mater Academy (0100)

### Charter School vs. Traditional M-DCPS Comparison Group

**Mean Pre- and Post-Test Scores and Difference Statistics**

| Grade | Reading | | Mathematics | |
|-------|---------|------------------|------------------|
|       | Charter | Traditional | Difference | Charter | Traditional | Difference |
|       | n | Pre | Post | Pre | Post | t | $d_{lower}$ | $d$ | $d_{upper}$ | n | Pre | Post | Pre | Post | t | $d_{lower}$ | $d$ | $d_{upper}$ |
| 2     | 121 | 605 | 581 | 121 | 611 | -4.60 *** | -0.85 | -0.59 | -0.33 | 121 | 566 | 581 | 121 | 566 | -4.60 *** | -0.85 | -0.59 | -0.33 |
| 3     | 125 | 207 | 615 | 125 | 200 | 2.47 * | 0.06 | 0.31 | 0.56 | 125 | 208 | 615 | 125 | 208 | 2.47 * | 0.06 | 0.31 | 0.56 |
| 4     | 119 | 215 | 327 | 119 | 217 | -3.72 *** | -0.74 | -0.48 | -0.22 | 119 | 212 | 327 | 119 | 212 | -3.72 *** | -0.74 | -0.48 | -0.22 |
| 5     | 118 | 229 | 345 | 118 | 222 | -1.41 | -0.44 | -0.18 | 0.07 | 118 | 228 | 345 | 118 | 228 | -1.41 | -0.44 | -0.18 | 0.07 |
| ALL   | 483 | 483 | a | -0.35 | -0.23 | -0.10 | 483 | 483 | a | -0.27 | -0.14 | -0.01 |

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

* Mater Academy's test scores are **significantly lower** in Reading and are **significantly lower** in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Miami Community Charter School (0102)

**Charter School vs. Traditional M-DCPS Comparison Group**

Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
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<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n Pre Post</td>
<td>n Pre Post</td>
<td>t ( d_{lower} )</td>
<td>( d )</td>
<td>( d_{upper} )</td>
<td>( n ) Pre Post</td>
<td>( n ) Pre Post</td>
<td>t ( d_{lower} )</td>
</tr>
<tr>
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<td>75 556 602</td>
<td>-3.22 **</td>
<td>-0.85</td>
<td>-0.53</td>
<td>-0.20</td>
<td>75 560 575</td>
<td>75 566 602</td>
</tr>
<tr>
<td>3</td>
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<td>-0.25</td>
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<td>58 580 190</td>
<td>58 591 201</td>
</tr>
<tr>
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<td>64 294 211</td>
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<td>-0.92</td>
<td>-0.57</td>
<td>-0.21</td>
<td>64 329 211</td>
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</tr>
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</tr>
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<td>268</td>
<td>a</td>
<td>-0.50</td>
<td>-0.33</td>
<td>-0.15</td>
<td>268</td>
<td>268</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where \( n \geq 10 \). The test statistic \( t \), provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size \( d \), provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*\( p < .05 \). **\( p < .01 \). ***\( p < .001 \).

Miami Community Charter School’s test scores are significantly lower in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>Pre Test</th>
<th>Post Test</th>
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<tbody>
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<td></td>
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<td>d_lower</td>
<td>d_upper</td>
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<td>0.09</td>
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</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where \( n \geq 10 \). The test statistic \( t \), provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size \( d \), provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

\*p < .05. **p < .01. ***p < .001.

Balere Language Academy's test scores are **not significantly different** in Reading and are **not significantly different** in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Lawrence Academy Elementary (0215)

**Charter School vs. Traditional M-DCPS Comparison Group**

**Mean Pre- and Post-Test Scores and Difference Statistics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n Pre Post</td>
<td>n Pre Post</td>
<td>t</td>
<td>d_lower</td>
<td>d</td>
<td>d_upper</td>
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<td>23 538 583</td>
</tr>
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<td>0.87</td>
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<td>20 573 195</td>
</tr>
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<td>4</td>
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<td>23 308 199</td>
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<td>0.14</td>
<td>0.77</td>
<td>19 304 207</td>
<td>19 311 213</td>
</tr>
</tbody>
</table>

**Note.** Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

"Lawrence Academy Elementary’s test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above."
### Mater Gardens Academy (0312)

**Charter School vs. Traditional M-DCPS Comparison Group**

**Mean Pre- and Post- Test Scores and Difference Statistics**

<table>
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<tr>
<th>Grade</th>
<th>n</th>
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<th>Post</th>
<th>n</th>
<th>Pre</th>
<th>Post</th>
<th>t</th>
<th>d_lower</th>
<th>d</th>
<th>d_upper</th>
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<th>Pre</th>
<th>Post</th>
<th>t</th>
<th>d_lower</th>
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<td>Post</td>
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<td>Pre</td>
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<td>0.87</td>
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<td>587</td>
<td>642</td>
<td>4.15</td>
<td>****</td>
<td>0.29</td>
</tr>
<tr>
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<td>74</td>
<td>620</td>
<td>206</td>
<td>74</td>
<td>618</td>
<td>206</td>
<td>-0.71</td>
<td></td>
<td>-0.44</td>
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<td>0.21</td>
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</tr>
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<td>1.44</td>
<td></td>
<td>-0.08</td>
<td>0.22</td>
<td>0.52</td>
<td>85</td>
<td>367</td>
<td>228</td>
<td>2.03</td>
<td></td>
<td>0.01</td>
</tr>
<tr>
<td>5</td>
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<td>332</td>
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<td>80</td>
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<td>224</td>
<td>2.30</td>
<td></td>
<td>0.05</td>
<td>0.36</td>
<td>0.68</td>
<td>80</td>
<td>352</td>
<td>239</td>
<td>5.55</td>
<td>****</td>
<td>0.55</td>
</tr>
<tr>
<td>ALL</td>
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<td></td>
<td>a</td>
<td>0.34</td>
<td>0.49</td>
<td>0.64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where \( n \geq 10 \). The test statistic \( t \), provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*).  The effect-size \( d \), provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

\*\( p < .05 \).  **\( p < .01 \).  ***\( p < .001 \).

Mater Gardens Academy’s test scores are significantly higher in **Reading** and are significantly higher in **Mathematics** than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
<td>d lower</td>
</tr>
<tr>
<td>3</td>
<td>31</td>
<td>603</td>
<td>196</td>
<td>31</td>
<td>604</td>
<td>196</td>
<td>-0.49</td>
<td>-0.62</td>
</tr>
<tr>
<td>4</td>
<td>44</td>
<td>358</td>
<td>227</td>
<td>44</td>
<td>353</td>
<td>224</td>
<td>0.45</td>
<td>-0.32</td>
</tr>
<tr>
<td>5</td>
<td>116</td>
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<td>116</td>
<td>325</td>
<td>222</td>
<td>-1.16</td>
<td>-0.41</td>
</tr>
<tr>
<td>6</td>
<td>136</td>
<td>301</td>
<td>225</td>
<td>136</td>
<td>300</td>
<td>222</td>
<td>0.28</td>
<td>-0.20</td>
</tr>
<tr>
<td>7</td>
<td>129</td>
<td>323</td>
<td>233</td>
<td>129</td>
<td>317</td>
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</tr>
<tr>
<td>8</td>
<td>138</td>
<td>330</td>
<td>242</td>
<td>138</td>
<td>323</td>
<td>237</td>
<td>2.42 *</td>
<td>0.05</td>
</tr>
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<td>ALL</td>
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<td>594</td>
<td>a</td>
<td>-0.05</td>
<td>0.07</td>
<td>0.18</td>
<td>595</td>
<td>a</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Somerset Academy Silver Palms' test scores are not significantly different in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre Post</td>
<td>n</td>
<td>Pre Post</td>
</tr>
<tr>
<td>2</td>
<td>54</td>
<td>568 611</td>
<td>54 570</td>
<td>616</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>615 206</td>
<td>40 614</td>
<td>202</td>
</tr>
<tr>
<td>4</td>
<td>44</td>
<td>317 212</td>
<td>44 321</td>
<td>218</td>
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<td>5</td>
<td>43</td>
<td>333 224</td>
<td>43 339</td>
<td>228</td>
</tr>
<tr>
<td>ALL</td>
<td>181</td>
<td>181</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*a $p < .05$. **$p < .01$. ***$p < .001$.

The Somerset Academy Charter Elementary School's (South Homestead) test scores are significantly lower in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
Pinecrest Academy South (0342)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
</tr>
<tr>
<td>2</td>
<td>127</td>
<td>587</td>
<td>624</td>
<td>127</td>
<td>582</td>
<td>625</td>
<td>-1.77</td>
<td>-0.47</td>
</tr>
<tr>
<td>3</td>
<td>110</td>
<td>618</td>
<td>209</td>
<td>110</td>
<td>617</td>
<td>204</td>
<td>2.22 *</td>
<td>0.03</td>
</tr>
<tr>
<td>4</td>
<td>120</td>
<td>329</td>
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<td>120</td>
<td>327</td>
<td>218</td>
<td>-0.68</td>
<td>-0.34</td>
</tr>
<tr>
<td>5</td>
<td>142</td>
<td>334</td>
<td>227</td>
<td>142</td>
<td>330</td>
<td>225</td>
<td>-0.32</td>
<td>-0.27</td>
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<tr>
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<td></td>
<td>ALL</td>
<td>497</td>
<td>497</td>
<td>a</td>
<td>-0.15</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Pinecrest Academy South's test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Pre</th>
<th>Post</th>
<th>Traditional</th>
<th>Pre</th>
<th>Post</th>
<th>t</th>
<th>d lower</th>
<th>d</th>
<th>d upper</th>
<th>t</th>
<th>d lower</th>
<th>d</th>
<th>d upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>139</td>
<td>604</td>
<td>632</td>
<td>139</td>
<td>592</td>
<td>629</td>
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<td>-0.16</td>
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<td></td>
<td></td>
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<td>-1.37</td>
<td>-0.41</td>
<td>-0.17</td>
<td>0.07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>89</td>
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<td>89</td>
<td>339</td>
<td>223</td>
<td>-0.67</td>
<td>-0.39</td>
<td>-0.10</td>
<td>0.19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>97</td>
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<td>-0.86</td>
<td>-0.41</td>
<td>-0.12</td>
<td>0.16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>459</td>
<td>459</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>-0.27</td>
<td>-0.14</td>
<td>-0.01</td>
<td>a</td>
<td>-0.69</td>
<td>-0.56</td>
<td>-0.43</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*a p < .05. **p < .01. ***p < .001.

*Renaissance Elementary’s* test scores are significantly lower in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
Academir Charter School West (0410)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charter</td>
<td>Traditional</td>
<td>Difference</td>
<td>Effect Size</td>
<td>Charter</td>
<td>Traditional</td>
<td>Difference</td>
<td>Effect Size</td>
<td>Charter</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
<td>d_{lower}</td>
<td>d</td>
</tr>
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<td>605</td>
<td>101</td>
<td>579</td>
<td>618</td>
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<td>***</td>
<td>-0.81</td>
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<td>620</td>
<td>205</td>
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<td>621</td>
<td>209</td>
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<td>*</td>
<td>-0.82</td>
</tr>
<tr>
<td>4</td>
<td>41</td>
<td>330</td>
<td>220</td>
<td>41</td>
<td>331</td>
<td>216</td>
<td>1.02</td>
<td></td>
<td>-0.21</td>
</tr>
<tr>
<td>5</td>
<td>14</td>
<td>308</td>
<td>220</td>
<td>14</td>
<td>321</td>
<td>224</td>
<td>-0.54</td>
<td></td>
<td>-0.95</td>
</tr>
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<td>205</td>
<td></td>
<td>a</td>
<td>-0.52</td>
<td>-0.33</td>
<td>-0.13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Academir Charter School West's test scores are significantly lower in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Archimedian Academy (0510)

**Charter School vs. Traditional M-DCPS Comparison Group**

#### Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charity School vs. Traditional M-DCPS Comparison Group</th>
<th>Reading</th>
<th>Mathmatics</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>Pre</td>
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<tr>
<td>4</td>
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<tr>
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<td>58</td>
<td>370</td>
<td>240</td>
</tr>
<tr>
<td>ALL</td>
<td>260</td>
<td>260</td>
<td>260</td>
</tr>
</tbody>
</table>

*Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n \( \geq \) 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*\( p < .05. **p < .01. ***p < .001.\)

*Archimedian Academy's* test scores are **not significantly different** in Reading and are **significantly higher** in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Somerset Academy (0520)

Charter School vs. Traditional M-DCPS Comparison Group  
Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Pre Post</th>
<th>Pre</th>
<th>Post</th>
<th>t</th>
<th>d lower</th>
<th>d</th>
<th>d upper</th>
</tr>
</thead>
<tbody>
<tr>
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<td>87</td>
<td>589</td>
<td>630</td>
<td>-4.00 **</td>
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</tr>
<tr>
<td>3</td>
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<td>-0.32</td>
<td>-0.01</td>
</tr>
<tr>
<td>4</td>
<td>82 334 222</td>
<td>82</td>
<td>333</td>
<td>219</td>
<td>0.49</td>
<td>-0.23</td>
<td>0.08</td>
</tr>
<tr>
<td>5</td>
<td>89 343 225</td>
<td>89</td>
<td>329</td>
<td>225</td>
<td>-2.54 *</td>
<td>-0.68</td>
<td>-0.38</td>
</tr>
<tr>
<td>ALL</td>
<td>336 336 336</td>
<td>336</td>
<td>336</td>
<td>336</td>
<td>a -0.39</td>
<td>-0.24</td>
<td>-0.08</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* p < .05. ** p < .01. *** p < .001.

"Somerset Academy's test scores are significantly lower in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above."
### Pinecrest Preparatory Academy (0600)

Charter School vs. Traditional M-DCPS Comparison Group

Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
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<td>Post</td>
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</tr>
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</tr>
<tr>
<td>ALL</td>
<td>404</td>
<td></td>
<td></td>
<td>403</td>
</tr>
</tbody>
</table>

- **t** and **d** indicate the statistical significance of the difference between groups.
- Cells displayed as dashes "-" represent missing values.

*Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where \( n \geq 10 \). The test statistic **t**, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size **d**, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*\( p < .05 \), **\( p < .01 \), ***\( p < .001 \).*

*Pinecrest Preparatory Academy’s test scores are not significantly different in **Reading** and are significantly lower in **Mathematics** than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.*
## Aventura City of Excellence Charter (0950)

Charters vs. Traditional M-DCPS Comparison Group

### Mean Pre- and Post- Test Scores and Difference Statistics

### Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
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### Mathematics

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</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Aventura City of Excellence Charter's test scores are significantly lower in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
The Charter School at Waterstone (1010)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

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Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

The Charter School at Waterstone’s test scores are significantly lower in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for “ALL” grades above.
### Advanced Learning Charter School (1014)

**Charter School vs. Traditional M-DCPS Comparison Group**

**Mean Pre- and Post- Test Scores and Difference Statistics**

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</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

The Advanced Learning Charter School's test scores are not significantly different in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Mater Academy of International Studies (1017)

**Charter School vs. Traditional M-DCPS Comparison Group**

#### Mean Pre- and Post-Test Scores and Difference Statistics

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<th>Effect Size</th>
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<td>Post</td>
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Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Mater Academy of International Studies* test scores are not significantly different in **Reading** and are not significantly different in **Mathematics** than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
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Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

$p < .05$. **$p < .01$. ***$p < .001$.

Youth Co-Op Charter's test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
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<td>0.47</td>
<td>54</td>
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<td>-0.03</td>
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<td>209</td>
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<td>-1.44</td>
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<td>-0.41</td>
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<td>31</td>
<td>320</td>
<td>223</td>
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<td>-0.34</td>
</tr>
<tr>
<td>ALL</td>
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<td>162</td>
<td>a</td>
<td>-0.47</td>
<td>-0.25</td>
<td>-0.03</td>
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<td>162</td>
<td>162</td>
<td>a</td>
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<td>0.03</td>
</tr>
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</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Bridgepoint Academy's test scores are significantly lower in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
Richard Allen Leadership Academy (2006)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
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<td>Difference</td>
<td>Effect Size</td>
<td>Charter</td>
<td>Traditional</td>
<td>Difference</td>
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<td>n Pre Post</td>
<td>t d lower d d upper</td>
<td>n Pre Post</td>
<td>n Pre Post</td>
<td>t d lower d d upper</td>
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<td>-2.59 -1.72 -0.84</td>
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<tr>
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<td>1.56</td>
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</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Richard Allen Leadership Academy’s test scores are not significantly different in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
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</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Somerset Academy Elementary School's test scores are significantly lower in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
Somerset Arts Academy (2012)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
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<td>t</td>
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<td>d</td>
<td>d upper</td>
<td>n</td>
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<td>0.79</td>
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<td>165</td>
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</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* p < .05. ** p < .01. *** p < .001.

Somerset Arts Academy's test scores are significantly higher in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Bridgepoint Academy Greater Miami (2013)

**Charter School vs. Traditional M-DCPS Comparison Group**

Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
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<th></th>
<th>Mathematics</th>
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<td>Traditional</td>
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<td>--</td>
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<td>29</td>
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</table>

*Note. Pre- and post-tests vary with grade. Mean obtained pre- and post-test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Bridgepoint Academy Greater Miami's test scores are not significantly different in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.*
The Theodore R. and Thelma A. Gibson Charter (2060)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

<table>
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<tr>
<th>Grade</th>
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<th>Pre</th>
<th>Post</th>
<th>Traditional</th>
<th>Pre</th>
<th>Post</th>
<th>t</th>
<th>d lower</th>
<th>d</th>
<th>d upper</th>
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<td>-1.10</td>
<td>-0.59</td>
<td>-0.09</td>
</tr>
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<td>265</td>
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<td>265</td>
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<td>-0.08</td>
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</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where \( n \geq 10 \). The test statistic \( t \), provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size \( d \), provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

\* \( p < .05 \). ** \( p < .01 \). *** \( p < .001 \).

The Theodore R. and Thelma A. Gibson Charter's test scores are not significantly different in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Florida International Academy Elementary (3024)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
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<th>Difference</th>
<th>Effect Size</th>
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<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
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<td>Post</td>
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<td>Post</td>
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<td>220</td>
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<td>219</td>
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</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Florida International Academy Elementary's test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Pre</th>
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<th>Pre</th>
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<th>Post</th>
<th>t</th>
<th>d lower</th>
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<td>635</td>
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<td>110</td>
<td></td>
<td></td>
<td>a</td>
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<td>-0.92</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Advantage Academy Santa Fe's test scores are not significantly different in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Doral Academy of Technology (3029)

Charter School vs. Traditional M-DCPS Comparison Group

#### Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
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<tr>
<td>7</td>
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<td>36 405 257</td>
</tr>
<tr>
<td>8</td>
<td>38 386 264</td>
<td>38 383 258</td>
</tr>
<tr>
<td>ALL</td>
<td>106</td>
<td>106</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Doral Academy Technology’s test scores are significantly higher in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for “ALL” grades above.
### Doral Academy (3030)

Charter School vs. Traditional M-DCPS Comparison Group

Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th></th>
<th></th>
<th>Mathematics</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Miami-Dade School (3030)</td>
<td></td>
<td></td>
<td>Miami-Dade School (3030)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Charter</td>
<td>Traditional</td>
<td></td>
<td>Charter</td>
<td>Traditional</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
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<td>127</td>
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<td>629</td>
<td>127</td>
<td>596</td>
<td>628</td>
</tr>
<tr>
<td>3</td>
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<td>628</td>
<td>213</td>
<td>130</td>
<td>629</td>
<td>214</td>
</tr>
<tr>
<td>4</td>
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<td>349</td>
<td>224</td>
<td>144</td>
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<td>226</td>
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<td>529</td>
<td>529</td>
<td>529</td>
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<td>529</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Doral Academy's test scores are significantly lower in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
Bridgepoint Academy of Village Green (3034)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
<td>d lower</td>
<td>d</td>
<td>d upper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td>621</td>
<td>13</td>
<td>574</td>
<td>614</td>
<td>0.44</td>
<td>-0.60</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>--</td>
<td>--</td>
<td>7</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>--</td>
<td>--</td>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
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<tr>
<td>6</td>
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<td>285</td>
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<td>223</td>
<td>0.25</td>
<td>-0.61</td>
</tr>
<tr>
<td>ALL</td>
<td>29</td>
<td>29</td>
<td>a</td>
<td>-0.39</td>
<td>0.13</td>
<td>0.64</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Bridgpoint Academy of Village Green's test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
## Mater Academy East Charter School (3100)

### Charter School vs. Traditional M-DCPS Comparison Group

#### Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
<td>d lower</td>
</tr>
<tr>
<td>2</td>
<td>74</td>
<td>586</td>
<td>624</td>
<td>74</td>
<td>585</td>
<td>619</td>
<td>0.42</td>
<td>-0.25</td>
</tr>
<tr>
<td>3</td>
<td>73</td>
<td>606</td>
<td>206</td>
<td>73</td>
<td>607</td>
<td>202</td>
<td>1.50</td>
<td>-0.08</td>
</tr>
<tr>
<td>4</td>
<td>69</td>
<td>328</td>
<td>227</td>
<td>69</td>
<td>325</td>
<td>218</td>
<td>4.71***</td>
<td>0.45</td>
</tr>
<tr>
<td>5</td>
<td>52</td>
<td>347</td>
<td>226</td>
<td>52</td>
<td>340</td>
<td>225</td>
<td>0.07</td>
<td>-0.37</td>
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<tr>
<td>ALL</td>
<td>268</td>
<td>268</td>
<td>268</td>
<td>268</td>
<td>268</td>
<td>268</td>
<td>a</td>
<td>0.11</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Mater Academy East Charter School's* test scores are **significantly higher** in Reading and are **significantly higher** in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
## Downtown Miami Charter School (3600)

**Charter School vs. Traditional M-DCPS Comparison Group**

Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n Pre Post</td>
<td>n Pre Post</td>
<td>t d lower d</td>
<td>d upper</td>
<td>n Pre Post</td>
<td>n Pre Post</td>
<td>t d lower d</td>
<td>d upper</td>
</tr>
<tr>
<td>2</td>
<td>80 565 608</td>
<td>80 565 601</td>
<td>1.30 -0.11 0.20</td>
<td>0.52</td>
<td>80 539 592</td>
<td>80 543 585</td>
<td>1.53</td>
<td>-0.07 0.24</td>
</tr>
<tr>
<td>3</td>
<td>91 600 200</td>
<td>91 601 195</td>
<td>2.24 * 0.04 0.33</td>
<td>0.62</td>
<td>91 580 200</td>
<td>91 583 200</td>
<td>-0.40</td>
<td>-0.35 -0.06</td>
</tr>
<tr>
<td>4</td>
<td>86 303 211</td>
<td>86 305 208</td>
<td>1.58 -0.06 0.24</td>
<td>0.54</td>
<td>86 332 217</td>
<td>86 338 216</td>
<td>0.57</td>
<td>-0.21 0.09</td>
</tr>
<tr>
<td>5</td>
<td>78 297 213</td>
<td>78 301 215</td>
<td>-1.26 -0.52 -0.20</td>
<td>0.11</td>
<td>78 324 214</td>
<td>78 331 221</td>
<td>-4.81 ***</td>
<td>-1.10 -0.77</td>
</tr>
<tr>
<td>6</td>
<td>59 280 221</td>
<td>59 289 219</td>
<td>1.65 -0.06 0.30</td>
<td>0.67</td>
<td>59 308 225</td>
<td>59 317 217</td>
<td>-2.11 *</td>
<td>-0.75 -0.39</td>
</tr>
<tr>
<td>ALL</td>
<td>394</td>
<td>394</td>
<td>a 0.04 0.18 0.32</td>
<td>394</td>
<td>394</td>
<td>a -0.29 -0.15</td>
<td>-0.01</td>
<td></td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Downtown Miami Charter School's test scores are **significantly higher** in Reading and are **significantly lower** in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Keys Gate Charter School (3610)

**Charter School vs. Traditional M-DCPS Comparison Group**

#### Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
<td>d lower</td>
<td>d</td>
<td>d upper</td>
<td>n</td>
</tr>
<tr>
<td>2</td>
<td>156</td>
<td>578</td>
<td>616</td>
<td>-2.08 *</td>
<td>-0.46</td>
<td>-0.23</td>
<td>-0.01</td>
<td>156</td>
</tr>
<tr>
<td>3</td>
<td>139</td>
<td>616</td>
<td>203</td>
<td>-0.75</td>
<td>-0.32</td>
<td>-0.09</td>
<td>0.15</td>
<td>138</td>
</tr>
<tr>
<td>4</td>
<td>133</td>
<td>315</td>
<td>213</td>
<td>-1.49</td>
<td>-0.42</td>
<td>-0.18</td>
<td>0.06</td>
<td>133</td>
</tr>
<tr>
<td>5</td>
<td>185</td>
<td>320</td>
<td>219</td>
<td>-3.29 **</td>
<td>-0.55</td>
<td>-0.34</td>
<td>-0.14</td>
<td>185</td>
</tr>
<tr>
<td>6</td>
<td>250</td>
<td>303</td>
<td>219</td>
<td>-5.20 ***</td>
<td>-0.64</td>
<td>-0.46</td>
<td>-0.29</td>
<td>251</td>
</tr>
<tr>
<td>7</td>
<td>261</td>
<td>315</td>
<td>231</td>
<td>-2.27 *</td>
<td>-0.37</td>
<td>-0.20</td>
<td>-0.03</td>
<td>261</td>
</tr>
<tr>
<td>8</td>
<td>203</td>
<td>328</td>
<td>238</td>
<td>-2.16 *</td>
<td>-0.41</td>
<td>-0.21</td>
<td>-0.02</td>
<td>202</td>
</tr>
<tr>
<td>ALL</td>
<td>1,327</td>
<td>1,327</td>
<td>a</td>
<td>-0.34</td>
<td>-0.26</td>
<td>-0.18</td>
<td>1,326</td>
<td>1,326</td>
</tr>
</tbody>
</table>

**Note.** Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where \( n \geq 10 \). The test statistic \( t \), provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size \( d \), provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

\( *p < .05 \), \( **p < .01 \), \( ***p < .001 \).

**Keys Gate Charter School's** test scores are **significantly lower** in **Reading** and are **not significantly different** in **Mathematics** than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n Pre</td>
<td>Post</td>
<td>n Pre Post</td>
<td>t d lower d d upper</td>
<td>n Pre Post</td>
<td>t d lower d d upper</td>
<td>n Pre Post</td>
<td>t d lower d d upper</td>
</tr>
<tr>
<td>2</td>
<td>51 581 617</td>
<td>51 580 621</td>
<td>-1.25 -0.64 -0.25 0.14</td>
<td>51 561 607</td>
<td>51 560 621</td>
<td>-0.18 -0.42 -0.04 0.35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>33 614 213</td>
<td>33 616 205</td>
<td>2.14 * 0.04 0.53 1.02</td>
<td>33 599 208</td>
<td>33 601 204</td>
<td>0.96 -0.25 0.24 0.72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>45 329 218</td>
<td>45 331 218</td>
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<td>45 342 215</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>20 344 234</td>
<td>20 336 225</td>
<td>1.35 -0.20 0.43 1.06</td>
<td>20 322 224</td>
<td>20 326 220</td>
<td>0.96 -0.32 0.30 0.93</td>
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<td></td>
</tr>
<tr>
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<td>149 149 149</td>
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<td>149 149 149</td>
<td>a -0.20 0.03 0.25</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Miami Children's Museum Charter School's test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Somerset Academy of Silver Palms (4012)
#### Charter School vs. Traditional M-DCPS Comparison Group

**Mean Pre- and Post-Test Scores and Difference Statistics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charter</td>
<td>Traditional</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
</tr>
<tr>
<td>2</td>
<td>100</td>
<td>568</td>
</tr>
<tr>
<td>3</td>
<td>68</td>
<td>604</td>
</tr>
<tr>
<td>4</td>
<td>85</td>
<td>305</td>
</tr>
<tr>
<td>ALL</td>
<td>253</td>
<td>253</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05, **p < .01, ***p < .001.

*Somerset Academy of Silver Palms’ test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>t</th>
<th>d_lower</th>
<th>d_upper</th>
<th>d_lower</th>
<th>d_upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>Post</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>42</td>
<td>581</td>
<td>611</td>
<td>-2.04*</td>
<td>-0.88</td>
<td>-0.44</td>
<td>-0.01</td>
<td>42</td>
<td>554</td>
<td>598</td>
<td>629</td>
<td>0.02</td>
<td>0.42</td>
</tr>
<tr>
<td>3</td>
<td>35</td>
<td>600</td>
<td>200</td>
<td>1.20</td>
<td>-0.18</td>
<td>0.29</td>
<td>0.76</td>
<td>35</td>
<td>578</td>
<td>199</td>
<td>359</td>
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<td>-0.81</td>
</tr>
<tr>
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<td>24</td>
<td>289</td>
<td>209</td>
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<td>-0.55</td>
<td>0.01</td>
<td>0.58</td>
<td>24</td>
<td>324</td>
<td>216</td>
<td>344</td>
<td>213</td>
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<td>5</td>
<td>29</td>
<td>325</td>
<td>227</td>
<td>2.19*</td>
<td>0.05</td>
<td>0.58</td>
<td>1.10</td>
<td>29</td>
<td>332</td>
<td>220</td>
<td>350</td>
<td>-1.15</td>
<td>-0.82</td>
</tr>
<tr>
<td>6</td>
<td>25</td>
<td>301</td>
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<td>-0.35</td>
<td>0.20</td>
<td>0.76</td>
<td>25</td>
<td>327</td>
<td>223</td>
<td>350</td>
<td>-2.02</td>
<td>-1.14</td>
</tr>
<tr>
<td>7</td>
<td>19</td>
<td>281</td>
<td>219</td>
<td>-1.70</td>
<td>-1.20</td>
<td>-0.55</td>
<td>0.10</td>
<td>19</td>
<td>279</td>
<td>221</td>
<td>285</td>
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<td>-2.05</td>
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<td>237</td>
<td>0.34</td>
<td>-0.39</td>
<td>0.08</td>
<td>0.55</td>
<td>35</td>
<td>316</td>
<td>245</td>
<td>328</td>
<td>-0.89</td>
<td>-0.68</td>
</tr>
<tr>
<td>ALL</td>
<td>209</td>
<td>209</td>
<td>a</td>
<td>-0.16</td>
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<td>0.22</td>
<td></td>
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<td>209</td>
<td>209</td>
<td>a</td>
<td>-0.43</td>
<td>-0.23</td>
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</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-".

*p < .05. **p < .01. ***p < .001.

Lincoln-Marti Charter School’s (Hialeah) test scores are not significantly different in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Charity</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charity</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n Pre</td>
<td>Post</td>
<td>n Pre</td>
<td>Post</td>
<td>t</td>
<td>d_lower</td>
<td>d</td>
<td>d_upper</td>
</tr>
<tr>
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<td>638</td>
<td>17 583</td>
<td>626</td>
<td>0.08</td>
<td>-0.65</td>
<td>0.03</td>
<td>0.70</td>
</tr>
<tr>
<td>3</td>
<td>13 636</td>
<td>213</td>
<td>13 642</td>
<td>218</td>
<td>-1.39</td>
<td>-1.33</td>
<td>-0.54</td>
<td>0.24</td>
</tr>
<tr>
<td>ALL</td>
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<td>30</td>
<td></td>
<td></td>
<td>a</td>
<td>-0.73</td>
<td>-0.22</td>
<td>0.29</td>
</tr>
<tr>
<td></td>
<td>17 594</td>
<td>630</td>
<td>17 578</td>
<td>608</td>
<td>0.38</td>
<td>-0.54</td>
<td>0.13</td>
<td>0.80</td>
</tr>
<tr>
<td></td>
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<td>220</td>
<td>13 624</td>
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<td>0.81</td>
<td>-0.46</td>
<td>0.32</td>
<td>1.09</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* p < .05. ** p < .01. *** p < .001.

Somerset Grace Academy's test scores are **not significantly different** in Reading and are **not significantly different** in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Oxford Academy of Miami (5010)

**Charter School vs. Traditional M-DCPS Comparison Group**

Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th></th>
<th>Mathematics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td>Difference</td>
<td>Effect Size</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>Pre Post</td>
<td>n</td>
<td>Pre Post</td>
</tr>
<tr>
<td>2</td>
<td>37</td>
<td>591 617</td>
<td>37</td>
<td>586 629</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>618 203</td>
<td>18</td>
<td>613 201</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>334 218</td>
<td>18</td>
<td>333 224</td>
</tr>
<tr>
<td>5</td>
<td>14</td>
<td>307 214</td>
<td>14</td>
<td>314 221</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>300 224</td>
<td>10</td>
<td>300 225</td>
</tr>
<tr>
<td>7</td>
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<td>332 238</td>
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<td>333 239</td>
</tr>
<tr>
<td>ALL</td>
<td>110</td>
<td>110</td>
<td>a</td>
<td>-0.71</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* $p < .05$. ** $p < .01$. *** $p < .001$.  

Oxford Academy of Miami's test scores are **significantly lower** in Reading and are **significantly lower** in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
## Ben Gamla Charter School (5022)

### Charter School vs. Traditional M-DCPS Comparison Group

Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>n</th>
<th>Pre</th>
<th>Post</th>
<th>Difference</th>
<th>Effect Size</th>
<th>n</th>
<th>Pre</th>
<th>Post</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charter</td>
<td>Traditional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre Post</td>
<td>t</td>
<td>d_lower</td>
<td>d</td>
<td>d_upper</td>
<td>Pre Post</td>
<td>t</td>
<td>d_lower</td>
<td>d</td>
<td>d_upper</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>572</td>
<td>619</td>
<td>10</td>
<td>578</td>
<td>616</td>
<td>0.07</td>
<td>-0.85</td>
<td>0.03</td>
<td>0.91</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
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<tr>
<td>4</td>
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<td>355</td>
<td>233</td>
<td>12</td>
<td>355</td>
<td>221</td>
<td>1.71</td>
<td>-0.13</td>
<td>0.70</td>
<td>1.52</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>348</td>
<td>230</td>
<td>13</td>
<td>353</td>
<td>234</td>
<td>-0.70</td>
<td>-1.05</td>
<td>-0.27</td>
<td>0.50</td>
</tr>
<tr>
<td>6</td>
<td>13</td>
<td>306</td>
<td>230</td>
<td>13</td>
<td>320</td>
<td>235</td>
<td>-0.85</td>
<td>-1.11</td>
<td>-0.33</td>
<td>0.44</td>
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<tr>
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<td>48</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>a</td>
<td>0.01</td>
<td>0.41</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* p < .05. ** p < .01. *** p < .001.

Ben Gamla Charter School’s test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Lincoln-Marti Charter School (Little Havana) (5025)

#### Charter School vs. Traditional M-DCPS Comparison Group

Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre Post</td>
<td>Pre Post</td>
<td>Pre Post</td>
<td>Pre Post</td>
<td>t</td>
<td>d_lower</td>
<td>d</td>
<td>d_upper</td>
</tr>
<tr>
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<td>78 537 586</td>
<td>0.40</td>
<td>-0.25 0.06 0.38</td>
<td>78 531 579</td>
<td>78 551 599</td>
<td>-0.92</td>
<td>-0.46 -0.15 0.17</td>
</tr>
<tr>
<td>3</td>
<td>63 579 191</td>
<td>63 580 189</td>
<td>0.33</td>
<td>-0.29 0.06 0.41</td>
<td>63 572 202</td>
<td>63 590 203</td>
<td>2.72 °</td>
<td>0.13 0.48 0.84</td>
</tr>
<tr>
<td>4</td>
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<td>48 281 204</td>
<td>-0.75</td>
<td>-0.55 -0.15 0.25</td>
<td>48 318 208</td>
<td>48 348 215</td>
<td>1.14</td>
<td>-0.17 0.23 0.63</td>
</tr>
<tr>
<td>5</td>
<td>32 282 218</td>
<td>32 287 206</td>
<td>2.72 **</td>
<td>0.18 0.68 1.18</td>
<td>32 311 221</td>
<td>32 356 230</td>
<td>0.50</td>
<td>-0.37 0.12 0.61</td>
</tr>
<tr>
<td>6</td>
<td>64 251 218</td>
<td>64 263 209</td>
<td>4.42 ***</td>
<td>0.42 0.78 1.14</td>
<td>64 291 221</td>
<td>64 324 225</td>
<td>1.00</td>
<td>-0.17 0.18 0.52</td>
</tr>
<tr>
<td>7</td>
<td>48 276 223</td>
<td>48 277 216</td>
<td>1.77</td>
<td>-0.04 0.36 0.77</td>
<td>49 296 233</td>
<td>49 314 235</td>
<td>-0.43</td>
<td>-0.48 -0.09 0.31</td>
</tr>
<tr>
<td>8</td>
<td>37 276 229</td>
<td>37 277 221</td>
<td>1.01</td>
<td>-0.22 0.23 0.69</td>
<td>37 276 240</td>
<td>37 300 246</td>
<td>-0.70</td>
<td>-0.62 -0.16 0.29</td>
</tr>
<tr>
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<td>370</td>
<td>a 0.11</td>
<td>0.26 0.41</td>
<td>371</td>
<td>371</td>
<td>a -0.05</td>
<td>0.09 0.24</td>
</tr>
</tbody>
</table>

Note. Pre- and post-tests vary with grade. Mean obtained pre- and post-test scores are provided for grades where \( n \geq 10 \). The test statistic \( t \), provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (°). The effect-size \( d \), provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

°\( p < .05 \). **\( p < .01 \). ***\( p < .001 \).

Lincoln-Marti Charter School's (Little Havana) test scores are **significantly higher** in Reading and are **not significantly different** in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charter</td>
<td>Traditional</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
</tr>
<tr>
<td>2</td>
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<td>72</td>
<td>305</td>
</tr>
<tr>
<td>ALL</td>
<td>427</td>
<td>427</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks ($^*$). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Excelsior Language Academy of Hialeah’s test scores are significantly lower in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>t</th>
<th>$d_{lower}$</th>
<th>$d$</th>
<th>$d_{upper}$</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>t</th>
<th>$d_{lower}$</th>
<th>$d$</th>
<th>$d_{upper}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>18</td>
<td>526</td>
<td>18</td>
<td>527</td>
<td>0.32</td>
<td>-0.76</td>
<td>-0.11</td>
<td>0.55</td>
<td>18</td>
<td>525</td>
<td>18</td>
<td>533</td>
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<td>0.29</td>
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<td>569</td>
<td>19</td>
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<td>1.81</td>
<td>-1.17</td>
<td>-0.56</td>
<td>0.06</td>
<td>21</td>
<td>301</td>
<td>21</td>
<td>309</td>
<td>-3.32</td>
<td>**</td>
<td>-1.67</td>
<td>-1.02</td>
</tr>
<tr>
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<td>22</td>
<td>283</td>
<td>22</td>
<td>293</td>
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<td>-1.13</td>
<td>-0.53</td>
<td>0.07</td>
<td>22</td>
<td>278</td>
<td>22</td>
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<td>-0.83</td>
<td>-0.24</td>
<td>0.36</td>
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<tr>
<td>6</td>
<td>13</td>
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<td>13</td>
<td>272</td>
<td>1.93</td>
<td>-0.04</td>
<td>0.76</td>
<td>1.56</td>
<td>13</td>
<td>282</td>
<td>13</td>
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<td>-0.97</td>
<td>-0.20</td>
<td>0.57</td>
</tr>
<tr>
<td>7</td>
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<td>20</td>
<td>316</td>
<td>0.32</td>
<td>-0.52</td>
<td>0.10</td>
<td>0.72</td>
<td>20</td>
<td>316</td>
<td>20</td>
<td>312</td>
<td>0.10</td>
<td>-0.59</td>
<td>0.03</td>
<td>0.65</td>
</tr>
<tr>
<td>8</td>
<td>13</td>
<td>313</td>
<td>13</td>
<td>316</td>
<td>0.85</td>
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<td>-0.33</td>
<td>0.44</td>
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<td>303</td>
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<td>0.56</td>
</tr>
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<td>126</td>
<td></td>
<td></td>
<td>$a$</td>
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<td>-0.20</td>
<td>0.05</td>
<td>126</td>
<td>126</td>
<td></td>
<td></td>
<td>$a$</td>
<td>-0.37</td>
<td>-0.12</td>
<td>0.14</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* $p < .05$. ** $p < .01$. *** $p < .001$.

**Excelsior Charter Academy's** test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
## Lincoln Marti Charter School (International Campus) (5043)

Charter School vs. Traditional M-DCPS Comparison Group

### Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
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<td>Charter</td>
<td>Traditional</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
</tr>
<tr>
<td>2</td>
<td>21</td>
<td>524</td>
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<td>593</td>
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<td>15</td>
<td>296</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>--</td>
</tr>
<tr>
<td>ALL</td>
<td>52</td>
<td>52</td>
</tr>
</tbody>
</table>

Note. Pre- and post-tests vary with grade. Mean obtained pre- and post-test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Lincoln-Marti Charter School's (International Campus) test scores are not significantly different in **Reading** and are not significantly different in **Mathematics** than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Academy for International Education Charter School (5044)

Charter School vs. Traditional M-DCPS Comparison Group  
Mean Pre- and Post- Test Scores and Difference Statistics

| Grade | Reading | | Mathematics | | |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|
|       | Charter | Traditional | Difference | Charter | Traditional | Difference | Effect Size | Effect Size |
|       | Pre | Post | | Pre | Post | t | $d_{lower}$ | $d$ | $d_{upper}$ | Pre | Post | t | $d_{lower}$ | $d$ | $d_{upper}$ |
| 2     | 24  | 574 | 633 | 24  | 576 | 619 | 2.12 * | 0.03 | 0.61 | 1.19 | 24  | 565 | 614 | 24  | 567 | 615 | 0.83 | -0.33 | 0.24 | 0.81 |
| 3     | 9   | --  | --  | 9   | --  | --  | --   | --   | --   | --   | 9   | --  | --  | 9   | --  | --  | --   | --   | --   | --   |
| 6     | 25  | 284 | 225 | 25  | 302 | 224 | 1.30  | -0.19 | 0.37 | 0.93 | 25  | 326 | 227 | 25  | 331 | 225 | 2.31 * | 0.08 | 0.65 | 1.22 |
| ALL   | 49  | 49  | a   | 49  | 49  | a   | 0.08  | 0.48 | 0.89 | 0.04 | 0.45 | 0.85 |

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* $p < .05$. ** $p < .01$. *** $p < .001$.

*Academy for International Education Charter School's test scores are significantly higher in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.*
## Mater Grove Academy (5045)

### Charter School vs. Traditional M-DCPS Comparison Group

**Mean Pre- and Post- Test Scores and Difference Statistics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre Post</td>
<td>n</td>
<td>Pre Post</td>
<td>t</td>
<td>d_lower</td>
<td>d</td>
<td>d_upper</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>578 625</td>
<td>12</td>
<td>577 620</td>
<td>-0.03</td>
<td>-0.81</td>
<td>-0.01</td>
<td>0.79</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>598 200</td>
<td>16</td>
<td>601 197</td>
<td>0.48</td>
<td>-0.52</td>
<td>0.17</td>
<td>0.86</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>319 215</td>
<td>12</td>
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<td>0.88</td>
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<td>40</td>
<td>--</td>
<td>a</td>
<td>-0.35</td>
<td>0.09</td>
<td>0.53</td>
</tr>
</tbody>
</table>

**Note.** Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* *p < .05. **p < .01. ***p < .001.

"Mater Grove Academy"s test scores are **not significantly different** in Reading and are **not significantly different** in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
Mater Academy (Miami Beach) (5047)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre Post</td>
<td>t</td>
<td>d</td>
<td>d lower</td>
<td>d upper</td>
</tr>
<tr>
<td>2</td>
<td>39</td>
<td>566 605</td>
<td>0.66</td>
<td>-0.29</td>
<td>0.15</td>
<td>0.59</td>
</tr>
<tr>
<td>3</td>
<td>49</td>
<td>599 199</td>
<td>-0.74</td>
<td>-0.55</td>
<td>-0.15</td>
<td>0.25</td>
</tr>
<tr>
<td>4</td>
<td>33</td>
<td>314 217</td>
<td>2.36 *</td>
<td>0.09</td>
<td>0.58</td>
<td>1.07</td>
</tr>
<tr>
<td>5</td>
<td>39</td>
<td>339 229</td>
<td>0.53</td>
<td>-0.33</td>
<td>0.12</td>
<td>0.56</td>
</tr>
<tr>
<td>6</td>
<td>68</td>
<td>292 223</td>
<td>0.47</td>
<td>-0.26</td>
<td>0.08</td>
<td>0.42</td>
</tr>
<tr>
<td>7</td>
<td>29</td>
<td>306 235</td>
<td>3.08 **</td>
<td>0.27</td>
<td>0.81</td>
<td>1.34</td>
</tr>
<tr>
<td>8</td>
<td>20</td>
<td>298 231</td>
<td>-1.22</td>
<td>-1.01</td>
<td>-0.39</td>
<td>0.24</td>
</tr>
<tr>
<td>ALL</td>
<td>277</td>
<td></td>
<td>a</td>
<td>-0.02</td>
<td>0.15</td>
<td>0.32</td>
</tr>
</tbody>
</table>

Mean obtained pre- and post- test scores are provided for grades where \(n \geq 10\). The test statistic \(t\), provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size \(d\), provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

\*\(p < .05\). **\(p < .01\). ***\(p < .001\).

* Mater Academy’s (Miami Beach) test scores are not significantly different in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Pinecrest Academy (North Campus) (5048)

**Charter School vs. Traditional M-DCPS Comparison Group**

Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charter</td>
<td>Traditional</td>
<td></td>
<td>Charter</td>
<td>Traditional</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
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<tr>
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<td>86</td>
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<td>622</td>
<td>86</td>
<td>576</td>
</tr>
<tr>
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<td>625</td>
<td>211</td>
<td>52</td>
<td>625</td>
</tr>
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<td>324</td>
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<td>ALL</td>
<td>225</td>
<td>225</td>
<td>225</td>
<td>a</td>
<td>-0.28</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* p < .05. ** p < .01. *** p < .001.

Pinecrest Academy's (North Campus) test scores are not significantly different in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>t</th>
<th>d lower</th>
<th>d</th>
<th>d upper</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>t</th>
<th>d lower</th>
<th>d</th>
<th>d upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>41</td>
<td>595</td>
<td>626</td>
<td>41</td>
<td>589</td>
<td>624</td>
<td>-0.30</td>
<td>-0.50</td>
<td>-0.07</td>
<td>0.37</td>
<td>41</td>
<td>571</td>
<td>615</td>
<td>41</td>
<td>569</td>
<td>613</td>
</tr>
<tr>
<td>3</td>
<td>51</td>
<td>632</td>
<td>213</td>
<td>51</td>
<td>629</td>
<td>208</td>
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<td>-0.20</td>
<td>0.19</td>
<td>0.58</td>
<td>51</td>
<td>617</td>
<td>217</td>
<td>51</td>
<td>615</td>
<td>211</td>
</tr>
<tr>
<td>4</td>
<td>28</td>
<td>333</td>
<td>217</td>
<td>28</td>
<td>331</td>
<td>217</td>
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<td>0.37</td>
<td>28</td>
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<td>335</td>
<td>229</td>
<td>53</td>
<td>333</td>
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<td>53</td>
<td>339</td>
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<td>327</td>
<td>234</td>
<td>26</td>
<td>320</td>
<td>229</td>
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<td>-0.33</td>
<td>0.21</td>
<td>0.76</td>
<td>26</td>
<td>358</td>
<td>242</td>
<td>26</td>
<td>350</td>
<td>234</td>
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<td>199</td>
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<td>0.04</td>
<td>0.23</td>
<td>199</td>
<td>199</td>
<td></td>
<td></td>
<td>a</td>
<td>-0.09</td>
<td>0.11</td>
<td>0.31</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where \( n \geq 10 \). The test statistic \( t \), provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size \( d \), provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

\*p < .05. **p < .01. ***p < .001.

Pinecrest Cove Academy's test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
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</thead>
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<td>n Pre Post</td>
<td>t d lower d d upper</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>6 15 315 228</td>
<td>15 316 229</td>
<td>-0.55 -0.92 -0.20 0.52</td>
<td>15 345 236</td>
<td>15 342 226</td>
<td>-0.63 -0.95 -0.23 0.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>15 15</td>
<td>15 15</td>
<td>a -0.92 -0.20 0.52</td>
<td>15 15</td>
<td>15 15</td>
<td>a -0.95 -0.23 0.49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes “-” represent missing values.

*p < .05. **p < .01. ***p < .001.

"Pinecrest Academy Middle School’s (North Campus) test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above."
### Somerset Academy Charter Middle School (6004)

Charter School vs. Traditional M-DCPS Comparison Group

Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Charter</td>
<td>Traditional</td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td>94 333</td>
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<td>248</td>
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<tr>
<td>ALL</td>
<td>216</td>
<td>216</td>
</tr>
</tbody>
</table>

*Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Somerset Academy Charter Middle School's test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
Archimedian Middle Conservatory (6006)

Charter School vs. Traditional M-DCPS Comparison Group

Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
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<td>Post</td>
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<td>348 237</td>
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<tr>
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<td>81</td>
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<tr>
<td>ALL</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n Pre</td>
<td>Post</td>
<td>n Pre</td>
<td>Post</td>
</tr>
<tr>
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<td>359 243</td>
<td>117</td>
<td>348 237</td>
</tr>
<tr>
<td>7</td>
<td>81</td>
<td>373 255</td>
<td>81</td>
<td>367 249</td>
</tr>
<tr>
<td>8</td>
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</tr>
<tr>
<td>ALL</td>
<td>277</td>
<td></td>
<td>277</td>
<td></td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Archimedian Middle Conservatory's test scores are significantly higher in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
Lawrence Academy (6008)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Difference</td>
<td>Effect Size</td>
</tr>
<tr>
<td></td>
<td>Charter</td>
<td>Traditional</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
</tr>
<tr>
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<td>42</td>
<td>310</td>
</tr>
<tr>
<td>ALL</td>
<td>113</td>
<td>113</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

aLawrence Academy's test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Mater East Academy Middle School (6009)

**Charter School vs. Traditional M-DCPS Comparison Group**

#### Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
<td>$d_{lower}$</td>
<td>$d$</td>
<td>$d_{upper}$</td>
<td>n</td>
</tr>
<tr>
<td>6</td>
<td>100</td>
<td>298</td>
<td>220</td>
<td>100</td>
<td>305</td>
<td>222</td>
<td>-0.96</td>
<td>-0.41</td>
</tr>
<tr>
<td>7</td>
<td>119</td>
<td>302</td>
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<td>0.30</td>
<td>-0.22</td>
</tr>
<tr>
<td>8</td>
<td>93</td>
<td>316</td>
<td>235</td>
<td>93</td>
<td>314</td>
<td>235</td>
<td>-0.24</td>
<td>-0.32</td>
</tr>
<tr>
<td>ALL</td>
<td>312</td>
<td>312</td>
<td></td>
<td></td>
<td>a</td>
<td>-0.20</td>
<td>-0.12</td>
<td>309</td>
</tr>
</tbody>
</table>

Note. Pre- and post-tests vary with grade. Mean obtained pre- and post-test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* $p < .05$. ** $p < .01$. *** $p < .001$.

*Mater East Academy Middle School*’s test scores are not significantly different in **Reading** and are significantly lower in **Mathematics** than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>School</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre Post</td>
<td>n</td>
</tr>
<tr>
<td>6</td>
<td>114</td>
<td>284 215</td>
<td>114</td>
</tr>
<tr>
<td>7</td>
<td>106</td>
<td>291 225</td>
<td>106</td>
</tr>
<tr>
<td>8</td>
<td>104</td>
<td>303 232</td>
<td>104</td>
</tr>
<tr>
<td>ALL</td>
<td>324</td>
<td>324</td>
<td>324</td>
</tr>
</tbody>
</table>

Note. Pre- and post-tests vary with grade. Mean obtained pre- and post-test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Florida International Academy's test scores are significantly higher in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
<td>Pre</td>
<td>Post</td>
</tr>
<tr>
<td>6</td>
<td>476</td>
<td>320</td>
<td>228</td>
<td>476</td>
</tr>
<tr>
<td>7</td>
<td>441</td>
<td>334</td>
<td>238</td>
<td>441</td>
</tr>
<tr>
<td>8</td>
<td>481</td>
<td>336</td>
<td>245</td>
<td>481</td>
</tr>
<tr>
<td>ALL</td>
<td>1,398</td>
<td>1,398</td>
<td>a</td>
<td>-0.13</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

* Mater Academy Charter Middle School's test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Somerset Academy Charter Middle School (South Homestead) (6013)

**Charter School vs. Traditional M-DCPS Comparison Group**

**Mean Pre- and Post-Test Scores and Difference Statistics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Pre- and Post- Test Scores</td>
<td>Effect Size</td>
</tr>
<tr>
<td></td>
<td>Mean Pre- and Post- Test Scores</td>
<td>Effect Size</td>
</tr>
<tr>
<td></td>
<td>Mean Pre- and Post- Test Scores</td>
<td>Effect Size</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>n</th>
<th>Pre</th>
<th>Post</th>
<th>t</th>
<th>$d_{lower}$</th>
<th>d</th>
<th>$d_{upper}$</th>
<th>n</th>
<th>Pre</th>
<th>Post</th>
<th>t</th>
<th>$d_{lower}$</th>
<th>d</th>
<th>$d_{upper}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>40</td>
<td>306</td>
<td>221</td>
<td>-1.37</td>
<td>-0.75</td>
<td>-0.31</td>
<td>0.13</td>
<td>40</td>
<td>338</td>
<td>220</td>
<td>-5.40 ***</td>
<td>-1.69</td>
<td>-1.21</td>
<td>-0.73</td>
</tr>
<tr>
<td>7</td>
<td>35</td>
<td>338</td>
<td>238</td>
<td>-0.50</td>
<td>-0.59</td>
<td>-0.12</td>
<td>0.35</td>
<td>36</td>
<td>326</td>
<td>237</td>
<td>0.33</td>
<td>-0.39</td>
<td>0.08</td>
<td>0.54</td>
</tr>
<tr>
<td>8</td>
<td>34</td>
<td>324</td>
<td>237</td>
<td>-0.69</td>
<td>-0.64</td>
<td>-0.17</td>
<td>0.31</td>
<td>34</td>
<td>325</td>
<td>241</td>
<td>-4.25 ***</td>
<td>-1.54</td>
<td>-1.03</td>
<td>-0.52</td>
</tr>
<tr>
<td>ALL</td>
<td>109</td>
<td></td>
<td></td>
<td>$^a$</td>
<td>-0.47</td>
<td>-0.20</td>
<td>0.06</td>
<td>110</td>
<td></td>
<td></td>
<td>$^a$</td>
<td>-0.97</td>
<td>-0.69</td>
<td>-0.41</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

$p < .05. **p < .01. ***p < .001.$

"Somerset Academy Charter School's (South Homestead) test scores are not significantly different in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above."
### Aspira Raul Arnaldo Martinez Charter School (6020)

**Charter School vs. Traditional M-DCPS Comparison Group**

**Mean Pre- and Post- Test Scores and Difference Statistics**

<table>
<thead>
<tr>
<th>Grade</th>
<th><strong>Reading</strong></th>
<th></th>
<th><strong>Mathematics</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charter</td>
<td>Traditional</td>
<td>Difference</td>
<td>Effect Size</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
</tr>
<tr>
<td>6</td>
<td>188</td>
<td>293</td>
<td>217</td>
<td>188</td>
</tr>
<tr>
<td>7</td>
<td>183</td>
<td>305</td>
<td>224</td>
<td>183</td>
</tr>
<tr>
<td>8</td>
<td>193</td>
<td>305</td>
<td>231</td>
<td>193</td>
</tr>
<tr>
<td>ALL</td>
<td>564</td>
<td>564</td>
<td>a</td>
<td>-0.35</td>
</tr>
</tbody>
</table>

*Note.* Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where \(n \geq 10\). The test statistic \(t\), provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size \(d\), provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

\(*p < .05. **p < .01. ***p < .001.\)

Aspira Raul Arnaldo Martinez Charter School's test scores are **significantly lower** in Reading and are **significantly lower** in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Pre</th>
<th>Post</th>
<th>t</th>
<th>(d_{lower})</th>
<th>(d)</th>
<th>(d_{upper})</th>
<th>Pre</th>
<th>Post</th>
<th>t</th>
<th>(d_{lower})</th>
<th>(d)</th>
<th>(d_{upper})</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>205</td>
<td>326</td>
<td>230</td>
<td>-3.60</td>
<td>**</td>
<td>-0.55</td>
<td>230</td>
<td>205</td>
<td>-0.36</td>
<td>-0.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>276</td>
<td>328</td>
<td>235</td>
<td>-2.13</td>
<td>*</td>
<td>-0.35</td>
<td>235</td>
<td>276</td>
<td>-0.18</td>
<td>-0.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>238</td>
<td>333</td>
<td>242</td>
<td>0.41</td>
<td></td>
<td>-0.14</td>
<td>242</td>
<td>238</td>
<td>0.04</td>
<td>0.22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>719</td>
<td>719</td>
<td></td>
<td>a</td>
<td>-0.26</td>
<td>-0.16</td>
<td></td>
<td></td>
<td>-0.16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where \(n \geq 10\). The test statistic \(t\), provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size \(d\), provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

\(* p < .05. ** p < .01. *** p < .001.\)

Pincrest Academy Charter Middle School's test scores are **significantly lower** in Reading and are **significantly lower** in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
<td>d lower</td>
</tr>
<tr>
<td>6</td>
<td>120</td>
<td>322</td>
<td>233</td>
<td>120</td>
<td>325</td>
<td>235</td>
<td>-1.46</td>
<td>-0.44</td>
</tr>
<tr>
<td>7</td>
<td>146</td>
<td>340</td>
<td>242</td>
<td>146</td>
<td>337</td>
<td>240</td>
<td>0.76</td>
<td>-0.14</td>
</tr>
<tr>
<td>8</td>
<td>79</td>
<td>338</td>
<td>248</td>
<td>79</td>
<td>344</td>
<td>247</td>
<td>1.68</td>
<td>-0.05</td>
</tr>
<tr>
<td>ALL</td>
<td>345</td>
<td>345</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>a</td>
<td>-0.12</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Renaissance Middle Charter School's test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
| Grade | Charter | Traditional | Pre | Post | Charter | Traditional | Pre | Post | Charter | Traditional | Pre | Post |  
|-------|---------|-------------|-----|------|---------|-------------|-----|------|---------|-------------|-----|------|        |
|       | n      | Pre        | Post | t    | d_lower | d  | d_upper | n      | Pre        | Post | t    | d_lower | d  | d_upper |
| 6     | 457    | 334        | 236  | 457  | 331     | 233 | -0.07   | 456    | 360        | 233  | -0.07 | -0.13   | 0.00 | 0.13    |
| 7     | 361    | 342        | 240  | 361  | 338     | 240 | -1.78   | 359    | 331        | 243  | -1.78 | -0.28   | -0.13 | 0.01    |
| 8     | 360    | 345        | 248  | 360  | 343     | 247 | -0.20   | 358    | 336        | 250  | -0.20 | -0.16   | -0.01 | 0.13    |
| ALL   | 1,178  | 1,178      |      |      |         |     |         | 1,173  | 1,173      |      |      | -0.13   | -0.05 | 0.03    |

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Doral Academy Charter Middle School's test scores are not significantly different in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
Mater Academy Lakes Middle School (6033)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charter</td>
<td>Traditional</td>
<td>Charter</td>
<td>Traditional</td>
<td>Charter</td>
<td>Traditional</td>
</tr>
<tr>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
</tr>
<tr>
<td>6</td>
<td>181</td>
<td>330</td>
<td>230</td>
<td>181</td>
<td>328</td>
<td>231</td>
</tr>
<tr>
<td>7</td>
<td>165</td>
<td>335</td>
<td>236</td>
<td>165</td>
<td>325</td>
<td>232</td>
</tr>
<tr>
<td>8</td>
<td>171</td>
<td>328</td>
<td>239</td>
<td>171</td>
<td>325</td>
<td>238</td>
</tr>
<tr>
<td>ALL</td>
<td>517</td>
<td>517</td>
<td></td>
<td></td>
<td></td>
<td>a</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Mater Academy Lakes Middle School's* test scores are **not significantly different** in **Reading** and are **significantly lower** in **Mathematics** than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n  Pre  Post</td>
<td>n  Pre  Post</td>
<td>t  d_lower  d  d_upper</td>
<td>n  Pre  Post</td>
<td>n  Pre  Post</td>
<td>t  d_lower  d  d_upper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>69  339 232</td>
<td>69  347 240</td>
<td>-5.05 ***  -1.21  -0.86  -0.51</td>
<td>69  360 239</td>
<td>69  361 239</td>
<td>-1.12  -0.53  -0.19  0.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>83  346 243</td>
<td>83  348 245</td>
<td>-1.58  -0.55  -0.25  0.06</td>
<td>83  357 246</td>
<td>83  355 249</td>
<td>-2.47 *  -0.69  -0.38  -0.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>81  349 247</td>
<td>81  349 250</td>
<td>-2.59 *  -0.72  -0.41  -0.10</td>
<td>82  348 255</td>
<td>82  346 258</td>
<td>-2.52 *  -0.70  -0.39  -0.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>83  331 248</td>
<td>83  326 245</td>
<td>-0.91  -0.45  -0.14  0.16</td>
<td>45  341 222</td>
<td>45  336 412</td>
<td>2.00  0.00  0.42  0.84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>70  342 256</td>
<td>70  335 253</td>
<td>-0.59  -0.43  -0.10  0.23</td>
<td>45  338 56</td>
<td>45  331 48</td>
<td>3.63 ***  0.34  0.77  1.19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>386  386</td>
<td></td>
<td>a  -0.47  -0.33  -0.19</td>
<td>324  324</td>
<td></td>
<td>a  -0.24  -0.08  0.08</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Doctors Charter School of Miami Shores' test scores are significantly lower in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Mater Gardens Academy Middle School (6042)

**Charter School vs. Traditional M-DCPS Comparison Group**

Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
</tr>
<tr>
<td>6</td>
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<td>232</td>
<td>92</td>
</tr>
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<td>241</td>
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<td>8</td>
<td>72</td>
<td>339</td>
<td>246</td>
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</tr>
<tr>
<td>ALL</td>
<td>247</td>
<td>247</td>
<td>a</td>
<td>-0.17</td>
</tr>
</tbody>
</table>

*Note. Pre- and post-tests vary with grade. Mean obtained pre- and post-test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.*

*p < .05. **p < .01. ***p < .001.

*Mater Gardens Academy Middle School's test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.*
<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
<td>d_lower</td>
<td>d</td>
<td>d_upper</td>
<td>n</td>
</tr>
<tr>
<td>6</td>
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<td>289</td>
<td>223</td>
<td></td>
<td>3.11</td>
<td>**</td>
<td>0.37</td>
<td>1.17</td>
</tr>
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<td>4</td>
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<td>--</td>
</tr>
<tr>
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<td>14</td>
<td>--</td>
<td>--</td>
<td></td>
<td>a</td>
<td>0.37</td>
<td>1.17</td>
<td>1.98</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-") represent missing values.

*p < .05. **p < .01. ***p < .001.

Somerset Academy Charter Middle School's (Country Palms) test scores are significantly higher in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
International Studies Charter Middle School (6045)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
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<th>Mathematics</th>
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<th></th>
</tr>
</thead>
<tbody>
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<td>Difference</td>
<td>Effect Size</td>
<td>Charter</td>
<td>Traditional</td>
<td>Difference</td>
</tr>
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<td>t</td>
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</tr>
<tr>
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<td>325</td>
<td>240</td>
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<td>176</td>
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<td>-0.14</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*aInternational Studies Charter Middle School's test scores are not significantly different in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
Mater Academy Middle School of International Studies (6047)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

<table>
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<th>Difference</th>
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<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
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<td>n</td>
<td>Pre Post</td>
<td>t</td>
<td>d lower d</td>
<td>d upper</td>
<td>t d lower d</td>
</tr>
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<td>40</td>
<td>300 223</td>
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</tr>
<tr>
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<td>40</td>
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<td>40</td>
<td>325 219</td>
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<td>0.06 0.50</td>
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<td>47</td>
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<td>47</td>
<td>298 221</td>
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<td>317 235</td>
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<td>a</td>
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<td>0.37 0.63 0.89</td>
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</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Mater Academy Middle School of International Studies* test scores are significantly higher in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
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<th>Difference</th>
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<td>287</td>
<td>217</td>
<td>86</td>
<td>299</td>
<td>223</td>
<td>-0.57</td>
<td>-0.39</td>
</tr>
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<td>291</td>
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<td>239</td>
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<td>-0.76</td>
</tr>
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<td>224</td>
<td>224</td>
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<td>224</td>
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<td>-0.47</td>
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</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Miami Community Charter Middle School's test scores are significantly lower in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### River Cities Community Charter School (6049)

**Charter School vs. Traditional M-DCPS Comparison Group**

**Mean Pre- and Post- Test Scores and Difference Statistics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th></th>
<th></th>
<th></th>
<th>Mathematics</th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charter</td>
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<td></td>
<td></td>
<td>Charter</td>
<td>Traditional</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>n</td>
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<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
</tr>
<tr>
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<td>274</td>
<td>215</td>
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<td>-0.98</td>
</tr>
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<td>-0.43</td>
</tr>
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<td>-0.33</td>
<td>-0.61</td>
</tr>
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<td>27</td>
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<td>-0.12</td>
</tr>
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<td>17</td>
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<td>231</td>
<td>17</td>
<td>321</td>
<td>237</td>
<td>-0.96</td>
<td>-1.01</td>
</tr>
<tr>
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<td>16</td>
<td>285</td>
<td>231</td>
<td>16</td>
<td>319</td>
<td>251</td>
<td>-2.17 *</td>
<td>-1.49</td>
</tr>
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<td>93</td>
<td>93</td>
<td>-0.67</td>
<td>-0.38</td>
<td>-0.09</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

River Cities Community Charter School's test scores are significantly lower in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Somerset Academy Middle (6053)

**Charter School vs. Traditional M-DCPS Comparison Group**

Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th></th>
<th></th>
<th></th>
<th>Mathematics</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charter</td>
<td>Traditional</td>
<td>Difference</td>
<td>Effect Size</td>
<td>Charter</td>
<td>Traditional</td>
<td>Difference</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
</tr>
<tr>
<td>6</td>
<td>48</td>
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<td>108</td>
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<td>a</td>
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</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Somerset Academy Middle's test scores are not significantly different in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
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<th>Mathematics</th>
</tr>
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<tbody>
<tr>
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<td>Charter</td>
<td>Traditional</td>
</tr>
<tr>
<td></td>
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<td>n Pre Post</td>
</tr>
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<td></td>
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<td>d_lower</td>
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</tr>
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</tr>
<tr>
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<td>280</td>
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</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Aspira South Youth Leadership's test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
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<th>7</th>
<th>8</th>
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<table>
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<th>d</th>
<th>d_lower</th>
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<th>d</th>
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<th>d_upper</th>
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</tr>
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</tr>
<tr>
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<td>0.62</td>
<td>0.88</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

"Aspira Eugenio Maria de Hostos Youth Leadership"s test scores are significantly lower in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
<td>d &lt;sub&gt;lower&lt;/sub&gt;</td>
<td>d</td>
</tr>
<tr>
<td>9</td>
<td>71</td>
<td>313</td>
<td>248</td>
<td>71</td>
<td>315</td>
<td>241</td>
<td>2.19 *</td>
<td>0.04</td>
</tr>
<tr>
<td>10</td>
<td>85</td>
<td>320</td>
<td>248</td>
<td>85</td>
<td>315</td>
<td>244</td>
<td>1.34</td>
<td>-0.10</td>
</tr>
<tr>
<td>ALL</td>
<td>156</td>
<td>156</td>
<td>156</td>
<td>a 0.06</td>
<td>0.28</td>
<td>0.50</td>
<td>95</td>
<td>95</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*<sup>p</sup> < .05. **<sup>p</sup> < .01. ***<sup>p</sup> < .001.

International Studies Charter High School’s test scores are significantly higher in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for “ALL” grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Pre</th>
<th>Post</th>
<th>d</th>
<th>d_lower</th>
<th>d_upper</th>
<th>t</th>
<th>d_lower</th>
<th>d</th>
<th>d_upper</th>
<th>t</th>
<th>d_lower</th>
<th>d</th>
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<td>253</td>
<td>-0.43</td>
<td>-0.42</td>
<td>-0.08</td>
<td>0.27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>45</td>
<td>346</td>
<td>257</td>
<td>-1.67</td>
<td>-0.77</td>
<td>-0.35</td>
<td>0.06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>110</td>
<td>a</td>
<td>-0.45</td>
<td>-0.19</td>
<td>0.08</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Doral Performing Arts & Entertainment Academy's test scores are not significantly different in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
Mater Performing Arts & Entertainment Academy (7014)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
</tr>
<tr>
<td>9</td>
<td>94</td>
<td>339</td>
<td>253</td>
<td>94</td>
</tr>
<tr>
<td>10</td>
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<td>ALL</td>
<td>184</td>
<td>184</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
</tr>
<tr>
<td>9</td>
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<td>87</td>
</tr>
<tr>
<td>ALL</td>
<td>133</td>
<td>133</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* p < .05. ** p < .01. *** p < .001.

*Mater Performing Arts & Entertainment Academy's test scores are not significantly different in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Mater Academy Lakes High School (7018)

**Charter School vs. Traditional M-DCPS Comparison Group**

#### Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
<td>d</td>
</tr>
<tr>
<td>9</td>
<td>263</td>
<td>318</td>
<td>243</td>
<td>263</td>
<td>316</td>
<td>242</td>
<td>1.58</td>
<td>-0.03</td>
</tr>
<tr>
<td>10</td>
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<td>188</td>
<td>315</td>
<td>245</td>
<td>0.71</td>
<td>-0.13</td>
</tr>
<tr>
<td>ALL</td>
<td>451</td>
<td>451</td>
<td>a</td>
<td>273</td>
<td>273</td>
<td>a</td>
<td>2.31</td>
<td>*</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*Note: Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* Charter Academy Lakes High School's test scores are not significantly different in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Doral Academy Charter High School (7020)

**Charter School vs. Traditional M-DCPS Comparison Group**

**Mean Pre- and Post- Test Scores and Difference Statistics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
</tr>
<tr>
<td>9</td>
<td>379</td>
<td>327</td>
<td>247</td>
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<tr>
<td>10</td>
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</tr>
<tr>
<td></td>
<td>218</td>
<td>337</td>
<td>53</td>
<td>218</td>
</tr>
</tbody>
</table>

**Note.** Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* $p < .05$. ** $p < .01$. *** $p < .001$. 

**Doral Academy Charter High School's** test scores are **not significantly different** in **Reading** and are **significantly higher** in **Mathematics** than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Academy of Arts & Minds (7022)

**Charter School vs. Traditional M-DCPS Comparison Group**

Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n Pre  Post</td>
<td>n Pre Post</td>
<td>t d lower d d upper</td>
<td>n Pre Post</td>
<td>n Pre Post</td>
<td>t d lower d d upper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>75 325 246</td>
<td>75 326 244</td>
<td>0.28 -0.27 0.05 0.37</td>
<td>50 318 391</td>
<td>50 319 394</td>
<td>-1.32 -0.66 -0.26 0.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>92 333 250</td>
<td>92 329 249</td>
<td>-0.03 -0.29 0.00 0.28</td>
<td>46 329 46</td>
<td>46 324 45</td>
<td>-0.53 -0.52 -0.11 0.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td>167 167 167</td>
<td>167 167 167</td>
<td><strong>a</strong> -0.20 0.02 0.23</td>
<td>96 96 96</td>
<td>96 96 96</td>
<td><strong>a</strong> -0.47 -0.19 0.09</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Academy of Arts & Minds' test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Mater Academy High School of International Studies (7024)

#### Charter School vs. Traditional M-DCPS Comparison Group

**Mean Pre- and Post-Test Scores and Difference Statistics**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>n Pre Post</td>
<td>t</td>
<td>d lower</td>
<td>d upper</td>
<td>n Pre Post</td>
<td>t</td>
</tr>
<tr>
<td>9</td>
<td>49</td>
<td>326 245</td>
<td>49 330 245</td>
<td>-0.24</td>
<td>-0.44</td>
<td>-0.05 0.35</td>
<td>33 325 398</td>
<td>33 317 390</td>
</tr>
<tr>
<td>10</td>
<td>30</td>
<td>340 255</td>
<td>30 324 247</td>
<td>0.77</td>
<td>-0.31</td>
<td>0.20 0.71</td>
<td>30 342 45</td>
<td>30 332 45</td>
</tr>
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<td>79</td>
<td>a</td>
<td>-0.27</td>
<td>0.05</td>
<td>0.36</td>
<td>63</td>
<td>63</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where \( n \geq 10 \). The test statistic \( t \), provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size \( d \), provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*\( p < .05 \). **\( p < .01 \). ***\( p < .001 \).

Mater Academy High School of International Studies' test scores are **not significantly different** in Reading and are **not significantly different** in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
Mater Academy High School (Miami Beach) (7025)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
<td>d_lower</td>
</tr>
<tr>
<td>9</td>
<td>14</td>
<td>314</td>
<td>243</td>
<td>14</td>
<td>312</td>
<td>243</td>
<td>0.50</td>
<td>-0.55</td>
</tr>
<tr>
<td>ALL</td>
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<td>-a</td>
<td>14</td>
<td>14</td>
<td>-a</td>
<td>0.33</td>
<td>1.13</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* p < .05. ** p < .01. *** p < .001.

*Mater Academy High School's (Miami Beach) test scores are not significantly different in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Pre</th>
<th>Post</th>
<th>Traditional</th>
<th>Pre</th>
<th>Post</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>t</td>
<td>d_lower</td>
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<td>11</td>
<td>307</td>
<td>241</td>
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<td>-1.69</td>
</tr>
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<td>--</td>
<td>--</td>
<td>6</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>ALL</td>
<td>11</td>
<td>--</td>
<td>--</td>
<td>11</td>
<td>--</td>
<td>--</td>
<td>a</td>
<td>-1.69</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "--" represent missing values.

*p < .05. **p < .01. ***p < .001.

Somerset Academy Charter High School's (South Homestead) test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Lawrence Academy Senior High Charter School (7036)

**Charter School vs. Traditional M-DCPS Comparison Group**

#### Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charter</td>
<td>Traditional</td>
</tr>
<tr>
<td></td>
<td>n</td>
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</tr>
<tr>
<td>9</td>
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<td>283</td>
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<tr>
<td>10</td>
<td>19</td>
<td>292</td>
</tr>
<tr>
<td>ALL</td>
<td>32</td>
<td>32</td>
</tr>
</tbody>
</table>

Note. Pre- and post-tests vary with grade. Mean obtained pre- and post-test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* p < .05. ** p < .01. *** p < .001.

"Lawrence Academy Senior High Charter School's" test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
## Mater Academy East Charter School (7037)
### Charter School vs. Traditional M-DCPS Comparison Group
#### Mean Pre- and Post- Test Scores and Difference Statistics

| Grade | Charter |   | Traditional |   | Difference |   | Effect Size |   | Charter |   | Traditional |   | Difference |   | Effect Size |   | Charter |   | Traditional |   | Difference |   | Effect Size |   | Charter |   | Traditional |   | Difference |   | Effect Size |
|-------|---------|---|-------------|---|------------|---|-------------|---|---------|---|-------------|---|------------|---|-------------|---|---------|---|-------------|---|------------|---|-------------|---|-------------|---|------------|---|-------------|
|       | n     | Pre | Post | n     | Pre | Post | t   | d_lower | d   | d_upper | n     | Pre | Post | t   | d_lower | d   | d_upper | n     | Pre | Post | t   | d_lower | d   | d_upper |
| 9     | 81    | 298 | 234  | 81    | 304 | 237  | 0.02 | -0.31  | 0.00 | 0.31   | 76    | 319 | 395  | -1.12 | -0.50   | -0.18 | 0.14   |
| 10    | 59    | 316 | 244  | 59    | 322 | 245  | 0.26 | -0.31  | 0.05 | 0.41   | 56    | 322 | 46   | -0.08 | -0.39   | -0.02 | 0.35   |
| ALL   | 140   | 140 |       | a     | -0.21| 0.02 | 0.26 |        |     |        | 132   | 132 |       | a     | -0.35   | -0.11 | 0.13   |

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where \( n \geq 10 \). The test statistic \( t \), provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size \( d \), provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*\( p < .05 \). **\( p < .01 \). ***\( p < .001 \).

*Mater Academy East Charter School's* test scores are **not significantly different** in Reading and are **not significantly different** in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
Somerset Academy Charter High School (7042)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
<td>d lower</td>
<td>d</td>
<td>d upper</td>
<td>n</td>
</tr>
<tr>
<td>9</td>
<td>107</td>
<td>317</td>
<td>242</td>
<td>3.37 ***</td>
<td>0.19</td>
<td>0.46</td>
<td>0.73</td>
<td>82</td>
</tr>
<tr>
<td>10</td>
<td>98</td>
<td>301</td>
<td>241</td>
<td>2.15 *</td>
<td>0.03</td>
<td>0.31</td>
<td>0.59</td>
<td>69</td>
</tr>
<tr>
<td>ALL</td>
<td>205</td>
<td>205</td>
<td>205</td>
<td>a</td>
<td>0.19</td>
<td>0.39</td>
<td>0.58</td>
<td>151</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

* *p < .05. **p < .01. ***p < .001.

Somerset Academy Charter High School's test scores are significantly higher in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
Keys Gate Charter High School (7050)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
<td>d &lt;sub&gt;lower&lt;/sub&gt;</td>
</tr>
<tr>
<td>9</td>
<td>237</td>
<td>312</td>
<td>238</td>
<td>237</td>
<td>314</td>
<td>239</td>
<td>0.24</td>
<td>-0.16</td>
</tr>
<tr>
<td>10</td>
<td>161</td>
<td>295</td>
<td>236</td>
<td>161</td>
<td>301</td>
<td>239</td>
<td>-1.26</td>
<td>-0.36</td>
</tr>
<tr>
<td>ALL</td>
<td>398</td>
<td>398</td>
<td>a</td>
<td>a</td>
<td>-0.18</td>
<td>-0.04</td>
<td>0.10</td>
<td>286</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*<sub>p < .05</sub> **<sub>p < .01</sub> ***<sub>p < .001</sub>.

Keys Gate Charter High School's test scores are not significantly different in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
<td>d&lt;sub&gt;lower&lt;/sub&gt;</td>
<td>d</td>
<td>d&lt;sub&gt;upper&lt;/sub&gt;</td>
<td>n</td>
</tr>
<tr>
<td>9</td>
<td>111</td>
<td>320</td>
<td>243</td>
<td>111</td>
<td>319</td>
<td>245</td>
<td>-0.87</td>
<td>-0.38</td>
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<tr>
<td>10</td>
<td>47</td>
<td>317</td>
<td>242</td>
<td>47</td>
<td>318</td>
<td>249</td>
<td>-2.98 **</td>
<td>-1.03</td>
</tr>
<tr>
<td>ALL</td>
<td>158</td>
<td>158</td>
<td>158</td>
<td>a</td>
<td>-0.48</td>
<td>-0.26</td>
<td>-0.04</td>
<td>112</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*<i>p < .05. **p < .01. ***p < .001.</i>

Pinecrest Preparatory Academy Charter High School's test scores are significantly lower in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>t</th>
<th>d</th>
<th>d</th>
<th>d</th>
<th>t</th>
<th>d</th>
<th>d</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>**</td>
<td></td>
<td></td>
<td></td>
<td>**</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>38</td>
<td>274</td>
<td>38</td>
<td>275</td>
<td>229</td>
<td>0.22</td>
<td>-0.68</td>
<td>0.09</td>
<td>0.86</td>
<td>1.79</td>
<td>-0.10</td>
<td>0.76</td>
</tr>
<tr>
<td>10</td>
<td>13</td>
<td>252</td>
<td>13</td>
<td>261</td>
<td>226</td>
<td>0.06</td>
<td>0.33</td>
<td>0.72</td>
<td>3.18</td>
<td>**</td>
<td>0.27</td>
<td>0.75</td>
</tr>
<tr>
<td>ALL</td>
<td>51</td>
<td>51</td>
<td>11</td>
<td>256</td>
<td>39</td>
<td>0.33</td>
<td>0.75</td>
<td>1.17</td>
<td>1.79</td>
<td>-0.10</td>
<td>0.76</td>
<td>1.63</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where $n \geq 10$. The test statistic $t$, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size $d$, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*$p < .05$. **$p < .01$. ***$p < .001$. 

Excelsior Charter High School's test scores are not significantly different in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Miami Community Charter High School (7058)

Charter School vs. Traditional M-DCPS Comparison Group

Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charter</td>
<td>Traditional</td>
</tr>
<tr>
<td></td>
<td>n Pre Post</td>
<td>n Pre Post</td>
</tr>
<tr>
<td>9</td>
<td>28 288 228</td>
<td>28 315 239</td>
</tr>
<tr>
<td>10</td>
<td>18 295 235</td>
<td>18 318 246</td>
</tr>
<tr>
<td>ALL</td>
<td>46 46</td>
<td>46</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Miami Community Charter High School’s test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for “ALL” grades above.
### Miami Arts Charter School (7059)

#### Charter School vs. Traditional M-DCPS Comparison Group

#### Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th></th>
<th>Mathematics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charter</td>
<td>Traditional</td>
<td>Difference</td>
<td>Charter</td>
</tr>
<tr>
<td></td>
<td>n Pre Post</td>
<td>n Pre Post</td>
<td>Effect Size</td>
<td>n Pre Post</td>
</tr>
<tr>
<td>t d lower d d upper</td>
<td>t d lower d d upper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92 345 239</td>
<td>92 345 242</td>
<td>-3.19 ** -0.76 -0.47 -0.18</td>
<td>92 364 233</td>
</tr>
<tr>
<td>7</td>
<td>122 352 240</td>
<td>122 350 243</td>
<td>-3.32 ** -0.68 -0.42 -0.17</td>
<td>121 331 239</td>
</tr>
<tr>
<td>8</td>
<td>133 346 245</td>
<td>133 342 249</td>
<td>-4.41 *** -0.79 -0.54 -0.30</td>
<td>133 319 243</td>
</tr>
<tr>
<td>9</td>
<td>75 334 250</td>
<td>75 326 248</td>
<td>-1.32 -0.54 -0.22 0.10</td>
<td>46 318 403</td>
</tr>
<tr>
<td>10</td>
<td>69 337 253</td>
<td>69 332 251</td>
<td>-0.45 -0.41 -0.08 0.26</td>
<td>24 326 53</td>
</tr>
<tr>
<td>ALL</td>
<td>491</td>
<td>491</td>
<td>a -0.51 -0.38 -0.26</td>
<td>416</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Miami Arts Charter School's test scores are significantly lower in Reading and are significantly lower in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Mavericks High of North Miami-Dade County (7062)

**Charter School vs. Traditional M-DCPS Comparison Group**

**Mean Pre- and Post-Test Scores and Difference Statistics**

#### Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n Pre Post</td>
<td>n Pre Post</td>
<td>t d lower</td>
<td>d d upper</td>
</tr>
<tr>
<td>9</td>
<td>8 -- --</td>
<td>8 -- --</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>10</td>
<td>45 269 217</td>
<td>45 271 224</td>
<td>-0.27</td>
<td>-0.47 -0.06 0.36</td>
</tr>
<tr>
<td>ALL</td>
<td>45 45</td>
<td>45 45</td>
<td>a</td>
<td>-0.47 -0.06 0.36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n Pre Post</td>
<td>n Pre Post</td>
<td>t d lower</td>
<td>d d upper</td>
</tr>
<tr>
<td>6</td>
<td>12 280 30</td>
<td>12 302 39</td>
<td>-0.56</td>
<td>-1.03 -0.23 0.57</td>
</tr>
<tr>
<td>ALL</td>
<td>12 12</td>
<td>12 12</td>
<td>a</td>
<td>-1.03 -0.23 0.57</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n Pre Post</td>
<td>n Pre Post</td>
<td>t d lower</td>
<td>d d upper</td>
</tr>
<tr>
<td>9</td>
<td>8 -- --</td>
<td>8 -- --</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>10</td>
<td>45 269 217</td>
<td>45 271 224</td>
<td>-0.27</td>
<td>-0.47 -0.06 0.36</td>
</tr>
<tr>
<td>ALL</td>
<td>45 45</td>
<td>45 45</td>
<td>a</td>
<td>-0.47 -0.06 0.36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n Pre Post</td>
<td>n Pre Post</td>
<td>t d lower</td>
<td>d d upper</td>
</tr>
<tr>
<td>6</td>
<td>12 280 30</td>
<td>12 302 39</td>
<td>-0.56</td>
<td>-1.03 -0.23 0.57</td>
</tr>
<tr>
<td>ALL</td>
<td>12 12</td>
<td>12 12</td>
<td>a</td>
<td>-1.03 -0.23 0.57</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "--" represent missing values.

*p < .05. **p < .01. ***p < .001.

_Mavericks High of North Miami-Dade County's test scores are not significantly different in Reading and are not significantly different in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above._
Mavericks High of South Miami-Dade County (7065)
Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post-Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter Pre</th>
<th>Charter Post</th>
<th>Traditional Pre</th>
<th>Traditional Post</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
</tr>
<tr>
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<td>3</td>
<td>--</td>
<td>--</td>
<td>3</td>
<td>--</td>
<td>--</td>
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<tr>
<td>10</td>
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<td>274</td>
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<td>23</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Mavericks High of South Miami-Dade County's test scores are not significantly different in Reading than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
# North Gardens High School (7068)
## Charter School vs. Traditional M-DCPS Comparison Group
### Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
<td></td>
<td>t</td>
<td>d &lt;sub&gt;lower&lt;/sub&gt;</td>
<td>d</td>
<td>d &lt;sub&gt;upper&lt;/sub&gt;</td>
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</tr>
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<td>1.04</td>
<td>-0.31</td>
<td>0.35</td>
<td>1.00</td>
<td>--</td>
</tr>
<tr>
<td>ALL</td>
<td>18</td>
<td>18</td>
<td></td>
<td>a</td>
<td>-0.31</td>
<td>0.35</td>
<td>1.00</td>
<td>--</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "--" represent missing values.

* <i>p < .05</i>. ** <i>p < .01</i>. *** <i>p < .001</i>.

*North Gardens High School's* test scores are **not significantly different** in Reading than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Mater Academy High School (7160)
#### Charter School vs. Traditional M-DCPS Comparison Group
Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter Pre, Post</th>
<th>Traditional Pre, Post</th>
<th>Reading Differences</th>
<th>Effect Size d</th>
<th>Mathematics Differences</th>
<th>Effect Size d</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n Pre, Post</td>
<td>n Pre, Post</td>
<td>t</td>
<td>d_lower, d, d_upper</td>
<td>n Pre, Post</td>
<td>t</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>273, 321, 247</td>
<td>273, 319, 243</td>
<td>4.80 ***</td>
<td>0.24, 0.41, 0.58</td>
<td>148, 328, 414</td>
<td>6.35 ***</td>
</tr>
<tr>
<td>10</td>
<td>260, 322, 249</td>
<td>260, 325, 249</td>
<td>-0.31</td>
<td>-0.20, -0.03, 0.15</td>
<td>214, 332, 52</td>
<td>4.39 ***</td>
</tr>
<tr>
<td>ALL</td>
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<td>533</td>
<td>a 0.07, 0.20, 0.32</td>
<td></td>
<td>362, 362</td>
<td>a 0.40, 0.55, 0.70</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*p < .05. **p < .01. ***p < .001.

Mater Academy High School’s test scores are significantly higher in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Pre</th>
<th>Post</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Pre</th>
<th>Post</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>51</td>
<td>306</td>
<td>241</td>
<td>2.42</td>
<td>43</td>
<td>322</td>
<td>417</td>
<td>3.82</td>
</tr>
<tr>
<td>10</td>
<td>107</td>
<td>310</td>
<td>242</td>
<td>-0.53</td>
<td>97</td>
<td>313</td>
<td>46</td>
<td>1.48</td>
</tr>
<tr>
<td>ALL</td>
<td>158</td>
<td>158</td>
<td>a</td>
<td>-0.12</td>
<td>140</td>
<td>140</td>
<td>a</td>
<td>0.15</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups' adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "-" represent missing values.

*a = City of Hialeah Education Academy's test scores are not significantly different in Reading and are significantly higher in Mathematics than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.
### Archimedian Upper Conservatory Charter School (7265)

**Charter School vs. Traditional M-DCPS Comparison Group**

Mean Pre- and Post- Test Scores and Difference Statistics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
<th>Charter</th>
<th>Traditional</th>
<th>Difference</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>n</td>
<td>Pre</td>
<td>Post</td>
<td>t</td>
<td>d&lt;sub&gt;lower&lt;/sub&gt;</td>
</tr>
<tr>
<td>9</td>
<td>53</td>
<td>366</td>
<td>259</td>
<td>53</td>
<td>361</td>
<td>260</td>
<td>-0.65</td>
<td>-0.51</td>
</tr>
<tr>
<td>10</td>
<td>39</td>
<td>357</td>
<td>265</td>
<td>39</td>
<td>355</td>
<td>263</td>
<td>0.21</td>
<td>-0.40</td>
</tr>
<tr>
<td>ALL</td>
<td>92</td>
<td>92</td>
<td>92</td>
<td>a</td>
<td>-0.34</td>
<td>-0.05</td>
<td>0.24</td>
<td>--</td>
</tr>
</tbody>
</table>

Note. Pre- and post- tests vary with grade. Mean obtained pre- and post- test scores are provided for grades where n ≥ 10. The test statistic t, provided for each grade, indicates the significance of the difference between the groups’ adjusted posttest scores, with statistically significant results indicated by asterisks (*). The effect-size d, provided for each grade, is a measure of the practical significance of the difference. Positive effect-size ranges favor the charter school, negative ranges favor the traditional-school comparison-group, and ranges that include zero indicate that there is no significant difference between the groups. Cells displayed as dashes "--" represent missing values.

*p < .05. **p < .01. ***p < .001.

*Archimedian Upper Conservatory Charter School's test scores are not significantly different in Reading than those of the traditional-school comparison-group, based on the confidence intervals of the effect sizes reported for "ALL" grades above.*
Appendix B

Statistical Addendum
Adjustment of the Pre- and Post- Test Scores to Account for Differences in Student and School Demographic Characteristics

A predictive correlational design (Tuckman, 1999) was used to examine the extent to which variations in the students’ pre- and post- test scores could be accounted for by selected individual and school demographic characteristics. The population for this study consisted of all students who were enrolled in the same school during the October and February student counts to ensure that exposure to their school was sufficient to have impacted their achievement. School-level demographic data were based on all students in the school. Only students who had complete demographic data and had pre- and post- test scores at consecutive levels were included in the analysis. Students with floor and ceiling scale scores were excluded from the analyses.

Five different achievement measures were administered to students at different years and grades and constituted the instrumentation used in this study. See Table 1 in the body of this report for a listing of the pretests and posttests by grade and subject area.

The predictive correlational designs were applied using statistical techniques called regression analysis that represents an outcome variable (e.g., posttest) as a sum of a series of explanatory variables (e.g., gender, ethnic group, etc.) in order to “predict” the value of the outcome variables under a variety of conditions. Regression analysis estimates the degree of influence (weight) of each explanatory variable (predictor) on the outcome.

Covariate adjustment was used to estimate, for each grade, the influence of student and school demographic characteristics on their pre- and post- test scores separately for reading and mathematics, to subtract the estimate for each student, and to replace the estimate for each student with the average value for all students. This process results in students whose outcomes are those, which would have resulted had the students had the same demographic characteristics.

Least squares regression was used to conduct the analysis. The predictor weights that result give the influence of the predictors on the outcome of a one unit change in the predictor. Categorical predictors were coded “1” to indicate membership in the listed group or “0” otherwise. Predictors defined at the student- level included gender, ethnic group, Free/Reduced Price Lunch (FRL) status (reverse coded), LEP status, SPED status (i.e., student with disability or gifted), and age relative to grade. The predictors defined at the school-level included the percentages of students who were eligible for the FRL program (reverse coded), who were classified as Gifted, and who scored at FCAT achievement level 1. School-level predictors of the pretest are based on the students who attended each student’s prior school of attendance for October and February of the prior year (or in the case of tenth grade Mathematics two years prior) with Expectation Maximization imputation used to estimate missing values.

Table B1 and B2 present the results of the regression analysis of the reading pre- and post- tests. The tables list for each effect the unstandardized predictor weights for each post test grade for the student and school level predictors. The effect size of the model $R^2$ for each grade is also included at the bottom of the tables. It gives the proportion of variance in the outcome explained by the predictors and is an indication of the quality of the estimate for each model. Cohen (1988)
has classified the strength of $R^2$ as .01 (weak), .13 (moderate), and .26 (strong). Each of he values listed at the bottom of each grade-level sub-table represent strong effect sizes.

The intercept gives the value of the outcome variable when all dichotomous predictors are at their references values (i.e., non-Black, non-Female [i.e., Male], non-ELL, etc.) and the continuous predictors are at their sample mean values. For fourth grade students, for example, this value, found in the first row and fourth column of the table is 322.02.

The first through fifth and the seventh student-level predictors are dichotomously coded. Therefore, the predictor weights give the difference in the outcome variable between the group coded “1” (i.e., the listed group) and the group coded “0.” Separate results are presented for each grade. The table lists the following differences in the students’ pretest scores, when all other predictors are held constant: For fourth grade students, for example, these differences are found by looking down the fourth column of the table, are: -16.90 (Black vs. non-Black), -42.25 (ELL vs. non-ELL), -37.89 (Disabled vs. non-Disabled/non Gifted), 3.57 (Female vs. Male), 46.75 (Gifted vs. non Disabled/non-Gifted), and 12.96 (FRL ineligible vs. FRL eligible).

The weights for the centered-continuous predictors give the influence of a one unit change above the sample mean value. A unit change (one year) in Over Age (i.e., age relative to grade) predicts a -7.37 point change in fourth grade students’ pretest scores. A unit change above the sample mean, in the percentage of the schools’ students who score at level 1, predicts a -0.34 point change in fourth grade students’ pretest scores. Finally, a unit change above the sample mean, in
the percentage of the schools’ students who are not eligible to receive Reduced Price Lunch, predicts a 0.10 point change in fourth grade students’ pretest scores.

Table B2
Regression Analysis of the Reading Posttest
Unstandardized Demographic Predictor Weights

<table>
<thead>
<tr>
<th>Predictors</th>
<th>Posttest Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Intercept</td>
<td>613.44</td>
</tr>
<tr>
<td>Black (Student)</td>
<td>-15.63</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>-20.31</td>
</tr>
<tr>
<td>Female</td>
<td>6.80</td>
</tr>
<tr>
<td>Gifted (School)</td>
<td>31.90</td>
</tr>
<tr>
<td>Over Age</td>
<td>2.63</td>
</tr>
<tr>
<td>Reduced Price Lunch a (School)</td>
<td>8.98</td>
</tr>
</tbody>
</table>

\( R^2 \) .31 .41 .41 .41 .41 .42 .42 .44 .42

Note. All displayed coefficients are statistically significant (p < .001) except for School Level Gifted (Posttest Grade=6, p=.05; Posttest Grade=8, p=.02) and School Level Reduced Price Lunch (Posttest Grade=5, p=.01). All continuous predictors are grand-mean centered except. Cells displayed as dashes represent predictors that were not entered into the regression model when the stepwise rules for model fitting were applied. Over Age, which is designed to have a zero mean and is therefore uncentered. All school level predictors are displayed in percentage units.

Tables B1 and B2 shows that generally students who are classified as Black, Disabled, ELL tend to score lower than students not so classified, while students who are Gifted or who are ineligible for FRL tend to score higher than students not classified as such. Additionally, students who are older also tend to score lower than those who are younger (except at the lowest grades when age is a developmental advantage).

These relationships tend to be fairly consistent with certain exceptions (e.g., Female) across the grades, regardless of whether the pre- or the post- test is being predicted. However, the strength of the relationships sometimes differs with grade. Because the scales of the different tests may not be comparable, it is necessary to examine the standardized coefficients to assess the relative influence of the predictors. The standardized coefficients have zero mean, unit standard deviation, and are comparable to one another at the ratio level within and across grades regardless of subtest.

Table B3 replicates the results of the regression analysis of the effect of the predictors on the reading posttest. It adheres to the format of Table B2 except that the coefficients are standardized and the intercept fixed at zero is not shown.
### Table B3
Regression Analysis of the Reading Posttest Standardized Demographic Predictor Weights

<table>
<thead>
<tr>
<th>Predictors</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black (Student)</td>
<td>-0.15</td>
<td>-0.15</td>
<td>-0.13</td>
<td>-0.13</td>
<td>-0.12</td>
<td>-0.10</td>
<td>-0.11</td>
<td>-0.11</td>
<td>-0.10</td>
</tr>
<tr>
<td>Disabled</td>
<td>-0.18</td>
<td>-0.20</td>
<td>-0.20</td>
<td>-0.21</td>
<td>-0.18</td>
<td>-0.17</td>
<td>-0.17</td>
<td>-0.17</td>
<td>-0.14</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>-0.23</td>
<td>-0.31</td>
<td>-0.26</td>
<td>-0.25</td>
<td>-0.25</td>
<td>-0.28</td>
<td>-0.31</td>
<td>-0.32</td>
<td>-0.29</td>
</tr>
<tr>
<td>Female</td>
<td>0.08</td>
<td>0.03</td>
<td>0.02</td>
<td>0.03</td>
<td>0.04</td>
<td>--</td>
<td>0.04</td>
<td>--</td>
<td>-0.06</td>
</tr>
<tr>
<td>Gifted</td>
<td>0.22</td>
<td>0.26</td>
<td>0.30</td>
<td>0.31</td>
<td>0.30</td>
<td>0.29</td>
<td>0.30</td>
<td>0.29</td>
<td>0.29</td>
</tr>
<tr>
<td>Over Age</td>
<td>0.02</td>
<td>--</td>
<td>-0.08</td>
<td>-0.08</td>
<td>-0.10</td>
<td>-0.12</td>
<td>-0.12</td>
<td>-0.15</td>
<td>-0.18</td>
</tr>
<tr>
<td>Reduced Price Lunch *</td>
<td>0.09</td>
<td>0.09</td>
<td>0.10</td>
<td>0.08</td>
<td>0.10</td>
<td>0.09</td>
<td>0.09</td>
<td>0.08</td>
<td>0.09</td>
</tr>
<tr>
<td>Gifted (School)</td>
<td>-0.03</td>
<td>-0.02</td>
<td>-0.03</td>
<td>-0.02</td>
<td>-0.01</td>
<td>--</td>
<td>0.02</td>
<td>0.03</td>
<td>0.07</td>
</tr>
<tr>
<td>Level 1</td>
<td>-0.26</td>
<td>-0.19</td>
<td>-0.17</td>
<td>-0.18</td>
<td>-0.18</td>
<td>-0.17</td>
<td>-0.12</td>
<td>-0.18</td>
<td>-0.14</td>
</tr>
<tr>
<td>Reduced Price Lunch *</td>
<td>-0.05</td>
<td>--</td>
<td>--</td>
<td>-0.02</td>
<td>--</td>
<td>--</td>
<td>0.03</td>
<td>0.06</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: All displayed coefficients are statistically significant (p < .001) except for School Level Gifted (Posttest Grade=6, p=.05; Posttest Grade=8, p=.02) and School Level Reduced Price Lunch (Posttest Grade=5, p=.01). All continuous predictors are grand-mean centered except Over Age, which is designed to have a zero mean and is therefore uncentered. All school level predictors are displayed in percentage units. Cells displayed as dashes represent predictors that were not entered into the regression model when the stepwise rules for model fitting were applied.

An examination of the standardized coefficients in Table B3 shows that while the predictors have different influence on the outcome as seen by looking down a given column, the influence of any given predictor is generally quite similar across the grades as seen by looking across the rows. Two exceptions are noteworthy. The influence of Over Age tends to worsen at the higher grades and the influence of the percentage of the schools’ students who score at level 1 tends to be the most pronounced at the lowest grade.

The results for the mathematics sample are presented in Tables B4-B6, which adhere to the format of Tables B1-B3, respectively. The results are interpreted in a similar manner to those already presented for reading. The tables show that, as in reading, students who are classified as Black, Disabled, ELL, or tend to score lower than students not so classified, while students who are Gifted or ineligible for FRL tend to score higher than students not classified as such. The exception to this trend is Female students who tend to underscore Male students across the board. Additionally, students who are older tend to score lower than those that are younger (except at the lowest grades when age is a developmental advantage).
### Table B4
Regression Analysis of the Mathematics Pretest
Unstandardized Demographic Predictor Weights

<table>
<thead>
<tr>
<th>Predictors</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>564.95</td>
<td>606.65</td>
<td>356.70</td>
<td>342.15</td>
<td>341.97</td>
<td>319.31</td>
<td>316.73</td>
<td>321.60</td>
<td>325.73</td>
</tr>
<tr>
<td>(Student)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Learner</td>
<td>-16.63</td>
<td>-31.07</td>
<td>-38.11</td>
<td>-37.66</td>
<td>-41.01</td>
<td>-54.13</td>
<td>-47.36</td>
<td>-27.21</td>
<td>-40.13</td>
</tr>
<tr>
<td>Female</td>
<td>--</td>
<td>-6.38</td>
<td>-6.52</td>
<td>-7.04</td>
<td>-7.21</td>
<td>-2.67</td>
<td>-3.86</td>
<td>-3.42</td>
<td>-5.48</td>
</tr>
<tr>
<td>Gifted</td>
<td>35.62</td>
<td>35.20</td>
<td>49.76</td>
<td>51.47</td>
<td>40.33</td>
<td>50.29</td>
<td>45.24</td>
<td>22.64</td>
<td>30.94</td>
</tr>
<tr>
<td>Over Age</td>
<td>8.75</td>
<td>3.48</td>
<td>-4.30</td>
<td>-6.19</td>
<td>-8.86</td>
<td>-11.49</td>
<td>-10.61</td>
<td>-6.69</td>
<td>-7.51</td>
</tr>
<tr>
<td>(School)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted</td>
<td>-0.14</td>
<td>--</td>
<td>--</td>
<td>0.14</td>
<td>--</td>
<td>0.13</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Level 1</td>
<td>-0.56</td>
<td>-0.64</td>
<td>-0.87</td>
<td>-1.18</td>
<td>-1.33</td>
<td>-1.11</td>
<td>-0.91</td>
<td>-0.69</td>
<td>-0.49</td>
</tr>
<tr>
<td>Reduced Price Lunch</td>
<td>0.10</td>
<td>0.10</td>
<td>--</td>
<td>-0.05</td>
<td>--</td>
<td>--</td>
<td>0.07</td>
<td>--</td>
<td>0.06</td>
</tr>
<tr>
<td>R²</td>
<td>.26</td>
<td>.36</td>
<td>.33</td>
<td>.34</td>
<td>.34</td>
<td>.37</td>
<td>.27</td>
<td>.31</td>
<td>.32</td>
</tr>
</tbody>
</table>

*Note.* All displayed coefficients are statistically significant (p < .001) except for School Level Gifted (Posttest Grade=5, p=.01; Posttest Grade=7, p=.01) and School Level Reduced Price Lunch (Posttest Grade=5, p=.01). All continuous predictors are grand-mean centered except Over Age, which is designed to have a zero mean and is therefore uncentered. All school level predictors are displayed in percentage units. Cells displayed as dashes represent predictors that were not entered into the regression model when the stepwise rules for model fitting were applied. *Reverse coded.

Similar trends are observed for the posttest. Moreover, the quality of the outcome estimate explained by the predictors remains strong across grades for both the pre- and the post-test, except for the post test administered to ninth and tenth grades, which represent moderate effect sizes. An examination of the standardized coefficients in Table B6 shows that while the predictors have different influence on the outcome as seen by looking down a given column, the influence of any given predictor is generally quite similar across the grades as seen by looking across the rows.
Table B5
Regression Analysis of the Mathematics Posttest
Unstandardized Demographic Predictor Weights

<table>
<thead>
<tr>
<th>Predictors</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>610.04</td>
<td>207.76</td>
<td>219.92</td>
<td>225.92</td>
<td>227.54</td>
<td>236.61</td>
<td>244.60</td>
<td>398.06</td>
<td>46.63</td>
</tr>
<tr>
<td>(Student)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>-24.30</td>
<td>-9.67</td>
<td>-7.75</td>
<td>-6.61</td>
<td>-4.91</td>
<td>-5.43</td>
<td>-3.44</td>
<td>-5.52</td>
<td>-2.98</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>-18.25</td>
<td>-13.82</td>
<td>-10.31</td>
<td>-10.61</td>
<td>-13.66</td>
<td>-13.30</td>
<td>-12.06</td>
<td>-11.67</td>
<td>-6.64</td>
</tr>
<tr>
<td>Female</td>
<td>-4.60</td>
<td>-1.71</td>
<td>-2.14</td>
<td>-2.49</td>
<td>-0.45</td>
<td>-1.09</td>
<td>-0.83</td>
<td>--</td>
<td>-1.45</td>
</tr>
<tr>
<td>Gifted</td>
<td>36.58</td>
<td>17.26</td>
<td>17.09</td>
<td>18.64</td>
<td>17.64</td>
<td>18.04</td>
<td>17.66</td>
<td>15.73</td>
<td>8.08</td>
</tr>
<tr>
<td>Over Age</td>
<td>4.75</td>
<td>-0.85</td>
<td>-2.96</td>
<td>-3.63</td>
<td>-3.74</td>
<td>-4.33</td>
<td>-4.87</td>
<td>-6.66</td>
<td>-2.52</td>
</tr>
<tr>
<td>Reduced Price Lunch</td>
<td>10.62</td>
<td>4.72</td>
<td>4.43</td>
<td>3.66</td>
<td>4.07</td>
<td>3.41</td>
<td>3.60</td>
<td>1.58</td>
<td>0.88</td>
</tr>
<tr>
<td>(School)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted</td>
<td>--</td>
<td>-0.04</td>
<td>-0.06</td>
<td>-0.07</td>
<td>--</td>
<td>0.04</td>
<td>0.05</td>
<td>0.28</td>
<td>0.12</td>
</tr>
<tr>
<td>Level 1</td>
<td>-0.62</td>
<td>-0.29</td>
<td>-0.40</td>
<td>-0.40</td>
<td>-0.47</td>
<td>-0.30</td>
<td>-0.28</td>
<td>-0.52</td>
<td>-0.20</td>
</tr>
<tr>
<td>Reduced Price Lunch</td>
<td>0.12</td>
<td>0.03</td>
<td>--</td>
<td>0.03</td>
<td>-0.05</td>
<td>0.03</td>
<td>0.03</td>
<td>-0.07</td>
<td>0.03</td>
</tr>
<tr>
<td>R²</td>
<td></td>
<td>0.29</td>
<td>0.34</td>
<td>0.31</td>
<td>0.36</td>
<td>0.37</td>
<td>0.38</td>
<td>0.37</td>
<td>0.16</td>
</tr>
</tbody>
</table>

Note. All displayed coefficients are statistically significant (p < .001) except for Female (Posttest Grade=6, p=.04), School Level Gifted (Posttest Grade=2, p=.04; Posttest Grade=6, p=.01). All continuous predictors are grand-mean centered except Over Age, which is designed to have a zero mean and is therefore uncentered. All school level predictors are displayed in percentage units. Cells displayed as dashes represent predictors that were not entered into the regression model when the stepwise rules for model fitting were applied.

Table B6
Regression Analysis of the Mathematics Posttest
Standardized Demographic Predictor Weights

<table>
<thead>
<tr>
<th>Predictors</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Student)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>-0.22</td>
<td>-0.18</td>
<td>-0.15</td>
<td>-0.14</td>
<td>-0.10</td>
<td>-0.11</td>
<td>-0.07</td>
<td>-0.09</td>
<td>-0.11</td>
</tr>
<tr>
<td>Disabled</td>
<td>-0.18</td>
<td>-0.19</td>
<td>-0.18</td>
<td>-0.19</td>
<td>-0.19</td>
<td>-0.19</td>
<td>-0.18</td>
<td>-0.17</td>
<td>-0.15</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>-0.19</td>
<td>-0.26</td>
<td>-0.19</td>
<td>-0.18</td>
<td>-0.20</td>
<td>-0.19</td>
<td>-0.17</td>
<td>-0.14</td>
<td>-0.17</td>
</tr>
<tr>
<td>Female</td>
<td>-0.05</td>
<td>-0.04</td>
<td>-0.05</td>
<td>-0.06</td>
<td>-0.01</td>
<td>-0.03</td>
<td>-0.02</td>
<td>--</td>
<td>-0.06</td>
</tr>
<tr>
<td>Gifted</td>
<td>0.23</td>
<td>0.27</td>
<td>0.28</td>
<td>0.33</td>
<td>0.28</td>
<td>0.30</td>
<td>0.31</td>
<td>0.10</td>
<td>0.16</td>
</tr>
<tr>
<td>Over Age</td>
<td>0.04</td>
<td>-0.02</td>
<td>-0.07</td>
<td>-0.09</td>
<td>-0.10</td>
<td>-0.12</td>
<td>-0.14</td>
<td>-0.16</td>
<td>-0.14</td>
</tr>
<tr>
<td>Reduced Price Lunch</td>
<td>0.10</td>
<td>0.09</td>
<td>0.09</td>
<td>0.08</td>
<td>0.08</td>
<td>0.07</td>
<td>0.08</td>
<td>0.02</td>
<td>0.03</td>
</tr>
<tr>
<td>(School)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted</td>
<td>--</td>
<td>-0.01</td>
<td>-0.02</td>
<td>-0.03</td>
<td>--</td>
<td>0.02</td>
<td>0.03</td>
<td>0.07</td>
<td>0.07</td>
</tr>
<tr>
<td>Level 1</td>
<td>-0.11</td>
<td>-0.11</td>
<td>-0.13</td>
<td>-0.14</td>
<td>-0.25</td>
<td>-0.18</td>
<td>-0.17</td>
<td>-0.14</td>
<td>-0.13</td>
</tr>
<tr>
<td>Reduced Price Lunch</td>
<td>0.06</td>
<td>0.03</td>
<td>--</td>
<td>0.03</td>
<td>-0.04</td>
<td>0.03</td>
<td>0.03</td>
<td>-0.04</td>
<td>0.04</td>
</tr>
</tbody>
</table>

Note. All displayed coefficients are statistically significant (p < .001) except for Female (Posttest Grade=6, p=.04), School Level Gifted (Posttest Grade=2, p=.04; Posttest Grade=6, p=.01). All continuous predictors are grand-mean centered except Over Age, which is designed to have a zero mean and is therefore uncentered. All school level predictors are displayed in percentage units. Cells displayed as dashes represent predictors that were not entered into the regression model when the stepwise rules for model fitting were applied.

a Reverse coded.
Matching and Verification

Matching was conducted using Multivariate and Propensity Score Matching Software with Automated Balance Optimization (Sekhon, 2009) in R version 2.9.1 (R Development Core Team, 2009) with any correlations among the matching variables handled by the software through the use of Mahalanobis Distances in the weighting matrix. Separate datasets for reading and mathematics were matched within grade without replacement with each dataset randomly sorted prior to matching to control for any ordering effect that might have existed. This procedure yielded a group of matched students for each charter school student thereby overcoming one of the major limitations of matching charter schools to traditional public schools. It ensured a balanced sample of students as opposed to cluster sampling where entire charter schools are matched to similar traditional public schools that often have much larger enrollments. Independent sample \( t \)-tests within each grade level across schools were nearly all statistically non-significant when conducted on the individual-level variables, but were statistically significant when conducted on the school-level variables at some grades. The results of the latter comparisons are presented in Table B7.

<table>
<thead>
<tr>
<th>Grade</th>
<th>df</th>
<th>Gifted</th>
<th>Level 1</th>
<th>Reduced Price Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>( t )</td>
<td>( d )</td>
<td>( t )</td>
</tr>
<tr>
<td>(Reading)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>476</td>
<td>-15.63***</td>
<td>-1.43</td>
<td>-2.87**</td>
</tr>
<tr>
<td>3</td>
<td>419</td>
<td>-13.89***</td>
<td>-1.35</td>
<td>-2.64**</td>
</tr>
<tr>
<td>4</td>
<td>414</td>
<td>-13.29***</td>
<td>-1.30</td>
<td>-2.68**</td>
</tr>
<tr>
<td>5</td>
<td>359</td>
<td>-12.06***</td>
<td>-1.27</td>
<td>-2.69**</td>
</tr>
<tr>
<td>6</td>
<td>382</td>
<td>-3.41***</td>
<td>-0.35</td>
<td>-2.39*</td>
</tr>
<tr>
<td>7</td>
<td>307</td>
<td>-3.06**</td>
<td>-0.35</td>
<td>-2.64**</td>
</tr>
<tr>
<td>8</td>
<td>289</td>
<td>-2.66**</td>
<td>-0.31</td>
<td>-2.71**</td>
</tr>
<tr>
<td>9</td>
<td>116</td>
<td>-2.08*</td>
<td>-0.38</td>
<td>-0.59</td>
</tr>
<tr>
<td>10</td>
<td>126</td>
<td>-2.20*</td>
<td>-0.39</td>
<td>-0.33</td>
</tr>
<tr>
<td>(Mathematics)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>605</td>
<td>-17.73***</td>
<td>-1.44</td>
<td>-1.56</td>
</tr>
<tr>
<td>3</td>
<td>552</td>
<td>-16.25***</td>
<td>-1.38</td>
<td>-1.92</td>
</tr>
<tr>
<td>4</td>
<td>524</td>
<td>-14.74***</td>
<td>-1.29</td>
<td>-1.90</td>
</tr>
<tr>
<td>5</td>
<td>463</td>
<td>-13.51***</td>
<td>-1.25</td>
<td>-1.64</td>
</tr>
<tr>
<td>6</td>
<td>516</td>
<td>-3.70***</td>
<td>-0.33</td>
<td>-5.22***</td>
</tr>
<tr>
<td>7</td>
<td>397</td>
<td>-3.07**</td>
<td>-0.31</td>
<td>-5.80***</td>
</tr>
<tr>
<td>8</td>
<td>393</td>
<td>-2.68**</td>
<td>-0.27</td>
<td>-6.28***</td>
</tr>
<tr>
<td>9</td>
<td>104</td>
<td>-1.29</td>
<td>-0.25</td>
<td>-4.47***</td>
</tr>
<tr>
<td>10</td>
<td>126</td>
<td>-1.24</td>
<td>-0.22</td>
<td>-5.41***</td>
</tr>
</tbody>
</table>

Note. Degrees of freedom and the significance levels that result are based on the number of school pairs. Cohen (1988) has classified practical significance of the effect size \( d \) as .20 (weak), .50 (moderate), and .80 (strong).

* Reverse coded  
* \( p < .05 \). ** \( p < .01 \). *** \( p < .001 \).
The table lists for each grade, the degrees of freedom and the $t$-test results and corresponding effect sizes for each of the school level matching variables with separate sub tables for reading and mathematics. The degrees of freedom are based on the number of school pairs rather than the number of individual subjects, which shrinks the $t$ coefficients. The table shows that within Level 1 and Reduced Price Lunch, only half the mismatches are statistically significant, and the practical significance of those mismatches is weak. The greatest area of mismatch concerns the gifted classification. However, even those mismatches tend to be offset with the other variables. The charter schools tend to have a lower percentage of students classified as gifted, a higher percentage of students ineligible for FRL, and a lower percentage of students at achievement Level 1. At any given grade, the size of the gifted mismatch far exceeds that of the Level 1 mismatch. It is around 5:1 (e.g., -1.43 to -0.26) in reading at Grades 2 – 5, declines to 1:1 (i.e., -0.31 to -0.32) in Grade 8 reading, and then rises again to 4:1 in Grades 10. Similar but more pronounced patterns are seen at Grades 2-5 in Mathematics with little difference at the other grades. However, the effect on achievement must take into account the influence of these predictors as indicated by their regression weights. Returning to Tables B4 and B7 one sees a reversal of the trend depicted above. The magnitude of the standardized coefficient for school Level 1 is much larger than that of the coefficient for gifted. Thus, the mismatches tend to have a counterbalancing effect on achievement.

Adjustment of the Posttest for Differences in the Pretest

A predictive correlational design (Tuckman, 1999) was used to compare the groups’ adjusted posttest scores, while controlling for differences in the groups’ adjusted pretest scores that remained at each grade within each charter school after the matching process was conducted. The sample included all students involved in the matching process regardless of group membership. The predictive correlational design was applied using separate regression analyses in reading and mathematics. Then, independent sample $t$ tests were used to compare the groups on the residual scores that resulted, and the outcomes of those tests were converted directly into $d$ effect sizes (see Cortina & Nouri 2000, p.50). The full results of these final analyses are too large to include in this report. Detailed results are available to interested readers upon request.