



For Immediate Release

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**STUDY FINDS LOUISIANA CHARTER SCHOOLS REMAIN POSITIVE AND RESULTS ARE PRIMARILY
DRIVEN BY NEW ORLEANS CHARTER SCHOOLS**

CREDO at Stanford University provides a second in-depth examination of results for charter schools in Louisiana

Stanford, CA- A new report released today by Stanford University's Center for Research on Education Outcomes (CREDO) found that the typical student in a Louisiana charter school gains more learning in a year than his or her district school peer, amounting to about fifty more days of learning in reading and sixty-five more days of learning in math.

In addition to analyzing state trends, the study included a separate analysis of New Orleans charter schools. The study period included six years of schooling, beginning with the 2005-06 school year and concluding in 2010-11. During this study period nearly 80 percent of the public school students in the city attend charter schools, constituting 69 percent of the state's charter school population. The results for the typical student in a New Orleans charter were even more pronounced than the state results, equating to more than four months of additional learning in reading and five months greater progress in math. At the school level, 50 percent of New Orleans charter schools have significantly more positive learning gains than their district school peers in reading and 56 percent in math.

"The charter school sector in Louisiana has a trend of strong results. We have seen this in our 2009 Louisiana report, our current results as well as a variety of other breakout analysis in New Orleans. While it is right to celebrate and recognize the successful schools at the top end of the quality curve there is still work to be done with the schools performing significantly worse than their traditional public school option," said Margaret Raymond, Director of CREDO at Stanford University.

CREDO at Stanford University is the nation's foremost independent analyst of charter school effectiveness. This report provides the second in-depth examination of the results for charter schools in Louisiana by CREDO. For this analysis, a total of 27,823 charter school students (with 48,344 observations across 5 growth periods) are followed for as many years as data are available.

The results of the 2013 Louisiana analysis represent a sizeable difference from the results of CREDO's recently released 2013 National Charter School Study. The 2013 LA Report found that statewide, compared to traditional school alternatives, 41 percent of charter schools have significantly larger learning gains in reading, while 42 percent do so in math. Fourteen percent of charter schools have results that are significantly worse than their district school peers in both reading and math. Nationally 25 percent of charter schools have significantly larger learning gains in reading, while 29 percent do so in math. Nineteen percent of charter schools have results that are significantly worse than their district school peers in reading and 31 percent do so in math.

To download a copy of the state report visit: <http://credo.stanford.edu>

About CREDO at Stanford University

CREDO at Stanford University was established to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policymakers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policymakers strengthen their focus on the results from innovative programs, curricula, policies or accountability practices. <http://credo.stanford.edu>