

For Immediate Release
March 20, 2014

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CREDO AT STANFORD RELEASES CALIFORNIA STATEWIDE CHARTER SCHOOL STUDY

Stanford, Calif. - Stanford University's Center for Research on Education Outcomes (CREDO) releases comprehensive report *Charter School Performance in California, 2014* today. The California report provides an in-depth examination of the results for charter schools in California. It is also an update to CREDO's first analysis of the performance of California's charter schools released in 2009, which can be found on CREDO's website.

This is a separate report from the [Charter School Performance in Los Angeles](#) report released on Saturday March 15th, 2014.

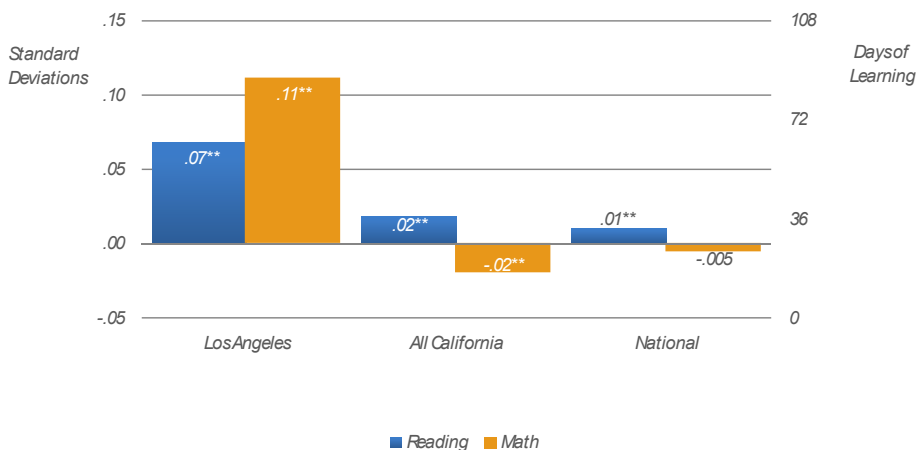
CALIFORNIA REPORT KEY FINDINGS

"The results for the California state-wide report are varied. While we see improvement in the results of charters, particularly for those students who attend charter schools in urban areas, overall the results continue to be mixed," said Margaret Raymond, Director of CREDO at Stanford University.

- On average, charter students in California gain an additional 14 days of learning in reading over their district school peers, but lag behind their district school peers by 14 days of learning in math.
- The new results for charter students represent an increase of 7 days of learning compared to the 2009 CA results in both reading and math.
- Students attending charter schools affiliated with a Charter Management Organization have better learning gains than district school peers in both reading and math. The positive impact is equivalent to about 36 additional days of learning in reading and 28 more days in math.
- For this analysis, a total of 393,492 charter school students from 994 charter schools are followed for as many years as data are available.

Major Findings from Reports

Average Learning Gains



Los Angeles findings can be found [here](#)

CA findings can be found [here](#)

National findings can be found [here](#)

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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>