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CREDO AT STANFORD RELEASES OHIO STATEWIDE CHARTER SCHOOL STUDY

STANFORD, Calif. - Stanford University's Center for Research on Education Outcomes (CREDO), the nation's foremost independent analyst of charter school effectiveness, released today its comprehensive report *Charter School Performance in Ohio 2014*. The Ohio report provides an in-depth examination of the results for charter schools in Ohio from the 2007-2008 school year to 2012-2013 school year. CREDO first published an Ohio charter school performance study in 2009, and today's report is an updated and deeper continuation. These reports are on CREDO's website credo.stanford.edu.

KEY FINDINGS

"The results in CREDO's Ohio report vary across the state geographically and within student populations. While we see pockets of strong performance, particularly for Black students in poverty attending charter schools in Cleveland and Columbus, overall the academic performance of Ohio charter schools continues to be mixed. Our report found 44 percent of the charter schools in reading and 48 percent in math have low levels of absolute achievement and low yearly increments of academic growth for the school years we studied. We support the regulatory actions of the Ohio Department of Education and the administrative actions of several charter authorizers to address the schools in the low growth, low achievement category," said Margaret Raymond, Director of CREDO at Stanford University.

- On average charter school students in Ohio have less learning in a year than their district school peers. This shortfall in learning can be equated to a student losing about 14 days of learning in reading and 43 days in math based on a hypothetical 180-day school year.
- Focused analyses of charter school performance in Cleveland, Columbus, Dayton and Cincinnati were included in this report. Of these cities, charter school students in Cleveland gained an additional 14 days of learning in reading and math over their district school peers. Results in charter school students in Dayton for reading and math are equivalent to district school peers. Cincinnati and Columbus charter students have the same results in reading but are behind in math by 14 and 22 days of learning, respectively.
- Seventy-five percent of charter school students in Ohio are in poverty. Students in poverty and in particular Black students in poverty have higher levels of achievement in charter schools compared to the same groups in traditional public schools. These statewide findings are likely propelled by Cleveland and Columbus where Black students in poverty attending charter schools outpace Black students in poverty who attend traditional public schools.
- Special education students in Ohio attend charters at the same rates as their district school peers. An important exception is found in Dayton, where special education charter school students gain an additional 166 days in reading and 180 days in math compared to their counterparts in traditional public schools.

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>