



For Immediate Release

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Contact:

Meg Cotter Mazzola
(202) 441-1287
mcotter@stanford.edu

**STUDY FINDS INDIANA CHARTER SCHOOL EFFECTIVENESS REMAINS POSITIVE BUT WITH
POCKETS OF CONCERN**

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

Stanford, CA- A new report released today by Stanford University's Center for Research on Education Outcomes (CREDO) found that the typical student in an Indiana charter school gains more learning in a year than his or her district school peer, amounting to about an additional month and a half of learning in reading and math. The results for the typical student in an Indianapolis charter school were more pronounced equating to two months of additional learning and reading and nearly three months in math.

"The overall picture of charter school effectiveness remains positive across Indiana and in particular in Indianapolis. While there are solid proportions of charter schools outperforming their local district schools, there are also some changes in the distribution of quality across schools that warrant careful attention," said Dr. 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 Indiana by CREDO. Although Indiana data was not available for inclusion in the CREDO national charter school study in 2009, a state-level report was published in 2011.

The CREDO at Stanford University Indiana analysis found that at the school level, 18 percent of the charter schools have significantly more positive learning gains than their traditional district school peers in reading, while 8 percent of charter schools have significantly lower learning gains. In math, 23 percent of the charter schools studied outperform their traditional district school peers and 42 percent perform worse.

Charter school performance was not consistent over all of the years of the study. Charter students outperformed their district school peers in reading and math in the earlier growth periods but most recently the performance has been statistically similar. A more in-depth analysis revealed that charter schools that were opened in 2008-2009 and later are responsible for this downward trend.

"While we see a wide variation in the performance across the charter schools in Indiana, it should be noted that several changes transpired in the past year that suggest that going forward authorizer differences in performance may be reduced," said Dr. Margaret Raymond.

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>