



For Immediate Release

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CREDO at Stanford University Releases First In-Depth Examination of Charter School Impacts in Idaho

STANFORD, Calif. – Stanford University’s Center for Research on Education Outcomes (CREDO), found that on average, students in Idaho charter schools experience similar learning gains in math and stronger learning gains in reading compared to their traditional public school student (TPS) peer. The report studies Idaho state charter students' performance over three years, beginning with the 2014-2015 school year and ending with the 2016-2017 school year.

“We are always excited to work with a new state, and our first in-depth look in Idaho provided many unique insights. Idaho is distinctive for numerous reasons -- different geography, different student populations -- but the findings show that the policy framework of charter schools can be successful in Idaho as much as elsewhere. Idaho provides a unique proof point to the nation, and we look forward to following the story,” said Margaret Raymond, Director of CREDO at Stanford University.

Key Findings

- This analysis spanned two growth periods and used a total of 14,915 and 14,814 charter school student records from 55 and 56 charter schools in reading and math, respectively.
- In Idaho, there are both online and brick-and-mortar charters. Our investigation revealed remarkably weaker growth in both reading and math among online charter students relative to the average TPS students or brick-and-mortar charter students. In fact, it is the poor performance of online charter schools that drags down the overall charter impact on student academic growth.
- Students in rural charter schools have stronger gains in both reading and math compared to their TPS counterparts.
- At the school level, around 40 percent of Idaho charter schools outpace their local TPS peers in learning in reading and math. Still, 17 percent of charter schools have results that are significantly worse than TPS peers for reading and 20 percent of charter schools are underperforming in math relative to their local TPS peers.

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

About CREDO at Stanford University

CREDO at Stanford University produces rigorous, non-partisan research and evaluation to enhance the body of empirical evidence, driving education policy decisions toward improved education outcomes for all students.

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