



For Immediate Release

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CREDO at Stanford University Finds Little To No Progress In Charter School Impact In Pennsylvania Since Release of CREDO's 2013 National Charter School Report

CREDO releases a new report examining the impact of Pennsylvania Charter Schools from 2013-2017

STANFORD, California, June 4, 2019—STANFORD, Calif. – Stanford University’s Center for Research on Education Outcomes (CREDO) found over four years of study that the typical charter school student in Pennsylvania makes similar progress in reading and weaker growth in math compared to their traditional public school peer (TPS).

"Our recent analysis mirrors our last investigation in 2013, which yielded similar findings. With nearly one-quarter of [charter] schools posting student results that lag in reading and one third doing so in math, the collective impact on students’ academic careers and later life outcomes remains of deep concern. We will continue to study the impacts of this sector as we know that the Pennsylvania Department of Education has focused on strengthening the accountability of the online sector over the past year," said Margaret Raymond, Director of CREDO at Stanford University. "We continue to be grateful for our long-term partnership with the Pennsylvania Department of Education in our shared commitment to student success."

KEY FINDINGS

- This report provides evidence for charter students’ performance in Pennsylvania over four years, beginning with the 2013-2014 school year and ending in 2016-2017. The study examines the progress students make from one year to the next, comparing charter school students to matched peers in traditional public schools in the same communities.
- In Pennsylvania, 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, as CREDO has found in other states, it is the poor performance of online charter schools that drags down the overall charter impact on student academic growth.
- Greater academic progress in reading is found for charter students attending urban brick and mortar schools. Additionally, greater academic progress for Hispanic students attending brick and mortar schools in reading was found, but not among other subgroups.
- Thirteen percent of charter schools included in the study exhibited high achievement and high academic growth in English language arts; fewer than 10 percent of charters met this standard in math.

To download a copy of the full 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>

