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CREDO at Stanford University Releases Updated Examination of Charter School Impacts in Washington State

STANFORD, California, October 22, 2020 – Stanford University’s Center for Research on Education Outcomes (CREDO) released an updated examination of the learning gains associated with charter school attendance in Washington state over a four-year period. This study continues CREDO’s effort to expand the evidence base on charter school performance in Washington state.

"This report provides the second in-depth examination of the results for charter schools in Washington state by CREDO, following our first study in 2019. This research offers unique opportunities to see how the various stakeholders work together to create high-quality options for students," said Margaret Raymond, Director of CREDO at Stanford University.

KEY FINDINGS

- The average charter school student in Washington state demonstrated academic growth in reading and math equivalent to his or her counterparts in nearby, similar district schools. This result is consistent with the findings in CREDO's 2019 evaluation of charter school performance in Washington state.
- The report studies Washington state charter school performance from the 2014-15 school year to the 2017-18 school year, amounting to three one-year growth periods.
- Of the multiple student subgroups studied, English language learners and Hispanic English language learners enrolled in charter schools showed significantly higher learning growth than those enrolled in traditional public school settings.

"Similar to our earlier report, we continue to see positive signals in the Washington charter school sector, but we are still constrained by the small number of students attending charter schools and the limited years of data available," said Sofoklis Goulas, Senior Research Analyst and lead analyst of the Washington Charter Study.

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>