



## FOR IMMEDIATE RELEASE

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# CREDO AT STANFORD UNIVERSITY RELEASES TEXAS STATEWIDE CHARTER SCHOOL STUDY

**STANFORD, Calif.** July 22, 2015 - 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 Texas 2015*. The Texas report provides an in-depth examination of the results for charter schools in Texas from the 2007-2008 school year to 2012-2013 school year. This report updates and deepens the study of Texas charter school performance published by CREDO in 2009.

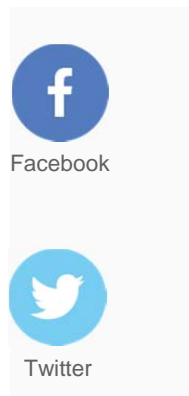
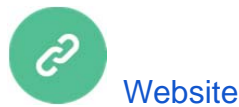
## KEY FINDINGS

"The results in CREDO's Texas report show that on average, charter schools in Texas show less progress in both reading and mathematics compared to their district school peers. This shortfall in learning can be equated to a student losing about 14 days of learning in reading and 29 days of learning in math based on an 180-day school year. The good news is that charter schools show improvement since 2009; by the last year of the study charter schools have eliminated the difference in reading and have reduced the gap in math to half of what it was in 2009. The progress that we are seeing reinforces that attention to quality is having an effect. These efforts need to continue and expand to assure that all charter schools provide a quality education," said Margaret Raymond, Director of CREDO at Stanford University.

- Seventy-three percent of charter school students in Texas live in poverty. Students in poverty have higher levels of achievement in charter schools compared to the same groups in traditional public schools. This amounts to a 14-day learning advantage in reading and a 22-day learning advantage in math compared to their district school peers.
- English Language Learner students in both charter schools and traditional schools learn significantly less per year than fluent English speakers in reading and math. English Language Learner students in charter schools have 50 additional days of learning in reading and 22 additional days of learning in math relative to district school peers who are English Language Learners.
- Black students account for roughly a quarter of the charter school population in Texas. In a typical year, learning for Black charter students lags that of Black district school students by 36 days in reading and 43 days in math.
- Hispanic students account for roughly half of the charter school population in Texas. Charter students who are Hispanic experience the equivalent of 14 and 22 fewer days of learning in reading and math respectively, compared to Hispanic students attending traditional public schools.

- The study looked at various breakouts of charters schools including charters operated by Charter Management Organizations (CMO) and Alternative Education Campus (AEA) charter schools. In Texas CMO's have widely ranging quality; the best produce strongly positive results for students but others create large learning deficits. Students enrolled in AEC charters post significantly smaller learning gains than their district school peers in both reading and math. Non- AEC charters create positive learning gains on average for their students and have a smaller deficit of learning in math than the sector as a whole.
- Even with the adoption of SB2, which occurred after the window of the study, there is ongoing concern for schools that have both low levels of growth and low levels of achievement; during the study forty-five percent of the charter schools in reading, and forty-eight percent in math were categorized as low achievement and low growth.

## THE FULL REPORT CAN BE FOUND ON CREDO'S WEBSITE



### **About the Charter School Performance in TX Report**

The *Charter School Performance in TX* report is based on an analysis of student data from a total of 233,858 charter school students (with 392,351 observations across five growth periods) from 580 charter schools. The data window for this study ends before SB 2 went into effect. For more information on the provisions of SB-2 please visit the hyperlink provided. This report was sponsored by the Michael and Susan Dell Foundation.

### **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>