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CENTER FOR RESEARCH ON EDUCATION OUTCOMES

Charter School Performance in Idaho

Topics

- Charter School Demographics
- Charter School Impacts
 - Full Sample
 - School-level
 - Student subgroups

Statewide Comparison of TPS, Feeders, and Charters

	TPS	Feeders	Charters
Number of schools	691	382	54
Average enrollment per school	395	502	359
Total number of students enrolled	272,869	191,673	19,381
Students in Poverty	27%	28%	19%
English Language Learners	5%	5%	1%
Special Education Students	11%	11%	9%
White Students	76%	76%	81%
Black Students	1%	1%	1%
Hispanic Students	18%	18%	9%
Asian/Pacific Islander Students	2%	2%	2%
Native American Students	1%	1%	4%
Multi-Racial Students	2%	3%	2%

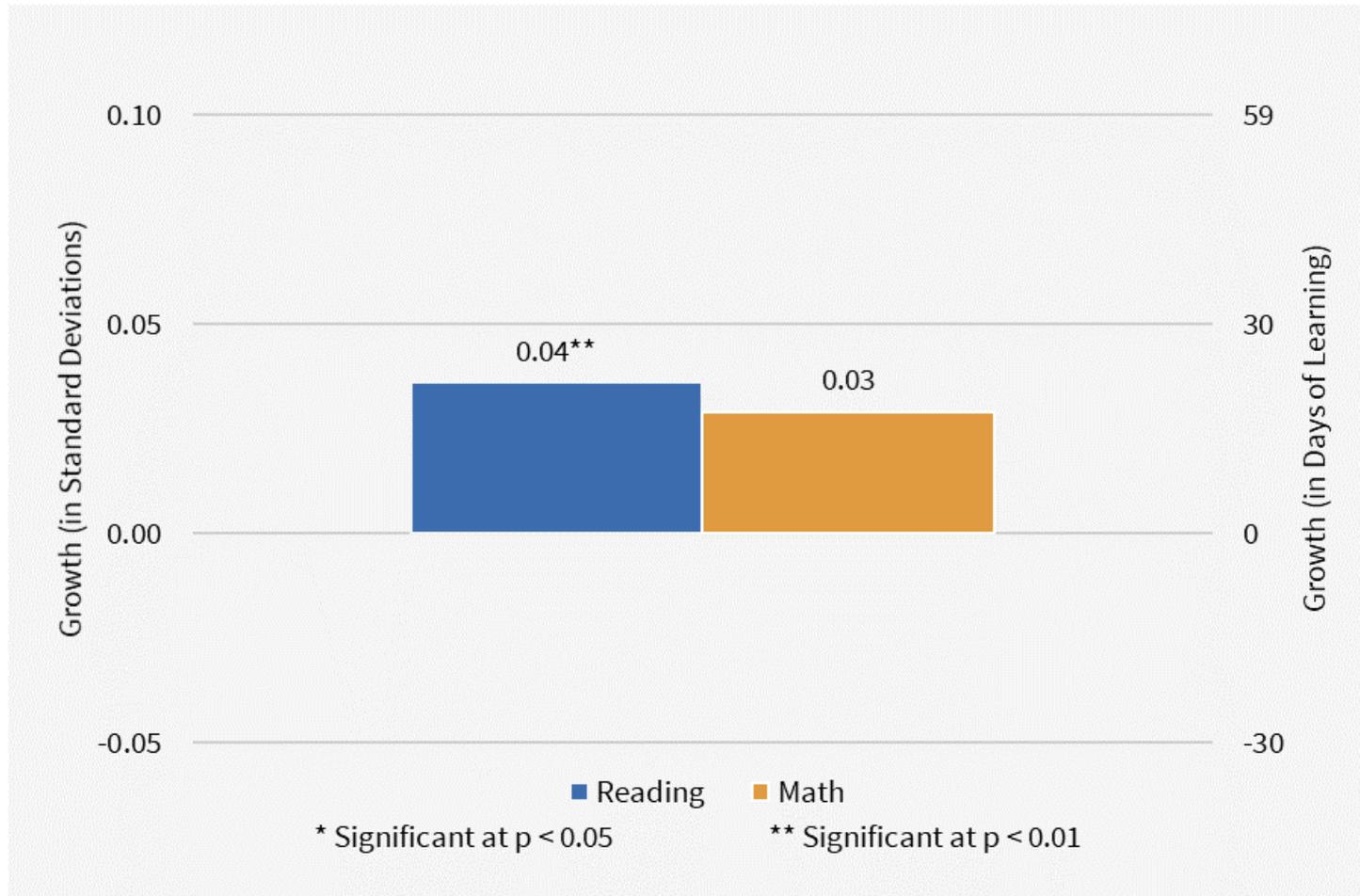
Impact Evaluation Methodology

- **Outcome** 1-year academic growth
 - » 1 growth period requires 2 years of data
 - » Two growth periods are possible
- **Test Scores** used from 56 Charters in Math, 55 in Reading

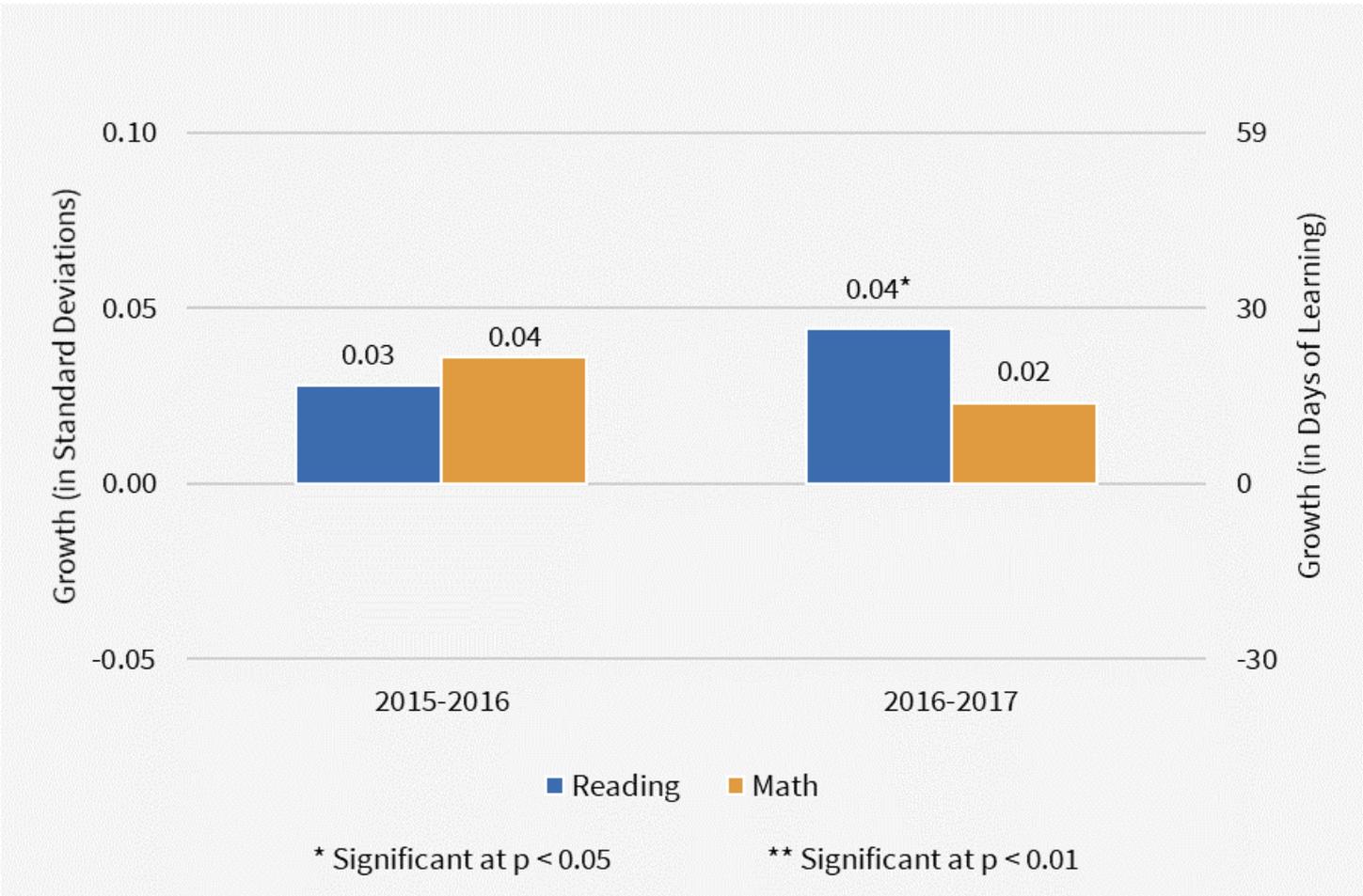
Sample Size	2015-16	2016-17
Reading	7,113	7,802
Math	7,024	7,790

- » Small samples require big impacts to reach statistical significance
- **Comparisons** are obtained from Virtual Control Records (VCR)
 - » Feeder and Charter students matched on all demographics and baseline achievement -- 84% match rate

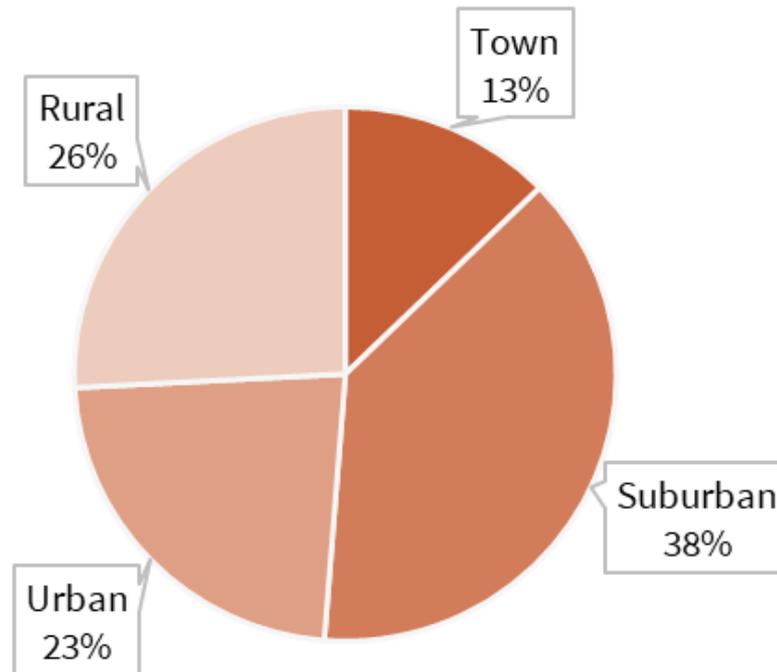
Overall Charter Impact



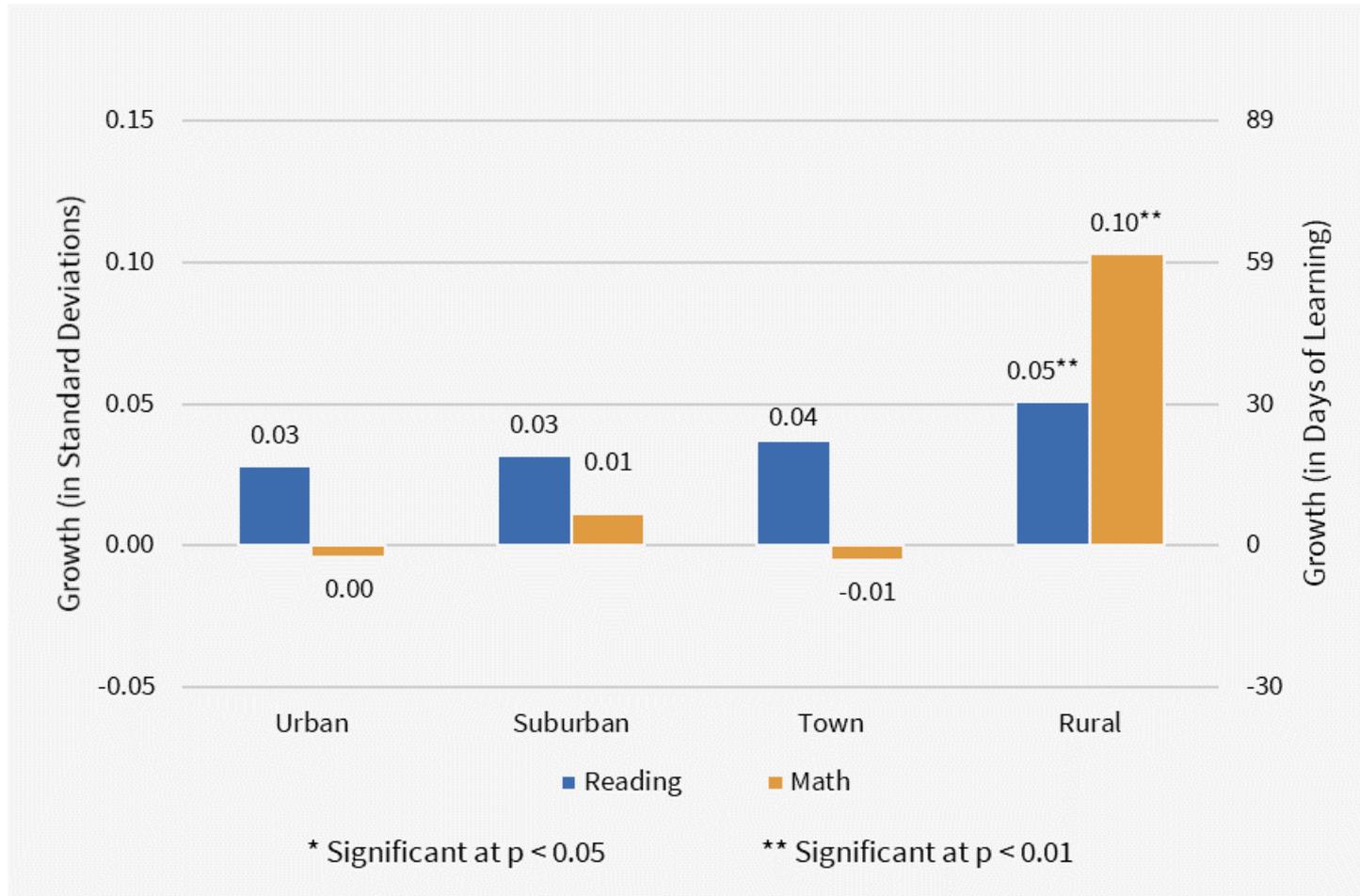
Impact by Growth Period and Years in Charter



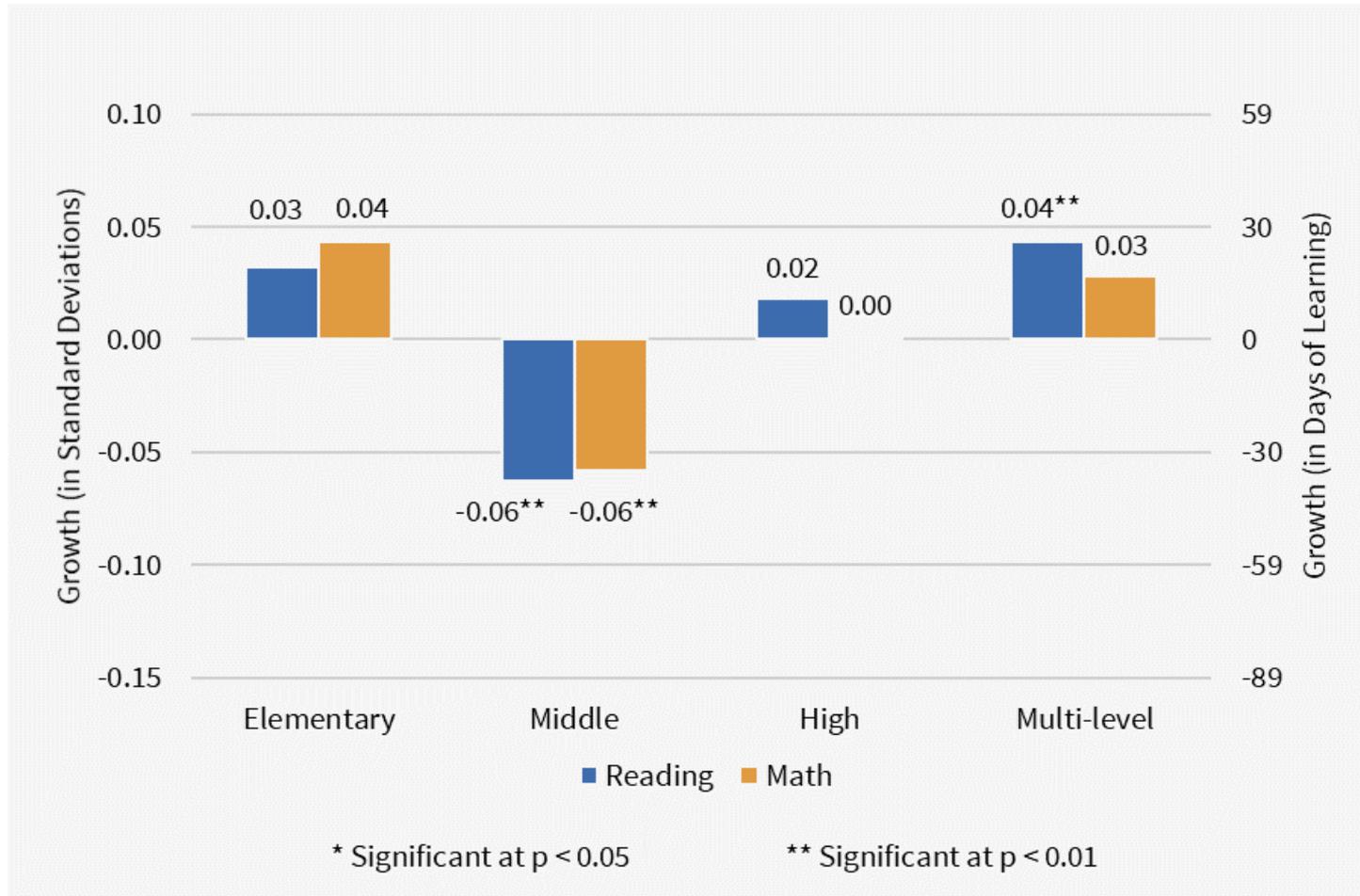
Charter Students by Locale



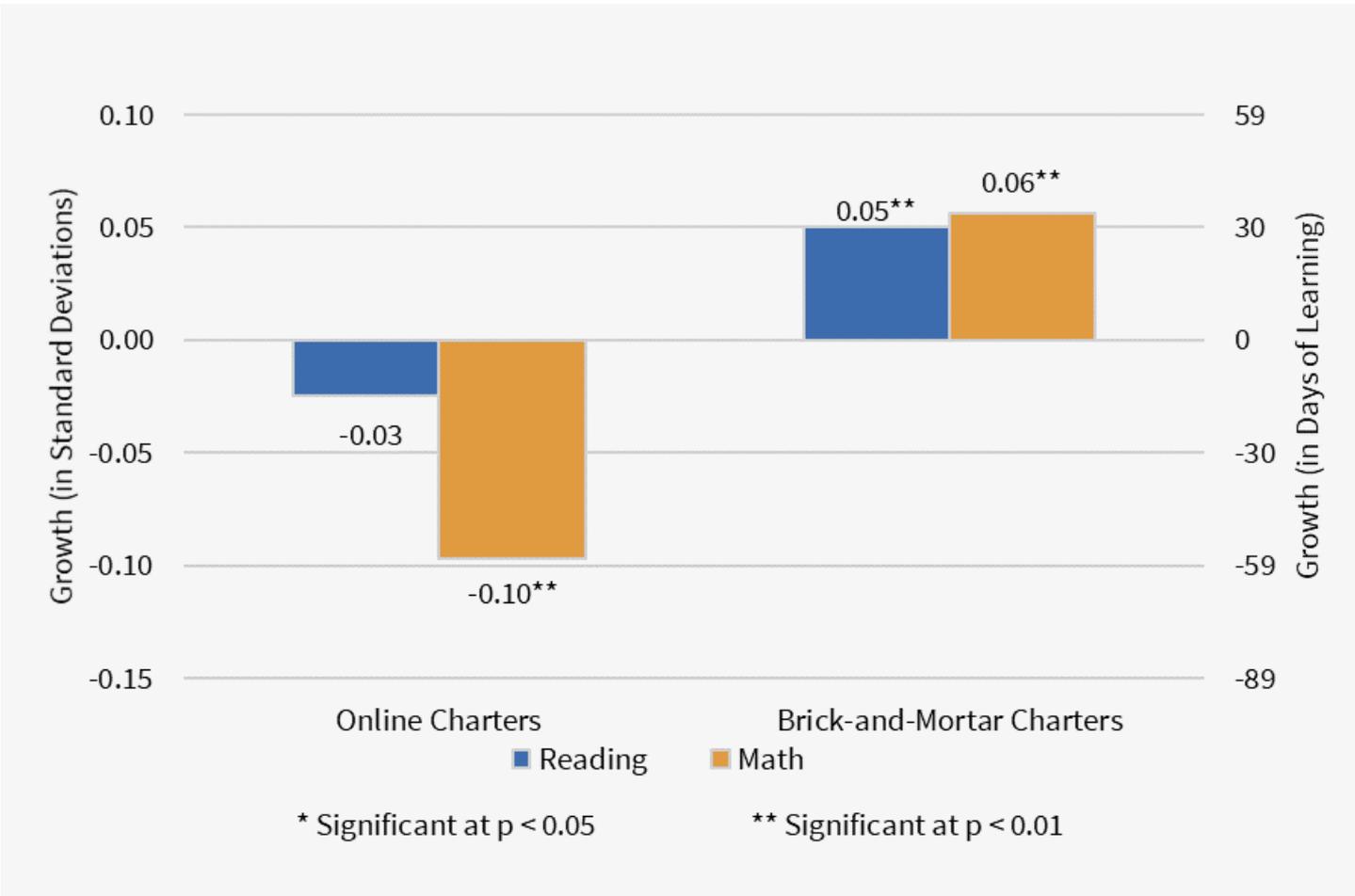
Impact by School Locale



Impact by School Level



Impact by Delivery System



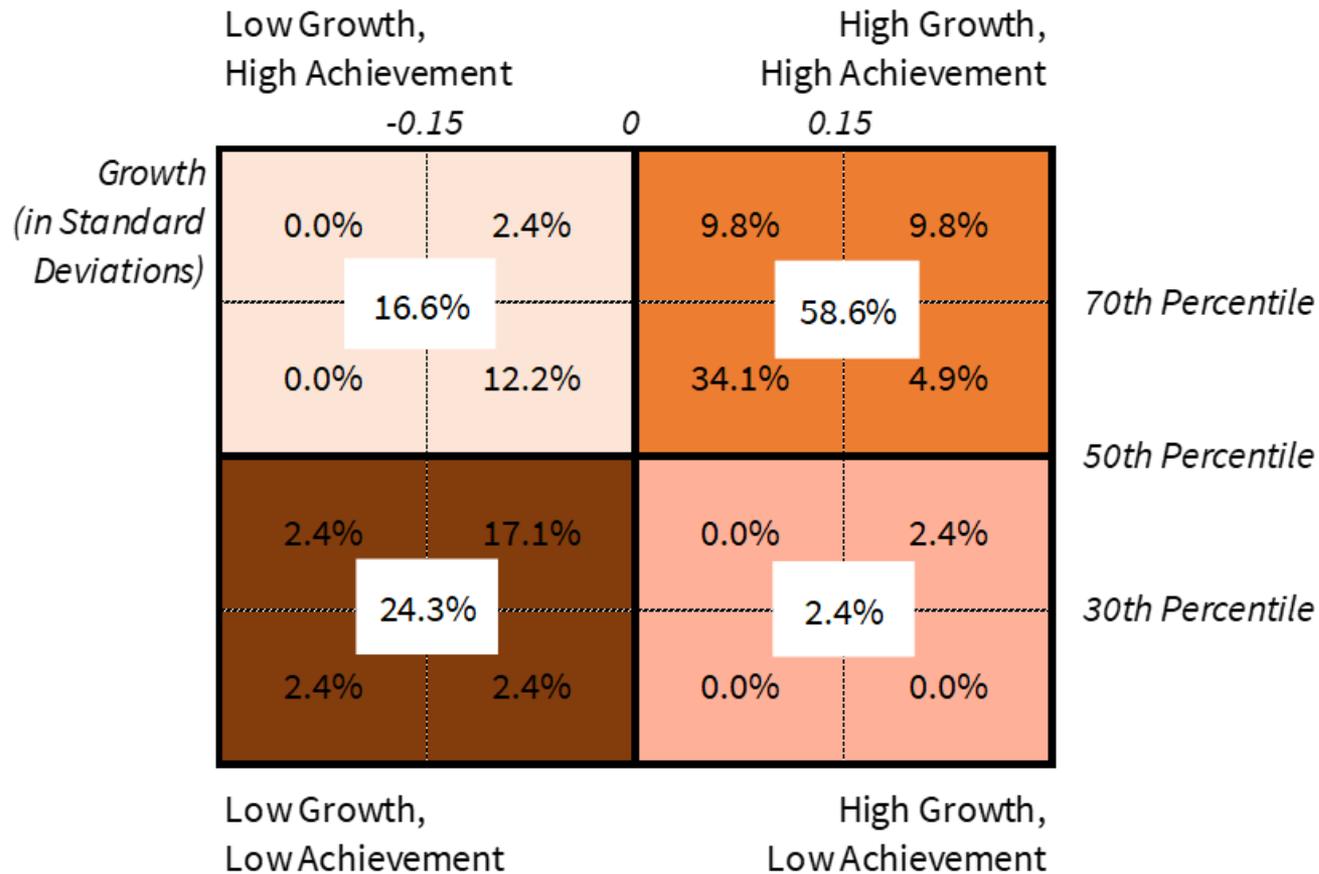


School-Level Findings

School-Level Growth and Achievement (Read)



School-Level Growth and Achievement (Math)





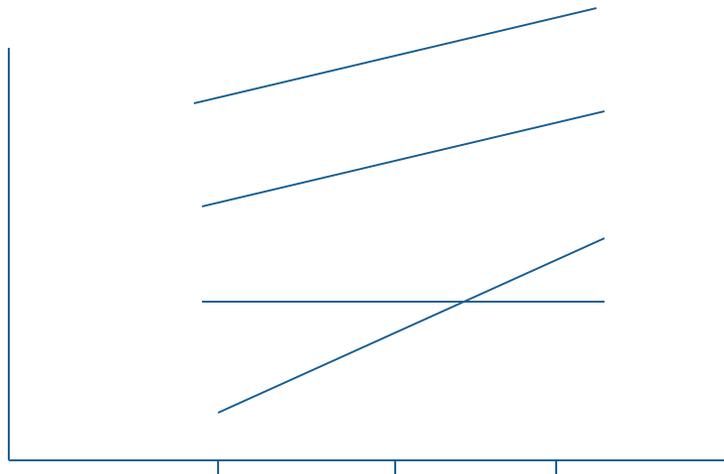
Subgroups

Subgroups

Achievement Gaps

Differences in knowledge between student groups at a fixed point in time.

White students are the benchmark.



Subgroups

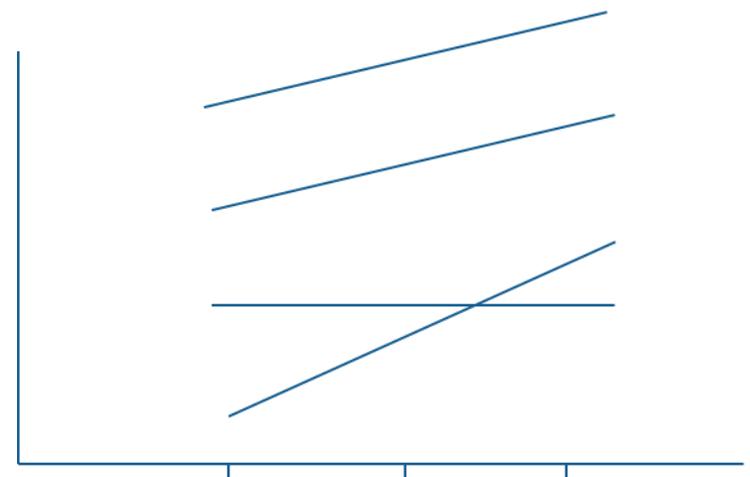
Learning Gaps = Differences in growth of knowledge between student groups in the same year or period.

White student growth is the benchmark.

Same growth – gaps stay the same

Less growth – gaps increase

More growth – gaps decrease



Subgroups

Subgroup Impacts	Reading	Math
Charter gains > TPS gains	Whites *	Whites *
Learning Gap eliminated	Whites in Poverty Hispanics	
Learning Gap observed in both Charter and TPS	Poverty Hispanics in Poverty SPED	Poverty Whites in Poverty Hispanics Hispanics in Poverty
Too few students (Charter and TPS)	Blacks English learners	Blacks English learners

Summary of Findings

- In the aggregate, we find positive and significant effects associated with charter attendance for reading and positive but not statistically significant effects for math.
- Brick-and-Mortar Charters outperform Online Charters.
- We find wide variation in individual school effects. There is some good news.
- Charter attendance is associated with improved learning gains for White students.

Policy Considerations

- Facilitate high performers to share and grow.
- Resources need to balance equity and effectiveness.
 - Level is important
 - So are results
- Evidence that stronger authorizing is needed.

Idaho has a unique take on charters – with extra focus on quality, it could be a national exemplar.

Thank you.

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Back-up Slide

Statewide Comparison of Brick-and-Mortar and Online Charters

	All Charters	Brick-and-Mortar Charters	Online Charters
Number of schools	54	44	10
Average enrollment per school	359	330	488
Total number of students enrolled	19,381	14,501	4,880
Students in Poverty	19%	17%	28%
English Language Learners	1%	1%	1%
Special Education Students	9%	7%	13%
White Students	81%	83%	76%
Black Students	1%	1%	1%
Hispanic Students	9%	10%	8%
Asian/Pacific Islander Students	2%	2%	1%
Native American Students	4%	1%	13%
Multi-Racial Students	2%	3%	2%