



For Immediate Release

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**CREDO at Stanford University Releases New Research on Indianapolis, IN.
Indianapolis is the first report of the City Studies Project, a series of studies examining
school performance across ten U.S. cities.**

STANFORD, Calif. – Stanford University’s Center for Research on Education Outcomes (CREDO), releases the first report of [City Studies Project](#), a series of studies examining school performance across ten U.S. cities. The goal of the project is to provide the public with periodic reports of academic performance for public K-12 schools.

“Indianapolis is the first of ten cities CREDO will be sharing results for over the upcoming weeks. The findings for this work are particularly useful for stakeholders to compare city-to-city where similar work is being conducted,” said Margaret Raymond, Director of CREDO at Stanford University.

The analyses make two sets of comparisons the first is the progress of Indianapolis students benchmarked against the state average learning gains and the second is the progress of charter school students within Indianapolis compared to the performance of similar traditional public school peers within Indianapolis.

“We found that overall the reading growth of all Indianapolis students was on par with the state average in the year 2014-15, but was weaker than the state average in 2015-16 and 2016-17. Indianapolis students persistently posted weaker learning gains in math compared to the state average gains in the 2014 through 2017 school years, “ said Margaret Raymond.

The ten cities in the City Studies Project are

Indianapolis, IN	Baton Rouge, LA
Camden, NJ	Kansas City, MO
Memphis, TN	New Orleans, LA
Oakland, CA	St. Louis, MO
San Antonio, TX	Washington, DC

For release dates and findings please 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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