

The Academic, Civic, & Integration Effects of Private School Choice

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Disclaimer

The opinions expressed here are my own and do not represent the official positions of the University of Arkansas or U of A System.



What is Often Said About Private School Choice

- “Education reformers ought to resist unreflective support for elegant-sounding theories ... that don't produce verifiable results in the classroom.” (Sol Stern, Manhattan Institute, 2008)
- “School Vouchers’ Dismal Record of Failure Comes Into Focus” (Tim Walker, NEA Today, March 30, 2017)
- “...there is no evidence that students in voucher schools get higher test scores.” (Diane Ravitch, May 3, 2016)

Quality of Statistical Evaluations

- How do we make sure that any differences between program participants and comparison students are due to the program?
- Methods:
 - Random assignment experiments
 - Matching longitudinal studies
 - Control variables
 - Uncontrolled descriptive comparisons – Disqualified

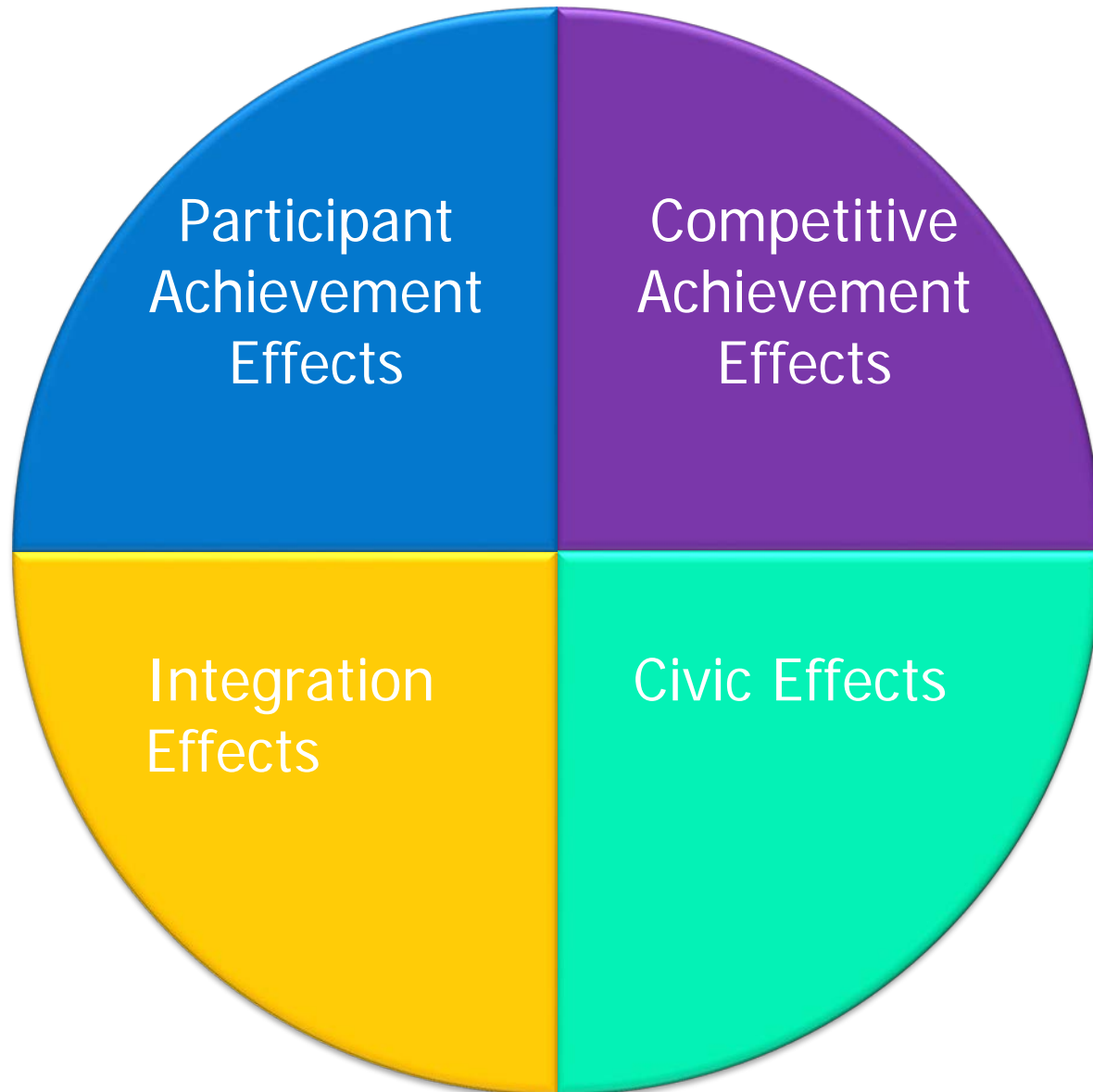


Guide to the Review



- Only Bronze standard studies or better
- Look for the medal!
- Voucher or scholarship programs
- Positive choice findings overall = Green
- Positive for subgroups = Light Green
- Null = Yellow
- Negative = Red

Four Ways to Slice this Pie



Achievement Effects: All Gold Standard



Benefit	Study	City	Finding – Private School Choice
All Students (7)	Cowen (2008)	Charlotte	+8 pts in reading, +7 pts in math
	Greene (2001)	Charlotte	+ 6 pts on combined reading and math test
	Greene et al (1999)	Milwaukee	+6 pts in reading, +11 pts in math
	Rouse (1998)	Milwaukee	+8 pts in math, no difference in reading
	Howell et al (2002)	DC	+3 pts combined reading & math
	Wolf et al (2013)	DC	+4.8 pts in reading
	Anderson & Wolf (2017)	DC	+8.7 pts in reading
Some Students (4)	Barnard et al (2003)	New York	+5 pts in math for students leaving low-performing schools
	Jin et al (2010)	New York	+4 pts in math for students leaving low-performing schools
	Howell et al (2002)	New York	+4 pts for African-American students on combined reading/math test
	Howell et al (2002)	Dayton	+6.5 pts for African-American students on combined reading/math test
No Effect (4)	Mills & Wolf (2017)	Louisiana	No difference in math or reading
	Krueger & Zhu (2004)	New York	No difference in math or reading
	Bitler et al (2013)	New York	No difference in math or reading by quartile
	Bettinger & Slonim (2006)	Toledo	No difference in math or reading
Negative (2)	Abdulkadiroglu et al. (2016)	Louisiana	-0.4 standard deviation 1-year effect on math
	Dynarski et al. (2017)	DC	-7.3 pts 1-year effect on math

Competitive Effects: All Silver Standard

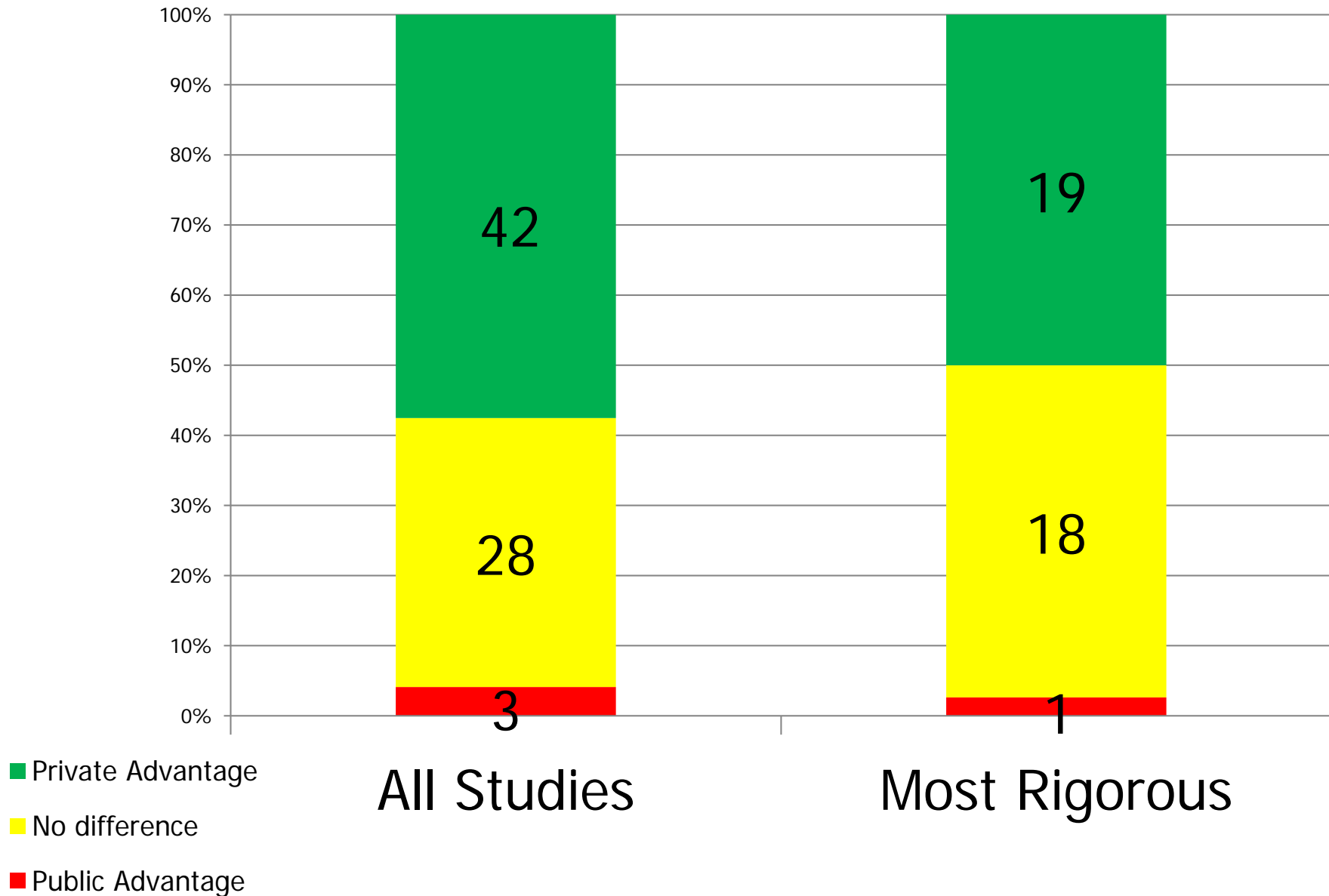


Study	City/State	Finding
Greene (2001)	Florida	POSITIVE
Greene & Winters (2004)	Florida	POSITIVE
Chakrabarti (2004)	Florida	POSITIVE
West & Peterson (2005)	Florida	POSITIVE
Figlio & Rouse(2006)	Florida	POSITIVE
Rouse et al (2007)	Florida	POSITIVE
Chakrabarti (2008)	Florida	POSITIVE
Winters & Greene (2011)	Florida	POSITIVE
Figlio & Hart (2011)	Florida	POSITIVE
Chakrabarti (2013)	Florida	POSITIVE
Hammons (2002)	Maine	POSITIVE
Hammons (2002)	Vermont	POSITIVE
Forster (2008)	Ohio	POSITIVE
Carr (2011)	Ohio	POSITIVE
Figlio (2016)	Ohio	POSITIVE
Egalite (2014)	Indiana	POSITIVE
Hoxby (2001)	Milwaukee	POSITIVE
Greene & Forster (2002)	Milwaukee	POSITIVE
Chakrabarti (2007)	Milwaukee	POSITIVE
Carnoy et al (2007)	Milwaukee	POSITIVE
Chakrabarti (2008)	Milwaukee	POSITIVE
Greene & Marsh (2009)	Milwaukee	POSITIVE
Egalite (2014)	Louisiana	POSITIVE
Greene & Forster (2002)	San Antonio	POSITIVE
Gray, Merrifield, & Adzima (2014)	San Antonio	POSITIVE
Greene & Winters (2006)	Washington D.C.	NONE

Civic Outcomes



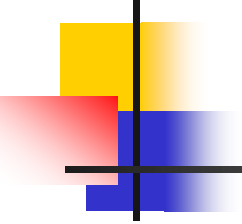
Civics: Not Counting Integration



Racial Integration



School Voucher Effects on Integration



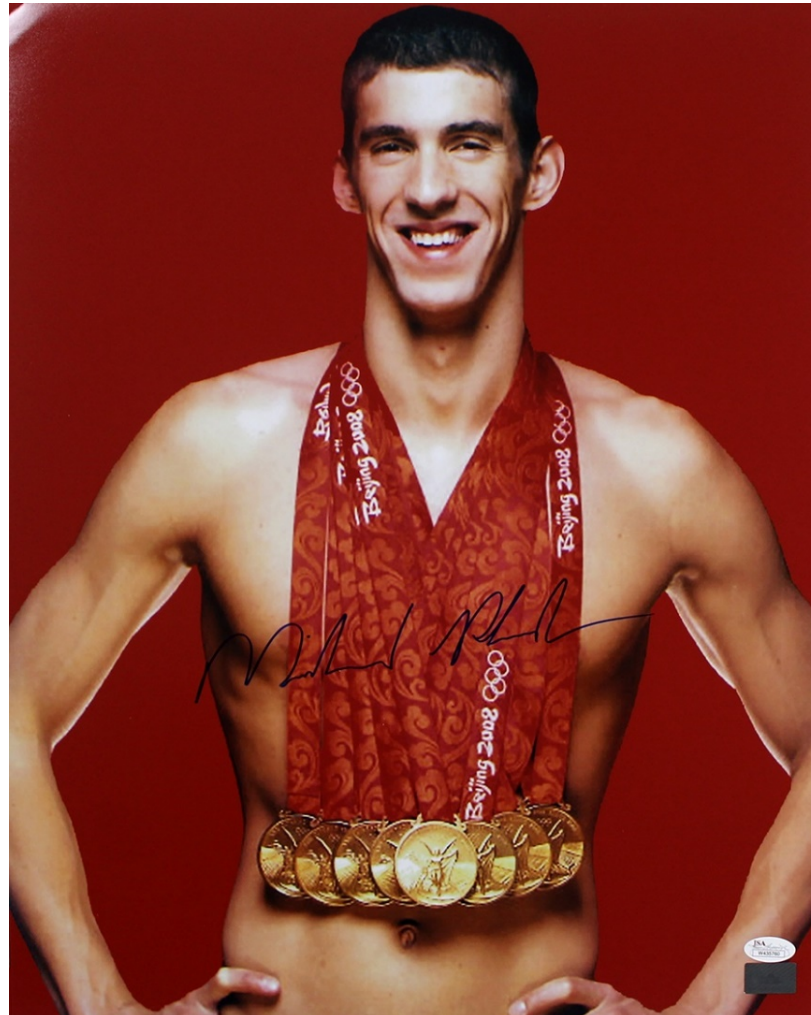
Study	City/State	Finding
Egalite, Mills & Wolf (2016)	Louisiana	Positive
Forster (2006)	Milwaukee	Positive
Forster (2006)	Cleveland	Positive
Greene and Winters (2005)	D.C.	Positive
Fuller and Greiveldinger (2002)	Milwaukee	Positive
Fuller and Mitchell (2000)	Milwaukee	Positive
Fuller and Mitchell (2000)	Milwaukee	Positive
Greene (1999)	Cleveland	Positive
Greene, Mills, and Buck (2010)	Milwaukee	No effect



Putting It All Together

- Many high-quality studies of choice exist
- Evidence shows it improves:
 - Both academic & non-academic outcomes
 - For students who choose (eventually)
 - For students “left behind” in public schools (immediately)
- Gains larger for African Americans
- And we haven't even considered attainment & fiscal effects...

School Choice is an Olympian Success





For More Information

Electronic versions of school choice reports available at:

<http://www.uark.edu/ua/der/SCDP.html>

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Go Hogs!