

College Enrollment: Private School Choice Students in Florida

Urban Institute, 2019

Scholarship Students vs. Traditional Public School Peers

3rd – 7th Graders

	2-year college enrollment percent increase	4-year college enrollment percent increase
1 Year in Private School	+3%	+9%
2 nd Year in Private School	+5%	+16%
3 rd Year in Private School	+16%	+24%
4+ Years in Private School	+33%	+45%

8th – 10th Graders

	2-year college enrollment percent increase	4-year college enrollment percent increase
1 Year in Private School	+4%	+19%
2 nd Year in Private School	+17%	+42%
3 rd Year in Private School	+18%	+59%
4+ Years in Private School	+22%	+99%

Charter Schools in Urban Area Impact

Stanford University

Compared to Traditional Public School Peers, 2015

	Math Days of Learning	Reading Days of Learning
1 Year in Charter	+7	-7
2 nd Year in Charter	+58	+43
3 rd Year in Charter	+86	+43
4+ Years in Charter	+108	+72

	Math Days of Learning	Reading Days of Learning
Black Students in Poverty	+59	+44
Hispanic Students in Poverty	+48	+25
Hispanic (English Language Learners)	+72	+79

Vouchers Increase Educational Attainment

The Effect of Private School Choice on Student Attainment

Study	Location	Method	Outcome	Overall Result
Wolf et al. (2013)	D.C.	RCT	High school graduation	+
Chingos & Peterson (2015)	New York City	RCT	College enrollment & degree attainment	Null*
Cheng, Chingos, & Peterson (2018)	New York City	RCT	Degree attainment	Null*
Holmes Erickson, Mills, & Wolf (2018)	Louisiana	RCT	College enrollment	Null
Chingos, Kuehn, Monarrez, Wolf, Witte, & Kisida (2019)	D.C.	RCT	College enrollment	Null
	Florida	Matching	College enrollment	+
			Bachelor's & associate degree attainment	+
	Milwaukee	Matching	College enrollment & persistence	+
Bachelor's degree attainment			Null*	
Cowen et al. (2013)	Milwaukee	Matching	High school graduation	+

Notes: “RCT” is “Randomized Controlled Trial.” “Null” means that the overall result reported for the outcome is not statistically significant. “Null*” means that statistically significant positive effects are detected for subgroups. A “+” means that the study indicates a statistically significant attainment benefit of private school choice overall.

School Choice Reduces Crime

“Researchers found that entering a charter school in North Carolina in 9th grade reduced the rate at which students were convicted of felonies by 36% and the rate at which they were convicted of misdemeanors as adults by 38%, compared to their peers in traditional public schools.

...a study by researchers at Harvard and Princeton found that winning a lottery to attend a charter school in New York City reduced the likelihood of incarceration for male students by 100%. That’s right. Winning a lottery to attend a charter school in NYC all-but completely eliminated the chance of incarceration for male students in the sample. But that’s not all – the study also found that winning a charter school lottery reduced teen pregnancy by 59% for female students.”

Study	Choice Type	Location	Method	Finding
Deming (2011)	District	Charlotte, NC	RCT	+
Dobbie & Fryer (2015)	Charter	New York, NY	RCT	+
McEachin, Lauen, Fuller, & Perera (2020)	Charter	North Carolina	QED	+
Dills & Hernández-Julián (2011)	Residential	United States	QED	+
DeAngelis & Wolf (2019)	Voucher	Milwaukee, WI	QED	+
DeAngelis & Wolf (2020)	Voucher	Milwaukee, WI	QED	+

“RCT” is “Randomized Controlled Trial.” “QED” is “Quasi-Experimental Design.”

“+” indicates that the study found statistically significant positive effects of school choice on crime reduction.

Vouchers Serve Less Advantaged students

“Florida State University’s [2017 study](#) of the Florida Tax Credit Scholarship Program found that participants were four percentage points less likely to be white, one percentage point more likely to qualify for free lunch, and had prior math and reading scores that were two to four percentile points lower than eligible students that did not participate in the choice program. Each of these statistics suggest that the applicants were less advantaged than the eligible population overall.”

Study	Program	Result (Overall)	Result (SES)
Figlio, Hart, & Metzger (2009)	Florida Corporate Tax Credit Scholarship Program	Less advantaged than eligible population	Less advantaged than eligible population
Kisa et al. (2017)	Florida Tax Credit Scholarship Program	Less advantaged than eligible population	Less advantaged than eligible population
Hart (2014)	Florida Tax Credit Scholarship Program	Less advantaged than eligible population	
Anderson & Wolf (2017)	D.C. Opportunity Scholarship Program	Less advantaged than eligible population	
Fleming et al. (2013)	Milwaukee Parental Choice Program	Mixed	Mixed
Paul, Legan, & Metcalf (2007)	Cleveland Scholarship and Tutoring Program	Mixed	Mixed
Howell (2004)	New York City’s School Choice Scholarships Foundation Program	Mixed	Mixed
Campbell, West, & Peterson (2005) ; same data as Peterson, Campbell, & West (2002) and Howell & Peterson (2006)	Children’s Scholarship Fund	Mixed	Mixed
Martinez, Godwin, & Kremerer (1995)	San Antonio CEO Voucher	More advantaged than eligible population	More advantaged than eligible population
Chakrabarti (2013)	Milwaukee Parental Choice Program	More advantaged than eligible population	More advantaged than eligible population

Parental Satisfaction Surveys

Top three qualities families seek when choosing a new school (Beck Research, 2018)

Qualities	Total	Black	Latino
High quality and experienced teachers	50%	51%	45%
A safe learning environment	30%	38%	37%
Student's individual academic progress	18%	21%	24%

Louisiana Voucher Program Parental Satisfaction Survey, 2017-18

Question	Yes
Are you happy with your child's academic progress at his or her school?	95%
Does your child feel safe in his or her Scholarship school?	99.4%
Do you and your child feel welcome at your child's Scholarship school?	99%

Washington, D.C. Voucher Program Parental Satisfaction Survey, 2017-18

Question	Yes
Are you happy with your child's academic progress?	99%
Are you happy with your child's current school?	97%

School Choice Safety Surveys

Table 1. Access to public charter schools and reports of school safety.

Study	Location	Method	Respondent	Result
Gleason et al. (2010)	United States	RCT	Parent	Null
Tuttle et al. (2015)	Various States	RCT	Parent	+
Barrett (2003)	Texas	Hierarchical Linear Model	Student	+
Hamlin (2017)	Detroit, MI	Regression Analysis	Student	+
Hamlin and Li (2020)	United States	Regression Analysis	Principal	+
DeAngelis (2020a)	Pennsylvania	Regression Analysis	Principal	+
DeAngelis (2020b)	New York	Regression Analysis	Principal	+
DeAngelis and Lueken (2020)	Indiana	Regression Analysis	Principal	+
Shakeel and DeAngelis (2018)	United States	Regression Analysis	Principal	+

Notes: "RCT" is "Randomised Controlled Trial." "Null" means that no statistically significant effects are reported for the outcome in the study. A "+" means that the study indicates a statistically significant benefit of charter school safety overall.

Table 2. Access to private schools and reports of school safety.

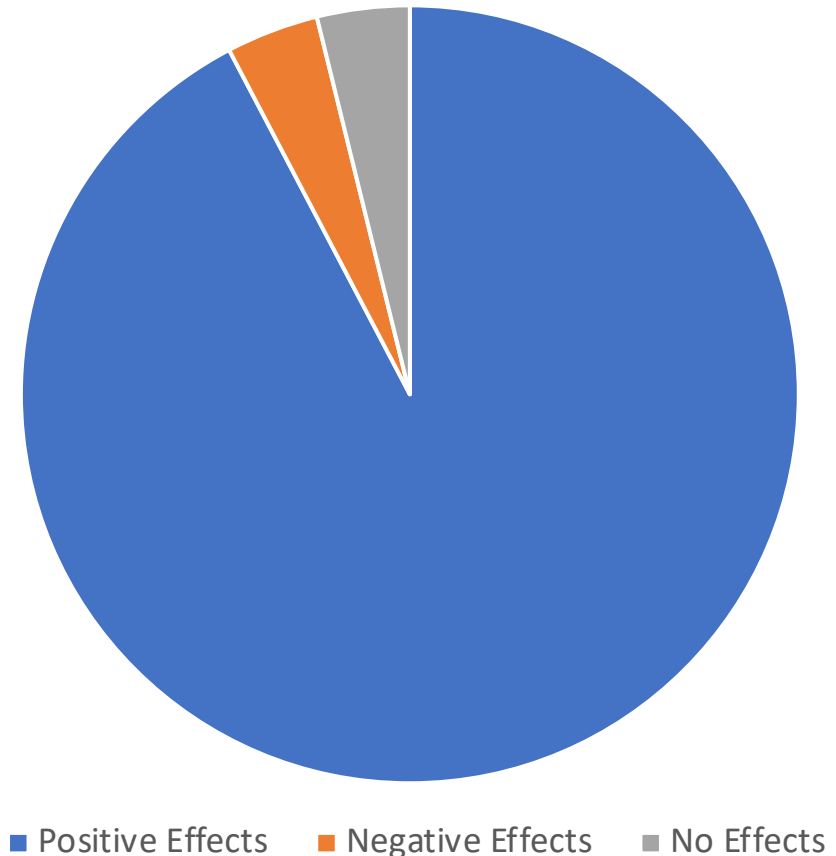
Study	Location	Method	Respondent	Result
Webber et al. (2019)	D.C.	RCT	Parent Student	Null +
Wolf et al. (2010)	D.C.	RCT	Parent Student	+
Howell and Peterson (2006)	D.C., New York, and Dayton, Ohio	RCT	Parent	+
Witte et al. (2008)	Milwaukee, WI	Matching	Parent	+
Dyehouse et al. (2020)	Florida	Comparison with Prior School	Parent	+
Fan et al. (2011)	United States	Regression Analysis	Student	+
Farina (2019)	United States	Regression Analysis	Student	+
Lleras (2008)	United States	Hierarchical Linear Model	Student	+
Waasdorp et al. (2018)	United States	Matching	Student	+
DeAngelis and Lueken (2020)	Indiana	Regression Analysis	Principal	+
Shakeel and DeAngelis (2018)	United States	Regression Analysis	Principal	+

Notes: "RCT" is "Randomised Controlled Trial." "Null" means that no statistically significant effects are reported for the outcome in the study. A "+" means that the study indicates a statistically significant benefit of private school safety overall.

How does *private* school choice affect academic achievement for *public* school students?

26 studies examined the competitive effects of private school choice programs:

- **24 found positive effects**
- **1 found no effects**
- **1 found negative effects**



National Assessment of Educational Progress (NAEP)

State NAEP Ranking for Lower-Income Student Performance

	State	2003 Rankings	2019 Rankings
Private School Choice + Charters	FL	#33	#1
Private School Choice + Charters	IN	#22	#3
Charters Only	NY	#23	#31
Charters Only	CA	#49	#40

State NAEP Ranking for All Student Performance

	State	2003 Rankings	2019 Rankings
Private School Choice + Charters	FL	#37	#17
Private School Choice + Charters	IN	#20	#7
Charters Only	NY	#23	#28
Charters Only	CA	#46	#44

Voucher Effects on Math and Reading Test Scores

Study	Location	Method	Outcome	Overall Result
Wolf et al. (2013)	D.C.	RCT	Reading	+
Cowen (2008)	Charlotte	RCT	Math and reading	+
Greene (2000)	Charlotte	RCT	Math and reading	+
Greene et al. (1999)	Milwaukee	RCT	Math and reading	+
Rouse (1998)	Milwaukee	RCT	Math	+
Howell et al. (2002)	D.C.	RCT	Math and reading	+
	New York	RCT	Math and reading	Null*
	Dayton, Ohio	RCT	Math and reading	Null*
Barnard et al. (2003)	New York	RCT	Math	Null*
Jin et al. (2010)	New York	RCT	Math	Null*
Krueger & Zhu (2004)	New York	RCT	Math and reading	Null
Bitler et al. (2013)	New York	RCT	Math and reading	Null
Bettinger & Slonim (2006)	Toledo, Ohio	RCT	Math	Null
Webber et al. (2019)	D.C.	RCT	Math	Null
Mills & Wolf (2019)	Louisiana	RCT	Math	-
Abdulkadiroğlu, Pathak, & Walters (2018)	Louisiana	RCT	Math and reading	-

Notes: “RCT” is “Randomized Controlled Trial.” “Null” means that the overall result reported for the outcome is not statistically significant. “Null*” means that statistically significant positive effects are detected for subgroups. A “+” means that the study indicates a statistically significant test score benefit of private school choice overall. Research on existing school voucher programs in Indiana and Ohio also found null to negative impacts on the academic achievement outcomes of participating students. These two studies, however, are not included because they are observational and cannot demonstrate that the negative outcomes caused by voucher program participation.

Voucher Effects on Racial Integration

TABLE 5 Racial Segregation

Location	Author	Year	Results		
			Positive Effect	No Visible Effect	Negative Effect
Louisiana	Egalite et. al.	2016	X		
Louisiana	Egalite & Mills	2014	X		
Milwaukee	Greene et. al.	2010		X	
Milwaukee	Forster	2006	X		
Cleveland	Forster	2006	X		
D.C.	Greene & Winters	2005	X		
Milwaukee	Fuller & Greiveldinger	2002	X		
Milwaukee	Fuller & Mitchell	2000	X		
Milwaukee	Fuller & Mitchell	1999	X		
Cleveland	Greene	1999	X		

Note: This table shows all empirical studies using all methods; the total effect on segregation in all schools is referenced.