

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

# Second Order Effects of School Choice Programs: Research on Competitive Effects

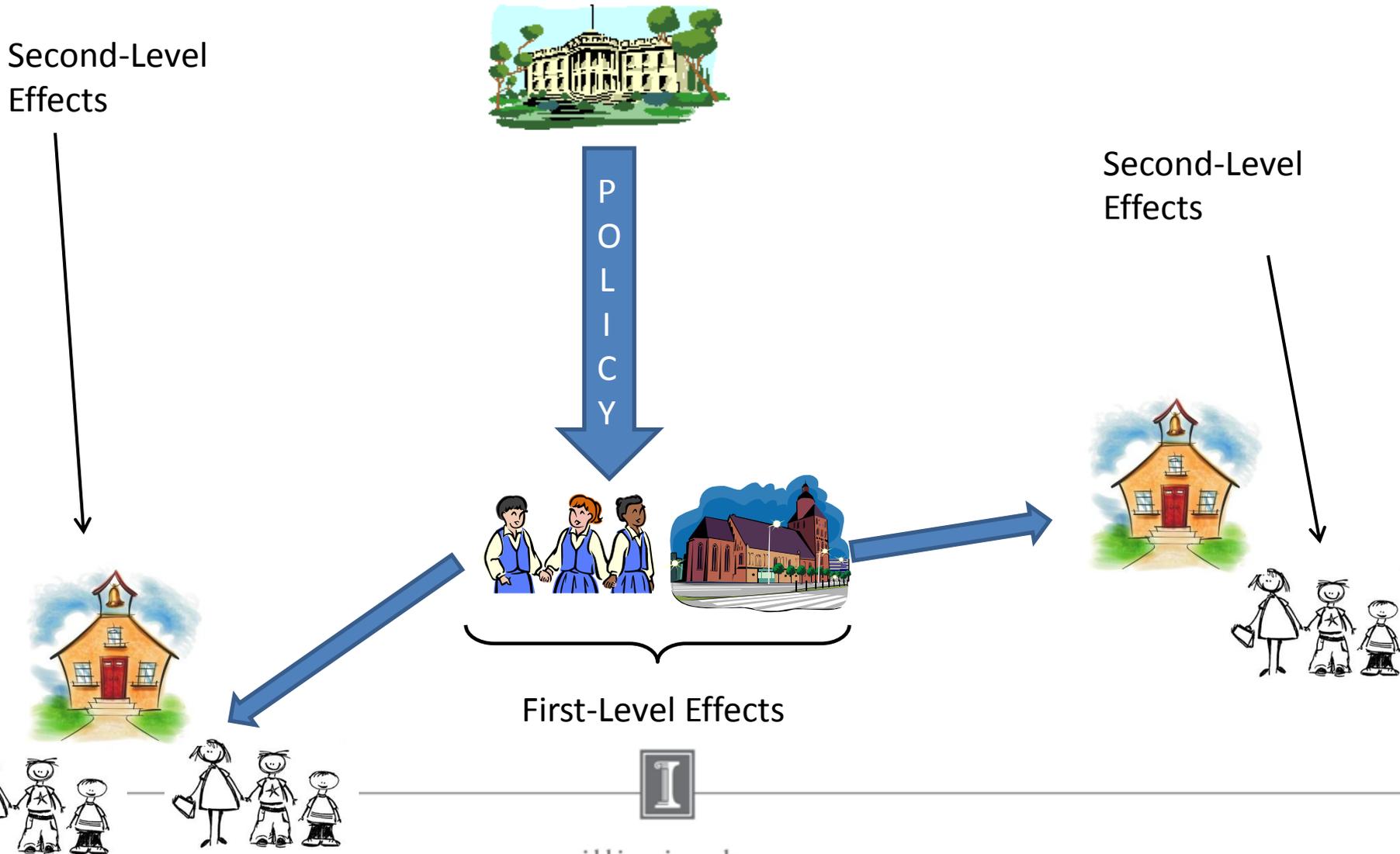
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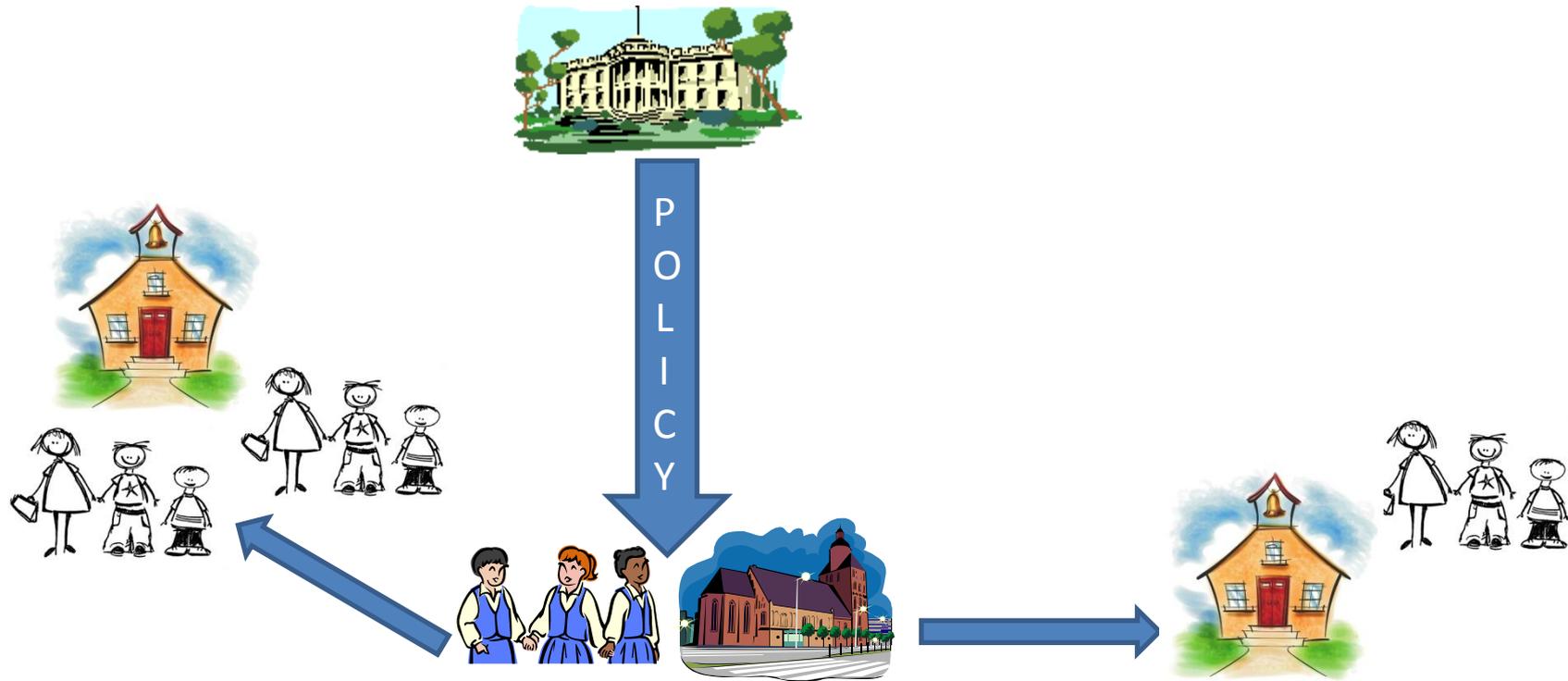


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# First-Level and Second-Level Effects



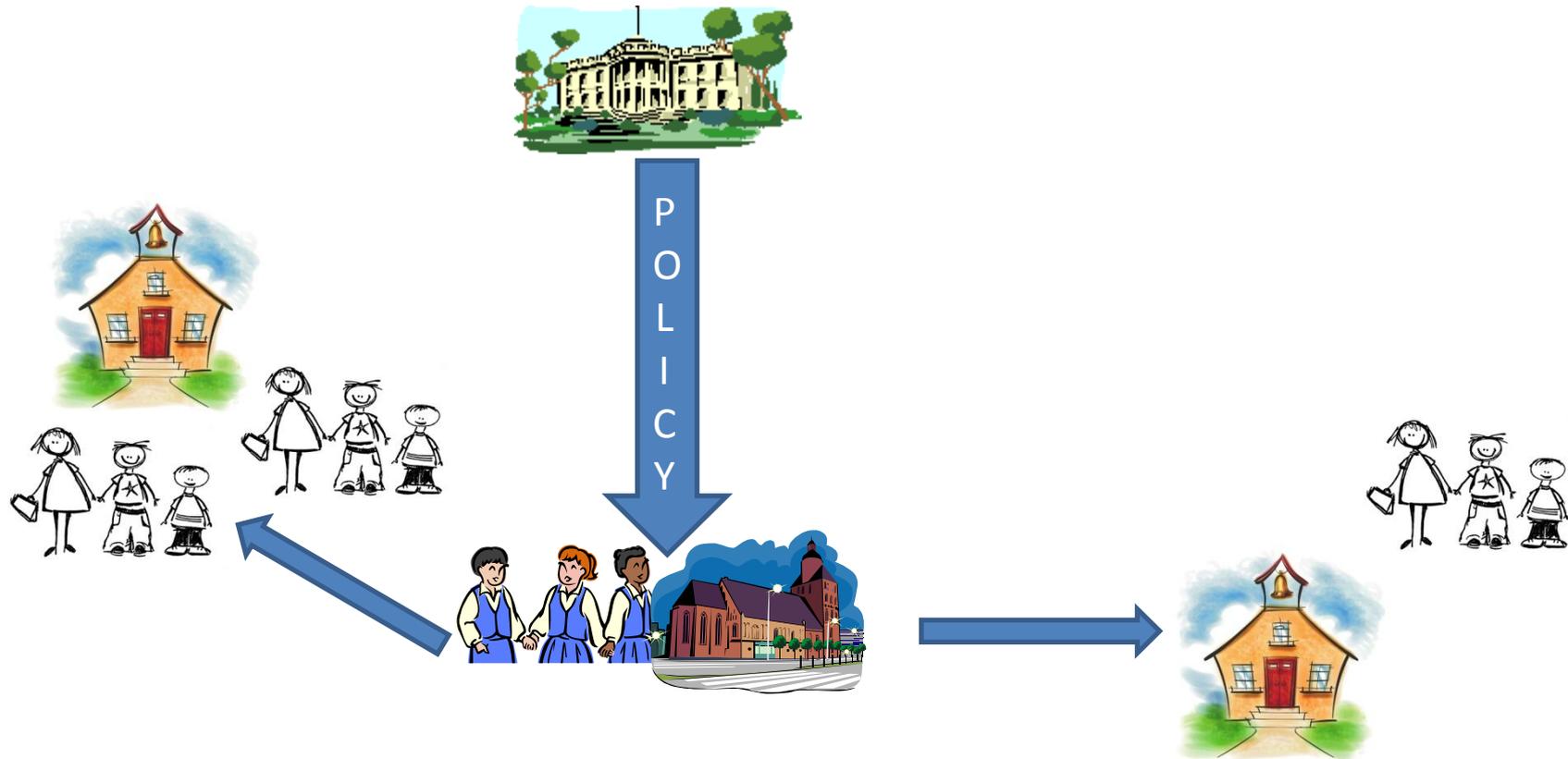
# First-Level and Second-Level Effects



## Most Research



# First-Level and Second-Level Effects



## My Research



# Shouldn't Competition "lift all boats"? Two Perspectives

- Interjecting competition into the educational market, and this new element will force schools to become more efficient and effective (Friedman; Becker; Hoxby; Chubb and Moe)
  - “I think that sometimes just the threat that somebody has that power might, might get eventually these schools and these administrators to start getting serious about educating our children...”  
--Kathy Lee on *Today*
- Competition can harm students and schools (Arson & Ni; Feinberg & Lubienski):
  - Families don't choose schools based on efficiency
  - Increased choice leads to increased stratification
  - Increased choice leads to higher student mobility and teacher turnover
  - Put profits before students



# Is there consensus on the second-level “effects” of educational competition on students?

- No.
  - Most studies have produced small findings with mixed results. Similar studies, with similar methodologies sometimes produce contradictory results.
- Tiebout Choice
  - Hoxby VS. Rothstein
- Vouchers
  - Figlio and Rouse; Hsieh and Uriquola; Ladd
  - Howell and Peterson; Hoxby
- Charters
  - Booker, Gilpatri, and Gronberg; Hoxby
  - Bettinger; Bifulco and Ladd

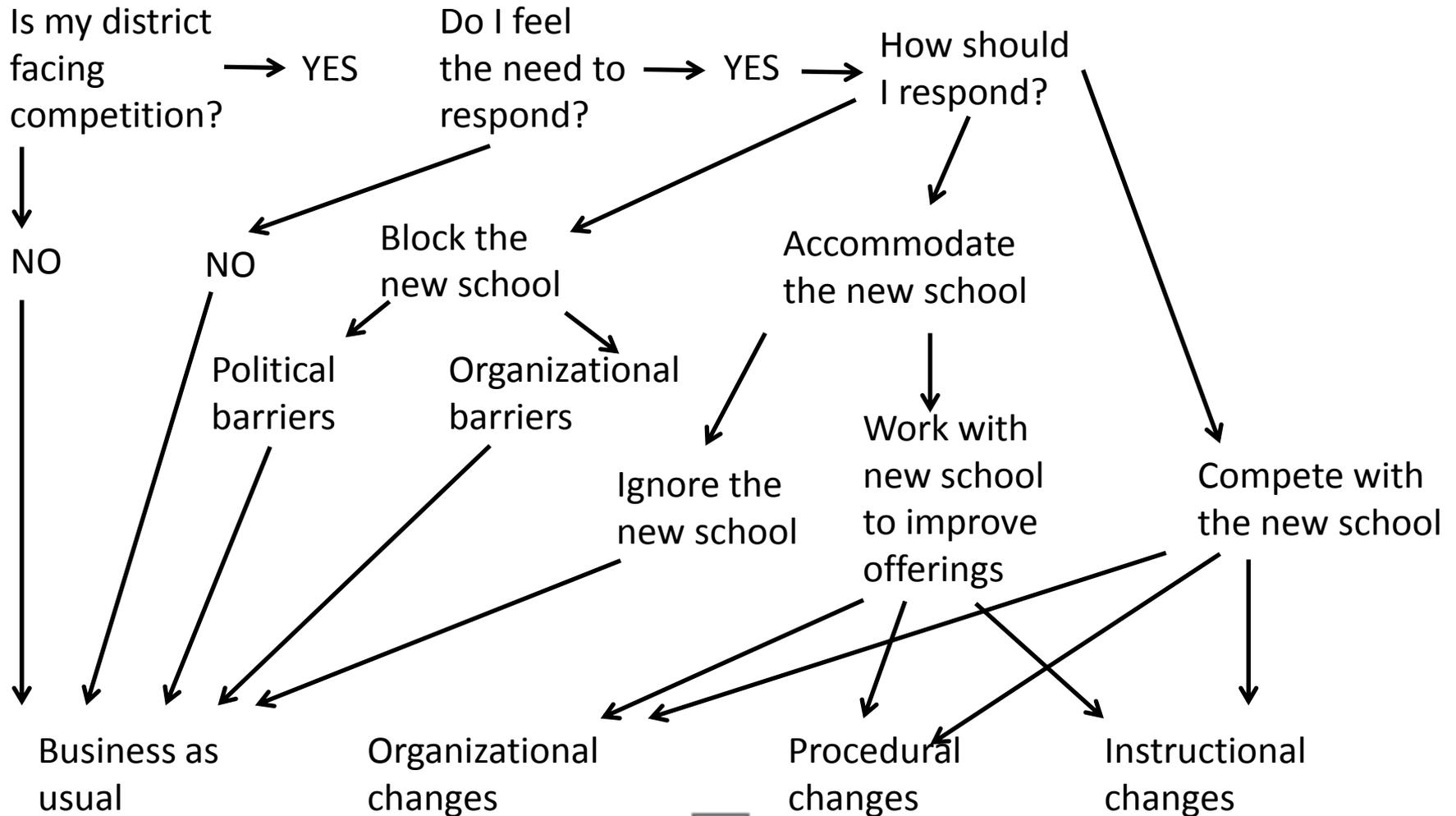


# How might competition inspire institutional change in the district-run public school?

- Procedural Changes
  - Changes in resource allocation
  - Changes in school-wide policies (such as discipline or uniforms)
- Organizational Changes
  - Changes in leadership
  - Changes in offerings
- Instructional Changes



# Limitations (1): Complexity of Competition in Action



# Limitations (2): Measuring Competition

- What is measured?
  - Incentivist policies vary in scope and definition from state to state and district to district
  - Context matters
- How is it measured?
  - Changes in policies that allow for increased competition
  - Number of competing schools in a given area
  - Density of competing schools in a given area
  - Percentage of students attending non-district-run schools

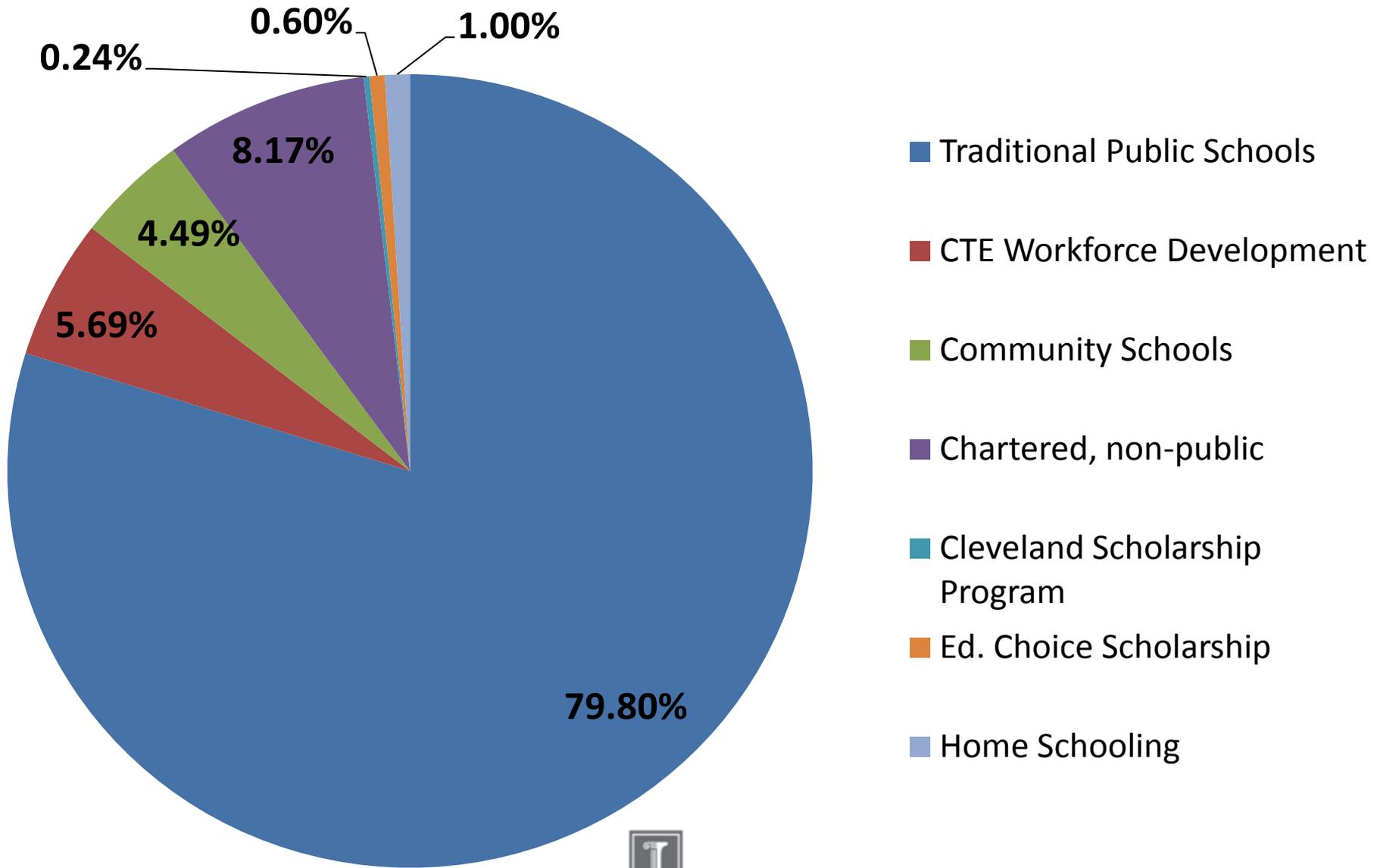


# The Buckeye State's School Choice Options

- Traditional Public Schools (1,771,144 students)
- Career-Technical Education Workforce Development (126,347 high school students)
- Community Schools (99,726 students)
- Chartered, nonpublic schools (181,340 students)
- Cleveland Scholarship Program (5,345 students)
- Education Choice Scholarship (13,407 students)
- Home-schooling (22,171 students)
- Non-chartered, non-tax supported schools (unknown)



# Percentage of Students

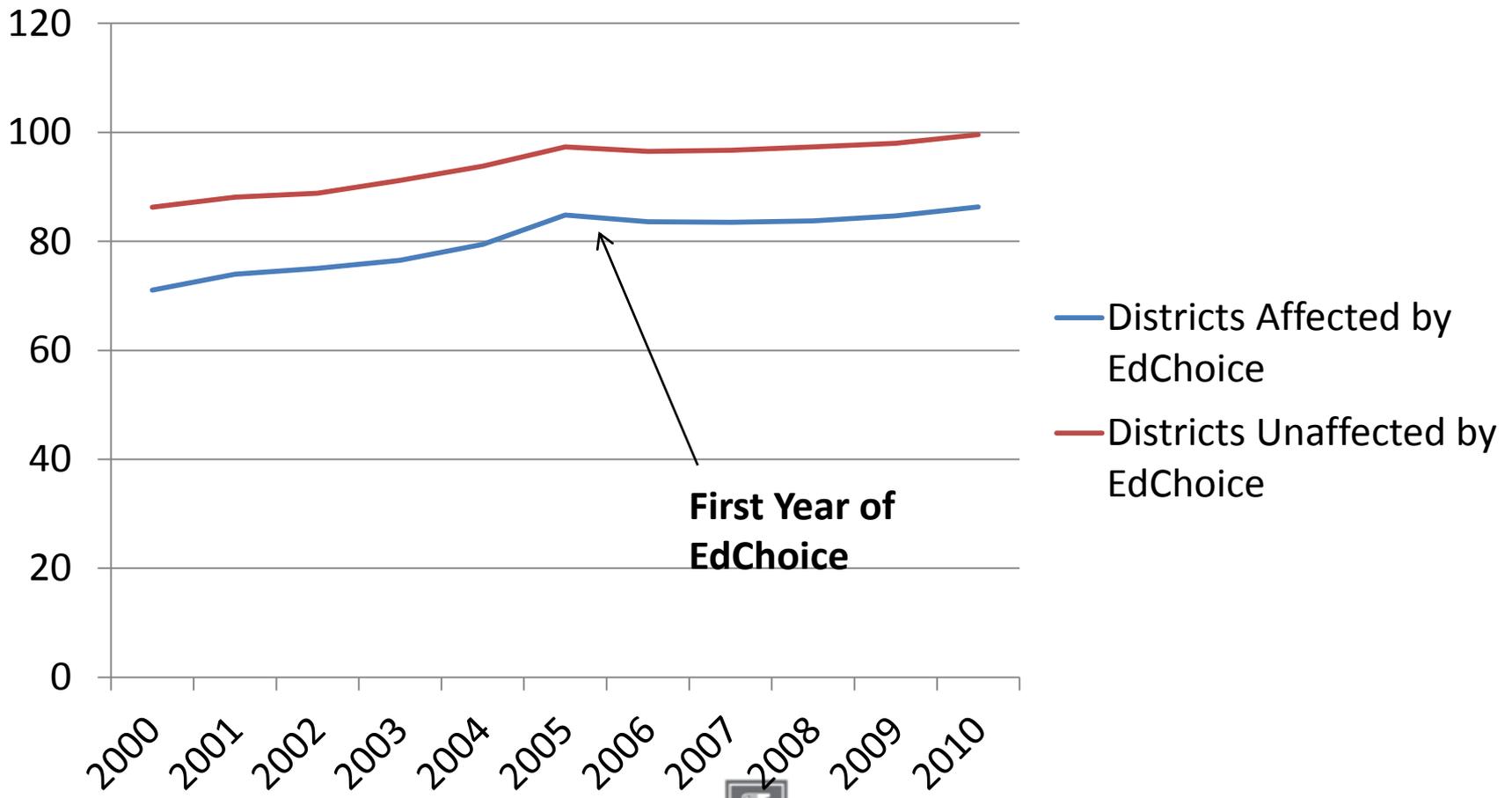


# Charters and Vouchers in Ohio

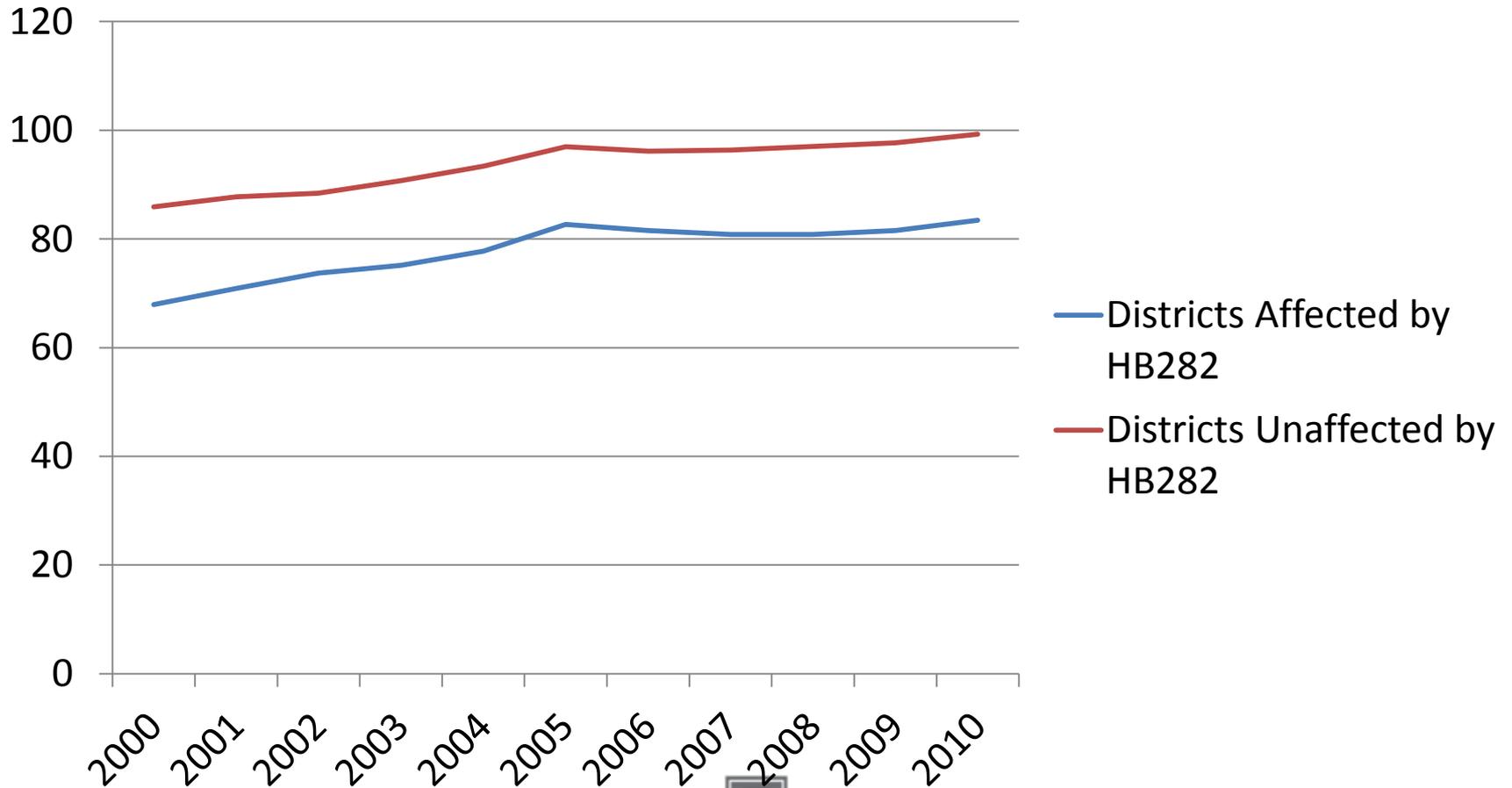
- Community School Legislative History
  - 1997 (Lucas and the ‘Urban 8’)
  - 1999 (Additional 13 districts and Academic Emergency)
  - 2001 (Expanded to Academic Watch, Sponsors expanded)
  - 2005 (Introduced E-School regulations)
- Voucher History
  - Cleveland Voucher Program (1995)
  - Educational Choice Scholarship Program (2006)



# Performance Index averages for districts impacted by EdChoice



# Performance Index averages for districts impacted by charter school policies

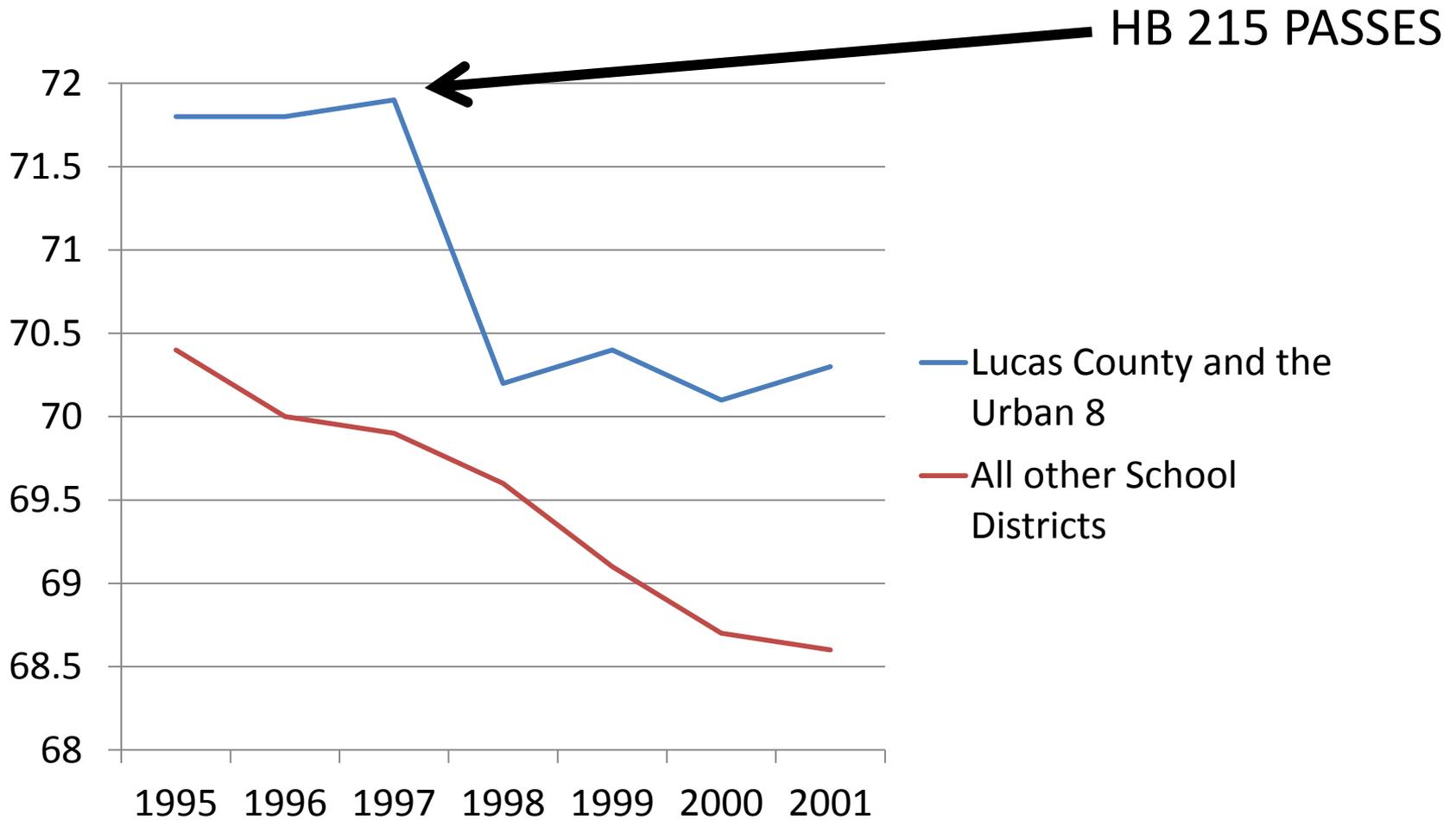


# Current Research

- How do schools respond to increases in competitive pressure?
  - Changes in spending patterns
  - Changes in efficiency
- Charter Schools present an opportunity to examine the effects of competition
  - Larger share
  - More data
  - Policy effects
- Quasi-experimental methods



# Preliminary Findings



# Thank you

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