

ADVOCATE[®]

The School Choice

African Americans Score Higher When They Get a School Voucher

By: Paul E. Peterson

Paul E. Peterson is the Henry Lee Shattuck Professor of Government, Harvard University, and Director of the Program on Education Policy and Governance (PEPG) within the Department of Government.

Previously, my colleague, William Howell, and I reported positive effects of school vouchers on the test scores of African Americans who participated in a privately funded New York City voucher program. Now, a second, much more sweeping look at the data provides even more convincing evidence.

Our second look was prompted by critics who said that our original classification scheme was faulty and we did not look at results from all of the students. But even after taking these concerns into account, the results remain much the same.

According to our most careful analysis, African American students in private schools, after three years, scored eight percentile points higher on the reading and math portions of standardized tests than did those in public schools, well over a grade-level difference in test score performance.

However, no effects, positive or negative, were observed for Hispanic students or for students who were members of other ethnic groups.

Our New York study has attracted a great deal of attention because it is a randomized field trial, the gold standard research design usually undertaken in medical research. One group gets the pill, the other the placebo. Which individuals get which depends on the luck of the draw. When this is done, the two groups can be assumed to be similar, except for the fact that one group received the pill. The Food and Drug Administration requires that all medications go through this rigorous trial before a pill can be marketed.

Such research is seldom used in the study of educational innovations (though the current Administration is energetically promoting the idea in the Department of Education these days). Our voucher study stands as an important exception, however. Because vouchers were given to some (but not all) students, and because those receiving the vouchers were chosen in a lottery, the research team was able to compare those who won the vouchers with those who did not.

My colleague, William Howell, and I looked at the evidence 120 different ways. In 108 of these analyses, significantly positive impacts for African Americans were discerned. The few that did not register significant effects were based on less rigorous research methods.



Paul E. Peterson

Inside this Issue

President's Comments	2
Research, Demystified	6
States in the Spotlight	8
News & Views	9

Educational Choice



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President's Comments

In this momentous year for school choice, it is no wonder opponents have decided to attack convincing research that school choice works. Dr. Paul Peterson of Harvard University has been the victim of a campaign to discredit his seminal studies of New York and San Antonio voucher programs which convincingly show that African-American students' test scores have risen since they were able to attend their school of choice.



Gordon St. Angelo

Dr. Peterson and his partners on the project have responded to the criticism with even more thorough research of the programs, finding evidence yet again that black children, of all demographic groups studied, benefit from vouchers. His most recent analysis has shown the same eight-point rise in black voucher students' test scores, even when controlling for all of the factors critics had pointed out in his previous methodology. Data was scrupulously examined 120 different ways. He announced his findings at the National Press Club in June. Hopefully, this will return the situation to a collegial realm of disagreement among scholars.

The step-up in the ferocity of attacks on vouchers from our opponents demonstrates just how far we have come. The education establishment clearly has a lot to lose, and when last year they lost their constitutional argument at the highest level, the Supreme Court, they had to find other ways of discrediting school choice. They have decided to concentrate, it seems, on accountability and testing. This is a smart move, because they certainly are contentious issues in education overall.

Ironically, though, the establishment may shoot itself in the foot with this argument. It will become more and more evident that accountability is a smokescreen for opponents of educational liberty, for school choice ensures a level of accountability government schools cannot attain in their current structure. The hard truth is, government schools are the most unaccountable institutions in America. They operate in a vacuum of mediocrity and monopoly which cannot last forever in this age of progress.

Talk to an inner-city parent with children trapped in a failing school, and you will have ample evidence that monopolies fail. Talk to the parent of a voucher student and you will have your very best evidence that school choice works. It is as simple as this. The disempowered state of parents in American education makes this job a lot harder than it should be. We're here to change that. ■

Higher Scores

continued from page 1

Critics wondered whether our results were due to the fact that we defined a student's ethnicity on the basis of his or her mother's. So, as part of our analysis, we employed four different classification schemes. We first classified students as African American whenever their mother was African American (our original approach); second, when both parents were; third, when the parental caretaker was; and fourth, when either the mother or the father was African American. No matter how ethnicity was defined, results remained much the same: private schooling had a positive impact on student performance in all three years the study was conducted.

Still, classifying by mother's ethnicity is, in our view, preferable, simply because only 20 percent of the students lived in households where the mother was married and in almost all cases the mother, if single, was the parental caretaker.

Controversy also surrounds the question as to whether one should look at all students who participated in the evaluation or just those students who had taken a test before the experiment began, giving researchers a benchmark for later comparison. So, we looked at the data in two different ways. First, we considered only those students for whom benchmark test scores were available. Then we examined all the students participating in the study, regardless of the availability of benchmark information. In either case, positive effects of private schooling were observed in every year the study was conducted.

We nonetheless recommend that researchers pay more attention to the results for students with benchmark information. Otherwise, one lacks firm evidence as to how well the students were doing before the study began.

Finally, we checked to see whether our results varied by grade level. Were vouchers especially good for older students, less useful for younger ones? A careful look showed no significant difference by grade level for those who entered the program at the end of grades 1-4. We did

see a difference for those who were still in kindergarten when they applied for a voucher. But we don't have benchmark data for this group, so very little that is conclusive can be drawn from these students.

Our results are for the voucher program conducted by the School Choice Scholarships Foundation (SCSF). In the Spring 1997, SCSF offered vouchers to over 1,200 New York City public school students in grades K-4, worth up to \$1,400 annually, to help pay the cost of private school for three years.

The research team collected baseline test-score and other data prior to the lottery, and then collected follow-up information over the next three years. ■

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Get Connected!

For more information on this subject go to:
www.ksg.harvard.edu/pepg
or
www.manhattan-institute.org

Mr. Peterson's photo courtesy of photos@Martha Stewart

OP-ED

School Choice: Seeing the Forest for the Trees

By: Congressman John Sullivan (R-OK)

Many people lose sight of the big picture when it comes to the issue of educating our Nation's children. Some just can't see the forest for the trees.

Most public schools do a great job. Teaching is truly a heroic profession and I applaud those selfless public servants who perform every day under enormous pressure and with limited resources. But too many children are trapped in schools where failure is the norm and the culture is one of despair and hopelessness.

Educating our children is too important an undertaking to compromise at the expense of high standards and accountability. Too many of America's students are trapped in schools that consistently fail to meet the minimum standards. Having choices and options is considered advantageous in every aspect of our lives except with the

most fundamental building block to success in America — education.

Just as the federal government provides Pell Grants and the GI Bill to college students for use at the university of the student's choice — public or private, including religious schools — parents should have similar choices for their elementary and secondary school children. Why shouldn't the federal government provide K-12 students with the same kind of educational options we provide other students? What good is a college loan if a student doesn't have the quality educational foundation that K-12 provides? All students should have access to a quality education of their own choosing; despite where they live or what school district they happen to be in.

Local control and innovation needs to be implemented if students in failing schools are to have opportunities to



Congressman Sullivan

succeed. For instance, Washington, D.C. schools are considered among the most troubled in the Nation. Crime, drug abuse, and lack of discipline have crippled the educational opportunities in those schools. In the District of Columbia, two-thirds of fourth graders have “below basic” reading ability despite the second-highest per-pupil

expenditure in the country — \$9,650 per student — as well as teachers who are paid among the highest in the Nation. We should fund education, but instead of throwing money at the problem, we should focus on keeping schools accountable, asking hard questions, and looking for solid results.

It’s clear the schools in our Nation’s Capital are in a crisis. Emboldened by *Zelman v. Simmons-Harris* — the recent U.S. Supreme Court decision that upheld Cleveland’s school choice program — Washington, D.C.’s Democrat Mayor Anthony Williams has led parents in actively pursuing more choice in their children’s education. Mayor Williams and other brave local leaders in Washington understand that parents should control the educational destiny of their children — not bureaucrats.

Why shouldn’t parents have choices and alternatives in how their children are educated? Why should students be left behind in schools that cannot, or will not, meet minimum standards?

This problem is also an economic one. When students receive a quality education and enter the workforce with the skills necessary to compete and succeed, we all benefit from a stronger workforce and a strengthened economy. The link between illiteracy and crime also cannot be ignored. There are libraries of statistics that describe the ongoing link between crime and poor education. It doesn’t take an expert to understand that the best way to prevent crime in the long-term is to provide access to opportunity through education.

Ask any teacher and they’ll tell you — all children can learn. But when you lower the bar, you get low results. If we raise the bar for students and are forward-thinking in how

we approach accountability, we’ll make real strides in education. It’s not only the right thing to do; it makes sense economically for every one of us. In order to make real changes, we must discard the old models and out-dated ideas about how schools should educate students. We have to be able to trust parents — not bureaucrats — to do what’s best for their children’s education and their futures. All of America’s students should have the opportunity to learn, despite their circumstances or the failure of their schools to meet minimum standards in education. We can’t afford to condemn any child to mediocrity. ■

This OP-ED article was written by Congressman John Sullivan, Oklahoma, First District.

For more information on Oklahoma ...



The Oklahoma Council on Public Affairs:

■ Cato’s David Salisbury

on “The School Choice Movement at a Crossroads”

■ Special Edition: What Oklahoma Can Learn from Florida

www.ocpathink.org

What DOES the Research Tell Us About School Choice?

An Unfair Grade for Vouchers

By: Jay P. Greene, May 16, 2003, as appeared in the *Wall Street Journal*

Some people dwell on emptiness even in glasses that are three-quarters full. That's how it is with assessments of the research on school choice. Although the research supporting school-voucher programs has greater breadth and depth than research on almost any other education policy, opponents of choice continue to chant their mantra that the results are mixed and inconclusive. As a congressional vote approaches on offering vouchers to students in Washington, D.C., it is worth reviewing how strongly existing research supports the expansion of school choice. Consider that the research on the benefits of school choice for those who use a voucher to attend a private school includes evidence from five random-assignment experiments: programs in Charlotte, Dayton, Milwaukee, New York, and Washington, D.C. Random assignment, the approach commonly used in medical research, is the strongest social-science research design because it creates virtually identical treatment and control groups. Any difference in outcomes for the two groups over time can be attributed to the "treatment" as opposed to some pre-existing factor. Researchers have conducted seven analyses of these five random-assignment experiments. None of them finds that students are harmed by receiving a voucher to attend a private school and all find positive estimated effects, although the results vary in whether the benefits exist for both math and reading, whether those benefits are restricted only to African-American students, and in the statistical confidence that one can have in these positive estimated effects. Even the analysis of the New York experiment by

Princeton's Alan Krueger, which was treated as a flimsy piece (by Michael Winerip) as if it were a random-assignment experiment on vouchers, reports positive estimated effects for those who use a voucher to attend a private school. The evidence from previous researchers over whether this is a statistically significant level of statistical significance. And his conclusion is that the significance after he makes a series of adjustments for control for prior test scores and measuring the effect of the experiment. But whatever one may think of the design of the experiment, it is simply not true, as Mr. Krueger says, that it is scary how many prominent thinkers in the field make new policy from a single study ... a sign of popular ignorance. The evidence supporting school choice drawn from the aforementioned five random-assignment experiments, although you would never know that from those who dismiss the research on school choice as inconclusive regarding the effect choice has on public schools. That vouchers and other forms of school choice are supported by academic research, on the other hand, is supported by test scores in public schools by providing vouchers to attend private schools. Studies in Milwaukee, San Antonio, and Vermont have found that public schools that provide school choice, improving their performance in math and reading. All researchers to agree is like waiting for

Where to find the facts ...

Public Schools Improve in Response to Competition from Vouchers

Greene & Forster, 2002: "Rising to the Challenge"

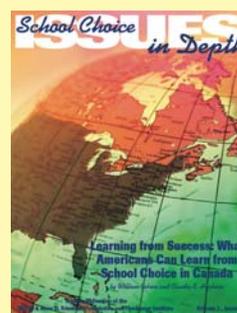
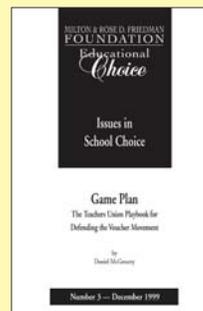
A privately funded voucher program in Edgewood, TX resulted in that school district outperforming 85% of Texas districts in achievement gains. Milwaukee schools that faced greater competition from vouchers made significant gains in student test scores. http://www.manhattan-institute.org/html/cb_27.htm

Jay P. Greene, 2001: "The Looming Shadow"

Schools facing prospect of vouchers made exceptional gains in achievement. To produce a similar gain in math scores, Florida would have to had spent 60% more in per pupil expenditures. <http://educationnext.org/20014/76.html>

Caroline Hoxby, 2001: "The Rising Tide"

Schools that were exposed to voucher competition increased math scores by 7.1 percentile, as compared to only a 3.7 percentile points for schools not exposed to challenge. <http://educationnext.org/20014/68.html>



Friedman Foundation

GAME PLAN: Dan McGroarty on the teacher union's self-serving reasons they are opposed to parental choice. <http://www.friedmanfoundation.org/schoolchoice> to obtain a copy.

LEARNING FROM SUCCESS: WHAT AMERICANS CAN LEARN FROM SCHOOL CHOICE IN CANADA

International comparisons show that Canadian public schools have both higher average achievement scores and lower per-pupil expenditures than U.S. public schools. <http://www.friedmanfoundation.org/schoolchoice>

THE EFFECTS OF TOWN TUITIONING IN MASSACHUSETTS

Stronger choice environment, competing for students, has led to a narrowing of socioeconomic and racial divides. TO ACHIEVE THE SAME RESULTS AS IN MASSACHUSETTS, STATES WITH LOWER PER-PUPIL SPENDING, THE STATES WOULD HAVE TO INCREASE SPENDING BY A COMBINED \$300 MILLION. <http://www.friedmanfoundation.org/schoolchoice>

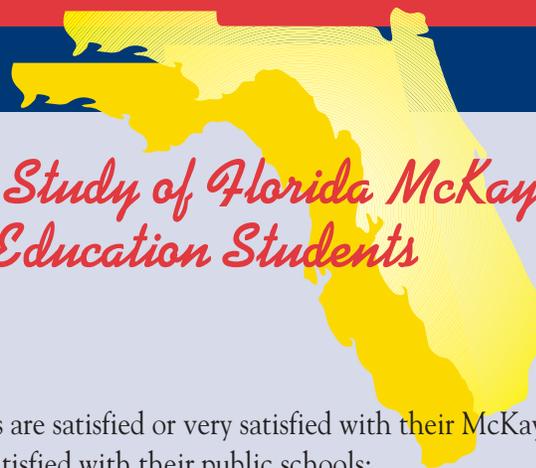
SCHOOL CHOICE WORKS! THE CASE OF SCHOOLS IN MASSACHUSETTS

Market-based school financing reforms that comprise a five-time increase in independent schools and a quarter increase in charter schools, with positive academic effects. These effects are supported by research. <http://www.friedmanfoundation.org/schoolchoice>

School Choice?

competed recently in a *New York Times* article as a fundamental challenge to the research on the effects for African-American students in school. Dr. Krueger only differs from the research that a positive effect can be found at a high level of confidence; his results only fall short of statistical significance. Poor research choices, such as failing to control for student race in an inappropriate way, are the route over the results of this New York Times article. Winerip alleges in the Times, that "it is not clear if this nation of 290 million were ready to accept this." This fear-mongering preys upon the public's desire for reporting benefits for voucher recipients is based on random-assignment experiments, not just on the results from reading the *Times* story. Those who also ignore a growing body of evidence on the effects of school choice on public schools. The party line, of course, is that school choice harm public schools. The evidence actually suggests that school choice raises the quality of those schools with an incentive to improve. In San Antonio, Florida, Michigan, Arizona, Maine, and other states, schools rise to the challenge of school choice in order to compete effectively. Waiting for the day when Godot — it isn't going to happen. ■

The latest ...



Manhattan Institute Study of Florida McKay Program for Special Education Students

Highlights of this study include:

- 92.7% of current McKay participants are satisfied or very satisfied with their McKay schools; only 32.7% were similarly satisfied with their public schools;
- Those participants also saw class size drop dramatically, from an average of 25.1 students per class in public schools to 12.8 students per class in McKay schools;
- Participating students were victimized far less by other students because of their disabilities in McKay schools. In public schools, 46.8% were bothered often and 24.7% were physically assaulted, while in McKay schools 5.3% were bothered often and 6.0% were assaulted;
- McKay schools also outperformed public schools on our measurement of accountability for services provided. Only 30.2% of current participants say they received all services required under federal law from their public school, while 86.0% report their McKay school has provided all the services they promised to provide;
- Behavior problems have also dropped in McKay schools. 40.3% of current participants said their special education children exhibited behavior problems in the public school, but only 18.8% report such behavior in McKay schools;
- This superior performance by McKay schools was largely provided for the same or only slightly more money per pupil than is spent in public schools.

Un-Published Research

...ions' strategy for defeating vouchers and the choice in education. Call Laura, (317) 229-2128,

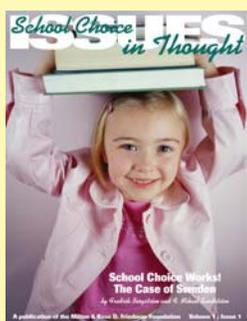
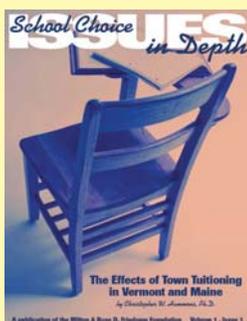
AFRICANS CAN LEARN FROM SCHOOL

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VERMONT AND MAINE: Schools in a ...nts, perform better and these effects cut across THE SAME POSITIVE EFFECTS WITH ...LD HAVE TO INCREASE THEIR PER PUPIL

orks/mainevermontstudy.pdf

SWEDEN: In an historically socialist country, ...se a universal voucher scenario have resulted in ...quadruping of enrollment in these independent ...ts are equally sound in poorer communities. ...orks/swedenstudy0103.pdf



and ...

Voucher Recipients Benefit From Being Able to Attend Schools of Choice

Greene, Paul E. Peterson and Jiangtao Du, 1999: "Effectiveness of School Choice: The Milwaukee Experiment"

Six percentile point gain in reading after 4 years. Eleven percentile point gain in math after 4 years. *Education and Urban Society*, February 1999

William G. Howell, Patrick J. Wolf, Paul E. Peterson and David E. Campbell of the University of Wisconsin, Brookings Institute, Harvard University and Stanford University, 2000: "Test-Score Effects of Vouchers in Dayton, New York City, and Washington, D.C.: Evidence from Randomized Field Trials"

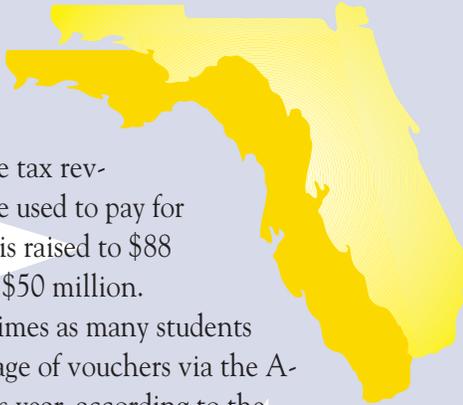
Results: African-American students receiving vouchers improved 3.3 points higher after one year, and 6.3 points higher after two years in the program. No gains or losses were statistically significant in any other demographic group.

<http://www.ksg.harvard.edu/pepg/>

States in the Spotlight

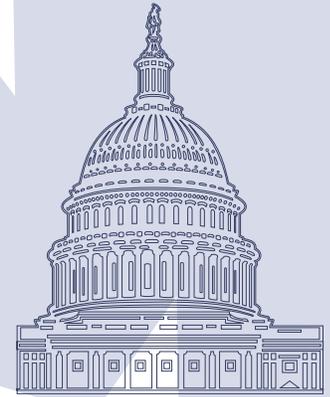
Florida

- Starting July 1, the new limit on corporate income tax revenues that can be used to pay for school vouchers is raised to \$88 million, up from \$50 million.
- More than two times as many students will take advantage of vouchers via the A-Plus Program this year, according to the *Miami Herald* (7/23/2003). Statewide, so far, 631 have applied for vouchers.
- Hundreds of people gathered at one “F” school, Jones High School in Orlando, demanding that the school improve academically, demonstrating the clear positive effects of competition and parental accountability.



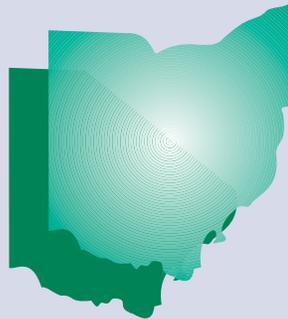
District of Columbia

- A large-scale pilot voucher program is headed for a vote in Congress, possibly in September. The bill, sponsored by Representative Thomas Davis (R-VA), would set up a \$15 million program for private tuition grants starting this fall, reports the *Washington Post*. The *Post* has editorialized favorably for vouchers for the past several months. D.C. Mayor Anthony Williams broke ranks with his fellow Democrats to support the bill as well.



Ohio

- Cleveland: The amount of a Cleveland Scholarship Program voucher was raised from \$2,250 to \$2,700, and the Program has expanded to include 9th and 10th graders for the first time.
- Lawmakers also voted to transfer a special stipend known as “parity aid” from public schools to charter schools, according to the *Cleveland Plain Dealer*.



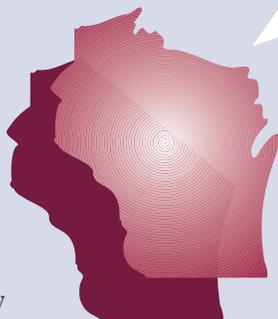
Texas

- Governor Rick Perry has spoken out, saying he wants to see a voucher bill addressed in the legislative special session, which would create a pilot program in 11 of the state’s largest urban school districts. The bill passed the House Public Education Committee, before which Milton Friedman testified in May.



Wisconsin

- The Milwaukee voucher program is to be the subject of a longitudinal study of progress of its scholarship students, to comply with a new law passed by the legislature this year.



Schools Can't Account for \$1.6 Million

By: Jabeen Bhatti, *The Washington Times* (6/03)

D.C. public school officials cannot account for more than \$1.6 million in employee-issued credit-card charges, which include improper purchases for hotel services, food, gifts and "items prone to mysterious disappearance," city auditors have found.

The unaccounted-for charges make up about one-quarter of the D.C. public school system's \$6.3 million credit-card expenses in fiscal 2001.

"Payments made in the absence of supporting documentation exposed [the school system's] finances to a significant risk of fraud, waste and abuse," D.C. Auditor Deborah K. Nichols wrote in a report dated June 16.

"Further, any order from a financial officer to make payments in the absence of supporting documentation exhibited poor professional judgment, undermined the integrity of transactions processed through [the school system's] financial system, and indicated a weak internal control system and environment."

An audit of the system's expenses for fiscal 2001 found that school officials had paid \$6.3 million for employee-issued credit-card charges.

But school-finance officials could not provide documentation to support about \$984,728 in credit-card payments and had only incomplete documentation for charges totaling \$684,518.

Auditors found that school employees paid tax on items that were tax-exempt and that the school system paid \$112,415 in late fees on credit cards - more late-fee expenses than in any other of the city's 15 agencies.

"The \$112,415 could have been to more productive use if [the school system's] purchase-card program had not been mismanaged," the auditors wrote.

Auditors also noted that some purchases, such as \$20,344 for athletic equipment and supplies, circumvented usual competitive-procurement processes and are forbidden under current regulations.

D.C. school officials yesterday did not return calls seeking comment.

Detroit News (5/15/03)

Blacks Rate Schools Low

Poll shows more whites, Hispanics describe their schools as excellent, endorse vouchers

The latest Joint Center for Political and Economic study poll on vouchers shows only 35.2% of blacks rate their schools as excellent or good, compared with nearly 55% of non-Hispanic whites. Nearly 43% of Hispanics rated their schools as good or excellent.

The majority of Americans — 52% — endorse school vouchers, according to the poll. Among Hispanics, 60.8% back taxpayer-funded vouchers. Black support remained higher than the average population as well: 57% said they would support a voucher system that gives parents government money to "send their children to the public, private or parochial schools of their choice."

Cincinnati Enquirer (5/15/03)

In an editorial, the *Enquirer* endorsed vouchers, saying, "The U.S. Supreme Court's acceptance last week of a case challenging state laws that block school vouchers is another small victory for school choice ... We've said before that this is not just a public vs. private school argument. It's round two of a milestone civil rights battle."

The editorial was referring to the Institute for Justice's most recent legal battle, against so-called "Blaine Amendments," which are extremely prohibitive aspects of many states' constitutions that are rooted in religious and class bigotry of the late 1800s. The amendments prohibit any flow of funds from public coffers to private institutions and therefore influence even school choice plans that fit the U.S. Supreme Court model in flowing through individuals with private choices.

New Orleans Times-Picayune (6/20/03)

Voters Support Vouchers, Archdiocese poll shows

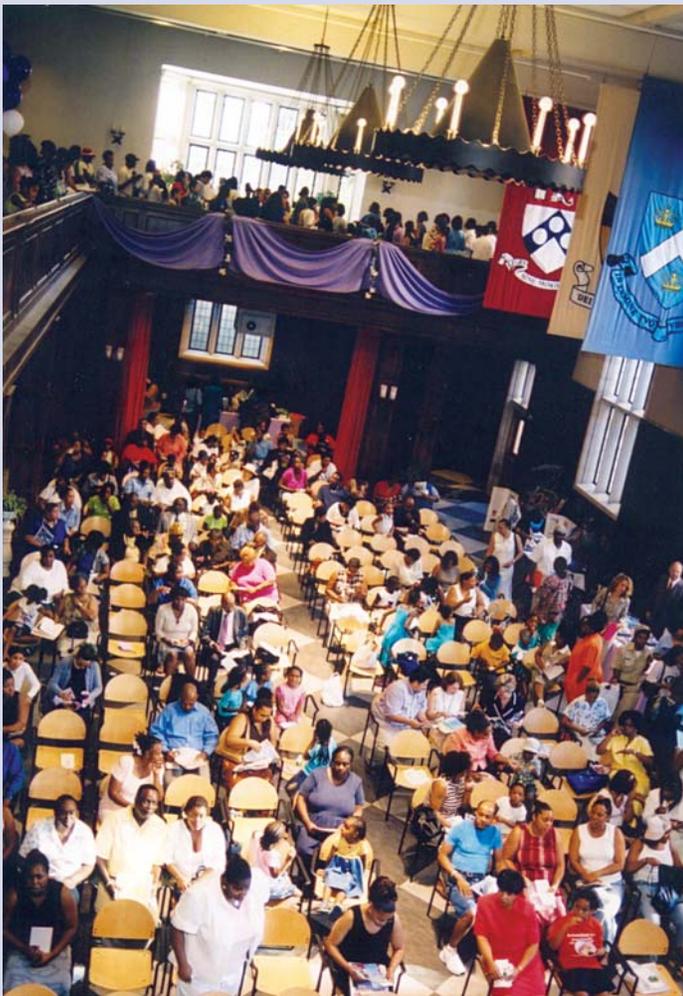
Eighty-nine percent of black respondents and 84% of white respondents said "yes" to vouchers, when asked whether students in state-designated failed schools should be allowed to transfer to other public, private or religious schools by the Archdiocese of New Orleans.

Vouchers failed in the legislature this year.

A Little Bit of Faith ...

On July 17, Faith First Educational Assistance Corporation kicked off its incorporation with a reception at the University of Pennsylvania. Founder Alberta Wilson said, "They came and they came and they came! Parents, that is ... And, no, they had not been assured they would even receive the scholarship. They were told they had to put their 'Faith First' ... and they exhibited commitment in a big way!"

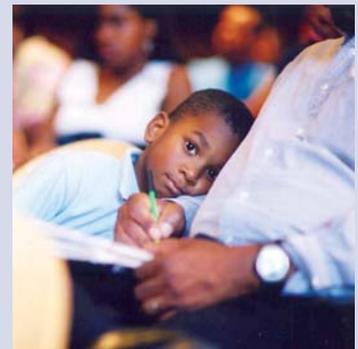
Faith First is designed to help parents take advantage of Pennsylvania's Educational Improvement Tax Credit (EITC) scholarship program. For more information, contact Dr. Wilson at (215) 331-7273.



The University of Pennsylvania's Houston Hall of Flags was nearly filled to capacity with parents seeking choice in education.



A 6th grader enrolled in the school for which Dr. Alberta Wilson was formerly a principal, wows the crowd with her articulate description of a day at school, where she learns from 8th-grade textbooks.



A little boy rests during the 4-hour long event, after which parents lined up for another hour to receive scholarship applications.



Laura Swartley, Communications Director for the Friedman Foundation, speaks to the crowd on the history of the voucher idea.

Studies Show Reforms Work

Critics of Florida's "A-Plus" program and other educational reforms aren't much influenced by facts, but even they will be hard-pressed to ignore the findings of three important studies that show the reforms are working.

All three come from the Manhattan Institute, a respected national policy research organization.

In the first study, researchers found that failing schools that faced the prospect of tuition vouchers allowing their students to attend private or other public schools achieved test score gains more than twice as large as those achieved by other schools. Clearly the potential humiliation of losing students to the voucher program serves as a powerful incentive for schools to improve — just as Gov. Jeb Bush contended when he established the "A-Plus" program.

The second study found that scores on high-stakes tests such as the Florida Comprehensive Assessment Test closely track those on low-stakes tests that are not used for accountability purposes, and concluded that high-stakes tests are a reliable measure of school and student performance.

The report particularly noted that Florida, which has the nation's most aggressive high-stakes testing, had the strongest correlation between the results of high- and low-stakes tests. This shows there is no basis for the oft-heard

complaint that high-stakes tests force teachers to "teach to the test" and that such methods artificially improve test scores without improving real learning.

The third study, published last week, found that charter schools, another component of school reform in Florida and nationwide, produced slightly higher gains in reading and math compared with regular public schools. This was so despite charter schools' financial shortcomings and greater reliance on non-credentialed teachers.

Although the charter school gains were relatively modest, they at least suggest that such schools do not suffer academically because they employ teachers who have not received the imprimatur of the educational establishment. Researchers theorize that the greater freedom from bureaucratic regulations enjoyed by charter schools may make them better able to meet the academic needs of students.

In any case, the data show that vouchers, high-stakes testing and charter schools are having the intended beneficial effect. The facts are on the side of the reformers. Critics are skating on increasingly thin ice. If they keep it up, they may fall through. ■

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FOUNDATION NEWS



We Need Your Help

Our opponents are determined. Union power is unparalleled in America, yet just look at the many scandals that have been reported recently. Teachers' unions and school administrators have become skilled at managing the political process by which public officials are named, laws that govern schools are enacted and budgets are established. The result is a government-run school system that does not reflect the voices of parents.

The Milton & Rose D. Friedman Foundation is constantly working to cut through the rhetoric and help bring about real change in the educational system. Freedom of choice will give parents the tools they need to make sure their child can learn and succeed.

As the voucher movement continues to gain momentum, we will need even more financial support to keep up our efforts in coordination, polling, policy development and financial assistance. Our supporters have been very faithful this year, and if you are able to contribute, please use the enclosed envelope or visit our website at www.friedmanfoundation.org.

The Foundation staff would like to thank our fellow educational choice activists and supporters. We are looking forward to a busy and productive start to a new school year!

Introducing ... Carey Folco

The Friedman Foundation has a new addition to its growing staff. Carey Folco became the new Development Associate in May. She brings eight years of experience in the Washington, D.C. area in



membership development and fundraising. Carey worked with several non-profits to advance their missions.

Active in politics, Carey has volunteered on several political campaigns, and was most recently on the staff of Brose McVey's campaign for U.S. Congress (IN-07).

Carey is a 1993 graduate of Liberty University with a degree in Political Science. She returned to Indianapolis in 2001 to marry and currently resides with her husband, Brian, in Greenwood.

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