

**03/22/13
DISCUSSION
NO. 2 ON
SCHOOL
VOUCHER
SYSTEMS**

<TARGET><BILL></BILL><SUBJECT>03-22-13 DISCUSSION NO. 2
ON SCHOOL VOUCHER
SYSTEMS</SUBJECT><COMM>SEDC28</COMM></TARGET>

Dr. Martin Carnoy

Education:

PhD (Economics), University of Chicago, 1964

MA (Economics), University of Chicago, 1961

BS (Electrical Engineering), California Institute of Technology, 1960

Time at Stanford, Since 1969:

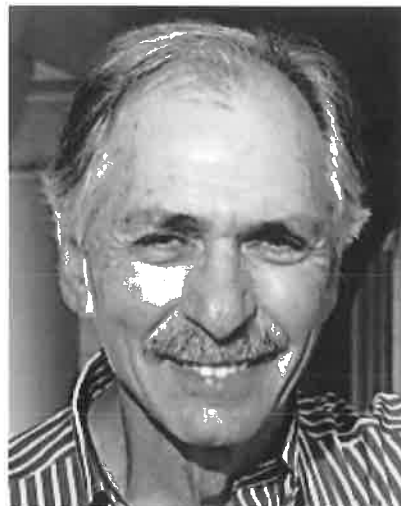
Assistant Professor of Education and Economics (1968-1971)

Associate Professor of Education and Economics (1971-1977)

Professor of Education and Economics (1977 -)

Research Summary:

Dr. Carnoy is a labor economist with a special interest in the political economy of the educational system. He specializes in comparative analysis.



Current Research:

Researching econometric models of quality of education in Latin America and Southern Africa. Studying changes in university financing and the quality of engineering and science tertiary education in China, India, and Russia.

Research Interests:

Applied Econometrics

Economics of Education

International Comparative Education

Race, Inequality, and Language in Education (RILE)

Sample Publications:

Dr. Carnoy has authored some of the first major evaluations of the Chilean voucher plan in 1999-2000, wrote a report about vouchers in the United States, and wrote a book on the Milwaukee voucher plan (2007).

"Is Privatization Through Vouchers Really the Answer? A Comment on West," in *World Bank Research Observer*, 12, 1 (February, 1997): 105-116.

"What Do National Voucher Plans Teach Us? The Cases of Chile and Sweden," *Comparative Education Review*, August/September, 1998.

"The Effectiveness and Efficiency of Private Schools in Chile's Voucher System" (with Patrick McEwan), *Educational Evaluation and Policy Analysis*, 22, 3 (fall), 2000: 213-239.

School Vouchers: Examining the Evidence. Washington, D.C.: Economic Policy Institute, 2001.

"Does Privatization Improve Education? The Case of Chile's National Voucher Plan," (with Patrick McEwan) in David Plank and Gary Sykes (eds.), *Choosing Choice*. New York: Teachers College Press, 2003.

"The Equity Implications of Vouchers," in J. Petrovich and A.S. Wells (eds.), *Bringing Equity Back*. New York: Teachers College Press, 2004

Vouchers and Public School Performance. Economic Policy Institute, 2007.

SHOULD ALASKA LEGISLATE A STATE-WIDE GENERAL VOUCHER PLAN?

MARTIN CARNOY

STANFORD UNIVERSITY

MARCH 15, 2013

IT IS WORTH ASKING WHY ALASKA WOULD WANT A GENERAL VOUCHER PLAN

Is Alaska's education system doing particularly badly?

White students in Alaska have increased their 8th grade National Assessment of Educational Progress (NAEP) math scores by one-third of a standard deviation over the past 15 years (1996-2011), about the same as the national gain during this same period.

White students in Alaska have increased their 8th grade NAEP reading scores about one-fifth of a standard deviation in 2003-2011 (did not test before 2003), much more than the national gain.

Alaska's Native American population scores considerably lower in math and reading than Alaska's whites, and the white-Native American test score gap has increased (Alaska N-A's have not made gains since 2003 on the NAEP math and reading tests).

This pattern of gains suggests that the main education problem in Alaska is not a general one, but one relating to a particular population.

STANDARD ARGUMENTS FOR VOUCHERS

**Increased competition among schools
would raise test scores for all students**

**Private schools are more effective than
public schools, so students could shift to
more effective private schools**

WHAT IS THE EVIDENCE THAT THERE IS A COMPETITION EFFECT?

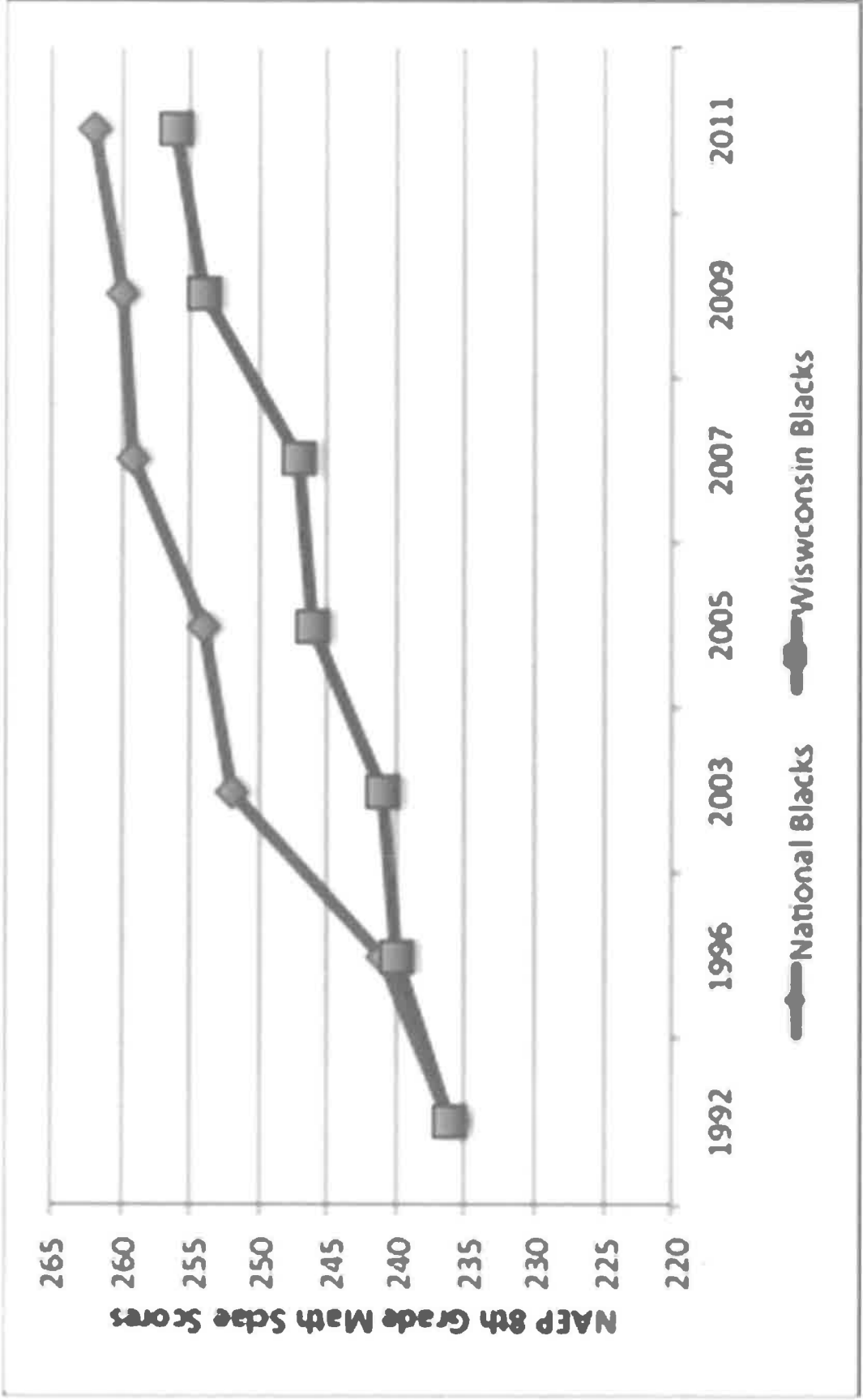
Voucher proponents claim that there exist competition effects—that public schools improve performance when faced by competition

Two examples: Milwaukee, with a large voucher plan, where a small competition effect took place in the first year (1998-1999) of the voucher plan (when only a few students took advantage of the plan) and none thereafter.

The most telling evidence is that African-Americans, with 67% of students in Milwaukee, have had lower gains than A-A's nationally after 15 years of voucher plan (Figure 1)

Chile has had a national voucher plan since 1981. No researcher has been able to show any competition impact of vouchers, even though the plan has been in effect for 30 years. Test scores started going up in Chile in about 2005, but mainly because of enormous investments by the Chilean government in higher teacher salaries and teacher training, not because of competition among schools.

NAEP 8TH GRADE MATH SCORES FOR AFRICAN-AMERICANS, WISCONSIN AND NATIONALLY



IS THERE EVIDENCE THAT PRIVATE VOUCHER SCHOOLS DO BETTER THAN PUBLIC SCHOOLS WITH SIMILAR STUDENTS?

One of the most popular arguments by voucher proponents is that voucher students make larger gains in private schools than control groups attending public schools.

They argue that these results of randomized trails show that students will benefit from vouchers.

In fact, in the many randomized trails that have been conducted for LOW INCOME targeted voucher students have been practically negligible. After three years in DC, the best that could be claimed is a one-sixth of a standard deviation gain only in reading after three years. Even this was an overestimate in many experts opinion.

The same author, Patrick Wolfe, was unable to show ANY significant differences in gains for voucher students in Milwaukee in a massive four year study.