accountability, 117
Adams, Jacob, 15
advanced placement (AP) courses, 40–41
Allensworth, Elaine, 17
Argys, Laura M., 135
Arizona charter school initiative, 159–62:
charter competition factor, 160;
Hispanic shares in, 164, 169; school
funding levels, 159; scope of, 159;
use of standard testing data in,
159–60; study design, 159–60;
results of, 160–61
Armor, David J., 123
Baenen, N., 40
Banks, C. A. M., 130
Banks, J. A., 130
Berman, Paul A., 87
Bernhol, A., 40
Berrens, R. P., 58
Best, A. M., 37
Betts, Julian R., 17, 32, 60, 67, 93
Blank, R. M., 68
Board of Education, 112
Bohura, A. K., 58
Boozer, Michael A., 129–30
Brauen, Marcus, 124
Brewer, Dominic J., 135
Brock, William A., 134
Brown v. Board of Education, 9, 86, 123,
129, 131
Bryk, Anthony S., 17, 33, 78
Buddin, R. J., 55, 67, 93
Bulman, R. C., 45
bureaucracy: bias, 19; problems with, 24;
segregation and, 17
Butler, John A., 124
Campbell, David E., 10, 53, 58, 213
Capitalism and Freedom, 181
Chalkind, Stephen, 124
Charter Schools and Accountability in
Public Education, 214
Charter schools: advantages of, 87–88;
district charter schools, 96; district
contract schools, 96; independent
charter schools, 96–97; teachers
unions' opposition to, 208–9
Children's Scholarship Fund (CSF): advertis-
ing exposure and, 58–59; low-to-
moderate income focus, 52–53;
scholarship value restrictions, 53;
scope of, 54; suitability for empirical
study, 54
Children's Scholarship Fund enrollment sur-
vey: academic ability and, 63; aca-
demic ambition/frustration and, 63;
college attendance as a negative pre-
dictor, 73; data collection procedures,
56–59; educational attainment, 67;
geographical factors, 68; Harvard
CSF applicant survey, 56–57; high-
needs children, 69; low predictability
results of, 73; modeling results,
71–77; mother's age, 67; mother's
age as a predictor, 73; mother's labor-
force participation, 67; nonadmission
factors, 78–80; private school avail-
ability, 70; public school satisfaction
levels and, 64–65; racial composition
of public schools, 70; racial segrega-
tion potential, 65–66; religious affilia-
tions, 68–69; residential stability as a
predictor, 73; significance of mother's
role, 67; “skimming” effect, 60–61;
two-parent homes, 68; voucher take-
up modeling, 66–77
Children's Scholarship Fund survey: adver-
tising exposure and, 61; applicant
demographics, 59–66; Catholics and,
61; Catholic church attendance as a
predictor, 77; Harvard CSF potential
applicant survey, 57; income level as
a predictor, 75; Knowledge Net-
works, Inc. panel and, 58; Monte
Carlo simulation method on, 75–76;
nonadmission and academic profi-
ciency, 79; nonadmission and afford-
bility, 79; nonadmission and
available space, 79; parental initia-
tive and, 62; parental involvement
and, 61; private school market share
as predictor, 77; proportion of
African American applicants, 60–61;
racial composition as a predictor, 75;
racial factors as predictors, 74;
Edison schools, 11: advertising and outreach, 113; background, 89–90; baseline test scores, 104–8; choosers, 108; company mission, 110; curriculum, 91; demand for, 90; demographics by type of governance, 98; demographics compared with home districts, 99; demographics compared with home districts by type of governance, 100; demographics of, 92; district charter schools, 96; district contract schools, 96; education model, 90–91; English as a second language (ESL), 114; enrollment difference with school governance, 97–98; emphasis on arts, 91; factors affecting enrollment, 100–103; funds, 111, 113–15; home districts comparison, 98–103; independent charter schools, 96; locations of, 93; minority enrollment, 101; open for the 2000–2001 school year, 94–95; partnership schools, 112; richer education, 109; schools of choice, 93; special education, 114; and student selectivity, 99–103, 108; supervise and support, 115; the supply, 90; surveys, 107; teacher salaries, 116; use of computers, 91; Web site <www.edisonschools.com>, 91; working with schools in low-performing lists, 118

Education Next, 214

education resources: in equal allocation, 30–33; senior teachers, 31

Education Trust, 31

Educational Performance of the Poor: Lessons from Rural Northeast Brazil, 215

Elmore, Richard, 6, 7, 16, 86, 179, 190–91

English as a Second Language (ESL), 114

English Language Learners, 114

Equality of Educational Opportunity, 129

Evans, William, 130

Evers, Williamson M., viii

Fairlie, R. W., 60, 67, 93

Figlio, D. N., 83

Finn, Chester E., 87, 209

Fiske, Ted, 6, 86

Ford, D. Y., 39

Formicola, Jo Renne, 209

Foster, G., 33

free markets: economic regulation and, 182–83; governmental structures and, 181; as mixed systems, 183;

DHL, 143

differentiation of instruction: harmful effects on minority students, 33–34

district charter schools, 96

district contract schools, 96

Dallas Independent School District, 118

Danenberg, A., 32

Danielson, Louis C., 124
desegregation, 129: effect on mathematics and reading achievement, 130; effects, 132

district charter schools, 96

district contract schools, 96

Duncan, Greg J., 133

duraluf, Steven N., 128, 134

Earning and Learning, 214–15

Echols, Frank H., 191

The Economics Analysis of School Choice, 214

Index

religious affiliation/commitment as predictors, 74; religious observance and, 61; target questions, 52

choice programs, 109–10: assessment criteria, 15–16; constraints on, 45–46; effects of constraints, 47; interaction with special education, 123–24: limitations of evidence, 44–46; with respect to dollar and human resource inequities, 42–43; with respect to opportunity-expanding programs, 43–44; with respect to opportunity-limiting programs, 43; with respect to segregation, 42

Chubb, John E., 11, 23, 44, 85, 92, 107, 109, 116, 183, 188, 213

Clark, Kenneth, 129

Clark, Mamie, 129

Cobb, D., 49

Coleman, James S., 43, 86, 103, 129

controlled choice, 23

Cook, Michael, 130

Cookson, Peter W., 179, 190

Coons, John E., 188, 192

Cordes, J. J., 55, 67, 93

Coulson, Andrew J., 184, 188

Coutinho, M. J., 37

Crain, Robert L., 129–30
creaming. See student selectivity

Cremin, Lawrence A., 184

Cullen, Julie Berry, 136
current education system: critique of, 187–88; government control of, 184–85; historical foundations of, 187; implicit choices in, 185; lack of explicit choices, 185; structure of, 184

Dallas Independent School District, 118

Danenberg, A., 32

Danielson, Louis C., 124
desegregation, 129: effect on mathematics and reading achievement, 130; effects, 132

DHL, 143
differentiation of instruction: harmful effects on minority students, 33–34

district charter schools, 96

district contract schools, 96

Duncan, Greg J., 133

duraluf, Steven N., 128, 134

Earning and Learning, 214–15

Echols, Frank H., 191

The Economics Analysis of School Choice, 214

Eating and Learning, 214–15

Echols, Frank H., 191

The Economics Analysis of School Choice, 214

Edison schools, 11: advertising and outreach, 113; background, 89–90; baseline test scores, 104–8; choosers, 108; company mission, 110; curriculum, 91; demand for, 90; demographics by type of governance, 98; demographics compared with home districts, 99; demographics compared with home districts by type of governance, 100; demographics of, 92; district charter schools, 96; district contract schools, 96; education model, 90–91; English as a second language (ESL), 114; enrollment difference with school governance, 97–98; emphasis on arts, 91; factors affecting enrollment, 100–103; funds, 111, 113–15; home districts comparison, 98–103; independent charter schools, 96; locations of, 93; minority enrollment, 101; open for the 2000–2001 school year, 94–95; partnership schools, 112; richer education, 109; schools of choice, 93; special education, 114; and student selectivity, 99–103, 108; supervise and support, 115; the supply, 90; surveys, 107; teacher salaries, 116; use of computers, 91; Web site <www.edisonschools.com>, 91; working with schools in low-performing lists, 118

Education Next, 214
education resources: in equal allocation, 30–33; senior teachers, 31

Education Trust, 31

Educational Performance of the Poor: Lessons from Rural Northeast Brazil, 215

Elmore, Richard, 6, 7, 16, 86, 179, 190–91

English as a Second Language (ESL), 114

English Language Learners, 114

Equality of Educational Opportunity, 129

Evans, William, 130

Evers, Williamson M., viii

Fairlie, R. W., 60, 67, 93

Figlio, D. N., 83

Finn, Chester E., 87, 209

Fiske, Ted, 6, 86

Ford, D. Y., 39

Formicola, Jo Renne, 209

Foster, G., 33

free markets: economic regulation and, 182–83; governmental structures and, 181; as mixed systems, 183;
misconceptions about, 182; school choice and, 181, 188; school choice debate and, 184
Friedman, Milton, 23, 181, 188
Friedman, Rose, 23, 181
Friendship House (in Washington, D.C.), 112
Fuller, Bruce, 6, 7, 15, 86, 179, 190–91
Fullerton, D. J., 186
Garrett, Jennifer, 193
Gendler, T., 33
gifted programs: advanced placement (AP) courses, 40–41: opportunities for African Americans and Hispanics, 39–40; segregated placement, 39–42
Godwin, R. Kenneth, 190
Goodman, John C., 195
Gorard, Stephen, 20
Greenburg, David, 138
Greene, Jay, 47, 51, 87
Grogger, Jeffrey, 129–31
Guin, Kacey, 9, 15, 213
Guiton, G., 36
Guthrie, James W., 96
Hammons, C., 37
Hanushek, Eric A., 11, 121, 131–39, 213–14
Hartman, William T., 124
Harvard CSF survey: applicant survey, 56–57; potential applicant survey, 57
Harvard Project on Civil Rights, 26
Hassel, Bryan, 47, 209
Haycock, Kati, 17, 32
Heather, Rose, 17
Henderson, Vernon, 135
Henig, Jeffrey R., 47, 185, 191
Hill, Paul T., viii, 9, 15, 16, 33, 47, 88, 96, 214
Hirschfield, Paul, 133
Hoffer, Thomas, 43
Holland, Patrick, 33, 78
Holme, Janelle, 6
How Schools Matter, 216
Howell, R., 40
Howell, William G., 87
Hoxby, Caroline Minter, 12, 23–24, 51, 87, 89, 131, 141, 158, 161, 169, 170–73, 176, 214
Improving America’s Schools: The Role of Incentives, 215
independent charter schools: difference from district charter and district contract schools, 96–97; enrolling in, 96
Individuals with Disabilities Education Act (IDEA), 123–24
ineffective teachers, 32
Jargowsky, Paul A., 133
Jellison, Jennifer, 6
Jencks, Christopher, 67, 103, 132–33
Kain, John F., 131, 133, 135–36, 138–39
Katz, Lawrence F., 133
Kellani, Konrad, 45
Kemerer, Frank, 16, 69, 88, 185, 190–91
Kilgore, Sally, 43, 86
Kimbrough, J., 33
Kirp, D. L., 45
Kling, Jeffrey R., 133
Knowledge Networks, Inc. panel, 58
Koret Task Force, the, 5: background, vii; goal, ix
Krueger, Alan B., 129–30
Kurlaender, Michal, 28
Ladd, Helen, 6, 86, 136
Ladner, M., 37
Lake, R. J., 47
Lankford, Hamilton, 124, 136
Lankford, R. H., 55
Learning from School Choice, 216
Lee, Valerie, 33, 78
Lieberman, Myron, 206
Liebman, Jeffrey B., 133
limited choice, 23
Lindblom, Charles E., 183
Long, J. E., 55
Loveless, T., 34
low-achieving students, 135
Lowi, Theodore, 183
low-performance lists, 118
Ludwig, Jens, 133
Mahard, Rita E., 129–30
Making Schools Work: Improving Performance and Controlling Costs, 215
Manno, Bruno V., 87, 209
Manski, Charles E., 128, 134
Markman, Jacob M., 133, 135
Marschall, M., 16
Martinez, Valerie J., 190
Maryland State Board of Education, 118
Mayer, Susan E., 128, 133
Mayhew, David, 205
McCall, B. P., 68
McCall, John, 138
McCubins, Mathew D., 205
McKinley, Dan, 195
Meadows, G. R., 186
Meir, K. J., 16
Meneepee-Libey, David, 19
Meyers, D., 87
Michigan charter school initiative, 152–59: black students’ shares in, 164; funding levels for, 152; initiative study,
see Michigan initiative study; per pupil public school spending and, 152; scale of, 152–53

Michigan initiative study: black students share in, 164; “charter competition” effects, 154; compared to Milwaukee voucher program, 158–59; control schools, 153–54; effect of school finance reform on, 156; nature of sample, 154–55; public school gains in the face of competition, 158; results of, 156–58; study design, 153

Mickelson, Roslyn Arlyn, 28, 35–36

Mieszkowski, Peter, 135

Milwaukee school voucher program, 145–52, 195, 207–8: “competition” effect on public schools, 146–47; control schools, 148–49; demographic indicators in, 148; difficult early history of, 146; eligibility criteria, 145; public school gains in the face of competition, 150; public school per-pupil spending and, 145–46; public school math scores, 150; results of, 150–52; scope of, 207; teachers unions’ opposition to, 207; as a test case, 207–8; tuition assistance amounts, 145; use of state-wide exam data in, 149


Moffitt, Robert, 128, 134, 193

Monk, David H., 124

Montessori, 38

Morken, Hubert, 209

Moulton, Brent, 173

Murnane, Richard J., 138

Nathan, Joe, 87

National Assessment of Education Progress (NAEP), 132

National Longitudinal Transition Study of Special Education, 38

Neal, D., 83

Newmann, Fred M., 17

Noll, Roger G., 203

Noyes, C., 47

Oakes, Jeannie, 32, 34–36, 41, 135

Office of Civil Rights (OCR), 39

Oldfield, Gary, 179, 191

O’Regan, Katherine M., 133

Orfield, Gary, 6, 7, 16, 24–27, 86, 190

Osher, D., 38

Oswald, D. P., 37

parochial schooling, 4

Parrish, T., 30, 37

partnership schools, 112

peer ability, 134–36: difficulties assessing, 134

peer influences: general issues analysis, 125–28

peer interactions, 128–39: ability level, 134–36; racial composition, 129–32; socioeconomic status of peers, 133; special education, 136

Peterson, Paul E., 3, 10, 47, 53, 58, 87, 133, 183, 185, 214

Phillips, Meredith, 103, 132

Pierce, Lawrence C., 96

policy-determined choice: demand-side rules, 21–22; supply-side rules, 21–22; versus constitutional choice, 21–23

Politics, Markets, and America’s Schools, 213, 214

politics of school choice, 204–10: teachers unions and, 205–6

Politics of School Reform: 1870–1940, The, 216

Popkin, Susan J., 133

Powell, B., 69

private school enrollment: affordability and, 55; cost factors and, 80; educational attainment and, 54; influence of higher income on, 54; previous research on, 54–56; racial motivation and, 55; religious commitment and, 53; skimming effect of, 77–80; supply and demand considerations, 80

private schools: accountability, 198–99; discrimination in admissions, 197–98; free market and, 198

Private Vouchers, 214

Program on Education Policy and Governance at Harvard University (PEPG), 56–57

Project for Pride in Living in Minneapolis, 112

public elementary schools: opportunity-expanding programs, 38; staff quality, 38

public school achievement: administrative options for raising, 169; long-term mechanisms for raising, 170

public schools, 117: affected by voucher program, 121–22; competition, 12, 18–19; creating homogeneous classrooms, 33; effects of competition on, 143–45; funds for children with disabilities, 30; funds received by, 29–30; gains in the face of competition, 150, 158; harms of the existing
system, 25–42; inequalities in school funding, 31; inequalities of teachers’ education, 32; integration and, 4; math scores, 150; Michigan charter schools and, 152–59; opportunity-limiting programs, 33; quality, 9, 18; segregation by race, 25–26

Quigley, John M., 133
racial composition, 129–32
racial concentration, 123
Raisian, John, ix
Rasell, Edith, 191
Ravitch, Diane, 92, 117
Rees, Daniel I., 135
regulated vouchers, 23
reinventing choice, 23
residential choices, 185–86
resource allocation, 137–38; and voucher programs, 137
resource rooms, 37
Rhoads, Steven E., 182
Ridge, Tom, 118
Rivkin, Steven G., 130–31, 133, 135–36, 138–39
Roch, C., 16
Rose, Heather, 36
Rosen, H. S., 186
Rosenbaum, James E., 133
Rothstein, L. F., 69
Rothstein, Richard, 191
Roza, Marguerite, 30–31
Rueben, K. S., 32
Ruggles, P., 68
Saint Louis, 171
Sauvageau, Yvon, 135
Schneider, M., 16
Schofield, Janet Ward, 130, 132
school choice, 109, 118: affect on public schools, 143; advantages of, 19; Arizona charter school initiative, 159–62; bias, 17; burden of proof, 8–9; competition, 18, 141–42; the constitution and, 21; covert, 19; effects of competition on, 143–45; efficiency and, 142; equity allegations and, 187; establishing a baseline, 20–25; evidence of opponents, 6–7; fears associated with, 3; free markets and, 181, 188; freedom of choice and, 23; “freedom of choice” plan in the 1960s, 189; importance of structure to, 180–81; incentives and, 189; libertarian economic theory and, 181; logic of, 88; loss of public school funding, 200; loss of public school funding (debunked), 200–01; Michigan charter school initiative, 152–59; nature of debate, 180–81; in New Zealand, 6–7; nonequity allegations, 179–80; opponents of, 24; options, 2–3; overt, 19–20; policy-determined, see policy-determined choice; possible benefits, 1–2, 23; possible harms, 2, 8–12; program structure, 12–13; public opinion surveys, 86; racism allegations, 190; racism allegations (debunked), 191; resolution, 4–5; “skimming” effect, 142–43; student selectivity, 85–87; traditional educational choices, 185–86; types, 23; universal coverage, 192; universal coverage (critique), 192–93; value of choice, 188; who wins/loses rhetoric, 144
school choice (politics). See politics of school choice
school choice (structure). See structure of school choice
school voucher programs: add-on options, 195–96; disappointed voucher applicants, 163–64; ethnic diversity effects, 83; estimating the impacts of, 80–84; funding approaches, 194; inclusion of religious schools, 199–200; incremental programs for, 193; matched funding, 194; Milwaukee voucher program, 195, 202; possible differentiating effects of, 83–84; private school admissions control, 196–97; private school admissions discrimination, 197–98; private versus public funding levels, 200; proposed national system for, 53; public school fixed costs and, 201–02; reverse “skimming” effect, 163; size of vouchers, 195; “skimming” effect of, 162–64, 169; social gap between public and private schools and, 81–82; target approaches to, 193; worst-case scenario, 162–63
School Politics Chicago Style, 216
Schools, Vouchers, and the American Public, 214
Scalfani, Susan, 31
Scott, Alejandra, 6
Seattle, 171
segregation, 6, 9, 129; by ability level, 123; bureaucracy and, 17; disabilities, 36–38; Edison schools and, 11; gifted programs and, 39–42; by income, 123; nationwide data, 26–28; placement, 41; in public schools, 25–26; school choice and, 190–92; solution to, 26; track placement and, 35; vouchers and, 10
selectivity, 108
senior teachers, 31: advantages, 29; placement problems, 29
Sims, A., 38
Singer, Judith D., 124
Singh, N. N., 37
Smith, Bets Ann, 17
Smith, Janice A., 193
Smith, K. B., 16
Smith, Stephen Samuel, 28
socioeconomic status of peers, 133
special education: mainstreaming, 136; regular education and, 136; students, 114; vouchers and, 123–24
Steelman, L. C., 69
Steiger, Fritz F., 195
Sterr, Troy D., 163, 190
Stiglitz, Joseph E., 182
Stone, J. A., 83
structure of school choice: coverage options, 192–93; free market and, 202; funding options, 194–95
student mobility, 138–39; vouchers and, 138
student selectivity, 85–87, 109, 119; in Edison schools, 99–103
Sugarman, Stephen, 16, 69, 88, 185, 188, 191–92
Summers, Anita, 135
taube, Tad, vii, viii
teachers unions, 205–7: opposition to vouchers, 206, 208–9; and the status quo, 205
Teshe, P., 16
Thorn, Christopher A., 163, 190
Thurow, Lester, 182
Tiebout, Charles M., 130
Tiebout choice, 24
Title I funding, 114, 137
Toma, E. F., 55
Tomz, M., 75
track placement: discrepancies, 35; effects of low placement, 36; unequal placement, 38–39; opportunity-expanding programs, 38–42; opportunity-limiting programs, 33–38; results of, 172; and segregation, 35
tracking, 34
traditional educational choices: private school options, 186–87; residential choices, 185–87
traditional inter-district choice, 170–72: control variables in, 172; in Boston, 171; in Miami, 171; measuring degree of, 171; results of, 172
traditional private school choice: availability of, 175; religious affiliation and, 175–77; religious affiliation and, 174; scope of, 174; tuition subsidies of, 174–75
traditional school choice options, 169–77
transaction costs, 109
Tuma, Eugenia F., 135
Tyack, David B., 184
types of choice: controlled, 23; limited, 23; regulated vouchers, 23; reinventing, 23; unregulated vouchers, 23
United Parcel Services, 143
United States Postal Service: effects of competition on, 143–44
University of Chicago School Mathematics Project, 91
unregulated vouchers, 23
U.S. Department of Education, 25, 37, 44, 89
Valdes, L. A., 38
Vanoureka, Gregg, 87, 209
Vining, Aidan R., 192
Viteritti, Joseph, 92
vouchers: Milwaukee voucher program, 145–52; regulated, 23; segregation and, 10; special education and, 123–44; unregulated, 23
voucher programs, 121: potential impact, 139; student mobility and, 138–39; teachers unions’ opposition to, 206, 208–9
Wagner, M. M., 38
Walberg, Herbert J., viii
Web TV, 58
Weidenbaum, Murray L., 183
Weimer, David L., 182
Weiner, Stephen S., 45
Weingast, Barry R., 205
Wells, Amy Stuart, 6, 7, 16, 179, 190
West, Martin R., 10, 215
Williamson, C. L., 38
Willms, J. Douglas, 191
Wilmington, 171
Winfrey, Oprah, 58
Witte, John F., 163, 190, 202, 207
Wittenburg, J., 75
Wolf, Charles, 182–83
Wolfe, Barbara, 135
Wolkon, Shari, 129–30
Woodruff, D., 38
Wyckoff, James H., 55, 124, 136
Young, H. P., 128
Yun, John T., 25, 27–28
Zimmer, Ron W., 135