



## EVALUATION OF THE DC OPPORTUNITY SCHOLARSHIP PROGRAM: FEATURES OF SCHOOLS IN DC

THIRD REPORT IN A SERIES FOR THE EVALUATION OF THE DC OPPORTUNITY SCHOLARSHIP PROGRAM

### Summary

*The foundation of school choice is offering families a variety of schools and letting them choose one they believe is most suitable for their child. For school choice to matter, schools need to have different features that parents are seeking.*

*The District of Columbia Opportunity Scholarship Program was created by Congress to provide tuition vouchers to low-income parents who want their child to attend a private school. This brief provides a snapshot of features of traditional public schools, charter schools, and those private schools that participate in the Opportunity Scholarship Program (OSP), in Washington, DC, in order to describe the landscape facing students and parents who are considering applying to the OSP. It first looks at the number of each type of school and enrollment changes in the last decade. It then uses responses from a survey of principals conducted in 2014 to describe schools on dimensions such as their academic climate, goals for teachers, instructional programs, school safety, and parent involvement.*

*Key findings are:*

- 1. Since 2004, the number of charter schools in DC and the number of students enrolled in them has grown substantially. The number of traditional public schools and private schools and their enrollments have declined.*
- 2. Responses from principals indicate that, compared to public schools (traditional public and charters), private schools participating in the OSP:*
  - Were more likely to report that student behavior, student motivation, parental support for learning, and instructional skills of teachers were excellent or very good.*
  - Were less likely to suspend students, use metal detectors, and have on-site security personnel.*
  - Taught reading and math for fewer minutes a week across grade levels.*
  - Were less likely to have instructional programs for non-English speakers and students with learning disabilities.*
  - Had similar instructional emphases and levels of parent involvement.*
- 3. Generally, traditional public schools and charter schools showed few differences, but traditional public school principals were less satisfied with the amount of instructional time and more satisfied with teacher pay.*

## Introduction

The District of Columbia Opportunity Scholarship Program (OSP) is a federally funded program that provides vouchers to low-income families to send their children to private schools that agree to accept vouchers. Congress created the program in 2004, and the program has operated since then though it did not accept new applicants in 2009 or 2010. With reauthorization of the program in 2011 under the *Scholarships for Opportunity and Results (SOAR) Act*, the program began accepting new applications.

To be eligible for the OSP, parents need to live in DC and have incomes below 185 percent of the poverty line. Vouchers are \$8,000 a year for students in grades K through 8, and \$12,000 a year for students in grades 9 to 12. Vouchers are paid directly to private schools that agree to accept OSP students.

Congress called for an evaluation that would provide annual reports and measure the program's impacts on students' academic progress, satisfaction, safety, and other key outcomes. A previous report (Feldman et al., 2014) described characteristics of applying parents and students and schools that participate. A second brief (Dynarski, Betts and Feldman, 2016) examined parent satisfaction with their children's current schools at the time of application and their priorities in choosing a new school. This brief, the third in the series of reports from the evaluation, provides background on the DC school environment and compares features of participating private schools to traditional public schools and charter schools.

Rigorous research on the impact of voucher programs has produced mixed results, which suggests it is important to understand the local education "market" in which each program operates. Wolf et al. (2010) report no significant effects of DC's Opportunity Scholarship Program on reading and mathematics test scores after four years, but a statistically significant impact on high school graduation. Studies of privately operated voucher programs created by the School Choice Scholarship Foundation have reported insignificant overall impacts but a positive impact for African-American students. (See Mayer et al. (2002) for New York City results and Howell and Peterson (2002) for New York City, Dayton, Ohio, and Washington, DC, results). Mills and Wolf (2016) and Abdulkadiroglu et al. (2015) found students that used a private school voucher as part of The Louisiana Scholarship Program generally performed worse than students that applied for but were not offered a voucher. Rouse (1998) found that students offered a voucher as part of the in Milwaukee Parental Choice Program performed significantly better in mathematics but no different in reading when compared to program applicants that were not offered a voucher.

These mixed results underscore the importance of understanding the context in which school voucher programs operate. Betts and Atkinson (2012) argue that the impact of school choice programs depends on the quality of education provided by the schools of choice compared to the quality of education provided by schools in which choice participants otherwise would enroll. Impact estimates are measures of effects relative to other schools families could choose. The relative nature of these comparisons could help to explain the mixed findings from the literature on voucher programs.

With this in mind, the current brief sets the stage for subsequent reports on the impact of the DC Opportunity Scholarship Program by providing context for the program, by comparing the characteristics of private schools participating in the program with traditional public and charter schools in DC. For a voucher program to benefit students, private schools need to differ from public schools on dimensions that could affect outcomes. The brief is meant to be useful for readers wanting to understand the school landscape facing students and parents who are considering applying to the OSP. Future reports will analyze impacts of the program and characteristics of schools OSP scholarship recipients chose to attend.

The brief explores how the number of K–12 public and private schools and their enrollments has changed in the past decade, and it uses information from a survey of school principals to describe school climate and safety, perceptions of teachers and instruction, and parent involvement. A clear trend in DC over the last decade, as the brief will show, has been growth of its charter schools. The brief includes comparisons of traditional public and charter schools for additional context. Limitations of the data preclude analyzing whether students have higher-performing peers, which researchers have found to be associated with higher achievement (Zimmer and Toma, 2000), and which could be a factor that parents weigh in choosing between private and public schools. A limitation of the data source used to count the overall number of schools is that the data for private schools were gathered one year earlier than the data for public schools. A limitation of the demographics data source is that the National Center for Education Statistics (NCES) added a ‘mixed race’ category between 2003–04 and 2013–14. This may account for some of the change observed across the years.

## How Have School Sectors in DC Changed Over the Past Decade?

To provide context, Table 1 below shows the number of DC schools by grade level served and school type. The table distinguishes between traditional public schools, charter schools, all DC private schools, and the set of private schools that participate in the OSP by agreeing to accept vouchers for tuition payment. Compared to traditional public schools, charter schools and private schools are more likely to serve grades 6–8 and 9–12.

**Table 1. Number of DC schools, by grade levels served and type of school: 2013**

School type	Number of schools by grade levels served		
	K–5	6–8	9–12
Traditional public schools	81	32	19
Charter schools	60	49	23
All private schools	54	47	25
Participating private schools	42	42	21
<b>Total</b>	<b>237</b>	<b>170</b>	<b>88</b>

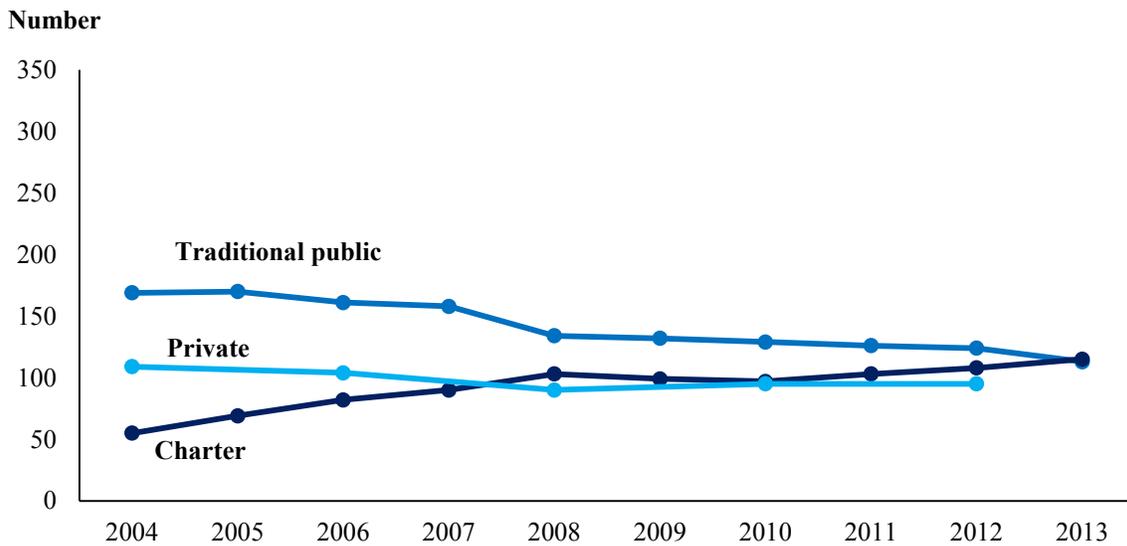
NOTE: A school can be counted in multiple grade levels. For instance, a school serving kindergarten through grade 8 would be counted as serving both grade levels K–5 and 6–8.

SOURCES: National Center for Education Statistics, Common Core of Data 2012-2013 and Private School Survey (PSS) 2011-2012. Names of private schools participating in OSP obtained from the DC Children and Youth Investment Trust Corporation (the ‘Trust’).

- **The number of charter schools and enrollment in charter schools have increased substantially between 2004 and 2013**

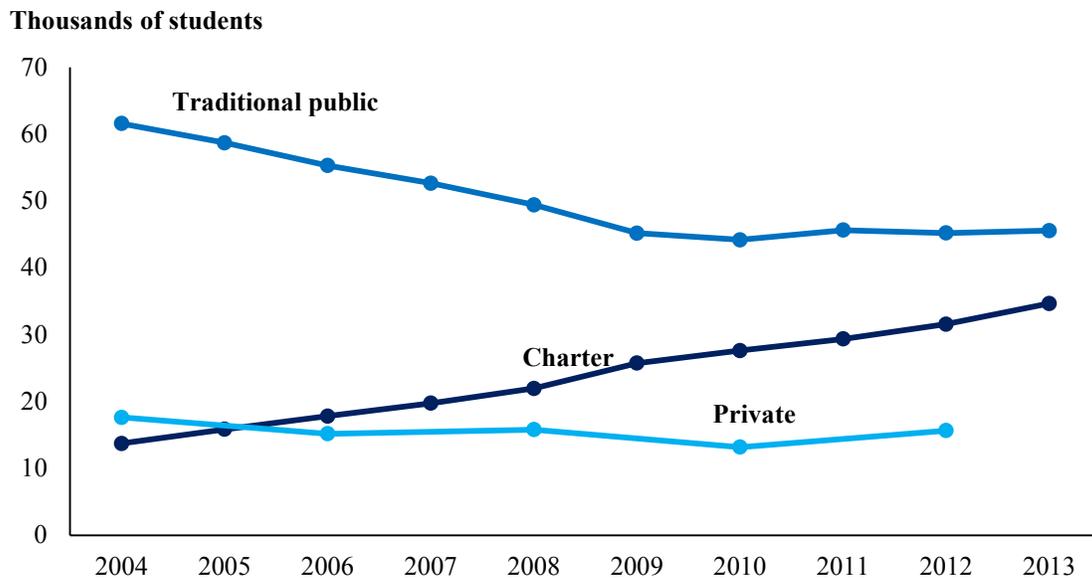
The school landscape in DC changed significantly since 2004. The number of charter schools more than doubled between 2004 and 2013, from 55 to 115 schools, while the number of private schools changed little, and the number of traditional public schools declined, from 169 to 113 (Figure 1). Enrollment in charter schools increased by over 20,000 students between 2004 and 2013. Charter school enrollment in 2013 represented 43 percent of public school enrollment and 36 percent of total enrollment in DC (total enrollment includes students in private schools). Private school enrollment has varied but, as of 2012, it was 2,000 students lower than in 2004.<sup>1</sup>

**Figure 1 Total number of schools in DC, by type of school: 2004 through 2013**



SOURCES: Enrollment data and data about the number of traditional public and charter schools are from [http://www.neighborhoodinfodc.org/city/Nbr\\_prof\\_citye.html#sec\\_5\\_msf\\_all](http://www.neighborhoodinfodc.org/city/Nbr_prof_citye.html#sec_5_msf_all). Data about the number of private schools are from the Private School Survey (PSS) <http://nces.ed.gov/surveys/pss/pssdata.asp> and private school websites. PSS data are collected every other year. See Appendix B for the underlying data.

**Figure 2. Total DC enrollment, by type of school: 2004 through 2013**

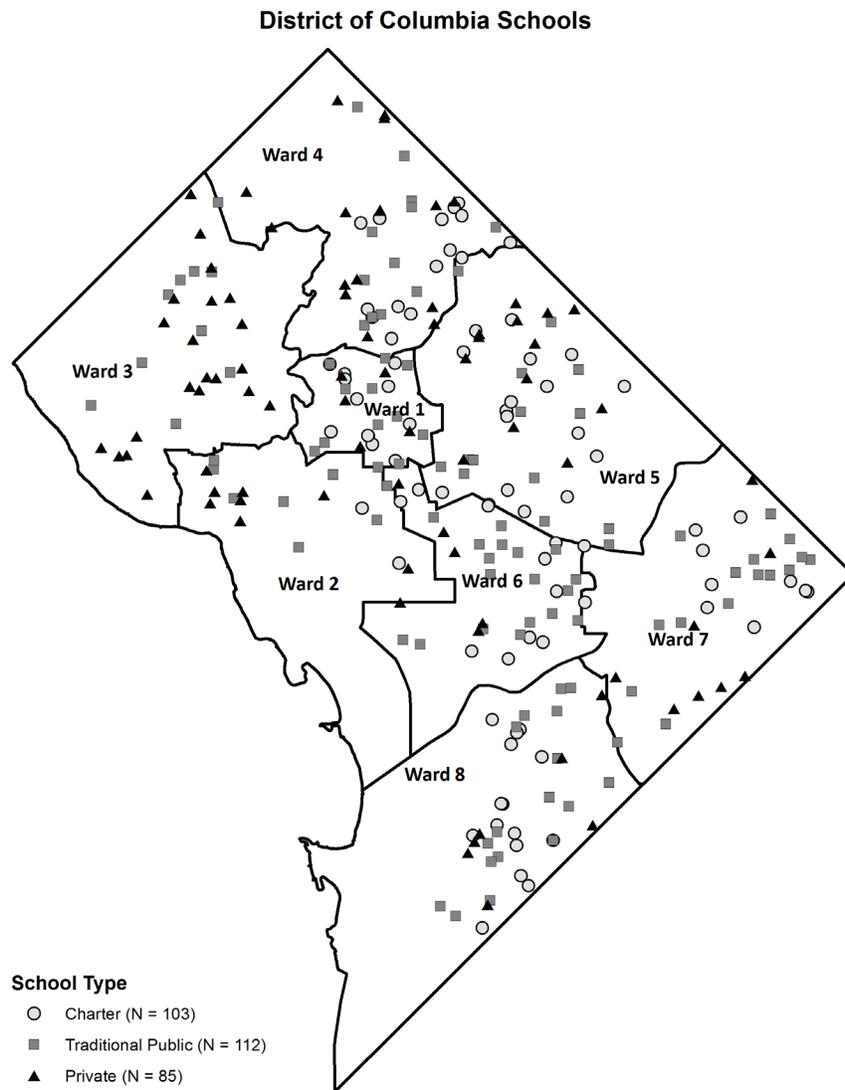


SOURCES: Enrollment data for traditional public and charter schools are reprinted with permission from *An Evaluation of the Public Schools of the District of Columbia: Reform in a Changing Landscape*, (2015) by the National Academy of Sciences, Courtesy of the National Academies Press, Washington, DC. Private school enrollment data are drawn from the Private School Survey (PSS). PSS data are collected every other year. See Appendix B for the underlying data.

The growth of charter schools in DC may be influencing parents’ school choice decisions, but *where* schools are located also may matter. Parents view location as an important factor in choosing a school, as the previous brief found (Dynarski et al., 2016).

Figure 3 shows locations of DC traditional public schools, charter schools, and private schools. Geographic imbalances are evident on the figure. Compared to traditional public schools and charter schools, private schools are more prevalent in the affluent northwestern sections of the district. Ward 3, with an average family income in 2012 of nearly \$250,000, has 20 private schools, 10 traditional public schools, and no charter schools. Of those 20 private schools, 14 participate in the OSP (Feldman et al., 2014). Ward 8, with an average family income of about \$44,000, has seven private schools, 17 traditional public schools, and 13 charter schools. Five of its seven private schools participate in the OSP. Because applicants to the OSP are more likely to be living in low-income wards, they are likely to be closer in distance to a traditional public school or charter school compared to a participating private school.

**Figure 3. Location of DC schools, by ward and type of school: 2012**



SOURCE: School addresses were obtained from the Common Core Data (CCD) <https://nces.ed.gov/ccd/pubschuniv.asp>, Private School Universe Survey (PSS) <http://nces.ed.gov/surveys/pss/pssdata.asp>, and from DCPS, charter, and private school websites.

Table 2 shows student enrollment by race-ethnicity in public and private schools in 2003–04 and ten years later, in 2013–14. The table also shows pupil-teacher ratios, which can be considered a proxy for class size (the pupil-teacher ratio is smaller than class sizes because specialized teachers that do not have regular classrooms, such as reading and special-education teachers, are counted in the pupil-teacher ratio).

The total number of students did not change much during the decade. Total enrollment was about 92,000 in both the 2003–04 and 2013–14 school years. The racial-ethnic composition of enrollment did change, however. Enrollments of Hispanic and white students increased, by 8,000 and 4,000, and enrollments of black students decreased by 10,200.

These shifts were reflected in percentages enrolled in public and private schools. Hispanic students become a larger percentage of enrollments in public schools, where their percentage increased from 9 percent to 14 percent, and to a lesser extent in private schools, where their percentage increased from 5 percent to 7 percent. The percentage of white students increased in both public and private schools, rising from 4 percent to 9 percent of public school enrollment and from 48 percent to 51 percent of private school enrollment. The percentage of black students fell in both public schools (from 85 to 74 percent) and in private schools (from 42 to 30 percent).

Pupil-teacher ratios fell in both public and private schools, from 14 to 12 in public schools and from 9 to 8 in private schools.

**Table 2. Pupil enrollment by race/ethnicity, pupil-teacher ratio, and type of school: 2003–04 and 2013–14**

	Enrollment									Pupil teacher ratio
	Total	White	Percent White	Black	Percent Black	Hispanic	Percent Hispanic	Other*	Percent other	
<b>2003–04</b>										
Public schools	78,057	3,367	4	66,082	85	7,401	9	1,155	1	14
Private schools	13,689	6,608	48	5,740	42	751	5	590	4	9
<b>2013–14</b>										
Public schools	78,153	6,910	9	57,483	74	11,215	14	2,545	3	12
Private schools	13,669	6,986	51	4,129	30	962	7	1,592	12	8

\*Data on ‘other’ race for 2013–14 include a ‘mixed race’ category. Data in 2003–04 did not. Total enrollment is for schools that reported enrollment by race. In 2003–04, eight private schools did not report enrollment by race. In 2013–14, five private schools did not report enrollment by race. All public schools reported enrollment by race.

SOURCE: National Center for Education Statistics, Common Core of Data and Private School Survey.

## Features of Public Schools and Private Schools: Perspectives of School Principals

To explore features of private schools and public schools, in 2014 the study administered a survey to principals of all K–12 schools in DC. The survey focused on three main features of schools: their climate and safety, their teachers and instructional programs, and the extent that parents are involved. These are not the only features parents consider in choosing a school. For example, test scores, whether schools are close to home or to public transportation, and, for private schools, the cost of tuition, may factor into the choice of a school (the first report from this study noted that many participating private schools charge tuition that exceeds the value of the voucher, which means families may need to contribute their own resources). In addition, parents’ experience with their

child's current school may affect their choice decision. Later reports will use the study's data from parents and students to explore how factors such as dissatisfaction with the current school affect parent decisions.

The survey provides a source of information about schools that is more consistent and detailed than publicly available information. However, the survey asks principals to rate features, such as instructional skills of their teachers, and principals could have applied different standards in their ratings. Some principals with high standards for their teachers might have rated them lower than another principal with lower standards might have. Rating public and private schools consistently and independently—such as by having the study team visit schools and observe instruction—was outside the scope of the study, and the limitation of having principals rate features of their own schools is acknowledged.

### ANALYSIS STRATEGY

The tables compare OSP participating private schools and public schools and also compare traditional public schools and charter schools. Comparing traditional public schools and charter schools acknowledges their differences of governance and structure. Traditional public schools are managed by the District of Columbia Public Schools, which report to the mayor. Charter schools are authorized by the DC Public Charter School Board, which reports to the Office of the State Superintendent of Education. Both the district and the Office of the State Superintendent ultimately report to the mayor, but their different governance and oversight structures essentially mean two public school systems operate within DC.

Responses of principals are weighted by total student enrollment. Weighting by student enrollment takes into account that some respondents were principals of schools with relatively few students and others were principals of much larger schools. Weighting allows us to describe the school context for the average student attending each type of school.<sup>2</sup> Appendix D provides unweighted tables. Generally, the weighted and unweighted responses show some differences in magnitudes but yield the same general findings discussed below.

Throughout this brief, when the text notes differences between schools, the differences are statistically significant, with  $p$ -values of less than 0.05. Appendix A explains how these tests were done. In the tables, lettered superscripts that are explained in the notes below each table are used to indicate significant differences.<sup>3</sup>

The analysis focuses on *participating* private schools, which are private schools that agree to accept OSP vouchers for payment of tuition. The study's first report describes these schools and compares their features to private schools that do not participate. In the text below, when 'private school' is used it means a participating private school. Response rates to the survey were low for principals at nonparticipating private schools (61 percent compared to 92 percent for traditional public school principals, 90 percent for charter school principals, and 100 percent for participating private school principals). Therefore, the brief does not attempt to characterize features of Washington, DC, private schools as a whole. The first report (Figure 2-1) indicated that more than half of private schools in DC participate in the program (about 52 of 95 private schools participate; numbers of private schools and participating private schools can change from year to year).

## CLIMATE AND SAFETY

The survey asked principals about the climate of their schools and measures the schools used for student security. Climate questions asked about student behavior, motivation to learn, attendance, preparation in subject areas, and parental support for learning. Security questions asked about sign-in policies, whether students could leave buildings for lunch, video surveillance, police presence, drug sweeps, and use of metal detectors.

- **Private school principals were more likely than public school principals to report that student motivation, behavior, and parental support for student learning is very good or excellent. No differences were evident between traditional public schools and charter schools.**

Figure 4 reveals large differences between private schools and public schools in how principals rated student motivation and behavior.<sup>4</sup> For example, 91.3 percent of private school principals rated student behavior and discipline as excellent or very good, compared to 49.8 percent of traditional public school principals and 53.8 percent of charter school principals. For all five items, private school principals reported better student behavior and parental support for learning than public school principals. No differences were evident between traditional public and charter schools.

**Figure 4. Percentage of principals who rated student motivation and behavior as excellent or very good: 2013–14**

	Participating private	All public schools	
		Traditional public	Charter
Student behavior and/or discipline	91.3 <sup>abc</sup>	49.8	53.8
Student motivation to learn	91.0 <sup>abc</sup>	55.6	58.8
Student attendance and punctuality	90.9 <sup>abc</sup>	54.1	68.4
Student preparation in subject areas	88.0 <sup>abc</sup>	49.7	55.7
Parental support for student learning	77.7 <sup>abc</sup>	40.3	41.0

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Response options included excellent, very good, adequate, inadequate, and does not apply to this school. Total number of participating private school principals who responded = 52; total number of traditional public school principals who responded = 99; total number of charter school principals who responded = 90. Year refers to school year. Appendix C displays data for the figure and results of statistical tests.

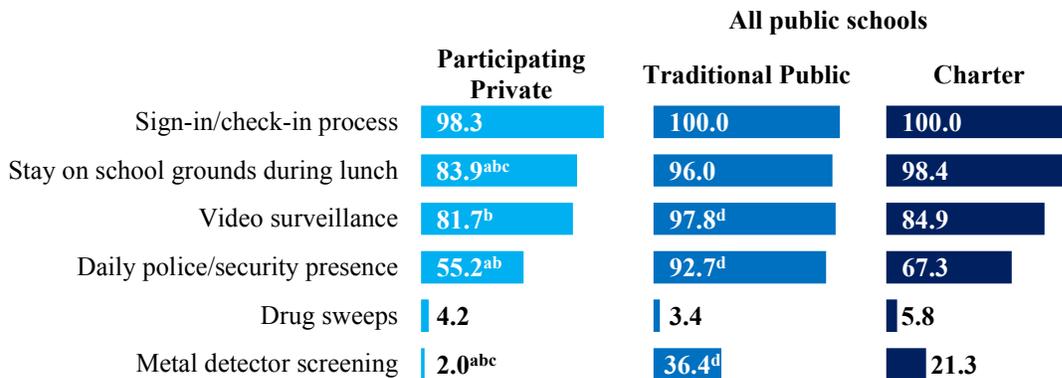
SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

- Private school principals were less likely than public school principals to report using metal detectors, requiring students to stay on school grounds during lunch, using police or private security, or using video surveillance.

Figure 5 shows the percentage of principals reporting various school safety measures. Large differences between private school and public school principals are evident in the use of metal detectors and security staff. While 36.4 percent of traditional public schools and 21.3 percent of charter schools used metal detectors, only 2.0 percent of private schools did. In addition, 92.7 percent of traditional public schools and 67.3 percent of charter schools had police or security persons on campus daily compared to 55.2 percent of private schools. Private school principals also were less likely than public school principals to report that students were required to stay on campus during lunch. Nearly all schools required visitors to check in and almost none reported using drug sweeps.

Some differences are evident between traditional public schools and charter schools. Traditional public schools were more likely to use metal detectors, have police or security personnel on campus daily, and use video surveillance. (Tables in Appendix C show that secondary schools—those enrolling students in grades 6 and higher—reported higher rates of drug sweeps than elementary schools for all three school types.)

**Figure 5. Percentage of principals reporting school safety features: 2013–14**



<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Total number of participating private school principals who responded = 53; total number of traditional public school principals who responded = 100; total number of charter school principals who responded = 89. Year refers to school year. Appendix C displays data for the figure, results of statistical tests, and tables that report findings separately for elementary and secondary schools.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

- **Private school principals reported lower suspension rates than public school principals.**

The survey asked about the number of students who had been suspended, expelled, or forced to transfer. Numbers were converted to percentages using student enrollment. Private school principals reported a number of suspensions that equates to 2 percent of student enrollment. Traditional public school principals reported a number of suspensions that equates to 8.4 percent of student enrollment and charter school principals reported a number of suspensions that equated to 9.5 percent of student enrollment (Figure 6). Because students can be suspended more than once, the number of suspensions as a percentage of student enrollment differs from the percent of students who were ever suspended. If every student who is suspended is suspended twice, for example, the number of suspensions as a proportion of student enrollment will be twice as large as the percent of students ever suspended. Available data do not allow a more detailed look at suspensions.

The numbers of students expelled or forced to transfer were negligible across all types of schools. (Tables in Appendix C show that secondary schools reported higher rates of suspensions than elementary schools for all three school types.)

**Figure 6. Average percentage of suspensions, expulsions and forced transfers: 2013–14**

	All public schools		
	Participating private	Traditional public	Charter
Suspended	2.0 <sup>abc</sup>	8.4	9.5
Expelled or forced transferred	0.5	0.2	0.4
Expelled	0.2	0.1 <sup>d</sup>	0.2
Forced transferred	0.2	0.1	0.1

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Total number of participating private school principals who responded = 49; total number of traditional public school principals who responded = 90; total number of charter school principals who responded = 81. Year refers to school year. Appendix C displays data for the figure and results of statistical tests.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

## FEATURES OF INSTRUCTION

- **Private school principals rated instruction in their schools more positively than public school principals. Principals of traditional public schools reported being less satisfied than charter school principals with available instructional time and more satisfied with teacher compensation.**

Private school principals were nearly unanimous in rating instruction and their teachers highly (Figure 7). For example, 94.6 percent of private school principals rated teacher instructional skills and abilities as excellent or very good, and 97.9 percent rated their teachers' subject-area expertise excellent or very good. These are more than 20 percentage points higher than respective ratings of public school principals. Private school principals also rated teacher attendance and punctuality and teacher turnover more highly than public school principals. Traditional public school principals were less favorable than charter school principals about the amount of instructional time and more favorable about teacher compensation.

**Figure 7. Percentage of principals who rated aspects of school instruction as excellent or very good: 2013–14**

	All public schools		
	Participating private	Traditional public	Charter
Subject area expertise of teachers	97.9 <sup>abc</sup>	69.6	77.6
Teacher expectations for how well students will learn	97.5 <sup>abc</sup>	73.5	70.5
Teacher attendance and punctuality	96.2 <sup>abc</sup>	68.5	82.7
Amount of instructional time in school day	96.2 <sup>ab</sup>	58.2 <sup>d</sup>	76.7
Teachers' instructional skills and abilities	94.6 <sup>abc</sup>	65.6	74.3
Teaching staff turnover	87.9 <sup>abc</sup>	64.9	74.4
Support for low-performing students	71.9	64.8	51.8
Teacher compensation	69.4	84.4 <sup>d</sup>	51.2

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Response options included excellent, very good, adequate, inadequate, and does not apply to this school. Total number of participating private school principals who responded = 52; total number of traditional public school principals who responded = 99; total number of charter school principals who responded = 90. Year refers to school year. Appendix C displays data for the figure and results of statistical tests.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

- **No differences were evident for emphasis on teaching goals, standards, and professional development for teachers.**

Principals reported similar emphases on assisting students to reach high standards and using curricula aligned to high standards (Figure 8). They also reported similar emphasis on their teachers participating in professional development. None of the differences is statistically significant.

**Figure 8. Percentage of principals reporting major emphasis on teaching goals: 2013–14**

	All public schools		
	Participating private	Traditional public	Charter
Using curricula aligned with high standards	92.1	79.1	86.9
Assisting all students to achieve high standards	89.2	92.0	90.9
Using instructional strategies (e.g., hands-on activities, cooperative learning) aligned with high standards	87.9	83.7	77.7
Participation in professional development activities	72.9	69.1	76.6

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Total number of participating private school principals who responded = 53; total number of traditional public school principals who responded = 100; total number of charter school principals who responded = 90. Year refers to school year. Appendix C displays data for the figure and results of statistical tests.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

- **Private school principals reported about the same length of a school week and less time for instruction in academic subjects than public school principals.**

Principals reported an average school week of about 2,000 minutes, which means an average school day of 6.7 hours (Table3). The average school week did not differ significantly between types of schools. However, private school principals reported less instruction time in academic subjects—reading and language arts, math, social studies, and science. For example, private school principals reported that in third grade, instructional time for reading and language arts was about 1.2 hours a day, whereas public school principals reported that in third grade, instructional time for reading and language arts was about 1.9 hours a day. Similar differences are evident at other grade levels, except that instructional time for science and social studies is similar in tenth grade, and instructional time for social studies is similar in third grade.

**Table 3. Length of school week in minutes and time for instruction in academic subjects during a typical week, by grade: 2013–14**

	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public schools	Charter schools
<b>How long is the typical week of school (minutes)?</b>				
Grade 3 .....	2,064	2,143	2,068	2,267
Grade 8 .....	2,145	2,165	2,060 <sup>d</sup>	2,274
Grade 10 .....	1,777	1,755	1,680	1,877
<b>During a typical full week of school, approximately how many minutes do most students spend on these activities at this school?</b>				
<b>Grade 3</b>				
English, reading, or language arts .....	349 <sup>a,b,c</sup>	572	591	540
Arithmetic or math .....	281 <sup>a,b,c</sup>	450	453	444
Social studies or history .....	214	181	160 <sup>d</sup>	218
Science .....	207 <sup>b</sup>	178	162	205
<b>Grade 8</b>				
English, reading, or language arts .....	322 <sup>c</sup>	404	374	435
Math .....	287 <sup>a,c</sup>	371	331 <sup>d</sup>	412
Social studies or history .....	231 <sup>a,c</sup>	307	281	333
Science .....	249 <sup>a,c</sup>	314	291	337
<b>Grade 10</b>				
English, reading, or language arts .....	244 <sup>a,c</sup>	323	306	351
Arithmetic or math .....	244 <sup>a,b,c</sup>	322	303	351
Social studies or history .....	232	263	252	280
Science .....	245	252	235	280

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. The number of respondents for each type of school varies by item. Some responses were excluded because they were outside logical bounds. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

- **Private school principals were less likely than public school principals to report the use of programs with specific instructional approaches and to have programs for non-English speakers and students with learning disabilities.**

With respect to special instructional programs, private schools and public schools were broadly similar on a number of dimensions (Figure 9). Most schools have music and arts programs, and most high schools offered Advanced Placement courses. But whereas 96.9 percent of traditional public schools and 94.2 percent of charter schools had instructional programs for students with learning disabilities, only 48.2 percent of private schools did. Similarly, 76.4 percent of traditional public schools and 73.6 percent of charter schools had instructional programs for non-English speakers compared to 13.8 percent of private schools.

Some differences also were evident between traditional public and charter schools. Traditional public schools were more likely to offer foreign language programs, Advanced Placement classes, and music and arts programs.

**Figure 9. Percentage of principals reporting availability of special instructional programs: 2013–14**

	All public schools		
	Participating private	Traditional public	Charter
Foreign language program	98.0 <sup>c</sup>	89.3 <sup>d</sup>	78.1
Arts program	95.9	99.2 <sup>d</sup>	85.8
Music program	93.3	98.2 <sup>d</sup>	84.6
Programs with specific instructional approaches (e.g., Success for All, Reading Recovery)	58.1 <sup>abc</sup>	81.2	78.2
Instructional programs for advanced learners	50.9	51.9	51.4
Instructional programs for students with learning disabilities	48.2 <sup>a</sup>	96.9	94.2
Instructional programs for non-English speakers	13.8 <sup>abc</sup>	76.4	73.6
Advanced placement (AP) courses (high school only)	81.3	97.0	58.0

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Total number of participating private school principals who responded = 54; total number of traditional public school principals who responded = 100; total number of charter school principals who responded = 90. Year refers to school year. Appendix C displays data for the figure and results of statistical tests.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**PARENT INVOLVEMENT**

- **Private schools were as likely as public schools to keep parents informed of student progress and to notify them of student misbehavior.**

The survey asked principals about information that schools provide to parents, and about parent participation in various school activities. Nearly all schools report keeping parents informed about progress at the midpoint of a grading period, notifying parents of disruptive behavior, and providing a newsletter about what is happening in school (Figure 10). The one difference is that private schools were less likely to send weekly or daily notes about student progress.

**Figure 10. Percentage of principals who reported providing parents with various types of information: 2013–14**

	All public schools		
	Participating private	Traditional public	Charter
Notify them when their student is sent to the office for disruptive behavior	97.9	95.6	95.1
Inform them of their student’s progress halfway through the grading period	93.7	91.1	93.3
Provide them with a newsletter about what’s going on in their child’s school or school system	92.8	91.1	94.5
Provide them with weekly or daily notes about their child’s progress	45.0 <sup>ac</sup>	62.8	65.0

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

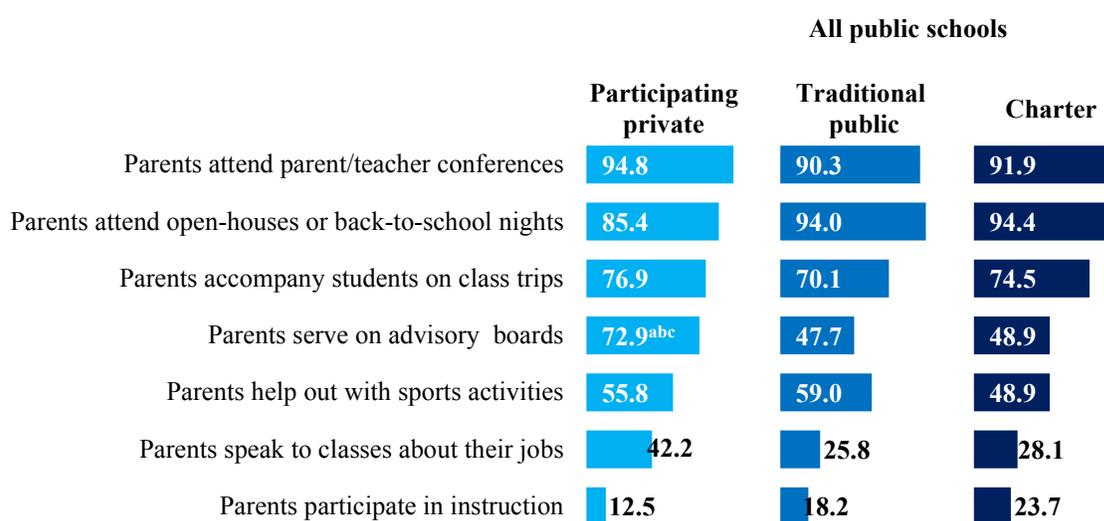
NOTE: Responses are weighted by student enrollment. Total number of participating private school principals who responded = 52; total number of traditional public school principals who responded = 100; total number of charter school principals who responded = 90. Year refers to school year. Appendix C displays data for the figure, results of statistical tests, and tables that report findings separately for elementary and secondary schools.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

- **Private school and public school parents were involved with schools about the same, except that private school parents were more likely to serve on school advisory boards.**

The gap in the percentage of schools with parents on advisory boards between participating private schools and either type of public schools was about 25 percentage points (Figure 11).

**Figure 11. Percentage of principals who reported that all or some parents participate in school activities: 2013–14**



<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Total number of participating private school principals who responded = 52; total number of traditional public school principals who responded = 100; total number of charter school principals who responded = 90. Year refers to school year. Appendix C displays data for the figure and results of statistical tests.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

## Concluding Thoughts

The growth of charter schools has changed the landscape of schools in DC in the last decade. When the Opportunity Scholarship Program was created in 2004, there were more than twice as many private schools as there were charter schools. By 2012, charter schools outnumbered private schools. Parents seeking options for their child's school now have more to choose from.

Overall, data from school principals indicate that charter schools are closer to traditional public schools than to private schools. In areas such as school safety and security, teacher skills, and parent involvement, principals in charter schools and traditional public schools had similar responses, which differed from responses of principals in private schools. Responses from school principals indicate that compared to public school principals, private school principals rate their students as better behaved and their teachers as more skilled. The differences between private schools and public schools are more evident than differences between traditional public schools and charter schools. Private schools also report spending less time teaching academic subjects and having fewer programs for non-English speakers and students with learning disabilities. The different kinds of schools had similar emphases on high instructional standards and curricula to support them.

These findings suggest that private schools are more likely to have features associated with a positive learning environment. It is unclear from these findings if teaching and instruction in fact differ: any added learning potentially enabled by a longer school day and, possibly, more skilled teachers, could be offset by shorter times teaching academic subjects. The study of which this report is part will measure effects on achievement and other outcomes, and future reports will present these findings.

Several limitations of the data should be noted. Data on trends in the number of schools were obtained from different sources and sometimes refer to different periods. For example, the years represented by the most current NCES public and private school databases differ (2012–13 for the Common Core of Data and 2011–12 for the Private School Survey). Overall trends are likely to be accurate because the number of schools and enrollments are unlikely to change much from year to year, but year-to-year comparisons might be inaccurate. In addition, due to the low response rate from principals of nonparticipating private schools, it was not possible to examine those data and compare participating and nonparticipating schools. And, as noted previously, responses of principals have not been validated independently. Principals of participating private schools are aware their school is part of the OSP, but how this knowledge might affect their responses is unclear.

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## ENDNOTES

<sup>1</sup> The population of school-age children in DC can differ from the number of students attending schools in DC because students who do not live in DC can attend its public or private schools, and students who live in DC can attend public or private schools outside the district. In 2012, the DC Office of the State Superintendent reported that 236 nonresident students attended DC schools. The largest neighboring district, Montgomery County Public Schools, reported receiving tuition payments that indicated the district enrolled about 50 nonresident students. Private schools do not provide data on whether their students live outside the district.

<sup>2</sup> Another approach for weighting would be to weight each school by the number of OSP applicants attending it. This weighting approach is useful for studying program impacts because it can illuminate differences between schools attended by those awarded a scholarship or not.

<sup>3</sup> Applying the Benjamini-Hochberg procedure for multiple comparisons to test differences between all public schools and participating private schools did not change the findings except for how often the school provides parents with information about student progress, and parent participation on school advisory boards. See Tables C-9 and C-10 in the appendix for more detail on the Benjamini-Hochberg calculations.

<sup>4</sup> Responses of principals were not adjusted for characteristics of students attending their schools.

## Appendix A

### Technical Appendix

#### DATA SOURCES

The analysis draws on self-reported responses to a survey administered to every public and private school principal in DC in spring 2014. Supporting data on enrollment and grades served by schools are drawn from publicly available data from the NCES databases Common Core of Data (school year 2012–13) and the Private School Survey (2011–12) and from: [profiles.dcps.dc.gov](http://profiles.dcps.dc.gov) for traditional public schools, <http://www.dcpsb.org/find-a-school> for charter schools, OSP Participating School Directories for participating private schools, and school websites. Overall trends in enrollment were obtained from the National Research Council (2015) study “An Evaluation of the Public Schools of the District of Columbia: Reform in a Changing Landscape.”

Table A-1 lists the main sources of information for the brief in more detail.

**Table A-1. Sources of information for the brief**

Type of data and data source	Year of data	Description
<b>School characteristics data</b>		
<ul style="list-style-type: none"> <li>Private School Principal Questionnaire</li> <li>Public School Principal Questionnaire</li> </ul>	2014	Information about school policies, practices, and working conditions in DC schools, conducted by Westat.
<b>Information on individual schools' enrollment and grade range</b>		
<ul style="list-style-type: none"> <li>OSP Participating School Directories</li> </ul>	2011–12 2012–13 2013–14	School-reported profiles and information about tuition, admissions, general and special services, facilities, extracurricular activities, religious affiliation and opportunities for parental participation, for participating private schools.
National Center for Education Statistics (NCES)	2012–13	Annual data reported by state education agencies, including school contact information, descriptive and demographic information about students and staff, and fiscal data (e.g., revenues and current expenditures).
<ul style="list-style-type: none"> <li>Common Core of Data (CCD) public school data</li> <li>Private School Survey (PSS) data</li> </ul>		2011–12
<b>Data on overall number of schools and enrollment in traditional public schools and charter schools</b>		
<ul style="list-style-type: none"> <li>NRC Report: An Evaluation of the Public Schools of the District of Columbia: Reform in a Changing Landscape</li> <li>Neighborhood Info DC [a project of the Urban Institute and a partner of the National Neighborhood Indicators Partnership (NNIP)]</li> </ul>	2015	<p>Historical data about student enrollment at traditional public and charter schools in DC. (<a href="http://www.nap.edu/download.php?record_id=21743#">http://www.nap.edu/download.php?record_id=21743#</a>)</p> <p>Data about the number of traditional public and charter schools in DC. <a href="http://www.neighborhoodinfodc.org/city/Nbr_prof_citye.html#sec_5_msf_all">http://www.neighborhoodinfodc.org/city/Nbr_prof_citye.html#sec_5_msf_all</a>,</p>

## SAMPLE SIZE

Completed questionnaires were obtained from 215 public school principals and 85 private school principals in DC, representing response rates of 91 percent and 86 percent, respectively. This report uses as a sample the participating private schools (N=54, response rate 100 percent) and all public schools (N=215, response rate 91 percent), which include 112 traditional public schools and 103 charter schools. Table A-2 shows the survey response rate by school type in full detail.

**Table A-2. Year 3 principal survey respondent percentage, by school type (unweighted total N=300)**

Percent of respondents, by school type	Public			Private			Total (N=300)
	Traditional public (N=112)	Charter (N=103)	Total public (N=215)	Participating in OSP (N=54)	Non-participating (N=31)	Total private (N=85)	
Respondent .....	92%	90%	91%	100%	61%	86%	90%
Nonrespondent.....	8	10	9	0	39	14	10

These response rates are quite high, but within the sample of private schools, response rates were sharply different between principals of private schools participating and not participating in the OSP (100 percent and 61 percent, respectively). Due to the relatively low response rate from principals at private schools not participating in the OSP, the report does not compare participating and non-participating private schools, nor does it attempt to develop an overall portrait of private schools.

## ANALYSIS METHODS

Various tables compare principals' responses across different types of schools. Because the report seeks to describe the schools attended by the typical student, the principals' responses are weighted by enrollment at the given school. Given that nonresponse is partly random, and that individual principals respond with measurement error, the analyses statistically test for differences between responses of principals of different types of schools.

The report presents results of tests comparing participating private schools with all public schools, participating private schools with traditional public schools, and participating private schools with charter schools. Because charter schools are common in DC, the tables also report tests comparing traditional public schools with charter schools.

Most of the survey data reported are characterized as binary variables (e.g., "Did the principal rate student attendance and punctuality as excellent or very good"). To test for differences between responses of principals of participating private schools and principals of public schools, for binary outcome variables the study estimates an enrollment-weighted logit model of the probability that the principal chose the given answer ("excellent or very good" in the above example). Explanatory variables include an indicator that the school was a participating private school and a constant. The *p*-value on the estimated coefficient for the private school variable is used to test whether responses differ between principals of private schools and public schools. Separate logit models are estimated that included an intercept and indicator variables for traditional public schools and charter schools. The *p*-value on the two estimated coefficients are used to test that principals from participating private schools and from the given type of public school answered in the same way. Tests that principals from traditional public schools and charter schools answered in the same way were performed by testing for equality of these two estimated coefficients. The same approach was used for continuous variable such as minutes of instruction, except weighted linear regression models were used in place of weighted logit models.

## Appendix B

### Total School and Enrollment Data Underlying Figures 1 and 2

**Table B-1. Total number of schools in DC, by type of school: 2004 through 2013**

Type of school	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Traditional public .....	169	170	161	158	134	132	129	126	124	113
Charter .....	55	69	82	90	103	99	97	103	108	115
Private .....	109	N/A	104	N/A	90	N/A	95	N/A	95	N/A
<b>Total schools .....</b>	<b>333</b>	<b>343</b>	<b>347</b>	<b>350</b>	<b>327</b>	<b>321</b>	<b>321</b>	<b>324</b>	<b>327</b>	<b>330</b>

N/A: Data were not published in the given year.

SOURCES: Numbers of traditional public and charter schools are from

[http://www.neighborhoodinfodc.org/city/Nbr\\_prof\\_citye.html#sec\\_5\\_msf\\_all](http://www.neighborhoodinfodc.org/city/Nbr_prof_citye.html#sec_5_msf_all).

Data about the number of private schools are from the Private School Universe Survey (PSS) <http://nces.ed.gov/surveys/pss/pssdata.asp> and private school websites. PSS data are collected every other year.

**Table B-2. Total DC enrollment, by type of school: 2004 through 2013**

Type of school	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Traditional public .....	61,567	58,693	55,298	52,645	49,422	45,190	44,178	45,630	45,191	45,557
Charter .....	13,715	15,839	17,817	19,733	21,947	25,729	27,617	29,356	31,562	34,673
Private .....	17,613	N/A	15,177	N/A	15,789	N/A	13,170	N/A	15,657	N/A
<b>Total schools .....</b>	<b>92,895</b>	<b>74,532</b>	<b>88,292</b>	<b>72,378</b>	<b>87,158</b>	<b>70,919</b>	<b>84,965</b>	<b>74,986</b>	<b>92,410</b>	<b>80,230</b>

N/A: Data were not published in the given year.

SOURCES: Enrollment data for traditional public and charter schools are reprinted with permission from *An Evaluation of the Public Schools of the District of Columbia: Reform in a Changing Landscape*, (2015) by the National Academy of Sciences, Courtesy of the National Academies Press Washington, DC. Private school enrollment data are drawn from the Private School Universe Survey (PSS). PSS data are collected every other year.

## Appendix C

### Tables Using Weighted Data

This appendix provides tables that underlie figures 4 through 11.

#### CLIMATE AND SAFETY

**Table C-1. Percentage of principals who rated student motivation and behavior as excellent or very good: 2013–14**

How would you rate your school on each of the following aspects?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Student behavior and/or discipline .....	91.3 <sup>a,b,c</sup>	52.5	49.8	53.8
Student motivation to learn .....	91.0 <sup>a,b,c</sup>	61.4	55.6	58.8
Student attendance and punctuality .....	90.9 <sup>a,b,c</sup>	54.0	54.1	68.4
Student preparation in subject areas .....	88.0 <sup>a,b,c</sup>	53.8	49.7	55.7
Parental support for student learning .....	77.7 <sup>a,b,c</sup>	40.6	40.3	41.0

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Total number of participating private school principals who responded = 52; total number of traditional public school principals who responded = 99; total number of charter school principals who responded = 90. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table C-2. Percentage of principals reporting school safety features: 2013–14**

Does your school currently have the following?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
A requirement that visitors sign in or check in .....	98.3	100.0	100.0	100.0
A requirement that all or most of the students stay on school grounds during lunch .....	83.9 <sup>a,b,c</sup>	97.1	96.0	98.4
Video surveillance .....	81.7 <sup>b</sup>	92.0	97.8 <sup>d</sup>	84.9
Daily presence of police or security persons .....	55.2 <sup>a,b</sup>	81.3	92.7 <sup>d</sup>	67.3
Drug sweeps .....	4.2	4.5	3.4	5.8
A process for screening students using metal detectors .....	2.0 <sup>a,b,c</sup>	29.6	36.4 <sup>d</sup>	21.3

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Total number of participating private school principals who responded = 53; total number of traditional public school principals who responded = 100; total number of charter school principals who responded = 89. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table C-2a. Percentage of principals reporting school safety features: 2013–14, elementary schools**

Does your school currently have the following?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
A requirement that visitors sign in or check in	100.0	100.0	100.0	100.0
A requirement that all or most of the students stay on school grounds during lunch	97.0	97.0	97.6	95.8
Video surveillance .....	92.7	88.9	96.2 <sup>d</sup>	73.9
Daily presence of police or security persons .....	82.6	76.0	87.7 <sup>d</sup>	52.0
Drug sweeps .....	0.0	0.0	0.0	0.0
A process for screening students using metal detectors .....	*	*	*	*

\* For one or more cells, the sample size is too small to report.

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Schools are considered to be elementary if they do not enroll students in sixth grade or higher. Total number of participating private school principals who responded = 7; total number of traditional public school principals who responded = 54; total number of charter school principals who responded = 30. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table C-2b. Percentage of principals reporting school safety features: 2013–14, secondary schools**

Does your school currently have the following?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
A requirement that visitors sign in or check in	98.3	100.0	100.0	100.0
A requirement that all or most of the students stay on school grounds during lunch	83.2 <sup>a,c</sup>	97.1	94.6	99.4
Video surveillance .....	81.2 <sup>a,b</sup>	94.0	99.2	89.4
Daily presence of police or security persons .....	53.9 <sup>a,b</sup>	84.8	97.4 <sup>d</sup>	73.6
Drug sweeps .....	4.4	7.4	6.7	8.1
A process for screening students using metal detectors .....	2.1 <sup>a,b,c</sup>	47.6	67.2 <sup>d</sup>	30.0

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Schools are considered to be secondary if they enroll students in sixth grade or above. Total number of participating private school principals who responded = 46; total number of traditional public school principals who responded = 46; total number of charter school principals who responded = 59. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table C-3. Average percentage of suspensions, expulsions and forced transfers: 2013–14**

During this school year, percentage of students who were:	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Suspended .....	2.0 <sup>a,b,c</sup>	8.9	8.4	9.5
Expelled or forced transferred .....	0.5	0.3	0.2	0.4
Expelled .....	0.2	0.2	0.1 <sup>d</sup>	0.2
Forced transferred .....	0.2	0.1	0.1	0.1

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Total number of participating private school principals who responded = 49; total number of traditional public school principals who responded = 90; total number of charter school principals who responded = 81. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table C-3a. Average percentage of suspensions, expulsions and forced transfers: 2013–14, elementary schools**

During this school year, percentage of students who were:	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Suspended .....	0.3	4.6	3.7	6.3
Expelled or forced transferred .....	0.2	0.0	0.0 <sup>d</sup>	0.1
Expelled .....	0.2	0.0	0.0 <sup>d</sup>	0.1
Forced transferred .....	0.0	0.0	0.0	0.0

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Schools are considered to be elementary if they do not enroll students in sixth grade or higher. Total number of participating private school principals who responded = 7; total number of traditional public school principals who responded = 51; total number of charter school principals who responded = 29. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table C-3b. Average percentage of suspensions, expulsions and forced transfers: 2013–14, secondary schools**

During this school year, percentage of students who were:	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Suspended .....	2.1 <sup>a,b,c</sup>	12.2	13.6	11.0
Expelled or forced transferred .....	0.5	0.4	0.4	0.5
Expelled .....	0.2	0.2	0.2	0.3
Forced transferred .....	0.2	0.2	0.2	0.2

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Schools are considered to be secondary if they enroll students in sixth grade or above. Total number of participating private school principals who responded = 42; total number of traditional public school principals who responded = 39; total number of charter school principals who responded = 54. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

## FEATURES OF INSTRUCTION

**Table C-4. Percentage of principals who rated aspects of school instruction as excellent or very good: 2013–14**

How would you rate your school on each of the following aspects?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Subject area expertise of teachers .....	97.9 <sup>a,b,c</sup>	71.7	69.6	77.6
Teacher expectations for how well students will learn .....	97.5 <sup>a,b,c</sup>	75.4	73.5	70.5
Teacher attendance and punctuality .....	96.2 <sup>a,b,c</sup>	71.2	68.5	82.7
The amount of instructional time in the school day ....	96.2 <sup>a,b</sup>	69.4	58.2 <sup>d</sup>	76.7
Instructional skills and abilities of teachers .....	94.6 <sup>a,b,c</sup>	70.6	65.6	74.3
Teaching staff turnover .....	87.9 <sup>a,b,c</sup>	59.0	64.9	74.4
Support for low-performing students .....	71.9	67.4	64.8	51.8
Teacher compensation .....	69.4	69.2	84.4 <sup>d</sup>	51.2

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Total number of participating private school principals who responded = 52; total number of traditional public school principals who responded = 99; total number of charter school principals who responded = 90. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table C-5. Percentage of principals reporting major emphasis on teaching goals: 2013–14**

How much emphasis do you place on the following goals and objectives for your teachers?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Using curricula aligned with high standards .....	92.1	82.6	79.1	86.9
Assisting all students to achieve high standards .....	89.2	91.5	92.0	90.9
Using instructional strategies aligned with high standards .....	87.9	81.0	83.7	77.7
Participation in professional development .....	72.9	72.5	69.1	76.6

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Total number of participating private school principals who responded = 53; total number of traditional public school principals who responded = 100; total number of charter school principals who responded = 90. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table C-6. Percentage of principals reporting availability of special instructional programs: 2013–14**

Which of the following special instructional programs are available to students in your school?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
A foreign language program .....	98.0 <sup>c</sup>	84.2	89.3 <sup>d</sup>	78.1
Arts program .....	95.9	93.2	99.2 <sup>d</sup>	85.8
Music program .....	93.3	92.1	98.2 <sup>d</sup>	84.6
Programs with specific instructional approaches (e.g., Success for All, Reading Recovery) .....	58.1 <sup>a,b,c</sup>	79.8	81.2	78.2
Instructional programs for advanced learners or talented/gifted program .....	50.9	51.7	51.9	51.4
Instructional programs for students with learning disabilities .....	48.2 <sup>a,b,c</sup>	95.7	96.9	94.2
Instructional programs for non-English speakers.....	13.8 <sup>a,b,c</sup>	75.1	76.4	73.6
Advanced placement (AP) courses (high school only) .....	81.3	77.4	97.0 <sup>d</sup>	58.0

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Total number of participating private school principals who responded = 54; total number of traditional public school principals who responded = 100; total number of charter school principals who responded = 90. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

## PARENT INVOLVEMENT

**Table C-7. Percentage of principals who reported providing parents with various types of information: 2013–14**

Does the school do the following for parents?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Notify them when their student is sent to the office for disruptive behavior .....	97.9	95.4	95.6	95.1
Inform them of their student's progress halfway through the grading period .....	93.7	92.1	91.1	93.3
Provide them with a newsletter about what's going on in their child's school or school system .....	92.8	92.6	91.1	94.5
Provide them with weekly or daily notes about their child's progress .....	45.0 <sup>a,c</sup>	63.8	62.8	65.0

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Total number of participating private school principals who responded = 52; total number of traditional public school principals who responded = 100; total number of charter school principals who responded = 90. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table C-7a. Percentage of principals who reported providing parents with various types of information: 2013–14, elementary schools**

Does the school do the following for parents?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Notify them when their student is sent to the office for disruptive behavior .....	97.0	91.1	91.3	90.6
Inform them of their student's progress halfway through the grading period .....	100.0	82.0	81.5	83.1
Provide them with a newsletter about what's going on in their child's school or school system .....	100.0	97.5	96.2	100.0
Provide them with weekly or daily notes about their child's progress .....	12.4	63.7	64.9	61.3

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Schools are considered to be elementary if they do not enroll students in sixth grade or higher. Total number of participating private school principals who responded = 7; total number of traditional public school principals who responded = 54; total number of charter school principals who responded = 30. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table C-7b. Percentage of principals who reported providing parents with various types of information: 2013–14, secondary schools**

Does the school do the following for parents?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Notify them when their student is sent to the office for disruptive behavior .....	97.9	98.2	99.6	97.0
Inform them of their student's progress halfway through the grading period .....	93.4	98.6	100.0	97.4
Provide them with a newsletter about what's going on in their child's school or school system .....	92.4	89.5	86.4	92.3
Provide them with weekly or daily notes about their child's progress .....	46.7	63.9	61.0	66.5

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Schools are considered to be secondary if they enroll students in sixth grade or above. Total number of participating private school principals who responded = 45; total number of traditional public school principals who responded = 46; total number of charter school principals who responded = 60. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table C-8. Percentage of principals who reported that all or some parents participate in school activities: 2013–14**

What proportion of parents participate in the following activities in your school?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Parents attend parent/teacher conferences .....	94.8	91.0	90.3	91.9
Parents attend open-houses or back-to-school nights .....	85.4	94.2	94.0	94.4
Parents accompany students on class trips .....	76.9	72.1	70.1	74.5
Parents serve on advisory boards .....	72.9 <sup>a,b,c</sup>	48.2	47.7	48.9
Parents help out with sports activities .....	55.8	54.4	59.0	48.9
Parents speak to classes about their jobs .....	42.2	26.9	25.8	28.1
Parents participate in instruction .....	12.5	20.6	18.2	23.7

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Responses are weighted by student enrollment. Total number of participating private school principals who responded = 52 total number of traditional public school principals who responded = 100; total number of charter school principals who responded = 90. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

Table C-9 applies the Benjamini-Hochberg approach to account for multiple comparisons within domains. The test was done for each of the main tables above in which at least one difference between participating private schools and all public schools was significant. With two exceptions, statistically significant differences at the 5 percent level remained so after adjusting for multiple comparisons. The difference for the frequency at which schools provided parents with feedback on students' progress (Table C-7) and the proportion of parents that served on advisory boards (Table C-8) both were no longer significant.

**Table C-9. Statistical significance for tests of no differences between participating private schools and all public schools after making Benjamini-Hochberg adjustments**

Table	Statistically significant findings	P-value (Pi)	P-value rank (i)	New Critical Value Pi'	Pi ≤ Pi'?	Statistically significant after BH correction? (α = .05)
C-1	Parental support for student learning	0.0002	1	0.0100	Yes	Yes
	Student behavior and/or discipline	0.0003	2	0.0200	Yes	Yes
	Student attendance and punctuality	0.0004	3	0.0300	Yes	Yes
	Student preparation in subject areas	0.0007	4	0.0400	Yes	Yes
	Student motivation to learn	0.0024	5	0.0500	Yes	Yes
C-2	Daily presence of police or security persons	0.0007	1	0.0083	Yes	Yes
	A requirement that all or most of the students stay on school grounds during lunch	0.0027	2	0.0167	Yes	Yes
	A process for screening students using metal detectors	0.0093	3	0.0250	Yes	Yes
C-2b	Daily presence of police or security persons	0.0003	1	0.0083	Yes	Yes
	A process for screening students using metal detectors	0.0017	2	0.0167	Yes	Yes
	A requirement that all or most of the students stay on school grounds during lunch	0.0084	3	0.0250	Yes	Yes
	Video surveillance	0.0271	4	0.0333	Yes	Yes
C-3	Suspended	0.0009	1	0.0083	Yes	Yes
C-3b	Suspended	<.0001	1	0.0083	Yes	Yes
C-4	Teaching staff turnover	0.003	1	0.0063	Yes	Yes
	The amount of instructional time in the school day	0.0072	2	0.0125	Yes	Yes
	Instructional skills and abilities of teachers	0.0093	3	0.0188	Yes	Yes
	Teacher attendance and punctuality	0.0097	4	0.0250	Yes	Yes
	Subject area expertise of teachers	0.0151	5	0.0313	Yes	Yes
	Teacher expectations for how well students will learn	0.0204	6	0.0375	Yes	Yes
C6	Instructional programs for students with learning disabilities	<.0001	1	0.0056	Yes	Yes
	Instructional programs for non-English speakers	<.0001	1	0.0056	Yes	Yes
	Programs with specific instructional approaches (e.g., Success for All, Reading Recovery)	0.0045	3	0.0167	Yes	Yes
C-7	Provide them with weekly or daily notes about their child's progress	0.0373	1	0.0125	No	No
C-8	Parents serve on advisory boards	0.0089	1	0.0071	No	No

Each row shows the p-value for a test of no difference between participating private schools and all public schools, the rank by p-value, the corrected critical p-value Pi', and in the final two columns, an indication of whether the p-value was less than Pi', and whether the given difference remains significant at the 5 percent level.

Table C-10 shows Benjamini-Hochberg adjustments related to the results on instructional time that were significant in Table 3 in the main text. All of the differences that were statistically significant remained so after adjusting for multiple comparisons.

**Table C-10. Statistical significance for tests of no differences between participating private schools and all public schools in time for instruction in academic subjects during a typical week, by grade after making Benjamini-Hochberg adjustments**

Grade	Statistically significant findings	P-value (Pi)	P-value rank (i)	New Critical Value Pi'	Pi≤Pi'?	Statistically significant after BH correction? ( $\alpha = .05$ )
	<b>During a typical full week of school, approximately how many minutes do most students spend on these activities at this school?</b>					
3	English, reading, or language arts	<.0001	1	0.0125	Yes	Yes
	Arithmetic or math	<.0001	2	0.025	Yes	Yes
8	Math	0.0081	3	0.0375	Yes	Yes
	Social studies or history	0.0010	1	0.0125	Yes	Yes
	Science	0.0011	2	0.025	Yes	Yes
10	English, reading, or language arts	0.0173	2	0.025	Yes	Yes
	Math	0.0052	1	0.0125	Yes	Yes

Each row shows the p-value for a test of no difference between participating private schools and all public schools, the rank by p-value, the corrected critical p-value Pi', and in the final two columns, an indication of whether the p-value was less than Pi', and whether the given difference remains significant at the 5 percent level.

## Appendix D

### Tables Using Unweighted Data

This appendix replicates tables from the brief but does not weight principals' responses by enrollment.

#### CLIMATE AND SAFETY

**Table D-1. Percentage of principals who rated student motivation and behavior as excellent or very good: 2013–14**

How would you rate your school on each of the following aspects?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Student behavior and/or discipline .....	84.6 <sup>a,b,c</sup>	55.3	50.0	61.1
Student motivation to learn .....	86.5 <sup>a,b</sup>	65.2	57.7 <sup>d</sup>	73.3
Student attendance and punctuality .....	82.7 <sup>a,b,c</sup>	57.5	57.1	57.8
Student preparation in subject areas .....	80.8 <sup>a,b,c</sup>	54.0	48.0	60.7
Parental support for student learning .....	65.4 <sup>a,b</sup>	43.4	38.4	48.9

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Total number of participating private school principals who responded = 52; total number of traditional public school principals who responded = 99; total number of charter school principals who responded = 90. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table D-2. Percentage of principals reporting school safety features: 2013–14**

Does your school currently have the following?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
A requirement that visitors sign in or check in .....	96.2	100.0	100.0	100.0
A requirement that all or most of the students stay on school grounds during lunch .....	90.4	96.3	96.0	96.6
Video surveillance .....	64.2 <sup>a,b,c</sup>	89.4	96.0 <sup>d</sup>	82.0
Daily presence of police or security persons .....	37.7 <sup>a,b,c</sup>	76.2	90.0 <sup>d</sup>	60.7
Drug sweeps .....	5.8	3.7	4.0	3.4
A process for screening students using metal detectors .....	5.7 <sup>a,b,c</sup>	23.8	29.0	18.0

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Total number of participating private school principals who responded = 53; total number of traditional public school principals who responded = 100; total number of charter school principals who responded = 89. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table D-2a. Percentage of principals reporting school safety features: 2013–14, elementary schools**

Does your school currently have the following?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
A requirement that visitors sign in or check in .....	100.0	100.0	100.0	100.0
A requirement that all or most of the students stay on school grounds during lunch .....	85.7	96.4	98.2	93.3
Video surveillance .....	85.7	88.1	98.2 <sup>d</sup>	70.0
Daily presence of police or security persons .....	42.9 <sup>b</sup>	70.2	85.2 <sup>d</sup>	43.3
Drug sweeps .....	0.0	0.0	0.0	0.0
A process for screening students using metal detectors .....	*	*	*	*

\* For one or more cells, the sample size is too small to report.

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Schools are considered to be elementary if they do not enroll students in sixth grade or higher. Total number of participating private school principals who responded = 7; total number of traditional public school principals who responded = 54; total number of charter school principals who responded = 30. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table D-2b. Percentage of principals reporting school safety features: 2013–14, secondary schools**

Does your school currently have the following?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
A requirement that visitors sign in or check in .....	95.7	100.0	100.0	100.0
A requirement that all or most of the students stay on school grounds during lunch .....	91.1	96.2	93.5	98.3
Video surveillance .....	60.9 <sup>a,b,c</sup>	90.5	93.5	88.1
Daily presence of police or security persons .....	37.0 <sup>a,b,c</sup>	81.0	95.7 <sup>d</sup>	69.5
Drug sweeps .....	6.7	6.7	8.7	5.1
A process for screening students using metal detectors .....	6.5 <sup>a,b,c</sup>	41.0	58.7 <sup>d</sup>	27.1

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Schools are considered to be secondary if they enroll students in sixth grade or above. Total number of participating private school principals who responded = 46; total number of traditional public school principals who responded = 46; total number of charter school principals who responded = 59. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table D-3. Average percentage of suspensions, expulsions and forced transfers: 2013–14**

During this school year, percentage of students who were:	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Suspended .....	3.9 <sup>a,b,c</sup>	8.4	7.8	8.9
Expelled or forced transferred .....	0.8 <sup>a,b,c</sup>	0.3	0.2 <sup>d</sup>	0.4
Expelled .....	0.5 <sup>a,b</sup>	0.1	0.1 <sup>d</sup>	0.2
Forced transferred .....	0.3 <sup>a,b</sup>	0.1	0.1	0.2

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Total number of participating private school principals who responded = 49; total number of traditional public school principals who responded = 90; total number of charter school principals who responded = 81. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table D-3a. Average percentage of suspensions, expulsions and forced transfers: 2013–14, elementary schools**

During this school year, percentage of students who were:	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Suspended .....	0.7	4.5	4.0	5.4
Expelled or forced transferred .....	0.4 <sup>a,b,c</sup>	0.0	0.0	0.1
Expelled .....	0.4 <sup>a,b,c</sup>	0.0	0.0 <sup>d</sup>	0.1
Forced transferred .....	0.0	0.0	0.0	0.0

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Schools are considered to be elementary if they do not enroll students in sixth grade or higher. Total number of participating private school principals who responded = 7; total number of traditional public school principals who responded = 51; total number of charter school principals who responded = 29. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table D-3b. Average percentage of suspensions, expulsions and forced transfers: 2013–14, secondary schools**

During this school year, percentage of students who were:	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Suspended .....	4.5 <sup>a,b,c</sup>	11.8	13.0	10.9
Expelled or forced transferred .....	0.9 <sup>b</sup>	0.5	0.3	0.6
Expelled .....	0.5	0.2	0.1	0.3
Forced transferred .....	0.4	0.2	0.2	0.2

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Schools are considered to be secondary if they enroll students in sixth grade or above. Total number of participating private school principals who responded = 42; total number of traditional public school principals who responded = 39; total number of charter school principals who responded = 54. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

## FEATURES OF INSTRUCTION

**Table D-4. Percentage of principals who rated aspects of school instruction as excellent or very good: 2013–14**

How would you rate your school on each of the following aspects?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Subject area expertise of teachers .....	96.2 <sup>a,b,c</sup>	71.1	67.4	75.3
Teacher expectations for how well students will learn .....	96.2 <sup>a,b,c</sup>	75.7	71.7	80.0
Teacher attendance and punctuality .....	92.3 <sup>a,b,c</sup>	72.5	67.7	77.8
The amount of instructional time in the day .....	94.2 <sup>a,b</sup>	71.4	60.6 <sup>d</sup>	83.3
Instructional skills and abilities of teachers .....	92.3 <sup>a,b,c</sup>	69.3	62.6 <sup>d</sup>	76.7
Teaching staff turnover .....	82.0 <sup>a,b,c</sup>	59.4	62.8	55.8
Support for low-performing students .....	80.8 <sup>b</sup>	68.1	64.3	72.2
Teacher compensation .....	57.7 <sup>b</sup>	67.2	83.3 <sup>d</sup>	50.0

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Total number of participating private school principals who responded = 52; total number of traditional public school principals who responded = 99; total number of charter school principals who responded = 90. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table D-5. Percentage of principals reporting major emphasis on teaching goals: 2013–14**

How much emphasis do you place on the following goals and objectives for your teachers?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Using curricula aligned with high standards .....	86.5	83.2	79.0	87.8
Assisting all students to achieve high standards .....	90.6	91.6	91.0	92.2
Using instructional strategies aligned with high standards .....	90.4	82.1	84.0	80.0
Participation in professional development activities ...	78.9	74.4	71.3	77.8

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Total number of participating private school principals who responded = 53; total number of traditional public school principals who responded = 100; total number of charter school principals who responded = 90. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table D-6. Length of school week in minutes and time for instruction in academic subjects during a typical week, by grade: 2013–14**

	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public schools	Charter schools
<b>How long is the typical week of school (minutes)?</b>				
Grade 3 .....	2,019	2,113	2,076	2,173
Grade 8 .....	2,139	2,159	2,051 <sup>d</sup>	2,259
Grade 10 .....	1,861	1,770	1,627	1,960
<b>During a typical full week of school, approximately how many minutes do most students spend on these activities at this school?</b>				
<b>Grade 3</b>				
English, reading, or language arts .....	352 <sup>a,b,c</sup>	568	595	520
Math .....	284 <sup>a,b,c</sup>	443	452	427
Social studies or history .....	200	176	156 <sup>d</sup>	211
Science .....	204 <sup>b</sup>	173	159	199
<b>Grade 8</b>				
English, reading, or language arts .....	356 <sup>c</sup>	411	373	446
Math .....	305 <sup>a,c</sup>	377	333 <sup>d</sup>	417
Social studies or history .....	225 <sup>a,c</sup>	305	273	333
Science .....	243 <sup>a,c</sup>	311	286	333
<b>Grade 10</b>				
English, reading, or language arts .....	264 <sup>a,c</sup>	330	325	336
Arithmetic or math .....	253 <sup>a,b,c</sup>	321	310	336
Social studies or history .....	232	263	247	284
Science .....	255	256	233	284

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: The number of respondents for each type of school varies by item. Some responses were excluded because they were outside logical bounds. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table D-7. Percentage of principals reporting availability of special instructional programs: 2013–14**

Which of the following special instructional programs are available to students in your school?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
A foreign language program .....	94.3 <sup>a,c</sup>	80.0	86.0 <sup>d</sup>	73.3
Arts program .....	90.6	90.5	98.0 <sup>d</sup>	82.2
Music program .....	84.9 <sup>b</sup>	88.4	96.0 <sup>d</sup>	80.0
Programs with specific instructional approaches (e.g., Success for All, Reading Recovery) .....	63.0 <sup>a,b,c</sup>	79.5	80.0	78.9
Instructional programs for advanced learners or talented/gifted program .....	49.1	49.0	49.0	48.9
Instructional programs for students with learning disabilities .....	48.1 <sup>a,b,c</sup>	93.7	95.0	92.2
Instructional programs for non-English speakers .....	18.9 <sup>a,b,c</sup>	72.6	73.0	72.2
Advanced placement (AP) courses (high school only) .....	59.1 <sup>b</sup>	71.8	93.8 <sup>d</sup>	56.5

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools. ( $p < .05$ ).

NOTE: Total number of participating private school principals who responded = 54; total number of traditional public school principals who responded = 100; total number of charter school principals who responded = 90. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

## PARENT INVOLVEMENT

**Table D-8. Percentage of principals who reported providing parents with various types of information: 2013–14**

Does the school do the following for parents?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Notify them when their student is sent to the office for disruptive behavior .....	96.2	94.7	94.0	95.6
Inform them of their student's progress halfway through the grading period .....	96.2	90.0	90.0	90.0
Provide them with a newsletter about what's going on in their child's school or school system .....	86.5	93.2	92.0	94.4
Provide them with weekly or daily notes about their child's progress .....	48.1 <sup>a</sup>	63.7	64.0	63.3

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Total number of participating private school principals who responded = 52; total number of traditional public school principals who responded = 100; total number of charter school principals who responded = 90. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table D-8a. Percentage of principals who reported providing parents with various types of information: 2013–14, elementary schools**

Does the school do the following for parents?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Notify them when their student is sent to the office for disruptive behavior .....	85.7	94.7	90.7	93.3
Inform them of their student's progress halfway through the grading period .....	100	90.0	81.5	76.7
Provide them with a newsletter about what's going on in their child's school or school system .....	100	93.2	96.3	100
Provide them with weekly or daily notes about their child's progress .....	57.1	63.7	66.7	60.0

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Schools are considered to be elementary if they do not enroll students in sixth grade or higher. Total number of participating private school principals who responded = 7; total number of traditional public school principals who responded = 54; total number of charter school principals who responded = 30. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table D-8b. Percentage of principals who reported providing parents with various types of information: 2013–14, secondary schools**

Does the school do the following for parents?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Notify them when their student is sent to the office for disruptive behavior .....	97.8	94.7	97.8	96.7
Inform them of their student's progress halfway through the grading period .....	95.6	90.0	100	96.7
Provide them with a newsletter about what's going on in their child's school or school system .....	87.0	93.2	91.7	84.4
Provide them with weekly or daily notes about their child's progress .....	46.7	63.7	60.9	65.0

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Schools are considered to be secondary if they enroll students in sixth grade or above. Total number of participating private school principals who responded = 45; total number of traditional public school principals who responded = 46; total number of charter school principals who responded = 60. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.

**Table D-9. Percentage of principals who reported that all or some parents participate in school activities: 2013–14**

What proportion of parents participate in the following activities in your school?	Participating private schools	All traditional public and charter schools	All public schools	
			Traditional public	Charter
Parents attend parent/teacher conferences .....	94.2	92.1	91.0	93.3
Parents attend open-houses or back-to-school nights ..	92.3	94.2	93.0	95.6
Parents accompany students on class trips .....	71.2	75.3	75.0	75.6
Parents serve on advisory boards .....	55.8	46.6	48.0	44.9
Parents help out with sports activities .....	40.4	49.5	55.0	43.3
Parents speak to classes about their jobs .....	48.1 <sup>a,b,c</sup>	29.0	27.0	31.1
Parents participate in instruction .....	17.3	21.1	20.0	22.2

<sup>a</sup> The difference is statistically significant between all public schools and participating private schools ( $p < .05$ ).

<sup>b</sup> The difference is statistically significant between traditional public schools and participating private schools ( $p < .05$ ).

<sup>c</sup> The difference is statistically significant between charter schools and participating private schools ( $p < .05$ ).

<sup>d</sup> The difference is statistically significant between traditional public schools and charter schools ( $p < .05$ ).

NOTE: Total number of participating private school principals who responded = 52; total number of traditional public school principals who responded = 100; total number of charter school principals who responded = 90. Year refers to school year.

SOURCES: OSP Evaluation, Public School Principal Questionnaire and Private School Principal Questionnaire.



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