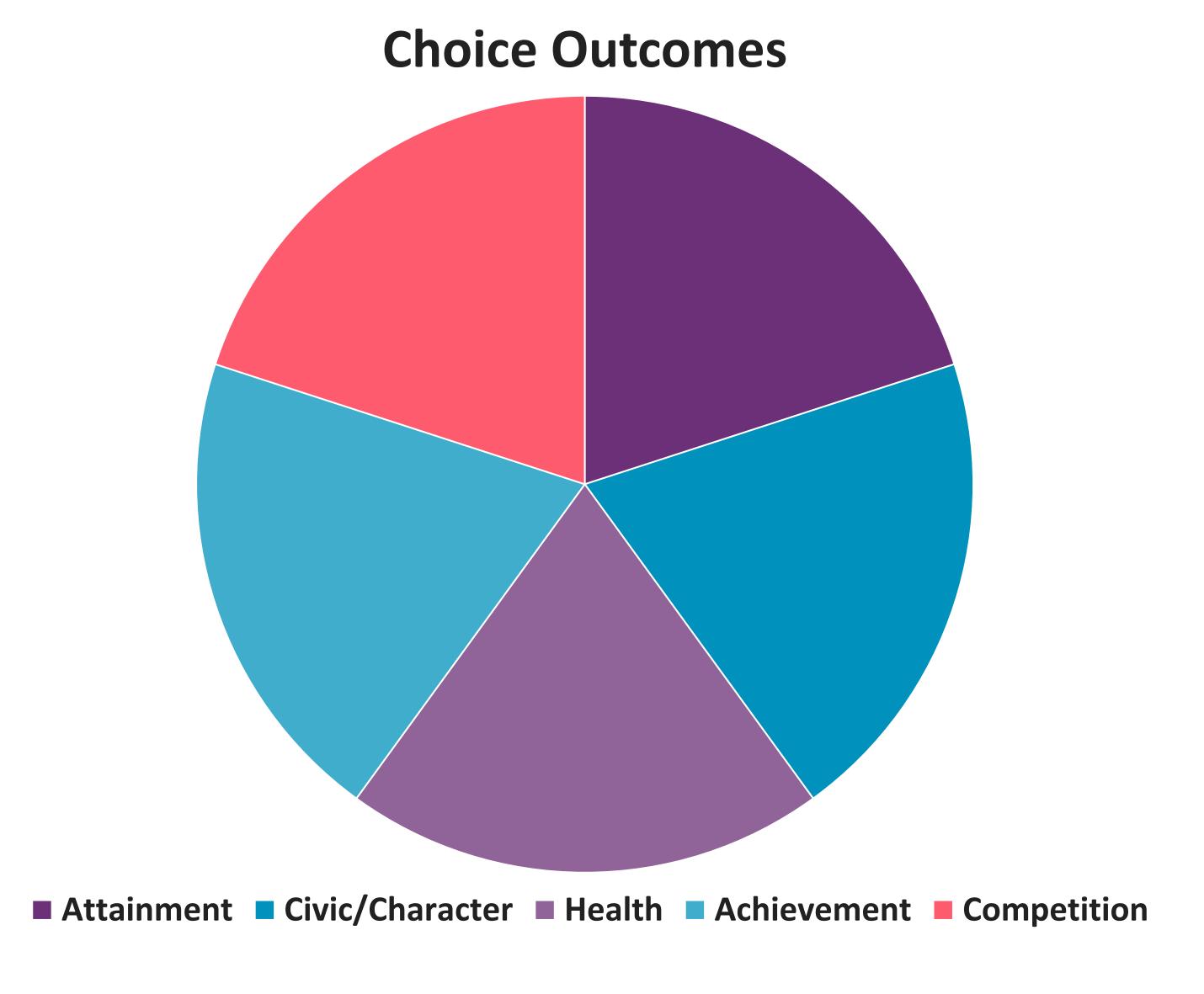
## Noncognitive Outcomes and Academic Effects of School Choice

Patrick J. Wolf, Ph.D.





# How Might Choice Change Things?





## Rules of the Road



Limited to rigorous "Gold Standard" studies when available



"Stoplight" color coding of positive, neutral, negative

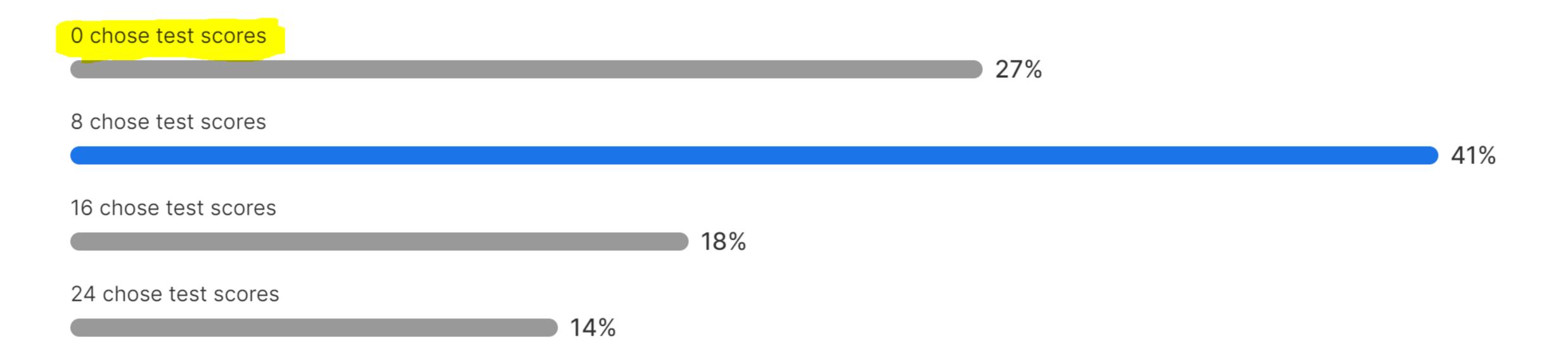


No cherry-picking



**%-**

In a focus group of 40 parents of school age children, how many chose "test scores" as the main signal they use to assess their child's success in school? other options: "attitude towards school," "general well-being," "completion of homework," "grades"





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Brendan Wolf

Bachelor of Arts, Psychology



| Attainment Study                 | Place         | Effect   |
|----------------------------------|---------------|--|
| Wolf et al (2013)                | DC            | +21 percentage points - Diploma                        |
| Erickson & Scafidi (2020)        | Georgia       | +17 percentage points - Diploma                        |
| Cowen et al. (2013)              | Milwaukee     | +4-6 percentage points - Diploma                       |
| Warren (2011)                    | Milwaukee     | +12 percentage points - Diploma                        |
| Austin & Pardo (2021)            | Indiana       | No difference – Diploma                                |
| Austin & Pardo (2021)            | Indiana       | +8 percentage points – College Enrollment              |
| Chingos, Monarrez & Kuehn (2019) | Florida       | +6 percentage points – College Enrollment              |
| Erickson & Scafidi (2020)        | Georgia       | +19 percentage points – College Enrollment             |
| Wolf, Witte & Kisida (2019)      | Milwaukee     | +4-6 percentage points – College Enrollment            |
| Chingos & Peterson (2015)        | New York City | +5-6 percentage points for Blacks – College Enrollment |
| Cheng & Peterson (2021)          | New York City | +8 percentage points for mod-dis. – College Enrollment |
| Erickson, Mills & Wolf (2021)    | Louisiana     | +8 percentage points for H.S. aps – College Enrollment |
| Chingos & Kisida (2023)          | DC            | No difference – College Enrollment                     |
| Chingos, Monarrez & Kuehn (2019) | Florida       | +1-2 percentage points – Bachelor's Degree             |
| Wolf, Witte & Kisida (2019)      | Milwaukee     | +3 percentage points for elem. aps – Bachelor's Degree |
| Cheng & Peterson (2021)          | New York City | +5-7 percentage points for mod-dis. – Bachelor's Deg.  |
| Chingos & Peterson (2015)        | New York City | +2-3 percentage points for Blacks – Bachelor's Degree  |

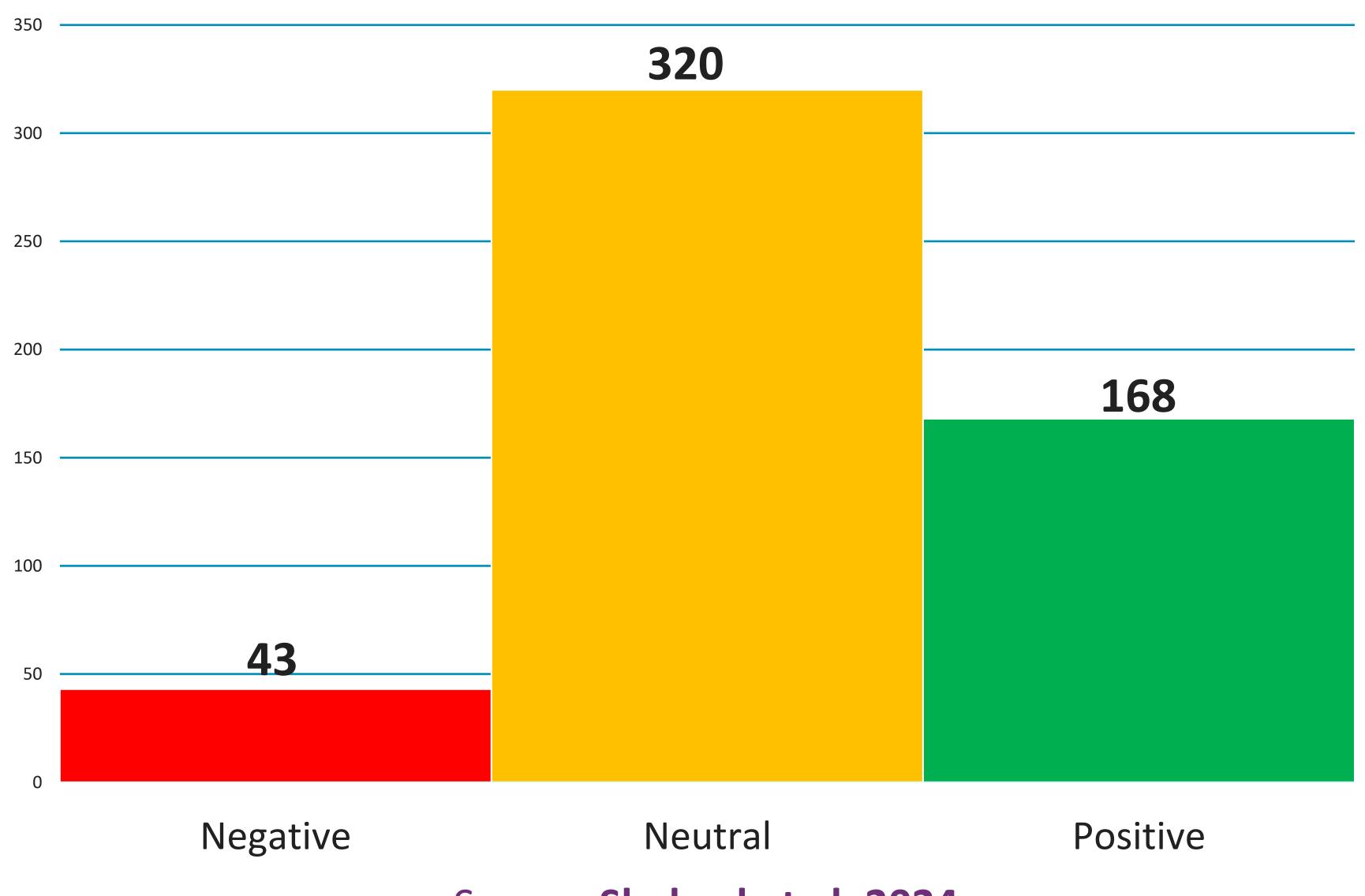




## Civic Outcomes of Private Schooling

- Political Tolerance willingness to extend constitutional rights to disliked groups
- Political Participation involvement in civic activities
- •Civic Knowledge and Skills familiarity with the workings of government & the ability to communicate with officials
- •Voluntarism and Social Capital unpaid involvement in improving one's community

#### **Private Schooling Civic Effects**





Source: Shakeel et al. 2024



## Mental Health Effects of School Choice

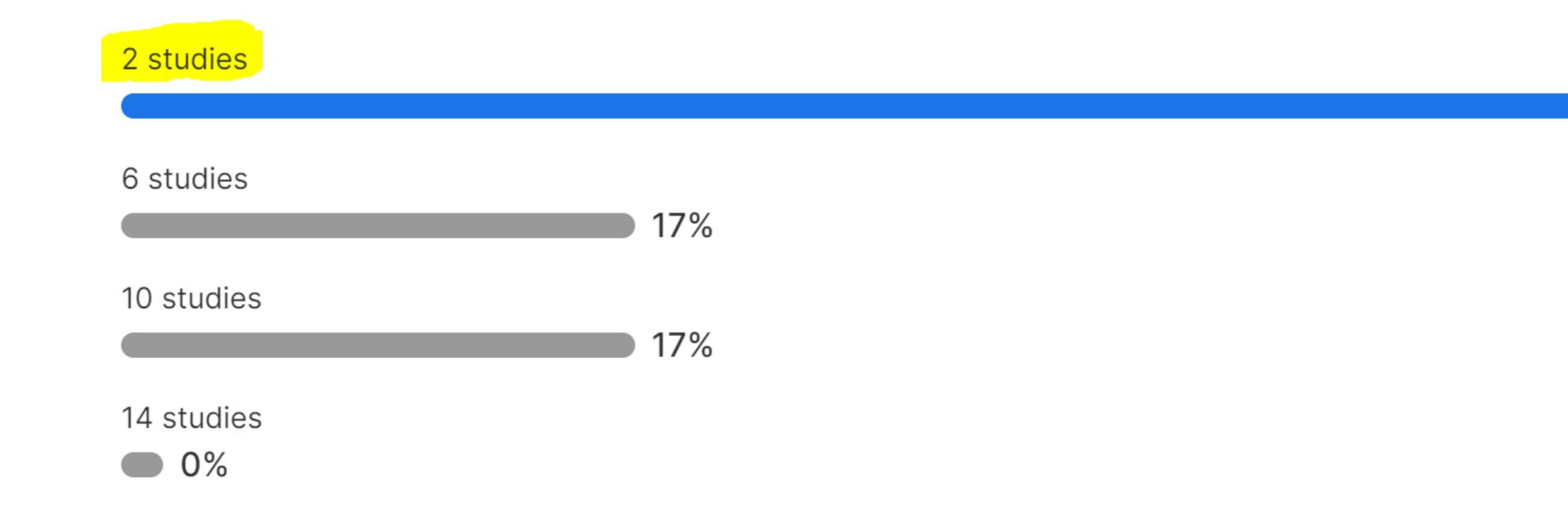
- School choice is predictive of fewer adolescent suicides & mental health appointments (DeAngelis & Dills, 2018)
- Private schooling is predictive of fewer suicides & less depression (Watt, 2003)
- Catholic schooling effects on suicide attempts are neutral to positive (Mocan & Tekin, 2006)



How many of the 18 Gold Standard studies of the test score effects of school choice programs reported that those effects were significantly negative?

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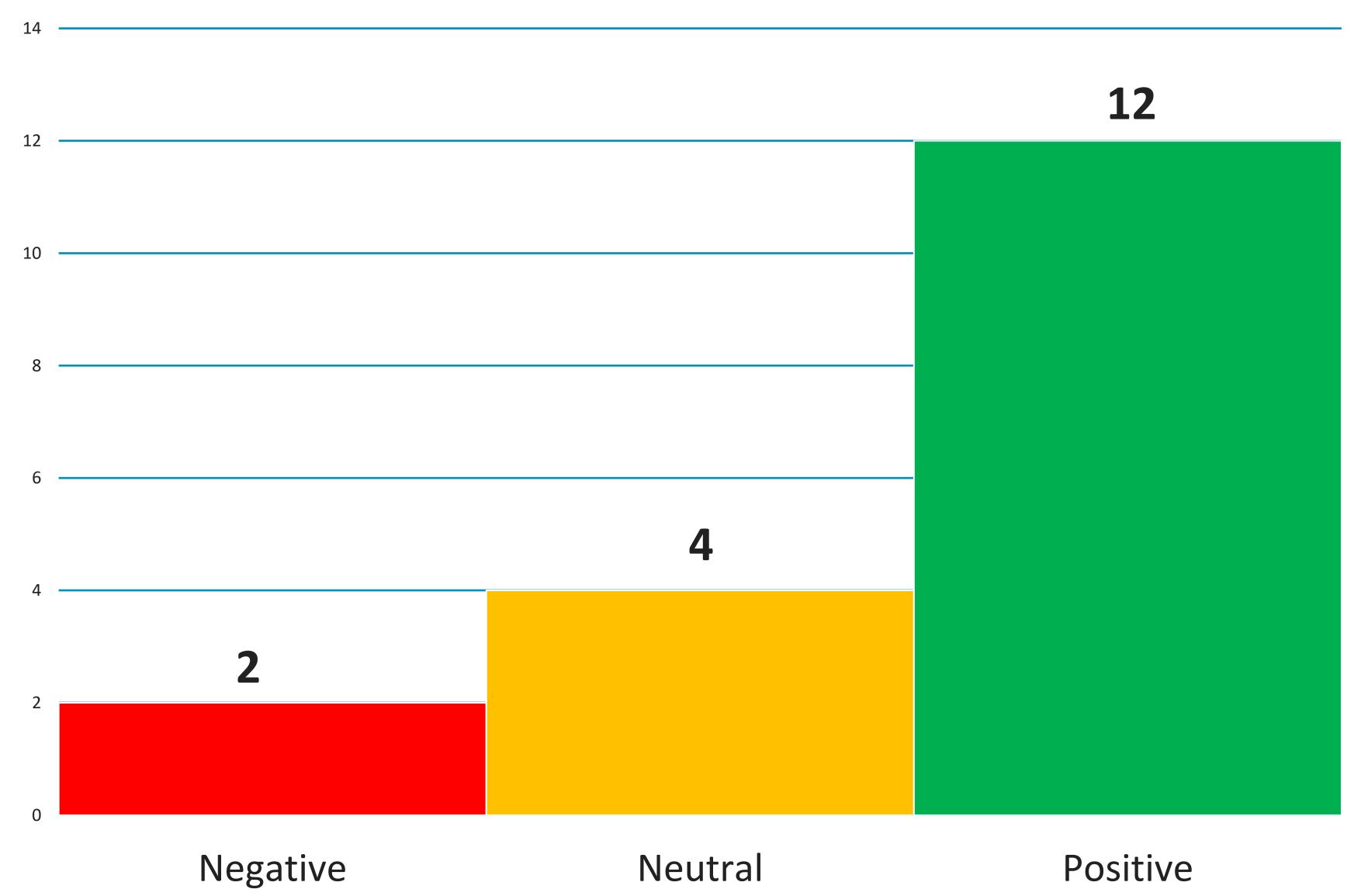
67%





#### Participant Achievement Effects





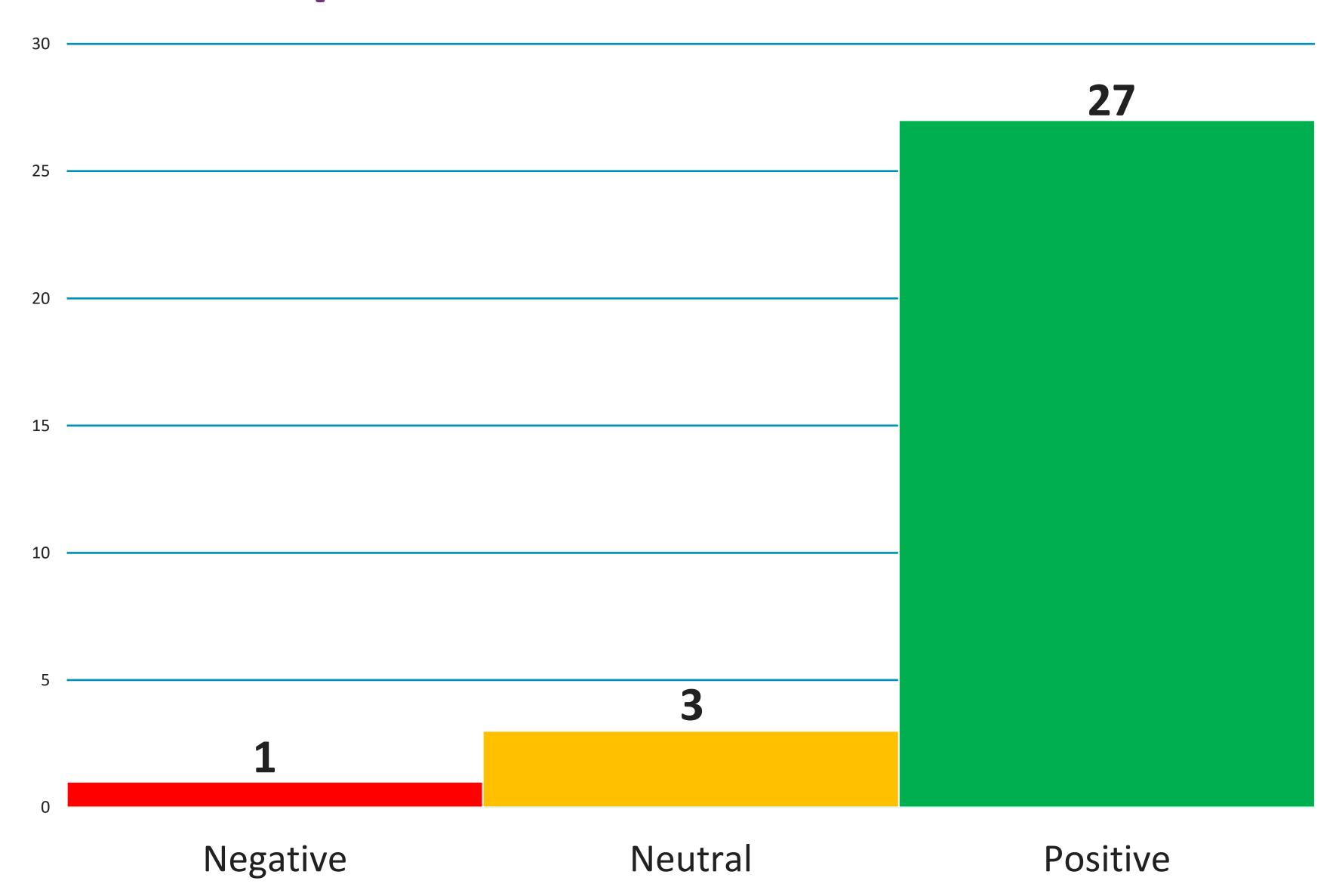






Competitive Effects of School Choice

#### Competitive Achievement Effects







## Summary of School Choice Effects

- Positive on educational attainment
- Neutral to positive on most civic outcomes
- Neutral to positive on mental health
- Neutral to positive on achievement for participants
- Positive on achievement for affected non-participants



