

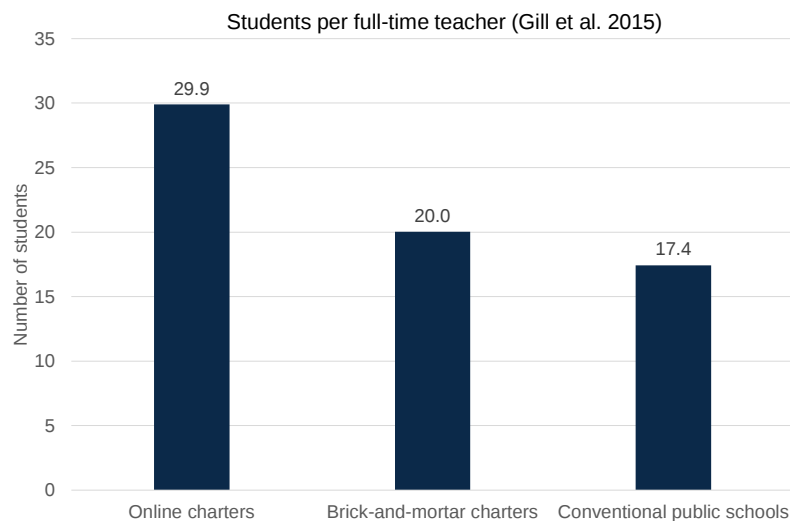
How should negative research findings inform policy?

The cases of online charters and vouchers

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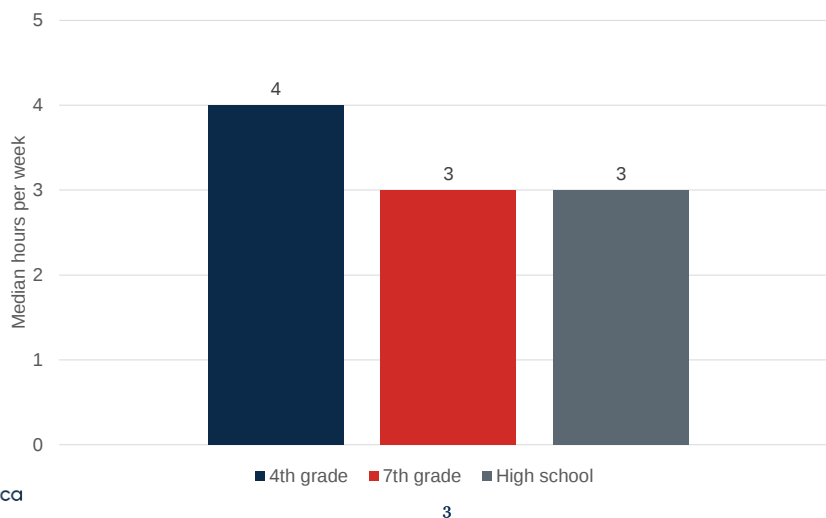
2019.10.09

Online charter schools have substantially higher student-teacher ratios than other public schools

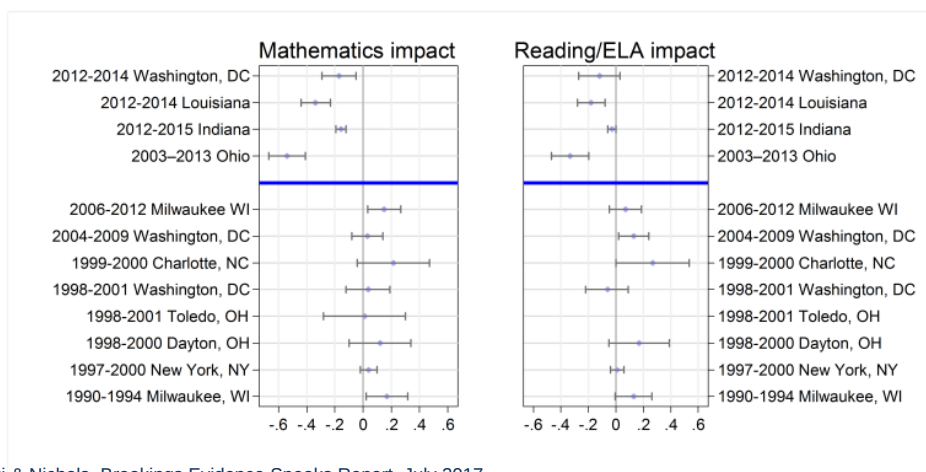


Students in typical online charter schools receive 3 to 6 hours per week of synchronous (live) instructional time

Median weekly hours in synchronous instruction (Gill et al 2015)



Evidence of test-score impacts of vouchers is mixed

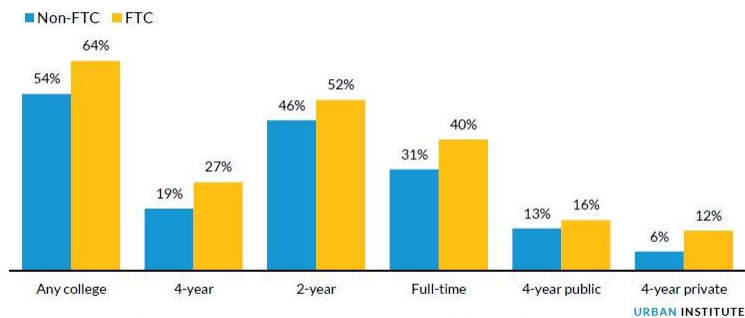


From Dynarski & Nichols, Brookings Evidence Speaks Report, July 2017

Some (not all) voucher studies suggest positive effects on attainment

FIGURE 1B

Effects of FTC Participation on College Enrollment within Two Years of Expected High School Graduation, Baseline Grades 8–10



Source: Authors' calculations from Step Up for Students program data, Florida Education Data Warehouse data, and National Student Clearinghouse data.

Notes: FTC = Florida Tax Credit. All FTC effects are statistically significant at $p < 0.05$.

From Chingos et al, "The Effects of Means-Tested Private School Choice Programs on College Enrollment and Graduation," Urban Institute, July 2019



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What should policymakers do with the evidence?



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