

Headed to College
The Effects of New York City's Small High Schools of
Choice on Postsecondary Enrollment

Supplementary Tables for the Policy Brief



OCTOBER 2014

This report and the study upon which it is based are funded by the Bill & Melinda Gates Foundation.

Dissemination of MDRC publications is supported by the following funders that help finance MDRC's public policy outreach and expanding efforts to communicate the results and implications of our work to policymakers, practitioners, and others: The Annie E. Casey Foundation, The Harry and Jeanette Weinberg Foundation, Inc., The Kresge Foundation, Laura and John Arnold Foundation, Sandler Foundation, and The Starr Foundation.

In addition, earnings from the MDRC Endowment help sustain our dissemination efforts. Contributors to the MDRC Endowment include Alcoa Foundation, The Ambrose Monell Foundation, Anheuser-Busch Foundation, Bristol-Myers Squibb Foundation, Charles Stewart Mott Foundation, Ford Foundation, The George Gund Foundation, The Grable Foundation, The Lizabeth and Frank Newman Charitable Foundation, The New York Times Company Foundation, Jan Nicholson, Paul H. O'Neill Charitable Foundation, John S. Reed, Sandler Foundation, and The Stupski Family Fund, as well as other individual contributors.

The findings and conclusions in this report do not necessarily represent the official positions or policies of the funders.

For information about MDRC and copies of our publications, see our website: www.mdrc.org.

Copyright © 2014 by MDRC®. All rights reserved.

List of Exhibits

Table

1	SSC Effects on Four-Year High School Graduation Rates by Student Cohort, on High School Diploma Type and on Indicators of College Readiness: Cohorts 1-4	1
2	SSC Effects on Four-Year High School Graduation Rates by Student Subgroups: Cohorts 1-4	2
3	SSC Effects on Enrollment in Postsecondary Education After Graduating from High School in Five and Six Years: Cohorts 1-3	4
4	SSC Effects on Enrollment in Postsecondary Education After Graduating from High School in Four Years, by Student Subgroups: Cohorts 1-4	5

Small Schools of Choice
Supplementary Table 1
SSC Effects on Four-Year High School Graduation Rates
by Student Cohort, on High School Diploma Type and
on Indicators of College Readiness:
Cohorts 1-4

Outcome (%)	Target SSC Enrollees	Control Group Counterparts	Estimated Effect	P-Value for Estimated Effect	Sample Size
<u>Graduation rates by cohort</u>					
Cohort 1 (2004-2005)	66.6	58.4	8.2 *	0.015	4,473
Cohort 2 (2005-2006)	71.1	59.9	11.2 **	0.000	3,933
Cohort 3 (2006-2007)	74.8	65.4	9.4 **	0.001	3,644
Cohort 4 (2007-2008)	74.0	64.9	9.1 **	0.004	2,558
Cohorts 1-4	71.6	62.2	9.4 **	0.000	14,608
<u>Type of diploma</u>					
Graduated from high school	71.6	62.2	9.4 **	0.000	14,608
Local diploma	13.2	11.4	1.8	0.160	14,608
Regents diploma	50.2	43.5	6.7 **	0.001	14,608
Advanced Regents diploma	8.2	7.3	0.9	0.514	14,608
<u>College readiness</u>					
Passed English Regents at 75 or higher	42.1	35.8	6.3 **	0.001	14,608
Passed Math A Regents at 75 or higher	25.1	24.5	0.5	0.760	14,608

NOTES: Findings in this table are based on four-year follow-up data for 14,608 participants. Estimates of the effect of enrolling in an SSC were obtained by comparing mean outcomes for winners and losers of students' first SSC lottery while accounting for which lottery participants enrolled in an SSC and which did not, using the lottery outcome interacted with a binary lottery indicator as an instrumental variable for SSC enrollment and adjusting estimated standard errors for student clustering by the first school they attended. Some findings may not sum exactly due to rounding error.

A two-tailed t-test was used to assess the statistical significance of each SSC estimated effect with significance levels indicated as ** = 1 percent and * = 5 percent.

Small Schools of Choice
Supplementary Table 2
SSC Effects on Four-Year High School Graduation Rates
by Student Subgroups: Cohorts 1-4

Student Characteristic (%)	Target SSC Enrollees	Control Group Counterparts	Estimated Effect	P-Value for Estimated Effect	Sample Size
<u>Low-income status</u>					
Eligible for free/reduced-price lunch	69.7	59.2	10.5 **	0.000	9,182
Not eligible for free/reduced-price lunch	74.7	67.3	7.4 **	0.004	5,426
<u>Race/ethnicity, by gender</u>					
Black male	67.2	55.0	12.2 **	0.002	2,727
Black female	73.8	66.5	7.3 *	0.034	3,490
Hispanic male	66.7	60.3	6.4	0.074	3,571
Hispanic female	72.0	62.6	9.4 **	0.002	3,528
Other male	86.0	78.8	7.1	0.100	666
Other female	88.4	77.6	10.8	0.052	626
<u>8th-grade reading proficiency</u>					
Did not meet standards (level 1)	45.3	38.4	7.0	0.153	1,288
Partially met standards (level 2)	66.1	56.8	9.3 **	0.000	8,221
Fully met standards (level 3)	84.2	74.2	10.1 **	0.000	4,551
Met standards with distinction (level 4)	87.0	84.1	2.8	0.717	548
<u>8th-grade math proficiency</u>					
Did not meet standards (level 1)	43.9	37.3	6.6	0.150	2,329
Partially met standards (level 2)	66.3	55.7	10.7 **	0.000	6,823
Fully met standards (level 3)	85.3	73.3	12.0 **	0.000	5,011
Met standards with distinction (level 4)	86.1	84.7	1.3	0.749	445
<u>Known or unknown to SSC</u>					
Known	75.2	66.9	8.4 **	0.000	7,810
Unknown	63.8	53.2	10.6 **	0.000	6,798

(continued)

Supplementary Table 2 (continued)

Student Characteristic (%)	Target SSC Enrollees	Control Group Counterparts	Estimated Effect	P-Value for Estimated Effect	Sample Size
<u>Choice level (of 12) at which enrollee participated in lottery</u>					
First choice	72.7	63.6	9.0 **	0.000	7,234
Second choice	69.1	62.2	7.0 *	0.037	3,278
All other choices	70.6	56.0	14.6 **	0.000	4,096
<u>Special education status</u>					
Eligible for services	63.4	50.1	13.4 *	0.037	932
Not eligible for services	72.1	62.8	9.3 **	0.000	13,676
<u>English language learner</u>					
Eligible for services	65.0	60.4	4.6	0.366	1,020
Not eligible for services	72.0	62.3	9.7 **	0.000	13,588

NOTES: Findings in this table are based on data for 14,608 participants. Estimates of the effect of enrolling in an SSC were obtained by comparing mean outcomes for winners and losers of students' first SSC lottery while accounting for which lottery participants enrolled in an SSC and which did not, using the lottery outcome interacted with a binary lottery indicator as an instrumental variable for SSC enrollment and adjusting estimated standard errors for student clustering by the first school they attended. Some findings may not sum exactly due to rounding error.

A two-tailed t-test was used to assess the statistical significance of each SSC estimated effect with significance levels indicated as ** = 1 percent and * = 5 percent.

Small Schools of Choice

Supplementary Table 3

**SSC Effects on Enrollment in Postsecondary Education After
Graduating from High School in Five and Six Years:
Cohorts 1-3**

Graduation Year (%)	Target SSC Enrollees	Control Group Counterparts	Estimated Effect	P-Value for Estimated Effect	Sample Size
<u>High school graduation</u>					
In year 4	70.7	61.2	9.5 **	0.000	12,050
In year 5	4.9	5.6	-0.7	0.717	12,150
In year 6	1.0	1.6	-0.6	0.753	12,159
By year 6 (cumulative)	76.6	68.4	8.2 **	0.000	12,159
<u>Postsecondary enrollment in year after high school graduation</u>					
In year 4	47.5	39.7	7.9 **	0.000	12,050
In year 5	1.7	1.4	0.3	0.609	12,150
In year 6	0.2	0.0	0.2	0.317	12,159
By year 6 (cumulative)	49.5	41.2	8.3 **	0.000	12,159

NOTES: Findings in this table are based on data for 12,050 participants who graduated from high school in four years, 12,150 participants who graduated from high school within five years, and 12,159 participants who graduated from high school within six years. These sample sizes increase slightly over time as more data on students graduating from and dropping out of high school became available from the NYCDOE. Estimates of the effect of enrolling in an SSC were obtained by comparing mean outcomes for winners and losers of students' first SSC lottery while accounting for which lottery participants enrolled in an SSC and which did not, using the lottery outcome interacted with a binary lottery indicator as an instrumental variable for SSC enrollment and adjusting estimated standard errors for student clustering by the first school they attended. Some findings may not sum exactly due to rounding error.

A two-tailed t-test was used to assess the statistical significance of each SSC estimated effect with significance levels indicated as ** = 1 percent and * = 5 percent.

Small Schools of Choice
Supplementary Table 4
SSC Effects on Enrollment in Postsecondary Education
After Graduating from High School in Four Years, by Student Subgroups:
Cohorts 1-4

Student Characteristic (%)	Target SSC Enrollees	Control Group Counterparts	Estimated Effect	P-Value for Estimated Effect	Sample Size
<u>By cohort</u>					
Cohort 1 (2004-2005)	44.4	37.6	6.8 *	0.011	4,473
Cohort 2 (2005-2006)	48.7	39.2	9.5 **	0.003	3,933
Cohort 3 (2006-2007)	50.0	42.2	7.9 **	0.004	3,644
Cohort 4 (2007-2008)	53.2	42.8	10.4 **	0.006	2,558
<u>Low-income status</u>					
Eligible for free/reduced-price lunch	47.7	38.1	9.6 **	0.000	9,182
Not eligible for free/reduced-price lunch	51.3	46.1	5.2 *	0.049	5,426
<u>Race/ethnicity, by gender</u>					
Black male	42.3	31.0	11.3 **	0.002	2,727
Black female	53.4	46.4	7.0 *	0.028	3,490
Hispanic male	43.4	36.8	6.6	0.068	3,571
Hispanic female	48.9	43.3	5.6	0.084	3,528
Other male	63.7	62.3	1.4	0.783	666
Other female	70.5	58.0	12.6 *	0.046	626
<u>8th-grade reading proficiency</u>					
Did not meet standards (level 1)	26.2	22.9	3.3	0.476	1,288
Partially met standards (level 2)	42.7	34.1	8.5 **	0.000	8,221
Fully met standards (level 3)	62.8	52.1	10.7 **	0.000	4,551
Met standards with distinction (level 4)	71.1	69.2	1.9	0.848	548

(continued)

Supplementary Table 4 (continued)

Student Characteristic (%)	Target SSC Enrollees	Control Group Counterparts	Estimated Effect	P-Value for Estimated Effect	Sample Size
<u>8th-grade math proficiency</u>					
Did not meet standards (level 1)	22.9	21.4	1.5	0.684	2,329
Partially met standards (level 2)	43.2	34.0	9.2 **	0.000	6,823
Fully met standards (level 3)	62.7	51.6	11.1 **	0.000	5,011
Met standards with distinction (level 4)	71.2	68.0	3.2	0.653	445
<u>Known or unknown to SSC</u>					
Known	53.1	45.5	7.6 **	0.000	7,810
Unknown	40.5	30.9	9.5 **	0.000	6,798
<u>Choice level (of 12) at which enrollee participated in lottery</u>					
First choice	49.6	41.9	7.7 **	0.001	7,234
Second choice	47.0	38.5	8.5 **	0.004	3,278
All other choices	49.3	36.8	12.5 **	0.000	4,096
<u>Special education status</u>					
Eligible for services	35.8	31.7	4.1	0.507	932
Not eligible for services	49.9	41.2	8.7 **	0.000	13,676
<u>English language learner</u>					
Eligible for services	40.7	34.1	6.6	0.214	1,020
Not eligible for services	49.6	41.1	8.4 **	0.000	13,588

NOTES: Findings in this table are based on data for 14,608 participants. Estimates of the effect of enrolling in an SSC were obtained by comparing mean outcomes for winners and losers of students' first SSC lottery while accounting for which lottery participants enrolled in an SSC and which did not, using the lottery outcome interacted with a binary lottery indicator as an instrumental variable for SSC enrollment and adjusting estimated standard errors for student clustering by the first school they attended. Some findings may not sum exactly due to rounding error.

A two-tailed t-test was used to assess the statistical significance of each SSC estimated effect with significance levels indicated as ** = 1 percent and * = 5 percent.