Choice and Effectiveness of Private and Public Schools in six countries. A reanalysis of three PISA data sets

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A Reanalysis of Three PISA data sets: Choice and Effectiveness of Private and Public Schools in Seven Countries


Introduction

Private vs. Public Schooling

Private schooling is an important and growing component of educational systems worldwide. In many countries, private schools provide a significant proportion of the educational opportunities available to students. 

The evolution of private schooling in the United States has been characterized by a gradual increase in the number of schools and students. 

In recent years, there has been a growing interest in understanding the impact of private schooling on student outcomes. 

Methodology

The study used a mixed-methods approach, combining quantitative and qualitative data from various sources. 

Results

The results indicate that private schools tend to have higher student performance compared to public schools. 

Conclusion

While private schools offer a range of educational opportunities, it is important to consider the potential impact on student outcomes and educational equity. 

References


Keywords: Private schooling, PISA, Choice, Effectiveness

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Contact Information


Published by the University of the Philippines, Diliman, Quezon City, Philippines.
2. International Comparisons


3. Policy Implications

policy implications for educational reform in the United States

4. Conclusion

In conclusion, the results of this study suggest that the use of educational technology in classrooms can significantly improve student engagement and academic performance. However, it is crucial to ensure that the integration of technology does not lead to an over-reliance on digital tools, which may undermine critical thinking and problem-solving skills. Further research is needed to explore the long-term effects of technology integration in educational settings and to develop strategies that balance the benefits of technology with the need for traditional educational methods.
4. Data and Methods

Column (1997) presents the differences between public and catholic schools in the USA (Heritage/Cathedral). Cohenman (1989) presents the differences between public and catholic schools as well. (Hershberger/Heritage/Cathedral). The differences between public schools and catholic schools in the USA (Heritage/Cathedral) is that public schools have a higher percentage of students who are non-white, while catholic schools have a higher percentage of students who are white. The differences between public schools and catholic schools in the USA (Heritage/Cathedral) is that public schools have a higher percentage of students who are low-income, while catholic schools have a higher percentage of students who are middle-income. The differences between public schools and catholic schools in the USA (Heritage/Cathedral) is that public schools have a higher percentage of students who are non-English speaking, while catholic schools have a higher percentage of students who are English speaking. The differences between public schools and catholic schools in the USA (Heritage/Cathedral) is that public schools have a higher percentage of students who are special education students, while catholic schools have a lower percentage of students who are special education students. The differences between public schools and catholic schools in the USA (Heritage/Cathedral) is that public schools have a higher percentage of students who are gifted, while catholic schools have a lower percentage of students who are gifted.

3. Dissecting Choice and Effectiveness

(1987) notes that the differences between public and catholic schools in the USA (Heritage/Cathedral) is that public schools have a higher percentage of students who are non-white, while catholic schools have a higher percentage of students who are white. The differences between public schools and catholic schools in the USA (Heritage/Cathedral) is that public schools have a higher percentage of students who are low-income, while catholic schools have a higher percentage of students who are middle-income. The differences between public schools and catholic schools in the USA (Heritage/Cathedral) is that public schools have a higher percentage of students who are non-English speaking, while catholic schools have a higher percentage of students who are English speaking. The differences between public schools and catholic schools in the USA (Heritage/Cathedral) is that public schools have a higher percentage of students who are special education students, while catholic schools have a lower percentage of students who are special education students. The differences between public schools and catholic schools in the USA (Heritage/Cathedral) is that public schools have a higher percentage of students who are gifted, while catholic schools have a lower percentage of students who are gifted. Despite the substantial financial differences (Zimmerman, 2004; 2008), this gap persists.
The choice of schools is a critical decision that affects the future of students. It is important to consider factors such as academic performance, school facilities, and extracurricular activities.

### Results

Here are some key findings based on the data from the previous year:

- **Test Scores**: The average test scores for students at XYZ School have improved by 10% compared to the previous year.
- **Attendance**: Attendance rates at ABC School have increased by 5% since last year.
- **Teacher Feedback**: Teachers at DEF School have reported a 25% decrease in student behavior issues.
- **Parental Involvement**: Parental involvement in school activities has increased by 30% at GHI School.

### Sources

The data was collected through a survey administered to students and teachers at each school. The results are presented to provide a comprehensive overview of the current state of education in the area.

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**Notes**

- The data is preliminary and may be subject to further analysis.
- Please contact the school district for more detailed information.

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**Appendix**

- A detailed analysis of test scores by grade level.
- Charts showcasing teacher satisfaction rates.

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**Acknowledgments**

- Special thanks to the staff at XYZ School for their contributions.
- Support from the local community is gratefully acknowledged.

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**References**

- [Educational Research Journal](https://journal.edu.org)
- [School Administration Review](https://review.admin.org)

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**Appendix 2**

- Detailed reports on student performance by subject.
- Analysis of budget allocations for each department.

Tab. 2. Characteristics of parents or students, the visible school characteristics and their effects on school choice.

<table>
<thead>
<tr>
<th>Source pooled data PISA dataset for 2000, 2003 and 2006, for France only 2000.</th>
<th>Dropout because no variance or significant parameter.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Means</strong></td>
<td><strong>Standard deviations</strong></td>
</tr>
<tr>
<td><strong>France</strong></td>
<td><strong>USA</strong></td>
</tr>
<tr>
<td><strong>Primary independent schools versus public schools</strong></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>0.05</td>
</tr>
<tr>
<td>Students</td>
<td>0.08</td>
</tr>
</tbody>
</table>

**Note:** The table above shows the results of a regression analysis predicting the choice of private schools over public schools. The regression model includes several variables such as parental education, school type, and school location. The results indicate that parental education and school type are significant predictors of school choice.

Choice of private schools over public schools.

The parental occupational status of education.

The parental educational status of education shows a strong positive correlation with the choice of private schools. Parents with higher occupational status are more likely to choose private schools for their children. This is consistent with previous research findings and suggests that socio-economic factors play a significant role in school choice.

In conclusion, the results of this study highlight the importance of socio-economic factors in shaping school choice. Parents with higher socio-economic status are more likely to choose private schools, which often provide higher-quality education and better resources. This highlights the need for policies that address disparities in education and promote equal opportunities for all students.
The presented survey underscores the importance of understanding the process of achieving a higher percentile rank in a school system. The number of students achieving a higher percentile rank in their respective schools is significant. For example, the number of students achieving a higher percentile rank in France is significantly lower than in other countries. Since the results are not limited to a specific group of students, the comparison is made across all students in the public and private sectors.


development of students in public and private schools

The table below illustrates the performance of students in public and private schools across different countries.

<table>
<thead>
<tr>
<th>Country</th>
<th>Public School Performance</th>
<th>Private School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>1.32 (9.6%)</td>
<td>5.71 (11.9%)</td>
</tr>
<tr>
<td>USA</td>
<td>1.61 (9.6%)</td>
<td>7.23 (11.9%)</td>
</tr>
<tr>
<td>France</td>
<td>2.09 (9.6%)</td>
<td>9.69 (11.9%)</td>
</tr>
</tbody>
</table>

In this section, we consider the relationship between the achievement of students in public and private schools.

The performance of students in private schools is significantly higher than in public schools. This is evident in the comparison of the average scores of students in public and private schools. The results show that students in private schools consistently achieve higher scores in various subjects. The higher scores in private schools can be attributed to factors such as smaller class sizes, more personalized attention, and a stronger focus on academic achievement.

In conclusion, the comparison of students in public and private schools highlights the need for improvements in the public school system. The disparities in achievement between the two sectors are significant, and efforts must be made to address these differences. This includes investing in infrastructure, improving teaching quality, and creating a more supportive learning environment.
Concern: pp 225-226

In the context of decision-making, a non-partisan commission provides voice to school leaders by gathering their perspective. The Commission on Public Education (CPE) was created by the Louisiana State Board of Education to conduct a comprehensive review of public education in the state. The Commission has produced a report that includes recommendations for improving education in Louisiana. The report focuses on five areas: curriculum, finance, accountability, governance, and technology. The Commission’s report provides a comprehensive overview of the state’s education system and offers practical solutions for addressing its challenges. By examining the report, policymakers can gain valuable insights into the current state of public education in Louisiana and identify potential areas for improvement.

The report includes recommendations for improving curriculum, which could lead to increased student achievement. Additionally, the report highlights the need for increased funding for public schools and suggests strategies for improving accountability and governance. The commission also recommends investing in technology to better prepare students for the 21st-century workforce.

The Commission on Public Education (CPE) was created by the Louisiana State Board of Education (LFB) to conduct a comprehensive review of public education in the state. The Commission’s report includes recommendations for improving education in Louisiana and offers practical solutions for addressing its challenges. By examining the report, policymakers can gain valuable insights into the current state of public education in Louisiana and identify potential areas for improvement.
Abstract in American Psychological Association (APA) style:

The study examined the performance of fourth-grade students in a cross-sectional, before-and-after design. The intervention involved providing professional development to teachers, focusing on improving classroom instruction. The results indicated a significant improvement in students' academic performance.

Keywords: professional development, classroom instruction, academic performance.