# Findings of the 2008 Dep’t of Education D.C. Voucher Report


## Attending a Private Voucher School Did Not Improve Students’ Academic Achievement.

- There were “no significant impacts of the program, either positive or negative, overall on student achievement after 2 years.”
- There were “no significant achievement impacts for students who came from SINI schools, [Schools in Need of Improvement] the subgroup of students for whom the statute gave top priority.”


## Attending a Private Voucher School Did Not Have a Positive Impact on Student Safety or Satisfaction.

- “[T]here was no evidence of an impact from the offer of a scholarship or the use of a scholarship on students’ reports of dangerous activities.”
- “[T]here was no evidence of an impact of the offer of a scholarship or the use of a scholarship on . . . [student] reports of satisfaction with their school.


## The Program Did Not Improve Student Motivation or Engagement or the Educational Experience.

- Participation in the program led to no statistically significant impacts on a student’s “aspirations for the future”; “frequency of doing homework”; “time spent reading for fun”; “engagement in extracurricular activities”; or “attendance” or “tardiness rates.”
- Participation in the program led to no statistically significant impacts on “how students rated their teacher's attitude”; “the challenge of their classes”; “the availability for advanced learners” or “the availability of before-and-after-school programs.”
- 54% of the students who left their voucher school in the third year did so because the “child did not get the academic support he/she needed at the private school” and 21% left because the “child did not like the private school.”


## The Vast Majority of Students in the Voucher Program Attended A Faith-Based School.

In year two of the program, 77% of students in the program attended a faith-based voucher school.

## The Voucher Program Decreased Student Access to Key Services.

<table>
<thead>
<tr>
<th>Service</th>
<th>% of Students Offered or Using a Voucher With Access to the Service</th>
<th>% of Students Not Participating in the Voucher Program with Access to the Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Programs</td>
<td>19%</td>
<td>50%</td>
</tr>
<tr>
<td>Learning Support/Special Needs</td>
<td>55%</td>
<td>79%</td>
</tr>
<tr>
<td>Tutors</td>
<td>63%</td>
<td>73%</td>
</tr>
<tr>
<td>Counselors</td>
<td>74%</td>
<td>89%</td>
</tr>
<tr>
<td>Nurse’s Office</td>
<td>36%</td>
<td>78%</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>72%</td>
<td>86%</td>
</tr>
</tbody>
</table>


* In accordance with the report, participation “in the program” includes all students offered a voucher, regardless of whether they used the voucher.