



DO VOUCHERS IMPROVE PERFORMANCE?

Targeted minorities using vouchers have shown sustained improved performance once using a voucher at a private school.

FACT: VOUCHERS WORK EVERYWHERE THEY HAVE BEEN TRIED FOR THOSE WHO HAVE NEEDED THEM MOST



All available evidence suggests that vouchers boost the academic achievement for the targeted population of students who receive them, particularly African-American students.

Ten studies done between 1998 and 2002, involving sixteen different researchers have found evidence that students that have accepted vouchers have achieved higher scores on standardized tests when compared to their peers who remained in public schools (Walberg 2007, 38-40). These statistically significant findings, shown in the table below, were from voucher programs in the cities of Milwaukee, Charlotte, Dayton, New York City, and Washington, D.C. (Greene 2005).

WHAT CAN WE LEARN FROM THESE RESULTS?

Most, but not all, of the above results occurred among the targeted group of inner-city African-American students. This suggests that the students who stand

to benefit the most receive the desired benefit Utah should be very hopeful of the positive effects of its new voucher program for its largest minority school population of Hispanics.

There have been additional benefits to those public school systems from their voucher programs. For instance, when academic achievement in Milwaukee's public schools, where the voucher program was instituted, versus neighboring public schools outside of the influence of the voucher program, the largest gains in testing scores in math, science, and social studies were found have occurred in public schools competing with voucher schools.

ENDNOTES

Wahlberg, Herbert J. 2007. "School choice: The findings." Cato Institute: Washington, D.C: 38-40

Greene, Jay P. 2005. Education Myths: What Special Interest Groups Want You to Believe About Our Schools — And Why It Isn't So. Rowman & Littlefield: 150

Statistically Significant Findings on Voucher Effects				
Program	Effect on Scores Relative to Public School Comparison		Subject	Time in Program
	Group			
Milwaukee	6 point gain		Reading	Four Years
	11 point gain		Math	Four Years
Charlotte	6 point gain		Combined	One Year
Dayton	6.5 point gain		Combined	Two Years
New York City	9.2 point gain		Combined	Three Years
	4.7 point gain		Math	One Year
Washington, D.C.	9.2 point gain		Combined	Two Years