

# Participation in the District of Columbia Opportunity Scholarship Program Since the 2017 Reauthorization

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## Appendix

**April 2025**

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## APPENDIX A. ADDITIONAL INFORMATION ABOUT THE OPPORTUNITY SCHOLARSHIP PROGRAM

This appendix provides additional information about the Opportunity Scholarship Program (OSP), including key features of the program, its origins in the DC School Choice Incentive Act and its reauthorization under the Scholarships for Opportunity and Results (SOAR) Act in 2011 and 2017. It also includes an overview of the findings from two prior Congressionally mandated evaluations of the program, which serve as the basis and motivation for the current study which focuses on the program's implementation since its reauthorization in 2017. The details provided in this appendix are intended to allow readers to build a deeper understanding of the OSP, its legislative history, and the implications of the changes in the 2017 reauthorization on how the program operates and is evaluated.

### A.1 Opportunity Scholarship Program and DC School Choice Landscape

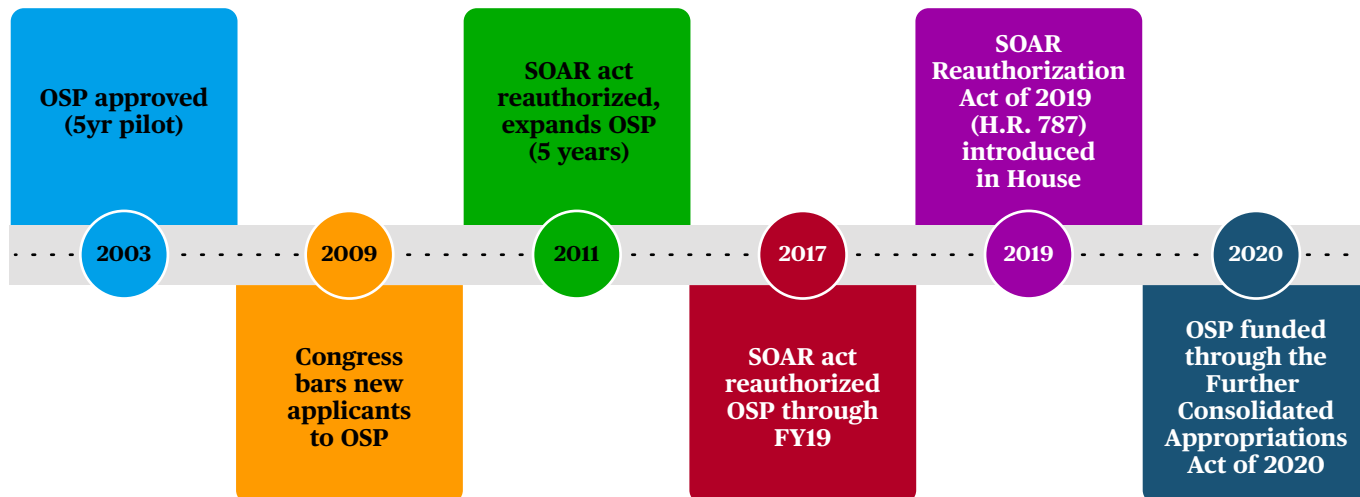
#### A.1.1. Overview of the OSP's Legislation

The DC Opportunity Scholarship Program (OSP), established by the DC School Choice Incentive Act of 2003 (H.R. 2673; P.L. 108-199), is intended to provide low-income families in DC with high-quality educational choices they otherwise would be unable to access. The OSP is the first and only federally funded private school voucher program in the United States and was designed to address Congressional concerns about the inadequacy of public education in DC and the need for “enhanced public opportunities and private educational environments”.<sup>1</sup> The program, administered by the U.S. Department of Education (ED), is intended to continue to operate until public schools in DC “have adequately addressed shortfalls in health, safety, and security,” and DC students are testing at or above the national average in reading and mathematics.<sup>2</sup>

Congress initially authorized the OSP as a five-year pilot program for FY 2004 through FY 2008 (Exhibit A.1), specifying an appropriation of about \$14 million for each fiscal year during the pilot period. As part of a three-way funding arrangement, Congress also provided similar levels of funding to DC public schools for the improvement of public education and to the State Education Office for the expansion of public charter schools in each fiscal year.<sup>3</sup>

In addition to establishing the OSP, Congress required ED's Institute of Education Sciences (IES) to commission an independent evaluation of the program. The legislation indicated that the evaluation should analyze the effects of the program on various academic and nonacademic outcomes of interest to policymakers and use “the strongest possible research design for determining the effectiveness” of the program.<sup>4</sup> This provision of the legislation allowed researchers to use lotteries to select at random two groups of eligible students who applied for an OSP scholarship: one group received a scholarship offer, and the other group did not. This type of study, known as a randomized controlled trial (RCT), provides the strongest test possible of program effectiveness.

#### Exhibit A.1. Legislative History of the OSP



After the original authorization period expired, the program continued to receive federal funding, ranging from \$14 million to \$15.5 million. However, beginning in 2009, legislation specified that appropriations could be used only to provide renewed scholarships for students currently using one and barred new applicants.<sup>5</sup> This reflected the Obama administration’s view that the federal government should not be supporting private school choice programs.<sup>6</sup>

The barring of new applicants continued until the program was reauthorized under the SOAR Act of 2011 (P.L. 112-10), which provided an additional five years of funding for FY 2012 through FY 2016, ranging from \$15 to \$20 million. Congress again provided similar levels of funding for DC public schools and public charter schools. As part of the SOAR legislation, Congress required IES to commission a second evaluation of the program. The legislation again specified that the evaluation was to use “the strongest possible research design” for determining the effectiveness of the program, allowing the use of lotteries.<sup>7</sup>

The OSP was most recently reauthorized for a second time under the SOAR Reauthorization Act of 2017 (P.L. 115-31) which continued funding for the program and for DC public schools and DC charter public schools through FY 2019. During this time, appropriations for the OSP amounted to \$15 million for FY 2017 and FY 2018 and \$17.5 million for FY 2019.<sup>8</sup> As part of this legislation, Congress mandated a third independent evaluation of the OSP to determine the effectiveness of the program, indicating an interest in understanding the academic success of students who used the scholarship, the program’s success in expanding school choice options for families, and satisfaction of parents and students with their choice. A key distinction in the 2017 legislation is that the requirements specified the evaluation be conducted using “an acceptable quasi-experimental design” and prohibited the use of lotteries for evaluation purposes. The legislation also required that the evaluation use the same annual assessment of mathematics and English language arts/literacy used by DC public schools, which is PARCC. However, sufficient funding to conduct this type of evaluation was not allocated.<sup>9</sup>

Policymakers have attempted to pass legislation that would either permanently or temporarily reauthorize the OSP beyond the 2017 reauthorization period, most recently with the SOAR Reauthorization Act of 2019; however, the legislation was not approved. After the 2017 reauthorization expired in FY 2019, Congress funded the OSP through FY 2023 under the Further Consolidated Appropriations Act of 2020, which allocated \$17.5 million in funds for the program for FY 2020.<sup>10</sup> The Further Consolidated Appropriations Act of 2020 remains the current authorizing legislation for the OSP.

### ***A.1.2. Key Features of the OSP***

The key features of the OSP have largely remained consistent since it began operating in 2004. Upheld by the program’s eligibility criteria, the OSP continues to focus on students from low-income families in DC, particularly those whose students attend the lowest performing schools according to DC’s accountability system. However, the SOAR Reauthorization Act of 2017 included changes in the legislation. Key features of the OSP, including key changes introduced as part of the 2017 legislation are described below.

***Eligibility Criteria.*** To be eligible for the scholarship, students must reside in DC, be entering kindergarten through 12th grade, and either (a) receive SNAP benefits or (b) have a household income that does not exceed 185 percent of the federal poverty level. For students who received a previous scholarship offer and are reapplying to the program – whether or not they used the offered scholarship – the household income threshold for eligibility is relaxed to less than or equal to 300 percent of the Federal poverty level.<sup>11</sup> The 2017 reauthorization mandated that any student must be considered a renewal applicant, rather than new applicant, if they were offered a scholarship in any prior year regardless of whether they used the offered scholarship. As a result, renewal applicants are eligible under the higher income threshold.

***Program Operator.*** The program’s legislation requires that ED competitively award a grant to an eligible entity, the “program operator,” to implement the program at the local level. The program operator is responsible for administering the OSP scholarship funds, which includes recruiting applicants and private schools, managing the application process, offering scholarships, maintaining financial and programmatic records, monitoring





awardees and participating schools, and reporting on program activities and achievements to Congress. The program operator must also support families in navigating the OSP scholarship and private school admissions application processes and provide direct tutoring services to students to support academic success.

The 2017 legislation increased the amount of funding that could be set aside for the program operator.<sup>12</sup> Specifically, the legislation changed the requirement that not more than three percent of the funds appropriated for the OSP could be reserved for administrative expenses and not more than two percent of funds could be used to attract and support families, and instead required the Secretary to allocate 10 percent of appropriated funds each fiscal year to cover both administrative expenses and expenses associated with supporting parents in navigating the program.<sup>13</sup> These increases were not implemented until the beginning of the 2021-22 school year. The 2017 legislation allocated one percent of program funding for student academic assistance, consistent with the 2011 law.

In addition, the 2017 reauthorization granted the program operator access to unused scholarship money from prior years. Unused funds can result when more students leave the program – due to graduating from high school, moving out of DC, or returning to DC public schools – than new students enter, especially when the funds appropriated for the program remain constant or increase. During the Obama administration, unused funds grew because the administration limited the number of new students to whom the program could offer scholarships, reflecting its view that the federal government should not support private school choice programs.<sup>14</sup> In addition, each of the two prior evaluations of the OSP randomly selected eligible new OSP applicants for scholarship offers, leaving some eligible applicants without scholarship offers and further adding to the accumulation of unused scholarship funds. Right after the reauthorization, these carry-over funds totaled \$20 million, an amount that decreased annually as the program operator began using these reserves (Exhibit A.2). The legislation directed the program operator to use at least 95 percent of these reserves to provide additional scholarships or to increase the scholarship amounts awarded.

#### Exhibit A.2. Available Program Funds Per School Year Before and After Reauthorization

School Year	Appropriated by Congress <sup>a</sup>	Amount of Appropriated Funds Allocated for Evaluation <sup>b</sup>	Maximum Amount of Appropriated Funds Available for Program Operator's Administrative Costs <sup>c</sup>	Unused Funds from Previous Years Carried Over as Reserves <sup>d</sup>
2015-2016	\$15.0m	\$1.8m	\$1.20m	NA
2016-2017	\$15.0m	\$2.0m	\$1.20m	NA
<b>2017 Reauthorization</b>				
2017-2018	\$15.0m	\$2.0m	\$1.20m	\$20.0m
2018-2019	\$15.0m	\$1.1m	\$1.20m	\$16.0m
2019-2020	\$17.5m	\$0.5m	\$1.20m	\$12.2m
2020-2021	\$17.5m	\$0.5m	\$1.20m	\$9.6m
2021-2022	\$17.5m	\$0.5m	\$1.75m	\$8.8m
2022-2023	\$17.5m	\$0.5m	\$1.75m	\$5.2m

Notes:

<sup>a</sup> Although the SOAR legislation authorized up to \$20 million per year, the amount actually appropriated following annual Congressional budget negotiations is shown here.

<sup>b</sup> These funds are subtracted from the amount appropriated to support the U.S. Department of Education in carrying out Congressionally-mandated program evaluation activities.

<sup>c</sup> In a given year the program operator may have spent less than the maximum amount Congress allowed for administrative costs.

<sup>d</sup> After 2017-18, the amount of unused carry-over funds remaining reflects the program operator's decisions about how much of these reserves to spend in the prior year.

Sources: SOAR Act of 2011 (P.L. 112-10); SOAR Reauthorization Act of 2017 (P.L. 115-31); The Further Consolidated Appropriations Act of 2020 (P.L. 116-94); U.S. Department of Education program records; Skinner, R. (2019).<sup>15</sup>



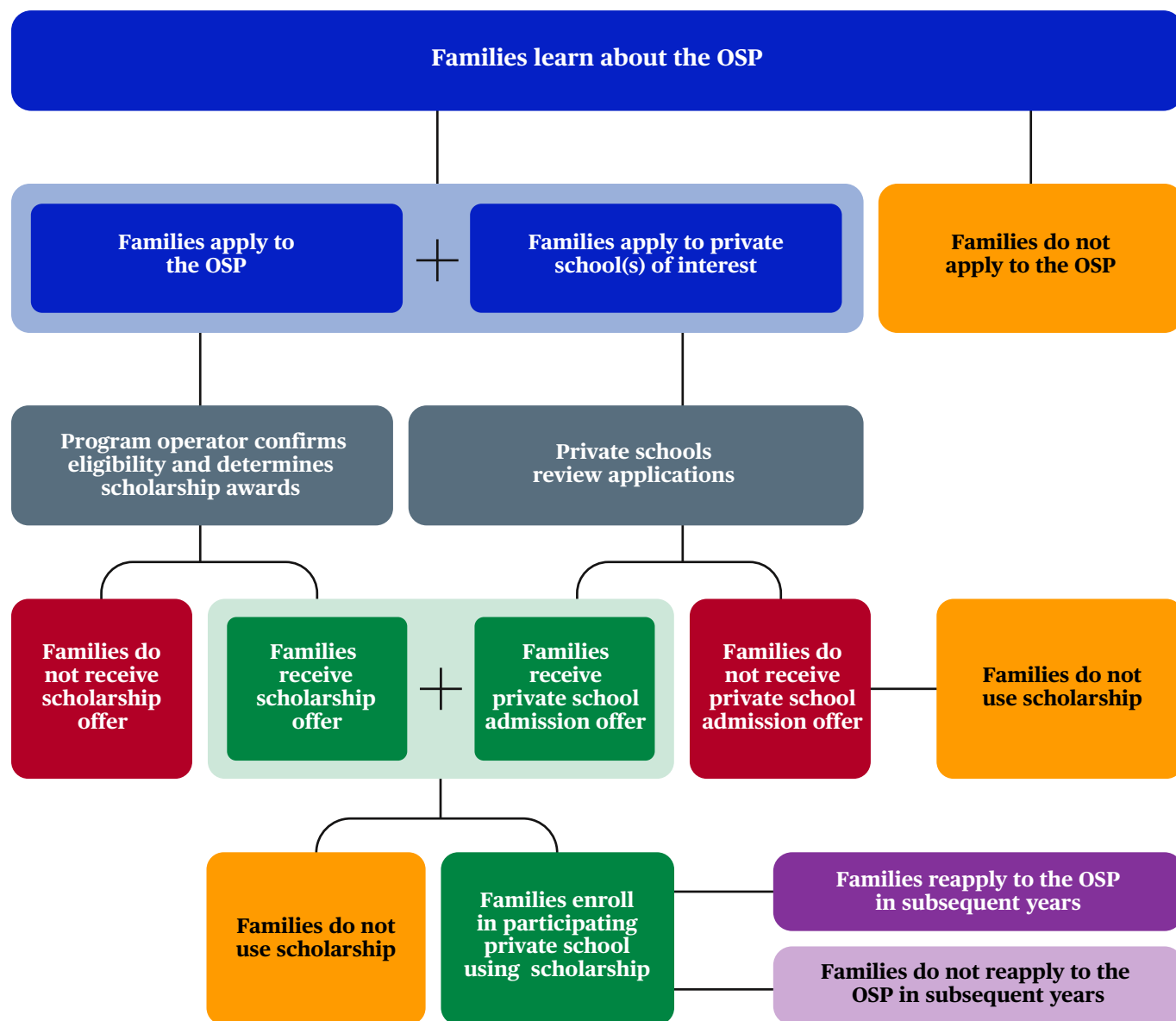
**Private Schools.** The private schools participating in the OSP represent the set of schools that agree to accept an OSP scholarship as full or partial payment of tuition costs for a student who receives an OSP scholarship and gains admission to the school. Even if a private school does not enroll any OSP students in a given year, the school is still counted as an OSP-participating school so long as it has a participation agreement with the program operator. To participate in the OSP, private schools must have a main campus located in DC and be accredited by an agency specified in the authorizing legislation. The legislation also specifies requirements regarding teacher licensure; nondiscrimination in admissions of applicants based on race, color, national origin, religion, or sex; fiscal accountability; and cooperation with evaluation. The 2017 reauthorization added more stringent requirements for participating private schools, specifying that they must conduct criminal background checks on school employees who have direct and unsupervised interaction with students and comply with all requests for data and information regarding the reporting requirements described in the legislation.<sup>16</sup>

**Scholarship Award Process.** Families interested in receiving an OSP scholarship must apply to both the OSP and the participating private school(s) of their choice (Exhibit A.3). To apply for an OSP scholarship, families must submit an application form, which includes student and parent/guardian demographic information, household physical address, information on household members, and household sources of income. Families may complete an application online through an application portal maintained by the program operator, or in person at their office. Along with the application form, families must provide documentation to prove that they reside in DC and documentation showing all income earned by household members over age 18.<sup>17</sup>

In addition to submitting a scholarship application to the program operator, families must apply for admission directly to one or more participating private schools. The program operator is required to offer families support in identifying and selecting participating private schools and reimburse families for application fees at up to five schools. DC private schools have varied application requirements.<sup>18</sup> Private schools have varied application requirements, but often include one or more of the following components: an application questionnaire, student and parent interviews, student and parent essays, a school visit, submission of prior academic transcripts, an entrance exam, and submission of letters of recommendation. For some religious schools, the application process might include providing a baptismal certificate, a first communion certificate, and evidence of an active affiliation with a local parish. Some private schools also require that families submit additional documentation, such as the student's birth certificate, prior school attendance and disciplinary records, and health forms.



### Exhibit A.3. OSP Application Process



Families may apply for a scholarship for the next academic year, typically between October and May. The program operator often sets multiple application deadlines during this period and reviews and offers scholarships while funding remains available. The program operator uses information provided by families during the application process to confirm that applicants meet the program eligibility criteria and determine whether applicants meet criteria for prioritization as outlined in the authorization statute.

The statute prescribes how scholarships should be offered if there are more eligible applicants than available scholarships. The legislation states that a random lottery should be used with priority given to eligible students attending a DC public school identified as one of the lowest-performing schools under DC's accountability system and with a sibling already using an OSP scholarship.

**Scholarship amounts.** The amount of each OSP scholarship award depends on the student's entering grade. In 2022-23, the maximum scholarship amount was \$10,204 for students entering kindergarten through eighth grade and \$15,307 for students entering ninth through twelfth grade. The SOAR Act of 2011 mandated that the scholarship amounts be adjusted for inflation annually beginning in the 2012-13 school year (Exhibit A.4).<sup>19</sup> The amount of the OSP scholarship may fully or partially cover the tuition of a private school. Under program



regulations, the OSP scholarship must first be used for tuition; however, scholarships can be used to cover school fees such as uniforms, books, field trips, before and after care, and public transportation costs after tuition. The program operator is permitted to determine each applicant’s scholarship amount up to the maximum scholarship amount. This allows the program operator to provide larger scholarships to eligible applicants with the greatest financial need. Students may receive the maximum scholarship amount, provided that it does not exceed the cost of tuition, school fees, and transportation expenses for their chosen school.

#### Exhibit A.4. Annual Inflation-Adjusted Maximum OSP Scholarship Amounts Per Student

Enrollment Year	Maximum OSP Scholarship Amount Per Student for Students Entering Grades:	
	K - 8	9 - 12
2017-2018	\$8,653	\$12,981
2018-2019	\$8,857	\$13,287
2019-2020	\$9,022	\$13,534
2020-2021	\$9,161	\$13,742
2021-2022	\$9,401	\$14,102
2022-2023	\$10,204	\$15,307

Source: OSP program operator records

In 2022-2023, the maximum scholarship amounts for students in kindergarten through eighth grade and ninth through twelfth grade covered 100 percent of the posted tuition at approximately one quarter of the participating private schools.<sup>20</sup> The actual costs of attendance for individual students may vary because there are costs of attendance other than tuition and because schools may offer some students a discounted tuition rate. The next report from the evaluation will examine whether and how schools help families cover tuition and attendance costs when they exceed their OSP scholarships.

**Using a scholarship.** Families receiving an OSP scholarship can use it provided that they have been admitted to a participating private school through the school’s standard admissions process. Families who have received an OSP scholarship and a private school admission offer and decided to enroll must submit a placement form to the program operator, which confirms that their scholarship should be applied at the participating private school where they have enrolled. Families must sign off each time their child’s school bills their scholarship, which typically occurs several times a year.<sup>21</sup>

#### A.1.3. Overview of the Public School Choice Lottery in DC

All DC students have the right to attend a public school in the District. The District of Columbia Public Schools (DCPS) assigns each student in DC to a traditional public school, known as their “in-boundary school” based on their home address. In 2014, DC established a citywide public school lottery called *My School DC (MSDC)* that allows families to apply for a chance to enroll their child in a school other than their designated in-boundary school – either a different traditional public school or a charter public school. Prior to the introduction of this single, “common” lottery, families seeking to enroll their child in a public school other than their in-boundary school had to submit a separate application and participate in a unique admissions process for each school of interest. The common lottery centralized and standardized the application and enrollment process for the vast majority of traditional and charter public schools in DC.

**Entering the My School DC lottery.** Although each child entering grades K-12 can attend their assigned in-boundary school – a traditional public school operated by DCPS – without entering the public lottery, families seeking to enroll their child in a public pre-kindergarten program, a charter public school, or a traditional public school other than their in-boundary school must enter the My School DC lottery.<sup>22</sup> *My School DC* allows these families to apply to multiple public schools in DC using a single online application. Through this application, families can rank up to 12 traditional and charter public schools in order of their preference. Families can apply to the lottery on an annual basis beginning when their children are entering pre-kindergarten through grade 12. When entering the lottery, families do not lose the right for their child to continue attending their current school or to attend their assigned in-boundary school. Families do not need to reapply through the lottery if they plan to re-enroll in the same school in subsequent years.<sup>23</sup>



**Lottery process.** *My School DC* uses a computerized lottery program to match students to schools they ranked, or to one or more waitlists. The lottery assigns each student applicant a random lottery number, and uses that number, the student’s rankings of schools, and school “preferences” to maximize the number of students matched to a school. School preferences give priority to particular types of students. For example, schools may elect to give preference to students who already have a sibling attending the school or to students who live farther away from their in-boundary school than the lottery-ranked school.<sup>24</sup> The program first tries to match a student to their highest-ranked school, then to their second highest ranked school, and so on. The program places students on waitlists for any schools ranked higher than the school to which they were matched.

**Participating schools.** Over 93 percent of traditional and charter public schools have participated in the *My School DC* lottery since the OSP was reauthorized in 2017 (see Appendix Exhibit C.8). A small number of charter schools as well as DCPS alternative high schools and community-based pre-K programs do not participate in *My School DC*. Meanwhile, families can only enroll in a subset of DCPS traditional public schools through the *My School DC* lottery; these schools are not designated as the in-boundary school for any students. These include dual-language strands within traditional public schools, DCPS citywide schools, and DCPS selective high schools and programs. Families seeking to enroll in one of DCPS’ eight selective high schools and programs must apply to the schools through the *My School DC* lottery and submit supplemental applications. The lottery considers only students who meet each of these schools’ entrance requirements.<sup>25</sup>

#### Exhibit A.5. Findings of Prior Evaluations of the OSP

	First Evaluation	Second Evaluation
<b>Which students were included?</b>	Students who applied to the OSP in 2004 and 2005 and had not previously attended private school, either because they were previously attending a public school, or they were entering kindergarten.	Students who applied to the OSP between 2012 and 2014, after the 2011 reauthorization.
<b>How were program effects identified?</b>	A lottery randomly assigned eligible students who applied to the OSP to either a treatment group, whose members were offered OSP scholarship to attend a private school of their choice, or to a control group, whose members were not offered an OSP scholarship. <sup>26</sup>	
<b>What student outcomes were examined?</b>	<p>The evaluation compared the treatment and control groups to assess program impacts on:</p> <ul style="list-style-type: none"> <li>• Student achievement</li> <li>• Parent and student satisfaction with school</li> <li>• Parent and student perceptions of school safety<sup>27</sup></li> <li>• High school graduation</li> </ul>	<p>The evaluation compared the treatment and control groups to assess program impacts on:</p> <ul style="list-style-type: none"> <li>• Student achievement</li> <li>• Parent and student satisfaction with school</li> <li>• Parent and student perceptions of school safety<sup>28</sup></li> <li>• School attendance</li> </ul>
<b>What were the effects of the program?</b>	<p>The evaluation found that the OSP:</p> <ul style="list-style-type: none"> <li>• Did not improve students’ math or English language arts achievement</li> <li>• Improved parents’ satisfaction and perceptions of school safety</li> <li>• Did not improve students’ satisfaction and perceptions of school safety</li> <li>• Improved high school graduation</li> </ul>	<p>The evaluation compared the treatment and control groups to assess program impacts on:</p> <ul style="list-style-type: none"> <li>• Did not improve students’ math or English language arts achievement</li> <li>• Did not improve parents’ satisfaction and perceptions of school safety</li> <li>• Improved students’ satisfaction and perceptions of school safety</li> <li>• Improved school attendance</li> </ul>

Sources: Wolf et al. 2010; Webber et al. 2019





## A.2 Evaluations of the OSP

The two prior IES evaluations of the OSP found that, for the most part, the program did not improve students' math and English/Language arts achievement, and the findings for other outcomes, such as perceptions of school safety and satisfaction, were mixed (Exhibit A.5). Each evaluation administered a nationally norm-referenced standardized test<sup>29</sup> – to students that applied to the program and were offered a scholarship and applied to the program but were not offered a scholarship – to assess the program's effects on student achievement. The evaluations also used parent, student, and school surveys to gather data on satisfaction, perceptions of school safety, and other factors.

Given the prior evaluations' findings and that the studies largely focused on outcomes, this evaluation focuses on understanding program implementation and families' motivations for participating, or not participating. This evaluation, the third evaluation of the OSP since its inception, is intended to meet the Congressional evaluation mandate by examining whether the OSP is successful in expanding school choice options for families in DC. As such the evaluation intends to identify areas for program improvement that will enable the program to fulfill its goals of encouraging participation from eligible families and from high quality private schools and, ultimately, strengthening students' academic success. Subsequent reports will draw on survey data from students, parents, and schools to further examine families' and schools' motivations for engaging with the program.



## APPENDIX B. ADDITIONAL INFORMATION ABOUT HOW THE STUDY WAS DESIGNED AND IMPLEMENTED

### B.1 Introduction

This appendix describes how this study was designed and carried out to provide more information about the trends in: (1) who applied for an OSP scholarship in one of the six “application years” after the OSP was reauthorized through the SOAR Act of 2017 (2016-17 to 2021-22) and (2) who used an offered OSP scholarship in one of the following “enrollment years”: 2017-18 to 2022-23.

The study aimed to answer the following questions:

***1. Since reauthorization, did the level of interest families expressed by applying to the OSP for their children – the first step towards participating in the program – change in ways policymakers seemed to intend?***

This research question focuses on identifying children in DC entering grades K-12 who were eligible for the OSP, and the number of applications submitted for an OSP scholarship. Together this information indicates the level of expressed interest in the OSP from 2016-17 to 2021-22. It also provides insight on where the program might need to focus its resources on identifying and supporting eligible low-income families to complete the OSP application requirements.

***2. Did the use of scholarships among applicants offered them – the second step needed to participate in the program – change in ways that reflect the removal of barriers to participation?***

This research question explores whether OSP applicants who were offered an OSP scholarship used it to enroll in a private school. It also addresses whether students who used the OSP scholarship applied for and continued to use the scholarship in the next school year. This information can provide insight into the viability and appeal of the OSP. The OSP’s sustainability depends on attracting new OSP users to replace prior OSP users who graduate from high school, move out of DC, or leave the program for another reason. Also, the extent to which previous scholarship users re-apply to renew their scholarship each year indicates that the program is providing an appealing schooling option.

***3. Might the public school landscape in DC be related to participation in the OSP, as reflected either in families’ interest in or use of offered scholarships?***

This research question explores how the schooling context in DC might explain levels of expressed interest in the program and decision to use, or not use, an offered scholarship. Through the introduction of a single, city-wide public school lottery in 2014 – three years prior to the 2017 reauthorization of the OSP – DC families gained easier access to public school options. The report examines OSP applicant families’ participation in this lottery, as well as whether OSP applicants were enrolled in the DC public school system when they applied and where they enrolled if they declined an offered scholarship. This information can provide insight into the relationship between streamlined access to public schools and diminished interest in applying for and using an OSP scholarship.

### B.2 Study Sample

#### ***B.2.1. Sample of Students Applying to the OSP***

To understand levels of expressed interest in the OSP since reauthorization, the study included all students who applied for an OSP scholarship in each school year between 2016-17, the year the SOAR Act of 2017 was reauthorized, and 2021-22 the most recent year of OSP application data available.<sup>30</sup> The study included 9,676 unique students<sup>31</sup> who applied for an OSP scholarship.

During each school year, the OSP program operator accepts applications from families on behalf of their children who want to use the scholarship in the following school year. The year in which a family submits an OSP application is known as the application year. The enrollment year is the next school year, when an OSP



applicant chooses where to enroll in school based on available options and whether to use the OSP scholarship. For example, if the application year is the 2016-17 school year, then the corresponding enrollment year is 2017-18 (Exhibit B.1).

### Exhibit B.1. Application Year and Corresponding Enrollment Year

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Application Year	Application Year	Application Year	Application Year	Application Year	Application Year	
	Enrollment Year	Enrollment Year	Enrollment Year	Enrollment Year	Enrollment Year	Enrollment Year

Findings for the 2020-21 and 2021-22 application years and for the 2020-21 and 2021-22 enrollment years are marked with an ! in the exhibits because the COVID-19 pandemic may have caused an unprecedented disruption of trends in families' schooling decisions in these years. It is unclear whether any changes in applications to the program or use of OSP scholarships in these two years signal temporary or more long-lasting shifts. Findings for the 2019-20 do not appear in gray font. Although the pandemic resulted in school closures in March 2020, families would have made school enrollment decisions much earlier in the school year, and based on prior years' data on OSP applications, most families applying to the OSP in 2019-20 would have submitted their applications prior to school closures (see Exhibit C.12).

### B.2.2. Sample of Students Eligible for the OSP

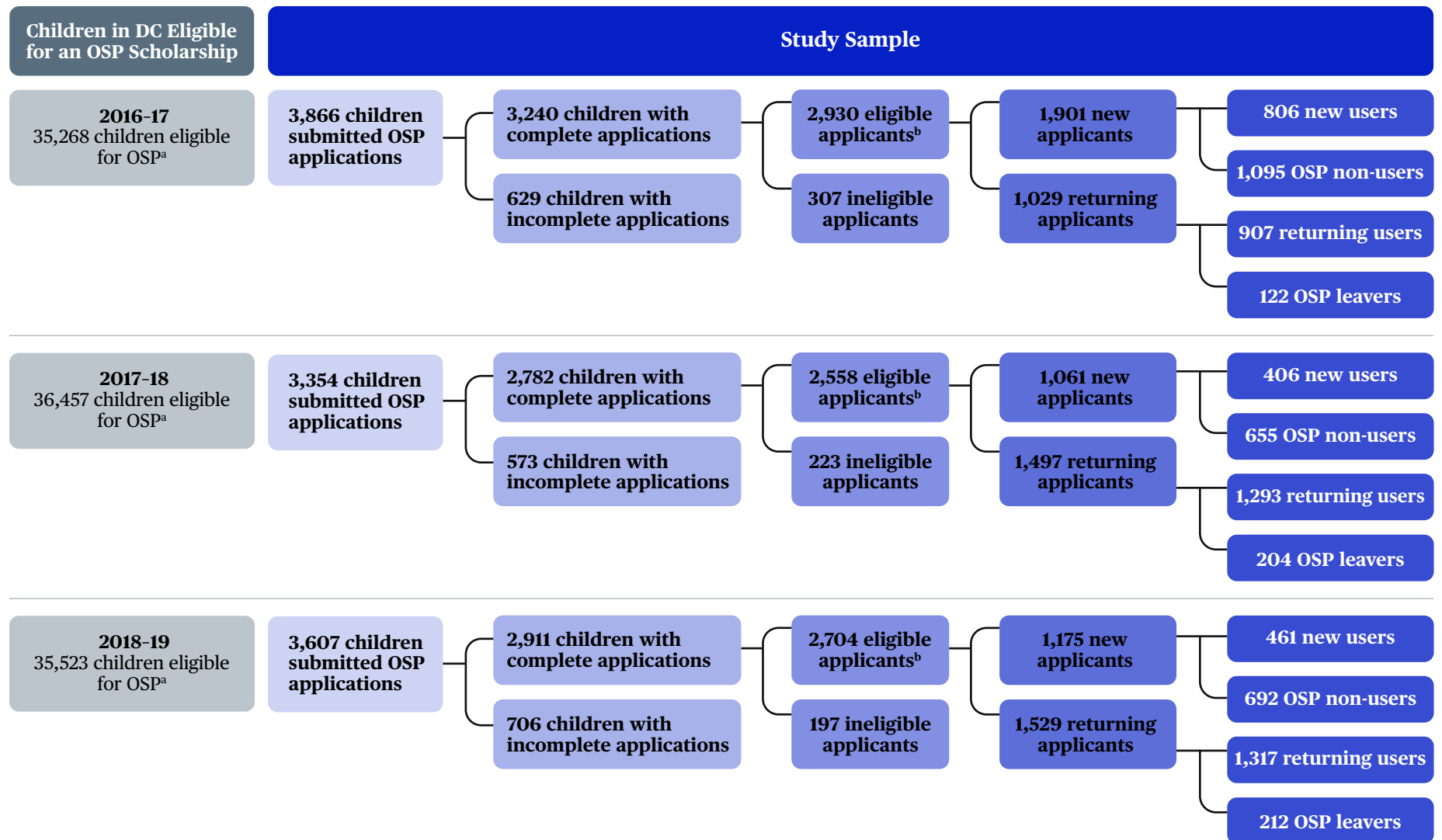
Section B.4 provides the study definitions of each type of OSP applicant – those with complete or incomplete applications, eligible, eligible new, and eligible returning – and OSP new and returning users, non-users, and OSP leavers. For each of the six school years, Exhibit B.2 provides the number of applicants in each of these groups. Further, to provide context for the number of students applying for an OSP scholarship in a given year the study estimated the number of children in DC who would be eligible for an OSP scholarship and included this information in the shaded grey column of Exhibit B.2.

### B.2.3. Comparing DC Children Eligible for an OSP Scholarship to Eligible OSP Applicants

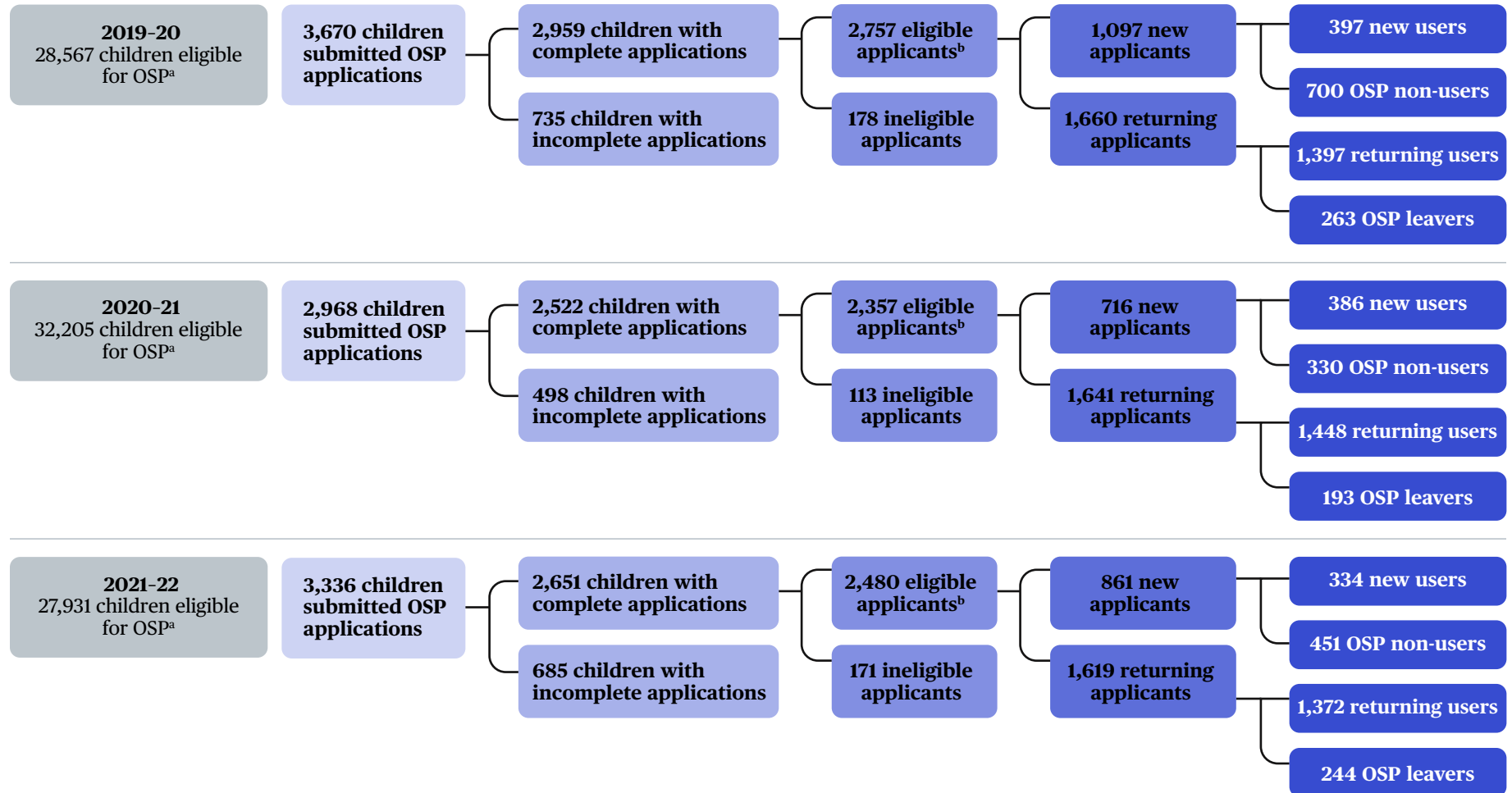
Eligible OSP applicants may not represent the full set of children in DC who are eligible for an OSP scholarship. However, in each year, DC children eligible for an OSP scholarship were similar to students who applied to the OSP on important characteristics, including race and ethnicity and entering grade (Exhibit B.3). This suggests that the eligible OSP applicants reflect the population of DC children eligible for an OSP scholarship.



## Exhibit B.2. Children in DC Eligible for an OSP Scholarship; Count of OSP Applications, New and Returning Users, Non-Users and Leavers



**Exhibit B.2. Children in DC Eligible for an OSP Scholarship; Count of OSP Applications, New and Returning Users, Non-Users and Leavers (continued)**



<sup>a</sup> The ACS collects data from a sample of DC residents, rather than the full population. Because these counts are estimates, the study reports standard errors to measure how close the estimated counts are to the actual population count. Standard errors: 2016-17=1,147 children, 2017-18=1,243 children, 2018-19=1,386 children, 2019-20=1,392 children, 2020-21 = 772 children, 2021-22 = 1,195 children. Source: American Community Survey (ACS) one-year estimates for DC from 2016, 2017, 2018, 2019, 2020, and 2021 to align with fall of each OSP application year; OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22; OSP scholarship use data from 2017-18, 2018-19, 2019-20, 2020-21, 2020-22, and 2022-23.

<sup>b</sup> The program operator offered a scholarship to all eligible children who applied to the OSP because there was sufficient OSP funds to do so.

<sup>c</sup> In 2018-19, the program operator did not offer 22 eligible applicants an OSP scholarship because funds were depleted by the time they applied. All 22 were new applicants.

<sup>d</sup> In 2021-22, the program operator did not offer 79 eligible applicants an OSP scholarship because funds were depleted by the time they applied. Of these applicants, 76 were new applicants and 3 were returning applicants.





### Exhibit B.3. Characteristics of Children in DC Eligible for an OSP Scholarship versus Eligible OSP Applicants by Application Year

Student Characteristic	Application Year											
	2016-17		2017-18		2018-19		2019-20		2020-21 <sup>a</sup>		2021-22	
	Percent of DC Children Eligible for an OSP Scholarship (SE)	Percent of Eligible OSP Applicants	Percent of DC Children Eligible for an OSP Scholarship (SE)	Percent of Eligible OSP Applicants	Percent of DC Children Eligible for an OSP Scholarship (SE)	Percent of Eligible OSP Applicants	Percent of DC Children Eligible for an OSP Scholarship (SE) <sup>32</sup>	Percent of Eligible OSP Applicants	Percent of DC Children Eligible for an OSP Scholarship (SE) <sup>32</sup>	Percent of Eligible OSP Applicants	Percent of DC Children Eligible for an OSP Scholarship (SE) <sup>32</sup>	Percent of Eligible OSP Applicants
<b>Race Ethnicity</b>												
Hispanic (any race)	16 (2)	15	13 (1)	15	15 (2)	14	15 (2)	15	14 (1)	15	10 (1)	14
Black, non-Hispanic	81 (1)	81	81 (1)	81	80 (2)	82	80 (1)	81	70 (1)	81	84 (2)	82
White, non-Hispanic	2 (0.4)	0	3 (1)	0	2 (1)	0	2 (1)	0	0 (0.04)	1	2 (1)	1
Other, non-Hispanic	1 (0.3)	4	3 (1)	3	3 (1)	4	3 (1)	3	16 (1)	4	5 (1)	4
<b>Entering Grade</b>												
K	10 (0.7)	8	11 (0.8)	7	11 (1.0)	7	10 (1.1)	6	9 (0.8)	6	8 (0.8)	5
1	10 (0.8)	8	8 (0.7)	9	11 (0.9)	8	9 (0.9)	7	9 (0.8)	6	6 (0.5)	6
2	8 (0.7)	9	7 (0.7)	9	7 (0.7)	8	10 (1.1)	8	5 (0.4)	7	4 (0.5)	6
3	8 (0.7)	9	8 (0.8)	9	7 (0.6)	8	6 (0.7)	8	7 (1)	8	6 (0.5)	8
4	8 (0.7)	8	9 (0.7)	8	10 (0.8)	9	8 (0.8)	8	6 (0.6)	7	6 (0.6)	8
5	9 (0.6)	8	10 (0.8)	9	8 (0.7)	8	10 (0.9)	8	8 (0.6)	8	8 (0.6)	8
6	6 (0.5)	10	6 (0.6)	10	10 (0.9)	10	8 (0.7)	10	10 (0.7)	10	10 (0.9)	9
7	7 (0.6)	7	7 (0.7)	9	6 (0.5)	9	7 (0.8)	9	10 (0.6)	10	9 (0.6)	9
8	4 (0.6)	7	5 (0.5)	9	8 (0.8)	8	6 (0.6)	9	8 (0.4)	9	12 (0.7)	9
9	8 (0.7)	8	6 (0.7)	7	5 (0.6)	8	6 (0.6)	11	9 (0.7)	11	9 (0.6)	12



Student Characteristic	Application Year											
	2016-17		2017-18		2018-19		2019-20		2020-21 <sup>a</sup>		2021-22	
	Percent of DC Children Eligible for an OSP Scholarship (SE)	Percent of Eligible OSP Applicants	Percent of DC Children Eligible for an OSP Scholarship (SE)	Percent of Eligible OSP Applicants	Percent of DC Children Eligible for an OSP Scholarship (SE)	Percent of Eligible OSP Applicants	Percent of DC Children Eligible for an OSP Scholarship (SE) <sup>32</sup>	Percent of Eligible OSP Applicants	Percent of DC Children Eligible for an OSP Scholarship (SE) <sup>32</sup>	Percent of Eligible OSP Applicants	Percent of DC Children Eligible for an OSP Scholarship (SE) <sup>32</sup>	Percent of Eligible OSP Applicants
10	9 (0.7)	6	6 (0.6)	6	6 (0.6)	7	7 (0.7)	6	6 (0.5)	8	11 (0.7)	9
11	8 (0.6)	6	9 (0.7)	4	6 (0.7)	5	7 (0.8)	6	6 (0.5)	6	7 (0.6)	7
12	6 (0.5)	6	5 (0.5)	4	5 (0.5)	4	6 (0.8)	4	6 (0.6)	5	5 (0.4)	5

Note:  
The ACS collects data from a sample of DC residents, rather than the full population. Because these counts are estimates, the study reports standard errors to measure how close the estimated counts are to the actual population count.

<sup>a</sup> There were unprecedented low response rates for the 2020 ACS data collection due to the COVID-19 pandemic. Households with higher socioeconomic status were more likely to respond to the 2020 ACS household survey than households with lower socioeconomic status. To address nonresponse bias, the US Census Bureau used sampling weights that were different from other ACS data collection waves. As a result, the estimates for this year are considered experimental by the Census Bureau and caution should be used when comparing these estimates to estimates from other years.<sup>33</sup>

Sample Sizes:

DC Children Eligible for OSP:

Race/Ethnicity: 2016-17=35,268 (SE 1,147) children, 2017-18=36,457 (SE 1,243) children, 2018-19=35,523 (SE 1,386) children, 2019-20=28,567 (SE 1,392) children, 2020-21=32,205 (SE 772), 2021-22=27,931 (SE 1,195).

Entering Grade Levels: 2016-17=36,202 (SE 777) children, 2017-18=36,956 (SE 846) children, 2018-19=36,634 (SE 931) children, 2019-20=32,998 (SE 982) children, 2020-21=31,356 (SE 796) children, and 2021-22=30,346 (SE 711) children.

Eligible OSP Applicants:

Race/Ethnicity: 2016-17=2,929 children, 2017-18=2,557 children, 2018-19=2,703 children, 2019-20=2,757 children, 2020-21=2,357 children, 2021-22=2,480

Entering Grade Levels: 2016-17=2,881 children, 2017-18=2,541 children, 2018-19=2,678 children, 2019-20=2,729 children, 2020-21= 2,356 children, 2021-22=2,478 children

Source: American Community Survey (ACS) one-year estimates for DC from 2016, 2017, 2018, 2019, 2020, and 2021 to align with fall of each OSP application year; OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22.



## B.3 Data Sources Used to Create Study Measures

The study team collected data from three sources to assess trends in OSP application and scholarship use. Data came from (1) the American Community Survey (ACS) public use files, administrative records maintained by (2) the OSP program operator (Serving Our Children) and (3) The Office of the State Superintendent of Education (OSSE). Exhibit B.4 describes each of the study's data sources in more detail.

### Exhibit B.4. Data Sources for Analyses

Data Source	Timing of Data Collection	Data Obtained
American Community Survey (ACS)	One-year weighted population estimates for DC from 2016, 2017, 2018, 2019, 2020, and 2021 to align with fall of each OSP application year	<ul style="list-style-type: none"><li>• Number of children in DC (aged 4 or older) entering or enrolled in grades K-12 in each calendar</li><li>• Number of children in DC (aged 4 or older) entering or enrolled in K-12 grades from households with annual income at or below 185% Federal Poverty Level in each calendar year</li><li>• Number of children in DC (aged 4 or older) entering or enrolled in K-12 grades in each calendar year by race/ethnicity, and grade level</li></ul>
OSP program operator (Serving Our Children (SOC))	OSP application data from 2016-17 through 2021-22 OSP scholarship use data from 2016-17 through 2022-23 Interview with program operator, May 2023 OSP participating school directories from 2016-17 through 2022-23	<ul style="list-style-type: none"><li>• Student eligibility status</li><li>• School type at the time of application</li><li>• Date application was submitted</li><li>• Type of school attending at the time of application</li><li>• Student grade level and race/ethnicity</li><li>• Name of OSP private school where the student enrolled</li><li>• Enrollment date</li><li>• Number of schools that participated in the OSP scholarship program</li><li>• Supports provided to families by OSP</li></ul>
Office of the State Superintendent of Education in DC (OSSE)	My School DC (MSDC) lottery application data from 2016-17 to 2021-22 Student Enrollment data from 2017-18 to 2022-23 School-level data from 2017-18 to 2022-23	<ul style="list-style-type: none"><li>• DC public school lottery application data</li><li>• Student characteristics, including grade-level, race/ethnicity, and age</li><li>• Student enrollment details, including school name, enrollment and exit dates</li><li>• School-level data, including school type (traditional or charter public school)</li></ul>

## B.4 Study Measures

To answer the study's research questions, the study examined measures related to eligibility for, and application to the OSP program, and use of offered OSP scholarships; schooling choices available to OSP applicants; the type of school OSP applicants were attending at the time of application and subsequently enrolled in; and demographic characteristics of applicants. The next sections briefly describe each set of measures, the rationale for including each measure in the study, and the definition and coding for each measure.

### B.4.1 Students Eligible for OSP Scholarships

One measure of the program's appeal is the share of eligible families who expressed interest in the OSP by submitting an application to use an OSP scholarship for the first time. To measure expressed interest, the study created measures to estimate how many children in DC were eligible for an OSP scholarship, and how many of those children were eligible as a new or returning applicant (Exhibit B.5).



## Exhibit B.5. Number of Children in DC that are School-Aged and Eligible for an OSP Scholarship

Measure	Rationale	Data Source	Definition/Coding	Sample Size
Number of children in DC entering grades K-12	To understand the population of school-aged children in DC	ACS	Estimated count of children (aged 4 or older) entering or enrolled in grades K-12	80,689 students in 2016-17 83,337 students in 2017-18 86,096 students in 2018-19 85,972 students in 2019-20 81,439 students in 2020-21 84,931 students in 2021-22
Number of children in DC eligible for an OSP scholarship	To understand the maximum number of children in DC that could apply to the OSP	ACS	Estimated count of children (aged 4 or older) entering or enrolled in K-12 grades from households with annual income at or below 185% Federal Poverty Level <sup>a</sup>	35,268 students eligible for an OSP Scholarship in 2016-17 36,457 students eligible for an OSP Scholarship in 2017-18 35,523 students eligible for an OSP Scholarship in 2018-19 28,567 students eligible for an OSP Scholarship in 2019-20 32,205 students eligible for an OSP Scholarship in 2020-21 27,931 students eligible for an OSP Scholarship in 2021-22
Number of students in DC eligible for an OSP scholarship as a returning applicant	To understand the maximum number of children that would have been eligible for the OSP as a returning applicant	OSP application data	Count of OSP users from prior years who are not in grade 12 or higher <sup>a</sup>	1,089 eligible as returning applicants in 2016-17 1,778 eligible as returning applicants in 2017-18 2,059 eligible as returning applicants in 2018-19 2,400 eligible as returning applicants in 2019-20 2,644 eligible as returning applicants in 2020-21 2,852 eligible as returning applicants in 2021-22
Number of children in DC eligible for an OSP scholarship as a new applicant <sup>a</sup>	To understand the maximum number of children that would have been eligible for the OSP as a new applicant	ACS, OSP scholarship use data	Count of OSP-eligible children minus the number of students in DC eligible for an OSP scholarship as a returning applicant <sup>a</sup>	34,179 eligible as new applicants in 2016-17 34,679 eligible as new applicants in 2017-18 33,464 eligible as new applicants in 2018-19 26,167 eligible as new applicants in 2019-20 29,561 eligible as new applicants in 2020-21 25,079 eligible as new applicants in 2021-22
Number of children in DC eligible to enter the MSDC lottery	To understand the maximum number of children that could enter the MSDC lottery	ACS	Estimated count of children (aged 2 or older) entering or enrolled in Pre-K through 12 <sup>th</sup> grades	98,727 students in 2016-17 100,860 students in 2017-18 103,710 students in 2018-19 107,072 students in 2019-20 104,191 students in 2020-21 102,034 students in 2021-22

<sup>a</sup> Because the program has different income eligibility criteria for new and returning applicants, it was not possible to distinguish children in DC who qualified for the program as returning applicants from those qualified for the program as new applicants using ACS population counts. To estimate the number of such children eligible as a new applicant, the study team subtracted the number of OSP users in the prior year from the number of children in DC aged 4 or older and entering or enrolled in K-12 from households with annual income at or below 185 percent of the Federal Poverty Level. According to the program operator, fewer than five returning applicants in a given year have incomes greater than 185 percent but less than 300 percent of the Federal Poverty Level.



#### ***B.4.2 New and Returning OSP Applicants***

To understand the level of expressed interest in the OSP, the study created measures to examine how many OSP eligible students applied for an OSP scholarship. To understand how successful the program was in recruiting eligible families to apply to the OSP and at supporting families through the application process, the study created measures for incomplete and complete applications. Complete applications were further classified into two groups – those for students who were eligible and those for students who were ineligible for an OSP scholarship. To understand how successful the program was at generating new interest in the program and ensuring that current scholarship users were satisfied enough to apply to renew their scholarship, the study separated complete and eligible applications into new applicants and returning applicants. Exhibit B.6 provides details on how the study team categorized different types of applicants.

#### ***B.4.3 New and Returning OSP Users, Non-Users and OSP Leavers***

To provide low-income families with an alternative to public schools as intended by Congress, the OSP must not only attract applicants but also support families to use an offered OSP scholarship to enroll in a private school. The study created measures to capture whether eligible OSP applicants used offered scholarships. Further, to understand who is using the scholarship, the study measured whether students using the scholarship were first-time (new) or returning OSP users (Exhibit B.7).





## Exhibit B.6. OSP Application Status

Measure	Rationale	Data Source	Definition/Coding	Sample Size
Complete/ Incomplete application	The share of complete applications conveys families' motivation/ability to finish the application	OSP application data	0 = the student submitted an incomplete application for the OSP 1 = the student submitted a complete application for the OSP	3,866 applicants in 2016-17 3,354 applicants in 2017-18 3,607 applicants in 2018-19 3,670 applicants in 2019-20 2,968 applicants in 2020-21 3,336 applicants in 2021-22
Eligible/ Ineligible OSP applicant, among applicants that submitted a complete application	The number of eligible applicants conveys how effective the program has been in recruiting eligible families to apply	OSP application data	0 = the student submitted a complete application for an OSP scholarship but did not meet the program eligibility requirements <sup>34</sup> 1 = the student submitted a complete application for an OSP scholarship and met the eligibility requirements <sup>34</sup>	3,237 complete applications in 2016-17 2,781 complete applications in 2017-18 2,901 complete applications in 2018-19 2,935 complete applications in 2019-20 2,470 complete applications in 2020-21 2,651 complete applications in 2021-22
New/Returning <sup>35</sup> OSP applicant, among eligible applicants that submitted a complete application	The share of complete new applications conveys new families' motivation/ability to finish the application and returning families' satisfaction with the program	OSP application and scholarship use data	0 = the applicant was a prior user <sup>a</sup> planning to continue (returning applicant) 1 = the applicant had never <sup>a</sup> used the OSP scholarship prior to applying (new applicant)	3,866 applicants in 2016-17 3,354 applicants in 2017-18 3,607 applicants in 2018-19 3,670 applicants in 2019-20 2,968 applicants in 2020-21 3,336 applicants in 2021-22
Date OSP application was submitted	Because the OSP processes applications on a rolling basis, some students might have applied to the OSP only after they had entered the MSDC lottery and learned whether and where they matched to a public school. This measure captures how many applications were submitted after April 1st of the application year, the date when MSDC lottery results are released	OSP application data	Date of OSP application	2,930 eligible applicants in 2016-17 2,558 eligible applicants in 2017-18 2,704 eligible applicants in 2018-19 2,757 eligible applicants in 2019-20 2,357 eligible applicants in 2020-21 2,480 eligible applicants in 2021-22

<sup>a</sup> To determine whether OSP applicants had ever used an OSP scholarship to enroll in an OSP private school at the time of application, the study used OSP scholarship use data from prior school years. The earliest year of available scholarship use data the study had from the program operator was for the 2016-17 school year. Thus, for students applying in 2016-17, the study team had 1 year of historical scholarship use data available to identify prior users; for students applying in 2017-18, 2 years of historical data; for students applying in 2018-19, 3 years of historical data; for students applying in 2019-20, 4 years of historical data; for students applying in 2020-21, 5 years of historical data; and for students applying in 2021-22, 6 years of historical data available to identify prior users. Because of these limitations in the available data, the study team expects that prior OSP users are more accurately identified in the later application years where more historical scholarship use data was available.



## Exhibit B.7. OSP User Status

Measure	Rationale	Data Source	Definition/Coding	Sample Size
OSP user/ OSP non-user or leaver	To thrive, the OSP must not only attract eligible applicants, but support them to use an offered scholarship. This measure captures the share of eligible applicants who used an offered OSP scholarship	OSP scholarship use data	0 = the eligible applicant did not use the OSP scholarship to enroll in a private school (OSP non-user/leaver)  1 = the eligible applicant used the OSP scholarship to enroll in a private school (OSP user)	2,930 eligible applicants in 2016-17 2,558 eligible applicants in 2017-18 2,704 eligible applicants in 2018-19 (22 missing) <sup>a</sup> 2,757 eligible applicants in 2019-20 2,357 eligible applicants in 2020-21 2,480 eligible applicants in 2021-22 (79 missing) <sup>b</sup>
New/ Returning OSP user	To thrive, the OSP must enroll new users to replace prior users who graduate or leave the program. This measure captures the number of OSP users who were new or returning.	OSP scholarship use data	0 = the student is a returning eligible applicant that used the OSP scholarship (returning OSP user)  1 = the student is a new eligible applicant that used the OSP scholarship (new OSP user)	1,713 OSP users in 2016-17 1,699 OSP users in 2017-18 1,778 OSP users in 2018-19 1,794 OSP users in 2019-20 1,834 OSP users in 2020-21 1,706 OSP users in 2021-22
OSP non-user or leaver	To understand the extent to which families are unable or do not wish to use an offered scholarship. This measure captures the number of new or returning applicants that did not use an offered OSP scholarship	OSP scholarship use data	0 = the student is a returning eligible applicant that did not use the OSP scholarship (OSP leaver)  1 = the student is a new eligible applicant that did not use the OSP scholarship (non-user)	1,217 OSP non-users/leavers in 2016-17 859 OSP non-users/leavers in 2017-18 904 OSP non-users/leavers in 2018-19 963 OSP non-users/leavers in 2019-20 523 OSP non-users/leavers in 2020-21 695 OSP non-users/leavers in 2021-22
New OSP users who returned to use the OSP in the subsequent year <sup>36</sup>	To understand the retention of students new to the OSP scholarship program and whether retention of new users is higher than initial take-up among new applicants	OSP scholarship use data	0 = the new OSP user did not continue to use the OSP in the subsequent year  1 = the new OSP user continued to use the OSP in the subsequent year	806 new OSP users in 2016-17 406 new OSP users in 2017-18 461 new OSP users in 2018-19 397 new OSP users in 2019-20 386 new OSP users in 2020-21 334 new OSP users in 2021-22

<sup>a</sup> In 2018-2019, 22 eligible applicants applied late in the year and were not offered a scholarship due to lack of funds. These students are not classified as OSP users or non-users, and they are excluded from analyses. Their OSP user status is missing because they were not offered a scholarship even though they were eligible for the program.

<sup>b</sup> In 2021-22, 79 eligible applicants were not offered a scholarship due to lack of funds. These students are not classified as OSP users or non-users, and they are excluded from analyses. Their OSP user status is missing because they were not offered a scholarship even though they were eligible for the program.



#### ***B.4.4 Participation in the MSDC Lottery***

A potential factor related to OSP applicants' use of the OSP scholarship are the other school choice options available to them. DC children can enroll in a public school as early as pre-kindergarten. Families that have already secured a spot in pre-kindergarten at a public school through the MSDC lottery could be less likely to consider private school options for kindergarten. The study created measures from the MSDC data to determine how many OSP applicants and Pre-K-12 students in DC entered the MSDC lottery (Exhibit B.8). Due to data limitations, the study team could not determine the exact number of OSP applicants who entered the MSDC lottery and instead calculated the minimum and maximum number per year. To identify OSP applicants in the MSDC lottery data, the study team had to first locate a unique student identifier for each OSP applicant using OSSE student enrollment data and other applicant information such as name and date of birth. Using this unique student identifier, the study team could only identify in the MSDC lottery data those OSP applicants who (a) had attended a school in the DC public system in at least one of the years for which the study had OSSE student enrollment data and (b) applied to the MSDC lottery. If an OSP applicant had not attended a public school in DC during one of these years, the study team could not determine whether that applicant had entered the MSDC lottery. As a result, the study could only determine the minimum number of OSP applicants who entered the lottery and the maximum number of OSP applicants who may have entered the lottery. The minimum number of OSP applicants who entered the MSDC lottery equals the number of OSP applicants that the study could identify as a lottery participant in the MSDC data, using the unique student identifier from OSSE enrollment data. The maximum number of OSP applicants who entered the MSDC lottery is the sum of this minimum and the number of OSP applicants who were not found in the OSSE student enrollment data.



## Exhibit B.8. MSDC Lottery Use Among All School-Aged Children in DC, Pre-K3 to Pre-K4, and OSP Eligible Applicants

Measure	Rationale	Data Source	Definition/Coding	Sample Size
MSDC lottery entrants, among DC children entering grades K-12	To understand the share of DC children entering K-12 who participate in the MSDC lottery	MSDC lottery data	Count and share of children entering the MSDC lottery for grades K-12	13,904 lottery entrants for the 2016-17 school year 16,132 lottery entrants for the 2017-18 school year 16,654 lottery entrants for the 2018-19 school year 16,239 lottery entrants for the 2019-20 school year 12,794 lottery entrants for the 2020-21 school year 14,933 lottery entrants for the 2021-22 school year
MSDC lottery entrants, entering grades Pre-K3 and Pre-K4	To understand the share of DC children who enter the MSDC lottery for enrollment in public pre-kindergarten. Families who secure a seat in a public pre-kindergarten program through the lottery may be less likely to apply to the OSP or use an offered OSP scholarship	MSDC lottery data	Count and share of children entering the lottery for grades Pre-K3 and Pre-K4	8,146 lottery entrants in 2016-17 school year 8,864 lottery entrants in 2017-18 school year 8,934 lottery entrants in the 2018-19 school year 8,959 lottery entrants in the 2019-20 school year 7,132 lottery entrants in the 2020-21 school year 7,278 lottery entrants in the 2021-22 school year
MSDC lottery entrants, among OSP eligible applicants	To understand whether OSP applicants are “shoppers,” exploring both private and public-school options	MSDC lottery data, OSP application data	0 = OSP applicant did not enter the MSDC lottery 1 = OSP applicant entered the MSDC lottery 2 = OSP applicant may have entered the MSDC lottery Range: The minimum number of OSP eligible applicants who entered the MSDC lottery is the count of OSP applicants coded with a 1 and the maximum number of OSP eligible applicants who entered the MSDC lottery is the count of OSP applicants coded with 1 or 2	2,930 eligible applicants in 2016-17 2,558 eligible applicants in 2017-18 2,704 eligible applicants in 2018-19 2,757 eligible applicants in 2019-20 2,357 eligible applicants in 2020-21 2,480 eligible applicants in 2021-22

### B.4.5 Type of School Attended

Part of the decision to use an OSP scholarship could depend on whether students and their families wanted to switch schools – or had to, because their current school did not offer the grade level the student was entering. To help understand the context of families’ school choices in DC, the study created measures to determine the type of school OSP applicants were attending at time of OSP application and the type of school they subsequently enrolled at (Exhibit B.9).



## Exhibit B.9. Type of School Attended in the Application and Enrollment Years

Measure	Rationale	Data Source	Definition/Coding	Sample Size
Type of school attended in application year	To understand whether new OSP applicants were applying from inside or outside the DC public school system	OSSE student enrollment and school data, OSP application data	0 = OSP private school <sup>a</sup> 1 = Traditional public school 2 = Charter public school 3 = Not enrolled in an OSP private school or a DC public school	1,901 eligible new applicants in 2016-17 1,061 eligible new applicants in 2017-18 1,175 eligible new applicants in 2018-19 1,097 eligible new applicants in 2019-20 716 eligible new applicants in 2020-21 861 eligible new applicants in 2021-22
Type of school attended in enrollment year	To understand whether OSP non-users enrolled in the DC public system, and if so, whether they enrolled in a traditional or charter public school	OSSE student enrollment and school data, OSP scholarship use data	0 = OSP private school <sup>b</sup> 1 = Traditional public school 2 = Charter public school 3 = Not enrolled in an OSP private school or a DC public school	1,901 eligible new applicants in 2016-17 1,061 eligible new applicants in 2017-18 1,175 eligible new applicants in 2018-19 (22 <sup>c</sup> missing data) 1,097 eligible new applicants in 2019-20 716 eligible new applicants in 2020-21 861 eligible new applicants in 2021-22 (76 <sup>d</sup> missing data)
Enrollment patterns, among OSP users	To understand whether OSP users came from within or outside the DC public school system	OSSE student enrollment and school data, OSP scholarship use data	1 = Moved from a DC public school in the application year to an OSP private school 2 = Was not enrolled in a DC public school during the application year, then enrolled in an OSP private school	806 new OSP users in 2016-17 406 new OSP users in 2017-18 461 new OSP users in 2018-19 397 new OSP users in 2019-20 386 new OSP users in 2020-21 334 new OSP users in 2021-22
Enrollment patterns, among OSP non-users	To understand whether new applicants who decided not to use the OSP scholarship switched from a traditional (or charter) public school to a charter (or traditional) public school	OSSE student enrollment and school data, OSP application and scholarship use data	1 = Stayed in a charter public school in the application year and the enrollment year 2 = Stayed in a traditional public school in the application year and the enrollment year 3 = Moved from charter public school in the application year to a traditional public school in the enrollment year 4 = Moved from a traditional public school in the application year to a charter public school in the enrollment year 5 = Other	1,095 OSP non-users in 2016-17 655 OSP non-users in 2017-18 692 OSP non-users in 2018-19 700 OSP non-users in 2019-20 330 OSP non-users in 2020-21 451 OSP non-users in 2021-22

<sup>a</sup> It is possible, although unlikely, that a new applicant could be attending an OSP private school during the application year without using an OSP scholarship, for example, using other financial aid.

<sup>b</sup> It is possible that a non-user could enroll in an OSP private school during the enrollment year without using an OSP scholarship, for example, by using other financial aid.

<sup>c</sup> In the 2018-2019 application year, the program operator did not offer 22 eligible new applicants a scholarship due to lack of funds. These applicants were excluded from analyses of the type of school that eligible new applicants attended in the enrollment year because their OSP user status is set to missing (see Exhibit B.7).

<sup>d</sup> In the 2021-22 application year, the program operator did not offer 76 eligible new applicants a scholarship due to lack of funds. These applicants were excluded from analyses of the type of school that eligible new applicants attended in the enrollment year because their OSP user status is set to missing (see Exhibit B.7).





### B.4.6 Demographics

Overall application and scholarship use rates may conceal important patterns for certain groups of students. The study created measures to explore whether some groups of students were more likely than others to apply to the OSP, use an offered scholarship, or take part in both the OSP application process and the MSDC lottery (Exhibit B.10).

#### Exhibit B.10. Demographic Characteristics

Measure	Rationale	Data Source	Definition/Coding	Sample Size
Grade level of DC children eligible for an OSP scholarship	To compare the grade levels of eligible OSP applicants to grade levels of children in DC eligible for an OSP scholarship	ACS	Smoothed <sup>a</sup> count of children eligible for an OSP scholarship in each grade level (K through 12)	36,202 children eligible for an OSP scholarship in 2016-17 36,956 children eligible for an OSP scholarship in 2017-18 36,634 children eligible for an OSP scholarship in 2018-19 32,998 children eligible for an OSP scholarship in 2019-20 31,356 children eligible for an OSP scholarship in 2020-21 30,346 children eligible for an OSP scholarship in 2021-22
Race/ethnicity of DC children eligible for an OSP scholarship	To compare the race/ethnicity of eligible OSP applicants to the race/ethnicity of children in DC eligible for an OSP scholarship	ACS	Estimated count of children eligible for an OSP scholarship who identify as: <ul style="list-style-type: none"> <li>Hispanic (any race)</li> <li>Black, non-Hispanic</li> <li>White, non-Hispanic</li> <li>Other, non-Hispanic</li> </ul>	35,268 children eligible for an OSP scholarship in 2016-17 36,457 children eligible for an OSP scholarship in 2017-18 35,523 children eligible for an OSP scholarship in 2018-19 28,567 children eligible for an OSP scholarship in 2019-20 32,205 children eligible for an OSP scholarship in 2020-21 27,931 children eligible for an OSP scholarship in 2021-22
Entering grade of OSP applicants	To compare the grade levels of eligible OSP applicants to grade levels of children in DC eligible for an OSP scholarship. And, to understand whether interest in and use of the OSP scholarship was higher in transition grades (K, 6 <sup>th</sup> , 9 <sup>th</sup> )	OSP application data	Grade of the OSP applicant in the enrollment year 0 = Kindergarten 1 = 1 <sup>st</sup> grade 2 = 2 <sup>nd</sup> grade 3 = 3 <sup>rd</sup> grade 4 = 4 <sup>th</sup> grade 5 = 5 <sup>th</sup> grade 6 = 6 <sup>th</sup> grade 7 = 7 <sup>th</sup> grade 8 = 8 <sup>th</sup> grade 9 = 9 <sup>th</sup> grade 10 = 10 <sup>th</sup> grade 11 = 11 <sup>th</sup> grade 12 = 12 <sup>th</sup> grade	2,930 eligible applicants in 2016-17 (49 missing) 2,558 eligible applicants in 2017-18 (17 missing) 2,704 eligible applicants in 2018-19 (26 missing) 2,757 eligible applicants in 2019-20 (28 missing) 2,357 eligible applicants in 2020-21 (1 missing) 2,480 eligible applicants in 2021-22 (2 missing)



Measure	Rationale	Data Source	Definition/Coding	Sample Size
Race/ Ethnicity of OSP applicants	To compare the race/ethnicity of eligible OSP applicants to the race/ethnicity of children in DC eligible for an OSP scholarship	SOC application data	0 = Hispanic (any race) 1 = Black, non-Hispanic 2 = White, non-Hispanic 3 = Other, non-Hispanic	2,930 eligible applicants in 2016-17 (1 missing) 2,558 eligible applicants in 2017-18 (1 missing) 2,704 eligible applicants in 2018-19 (1 missing) 2,757 eligible applicants in 2019-20 2,357 eligible applicants in 2020-21 2,480 eligible applicants in 2021-22
Entering grade of MSDC lottery entrants	To compare the MSDC participation of eligible OSP applicants to the that of children in DC eligible for an OSP scholarship	MSDC lottery data	Grade of lottery entrants in the enrollment year -2=Pre-K3 -1 = Pre-K4 0 = Kindergarten 1 = Grade 1 2 = Grade 2 3 = Grade 3 4 = Grade 4 5 = Grade 5 6 = Grade 6 7 = Grade 7 8 = Grade 8 9 = Grade 9 10 = Grade 10 11 = Grade 11 12 = Grade 12	98,727 students in 2016-17 100,860 students in 2017-18 103,710 students in 2018-19 107,072 students in 2019-20 104,191 students in 2020-21 102,034 students in 2021-22

<sup>a</sup> This measure uses smoothed ACS grade level counts due to the timing of the ACS data collection. This smoothing process yields a count of students in each grade level based on the average of two school years. For example, to obtain the smoothed ACS 2016 count of students in grade 2, the study team calculated the average of the ACS 2015 grade 1 count and the ACS 2016 grade 2 count. Smoothing was necessary due to the timing of the ACS data collection. Unlike the OSP and OSSE data, ACS data are collected year round and, moreover, measure the individual's grade level during the three months prior, rather than current or upcoming grade level. Depending on when respondents complete the ACS, two students who would enter the same grade in the fall of the ACS year could have different grades in one year's ACS data. For example, for ACS data collected in June 2016, a student's grade during the three prior months would reflect the grade just completed, but for ACS data collected in December 2016, the same student's grade would reflect the grade in which the student was currently enrolled for the 2016-17 school year.

## B.5 Study Analyses

To address the research questions, the study conducted descriptive analyses and produced summary statistics such as frequencies (or counts) and percentages to describe application to the OSP and scholarship use.

The study aimed to include a census of all OSP applicants from 2016-17 through 2021-22 in analyses. However, the program operator cannot determine the eligibility of students who submit incomplete applications. This can occur, for example, when an applicant completes the program application form but fails to submit required documentation of residency or income. As a result, the study team excluded students who submitted incomplete applications from all analyses other than those describing the number of complete and incomplete applications. Likewise, the study team excluded all confirmed ineligible applicants – namely, those who submitted a complete application and did not meet residency or income requirements – from analyses other than those describing the number of ineligible applicants.



Analyses do not include statistical tests of differences because the study includes a census of complete eligible applications, resulting in responses for nearly all measures. Reported differences between groups of OSP eligible applicants, and OSP users, non-users, and leavers reflect actual differences in these populations and not differences from samples of those populations.

The study estimated the number of children in DC entering grades K-12 and those eligible for an OSP scholarship from the ACS one-year estimates.<sup>37</sup> ACS relies on a sample of people who reside in DC, rather than the full population. Because these counts are estimates, the study reports standards errors to measure how close the estimated counts are to the actual population count. The study calculated the number of children in DC eligible for the OSP as new applicants by subtracting the number of all prior OSP users in OSP enrollment data from the ACS estimate of OSP eligible children in DC. Because this calculation relied on both sample and population data the study cannot report standard errors for the number of children in DC eligible for the OSP as new applicants.



## APPENDIX C. SUPPLEMENTAL INFORMATION ON FINDINGS IN THE REPORT

This appendix presents additional details on the findings in the report to supplement what is presented in the main body of the report. The underlying counts and percentages presented in this section were used to generate the exhibits on expressed interest in the OSP, the use of an offered OSP scholarship, the use of an offered OSP scholarship by applicants' grade and racial or ethnic backgrounds, and the DC public school options available to OSP applicants.

### C.1 Expressed Interest in the OSP

For the OSP to succeed, the program must attract eligible new applicants to replace prior OSP users who graduate high school or leave the program for other reasons (Exhibit C.1). The number of new applicants is a measure of expressed interest in the program. When compared to the number of students *who would be eligible as a new applicant if they applied*, expressed interest indicates the potential for the program to sustain, or expand, the current size of the program. Similarly, the number of applications from prior users is a measure of returning applicants' expressed interest in continuing to use an OSP scholarship. When compared to the number of students *who would be eligible as a returning applicant if they applied*, the number of returning applicants conveys the extent to which prior users are motivated to continue using their scholarship – or, at least motivated enough to apply to renew their scholarship.

**Exhibit C.1. Number and Percentage of Prior OSP Users In A Given Year Who Did Not Use an OSP Scholarship In The Following Year, by Enrollment Year**

Enrollment Year		OSP users in Year 1	OSP users in Years 1 and 2	Year 1 OSP users who did not use the scholarship in Year 2	
Year 1	Year 2	Number	Number	Number	Percent
2016-2017	2017-2018	1,182	907	275	23
2017-2018	2018-2019	1,713	1,285	428	25
2018-2019	2019-2020	1,699	1,292	407	24
2019-2020	2020-2021	1,778	1,377!	401!	23!
2020-2021	2021-2022	1,795	1,401	394!	22!
2021-2022	2022-2023	1,836!	1,327!	509	28

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions.

Source: OSP scholarship use data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23.

**DC children eligible for the OSP.** To measure potential interest in the program the study estimated the number of children in DC entering K-12 who were eligible for an OSP scholarship as *new* applicants. Exhibit 3 in the main body of the report provides data on the number of DC children entering K-12 who were eligible as *new* applicants. Exhibits C.1 and C.2 show the underlying counts and percentages for Exhibit 3.

The number of DC children entering K-12 who were eligible for an OSP scholarship remained constant until the 2019-20 application year. The drop that year in the number of children eligible for the scholarship is likely due to a smaller proportion of children in DC living below the poverty line (Exhibit C.2).<sup>38</sup>



## Exhibit C.2. Percentage of DC Children Entering K-12 who were Eligible for an OSP Scholarship as a New Applicant, by Application Year

Application Year	DC Children Entering Grades K-12 Eligible for the OSP as New Applicants	
	Number	Percent
2016-2017	34,179	42
2017-2018	34,679	42
2018-2019	33,464	39
2019-2020	26,167	30
2020-2021	29,561!	36!
2021-2022	25,079!	30!

Note: The precision of the counts of children classified as eligible for the OSP as new or returning applicants cannot be determined because the classification uses a combination of American Community Survey and OSP scholarship use data. See Appendix B.5.

Sample sizes:

DC children entering K-12: 2016-17 = 80,689 (SE 754) children, 2017-18 = 83,337 (SE 907) children, 2018-19 = 86,096 (SE 786) children, 2019-20 = 85,972 (SE 881) children, 2020-21 = 81,439 (SE 788) children, 2021-22 = 84,931 (SE 963) children.

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions.

Source: American Community Survey one-year estimates for DC from 2016, 2017, 2018, 2019, 2020, and 2021 to align with fall of each OSP application year; OSP scholarship use data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22.

**Children who applied to the OSP.** As a measure of expressed interest in the OSP, the study reported on the percentage of DC children eligible for the OSP who applied to the program. Exhibit 3 in the main body of the report provides data on the percentage of DC children entering K-12 who were eligible as *new* applicants and who applied to the program. Exhibit C.3 shows the underlying counts for Exhibit 3.

Only a small percentage of children eligible as *new* applicants applied to the OSP, and the application rate decreased across the study period. Due to incomplete data with which to identify *all* prior users, the share of DC children entering grades K-12 who were eligible as returning applicants and who re-applied is not shown.<sup>39</sup> Because the number of DC children eligible as a new applicant come from a sample estimate and a population count, the study team examined whether the change over time in the share of these children who actually applied as new applicants (shown in Exhibit 3) is due to uncertainty in the sample estimates. The study cannot calculate the standard error of the counts of students eligible for the OSP as new applicants because these counts are derived from ACS estimates of the number of children entering grades K-12 in DC and the population of prior users of an OSP scholarship in preceding years (as described in Appendix Exhibit B.5). Instead, the study used the standard error on the counts of all children in DC eligible for the OSP (see table note 'a' in Appendix Exhibit B.2) to calculate an upper and lower bound on the share of eligible children who applied as new applicants. For each year shown in Exhibit 3, this upper and lower bound does not overlap with the subsequent year's share of eligible children who applied. This indicates that the changes over time in the share of eligible children who applied for the OSP scholarship are likely not due to uncertainty (sampling error) of the ACS counts.



### Exhibit C.3. Percentage of DC Children Entering K-12 who were Eligible for the OSP and who Applied to the Program, by Application Year and Applicant Type

#### DC Children Entering K-12 Eligible as New Applicants Eligible Applications

Application Year	Number	Percent
2016-2017	1,901*	6
2017-2018	1,061	3
2018-2019	1,175	4
2019-2020	1,097	4
2020-2021	716!	2!
2021-2022	861!	3!

\*Note: OSP scholarship use data needed to identify students who might have used an OSP scholarship before 2016-17 were unavailable. Because the study team had less data with which to identify prior users in earlier years of the study period than the later years of the study period, it is not possible to provide accurate findings on the share of prior users eligible as returning applicants who applied to renew their scholarship or return to the program in a subsequent year. For example, in 2022-23 enrollment year, the study had five years of scholarship use data to identify prior users

Sample sizes:

DC children entering K-12 who were eligible for the OSP as new applicants:

2016-17 = 34,179 children, 2017-18 = 34,679 children, 2018-19 = 33,464 children, 2019-20 = 26,167 children, 2020-21 = 29,561 children, 2021-22 = 25,079 children

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions.

Sources: American Community Survey one-year estimates for DC from 2016, 2017, 2018, 2019, 2020, and 2021 to align with fall of each OSP application year; OSP scholarship use data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22.

The program also received applications that were incomplete or from ineligible children. Exhibit 4 in the report shows the percentage of applications received from *new* applicants that were complete and eligible, complete and ineligible, or incomplete. Exhibit C.4 provides the underlying counts for Exhibit 4 and the percentage of applications received from *returning* applicants that were complete and eligible, complete and ineligible, or incomplete.

Among *new* applicants, the share of applications from ineligible students declined or held steady but the share of incomplete applications increased over time. Across the study period, most *returning* applicants submitted an eligible and complete application.





#### Exhibit C.4. Percentage of Applications that were Complete and Eligible, by Applicant type and Application Year

Applicant Type	Application Year											
	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>New Applicants</b>												
Complete Applications, Eligible	1,901	67	1,061	59	1,175	60	1,097	57	716!	58!	861!	55!
Complete Applications, Ineligible	306	11	218	12	173	9	168	9	92!	7!	134!	9!
Incomplete Applications	621	22	510	29	605	31	656	34	427!	35!	561!	36!
<b>Returning Applicants</b>												
Complete Applications, Eligible	1,029	99	1,497	96	1,529	92	1,660	95	1,641!	95!	1,619!	91!
Complete Applications, Ineligible and Incomplete Applications <sup>a</sup>	9	1	68	4	125	8	89	5	92!	5!	161!	9!

Notes:

<sup>a</sup> These categories were combined for returning applicants due to data suppression requirements for small cell size.

Sample sizes:

New applicants:

2016-17 = 2,828 applicants, 2017-18 = 1,789 applicants, 2018-19 = 1,953 applicants, 2019-20 = 1,921 applicants, 2020-21 = 1,235 applicants, 2021-22 = 1,556 applicants

Returning applicants:

2016-17 = 1,038 applicants, 2017-18 = 1,565 applicants, 2018-19 = 1,654 applicants, 2019-20 = 1,749 applicants, 2020-21 = 1,733 applicants, 2021-22 = 1,780 applicants

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions.

Sources: OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22



## C.2 OSP Scholarship Use

After students express interest in the OSP by applying for a scholarship, to secure the program's benefits, students must receive a scholarship offer, gain admission to a participating private school, and decide to use the offered scholarship to enroll in a participating school. Furthermore, once applicants enroll in an OSP-participating private school in one school year, continued use of the OSP scholarship in subsequent years signals their and their families' satisfaction with the program and its participating schools.

***Applicants who used the OSP scholarship.*** After declining for several years prior to the reauthorization, in recent years, use of OSP scholarship has stabilized with less than half of students newly offered a scholarship choosing to use one. Exhibit 5 in the report shows the percentage of eligible *new* applicants offered an OSP scholarship who used one. Exhibit C.5 provides the underlying counts for Exhibit 5 and the percentage of eligible *returning* applicants offered an OSP scholarship who used one.

The proportion of OSP eligible *new* applicants who used an offered scholarship steadily declined from 2012-13 to 2016-17. From 2017-18 onwards, this decline in the use of OSP scholarships by *new* applicants stabilized at roughly 40 percent. In contrast, more than 85 percent of *returning* applicants used an offered OSP scholarship, demonstrating that eligible students who renewed their OSP scholarship application were highly likely to continue using an OSP scholarship.



### Exhibit C.5. Percentage of OSP Users Among those Offered a Scholarship, by Enrollment Year and Applicant Type

Enrollment Year	OSP Eligible New Applicants			OSP Eligible Returning Applicants			All OSP Eligible Applicants		
	Number Offered a Scholarship	Number Offered that Used Scholarship	Percent Offered that Used Scholarship	Number Offered a Scholarship	Number Offered that Used Scholarship	Percent Offered that Used Scholarship	Number Offered a Scholarship	Number Offered that Used Scholarship	Percent Offered that Used Scholarship
2012-2013	316	246	78	a	a	a	a	a	a
2013-2014	394	260	66	a	a	a	a	a	a
2014-2015	285	185	65	a	1,266	a	a	1,451	a
2015-2016	267	139	52	a	1,105	a	a	1,244	a
2016-2017	225	99	44	a	1,055	a	a	1,154	a
2017-2018	1,901	806	42	1,029	907	88	2,930	1,713	58
2018-2019	1,061	406	38	1,497	1,293	86	2,558	1,699	66
2019-2020	1,153	461	40	1,529	1,317	86	2,682	1,778	66
2020-2021	1,097 <sup>a</sup>	397 <sup>a</sup>	36 <sup>a</sup>	1,660 <sup>a</sup>	1,397 <sup>a</sup>	84 <sup>a</sup>	2,757 <sup>a</sup>	1,794 <sup>a</sup>	65 <sup>a</sup>
2021-2022	716 <sup>a</sup>	386 <sup>a</sup>	54 <sup>a</sup>	1,641 <sup>a</sup>	1,448 <sup>a</sup>	88 <sup>a</sup>	2,357 <sup>a</sup>	1,834 <sup>a</sup>	78 <sup>a</sup>
2022-2023	785	334	43	1,616	1,372	85	2,401	1,706	71

**Notes:**

Ineligible and incomplete applications are excluded from this analysis. Incomplete applications cannot be reviewed for eligibility, so student eligibility status is unknown. In addition, some eligible applicants who were not offered a scholarship due to insufficient funds by the time they applied are also excluded from this analysis. For the 2019-20 enrollment year, 22 eligible new applicants were not offered a scholarship. For the 2022-23 enrollment year, 76 eligible new applicants and 3 eligible returning applicants were not offered a scholarship.

<sup>a</sup> Data not available for this enrollment year

**Sample sizes:**

OSP eligible new applicants:

2012-13 = 536 applicants, 2013-14 = 718 applicants, 2014-15 = 517 applicants, 2015-16 = 1,567 applicants, 2016-17 = 2,349 applicants, 2017-18 = 1,901 applicants, 2018-19 = 1,061 applicants, 2019-20 = 1,175 applicants, 2020-21 = 1,097 applicants, 2021-22 = 716 applicants, 2022-23 = 861 applicants

OSP eligible returning applicants:

2014-15 = 1,898 applicants, 2015-16 = 1,679 applicants, 2016-17 = 1,549 applicants, 2017-18 = 1,029 applicants, 2018-19 = 1,497 applicants, 2019-20 = 1,529 applicants, 2020-21 = 1,660 applicants, 2021-22 = 1,641 applicants, 2022-23 = 1,619 applicants

All OSP eligible applicants:

2014-15 = 2,415 applicants, 2015-16 = 3,246 applicants, 2016-17 = 3,898 applicants, 2017-18 = 2,930 applicants, 2018-19 = 2,558 applicants, 2019-20 = 2,704 applicants, 2020-21 = 2,757 applicants, 2021-22 = 2,357 applicants, 2022-23 = 2,480 applicants

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions.

Sources: For enrollment years and new applicants in 2012-13, 2013-14, and 2014-15: Webber et al., 2019. For returning applicants in 2014-15 and all applicants in 2015-16 and 2016-17: calculations using data from Webber et al. (2019) and the program operator's "factsheets" (<https://servingourchildrendc.org/blog/program-facts/>). For 2017-18, 2018-19, 2019-20, 2020-21: OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 and OSP scholarship use data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23



**Students who continued to use the OSP scholarship.** To provide further insight into the program’s ability to retain users, Exhibit 6 in the report shows the percentage of new users in one school year who continued to use an OSP scholarship in the following school year. Exhibit C.6 provides the underlying count for Exhibit 6, along with the percentages shown in Exhibit 6.

Approximately three in four new users across the study period used an OSP scholarship in the next consecutive year. These findings are consistent with the results of the most recent prior evaluation of the OSP, which showed that almost 80 percent of prior users returned to use an OSP scholarship across the 2011-12 to 2013-14 years.<sup>40</sup>

However, when following new users over multiple school years, the percentage who return in each subsequent year declines. Exhibit C.7 shows how many new users who first enrolled in 2017-18 continued to use the OSP scholarship in each of five subsequent years. Five years after they first used the scholarship to enroll in a participating private school, only a third of first time users in 2017-18 continued to use the OSP scholarship.

**Exhibit C.6. Percentage of New OSP Users in the Prior School Year Who Returned to Use the OSP Scholarship for a Second Consecutive Year, by Application Year and Enrollment Years**

Application Year	1 <sup>st</sup> Enrollment Year	2 <sup>nd</sup> Enrollment Year	New OSP Users in the 1 <sup>st</sup> Enrollment Year who Returned to Use the Scholarship in the 2 <sup>nd</sup> Enrollment Year	
			Number	Percent
2016-2017	2017-2018	2018-2019	628	79
2017-2018	2018-2019	2019-2020	296	74
2018-2019	2019-2020	2020-2021	339	74!
2019-2020	2020-2021	2021-2022	317!	81!
2020-2021	2021-2022	2022-2023	298!	79

Notes:

Sample sizes:

New OSP users:

2016-17 = 796 applicants, 10 applicants were excluded because they were entering 12th grade

2017-18 = 402 applicants, 4 applicants were excluded because they were entering 12th grade

2018-19 = 459 applicants, 2 applicants were excluded because they were entering 12th grade

2019-20 = 392 applicants, 5 applicants were excluded because they were entering 12th grade

2020-21 = 379 applicants, 7 applicants were excluded because they were entering 12th grade

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families’ schooling decisions.

Sources: OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 and OSP scholarship use data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23.



## Exhibit C.7. Percentage of New OSP Users Who Applied in 2016-17 and Used the OSP Scholarship in Subsequent Years

Application Year	Enrollment Year	Number of New OSP Users in Application Year 2016-17 that had Not Graduated	Number of New OSP Users in Application Year 2016-17 who Used the Scholarship Again	Percent of New OSP Users in Application Year 2016-17 who Used the Scholarship Again
2016-2017	2017-2018	806	N/A	N/A
2017-2018	2018-2019	797 <sup>a</sup>	629	79
2018-2019	2019-2020	786	521	66
2019-2020	2020-2021	775	417!	54!
2020-2021	2021-2022	771!	334!	43!
2021-2022	2022-2023	768!	257	33

Notes:

Sample sizes:

<sup>a</sup> New OSP Users who first used the scholarship in 2017-18:

Enrollment Year 2017-2018 = 806 new OSP users, 0 graduates

Enrollment Year 2018-2019 = 806 new OSP users, 9 graduates

Enrollment Year 2019-2020 = 806 new OSP users, 20 graduates

Enrollment Year 2020-2021 = 806 new OSP users, 31 graduates

Enrollment Year 2021-2022 = 806 new OSP users, 35 graduates

Enrollment Year 2022-2023 = 806 new OSP users, 38 graduates

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions

Sources: OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 and OSP scholarship use data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23.

### C.3 Public School Choices Available to OSP Applicants

Families' access to and experiences with the public schools may contribute to low interest in and use of OSP scholarships. The study examined whether OSP applicants' experiences with the public schools in DC may relate to their decisions about using an offered OSP scholarship.

**Public and private school options in DC.** The range of public school options potentially accessible to DC families may have attenuated interest in the OSP and use of scholarships. Exhibit C.8 provides the data for endnote 34 in the report as well as the number of private schools participating in the OSP. While the number of private schools participating in the OSP fell across the study period, the number of traditional public and charter public schools participating in the MSDC lottery increased. This suggests that families had a wide variety of public school options to choose from, in addition to OSP private schools.



**Exhibit C.8. Number of Participating OSP Private Schools and Number and Percentage of Public Schools Participating in the MSDC Lottery, by Application Year**

Application Year	Participating OSP Private Schools	Traditional Public Schools Participating in MSDC		Charter Public Schools Participating in MSDC	
	Number	Number	Percent	Number	Percent
2016-2017	47	107	95	99	93
2017-2018	46	109	93	99	93
2018-2019	44	111	94	100	94
2019-2020	43	111	95	106	95
2020-2021	42!	110!	96!	107!	93!
2021-2022	38!	110!	96!	112!	96!

Sample sizes:

OSP Schools: 2016-17 = 47 schools, 2017-18 = 46 schools, 2018-19 = 44 schools, 2019-20 = 43 schools, 2020-21 = 42 schools, 2021-22 = 38 schools  
 Traditional Public Schools: 2016-17 = 113 schools, 2017-18 = 117 schools, 2018-19 = 118 schools, 2019-20 = 117 schools, 2020-21 = 114 schools, 2021-22 = 114 schools

Charter Public Schools: 2016-17 = 106 schools, 2017-18 = 106 schools, 2018-19 = 106 schools, 2019-20 = 111 schools, 2020-21 = 115 schools, 2021-22 = 117 schools

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions

Sources: OSP scholarship use data from 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23; OSSE school directory data from 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23.

**Use of the MSDC public school lottery.** Students may apply for an OSP scholarship with the intention of attending a private school, or they could be exploring both private and public school choices available to them. If OSP applicants want to explore all of their schooling options in DC, then a large share might also enter the MSDC public school lottery. On the other hand, if OSP applicants wanted to leave, or never enter, the public school system, they might be less likely to enter the MSDC public school lottery.

Exhibit 7 in the report shows the percentage of *new* OSP applicants who entered the MSDC lottery compared to all DC children entering K-12 who entered the MSDC lottery by application year. Exhibit C.9 provides the underlying counts for Exhibit 7 as well as the percentage of *new* OSP users and non-users that entered the MSDC lottery.

In almost every year, the minimum percentage of new OSP applicants as well as OSP users and non-users who entered DC's MSDC lottery exceeded the percentage of DC children who entered the MSDC lottery. This suggests that the subset of new OSP applicants who entered the MSDC lottery were interested in maximizing their private and public school options. This subset of new OSP applicants was not concentrated in particular grade levels. (see Exhibit C.9a which provides the data referenced in endnote 41 of the report).





**Exhibit C.9. Percentage of DC Children Entering K-12, and Percentage of OSP Eligible New Applicants, New OSP Users, and OSP Non-Users who Entered the MSDC Lottery, by Application Year**

Application Year	Enrollment Year	DC Children Entering K-12		OSP Eligible New Applicants				New OSP Users				OSP Non-users			
		MSDC Lottery entrants		MSDC Lottery entrants (Minimum <sup>a</sup> )		MSDC Lottery entrants (Maximum <sup>a</sup> )		MSDC Lottery entrants (Minimum <sup>a</sup> )		MSDC Lottery entrants (Maximum <sup>a</sup> )		MSDC Lottery entrants (Minimum <sup>a</sup> )		MSDC Lottery entrants (Maximum <sup>a</sup> )	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2016-2017	2017-2018	13,904	17	17	430	23	1,194	63	112	14	686	85	29	508	46
2017-2018	2018-2019	16,132	19	19	350	33	524	49	118	29	235	58	35	289	44
2018-2019	2019-2020	16,654	19	19	411	35	582	50	155	34	258	56	36	312	45
2019-2020	2020-2021	16,239	19	19	332	30	532	48	95!	24!	222!	56!	34!	310!	44!
2020-2021	2021-2022	12,794!	16!	16!	169!	24!	332!	46!	66!	17!	192!	50!	31!	140!	42!
2021-2022	2022-2023	14,933!	18!	18!	234!	27!	361!	42!	77	23	158	47	32	177	39

Notes: Ineligible and incomplete applications are excluded from this analysis. Incomplete applications cannot be reviewed for eligibility, so student eligibility status is unknown. Because no unique identifier was available in both the OSP application data and the MSDC lottery data the study could not determine the exact number of OSP applicants who also entered the public-school lottery, a range is presented.

<sup>a</sup> The minimum bound reflects the share of OSP applicants, users, or non-users who were found in OSSE enrollment data and linked to a student record in the MSDC lottery data. The maximum bound reflects the share of OSP applicants, users, or non-users who were not found in OSSE enrollment data and might or might not have had a record in the MSDC lottery data.

Sample sizes:

DC children entering K-12:

2016-17 = 80,689 (SE 754) children, 2017-18 = 83,337 (SE 907) children, 2018-19 = 86,096 (SE 786) children, 2019-20 = 85,972 (SE 881) children, 2020-21 = 81,439 (SE 788) children, 2021-22 = 84,931 (SE 964) children

OSP eligible new applicants:

2016-17 = 1,901 applicants, 2017-18 = 1,061 applicants, 2018-19 = 1,175 applicants, 2019-20 = 1,097 applicants, 2020-21 = 716 applicants, 2021-22 = 861 applicants

New OSP users:

2016-17 = 806 applicants, 2017-18 = 406 applicants, 2018-19 = 461 applicants, 2019-20 = 397 applicants, 2020-21 = 386 applicants, 2021-22 = 334 applicants

OSP non-users:

2016-17 = 1,095 applicants, 2017-18 = 655 applicants, 2018-19 = 692 applicants, 2019-20 = 700 applicants, 2020-21 = 330 applicants, 2021-22 = 451 applicants

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions  
Sources: American Community Survey one-year estimates for DC from 2016, 2017, 2018, and 2019 to align with fall of each OSP application year; OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22; OSP scholarship use data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23; MSDC lottery data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22



**Exhibit C.9a. Percentage of OSP Eligible New Applicants and DC Children Entering K-12 who Applied to the MSDC lottery, in Transition and Other Grade Levels, by Enrollment Year**

Enrollment Year	Entering Grade	Number of OSP Eligible New applicants who entered MSDC lottery <sup>a</sup>	Percent of OSP Eligible New applicants who entered MSDC lottery	Number of DC children who entered MSDC lottery <sup>b</sup>	Percent of DC children who entered MSDC lottery
2017-2018	Transition Grades (K, 6, 9)	187	32	6,922	31
	Other grades	240	19	6,982	12
2018-2019	Transition Grades (K, 6, 9)	114	32	7,719	35
	Other grades	232	34	8,413	14
2019-2020	Transition Grades (K, 6, 9)	191	45	7,847	30
	Other grades	210	29	8,807	15
2020-2021	Transition Grades (K, 6, 9)	175!	43!	7,844!	32!
	Other grades	155!	23!	8,395!	14!
2021-2022	Transition Grades (K, 6, 9)	110!	34!	6,999!	30!
	Other grades	59!	15!	5,795!	10!
2022-2023	Transition Grades (K, 6, 9)	123	37	7,457	34
	Other grades	110	21	7,476	12

Note: Transition grades – kindergarten, grade 6, and grade 9 – are grades when students have not yet begun compulsory schooling or may have completed the terminal grade in their current school.

<sup>a</sup> The minimum bound reflects the share of OSP applicants, users, or non-users who were found in OSSE enrollment data and linked to a student record in the MSDC lottery data (see exhibit C.9).

<sup>b</sup> The Number of DC Children Entering K-12 who are MSDC Lottery entrants (see Exhibit C.9)

Sample sizes:

OSP eligible new applicants entering transition grades:

2017-18 = 582 applicants  
 2018-19 = 353 applicants  
 2019-20 = 423 applicants  
 2020-21 = 411 applicants  
 2021-22 = 324 applicants  
 2022-23 = 336 applicants

OSP eligible new applicants entering other grades:

2017-18 = 1,274 applicants  
 2018-19 = 691 applicants  
 2019-20 = 726 applicants  
 2020-21 = 677 applicants  
 2021-22 = 392 applicants  
 2022-23 = 523 applicants

OSP eligible new applicants missing entering grades:

2017-18 = 45 applicants were missing entering grade  
 2018-19 = 17 applicants were missing entering grade  
 2019-20 = 26 applicants were missing entering grade  
 2020-21 = 9 applicants were missing entering grade  
 2021-22 = 0 applicants were missing entering grade  
 2022-23 = 1 applicant were missing entering grade

Number of DC children entering transition grades:

2017-18 = 22,267 children  
 2018-19 = 22,235 children  
 2019-20 = 26,421 children  
 2020-21 = 24,674 children  
 2021-22 = 23,663 children  
 2022-23 = 21,882 children

Number of DC children entering other grades:

2017-18 = 58,422 children  
 2018-19 = 61,102 children  
 2019-20 = 59,675 children  
 2020-21 = 61,298 children  
 2021-22 = 57,776 children  
 2022-23 = 63,049 children



Number of DC children missing entering grades:  
 2017-18 = 0 applicants were missing entering grade  
 2018-19 = 0 applicants were missing entering grade  
 2019-20 = 0 applicants were missing entering grade  
 2020-21 = 0 applicants were missing entering grade  
 2021-22 = 0 applicants were missing entering grade  
 2022-23 = 0 applicants were missing entering grade

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions

Sources: American Community Survey one-year estimates for DC from 2016, 2017, 2018, and 2019 to align with fall of each OSP application year; OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22; OSP scholarship use data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23; MSDC lottery data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22

**Participation in public prekindergarten.** As stated above, DC children can enroll in a public school as early as pre-kindergarten. Families that have already secured a spot in a Pre-K program at a public school through the MSDC lottery could be less likely to consider private school options for kindergarten.

Exhibits C.10 and C.11 provide the data for endnote 38 in the report. Across all years, the largest shares of participants in the MSDC lottery were students entering pre-kindergarten for 3-year olds (21 to 23 percent), pre-kindergarten for 4-year-olds (11 to 14 percent) and grade 9 (13 to 17 percent) (Exhibit C.10). However, examining the enrollment pathways for OSP new applicants who were entering kindergarten suggests that some families were willing to switch schools for kindergarten. About half of OSP new applicants entering kindergarten applied while enrolled in a public pre-kindergarten program and then enrolled in an OSP private school for kindergarten (Exhibit C.11). The OSP could be missing an opportunity to attract students at an early age by limiting eligibility to students entering kindergarten through grade 12.

#### Exhibit C.10. Percentage of DC Children Eligible to Enter the MSDC Lottery and MSDC Lottery Entrants, by Application Year and Entering Grade

Application Year	Entering Grade	DC Children Eligible to Apply to the MSDC Lottery		MSDC Lottery Entrants	
		Number (SE)	Percent	Number	Percent
2016-2017	Pre-K 3	8,858 (401)	9	5,167	23
	Pre-K 4	8,636 (387)	9	2,979	14
	K	10,419 (426)	11	1,998	9
	1	7,571 (396)	8	1,195	5
	2	6,429 (352)	7	948	4
	3	6,056 (338)	6	932	4
	4	6,571 (340)	7	898	4
	5	7,014 (334)	7	1,047	5
	6	5,201 (291)	5	1,883	9
	7	4,978 (295)	5	661	3
	8	4,030 (281)	4	456	2
	9	6,120 (354)	6	3,041	14



Application Year	Entering Grade	DC Children Eligible to Apply to the MSDC Lottery		MSDC Lottery Entrants	
		Number (SE)	Percent	Number	Percent
2017-2018	10	5,586 (323)	6	440	2
	11	6,240 (364)	6	295	1
	12	5,018 (267)	5	110	0
	Pre-K 3	7,874 (416)	8	5,669	23
	Pre-K 4	8,203 (426)	8	3,195	13
	K	10,683 (416)	11	2,183	9
	1	8,929 (399)	9	1,348	5
	2	5,706 (319)	6	1,232	5
	3	7,759 (417)	8	1,094	4
	4	6,642 (365)	7	1,034	4
	5	8,001 (376)	8	1,256	5
	6	5,392 (291)	5	2,209	9
	7	5,778 (343)	6	881	4
	8	4,482 (282)	4	625	3
	9	5,082 (301)	5	3,327	13
	10	5,685 (322)	6	516	2
	11	5,985 (327)	6	296	1
	12	4,659 (362)	5	131	1
2018-2019	Pre-K 3	9,236 (451)	9	5,708	22
	Pre-K 4	7,566 (435)	7	3,226	13
	K	10,328 (415)	10	2,069	8
	1	9,389 (395)	9	1,400	5
	2	6,329 (339)	6	1,129	4
	3	5,968 (296)	6	1,055	4



Application Year	Entering Grade	DC Children Eligible to Apply to the MSDC Lottery		MSDC Lottery Entrants	
		Number (SE)	Percent	Number	Percent
	4	8,233 (405)	8	1,064	4
	5	6,359 (348)	6	1,284	5
	6	7,994 (425)	8	2,318	9
	7	5,514 (319)	5	1,041	4
	8	5,877 (360)	6	769	3
	9	5,197 (327)	5	3,460	14
	10	6,171 (311)	6	548	2
	11	5,505 (333)	5	341	1
	12	4,044 (282)	4	176	1
2019-2020	Pre-K 3	9,909 (488)	9	5,678	23
	Pre-K 4	8,753 (420)	8	3,281	13
	K	10,349 (469)	10	2,090	8
	1	9,074 (361)	8	1,185	5
	2	7,307 (435)	7	1,093	4
	3	5,159 (323)	5	1,024	4
	4	7,353 (356)	7	944	4
	5	8,008 (390)	7	1,343	5
	6	5,359 (334)	5	2,170	9
	7	7,095 (437)	7	984	4
	8	6,176 (397)	6	759	3
	9	5,991 (336)	6	3,584	14
	10	5,757 (347)	5	540	2
	11	6,614 (336)	6	353	1
	12	4,168 (323)	4	170	1



Application Year	Entering Grade	DC Children Eligible to Apply to the MSDC Lottery		MSDC Lottery Entrants	
		Number (SE)	Percent	Number	Percent
2020-2021	Pre-K 3	8,803! (381)!	8!	4,380!	22!
	Pre-K 4	8,505! (353)!	8!	2,752!	14!
	K	10,402! (316)!	10!	1,785!	9!
	1	8,467! (376)!	8!	946!	5!
	2	7,281! (369)!	7!	789!	4!
	3	6,473! (377)!	6!	713!	4!
	4	6,192! (282)!	6!	681!	3!
	5	6,970! (296)!	7!	910!	5!
	6	6,836! (315)!	7!	1,803!	9!
	7	6,783! (275)!	7!	550!	3!
	8	6,991! (321)!	7!	525!	3!
	9	6,111! (329)!	6!	3,411!	17!
	10	5,185! (259)!	5!	330!	2!
	11	4,851! (247)!	5!	242!	1!
	12	4,341! (255)!	4!	109!	1!
2021-2022	Pre-K 3	7,145! (294)!	7!	4,761!	21!
	Pre-K 4	9,091! (335)!	9!	2,517!	11!
	K	8,848! (331)!	9!	1,684!	8!
	1	8,282! (300)!	8!	1,133!	5!
	2	5,447! (276)!	5!	870!	4!
	3	8,163! (395)!	8!	875!	4!
	4	6,665! (305)!	7!	862!	4!
	5	6,996! (275)!	7!	1,128!	5!
	6	6,859! (380)!	7!	2,089!	9!





Application Year	Entering Grade	DC Children Eligible to Apply to the MSDC Lottery		MSDC Lottery Entrants	
		Number (SE)	Percent	Number	Percent
	7	5,418! (264)!	5!	867!	4!
	8	8,064! (294)!	8!	652!	3!
	9	5,227! (237)!	5!	3,684!	17!
	10	7,223! (339)!	7!	624!	3!
	11	4,728! (206)!	5!	327!	1!
	12	3,878! (166)!	4!	138!	1!

Sample sizes:

DC children eligible to apply to MSDC:

2016-17 = 98,727 (SE 5234) children, 2017-18 = 100,860 (SE 690) children, 2018-19 = 103,710 (SE 650) children, 2019-20 = 107,072 (SE 620) children, 2020-21 = 104,191 (SE 550) children, 2021-22 = 102,034 (SE 577) children

MSDC lottery entrants:

2016-17 = 22,050 applicants, 2017-18 = 24,996 applicants, 2018-19 = 25,588 applicants, 2019-20 = 25,198 applicants, 2020-21 = 19,926 applicants, 2021-22 = 22,211 applicants

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions

Sources: American Community Survey one-year estimates for DC from 2016, 2017, 2018, and 2019 to align with fall of each OSP application year; MSDC lottery data from 2016-17, 2017-18, 2018-19, and 2019-20



**Exhibit C.11. Percent of OSP Eligible New Applicants Entering Kindergarten Who Were or Were Not Enrolled in Public Pre-K in DC By Kindergarten Enrollment**

Enrollment in Application Year	Kindergarten Enrollment in	Number	Percent
<b>2016-2017</b>	<b>2017-2018</b>		
Enrolled in Public Pre-K	Enrolled in an OSP Private School	74	48
	Stayed in the Same DC Public School	42	27
	Switched to a Different Public School in DC	29	19
	Did Not Enroll <sup>a</sup>	8	5
Not Enrolled in Public Pre-K	Enrolled in an OSP Private School	67	75
	Enrolled in the DC Public System	13	15
	Did Not Enroll <sup>a</sup>	9	10
<b>2017-2018</b>	<b>2018-2019</b>		
Enrolled in Public Pre-K	Enrolled in an OSP Private School	61	51
	Stayed in the Same DC Public School	34	29
	Switched to a Different Public School in DC	19	16
	Did Not Enroll <sup>a</sup>	5	4
Not Enrolled in Public Pre-K	Enrolled in an OSP Private School	54	86
	Enrolled in the DC Public System	3	5
	Did Not Enroll <sup>a</sup>	6	10
<b>2018-2019</b>	<b>2019-2020</b>		
Enrolled in Public Pre-K	Enrolled in an OSP Private School	57	49
	Stayed in the Same DC Public School	28	24
	Switched to a Different Public School in DC	28	24
	Did Not Enroll <sup>a</sup>	4	3
Not Enrolled in Public Pre-K	Enrolled in an OSP Private School	42	72
	Enrolled in the DC Public System	9	16
	Did Not Enroll <sup>a</sup>	7	12
<b>2019-2020</b>	<b>2020-2021</b>		
Enrolled in Public Pre-K	Enrolled in an OSP Private School	33!	36!
	Stayed in the Same DC Public School	38!	41!
	Switched to a Different Public School in DC	17!	18!
	Did Not Enroll <sup>a</sup>	4!	4!
Not Enrolled in Public Pre-K	Enrolled in an OSP Private School	58!	78!
	Enrolled in the DC Public System	8!	11!
	Did Not Enroll <sup>a</sup>	8!	11!
<b>2020-2021</b>	<b>2021-2022</b>		
Enrolled in Public Pre-K	Enrolled in an OSP Private School	40!	58!
	Stayed in the Same DC Public School	17!	25!
	Switched to a Different Public School in DC/Did Not Enroll <sup>a,b</sup>	12!	17!
Not Enrolled in Public Pre-K	Enrolled in an OSP Private School	58!	89!
	Enrolled in the DC Public System	3!	5!
	Did Not Enroll <sup>a</sup>	4!	6!



2021-2022	2022-2023		
Enrolled in Public Pre-K	Enrolled in an OSP Private School	32	48
	Stayed in the Same DC Public School	21	31
	Switched to a Different Public School in DC	11	16
	Did Not Enroll <sup>a</sup>	3	4
Not Enrolled in Public Pre-K	Enrolled in an OSP Private School	45	83
	Enrolled in the DC Public System	6	11
	Did Not Enroll <sup>a</sup>	3	6

Notes:

Ineligible and incomplete applications are excluded from this analysis. Incomplete applications cannot be reviewed for eligibility, so student eligibility status is unknown.

<sup>a</sup> The category “Did Not Enroll” refers to children that did not enroll in the DC public system or in an OSP private school.

<sup>b</sup> These kindergarten enrollment categories were combined because of data suppression requirements for small cell size.

Sample sizes:

New Applicants Enrolled in Public Pre-K:

2016-17 = 153 applicants, 2017-18 = 119 applicants, 2018-19 = 117 applicants, 2019-20 = 92 applicants, 2020-21 = 69 applicants, 2021-22 = 67 applicants

New Applicants Not Enrolled in Public Pre-K:

2016-17 = 89 applicants, 2017-18 = 63 applicants, 2018-19 = 58 applicants, 2019-20 = 74 applicants, 2020-21 = 65 applicants, 2021-22 = 54 applicants

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families’ schooling decisions

Sources: OSP application data from 2016-17, 2017-18, 2018-19, and 2019-20, and OSP scholarship use data for 2016-2017, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23 and OSSE enrollment data from 2016-2017, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23.

**Timing of OSP application submission.** Since the OSP processes applications on a rolling basis, families exploring all their school choices could apply for an OSP scholarship after finding out whether they matched to a preferred public school through the MSDC lottery.

Exhibit C.12 provides the data for endnote 40 in the report. Students find out whether they are matched to a public school through the MSDC lottery in April of each year. However, the majority of students applied to the OSP before April, suggesting that their decision to apply for the OSP scholarship did not depend on their MSDC lottery results.

### Exhibit C.12. Percentage of OSP Eligible Applicants, by Application Year, Submission Date and Applicant Type

Application Year	Submission Date	OSP Eligible New Applicants		OSP Eligible Returning Applicants	
		Number	Percent	Number	Percent
2016-2017	Invalid or Missing Date	68	4	32	3
	Before October 2016	232	12	67	7
	November 2016	280	15	160	16
	December 2016	237	12	242	24
	January 2017	257	14	161	16
	February 2017	175	9	104	10
	March 2017	235	12	82	8
	April 2017	163	9	72	7
	May 2017	120	6	65	6
	June 2017	130	7	37	4
	July 2017-September 2017	4	0	7	1
2017-2018	Invalid or Missing Date	3	0	0	0
	Before October 2017	262	25	465	31
	November 2017	157	15	151	10



Application Year	Submission Date	OSP Eligible New Applicants		OSP Eligible Returning Applicants	
		Number	Percent	Number	Percent
2018-2019	December 2017	144	14	169	11
	January 2018	222	21	248	17
	February 2018	95	9	160	11
	March 2018	74	7	111	7
	April 2018	63	6	61	4
	May 2018	14	1	46	3
	June 2018	13	1	78	5
	July 2018-September 2018	14	1	8	1
	Invalid or Missing Date	28	2	36	2
	Before October 2018	203	17	312	20
	November 2018	198	17	366	24
	December 2018	178	15	200	13
	January 2019	198	17	174	11
	February 2019	86	7	144	9
2019-2020	March 2019	116	10	85	6
	April 2019	106	9	63	4
	May 2019	33	3	63	4
	June 2019	18	2	49	3
	July 2019-September 2019	11	1	37	2
	Before October 2019	387	35	712	43
	November 2019	132	12	218	13
	December 2019	109	10	157	9
	January 2020	166	15	191	12
	February 2020	92	8	78	5
2020-2021	March 2020	51	5	43	3
	April 2020	45	4	49	3
	May 2020	56	5	84	5
	June 2020	20	2	27	2
	July 2020-September 2020	39	4	101	6
	Before October 2020	50!	7!	223!	14!
	November 2020	129!	18!	383!	23!
	December 2020	56!	8!	186!	11!
	January 2021	57!	8!	222!	14!
	February 2021	54!	8!	102!	6!
2021-2022	March 2021	68!	9!	102!	6!
	April 2021	59!	8!	65!	4!
	May 2021	46!	6!	74!	5!
	June 2021	48!	7!	60!	4!
	July 2021-September 2021	149!	21!	224!	14!
	Invalid or Missing Date	2!	0!	0!	0!
	Before October 2021	93!	11!	317!	20!
	November 2021	91!	11!	251!	16!
	December 2021	81!	9!	130!	8!



Application Year	Submission Date	OSP Eligible New Applicants		OSP Eligible Returning Applicants	
		Number	Percent	Number	Percent
	January 2022	111!	13!	187!	12!
	February 2022	106!	12!	150!	9!
	March 2022	88!	10!	133!	8!
	April 2022	76!	9!	97!	6!
	May 2022	60!	7!	105!	6!
	June 2022	61!	7!	82!	5!
	July 2022-September 2022	92!	11!	167!	10!

Notes: Ineligible and incomplete applications are excluded from this analysis. Incomplete applications cannot be reviewed for eligibility, so student eligibility status is unknown.

As described in endnote 30 (see section B.2.1), OSP eligible applicants who submitted their application after October 1<sup>st</sup> of the year they hoped to use a scholarship were excluded from all analyses in this report since they would be enrolling well after the start of the school year.

Sample sizes:

OSP Eligible new applicants:

2016-17 = 1,901 applicants, 2017-18 = 1,061 applicants, 2018-19 = 1,175 applicants, 2019-20 = 1,097 applicants, 2020-21 = 716 applicants, 2021-22 = 785 applicants

OSP eligible returning applicants:

2016-17 = 1,029 applicants, 2017-18 = 1,497 applicants, 2018-19 = 1,529 applicants, 2019-20 = 1,660 applicants, 2020-21 = 1,641 applicants, 2021-22 = 1,619 applicants

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions

Sources: OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22 and OSP scholarship use data for 2016-2017, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

**OSP applicants' schools when they applied.** Some families may apply for an OSP scholarship because they are looking for an alternative to public schools altogether. If these families prefer a private school or homeschooling arrangement, they may already have left or not have enrolled in the public school system. Exhibit 8 in the report shows the percentage of OSP applicants who were enrolled in or outside of the DC public school system when they applied to the OSP and who went on to use an OSP scholarship (*new* OSP users) or not (OSP non-users) in the enrollment year. Exhibit C.13 provides the underlying counts for Exhibit 8. A higher proportion of new OSP users came from outside of the DC public school system compared to non-users. This suggests that the OSP may be more attractive to families already outside of the DC public school system relative to families applying while in the DC public school system. Exhibit C.14 shows the number and percentage of OSP eligible new applicants who were enrolled in a traditional or charter public school or outside the DC public school system at the time they applied to the OSP.



**Exhibit C.13. Percentage of Eligible New Applicants Enrolled In or Outside the DC Public School System At The Time of OSP Application Who Used an OSP Scholarship (New OSP Users) or Did Not (Non-Users)**

Application Year	OSP user status in the enrollment year	Where Enrolled at the time of OSP application			
		In the DC public school system		Outside the DC public school system	
		Number	Percent	Number	Percent
2016-2017	New OSP users	488	34	318	66
	OSP non-users	934	66	161	34
2017-2018	New OSP users	273	32	133	66
	OSP non-users	587	68	68	34
2018-2019	New OSP users	324	35	137	61
	OSP non-users	603	65	89	39
2019-2020	New OSP users	216	27	181	61
	OSP non-users	586	73	114	39
2020-2021	New OSP users	223!	45!	163!	72!
	OSP non-users	268!	55!	62!	28!
2021-2022	New OSP users	223!	36!	111!	66!
	OSP non-users	394!	64!	57!	34!

Notes: Ineligible and incomplete applications are excluded from this analysis. Incomplete applications cannot be reviewed for eligibility, so student eligibility status is unknown. An additional 22 eligible new applicants in 2018-19 and 76 eligible new applicants in 2021-22 are excluded from analyses because they were not offered an OSP scholarship and did not have the opportunity to choose whether to use an OSP scholarship.

Sample sizes:

Enrolled at the time of OSP application in the DC public school system:

2016-17 = 1,422 eligible new applicants, 2017-18 = 860 eligible new applicants, 2018-19 = 927 eligible new applicants, 2019-20 = 802 eligible new applicants, 2020-21 = 491 eligible new applicants, 2021-22 = 617 eligible new applicants.

Enrolled at the time of OSP application outside the DC public school system:

2016-17 = 479 eligible new applicants, 2017-18 = 201 eligible new applicants, 2018-19 = 226 eligible new applicants, 2019-20 = 295 eligible new applicants, 2020-21 = 225 eligible new applicants, 2021-22 = 168 eligible new applicants

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions

Sources: OSP application data from 2016-17, 2017-18, 2018-19, and 2019-20, and OSP scholarship use data for 2016-2017, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23 and OSSE enrollment data from 2016-2017, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23.





**Exhibit C.14. Percentage of OSP Eligible New Applicants, New OSP Users and Non-Users by Application year and Type of School Enrolled in at the Time of OSP Application**

Application Year	Type of School Enrolled in at Time of OSP Application	OSP Eligible New Applicants		New OSP Users		OSP Non-users	
		Number	Percent	Number	Percent	Number	Percent
2016-2017	Outside the DC public school system	479	25	318	39	161	15
	Within the DC public school system	1422	75	488	61	934	85
	DC Traditional Public	763	40	270	34	493	45
	DC Charter Public	659	35	218	27	441	40
2017-2018	Outside the DC public school system	201	19	133	33	68	10
	Within the DC public school system	860	81	273	67	587	90
	DC Traditional Public	421	40	133	33	288	44
	DC Charter Public	439	41	140	34	299	46
2018-2019	Outside the DC public school system	231	20	137	30	89	13
	Within the DC public school system	944	80	324	70	603	87
	DC Traditional Public	482	41	170	37	302	44
	DC Charter Public	462	39	154	33	301	44
2019-2020	Outside the DC public school system	295	27	181	46	114	16
	Within the DC public school system	802	73	216	54	586	84
	DC Traditional Public	383	35	111	28	272	39
	DC Charter Public	419	38	105	26	314	45
2020-2021	Outside the DC public school system	225!	31!	163!	42!	62!	19!
	Within the DC public school system	491!	69!	223!	58!	268!	81!
	DC Traditional Public	233!	33!	109!	28!	124!	38!
	DC Charter Public	258!	36!	114!	30!	144!	44!
2021-2022	Outside the DC public school system	188!	22!	111!	33!	57!	13!
	Within the DC public school system	673!	78!	223!	67!	394!	87!
	DC Traditional Public	335!	39!	114!	34!	190!	42!
	DC Charter Public	338!	39!	109!	33!	204!	45!

Notes: Ineligible and incomplete applications are excluded from this analysis. Incomplete applications cannot be reviewed for eligibility, so student eligibility status is unknown.

In 2018-19, 22 OSP eligible new applicants were not offered a scholarship and are excluded from the “New OSP Users” and “OSP Non-users” columns. In 2021-22, 76 eligible new applicants were not offered a scholarship and are excluded from the “New OSP Users” and “OSP Non-users” columns. In all other years the number of new OSP users and OSP non-users sum to the number of OSP eligible new applicants.

Sample sizes:

OSP eligible new applicants:

2016-17 = 1,901 applicants, 2017-18 = 1,061 applicants, 2018-19 = 1,175 applicants, 2019-20 = 1,097 applicants, 2020-21 = 716 applicants, 2021-22 = 861 applicants

New OSP users:

2016-17 = 806 applicants, 2017-18 = 406 applicants, 2018-19 = 461 applicants, 2019-20 = 397 applicants, 2020-21 = 386 applicants, 2021-22 = 334 applicants

OSP non-users:

2016-17 = 1,095 applicants, 2017-18 = 655 applicants, 2018-19 = 692 applicants, 2019-20 = 700 applicants, 2020-21 = 330 applicants, 2021-22 = 451 applicants

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families’ schooling decisions

Sources: OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22, OSP scholarship use data for 2016-2017, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23, and OSSE enrollment data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22



The large share of OSP eligible *new* applicants who were outside the DC public school system when they applied for the OSP would be expected if most of these children were entering kindergarten. Children entering kindergarten would be less likely to be enrolled in the DC public school system because they were not yet required to enroll in school and not all children attend a public pre-kindergarten program. However, as Exhibit C.15 shows, in each study year over 66 percent of the OSP applicants coming from outside the DC public system were, in fact, entering grades other than kindergarten. This suggests that some OSP applicants prefer alternatives to the DC public schools.

**Exhibit C.15. Percentage of OSP Eligible New Applicants, New OSP Users and Non-Users by Application year and Type of School Enrolled in at the Time of OSP Application**

Application Year	Type of School Enrolled in at Time of OSP Application	Entering Grade	OSP Eligible New Applicants		New OSP Users		OSP Non-users	
			Number	Percent	Number	Percent	Number	Percent
2016-2017	Outside the DC public school system	Kindergarten	92	20	70	22	22	16
		Grades 1-12	363	80	248	78	115	84
	Within the DC public school system	Kindergarten	150	11	71	15	79	9
		Grades 1-12	1251	89	417	85	834	91
	DC Traditional Public	Kindergarten	55	7	27	10	28	6
		Grades 1-12	697	93	243	90	454	94
	DC Charter Public	Kindergarten	95	15	44	20	51	12
		Grades 1-12	554	85	174	80	380	88
2017-2018	Outside the DC public school system	Kindergarten	66	34	57	43	9	15
		Grades 1-12	128	66	76	57	52	85
	Within the DC public school system	Kindergarten	116	14	58	21	58	10
		Grades 1-12	734	86	215	79	519	90
	DC Traditional Public	Kindergarten	48	12	23	17	25	9
		Grades 1-12	364	88	110	83	254	91
	DC Charter Public	Kindergarten	68	16	35	25	33	11
		Grades 1-12	370	84	105	75	265	89
2018-2019	Outside the DC public school system	Kindergarten	59	26	43	31	16	18
		Grades 1-12	167	74	94	69	72	82
	Within the DC public school system	Kindergarten	116	13	56	17	60	10
		Grades 1-12	807	87	268	83	534	90
	DC Traditional Public	Kindergarten	58	12	31	18	27	9
		Grades 1-12	411	88	139	82	271	91
	DC Charter Public	Kindergarten	58	13	25	16	33	11
		Grades 1-12	396	87	129	84	263	89
2019-2020	Outside the DC public school system	Kindergarten	74	26	58	32	16	15
		Grades 1-12	214	74	123	68	91	85
	Within the DC public school system	Kindergarten	92	12	33	15	59	10
		Grades 1-12	708	89	183	85	525	90
	DC Traditional Public	Kindergarten	36	9	13	12	23	9
		Grades 1-12	345	91	98	88	247	91
	DC Charter Public	Kindergarten	56	13	20	19	36	11
		Grades 1-12	363	87	85	81	278	89



Application Year	Type of School Enrolled in at Time of OSP Application	Entering Grade	OSP Eligible New Applicants		New OSP Users		OSP Non-users	
			Number	Percent	Number	Percent	Number	Percent
2020-2021	Outside the DC public school system	Kindergarten	66!	29!	59!	36!	7!	11!
		Grades 1-12	159!	71!	104!	64!	55!	89!
	Within the DC public school system	Kindergarten	68!	14!	39!	17!	29!	11!
		Grades 1-12	423!	86!	184!	83!	239!	89!
	DC Traditional Public	Kindergarten	19!	8!	14!	13!	5!	4!
		Grades 1-12	214!	92!	95!	87!	119!	96!
2021-2022	Outside the DC public school system	Kindergarten	49!	19!	25!	22!	24!	17!
		Grades 1-12	209!	81!	89!	78!	120!	83!
	Within the DC public school system	Kindergarten	56!	30!	47!	42!	8!	14!
		Grades 1-12	132!	70!	64!	58!	49!	86!
	DC Traditional Public	Kindergarten	65!	10!	30!	13!	32!	8!
		Grades 1-12	606!	90!	193!	87!	360!	92!
	DC Charter Public	Kindergarten	23!	7!	11!	10!	11!	6!
		Grades 1-12	311!	93!	103!	90!	178!	94!
	DC Charter Public	Kindergarten	42!	12!	19!	17!	21!	10!
		Grades 1-12	295!	88!	90!	83!	182!	90!

Notes: Ineligible and incomplete applications are excluded from this analysis. Incomplete applications cannot be reviewed for eligibility, so student eligibility status is unknown.

In 2018-19, 22 OSP eligible new applicants were not offered a scholarship and are excluded from the “New OSP Users” and “OSP Non-users” columns. In 2021-22, 76 eligible new applicants were not offered a scholarship and are excluded from the “New OSP Users” and “OSP Non-users” columns. In all other years the number of new OSP users and OSP non-users sum to the number of OSP eligible new applicants.

Sample sizes:

OSP eligible new applicants:

Outside the DC Public System:

2016-17 = 455 applicants, 24 applicants were missing entering grade

2017-18 = 194 applicants, 7 applicants were missing entering grade

2018-19 = 226 applicants, 5 applicants were missing entering grade

2019-20 = 288 applicants, 7 applicants were missing entering grade

2020-21 = 225 applicants, 0 applicants were missing entering grade

2021-22 = 188 applicants, 0 applicants were missing entering grade

Within the DC Public School System:

2016-17 = 1401 applicants, 21 applicants were missing entering grade

2017-18 = 850 applicants, 10 applicants were missing entering grade

2018-19 = 923 applicants, 21 applicants were missing entering grade

2019-20 = 800 applicants, 2 applicants were missing entering grade

2020-21 = 491 applicants, 0 applicants were missing entering grade

2021-22 = 671 applicants, 2 applicants were missing entering grade

DC Traditional Public:

2016-17 = 752 applicants, 11 applicants were missing entering grade

2017-18 = 412 applicants, 9 applicants were missing entering grade

2018-19 = 469 applicants, 13 applicants were missing entering grade

2019-20 = 381 applicants, 2 applicants were missing entering grade

2020-21 = 233 applicants, 0 applicants were missing entering grade

2021-22 = 334 applicants, 1 applicant was missing entering grade

DC Public Charter:

2016-17 = 649 applicants, 10 applicants were missing entering grade

2017-18 = 438 applicants, 1 applicant was missing entering grade

2018-19 = 454 applicants, 8 applicants were missing entering grade

2019-20 = 419 applicants, 0 applicants were missing entering grade

2020-21 = 258 applicants, 0 applicants were missing entering grade

2021-22 = 337 applicants, 1 applicant was missing entering grade

New OSP users:

Outside the DC Public System:

2016-17 = 318 applicants, 0 applicants were missing entering grade

2017-18 = 133 applicants, 0 applicants were missing entering grade

2018-19 = 137 applicants, 0 applicants were missing entering grade

2019-20 = 181 applicants, 0 applicants were missing entering grade

2020-21 = 163 applicants, 0 applicants were missing entering grade



2021-22 = 111 applicants, 0 applicants were missing entering grade  
Within the DC Public School System:  
2016-17 = 488 applicants, 0 applicants were missing entering grade  
2017-18 = 273 applicants, 0 applicants were missing entering grade  
2018-19 = 324 applicants, 0 applicants were missing entering grade  
2019-20 = 216 applicants, 0 applicants were missing entering grade  
2020-21 = 223 applicants, 0 applicants were missing entering grade  
2021-22 = 223 applicants, 0 applicants were missing entering grade

DC Traditional Public:

2016-17 = 270 applicants, 0 applicants were missing entering grade  
2017-18 = 133 applicants, 0 applicants were missing entering grade  
2018-19 = 170 applicants, 0 applicants were missing entering grade  
2019-20 = 111 applicants, 0 applicants were missing entering grade  
2020-21 = 109 applicants, 0 applicants were missing entering grade  
2021-22 = 114 applicants, 0 applicants were missing entering grade

DC Public Charter:

2016-17 = 218 applicants, 0 applicants were missing entering grade  
2017-18 = 140 applicants, 0 applicants were missing entering grade  
2018-19 = 154 applicants, 0 applicants were missing entering grade  
2019-20 = 105 applicants, 0 applicants were missing entering grade  
2020-21 = 114 applicants, 0 applicants were missing entering grade  
2021-22 = 109 applicants, 0 applicants were missing entering grade

OSP non-users:

Outside the DC Public System:

2016-17 = 137 applicants, 24 applicants were missing entering grade  
2017-18 = 61 applicants, 7 applicants were missing entering grade  
2018-19 = 88 applicants, 1 applicant was missing entering grade  
2019-20 = 107 applicants, 7 applicants were missing entering grade  
2020-21 = 62 applicants, 0 applicants were missing entering grade  
2021-22 = 57 applicants, 0 applicants were missing entering grade

Within the DC Public School System:

2016-17 = 913 applicants, 21 applicants were missing entering grade  
2017-18 = 577 applicants, 10 applicants were missing entering grade  
2018-19 = 594 applicants, 9 applicants were missing entering grade  
2019-20 = 584 applicants, 2 applicants were missing entering grade  
2020-21 = 268 applicants, 0 applicants were missing entering grade  
2021-22 = 392 applicants, 2 applicants were missing entering grade

DC Traditional Public:

2016-17 = 482 applicants, 11 applicants were missing entering grade  
2017-18 = 288 applicants, 9 applicants were missing entering grade  
2018-19 = 298 applicants, 4 applicants were missing entering grade  
2019-20 = 270 applicants, 2 applicants were missing entering grade  
2020-21 = 124 applicants, 0 applicants were missing entering grade  
2021-22 = 189 applicants, 1 applicant was missing entering grade

DC Public Charter:

2016-17 = 431 applicants, 10 applicants were missing entering grade  
2017-18 = 298 applicants, 1 applicant was missing entering grade  
2018-19 = 296 applicants, 5 applicants were missing entering grade  
2019-20 = 314 applicants, 0 applicants were missing entering grade  
2020-21 = 144 applicants, 0 applicants were missing entering grade  
2021-22 = 203 applicants, 1 applicant was missing entering grade

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions

Sources: OSP application data from 2016-17, 2017-18, 2018-19, and 2019-20, OSP scholarship use data for 2016-2017, 2017-18, 2018-19, 2019-20, and 2020-21, and OSSE enrollment data from 2016-17, 2017-18, 2018-19, and 2019-20

**Where OSP non-users enrolled.** One reason OSP eligible new applicants may not use an offered scholarship could be that they are seeking an alternative to traditional public schools but would prefer not to leave the public sector altogether. These families may find charter public schools appealing because charter schools can make independent decisions about instruction, curriculum, and disciplinary practices, characteristics that some families may associate with better student outcomes.

Exhibit 9 in the report shows the percentage of OSP non-users who enrolled in or outside of the DC public school system and Exhibit C.16 provides the underlying counts for Exhibit 9. Exhibit C.16 provides additional data on whether non-users changed the type of school they were already attending when they applied to the OSP.



OSP non-users enrolled in traditional public and charter public schools at similar rates (Exhibit C.16). Further, most OSP non-users remained enrolled in the same type of public school they attended when they applied to the OSP. Across the study period, fewer than 1 in 10 OSP non-users moved from a traditional public school to a charter public school. A similar proportion of students moved from a charter public school to a traditional public school. This suggests that preference for charter schools may not be a reason families choose not to use the OSP scholarship (Exhibit C.17).

#### Exhibit C.16. Percentage of OSP Non-Users Who Enrolled in the DC Public School System, by Enrollment Year and Type of School

Enrollment Year	Enrolled in...					
	DC Traditional Public School		DC Charter Public School		School Outside DC Public System	
	Number	Percent	Number	Percent	Number	Percent
2016-2017	443	40	440	40	212	19
2017-2018	271	41	280	43	104	16
2018-2019	299	43	270	39	123	18
2019-2020	262!	37!	312!	45!	126!	18!
2020-2021	123!	37!	139!	42!	68!	21!
2021-2022	186	41	179	40	86	19

Sample sizes:

OSP non-users: 2017-18 = 1,095 applicants, 2018-19 = 655 applicants, 2019-20 = 692 applicants, 2020-21 = 700 applicants, 2021-22 = 330 applicants, 2022-23 = 451 applicants

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions

Sources: OSP scholarship use data for 2017-2018, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23 and OSSE enrollment data from 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23

#### Exhibit C.17. Percentage of OSP Non-Users Who Stayed or Changed the Type of Public School They Attended, by Enrollment Year and Enrollment Decision

Enrollment Year	Enrollment Decision	Number	Percent
2020-2021	Stayed in a Charter Public School <sup>a</sup>	337	31
	Stayed in a Traditional Public <sup>b</sup>	346	32
	Moved from Charter Public School to a Traditional Public School	59	5
	Moved from a Traditional Public School to a Charter Public School	83	8
	Other <sup>c</sup>	270	25
2021-2022	Stayed in a Charter Public School <sup>a</sup>	234	36
	Stayed in a Traditional Public <sup>b</sup>	225	34
	Moved from Charter Public School to a Traditional Public School	41	6
	Moved from a Traditional Public School to a Charter Public School	42	6
	Other	113	17
2022-2023	Stayed in a Charter Public School <sup>a</sup>	216	31
	Stayed in a Traditional Public <sup>b</sup>	239	35
	Moved from Charter Public School to a Traditional Public School	52	8
	Moved from a Traditional Public School to a Charter Public School	50	7
	Other	135	20
2020-2021	Stayed in a Charter Public School <sup>a</sup>	261!	37!
	Stayed in a Traditional Public School <sup>b</sup>	213!	30!
	Moved from Charter Public School to a Traditional Public School	38!	5!



Enrollment Year	Enrollment Decision	Number	Percent
2021-2022	Moved from a Traditional Public School to a Charter Public School	44!	6!
	Other	144!	21!
	Stayed in a Charter Public School <sup>a</sup>	110!	33!
	Stayed in a Traditional Public School <sup>b</sup>	92!	28!
	Moved from Charter Public School to a Traditional Public School	25!	8!
	Moved from a Traditional Public School to a Charter Public School	24!	7!
	Other	79!	24!
2022-2023	Stayed in a Charter Public School <sup>a</sup>	152	34
	Stayed in a Traditional Public School <sup>b</sup>	147	33
	Moved from Charter Public School to a Traditional Public School	33	7
	Moved from a Traditional Public School to a Charter Public School	24	5
	Other	95	21

Notes:

<sup>a</sup> Student may have changed schools but stayed within the charter public school sector.

<sup>b</sup> Student may have changed schools but stayed within the traditional public school sector.

<sup>c</sup> Student did not enroll in a charter or traditional public school in the application year, or the student did not enroll in a charter or traditional public school in the enrollment year, or the student did not enroll in a charter or traditional public in both the application and enrollment years.

Sample sizes:

OSP Non-user: 2017-18 = 1,095 applicants, 2018-19 = 655 applicants, 2019-20 = 692 applicants, 2020-21 = 700 applicants, 2021-22 = 330 applicants, 2022-23 = 451 applicants

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions

Sources: OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22 and OSP scholarship use data for 2016-2017, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23 and OSSE enrollment data from 2016-2017, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23.



## APPENDIX D. SUPPLEMENTAL FINDINGS

This appendix presents additional findings not included in the report to provide new information for interested readers. While not the focus of the report, the study examined the relationship between students' grade level, race, and ethnicity and their expressed interest in the OSP and scholarship use. Understanding these characteristics of students who expressed interest in the program and used an offered scholarship provides information about those who find the program appealing.

### D.1 Expressed Interest in the OSP and Scholarship Use Across Student Grade Levels

Most schools in DC enroll students in particular grade bands, such as kindergarten through grade 5, grades 6 through 12, or grades 9 through 12. The study examined whether the shares of students who applied for or used an OSP scholarship were higher or lower for students entering grades when they were required to make a “structural” transition from school to school, which typically occurs in kindergarten, grade 6, or grade 9. Families may not be willing to change where their child attends school unless their child has reached the terminal grade in their school. In contrast, differences in the expressed interest and in the OSP and scholarship use at other grade levels could highlight potential questions for future research to explore. Exhibit D.1 shows the number and percentage of DC children entering K-12 who were eligible for the OSP as *new* applicants, as well as the number and percentage of eligible OSP *new* applicants, MSDC lottery entrants, *new* OSP users, and OSP non-users by entering grade for each application and enrollment year. Exhibit D.1a graphs the percent of DC children entering K-12 who were eligible as *new* applicants who applied for the OSP by entering grade for each application year to examine the trend in the share of children eligible as new applicants who applied by entering grade across application years.

The highest shares of new OSP applicants and users were entering kindergarten, grade 6, and grade 9. However, students entering other grades continued to apply to and use the OSP scholarship. These grade-level patterns for OSP applicants and users were similar to patterns in the rates at which DC students entering grades K-12 participated in the MSDC lottery, but the highest share of public school lottery entrants were entering grade 9. In contrast, the highest shares of OSP applicants and users were entering kindergarten. Further, the study found no discernible changes over time in the shares of children eligible as new applicants who applied for an OSP scholarship by entering grade across application years.





**Exhibit D.1. Percentage of DC Children who were Eligible for the OSP as New Applicants and Percentage of OSP Eligible Children Who Applied as New Applicants, MSDC Lottery Entrants, New OSP Users and New OSP Non-Users, by Application Year, Enrollment Year and Entering Grade**

Application Year	Enrollment Year	Entering Grade	DC Children Entering K-12 who were Eligible for the OSP as New Applicants		OSP Eligible Children Who Applied as New Applicants		MSDC Lottery Entrants <sup>b</sup>		New OSP Users		OSP Non-Users	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2016-2017	2017-2018	K	3,453	10	242	13	1,998	14	141	17	101	10
		1	3,510	10	199	11	1,195	9	107	13	92	9
		2	2,814	8	189	10	948	7	89	11	100	10
		3	2,808	8	173	9	932	7	84	10	89	8
		4	2,921	8	155	8	898	6	67	8	88	8
		5	3,058	9	126	7	1,047	8	60	7	66	6
		6	1,967	6	202	11	1,883	14	91	11	111	11
		7	2,361	7	101	5	661	5	38	5	63	6
		8	1,365	4	94	5	456	3	37	5	57	5
		9	2,809	8	138	7	3,041	22	33	4	105	10
		10	3,007	9	96	5	440	3	31	4	65	6
		11 - 12 <sup>a</sup>	5,040	14	141	8	405	3	28	3	113	11
2017-2018	2018-2019	K	3,903	11	182	17	2,183	14	115	28	67	11
		1	2,950	8	101	10	1,348	8	29	7	72	11
		2	2,600	7	110	11	1,232	8	42	10	68	11
		3	2,880	8	98	9	1,094	7	37	9	61	10
		4	3,231	9	74	7	1,034	6	23	6	51	8
		5	3,578	10	90	9	1,256	8	26	6	64	10
		6	2,193	6	97	9	2,209	14	48	12	49	8
		7	2,531	7	67	6	881	5	25	6	42	7
		8	1,879	5	87	8	625	4	11	3	76	12
		9	2,030	6	74	7	3,327	21	32	8	42	7
		10	2,236	6	37	4	516	3	9	2	28	4
		11 - 12 <sup>a</sup>	5,167	15	27	3	427	3	9	2	18	3
2018-2019	2019-2020	K	4,065	12	175	15	2,069	12	99	21	76	11
		1	3,921	11	106	9	1,400	8	43	9	63	9
		2	2,283	7	75	7	1,129	7	25	5	48	7



Application Year	Enrollment Year	Entering Grade	DC Children Entering K-12 who were Eligible for the OSP as New Applicants		OSP Eligible Children Who Applied as New Applicants		MSDC Lottery Entrants <sup>b</sup>		New OSP Users		OSP Non-Users	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2019-2020	2020-2021	3	2,343	7	99	9	1,055	6	36	8	62	9
		4	3,299	10	97	8	1,064	6	37	8	58	9
		5	2,834	8	84	7	1,284	8	27	6	57	8
		6	3,653	11	135	12	2,318	14	69	15	65	10
		7	1,892	5	88	8	1,041	6	28	6	60	9
		8	2,665	8	61	5	769	5	21	5	40	6
		9	1,836	5	113	10	3,460	21	50	11	63	9
		10	2,083	6	62	5	548	3	13	3	49	7
		11 - 12 <sup>a</sup>	3,701	11	54	5	517	3	13	3	41	6
		K	3,321	11	166	15	2,090	13	91!	23!	75!	11!
		1	2,983	10	103	9	1,185	7	31!	8!	72!	10!
		2	3,176	10	85	8	1,093	7	26!	7!	59!	9!
		3	1,806	6	84	8	1,024	6	23!	6!	61!	9!
		4	2,356	8	79	7	944	6	23!	6!	56!	8!
		5	3,214	11	78	7	1,343	8	27!	7!	51!	7!
		6	2,287	7	105	10	2,170	13	48!	12!	57!	8!
		7	1,951	6	77	7	984	6	26!	7!	51!	7!
		8	1,842	6	63	6	759	5	16!	4!	47!	7!
		9	1,872	6	140	13	3,584	22	55!	14!	85!	12!
		10	1,994	7	50	5	540	3	12!	3!	38!	5!
		11 - 12 <sup>a</sup>	3,796	12	58	5	523	3	19!	5!	39!	6!
2020-2021	2021-2022	K	2,929!	10!	134!	19!	1,785!	14!	98!	25!	36!	11!
		1	2,587!	9!	62!	9!	946!	7!	30!	8!	32!	10!
		2	1,297!	5!	44!	6!	789!	6!	17!	4!	27!	8!
		3	2,116!	7!	50!	7!	713!	6!	24!	6!	26!	8!
		4	1,751!	6!	36!	5!	681!	5!	20!	5!	16!	5!
		5	2,440!	8!	40!	6!	910!	7!	17!	4!	23!	7!
		6	2,835!	10!	78!	11!	1,803!	14!	52!	13!	26!	8!
		7	2,827!	10!	38!	5!	550!	4!	17!	4!	21!	6!
		8	2,355!	8!	29!	4!	525!	4!	15!	4!	14!	4!
		9	2,636!	9!	112!	16!	3,411!	27!	56!	15!	56!	17!



Application Year	Enrollment Year	Entering Grade	DC Children Entering K-12 who were Eligible for the OSP as New Applicants		OSP Eligible Children Who Applied as New Applicants		MSDC Lottery Entrants <sup>b</sup>		New OSP Users		OSP Non-Users	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2021-2022	2022-2023	10	1,702!	6!	43!	6!	330!	3!	16!	4!	27!	8!
		11 - 12 <sup>a</sup>	3,237!	11!	50!	7!	351!	3!	24!	6!	26!	8!
		K	2,449!	9!	12!	14!	1,684!	11!	77	23	40	9
		1	1,636!	6!	70!	8!	1,133!	8!	24	7	38	8
		2	1,230!	4!	66!	8!	870!	6!	16	5	42	9
		3	1,585!	6!	71!	8!	875!	6!	23	7	41	9
		4	1,718!	6!	60!	7!	862!	6!	25	7	31	7
		5	2,097!	8!	71!	8!	1,128!	8!	29	9	35	8
		6	2,712!	10!	84!	10!	2,089!	14!	40	12	34	8
		7	2,313!	8!	42!	5!	867!	6!	15	4	20	4
		8	3,241!	12!	48!	6!	652!	4!	10	3	29	6
		9	2,459!	9!	13!	15!	3,684!	25!	55	16	71	16
		10	2,972!	11!	45!	5!	624!	4!	7	2	35	8
		11 - 12 <sup>a</sup>	3,082!	11!	50!	6!	465!	3!	13	4	33	7

Notes:  
 Ineligible and incomplete applications are excluded from this analysis. Incomplete applications cannot be reviewed for eligibility, so student eligibility status is unknown.  
 In 2018-19, 22 OSP eligible children who applied as new applicants are missing OSP user status and excluded from the “New OSP Users” and “OSP Non-users” columns. In 2021-22, 76 eligible children who applied as new applicants are missing OSP user status and excluded from the “New OSP Users” and “OSP Non-users” columns. In all other years the number of new OSP users and OSP non-users sum to the number of OSP eligible children who applied as new applicants.  
 Because of smoothing, the counts by grade of DC children who were eligible for the OSP as new applicants do not sum to the total number of DC children eligible for the OSP as new applicants shown in Exhibit B.5. See Exhibit B.10 note (a) for further details about smoothing of counts by grade.  
 Percentages are calculated for each entering grade and application year using the number in each row divided by the sample size for the given application year. For example, in 2016-17 the percent of DC Children Entering K-12 who were Eligible for the OSP as New Applicants for kindergarten is calculated as  $100 \times (3,453 / 35,113) = 10\%$ .

<sup>a</sup> 11<sup>th</sup> and 12<sup>th</sup> grade are combined for children who applied as new applicants due to data suppression requirements for small cell size.

<sup>b</sup> For comparability across the OSP applications and the public-school lottery, the MSDC lottery data reported here excludes students who were seeking placement in a public pre-kindergarten program.

Sample sizes:

DC children entering K-12 who were eligible for the OSP as new applicants:

2016-17 = 35,113 children, 0 children were missing entering grade  
 2017-18 = 35,178 children, 0 children were missing entering grade  
 2018-19 = 34,575 children, 0 children were missing entering grade  
 2019-20 = 30,598 children, 0 children were missing entering grade  
 2020-21 = 28,712 children, 0 children were missing entering grade  
 2021-22 = 27,494 children, 0 children were missing entering grade

OSP Eligible children who applied as new applicants:

2016-17 = 1,856 applicants, 45 applicants were missing entering grade  
 2017-18 = 1,044 applicants, 17 applicants were missing entering grade  
 2018-19 = 1,149 applicants, 26 applicants were missing entering grade



2019-20 = 1,088 applicants, 9 applicants were missing entering grade  
2020-21 = 716 applicants, 0 applicants were missing entering grade  
2021-22 = 859 applicants, 2 applicants were missing entering grade

MSDC lottery entrants:

2016-17 = 13,904 applicants, 0 applicants were missing entering grade  
2017-18 = 16,132 applicants, 0 applicants were missing entering grade  
2018-19 = 16,654 applicants, 0 applicants were missing entering grade  
2019-20 = 16,239 applicants, 0 applicants were missing entering grade  
2020-21 = 12,794 applicants, 0 applicants were missing entering grade  
2021-22 = 14,933 applicants, 0 applicants were missing entering grade

New OSP users:

2016-17 = 806 applicants, 0 applicants were missing entering grade  
2017-18 = 406 applicants, 0 applicants were missing entering grade  
2018-19 = 461 applicants, 0 applicants were missing entering grade  
2019-20 = 397 applicants, 0 applicants were missing entering grade  
2020-21 = 386 applicants, 0 applicants were missing entering grade  
2021-22 = 334 applicants, 0 applicants were missing entering grade

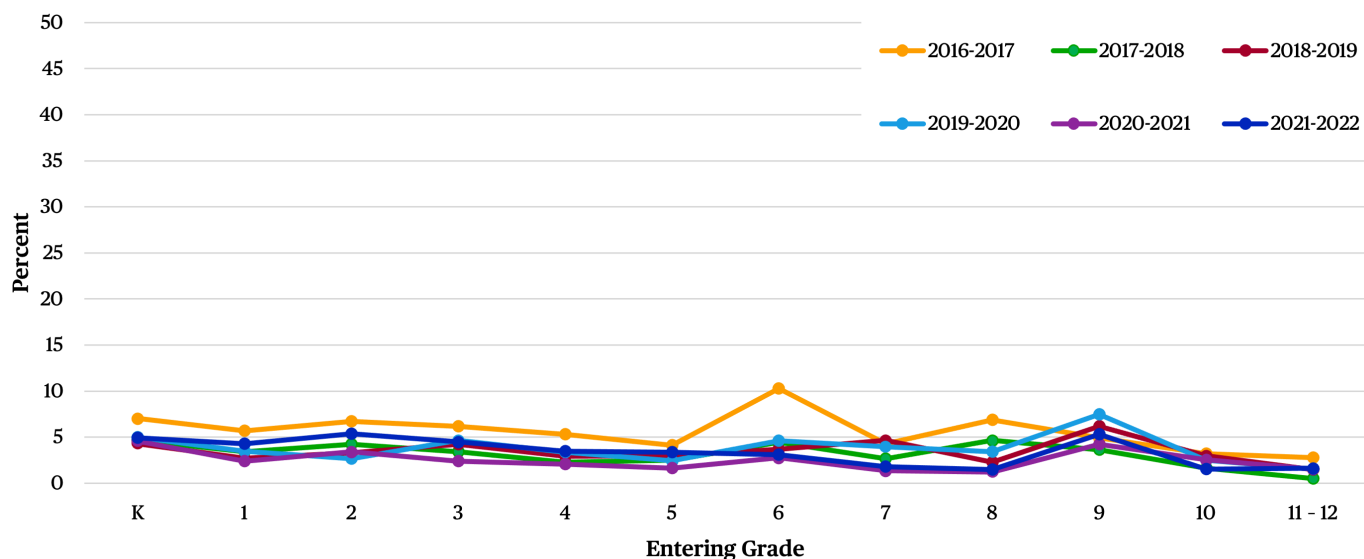
OSP non-users:

2016-17 = 1,050 applicants, 45 applicants were missing entering grade  
2017-18 = 638 applicants, 17 applicants were missing entering grade  
2018-19 = 682 applicants, 10 applicants were missing entering grade  
2019-20 = 691 applicants, 9 applicants were missing entering grade  
2020-21 = 330 applicants, 0 applicants were missing entering grade  
2021-22 = 449 applicants, 2 applicants were missing entering grade

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions  
Sources: American Community Survey one-year estimates for DC from 2016, 2017, 2018, and 2019 to align with fall of each OSP application year; OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22; OSP scholarship use data for 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23; MSDC lottery data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22



### Exhibit D.1a. Percent of DC Children Entering Each Grade who were Eligible as New Applicants and who Applied for the OSP, by Application Year



Notes: Data for grades 11-12 were combined due to data suppression requirements for small cell size.

OSP scholarship use data needed to identify students who might have used an OSP scholarship before 2016-17 were unavailable. Because the study team had less data with which to identify prior users in earlier years of the study period than the later years of the study period, it is not possible to provide accurate findings on the share of prior users eligible as returning applicants who applied to renew their scholarship or return to the program in a subsequent year. For example, in 2022-23 enrollment year, the study had five years of scholarship use data to identify prior users.

Percentages are calculated for each entering grade and application year using the number of *OSP Eligible Children Who Applied as New Applicants* and the number of *DC Children Entering K-12 who were Eligible for the OSP as New Applicants* in Exhibit D.1. For example, for the 2016-17 application year, the K percent is calculated as  $100 \times (242 / 3,453) = 7\%$ .

All sample sizes and sources are shown in Exhibit D.1.

The study looked at grade-level OSP interest and scholarship use of eligible *returning* applicants to understand whether they were leaving the OSP in specific grades. Exhibit D.2 shows the percentage of DC children eligible for the OSP as *returning* applicants, OSP eligible *returning* applicants, MSDC lottery entrants, OSP *returning* users, and OSP *leavers* by application year, enrollment year and entering grade. Exhibit D.3 shows the percentage of DC children eligible for the OSP as *returning* applicants who returned and used the OSP scholarship. OSP returning users entering the high school grades make up the lowest shares of returning users, suggesting that prior OSP users are most likely to seek other schooling options when they reach high school.



**Exhibit D.2. Percentage of DC Children who were Eligible for the OSP as Returning Applicants, and Percentage of OSP Eligible Returning Applicants, MSDC Lottery Entrants, Returning OSP Users, and OSP Leavers, by Application Year, Enrollment Year and Entering Grade**

Application Year	Enrollment Year	Entering Grade	DC Children Entering K-12 who were Eligible for the OSP as Returning Applicants		OSP Eligible Returning Applicants		MSDC Lottery Entrants <sup>b</sup>		Returning OSP Users		OSP leavers	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2016-2017	2017-2018	K - 2 <sup>a</sup>	89	8	86	8	4,141	30	81	9	5	4
		3	87	8	83	8	932	7	76	8	7	6
		4	86	8	80	8	898	6	76	8	4	3
		5	96	9	92	9	1,047	8	86	9	6	5
		6	99	9	92	9	1,883	14	79	9	13	11
		7	101	9	98	10	661	5	92	10	6	5
		8	112	10	101	10	456	3	97	11	4	3
		9	104	10	101	10	3,041	22	79	9	22	19
		10	99	9	83	8	440	3	74	8	9	8
		11	109	10	99	10	295	2	80	9	19	16
		12	107	10	110	11	110	1	87	10	23	19
2017-2018	2018-2019	K - 2 <sup>a</sup>	288	16	260	17	4,763	30	218	17	42	21
		3	156	9	135	9	1,094	7	118	9	17	8
		4	162	9	139	9	1,034	6	128	10	11	5
		5	154	9	131	9	1,256	8	121	9	10	5
		6	165	9	145	10	2,209	14	126	10	19	9
		7	187	11	159	11	881	5	145	11	14	7
		8	151	8	129	9	625	4	102	8	27	13
		9	136	8	101	7	3,327	21	83	6	18	9
		10	146	8	116	8	516	3	91	7	25	12
		11	111	6	86	6	296	2	74	6	12	6
		12	122	7	96	6	131	1	87	7	9	4
2018-2019	2019-2020	K - 2 <sup>a</sup>	292	14	242	16	4,598	28	211	16	31	15
		3	167	8	123	8	1,055	6	108	8	15	7
		4	202	10	150	10	1,064	6	129	10	21	10
		5	186	9	143	9	1,284	8	132	10	11	5
		6	181	9	134	9	2,318	14	119	9	15	7



Application Year	Enrollment Year	Entering Grade	DC Children Entering K-12 who were Eligible for the OSP as Returning Applicants		OSP Eligible Returning Applicants		MSDC Lottery Entrants <sup>b</sup>		Returning OSP Users		OSP leavers	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2019-2020	2020-2021	7	206	10	165	11	1,041	6	151	11	14	7
		8	212	10	165	11	769	5	144	11	21	10
		9	158	8	107	7	3,460	21	77	6	30	14
		10	176	9	120	8	548	3	101	8	19	9
		11	146	7	97	6	341	2	74	6	23	11
		12	133	6	83	5	176	1	71	5	12	6
		K - 2 <sup>a</sup>	262	11	221	13	4,368	27	204!	15!	17!	7!
		3	195	8	134	8	1,024	6	116!	8!	18!	7!
		4	199	8	140	9	944	6	123!	9!	17!	7!
		5	232	10	149	9	1,343	8	126!	9!	23!	9!
		6	220	9	158	10	2,170	13	137!	10!	21!	9!
		7	252	11	180	11	984	6	160!	11!	20!	8!
		8	233	10	175	11	759	5	159!	11!	16!	7!
		9	229	10	150	9	3,584	22	96!	7!	54!	22!
		10	210	9	127	8	540	3	106!	8!	21!	9!
		11	190	8	118	7	353	2	96!	7!	22!	9!
		12	178	7	89	5	170	1	74!	5!	15!	6!
2020-2021	2021-2022	K - 2 <sup>a</sup>	235!	9!	206!	13!	3,520!	28!	191!	13!	15!	8!
		3	175!	7!	129!	8!	713!	6!	123!	8!	6!	3!
		4	216!	8!	129!	8!	681!	5!	118!	8!	11!	6!
		5	222!	8!	143!	9!	910!	7!	124!	9!	19!	10!
		6	260!	10!	154!	9!	1,803!	14!	136!	9!	18!	9!
		7	278!	11!	189!	12!	550!	4!	173!	12!	16!	8!
		8	268!	10!	173!	11!	525!	4!	159!	11!	14!	7!
		9	249!	9!	156!	10!	3,411!	27!	108!	7!	48!	25!
		10	280!	11!	140!	9!	330!	3!	119!	8!	21!	11!
		11	221!	8!	110!	7!	242!	2!	99!	7!	11!	6!
		12	240!	9!	111!	7!	109!	1!	98!	7!	13!	7!





Application Year	Enrollment Year	Entering Grade	DC Children Entering K-12 who were Eligible for the OSP as Returning Applicants		OSP Eligible Returning Applicants		MSDC Lottery Entrants <sup>b</sup>		Returning OSP Users		OSP leavers	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2021-2022	2022-2023	K - 2 <sup>a</sup>	226!	8!	181!	11!	3,687!	25!	171	12	10	4
		3	155!	5!	118!	7!	875!	6!	104	8	14	6
		4	200!	7!	133!	8!	862!	6!	123	9	10	4
		5	234!	8!	131!	8!	1,128!	8!	113	8	17	7
		6	238!	8!	131!	8!	2,089!	14!	116	8	15	6
		7	314!	11!	180!	11!	867!	6!	153	11	26	11
		8	296!	10!	172!	11!	652!	4!	155	11	17	7
		9	282!	10!	158!	10!	3,684!	25!	102	7	56	23
		10	304!	11!	169!	10!	624!	4!	135	10	34	14
		11	296!	10!	130!	8!	327!	2!	102	7	28	11
		12	307!	11!	116!	7!	138!	1!	98	7	17	7

Notes: Ineligible and incomplete applications are excluded from this analysis. Incomplete applications cannot be reviewed for eligibility, so student eligibility status is unknown.

<sup>a</sup> K through 2nd grade are combined for returning applicants due to data suppression requirements for small cell size. In all years the number of returning OSP users and OSP leavers sums to the number of OSP eligible returning applicants.

<sup>b</sup> For comparability across the OSP applications and the public-school lottery, the MSDC lottery data reported here excludes students who were seeking placement in a public pre-kindergarten program.

Sample sizes:

K-12 who were eligible for the OSP as returning applicants:

2016-17 = 1,089 children, 0 children were missing entering grade  
 2017-18 = 1,778 children, 0 children were missing entering grade  
 2018-19 = 2,059 children, 0 children were missing entering grade  
 2019-20 = 2,400 children, 0 children were missing entering grade  
 2020-21 = 2,644 children, 0 children were missing entering grade  
 2021-22 = 2,852 children, 0 children were missing entering grade

OSP eligible returning applicants:

2016-17 = 1,025 applicants, 4 applicants were missing entering grade  
 2017-18 = 1,497 applicants, 0 applicants were missing entering grade  
 2018-19 = 1,529 applicants, 0 applicants were missing entering grade  
 2019-20 = 1,641 applicants, 19 applicants were missing entering grade  
 2020-21 = 1,640 applicants, 1 applicant was missing entering grade  
 2021-22 = 1,619 applicants, 0 applicants were missing entering grade

MSDC lottery entrants:

2016-17 = 13,904 applicants, 0 applicants were missing entering grade  
 2017-18 = 16,132 applicants, 0 applicants were missing entering grade  
 2018-19 = 16,654 applicants, 0 applicants were missing entering grade  
 2019-20 = 16,239 applicants, 0 applicants were missing entering grade  
 2020-21 = 12,794 applicants, 0 applicants were missing entering grade  
 2021-22 = 14,933 applicants, 0 applicants were missing entering grade

Returning OSP users:



2016-17 = 907 applicants, 0 applicants were missing entering grade  
2017-18 = 1,293 applicants, 0 applicants were missing entering grade  
2018-19 = 1,317 applicants, 0 applicants were missing entering grade  
2019-20 = 1,397 applicants, 0 applicants were missing entering grade  
2020-21 = 1,448 applicants, 0 applicants were missing entering grade  
2021-22 = 1,372 applicants, 0 applicants were missing entering grade

OSP leavers:

2016-17 = 118 applicants, 4 applicants were missing entering grade  
2017-18 = 204 applicants, 0 applicants were missing entering grade  
2018-19 = 212 applicants, 0 applicants were missing entering grade  
2019-20 = 244 applicants, 19 applicants were missing entering grade  
2020-21 = 192 applicants, 1 applicant was missing entering grade  
2021-22 = 244 applicants, 0 applicants were missing entering grade

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions  
Sources: OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22, and OSP scholarship use data for 2016-2017, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23; MSDC lottery data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22



**Exhibit D.3. Percentage of DC Children who were Eligible for the OSP as Returning Applicants Who Returned and Used the OSP Scholarship, by Application Year, Enrollment Year and Entering Grade**

Application Year	Enrollment Year	Entering Grade	DC Children Entering K-12 who were Eligible for the OSP as Returning Applicants	Returning OSP Users	
			Number	Number	Percent
2016-2017	2017-2018	K - 2 <sup>a</sup>	89	81	91
		3	87	76	87
		4	86	76	88
		5	96	86	90
		6	99	79	80
		7	101	92	91
		8	112	97	87
		9	104	79	76
		10	99	74	75
		11	109	80	73
		12	107	87	81
2017-2018	2018-2019	K - 2 <sup>a</sup>	288	218	76
		3	156	118	76
		4	162	128	79
		5	154	121	79
		6	165	126	76
		7	187	145	78
		8	151	102	68
		9	136	83	61
		10	146	91	62
		11	111	74	67
		12	122	87	71
2018-2019	2019-2020	K - 2 <sup>a</sup>	292	211	72
		3	167	108	65
		4	202	129	64
		5	186	132	71
		6	181	119	66
		7	206	151	73
		8	212	144	68
		9	158	77	49
		10	176	101	57
		11	146	74	51
		12	133	71	53
2019-2020	2020-2021	K - 2 <sup>a</sup>	262	204!	78!
		3	195	116!	59!
		4	199	123!	62!
		5	232	126!	54!
		6	220	137!	62!
		7	252	160!	63!
		8	233	159!	68!



2020-2021	2021-2022	9	229	96!	42!
		10	210	106!	50!
		11	190	96!	51!
		12	178	74!	42!
		K - 2 <sup>a</sup>	235!	191!	81!
		3	175!	123!	70!
		4	216!	118!	55!
		5	222!	124!	56!
		6	260!	136!	52!
		7	278!	173!	62!
		8	268!	159!	59!
		9	249!	108!	43!
2021-2022	2022-2023	10	280!	119!	43!
		11	221!	99!	45!
		12	240!	98!	41!
		K - 2 <sup>a</sup>	226!	171	76
		3	155!	104	67
		4	200!	123	62
		5	234!	113	48
		6	238!	116	49
		7	314!	153	49
		8	296!	155	52
		9	282!	102	36
		10	304!	135	44
		11	296!	102	34
		12	307!	98	32

Notes:

Ineligible and incomplete applications are excluded from this analysis. Incomplete applications cannot be reviewed for eligibility, so student eligibility status is unknown.

<sup>a</sup> K through 2<sup>nd</sup> grade are combined for returning applicants due to data suppression requirements for small cell size.

In all years the number of returning OSP users and returning OSP non-users sum to the number of OSP eligible returning applicants.

Sample sizes:

K-12 who were eligible for the OSP as returning applicants:

2016-17 = 1,089 children, 0 children were missing entering grade

2017-18 = 1,778 children, 0 children were missing entering grade

2018-19 = 2,059 children, 0 children were missing entering grade

2019-20 = 2,400 children, 0 children were missing entering grade

2020-21 = 2,644 children, 0 children were missing entering grade

2021-22 = 2,852 children, 0 children were missing entering grade

Returning OSP users:

2016-17 = 907 applicants, 0 applicants were missing entering grade

2017-18 = 1,293 applicants, 0 applicants were missing entering grade

2018-19 = 1,317 applicants, 0 applicants were missing entering grade

2019-20 = 1,397 applicants, 0 applicants were missing entering grade

2020-21 = 1,448 applicants, 0 applicants were missing entering grade

2021-22 = 1,372 applicants, 0 applicants were missing entering grade

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions

Sources: OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-23 and OSP scholarship use data for 2016-2017, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23



## D.2 Expressed Interest in the OSP and Scholarship Use by Student Race and Ethnicity

When making schooling decisions, families consider such factors as location, academic quality, and the percentage of students in a school of the same race and ethnicity as their child.<sup>41</sup> Given the importance of race and ethnicity in families' schooling decisions, the study compared the racial and ethnic background of DC children eligible for an OSP scholarship, new and returning applicants, and new and returning users, non-users and leavers.

Exhibits D.4, D.4a, and D.5 provide information on the race and ethnicity of eligible *new* and *returning* OSP applicants, users, non-users and leavers. The shares of Hispanic and non-Hispanic students of all races who applied to the OSP as a new applicant and used the scholarship as a *new* user were similar to the shares of Hispanic and non-Hispanic students in the DC population eligible for the OSP (Exhibit D.4). Further, the study found no discernible changes over time in the shares of children eligible as *new* applicants who applied for an OSP scholarship by race and ethnic background across application years (Exhibit D.4a). The shares of OSP *returning* applicants, *returning* users and leavers in each race and ethnic group also reflected each group's share of DC children eligible for an OSP scholarship as returning applicants (Exhibit D.5).



**Exhibit D.4. Percentage of Children Entering K-12 who were Eligible for the OSP as new applicants, and Percentage of OSP Eligible Children Who Applied as New Applicants, New OSP Users, and OSP Non-Users, by Application Year and Race and Ethnic Background**

Application Year	Enrollment Year	Type of School Enrolled in at Time of OSP Application	DC Children Entering K-12 who were Eligible for the OSP as New Applicants		OSP Eligible Children Who Applied as New Applicants		New OSP Users		OSP Non-users	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent
2016-2017	2017-2018	Hispanic (Any Race)	5,583	16	266	14	127	16	139	13
		Black, Non-Hispanic	27,739	81	1,539	81	648	80	891	81
		White or Other, Non-Hispanic <sup>a</sup>	858	3	95	5	31	4	64	6
2017-2018	2018-2019	Hispanic (Any Race)	4,633	13	143	13	56	14	87	13
		Black, Non-Hispanic	28,087	81	874	82	336	83	538	82
		White or Other, Non-Hispanic <sup>a</sup>	1,959	6	43	4	13	3	30	5
2018-2019	2019-2020	Hispanic (Any Race)	5,079	15	132	11	44	10	87	13
		Black, Non-Hispanic	26,610	80	984	84	395	86	571	83
		White or Other, Non-Hispanic <sup>a</sup>	1,776	5	58	5	21	5	34	5
2019-2020	2020-2021	Hispanic (Any Race)	3,958	15	173	16	69!	17!	104!	15!
		Black, Non-Hispanic	20,921	80	883	80	319!	80!	564!	81!
		White or Other, Non-Hispanic <sup>a</sup>	1,290	5	41	4	9!	2!	32!	5!
2020-2021	2021-2022	Hispanic (Any Race)	4,236!	14!	106!	15!	66!	17!	40!	12!
		Black, Non-Hispanic	20,280!	69!	560!	78!	299!	77!	261!	79!
		White or Other, Non-Hispanic <sup>a</sup>	5,047!	17!	50!	7!	21!	5!	29!	9!
2021-2022	2022-2023	Hispanic (Any Race)	2,308!	9!	87!	10!	41	12	40	9
		Black, Non-Hispanic	21,057!	84!	721!	84!	279	84	384	85
		White or Other, Non-Hispanic <sup>a</sup>	1,716!	7!	53!	6!	14	4	27	6

**Notes:**

Ineligible and incomplete applications are excluded from this analysis. Incomplete applications cannot be reviewed for eligibility, so student eligibility status is unknown.

In 2018-19, 22 OSP eligible children who applied as new applicants are missing OSP user status and excluded from the “New OSP Users” and “New OSP Non-users” columns. In 2021-22, 76 OSP eligible children who applied as new applicants are also missing OSP user status and excluded from the “New OSP Users” and “New OSP Non-users” columns. In all other years the number of new OSP users and new OSP non-users sum to the number of OSP eligible children who applied as new applicants.

Percentages are calculated for each race and ethnic background and application year using the number in each row divided by the sample size for the given application year. For example, in 2016-17, the percent of Hispanic (any race) DC children entering K-12 who were eligible for the OSP as new applicants is calculated as  $100 * (5,583 / 34,180) = 16\%$ .

<sup>a</sup> These race/ethnicity categories were combined because of data suppression requirements for small cell size.

**Sample sizes:**

DC children entering K-12 who were eligible for the OSP as new applicants:

2016-17 = 34,180 children, 0 children were missing race/ethnicity

2017-18 = 34,679 children, 0 children were missing race/ethnicity

2018-19 = 33,465 children, 0 children were missing race/ethnicity

2019-20 = 26,169 children, 0 children were missing race/ethnicity

2020-21 = 29,563 applicants, 0 applicants were missing race/ethnicity

2021-22 = 25,081 applicants, 0 applicants were missing race/ethnicity



OSP Eligible children who applied as new applicants:

2016-17 = 1,900 applicants, 1 applicant was missing race/ethnicity  
2017-18 = 1,060 applicants, 1 applicant was missing race/ethnicity  
2018-19 = 1,174 applicants, 1 applicant was missing race/ethnicity  
2019-20 = 1,097 applicants, 0 applicants were missing race/ethnicity  
2020-21 = 716 applicants, 0 applicants were missing race/ethnicity  
2021-22 = 861 applicants, 0 applicants were missing race/ethnicity

New OSP users:

2016-17 = 806 applicants, 0 applicant was missing race/ethnicity  
2017-18 = 405 applicants, 1 applicant was missing race/ethnicity  
2018-19 = 460 applicants, 1 applicant was missing race/ethnicity  
2019-20 = 397 applicants, 0 applicants were missing race/ethnicity  
2020-21 = 386 applicants, 0 applicants were missing race/ethnicity  
2021-22 = 334 applicants, 0 applicants were missing race/ethnicity

OSP non-users:

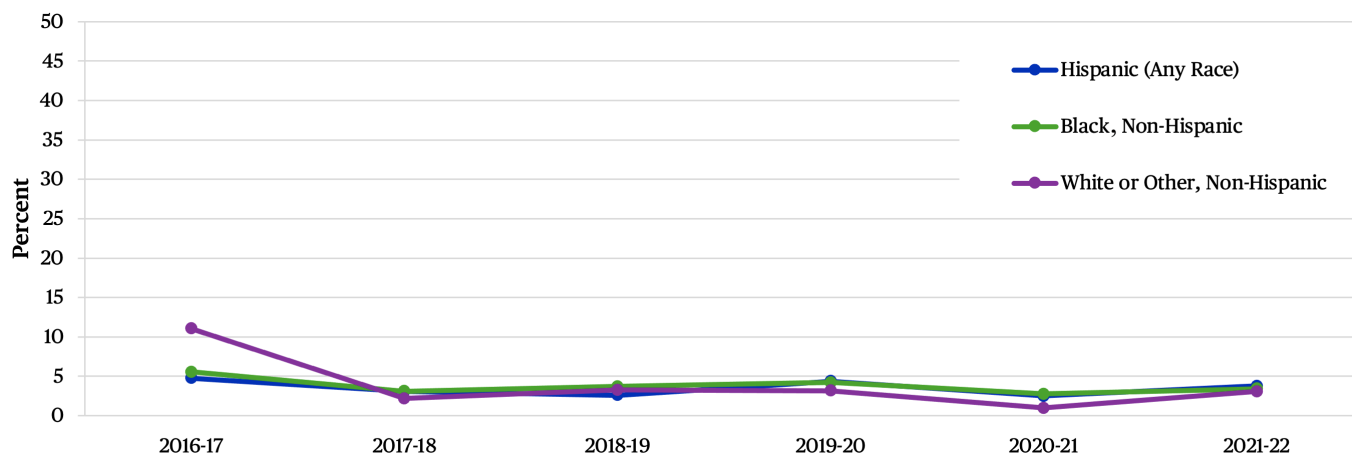
2016-17 = 1,094 applicants, 1 applicant was missing race/ethnicity  
2017-18 = 655 applicants, 0 applicants were missing race/ethnicity  
2018-19 = 692 applicants, 0 applicant was missing race/ethnicity  
2019-20 = 700 applicants, 0 applicants were missing race/ethnicity  
2020-21 = 330 applicants, 0 applicants were missing race/ethnicity  
2021-22 = 451 applicants, 0 applicants were missing race/ethnicity

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions  
Sources: American Community Survey one-year estimates for DC from 2016, 2017, 2018, 2019, 2020, and 2021 to align with fall of each OSP application year; OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22 and OSP scholarship use data for 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23





**Exhibit D.4a. Percent of DC Children Entering K-12 from each Race and Ethnic Background who were Eligible for the OSP as New Applicants and who Applied, by Application Year**



Note: OSP scholarship use data needed to identify students who might have used an OSP scholarship before 2016-17 were unavailable. Because the study team had less data with which to identify prior users in earlier years of the study period than the later years of the study period, it is not possible to provide accurate findings on the share of prior users eligible as returning applicants who applied to renew their scholarship or return to the program in a subsequent year. For example, in 2022-23 enrollment year, the study had five years of scholarship use data to identify prior users.

Percentages are calculated for each application year and race and ethnic background category using the number of *OSP Eligible Children Who Applied as New Applicants* and the number of *DC Children Entering K-12 who were Eligible for the OSP as New Applicants* in Exhibit D.4. For example, for the 2016-17 application year, the Hispanic (Any race) percent is calculated as  $100 \times (266 / 5,583) = 5\%$ . Sample sizes and Sources are shown in Exhibit D.4.



**Exhibit D.5. Race/Ethnicity of Children Entering K-12 who were Eligible for the OSP as Returning Applicants, and of OSP Eligible Returning Applicants, Returning OSP Users, and OSP Leavers, by Application Year**

Application Year	Enrollment Year	Race and Ethnic Background	DC Children Entering K-12 who were Eligible for the OSP as Returning Applicants		OSP Eligible Returning Applicants		Returning OSP Users		OSP Leavers	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent
2016-2017	2017-2018	Hispanic (Any Race)	169	16	167	16	157	17	10	8
		Black, Non-Hispanic	887	82	830	81	722	80	108	89
		White or Other, Non-Hispanic <sup>a</sup>	32	3	32	3	28	3	4	3
2017-2018	2018-2019	Hispanic (Any Race)	269	15	245	16	221	17	24	12
		Black, Non-Hispanic	1,450	82	1,202	80	1,031	80	171	84
		White or Other, Non-Hispanic <sup>a</sup>	59	3	50	3	41	3	9	4
2018-2019	2019-2020	Hispanic (Any Race)	300	15	245	16	213	16	32	15
		Black, Non-Hispanic	1,688	82	1,235	81	1,062	81	173	82
		White or Other, Non-Hispanic <sup>a</sup>	70	3	49	3	42	3	7	3
2019-2020	2020-2021	Hispanic (Any Race)	334	14	245	15	212!	15!	33!	13!
		Black, Non-Hispanic	1,976	82	1,354	82	1,131!	81!	223!	85!
		White or Other, Non-Hispanic <sup>a</sup>	88	4	61	4	54!	4!	7!	3!
2020-2021	2021-2022	Hispanic (Any Race)	380!	14!	246!	15!	225!	16!	21!	11!
		Black, Non-Hispanic	2,170!	82!	1,346!	82!	1,183!	82!	163!	84!
		White or Other, Non-Hispanic <sup>a</sup>	92!	3!	49!	3!	40!	3!	9!	5!
2021-2022	2022-2023	Hispanic (Any Race)	415!	15!	256!	16!	230	17	26	11
		Black, Non-Hispanic	2,333!	82!	1,311!	81!	1,096	80	212	87
		White or Other, Non-Hispanic <sup>a</sup>	102!	4!	52!	3!	46	3	6	2

**Notes:**

Ineligible and incomplete applications are excluded from this analysis. Incomplete applications cannot be reviewed for eligibility, so student eligibility status is unknown.

In all years the number of returning OSP users and returning OSP non-users sum to the number of OSP eligible returning applicants.

<sup>a</sup> These race/ethnicity categories were combined because of data suppression requirements for small cell size.

**Sample sizes:**

DC children entering K-12 who were eligible for the OSP as returning applicants:

2016-17 = 1,088 children, 0 children were missing race/ethnicity

2017-18 = 1,778 children, 0 children were missing race/ethnicity

2018-19 = 2,058 children, 0 children were missing race/ethnicity

2019-20 = 2,398 children 0 children were missing race/ethnicity

2020-21 = 2,642 children 0 children were missing race/ethnicity

2021-22 = 2,850 children 0 children were missing race/ethnicity

OSP eligible returning applicants:

2016-17 = 1,029 applicants, 0 applicants were missing race/ethnicity

2017-18 = 1,496 applicants, 1 applicant was missing race/ethnicity

2018-19 = 1,529 applicants, 0 applicants were missing race/ethnicity



2019-20 = 1,660 applicants, 0 applicants were missing race/ethnicity  
2020-21 = 1,641 children 0 applicants were missing race/ethnicity  
2021-22 = 1,619 children 0 applicants were missing race/ethnicity

Returning OSP users:

2016-17 = 907 applicants, 0 applicants were missing race/ethnicity  
2017-18 = 1,293 applicants, 0 applicant was missing race/ethnicity  
2018-19 = 1,317 applicants, 0 applicant was missing race/ethnicity  
2019-20 = 1,397 applicants, 0 applicants were missing race/ethnicity  
2020-21 = 1,448 children 0 applicants were missing race/ethnicity  
2021-22 = 1,372 children 0 applicants were missing race/ethnicity

OSP leavers:

2016-17 = 122 applicants, 0 applicants were missing race/ethnicity  
2017-18 = 204 applicants, 1 applicant was missing race/ethnicity  
2018-19 = 212 applicants, 0 applicants were missing race/ethnicity  
2019-20 = 263 applicants, 0 applicants were missing race/ethnicity  
2020-21 = 193 children 0 applicants were missing race/ethnicity  
2021-22 = 244 children 0 applicants were missing race/ethnicity

! Caution is warranted in interpreting findings because the COVID-19 pandemic may have caused an unprecedented and potentially temporary disruption of trends in families' schooling decisions  
Sources: OSP application data from 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22 and OSP scholarship use data for 2016-2017, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23



## ENDNOTES

- <sup>1</sup> *District of Columbia Opportunity Scholarship Program*. (2022, September 9). U.S. Department of Education. <https://www.ed.gov/grants-and-programs/grants-special-populations/economically-disadvantaged-students/dc-school-choice-scholarships-for-opportunity-and-results-act#funding-and-legislation>.
- <sup>2</sup> *District of Columbia Opportunity Scholarship Program*. (2022, September 9). U.S. Department of Education. <https://www.ed.gov/grants-and-programs/grants-special-populations/economically-disadvantaged-students/dc-school-choice-scholarships-for-opportunity-and-results-act#funding-and-legislation>
- <sup>3</sup> *District of Columbia Opportunity Scholarship Program*. (2022, September 9). U.S. Department of Education. <https://www.ed.gov/grants-and-programs/grants-special-populations/economically-disadvantaged-students/dc-school-choice-scholarships-for-opportunity-and-results-act#funding-and-legislation>
- <sup>4</sup> *District of Columbia Opportunity Scholarship Program*. (2022, September 9). U.S. Department of Education. <https://www.ed.gov/grants-and-programs/grants-special-populations/economically-disadvantaged-students/dc-school-choice-scholarships-for-opportunity-and-results-act#funding-and-legislation>
- <sup>5</sup> *District of Columbia Opportunity Scholarship Program*. (2022, September 9). U.S. Department of Education. <https://www.ed.gov/grants-and-programs/grants-special-populations/economically-disadvantaged-students/dc-school-choice-scholarships-for-opportunity-and-results-act#funding-and-legislation>
- <sup>6</sup> Office of Management and Budget (2015, October 20). Statement of Administration Policy on H.R. 10, [https://obamawhitehouse.archives.gov/sites/default/files/omb/legislative/sap/114/saphr10r\\_20151020.pdf](https://obamawhitehouse.archives.gov/sites/default/files/omb/legislative/sap/114/saphr10r_20151020.pdf)
- <sup>7</sup> *District of Columbia Opportunity Scholarship Program*. (2022, September 9). U.S. Department of Education. <https://www.ed.gov/grants-and-programs/grants-special-populations/economically-disadvantaged-students/dc-school-choice-scholarships-for-opportunity-and-results-act#funding-and-legislation>
- <sup>8</sup> Skinner, R. (2019, March 7). District of Columbia Opportunity Scholarship Program (DC OSP): Overview, implementation, and issues. U.S. Congressional Research Service. <https://sgp.fas.org/crs/misc/R45581.pdf>
- <sup>9</sup> Skinner, R. (2019, March 7). District of Columbia Opportunity Scholarship Program (DC OSP): Overview, implementation, and issues. U.S. Congressional Research Service. <https://sgp.fas.org/crs/misc/R45581.pdf>
- <sup>10</sup> Public Law 116-94—December 20, 2019. Further Consolidated Appropriations Act, 2020. Title IX—DC Opportunity Scholarship Extensions. <https://www.congress.gov/116/plaws/publ94/PLAW-116publ94.pdf>.
- <sup>11</sup> <https://www.ed.gov/grants-and-programs/grants-special-populations/economically-disadvantaged-students/dc-school-choice-scholarships-for-opportunity-and-results-act#funding-and-legislation>
- <sup>12</sup> Skinner, R. (2019, March 7). District of Columbia Opportunity Scholarship Program (DC OSP): Overview, implementation, and issues. U.S. Congressional Research Service. <https://sgp.fas.org/crs/misc/R45581.pdf>
- <sup>13</sup> The SOAR Reauthorization Act of 2017 authorized funds for the program, but once authorized, Congress must then appropriate the funds on an annual basis through its budget process. The exact amount appropriated annually may be less than the full amount of program funding authorized under the legislation because the funding is determined through Congressional budget negotiations to allocate funds to a range of federal programs.
- <sup>14</sup> Office of Management and Budget (2011, March 29). Statement of Administration Policy on H.R. 471, [https://obamawhitehouse.archives.gov/sites/default/files/omb/legislative/sap/112/saphr471r\\_20110329.pdf](https://obamawhitehouse.archives.gov/sites/default/files/omb/legislative/sap/112/saphr471r_20110329.pdf)) and Office of Management and Budget (2015, October 20). Statement of Administration Policy on H.R. 10, [https://obamawhitehouse.archives.gov/sites/default/files/omb/legislative/sap/114/saphr10r\\_20151020.pdf](https://obamawhitehouse.archives.gov/sites/default/files/omb/legislative/sap/114/saphr10r_20151020.pdf)
- <sup>15</sup> Skinner, R. (2019, March 7). District of Columbia Opportunity Scholarship Program (DC OSP): Overview, implementation, and issues. U.S. Congressional Research Service. <https://sgp.fas.org/crs/misc/R45581.pdf>
- <sup>16</sup> Skinner, R. (2019, March 7). District of Columbia Opportunity Scholarship Program (DC OSP): Overview, implementation, and issues. U.S. Congressional Research Service. <https://sgp.fas.org/crs/misc/R45581.pdf>
- <sup>17</sup> Serving Our Children. (n.d.). D.C. *Opportunity Scholarship Program: Application checklist and deadlines 2022-2023*. <https://servingourchildrencdc.org/wp-content/uploads/2021/09/Application-Checklist-and-Deadlines-2021-22-English-6.24.20-1NEW-1-page-7.pdf>



- <sup>18</sup> Information on participating private schools' application requirements was gathered through a scan of schools' websites conducted in 2020.
- <sup>19</sup> The annual inflation adjustment to the scholarship is based on the percentage increase of the Consumer Price Index for All Urban Consumers from the U.S. Department of Labor's Bureau of Labor Statistics (SOAR Act § 38-1853.07(a)(3)(B)(ii). The scholarship amounts in 2011-2012 prior to the inflation adjustment were \$8,000 for K-8 and \$12,000 for 9-12.
- <sup>20</sup> Study team calculations used data from 2022-23 OSP participating school directory. The maximum scholarship covered 100 percent of tuition for 27 percent of the OSP-participating schools serving grades K-8 (9 of 33 schools), and 14 percent of the OSP-participating schools serving grades 9-12 (2 of 14 schools).
- <sup>21</sup> Serving Our Children. (n.d.) How it works. <https://servingourchildrendc.org/our-program/how-it-works/>
- <sup>22</sup> My School DC. (n.d.) *About My School DC*. <https://www.myschooldc.org/about/about-my-school-dc>
- <sup>23</sup> My School DC. (n.d.) FAQ. <https://www.myschooldc.org/faq/faqs>
- <sup>24</sup> My School DC. (n.d.) *Lottery preferences*. <https://www.myschooldc.org/faq/key-terms#preference>
- <sup>25</sup> My School DC. (n.d.) *Selective high schools and programs*. <https://www.myschooldc.org/faq/key-terms#faq-Selective-high-schools-and-programs>
- <sup>26</sup> The first evaluation included 2,300 OSP applicants in 2004 and 2005, of whom approximately 1,400 were assigned to the treatment group and received a scholarship offer and approximately 900 were assigned to the control group (Wolf et al., 2010). The second evaluation included approximately 1,800 students who applied to the OSP in 2012, 2013, and 2014. Of these students, approximately 1,000 were assigned to the treatment group and received a scholarship offer and approximately 800 were assigned to the control group, Webber, A., Rui, N., Garrison-Mogren, R., Olsen, R., and Gutmann, B. (2019). *Evaluation of the DC Opportunity Scholarship Program. Impacts Three Years After Students Applied*. (NCEE 2019-4006). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- <sup>27</sup> This first evaluation measured safety and orderly climate together on a 10-point index that included the absence of property destruction, tardiness, truancy, fighting, cheating, racial conflict, weapons, drug distribution, drug/alcohol use, and teacher absenteeism.
- <sup>28</sup> This second evaluation measured safety itself as the percent of parents and students rating the school as "very safe."
- <sup>29</sup> The first evaluation used the Stanford Achievement Test to assess math and English/Language arts achievement. The second evaluation used the TerraNova Third Edition.
- <sup>30</sup> Students who applied to the OSP scholarship program after October 1st of the school year they hoped to enroll were excluded from all analyses in this report, because they would be enrolling well after the start of the school year when most private school admissions decisions are already made. There were 4 such applicants across 2016-17 and 2017-18, 10 such applicants in 2018-19, 24 such applicants in 2019-20, 52 such applicants in 2020-21.
- <sup>31</sup> Students who want to continue using the scholarship must reapply each year. Since students may apply in multiple years, the sum of applications in each year is greater than the number of unique students that applied over the six years covered by the report.
- <sup>32</sup> From 2018 to 2019, the ACS national poverty rate experienced one of its largest declines since 2005 and reached the lowest level measured since the onset of the ACS: the proportion of children aged 5-17 years old living below the federal poverty level dropped from 18 percent to 16 percent. See:

U.S. Census Bureau. (2019). *2018 ACS 1-Year Estimates: Poverty Status in the Last 12 Months*. [https://data.census.gov/cedsci/table?q=poverty&g=0100000US\\_1600000US1150000&tid=ACSST1Y2018.S1701](https://data.census.gov/cedsci/table?q=poverty&g=0100000US_1600000US1150000&tid=ACSST1Y2018.S1701)

U.S. Census Bureau. (2020a). *2019 ACS 1-Year Estimates: Poverty Status in the Last 12 Months*. [https://data.census.gov/cedsci/table?q=poverty&g=0100000US\\_1600000US1150000&tid=ACSST1Y2019.S1701](https://data.census.gov/cedsci/table?q=poverty&g=0100000US_1600000US1150000&tid=ACSST1Y2019.S1701)

U.S. Census Bureau. (2020b, September 17). *2019 American Community Survey Statistics for Income, Poverty and Health Insurance Available for States and Local Areas*. Release Number CB20-144. <https://www.census.gov/newsroom/press-releases/2020/acs-1year.html#:~:text=In%202019%2C%20the%20ACS%20national,of%20the%20ACS%20in%202005>



In this time period in DC, the proportion of children aged 5-17 years old living below the poverty level dropped 6 percentage points, from 25 to 19 percent. Within DC, factors that could have contributed to this decline include an 8 percent growth in median household income from 2018 to 2019 and an average unemployment rate in 2019 of 5.3 percent, a 20-year historic low. Given that the federal poverty line is used as an eligibility requirement for the OSP, this means the pool of eligible applicants also decreased in 2019-20. See:

Data USA: Washington, DC. Retrieved July 13, 2022, from <https://datausa.io/profile/geo/washington-dc#income>.

U.S. Bureau of Labor Statistics. *Local Area Unemployment Statistics: District of Columbia*. Retrieved July 13, 2022. [https://data.bls.gov/timeseries/LASST110000000000003?amp%253bdata\\_tool=XGtable&output\\_view=data&include\\_graphs=true](https://data.bls.gov/timeseries/LASST110000000000003?amp%253bdata_tool=XGtable&output_view=data&include_graphs=true)

- <sup>33</sup> U.S. Census Bureau (2022, February 7). *Comparing 2020 American Community Survey Data*. Retrieved January 11, 2024, from <https://www.census.gov/programs-surveys/acs/guidance/comparing-acs-data/2020.html>
- <sup>34</sup> To be eligible to use an OSP scholarship for the first time, students must reside in DC, be entering kindergarten through 12<sup>th</sup> grade, and either have a family household income that does not exceed 185 percent of the federal poverty level or receive benefits from the U.S. Department of Agriculture’s Supplemental Nutrition Assistance Program (SNAP). To be eligible to continue using an OSP scholarship, students must reside in DC, be entering kindergarten through 12<sup>th</sup> grade, and either have a family household income that does not exceed 300 percent of the federal poverty level or receive SNAP benefits.
- <sup>35</sup> The study’s definition of a returning applicant is consistent with the definition of returning applicants used in the prior evaluations but differs from the definition of “renewal applicants” in the SOAR Reauthorization Act of 2017. Under the reauthorization, a student qualifies as a renewal applicant if the program had previously offered that student a scholarship, even if the student never used the offered scholarship to attend an OSP school. As a result, students previously eligible based on a household income limit of 185 percent of the federal poverty level could renew their application and remain eligible based on a higher household income limit of 300 percent of the federal poverty level. However, to allow the study to compare trends in application and use rates since 2012, the study classifies applicants as “new” if they had not previously used an offered OSP scholarship. Returning applicants are defined as applicants who had *used* an OSP scholarship in one of the prior years for which the study had available scholarship use data.
- <sup>36</sup> This measure excludes new OSP users who were enrolled in grade 12 when they first used an OSP scholarship because most would have graduated from high school and therefore would not have been eligible to use a scholarship in the subsequent school year. There were 10 new OSP users in 12<sup>th</sup> grade in 2016-17, 4 new OSP users in 12<sup>th</sup> grade in 2017-18, 2 new OSP users in 12<sup>th</sup> grade in 2018-19, 5 new OSP users in 12<sup>th</sup> grade in 2019-20, 7 new OSP users in 12<sup>th</sup> grade in 2020-21, and 2 new OSP users in 12<sup>th</sup> grade in 2021-22.
- <sup>37</sup> For additional details see: United States Census Bureau (2020). Understanding and using ACS single-year and multiyear estimates, Chapter 3 in Understanding and using American Community Survey data: What all data users need to know. [https://www.census.gov/content/dam/Census/library/publications/2020/acs/acs\\_general\\_handbook\\_2020\\_ch03.pdf](https://www.census.gov/content/dam/Census/library/publications/2020/acs/acs_general_handbook_2020_ch03.pdf)
- <sup>38</sup> The ACS 2019 data reflect a (pre-Covid) nationwide drop in poverty and is reflected in the 2019-2020 number of children in DC who were eligible for the OSP scholarship. Also note that in 2020, the ACS used different sampling weights to account for lower than expected response rates from low income households, but in 2021 reverted to the sampling weights used in 2019. These sampling weight changes may explain the larger number of eligible children in DC in 2020-2021.
- <sup>39</sup> OSP scholarship use data needed to identify students who might have used an OSP scholarship before 2016-17 were unavailable. Because the study team had less data with which to identify prior users in earlier years of the study period than the later years of the study period, it is not possible to provide accurate findings on the share of prior users eligible as returning applicants who applied to renew their scholarship or return to the program in a subsequent year. For example, in 2022-23 enrollment year, the study had five years of scholarship use data to identify prior users.
- <sup>40</sup> Webber et al., 2019.
- <sup>41</sup> See Glazerman, S., Dotter, D. (2017). Market Signals: Evidence on the Determinants and Consequences of School Choice From a Citywide Lottery, *Educational Evaluation and Policy Analysis*, 39(4), pp. 593–619, and Hastings, J., Kane, T., and Staiger, D. (2009). Heterogeneous Preferences and the Efficacy of Public School Choice. National Bureau for Economic Research.

