

Appendix Table 3: Ever Attended Results: Academic Attainment

	High School Grad.		Two-Year Enrollment		Four-Year Enrollment	
	(1)	(2)	(3)	(4)	(5)	(6)
<i>Panel A: Pooled Results</i>						
Any Charter	-0.008 (0.005)	-0.007 (0.005)	0.016*** (0.005)	0.015*** (0.005)	-0.020*** (0.004)	-0.019*** (0.004)
<i>Panel B: By Charter Type</i>						
No Excuses	0.064*** (0.009)	0.065*** (0.009)	-0.005 (0.010)	-0.006 (0.010)	0.059*** (0.010)	0.062*** (0.010)
Regular Charter	-0.028*** (0.006)	-0.028*** (0.006)	0.023*** (0.005)	0.023*** (0.005)	-0.044*** (0.004)	-0.043*** (0.004)
Baseline Controls	Yes	Yes	Yes	Yes	Yes	Yes
Matched Cell FE	No	Yes	No	Yes	No	Yes
N Students	387295	387295	387295	387295	387295	387295
Dep. Variable Mean	0.761	0.761	0.326	0.326	0.281	0.281

Notes: This table reports OLS estimates of the effect of charter attendance on academic attainment outcomes. We report the coefficient and standard error on ever attending the indicated charter school type. Odd columns control for the number of years spent at charter schools not in our main sample, the baseline controls listed in Table 2, cubic polynomials in grade 4 math and reading scores, and 4th grade school x cohort effects. Even columns replace 4th grade school x cohort effects with 4th grade school x cohort x race x gender effects. All specifications include one observation per student and cluster standard errors at the 4th grade school by cohort level. *** = significant at 1 percent level, ** = significant at 5 percent level, * = significant at 10 percent level. See Online Appendix B for additional details on the variable construction and sample.

B. Data Appendix

We use administrative data from the Texas Education Research Center (ERC) that allows us to follow all Texas public school students from kindergarten to college to the labor market. The ERC data include information on student demographics and outcomes from the Texas Education Agency (TEA), college enrollment records from the Texas Higher Education Coordinating Board (THECB), and administrative earnings records from the Texas Workforce Commission (TWC). This appendix describes these data sets and details the procedures used to clean and match them.

Texas Education Agency

Overview: The TEA data include information on student race, gender, free and reduced-price lunch eligibility, limited English proficiency, special education status, at-risk designation, and graduation year. The TEA data also include information on each student's grade, school, and state math and reading test scores in each year. These data are available for all Texas public school students for the 1994-1995 to 2012-2013 school years.

State Assessments: Mathematics and reading assessments come from two statewide criterion-referenced achievement tests that were administered during our period of study. From 1993-2003, the Texas Assessment of Academic Skills (TAAS) was administered each spring to eligible students enrolled in grades three through eight. An exit level test was also administered in grade 10 in reading, writing, and mathematics as a requirement for graduation. In 2003, Texas introduced a new exam called the Texas Assessment of Knowledge and Skills (TAKS). TAKS expanded the number of subjects that students were required to demonstrate proficiency in and elevated the level of difficulty of the tests. TAKS was administered to grades 3-10 in reading and mathematics. An exit level test was also administered in grade 11 in English language arts, mathematics, science, and social studies as a requirement for graduation. Spanish versions of the TAKS test were offered for students with limited English proficiency in grades 3-6. TAKS assesses grade-specific content in grades 3-8. In grades 9-11, TAKS assesses content from specific courses. In our analysis, we normalize all math and reading scaled scores to have a mean of zero and a standard deviation of one in each year and grade level for the entire state of Texas. Since TAAS and TAKS are taken in different years, they are standardized separately.

High School Graduation Variables: We code a student as having graduated from high school if the Texas graduation files indicate that (1) she received a valid diploma or (2) if she enrolled in a two- or four-year college in any subsequent year. All students who are missing from both the graduation files and the college enrollment files are assumed to have not graduated from high school.

Transfer Variables: We code students as having transferred to an out-of-state school if they reenrolled outside of Texas, intended to reenroll outside of Texas, returned to their home country, or graduated from another state for the military. We also code a small number of students who are deceased as having transferred to an out-of-state school.