

Charters Without Lotteries:
Testing Takeovers in New Orleans and Boston
Online Appendix

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Figure B1a: Science and social science test scores in the RSD grandfathering sample

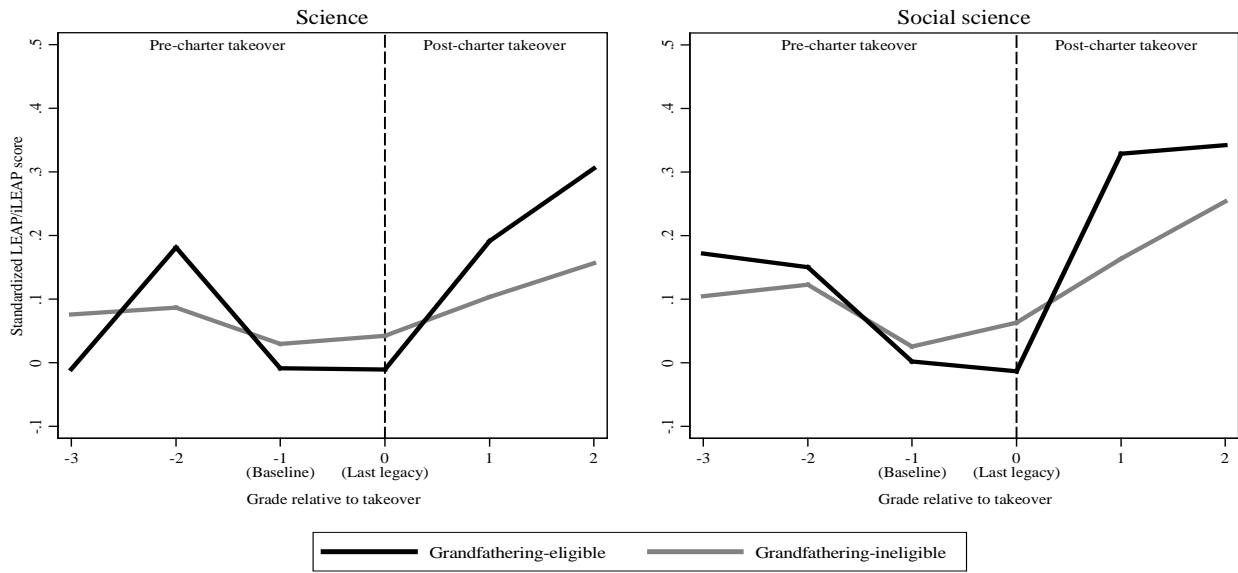
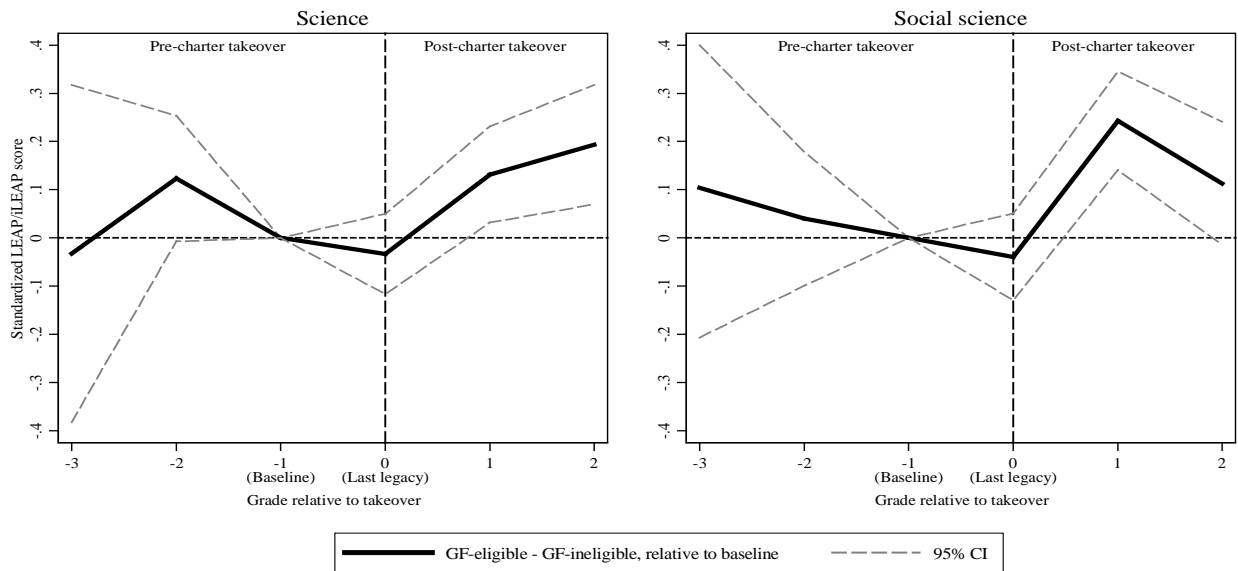


Figure B1b: RSD grandfathering DD: science and social science



Notes: Figure B1a plots average LEAP/iLEAP science and social science scores of students in the RSD legacy middle school matched sample. Figure B1b plots achievement growth relative to the baseline grade. Estimates in both figures control for matching cell fixed effects. Scores are standardized to have mean zero and standard deviation one within each year and grade in the set of direct-run schools in New Orleans RSD.

Table B1: Grandfathering IV estimates of RSD takeover attendance effects (science and social science)

		Comparison		2SLS estimates	
		group mean	OLS	First stage	Attendance effect
		(1)	(2)	(3)	(4)
All grades	Science	-0.125	0.081***	1.070***	0.142***
	(N: 5,613)		(0.022)	(0.052)	(0.046)
	Social science	-0.122	0.053**	1.072***	0.115**
	(N: 5,602)		(0.023)	(0.052)	(0.048)
A. By grade					
5th & 6th grades	Science	-0.136	0.082*	0.742***	0.160*
	(N: 2,574)		(0.044)	(0.042)	(0.085)
	Social science	-0.135	0.022	0.744***	0.049
	(N: 2,570)		(0.044)	(0.042)	(0.088)
7th & 8th grades	Science	-0.116	0.085***	1.347***	0.141***
	(N: 3,039)		(0.022)	(0.071)	(0.040)
	Social science	-0.111	0.061***	1.349***	0.153***
	(N: 3,032)		(0.022)	(0.071)	(0.042)
B. By potential exposure					
First exposure year (5th-8th grades)	Science	-0.159	0.120**	0.659***	0.126
	(N: 2,549)		(0.052)	(0.023)	(0.081)
	Social science	-0.174	0.132**	0.661***	0.220***
	(N: 2,545)		(0.054)	(0.023)	(0.085)
Second exposure year (6th-8th grades)	Science	-0.143	0.093***	1.146***	0.158**
	(N: 1,662)		(0.035)	(0.061)	(0.066)
	Social science	-0.107	0.046	1.148***	0.123*
	(N: 1,656)		(0.035)	(0.061)	(0.064)
Third & fourth exposure year (7th & 8th grades)	Science	-0.045	0.071***	1.693***	0.132***
	(N: 1,402)		(0.023)	(0.132)	(0.046)
	Social science	-0.048	0.044*	1.697***	0.034
	(N: 1,401)		(0.025)	(0.132)	(0.050)

Notes: This table reports OLS and 2SLS estimates of the effects of RSD takeover charter enrollment on 5th-8th grade LEAP/iLEAP science and social science test scores using the grandfathering eligibility instrument. The sample in columns 2-4 includes RSD direct-run school students matched to a pre-takeover year legacy school student. The endogenous regressor counts the number of years enrolled in a takeover charter prior to testing. All models control for matching strata, limited English proficiency, baseline test scores, and year/grade effects. Robust standard errors, clustered by student, are reported in parentheses. Means in column 1 are outcome grade scores for grandfathering-ineligible matched students.
 *significant at 10%; **significant at 5%; ***significant at 1%

Table B2: Grandfathering IV estimates of RSD takeover attendance effects on assessment status

		No differencing			Gains model		
		Comparison group mean	OLS	2SLS	Comparison group mean	OLS	2SLS
		(1)	(2)	(3)	(4)	(5)	(6)
Advanced and above	Math	0.012	0.003	0.012**	0.012	0.005*	0.018***
	(N: 5,625)		(0.003)	(0.005)		(0.003)	(0.006)
	ELA	0.006	0.002	0.003	0.006	0.000	-0.004
	(N: 5,621)		(0.002)	(0.003)		(0.003)	(0.005)
Mastery and above	Math	0.056	0.005	0.023**	0.056	0.004	0.011
	(N: 5,625)		(0.005)	(0.011)		(0.007)	(0.014)
	ELA	0.071	0.014**	0.041***	0.071	0.013*	0.026**
	(N: 5,621)		(0.007)	(0.014)		(0.007)	(0.013)
Basic and above	Math	0.528	0.048***	0.059***	0.528	0.080***	0.100***
	(N: 5,625)		(0.010)	(0.020)		(0.013)	(0.026)
	ELA	0.503	0.018*	0.045**	0.503	0.031**	0.066***
	(N: 5,621)		(0.009)	(0.019)		(0.012)	(0.025)
Approaching Basic and above	Math	0.723	0.007	0.029*	0.723	0.021*	0.049**
	(N: 5,625)		(0.007)	(0.015)		(0.012)	(0.024)
	ELA	0.802	0.012*	0.014	0.802	0.035***	0.071***
	(N: 5,621)		(0.007)	(0.014)		(0.013)	(0.024)

Notes: This table reports OLS and 2SLS estimates of the effects of RSD takeover charter enrollment on 5th-8th grade LEAP/iLEAP math and ELA assessment status using the grandfathering eligibility instrument. The outcome in columns 4-6 is a student's gain in assessment status to account for the grandfathering exclusion restriction violation. The sample in columns 1-3 is restricted to students with assessment status gains for comparability with gains model. The sample in both sets of results includes RSD direct-run school students matched to a pre-takeover year legacy school student by race, sex, special education status, subsidized lunch eligibility, baseline grade and year, and baseline school SPS scores in five-point bins. The endogenous regressor counts the number of years enrolled in a takeover charter prior to testing. All models control for matching strata, limited English proficiency, baseline test scores, and year/grade effects. Robust standard errors, clustered by student, are reported in parentheses. Means in columns 1 and 4 are non-differenced outcomes for grandfathering-ineligible matched students.

*significant at 10%; **significant at 5%; ***significant at 1%

Table B3: Educational philosophy of networks grandfathering New Orleans RSD direct-run middle schools

Takeover Network	Legacy Schools	Takeover Network Educational Philosophy	No Excuses
Crescent City	Paul B. Habans Elementary Murray Henderson Elementary	<p>"We have the highest expectations of our students because we believe in the potential of each child. We believe that every student can learn and succeed in a high-performing academic environment. Having high expectations for each student means understanding the absolute standard a child must reach and building an engaging academic program that motivates students to persevere in the face of adversity. High standards push students to improve the quality of their work, work hard to meet a new challenge, and reach beyond what they had thought possible. [Cite: Samuel Casey Carter, <i>No Excuses: Lessons from 21 High-Performing, High-Poverty Schools</i>, <i>The Heritage Foundation</i> (2000); U.S. Department of Education, <i>Successful Charter Schools</i> (2004)] "</p> <p>"... Students will be explicitly taught everything from walking in lines, participating in class, eating lunch, entering and exiting the building, and greeting teachers and each other. We believe this explicit instruction will set the standard for excellence in our building, and allow no excuses from students for not following school rules and procedures. The school principal will lead most of these sessions, supported by school staff, so that all staff develop the same language and tone for maintaining student culture."</p> <p>Source: Crescent City Schools Paul B. Habans Charter School Application 2012, p. 30.</p>	Yes
FirstLine	John Dibert Elementary	<p>"These <i>FirstLine Schools Educational Principles</i> are drawn from the practices of highly effective open admissions urban schools serving low-income student populations in the United States and United Kingdom. Three sources of evidence support the common thread of these principles as key levers in highly effective urban schools: the Urban Excellence Framework developed by New Leaders for New Schools, the aligned instructional approach used initially by the Brazosport Texas schools and now widely copied across the country [Cite: <i>Closing the Achievement Gap: No Excuses</i>. Pat Davenport and Gerald Anderson. American Productivity and Quality Center. Education Initiative, 2002.], and the effective schools research of Ron Edmonds, Larry Lezotte, and others."</p> <p>Source: John Dibert Community School Charter Application Binder, submitted August 23, 2009 by FirstLine Schools, p. 16.</p>	Yes
Friends of King	Joseph A. Craig	<p>"FOKS employs the principle of 'no excuses' at schools. All students are led to believe that they are capable of 'searing to great heights' no matter how tough it gets. Students are aware that failure is not an option.."</p> <p>Source: Type 5 Charter Experience Operator Application Submitted by the Friends of King School District, 2013, p. 10.</p>	Yes
New Beginnings	Gentilly Terrace Elementary	<p>"Gentilly Terrace is an institution committed to educating and preparing the whole child to succeed academically and socially. Our belief is that all children have a natural ability to learn and achieve. We are mindful of children's natural curiosity and sincere desire to learn, and that intelligence is dynamic and multidimensional. In educating the whole child, several different areas need to be addressed; these include the cognitive, physical, artistic, and social/emotional aspects of learning... Hank Levin and James Meza, Jr. modeled this philosophy through the Accelerated Schools Project (ASP), which started at two centers and grew to more than 700 schools in 35 states."</p> <p>Source: New Beginnings Schools Foundation, Gentilly Terrace Charter School Application, p. 10.</p>	
ReNEW	Laurel Elementary Live Oak Elementary Sarah Towles Reed Elementary H.C. Schaumburg Elementary Abramson Science and Technology	<p>"ReNEW's model is heavily influenced by the "No Excuses" school model, a model that has proven to be extremely effective in raising student achievement level in at-risk student populations. Many of our nation's highest performing charter groups - including KIPP, Achievement First, and Uncommon Schools - implement some form of his model."</p> <p>Source: ReNEW School's CMO Charter Application for two Type-5 Takeover Charters, Executive Summary p. 3.</p>	Yes
Spirit of Excellence	Harney Elementary	<p>"With regard to our academic philosophy, we envision Harney as an environment that expects, supports, promotes, encourages and reinforces subject mastery and academic achievement for all students. From this educational platform, the students of the Spirit of Excellence Academy will be positioned, not only for the rigors of secondary education, but will also have a solid foundation of academic expertise, social and cultural experiences, community support, and critical thinking and decision-making skills to support long-term academic success."</p> <p>Source: Edgar P. Harney Spirit of Excellence Academy website, http://www.soeanola.com, last accessed October 21, 2014.</p> <p>"The Academy will utilize the Louisiana Comprehensive Curriculum supported by the TargetTeach curriculum designed by Fenwick English, PhD. to better ensure content alignment, diagnostic assessment, student-centered data and subject mastery. Our partner school, The Edgar P. Harney Spirit of Excellence Academy located in Orleans Parish, has achieved tremendous success utilizing this curriculum. Evans Newton, Inc. (TargetTeach) customizes its program components to meet the state standards through a systematic review process. The company retrieves samples of the schools text books, work books, instructional tools, etc. and aligns the materials to the grade level expectations (GLE's) relative to curriculum alignment."</p> <p>Source: Experienced Operator Application, submitted by Spirit of Excellence, May 15, 2013, Executive Summary p.1.</p>	