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Errata

To: Recipients of MG-869-BMG/JOY/WPF, *Charter Schools in Eight States: Effects on Achievement, Attainment, Integration, and Competition*

From: RAND Corporation Publications Department

Date: April 2011

Re: Corrections on page 35

In Table 3.2 on page 35, data in the “Percentage of Charter Students Observed Switching Between TPSs and Charter Schools” column should be as follows: Chicago, 55.0; Denver, 46.3; and Texas, 76.8.

The results in Table 3.2 indicate that, in just over half of the comparisons, students observed only in charter schools have gains that are not statistically different (at 0.05) from students who switch between charter and TPS status. But charter stayers have significantly (at 0.05 and usually at 0.01) larger gains in nearly half of the comparisons, including Ohio and Texas, where the achievement estimates were negative in Table 3.1.

The larger average gains for charter stayers (versus switchers) are not surprising: Staying in one school may be an indication of family stability, and switching schools may occur because a student has not been doing well in the prior school. Whether these differences create an

Table 3.2
Descriptive Student Achievement Gains for Students Always in Charter Schools Relative to Students Who Transfer Between Charter Schools and Traditional Public Schools

Location	Percentage of Charter Students Observed Switching Between TPSs and Charter Schools	Average Annual Gain Advantage for Students Always in Charter Schools Versus Students Who Transfer (robust standard error)	
		Math	Reading
Chicago	55.0	0.03* (0.01)	0.02 (0.01)
Denver	46.3	0.03 (0.05)	0.03 (0.04)
Milwaukee	73.6	-0.01 (0.02)	0.01 (0.01)
Philadelphia	57.0	0.03** (0.01)	0.01 (0.01)
San Diego	73.7	0.00 (0.02)	0.00 (0.02)
Ohio	47.4	0.09** (0.03)	0.06** (0.02)
Texas	76.8	0.16** (0.02)	0.10** (0.01)

NOTE: * = statistically significant at the 5-percent level. ** = statistically significant at the 1-percent level.