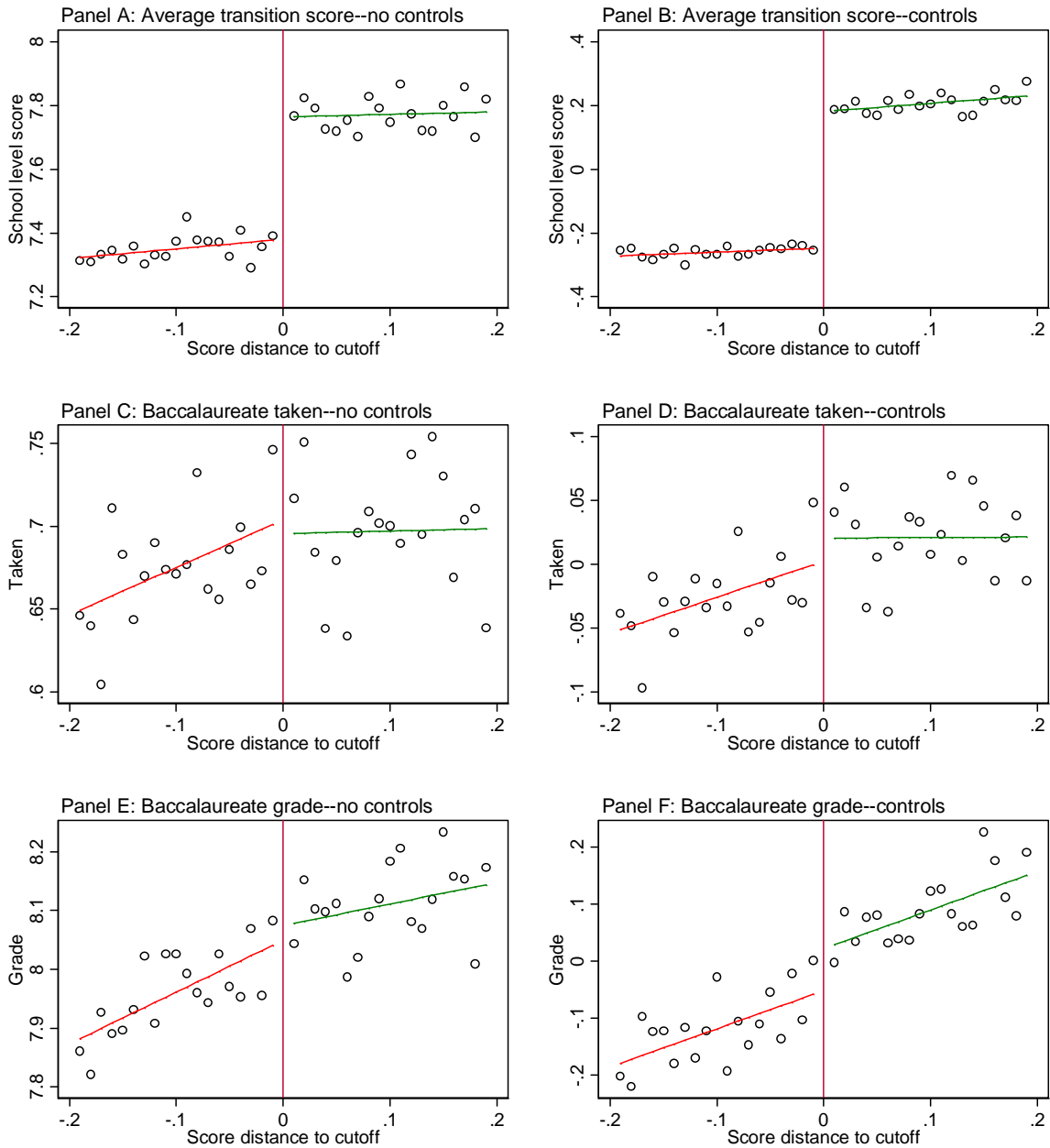


Going to a better school: Effects and behavioral responses

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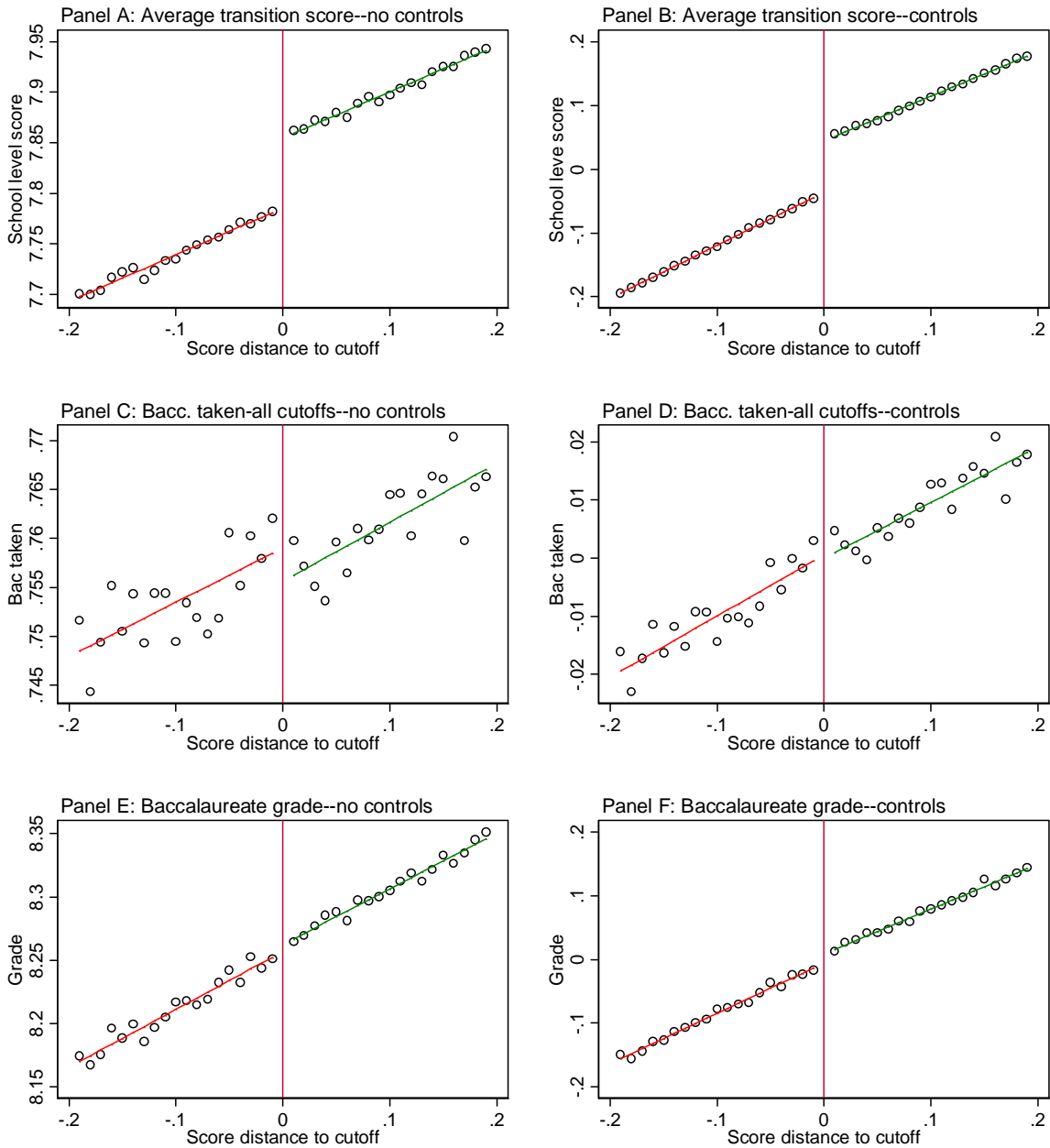
ONLINE APPENDIX

Figure A.1: Between-school cutoffs, survey sample towns



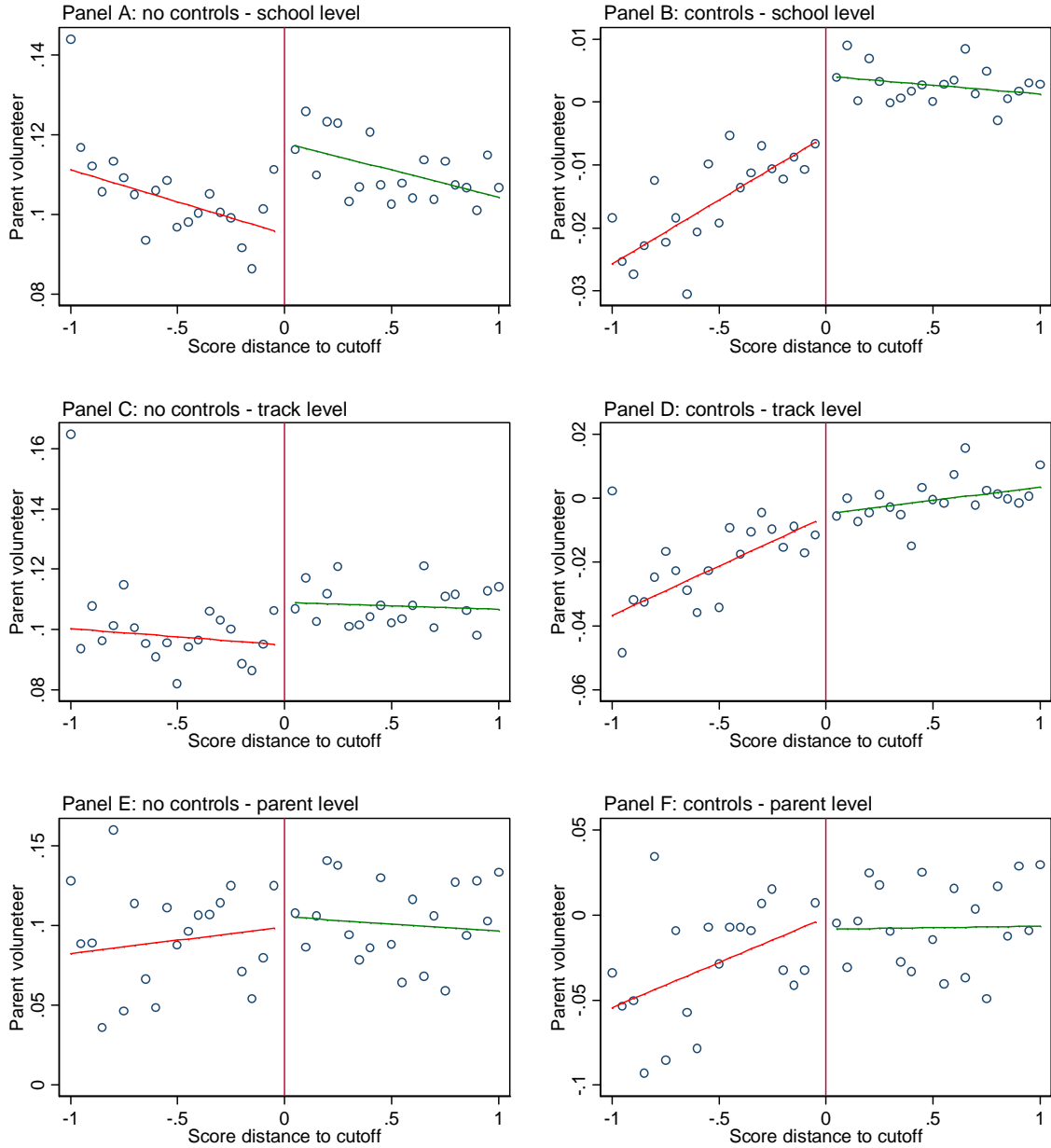
Note: All panels are based on administrative data for the 2001-2003 admission cohorts, and restrict observations to individuals with transition scores within 0.2 points of a cutoff. The left hand side panels plot (0.01 point) transition score cell means of the dependent variable. The right hand side panels plot analogous means of residuals from a regression of the dependent variable on cutoff fixed effects. In each panel, the solid lines are fitted values of regressions of the dependent variable on a linear trend in the transition score, estimated separately on each side of the cutoff. The dependent variable in panels A and B is the average transition score of the peers students encounter at school; the dependent variable in panels C and D is an indicator for having taken the Baccaulaureate test; the dependent variable in panels E and F is the Baccaulaureate exam grade.

Figure A.2: Between-track cutoffs, all towns



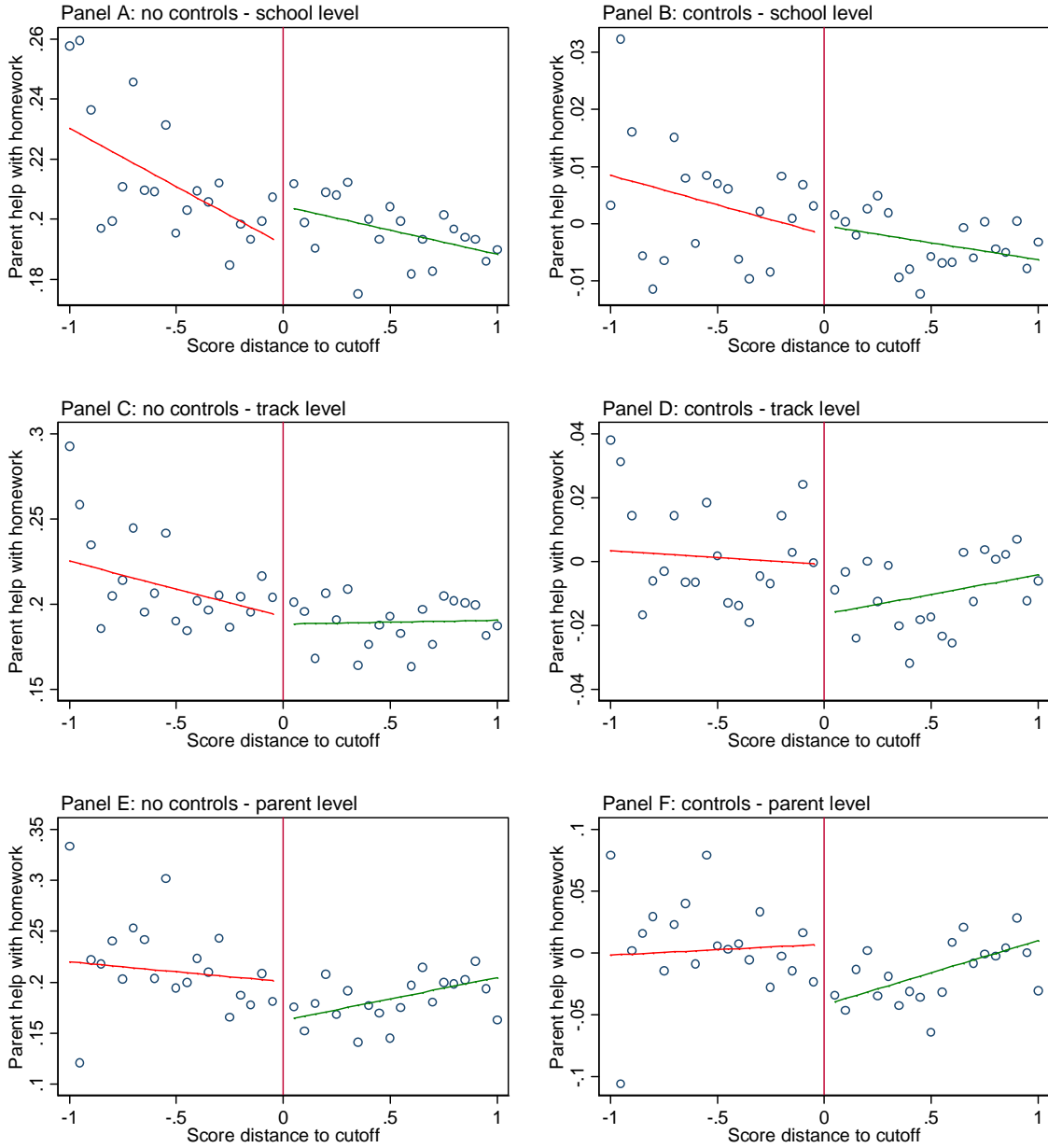
Note: All panels are based on administrative data for the 2001-2003 admission cohorts, and restrict observations to individuals with transition scores within 0.2 points of a cutoff. The left hand side panels plot (0.01 point) transition score cell means of the dependent variable. The right hand side panels plot analogous means of residuals from a regression of the dependent variable on cutoff fixed effects. In each panel, the solid lines are fitted values of regressions of the dependent variable on a linear trend in the transition score, estimated separately on each side of the cutoff. The dependent variable in panels A and B is the average transition score of the peers students encounter at school; the dependent variable in panels C and D is an indicator for having taken the Baccalaureate test; the dependent variable in panels E and F is the Baccalaureate exam grade.

Figure A.3: Parental volunteering at school



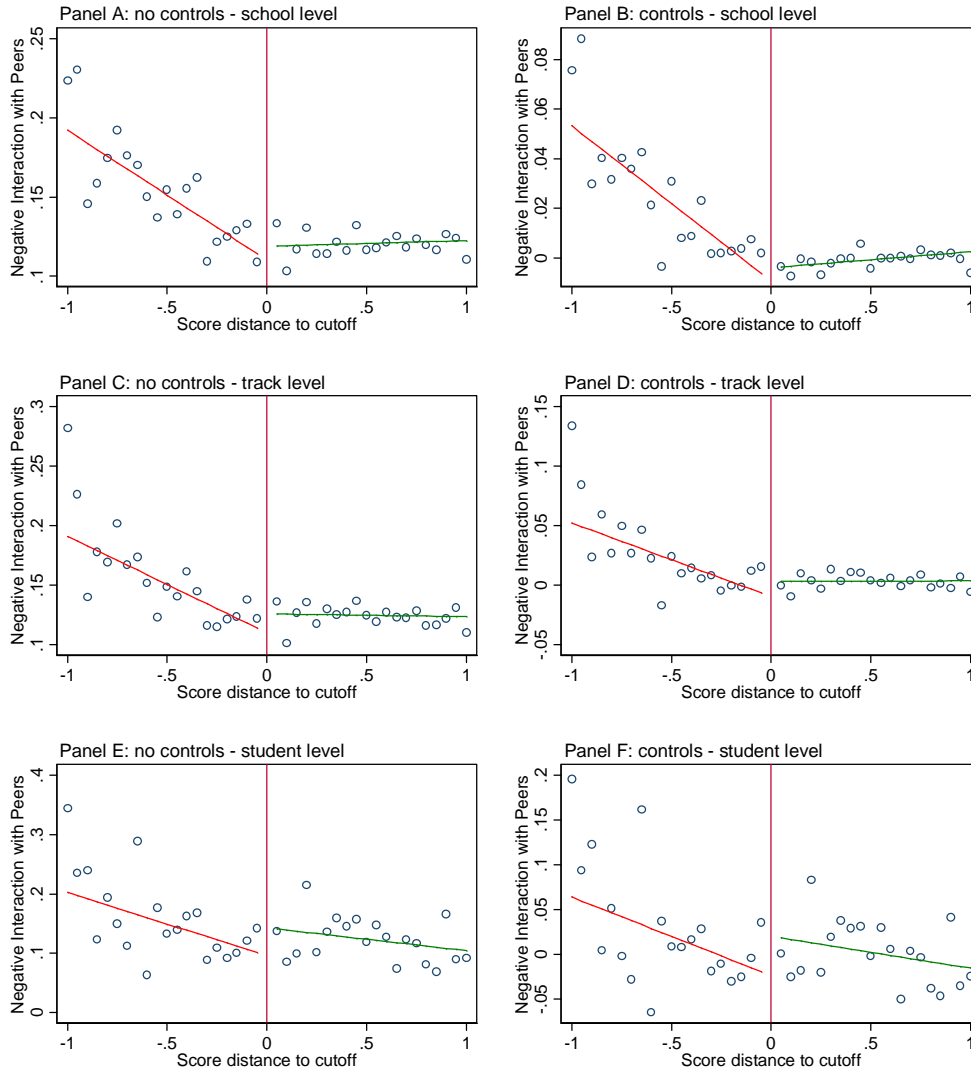
Note: All panels are based on survey data for the 2005-2007 admission cohorts, and restrict observations to individuals with transition scores within 1 point of a cutoff. The left hand side panels plot (0.05 point) transition score cell means of an indicator for whether parents have volunteered at school in the past year. The right hand side panels plot analogous means of residuals from a regression of the dependent variable on cutoff fixed effects. The solid lines are fitted values of regressions of the dependent variable on a linear trend in the transition score, estimated separately on each side of the cutoff. Panels A and B present the outcome variable aggregated to the school level, and panels C and D present it aggregated to the track level. Panels E and F present the outcome variable at the child or parent level.

Figure A.4: Parental help with homework



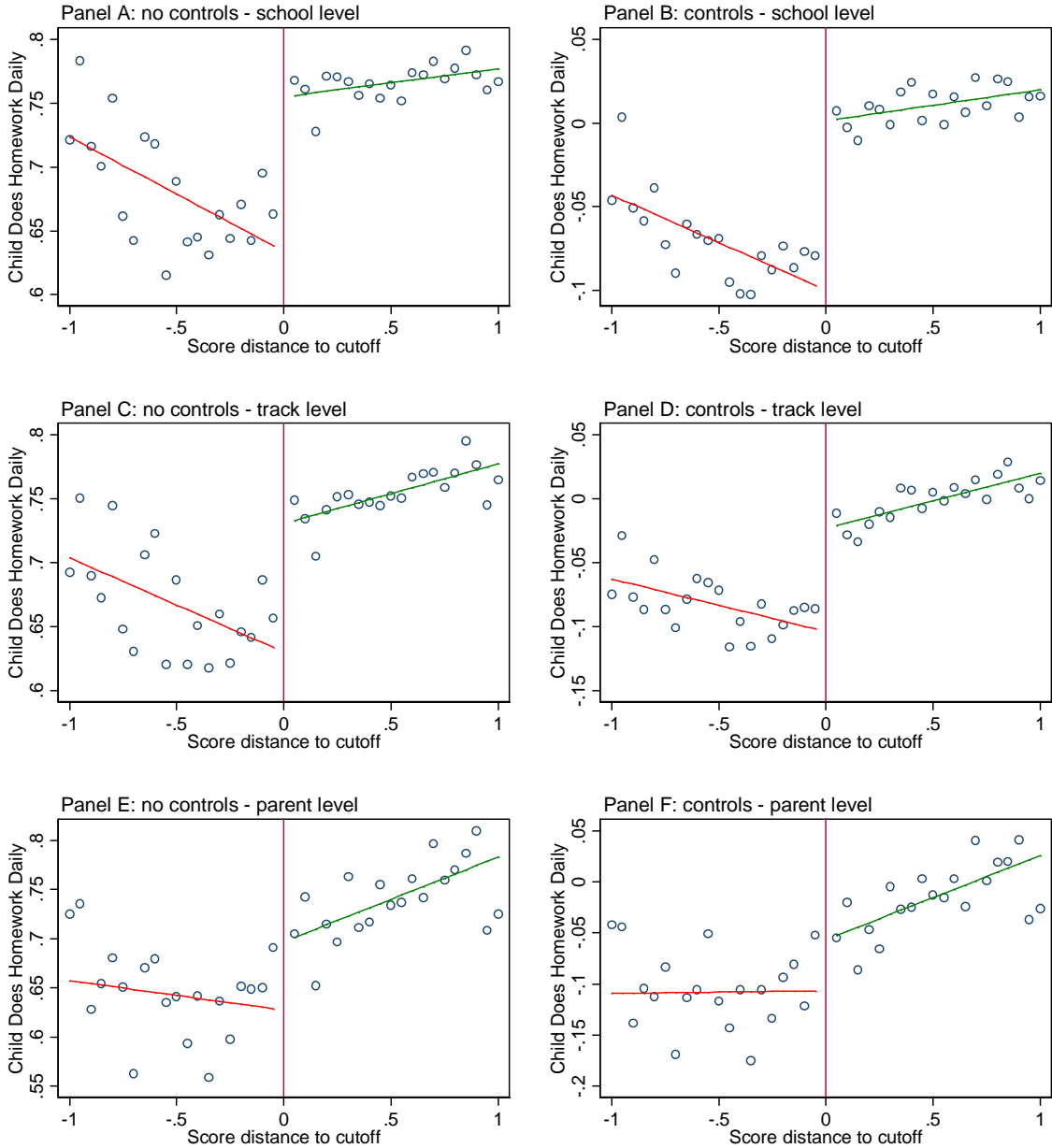
Note: All panels are based on survey data for the 2005-2007 admission cohorts, and restrict observations to individuals with transition scores within 1 point of a cutoff. The left hand side panels plot (0.05 point) transition score cell means of an indicator for whether, in the month before the survey, parents declare helping their children with homework on a daily or almost daily basis. The right hand side panels plot analogous means of residuals from a regression of the dependent variable on cutoff fixed effects. The solid lines are fitted values of regressions of the dependent variable on a linear trend in the transition score, estimated separately on each side of the cutoff. Panels A and B present the outcome variable aggregated to the school level, and panels C and D present it aggregated to the track level. Panels E and F present the outcome variable at the child or parent level.

Figure A.5: Negative interaction with peers at school



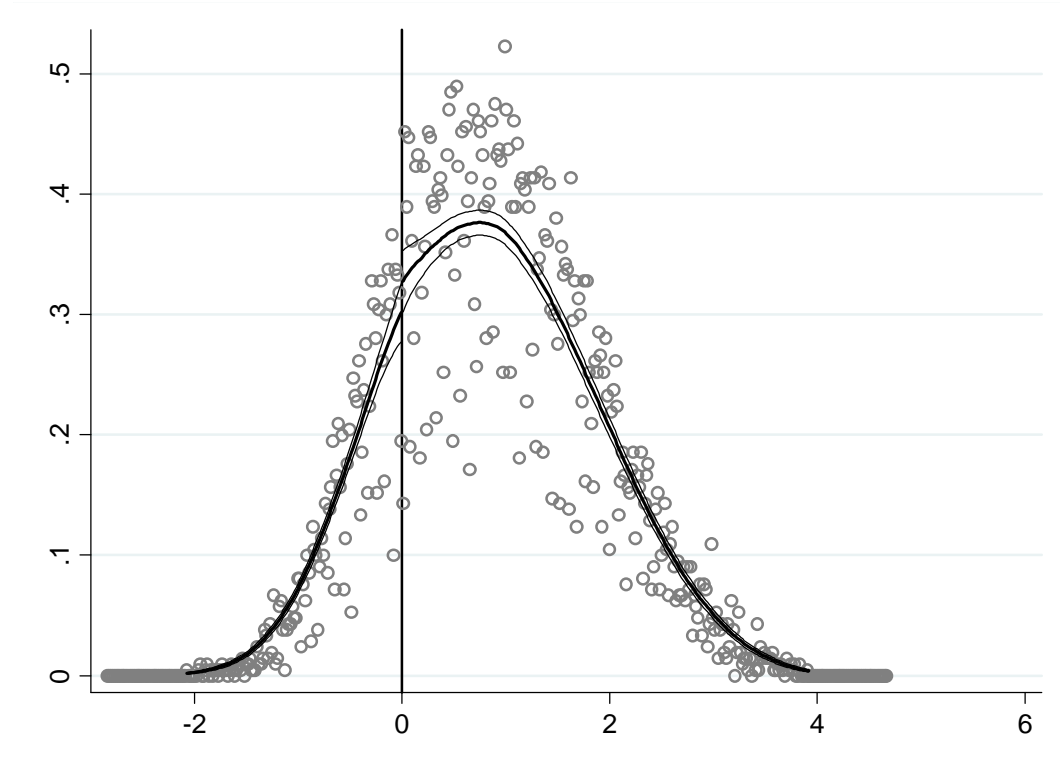
Note: All panels are based on survey data for the 2005-2007 admission cohorts, and restrict observations to individuals with transition scores within 1 point of a cutoff. The left hand side panels plot (0.05 point) transition score cell means of an index of children’s negative interactions with peers at school. The right hand side panels plot analogous means of residuals from a regression of the dependent variable on cutoff fixed effects. The solid lines are fitted values of regressions of the dependent variable on a linear trend in the transition score, estimated separately on each side of the cutoff. Panels A and B present the outcome variable aggregated to the school level, and panels C and D present it aggregated to the track level. Panels E and F present the outcome variable at the child or parent level.

Figure A.6: Children’s homework effort (parental report)



Note: All panels are based on survey data for the 2005-2007 admission cohorts, and restrict observations to individuals with transition scores within 1 point of a cutoff. The left hand side panels plot (0.05 point) transition score cell means of an indicator for whether, based on parental reports, children do homework on a daily or almost daily basis. The right hand side panels plot analogous means of residuals from a regression of the dependent variable on cutoff fixed effects. The solid lines are fitted values of regressions of the dependent variable on a linear trend in the transition score, estimated separately on each side of the cutoff. Panels A and B present the outcome aggregated to the school level, and panels C and D present it aggregated to the track level. Panels E and F present the outcome variable at the child or parent level.

Figure A.7: Frequency Density in the Survey Data



Note: The graph is based on the survey data for the 2005-2007 admission cohorts. The x-axis is the normalized transition score. The McCrary (2008) test shows no significant break (log difference in height is 0.074 with a std error of 0.058).

Table A.1: Descriptive statistics, administrative data—2001-2003 cohorts

	2001		2002		2003	
	Min	Max	Min	Max	Min	Max
Panel A: All towns:						
<i>Panel A.1: Individual level</i>						
Transition grade	5.18	10	5.17	10	5.13	10
Baccalaureate taken	0	1	0	1	0	1
Baccalaureate grade	5.19	10.00	5.18	10.00	5.27	10.00
<i>Panel A.2: Track level</i>						
Number of 9 th grade students	1	276	1	280	1	329
<i>Panel A.3: School level</i>						
Number of 9 th grade students	2	352	9	420	3	432
Number of tracks	1	5	1	5	1	5
<i>Panel A.4: Town level</i>						
Number of 9 th grade students	62	3,819	60	4,088	45	4,169
Number of schools	2	29	2	28	2	29
Number of tracks	2	58	2	56	2	52
Panel B: Survey towns:						
<i>Panel B.1: Individual level</i>						
Transition grade	5.43	9.97	5.24	9.94	5.19	9.98
Baccalaureate taken	0	1	0	1	0	1
Baccalaureate grade	5.38	10.00	5.43	10.00	5.50	10.00
<i>Panel B.2: Track level</i>						
Number of 9 th grade students	13	275	17	280	1	329
<i>Panel B.3: School level</i>						
Number of 9 th grade students	13	276	21	280	20	329
Number of tracks	1	5	1	5	1	5
<i>Panel B.4: Town level</i>						
Number of 9 th grade students	60	756	60	756	45	718
Number of schools	2	3	2	3	2	3
Number of tracks	2	10	2	10	2	10

Note: This Table complements Table 1 in the main text. Panel A describes the universe of Romanian towns with two exceptions (discussed in Section III): i) towns that make up Bucharest, and ii) towns that contain a single school. Panel A.1 presents student level statistics, and panels A.2, A.3, and A.4 refer to characteristics at the track, school, and town level, respectively. Panels B.1-B.4 present analogous information for the towns we eventually targeted for surveying. Note that these panels refer to 55 rather than the 59 towns discussed in Section III and described in Table 2. This reflects that the remaining four towns only had one school in 2001-2003, and so are not in our main administrative sample (these four towns did contain two or three schools in 2005, and thus were targeted for the survey).

Table A.2: Town and country characteristics by survey participation

	Average transition grade	Percent in math track	Population in 2006	Area	Population density in 2006	GDP Growth in 2005	Log GDP per capita in 2005	Unemployment in 2005
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Panel A: Town participated in school survey								
Participation	-0.07 (0.101)	-0.112 ** (0.053)	-10441.685 (39,809.389)	302.725 (375.021)	-5.756 (10.398)	-0.223 (1.643)	-0.062 (0.076)	-0.908 (0.732)
Constant	8.079 *** (0.095)	0.339 *** (0.052)	511,764.86 *** (34,055.703)	5,754.57 *** (320.652)	92.012 *** (9.639)	1.471 (1.403)	8.155 *** (0.069)	7.214 *** (0.664)
Observations	71	71	71	71	71	71	71	71
R-squared	0.01	0.13	0	0	0	0	0.01	0.01
Panel B: Town participated in children/parent survey								
Participation	-0.036 (0.081)	-0.06 (0.038)	12637.86 (37,360.974)	535.75 * (319.626)	-3.243 (7.594)	2.873 (1.855)	0.041 (0.087)	-1.329 * (0.778)
Constant	8.046 ** (0.073)	0.287 *** (0.037)	491,850.75 *** (30,292.961)	5,582.25 *** (243.594)	89.518 *** (6.331)	-1.117 (1.641)	8.066 *** (0.080)	7.5 *** (0.715)
Observations	71	71	71	71	71	71	71	71
R-squared	0	0.06	0	0.02	0	0.03	0	0.04

Note: Standard errors are in parentheses and ***, **, * denote coefficients significant at the 1, 5, and 10 percent level, respectively. Panel A presents reduced form specifications where the key independent variable is a dummy for whether a town successfully completed the school surveys (64 out of 71). Panel B presents reduced form specifications where the key independent variable is a dummy for whether a town also successfully completed also the child and parent surveys (59 out of 71). The dependent variables in columns 1 and 2 vary at the town level. The dependent variables in columns 3-8 vary at the county level.

Table A.3: First stages; full sample specifications

Dependent variable:	Administrative data		Survey data
	All towns	Survey towns	
	Full sample	Full sample	Full sample
	(1)	(2)	(3)
Panel A: School-level avg. transition grade - 2001-2003 cohorts - between school cutoffs			
1{Trans. grade \geq Cutoff}	0.094 ^{***}	0.454 ^{***}	
	(0.001)	(0.005)	
Linear spline	Yes	Yes	
R ²	0.817	0.729	
N	3,609,572	64,052	
Panel B: Track-level avg. transition grade - 2001-2003 cohorts - between track cutoffs			
1{Trans. grade \geq Cutoff}	0.067 ^{***}	0.203 ^{***}	
	(0.001)	(0.003)	
Linear spline	Yes	Yes	
R ²	0.873	0.779	
N	8,802,699	265,896	
Panel C: Track-level avg. transition grade - 2001-2003 cohorts - between school cutoffs			
1{Trans. grade \geq Cutoff}	0.068 ^{***}	0.283 ^{***}	
	(0.001)	(0.005)	
Linear spline	Yes	Yes	
R ²	0.870	0.783	
N	3,609,572	64,052	
Panel D: School-level avg. transition grade - 2005-2007 cohorts - between school cutoffs			
1{Trans. grade \geq Cutoff}	0.107 ^{***}	0.435 ^{***}	0.516 ^{***}
	(0.001)	(0.006)	(0.014)
Linear spline	Yes	Yes	Yes
R ²	0.830	0.669	0.700
N	3,302,846	62,503	11,838

Note: All regressions are clustered at the student level and include cutoff fixed effects. Standard errors are in parentheses and ***, **, * denote coefficients significant at the 1, 5, and 10 percent level, respectively. All panels present reduced form specifications where the key independent variable is a dummy for whether a student's transition score is greater than or equal to the cutoff.

Table A.4: Continuity checks

Panel A: Mothers' characteristics	<i>Dependent variable</i>									
	Mother's birthyear	Mother is Romanian	Mother is Hungarian	Mother is Roma	Mother has primary education	Mother has secondary education	Mother has tertiary education	Mother is married	Mother born urban area	Mother is employed
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Panel A.1: Full sample	-0.297 (0.240)	-0.001 (0.008)	0.001 (0.007)	-0.002 (0.003)	-0.002 (0.005)	0.039* (0.020)	-0.022** (0.009)	-0.006 (0.011)	-0.014 (0.020)	0.020 (0.010)
Panel A.2: Within 1 point of cutoff	-0.222 (0.317)	0.003 (0.011)	0.000 (0.009)	0.000 (0.004)	0.001 (0.006)	-0.003 (0.026)	-0.005 (0.011)	-0.005 (0.014)	0.004 (0.026)	0.001 (0.013)
Panel A.3: Within IK bounds	-0.325 (0.278)	0.003 (0.010)	0.003 (0.008)	-0.002 (0.004)	0.001 (0.006)	0.018 (0.023)	-0.014 (0.009)	-0.006 (0.012)	-0.011 (0.021)	0.001 (0.012)
Panel B: Child/hhld. Characteristics	Child gender	Child's birthyear	Child born in urban area	Household has electricity	Household has hot water	Household has central heating	Household has car	Household has landline phone	Household has computer	Household has internet
	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
Panel B.1: Full sample	0.013 (0.019)	0.026 (0.019)	0.017 (0.012)	0.010** (0.005)	0.033* (0.017)	0.021 (0.017)	-0.006 (0.019)	-0.014 (0.018)	0.030** (0.015)	0.033 (0.017)
Panel B.2: Within 1 point of cutoff	0.032 (0.025)	0.025 (0.024)	0.016 (0.015)	0.010 (0.007)	0.017 (0.021)	0.011 (0.022)	0.007 (0.025)	-0.019 (0.023)	0.032* (0.019)	0.014 (0.023)
Panel B.3: Within IK bounds	0.017 (0.023)	0.027 (0.021)	0.019 (0.014)	0.009 (0.007)	0.019 (0.020)	0.020 (0.019)	-0.005 (0.020)	0.000 (0.021)	0.032* (0.017)	0.030 (0.020)

Note: All regressions are clustered at the student level and include cutoff fixed effects. Standard errors are in parentheses and ***, **, * denote coefficients significant at the 1, 5, and 10 percent level, respectively. All results are based on reduced form specifications where the key independent variable is a dummy for whether a student's transition score is greater than or equal to the cutoff. All outcome variables are at the child or parent level (see Section V).

Table A.5: Effects on Baccalaureate taking and performance

Dependent variable:	All towns	Survey towns
	Full sample	Full sample
	(1)	(2)
Panel A: Bacc. taken dummy - 2001-2003 cohorts - between school cutoffs		
1{Trans. grade \geq Cutoff}	0.001	0.021 ***
	(0.001)	(0.007)
Linear spline	Yes	Yes
R ²	0.056	0.086
N	3,609,572	64,052
Panel B: Bacc. grade - 2001-2003 cohorts - between school cutoffs		
1{Trans. grade \geq Cutoff}	0.037 ***	0.144 ***
	(0.001)	(0.012)
Linear spline	Yes	Yes
R ²	0.567	0.566
N	2,546,208	44,115
Panel C: Bacc. grade - 2001-2003 cohorts - between school cutoffs, IV specification		
Avg. school trans. grade	0.378 ***	0.317 ***
	(0.015)	(0.026)
Linear spline	Yes	Yes
N	2,546,208	44,115
Panel D: Bacc. taken dummy - 2001-2003 cohorts - between track cutoffs		
1{Trans. grade \geq Cutoff}	-0.005 ***	0.007 *
	(0.001)	(0.004)
Linear spline	Yes	Yes
R ²	0.060	0.091
N	8,802,699	265,896
Panel E: Bacc. grade - 2001-2003 cohorts - between track cutoffs		
1{Trans. grade \geq Cutoff}	0.042 ***	0.062 ***
	(0.001)	(0.006)
Linear spline	Yes	Yes
R ²	0.567	0.559
N	6,165,081	183,321

Note: All regressions are clustered at the student level and include cutoff fixed effects. Standard errors are in parentheses and ***, **, * denote coefficients significant at the 1, 5, and 10 percent level, respectively. All panels present reduced form specifications where the key independent variable is a dummy for whether a student's transition score is greater than or equal to the cutoff.

Table A.6: The impact of different controls

	School level average transition score	Baccalaureate taken	Baccalaureate grade	Baccalaureate grade IV specification
	(1)	(2)	(3)	(4)
Panel A--No controls				
1{Grade≥Cutoff}	0.093 *** (0.002)	-0.001 (0.001)	0.009 *** (0.003)	0.087 *** (0.030)
Linear spline	Yes	Yes	Yes	Yes
R ²	0.097	0.004	0.055	--
N	1,857,376	1,857,376	1,256,038	1,256,038
Panel B--Controls: Cutoff fixed effects				
1{Grade≥Cutoff}	0.107 *** (0.001)	0.000 (0.001)	0.018 *** (0.002)	0.163 *** (0.020)
Linear spline	Yes	Yes	Yes	Yes
R ²	0.790	0.054	0.483	--
N	1,857,376	1,857,376	1,256,038	1,256,038
Panel C--Controls: Cutoff fixed effects and Baccalaureate subject dummies				
1{Grade≥Cutoff}	0.105 *** (0.001)	0.001 (0.001)	0.009 *** (0.002)	0.084 *** (0.020)
Linear spline	Yes	Yes	Yes	Yes
R ²	0.817	0.030	0.525	--
N	1,497,754	1,497,754	1,256,038	1,256,038
Panel D--Controls: Cutoff fixed effects, Baccalaureate subject dummies, and track fixed effects				
1{Grade≥Cutoff}	0.098 *** (0.001)	0.001 (0.001)	0.010 *** (0.002)	0.098 *** (0.020)
Linear spline	Yes	Yes	Yes	Yes
R ²	0.830	0.031	0.530	--
N	1,497,754	1,497,754	1,256,038	1,256,038

Note: All regressions are clustered at the student level and include cutoff fixed effects. Standard errors are in parentheses and ***, **, * denote coefficients significant at the 1, 5, and 10 percent level, respectively. All panels present reduced form specifications where the key independent variable is a dummy for whether a student's transition score is greater than or equal to the cutoff. Panel A presents specifications with no controls whatsoever; Panel B includes cutoff fixed effects as control variables. Panels C and D add Baccalaureate subject fixed effects, and track fixed effects, respectively.

Table A.7: Probability of attending given tracks (all specifications within 1 pt. of cutoffs)

	Prob. of attending Math track (1)	Prob. of attending Technical track (2)	Prob. of attending Humanities track (3)	Prob. of attending Soc.Sci. track (4)
Panel A: Full sample				
$1\{\text{Grade} \geq \text{Cutoff}\}$	-0.015 *** (0.001)	-0.009 *** (0.001)	0.013 *** (0.001)	0.010 *** (0.000)
Linear spline	Yes	Yes	Yes	Yes
R ²	0.195	0.496	0.066	0.038
N	1,857,376	1,857,376	1,857,376	1,857,376
Panel B: Towns with 4 or more schools				
$1\{\text{Grade} \geq \text{Cutoff}\}$	-0.015 *** (0.001)	-0.006 *** (0.001)	0.011 *** (0.001)	0.008 *** (0.000)
Linear spline	Yes	Yes	Yes	Yes
R ²	0.194	0.496	0.064	0.035
N	1,806,411	1,806,411	1,806,411	1,806,411
Panel C: Towns with 3 schools				
$1\{\text{Grade} \geq \text{Cutoff}\}$	-0.012 *** (0.005)	-0.070 *** (0.007)	0.041 *** (0.005)	0.044 *** (0.004)
Linear spline	Yes	Yes	Yes	Yes
R ²	0.221	0.507	0.124	0.075
N	31,149	31,149	31,149	31,149
Panel D: Towns with 2 schools				
$1\{\text{Grade} \geq \text{Cutoff}\}$	-0.011 ** (0.005)	-0.236 *** (0.009)	0.114 ** (0.007)	0.186 *** (0.007)
Linear spline	Yes	Yes	Yes	Yes
R ²	0.247	0.493	0.161	0.144
N	19,816	19,816	19,816	19,816

Note: All regressions are clustered at the student level and include cutoff fixed effects. Standard errors are in parentheses and ***, **, * denote coefficients significant at the 1, 5, and 10 percent level, respectively. All panels present reduced form specifications where the key independent variable is a dummy for whether a student's transition score is greater than or equal to the cutoff. The dependent variables in columns 1-4 are dummies for being enrolled in the Math, Technical, Humanities, and Social Science tracks, respectively.

Table A.8: Teachers; full sample specifications

Dependent variable:	Principals perceive their school to be the best in teacher quality	Language teacher has the highest certification standard	Language teacher experience in years	Language teacher is a "novice" (less than two years experience)
	Full sample	Full sample	Full sample	Full sample
	█ (1)	█ (2)	█ (3)	█ (4)
Panel A: School level				
1{Trans. grade≥Cutoff}	0.148 *** █ (0.039)	0.079 ** █ (0.035)	2.130 *** █ (0.596)	-0.015 █ (0.018)
Linear spline	Yes	Yes	Yes	Yes
R ²	0.380	0.570	0.590	0.510
N	11,431	11,084	11,084	11,084
Panel B: Track level				
1{Trans. grade≥Cutoff}		0.048 █ (0.035)	0.508 █ (0.914)	-0.018 █ (0.019)
Linear spline		Yes	Yes	Yes
R ²		0.410	0.380	0.340
N		11,084	11,084	11,084
Panel C: Student/parent level				
1{Trans. grade≥Cutoff}		0.026 (0.017)	-0.074 █ (0.444)	-0.012 (0.010)
Linear spline		Yes	Yes	Yes
R ²		0.320	0.300	0.270
N		11,084	11,084	11,084

Note: All regressions include cutoff fixed effects. Standard errors are in parentheses and ***, **, * denote coefficients significant at the 1, 5, and 10 percent level, respectively. The regressions in Panel A are clustered at the school-cohort level, the regressions in Panel B are clustered at the school-track-cohort level, and the regressions in Panel C are clustered at the student level. All panels present reduced form specifications where the key independent variable is a dummy for whether a student's transition score is greater than or equal to the cutoff. Panel A presents outcome variables that are aggregated at the school level. Panel B presents outcome variables that are aggregated at the track level. Panel C presents outcome variables that are at the child or parent level (see Section V).

Table A9: Parents; full sample specifications

Dependent variable:	Principals perceive their school to be the best in parental participation	Parents have volunteered in the past year	Parents have paid for tutoring services for child	Parents help child with homework often
	Full sample	Full sample	Full sample	Full sample
	✔ (1)	✔ (2)	✔ (3)	✔ (4)
Panel A: School level				
1 {Trans. grade ≥ Cutoff}	0.129 ** ✔ (0.055)	0.011 * ✔ (0.007)	0.064 *** ✔ (0.010)	-0.003 ✔ (0.009)
Linear spline	Yes	Yes	Yes	Yes
R ²	0.460	0.730	0.770	0.720
N	11,047	11,776	11,757	11,723
Panel B: Track level				
1 {Trans. grade ≥ Cutoff}		0.009 ✔ (0.008)	0.022 * ✔ (0.012)	-0.015 ✔ (0.011)
Linear spline		Yes	Yes	Yes
R ²		0.470	0.590	0.480
N		11,776	11,757	11,723
Panel C: Student/parent level				
1 {Trans. grade ≥ Cutoff}		-0.001 (0.011)	-0.009 (0.014)	-0.021 (0.015)
Linear spline		Yes	Yes	Yes
R ²		0.070	0.170	0.080
N		11,776	11,757	11,723

Note: All regressions include cutoff fixed effects. Standard errors are in parentheses and ***, **, * denote coefficients significant at the 1, 5, and 10 percent level, respectively. The regressions in Panel A are clustered at the school-cohort level, the regressions in Panel B are clustered at the school-track-cohort level, and the regressions in Panel C are clustered at the student level. All panels present reduced form specifications where the key independent variable is a dummy for whether a student's transition score is greater than or equal to the cutoff. Panel A presents outcome variables that are aggregated at the school level. Panel B presents outcome variables that are aggregated at the track level. Panel C presents outcome variables that are at the child or parent level (see Section V).

Table A.10: Peers; full sample specifications

Dependent variable:	Principals perceive their school to be the best in student quality	Child's perception of his/her rank in his/her track	Child's experience of negative interactions with peers
	Full sample	Full sample	Full sample
	✔ (1)	✔ (2)	✔ (3)
Panel A: School level			
1 {Trans. grade ≥ Cutoff}	0.342 *** ✔ (0.052)	0.172 *** ✔ (0.032)	0.002 ✔ (0.009)
Linear spline	Yes	Yes	Yes
R ²	0.450	0.670	0.660
N	11,733	11,708	11,745
Panel B: Track level			
1 {Trans. grade ≥ Cutoff}		0.117 *** ✔ (0.033)	0.010 ✔ (0.010)
Linear spline		Yes	Yes
R ²		0.500	0.450
N		11,708	11,745
Panel C: Student/parent level			
1 {Trans. grade ≥ Cutoff}		-0.214 *** (0.046)	0.027 * (0.014)
Linear spline		Yes	Yes
R ²		0.170	0.070
N		11,708	11,745

Note: All regressions include cutoff fixed effects. Standard errors are in parentheses and ***, **, * denote coefficients significant at the 1, 5, and 10 percent level, respectively. The regressions in Panel A are clustered at the school-cohort level, the regressions in Panel B are clustered at the school-track-cohort level, and the regressions in Panel C are clustered at the student level. All panels present reduced form specifications where the key independent variable is a dummy for whether a student's transition score is greater than or equal to the cutoff. Panel A presents outcome variables that are aggregated at the school level. Panel B presents outcome variables that are aggregated at the track level. Panel C presents outcome variables that are at the child or parent level (see Section V).

Table A.11: Child homework

Dependent variable:	Child does homework every day or almost every day (child report)		Child does homework every day or almost every day (parent report)		Index: Child perceives homework to be easy	
	Within 1 point of cutoff (1)	Within 1K bound (2)	Within 1 point of cutoff (3)	Within 1K bound (4)	Within 1 point of cutoff (5)	Within 1K bound (6)
Panel A: School level						
1 {Trans. grade ≥ Cutoff}	0.072 *** (0.012)	0.068 *** (0.013)	0.091 *** (0.012)	0.092 *** (0.012)	0.038 (0.024)	0.027 (0.026)
Linear spline	Yes	Yes	Yes	Yes	Yes	Yes
R ²	0.770	0.750	0.760	0.760	0.760	0.750
N	6,544	8,262	6,471	6,584	5,468	6,557
Panel B: Track level						
1 {Trans. grade ≥ Cutoff}	0.050 *** (0.014)	0.056 *** (0.014)	0.075 *** (0.013)	0.075 *** (0.014)	0.011 (0.031)	0.011 (0.031)
Linear spline	Yes	Yes	Yes	Yes	Yes	Yes
R ²	0.610	0.600	0.640	0.630	0.560	0.550
N	6,544	8,565	6,471	6,793	5,468	6,478
Panel C: Student/parent level						
1 {Trans. grade ≥ Cutoff}	0.024 (0.023)	0.019 (0.019)	0.051 ** (0.021)	0.046 ** (0.020)	-0.021 (0.053)	-0.020 (0.047)
Linear spline	Yes	Yes	Yes	Yes	Yes	Yes
R ²	0.180	0.170	0.200	0.190	0.140	0.130
N	6,544	9,999	6,471	7,177	5,468	7,042

Note: All regressions include cutoff fixed effects. Standard errors are in parentheses and ***, **, * denote coefficients significant at the 1, 5, and 10 percent level, respectively. The regressions in Panel A are clustered at the school-cohort level, the regressions in Panel B are clustered at the school-track-cohort level, and the regressions in Panel C are clustered at the student level. All panels present reduced form specifications where the key independent variable is a dummy for whether a student's transition score is greater than or equal to the cutoff. Panel A presents outcome variables that are aggregated at the school level. Panel B presents outcome variables that are aggregated at the track level. Panel C presents outcome variables that are at the child or parent level (see Section V).

Table A.12: Effects in two and three school towns

Dependent variable:	First Stage	Teachers			Parents		Peers	
	School level transition score	Language teacher has highest certification standard	Language teacher experience measured in years	Language teacher has two or fewer years of experience	Indicator for parents having paid for tutoring services	Indicator for parents helping child with homework often	Child's perception of his/her rank in his/her class	Child's experience of negative interactions with peers
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Panel A1: All Towns - School level								
1{Trans. grade≥Cutoff}	0.477 *** (0.047)	0.095 *** (0.025)	1.894 *** (0.479)	-0.037 *** (0.011)	0.063 *** (0.009)	0.000 (0.007)	0.172 *** (0.028)	0.004 (0.008)
R ²	0.700	0.610	0.600	0.600	0.750	0.740	0.690	0.690
N	6,559	6,065	6,065	6,065	6,501	6,488	6,478	6,500
Panel A2: All Towns - Student/parent level								
1{Trans. grade≥Cutoff}		-0.005 (0.021)	-0.625 (0.539)	-0.036 *** (0.011)	-0.003 (0.018)	-0.043 ** (0.019)	-0.134 ** (0.059)	0.045 ** (0.019)
R ²		0.370	0.310	0.360	0.130	0.090	0.120	0.080
N		6,065	6,065	6,065	6,501	6,488	6,478	6,500
Panel B1: 2 School Towns - School level								
1{Trans. grade≥Cutoff}	0.541 *** (0.061)	0.134 *** (0.031)	2.914 *** (0.543)	-0.051 *** (0.015)	0.069 *** (0.010)	-0.002 (0.006)	0.207 *** (0.030)	0.005 (0.006)
R ²	0.710	0.610	0.560	0.630	0.780	0.750	0.730	0.660
N	4,474	4,103	4,103	4,103	4,453	4,428	4,426	4,441
Panel B2: 2 School Towns - Student/parent level								
1{Trans. grade≥Cutoff}		0.045 * (0.026)	0.342 (0.643)	-0.053 *** (0.013)	0.021 (0.021)	-0.039 * (0.022)	-0.163 ** (0.074)	0.039 ** (0.019)
R ²		0.370	0.310	0.420	0.130	0.090	0.130	0.050
N		4,103	4,103	4,103	4,453	4,428	4,426	4,441
Panel C1: 3 School Towns - School level								
1{Trans. grade≥Cutoff}	0.358 *** (0.075)	0.026 (0.037)	-0.075 (0.834)	-0.004 (0.012)	0.046 ** (0.018)	-0.002 (0.015)	0.110 ** (0.051)	-0.013 (0.018)
R ²	0.690	0.590	0.640	0.460	0.690	0.680	0.560	0.690
N	2,085	1,962	1,962	1,962	2,048	2,060	2,052	2,059
Panel C2: 3 School Towns - Student/parent level								
1{Trans. grade≥Cutoff}		-0.113 *** (0.034)	-3.283 *** (1.002)	0.009 (0.019)	-0.058 * (0.034)	-0.054 (0.036)	-0.100 (0.100)	0.039 (0.040)
R ²		0.370	0.300	0.230	0.140	0.070	0.080	0.100
N		1,962	1,962	1,962	2,048	2,060	2,052	2,059

Note: All regressions include cutoff fixed effects. Standard errors are in parentheses and ***, **, * denote coefficients significant at the 1, 5, and 10 percent level, respectively. The regressions in Panels A1, B1 and C1 are clustered at the school-cohort level and the regressions in Panel A2, B2 and C2 are clustered at the student level. All panels present reduced form specifications where the key independent variable is a dummy for whether a student's transition score is greater than or equal to the cutoff. Panels A1, B1 and C1 present outcome variables that are aggregated at the school level. Panels A2, B2 and C2 present outcome variables that are at the child or parent level. Panel A uses all the cutoffs, while Panels B and C present analogous specifications for the 2 and 3 school towns, respectively. All specifications are within 1 point of cutoffs.

Table A.13: Effects by cutoff score

Dependent variable:	First Stage		Teachers		Parents		Peers	
	School level transition score	Language teacher has highest certification standard	Language teacher experience measured in years	Language teacher has two or fewer years of experience	Indicator for parents having paid for tutoring services	Indicator for parents helping child with homework often	Child's perception of his/her rank in his/her class	Child's experience of negative interactions with peers
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Panel A1: All Towns - School level								
1{Trans. grade \geq Cutoff}	0.477 *** (0.047)	0.095 *** (0.025)	1.894 *** (0.479)	-0.037 *** (0.011)	0.063 *** (0.009)	0.000 (0.007)	0.172 *** (0.028)	0.004 (0.008)
R ²	0.700	0.610	0.600	0.600	0.750	0.740	0.690	0.690
N	6,559	6,065	6,065	6,065	6,501	6,488	6,478	6,500
Panel A2: All Towns - Student/parent level								
1{Trans. grade \geq Cutoff}		-0.005 (0.021)	-0.625 (0.539)	-0.036 *** (0.011)	-0.003 (0.018)	-0.043 ** (0.019)	-0.134 ** (0.059)	0.045 ** (0.019)
R ²		0.370	0.310	0.360	0.130	0.090	0.120	0.080
N		6,065	6,065	6,065	6,501	6,488	6,478	6,500
Panel B1: Top half of cutoffs - School level								
1{Trans. grade \geq Cutoff}	0.502 *** (0.061)	0.084 ** (0.032)	1.340 ** (0.590)	-0.011 (0.011)	0.059 *** (0.012)	0.000 (0.010)	0.171 *** (0.036)	0.005 (0.010)
R ²	0.700	0.610	0.630	0.540	0.770	0.750	0.680	0.620
N	4,013	3,729	3,729	3,729	3,986	3,971	3,964	3,976
Panel B2: Top half of cutoffs - Student/parent level								
1{Trans. grade \geq Cutoff}		-0.039 (0.026)	-2.160 *** (0.655)	-0.010 (0.012)	-0.021 (0.022)	-0.048 ** (0.024)	-0.204 *** (0.072)	0.030 (0.023)
R ²		0.340	0.310	0.220	0.130	0.080	0.100	0.060
N		3,729	3,729	3,729	3,986	3,971	3,964	3,976
Panel C1: Bottom half of cutoffs - School level								
1{Trans. grade \geq Cutoff}	0.421 *** (0.075)	0.101 *** (0.035)	2.774 *** (0.737)	-0.078 *** (0.025)	0.068 *** (0.013)	-0.003 (0.007)	0.180 *** (0.039)	0.006 (0.010)
R ²	0.560	0.620	0.520	0.630	0.720	0.710	0.700	0.760
N	2,546	2,336	2,336	2,336	2,515	2,517	2,514	2,524
Panel C2: Bottom half of cutoffs - Student/parent level								
1{Trans. grade \geq Cutoff}		0.042 (0.035)	1.585* (0.938)	-0.072 *** (0.020)	0.030 (0.031)	-0.038 (0.031)	-0.005 (0.105)	0.083 ** (0.035)
R ²		0.420	0.310	0.490	0.130	0.100	0.140	0.120
N		2,336	2,336	2,336	2,515	2,517	2,514	2,524

Note: All regressions include cutoff fixed effects. Standard errors are in parentheses and ***, **, * denote coefficients significant at the 1, 5, and 10 percent level, respectively. The regressions in Panels A1, B1 and C1 are clustered at the school-cohort level and the regressions in Panel A2, B2 and C2 are clustered at the student level. All panels present reduced form specifications where the key independent variable is a dummy for whether a student's transition score is greater than or equal to the cutoff. Panels A1, B1 and C1 present outcome variables that are aggregated at the school level. Panels A2, B2 and C2 present outcome variables that are at the child or parent level. Panel A uses all the cutoffs, while Panels B and C present analogous specifications for the top and bottom half of cutoffs, respectively. All specifications are within 1 point of cutoffs.