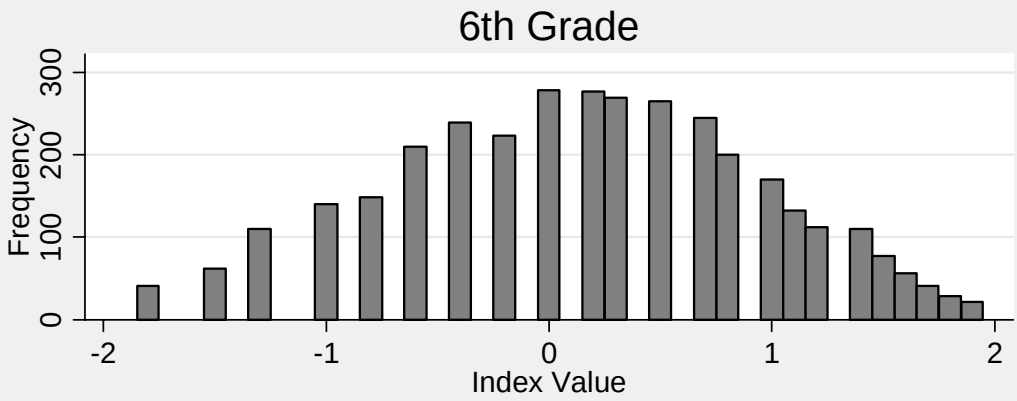
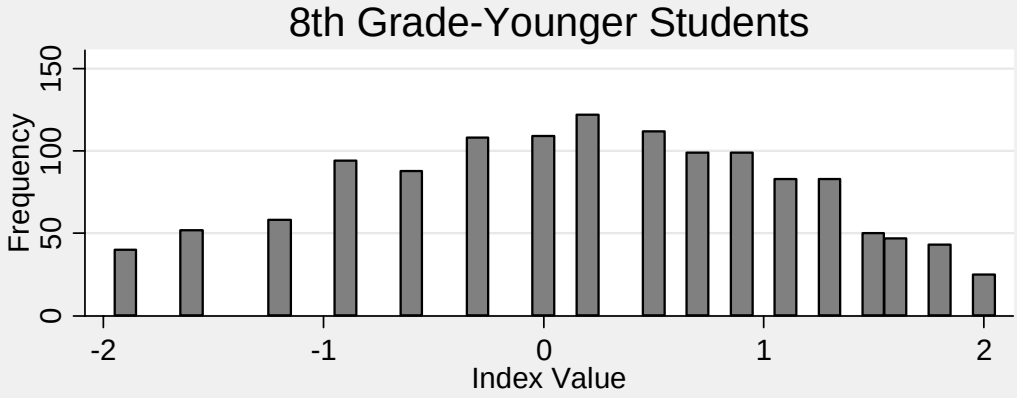
Supplemental Table 1: Falsification Exercise—Examining the "Impact" of Grade Retention on Covariates

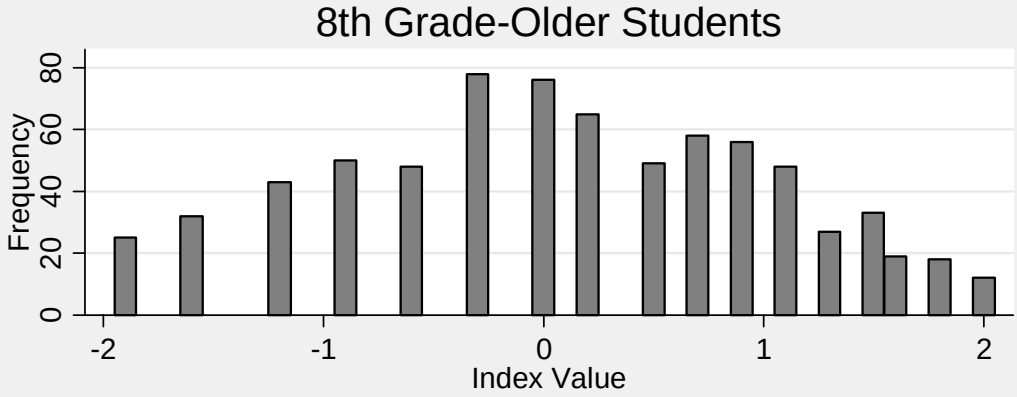
Variable	Sixth Grade	Eighth Grade—Younger Students	Eighth Grade—Older Students
Predicted Dropout	-0.002	0.002	-0.018
	(0.011)	(0.014)	(0.019)
Age	0.013	-0.002	-0.014
	(0.049)	(0.032)	(0.034)
Male	-0.045	0.050	-0.007
	(0.034)	(0.041)	(0.048)
Black	0.034	0.009	-0.021
	(0.028)	(0.039)	(0.039)
Hispanic	-0.035	-0.002	0.032
	(0.026)	(0.039)	(0.030)
Free Lunch	0.001	0.019	-0.023
	(0.017)	(0.022)	(0.033)
Reduced Price Lunch	-0.014	0.012	-0.005
	(0.011)	(0.016)	(0.013)
Spring Reading Score	0.082*	-0.004	0.046
	(0.034)	(0.052)	(0.073)
Spring Math Score	-0.078**	0.010	0.018
	(0.029)	(0.030)	(0.040)
Prior Year Reading Score	-0.054	-0.106	-0.002
	(0.056)	(0.093)	(0.086)
Prior Year Math Score	-0.076	-0.029	-0.052
	(0.047)	(0.050)	(0.053)

Notes: In this table we use our IV strategy to examine the impact of grade retention on the reading and math scores in the spring prior to grade retention. The specification used here exactly mirrors the specification in row 3 of Table 2, except that the outcome variables now consist of the demographics shown above. Huber-White standard errors clustered by index value x failure group are shown in parentheses. + significant at 10%; * significant at 5%; ** significant at 1%

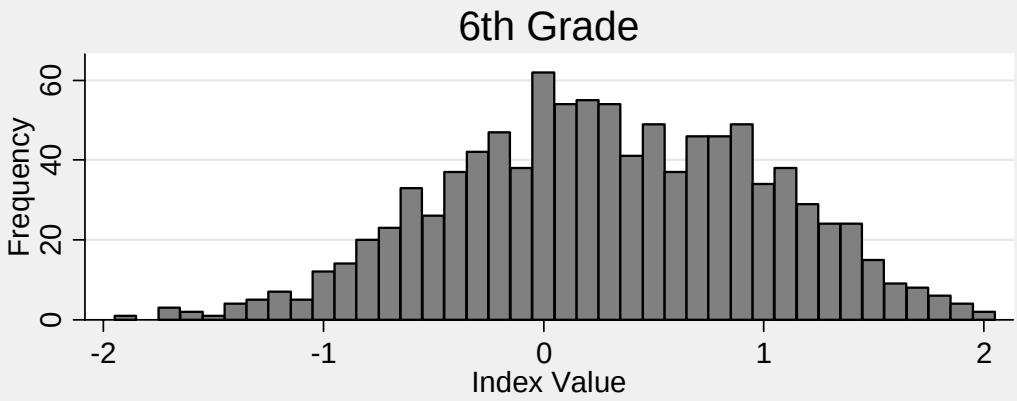
Histogram of Index Values for Students Who Failed Reading in 1997

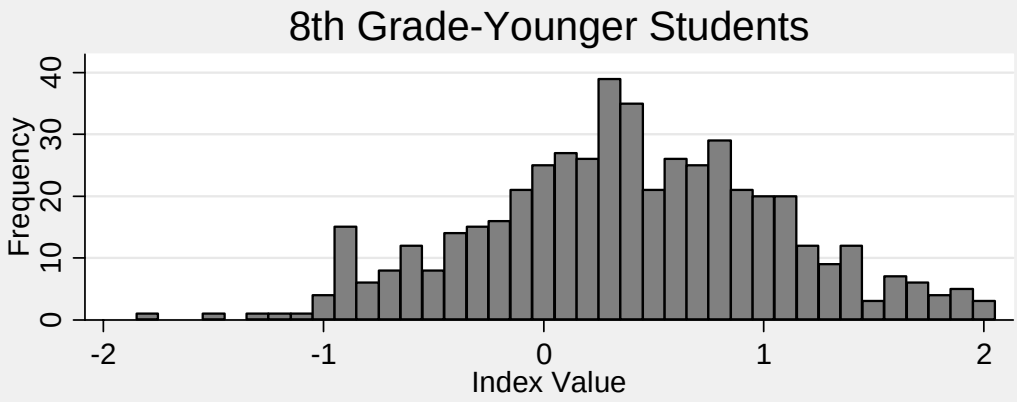


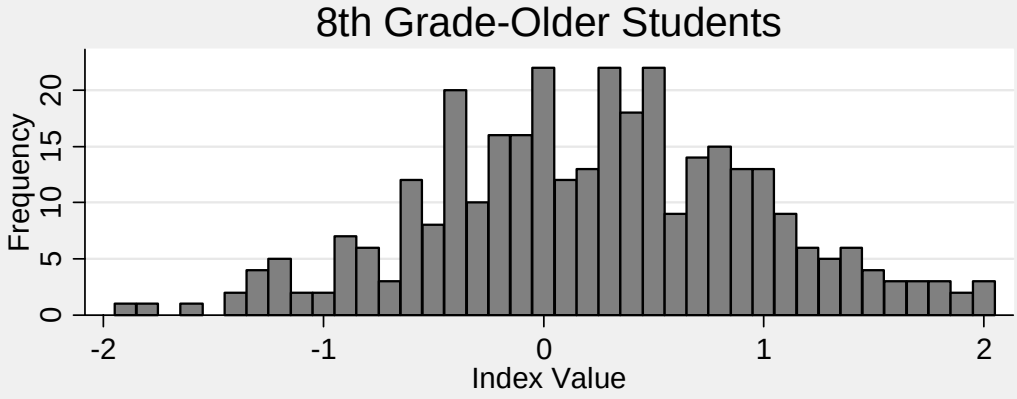




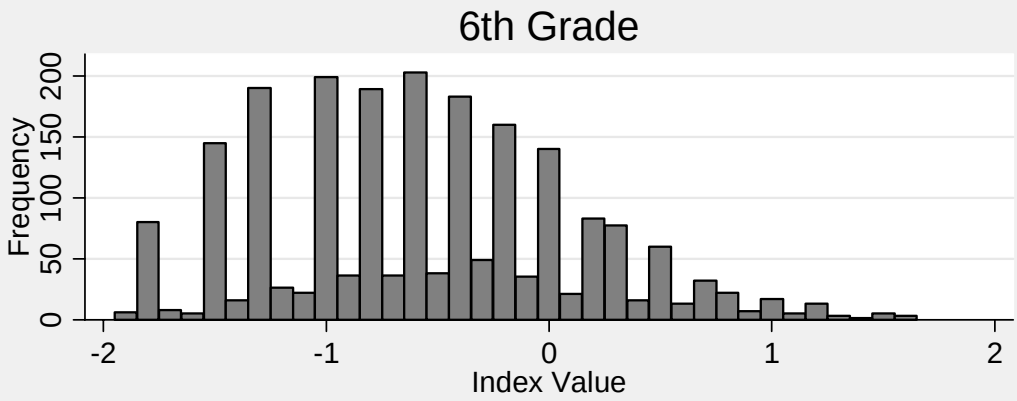
Histogram of Index Values for Students Who Failed Math in 1997

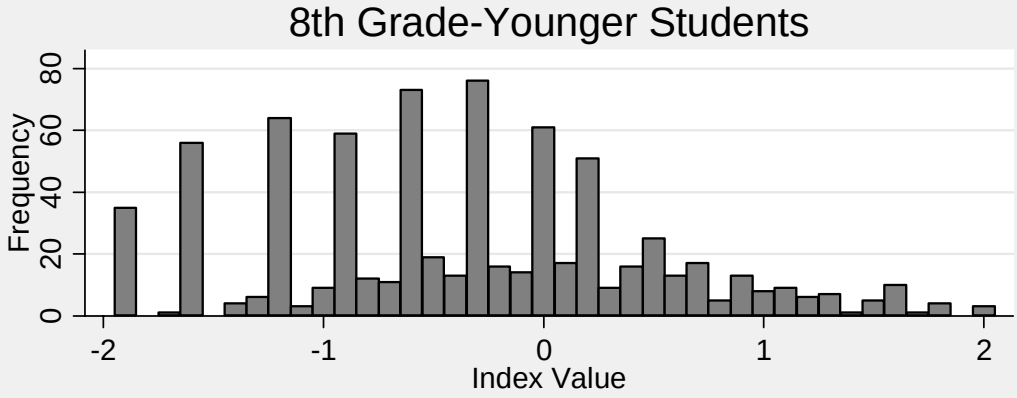


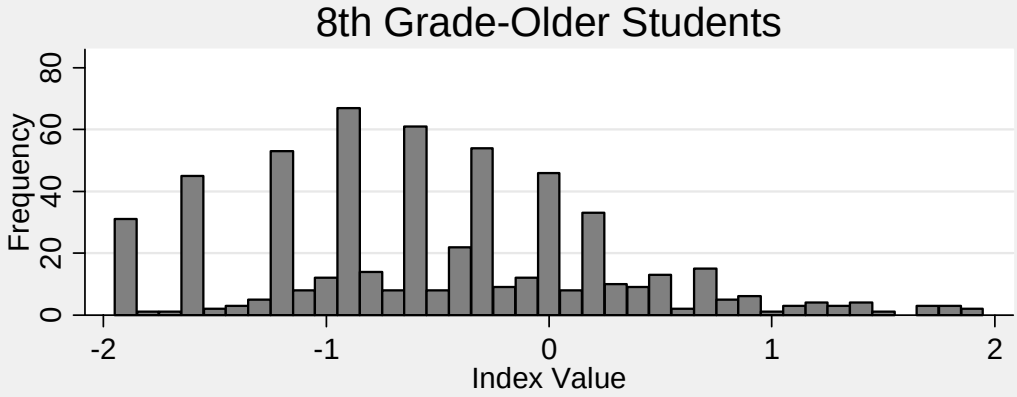




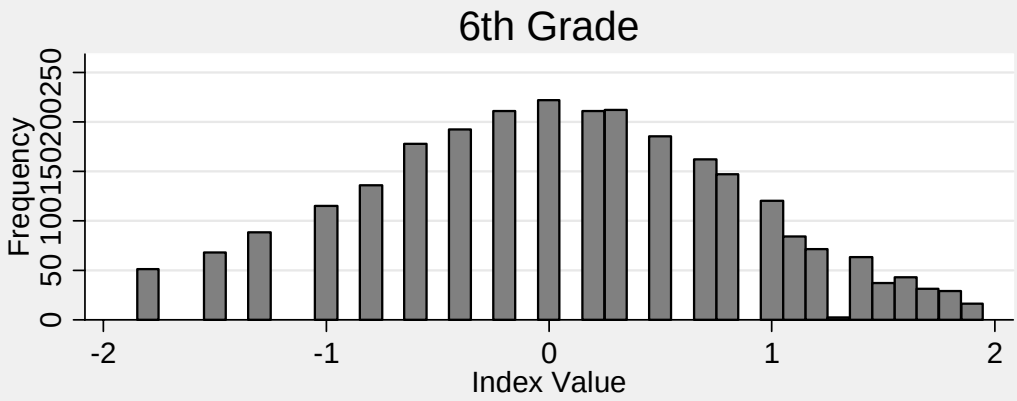
Histogram of Index Values for Students Who Failed Both in 1997

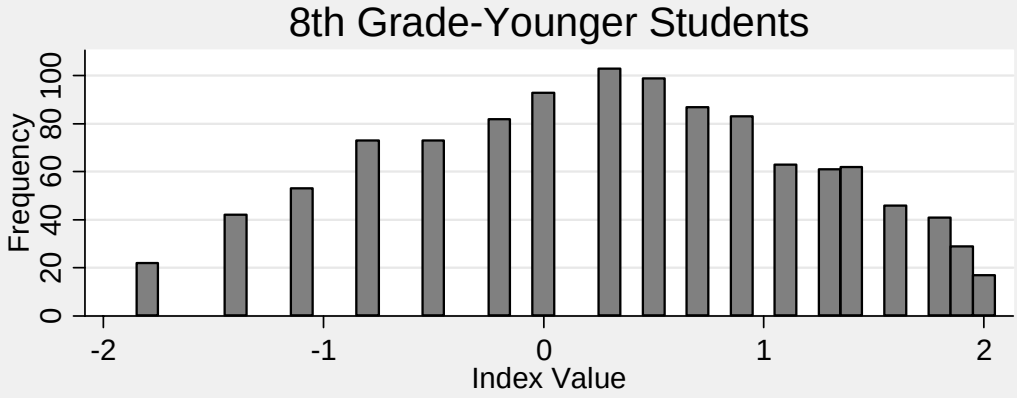


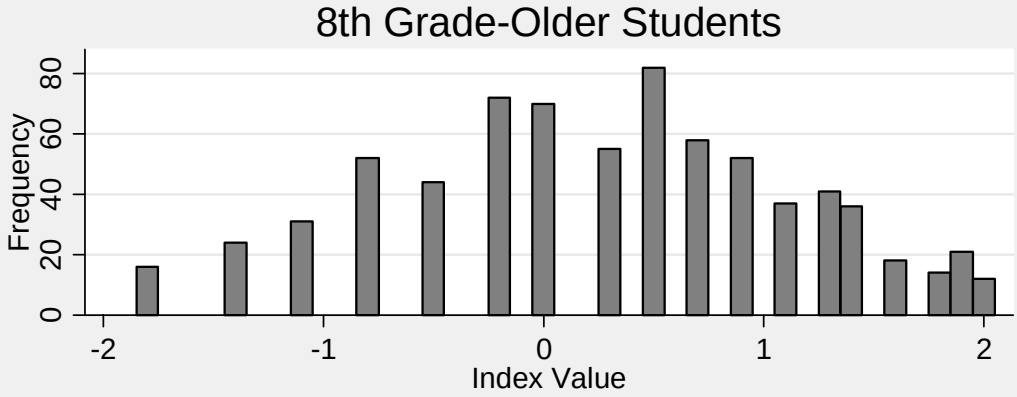




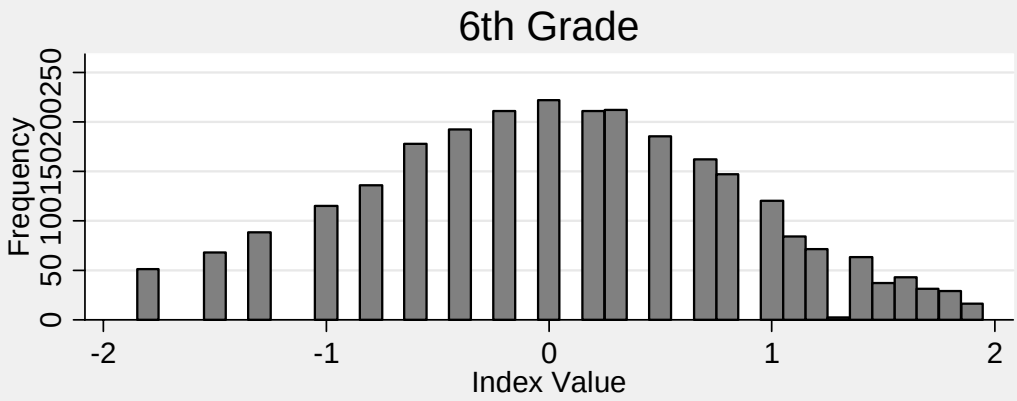
Histogram of Index Values for Students Who Failed Reading in 1998

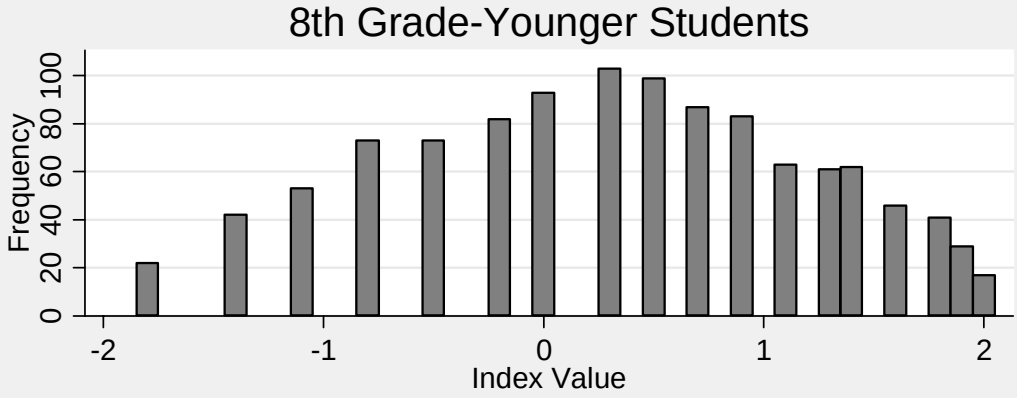


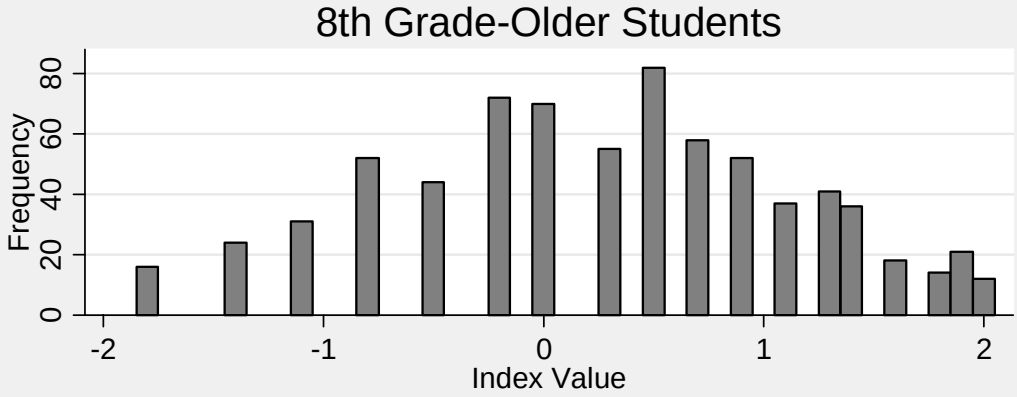




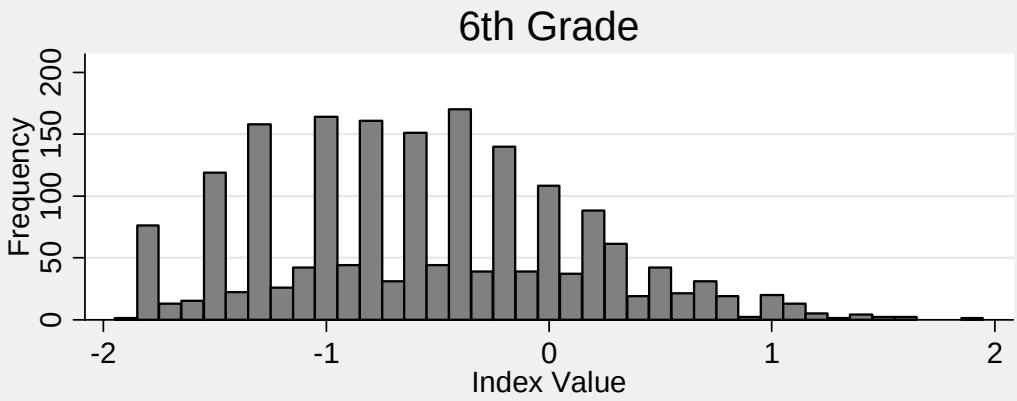
Histogram of Index Values for Students Who Failed Reading in 1998

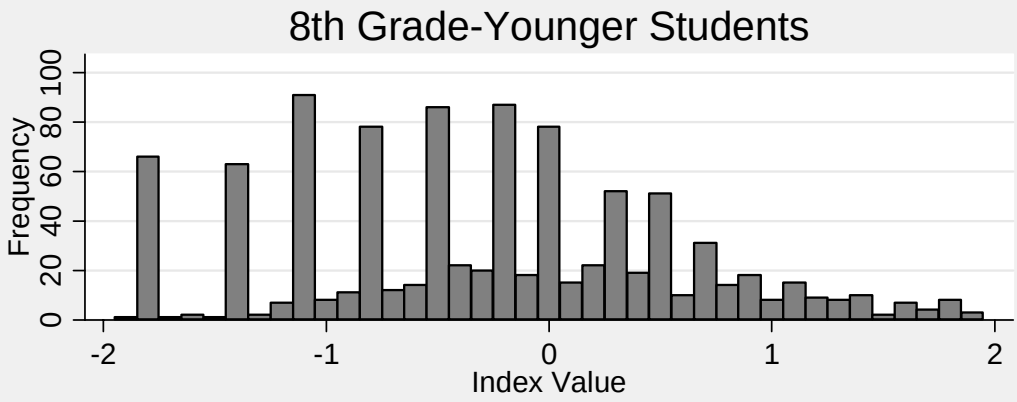


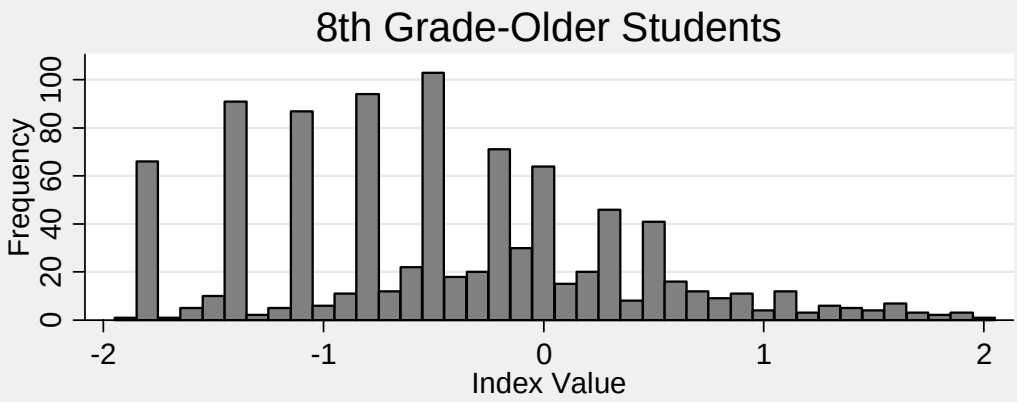




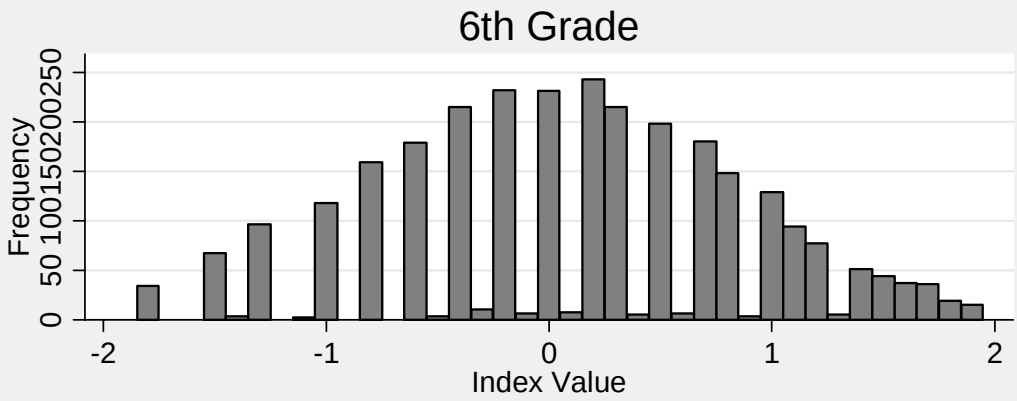
Histogram of Index Values for Students Who Failed Both in 1998

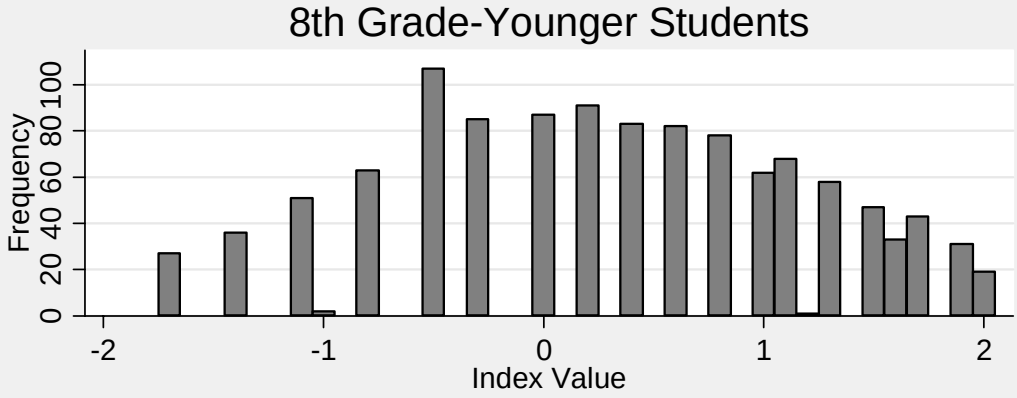


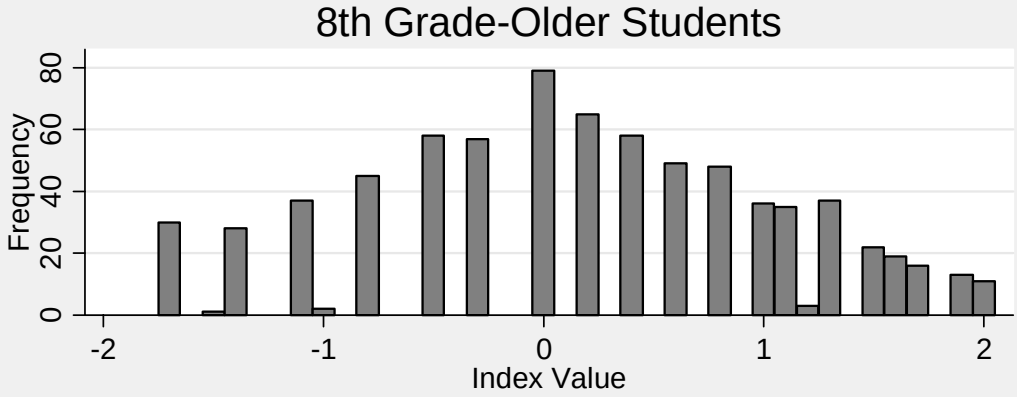




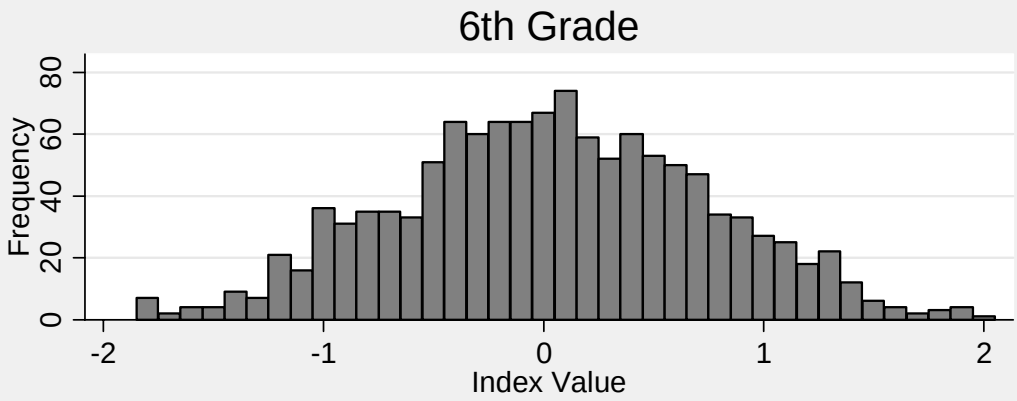
Histogram of Index Values for Students Who Failed Reading in 1999

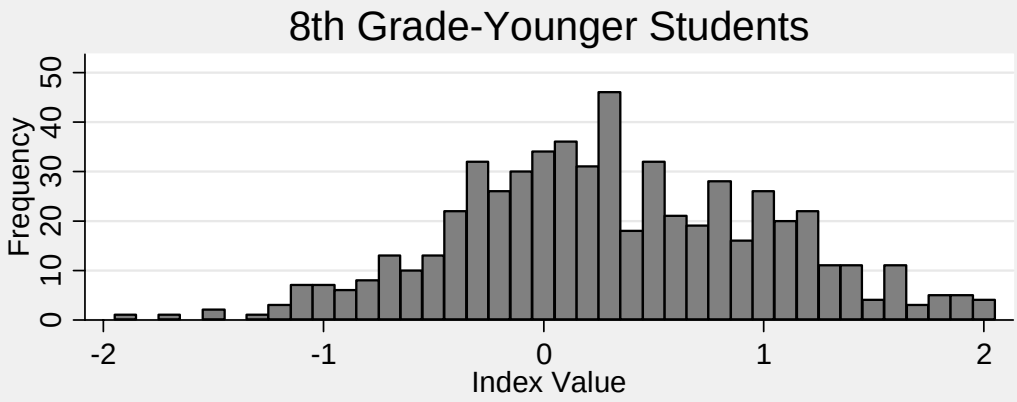


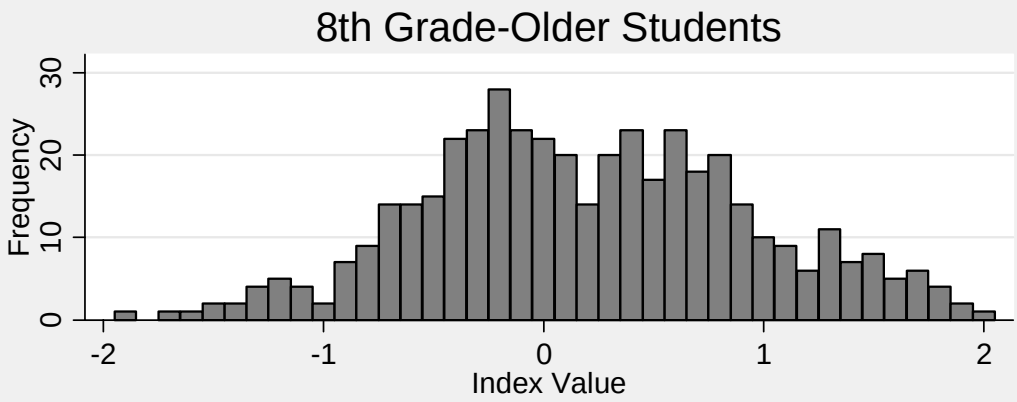




Histogram of Index Values for Students Who Failed Math in 1999







Histogram of Index Values for Students Who Failed Both in 1999

