

Perceived Ability and School Choices: Web Appendix

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A Experimental Instructions

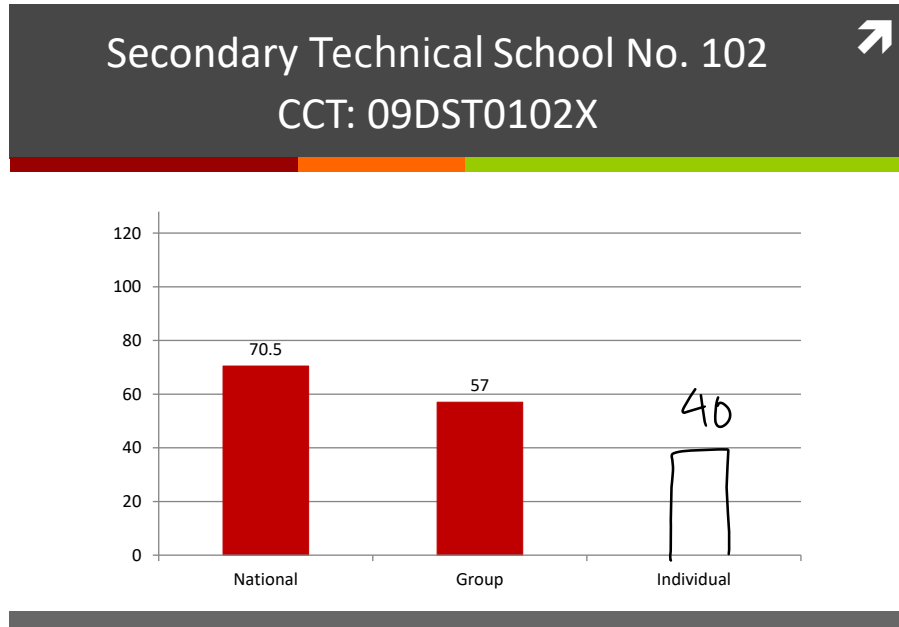
We collect rich survey data with detailed information on the subjective distribution of beliefs about performance in the admission exam. In order to help students understand probabilistic concepts, we explicitly linked the number of beans placed in a cup to a probability measure, where zero beans means that the student assigns zero probability to a given event and 20 beans means that the student believes the event will occur with certainty. Students were provided with a card divided into six discrete intervals of the score. Surveyors then elicited students' expected performance in the test by asking them to allocate the 20 beans across the intervals so as to represent the chances of scoring in each bin.

We include a set of practice questions before eliciting beliefs (authors' translation from Spanish):

1. How sure are you that you are going to see one or more movies tomorrow?
2. How sure are you that you are going to see one or more movies in the next two weeks?
3. How sure are you that you are going to travel to Africa next month?
4. How sure are you that you are going to eat at least one *tortilla* next week?

If respondents grasp the intuition behind our approach, they should provide an answer for question 2 that is larger than or equal to the answer in question 1, since the latter event is nested in the former. Similarly, respondents should report fewer beans in question 3 (close to zero probability event) than in question 4 (close to one probability event). Whenever students made mistakes, the surveyor repeated the explanation as many times as necessary before moving forward. We are confident that the elicitation of beliefs has worked well since only 11 students (0.3%) ended up making mistakes in these practice questions. The survey question eliciting beliefs reads as follows (authors' translation from Spanish):

Figure A.1: Sample of the Performance Delivery Sheet



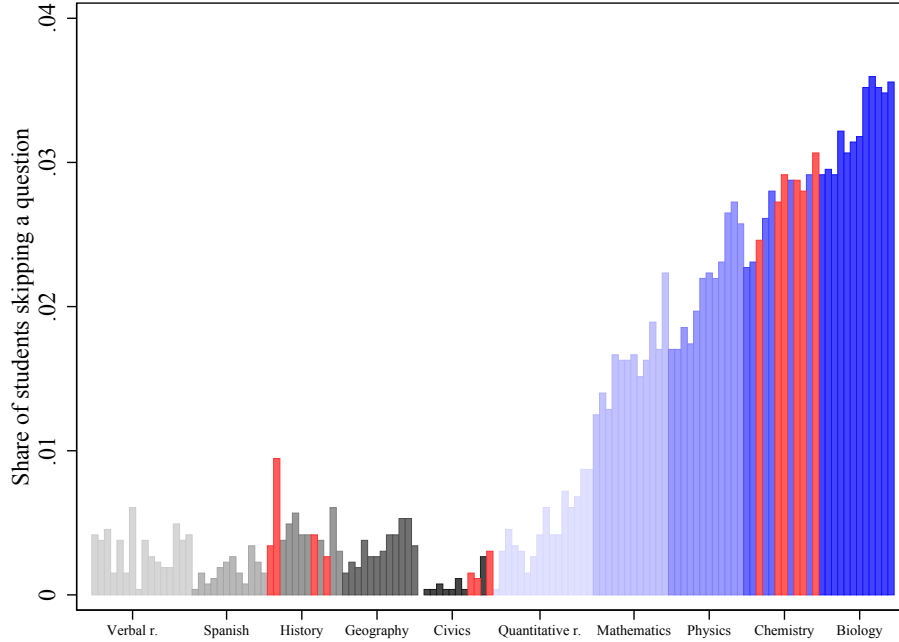
“Suppose that you were to take the COMPEMS exam today, which has a maximum possible score of 128 and a minimum possible score of zero. How sure are you that your score would be between ... and ...”

During the pilot activities, we tested different versions with more or less discrete categories and/or more or fewer beans in order to assess the trade-off between coarseness of the grid and students’ ability to distribute beans across all intervals. We settled for six intervals with 20 beans as students were at ease with that format. Only 6% of the respondents concentrate all beans in one interval, which suggests that the grid was too coarse only for a few applicants. The resulting individual ability distributions seem well-behaved: using the 20 observations (i.e., beans) per student, we run a normality test (Shapiro and Wilk, 1965) and reject it for only 11.4% of the respondents.

The delivery of individual scores takes place at the beginning of the follow up survey. Surveyors show the student a personalized graph with two pre-printed bars: the average score among the universe of applicants during the 2013 round and the average mock exam score of his classmates. During the delivery, the surveyors plotted a third bar corresponding to the individual’s score in the mock test. Figure A.1 depicts a sample of the sheets used to deliver information to the students in the experiment.

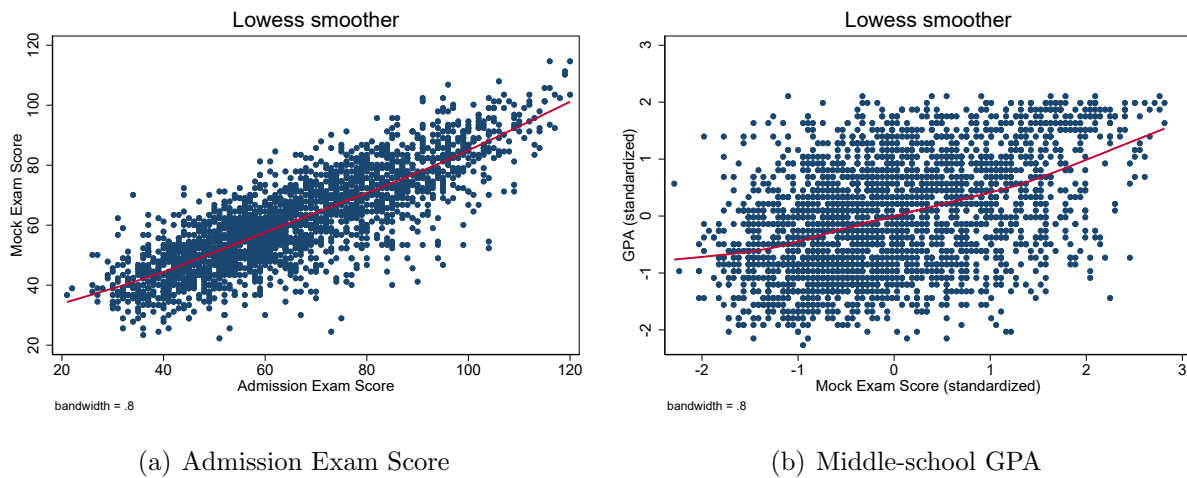
B Additional Figures and Tables

Figure B.1: Average Skipping Patterns in the Mock Exam



Note: The x-axis orders the 128 questions of the exam in order of appearance. Different colors are used to group together questions from the same section in the exam. Questions in red are the ones excluded from grading since the school curriculum did not cover those subjects by the time of the application of the mock exam.

Figure B.2: Correlates of the Mock Exam Score

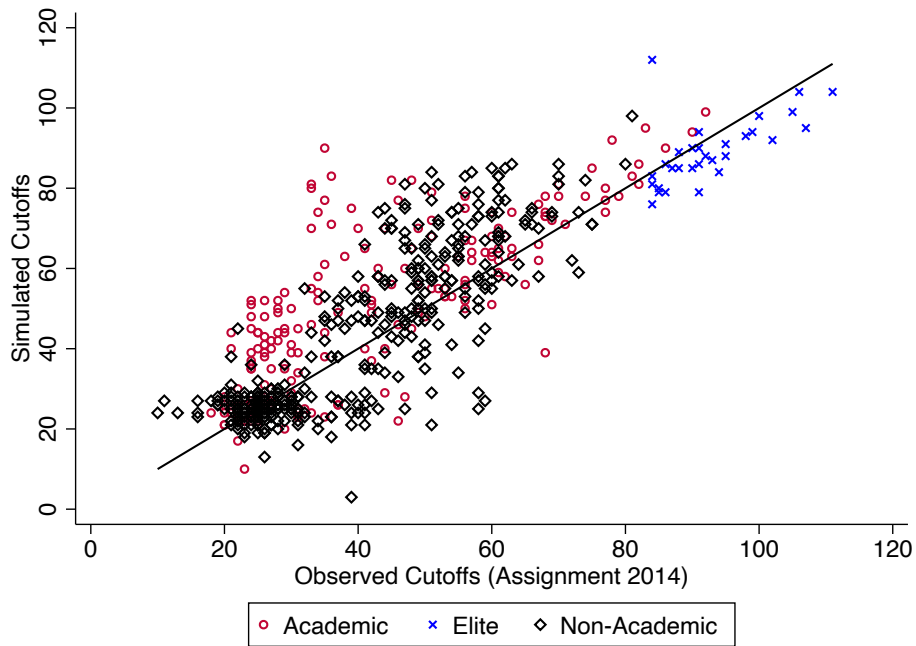


(a) Admission Exam Score

(b) Middle-school GPA

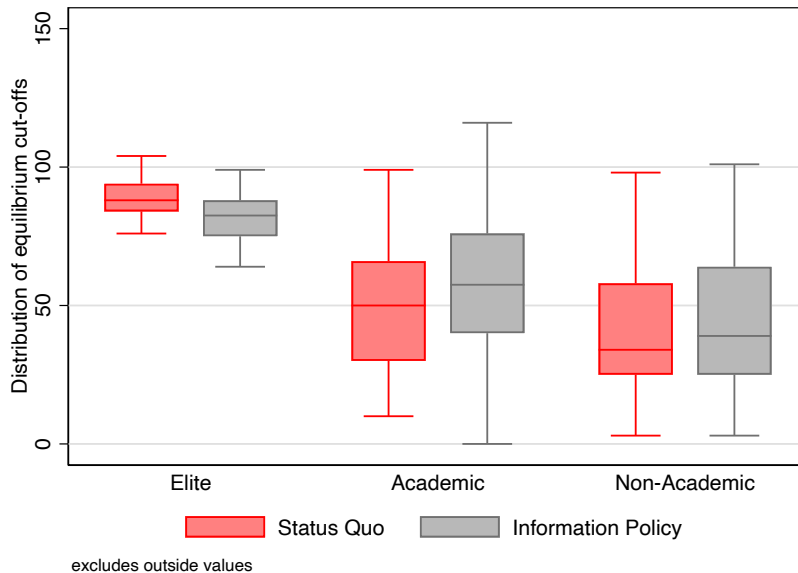
NOTE: This figure depicts scatter plots of the bi-variate relationship between the mock exam score and the admission exam score (Panel A), as well as between the mock exam score and the (standardized) Grade Point Average in middle school (Panel B). Overlaid on the scatters, we show non-parametric locally weighted estimates of the same relationships.

Figure B.3: Model Fit on Schools' Cutoff Scores for All Schools



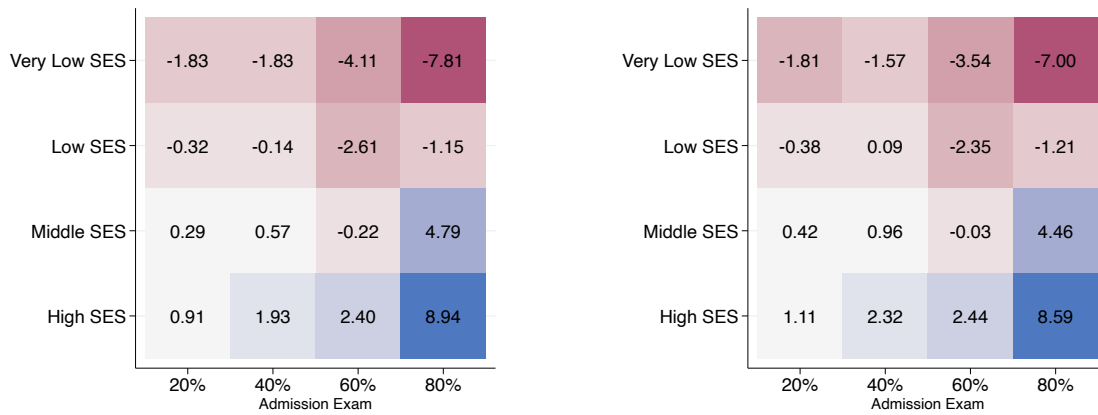
NOTE: The observed cutoffs are computed from the data of the assignment mechanism in the year 2014. The simulated cutoff scores displayed in the scatter plot are computed by running the Serial Dictatorship algorithm that is in place for the COMPEMS system using the extrapolated school valuations from the experimental control group, the individual scores in the admission exam, and the school capacities as inputs.

Figure B.4: The Effect of Providing Performance Feedback on Cutoff Scores



NOTE: The simulated cutoff scores are computed by running the Serial Dictatorship algorithm that is in place for the COMPEMS system using the predicted school valuations based on the control group (red bars) and the treatment group (grey bars). The central lines within each box denote the sample medians, whereas the upper and lower level contours of the boxes denote the 75th and 25th percentiles, respectively. The whiskers outside of the boxes denote the upper and lower adjacent values, which are values in the data that are furthest away from the median on either side of the box, but are still within a distance of 1.5 times the interquartile range from the nearest end of the box (i.e., the nearer quartile).

Figure B.5: The Effect of Providing Performance Feedback on High-School Graduation (Percentage Points) – Without and With Equilibrium Changes in Peer Composition



(a) With Endogenous Changes in Peers

(b) Without Endogenous Changes in Peers

NOTE: This figure shows the percentage changes, by discrete categories of the Neighborhood SES index (Y-axis) and the score in the admission exam (x-axis), between the Information Policy and the Status Quo scenarios in the shares of applicants who complete the on time the high-school program of their assignment in the centralized system. Panel A is identical to the one reports in Figure 7 in the main draft. Panel B is based on the estimated parameters of the value-added model (see equation 5 in the main draft) by setting to zero the parameters of average skills and demographics (λ).

Table B.1: Performance in the Mock or Admission Exam and On-time Graduation

	Control Group	Control Group	All Applicants
Mock exam score (standardized)	0.072 [0.001]		
Admission exam score (standardized)		0.055 [0.009]	0.061 [0.001]
Mean Dependent Variable	0.447	0.447	0.407
Number of Observations	1130	1207	195824
R-squared	0.019	0.011	0.015

NOTE: This Table shows OLS estimates of the relationship between the individual scores in the mock test or the admission exam and an indicator variable of whether students have completed upper secondary education in the statutory three years since enrollment in 10th grade. p -values reported in brackets refer to the conventional asymptotic standard errors, which take into account the clustering of the error terms at the high school level.

Table B.2: Treatment Effects on Application Outcomes

	Participates COMIPEMS	Exam Score	Length of ROL	Max cutoff in ROL	Min cutoff in ROL
Treatment	0.000 [0.991] {0.989}	-0.653 [0.359] {0.789}	0.127 [0.560] {0.935}	1.675 [0.241] {0.508}	-0.345 [0.659] {0.951}
Achievement index	0.023 [0.000] {0.001}	16.146 [0.000] {0.001}	0.079 [0.476] {0.935}	4.016 [0.000] {0.001}	4.366 [0.000] {0.001}
Treatment \times Achievement index	-0.002 [0.776] {0.951}	0.217 [0.590] {0.935}	-0.108 [0.488] {0.935}	0.269 [0.749] {0.951}	0.481 [0.512] {0.935}
Mean Control	0.881	65.541	9.465	90.491	35.022
Number of Observations	3160	2493	2493	2493	2493
Number of Clusters	90	90	90	90	90
R-squared	0.609	0.735	0.032	0.266	0.243

NOTE: Standard errors clustered at the middle school level. All specifications include a set of dummy variables which corresponds to the randomization strata, pre-determined characteristics (sex, characteristics of the school of origin, previous experience with practice exams providing feedback, aspirations to attend college, an index of personality traits, an index of parental characteristics, and a household asset index), and indicator variables for whether each of the covariates has missing data. Sample in column 1 includes all students in the survey records. Sample in columns 2-5 consists of placed applicants. The achievement index is a GLS-weighted average (Anderson, 2008) of the GPA in middle school, mock exam score, and exam score. p -values reported in brackets refer to the conventional asymptotic standard errors while those reported in curly brackets are adjusted for testing each null hypothesis across multiple outcomes through the step-wise procedure described in Romano and Wolf (2005a,b, 2016). Both inference procedures take into account clustering of the error terms at the middle school level and the block randomization design.

Table B.3: Summary Statistics and Randomization Check

	Control Group	Treatment Group	Treatment-Control
Mock exam score	60.540 (15.416)	62.366 (16.290)	1.496 [0.163]
Exam score	65.541 (19.516)	65.248 (19.284)	-0.169 [0.893]
GPA (middle school)	8.116 (0.846)	8.122 (0.846)	-0.013 ([0.777])
Scholarship in MS	0.106 (0.308)	0.115 (0.319)	0.007 [0.642]
Grade retention in MS	0.263 (0.440)	0.233 (0.423)	-0.026 [0.294]
Does not skip classes	0.971 (0.169)	0.971 (0.169)	-0.001 [0.944]
Plans to go to college	0.670 (0.470)	0.671 (0.470)	-0.003 [0.903]
Male	0.444 (0.497)	0.461 (0.499)	0.016 [0.427]
Disabled student	0.142 (0.349)	0.148 (0.355)	0.006 [0.719]
Indigenous student	0.085 (0.278)	0.101 (0.302)	0.017 [0.219]
Does not give up	0.878 (0.327)	0.889 (0.315)	0.015 [0.279]
Tries his best	0.735 (0.442)	0.722 (0.448)	-0.016 [0.462]
Finishes what he starts	0.720 (0.449)	0.712 (0.453)	-0.015 [0.442]
Works hard	0.725 (0.447)	0.739 (0.439)	0.010 [0.644]
Experienced bullying	0.142 (0.349)	0.152 (0.359)	0.010 [0.429]
Parental background and supervision	0.032 (0.786)	0.058 (0.760)	0.011 [0.751]
High SES (asset index)	0.463 (0.499)	0.480 (0.500)	0.015 [0.573]
Took prep courses	0.488 (0.500)	0.467 (0.499)	-0.026 [0.314]
Exam Preparation	0.421 (0.494)	0.443 (0.497)	0.027 [0.405]
Previous mock exam	0.269 (0.444)	0.290 (0.454)	0.017 [0.649]
Previous mock exam with feedback	0.133 (0.340)	0.166 (0.372)	0.028 [0.408]
Observations	1,290	1,203	2,493

NOTE: The first two columns report means and standard deviations (in parenthesis). The last column displays the OLS coefficients of the treatment dummy along with the p -values (in brackets) for the null hypothesis of zero effect.

Table B.4: On-time and Delayed Graduation Rates (Percentage Points)

	On-time Graduation	1-year delayed	2-year delayed	3-year delayed
Elite	47.0	54.6	58.4	60.8
Academic	37.6	44.2	47.4	49.6
Non-Academic	38.6	44.9	48.5	50.8
All	39.2	45.7	49.2	51.5

NOTE: The columns show graduation rates for each school track from 3 to 6 years after admission for the cohort of applicants in the 2007 round of the assignment mechanism. The statutory high-school duration in Mexico is three years. We do not condition on a student graduating from the assigned track to calculate these graduation rates.

Table B.5: Performance Feedback and Admission Outcomes

	Placed in 1st Round	Placed Any	Ranking of placement school
Treatment	-0.004 [0.788] {0.942}	-0.006 [0.719] {0.942}	0.141 [0.411] {0.598}
Achievement index	0.068 [0.000] {0.001}	0.064 [0.000] {0.001}	-0.690 [0.000] {0.001}
Treatment \times Achievement index	-0.007 [0.647] {0.902}	-0.005 [0.758] {0.942}	-0.005 [0.975] {0.947}
Mean Control	0.857	0.884	3.692
Number of Observations	2824	2824	2493
Number of Clusters	90	90	90
R-squared	0.068	0.080	0.086

NOTE: Standard errors clustered at the middle school level. All specifications include a set of dummy variables which corresponds to the randomization strata, pre-determined characteristics (sex, characteristics of the school of origin, previous experience with practice exams providing feedback, aspirations to attend college, an index of personality traits, an index of parental characteristics, and a household asset index), and indicator variables for whether each of the covariates has missing data. Sample in columns 2-3 include all students who are matched in the administrative records of the COMIPEMS exam. Sample in column 3 consists of placed applicants. The achievement index is a GLS-weighted average (Anderson, 2008) of the GPA in middle school, mock exam score, and exam score. p -values reported in brackets refer to the conventional asymptotic standard errors while those reported in curly brackets are adjusted for testing each null hypothesis across multiple outcomes through the step-wise procedure described in Romano and Wolf (2005a,b, 2016). Both inference procedures take into account clustering of the error terms at the middle school level and the block randomization design.

Table B.6: Lee Bounds for the Effect of the Performance Feedback on Graduation on Time

	All Sample		Mock Score \leq Median		Mock Score $>$ Median	
	Lower	Upper	Lower	Upper	Lower	Upper
Lee Bounds	0.016 [0.504]	0.039 [0.088]	0.041 [0.137]	0.063 [0.02]	-0.016 [1.547]	0.009 [0.806]
Number of Observations	2493		1171		1322	
% Observations Trimmed	0.022		0.025		0.022	

NOTE: This table reports Lee bounds (Lee, 2009) in order to account for potentially non-random sample selection in the indicator variable for whether or not students graduate from secondary education three years post-assignment. The column ‘Below Median’ considers the sub-sample of applicants with a value of the achievement index below the median in the sample. The column ‘Above Median’ considers the sub-sample of applicants with a value of the achievement index above the median in the sample. p -values reported in brackets refer to the conventional asymptotic standard errors.

Table B.7: Treatment Effects on High-School Graduation Adjusted for Skills and Preferences

	Preferences	Placement
Treatment	0.001 [0.906] {0.970}	0.001 [0.939] {0.970}
Achievement index	-0.013 [0.000] {0.001}	-0.016 [0.000] {0.001}
Treatment \times Achievement index	0.005 [0.101] {0.164}	0.009 [0.115] {0.164}
Mean Control	0.417	0.428
Number of Observations	2484	2236
Number of Clusters	90	90
R-squared	0.413	0.217

NOTE: The dependent variable “Preferences” is the estimated average graduation rate for the school programs in the students’ school rankings, as predicted by the value added model (see equation 5 in the main draft). Analogously, the dependent variable “Placement” is the estimated graduation rate of the assigned school. Data for UNAM-sponsored high school programs is not available, hence the discrepancy in the number of observations in both columns when compared to the Tables in the main text (N=2,493). The achievement index is a GLS-weighted average (Anderson, 2008) of the GPA in middle school, mock exam score, and exam score. p -values reported in brackets refer to the conventional asymptotic standard errors, while those reported in curly brackets are adjusted for testing each null hypothesis across multiple outcomes through the step-wise procedure, as described in Romano and Wolf (2005a,b, 2016). Both inference procedures take into account the clustering of the error terms at the middle school level.

Table B.8: Performance Feedback and School Rankings/Placement by SES Status

	Academic Schools		Elite Schools	
	Rankings	Placement	Rankings	Placement
Treatment	-0.004 [0.810]	-0.046 [0.082]	0.003 [0.886]	0.003 [0.782]
Treatment \times High SES	0.089 [0.030]	0.061 [0.280]	-0.091 [0.060]	-0.185 [0.000]
High SES	0.055 [0.001]	0.002 [0.953]	0.007 [0.706]	0.124 [0.000]
Mean Control	0.336	0.418	0.299	0.129
Number of Observations	2493	2493	2493	2493
Number of Clusters	90	90	90	90
R-squared	0.130	0.060	0.268	0.336

NOTE: The dependent variable in the odd columns is the share of high school programs in the school rankings submitted by each applicant that belong to a given group of schools (Academic or Elite schools). The dependent variable in the even columns is an indicator variable that is equal to one if the applicant is assigned to a given group of schools (Academic or Elite schools). The variable High SES is an indicator variable that is equal to one if the school-average math score of the applicants is above the 98 percentile of the distribution of the experimental schools. p -values reported in brackets refer to the conventional asymptotic standard errors, which take into account the clustering of the error terms at the middle school level.

Table B.9: Estimates of the School Choice Model

	Control Sample	Treatment Sample
Cole1-Aca	2.306 (0.000)	-0.0909 (0.882)
Cole2-NonAca	-0.447 (0.453)	-1.901 (0.002)
Cole3-Aca	2.143 (0.292)	-2.597 (0.340)
Cole4-NonAca	1.499 (0.189)	-13.12 (0.997)
Cole5-NonAca	2.160 (0.002)	0.999 (0.182)
Cole6-NonAca	1.572 (0.001)	-0.345 (0.540)
Cole7-Elite	3.124 (0.000)	0.101 (0.923)
Cole8-Elite	10.47 (0.047)	-0.209 (0.943)
Cole9-nonAca	0.274 (0.580)	-0.415 (0.520)
Cole10-NonAca	-0.183 (0.768)	-1.621 (0.029)
Cole11-Aca	1.246 (0.026)	-0.694 (0.333)
Cole12-NonAca	-0.237 (0.629)	-0.657 (0.261)
Cole13-Aca	0.741 (0.075)	0.397 (0.438)
Cole14-Aca	-13.09 (0.998)	-2.049 (0.761)
Cole15-Elite	4.380 (0.000)	-0.222 (0.843)
Cole16-Elite	3.511 (0.006)	-2.062 (0.178)
Cole1-Aca×Mock Score	-0.122 (0.565)	-0.401 (0.063)
Cole2-NonAca×Mock Score	0.269 (0.249)	0.0496 (0.817)
Cole3-Aca×Mock Score	0.338 (0.637)	-0.268 (0.821)
Cole4-NonAca×Mock Score	0.154 (0.714)	0.511 (1.000)

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Table B.9 Estimates of the School Choice Model – Continued from Previous Page

	Control Sample	Treatment Sample
Cole5-NonAca×Mock Score	0.595 (0.067)	-0.459 (0.090)
Cole6-NonAca×Mock Score	0.261 (0.199)	-0.0889 (0.660)
Cole7-Elite×Mock Score	-0.232 (0.533)	-0.862 (0.024)
Cole8-Elite×Mock Score	-1.732 (0.060)	-0.938 (0.321)
Cole9-nonAca×Mock Score	0.267 (0.204)	-0.745 (0.002)
Cole10-NonAca×Mock Score	0.271 (0.267)	-0.628 (0.006)
Cole11-Aca×Mock Score	0.167 (0.471)	-0.309 (0.183)
Cole12-NonAca×Mock Score	0.194 (0.362)	-0.352 (0.080)
Cole13-Aca×Mock Score	0.122 (0.502)	-0.487 (0.006)
Cole14-Aca×Mock Score	0.788 (1.000)	0.716 (0.755)
Cole15-Elite×Mock Score	-0.0397 (0.925)	-0.609 (0.126)
Cole16-Elite×Mock Score	-0.181 (0.716)	-0.558 (0.317)
Cole1-Aca×GPA	-0.453 (0.011)	-0.366 (0.053)
Cole2-NonAca×GPA	-0.396 (0.049)	-0.515 (0.010)
Cole3-Aca×GPA	0.0169 (0.976)	-0.248 (0.765)
Cole4-NonAca×GPA	-0.508 (0.166)	0.0465 (1.000)
Cole5-NonAca×GPA	-0.663 (0.018)	-0.187 (0.450)
Cole6-NonAca×GPA	-0.516 (0.003)	-0.760 (0.000)
Cole7-Elite×GPA	-0.337 (0.238)	-0.549 (0.079)
Cole8-Elite×GPA	-0.445 (0.527)	-0.843 (0.246)
Cole9-nonAca×GPA	-0.143	-0.195
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Table B.9 Estimates of the School Choice Model – Continued from Previous Page

	Control Sample	Treatment Sample
	(0.437)	(0.338)
Cole10-NonAca×GPA	-0.745	-0.200
	(0.001)	(0.351)
Cole11-Aca×GPA	-0.312	-0.103
	(0.102)	(0.619)
Cole12-NonAca×GPA	-0.528	-0.367
	(0.002)	(0.043)
Cole13-Aca×GPA	-0.446	-0.175
	(0.004)	(0.282)
Cole14-Aca×GPA	-0.329	0.311
	(1.000)	(0.840)
Cole15-Elite×GPA	-0.261	0.0693
	(0.408)	(0.836)
Cole16-Elite×GPA	-0.187	0.491
	(0.630)	(0.318)
Cole1-Aca×Neighborhood SES Index	-0.0335	-1.163
	(0.913)	(0.003)
Cole2-NonAca×Neighborhood SES Index	-0.431	-1.181
	(0.224)	(0.003)
Cole3-Aca×Neighborhood SES Index	0.350	-2.105
	(0.802)	(0.270)
Cole4-NonAca×Neighborhood SES Index	-0.665	-0.122
	(0.206)	(1.000)
Cole5-NonAca×Neighborhood SES Index	0.506	-0.103
	(0.202)	(0.815)
Cole6-NonAca×Neighborhood SES Index	-0.184	-0.976
	(0.517)	(0.006)
Cole7-Elite×Neighborhood SES Index	-0.522	-2.060
	(0.297)	(0.000)
Cole8-Elite×Neighborhood SES Index	4.464	-1.837
	(0.314)	(0.225)
Cole9-nonAca×Neighborhood SES Index	0.406	0.307
	(0.181)	(0.448)
Cole10-NonAca×Neighborhood SES Index	-0.119	-0.824
	(0.732)	(0.054)
Cole11-Aca×Neighborhood SES Index	0.0254	-0.936
	(0.937)	(0.029)
Cole12-NonAca×Neighborhood SES Index	-0.238	-0.268
	(0.404)	(0.459)
Cole13-Aca×Neighborhood SES Index	0.215	0.271
	(0.390)	(0.388)

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Table B.9 Estimates of the School Choice Model – Continued from Previous Page

	Control Sample	Treatment Sample
Cole14-Aca×Neighborhood SES Index	-0.249 (1.000)	-0.500 (0.872)
Cole15-Elite×Neighborhood SES Index	-0.0760 (0.900)	-2.415 (0.000)
Cole16-Elite×Neighborhood SES Index	-0.226 (0.747)	-2.522 (0.002)
Cole1-Aca×Middle-School Math Score	0.155 (0.495)	-0.0929 (0.724)
Cole2-NonAca×Middle-School Math Score	0.415 (0.088)	-0.330 (0.198)
Cole3-Aca×Middle-School Math Score	0.403 (0.587)	-0.375 (0.769)
Cole4-NonAca×Middle-School Math Score	0.176 (0.750)	0.357 (1.000)
Cole5-NonAca×Middle-School Math Score	-0.418 (0.308)	0.544 (0.081)
Cole6-NonAca×Middle-School Math Score	0.113 (0.604)	0.170 (0.472)
Cole7-Elite×Middle-School Math Score	-0.168 (0.650)	-0.838 (0.045)
Cole8-Elite×Middle-School Math Score	0.492 (0.709)	1.222 (0.254)
Cole9-nonAca×Middle-School Math Score	0.0751 (0.750)	0.460 (0.106)
Cole10-NonAca×Middle-School Math Score	0.728 (0.017)	0.296 (0.290)
Cole11-Aca×Middle-School Math Score	0.234 (0.348)	-0.255 (0.412)
Cole12-NonAca×Middle-School Math Score	0.122 (0.616)	-0.188 (0.489)
Cole13-Aca×Middle-School Math Score	0.0217 (0.910)	0.589 (0.008)
Cole14-Aca×Middle-School Math Score	0.408 (1.000)	1.953 (0.332)
Cole15-Elite×Middle-School Math Score	0.810 (0.049)	-0.390 (0.343)
Cole16-Elite×Middle-School Math Score	0.415 (0.390)	-0.157 (0.780)
Cole1-Aca×Parent Higher Education	-0.508 (0.247)	0.209 (0.682)
Cole2-NonAca×Parent Higher Education	-0.409	-0.0186

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Table B.9 Estimates of the School Choice Model – Continued from Previous Page

	Control Sample	Treatment Sample
	(0.408)	(0.972)
Cole3-Aca×Parent Higher Education	-0.948	-13.59
	(0.451)	(0.994)
Cole4-NonAca×Parent Higher Education	-0.636	0.606
	(0.573)	(1.000)
Cole5-NonAca×Parent Higher Education	-1.391	0.329
	(0.121)	(0.595)
Cole6-NonAca×Parent Higher Education	-0.829	0.0533
	(0.066)	(0.910)
Cole7-Elite×Parent Higher Education	-1.399	0.741
	(0.032)	(0.296)
Cole8-Elite×Parent Higher Education	-15.81	-13.96
	(0.991)	(0.988)
Cole9-nonAca×Parent Higher Education	-0.915	-0.658
	(0.088)	(0.302)
Cole10-NonAca×Parent Higher Education	-1.268	-0.191
	(0.039)	(0.747)
Cole11-Aca×Parent Higher Education	-0.453	-0.283
	(0.421)	(0.661)
Cole12-NonAca×Parent Higher Education	-0.910	0.0912
	(0.118)	(0.852)
Cole13-Aca×Parent Higher Education	-0.506	0.177
	(0.223)	(0.677)
Cole14-Aca×Parent Higher Education	-0.627	-13.84
	(1.000)	(0.994)
Cole15-Elite×Parent Higher Education	-2.705	1.004
	(0.000)	(0.165)
Cole16-Elite×Parent Higher Education	-1.668	1.256
	(0.044)	(0.171)
Distance (Km)	-0.271	-0.202
	(0.000)	(0.000)
Distance (Km)×Mock Score	0.0144	0.0169
	(0.046)	(0.023)
Distance (Km)×GPA	0.00383	0.00763
	(0.585)	(0.312)
Distance (Km)×Neighborhood SES Index	0.000575	0.0457
	(0.961)	(0.003)
Distance (Km)×Middle-School Math Score	0.0185	0.0215
	(0.035)	(0.033)
Distance (Km)×Parent Higher Education	0.0239	0.00427
	(0.142)	(0.808)

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Table B.9 Estimates of the School Choice Model – Continued from Previous Page

	Control Sample	Treatment Sample
Cutoff Score	1.063 (0.000)	1.510 (0.000)
Cutoff Score×Mock Score	0.103 (0.151)	0.170 (0.019)
Cutoff Score×GPA	0.126 (0.052)	0.154 (0.023)
Cutoff Score×Neighborhood SES Index	0.0763 (0.470)	0.227 (0.073)
Cutoff Score×Middle-School Math Score	0.110 (0.212)	0.262 (0.002)
Cutoff Score×Parent Higher Education	0.519 (0.003)	-0.0602 (0.727)
N	637,901	590,526

NOTE: This table displays the full set of maximum-likelihood estimates and standard errors (in parenthesis) for the parameters of the school choice model (see equation 2 in the main draft).

Table B.10: Estimates of the School Graduation Model

	On-time graduation
Cole2-NonAca	-0.174 (0.023)
Cole3-Aca	0.056 (0.052)
Cole4-NonAca	-0.028 (0.201)
Cole5-NonAca	0.095 (0.030)
Cole6-NonAca	0.055 (0.017)
Cole7-Elite	-0.109 (0.023)
Cole8-Elite	-0.050 (0.055)
Cole9-nonAca	0.085 (0.037)
Cole10-NonAca	0.249 (0.035)
Cole11-Aca	-0.030 (0.032)
Cole12-NonAca	0.060 (0.028)

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Table B.10 Estimates of the School Graduation Model – Continued from Previous Page

	On-time graduation
Cole13-Aca	0.146 (0.023)
Cole14-Aca	0.130 (0.164)
GPA	0.160 (0.005)
Neighborhood SES index	0.017 (0.006)
Parent Education	0.004 (0.004)
Middle-School Math Score	0.015 (0.004)
Cole2-NonAcaXGPA	-0.105 (0.010)
Cole3-AcaXGPA	0.031 (0.022)
Cole4-NonAcaXGPA	0.054 (0.048)
Cole5-NonAcaXGPA	0.045 (0.015)
Cole6-NonAcaXGPA	-0.002 (0.008)
Cole7-EliteXGPA	0.054 (0.008)
Cole8-EliteXGPA	0.098 (0.027)
Cole9-nonAcaXGPA	-0.015 (0.017)
Cole10-NonAcaXGPA	0.024 (0.015)
Cole11-AcaXGPA	-0.006 (0.015)
Cole12-NonAcaXGPA	0.002 (0.011)
Cole13-AcaXGPA	-0.008 (0.008)
Cole14-AcaXGPA	0.044 (0.081)
Cole2-NonAcaXNeighborhood SES Index	-0.006 (0.012)
Cole3-AcaXNeighborhood SES Index	0.021 (0.040)

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Table B.10 Estimates of the School Graduation Model – Continued from Previous Page

	On-time graduation
Cole4-NonAcaXNeighborhood SES Index	-0.045 (0.049)
Cole5-NonAcaXNeighborhood SES Index	0.037 (0.019)
Cole6-NonAcaXNeighborhood SES Index	-0.022 (0.009)
Cole7-EliteXNeighborhood SES Index	0.003 (0.010)
Cole8-EliteXNeighborhood SES Index	0.014 (0.034)
Cole9-nonAcaXNeighborhood SES Index	0.005 (0.019)
Cole10-NonAcaXNeighborhood SES Index	-0.015 (0.018)
Cole11-AcaXNeighborhood SES Index	-0.002 (0.016)
Cole12-NonAcaXNeighborhood SES Index	-0.019 (0.011)
Cole13-AcaXNeighborhood SES Index	-0.007 (0.009)
Cole14-AcaXNeighborhood SES Index	0.111 (0.097)
Cole2-NonAcaXParent Education	0.009 (0.012)
Cole3-AcaXParent Education	0.028 (0.018)
Cole4-NonAcaXParent Education	0.075 (0.059)
Cole5-NonAcaXParent Education	0.009 (0.017)
Cole6-NonAcaXParent Education	0.010 (0.008)
Cole7-EliteXParent Education	0.009 (0.006)
Cole8-EliteXParent Education	0.034 (0.018)
Cole9-nonAcaXParent Education	0.016 (0.020)
Cole10-NonAcaXParent Education	0.000 (0.019)
Cole11-AcaXParent Education	0.019 (0.020)

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Table B.10 Estimates of the School Graduation Model – Continued from Previous Page

	On-time graduation
Cole12-NonAcaXParent Education	-0.008 (0.016)
Cole13-AcaXParent Education	0.002 (0.007)
Cole14-AcaXParent Education	0.008 (0.043)
Cole2-NonAcaXMiddle-School Math Score	-0.021 (0.008)
Cole3-AcaXMiddle-School Math Score	0.024 (0.019)
Cole4-NonAcaXMiddle-School Math Score	-0.004 (0.058)
Cole5-NonAcaXMiddle-School Math Score	0.052 (0.020)
Cole6-NonAcaXMiddle-School Math Score	0.017 (0.007)
Cole7-EliteXMiddle-School Math Score	0.004 (0.007)
Cole8-EliteXMiddle-School Math Score	0.006 (0.024)
Cole9-nonAcaXMiddle-School Math Score	0.027 (0.020)
Cole10-NonAcaXMiddle-School Math Score	0.047 (0.020)
Cole11-AcaXMiddle-School Math Score	0.064 (0.020)
Cole12-NonAcaXMiddle-School Math Score	0.055 (0.013)
Cole13-AcaXMiddle-School Math Score	0.016 (0.008)
Cole14-AcaXMiddle-School Math Score	-0.194 (0.115)
School-Average GPA	0.024 (0.010)
School-Average SES index	0.021 (0.011)
School-Average Parent Education	-0.011 (0.012)
School-Average Middle-School Math Score	0.000 (0.012)
Constant	0.378

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Table B.10 Estimates of the School Graduation Model – Continued from Previous Page

	On-time graduation
	(0.012)
N	182,824

NOTE: This table displays the full set of OLS estimates and standard errors (in parenthesis) of the parameters of the school effectiveness model (see equation 5 in the main draft). The ROL fixed effects are included in the regression but they are not reported. The sample includes all the assigned applicants to the centralized system in the year 2010 except for the 15% of applicants who are assigned to the UNAM-sponsored high-schools (2 colleges out of 16 participating colleges).

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