

S4 Table. Main approach versus RDD for 9th grade achievement (1999).

| | T3 vs. T1/T2 | | | T4 vs. T3 | | |
|---------------|---------------------|---------------------|--------------------|--------------------|-------------------|------------------|
| | Language | Math | PS | Language | Math | PS |
| Main approach | 0.299** (0.132) | 0.461* (0.237) | -0.0024 (0.140) | 0.405* (0.209) | 0.406* (0.237) | 0.080 (0.082) |
| RDD | 0.341*** (0.166) | 0.593*** (0.210) | 0.144 (0.190) | 0.529** (0.249) | 0.240 (0.286) | 0.071 (0.093) |

Notes: *Significant at 10% level **Significant at 5% level ***Significant at 1% level

The table shows the estimates of the effect of track assignment for 9th grade achievement for the 1999 cohort, for both the main approach (Table 4 in the main article) and a traditional Regression Discontinuity Design (RDD). The RDD approach uses a dichotomous instrument for whether the score on the CITO test is above or below the official threshold. See Table 4 in the main article for bandwidths and sample sizes. Standard errors are between parentheses and are robust and corrected for clustering at the school level.