

Table 1: Accountability History

# of Times Bonus Received	% of Schools
5	34.50%
4	27.90%
3	23.30%
2	9.60%
1	3.30%
0	1.30%

Five year accountability history of schools (2002 - 2007).

Table 2: Transition Matrix between High and Low-stakes Grades

		Year t+1	
		low-stakes	high-stakes
Year t	low-stakes	0.9385	0.0615
	high-stakes	0.1296	0.8703

Table 3: Characteristics of Transitioning Teachers

	high - high	high - low	low - low	low - high
female	0.9363	0.9373	0.9244	0.9306
minority	0.1544	0.1373	0.1403	0.1679
no fixed effect	0.0253	0.0778	0.0235	0.0835

Table 4: Estimates of Education Production

Variable	Reading Score	Math Score
last yr. score	0.7066 (0.0006)	0.7399 (0.0005)
female	0.0377 (0.0010)	0.0032 (0.0009)
minority	-0.1637 (0.0013)	-0.1431 (0.0012)
parent low ed.	-0.1748 (0.0012)	-0.1564 (0.0011)
class size	-0.0032 (0.0002)	-0.0047 (0.0002)
tch. female	0.0066 (0.0275)	0.0204 (0.0253)
tch. minority	-0.0354 (0.0184)	-0.0012 (0.0169)
experience	0.0027 (0.0012)	0.0030 (0.0011)
experience ²	-0.0002 (0.0001)	-0.0003 (0.0001)
certified	-0.0105 (0.0046)	-0.0094 (0.0042)
peer female %	0.0323 (0.0068)	0.0448 (0.0062)
peer minority %	-0.0589 (0.0073)	-0.0622 (0.0067)
school size/1000	-0.0132 (0.0079)	-0.0199 (0.0001)
school minority %	0.0130 (0.0126)	0.0361 (0.0115)
school rural	-0.0064 (0.0030)	-0.0029 (0.0028)
Observations	1,498,471	1,507,394
FE	2.14e-11 (0.1693)	2.59e-11 (0.2434)

NCERDC data from 1998/99 to 2002/03. FE is fixed effect. Low parental education is HS degree or below.

Table 5: Estimates of Matching Parameters at half bandwidth[†]

Variable	Estimate (treatment)	95% CI	Estimate (control)	95% CI
Teacher-side				
Δ distance %	-1	super-consistent	-1	super-consistent
Δ urbanicity	0.2917	(-4.2999 , 4.8833)	1.2304	(-1.3707 , 3.8315)
Δ classroom minority %	-16.3041	(-21.0058 , -11.6024)	-26.7427	(-29.5563 , -23.9291)
Δ school minority %	-15.6027	(-17.057 , -14.1484)	-23.8347	(-26.7396 , -20.9298)
Δ classroom minority % X teacher minority	19.8805	(15.0759 , 24.6851)	-4.0252	(-4.8562 , -3.1942)
Δ school minority % X teacher minority	19.766	(18.3117 , 21.2203)	-3.1669	(-4.1593 , -2.1745)
Δ level achievement	-4.7151	(-6.8779 , -2.5523)	-5.6782	(-7.6707 , -3.6857)
Level achievement X experience	27.7535	(25.2621 , 30.2449)	23.5859	(22.0487 , 25.1231)
Level achievement X math FE	26.3872	(24.007 , 28.7674)	22.0942	(20.2173 , 23.9711)
Level achievement X certification	16.8675	(14.5139 , 19.2211)	8.4378	(6.735 , 10.1406)
Level achievement X teacher minority	-16.9034	(-19.5703 , -14.2365)	-2.1815	(-3.8463 , -0.5167)
ABC pressure X experience	16.2968	(13.2945 , 19.2991)	6.4012	(5.0915 , 7.7109)
ABC pressure X math FE	15.4681	(12.2857 , 18.6505)	-0.7207	(-1.9654 , 0.524)
ABC pressure X certification	6.0194	(3.5066 , 8.5322)	-0.6	(-1.7911 , 0.5911)
ABC pressure X teacher minority	8.4168	(5.1048 , 11.7288)	2.8049	(1.4546 , 4.1552)
Level X ABC X experience	20.1951	(17.8478 , 22.5424)	25.4919	(24.2354 , 26.7484)
Level X ABC X math FE	18.6013	(16.302 , 20.9006)	24.1063	(22.8915 , 25.3211)
Level X ABC X certification	8.9186	(6.6508 , 11.1864)	10.0921	(8.895 , 11.2892)
Level X ABC X teacher minority	-16.3491	(-18.9396 , -13.7586)	-15.3683	(-16.6686 , -14.068)
h (bandwidth)	0.5635			

[†]Experience and fixed effects are converted to percentile values. Level achievement is average math proficiency rate at the school-level.

Table 6: Estimates of Matching Parameters at double bandwidth[†]

Variable	Estimate (treatment)	95% CI	Estimate (control)	95% CI
Teacher-side				
Δ distance %	-1	super-consistent	-1	super-consistent
Δ urbanicity	-0.712	(-7.1903 , 5.7663)	-1.301	(-3.5892 , 0.9872)
Δ classroom minority %	-16.6591	(-23.5547 , -9.7635)	-25.5518	(-28.4915 , -22.6121)
Δ school minority %	-12.4842	(-13.2392 , -11.7292)	-26.1406	(-29.2205 , -23.0607)
Δ classroom minority % X teacher minority	18.6496	(11.5749 , 25.7243)	2.6434	(1.8662 , 3.4206)
Δ school minority % X teacher minority	20.3022	(19.5472 , 21.0572)	-2.2801	(-3.1063 , -1.4539)
Δ level achievement	-6.6851	(-10.4087 , -2.9615)	-4.8311	(-6.8259 , -2.8363)
Level achievement X experience	24.1181	(20.1838 , 28.0524)	24.8476	(23.4928 , 26.2024)
Level achievement X math FE	27.4209	(23.5777 , 31.2641)	26.0206	(24.3215 , 27.7197)
Level achievement X certification	15.4257	(11.7684 , 19.083)	12.069	(10.4195 , 13.7185)
Level achievement X teacher minority	-17.7221	(-21.5768 , -13.8674)	-4.9281	(-6.4182 , -3.438)
ABC pressure X experience	15.345	(10.8974 , 19.7926)	8.3549	(7.0941 , 9.6157)
ABC pressure X math FE	15.3431	(10.2163 , 20.4699)	-5.1958	(-6.5844 , -3.8072)
ABC pressure X certification	8.5537	(4.8052 , 12.3022)	2.8014	(1.5241 , 4.0787)
ABC pressure X teacher minority	9.2769	(4.2299 , 14.3239)	4.384	(2.9781 , 5.7899)
Level X ABC X experience	21.3611	(17.7288 , 24.9934)	26.2716	(25.1453 , 27.3979)
Level X ABC X math FE	18.2931	(14.5381 , 22.0481)	25.8632	(24.5242 , 27.2022)
Level X ABC X certification	10.0714	(6.5543 , 13.5885)	14.9942	(13.7642 , 16.2242)
Level X ABC X teacher minority	-19.6802	(-23.4354 , -15.925)	-16.0872	(-17.3289 , -14.8455)
h (bandwidth)	2.254			

[†]Experience and fixed effects are converted to percentile values. Level achievement is average math proficiency rate at the school-level.

Table 7: Estimates of Matching Parameters with Intr-District Transfers Only[†]

Variable	Point Estimate	95% CI
Teacher-side		
Δ distance %	-1	super-consistent
Δ urbanicity	-3.9982	(-9.4829 , 1.4865)
Δ classroom minority %	-17.2341	(-22.6701 , -11.7981)
Δ school minority %	-12.7087	(-16.7341 , -8.6833)
Δ classroom minority % X teacher minority	11.4425	(5.9839 , 16.9011)
Δ school minority % X teacher minority	29.7103	(25.6889 , 33.7317)
Δ level achievement	-4.7196	(-9.0956 , -0.3436)
Level achievement X experience	20.5722	(16.7652 , 24.3792)
Level achievement X math FE	29.7515	(26.1217 , 33.3813)
Level achievement X certification	23.2207	(18.3068 , 28.1346)
Level achievement X teacher minority	-21.3918	(-26.2383 , -16.5453)
ABC pressure X experience	5.7138	(2.2931 , 9.1345)
ABC pressure X math FE	4.9028	(-0.1917 , 9.8250)
ABC pressure X certification	6.9701	(3.3889 , 10.5513)
ABC pressure X teacher minority	7.1572	(3.7296 , 10.5848)
Level X ABC X experience	15.8396	(12.617 , 19.0622)
Level X ABC X math FE	6.7542	(3.7155 , 9.7929)
Level X ABC X certification	3.0626	(-0.4363 , 6.5615)
Level X ABC X teacher minority	-30.0116	(-33.3382 , -26.685)
h (bandwidth)	1.366	

[†]Experience and fixed effects are converted to percentile values. Level achievement is average math proficiency rate at the school-level.

Table 8: Estimates of Matching Parameters with 2002/03 Sample Excluded[†]

Variable	Point Estimate	95% CI
Teacher-side		
Δ distance %	-1	super-consistent
Δ urbanicity	-3.868	(-6.8295 , -0.9065)
Δ classroom minority %	-7.0629	(-9.3692 , -4.7566)
Δ school minority %	-7.2226	(-9.0392 , -5.406)
Δ classroom minority % X teacher minority	21.4377	(19.1319 , 23.7435)
Δ school minority % X teacher minority	19.8747	(18.0579 , 21.6915)
Δ level achievement	0.1164	(-2.0764 , 2.3092)
Level achievement X experience	18.204	(16.8264 , 19.5816)
Level achievement X math FE	28.1991	(26.851 , 29.5472)
Level achievement X certification	21.6601	(20.5634 , 22.7568)
Level achievement X teacher minority	-12.8378	(-14.295 , -11.3806)
ABC pressure X experience	4.975	(2.9987 , 6.9513)
ABC pressure X math FE	4.9121	(2.8852 , 6.939)
ABC pressure X certification	12.7146	(11.5051 , 13.9241)
ABC pressure X teacher minority	5.2897	(3.1525 , 7.4269)
Level X ABC X experience	14.1353	(12.7883 , 15.4823)
Level X ABC X math FE	11.9452	(10.6245 , 13.2659)
Level X ABC X certification	7.6802	(6.6651 , 8.6953)
Level X ABC X teacher minority	-20.9315	(-22.3591 , -19.5039)
h (bandwidth)	1.701	

[†]Experience and fixed effects are converted to percentile values. Level achievement is average math proficiency rate at the school-level.