Online Appendix for "Is Gifted Education a Bright Idea?"
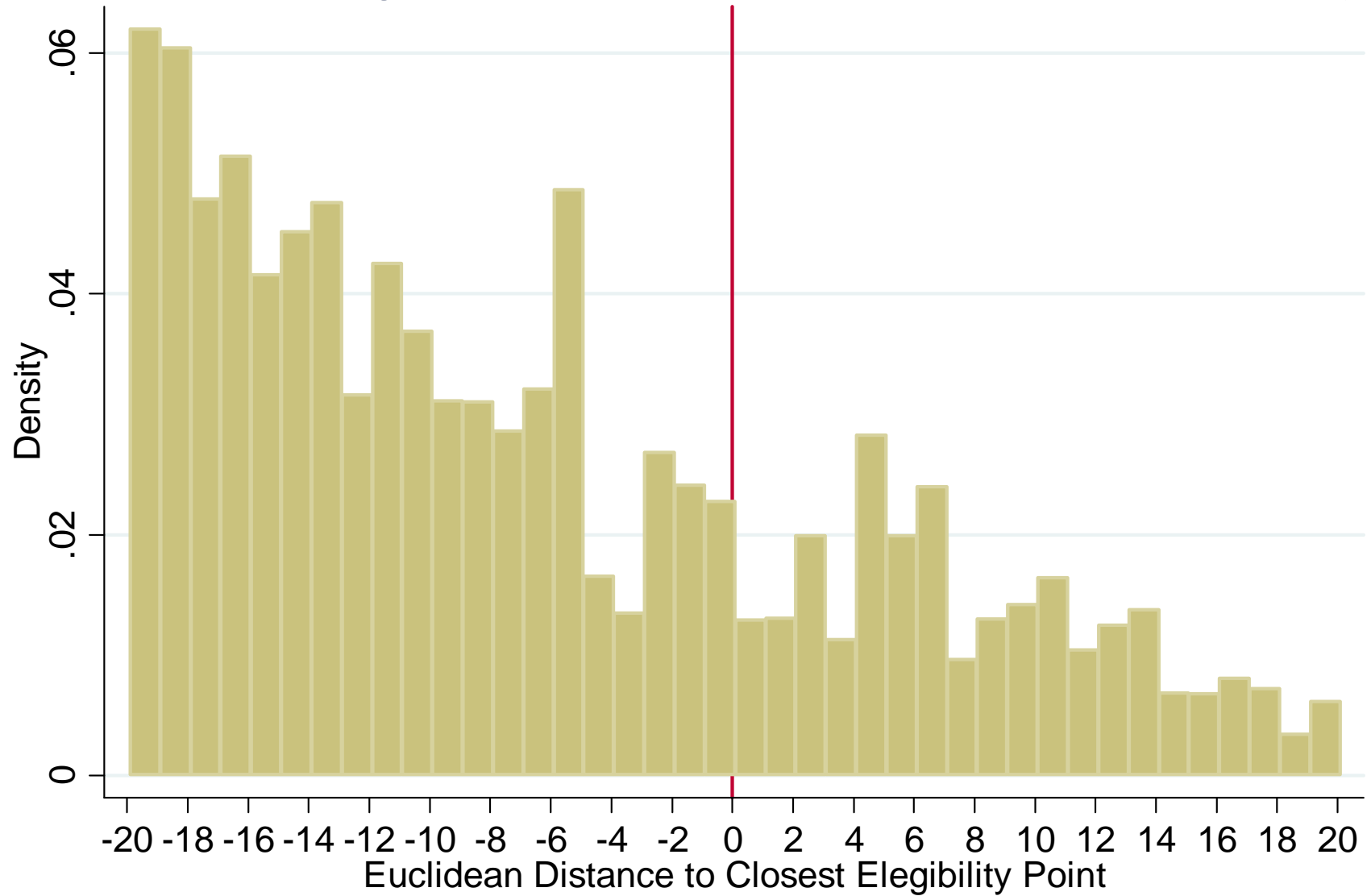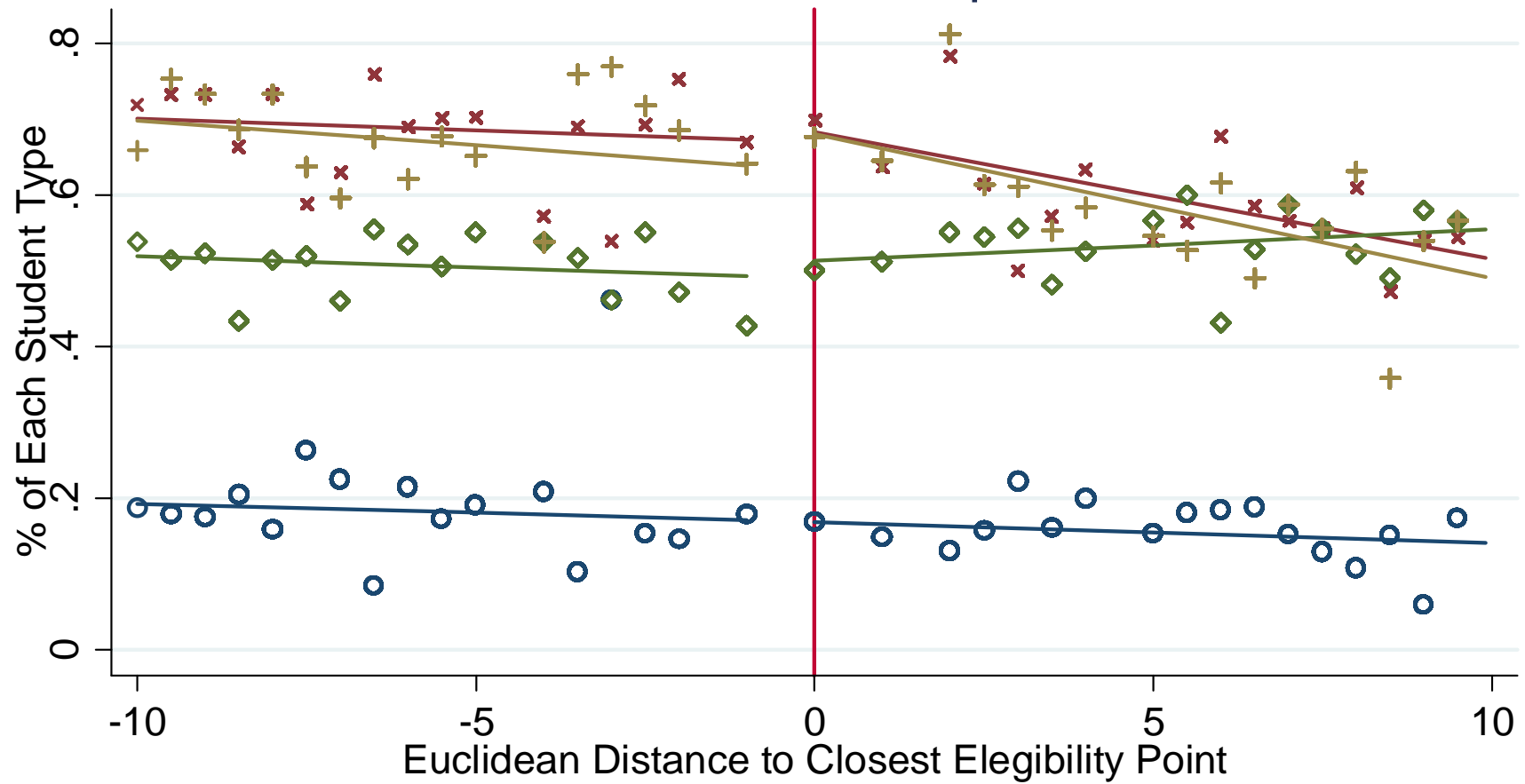
****NOT FOR PUBLICATION***

Appendix Figure 1: Distribution of Distances to Boundary

Euclidean Distance to Closest Elegibility Point

Appendix Figure 2: Discontinuities Tests for Race & Gender
7th Grade Sample

Appendix Figure 3: Discontinuities Tests for Student Characteristics 7th Grade Sample
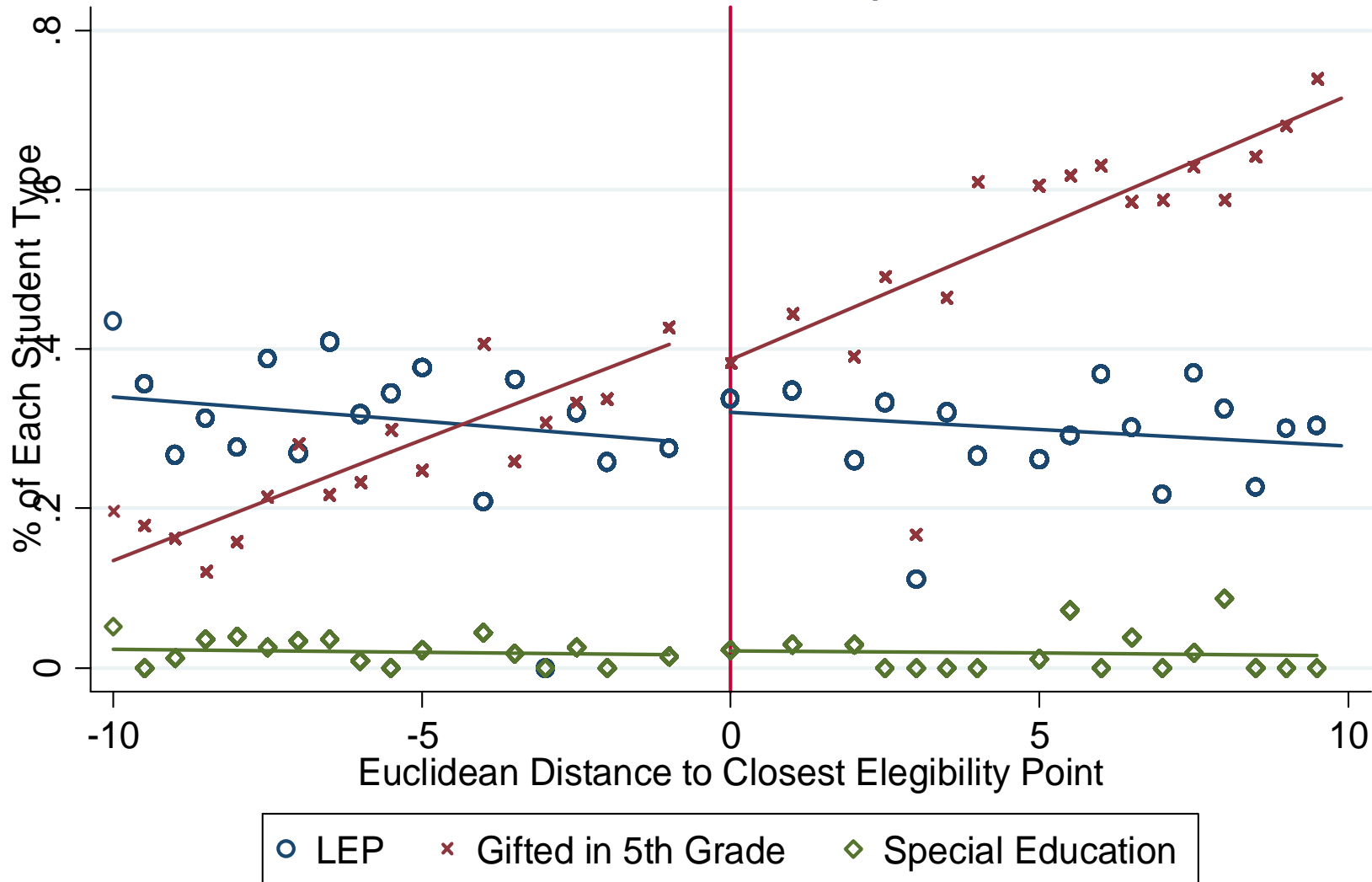
Appendix Figure 4: Discontinuities Tests for Prior Achievement
7th Grade Sample
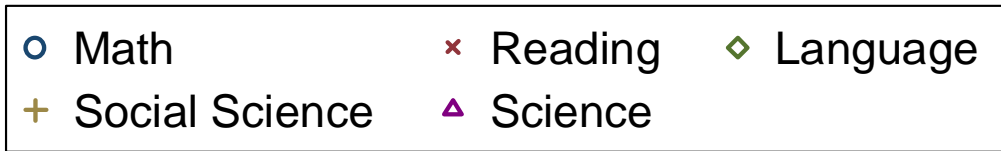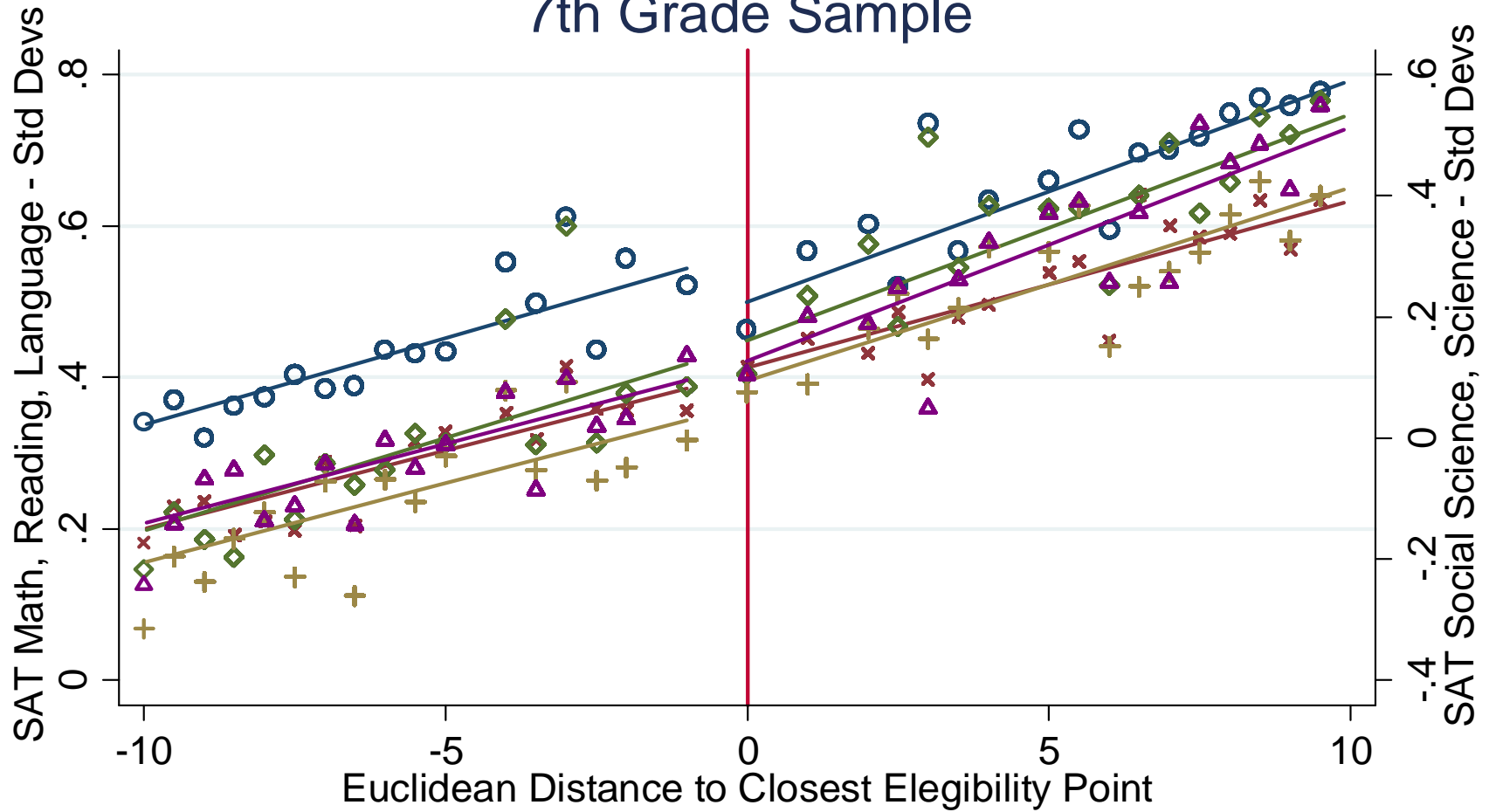
Appendix Figure 5: Relationship Between Matrix Scores and Euclidean Distance

Mean Matrix Score (Within 1/2 Point Distance Intervals)

Euclidean Distance to Closest Elegibility Point
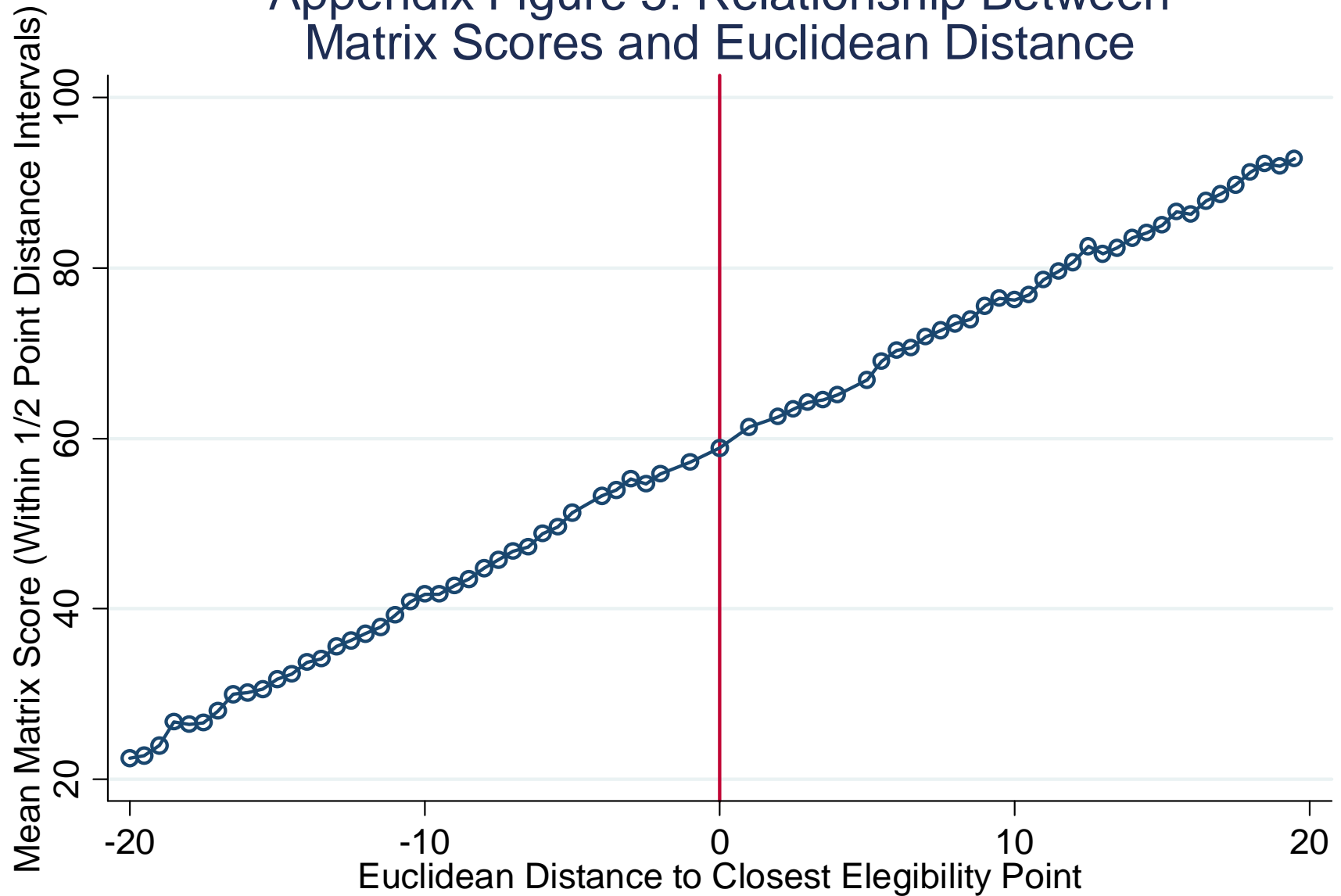
Appendix Figure 6: Gifted Status by Distance to Boundary Based on 5th Grade Matrix Points Synthetic Teacher Scores
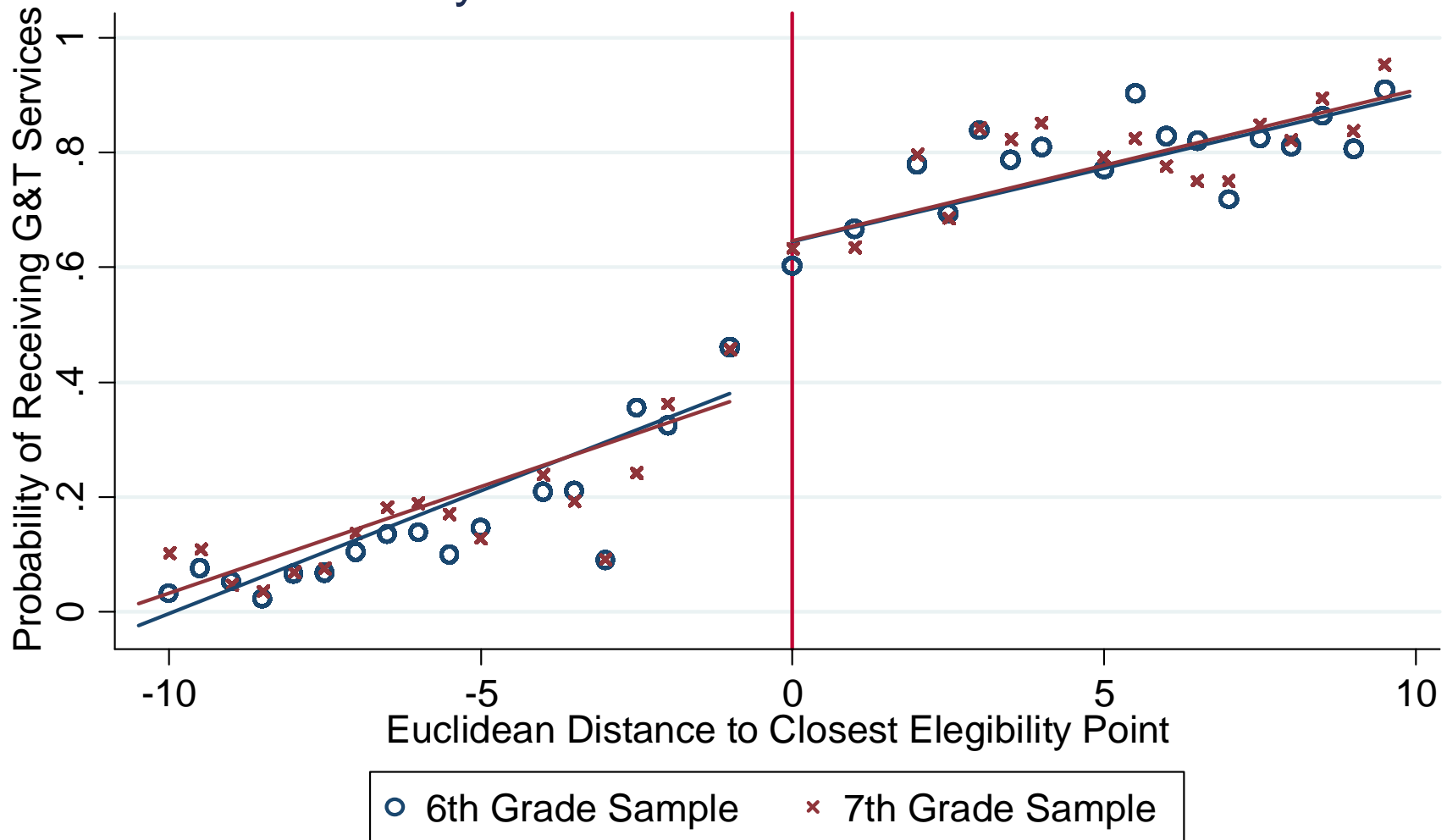
Appendix Figure 7: Stanford Language in
7th Grade by Distance to Boundary
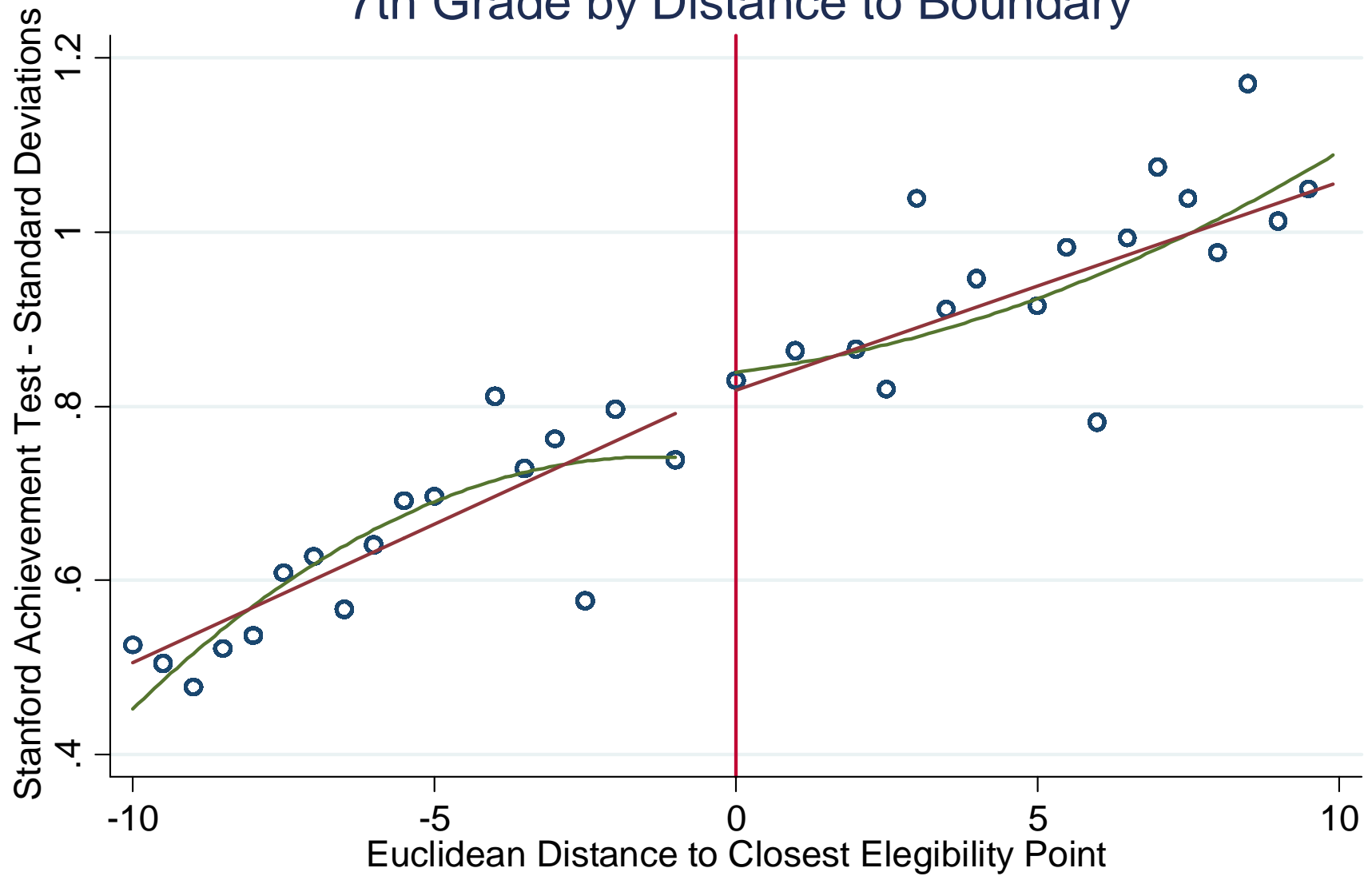
Appendix Figure 8: Stanford Science in
7th Grade by Distance to Boundary

Stanford Achievement Test - Standard Deviations

Euclidean Distance to Closest Elegibility Point
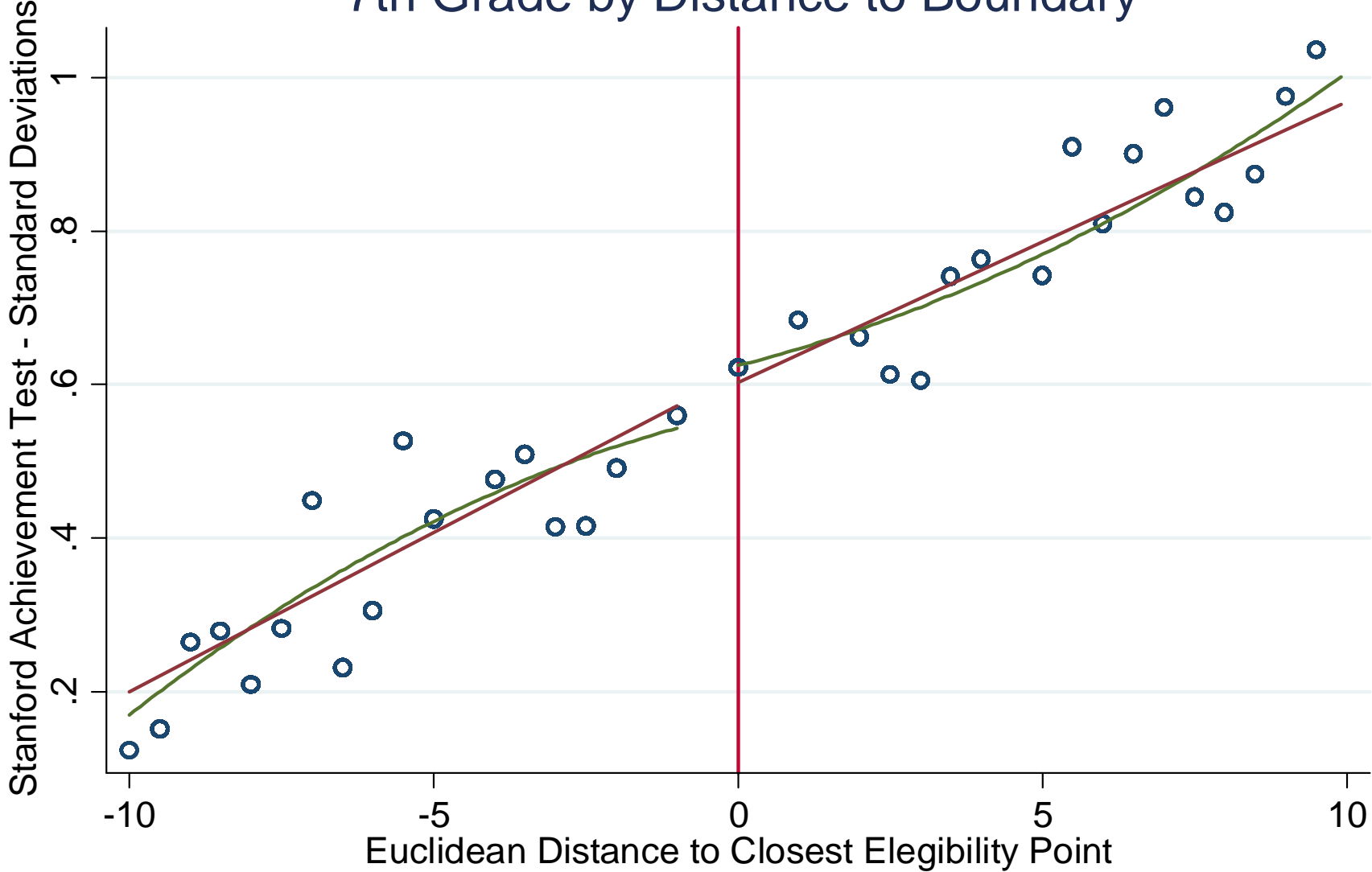
Appendix Figure 9: Distribution of Raw Math in 7th Grade For Students with Distances Between -10 and 10
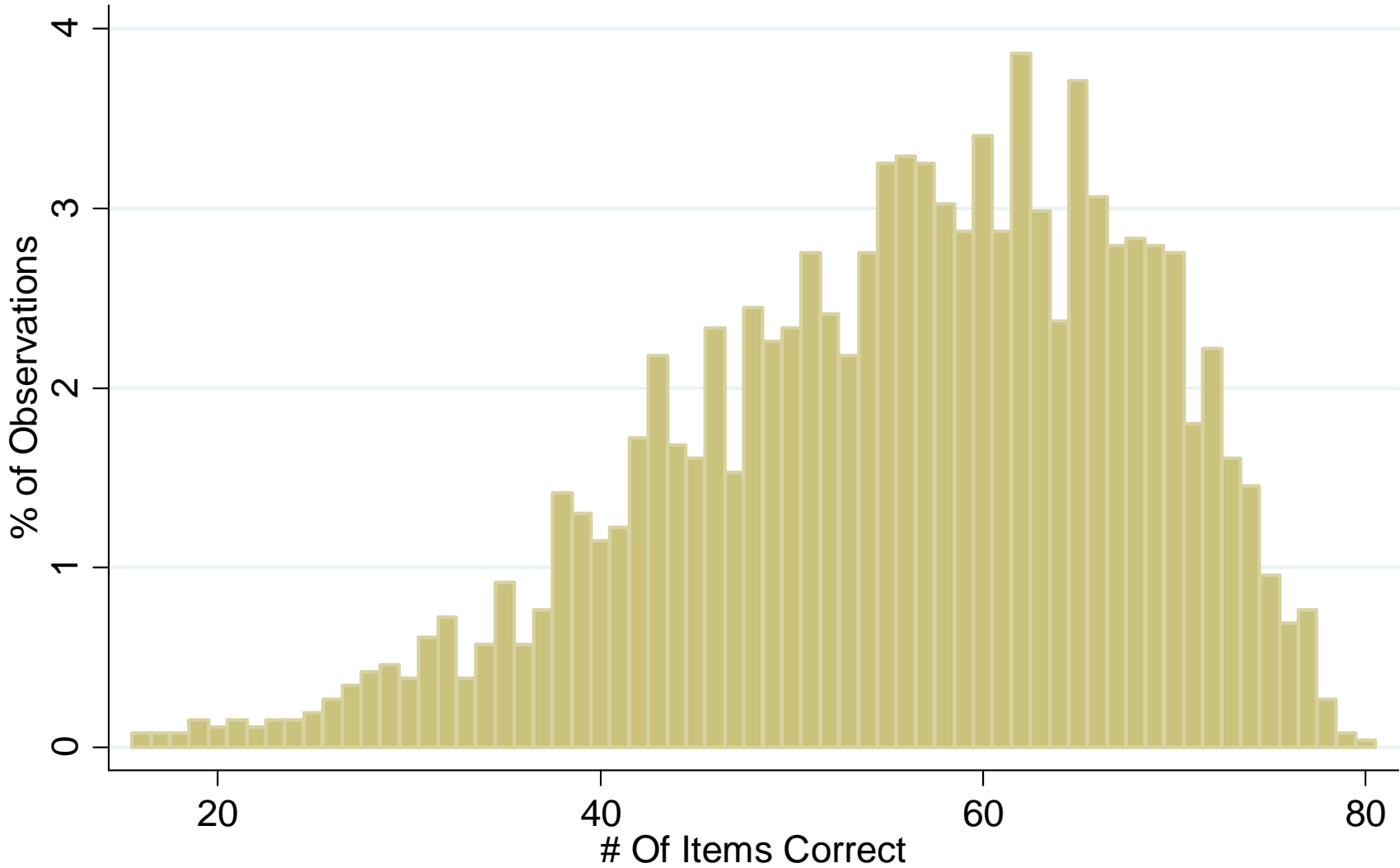
Appendix Figure 10: Distribution of Raw Reading in 7th Grade For Students with Distances Between -10 and 10
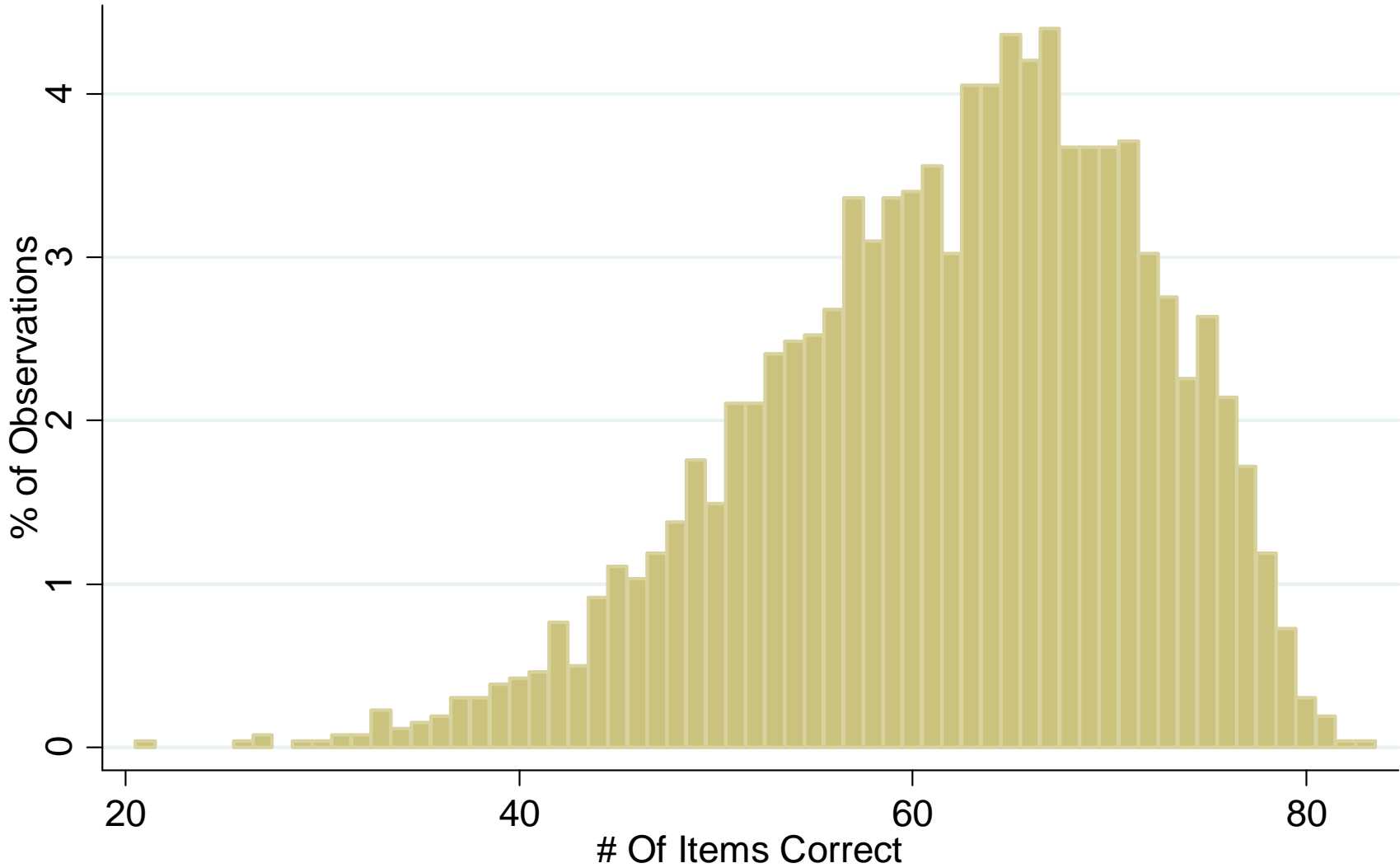
Appendix Figure 11: Distribution of Raw Language Scores in 7th Grade For Students with Distances Between -10 and 10
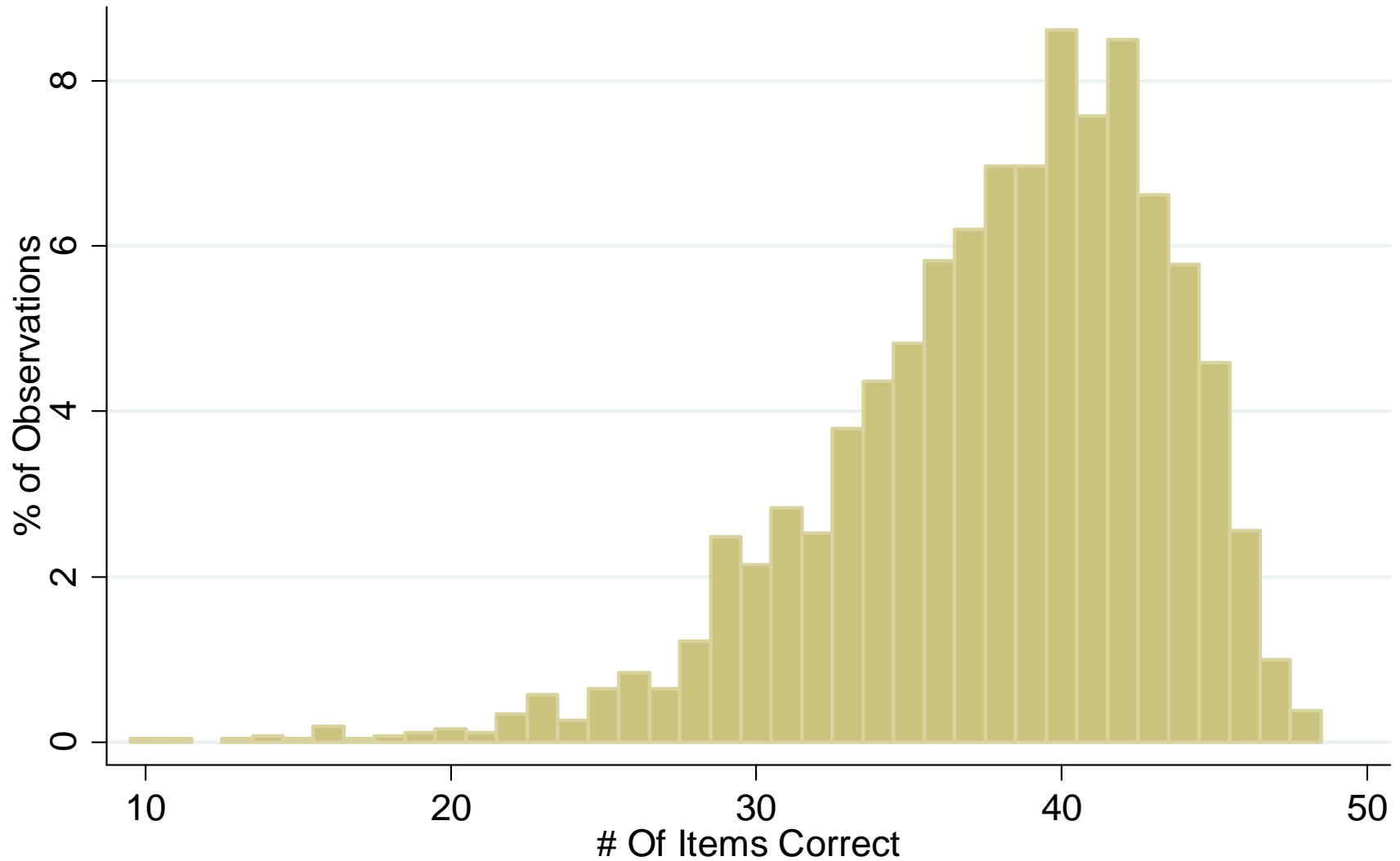
Appendix Figure 12: Distribution of Raw Soc Scores in 7th Grade For Students with Distances Between -10 and 10
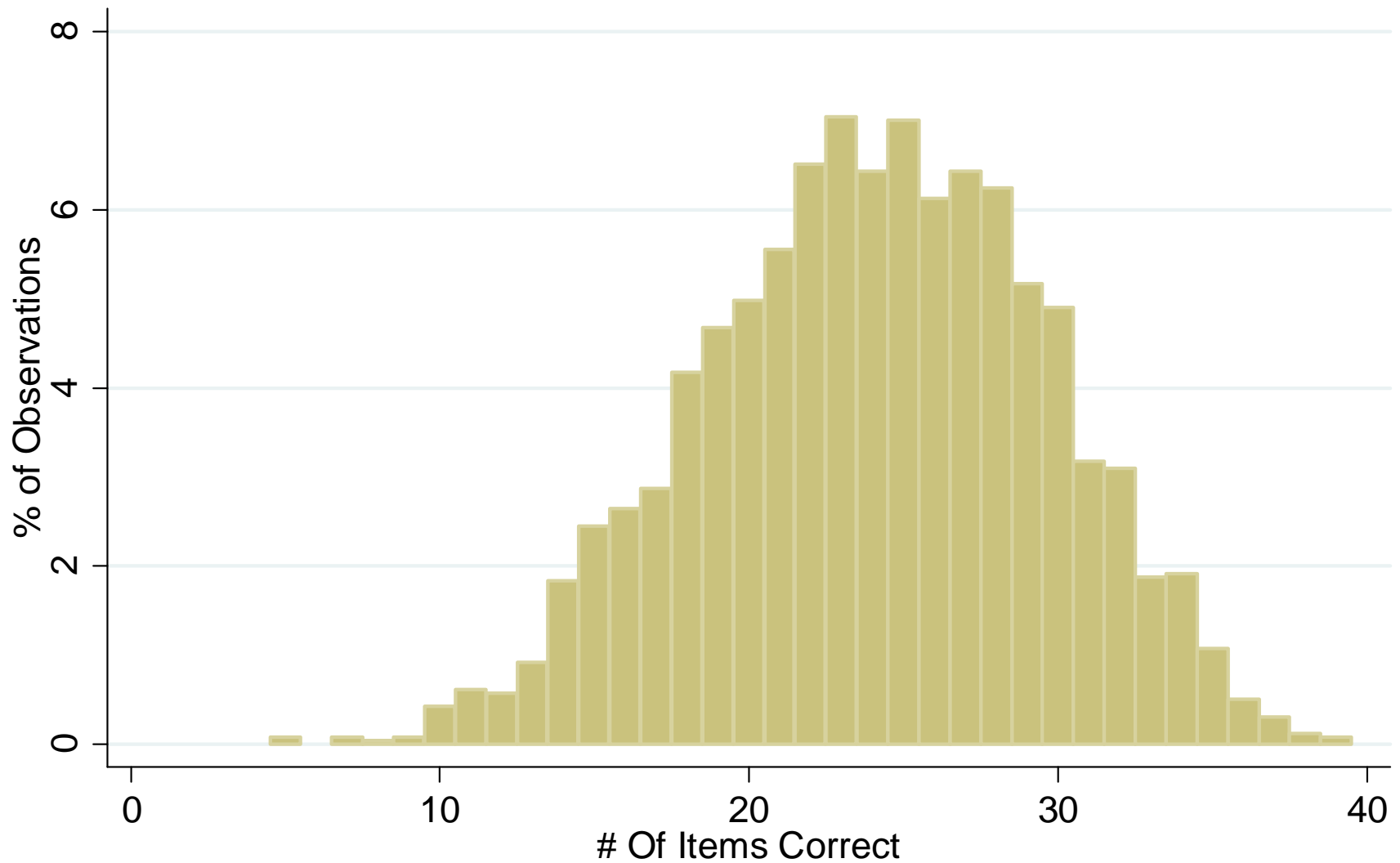
Appendix Figure 13: Distribution of Raw Sci Scores in 7th Grade For Students with Distances Between -10 and 10
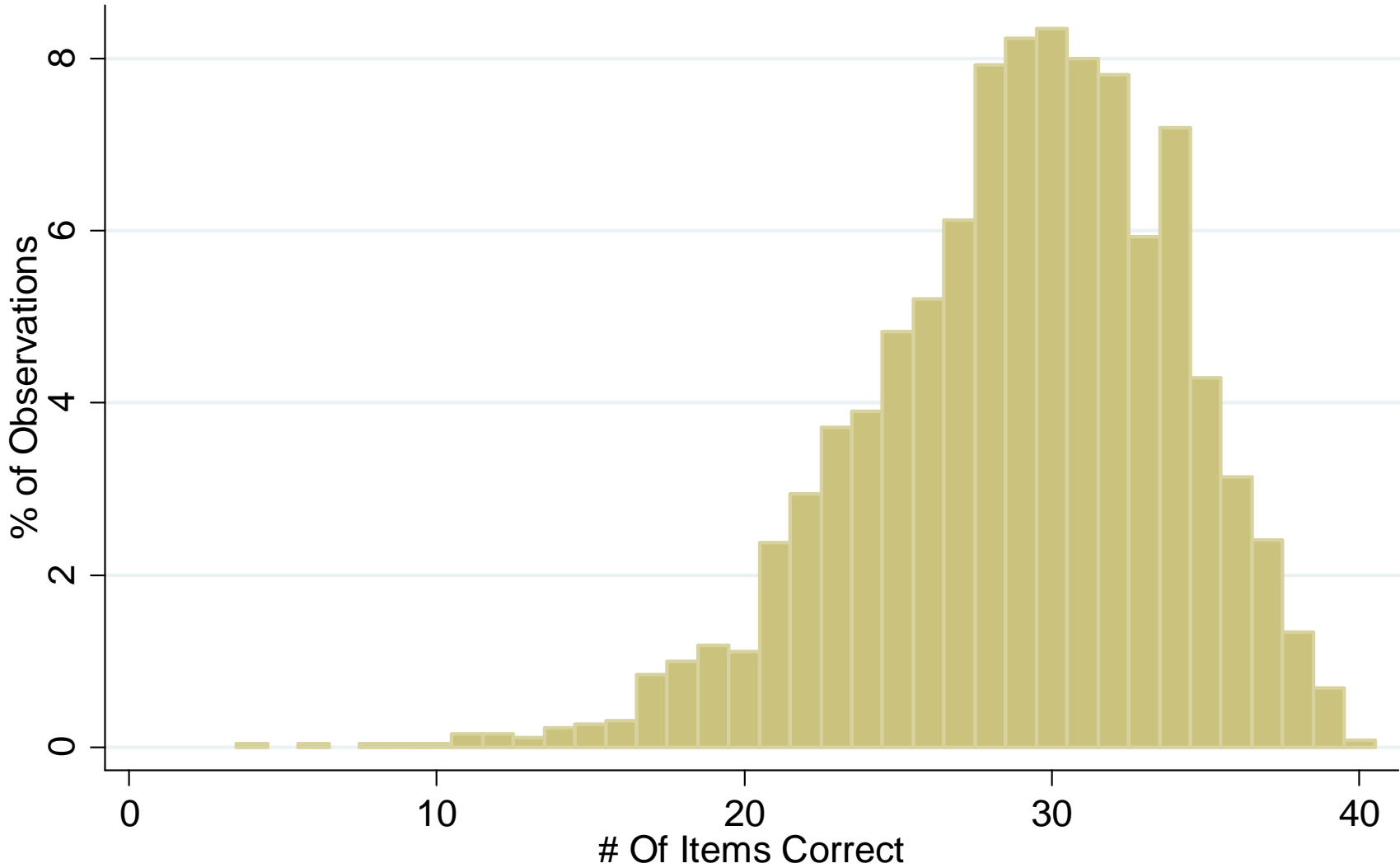
Appendix Figure 14: Distribution of Raw Math in 7th Grade By Win or Lose Lottery
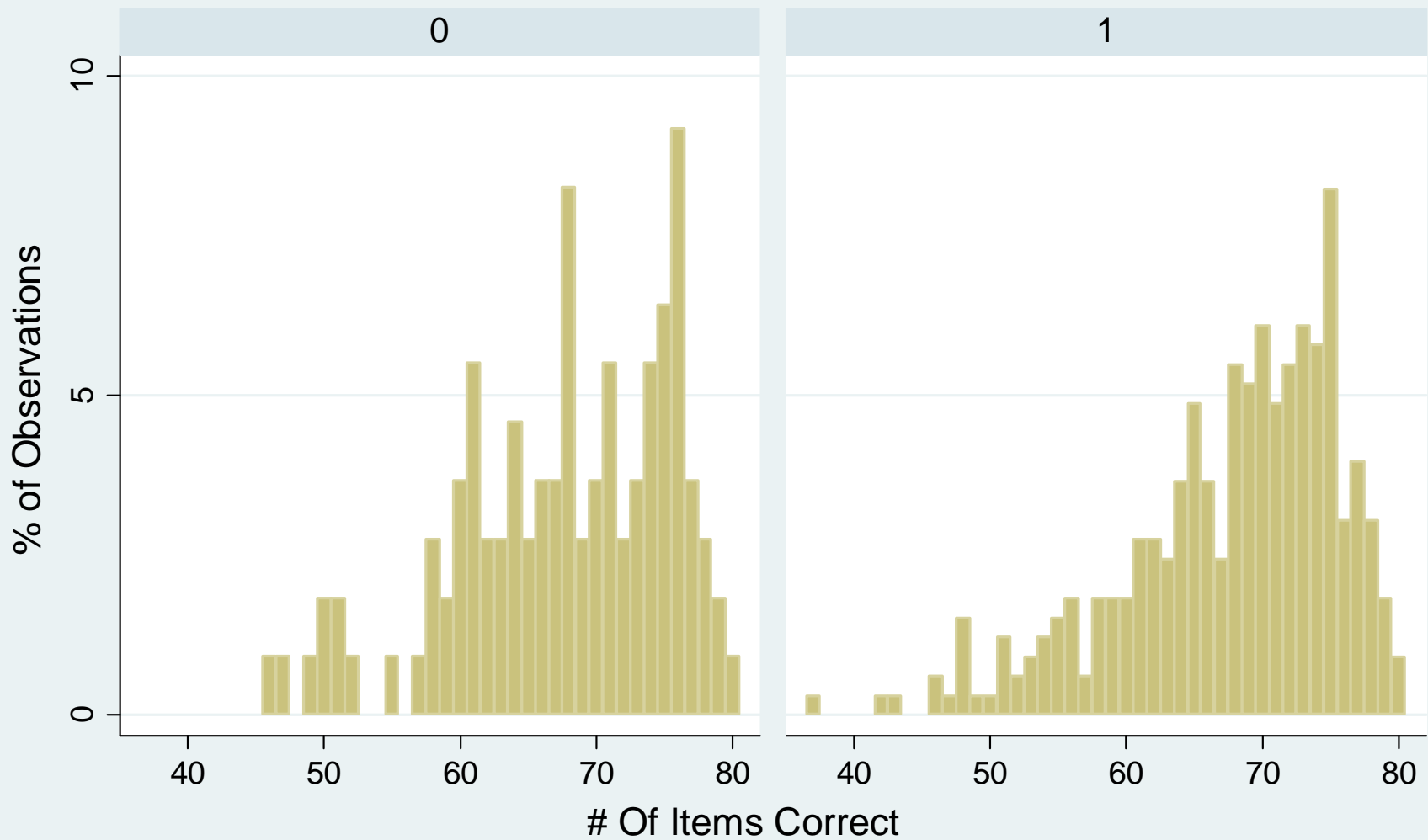
Graphs by winlottery

Appendix Figure 15: Distribution of Raw Reading in 7th Grade By Win or Lose Lottery

% of Observations

Of Items Correct
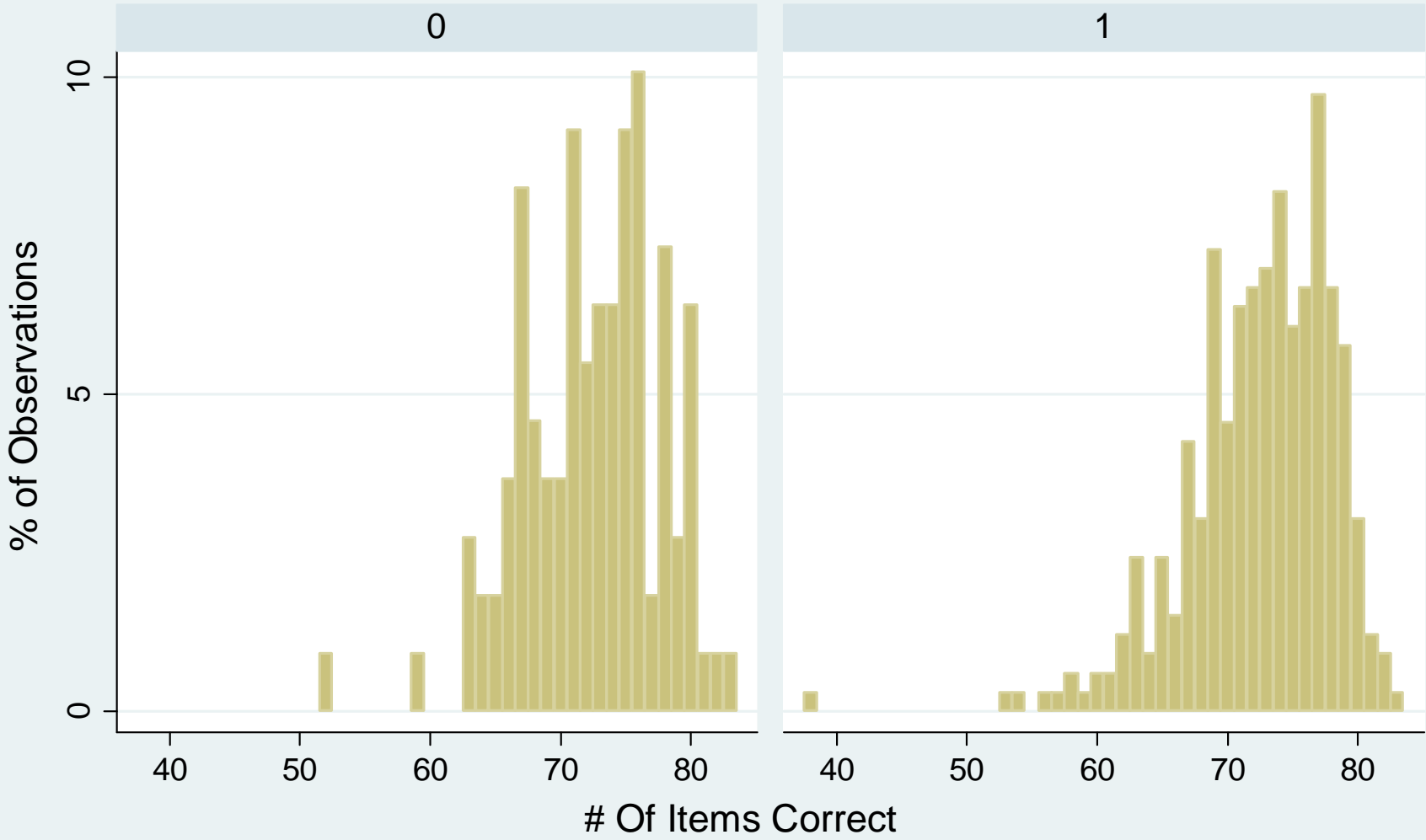
Graphs by winlottery

Appendix Figure 16: Distribution of Raw Language in 7th Grade By Win or Lose Lottery
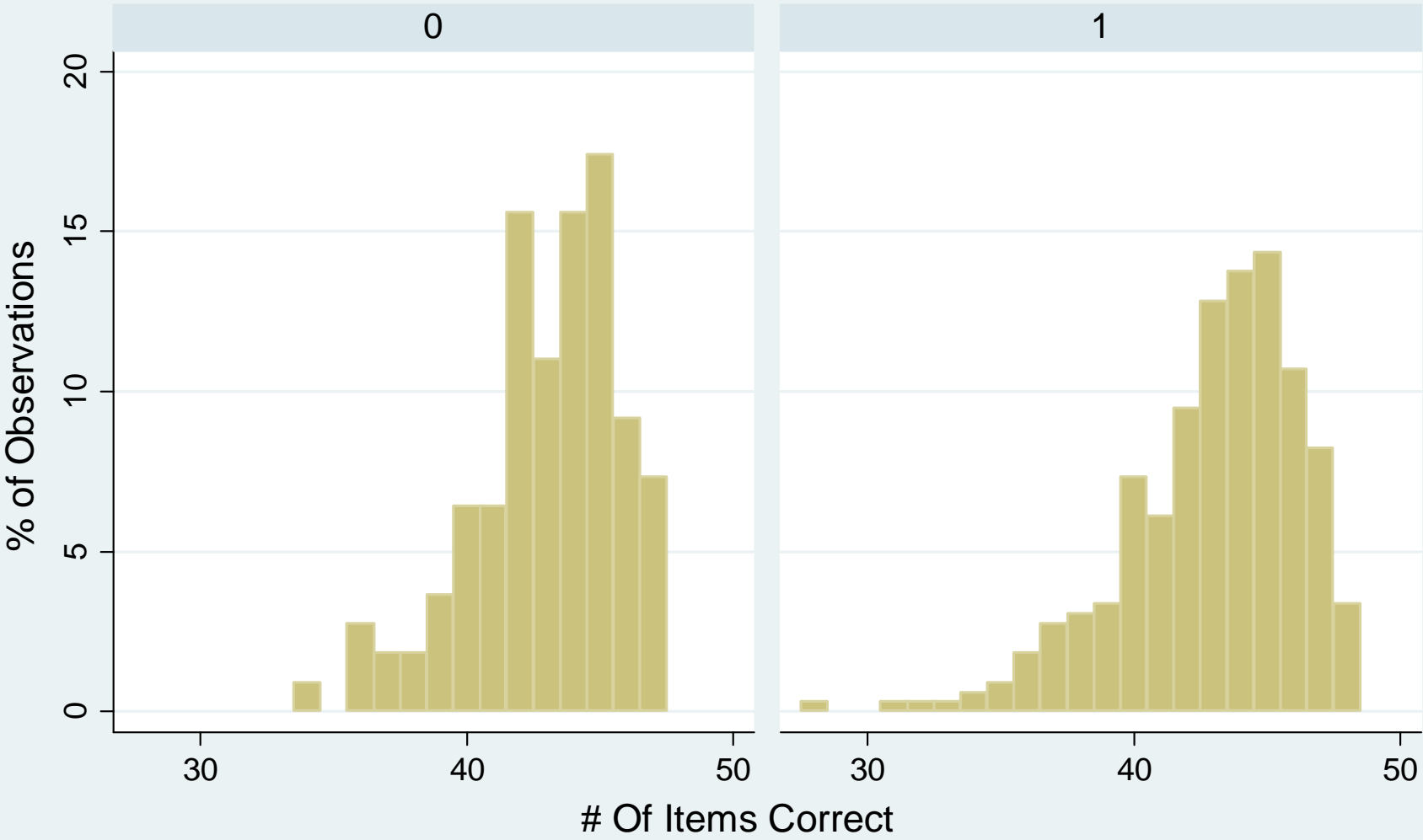
Graphs by winlottery

Appendix Figure 17: Distribution of Raw Soc in 7th Grade By Win or Lose Lottery
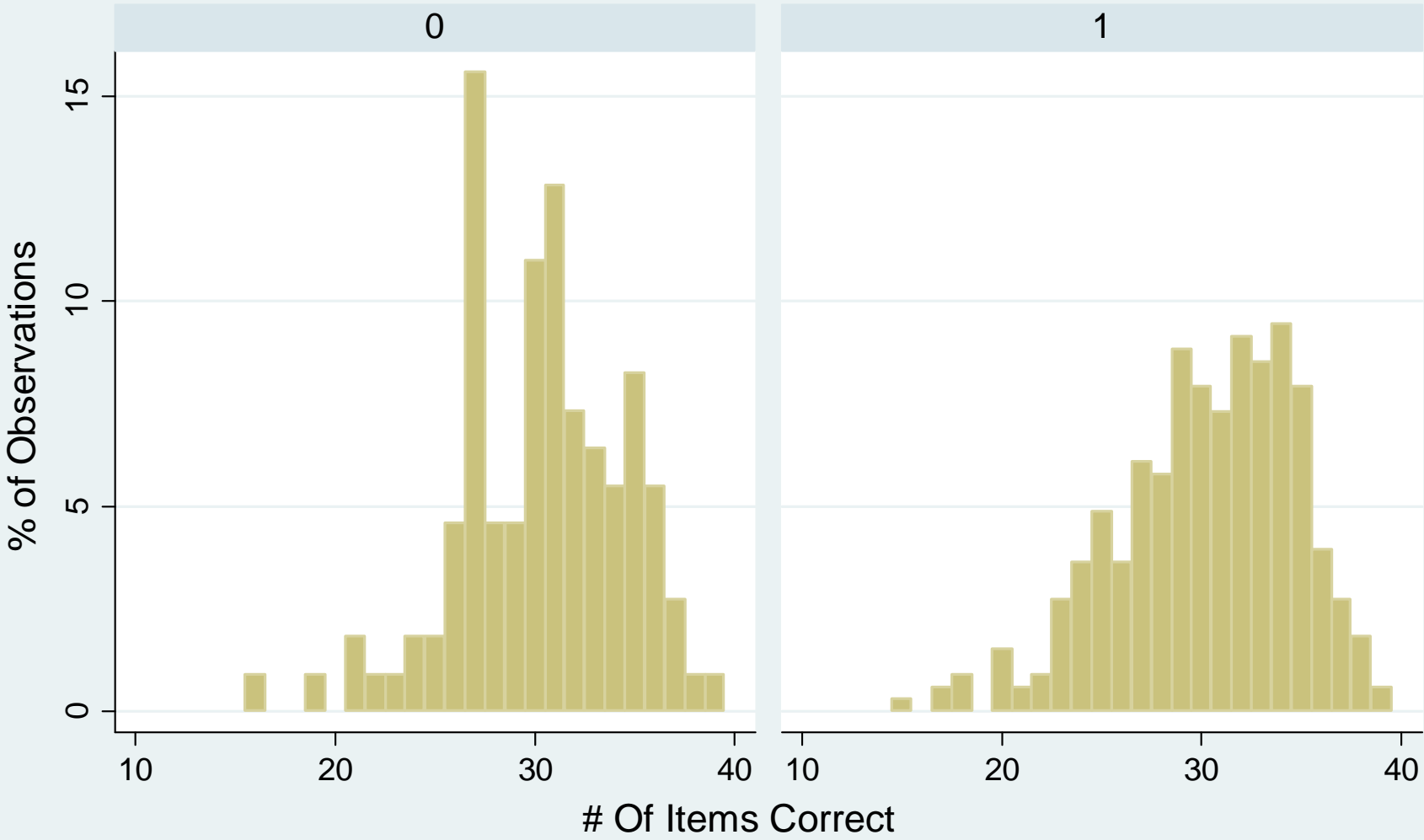
Graphs by winlottery

Appendix Figure 18: Distribution of Raw Sci in 7th Grade By Win or Lose Lottery
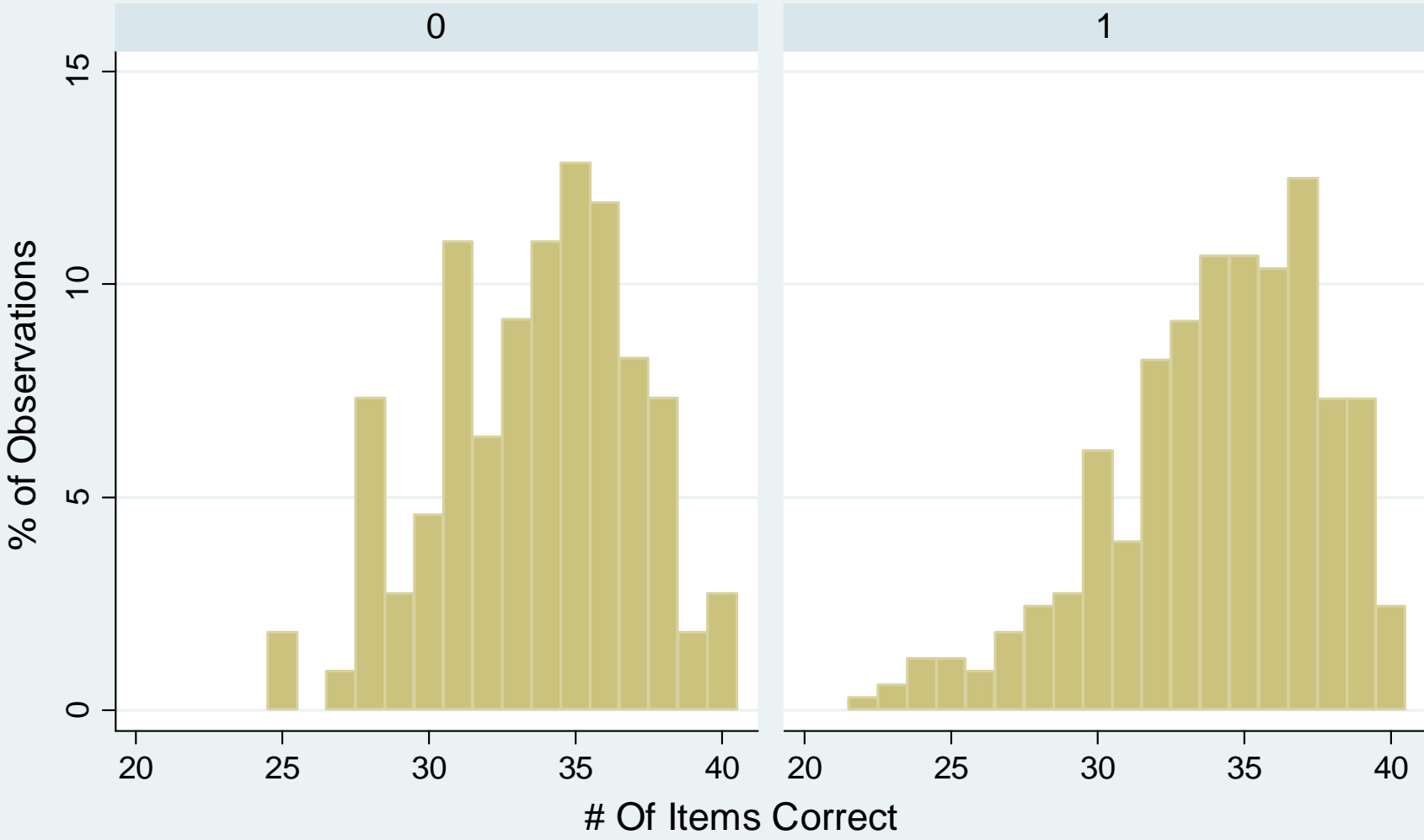
Graphs by winlottery

Appendix Table 1 - Reduced-Form Estimates of Discontinuities in Pre-Existing (5th Grade) Student Characteristics

A. Full 2007-08 Cohort

	Black	Hispanic	Female	LEP	Gifted in 5th Grade	Special Education	Free / Reduced-Price Lunch	Stanford - Math	Stanford - Reading
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Above GT Cutoff	0.016	0.011	0.022	0.036	-0.041	0.015	0.045	-0.068***	0.004
	(0.027)	(0.033)	(0.036)	(0.035)	(0.039)	(0.010)	(0.033)	(0.022)	(0.022)
Observations	3,445	3,445	3,445	3,438	3,445	3,445	3,445	3,416	3,418

	Stanford - Language	Stanford - Social Studies	Stanford - Science	# of Disciplinary Infractions	Attendance Rate (%)	Any Missing Matrix Data	Teacher Score	Teacher Points	
	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	
Above GT Cutoff	0.017	0.023	0.019	0.012	-0.244	0.005	2.626	0.442	
	(0.036)	(0.041)	(0.039)	(0.022)	(0.159)	(0.008)	(2.268)	(0.281)	
Observations	3,415	3,415	3,416	3,445	3,445	3,445	3,427	3,427	

B. Full 2007-08 & 2008-09 Cohorts

	Black	Hispanic	Female	LEP	Gifted in 5th Grade	Special Education	Free / Reduced-Price Lunch	Stanford - Math	Stanford - Reading
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Above GT Cutoff	0.016	0.000	0.050*	0.037	-0.024	0.007	0.020	-0.042***	-0.013
	(0.018)	(0.023)	(0.026)	(0.024)	(0.026)	(0.008)	(0.022)	(0.016)	(0.017)
Observations	6,849	6,849	6,849	6,842	6,849	6,849	6,849	6,773	6,778

	Stanford - Language	Stanford - Social Studies	Stanford - Science	# of Disciplinary Infractions	Attendance Rate (%)	Any Missing Matrix Data	Teacher Score	Teacher Points	
	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	
Above GT Cutoff	0.010	0.011	-0.029	0.006	-0.128	-0.008	1.296	0.237	
	(0.026)	(0.030)	(0.033)	(0.018)	(0.110)	(0.011)	(1.391)	(0.187)	
Observations	6,774	6,769	6,770	6,849	6,849	6,849	6,538	6,831	

C. 6th Grade Estimation Sample

	Black	Hispanic	Female	LEP	Gifted in 5th Grade	Special Education	Free / Reduced-Price Lunch	Stanford - Math	Stanford - Reading
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Above GT Cutoff	0.010	-0.003	0.064**	0.039	-0.032	0.005	0.028	-0.048***	-0.009
	(0.020)	(0.025)	(0.028)	(0.026)	(0.029)	(0.008)	(0.025)	(0.017)	(0.020)
Observations	5,559	5,559	5,559	5,558	5,559	5,559	5,559	5,534	5,536

	Stanford - Language	Stanford - Social Studies	Stanford - Science	# of Disciplinary Infractions	Attendance Rate (%)	Any Missing Matrix Data	Teacher Score	Teacher Points
	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Above GT Cutoff	0.000	0.022	-0.045	0.006	-0.236**	-0.009	1.480	0.238
	(0.029)	(0.037)	(0.038)	(0.023)	(0.114)	(0.011)	(1.674)	(0.215)
Observations	5,534	5,531	5,531	5,559	5,559	5,559	5,337	5,556

Achievement measured in standard deviations of scale scores within grade and year. Disciplinary infractions is the number of infractions warranting a suspension or more severe punishment per year. Includes a linear smoother with a slope shift above the cutoff. Sample is limited to students with Euclidean distances from qualifying via the GT qualification matrix of between -10 and 10. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively. Standard errors are robust to heteroskedasticity and clustered by 5th grade school.

Appendix Table 2 - Reduced-Form Estimates of Discontinuities in Pre-Existing (5th Grade) Student Characteristics - No Clustering of Standard Errors

A. Full 2007-08 Cohort

	Black	Hispanic	Female	LEP	Gifted in 5th Grade	Special Education	Free / Reduced-Price Lunch	Stanford - Math	Stanford - Reading
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Above GT Cutoff	0.016	0.011	0.022	0.037	-0.041	0.015	0.045	-0.068***	0.003
	(0.028)	(0.034)	(0.036)	(0.033)	(0.035)	(0.010)	(0.035)	(0.025)	(0.025)
Observations	3,449	3,449	3,445	3,442	3,445	3,445	3,445	3,420	3,422

	Stanford - Language	Stanford - Social Studies	Stanford - Science	# of Disciplinary Infractions	Attendance Rate (%)	Any Missing Matrix Data	Teacher Score	Teacher Points
	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Above GT Cutoff	0.016	0.022	0.018	0.012	-0.224	0.005	2.596	0.436
	(0.037)	(0.044)	(0.042)	(0.024)	(0.173)	(0.012)	(2.139)	(0.269)
Observations	3,419	3,419	3,420	3,449	3,449	3,449	3,431	3,431

B. 7th Grade Estimation Sample

	Black	Hispanic	Female	LEP	Gifted in 5th Grade	Special Education	Free / Reduced-Price Lunch	Stanford - Math	Stanford - Reading
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Above GT Cutoff	-0.000	0.014	0.024	0.039	-0.050	0.005	0.049	-0.067**	0.006
	(0.031)	(0.039)	(0.042)	(0.038)	(0.040)	(0.011)	(0.039)	(0.028)	(0.028)
Observations	2,650	2,650	2,650	2,650	2,650	2,650	2,650	2,637	2,638

	Stanford - Language	Stanford - Social Studies	Stanford - Science	# of Disciplinary Infractions	Attendance Rate (%)	Any Missing Matrix Data	Teacher Score	Teacher Points
	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Above GT Cutoff	0.006	0.040	0.004	-0.001	-0.269	0.000	2.965	0.497
	(0.041)	(0.049)	(0.047)	(0.029)	(0.193)	(0.012)	(2.499)	(0.310)
Observations	2,636	2,636	2,637	2,650	2,650	2,650	2,648	2,648

C. Full 2007-08 and 2008-09 Cohorts

	Black	Hispanic	Female	LEP	Gifted in 5th Grade	Special Education	Free / Reduced-Price Lunch	Stanford - Math	Stanford - Reading
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Above GT Cutoff	0.016	0.000	0.050*	0.037	-0.024	0.007	0.020	-0.042**	-0.013
	(0.020)	(0.025)	(0.026)	(0.024)	(0.025)	(0.007)	(0.025)	(0.017)	(0.018)
Observations	6,849	6,849	6,849	6,842	6,849	6,849	6,849	6,773	6,778

	Stanford - Language	Stanford - Social Studies	Stanford - Science	# of Disciplinary Infractions	Attendance Rate (%)	Any Missing Matrix Data	Teacher Score	Teacher Points	
	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	
Above GT Cutoff	0.010	0.011	-0.029	0.006	-0.128	-0.008	1.296	0.237	
	(0.027)	(0.031)	(0.033)	(0.020)	(0.122)	(0.012)	(1.305)	(0.188)	
Observations	6,774	6,769	6,770	6,849	6,849	6,849	6,538	6,831	

D. 6th Grade Estimation Sample

	Black	Hispanic	Female	LEP	Gifted in 5th Grade	Special Education	Free / Reduced-Price Lunch	Stanford - Math	Stanford - Reading
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Above GT Cutoff	0.010	-0.003	0.064**	0.039	-0.032	0.005	0.028	-0.048**	-0.009
	(0.022)	(0.027)	(0.029)	(0.026)	(0.028)	(0.007)	(0.028)	(0.019)	(0.020)
Observations	5,559	5,559	5,559	5,558	5,559	5,559	5,559	5,534	5,536

	Stanford - Language	Stanford - Social Studies	Stanford - Science	# of Disciplinary Infractions	Attendance Rate (%)	Any Missing Matrix Data	Teacher Score	Teacher Points	
	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	
Above GT Cutoff	0.000	0.022	-0.045	0.006	-0.236*	-0.009	1.480	0.238	
	(0.029)	(0.034)	(0.037)	(0.022)	(0.131)	(0.013)	(1.493)	(0.210)	
Observations	5,534	5,531	5,531	5,559	5,559	5,559	5,337	5,556	

Achievement measured in standard deviations of scale scores within grade and year. Disciplinary infractions is the number of infractions warranting a suspension or more severe punishment per year. Includes a linear smoother with a slope shift above the cutoff. Sample is limited to students with Euclidean distances from qualifying via the GT qualification matrix of between -10 and 10. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively. Standard errors are robust to heteroskedasticity and clustered by 5th grade school.

Appendix Table 3 - Regression Discontinuity Estimates of Impact of Receiving G&T Services - 6th Grade Outcomes

Model	Dependent Variable	Stanford Achievement Test					Disciplinary Infractions	Attendance Rate (%)
		Math	Reading	Language	Social Studies	Science		
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
A. Baseline								
Reduced Form	Above GT Cutoff	-0.043*	-0.018	-0.039	-0.010	-0.059	0.006	-0.149
		(0.022)	(0.026)	(0.033)	(0.036)	(0.038)	(0.058)	(0.203)
2SLS - 1st Stage	Above GT Cutoff	0.442***	0.443***	0.441***	0.441***	0.440***	0.444***	0.444***
		(0.057)	(0.057)	(0.057)	(0.057)	(0.057)	(0.057)	(0.057)
2SLS - 2nd Stage	**Enrolled in GT**	**-0.096***	**-0.041**	**-0.088**	**-0.024**	**-0.134**	**0.014**	**-0.335**
		(0.050)	**(0.059)**	**(0.077)**	**(0.080)**	**(0.085)**	**(0.131)**	**(0.461)**
Observations		5,495	5,494	5,495	5,492	5,489	5,563	5,561
B. With Individual Controls								
Reduced Form	Above GT Cutoff	-0.008	-0.003	-0.028	0.010	-0.022	0.008	-0.003
		(0.016)	(0.014)	(0.021)	(0.023)	(0.030)	(0.057)	(0.178)
2SLS - 1st Stage	Above GT Cutoff	0.453***	0.451***	0.449***	0.446***	0.449***	0.452***	0.453***
		(0.059)	(0.059)	(0.058)	(0.059)	(0.058)	(0.059)	(0.058)
2SLS - 2nd Stage	**Enrolled in GT**	**-0.018**	**-0.006**	**-0.063**	**0.022**	**-0.049**	**0.019**	**-0.006**
		(0.035)	**(0.030)**	**(0.049)**	**(0.052)**	**(0.067)**	**(0.125)**	**(0.392)**
Observations		5,469	5,470	5,469	5,463	5,460	5,558	5,556
C. Using Synthetic Matrix Scores								
Reduced Form	Above GT Cutoff	-0.024	-0.031	-0.044	-0.013	-0.050**	0.013	-0.073
		(0.018)	(0.020)	(0.029)	(0.027)	(0.023)	(0.066)	(0.178)
2SLS - 1st Stage	Above GT Cutoff	0.217***	0.217***	0.217***	0.216***	0.216***	0.217***	0.217***
		(0.040)	(0.040)	(0.040)	(0.040)	(0.040)	(0.040)	(0.040)
2SLS - 2nd Stage	**Enrolled in GT**	**-0.110**	**-0.143**	**-0.201**	**-0.061**	**-0.233****	**0.058**	**-0.337**
		(0.076)	**(0.096)**	**(0.148)**	**(0.126)**	**(0.105)**	**(0.304)**	**(0.839)**
Observations		5,461	5,460	5,461	5,458	5,455	5,528	5,526

Achievement measured in standard deviations of scale scores within grade and year. Disciplinary infractions is the number of infractions warranting a suspension or more severe punishment per year. Controls for race, gender, economic disadvantage, LEP, prior gifted status and lagged (5th grade) dependent varable included in panel B. Synthetic matrix scores replace matrix scores for students where a teacher recommendation could be pivotal (e.g. total points w/o the recommendation is fewer than 10 away from the relevant cutoff) with the predicted value from a regression of total points on all components excluding the teacher points. All panels include a linear smoother with a slope shift above the cutoff. Sample is limited to students with Euclidean distances from qualifying via the GT qualification matrix of between -10 and 10. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively. Standard errors are robust to heteroskedasticity and clustered by 6th grade school.

Appendix Table 4 - Regression Discontinuity Estimates of Impact of Receiving G&T Services on Students Exiting 5th Grade - Control for Lagged (5th Grade) Dependent Variable and Smoother Only

| Model | Dependent Variable | Stanford Achievement Test | | | | | Disciplinary Infractions | Attendance Rate (%) |
| | | Math | Reading | Language | Social Studies | Science | | |
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		(i) 7th Grade Outcomes						
Reduced Form	Above GT Cutoff	-0.015	-0.007	-0.005	-0.026	-0.008	-0.005	-0.469*
		(0.022)	(0.020)	(0.036)	(0.033)	(0.048)	(0.116)	(0.261)
2SLS - 1st Stage	Above GT Cutoff	0.457***	0.444***	0.442***	0.437***	0.442***	0.436***	0.439***
		(0.058)	(0.061)	(0.060)	(0.061)	(0.059)	(0.058)	(0.057)
2SLS - 2nd Stage	Enrolled in GT	-0.033	-0.015	-0.011	-0.060	-0.018	-0.011	-1.067
		(0.049)	(0.044)	(0.080)	(0.076)	(0.108)	(0.266)	(0.647)
Observations		2,600	2,603	2,599	2,597	2,600	2,653	2,652
		(ii) 6th Grade Outcomes						
Reduced Form	Above GT Cutoff	-0.011	-0.008	-0.035	-0.013	-0.036	0.001	0.024
		(0.017)	(0.016)	(0.025)	(0.026)	(0.030)	(0.060)	(0.175)
2SLS - 1st Stage	Above GT Cutoff	0.448***	0.444***	0.440***	0.437***	0.443***	0.444***	0.444***
		(0.057)	(0.057)	(0.057)	(0.058)	(0.057)	(0.057)	(0.057)
2SLS - 2nd Stage	Enrolled in GT	-0.024	-0.017	-0.080	-0.030	-0.082	0.002	0.055
		(0.038)	(0.036)	(0.059)	(0.059)	(0.068)	(0.136)	(0.395)
Observations		5,472	5,473	5,472	5,466	5,463	5,563	5,561

Achievement measured in standard deviations of scale scores within grade and year. Disciplinary infractions is the number of infractions warranting a suspension or more severe punishment per year. Controls for race, gender, economic disadvantage, LEP, prior gifted status and lagged (5th grade) dependent varable included in panel B. Both panels include a linear smoother with a slope shift above the cutoff. Sample is limited to students with Euclidean distances from qualifying via the GT qualification matrix of between -10 and 10. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively. Standard errors are robust to heteroskedasticity and clustered by school during outcome year.

Appendix Table 5 - Regression Discontinuity Estimates of Impact of Receiving G&T Services on Students Exiting 5th Grade - Control for Lagged (5th Grade) Dependent Variable, Student Characteristics, & Middle-School FE

| Model | Dependent Variable | Stanford Achievement Test | | | | | Disciplinary Infractions | Attendance Rate (%) |
| | | Math | Reading | Language | Social Studies | Science | | |
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
		(i) 7th Grade Outcomes						
Reduced Form	Above GT Cutoff	-0.006	0.003	0.019	0.004	0.010	0.031	-0.477*
		(0.017)	(0.019)	(0.030)	(0.030)	(0.051)	(0.114)	(0.250)
2SLS - 1st Stage	Above GT Cutoff	0.468***	0.461***	0.460***	0.456***	0.460***	0.457***	0.459***
		(0.057)	(0.058)	(0.058)	(0.058)	(0.057)	(0.057)	(0.057)
2SLS - 2nd Stage	Enrolled in GT	-0.014	0.007	0.041	0.009	0.023	0.067	-1.039*
		(0.037)	(0.041)	(0.065)	(0.065)	(0.112)	(0.249)	(0.600)
Observations		2,597	2,600	2,596	2,594	2,597	2,650	2,649
		(ii) 6th Grade Outcomes						
Reduced Form	Above GT Cutoff	-0.005	-0.002	-0.019	0.009	-0.018	0.040	-0.045
		(0.013)	(0.013)	(0.021)	(0.022)	(0.029)	(0.058)	(0.180)
2SLS - 1st Stage	Above GT Cutoff	0.450***	0.449***	0.447***	0.444***	0.447***	0.451***	0.451***
		(0.057)	(0.057)	(0.057)	(0.057)	(0.057)	(0.057)	(0.057)
2SLS - 2nd Stage	Enrolled in GT	-0.011	-0.004	-0.043	0.019	-0.041	0.090	-0.101
		(0.029)	(0.029)	(0.049)	(0.051)	(0.065)	(0.127)	(0.399)
Observations		5,469	5,470	5,469	5,463	5,460	5,558	5,556

Achievement measured in standard deviations of scale scores within grade and year. Disciplinary infractions is the number of infractions warranting a suspension or more severe punishment per year. Controls for race, gender, economic disadvantage, LEP, prior gifted status and lagged (5th grade) dependent varable included in panel B. Both panels include a linear smoother with a slope shift above the cutoff. Sample is limited to students with Euclidean distances from qualifying via the GT qualification matrix of between -10 and 10. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively. Standard errors are robust to heteroskedasticity and clustered by school during outcome year.

Appendix Table 6 - 2SLS Estimates of Impacts of G&T Services on Peer Achievement
Synthetic Classrooms Within Teacher-Course Identifier-Grade Cell

		Peer Math Scores in Math Classes	Peer Reading Scores in Read/Eng Classes	Peer Language Scores in Read/Eng Classes	Peer Soc Scores in Soc Classes	Peer Science Scores in Science Classes
		(1)	(2)	(3)	(4)	(5)
		A. Two Years After Evaluation (7th Grade)				
(i)	Students Sorted by 5th Grade Achievement	-0.000	0.191*	0.198*	0.243**	0.219
		(0.140)	(0.105)	(0.102)	(0.115)	(0.145)
	Observations	2,623	2,595	2,595	2,582	2,561
(ii)	Students Sorted Randomly	0.273	0.264*	0.267*	0.299**	0.287*
		(0.172)	(0.151)	(0.142)	(0.148)	(0.144)
	Observations	2,628	2,597	2,597	2,586	2,566
		B. One Year After Evaluation (6th Grade)				
(i)	Students Sorted by 5th Grade Achievement	0.254**	0.220**	0.241***	0.294**	0.246**
		(0.111)	(0.086)	(0.085)	(0.116)	(0.121)
	Observations	5,427	5,468	5,468	5,354	5,317
(ii)	Students Sorted Randomly	0.471***	0.317**	0.302***	0.405**	0.410***
		(0.175)	(0.121)	(0.111)	(0.159)	(0.148)
	Observations	5,430	5,469	5,469	5,358	5,319

Model (i) sorts students in teacher-grade-course cells by their 5th grade achievement in that subject into synthetic classes of at most 35 students. Model (ii) randomizes students across the synthetic classes. If there are not enough students to fill a 35 student class then the students are distributed evenly across the classes. Achievement measured in standard deviations of scale scores within grade and year. Controls for race, gender, economic disadvantage, LEP, prior gifted status and lagged (5th grade) dependent varable included in panel B. Both panels include a linear smoother with a slope shift above the cutoff. Sample is limited to students with Euclidean distances from qualifying via the GT qualification matrix of between -10 and 10. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively. Standard errors are robust to heteroskedasticity and clustered by 7th grade school.

Appendix Table 7 - Reduced Form & First Stage Estimates of Impacts of G&T Services in 7th Grade
Effects on Educational Environment and Student Choices

Model	Dependent Variable	Peer Math Scores in Math Classes	Peer Reading Scores in Read/Eng Classes	Peer Language Scores in Read/Eng Classes	Peer Soc Scores in Soc Classes	Peer Science Scores in Science Classes	# of Core Regular	# of Core Vanguard Classes	Enrolled in Vanguard Math	Enrolled in Vanguard English
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Reduced Form	Above GT Cutoff	0.158**	0.130*	0.140**	0.106*	0.123*	-0.007	0.521*	0.143*	0.109
		(0.077)	(0.073)	(0.067)	(0.062)	(0.068)	(0.122)	(0.295)	(0.075)	(0.079)
2SLS - 1st Stage	Above GT Cutoff	0.455***	0.451***	0.451***	0.451***	0.451***	0.455***	0.455***	0.455***	0.452***
		(0.061)	(0.062)	(0.062)	(0.063)	(0.063)	(0.060)	(0.060)	(0.061)	(0.062)
Observations		2,629	2,494	2,494	2,567	2,567	2,643	2,643	2,629	2,497
		Enrolled in Vanguard Social Science	Enrolled in Vanguard Science	Attends Zoned School	Attends Non-Zoned GT Magnet Campus	Attends Other Non-Zoned	Math Teacher Fixed Effect	Read/Eng Teacher Fixed Effect	Science Teacher Fixed Effect	Social Science Teacher Fixed Effect
		(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Reduced Form	Above GT	0.127	0.127	-0.022	0.117**	-0.095**	-0.001	0.007*	0.002	0.006
		(0.078)	(0.078)	(0.048)	(0.046)	(0.047)	(0.011)	(0.004)	(0.006)	(0.006)
2SLS - 1st Stage	Above GT	0.451***	0.451***	0.450***	0.450***	0.450***	0.451***	0.451***	0.451***	0.451***
		(0.063)	(0.063)	(0.060)	(0.060)	(0.060)	(0.060)	(0.062)	(0.062)	(0.062)
Observations		2,567	2,567	2,623	2,623	2,623	2,650	2,621	2,621	2,621

Achievement measured in standard deviations of scale scores within grade and year. Teacher fixed effects are estimates from a student-level regression of achievement on lagged achievement, peer lagged achievement, race, gender, special education, LEP, at-risk status, teacher fixed-effects and school fixed-effects. Controls for race, gender, economic disadvantage, LEP, prior gifted status and lagged (5th grade) dependent varable included. Also includes a linear smoother with a slope shift above the cutoff. Peers are defined by teacher-course id-grade cells. Sample is limited to students with Euclidean distances from qualifying via the GT qualification matrix of between -10 and 10. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively. Standard errors are robust to heteroskedasticity and clustered by 7th grade school.

Appendix Table 8 - Regression Discontinuity Estimates of Impacts of G&T Services in 6th Grade
Effects on Educational Environment and Student Choices

Model	Dependent Variable	Peer Math Scores in Math Classes	Peer Reading Scores in Read/Eng Classes	Peer Language Scores in Read/Eng Classes	Peer Soc Scores in Soc Classes	Peer Science Scores in Science Classes	# of Core Regular Classes	# of Core Vanguard Classes	Enrolled in Vanguard Math	Enrolled in Vanguard English
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Reduced Form	Above GT Cutoff	0.210*** (0.056)	0.165*** (0.051)	0.172*** (0.050)	0.204*** (0.060)	0.190*** (0.053)	-0.213** (0.094)	0.599*** (0.219)	0.164*** (0.059)	0.146** (0.062)
2SLS - 1st Stage	Above GT Cutoff	0.459*** (0.060)	0.444*** (0.061)	0.444*** (0.061)	0.448*** (0.060)	0.445*** (0.060)	0.457*** (0.059)	0.457*** (0.059)	0.459*** (0.060)	0.445*** (0.061)
2SLS - 2nd Stage	**Enrolled in GT**	0.458*** (0.131)	0.372*** (0.117)	0.386*** (0.114)	0.457*** (0.141)	0.428*** (0.130)	-0.466** (0.214)	1.312** (0.500)	0.357*** (0.134)	0.328** (0.143)
Observations		5,434	5,136	5,136	5,301	5,323	5,506	5,506	5,434	5,140

Model	Dependent Variable	Enrolled in Vanguard Social Science	Enrolled in Vanguard Science	Attends Zoned School	Attends Non-Zoned GT Magnet Campus	Attends Other Non-Zoned	Math Teacher Fixed Effect	Read/Eng Teacher Fixed Effect	Science Teacher Fixed Effect	Social Science Teacher Fixed Effect
		(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
Reduced Form	Above GT Cutoff	0.147*** (0.052)	0.144*** (0.053)	-0.038 (0.039)	0.104** (0.049)	-0.066* (0.037)	0.004 (0.011)	0.006 (0.004)	0.000 (0.008)	0.003 (0.007)
2SLS - 1st Stage	Above GT Cutoff	0.448*** (0.060)	0.445*** (0.060)	0.450*** (0.059)	0.450*** (0.059)	0.450*** (0.059)	0.458*** (0.060)	0.456*** (0.060)	0.445*** (0.060)	0.455*** (0.060)
2SLS - 2nd Stage	**Enrolled in GT**	0.328** (0.126)	0.323** (0.128)	-0.084 (0.089)	0.230** (0.111)	-0.146* (0.078)	0.008 (0.024)	0.014 (0.010)	0.001 (0.017)	0.007 (0.015)
Observations		5,301	5,323	5,512	5,512	5,512	5,387	5,476	5,323	5,370

Achievement measured in standard deviations of scale scores within grade and year. Teacher fixed effects are estimates from a student-level regression of achievement on lagged achievement, peer lagged achievement, race, gender, special education, LEP, at-risk status, teacher fixed-effects and school fixed-effects. Controls for race, gender, economic disadvantage, LEP, prior gifted status and lagged (5th grade) dependent varable included. Also includes a linear smoother with a slope shift above the cutoff. Peers are defined by teacher-course id-grade cells. Sample is limited to students with Euclidean distances from qualifying via the GT qualification matrix of between -10 and 10. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively. Standard errors are robust to heteroskedasticity and clustered by 6th grade school.

Appendix Table 9 - Balancing Tests for GT Magnet Lotteries - Covariates Measured in 5th Grade - 6th Grade Sample

Sample	Asian (1)	Black (2)	Hispanic (3)	White (4)	Econ Disadv (5)	Female (6)	Special Education (7)	At-Risk (8)	LEP (9)	Gifted (10)
Ex-Ante - Baseline Lottery	-0.002 (0.026)	0.017 (0.023)	0.011 (0.029)	-0.024 (0.035)	-0.038 (0.031)	-0.013 (0.034)	-0.003 (0.006)	-0.023 (0.015)	-0.031 (0.020)	0.009 (0.028)
Observations	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093
Ex-Post - Estimation Sample	0.012 (0.033)	0.018 (0.024)	0.004 (0.038)	-0.030 (0.039)	-0.050 (0.040)	-0.011 (0.040)	-0.007 (0.009)	-0.036 (0.022)	-0.046* (0.025)	0.011 (0.030)
Observations	908	908	908	908	908	908	908	908	908	908

			Stanford Achievement Test							
Sample	GT Magnet (11)	Total Matrix Points (12)	Math (13)	Reading (14)	Language (15)	Social Studies (16)	Science (17)	Attendance Rate (18)	Infractions (19)	Teacher Score (20)
Ex-Ante - Baseline Lottery	0.032 (0.024)	0.785 (0.959)	0.013 (0.052)	0.023 (0.047)	-0.063 (0.045)	0.011 (0.056)	-0.029 (0.054)	-0.276 (0.215)	-0.010 (0.011)	0.077 (0.839)
Observations	1,093	1,093	1,089	1,090	1,087	1,088	1,088	1,093	1,093	1,077
Ex-Post - Estimation Sample	0.034 (0.031)	1.365 (1.178)	0.074 (0.063)	0.067 (0.055)	-0.047 (0.058)	0.049 (0.071)	0.045 (0.065)	-0.152 (0.172)	-0.011 (0.014)	-0.273 (0.922)
Observations	908	908	907	907	905	906	906	908	908	896

Achievement measured in standard deviations of scale scores within grade and year. Disciplinary infractions is the number of infractions warranting a suspension or more severe punishment per year. Lotteries for two schools were conducted in 2007-08 and 2008-09 hence regresions include indicators for lottery fixed effects. Coefficients are for an indicator for whether the student won the lottery. Robust standard errors clustered by 5th grade school in parentheses. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively.

Appendix Table 10 - Balancing Tests for Unweighted GT Magnet Lotteries - Covariates Measured in 5th Grade, No Clustering of Standard Errors, 7th Grade Sample

Sample	Asian	Black	Hispanic	White	Econ Disadv	Female	Special Education	At-Risk	LEP	Gifted
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Ex-Ante - Baseline Lottery	-0.030	0.030	0.041	-0.041	-0.035	-0.006	-0.011	-0.019	-0.033	-0.028
	(0.042)	(0.034)	(0.038)	(0.047)	(0.044)	(0.049)	(0.016)	(0.020)	(0.025)	(0.034)
Observations	542	542	542	542	542	542	542	542	542	542
Ex-Post - Estimation Sample	-0.027	0.041	0.042	-0.057	-0.050	-0.001	-0.009	-0.015	-0.031	-0.024
	(0.048)	(0.036)	(0.044)	(0.053)	(0.052)	(0.056)	(0.017)	(0.022)	(0.028)	(0.038)
Observations	437	437	437	437	437	437	437	437	437	437

Sample	GT Magnet	Total Matrix Points	Stanford Achievement Test					Attendance Rate	Infractions	Teacher Score
			Math	Reading	Language	Social Studies	Science			
	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
Ex-Ante - Baseline Lottery	0.035	0.243	0.027	0.073	-0.034	0.053	0.010	-0.180	-0.022	0.029
	(0.042)	(1.368)	(0.085)	(0.078)	(0.083)	(0.085)	(0.085)	(0.222)	(0.020)	(1.635)
Observations	542	542	540	541	539	540	539	542	542	536
Ex-Post - Estimation Sample	0.055	0.909	0.128	0.100	-0.059	0.063	0.090	-0.064	-0.022	-1.005
	(0.046)	(1.461)	(0.083)	(0.086)	(0.090)	(0.092)	(0.094)	(0.233)	(0.024)	(1.760)
Observations	437	437	437	437	436	437	436	437	437	434

Achievement measured in standard deviations of scale scores within grade and year. Disciplinary infractions is the number of infractions warranting a suspension or more severe punishment per year. Lotteries for two schools were conducted in 2007-08 hence regresions include indicators for lottery fixed effects. Coefficients are for an indicator for whether the student won the lottery. Robust standard errors clustered by 5th grade school in parentheses. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively.

Appendix Table 11 - Probit of Attrition by 7th Grade in Lottery Sample
Coefficients Are Marginal Effects at Sample Means

Asian	-0.101**	Stanford Reading	-0.048
	(0.046)		(0.031)
Hispanic	-0.085*	Stanford Language	0.027
	(0.046)		(0.021)
White	-0.072	Stanford Social Science	0.025
	(0.050)		(0.023)
Disadvantaged	-0.076*	Stanford Science	0.005
	(0.046)		(0.020)
Female	0.046	Attendance Rate	-0.024***
	(0.041)		(0.009)
Special Education	0.161	Infractions	-0.085
	(0.158)		(0.136)
LEP	0.118	Matrix Pionts	0.000
	(0.180)		(0.002)
At Risk	0.079	Final Grade	0.005
	(0.140)		(0.007)
Gifted	-0.044	Naglieri Score	0.003
	(0.054)		(0.003)
In GT Magnet	-0.015	Teacher Score	-0.000
	(0.054)		(0.001)
Stanford Math	0.022		
	(0.033)		
Observations		479	

Achievement measured in standard deviations of scale scores within grade and year. Standard errors clustered by 5th grade school in parentheses. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively.

Appendix Table 12 - Reduced Form Estimates of Effect of Attending a GT Magnet School Relative to a GT Neighborhood Program, 7th Grade Sample

| Model | Stanford Achievement Test | | | | | Attendence |
| | Math | Reading | Language | Social Studies | Science | Rate (%) |
	(1)	(2)	(3)	(4)	(5)	(6)
RF - Unweighted, Controls	-0.055	-0.032	0.079	-0.018	0.115	-0.237
	(0.066)	(0.059)	(0.047)	(0.054)	(0.072)	(0.229)
Observations	437	438	435	437	436	440
RF- Weighted, Controls	-0.121	-0.010	0.001	-0.019	0.151**	0.202
	(0.100)	(0.093)	(0.062)	(0.074)	(0.071)	(0.815)
Observations	436	437	435	436	436	439

Lotteries for two schools were conducted in 2007-08 hence all regresions include indicators for lottery fixed effects. Coefficients are for an indicator for whether the student is enrolled in a GT magnet program in 7th grade. Robust standard errors clustered by 6th grade school in parentheses. Results without clustering are similar and provided in the online appendix. Weighted regressions are weighted by the inverse of the estimated probability of remaining in the data. See text for details. Controls include indicators during 5th grade for race, gender, special education, at-risk status, gifted, whether the student was enrolled in a GT magnet, and a lagged dependent variable. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively.

Appendix Table 13 - Effect of Attending a GT Magnet School Relative to a GT Neighborhood Program - 6th Grade Sample

| Model | Stanford Achievement Test | | | | | Attendence |
| | Math | Reading | Language | Social Studies | Science | Rate (%) |
	(1)	(2)	(3)	(4)	(5)	(6)
2SLS - Unweighted, No Controls	0.272**	-0.010	0.067	0.007	0.065	-1.074*
	(0.126)	(0.075)	(0.155)	(0.140)	(0.074)	(0.588)
Observations	907	907	907	906	906	914
2SLS - Unweighted, Controls	0.174	-0.115**	0.056	-0.068	-0.003	-0.872*
	(0.158)	(0.047)	(0.131)	(0.110)	(0.053)	(0.465)
Observations	906	906	904	904	904	914
2SLS - Weighted, No Controls	0.076	-0.012	0.245	-0.077	-0.016	-1.064**
	(0.182)	(0.156)	(0.251)	(0.151)	(0.180)	(0.407)
Observations	904	904	904	903	903	910
2SLS - Weighted, Controls	0.229	-0.036	0.287	-0.012	0.042	-0.643**
	(0.175)	(0.090)	(0.179)	(0.135)	(0.131)	(0.301)
Observations	904	904	904	903	903	910
Engberg, Epple, Imbrogno, Sieg, Zimmer (2011) Bounds - Upper Bound	0.333***	-0.081	0.063	-0.057	-0.004	-
	(0.107)	(0.095)	(0.111)	(0.120)	(0.127)	-
Observations	908	908	907	906	906	-
Engberg, Epple, Imbrogno, Sieg, Zimmer (2011) Bounds - Lower Bound	0.164	-0.250**	-0.103	-0.166	-0.345*	-
	(0.124)	(0.118)	(0.129)	(0.138)	(0.182)	-
Observations	908	908	907	906	906	-

Achievement measured in standard deviations of scale scores within grade and year. Lotteries for two schools were conducted in 2007-08 and 2008-09, hence all regresions include indicators for lottery fixed effects. Coefficients are for an indicator for whether the student is enrolled in a GT magnet program in 6th grade. Robust standard errors clustered by 6th grade school in parentheses. Results without clustering are similar and provided in the online appendix. Controls include indicators during 5th grade for race, gender, special education, LEP, at-risk status, gifted, whether the student was enrolled in a GT magnet, and a lagged dependent variable. Weighted regressions are weighted by the inverse of the estimated probability of remaining in the data. See text for details. In order to avoid slow convergence due to a very small portion of the sample being in special education or LEP, we drop those controls from the bounding analysis. Additionally, we do not cluster the standard errors on the bounding analysis due to inability for the estimator to converge. Finally, we do not provide bounds for attendance due to poor performance with censored data. See paper for details.

Outcome →	Stanford Acheivement Test					
	Math	Reading	Language	Social Studies	Science	Attendence
	(1)	(2)	(3)	(4)	(5)	(6)
A. Non-Lottery Magnets in Comparison Group						
i. 6th Grade, Unweighted						
GT Magnet	0.163	-0.108**	0.053	-0.063	-0.003	-0.818*
	(0.151)	(0.045)	(0.122)	(0.102)	(0.050)	(0.440)
Observations	906	906	904	904	904	914
ii. 7th Grade, Unweighted						
GT Magnet	-0.093	-0.054	0.131	-0.030	0.193	-0.393
	(0.105)	(0.097)	(0.077)	(0.091)	(0.114)	(0.381)
Observations	437	438	435	437	436	440
iii. 6th Grade, Weighted						
GT Magnet	0.163	-0.028	0.126	-0.003	-0.038	-0.503***
	(0.152)	(0.066)	(0.109)	(0.112)	(0.084)	(0.172)
Observations	904	904	904	903	903	910
iv. 7th Grade, Weighted						
GT Magnet	-0.065	0.027	-0.006	0.033	0.192	0.404
	(0.133)	(0.116)	(0.102)	(0.082)	(0.112)	(1.291)
Observations	436	437	435	436	436	439
B. Count Waitlisted with Offer as Non-Winners						
i. 6th Grade, Unweighted						
GT Magnet	0.179	-0.124***	-0.003	-0.040	0.012	-0.680
	(0.157)	(0.043)	(0.094)	(0.126)	(0.075)	(0.506)
Observations	919	919	917	917	917	928
ii. 7th Grade, Unweighted						
GT Magnet	-0.040	-0.078	0.283*	0.033	0.035	0.309
	(0.197)	(0.103)	(0.156)	(0.114)	(0.189)	(0.420)
Observations	428	429	426	428	427	431
iii. 6th Grade, Weighted						
GT Magnet	0.260	-0.067	0.098	0.019	-0.150	-0.299*
	(0.173)	(0.079)	(0.107)	(0.203)	(0.108)	(0.164)
Observations	917	917	917	916	916	924
iv. 7th Grade, Weighted						
GT Magnet	-0.102	-0.015	0.219	0.126	0.122	0.652
	(0.111)	(0.115)	(0.249)	(0.115)	(0.215)	(1.148)
Observations	427	428	426	427	427	430

Achievement measured in standard deviations of scale scores within grade and year. Lotteries for two schools were conducted in 2007-08 and 2008-09, hence all regressions include indicators for lottery fixed effects. Coefficients are for an indicator for whether the student is enrolled in a GT magnet program in 6th grade or 7th grade. Robust standard errors clustered by 6th grade school (for 6th grade regressions) or 7th grade school (for 7th grade regressions) in parentheses. Weighted regressions are weighted by the inverse of the estimated probability of remaining in the data. See text for details. Controls include indicators during 5th grade for race, gender, special education, LEP, at-risk status, gifted, whether the student was enrolled in a GT magnet, and a lagged dependent variable.

Appendix Table 15 - Treatments from Attending a GT Magnet School Relative to a GT Neighborhood Program
Synthetic Classroms Within Teacher-Course-Grade Cells

	Model	Mean Peer Achievement (Std Deviations)				
		Math in Math Class	Reading in English Class	Language in English Class	Social Studies in Social Studies Class	Science in Science Class
		(1)	(2)	(3)	(4)	(5)
		A. Two Years After Evaluation (7th Grade)				
(i)	2SLS - Only Non-Magnets Ability Sort	0.897***	0.815***	0.801***	0.805***	0.532***
		(0.243)	(0.148)	(0.111)	(0.154)	(0.157)
	Observations	439	437	437	438	437
(ii)	2SLS - All Schools Ability Sort	0.565**	0.653***	0.694***	0.592***	0.525***
		(0.204)	(0.142)	(0.135)	(0.154)	(0.140)
	Observations	439	437	437	438	437
(iii)	2SLS - Only Non-Magnets Randomize	1.078***	0.865***	0.863***	0.981***	0.711***
		(0.202)	(0.157)	(0.113)	(0.197)	(0.186)
	Observations	439	437	437	438	437
(iv)	2SLS - All Schools Randomize	0.967***	0.857***	0.887***	1.036***	0.961***
		(0.233)	(0.147)	(0.126)	(0.216)	(0.212)
	Observations	439	437	437	438	437
		B. One Year After Evaluation (6th Grade)				
(i)	2SLS - Only Non-Magnets Ability Sort	0.631***	0.518***	0.566***	0.554***	0.579***
		(0.160)	(0.130)	(0.151)	(0.175)	(0.141)
	Observations	909	909	909	908	908
(ii)	2SLS - All Schools Ability Sort	0.589***	0.496***	0.501***	0.528***	0.463***
		(0.141)	(0.137)	(0.134)	(0.179)	(0.130)
	Observations	909	909	909	908	908
(iii)	2SLS - Only Non-Magnets Randomize	0.857***	0.693***	0.691***	0.623***	0.769***
		(0.179)	(0.133)	(0.146)	(0.168)	(0.151)
	Observations	909	909	909	908	908
(iv)	2SLS - All Schools Randomize	1.161***	0.789***	0.699***	0.820***	0.876***
		(0.200)	(0.170)	(0.151)	(0.189)	(0.163)
	Observations	909	909	909	908	908

Models (i) and (ii) sort students in teacher-grade-course cells by their 5th grade achievement in that subject into synthetic classes of at most 35 students. Models (iii) and (iv) randomizes students across the synthetic classes. If there are not enough students to fill a 35 student class then the students are distributed evenly across the classes. These are done only in non-magnets in (i) and (iii) and in all schools in (ii) and (iv). Achievement measured in standard deviations of scale scores within grade and year. Sample is limited to students who are observed in 5th grade, and noly enter one lottery in 6th grade. We also drop all students zoned to a school with a lottery. Regressions are weighted by the inverse of the estimated probability of remaining in the data. See text for details. Controls for race, gender, economic disadvantage, LEP, prior gifted status and lagged (5th grade) dependent varable included. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively. Standard errors are robust to heteroskedasticity and clustered by 7th grade school.

Appendix Table 16- Treatments from Attending a GT Magnet School Relative to a GT Neighborhood Program

Model	Mean Peer Achievement (Std Deviations)					Teacher Fixed Effects				Course Grades					Course Rank (Percentiles)				
	Math in Math Class	Reading in English Class	Language in English Class	Social Studies in Social Studies Class	Science in Science Class	Math	English/Reading	Social Studies	Science	Math	English	Reading	Social Studies	Science	Math	English	Reading	Social Studies	Science
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
A. 7th Grade Outcomes																			
2SLS - Unweighted, No Controls	1.078***	0.664***	0.586***	0.795***	0.528***	0.081***	0.033**	0.031*	0.018	-8.592***	-4.399***	-	-4.358***	-7.211***	-31.2***	-29.1***	200.1***	-29.6***	-30.5***
	(0.149)	(0.158)	(0.123)	(0.123)	(0.127)	(0.015)	(0.014)	(0.018)	(0.014)	(1.385)	(1.413)	-	(1.342)	(1.226)	(3.2)	(4.0)	(196.0)	(5.2)	(4.6)
Observations	440	436	436	439	439	440	440	440	440	440	437	-	439	439	440	437	23	439	439
2SLS - Weighted, No Controls	1.284***	0.889***	0.821***	1.101***	0.808**	0.083***	0.040**	0.048*	0.022	-7.911***	-2.470	-	-5.423**	-8.770***	-33.6***	-32.***	86.7***	-37.1***	-44.3***
	(0.260)	(0.286)	(0.255)	(0.311)	(0.291)	(0.019)	(0.016)	(0.026)	(0.017)	(2.544)	(2.955)	-	(2.551)	(3.031)	(8.4)	(11.4)	(82.2)	(9.6)	(12.0)
Observations	439	435	435	438	439	439	439	439	439	439	436	-	438	438	439	436	23	438	438
B. 6th Grade Outcomes																			
2SLS - Unweighted, No Controls	0.697***	0.526***	0.532***	0.503***	0.551***	0.082***	0.038*	0.041	0.018	-2.251*	-2.142*	-3.404***	-1.812**	-1.150	-19.4***	-14.9***	-23.9***	-18.5***	-17.6***
	(0.133)	(0.115)	(0.117)	(0.096)	(0.113)	(0.022)	(0.021)	(0.029)	(0.019)	(1.183)	(1.214)	(0.876)	(0.869)	(1.354)	(3.5)	(2.7)	(2.7)	(2.1)	(2.2)
Observations	913	910	910	911	913	913	913	911	912	913	911	860	912	910	913	911	860	912	910
2SLS - Unweighted, Controls	0.687***	0.510***	0.516***	0.490***	0.538***	0.081***	0.036*	0.042	0.016	-2.434	-2.167	-3.552***	-1.867	-1.237	-20.0***	-14.9***	-24.5***	-18.5***	-17.9***
	(0.126)	(0.103)	(0.106)	(0.088)	(0.104)	(0.022)	(0.020)	(0.029)	(0.019)	(1.576)	(1.513)	(1.236)	(1.156)	(1.705)	(4.9)	(3.7)	(4.0)	(3.3)	(3.0)
Observations	913	910	910	911	913	913	913	911	912	913	911	860	912	910	913	911	860	912	910
2SLS - Weighted, No Controls	0.835***	0.681***	0.654***	0.649***	0.765***	0.106***	0.048**	0.056	0.022	-10.968***	-6.012***	-8.303***	-7.384***	-7.254***	-35.5***	-31.3***	-41.0***	-36.2***	-35.9***
	(0.172)	(0.182)	(0.176)	(0.158)	(0.170)	(0.032)	(0.022)	(0.036)	(0.018)	(1.500)	(1.739)	(1.287)	(1.716)	(1.963)	(5.9)	(7.1)	(5.7)	(6.8)	(7.7)
Observations	909	906	906	908	908	909	909	908	908	909	907	857	908	907	909	907	857	908	907
2SLS - Weighted, Controls	0.841***	0.664***	0.665***	0.643***	0.752***	0.105***	0.041*	0.057	0.013	-4.911*	-2.829	-5.638**	-3.224	-3.585	-25.7***	-22.4***	-34.9***	-25.3***	-27.0***
	(0.156)	(0.136)	(0.136)	(0.135)	(0.150)	(0.035)	(0.024)	(0.037)	(0.017)	(2.604)	(2.492)	(2.174)	(2.066)	(2.636)	(7.5)	(7.5)	(8.2)	(6.9)	(7.8)
Observations	909	906	906	908	908	909	909	908	908	909	907	857	908	907	909	907	857	908	907

Achievement measured in standard deviations of scale scores within grade and year. Lotteries for two schools were conducted in 2007-08 and 2008-09, hence all regresions include indicators for lottery fixed effects. Coefficients are for an indicator for whether the student is enrolled in a GT magnet program in 6th grade. Robust standard errors clustered by 6th grade school in parentheses. Weighted regressions are weighted by the inverse of the estimated probability of remaining in the data. See text for details. Controls include indicators during 5th grade for race, gender, special education, LEP, at-risk status, gifted, whether the student was enrolled in a GT magnet, and a lagged dependent variable.

Appendix Table 17 - 2SLS Estimates of the Effect of Attending a GT Magnet School Relative to a GT Neighborhood Program, Subpopulations Weighted with Controls

| Subpopulation | Stanford Achievement Test | | | | | Attendence Rate |
| | Math | Reading | Language | Social Studies | Science | |
	(1)	(2)	(3)	(4)	(5)	(6)
Female	-0.171	0.023	-0.186	0.033	0.183	-0.838**
	(0.154)	(0.269)	(0.151)	(0.100)	(0.138)	(0.334)
Observations	229	229	229	229	229	231
Male	-0.007	0.025	0.237	0.044	0.258	2.198
	(0.175)	(0.156)	(0.248)	(0.172)	(0.208)	(2.752)
Observations	207	208	206	207	207	208
White	-0.182	-0.171	0.296*	-0.013	0.347*	-0.100
	(0.123)	(0.128)	(0.152)	(0.205)	(0.159)	(0.449)
Observations	172	172	172	172	172	172
Minority	-0.032	0.103	-0.131	0.067	0.200	0.788
	(0.192)	(0.165)	(0.163)	(0.095)	(0.155)	(2.016)
Observations	264	265	263	264	264	267
Minority - Excluding Asians	0.063	0.356	-0.327	0.072	-0.001	-0.634**
	(0.220)	(0.210)	(0.238)	(0.136)	(0.116)	(0.245)
Observations	158	159	157	158	158	161
Not Economically Disadvantaged	-0.152	-0.053	0.320**	-0.034	0.291	-0.551
	(0.166)	(0.137)	(0.119)	(0.189)	(0.186)	(0.442)
Observations	307	308	307	307	307	309
Economically Disadvantaged	-0.041	0.124	-0.230	0.065	0.245	0.915
	(0.217)	(0.233)	(0.178)	(0.093)	(0.183)	(2.027)
Observations	129	129	128	129	129	130
Below Median Achievement of Lottery Participants	0.026	-0.217	-0.169	-0.123	0.237***	-
	(0.249)	(0.279)	(0.205)	(0.155)	(0.056)	-
Observations	208	200	177	222	205	-
Above Median Achievement of Lottery Participants	-0.049	0.062	0.290*	-0.025	0.340	-
	(0.135)	(0.178)	(0.151)	(0.194)	(0.240)	-
Observations	228	237	258	215	231	-
Below 25th Percentile of Achievement for Lottery Participants	-0.042	-0.533**	0.085	-0.010	0.010	-
	(0.200)	(0.209)	(0.163)	(0.207)	(0.151)	-
Observations	97	112	93	98	88	-
Above 75th Percentile of Achievement for Lottery Participants	-0.204	0.306	0.477	0.183	0.614	-
	(0.176)	(0.358)	(0.282)	(0.341)	(0.436)	-
Observations	111	135	141	111	89	-

Achievement measured in standard deviations of scale scores within grade and year. Achievement percentiles are for fully baseline lottery sample using 5th grade achievment in same subject. Lotteries for two schools were conducted in 2007-08 hence all regresions include indicators for lottery fixed effects. Coefficients are for an indicator for whether the student is enrolled in a GT magnet program in 7th grade. Robust standard errors clustered by 7th grade school in parentheses. Results without clustering are similar and provided in the online appendix. Regressions are weighted by the inverse of the estimated probability of remaining in the data. See text for details. Controls include indicators during 5th grade for race, gender, special education, LEP, at-risk status, gifted, whether the student was enrolled in a GT magnet, and a lagged dependent variable. *, **, and *** denote statistical significance at the 10%, 5%, and 1% levels, respectively.