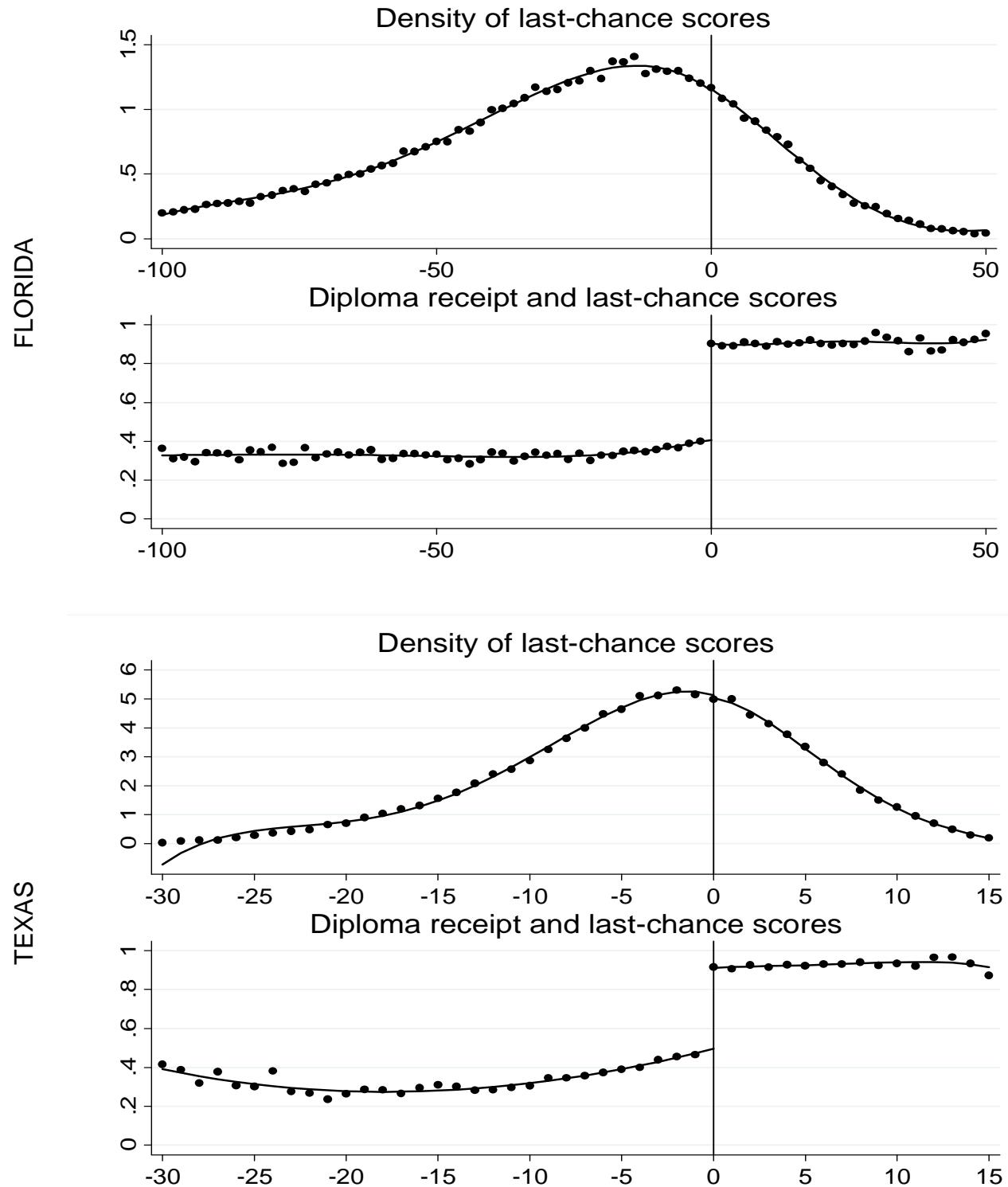
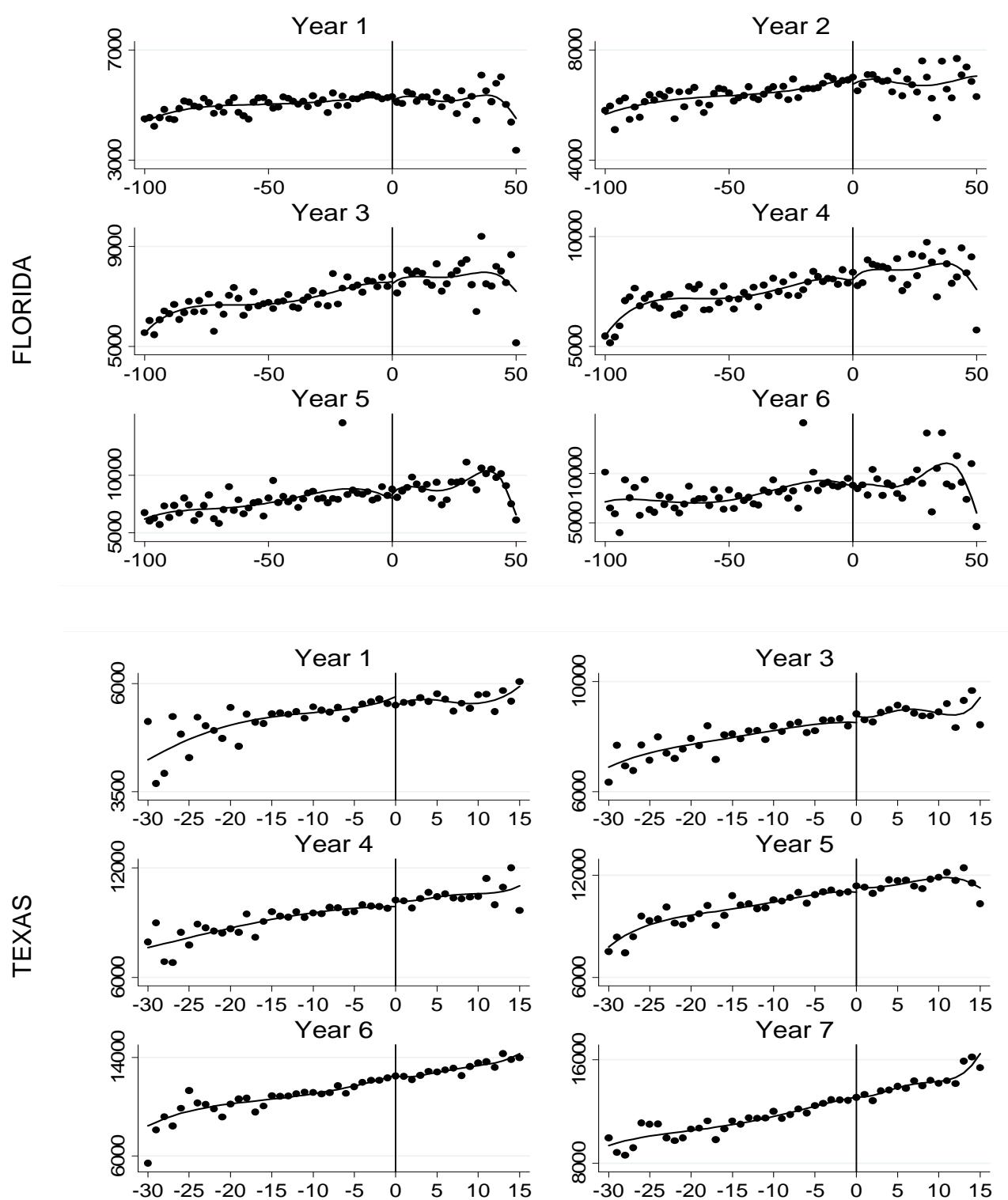


Figure 1: Last-chance exam scores and diploma receipt



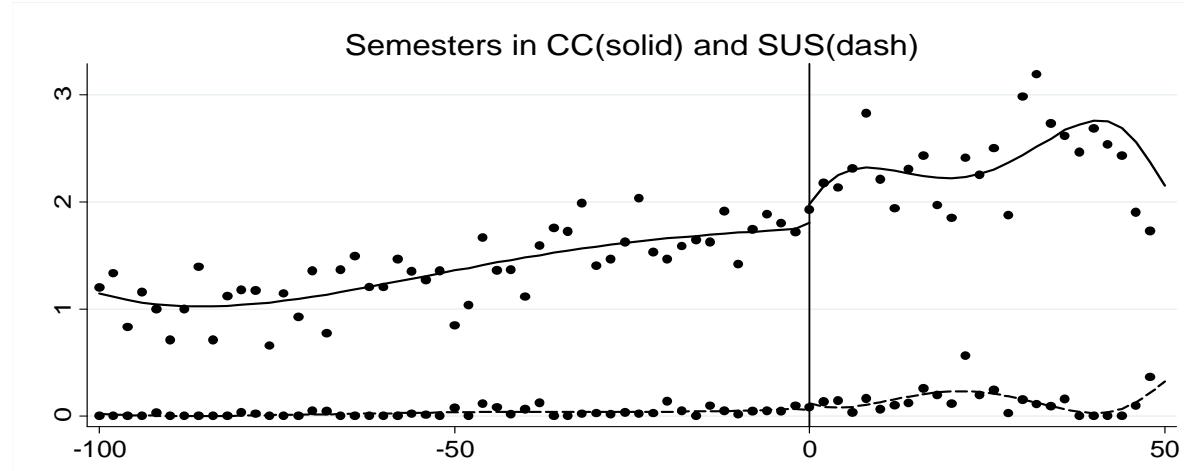
Notes: Graphs based on the last-chance samples. See Table 1 and text. For Texas, dots are cell means. For Florida, dots are averages of bins defined over two test scores (....[-2,-1], [0,1],....). Lines are fourth-order polynomials fitted separately on either side of the passing threshold.

Figure 3: Earnings by last-chance exam scores



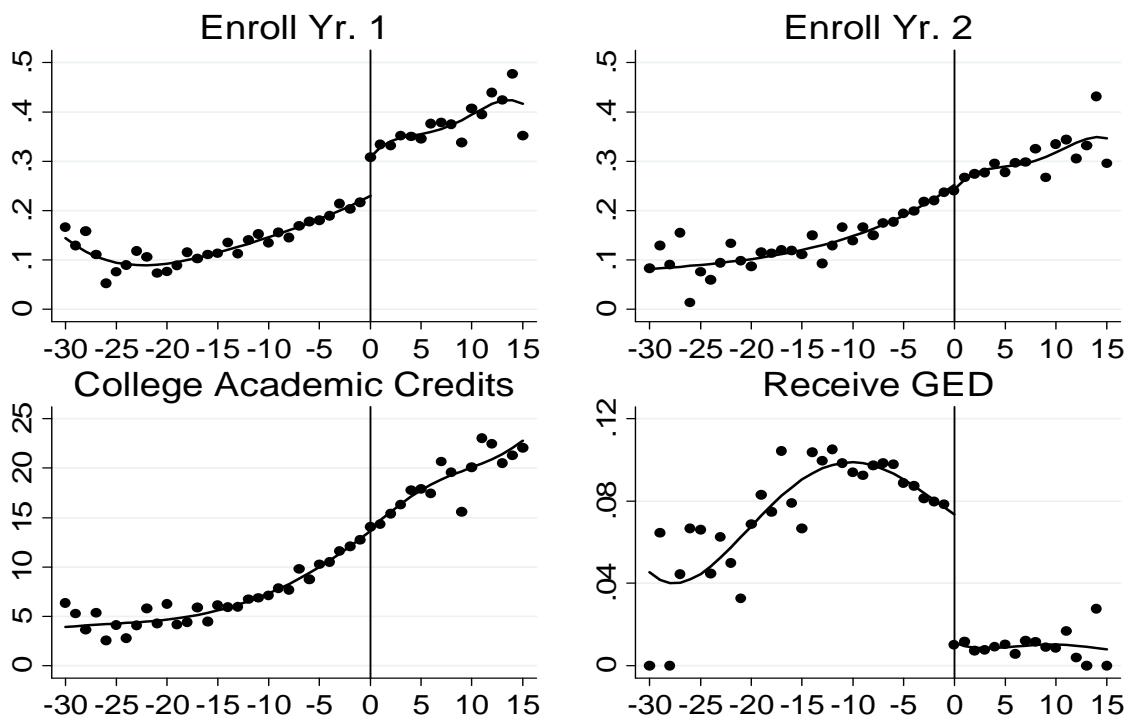
Notes: Graphs based on the last-chance samples. See Table 1 and text. For Texas, dots are cell means. For Florida, dots are averages of bins defined over two test scores (....[-2,-1], [0,1],....). Lines are fourth-order polynomials fitted separately on either side of the passing threshold. For Texas, "Year 2" excluded to conserve

Appendix Figure 3-F: Postsecondary outcomes in Florida



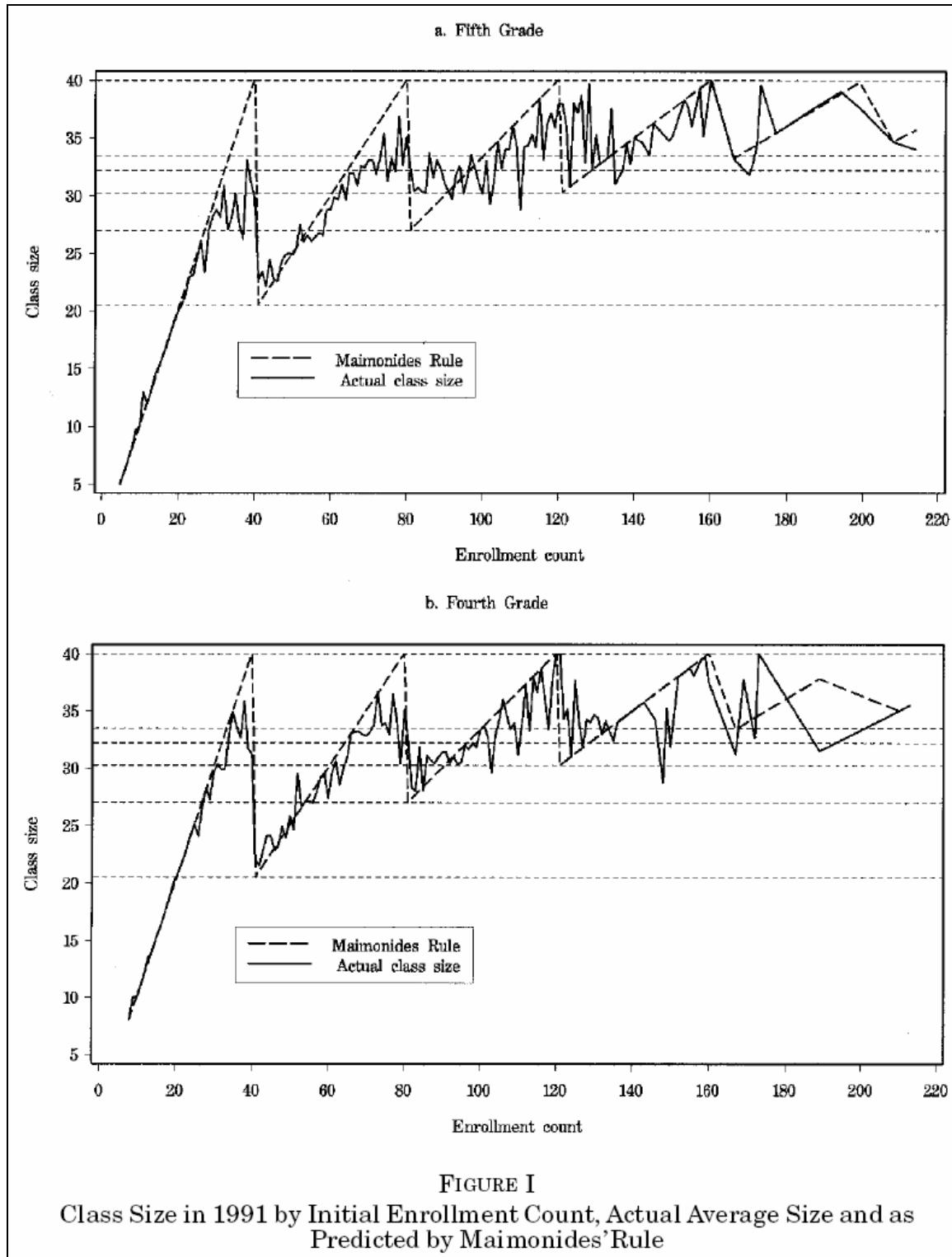
Notes: Graphs based on the 2000 cohort of the last-chance sample. See Table 1 and text. Dots are averages of bins defined over two test scores (....[-2,-1], [0,1],...). Lines are fourth-order polynomials fitted separately on either side of the passing threshold. The lines refer to the number of semesters enrolled in community colleges (CC) and the state university system (SUS) after the last-chance exam. For this cohort we observe post-secondary information for four years after the last-chance exam.

Appendix Figure 3-T: Postsecondary outcomes in Texas

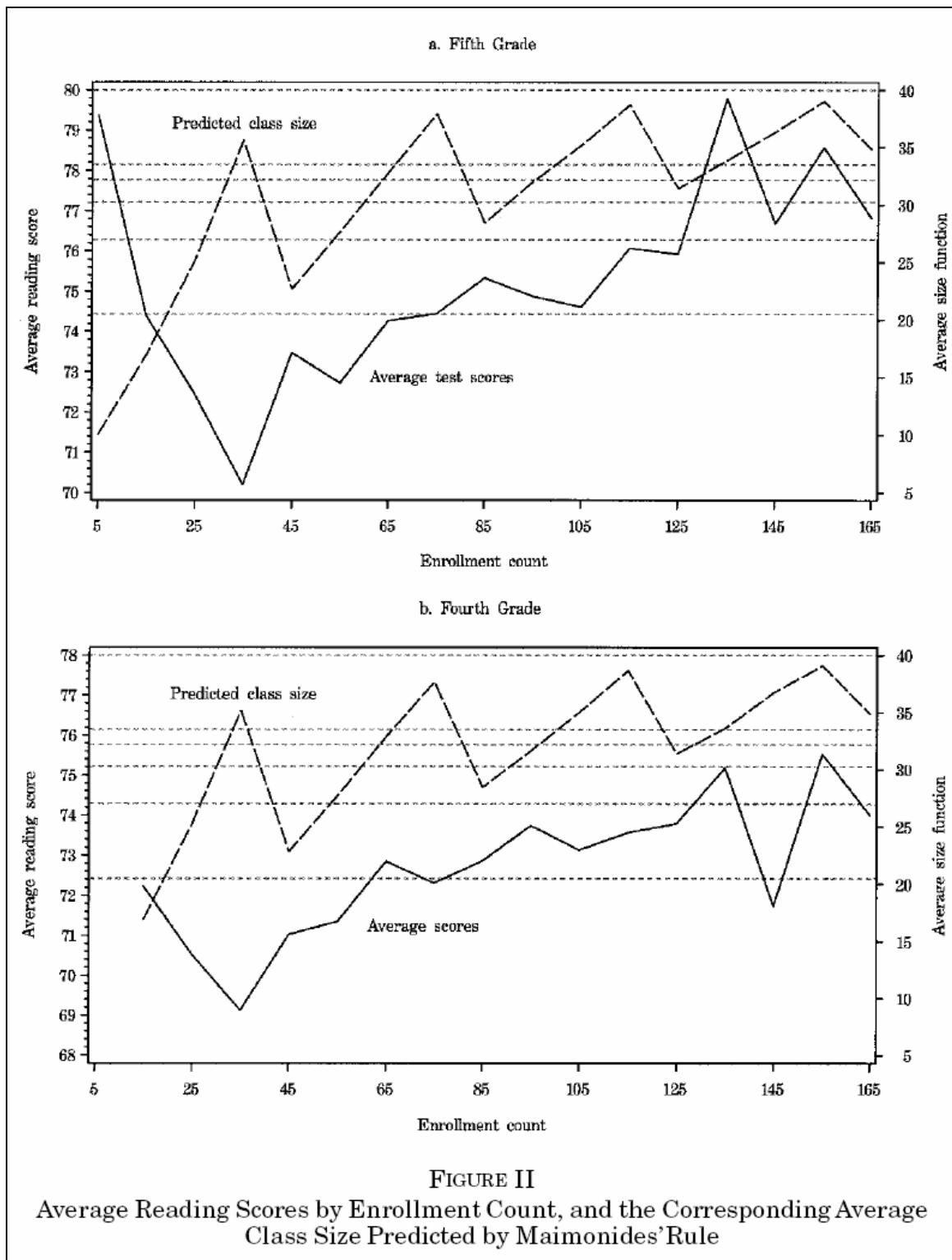


Note: Graphs based on the last-chance sample. See Table 1 and text. Dots are exam score cell averages. Lines are fourth-order polynomials fitted separately on either side of the passing threshold. Estimated discontinuities (using a fully-interacted quadratic in the test score) are: 0.086 (se=0.010) for enrolled in college in Year 1, 0.005 (se=0.010) for enrolled in college in Year 2, 0.332 (se=0.677) for total college academic credits, and -0.062 (se=0.005) for receive GED degree. We observe post-secondary information for these cohorts for seven years after the last-chance exam. 2SLS estimates of diploma impacts on these outcomes would be roughly 2.5 times as large.

Angrist and Lavy 1999: Figure 1



Angrist and Lavy 1999: Figure 2



Angrist and Lavy 1999: Table 2

TABLE II OLS ESTIMATES FOR 1991												
	5th Grade						4th Grade					
	Reading comprehension			Math			Reading comprehension			Math		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Mean score	74.3			67.3			72.5			69.9		
(s.d.)	(8.1)			(9.9)			(8.0)			(8.8)		
<i>Regressors</i>												
Class size	.221	-.031	-.025	.322	.076	.019	.141	-.053	-.040	.221	.055	.009
	(.031)	(.026)	(.031)	(.039)	(.036)	(.044)	(.033)	(.028)	(.033)	(.036)	(.033)	(.039)
Percent disadvantaged	-.350	-.351		-.340	-.332		-.339	-.341		-.289	-.281	
	(.012)	(.013)		(.018)	(.018)		(.013)	(.014)		(.016)	(.016)	
Enrollment		-.002			.017			-.004			.014	
		(.006)			(.009)			(.007)			(.008)	
Root MSE	7.54	6.10	6.10	9.36	8.32	8.30	7.94	6.65	6.65	8.66	7.82	7.81
R <sup>2</sup>	.036	.369	.369	.048	.249	.252	.013	.309	.309	.025	.204	.207
N	2,019			2,018			2,049			2,049		

The unit of observation is the average score in the class. Standard errors are reported in parentheses. Standard errors were corrected for within-school correlation between classes.

Angrist and Lavy 1999: Table 4

TABLE IV 2SLS ESTIMATES FOR 1991 (FIFTH GRADERS)												
	Reading comprehension						Math					
	Full sample				+/- 5 Discontinuity sample		Full sample				+/- 5 Discontinuity sample	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Mean score	74.4				74.5			67.3			67.0	
(s.d.)	(7.7)				(8.2)			(9.6)			(10.2)	
<i>Regressors</i>												
Class size	-.158	-.275	-.260	-.186	-.410	-.582	-.013	-.230	-.261	-.202	-.185	-.443
	(.040)	(.066)	(.081)	(.104)	(.113)	(.181)	(.056)	(.092)	(.113)	(.131)	(.151)	(.236)
Percent disadvantaged	-.372	-.369	-.369		-.477	-.461	-.355	-.350	-.350		-.459	-.435
	(.014)	(.014)	(.013)		(.037)	(.037)	(.019)	(.019)	(.019)		(.049)	(.049)
Enrollment	.022	.012			.053			.041	.062		.079	
	(.009)	(.026)			(.028)			(.012)	(.037)		(.036)	
Enrollment squared/100		.005						-.010				
		(.011)						(.016)				
Piecewise linear trend			.136						.193			
			(.032)						(.040)			
Root MSE	6.15	6.23	6.22	7.71	6.79	7.15	8.34	8.40	8.42	9.49	8.79	9.10
N	2019			1961		471		2018		1960		471

The unit of observation is the average score in the class. Standard errors are reported in parentheses. Standard errors were corrected for within-school correlation between classes. All estimates use  $f_{\kappa}$  as an instrument for class size.

Figure 1: June Class Size in 2002-2011, Conditional on November Enrollment

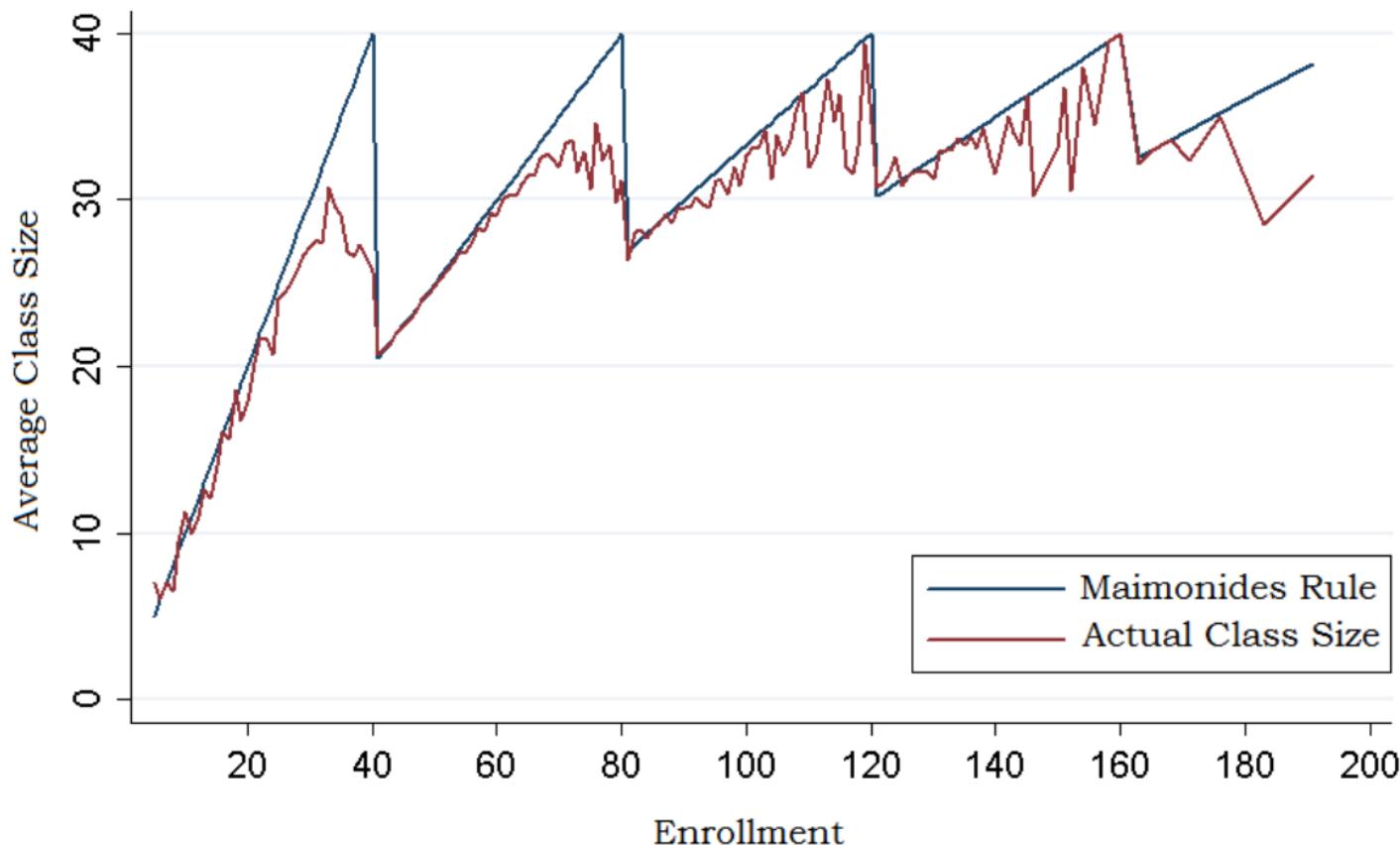


Figure 2: The 5th grade Enrollment Distribution Reported in November 2002-2011

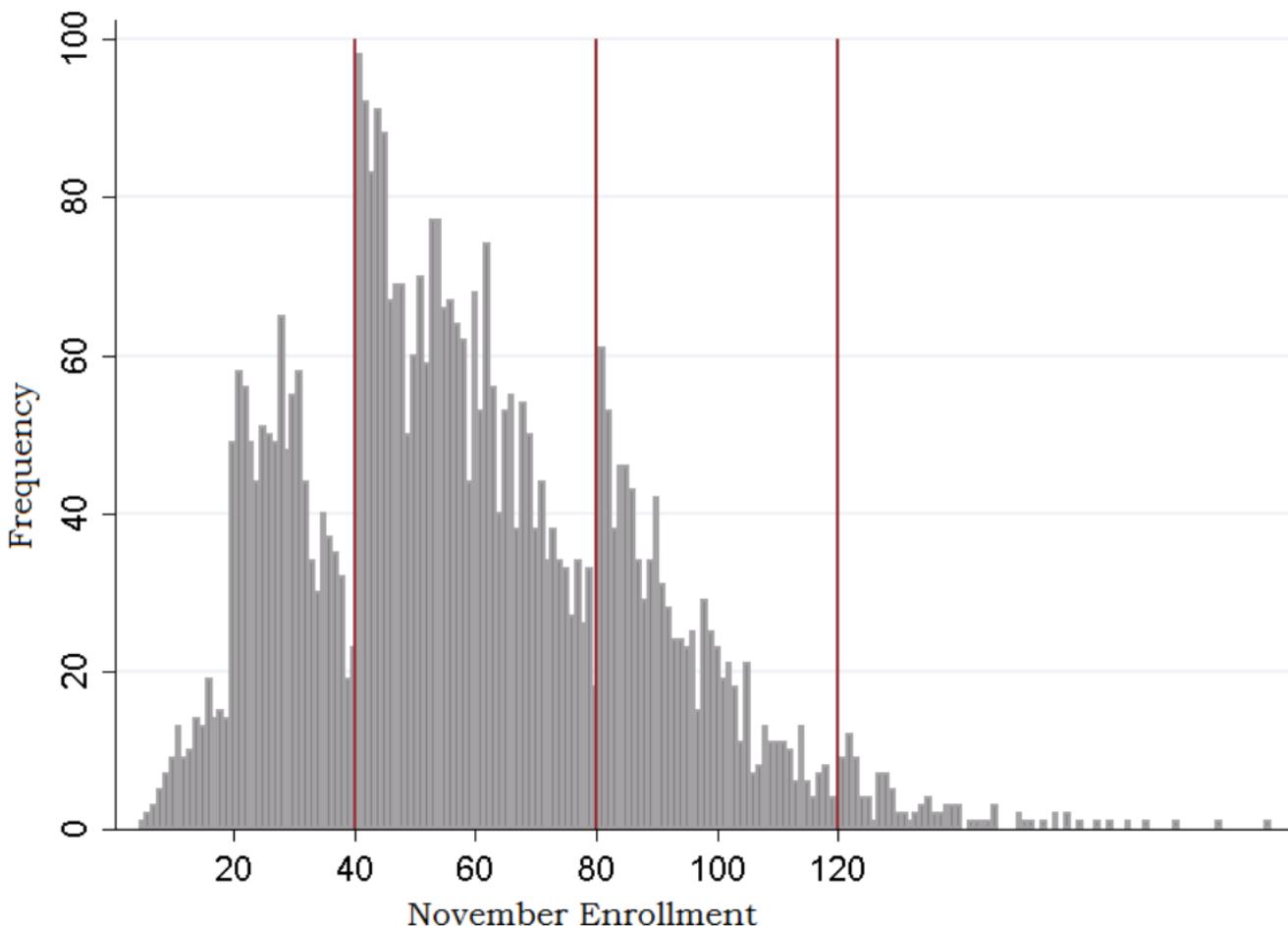


Figure 4: 5th Grade Birthday-based Imputed Enrollment Distribution (2002-2011)

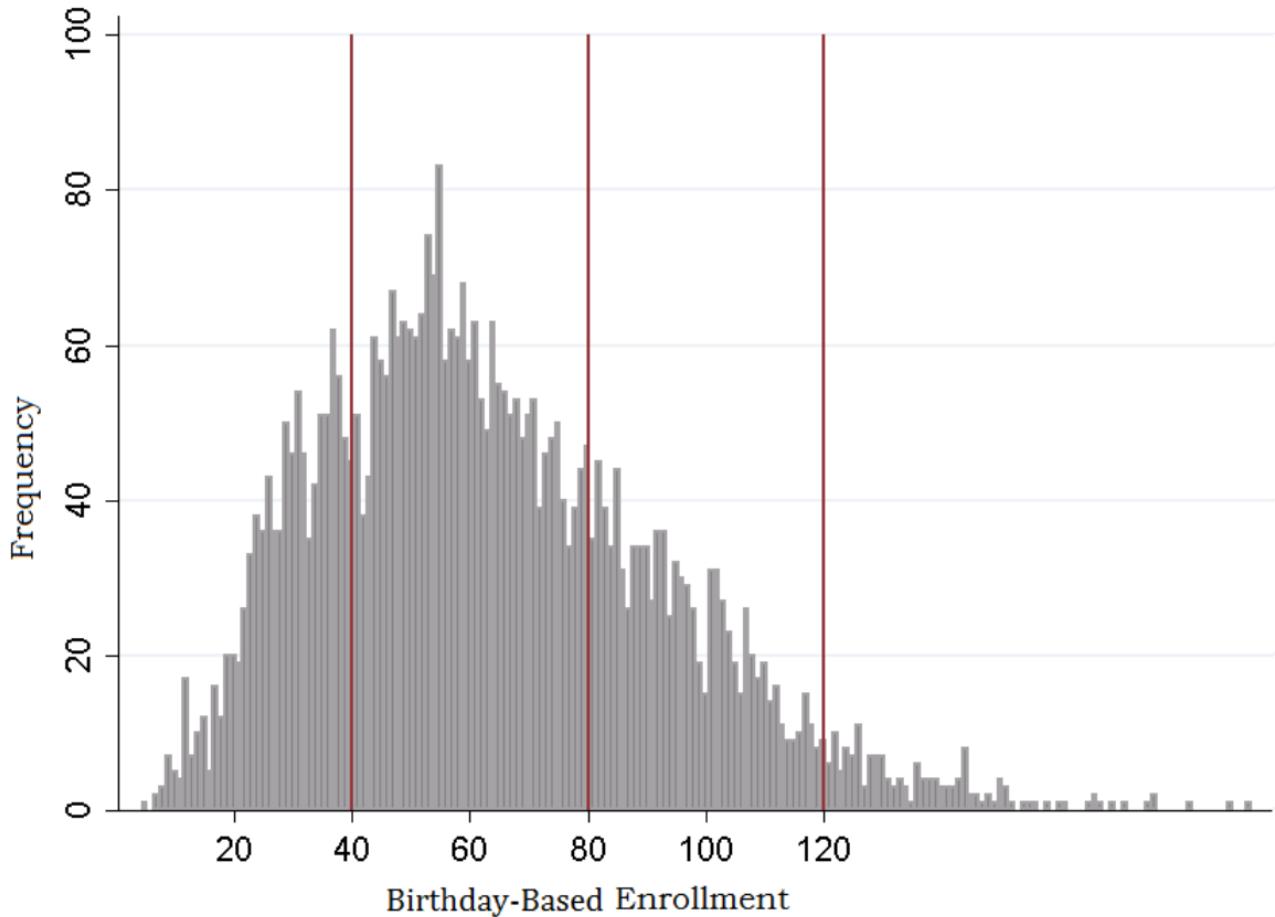


Table 4: Class Size Effects Using November Enrollment Instruments (2002-2011)

	Language				Math			
	OLS	2SLS	2SLS	2SLS	OLS	2SLS	2SLS	2SLS
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Class size	0.0018*	-0.0002	-0.0006	-0.0006	0.0022*	0.0018	0.0012	0.0011
	(0.0010)	(0.0018)	(0.0019)	(0.0019)	(0.0011)	(0.0021)	(0.0022)	(0.0021)
November enrollment	0.00006	0.00024	0.00117		-0.00005	-0.00002	0.00113	
	(0.00021)	(0.00025)	(0.00083)		(0.00024)	(0.00029)	(0.00091)	
Enrollment squared/100			-0.00056				-0.00068	
			(0.00046)				(0.00050)	
Piecewise linear trend				0.00073				0.00033
				(0.00055)				(0.00064)
<i>N</i>	227,849				229,491			