Measures Appendix

I. Get to know you survey items:

For your ideal field trip, would you:

- go to a museum
- go to a sports event
- go to a music concert
- go hiking

The most important quality in a friend is:

- Being there when you need him/her
- Listens to you and understands you
- Always has your back

Do you have a friend or family member who is in the military?

- No
- Yes – family member
- Yes – friend

My sense of humor is best described as:

- Witty
- Goofy
- I'm pretty serious

What do you like best about Hamilton High School?

- great food
- school spirit
- academics
- the extracurricular activities and clubs

If you could go to one sporting event, which of the following would you go to:

- Soccer World Cup
- Olympics
- NBA Championship
- Super Bowl
- World Series

I'd give my tickets to someone who cared about sports

Which of the following do you think it is most important for teachers and students to be able to talk about?

- Students' progress on schoolwork
- Students' personal problems
- Students' future education/career choices

Which of the following statements do you try hardest to live by:

- Do unto others, as you would have them do unto you
- Only the educated are free.
- You only live once

Which of the following traits do you think best describe you?

- funny
- thoughtful
- caring
- knowledgeable
- laid-back
- outgoing

If you could have one thing in common with your students/teacher which of the following would it be?

- interest in the same sense of humor
- subject matter
- mutual respect
- similar personality

What are the most important values for you and your teacher (students) to share?

- political views
- valuing of education
- willingness to work hard
- moral beliefs

Which do you think is more important for students to know about their teachers?

- What kind of student they were like when they were in 9th grade
- What the expectations are for students in their class

Should part of a teacher's role include being a friend to their students?

- Yes
- No
Which type of intelligence do you value most?
- Being "book smart"
- Being "Street Smart"

Which of the following is the most important ingredient in success?
- Trying hard
- Being organized
- Getting a good education

Do you consider yourself a spiritual/religious person?
- Yes
- No

If <principal name> walked into your class and announced that you got to take the rest of the day off, which of the activities would you most like to do?
- Play sports
- Hang out with friends
- Watch TV/Movie
- Read a book

Which of the following languages do you speak (even just a little bit)?
- Arabic
- Chinese
- French
- German
- Japanese
- Korean
- Spanish
- Other __________

If Bill Gates gave <School name> HS an extra $2 million, which of the following would you do:
- Raise teacher salaries
- Improve <School name>'s technology
- Invest in anti-bullying programs
- Support the athletic program

I think students learn most when:
- The teacher leads class discussions
- Students work independently
- Students work in small-groups

Which of the following activities do you most like to do in your free time?
- Exercise
- Play games (e.g., board games or video games)
- Shopping
- Use social media

When you aren't discussing school, which of the following do you like to talk to students/teachers about?
- Personal relationships
- Politics
- Entertainment
- Sports

What do you think is the most important quality in a boyfriend/girlfriend/significant other?
- Kindness
- Intelligence
- Honesty
- Sense of humor

Which of the following are among your "hidden talents"?
- Convincing people to agree with me
- Figuring out how to get places
- Putting things together/fixing them
- Guessing the end of stories
- Telling jokes

If you had $100,000 that you had to donate to charity, which ones you choose to help?
- American Cancer Society
- for the Prevention of Cruelty to Animals
- Big Brother, Big Sisters
- Habitat for Humanity
- Special Olympics

Please indicate which of the following groups you have been a member of?
- Alliance Youth Sports
- Boy Scouts/Girl Scouts
- Boys & Girls Club
- 4H Club
- YMCA/YWCA

My friends would describe me as:
- High strung
- Laid back

I volunteer in the community.
- Yes
- No
II. Student similarity scale:
How interested do you think you and your teacher are in the same activities?
Not at all interested Slightly interested Somewhat interested Quite interested Extremely interested
How similar do you think your sense of humor is compared to your teacher's sense of humor?
Not at all similar Slightly similar Somewhat similar Quite similar Extremely similar
How similar do you think your point of view is compared to your teacher's point of view?
Not at all similar Slightly similar Somewhat similar Quite similar Extremely similar
How similar do you think your personality is compared to your teacher's?
Not at all similar Slightly similar Somewhat similar Quite similar Extremely similar
How easy is it for you to think of things you and your teacher have in common?
Not at all easy Slightly easy Somewhat easy Quite easy Extremely easy
Overall, how similar do you think you and your teacher are?
Not at all similar Slightly similar Somewhat similar Quite similar Extremely similar

III. Teacher-student relationship scale (student version):
How much do you enjoy learning from <teacher's name>?
Not at all Slightly Somewhat Quite a bit A tremendous amount
How friendly is <teacher's name> toward you?
Not at all friendly Slightly friendly Somewhat friendly Quite friendly Extremely friendly
How often does <teacher's name> say something encouraging to you?
Not at all never Slightly while Somewhat Sometimes Frequently
How respectful is <teacher's name> towards you?
Not at all respectful Slightly respectful Somewhat respectful Quite respectful Extremely respectful
How excited would you be to have <teacher's name> again?
Not at all excited Slightly excited Somewhat exciting Quite exciting Extremely exciting
How motivating are the activities that <teacher's name> plans for class?
Not at all motivating Slightly motivating Somewhat motivating Quite motivating Extremely motivating
How caring is <teacher's name> towards you?
Not at all caring Slightly caring Somewhat caring Quite caring A tremendous amount
How much do you like <teacher's name> personality?
Not at all Slightly Somewhat Quite a bit A tremendous amount
Overall, how much do you learn from <teacher's name>?
Not at all nothing A little bit Some Quite a bit A great deal
IV. Teacher-student relationship scale (teacher version):

How much do you enjoy helping <student’s name> learn?  Not at all  Slightly  Somewhat  Quite a bit  A tremendous amount
How friendly is <student’s name> toward you?  Not at all friendly  Slightly friendly  Somewhat friendly  Quite friendly  Extremely friendly
How often do you say something encouraging to <student’s name>?  Almost never  Once in a while  Sometimes  Frequently  Almost all the time
How respectful is <student’s name> towards you?  Not at all respectful  Slightly respectful  Somewhat respectful  Quite respectful  Extremely respectful
How excited would you be to have <student’s name> again next year?  Not at all excited  Slightly excited  Somewhat excited  Quite excited  Extremely excited
How motivating does <student’s name> find the activities that you plan for class?  Not at all motivating  Slightly motivating  Somewhat motivating  Quite motivating  Extremely motivating
How caring is <student’s name> towards you?  Not at all caring  Slightly caring  Somewhat caring  Quite caring  A tremendous amount
How much do you like <student’s name> personality?  Not at all  Slightly  Somewhat  Quite a bit  A tremendous amount
Overall, how much does <student’s name> learn from you?  Almost nothing  A little bit  Some  Quite a bit  A great deal

V. Teachers’ perceptions of interactions:

Compared to your average student, how much have you interacted with <student’s name> this marking period?  Much less than the average student  Somewhat less than the average student  A little bit less than the average student  About the same as the average student  A little bit more than the average student  Somewhat more than the average student  Much more than the average student
### Results Appendix

Table 1: Results from re-analyses using a wild cluster bootstrap-t.

<table>
<thead>
<tr>
<th></th>
<th>Full sample</th>
<th>Well-served students</th>
<th>Under-served students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students’ Perceived Similarity for Student Treatment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[β, 95% CI]</td>
<td>0.18</td>
<td>0.11</td>
<td>0.32</td>
</tr>
<tr>
<td></td>
<td>[0.05, 0.33]</td>
<td>[-0.07, 0.29]</td>
<td>[0.08, 0.56]</td>
</tr>
<tr>
<td><strong>Teachers’ Perceived Similarity for Students in Teacher Treatment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[β, 95% CI]</td>
<td>0.28</td>
<td>0.05</td>
<td>0.50</td>
</tr>
<tr>
<td></td>
<td>[0.07, 0.49]</td>
<td>[-0.21, 0.31]</td>
<td>[-0.04, 1.05]</td>
</tr>
<tr>
<td><strong>Students’ Perceived Teacher-student Relationship for Student Treatment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[β, 95% CI]</td>
<td>0.05</td>
<td>-0.08</td>
<td>0.20</td>
</tr>
<tr>
<td></td>
<td>[-0.13, 0.23]</td>
<td>[-0.36, 0.15]</td>
<td>[-0.12, 0.47]</td>
</tr>
<tr>
<td><strong>Teachers’ Perceived Teacher-student Relationship for Students in Teacher Treatment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>[β, 95% CI]</td>
<td>0.15</td>
<td>0.00</td>
<td>0.29</td>
</tr>
<tr>
<td></td>
<td>[-0.01, 0.31]</td>
<td>[-0.23, 0.23]</td>
<td>[-0.07, 0.67]</td>
</tr>
<tr>
<td><strong>End-of-quarter Grades for Students’ in Teacher Treatment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[β, 95% CI]</td>
<td>0.21</td>
<td>-0.01</td>
<td>0.46</td>
</tr>
<tr>
<td></td>
<td>[-0.01, 0.41]</td>
<td>[-0.30, 0.28]</td>
<td>[-0.17, 1.04]</td>
</tr>
</tbody>
</table>

Notes: The standardized bootstrap relies on the bootstrap-implied distribution of a t-statistic rather than a beta estimate (Cameron, Gelbach, & Miller, 2008), and so we do not report the standard errors of the t-statistic; the bootstrap makes no assumptions about the normality or even symmetry of the sampling distribution, and so standard errors cannot be used to calculate confidence intervals or conduct hypothesis tests.
Table 2: Raw (unadjusted for nesting) means of key variables by Student and Teacher Conditions: **Mean**, (Standard Errors), and [95% Confidence Intervals].

<table>
<thead>
<tr>
<th></th>
<th>Control</th>
<th>Student Treatment Only</th>
<th>Teacher Treatment Only</th>
<th>Student &amp; Teacher Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$(n = 60)$</td>
<td>$(n = 63)$</td>
<td>$(n = 69)$</td>
<td>$(n = 62)$</td>
</tr>
<tr>
<td>Students’ Perceived Similarity</td>
<td><strong>2.56</strong> (0.09)</td>
<td><strong>2.74</strong> (0.09)</td>
<td><strong>2.58</strong> (0.09)</td>
<td><strong>2.78</strong> (0.09)</td>
</tr>
<tr>
<td></td>
<td>[2.37, 2.74]</td>
<td>[2.56, 2.92]</td>
<td>[2.41, 2.75]</td>
<td>[2.61, 2.96]</td>
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<tr>
<td>Teachers’ Perceived Similarity</td>
<td><strong>2.61</strong> (0.11)</td>
<td><strong>2.88</strong> (0.11)</td>
<td><strong>2.99</strong> (0.10)</td>
<td><strong>3.01</strong> (0.11)</td>
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<tr>
<td></td>
<td>[2.39, 2.83]</td>
<td>[2.67, 3.10]</td>
<td>[2.78, 3.19]</td>
<td>[2.86, 3.30]</td>
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<tr>
<td>Students’ Perceived Teacher-student Relationship</td>
<td><strong>3.70</strong> (0.09)</td>
<td><strong>3.71</strong> (0.09)</td>
<td><strong>3.59</strong> (0.08)</td>
<td><strong>3.71</strong> (0.09)</td>
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<tr>
<td></td>
<td>[3.53, 3.88]</td>
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<td>[3.43, 3.75]</td>
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</tr>
<tr>
<td>Teachers’ Perceived Teacher-student Relationship</td>
<td><strong>3.64</strong> (0.06)</td>
<td><strong>3.86</strong> (0.06)</td>
<td><strong>3.83</strong> (0.06)</td>
<td><strong>3.90</strong> (0.06)</td>
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<tr>
<td></td>
<td>[3.52, 3.77]</td>
<td>[3.73, 3.98]</td>
<td>[3.71, 3.95]</td>
<td>[3.77, 4.02]</td>
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<tr>
<td>Students’ Mid-quarter Grades</td>
<td><strong>3.16</strong> (0.12)</td>
<td><strong>3.21</strong> (0.12)</td>
<td><strong>3.23</strong> (0.11)</td>
<td><strong>3.22</strong> (0.12)</td>
</tr>
<tr>
<td></td>
<td>[2.93, 3.39]</td>
<td>[2.98, 3.44]</td>
<td>[3.01, 3.44]</td>
<td>[2.99, 3.45]</td>
</tr>
<tr>
<td>Students’ End-of-quarter Grades</td>
<td><strong>2.95</strong> (0.13)</td>
<td><strong>2.99</strong> (0.13)</td>
<td><strong>3.16</strong> (0.12)</td>
<td><strong>3.13</strong> (0.13)</td>
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<tr>
<td></td>
<td>[2.69, 3.20]</td>
<td>[2.74, 3.24]</td>
<td>[2.92, 3.40]</td>
<td>[2.88, 3.39]</td>
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<tr>
<td>Number of Student Tardies</td>
<td><strong>0.29</strong> (0.08)</td>
<td><strong>0.28</strong> (0.08)</td>
<td><strong>0.30</strong> (0.08)</td>
<td><strong>0.21</strong> (0.09)</td>
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<tr>
<td>Number of Student Absences</td>
<td><strong>1.32</strong> (0.19)</td>
<td><strong>1.18</strong> (0.19)</td>
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<td><strong>1.24</strong> (0.20)</td>
</tr>
<tr>
<td></td>
<td>[0.94, 1.70]</td>
<td>[0.81, 1.54]</td>
<td>[1.03, 1.79]</td>
<td>[0.84, 1.64]</td>
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</tbody>
</table>

Notes: To facilitate the review process, we are presenting these more comprehensive tables in place of the series of figures described in the Statement of Transparency. We are happy to include either for the final publication.
Figures 1a and 1b: Students’ and teachers’ perceptions of similarity to one another by condition (Mean and 95% CI).
Figures 2a and 2b: Students’ and teachers’ perceptions of their teacher-student relationship by condition (Mean and 95% CI).
Figures 3a and 3b: Students’ mid-quarter and end-of-quarter grades in their focal class by condition (Mean and 95% CI).
Figures 4a and 4b: Students’ tardiness and attendance by condition (Mean and 95% CI).

### Total Number of Tardies

<table>
<thead>
<tr>
<th>Condition</th>
<th>Tardies</th>
<th>95% CI</th>
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</thead>
<tbody>
<tr>
<td>Control</td>
<td>1.32</td>
<td>±0.29</td>
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<td>Teacher Treatment</td>
<td>1.41</td>
<td>±0.30</td>
</tr>
<tr>
<td>Dual Treatment</td>
<td>1.24</td>
<td>±0.30</td>
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### Total Number of Absences

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