

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?

sense of humor interest in the same 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

American 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

Boys & Girls Club

Boy Scouts/Girl
Scouts

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?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
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 excited	Quite excited	Extremely excited
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	Extremely caring
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>?	Almost 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?					A tremendous amount
	Not at all	Slightly	Somewhat	Quite a bit	
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	Extremely caring
How much do you like <student's name> personality?					A tremendous amount
	Not at all	Slightly	Somewhat	Quite a bit	
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:

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

Results Appendix

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

	Full sample β [95% CI]	Well-served students β [95% CI]	Under-served students β [95% CI]
Students' Perceived Similarity for Student Treatment	0.18 [0.05, 0.33]	0.11 [-0.07, 0.29]	0.32 [0.08, 0.56]
Teachers' Perceived Similarity for Students in Teacher Treatment	0.28 [0.07, 0.49]	0.05 [-0.21, 0.31]	0.50 [-0.04, 1.05]
Students' Perceived Teacher-student Relationship for Student Treatment	0.05 [-0.13, 0.23]	-0.08 [-0.36, 0.15]	0.20 [-0.12, 0.47]
Teachers' Perceived Teacher-student Relationship for Students in Teacher Treatment	0.15 [-0.01, 0.31]	0.00 [-0.23, .23]	0.29 [-0.07, 0.67]
End-of-quarter Grades for Students' in Teacher Treatment	0.21 [-0.01, 0.41]	-0.01 [-0.30, 0.28]	0.46 [-0.17, 1.04]

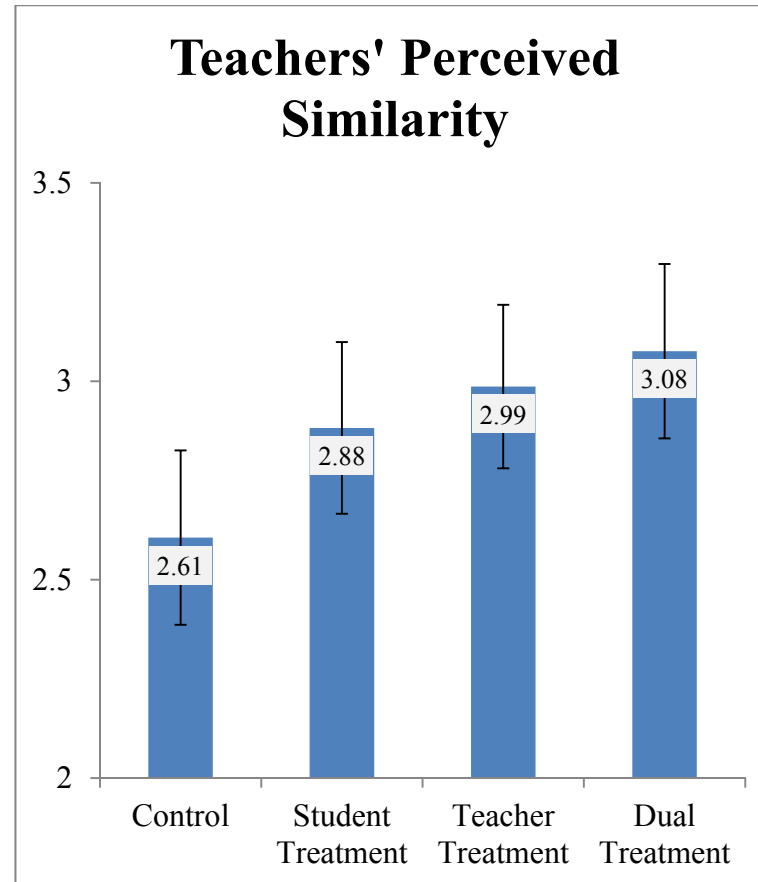
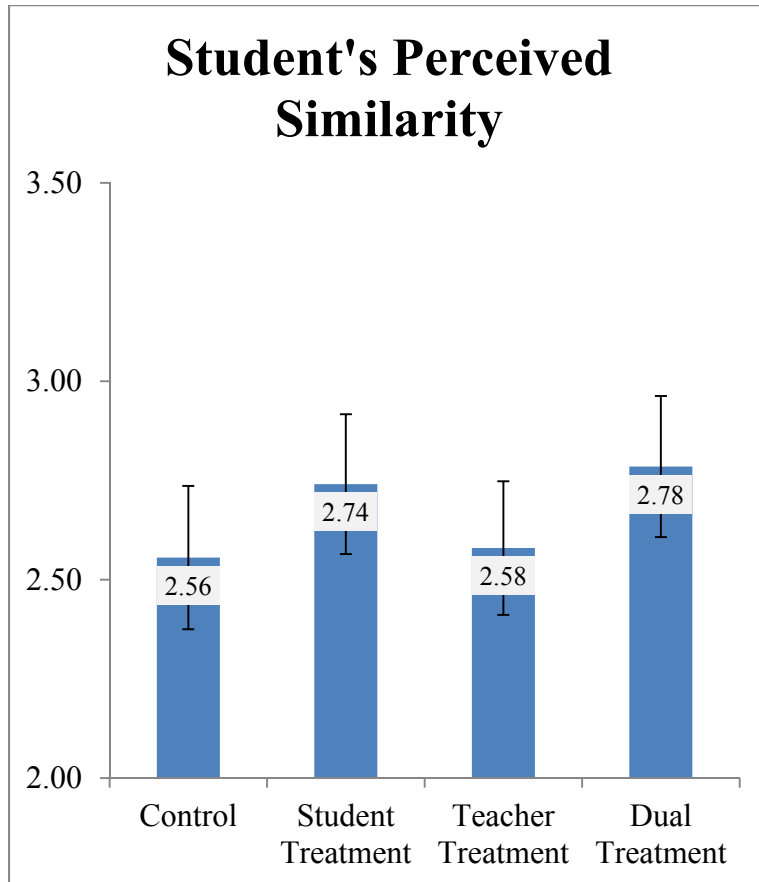
Notes: The standardized bootstrap relies on the bootstrap-implied distribution of a t-statistic rather than a beta estimate (Cameron, Gelbach, & Miller, 2008), and so we do not report the standard errors of the t-statistic; the bootstrap makes no assumptions about the normality or even symmetry of the 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].

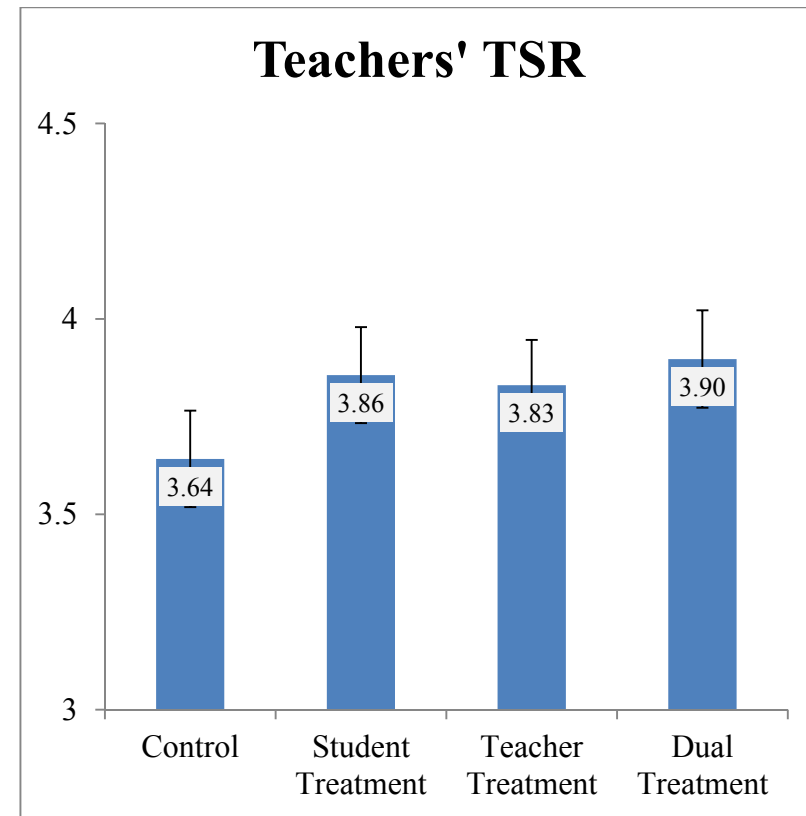
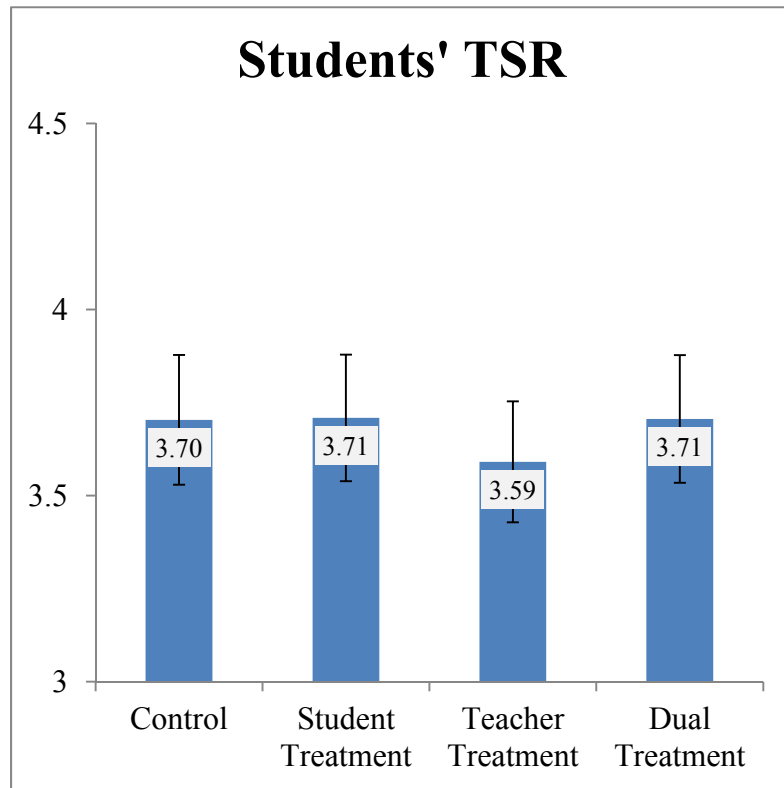
	Control	Student Treatment Only	Teacher Treatment Only	Student & Teacher Treatment
	(<i>n</i> = 60)	(<i>n</i> = 63)	(<i>n</i> = 69)	(<i>n</i> = 62)
Students' Perceived Similarity	2.56 (0.09) [2.37, 2.74]	2.74 (0.09) [2.56, 2.92]	2.58 (0.09) [2.41, 2.75]	2.78 (0.09) [2.61, 2.96]
Teachers' Perceived Similarity	2.61 (0.11) [2.39, 2.83]	2.88 (0.11) [2.67, 3.10]	2.99 (0.10) [2.78, 3.19]	3.01 (0.11) [2.86, 3.30]
Students' Perceived Teacher-student Relationship	3.70 (0.09) [3.53, 3.88]	3.71 (0.09) [3.54, 3.88]	3.59 (0.08) [3.43, 3.75]	3.71 (0.09) [3.53, 3.88]
Teachers' Perceived Teacher-student Relationship	3.64 (0.06) [3.52, 3.77]	3.86 (0.06) [3.73, 3.98]	3.83 (0.06) [3.71, 3.95]	3.90 (0.06) [3.77, 4.02]
Students' Mid-quarter Grades	3.16 (0.12) [2.93, 3.39]	3.21 (0.12) [2.98, 3.44]	3.23 (0.11) [3.01, 3.44]	3.22 (0.12) [2.99, 3.45]
Students' End-of-quarter Grades	2.95 (0.13) [2.69, 3.20]	2.99 (0.13) [2.74, 3.24]	3.16 (0.12) [2.92, 3.40]	3.13 (0.13) [2.88, 3.39]
Number of Student Tardies	0.29 (0.08) [0.12, 0.45]	0.28 (0.08) [0.13, 0.44]	0.30 (0.08) [0.14, 0.46]	0.21 (0.09) [0.03, 0.38]
Number of Student Absences	1.32 (0.19) [0.94, 1.70]	1.18 (0.19) [0.81, 1.54]	1.41 (0.19) [1.03, 1.79]	1.24 (0.20) [0.84, 1.64]

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.

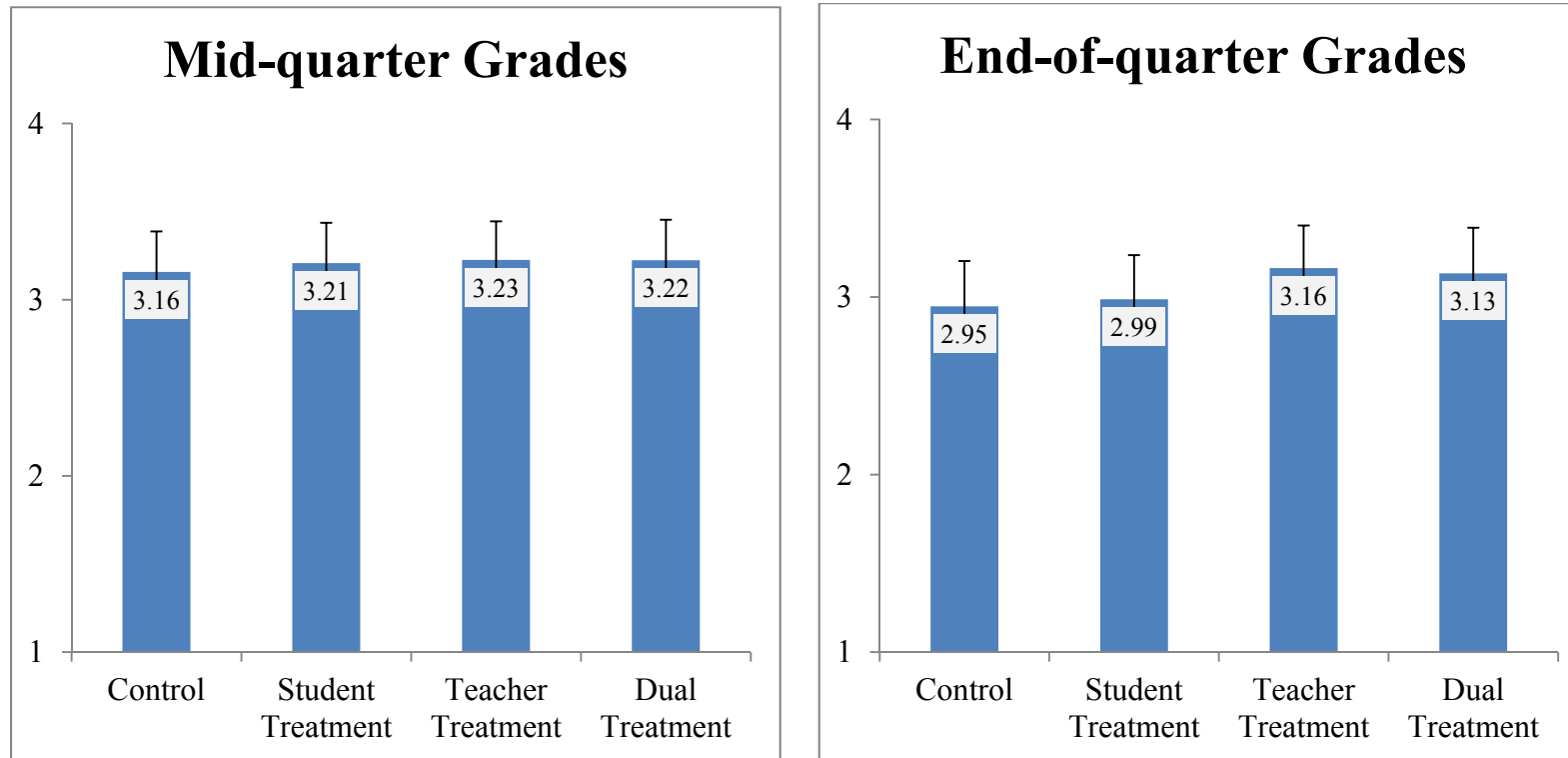
Figures 1a and 1b: Students' and teachers' perceptions of similarity to one another by condition (Mean and 95% CI).



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).

