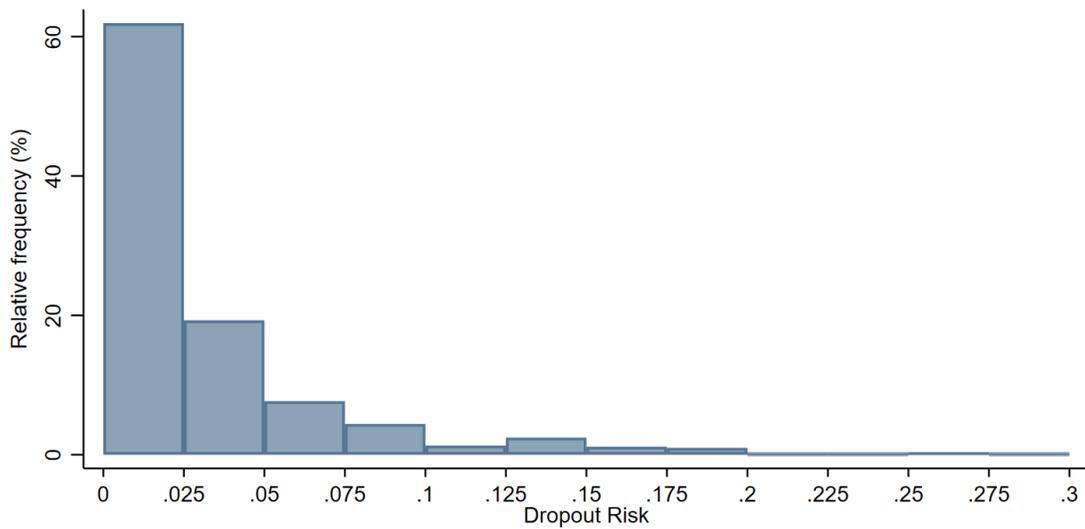


Behavioral nudges reduced dropout risk among vulnerable students during the pandemic: experimental evidence from Brazil

Online Appendix

Guilherme Lichand, Julien Christen and Eppie van Egeraat

Figura A1: Classroom-level average dropout risk by Q4/2020



Notes: Histogram of classroom-level mean dropout risk. Dropout risk = 1 for students without math and Portuguese report card grades by Q4/2020, and 0 otherwise.

Tabela A1: Balance tests

	Control	Treatment	T-test p-value	Observations
	(1)	(2)	(3)	(4)
Panel A: Students				
Dropout risk (Q1/2020)	0.000	0.000	.	17,950
Girl	0.524	0.540	0.179	17,950
10th-grader	0.413	0.427	0.439	17,950
11th-grader	0.332	0.318	0.216	17,950
12th-grader	0.255	0.255	0.985	17,950
Phone ownership	0.408	0.422	0.706	17,950
Report card grades summary measure (Q1/2020)	-0.001	-0.044	0.605	17,950
F-test [p-value]			0.345	17,950
Panel B: Schools				
Online academic activities	0.733	0.842	0.256	87
School devices with internet access for students	0.483	0.509	0.822	86
Internet access for student use	0.500	0.632	0.246	87
Access to drinking water	1.000	0.930	0.043	87
Adequate sanitation	0.733	0.789	0.569	87
Bathroom	1.000	0.982	0.321	87
Library	1.000	0.965	0.158	87
Science lab	0.633	0.491	0.206	87
Computer Lab	0.867	0.807	0.469	87
Sports court	0.933	0.877	0.381	87
Portuguese score in 2018 SAEGO (12th-graders)	279.8	282.1	0.606	55
Portuguese score in 2019 SAEGO (12th-graders)	286.1	283.9	0.587	57
Math score in 2018 SAEGO (12th-graders)	283.6	284.2	0.921	55
Math score in 2019 SAEGO (12th-graders)	286.2	287.5	0.776	57
F-test [p-value]			0.919	53

Notes: Balance tests restricting the sample to students who had math or Portuguese report card grades on record by Q1/2020. Dropout risk = 1 for students without math and Portuguese report card grades by Q1/2020, and 0 otherwise. In Panel A, p-values based on standard errors clustered at the school level.