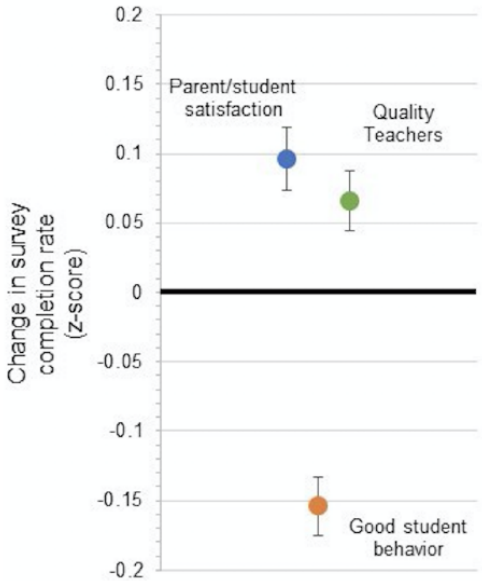
Supplement

Table 1: Treatment Effects - Logit Results

	(1) 2017 Comp.	(2) 2017 Comp.	(3) 2017 Comp.	(4) 2017 Comp.	(5) 2017 Comp.	(6) 2017 Comp.
Identity	-0.00252	-0.00249				
	(0.0110)	(0.0132)				
Social Rewards			-0.00777	-0.00975		
			(0.0110)	(0.0132)		
Identity Only					-0.00357	-0.000939
					(0.0155)	(0.0186)
Social Rewards Only					-0.00885	-0.00821
					(0.0156)	(0.0187)
Social Rewards + Identity					-0.0102	-0.0122
					(0.0155)	(0.0186)
Completed in 2016		0.282***		0.282***		0.282***
		(0.0154)		(0.0154)		(0.0154)
Ineligible in 2016		0.208***		0.208***		0.208***
		(0.0229)		(0.0229)		(0.0229)
Observations	8062	7882	8062	7882	8062	7882
School Fixed Effects	No	Yes	No	Yes	No	Yes

Notes: This table shows the results of margin estimates from logit regressions, estimating treatment effects. Note these results mirror those in Table 3 in the paper, but using logit regressions instead of linear probability models. It does this for the Identity manipulation only, the Social Rewards manipulation only, and all treatment conditions (with the condition involving both manipulations). Results without controls and with controls for whether or not a teacher completed the survey in the year prior to the study, 2016, and school fixed effects are included.

Figure 1 : Linear Probability of Survey Completion



Notes: This figure shows results from a linear probability model of factor-analyzed school-level variables predicting teacher survey completion. Factor analysis scores and dependent measures are standardized; the y-axis represents the change in standard deviations of survey completion for a one standard deviation change in factor scores; error bars represent 95% CI of the estimates.

Factor 1 (explaining 44.96% of the variance) we labeled good student behavior due to the unique high loadings (>.5) by items like the percentage of students with zero out-of-school suspensions. Factor 2 (explaining 20.61% of the variance) we labeled parent/student satisfaction due to the unique high loadings (>.5) by items like the percentage of parents at a given school who responded positively when asked about the climate of their children's school in the previous annual survey. Factor 3 (explaining 17.58% of the variance) we labeled quality teachers due to the unique high loadings (>.5) by items like the percentage of teachers at a given school who received a "distinguished" effectiveness rating. Each of these dimensions significantly predicts teacher survey completion (see Online Appendix Figure 1 above).

Figure 2: Standard Messaging + Personal Reward - Follow-Up Email Screenshots

(a) Follow-Up #1: April 25, 2017

Subject: Reminder: District-Wide Teacher Survey Open through May 31

Dear Teacher,

If you've already completed the District-Wide Survey, thank you! If you haven't, please see the message below.

This survey is being completed by teachers across Philadelphia. Your input will be used to identify successes and areas where resources and support are needed. **You can access the survey through the Employee Portal until May 31.**

The survey will take approximately 30 minutes to complete. All responses will be kept confidential and data will only be reported in aggregate.

We know your time is valuable, so we would like to thank you for your participation:

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(b) Follow-Up #2: May 11, 2017

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(c) Follow-Up #3: May 25, 2017

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