

Supplement to:

Shepherd, Hana, and Adam Reich. 2020. "The Toll of Turnover: Network Instability, Well-Being, and Academic Effort in 56 Middle Schools." *Sociological Science* 7: 663-691.

Appendix Table A. Descriptive Statistics for Well-being, Academic Effort, and Control Variables. (n=21,124; without imputation)

	Mean	Std Dev	Range
<b>Demographic Characteristics</b>			
Male	0.51	0.5	0-1
Grade	1.91	0.96	0-3 (5th-8th)
White	0.66	0.47	0-1
Language Other than English at Home	0.38	0.48	0-1
<b>Activities and Aspirations</b>			
Date, W1	0.22	0.41	0-1
Do Lots of Homework, W1	0.43	0.5	0-1
Do Lots of Homework, W2	0.39	0.49	0-1
Intend to Go to College	0.86	0.35	0-1
<b>Social Life</b>			
Most Friends Go to the School	0.92	0.32	0-1
On Facebook	0.48	0.5	0-1
Have to "be mean to survive"	0.2	0.4	0-1
Betweenness Centrality	0.01	0.007	0-0.11
Clustering Coefficient	0.15	0.08	0-1
Indegree	7.74	4.38	0-35
Change in Outdegree, W1 to W2	0.31	2.53	-10-10
<b>Family Characteristics</b>			
Parent Lost Job	0.14	0.35	0-1
House is Nice (Wealth)	0.58	0.49	0-1
Mother Went to College	0.74	0.44	0-1
Recently Moved	0.18	0.38	0-1
<b>Well-being</b>			
Index, W1	3.41	0.91	0-4
Index, W2	3.14	1.08	0-4

Appendix Table B. Logistic Regression of Well-being and Academic Effort on Network Stability, Treatment Status, and Interaction among Intervention Students and Counterfactual Treatment Students in Control Schools (reported as odds ratios).

	Well-being, W2		Academic Effort, W2	
	Without Controls	With Controls	Without Controls	With Controls
Jaccard Index	4.03 ***	4.75 ***	1.34 **	1.34 **
	3.18	3.45	2.74	2.77
Treatment School	1.12	1.09	0.82	0.84
	0.53	0.39	-1.25	-1.23
Treatment Sch * Jaccard Index	0.75	0.78	0.88	0.87
	-0.46	-0.38	-0.85	-0.97
Negative Log Likelihood	-1441.05	-1408.9	-819	-772.8
n	1278	1273	1320	1290

Note: Models include individual-level controls and school fixed effects. Standard errors appear beneath non-standardized coefficients, and are clustered by network cluster. \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ . Controls are individual-level characteristics associated with network instability to ensure that the results are not due to an imbalance of characteristics among intervention and counterfactual treatment students: race, language spoken at home, age-adjusted socioeconomic status, gender, grade, date at W1, homework at W1, whether most friends go to the school, college aspirations, mother's education, whether someone in family lost a job recently, whether moved recently, and Facebook usage. Results shown use multiply-imputed values for missing control variables in order to minimize the effect of observations lost when using list-wise deletion.