**Appendix A: Correlation tables**

|  |
| --- |
| Table A1. Correlations between Included Variables, Primary School.  |
|  | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. |
| 1. Motivation | - |  |  |  |  |  |  |  |  |  |  |  |
| 2. Self-concept | .57\*\*\* | - |  |  |  |  |  |  |  |  |  |  |
| 3. Schoolwellbeing | .70\*\*\* | .33\*\*\* | - |  |  |  |  |  |  |  |  |  |
| 4. Social acceptance | .39\*\*\* | .25\*\*\* | .54\*\*\* | - |  |  |  |  |  |  |  |  |
| 5. Number of students | .01 | .03 | .05\* | -.004 | - |  |  |  |  |  |  |  |
| 6. Urbanization – city > 300k 1 | .02 | .03 | .01 | .01 | .04\* | - |  |  |  |  |  |  |
| 7. Urbanization – City 100–300k1 | .03 | .04\* | .02 | .02 | .06\*\*\* | .75\*\*\* | - |  |  |  |  |  |
| 8. Disadvantage | .03 | .01 | -.06\*\*\* | -.07\*\*\* | .04\* | -.06\*\*\* | -.04\* | - |  |  |  |  |
| 9. Denomination | .01 | .00 | .03 | .00 | -.05\*\* | .21\*\*\* | .22\*\*\* | -.17\*\*\* | - |  |  |  |
| 10. Grade | -.22\*\*\* | -.14\*\*\* | -.22\*\*\* | -.05\*\* | -.03 | .00 | .02 | .03 | .00 | - |  |  |
| 11. Measurement moment | -.02 | -.01 | -.02 | -.01 | -.002 | -.10\*\*\* | -.04\* | .05\*\* | -.01 | .01 | - |  |
| 12. Catch up program | .14\*\*\* | .17\*\*\* | .09\*\*\* | .06\*\*\* | .03 | .01 | .02 | -.05\*\* | -.01 | -.10\*\*\* | -.10\*\*\* | - |
| Note: \* < .05, \*\* < .01, \*\*\* < .001; 1 Dummy variable contrasting to smaller cities/rural. |

|  |
| --- |
| Table A2. Correlations between Included Variables, Secondary School.  |
|  | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. | 14. | 15. |
| 1. Motivation | - |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Self-concept | .51\*\*\* | - |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Schoolwellbeing | .71\*\*\* | .36\*\*\* | - |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Social acceptance | .29\*\*\* | .23\*\*\* | .43\*\*\* | - |  |  |  |  |  |  |  |  |  |  |  |
| 5. Number of students | -.10\*\*\* | .00 | -.05\* | .04 | - |  |  |  |  |  |  |  |  |  |  |
| 6. Urbanization – City > 300k | -.06\*\* | -.05\* | -.09\*\*\* | -.002 | .28\*\*\* | - |  |  |  |  |  |  |  |  |  |
| 7. Urbanization – City 100– 300k | -.05\* | -.01 | -.08\*\*\* | .003 | .32\*\*\* | .80\*\*\* | - |  |  |  |  |  |  |  |  |
| 8. Disadvantage | .01 | -.06\* | -.003 | -.02 | -.22\*\*\* | .09\*\*\* | .08\*\*\* | - |  |  |  |  |  |  |  |
| 9. Denomination | -.02 | .03 | .001 | -.06\*\* | -.10\*\*\* | -.19\*\*\* | .05\* | -.13\*\*\* | - |  |  |  |  |  |  |
| 10. Grade | -.24\*\*\* | -.04 | -.27\*\*\* | -.05\*\* | .17\*\*\* | .04 | .05\* | -.05\* | -.002 | - |  |  |  |  |  |
| 11. Track – Vocational² | .02 | .22\*\*\* | -.03 | .05\* | .11\*\*\* | -.05\* | .03 | -.25\*\*\* | .07\*\* | .20\*\*\* | - |  |  |  |  |
| 12. Track - Prevocational² | .01 | .18\*\*\* | -.04 | .05\* | .11\*\*\* | -.05\* | .03 | -.25\*\*\* | .06\*\* | .20\*\*\* | .73\*\*\* | - |  |  |  |
| 13. Track General secondary² | .06\*\* | .19\*\*\* | .03 | .06\*\* | -.02 | -.10\*\*\* | -.03 | -.08\*\*\* | .05\* | .08\*\*\* | .70\*\*\* | .65\*\*\* | - |  |  |
| 14. Measurement moment | -.02 | -.03 | -.12 | -.07 | -.03 | .19\*\*\* | .19\*\*\* | -.07\*\* | -.17\*\*\* | -.08\*\*\* | .11\*\*\* | .15\*\*\* | .05\* |  |  |
| 15. Catch up program | .07\*\*\* | .18\*\*\* | .06\*\* | .03 | .003 | -.03 | -.05\* | -.04 | -.06\*\* | -.07\*\*\* | .03 | .02 | .03 | .02 | - |
| Note: \* < .05, \*\* < .01, \*\*\* < .001; 1 Dummy variable contrasting to smaller cities/rural. ² Dummy variable contrasting to the pre-university track. |

**Appendix B: Results of the mixed effects models**

|  |
| --- |
| Table B1. Mixed Effects Model for Primary School Students.  |
|  | Motivation | Self-concept | School-wellbeing | Social acceptance |
| Estimate (SE) | 95%-CI | *p* | Estimate (SE) | 95%-CI | *p* | Estimate (SE) | 95%-CI | *p* | Estimate (SE) | 95%-CI | *p* |
| **Fixed effects** |
| Intercept | β (.05) = 4.11 | [4.00; 4.21] | < .001 | β (.03) = 2.93 | [2.87; 3.00] | < .001 | β (.06) = .06 | [4.43; 4.68] | < .001 | β (.07) = 4.44 | [4.31; 4.58] | < .001 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| School-level factors |  |  |  |  |  |  |  |  |  |  |  |  |
| Number of students | β (.00) = .001 | [-.00; .00] | .384 | β (.00) = .001 | [-.00; .00] | .362 | β (.00) = .001 | [-.00; .00] | .067 | β (.00) = .001 | [.00; .00] | .634 |
| Disadvantage score | β (.01) = .05 | [.02; .08] | < .001 | β (.01) = .02 | [-.01; .04] | .289 | β (.02) = -.03 | [-.06; .01] | .182 | β (.02) = -.04 | [-.08; -.002] | .039 |
| Urbanization – City > 300k¹ | β (.04) = .01 | [-.07; .09] | .789 | β (.04) = .003 | [-.08; .07] | .930 | β (.05) = .04 | [-.06;.14] | .473 | β (.05) = .03 | [-.08; .14] | .577 |
| Urbanization – City 100k – 300k¹ | β (.03) = 0.03 | [-.09; .04] | .424 | β (.03) = -.06 | [-.12; .01] | .091 | β (.04) = -.01 | [-.09; .08] | .921 | β (.05) = -.02 | [-.11; .08] | .755 |
| Denomination | β (.04) = -.01 | [-.06; .03] | .578 | β (.02) = .01 | [-.04; .06] | .651 | β (.03) = -.03 | [-.09; .03] | .270 | β (.03) = .01 | [-.06; .07] | .866 |
|  |
| Child-level factors |  |
| Grade | β (.005) = .05 | [-.07; -.05] | < .001 | β (.01) = -.03  | [-.04; -.02] | < .001 | β (.01) = -.07 | [-.08; -.06] | < .001 | β (.01) = -.01 | [-.03; -.001] | .033 |
| Measurement moment | β (.04) = .003 | [-.08; .08] |  | β (.4) = -.02  | [-.09; .06] | .695 | β (.05) = -.01 | [-.10; .09] | .856 | β (.05) = .002 | [-.10; .10] | .961 |
| Catch-up program | β (.03) = -.17 | [-.22; -.11] | < .001 | β (.3) = -.21 | [-.26; -.16] | < .001 | β (.03) = -.09 | [-.15; -.03] | .004 | β (.07) = -.07 | [-.14; -.01] | .028 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Random effects** |
| Residual | β (.008) = .31 | [.30; .33] | < .001 | β (.01) = .28 | [.27; .30] | < .001 | β (.01) = .28 | [.27; .30] | < .001 | β (.01) = .45 | [.43; .48] | < .001 |
| School cluster | β (.002) = .001 | [-.001; .001] | .537 | β (.01) = .002 | [.00; .02] | .356 | β (.01) = .002 | [.00; .02] | .361 | β (.004) = .01 | [.004; .03] | .026 |
| Note. Separate models were run for the four outcome measures. ¹Dummy variable contrasting to smaller cities/rural. |

|  |
| --- |
| Table B2. Mixed Effects Model for Secondary School Students.  |
|  | Motivation | Self-concept | School-wellbeing | Social acceptance |
| Estimate (SE) | 95%-CI | *p* | Estimate (SE) | 95%-CI | *p* | Estimate (SE) | 95%-CI | *p* | Estimate (SE) | 95%-CI | *p* |
| **Fixed effects** |
| Intercept | β (.09) = 3.78 | [3.59; 3.96] | < .001 | β (.10) = 3.74  | [3.53; 3.94] | < .001 | β (.14) = 3.96 | [3.68; 4.23] | < .001 | β (.10) = 4.14 | [3.93; 4.35] | < .001 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| School-level factors |  |  |  |  |  |  |  |  |  |  |  |  |
| Number of students | β (.00) = .00  |  |  | β (.00) = .00  | [-.001; .001] | .603 | β (.00) = .00 | [.00; .00] | .727 | β (.00) = .00 | [.00; .00] | .97 |
| Disadvantage score | β (.00) = .00 | [-.001; .00] | .323 | β (.00) = .00 | [.00; .00] | .774 | β (.00) = .00 | [-.002;.00] | .086 | β (.00) = .00 | [-.001; .001] | .51 |
| Urbanization – City > 300k¹ | β (.11) = .11 | [-.13; .34] | .354 | β (.13) = .11 | [-.15; .36] | .410 | β (.18) = .07 | [-.29; .43] | .687 | β (.12) = .07 | [-.18; .33] | .56 |
| Urbanization – City 100k – 300k¹ | β (.08) = .01 | [-.15; .17] | .934 | β (.09) = -.06 | [-.24; .11] | .460 | β (.12) = .07 | [- .18; .32] | .32 | β (.09) = -.06 | [-.24; .11] | .46 |
| Denomination | β (.06) = .10 | [-.02; .23] | .10 | β (.07) = .05 | [-.09; .19] | .451 | β (.10) = .06 | [-.14; .26] | .523 | β (.07) = .13 | [-.004; .27] | .057 |
|  |
| Child-level factors |  |
| Grade | β (.01) = -.09 | [-.11; -.07] | < .001 | β (.01) = -.03 | [-.05; -.01] |  | β (.01) = -.13 | [-.15; -.10] | < .001 | β (.01) = -.03 | [-.06; .01] | .017 |
| Track² –  |  |  |  |  |  |  |  |  |  |  |  |  |
| Vocational | β (.06) = -.05 | [-.17; .07] | .376 | β (.07) = -.33 | [-.46; -.20] | < .001 | β (.08) = -.06 | [-.21; .09] | .45 | β (.08) = -.08 | [-.23; .06] | .26 |
| Prevocational | β (.05) = -.09 | [-.19; .00] | .057 | β (.05) = -.25 | [-.36; -.15] | < .001 | β (.06) = -.05 | [-.17; .08] | .44 | β (.06) = -.09 | [-.21; .03] | .14 |
| General secondary | β (.03) = -.11 | [-.17; -.04] | .001 | β (.04) = -.26 | [-.33; -.18] | <. 001 | β (.04) = -.11 | [-.19; -.13] | .01 | β (.04) = -.10 | [-.18; -.02] | .02 |
| Measurement moment | β (.04) = .07 | [-.02; .16] | .114 | β (.05) = .11 | [.10; .20] | .033 | β (.06) = .16 | [.04; .28] | .007 | β (.05) = .18 | [.08; .29] | < .001 |
| Catch-up program | β (.03) = -.06 | [-.13; .00] | .062 | β (.04) = -.29 | [-.36; -.22] | < .001 | β (.04) = -.07 | [-.16; .01] | .09 | β (.04) = -.02 | [-.10; .06] | .66 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Random effects** |
| Residual | β (.01) = .34 | [.32; .36] | < .001 | β (.01) = .40 | [.38; .43] | < .001 | β (.02) = .50 | [.47; .54] | < .001 | β (.02) = .51 | [.47; .54] | < .001 |
| School cluster | β (.01) = .01 | [.003; .04] | .123 | β (.01) = .01 | [.004; .04] | .12 | β (.04) = -.07 | [-.16; .01] | .09 | β (.01) = .01 | [.002; .04] | .20 |
| Note. Separate models were run for the four outcome measures. ¹Dummy variable contrasting to smaller cities/rural. ² Dummy variable contrasting to the pre-university track. |