Supplementary Material

Can trees grow school performance? Examining the link between “greenness” and academic achievement in an urban, high-poverty school district

**Ming Kuoa\*, Matthew H. E. M. Browningb,d, Sonya Sachdevac, Kangjae Leed, Lynne Westphalc**

**\* Correspondence:** Corresponding Author: fekuo@illinois.edu

# Variance Inflation Factors for Table 4

In GLMs, variance inflation factors (VIFs) were below the recommended limit of 3.0, demonstrating multicollinearity did not bias results.

**Table 1.1**

VIFs for Table 4 in the main text

|  |  |
| --- | --- |
| **Predictors** | **VIF**a |
| School trees | 1.31 |
| Neighborhood trees | 1.34 |
| %Disadvantaged | 1.72 |
| School trees\*%Disadvantaged | 1.94 |
| Neighborhood trees\*%Disadvantaged | 1.78 |

avalues were the same for reading scores and math scores

****