

Regression Discontinuity

INFO/STSCI/ILRST 3900: Causal Inference

24 Oct 2023

Learning goals for today

At the end of class, you will be able to:

1. Explain how discontinuities can be exploited for causal identification
2. Understand bias variance trade-off in selecting bandwidths

What is the effect of a certificate?

What is the effect of a certificate?

- ▶ Thistlewaite and Campbell (1960) are interested in measuring causal effect of winning a scholarship

What is the effect of a certificate?

- ▶ Thistlewaite and Campbell (1960) are interested in measuring causal effect of winning a scholarship
- ▶ High school students take Scholarship Qualifying Test (SQT)

What is the effect of a certificate?

- ▶ Thistlewaite and Campbell (1960) are interested in measuring causal effect of winning a scholarship
- ▶ High school students take Scholarship Qualifying Test (SQT)
- ▶ Each state has a specific threshold for score

What is the effect of a certificate?

- ▶ Thistlewaite and Campbell (1960) are interested in measuring causal effect of winning a scholarship
- ▶ High school students take Scholarship Qualifying Test (SQT)
- ▶ Each state has a specific threshold for score
- ▶ Students who score above a state specific threshold get **Certificate of Merit**
- ▶ Students who score well, but below the threshold get **letter of commendation**

What is the effect of a certificate?

- ▶ Thistlewaite and Campbell (1960) are interested in measuring causal effect of winning a scholarship
- ▶ High school students take Scholarship Qualifying Test (SQT)
- ▶ Each state has a specific threshold for score
- ▶ Students who score above a state specific threshold get **Certificate of Merit**
- ▶ Students who score well, but below the threshold get **letter of commendation**
- ▶ Data contains 5,126 Certificate of Merit winners and 2,848 letters of commendation winners

What is the effect of a certificate?

- ▶ CoM winners got $\approx 2.5x$ recognition, published in lists, etc.

What is the effect of a certificate?

- ▶ CoM winners got $\approx 2.5x$ recognition, published in lists, etc.
- ▶ 6 Months after awards, survey is sent out
 - ▶ Other scholarships won
 - ▶ Planning to pursue PhD or MD
 - ▶ Attitude towards intellectualism

What is the effect of a certificate?

- ▶ CoM winners got $\approx 2.5x$ recognition, published in lists, etc.
- ▶ 6 Months after awards, survey is sent out
 - ▶ Other scholarships won
 - ▶ Planning to pursue PhD or MD
 - ▶ Attitude towards intellectualism

What is the causal effect of the CoM on various attributes?

What is the effect of a scholarship?

SQT

CoM \longrightarrow Other Scholarships

What is the effect of a scholarship?

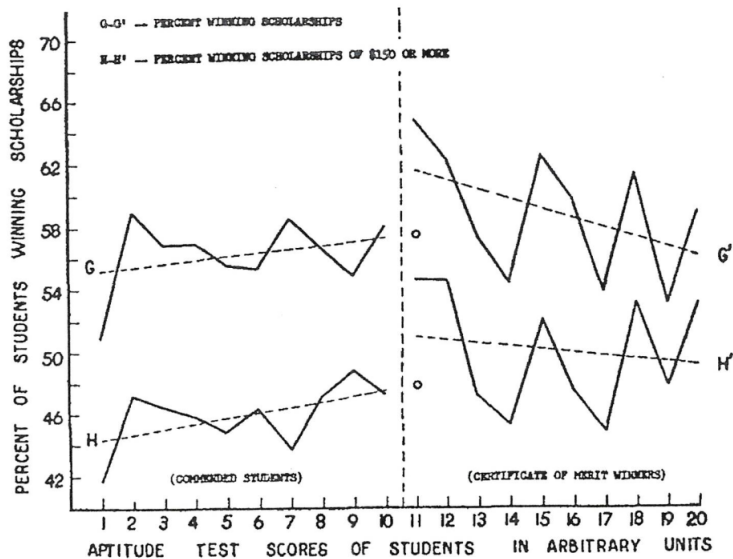


FIG. 2. Regression of success in winning scholarships on exposure determiner.

What is the effect of a scholarship?

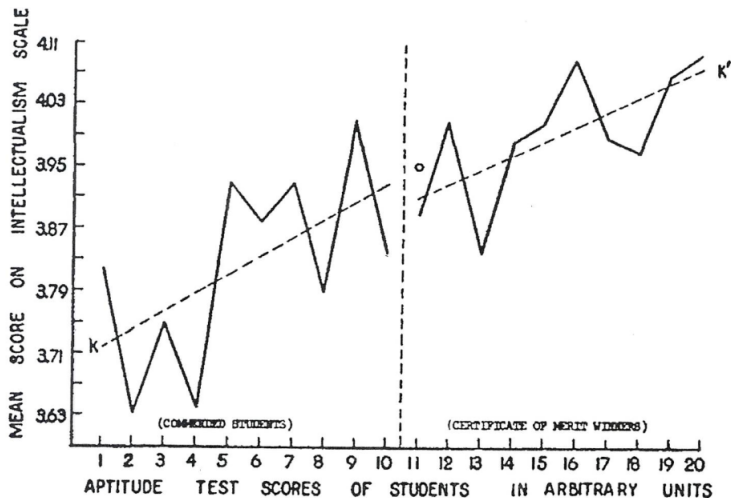


FIG. 4. Regression of attitudes toward intellectualism on exposure determiner.

Overlap assumption

Overlap assumption

- ▶ Conditioning on SQT score yields conditional exchangeability

Overlap assumption

- ▶ Conditioning on SQT score yields conditional exchangeability
- ▶ Try to apply previous methods:

Overlap assumption

- ▶ Conditioning on SQT score yields conditional exchangeability
- ▶ Try to apply previous methods:
 - ▶ Standardization:

$$E(Y^{a=1}) = \sum_s E(Y \mid \text{Score} = s, A = 1)P(\text{Score} = s)$$

$$E(Y^{a=0}) = \sum_s E(Y \mid \text{Score} = s, A = 0)P(\text{Score} = s)$$

Overlap assumption

- ▶ Conditioning on SQT score yields conditional exchangeability
- ▶ Try to apply previous methods:
 - ▶ Standardization:

$$E(Y^{a=1}) = \sum_s E(Y \mid \text{Score} = s, A = 1)P(\text{Score} = s)$$

$$E(Y^{a=0}) = \sum_s E(Y \mid \text{Score} = s, A = 0)P(\text{Score} = s)$$

- ▶ Matching:

Overlap assumption

- ▶ Conditioning on SQT score yields conditional exchangeability
- ▶ Try to apply previous methods:
 - ▶ Standardization:

$$E(Y^{a=1}) = \sum_s E(Y \mid \text{Score} = s, A = 1)P(\text{Score} = s)$$

$$E(Y^{a=0}) = \sum_s E(Y \mid \text{Score} = s, A = 0)P(\text{Score} = s)$$

- ▶ Matching:
Match each person who received Certificate of Merit with a “similar” person who received Letter of Recommendation
- ▶ In both cases, $P(\text{CoM} = 1 \mid \text{Score}) = 0$ for some scores

Local average treatment effect

Local average treatment effect

- ▶ No overlap implies we can't directly estimate ATE without strong assumptions

Local average treatment effect

- ▶ No overlap implies we can't directly estimate ATE without strong assumptions
- ▶ Let's aim for an easier target

Local average treatment effect

- ▶ No overlap implies we can't directly estimate ATE without strong assumptions
- ▶ Let's aim for an easier target
- ▶ Average Treatment effect for individuals at the cut-off

$$\mathbf{Local\ ATE} = E(Y_i^{a=1} \mid \text{Score} = c) - E(Y_i^{a=0} \mid \text{Score} = c_0)$$

- ▶ Does not tell us about treatment effect for everyone!

The big idea

The big idea

- ▶ Treatment of interest depends only on whether a **running variable** is above or below a threshold c

The big idea

- ▶ Treatment of interest depends only on whether a **running variable** is above or below a threshold c
CoM only depends on above or below score threshold
- ▶ Assume $E(Y^{a=1} | R = r)$ and $E(Y^{a=0} | R = r)$ varies smoothly

The big idea

- ▶ Treatment of interest depends only on whether a **running variable** is above or below a threshold c

CoM only depends on above or below score threshold

- ▶ Assume $E(Y^{a=1} | R = r)$ and $E(Y^{a=0} | R = r)$ varies smoothly

The average **potential outcomes** for score = 99.9 is very close to the average for score = 100.1

- ▶ Above the the cut-off $E(Y^{a=1} | R = r) = E(Y | R = r)$
- ▶ Below the the cut-off $E(Y^{a=0} | R = r) = E(Y | R = r)$

The big idea

- ▶ Treatment of interest depends only on whether a **running variable** is above or below a threshold c

CoM only depends on above or below score threshold

- ▶ Assume $E(Y^{a=1} | R = r)$ and $E(Y^{a=0} | R = r)$ varies smoothly

The average **potential outcomes** for score = 99.9 is very close to the average for score = 100.1

- ▶ Above the the cut-off $E(Y^{a=1} | R = r) = E(Y | R = r)$
- ▶ Below the the cut-off $E(Y^{a=0} | R = r) = E(Y | R = r)$
- ▶ Using observed data, estimate, $E(Y | R = r)$ for r closer and closer to the cut-off

The big idea

- ▶ Treatment of interest depends only on whether a **running variable** is above or below a threshold c

CoM only depends on above or below score threshold

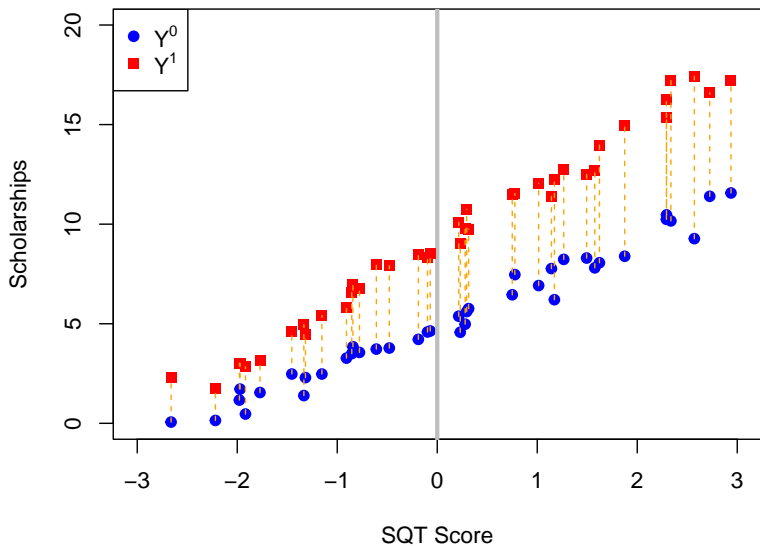
- ▶ Assume $E(Y^{a=1} | R = r)$ and $E(Y^{a=0} | R = r)$ varies smoothly

The average **potential outcomes** for score = 99.9 is very close to the average for score = 100.1

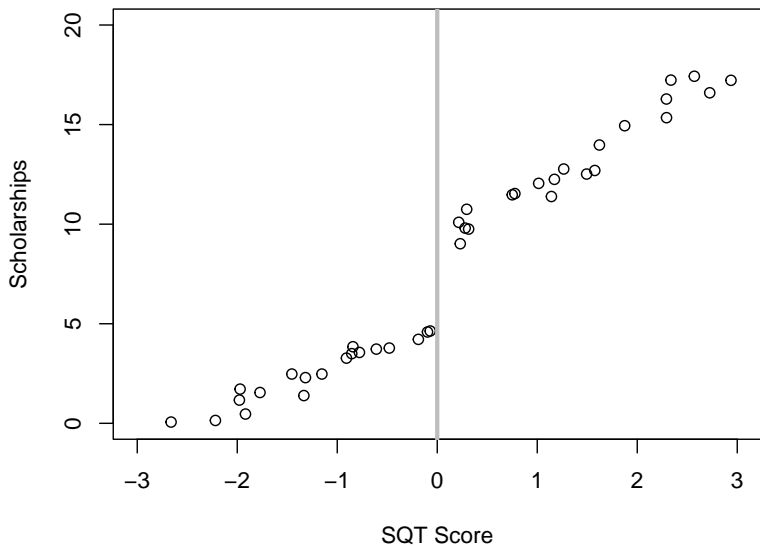
- ▶ Above the the cut-off $E(Y^{a=1} | R = r) = E(Y | R = r)$
- ▶ Below the the cut-off $E(Y^{a=0} | R = r) = E(Y | R = r)$
- ▶ Using observed data, estimate, $E(Y | R = r)$ for r closer and closer to the cut-off
- ▶ Estimate local ATE $E(Y_i^{a=1} | R_i = c) - E(Y_i^{a=0} | X_i = c)$ by

$$\underbrace{\lim_{x \rightarrow c^+} E(Y | X = x)}_{\text{from above the cut-off}} - \underbrace{\lim_{x \rightarrow c^-} E(Y | X = x)}_{\text{from below the cut-off}}$$

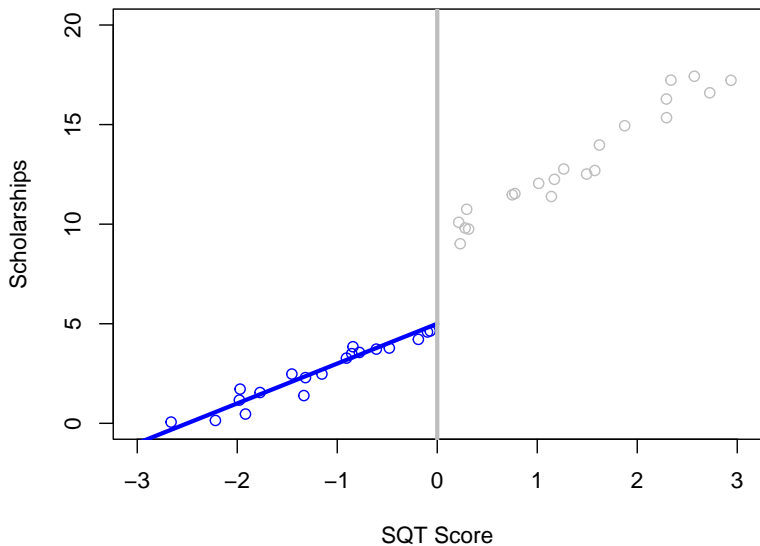
Local average treatment effect



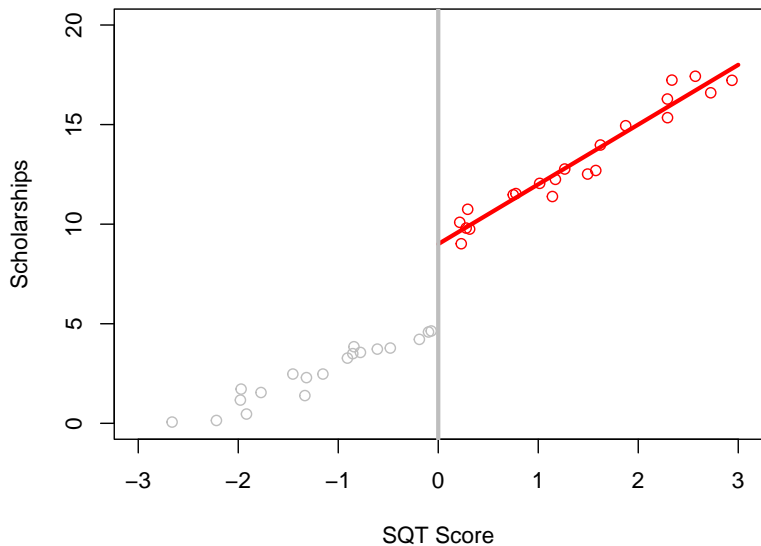
Local average treatment effect



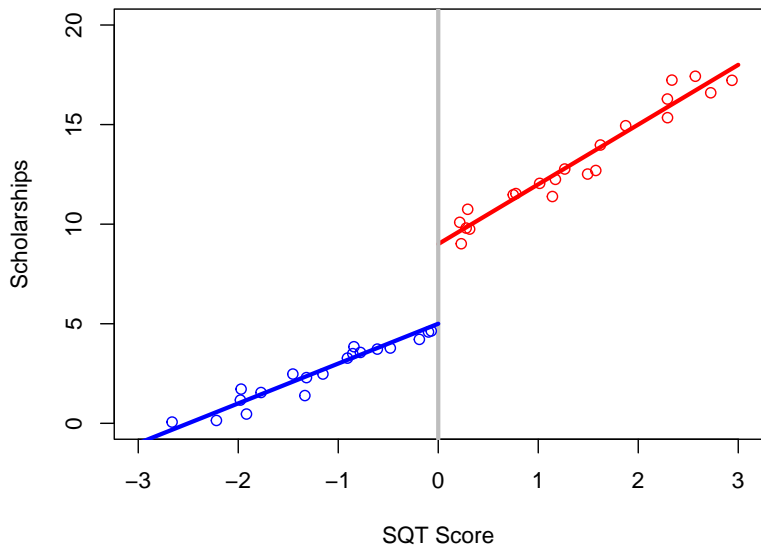
Local average treatment effect



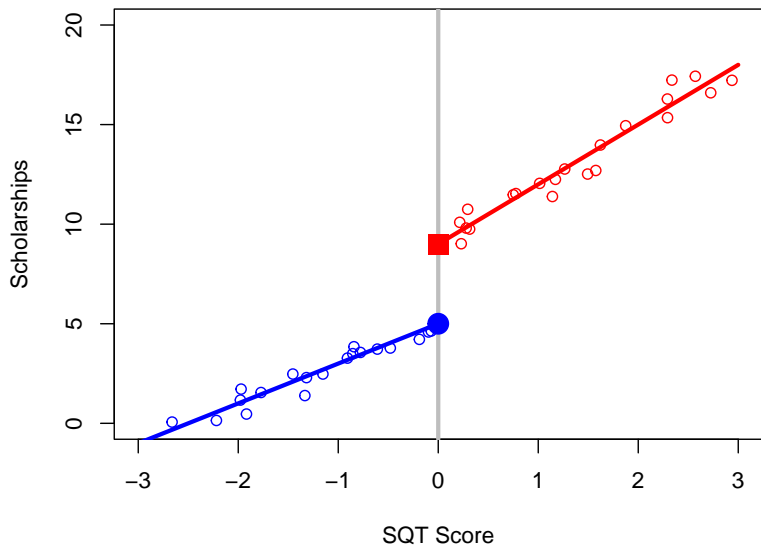
Local average treatment effect



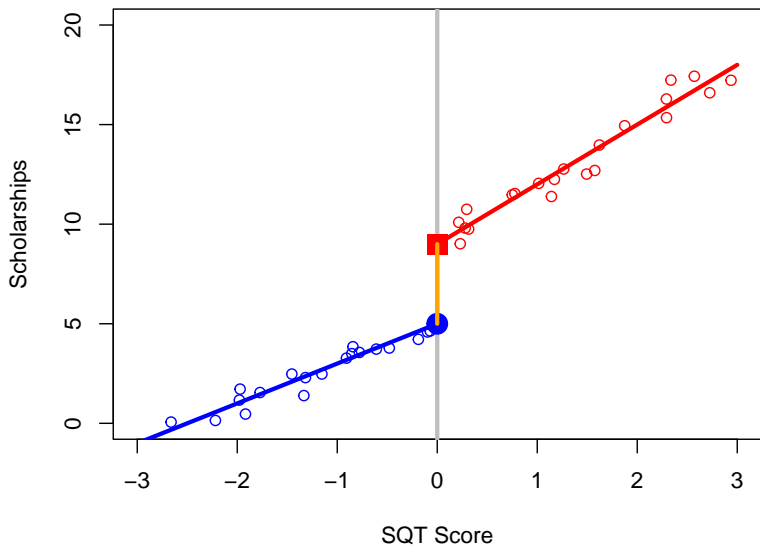
Local average treatment effect



Local average treatment effect



Local average treatment effect



Alternative intuition

- ▶ Within a small neighborhood of the cut-off, people are more or less the same

Alternative intuition

- ▶ Within a small neighborhood of the cut-off, people are more or less the same
- ▶ Ending up above or below the threshold is more or less chance
Scoring 100.1 vs 99.9 is essentially random

Alternative intuition

- ▶ Within a small neighborhood of the cut-off, people are more or less the same
- ▶ Ending up above or below the threshold is more or less chance
Scoring 100.1 vs 99.9 is essentially random
- ▶ Conditional exchangeability holds for people very close to the cut-off

Alternative intuition

- ▶ Within a small neighborhood of the cut-off, people are more or less the same
- ▶ Ending up above or below the threshold is more or less chance
Scoring 100.1 vs 99.9 is essentially random
- ▶ Conditional exchangeability holds for people very close to the cut-off
- ▶ Conditional exchangeability does not hold for people further from the cut-off

Discontinuities in the wild

Discontinuities turn up in lots of places...

- ▶ in flagship state program which requires certain test score

Discontinuities in the wild

Discontinuities turn up in lots of places...

- ▶ in flagship state program which requires certain test score
- ▶ Government benefits which require means testing

Discontinuities in the wild

Discontinuities turn up in lots of places...

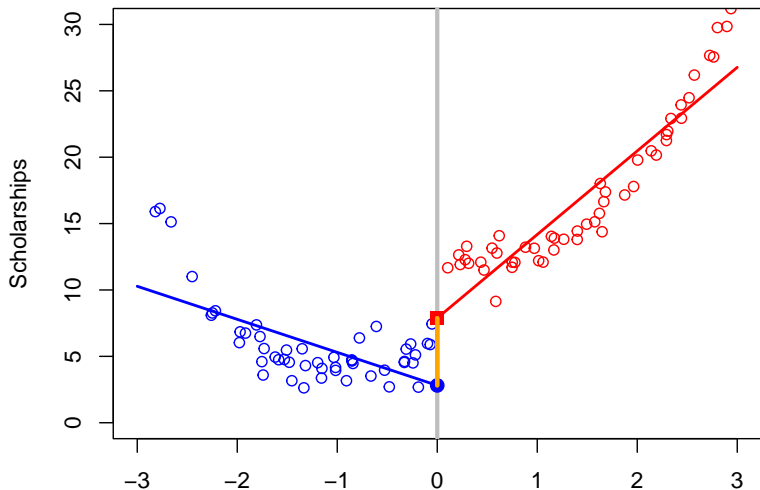
- ▶ in flagship state program which requires certain test score
- ▶ Government benefits which require means testing
- ▶ Healthcare decisions based on diagnostic test
- ▶ ...

Non-linear settings

What if $E(Y^{a=1} | X)$ is non-linear?

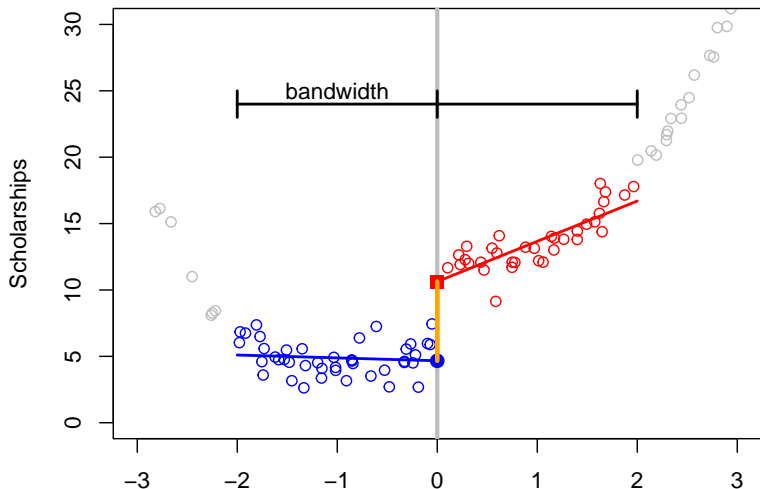
Non-linear settings

What if $E(Y^{a=1} | X)$ is non-linear?



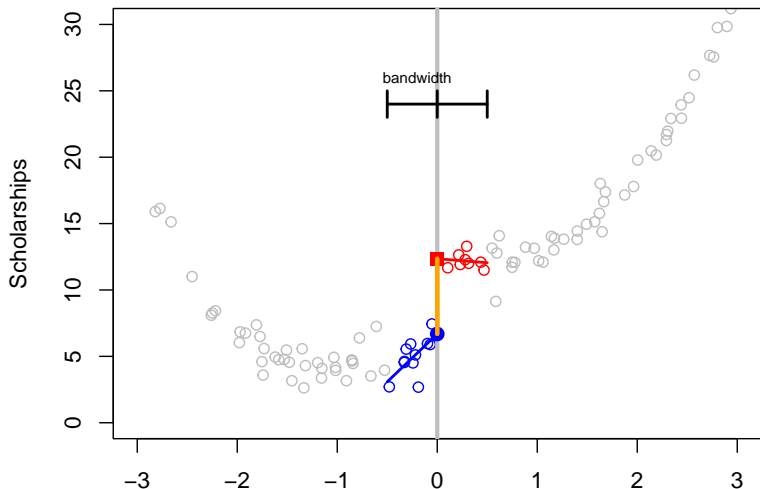
Non-linear settings

What if $E(Y^{a=1} | X)$ is non-linear?



Non-linear settings

What if $E(Y^{a=1} | X)$ is non-linear?

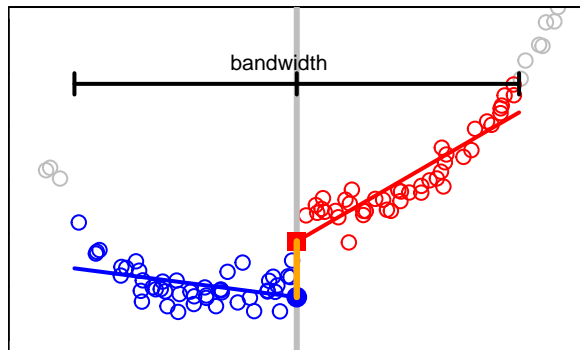


Non-linear settings

How do we choose the bandwidth?

Non-linear settings

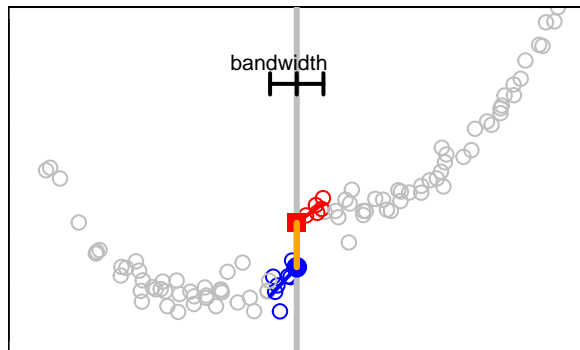
How do we choose the bandwidth?



- ▶ Bias: how far off of the truth in infinite data?

Non-linear settings

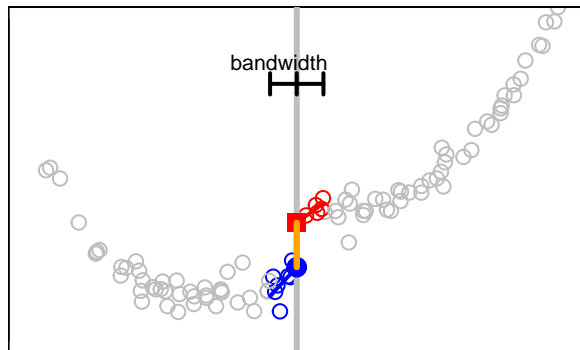
How do we choose the bandwidth?



- ▶ Bias: how far off of the truth in infinite data?
- ▶ Variance: how much would my estimate change in new sample?

Non-linear settings

How do we choose the bandwidth?



- ▶ Bias: how far off of the truth in infinite data?
- ▶ Variance: how much would my estimate change in new sample?
- ▶ Roughly speaking, bandwidth should be smaller when your data set is larger

Regression discontinuity

Pros:

- ▶ Very few assumptions required

Regression discontinuity

Pros:

- ▶ Very few assumptions required
- ▶ Plausible in many real applications

Cons:

- ▶ Can only estimate local ATE, does not generalize well
- ▶ Results depend on picking a bandwidth

Learning goals for today

At the end of class, you will be able to:

1. Explain how discontinuities can be exploited for causal identification
2. Understand bias variance trade-off in selecting bandwidths