

Appendix

Appendix Table 1A

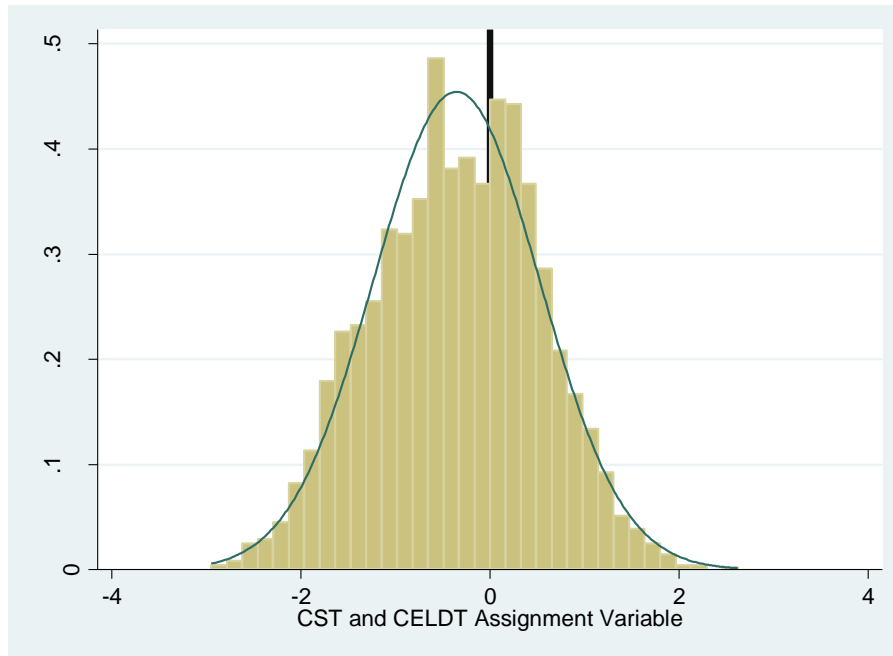
*Special Education and Students without Prior Scores are more likely to be Missing
Reclassification Criteria in Manzanita District (MLOGIT/ODD RATIOS)*

	(1) 7 th Graders (CELDT/CST)	(2) 8 th Graders (CELDT/CST/ GPA)	(3) 8 th Graders (CELDT/CST)	(1) 7 th Graders (CELDT/CST)	(2) 8 th Graders (CELDT/CST/ GPA)	(3) 8 th Graders (CELDT/CST)
All Criteria Available						
	One Criterion is Missing			All Criteria are Missing		
Female	1.23*** (0.07)	0.88 (0.09)	0.86 (0.09)	1.29* (0.14)	0.92 (0.55)	1.45 (0.54)
Hispanic (Ref.)						
Asian	0.83 (0.16)	1.22 (0.35)	1.38 (0.40)	1.01 (0.26)	0.32 (0.26)	0.36 (0.32)
Other	0.84 (0.16)	0.52 (0.22)	0.57 (0.24)	1.39 (0.54)	0.91 (0.59)	0.78 (0.56)
Born in the U.S.	0.71*** (0.07)	1.05 (0.16)	0.99 (0.18)	1.01 (0.16)	0.78 (0.51)	0.95 (0.27)
FRL	0.71 (0.16)	0.84 (0.29)	0.93 (0.29)	0.57 (0.17)	0.27*** (0.09)	0.29 (0.20)
Special Education	46.41*** (13.87)	18.14*** (3.12)	19.04*** (3.23)	17.38*** (6.22)	4.25** (1.97)	45.75*** (11.59)
Prior CELDT unavailable†	3.58*** (0.45)	5.97*** (1.48)	5.87*** (1.63)	21.77*** (12.33)	26.99*** (10.65)	40.70*** (14.44)
Prior CST unavailable†	15.70*** (2.62)	4.08*** (0.47)	4.61*** (0.50)	118.95*** (52.52)	0.19*** (0.09)	1.16 (0.47)
			<i>N</i>	4231	3430	3430
			<i>df_m</i>	6.00	6.00	6.00
			<i>pr2</i>	.47	.41	.41

Note. All the models include students' cohort and school fixed effects. Model 1 outcome includes three categories for 7th graders: 1) all criteria available (reference group) means they have CELDT/CST scores, 2) student has CELDT or CST scores, or 3) the student does not have any scores. Model 2 outcome includes three categories for 8th graders: 1) all criteria available (reference group) means they have CELDT, CST and GPA versus 2) they are missing either CELDT, CST, or GPA 3) they are missing both scores and GPA. Model 3 outcome only includes the CELDT and CST for 8th graders. † For 7th graders prior scores are 6th grade CELDT and 5th grade CST, and for 8th graders prior scores are 7th grade CELDT and 6th grade CST. Special education students and students who are missing prior years scores (referred unidentifiable students) are more likely to be missing one or all reclassification. Furthermore, in some instances students born in the United States and those that qualify for free and reduce lunch (FRL) are less likely to be missing one or all reclassification criteria.

Appendix Figure 1A

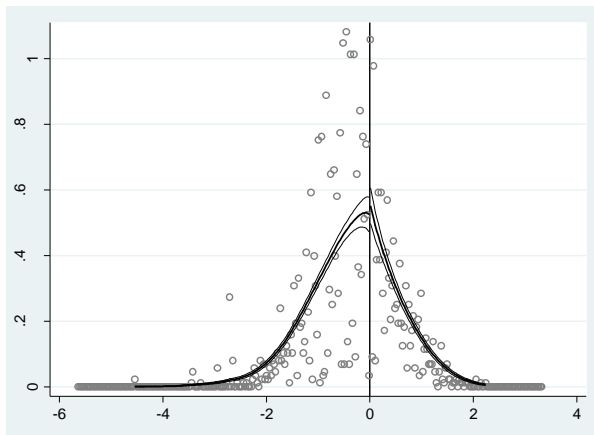
CELDT and CST ELA (Centered at 556 and 325 and Standardized)



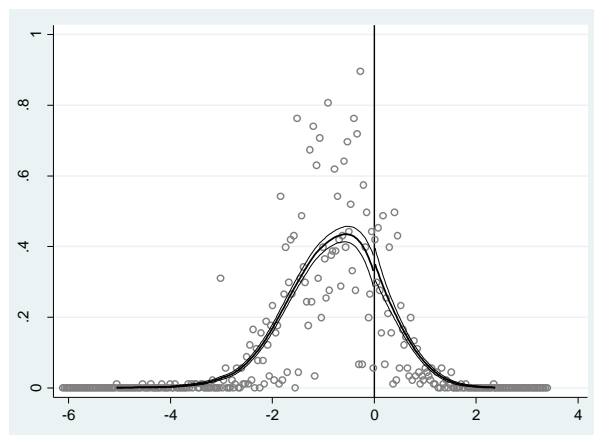
Appendix Figure 2A

McCrary (2008) Test

7th Grade



8th Grade



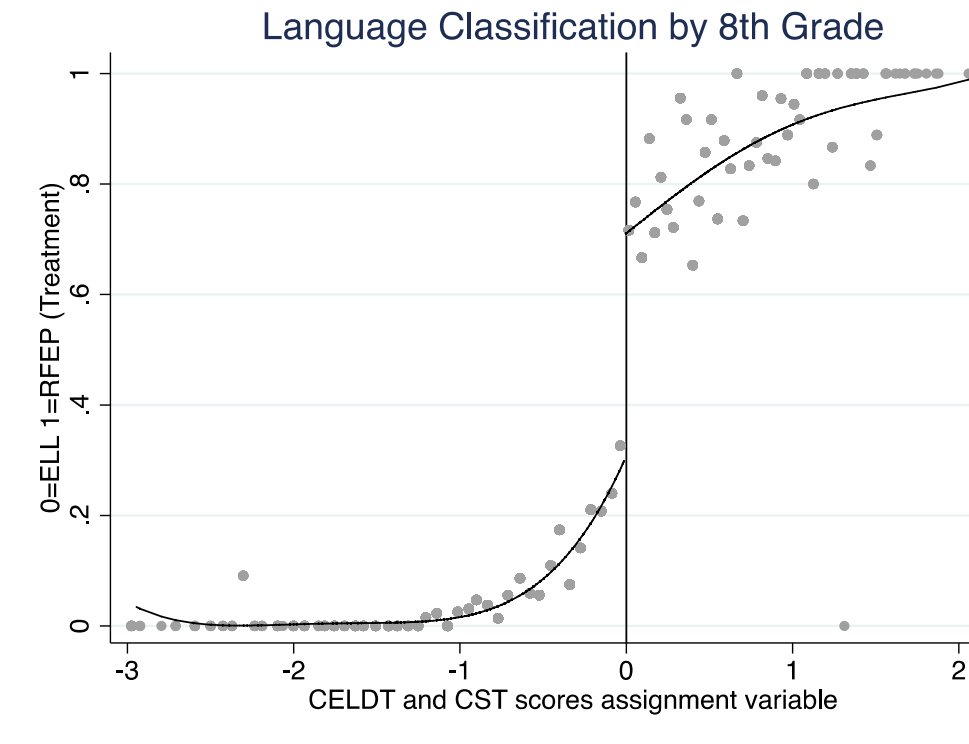
Appendix Table 2A

Students Demographics and Reclassification Assignment Variable

	Coefficient	Standard Error
Female/Male	-.04	.04
Hispanic/Asian American	-.01	.02
Hispanic/Other	-.00	.01
Asian American/Other	.05	.13
Born in the US	-.04	.04
Free or Reduced Lunch	-.03	.02
Special Education	-.01	.01

Figure 1

RD Stage 1 Language Classification (Treatment)



Appendix Table 3A

Language Classification Effects on Achievement Outcomes

	Math Grade Course		
	9 th	10 th	11 th
RD	.03 (.07)	.12 (.08)	.06 (.17)
N	2,969	2,161	1,118
Cohorts	1-3	1-2	1

Note. As a robustness check, we categorized the math courses differently than the original models. Here, 9th grade math courses were (1) geometry and (0) honors algebra, algebra, and pre-algebra. In 10th grade math courses were (1) algebra II and (0) geometry and algebra I. In 11th grade math courses were (1) trigonometry and (0) algebra II, geometry, and algebra I. The RD results remained the same as the original models.

Appendix Table 4A

Language Classification Effects on Achievement Outcomes (Frontier Models)

	CST ELA		CAHSEE (Continuous)		CAHSEE (Pass/Fail)		Math Grade Course		
	9 th	10 th	10 th ELA	10 th Math	10 th ELA	10 th Math	9 th	10 th	11 th
RD	.00 (.30)	-.44 (.35)	-.41 (.25)	.04 (.27)	-.62 (.22)	-.13 (.12)	.12 (.11)	-.07 (.18)	.02 (.24)
N	1,797	912	1,797	912	1,797	912	2,425	1,797	912
Cohorts	1-2	1	1-2	1-2	1-2	1-2	1-3	1-2	1

Appendix Table 5A

Language Classification Effects on Behavior Outcomes (Frontier Models)

	Absences			On-Campus Suspensions			Off-Campus Suspensions		
	9 th	10 th	11 th	9 th	10 th	11 th	9 th	10 th	11 th
RD	.01 (.15)	.05 (.29)	-.03 (.58)	-.03 (.21)	.53* (.27)	.22 (.35)	.08 (.17)	.39 (.39)	.91* (.46)
N	2,425	1,797	912	2,425	1,797	912	2,425	1,797	912
Cohorts	1-3	1-2	1	1-3	1-2	1	1-3	1-2	1