Supplemental Material

Appendices A-G

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| --- | --- | --- | --- | --- |
| Table A1. Coefficients and standard errors from models predicting standardized mathematics and English/language arts achievement from disability status after ED de-identification | | | | |
| Panel 1: Mathematics achievement (standardized) | | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED De-identified with New Disability Identification | -0.236\*\* | -0.0235 | -0.0279+ | 0.0783\*\* |
|  | (0.0300) | (0.0145) | (0.0145) | (0.0269) |
| ED De-identified with No Disability Identification | 0.688\*\* | 0.177\*\* | 0.176\*\* | 0.0637\*\* |
|  | (0.0271) | (0.0145) | (0.0168) | (0.0200) |
| Constant | -0.567\* | 0.508+ | -0.244\*\* | -0.969\*\* |
|  | (0.220) | (0.263) | (0.00531) | (0.0204) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year achievement in math and reading |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 41,954 | 41,954 | 41,954 | 41,954 |
| R-squared | 0.037 | 0.524 | 0.505 | 0.035 |
| Number of students |  |  |  | 16,140 |
| Number of school-year-grades |  |  | 4,404 |  |
| Panel 2: English/language arts achievement (standardized) | | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED De-identified with New Disability Identification | -0.298\*\* | -0.0480\*\* | -0.0371\* | 0.0755\* |
|  | (0.0350) | (0.0180) | (0.0189) | (0.0310) |
| ED De-identified with No Disability Identification | 0.747\*\* | 0.199\*\* | 0.200\*\* | 0.0593\*\* |
|  | (0.0286) | (0.0160) | (0.0169) | (0.0209) |
| Constant | -0.935\* | 0.420 | -0.222\*\* | -0.888\*\* |
|  | (0.377) | (0.376) | (0.00665) | (0.0216) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year achievement in math and reading |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 41,954 | 41,954 | 41,954 | 41,954 |
| R-squared | 0.032 | 0.515 | 0.500 | 0.009 |
| Number of students |  |  |  | 16,140 |
| Number of school-year-grades |  |  | 4,404 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

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| --- | --- | --- | --- | --- |
| Table A2. Coefficients and standard errors from models predicting student suspensions from disability status after ED de-identification | | | | |
| Panel 1: Student Experienced OSS | | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED De-identified with New Disability Identification | -0.123\*\* | -0.0858\*\* | -0.0917\*\* | 0.0504\*\* |
|  | (0.00990) | (0.00877) | (0.0101) | (0.0132) |
| ED De-identified with No Disability Identification | -0.194\*\* | -0.141\*\* | -0.121\*\* | 0.00220 |
|  | (0.00898) | (0.00770) | (0.00939) | (0.0123) |
| Constant | 0.261\*\* | 0.237\*\* | 0.285\*\* | 0.507\*\* |
|  | (0.0135) | (0.0128) | (0.00233) | (0.0250) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year OSS and ISS |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 60,779 | 60,779 | 60,779 | 60,779 |
| R-squared | 0.041 | 0.135 | 0.053 | 0.027 |
| Number of students |  |  |  | 22,182 |
| Number of school-year-grades |  |  | 21,135 |  |
| Panel 2: Student Experienced ISS | | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED De-identified with New Disability Identification | -0.0561\*\* | -0.0483\*\* | -0.0441\*\* | -0.00318 |
|  | (0.00707) | (0.00683) | (0.00773) | (0.0115) |
| ED De-identified with No Disability Identification | -0.155\*\* | -0.144\*\* | -0.151\*\* | -0.0863\*\* |
|  | (0.00610) | (0.00577) | (0.00856) | (0.00974) |
| Constant | 0.0683\*\* | 0.0654\*\* | 0.146\*\* | 0.166\*\* |
|  | (0.00707) | (0.00697) | (0.00217) | (0.0156) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year OSS and ISS |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 60,779 | 60,779 | 60,779 | 60,779 |
| R-squared | 0.043 | 0.074 | 0.033 | 0.027 |
| Number of students |  |  |  | 22,182 |
| Number of school-year-grades |  |  | 21,135 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table B1. Coefficients and standard errors from models predicting standardized mathematics and English/language arts achievement with urbanicity interaction | | | | |
| Panel 1: Mathematics achievement (standardized) | | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED De-identified | 0.204\*\* | 0.0703\*\* | 0.0702\*\* | 0.0613\*\* |
|  | (0.0262) | (0.0134) | (0.0138) | (0.0197) |
| ED De-identified X City | -0.0284 | -0.00224 | 0.00219 | 0.0352 |
|  | (0.0476) | (0.0270) | (0.0308) | (0.0368) |
| City | -0.364\*\* | -0.0899\*\* | -0.0338\*\* | 0.00693 |
|  | (0.0320) | (0.0132) | (0.0122) | (0.0268) |
| Constant | -0.355+ | 0.559\* | -0.228\*\* | -0.970\*\* |
|  | (0.212) | (0.259) | (0.00633) | (0.0222) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year achievement in math and reading |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 41,935 | 41,935 | 41,935 | 41,935 |
| R-squared | 0.040 | 0.525 | 0.504 | 0.035 |
| Number of students |  |  |  | 16,136 |
| Number of school-year-grades |  |  | 4,402 |  |
| Panel 2: English/language arts achievement (standardized) | | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED De-identified | 0.199\*\* | 0.0634\*\* | 0.0739\*\* | 0.0655\*\* |
|  | (0.0235) | (0.0131) | (0.0134) | (0.0221) |
| ED De-identified X City | -0.0229 | 0.0157 | 0.0192 | 0.00838 |
|  | (0.0474) | (0.0257) | (0.0298) | (0.0418) |
| City | -0.371\*\* | -0.0930\*\* | -0.0409+ | -0.0978\*\* |
|  | (0.0322) | (0.0139) | (0.0225) | (0.0280) |
| Constant | -0.719+ | 0.476 | -0.204\*\* | -0.858\*\* |
|  | (0.366) | (0.373) | (0.00775) | (0.0233) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year achievement in math and reading |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 41,935 | 41,935 | 41,935 | 41,935 |
| R-squared | 0.030 | 0.515 | 0.498 | 0.009 |
| Number of students |  |  |  | 16,136 |
| Number of school-year-grades |  |  | 4,402 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Table B2. Coefficients and standard errors from models predicting discipline outcomes with urbanicity interaction | | | | | |
| Panel 1: Student Experienced OSS | | | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED De-identified | -0.136\*\* | -0.104\*\* | -0.104\*\* | 0.0276\*\* |
|  | (0.00772) | (0.00701) | (0.00873) | (0.0105) |
| ED De-identified X City | -0.0366\* | -0.0135 | -0.0105 | -0.00891 |
|  | (0.0171) | (0.0153) | (0.0163) | (0.0218) |
| City | 0.197\*\* | 0.143\*\* |  | 0.0517\*\* |
|  | (0.0152) | (0.0117) |  | (0.0128) |
| Constant | 0.121\*\* | 0.113\*\* | 0.284\*\* | 0.487\*\* |
|  | (0.0366) | (0.0361) | (0.00234) | (0.0257) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year achievement in math and reading |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 60,291 | 60,291 | 60,291 | 60,291 |
| R-squared | 0.078 | 0.153 | 0.053 | 0.028 |
| Number of students |  |  |  | 22,130 |
| Number of school-year-grades |  |  | 20,898 |  |
| Panel 2: Student experienced ISS | | | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED De-identified | -0.126\*\* | -0.112\*\* | -0.112\*\* | -0.0487\*\* |
|  | (0.00615) | (0.00599) | (0.00777) | (0.00963) |
| ED De-identified X City | 0.0476\*\* | 0.0418\*\* | 0.0407\*\* | 0.00333 |
|  | (0.0112) | (0.0106) | (0.0133) | (0.0154) |
| City | -0.0690\*\* | -0.0636\*\* |  | -0.0275\*\* |
|  | (0.0114) | (0.0107) |  | (0.0104) |
| Constant | 0.0463\*\* | 0.0422\* | 0.146\*\* | 0.180\*\* |
|  | (0.0173) | (0.0173) | (0.00220) | (0.0163) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year achievement in math and reading |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 60,291 | 60,291 | 60,291 | 60,291 |
| R-squared | 0.048 | 0.078 | 0.030 | 0.026 |
| Number of students |  |  |  | 22,130 |
| Number of school-year-grades |  |  | 20,898 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | | |

**Robustness and Sensitivity Checks**

**Including the period prior to ED identification**. In our primary models, we dropped observations in the time period before a student received an ED label. Our first sensitivity check retained these observations and allowed for a comparison of both the pre-ED identification period and the post-ED identification period to the time in which a student was identified as ED. Estimates from these models are presented in Appendix Tables C1-C4. Consistent with our primary findings, the results show a positive relationship between de-identification and academic achievement (Tables C1 and C2) though the magnitude of the relationship tends to be smaller (around 0.03-0.04 standard deviations). We also note that students currently classified as ED consistently perform better academically relative to the period prior to their identification. Results for models predicting suspensions (Tables C3 and C4) continue to suggest that students who have been de-identified tend to be less likely to experience an ISS. The magnitudes of the relationships are generally consistent with those of the primary model for OSS as well; yet, the positive relationship between de-identification and OSS in the student fixed-effect model is no longer positive or significant in this robustness analysis.

**Limiting the sample to students who were in the earliest grade in the first year of data.** Given that our data were bound in time, namely from 2005-2006 to 2012-2013, we observed some students’ ED status and academic achievement for only a period of their academic trajectory. For instance, in the first year of data, some students were already in 8th grade. To ensure that the inclusion of these partial views of some students’ academic trajectories were not influencing results, we reran our primary analysis on a sample of students who were in the earliest grade level in the data during the first year of observed data. Specifically, for academic achievement, we reran our models with data on students who were 3rd graders (the first grade level with achievement test scores) in the first year of data. For discipline outcomes, we ran models with students who were kindergartners in the first year of the data. Results of models predicting mathematics and English/language arts achievement for this sample are shown in Appendix Tables D1 and D2. As shown, the positive relationship between ED de-identification and academic achievement remains consistent with the primary models. Results of models predicting OSS and ISS are shown in Tables D3 and D4. As shown, the results for the disciplinary outcomes remain generally consistent with the primary models though neither of the estimates from the student fixed effects models (column 4) are statistically significant.

**Omission of 10th grade achievement scores.** Our primary models included grades 3-8 and grade 10 achievement scores. The inclusion of tenth grade scores, however, meant that the models mixed achievement scores across the primary and secondary levels while additionally introducing an omitted year between 8th and 10 grade achievement measures. To ensure that the omission of 9th grade and the inclusion of a secondary-school assessment were not influencing results, we reran our primary models excluding 10th grade. Results shown in Appendix Tables E1 and E2 demonstrate that results were not sensitive to the choice to include 10th grade test scores in the primary models.

**Use of logistic regression for suspension outcomes.** Given that our discipline outcomes were binary indicators of OSS and ISS, we modeled the outcomes using logistic regression as an additional robustness check. These models were estimated using standard logistic regression when controlling for year and grade fixed effects and using conditional logit models when including school by grade by year or student fixed effects. Results of these models are shown in Appendix Tables F1 and F2. As shown, though the magnitude of the coefficients is not as directly interpretable as those of the linear probability models, the direction and significance are consistent with those of the primary models. Specifically, ED de-identification tends to predict lower rates of ISS but predicts higher rates of OSS in the student fixed effects model. We retain the linear probability models as the primary approach due to the ease of interpreting the magnitude of the coefficients.

**Modeling days suspended.** Finally, we modeled disciplinary outcomes as the number of days that a student experienced OSS or ISS. Given that many students are suspended multiple times in a year and that lengths of suspensions can vary, these models potentially pick up relationships between ED de-identification and disciplinary outcomes on the intensive rather than extensive margin. Results of these models using ordinary least squares (OLS) are shown in Appendix Tables G1 and G2. Results of these models using Poisson regression are shown in Appendix Tables G3 and G4. As shown, the results generally support the primary findings. In particular, in the fully specified student fixed-effect model, ED de-identification is predictive of fewer days of ISS; however, the relationship with days of OSS was statistically insignificant in the fully specified model using OLS.

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| --- | --- | --- | --- | --- |
| Table C1. Coefficients and standard errors from models predicting standardized mathematics achievement from ED de-identification indicator and indicator of time prior to ED identification | | | | |
|  |  | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but will be | -0.0414\* | -0.0493\*\* | -0.0431\*\* | -0.0828\*\* |
|  | (0.0167) | (0.00729) | (0.00851) | (0.0134) |
| ED - Not currently but was | 0.0724\*\* | 0.0249\* | 0.0245\* | 0.0328\* |
|  | (0.0210) | (0.0101) | (0.0117) | (0.0167) |
| Constant | -1.454\*\* | -0.542\*\* | -0.197\*\* | -1.404\*\* |
|  | (0.0980) | (0.0726) | (0.00506) | (0.0839) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year achievement in math and reading | | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 40,532 | 40,532 | 40,532 | 40,532 |
| R-squared | 0.009 | 0.544 | 0.525 | 0.032 |
| Number of students |  |  |  | 15,002 |
| Number of school-year-grades |  |  | 3,796 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table C2. Coefficients and standard errors from models predicting standardized English/language arts achievement from ED de-identification indicator and indicator of time prior to ED identification | | | | |
|  |  | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but will be | 0.0121 | -0.0235\* | -0.0205\* | -0.00505 |
|  | (0.0147) | (0.00952) | (0.00920) | (0.0144) |
| ED - Not currently but was | 0.0480\* | 0.0215+ | 0.0322\* | 0.0325+ |
|  | (0.0229) | (0.0127) | (0.0127) | (0.0179) |
| Constant | -1.384\*\* | -0.452\*\* | -0.193\*\* | -1.429\*\* |
|  | (0.121) | (0.0749) | (0.00547) | (0.0901) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year achievement in math and reading | | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 40,532 | 40,532 | 40,532 | 40,532 |
| R-squared | 0.003 | 0.524 | 0.507 | 0.011 |
| Number of students |  |  |  | 15,002 |
| Number of school-year-grades |  |  | 3,796 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table C3. Coefficients and standard errors from models predicting student suspensions from ED de-identification indicator and indicator of time prior to ED identification | | | | |
|  |  | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but will be | -0.00258 | 0.00699 | -0.00220 | -0.0633\*\* |
|  | (0.00735) | (0.00659) | (0.00701) | (0.00937) |
| ED - Not currently but was | -0.167\*\* | -0.125\*\* | -0.115\*\* | -0.00586 |
|  | (0.00798) | (0.00701) | (0.00820) | (0.0117) |
| Constant | 0.255\*\* | 0.183\*\* | 0.303\*\* | 0.469\*\* |
|  | (0.0155) | (0.0145) | (0.00278) | (0.0563) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year OSS and ISS |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 46,058 | 46,058 | 46,058 |  |
| R-squared | 0.036 | 0.134 | 0.050 |  |
| Number of students |  |  |  |  |
| Number of school-year-grades |  |  | 16,858 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table C4. Coefficients and standard errors from models predicting student in-school suspensions from ED de-identification indicator and indicator of time prior to ED identification | | | | |
|  |  | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but will be | -0.102\*\* | -0.0929\*\* | -0.105\*\* | -0.111\*\* |
|  | (0.00504) | (0.00499) | (0.00549) | (0.00773) |
| ED - Not currently but was | -0.105\*\* | -0.0963\*\* | -0.0935\*\* | -0.0491\*\* |
|  | (0.00622) | (0.00605) | (0.00642) | (0.00967) |
| Constant | 0.105\*\* | 0.0918\*\* | 0.157\*\* | 0.173\*\* |
|  | (0.0113) | (0.0108) | (0.00218) | (0.0464) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year OSS and ISS |  | Yes | Yes | Yes |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 46,058 | 46,058 | 46,058 | 46,058 |
| R-squared | 0.050 | 0.081 | 0.041 | 0.025 |
| Number of students |  |  |  | 18,671 |
| Number of school-year-grades |  |  | 16,858 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table D1. Coefficients and standard errors from models predicting standardized mathematics achievement from ED de-identification indicator for students in third grade in the first year of observed data | | | | |
|  |  | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but was | 0.213\*\* | 0.0637\*\* | 0.0541\* | 0.0572 |
|  | (0.0420) | (0.0218) | (0.0252) | (0.0372) |
| Constant | -0.936 | 0.717 | -0.208\*\* | -0.874\*\* |
|  | (1.046) | (0.711) | (0.0128) | (0.0223) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year achievement in math and reading | | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 5,637 | 5,637 | 5,637 | 5,637 |
| R-squared | 0.015 | 0.557 | 0.542 | 0.040 |
| Number of students |  |  |  | 1,447 |
| Number of school-year-grades |  |  | 687 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table D2. Coefficients and standard errors from models predicting standardized English/language arts achievement from ED de-identification indicator for students in third grade in the first year of observed data | | | | |
|  |  | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but was | 0.219\*\* | 0.0744\*\* | 0.0687\* | 0.121\*\* |
|  | (0.0443) | (0.0230) | (0.0272) | (0.0414) |
| Constant | -1.491 | 0.411 | -0.203\*\* | -0.812\*\* |
|  | (0.921) | (0.452) | (0.0138) | (0.0248) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year achievement in math and reading | | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 5,637 | 5,637 | 5,637 | 5,637 |
| R-squared | 0.008 | 0.534 | 0.521 | 0.009 |
| Number of students |  |  |  | 1,447 |
| Number of school-year-grades |  |  | 687 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table D3. Coefficients and standard errors from models predicting student out-of-school suspensions with data restricted to kindergartners in first year of observed data | | | | |
|  |  | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but was | -0.188\*\* | -0.145\*\* | -0.170\*\* | 0.0319 |
|  | (0.0242) | (0.0221) | (0.0398) | (0.0402) |
| Constant | 0.385\*\* | 0.218+ | 0.256\*\* | 0.540\*\* |
|  | (0.138) | (0.120) | (0.00942) | (0.184) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year OSS and ISS |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 3,171 | 3,171 | 3,171 | 3,171 |
| R-squared | 0.018 | 0.127 | 0.040 | 0.004 |
| Number of students |  |  |  | 1,066 |
| Number of school-year-grades |  |  | 1,952 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table D4. Coefficients and standard errors from models predicting student in-school suspensions from data restricted to kindergartners in first year of observed data | | | | |
|  |  | | |  |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but was | -0.0751\*\* | -0.0664\*\* | -0.0671\*\* | -0.0104 |
|  | (0.0102) | (0.00961) | (0.0256) | (0.0296) |
| Constant | 0.0807 | 0.0621 | 0.0745\*\* | 0.0761 |
|  | (0.0644) | (0.0652) | (0.00606) | (0.136) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year OSS and ISS |  | Yes | Yes | Yes |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 3,171 | 3,171 | 3,171 | 3,171 |
| R-squared | 0.011 | 0.026 | 0.026 | 0.003 |
| Number of students |  |  |  | 1,066 |
| Number of school-year-grades |  |  | 1,952 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table E1. Coefficients and standard errors from models predicting standardized mathematics achievement from ED de-identification indicator with 10th grade scores excluded | | | | |
|  |  | | |  |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but was | 0.176\*\* | 0.0597\*\* | 0.0565\*\* | 0.0812\*\* |
|  | (0.0244) | (0.0113) | (0.0130) | (0.0219) |
| Constant | -0.567\*\* | -0.146\*\* | -0.213\*\* | -0.513\*\* |
|  | (0.0409) | (0.0192) | (0.00504) | (0.0748) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year achievement in math and reading | | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 35,675 | 35,675 | 35,675 | 35,675 |
| R-squared | 0.012 | 0.540 | 0.523 | 0.037 |
| Number of students |  |  |  | 14,177 |
| Number of school-year-grades |  |  | 3,966 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table E2. Coefficients and standard errors from models predicting standardized English/language arts achievement from ED de-identification indicator with 10th grade scores excluded | | | | |
|  |  | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but was | 0.176\*\* | 0.0611\*\* | 0.0680\*\* | 0.0903\*\* |
|  | (0.0235) | (0.0126) | (0.0139) | (0.0233) |
| Constant | -0.687\*\* | -0.183\*\* | -0.202\*\* | -0.280\*\* |
|  | (0.0433) | (0.0218) | (0.00540) | (0.0799) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year achievement in math and reading |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 35,675 | 35,675 | 35,675 | 35,675 |
| R-squared | 0.004 | 0.527 | 0.511 | 0.010 |
| Number of students |  |  |  | 14,177 |
| Number of school-year-grades |  |  | 3,966 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table F1. Coefficients and standard errors from models predicting student OSS from ED de-identification using logistic regression | | | | |
|  |  | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but was | -0.871\*\* | -0.663\*\* | -0.683\*\*\* | 0.196\*\* |
|  | (0.0446) | (0.0427) | (0.0450) | (0.0914) |
| Constant | -1.505\*\* | -1.915\*\* |  |  |
|  | (0.0523) | (0.0519) |  |  |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year OSS and ISS |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 60,779 | 60,779 | 34,480 | 25,636 |
| Number of students |  |  |  | 7,573 |
| Number of school-year-grades |  |  | 6,348 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4.; Sample sizes are lower in columns 5 and 6 due to the use of conditional logit (for fixed-effects) dropping groups with no variation in the outcome variable | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table F2. Coefficients and standard errors from models predicting student in-school suspensions from ED de-identification indicator using logistic regression | | | | |
|  |  | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but was | -1.157\*\* | -1.095\*\* | -1.205\*\* | -0.726\*\* |
|  | (0.0616) | (0.0612) | (0.0668) | (0.118) |
| Constant | -2.535\*\* | -2.690\*\* |  |  |
|  | (0.0874) | (0.0831) |  |  |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year OSS and ISS |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 60,779 | 60,779 | 22,192 | 18,598 |
| Number of students |  |  |  | 5,384 |
| Number of school-year-grades |  |  | 4,038 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4.; Sample sizes are lower in columns 5 and 6 due to the use of conditional logit (for fixed-effects) dropping groups with no variation in the outcome variable | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table G1. Coefficients and standard errors from models predicting days of student OSS from ED de-identification | | | | |
|  |  | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but was | -1.055\*\* | -0.590\*\* | -0.574\*\* | 0.136 |
|  | (0.0588) | (0.0371) | (0.0536) | (0.0864) |
| Constant | 1.077\*\* | 0.826\*\* | 1.298\*\* | 3.280\*\* |
|  | (0.0977) | (0.0881) | (0.0171) | (0.186) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year OSS and ISS |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 60,779 | 60,779 | 60,779 | 60,779 |
| Number of students |  |  |  | 22,182 |
| Number of school-year-grades |  |  | 21,135 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table G2. Coefficients and standard errors from models predicting days of student in-school suspensions from ED de-identification indicator | | | | |
|  |  | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but was | -0.244\*\* | -0.206\*\* | -0.224\*\* | -0.0948\*\* |
|  | (0.0159) | (0.0151) | (0.0210) | (0.0366) |
| Constant | 0.138\*\* | 0.126\*\* | 0.291\*\* | 0.351\*\* |
|  | (0.0201) | (0.0195) | (0.00670) | (0.0787) |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year OSS and ISS |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 60,779 | 60,779 | 60,779 | 60,779 |
| Number of students |  |  |  | 22,182 |
| Number of school-year-grades |  |  | 21,135 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4. | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table G3. Coefficients and standard errors from models predicting days of student OSS from ED de-identification using Poisson regression | | | | |
|  |  | | | |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but was | -0.835\*\* | -0.639\*\* | -0.535\*\* | 0.0737\* |
|  | (0.0446) | (0.0406) | (0.0163) | (0.0304) |
| Constant | -0.313\*\* | -0.554\*\* |  |  |
|  | (0.0622) | (0.0684) |  |  |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year OSS and ISS |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 60,779 | 60,779 | 37,248 | 31,786 |
| Number of students |  |  |  | 9,652 |
| Number of school-year-grades |  |  | 7,327 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4; Sample sizes are lower in columns 3 and 4 due to the use of Poisson regression dropping groups with no variation in the outcome variable | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table G4. Coefficients and standard errors from models predicting days of student in-school suspensions from ED de-identification indicator using Poisson regression | | | | |
|  |  | | |  |
|  | (1) | (2) | (3) | (4) |
|  |  |  |  |  |
| ED - Not currently but was | -1.110\*\* | -1.075\*\* | -1.031\*\* | -0.552\*\* |
|  | (0.0791) | (0.0797) | (0.0415) | (0.0684) |
| Constant | -2.028\*\* | -2.060\*\* |  |  |
|  | (0.104) | (0.104) |  |  |
| Year FE | Yes | Yes |  | Yes |
| Grade FE | Yes | Yes |  | Yes |
| Prior year OSS and ISS |  | Yes | Yes |  |
| School-Year-Grade FE |  |  | Yes |  |
| Student FE |  |  |  | Yes |
|  |  |  |  |  |
| Observations | 60,779 | 60,779 | 22,927 | 19,750 |
| Number of students |  |  |  | 5,792 |
| Number of school-year-grades |  |  | 4,334 |  |
| Note. Standard errors in parentheses are clustered at the school level for models 1-3 and student level for model 4; Sample sizes are lower in columns 3 and 4 due to the use of Poisson regression dropping groups with no variation in the outcome variable | | | | |
| \*\* p<0.01, \* p<0.05, + p<0.1 | | | | |