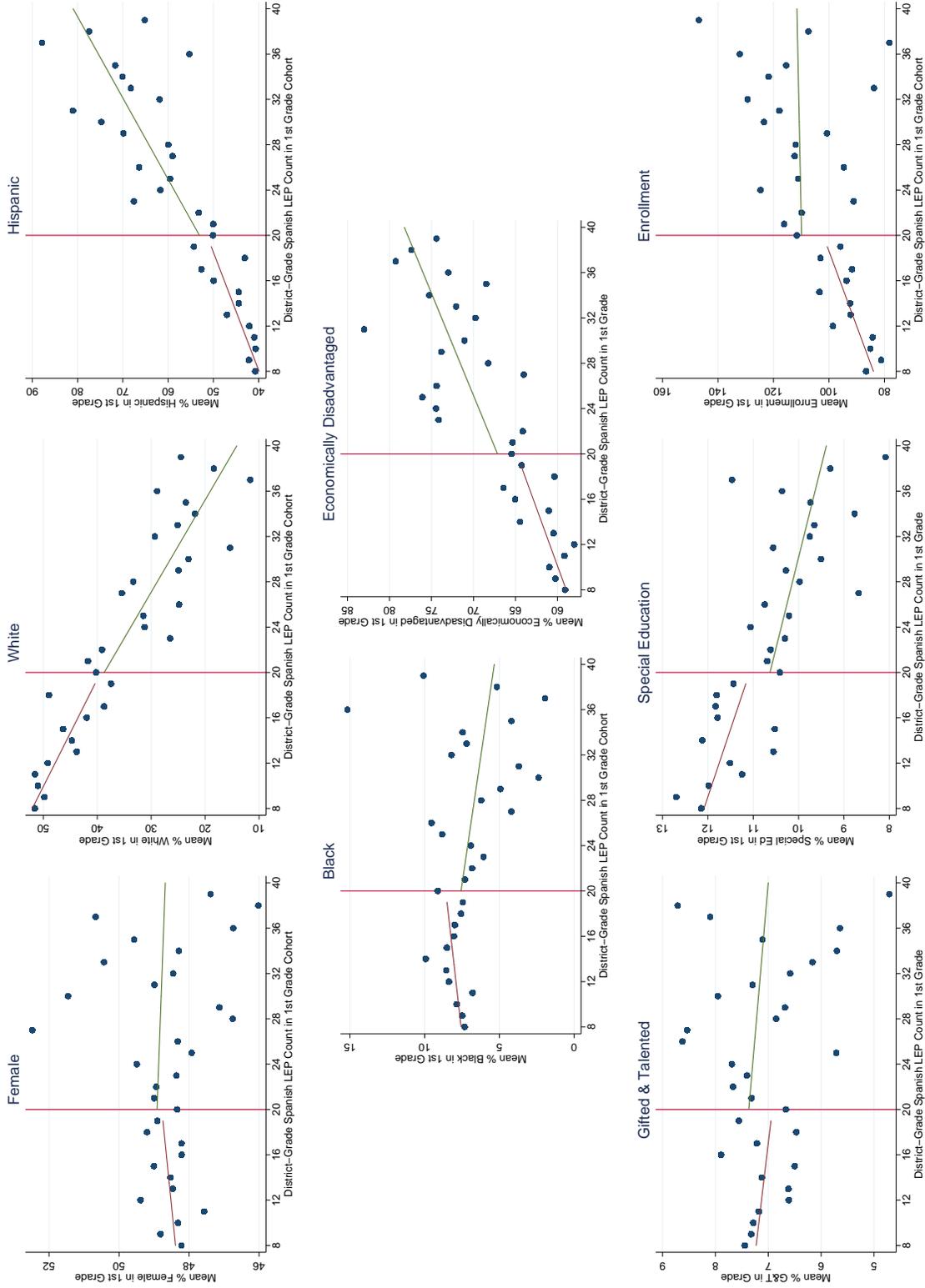


Online Appendix

Appendix Figure 1: Covariates by District Number of Spanish LEP Students in First Grade Cohort



Covers 3rd – 5th Grade from 2002-03 through 2009-10 using the “All Students” sample.

Appendix Table 1: By-Grade OLS Estimates of Relationship Between District Bilingual Education Provision and TAKS Achievement

	Math			Reading		
	3rd Grade (1)	4th Grade (2)	5th Grade (3)	3rd Grade (4)	4th Grade (5)	5th Grade (6)
A. "Non-LEP, Non-Spanish Home Language" Students						
Mean Standardized Achievement	-0.014 (0.036)	0.021 (0.038)	0.020 (0.033)	-0.014 (0.030)	0.024 (0.031)	0.010 (0.028)
Passing Rate	-0.832 (1.188)	-0.390 (1.250)	0.617 (1.342)	-1.479* (0.835)	0.253 (1.053)	0.189 (1.070)
Commended Rate	-0.223 (1.256)	1.287 (1.446)	0.950 (1.098)	0.234 (1.199)	0.471 (0.950)	0.885 (0.822)
Observations	1,291	1,246	1,222	1,291	1,246	1,224
B. "Spanish Home Language" Students						
Mean Standardized Achievement	-0.036 (0.044)	-0.059 (0.052)	-0.074 (0.047)	-0.048 (0.043)	-0.087* (0.050)	-0.082* (0.045)
Passing Rate	-0.512 (2.072)	-2.116 (2.189)	-2.612 (2.106)	-1.738 (1.650)	-4.155* (2.199)	-3.437 (2.201)
Commended Rate	-1.444 (1.252)	-1.892 (1.470)	-2.795* (1.539)	-0.955 (1.440)	-1.373 (1.246)	-1.159 (0.949)
Observations	1,168	1,067	1,012	1,170	1,064	1,010
C. All Students						
Mean Standardized Achievement	-0.012 (0.037)	-0.001 (0.040)	-0.006 (0.035)	-0.015 (0.031)	-0.006 (0.035)	-0.019 (0.030)
Passing Rate	-0.680 (1.370)	-1.128 (1.329)	-0.747 (1.432)	-1.420 (0.913)	-1.108 (1.219)	-1.121 (1.227)
Commended Rate	-0.095 (1.197)	0.785 (1.417)	0.361 (1.119)	0.277 (1.157)	-0.056 (0.999)	0.421 (0.768)
Observations	1,314	1,266	1,239	1,314	1,266	1,239

Notes: Observations are at the school-grade-year level, and cover the 2002-03 through 2009-10 school years. Sample is limited to observations in districts with fewer than 200 students in the 1st grade cohort in 2004-05, in district-grade-years with between 8 and 39 LEP students in the 1st grade cohort, and with non-missing achievement variables. The observations differ slightly across the panels because the incidence of masked achievement outcomes differs across the student categories. Each coefficient and associated standard error reported comes from a separate regression that also controls for grade-year fixed effects, the percent of the school-grade-year overall who are female, economically disadvantaged, white, black and Hispanic, and the percent of students in the student category listed in the panel heading in each school-grade-year who are female or economically disadvantaged. Standard errors clustered by district are in parentheses. *, ** and *** denote significance at the 10%, 5% and 1% levels, respectively.

Appendix Table 2: By Grade Estimates of Effect of District Bilingual Education Provision on the TAKS Achievement of "Non-LEP, Non-Spanish Home Language" Students

	Math			Reading		
	3rd Grade (1)	4th Grade (2)	5th Grade (3)	3rd Grade (4)	4th Grade (5)	5th Grade (6)
A. Reduced Form - OLS Coefficient for "District Has >=20 Spanish LEP Students in 1st Grade Cohort"						
Mean Standardized Achievement	0.069* (0.037)	0.028 (0.036)	0.085** (0.038)	0.059* (0.033)	0.025 (0.030)	0.056* (0.029)
Passing Rate	1.407 (1.375)	-0.608 (1.211)	2.478 (1.548)	1.362 (1.059)	1.243 (1.139)	1.736 (1.174)
Commended Rate	2.083* (1.245)	1.836 (1.425)	2.911** (1.294)	2.267* (1.308)	0.473 (1.048)	0.936 (1.006)
B. 2SLS - Endogenous Regressor is "District has Any Bilingual Program in 1st Grade Cohort"						
1st Stage, OLS coefficient for 1st Grade LEP Count >= 20	0.256*** (0.060)	0.280*** (0.062)	0.296*** (0.060)	0.276*** (0.065)	0.300*** (0.070)	0.294*** (0.074)
2nd Stage - Mean Standardized Achievement	0.268* (0.152)	0.102 (0.129)	0.288* (0.149)	0.225 (0.180)	0.025 (0.162)	0.081 (0.167)
2nd Stage - Passing Rate	5.505 (5.425)	-2.176 (4.359)	8.377 (5.715)	5.650 (5.189)	2.654 (5.596)	2.745 (5.967)
2nd Stage - Commended Rate	8.149 (4.979)	6.568 (5.025)	9.840* (5.012)	8.200 (6.787)	-0.608 (5.063)	-0.344 (4.883)
Observations	1,291	1,246	1,222	1,291	1,246	1,224

Notes: Observations are at the school-grade-year level, and cover the 2002-03 through 2009-10 school years. Sample is limited to observations in districts with fewer than 200 students in the 1st grade cohort in 2004-05, in district-grade-years with between 8 and 39 LEP students in the 1st grade cohort, and with non-missing achievement variables. Each coefficient and associated standard error reported comes from a separate regression that also controls for district-wide Spanish LEP count in the relevant 1st grade cohort, district-wide LEP count interacted with a dummy for being above 20 Spanish LEP students, grade-year fixed effects, the percent of the school-grade-year overall who are female, economically disadvantaged, white, black and Hispanic, and the percent of "non-LEP, non-Spanish home language" students in a school-grade-year who are female or economically disadvantaged. Standard errors clustered by district are in parentheses. *, ** and *** denote significance at the 10%, 5% and 1% levels, respectively.

Appendix Table 3: Estimates of Effect of District Bilingual Education Provision on the TAKS Achievement of "Spanish Home Language" Students

	Math			Reading		
	3rd Grade (1)	4th Grade (2)	5th Grade (3)	3rd Grade (4)	4th Grade (5)	5th Grade (6)
A. Reduced Form - OLS Coefficient for "District Has ≥ 20 Spanish LEP Students in 1st Grade Cohort"						
Mean Standardized Achievement	0.053 (0.052)	-0.015 (0.054)	0.050 (0.054)	0.025 (0.049)	-0.012 (0.054)	0.017 (0.056)
Passing Rate	2.220 (2.646)	-2.406 (2.439)	1.294 (2.508)	-0.463 (1.956)	-0.857 (2.377)	0.952 (2.663)
Commended Rate	0.896 (1.401)	0.305 (1.784)	1.842 (2.004)	2.396 (1.882)	0.529 (1.397)	-0.787 (1.332)
B. 2SLS - Endogenous Regressor is "District has Any Bilingual Program in 1st Grade Cohort"						
1st Stage, OLS coefficient for 1st Grade LEP Count ≥ 20	0.279*** (0.052)	0.270*** (0.057)	0.273*** (0.059)	0.282*** (0.052)	0.276*** (0.057)	0.269*** (0.059)
2nd Stage - Mean Standardized Achievement	0.190 (0.184)	-0.056 (0.200)	0.182 (0.202)	0.088 (0.171)	-0.044 (0.197)	0.064 (0.208)
2nd Stage - Passing Rate	7.964 (9.273)	-8.897 (9.503)	4.735 (9.147)	-1.644 (6.970)	-3.099 (8.666)	3.537 (9.910)
2nd Stage - Commended Rate	3.215 (4.969)	1.129 (6.589)	6.739 (7.514)	8.503 (6.516)	1.912 (4.963)	-2.922 (5.018)
Observations	1,168	1,067	1,012	1,170	1,064	1,010

Notes: Observations are at the school-grade-year level, and cover the 2002-03 through 2009-10 school years. Sample is limited to observations in districts with fewer than 200 students in the 1st grade cohort in 2004-05, in district-grade-years with between 8 and 39 LEP students in the 1st grade cohort, and with non-missing achievement variables. Each coefficient and associated standard error reported comes from a separate regression that also controls for district-wide Spanish LEP count in the relevant 1st grade cohort, district-wide LEP count interacted with a dummy for being above 20 Spanish LEP students, grade-year fixed effects, the percent of the school-grade-year overall who are female, economically disadvantaged, white, black and Hispanic, and the percent of "Spanish home language" students in a school-grade-year who are female or economically disadvantaged. Standard errors clustered by district are in parentheses. *, ** and *** denote significance at the 10%, 5% and 1% levels, respectively.

Appendix Table 4: Estimates of Effect of District Bilingual Education Provision on the TAKS Achievement of All Students

	Math			Reading		
	3rd Grade (2)	4th Grade (3)	5th Grade (4)	3rd Grade (6)	4th Grade (7)	5th Grade (8)
A. Reduced Form - OLS Coefficient for "District Has >=20 Spanish LEP Students in 1st Grade Cohort"						
Mean Standardized Achievement	0.068* (0.036)	0.015 (0.035)	0.090** (0.036)	0.049 (0.032)	0.010 (0.029)	0.057* (0.032)
Passing Rate	1.581 (1.449)	-1.333 (1.227)	2.684* (1.486)	0.829 (1.058)	0.367 (1.135)	2.018 (1.358)
Commended Rate	1.926* (1.105)	1.598 (1.353)	3.297*** (1.269)	2.320* (1.206)	0.358 (0.947)	1.070 (0.920)
B. 2SLS - Endogenous Regressor is "District has Any Bilingual Program in 1st Grade Cohort"						
1st Stage, OLS coefficient for 1st Grade LEP Count >= 20	0.251*** (0.061)	0.282*** (0.063)	0.282*** (0.061)	0.268*** (0.065)	0.295*** (0.069)	0.286*** (0.072)
2nd Stage - Mean Standardized Achievement	0.270* (0.150)	0.052 (0.123)	0.320** (0.155)	0.178 (0.181)	-0.004 (0.165)	0.085 (0.173)
2nd Stage - Passing Rate	6.297 (5.840)	-4.722 (4.508)	9.520 (5.885)	3.374 (5.317)	0.333 (5.613)	3.579 (6.484)
2nd Stage - Commended Rate	7.670* (4.448)	5.659 (4.654)	11.691** (5.232)	8.146 (6.743)	-0.067 (5.017)	0.160 (4.722)
Observations	1,314	1,266	1,239	1,314	1,266	1,239

Notes: Observations are at the school-grade-year level, and cover the 2002-03 through 2009-10 school years. Sample is limited to observations in districts with fewer than 200 students in the 1st grade cohort in 2004-05, in district-grade-years with between 8 and 39 LEP students in the 1st grade cohort, and with non-missing achievement variables. Each coefficient and associated standard error reported comes from a separate regression that also controls for district-wide Spanish LEP count in the relevant 1st grade cohort, district-wide LEP count interacted with a dummy for being above 20 Spanish LEP students, grade-year fixed effects, and the percent of the school-grade-year overall who are female, economically disadvantaged, white, black and Hispanic. Standard errors clustered by district are in parentheses. *, ** and *** denote significance at the 10%, 5% and 1% levels, respectively.

Appendix Table 5: Summary Statistics for "Spanish Home Language" Sample,
2002-03 through 2009-10

	Full Sample		
	(8 to 39 LEP in 1st Grade Cohort)	8 to 19 LEP in 1st Grade Cohort	20 to 39 LEP in 1st Grade Cohort
<i>Mean (Standard Deviation) Among All Students in Same School-Grade</i>			
% Female	48.5 (5.8)	48.4 (6.0)	48.8 (5.4)
% White	42.2 (24.4)	46.7 (23.4)	30.0 (22.9)
% Hispanic	49.6 (26.9)	44.7 (25.1)	62.7 (27.1)
% Black	7.7 (10.5)	8.0 (10.9)	6.9 (9.2)
% Economically Disadvantaged	64.5 (17.3)	61.9 (17.0)	71.6 (16.1)
% LEP	13.3 (12.3)	11.6 (10.8)	17.8 (14.6)
% in Bilingual Program	4.0 (9.8)	1.4 (5.1)	11.1 (14.6)
% in Special Education Program	11.0 (5.0)	11.3 (5.1)	10.2 (4.7)
% in Gifted and Talented Program	7.0 (4.7)	6.9 (4.8)	7.1 (4.4)
<i>Mean (S.D.) Among Spanish Home Language Students in Same School-Grade</i>			
TAKS Math Standardized Scale Score	-0.37 (0.43)	-0.35 (0.45)	-0.41 (0.37)
TAKS Math Passing Rate	72.2 (21.0)	72.9 (21.7)	70.2 (19.0)
TAKS Math Commended Rate	17.5 (16.2)	17.6 (17.1)	17.3 (13.4)
TAKS Reading Standardized Scale Score	-0.46 (0.41)	-0.44 (0.43)	-0.53 (0.34)
TAKS Reading Passing Rate	71.6 (20.9)	72.7 (21.4)	68.7 (19.1)
TAKS Reading Commended Rate	13.8 (13.6)	14.0 (14.5)	13.3 (10.9)
Observations (School-Grade-Year)	3244	2364	880
# of Schools	301	343	143
# of Districts	251	238	88

Notes: Each school-grade-year for grades 3 through 5 is a separate observation. Sample is limited to observations in districts with fewer than 200 students in the 1st grade cohort in 2004-05, in district-grade-years with between 8 and 39 LEP students in the 1st grade cohort, and with non-missing math or reading achievement variables.

Appendix Table 6: Summary Statistics for "All Students" Sample,
2002-03 through 2009-10

	Full Sample (8 to 39 LEP in 1st Grade Cohort)	8 to 19 LEP in 1st Grade Cohort	20 to 39 LEP in 1st Grade Cohort
<i>Mean (Standard Deviation) Among All Students in Same School-Grade</i>			
% Female	48.6 (6.2)	48.5 (6.4)	48.8 (5.9)
% White	43.2 (24.8)	47.4 (23.8)	30.4 (23.2)
% Hispanic	48.7 (27.5)	44.1 (25.9)	62.5 (27.7)
% Black	7.7 (10.4)	7.9 (10.8)	6.8 (9.2)
% Economically Disadvantaged	63.5 (18.1)	61.1 (17.6)	70.9 (17.5)
% LEP	12.5 (12.1)	10.8 (10.6)	17.4 (14.8)
% in Bilingual Program	3.7 (9.6)	1.3 (5.3)	10.9 (14.7)
% in Special Education Program	11.3 (5.6)	11.7 (5.7)	10.2 (4.9)
% in Gifted and Talented Program	7.1 (5.0)	7.1 (5.1)	7.2 (4.7)
<i>Mean (S.D.) Among All Students in Same School-Grade</i>			
TAKS Math Standardized Scale Score	-0.13 (0.36)	-0.11 (0.36)	-0.20 (0.34)
TAKS Math Passing Rate	78.5 (14.6)	79.2 (14.3)	76.1 (15.1)
TAKS Math Commended Rate	26.0 (14.0)	26.4 (14.2)	24.8 (13.5)
TAKS Reading Standardized Scale Score	-0.10 (0.33)	-0.08 (0.33)	-0.19 (0.31)
TAKS Reading Passing Rate	80.9 (13.1)	81.7 (12.8)	78.2 (13.5)
TAKS Reading Commended Rate	25.8 (13.2)	26.5 (13.4)	23.9 (12.4)
Observations (School-Grade-Year)	3819	2868	951
# of Schools	415	379	149
# of Districts	263	250	90

Notes: Each school-grade-year for grades 3 through 5 is a separate observation. Sample is limited to observations in districts with fewer than 200 students in the 1st grade cohort in 2004-05, in district-grade-years with between 8 and 39 LEP students in the 1st grade cohort, and with non-missing math or reading achievement variables.

Appendix Table 7: Tests of Discontinuities in Covariates

A. Mean Covariate Among All Students in Same School-Grade-Year

	Demographic Composition					School Program Participation		Enrollment (9)	
	% Female (1)	% White (2)	% Hispanic (3)	% Black (4)	% Disadv (8)	% LEP (5)	% Gifted (6)		% SpecEd (7)
1st Grade Spanish LEP Count >= 20	0.136 (0.654)	-0.657 (3.514)	1.656 (4.004)	-1.022 (1.594)	2.288 (2.678)	0.184 (1.634)	0.444 (0.577)	-0.449 (0.645)	41.368* (21.422)
Observations	3,819	3,819	3,819	3,819	3,819	3,819	3,819	3,819	3,819
Joint Significance Test (Prob > Chi2)						0.46			

B. Mean Among "Non-LEP, Non-Spanish Home Language" Students Only

	% Female (1)	% Disadv (3)	% Gifted (2)
1st Grade Spanish LEP Count >= 20	0.532 (0.804)	0.346 (0.736)	2.880 (3.023)
Observations	3,761	3,761	3,761
Joint Significance Test (Prob > Chi2)	0.57		

C. Mean Among "Spanish Home Language" Students Among

	% Female (1)	% Disadv (3)	% Gifted (2)
1st Grade Spanish LEP Count >= 20	-1.739 (1.309)	0.519 (0.890)	1.033 (1.292)
Observations	3,262	3,262	3,262
Joint Significance Test (Prob > Chi2)	0.43		

Notes: Observations are at the school-grade-year level, and cover the 2002-03 through 2009-10 school years. Sample is limited to observations in districts with fewer than 200 students in the 1st grade cohort in 2004-05, in district-grade-years with between 8 and 39 LEP students in the 1st grade cohort, and with non-missing achievement variables. Each coefficient and associated standard error reported comes from a separate regression that also controls for district-wide Spanish LEP count in the relevant 1st grade cohort, and district-wide LEP count interacted with a dummy for being above 20 Spanish LEP students. Standard errors clustered by district are in parentheses. *, ** and *** denote significance at the 10%, 5% and 1% levels, respectively.

Appendix Table 8: Additional Sensitivity Analysis of 2SLS Estimates of Effects on "Non-LEP, Non-Spanish Home Language" Students

	Math			Reading		
	Mean Achievement (1)	Passing Rate (2)	Commended Rate (3)	Mean Achievement (4)	Passing Rate (5)	Commended Rate (6)
<i>1) Baseline (From Table 3, Columns 1 and 2)</i>						
District	0.213*	3.547	7.987**	0.169*	5.010	4.666
Provides BE	(0.114)	(3.714)	(4.050)	(0.092)	(3.356)	(3.206)
Observations	3,759	3,759	3,759	3,761	3,761	3,761
<i>2) Assign Masked Values with 1 Student</i>						
District	0.201*	3.132	7.656*	0.150	4.398	4.074
Provides BE	(0.116)	(3.706)	(4.147)	(0.095)	(3.314)	(3.341)
Observations	3,759	3,759	3,759	3,761	3,761	3,761
<i>3) Assign Masked Values with 4 Students</i>						
District	0.211*	3.504	7.931**	0.170*	5.080	4.715
Provides BE	(0.113)	(3.677)	(4.021)	(0.092)	(3.345)	(3.196)
Observations	3,759	3,759	3,759	3,761	3,761	3,761
<i>4) Restrict to Districts with Fewer than 200 Students in 1st Grade in 2000 instead of 2004</i>						
District	0.176*	2.461	7.301**	0.120	3.024	3.974
Provides BE	(0.103)	(3.499)	(3.516)	(0.080)	(2.866)	(2.764)
Observations	4,119	4,119	4,119	4,121	4,121	4,121
<i>5) Restrict to Districts with Fewer than 200 Students in 1st Grade in 2008 instead of 2004</i>						
District	0.161	1.813	6.476*	0.137	3.520	4.429
Provides BE	(0.109)	(3.564)	(3.701)	(0.083)	(3.024)	(2.876)
Observations	3,757	3,757	3,757	3,759	3,759	3,759
<i>6) Restrict to Districts with 300 or Fewer Students in 1st Grade in 2004</i>						
District	0.073	-0.650	4.448	0.029	0.386	1.335
Provides BE	(0.148)	(4.732)	(5.266)	(0.119)	(3.870)	(4.343)
Observations	5,237	5,237	5,237	5,239	5,239	5,239
<i>7) Restrict to Districts with 400 or Fewer Students in 1st Grade in 2004</i>						
District	-0.009	-2.313	0.808	-0.182	-2.169	-8.525
Provides BE	(0.224)	(6.774)	(8.185)	(0.265)	(6.090)	(11.448)
Observations	6,869	6,869	6,869	6,871	6,871	6,871

Notes: See Table 3 notes regarding base sample and specification. Reported is the 2SLS coefficient for the endogenous regressor, "District has Any Bilingual Program in 1st Grade Cohort" where the identifying instrument is "District Has >=20 Spanish LEP Students in 1st Grade Cohort". Standard errors clustered by district are in parentheses. *, ** and *** denote significance at the 10%, 5% and 1% levels, respectively.

Appendix Table 9: Sensitivity Analysis of 2SLS Estimates of Effects on "Spanish Home Language" Students

	Math			Reading		
	Mean Achievement	Passing Rate	Commended Rate	Mean Achievement	Passing Rate	Commended Rate
	(1)	(2)	(3)	(4)	(5)	(6)
<i>1) Baseline (From Table 3, Columns 3 and 4)</i>						
District	0.107	1.652	3.462	0.040	-0.509	3.058
Provides BE	(0.155)	(7.368)	(4.761)	(0.156)	(6.830)	(4.316)
Observations	3,247	3,247	3,247	3,244	3,244	3,244
<i>2) Quadratic Smoother</i>						
District	-0.383	-18.915	-9.778	-0.227	-11.827	-2.598
Provides BE	(0.265)	(12.320)	(8.037)	(0.237)	(10.600)	(6.407)
Observations	3,247	3,247	3,247	3,244	3,244	3,244
<i>3) Cubic Smoother</i>						
District	-0.145	-7.581	-1.188	-0.147	-6.536	-0.954
Provides BE	(0.201)	(8.525)	(6.862)	(0.182)	(8.437)	(5.089)
Observations	3,247	3,247	3,247	3,244	3,244	3,244
<i>4) Bandwidth of 10 to 29</i>						
District	-0.078	-9.305	0.106	-0.078	-9.105	3.748
Provides BE	(0.199)	(9.364)	(6.274)	(0.199)	(8.965)	(5.305)
Observations	2,453	2,453	2,453	2,448	2,448	2,448
<i>5) Bandwidth of 8 to 49</i>						
District	0.086	3.338	3.338	0.001	-2.643	1.745
Provides BE	(0.149)	(4.445)	(4.445)	(0.151)	(6.733)	(4.022)
Observations	3,387	3,387	3,387	3,384	3,384	3,384
<i>6) No Controls or Fixed-Effects</i>						
District	0.066	1.887	4.337	-0.013	0.032	3.198
Provides BE	(0.153)	(7.745)	(5.031)	(0.158)	(7.243)	(4.558)
Observations	3,247	3,247	3,247	3,244	3,244	3,244

Notes: See Table 3 notes regarding base sample and specification. Reported is the 2SLS coefficient for the endogenous regressor, "District has Any Bilingual Program in 1st Grade Cohort" where the identifying instrument is "District Has >=20 Spanish LEP Students in 1st Grade Cohort". Standard errors clustered by district are in parentheses. *, ** and *** denote significance at the 10%, 5% and 1% levels, respectively.

Appendix Table 10: Sensitivity Analysis of 2SLS Estimates of Effects on All Students

	Math			Reading		
	Mean	Passing	Commended	Mean	Passing	Commended
	Achievement	Rate	Rate	Achievement	Rate	Rate
	(1)	(2)	(3)	(4)	(5)	(6)
<i>1) Baseline (From Table 3, Columns 5 and 6)</i>						
District	0.206*	3.232	8.124**	0.143	3.727	4.826
Provides BE	(0.112)	(3.946)	(3.802)	(0.095)	(3.576)	(3.050)
Observations	3,819	3,819	3,819	3,819	3,819	3,819
<i>2) Quadratic Smoother</i>						
District	0.073	-0.534	0.404	0.042	1.771	0.960
Provides BE	(0.211)	(6.898)	(7.091)	(0.171)	(6.295)	(5.714)
Observations	3,819	3,819	3,819	3,819	3,819	3,819
<i>3) Cubic Smoother</i>						
District	0.103	1.922	0.014	-0.018	1.547	-2.222
Provides BE	(0.199)	(6.196)	(6.169)	(0.138)	(5.264)	(4.648)
Observations	3,819	3,819	3,819	3,819	3,819	3,819
<i>4) Bandwidth of 10 to 29</i>						
District	0.120	0.110	4.693	0.101	1.616	4.694
Provides BE	(0.136)	(4.567)	(4.732)	(0.116)	(4.217)	(3.750)
Observations	2,784	2,784	2,784	2,784	2,784	2,784
<i>5) Bandwidth of 8 to 49</i>						
District	0.193*	7.785**	7.785**	0.117	2.654	4.278
Provides BE	(0.111)	(3.672)	(3.672)	(0.090)	(3.413)	(2.802)
Observations	3,962	3,962	3,962	3,962	3,962	3,962
<i>6) No Controls or Fixed-Effects</i>						
District	0.141	3.334	8.386	0.084	3.516	4.399
Provides BE	(0.166)	(5.909)	(6.472)	(0.158)	(5.621)	(5.699)
Observations	3,819	3,819	3,819	3,819	3,819	3,819

Notes: See Table 3 notes regarding base sample and specification. Reported is the 2SLS coefficient for the endogenous regressor, "District has Any Bilingual Program in 1st Grade Cohort" where the identifying instrument is "District Has >=20 Spanish LEP Students in 1st Grade Cohort". Standard errors clustered by district are in parentheses. *, ** and *** denote significance at the 10%, 5% and 1% levels, respectively.