

Online Table 1, Part 1 of 2: Sensitivity Analyses - Descriptive Statistics Comparing Adolescents Included in and Excluded from Analytic Sample

	Adolescents in schools reporting the special education status of...			
	...all sampled students (included)	...some sampled students (included)	...no sampled students (excluded)	
Missing special education status	0.00	0.73	1.00	-
School classification for any disability ^a	0.08	0.11	0.00	-
School learning disability classification ^a	0.05	0.08	0.00	-
Male	0.49	0.51	0.50	***
Race:				***
White, non-Hispanic	0.61	0.54	0.49	
Black, non-Hispanic	0.11	0.15	0.16	
Hispanic	0.14	0.16	0.16	
Other	0.14	0.15	0.20	
Socioeconomic status	0.07	-0.05	0.10	***
<i>Linguistic-Immigration History</i>				
Not a native English speaker	0.15	0.17	0.22	***
Degree to which lacks English proficiency	0.25	0.31	0.40	***
Ever in an English as a Second Language program	0.08	0.09	0.10	***
Started school in United States:				***
In kindergarten	0.94	0.93	0.91	
Between 1st and 2nd grades	0.01	0.01	0.01	
Between 3rd and 5th grades	0.02	0.02	0.03	
Between 6th and 10th grades	0.03	0.04	0.05	
<i>Educational Performance</i>				
Average 10th grade test score	51.40	49.38	51.17	*

Note: With the exception of the first three rows, students in special education for a disability other than a learning disability (n=300) are excluded from this table.

a - Students without special education status included in denominator.

+p < 0.10, *p < 0.05, **p < 0.01, ***p < 0.001 (two-tailed test).

Online Table 1, Part 2 of 2: Sensitivity Analyses - Descriptive Statistics Comparing Adolescents Included in and Excluded from Analytic Sample

	Adolescents in schools reporting the special education status of...			
	...all sampled students (included)	...some sampled students (included)	...no sampled students (excluded)	
<i>School Characteristics</i>				
Percent students eligible for free lunch program	20.85	22.84	21.83	***
Percent students racial minorities	32.13	35.02	43.66	***
School type:				
Public	0.76	0.94	0.64	
Catholic	0.15	0.04	0.17	
Other private	0.08	0.02	0.18	
School region:				***
Northeast	0.17	0.22	0.17	
Midwest	0.28	0.27	0.17	
South	0.38	0.34	0.36	
West	0.18	0.17	0.30	
School urbanicity:				***
Suburban	0.49	0.49	0.45	
Urban	0.31	0.27	0.47	
Rural	0.20	0.24	0.08	
Adolescents (n)	6,960	4,710	4,210	

Note: With the exception of the first three rows, students in special education for a disability other than a learning disability (n=300) are excluded from this table.

a - Students without special education status included in denominator.

+p < 0.10, *p < 0.05, **p < 0.01, ***p < 0.001 (two-tailed test).

Online Table 2, Part 1 of 2: Sensitivity Analyses - Odds Ratios from Random Effects Logistic Regression Models Predicting Adolescent Classified with a Learning Disability Using Different Samples

	Model 1 - Unadjusted Race and Gender Differences				Model 2 - Adjusted Race and Gender Differences			
	Alternate sample 1		Alternate sample 2		Alternate sample 1		Alternate sample 2	
	Exp(B)	(SE)	Exp(B)	(SE)	Exp(B)	(SE)	Exp(B)	(SE)
Male	2.14	*** (0.07)	2.67	*** (0.32)	2.07	*** (0.20)	2.63	*** (0.36)
Race (ref=White, non-Hispanic):								
Black, non-Hispanic	1.22	*** (0.06)	1.51	* (0.27)	0.57	*** (0.09)	0.60	* (0.13)
Hispanic	1.31	*** (0.06)	1.52	* (0.25)	0.83	(0.14)	0.76	(0.17)
Other race	0.72	*** (0.04)	0.98	(0.18)	0.81	(0.13)	0.87	(0.20)
Socioeconomic status					1.02	(0.08)	0.99	(0.11)
<i>Linguistic-Immigration History</i>								
Not a native English speaker					0.83	(0.16)	0.98	(0.25)
Degree lacking English proficiency					1.06	(0.05)	1.11	(0.07)
Ever in an English as a Second Language program					1.09	(0.19)	1.32	(0.30)
Started school in United States (ref=In kindergarten):								
Between 1st and 2nd grades					0.74	(0.32)	0.68	(0.37)
Between 3rd and 5th grades					0.27	(0.20)	0.20	(0.20)
Between 6th and 10th grades					0.09	*** (0.04)	0.08	* (0.08)
<i>Educational Performance</i>								
Average 10th grade test score					0.83	*** (0.01)	0.82	*** (0.01)

Note: This study's main analytic sample included adolescents whose schools reported the special education status of all or some sampled students (11,670 adolescents in 546 schools). Alternate sample 1 includes adolescents whose schools reported the special education status of all, some, and no sampled students (15,890 adolescents in 751 schools). Alternate sample 2 only includes adolescents whose schools reported the special education status of all sampled students (6,960 adolescents in 334 schools). 'ref'=reference group.

+p < .10, *p < .05, **p < .01, ***p < .001 (two-tailed test).

Online Table 2, Part 2 of 2: Sensitivity Analyses - Odds Ratios from Random Effects Logistic Regression Models Predicting Adolescent Classified with a Learning Disability Using Different Samples

	Model 1, continued - Unadjusted Race and Gender Differences				Model 2, continued - Adjusted Race and Gender Differences			
	Alternate sample 1		Alternate sample 2		Alternate sample 1		Alternate sample 2	
	Exp(B)	(SE)	Exp(B)	(SE)	Exp(B)	(SE)	Exp(B)	(SE)
<i>School Characteristics</i>								
School type (ref=Public):								
Catholic					0.42	** (0.12)	0.48	* (0.16)
Private					0.18	*** (0.07)	0.31	* (0.15)
School region (ref=Northeast):								
Midwest					0.78	(0.14)	1.05	(0.25)
South					0.70	+ (0.13)	0.94	(0.22)
West					0.41	*** (0.09)	0.47	* (0.14)
School urbanicity (ref=Suburban):								
Rural					1.44	* (0.23)	1.20	(0.23)
Urban					0.90	(0.15)	1.09	(0.23)
Percent students racial minorities					0.99	+ (0.00)	1.00	(0.00)
Percent students eligible for free lunch program (ref=Quartile 1 (least poverty)):								
Quartile 2					0.88	(0.16)	0.93	(0.21)
Quartile 3					0.80	(0.16)	0.57	* (0.15)
Quartile 4 (most poverty)					0.68	(0.17)	0.44	* (0.16)

Note: This study's main analytic sample included adolescents whose schools reported the special education status of all or some sampled students (11,670 adolescents in 546 schools). Alternate sample 1 includes adolescents whose schools reported the special education status of all, some, and no sampled students (15,890 adolescents in 751 schools). Alternate sample 2 only includes adolescents whose schools reported the special education status of all sampled students (6,960 adolescents in 334 schools). 'ref'=reference group. +p < .10, *p < .05, **p < .01, ***p < .001 (two-tailed test).