

Supplemental Materials for the Impacts of State Response to Intervention on Students' Disability Identifications and Special Education

Table S1

Effect of State RTI on the Proportion of Students Identified with Disabilities & the Proportion of Students Identified with Specific Learning Disabilities

	(1) Proportion of Students Identified with Disabilities in ACS	(2) Proportion of Students Identified with Disabilities in IDEA	(3) Proportion of Students Identified with SLD in IDEA
	TWFE Estimates		
Response to Intervention	0.002 (0.001)	-0.001 (0.004)	-0.003* (0.002)
	CS Estimates		
Response to Intervention	0.002 (0.002)	0.006 (0.006)	0.007** (0.003)
Observations	918	644	644

Note. The first outcome measure was aggregated at the state level from individual measures of a student with disabilities derived from ACS. The second outcome measure was collected from IDEA at the state level. The upper panel presents results from two-way fixed effects (TWFE) models (i.e., state and year fixed effects) controlling for time-varying state covariates. The state covariates are listed in Table 1. The lower panel presents results from the estimates using the method proposed by Callaway and Sant'Anna (2021) (CS). The CS estimates are based on aggregated dynamic effects using the not-yet-treated states as the comparison group. Robust standard errors are clustered at the state level and presented in parentheses. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

Table S2*Effect of RTI on Students' Special Education Placements*

	(1)	(2)	(3)	(4)
	Proportion of Students with Disabilities in Regular Classroom 80% or more of the day	Proportion of Students with Disabilities Placed in A Separate School	Proportion of Students with SLD in Regular Classroom 80% or more of the day	Proportion of Students with SLD in A Separate School
	TWFE Estimates			
Response to intervention	-0.002 (0.006)	-0.015 (0.006)	-0.005 (0.002)	0.000 (0.002)
	CS Estimates			
Response to intervention	-0.005 (0 .012)	-0.008** (0 .005)	-0.019 (0.016)	-0.001 (0.001)
Observations	714	714	714	714

Note. The first outcome measure was aggregated at state level from individual measure of a student with cognitive disability derived from ACS. The second outcome measure was a state level variable collected from IDEA. The upper panel presents results from two-way fixed effects (TWFE) models (i.e., state and year fixed effects) controlling for time-varying state covariates. The state covariates are listed in Table 4.1. The lower panel presents results from the estimates using the method proposed by Callaway and Sant'Anna (2021) (CS). The CS estimates are based on aggregated dynamic effects using the not-yet-treated states as the comparison group. Robust standard errors are clustered at the state level and presented in parentheses. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

Table S3

Heterogeneous Effects of RTI on the Proportion of Students Identified with Disabilities for White and Non-White

	Students Being Identified with Disabilities	
	White	Non-White
	TWFE Estimates	
Response to intervention	0.0009 (0.0006)	0.0026 (0.0018)
	CS Estimates	
Response to intervention	0.0004 (0.0011)	0.0049* (0.0028)
Observations	918	918

Figure S1

Event Study Estimates of State RTI on the Proportion of Students Being Identified with Disabilities

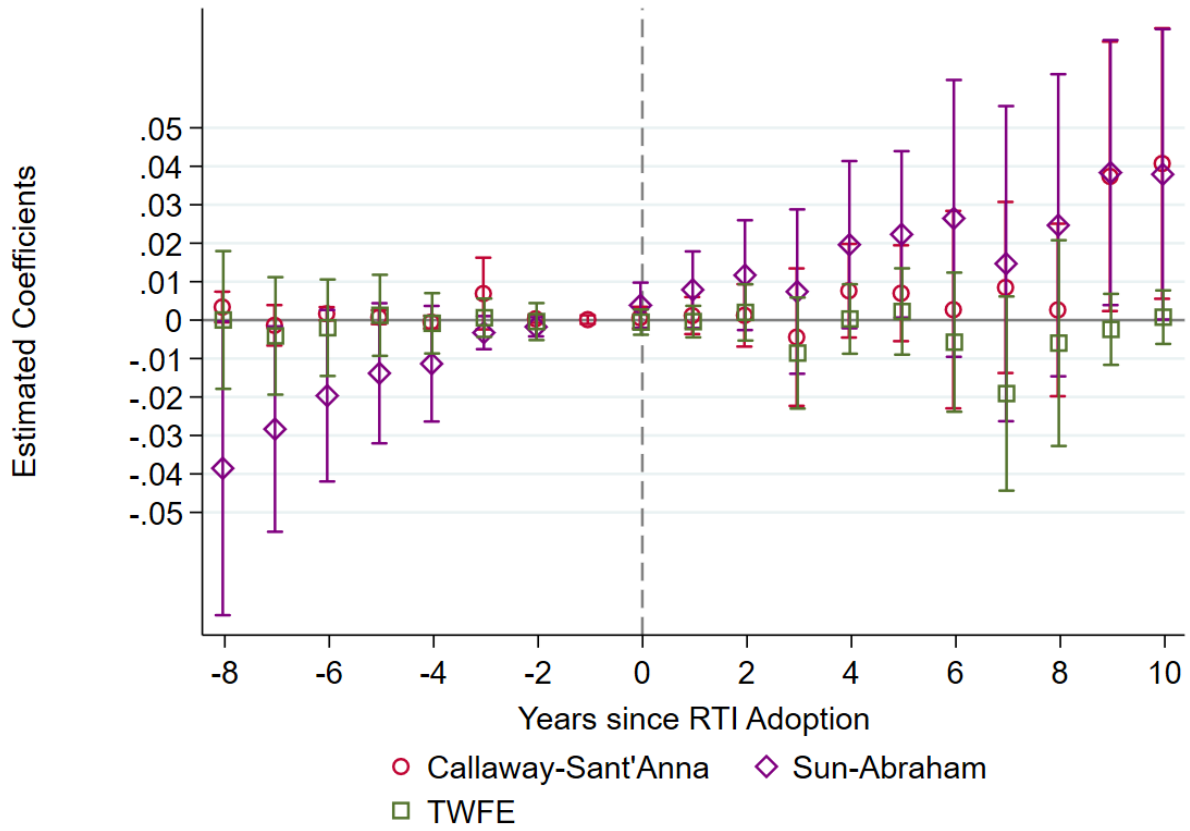


Figure S2

Event Study Estimates of State RTI on the Proportion of Students Being Identified with SLD

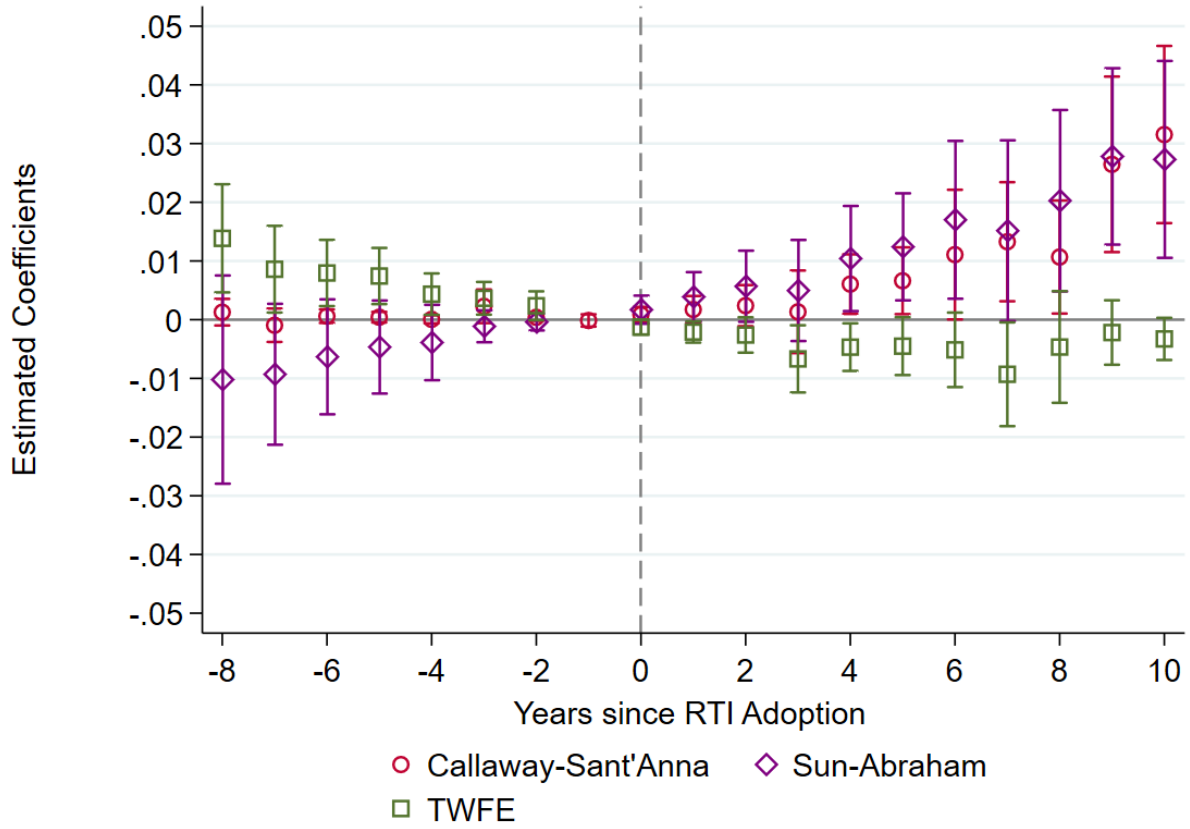


Figure S3

Event Study Estimates of State RTI on the Proportion of Students Being Identified with Disabilities for White

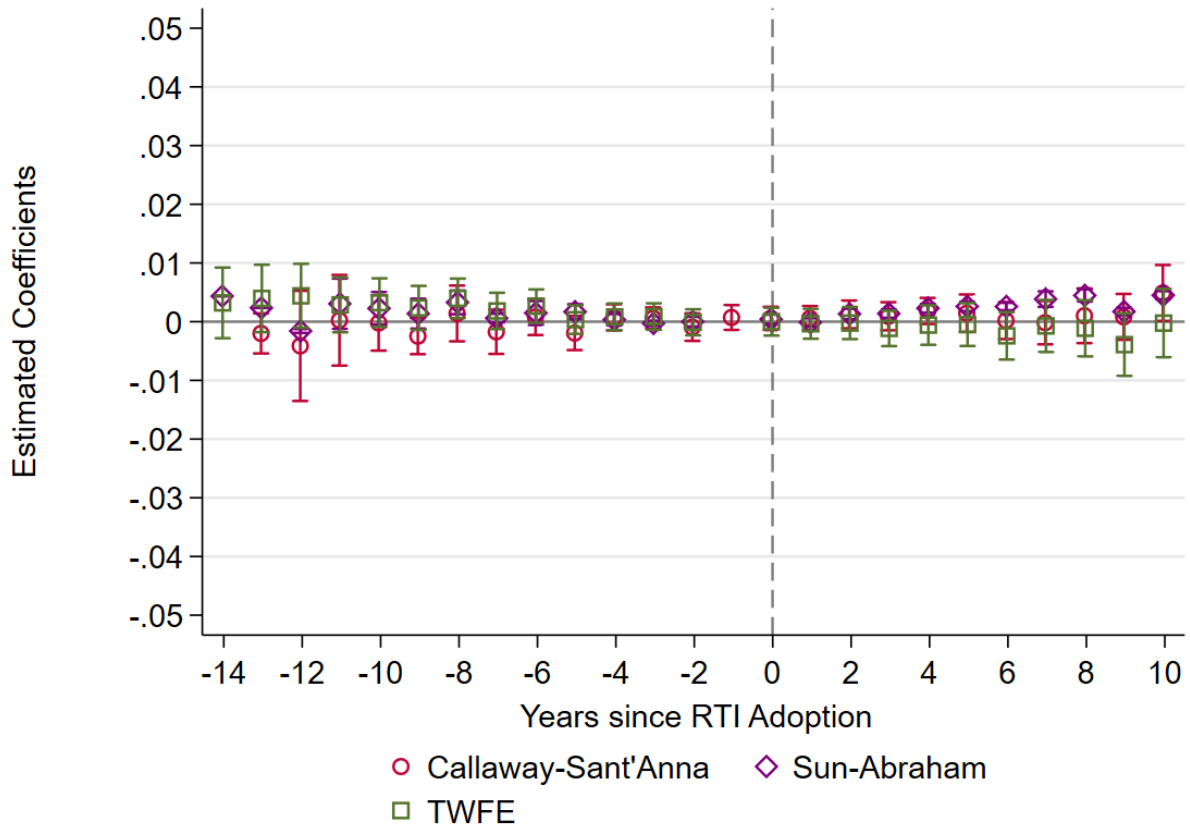


Figure S4

Event Study Estimates of State RTI on the Proportion of Students Being Identified with Disabilities for Non-White

