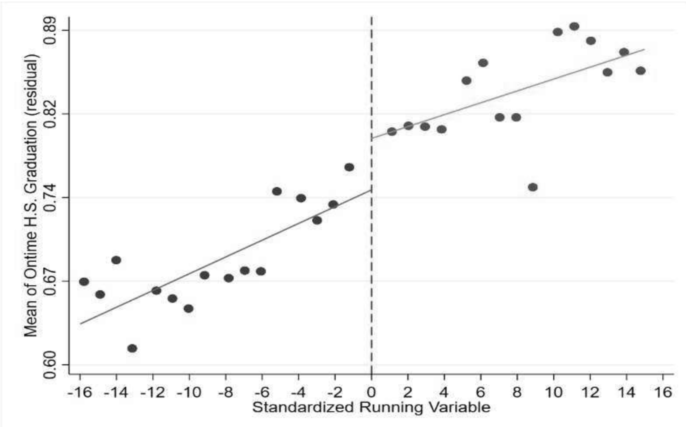
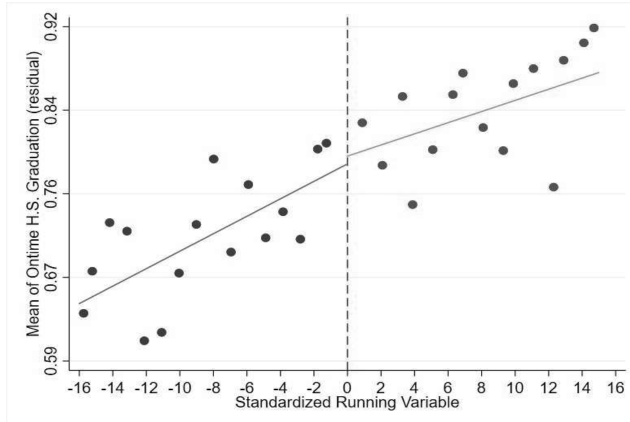
Figure S1: Reduced Form Graphs: H.S. Graduation, Attend College, and Quarterly Earnings

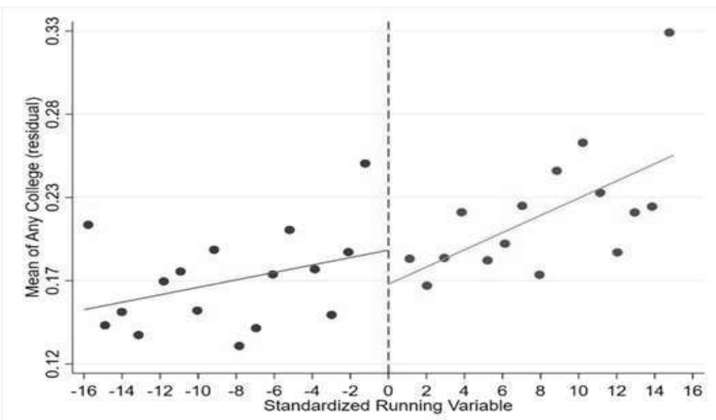
Panel A: On Time H.S. Graduation Male Students



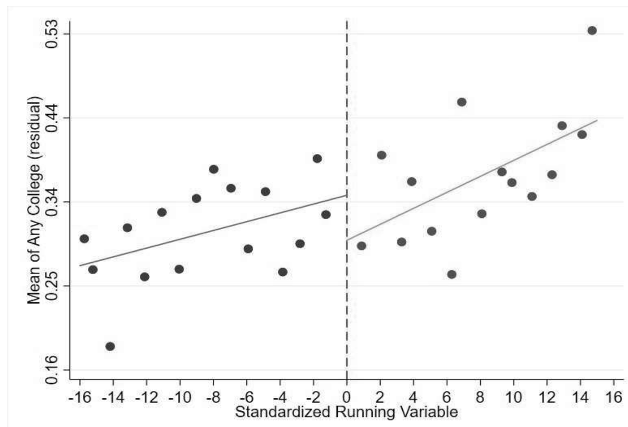
Panel D: On Time H.S. Graduation Female Students



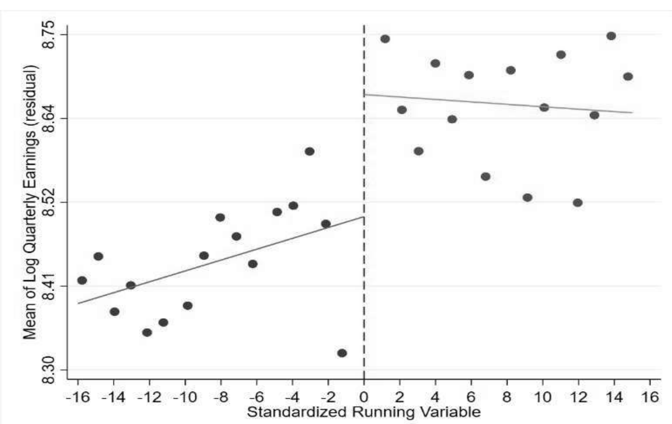
Panel B: Any College Male Students



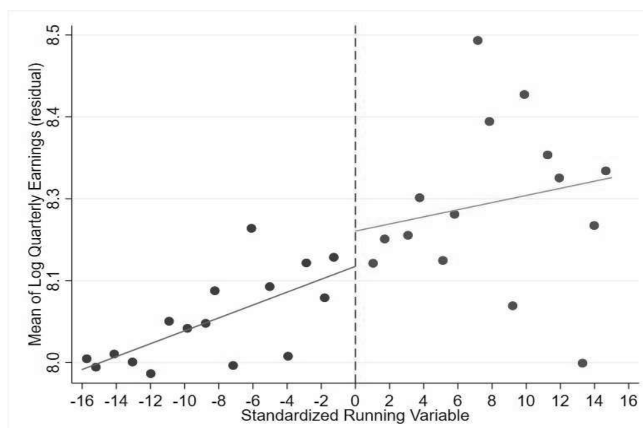
Panel E: Any College Female Students



Panel c: Log Quarterly Earnings Male Students

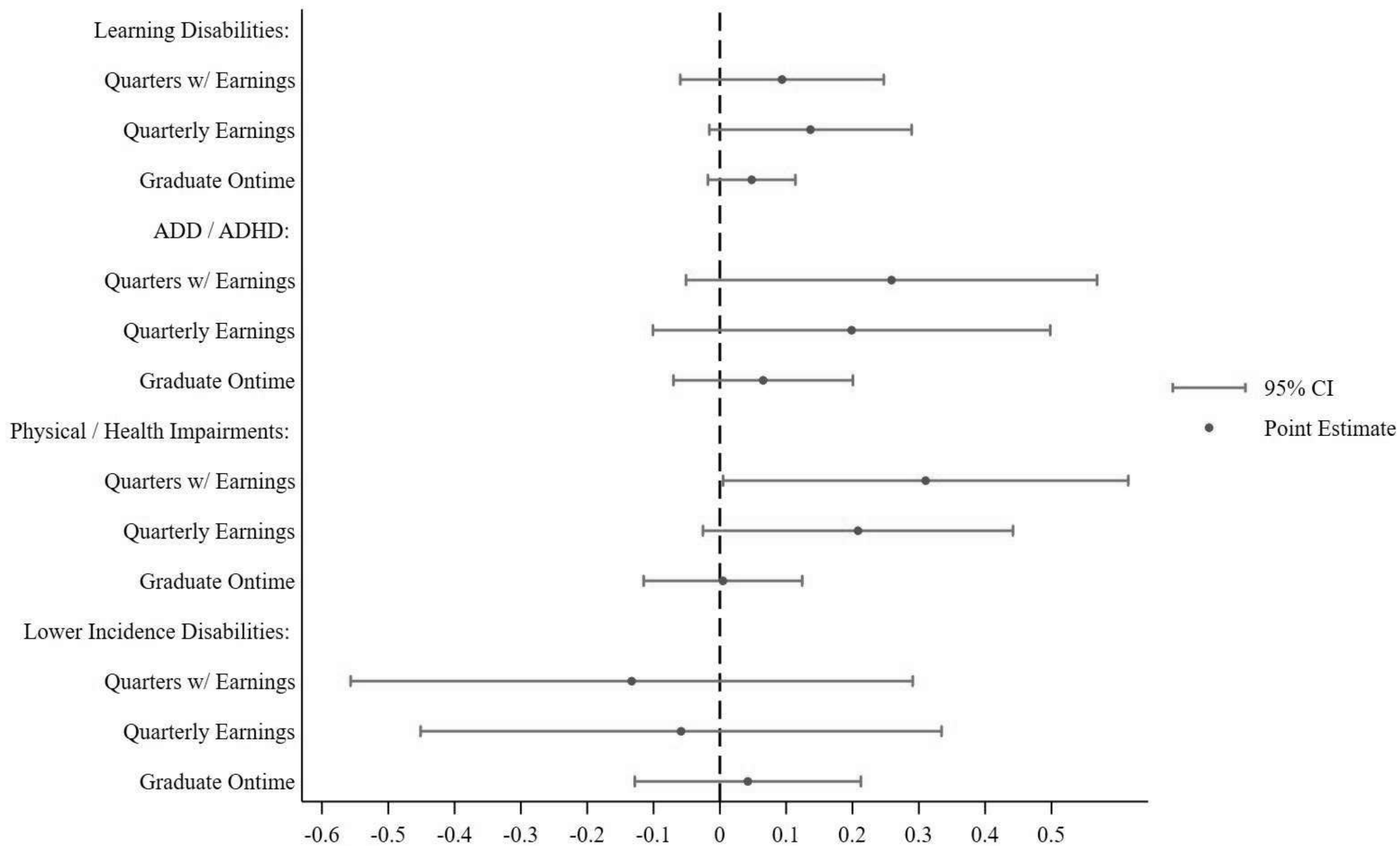


Panel F: Log Quarterly Earnings Female Students



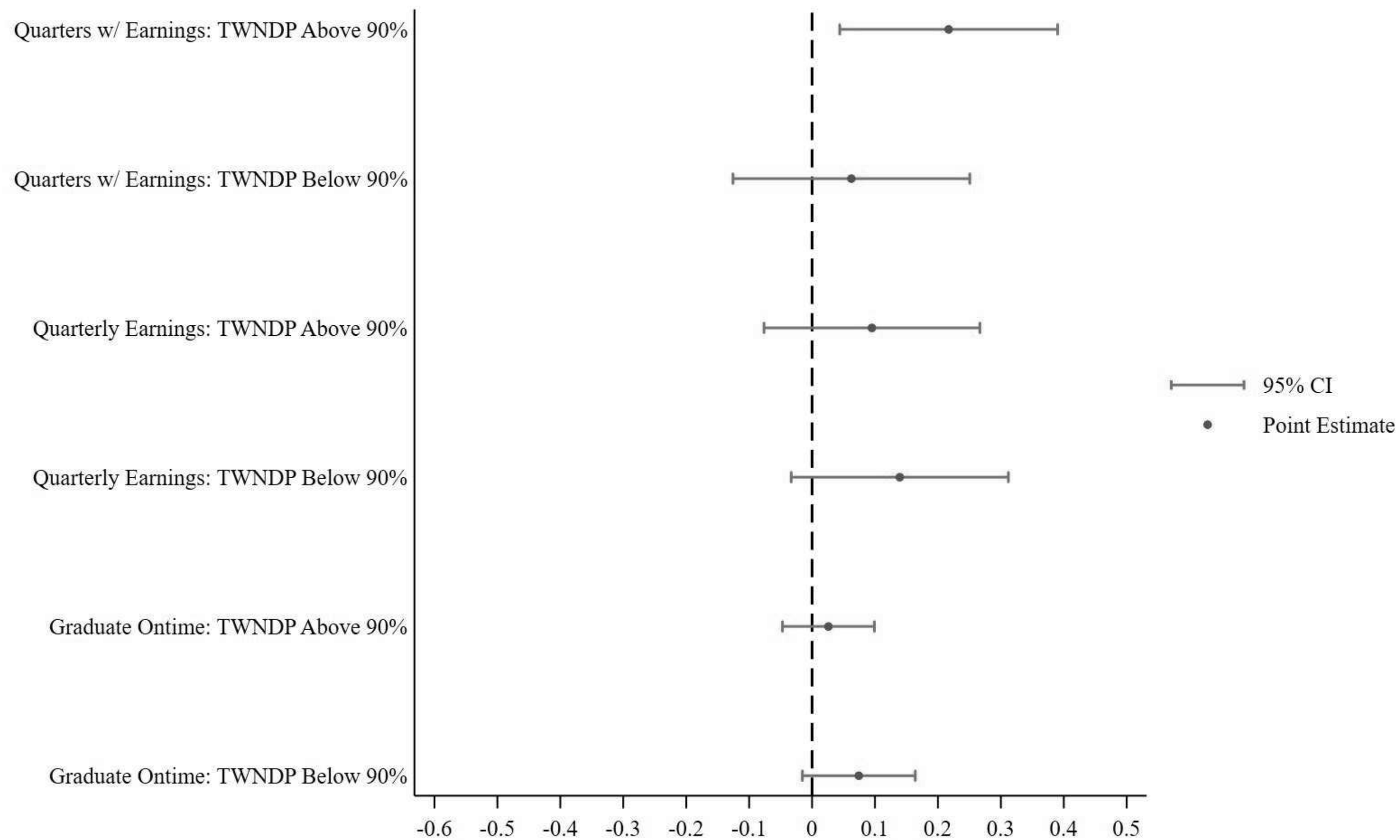
Notes: The scores forming the horizontal axis have been re-centered by subtracting the threshold for each school and year from the scores associated with the applicants from those schools and years. These figures document the share of students graduating from high school on time, the share of students attending any college, and the average of the logarithm of average quarterly earnings for each score value.

Figure S2: Treatment Effects by Type of Disability



Notes: Figure shows point estimates and 95% confidence intervals for select outcomes based on models where we spit the sample based on a student's identified disability in 8th grade. Unlike Figure 4, results are organized by outcome, rather than disability type, so that treatment effects for the same outcome can be visually compared. All results are based on a RD local linear regression with a 16 point bandwidth. Full set of estimates and standard errors are reported in Appendix Table 12A.

Figure S3: Treatment Effects by Time Spent with Non-Disabled Peers



Notes: Figure shows point estimates and 95% confidence intervals for select outcomes based on models where we spit the sample based on the share of time spent with typically dveloping peers in 8th grade. All results are based on a RD local linear regression with a 16 point bandwidth. Full set of estimates and standard errors are reported in Appendix Table 11A.

Table S1: First Stage Estimates (Bandwidth 16)

	Probability of Being Admitted Full Sample (1)	Probability of Attending Full Sample (2)	Probability of Being Admitted Male Students (3)	Probability of Attending Male Students (4)	Probability of Being Admitted Female Students (5)	Probability of Attending Female Students (6)
Outcome						
Offer	0.873**	0.645**	0.866**	0.653**	0.868**	0.591**
	(0.0200)	(0.0297)	(0.0193)	(0.0311)	(0.0359)	(0.0512)
Controls	Yes	Yes	Yes	Yes	Yes	Yes
F	1,897	471	1,997	444	584	133
Observations	6,287	6,287	4,639	4,639	1,618	1,618

Notes: Table presents first-stage estimates of the probability of being admitted to a CTECS school and the probability of attending a CTECS school for the sample of 8th grade IEP students who applied to CTECS from 2006-2014. Estimates are from a RD specification using local linear regression and a 16 point bandwidth. Column 1 presents first-stage estimates of the probability of being admitted to a CTECS school where the dependent variable is an indicator for receiving an offer of admittance and the sample includes both male and female students. Column 2 presents main first-stage estimates for probability of attending a CTECS school after receiving an offer where the dependent variable is an indicator for attendance at a CTECS school in 9th grade. Columns 3-4 present the same information as columns 1-2 but limits the sample to male students while columns 5-6 present the same information for the sample of female students. All specifications include controls for standardized 7th grade combined test scores in English and math and indicators for whether an applicant is Black, Hispanic, Free or reduced price lunch eligible and whether the student is an English language learner. Columns 1 and 2 also include an indicator for whether a student is female. All specifications include CTECS school-by-year fixed effects and 8th grade sending-town fixed effects. Robust standard errors, clustered at the school-by-year and sending town in parentheses.
** $p<0.01$, * $p<0.05$

Table S2: Summary Statistics Above and Below Threshold

	All IEP Students				Male IEP Students			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Applied to CTHSS	Enrolled in CTHSS	Below Threshold BW 16	Above Threshold BW 16	Applied to CTHSS	Enrolled in CTHSS	Below Threshold BW 16	Above Threshold BW 16
Outcomes								
On Time Graduation	0.70	0.88	0.70	0.82	0.71	0.87	0.70	0.82
Any College	0.22	0.25	0.21	0.24	0.19	0.22	0.18	0.20
Total Earnings	127,338	169,367	123,078	154,454	141,249	182,675	137,736	170,220
Quarterly Earnings	5,682	7,220	5,440	6,725	6,219	7,723	5,974	7,334
Quarters with Earnings	18.55	20.22	18.80	19.60	18.72	20.27	19.16	19.72
Predetermined Variables								
Female	0.26	0.20	0.27	0.25				
Asian	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Black	0.17	0.09	0.18	0.11	0.16	0.07	0.17	0.10
Hispanic	0.26	0.16	0.27	0.18	0.23	0.14	0.23	0.15
Free Lunch	0.60	0.42	0.62	0.47	0.55	0.38	0.56	0.42
English Learner	0.08	0.04	0.08	0.05	0.07	0.03	0.07	0.04
7th Grade CMT-Reading	195	217	187	211	196	217	188	211
7th Grade CMT-Math	211	233	204	226	214	236	207	229
7th Grade CMT-Writing	199	211	195	208	197	210	193	206
8th Grade Learning Disabilities	0.50	0.52	0.50	0.51	0.47	0.50	0.46	0.48
8th Grade ADD / ADHD	0.16	0.17	0.16	0.17	0.18	0.18	0.19	0.19
8th Grade Physical / Health Impairments	0.20	0.20	0.21	0.20	0.19	0.19	0.20	0.19
8th Grade Lower Incidence Disability	0.14	0.12	0.13	0.13	0.16	0.13	0.15	0.14
8th Time Spent with Non-Disabled Peers	85.95	89.68	85.13	87.60	85.16	89.33	84.13	86.79

Notes: Table presents summary statistics for main outcomes and predetermined variables. Columns 1-4 report means for the full sample of IEP students. Columns 5-8 report means for sample of male IEP students. Columns 1 and 5 present summary statistics for students with an IEP that applied to a CTECS school. Columns 2 and 6 present summary statistics for sample of IEP students that enrolled in a CTECS school. Columns 3 and 4 and 7 and 8 present summary statistics for the sample of students 16 points above and below the admission score threshold.

Table S3: First Stage Estimates Labor Market (Bandwidth 16)

	Probability of Attending Full Sample		Probability of Attending Male Students		Probability of Attending Female Students	
Outcome	(1)	(2)	(3)	(4)	(5)	(6)
Offer	0.653**	0.653**	0.660**	0.661**	0.603**	0.602**
	(0.0292)	(0.0293)	(0.0317)	(0.0319)	(0.0530)	(0.0554)
Controls	No	Yes	No	Yes	No	Yes
F	500	497	434	431	129	118
Observations	5,398	5,398	4,039	4,039	1,327	1,327

Notes: Table presents first-stage estimates based on sample of students in labor market. Estimates are for probability of attending a CTECS school after receiving an offer where dependent variable is an indicator for attendance at a CTECS school in 9th grade. Columns 1 and 2 are for full sample of IEP male and female students in labor market. Columns 3 and 4 are for sample of male IEP students in labor market and columns 5 and 6 are for sample of female IEP students in labor market. All specifications include CTECS school-by-year fixed effects and resident 8th grade sending town fixed effects. Robust standard errors, clustered at the school-by-year and town levels in parentheses. ** p<0.01, * p<0.05

Table S4: Labor Market Effects Conditional on Education

Outcome	(1) Total Earnings	(2) Log of Quarterly Earnings	(3) Quarters with Earnings	(4) Log of Quarterly Earnings Age 22+
Attend	0.439**	0.235**	2.831**	0.283**
	(0.141)	(0.0829)	(0.919)	(0.0904)
H.S. Graduate	0.741**	0.363**	5.619**	0.362**
	(0.0719)	(0.0407)	(0.562)	(0.0485)
Semesters of College	-0.0329**	-0.0269**	-0.135	-0.0158**
	(0.0109)	(0.00573)	(0.0737)	(0.00575)
Observations	4,039	4,039	4,039	3,292

Notes: Table presents 2SLS estimates for labor market outcomes of male students adding controls for whether a student graduated from high school and the number of semesters a students attended college. All results are based on a RD local linear regression with a 16 point bandwidth and include applications from 8th graders from 2006-2014. All specifications include controls for standardized 7th grade combined test scores in English and math and indicators for whether an applicant is Black, Hispanic, Free or reduced price lunch eligible and whether the student is an English language learner. All specifications also include CTECS school-by-year fixed effects and 8th grade sending town fixed effects. Robust standard errors, clustered at the school-by-year and town levels in parentheses. ** $p<0.01$, * $p<0.05$

Table S5: 2SLS Estimates No Controls

Outcome	(1) On Time H.S. Grad	(2) Any College	(3) In Labor Market	(4) Log of Total Earnings	(5) Log of Quarterly Earnings	(6) Quarters with Earnings	(7) Log of Quarterly Earnings Age 22+
				Male Students			
Attend	0.0683	-0.0330	-0.00689	0.458**	0.248**	2.975**	0.300**
	(0.0357)	(0.0323)	(0.0107)	(0.145)	(0.0855)	(0.971)	(0.0920)
Observations	4,639	4,639	4,639	4,039	4,039	4,039	3,292
Mean CG	0.696	0.176	0.897	11.136	8.441	19.155	8.626
St. Dev. CG	0.460	0.381	0.304	1.489	0.814	11.394	0.857
				Female Students			
Attend	0.0130	-0.0838	-0.0426	0.145	0.0892	2.098	0.0822
	(0.0918)	(0.0577)	(0.0388)	(0.256)	(0.159)	(1.379)	(0.162)
Observations	1,618	1,618	1,618	1,327	1,327	1,327	1,048
Mean CG	0.716	0.316	0.837	10.701	8.059	17.820	8.234
St. Dev. CG	0.451	0.465	0.370	1.448	0.793	10.327	0.852

Notes: Table presents 2SLS estimates for main outcomes based on specifications with no controls. Top panel presents estimates for male IEP students. Bottom panel presents estimates for sample of female IEP students. All estimates are based on a RD specification using local linear regression and a 16-point bandwidth. All specifications include CTECS school-by-year fixed effects and 8th grade sending town fixed effects. Robust standard errors, clustered at the school-by-year and town levels in parentheses. ** $p<0.01$, * $p<0.05$

Table S6: First Stage and 2SLS Estimates - Alternative Bandwidths Male Students

	(1)	(2)	(3)	(4)	(5)	(6)
Outcome	Attend (First Stage)	On Time H.S. Grad	Log of Total Earnings	Log of Quarterly Earnings	Quarters with Earnings	Log of Quarterly Earnings Age 22+
				Bandwidth 16		
Offer	0.654**	0.0633	0.453**	0.245**	2.917**	0.292**
	(0.0309)	(0.0364)	(0.142)	(0.0835)	(0.943)	(0.0901)
Observations	4,639	4,639	4,039	4,039	4,039	3,292
				Bandwidth 14		
Offer	0.638**	0.0479	0.454**	0.240**	3.196**	0.304**
	(0.0330)	(0.0391)	(0.146)	(0.0882)	(0.980)	(0.0960)
Observations	4,173	4,173	3,633	3,633	3,633	2,960
				Bandwidth 12		
Offer	0.641**	0.0455	0.395**	0.211*	2.384*	0.219*
	(0.0338)	(0.0422)	(0.149)	(0.0941)	(0.980)	(0.0960)
Observations	3,665	3,665	3,201	3,201	3,201	2,614
				Bandwidth 10		
Offer	0.647**	0.0591	0.515**	0.293***	2.904**	0.328**
	(0.0378)	(0.0470)	(0.136)	(0.0830)	(1.000)	(0.0951)
Observations	3,085	3,085	2,707	2,707	2,707	2,217

Notes: Table presents first-stage and reduced form estimates for the main outcomes based on various bandwidths. Sample is limited to male students. All specifications include the full set of controls listed in Table 1 and CTECS school-by-year fixed effects and resident 8th grade town fixed effects. Robust standard errors, clustered at the school-by-year and resident town levels in parentheses. ** p<0.01, * p<0.05

Table S7: Falsification Test - Reduced Form Male Students

Outcome	(1) On Time H.S. Grad	(2) Log of Total Earnings	(3) Log of Quarterly Earnings	(4) Quarters with Earnings	(5) Log of Quarterly Earnings Age 22+
			Reduced Form Estimates		
Offer	0.0414	0.300**	0.162**	1.929**	0.201**
	(0.0243)	(0.0953)	(0.0566)	(0.639)	(0.0635)
Observations	4,639	4,039	4,039	4,039	3,292
			Cutoff +20 Points		
Offer	-0.0591*	-0.142	-0.0355	-1.093	0.0335
	(0.0323)	(0.143)	(0.0844)	(0.822)	(0.0944)
Observations	2,771	2,395	2,395	2,395	1,888
			Cutoff +16 Points		
Offer	-0.0280	-0.0940	-0.0180	-0.705	0.0418
	(0.0309)	(0.128)	(0.0736)	(0.807)	(0.0853)
Observations	2,707	2,330	2,330	2,330	1,839
			Cutoff -16 Points		
Offer	-0.0346	0.00370	0.00114	-0.0874	0.0420
	(0.0217)	(0.108)	(0.0558)	(0.766)	(0.0616)
Observations	4,203	3,661	3,661	3,661	3,001

Notes: Table presents reduced-form RD falsification tests for main outcomes based on pseudo cutoffs where we move the actual cutoff threshold: 1) up 20 points, 2) up 16 points and 3) down 16 points. Top Panel presents actual reduced form estimates from main specifications for comparison. All specifications include the full set of controls listed in Table 1 and CTECS school-by-year fixed effects and 8th grade sending town fixed effects. Robust standard errors, clustered at the school-by-year and town levels in parentheses. ** p<0.01, * p<0.05

Table S8: Mechanism - 2SLS Male Students

	(1)	(2)	(3)	(4)	(5)
Outcome	10th Grade Composite Test Scores	10th Grade Math Score	10th Grade Reading Score	Missing 10th Grade Test Scores	9th Grade Time Spent with Non-Disabled Peers
Attend	0.249**	0.194*	0.205	-0.0764*	12.73**
	(0.0868)	(0.0798)	(0.106)	(0.0303)	(1.822)
Observations	2,251	2,344	2,355	3,061	3,808
Mean CG	-0.861	-0.712	-0.845	0.220	83.593
St. Dev. CG	0.913	0.977	0.894	0.414	21.866
Outcome	Ever Expelled	Ever Out of School Suspension	Ever In-School Suspension	Ever Any Discipline	
Attend	0.0174	0.0590	0.109*	0.125**	
	(0.0159)	(0.0392)	(0.0451)	(0.0463)	
Observations	4,639	4,639	4,639	4,639	
Mean CG	0.035	0.267	0.396	0.489	
St. Dev. CG	0.184	0.443	0.489	0.500	

Notes: Table presents 2SLS RD estimates based on sample of male students with an IEP. Top panel presents RD estimates with a 16 point bandwidth for standardized individual and composite 10th grade reading and math scores, and share of time spent in 9th grade with non-disabled peers. Bottom panel presents RD estimates with a 16 point bandwidth for whether a student was ever expelled in H.S., ever had an out of school suspension, ever had an in-school suspension and whether the student had any disciplinary action while in H.S. Mean CG is the mean of the dependent variable for the control group and is defined as the mean to the left of the cutoff within the 16 point bandwidth. St. Dev. CG is the standard deviation of Mean CG. All specifications include the full set of controls listed in Table 1 and CTECS school-by-year fixed effects and 8th grade sending town fixed effects. Robust standard errors, clustered at the school-by-application year and 8th grade town levels in parentheses. ** p<0.01, * p<0.05

Table S9: Mechanism - 2SLS Female Students

	(1)	(2)	(3)	(4)
Outcome	10th Grade Composite Test Scores	10th Grade Math Score	10th Grade Reading Score	9th Grade Time Spent with Non-Disabled Peers
Attend	0.0639	0.262	-0.0322	10.18**
	(0.129)	(0.208)	(0.154)	(2.058)
Observations	673	702	698	1,310
Mean CG	-1.17	-1.21	-0.82	85.20
St. Dev. CG	0.88	0.93	0.91	20.24
Outcome	Ever Expelled	Ever Out of School Suspension	Ever In-School Suspension	Ever Any Discipline
Attend	-0.0237	-0.0199	0.0643	0.0497
	(0.0265)	(0.0741)	(0.0733)	(0.0725)
Observations	1,618	1,618	1,618	1,618
Mean CG	0.01	0.20	0.28	0.36
St. Dev. CG	0.11	0.40	0.45	0.48

Notes: Table presents 2SLS RD estimates based on sample of female students with an IEP. Top panel presents RD estimates with a 16 point bandwidth for standardized individual and composite 10th grade reading and math scores, and share of time spent in 9th grade with non-disabled peers. Bottom panel presents RD estimates with a 16 point bandwidth for whether a student was ever expelled in H.S., ever had an out of school suspension, ever had an in-school suspension and whether the student had any disciplinary action while in H.S. Mean CG is the mean of the dependent variable for the control group and is defined as the mean to the left of the cutoff within the 16 point bandwidth. St. Dev. CG is the standard deviation of Mean CG. All specifications include the full set of controls listed in Table 1 and CTECS school-by-year fixed effects and 8th grade sending town fixed effects. Robust standard errors, clustered at the school-by-application year and 8th grade town levels in parentheses. ** $p<0.01$, * $p<0.05$

Table S10: Heterogeneity Estimates Male Students

Outcome	On Time H.S. Grad	Log of Quarterly Earnings	Quarters with Earnings
	(1)	(2)	(3)
Learning Disabilities			
Offer	0.0480	0.137	0.938
	(0.0337)	(0.0780)	(0.7850)
Observations	1,870	1,638	1,638
ADD / ADHD			
Offer	0.0653	0.199	2.588
	(0.0692)	(0.1530)	(1.5850)
Observations	765	673	673
ADD / ADHD minus Learning Disability	0.0173	0.0620	1.6500
	(0.0770)	(0.1717)	(1.7687)
Physical / Health Impairment			
Offer	0.00465	0.208	3.103*
	(0.0611)	(0.1200)	(1.5610)
Observations	731	624	624
Physical / Health minus Learning Disability	-0.0434	0.0710	2.1650
	(0.0698)	(0.1431)	(1.7473)
Lower Incidence Disability			
Offer	0.0422	-0.0584	-1.329
	(0.0871)	(0.2010)	(2.1640)
Observations	564	431	431
Lower Incidence minus Learning Disability	-0.0058	-0.1954	-2.2670
	(0.0934)	(0.2156)	(2.3020)

Notes: Table presents reduced form RD estimates for main outcomes based on sample of male students and a 16 point bandwidth. Panel A presents results for students whose primary disability is a learning disability. Panel B presents results for students whose primary disability is ADD or ADHD and Panel C presents results for students whose primary disability is a physical or health impairment. The bottom row in each panel presents the difference between the estimate for a specific disability type and the estimate for learning disability. All specifications include the full set of controls listed in Table 1 and CTECS school-by-year fixed effects and 8th grade sending town fixed effects. Robust standard errors, clustered at the school-by-year and town levels in parentheses.** $p<0.01$, * $p<0.05$

Table S11: Heterogeneity Estimates Male Students

Outcome	On Time H.S. Grad	Log of Quarterly Earnings	Quarters with Earnings
	(1)	(2)	(3)
Time Spent with Non-Disabled Peers Less Than 90%			
Offer	0.0743	0.139	0.625
	(0.0458)	(0.0882)	(0.9620)
Observations	1,686	1,429	1,429
Time Spent with Non-Disabled Peers Greater Than 90%			
Offer	0.026	0.0951	2.171*
	(0.0374)	(0.0877)	(0.8860)
Observations	1,607	1,411	1,411
Less than 90% minus Greater than	0.0483	0.0439	-1.5460
	(0.0591)	(0.1244)	(1.3078)
Free Lunch Eligible			
Offer	0.0640	0.171*	1.625*
	(0.0432)	(0.0882)	(0.7990)
Observations	2,289	1,931	1,931
Not Free Lunch Eligible			
Offer	0.0313	0.138	2.143*
	(0.0312)	(0.0791)	(0.8990)
Observations	2,321	2,074	2,074
Free Lunch minus Not Eligible	0.0327	0.0330	-0.5180
	(0.0533)	(0.1185)	(1.2027)
Black or Hispanic			
Offer	0.0686	0.130	1.366
	(0.0666)	(0.1020)	(0.9900)
Observations	1,500	1,274	1,274
White, Asian, Other			
Offer	0.0300	0.152*	1.924*
	(0.0263)	(0.0695)	(0.7810)
Observations	3,089	2,706	2,706
Black or Hispanic minus White, Asian, Other	0.0386	-0.0220	-0.5580
	(0.0716)	(0.1234)	(1.2610)

Notes: Table presents reduced form RD estimates for main outcomes based on sample of male students and a 16 point bandwidth. Panels A and B split the sample by time spent with non-disabled peers in 8th grade with Panel A being for students spending less than 90% of time with non-disabled peers and Panel B for students spending 90% of their time or more with non-disabled peers. Panels C and D split the sample based on free or reduced price lunch eligibility status, and panels E and F split the sample based on race and ethnicity with panel E presenting estimates for black or Hispanic students and panel F showing estimates for all other students. The bottom row in each panel presents the difference between the estimate in the top half of the panel and the estimate in the bottom half. All specifications include CTECS school-by-year fixed effects and 8th grade sending town fixed effects. Robust standard errors, clustered at the school-by-year and town levels in parentheses.** p<0.01, * p<0.05

Table S12: Summary Statistics by Admission Threshold Score Terciles

	(1) Tercile 1	(2) Tercile 2	(3) Tercile 3
Admission Threshold Score	39.73	48.15	55.29
Asian	0.01	0.01	0.01
Black	0.17	0.11	0.12
Hispanic	0.25	0.17	0.16
Free Lunch	0.60	0.44	0.42
English Learner	0.09	0.04	0.03
7th Grade CMT-Reading	195	196	207
7th Grade CMT-Math	213	215	225
8th Grade Learning Disabilities	0.49	0.48	0.43
8th Grade ADD / ADHD	0.18	0.18	0.21
8th Grade Physical / Health Impairments	0.19	0.19	0.22
8th Grade Lower Incidence Disabilities	0.14	0.15	0.14
8th Time Spent with Non-Disabled Peers	85.32	83.86	86.68

Notes: Table presents summary statistics by terciles of the admission threshold scores. Column 1 reports means for the 1st (lowest score) tercile, while columns 2 and 3 report means for the 2nd and 3rd terciles.

Table S13: Heterogeneity Estimates Male Students

VARIABLES	(1) On Time H.S. Grad	(3) Log of Quarterly Earnings	(5) Quarters with Earnings
Tercile 1 * Offer	0.0810**	0.164**	2.422**
	(0.0301)	(0.0593)	(0.7330)
Tercile 2 * Offer	0.0446	0.160*	1.792*
	(0.0281)	(0.0728)	(0.8430)
Tercile 3 * Offer	-0.03	0.162*	1.331
	(0.0293)	(0.0766)	(0.7990)
Observations	4,639	4,039	4,039
Tercile 1 minus Tercile 2	0.0364	0.004	0.63
	(0.0412)	(0.0939)	(1.1171)
Tercile 3 minus Tercile 2	-0.0746	0.002	-0.461
	(0.0406)	(0.1057)	(1.1615)

Notes: Table presents reduced-form estimates for main outcomes for the sample of male students. Tercile 1, Tercile 2 and Tercile 3 are indicators for the terciles of admission threshold scores, each of which is interacted with the offer of admission indicator. Tercile 1 includes the lowest admission threshold scores, while Tercile 3 includes the highest admission threshold scores. The second panel presents the difference between both estimtes for the top and bottom teciles and the middel tercile. All results are based on a RD local linear regression with a 16 point bandwidth and include applications from 8th graders from 2006-2014. All specifications include controls for standardized 7th grade combined test scores in English and math and indicators for whether an applicant is Black, Hispanic, Free or reduced price lunch eligible and whether the student is an English language learner. All specifications also include CTECS school-by-year fixed effects and 8th grade sending town fixed effects. Robust standard errors, clustered at the school-by-year and town levels in parentheses. ** $p<0.01$, * $p<0.05$

Table S14: Summary Statistics of Students with Disabilities Nationally and for Connecticut

	National		State of Connecticut	
	Mean	Std.Dev	Mean	Std.Dev
Composition of Students with Disabilities				
Learning Disabilities	0.354	0.478	0.341	0.474
Physical Impairment	0.236	0.425	0.163	0.369
ADHD and Health impairments	0.121	0.326	0.195	0.396
Lower Incidence Disabilities	0.225	0.418	0.238	0.426
Share of Student with Disabilities				
All Students	0.129	0.335	0.119	0.324
Asian	0.056	0.231	0.022	0.146
Black	0.146	0.353	0.152	0.359
Hispanic	0.144	0.350	0.257	0.437

Notes: Mean composition for students with disabilities for the 14-15 school year for both the United States and separately for the State of Connecticut.

Table S15: Summary Statistics Students with and without Disabilies

	State	CTHSS IEP Sample		CTHSS Non-IEP Sample	
	Mean	Mean	Std. Dev.	Mean	Std. Dev.
Female	0.49	0.26	0.44	0.46	0.50
Asian	0.04	0.01	0.08	0.01	0.11
Black	0.13	0.17	0.38	0.20	0.40
Hispanic	0.17	0.26	0.44	0.32	0.47
Free Lunch	0.33	0.60	0.49	0.66	0.47
English Learner	0.06	0.08	0.27	0.06	0.24
7^{th} Grade CMT-Reading	249	195	36	230	35
7^{th} Grade CMT-Math	263	211	35	244	36
7^{th} Grade CMT-Writing	246	198	28	231	28
Total Application Score	--	51.07	17.42	64.39	19.26
Application Grades Score	--	22.00	8.56	25.46	9.24
Application Attendance Score	--	6.43	4.47	7.03	4.22
Application Math Score	--	9.30	4.47	13.42	4.68
Application Language Arts Score	--	8.99	4.92	13.67	5.26

Notes: Table presents means and standard deviations of individual control variables, 7th grade standardized test scores, total application score and components of application score. Column 1 presents mean of characteristics for the state of Connecticut overall. Columns 2 and 3 present summary statistics for the sample of students with an IEP that applied to a CTECS school. Columns 4 and 5 present summary statistics for the sample of CTECS applicants who do not have an IEP.

Table S16: Balancing Tests

	(1)	(2)	(3)	(4)	(5)	(6)
Outcome	Black	Hispanic	Free Lunch	English Learner	7th Grade Test Scores	Share of Time Spent with Non-Disabled Peers
			Male IEP Students			
Offer	-0.0256	0.0154	-0.0164	0.00546	-2.427	0.243
	(0.0187)	(0.0193)	(0.0216)	(0.0133)	(1.503)	(1.105)
Observations	4,726	4,726	4,726	4,726	4,033	3,321
Mean CG	0.166	0.235	0.560	0.073	194.602	86.347
St. Dev. CG	0.372	0.424	0.496	0.261	24.432	15.350
			Female IEP Students			
Offer	0.0202	0.00517	-0.00670	0.0169	-2.627	0.0811
	(0.0412)	(0.0491)	(0.0288)	(0.0293)	(3.142)	(0.820)
Observations	1,637	1,637	1,637	1,637	1,387	1,208
Mean CG	0.234	0.349	0.764	0.106	193.811	87.892
St. Dev. CG	0.424	0.477	0.425	0.308	23.840	13.373

Notes: Table presents balancing tests for the sample of IEP students that applied to CTECS. Estimates are from a RD specification using local linear regression and a 16 point bandwidth. Top panel presents balancing tests for the sample of male IEP students. Bottom panel presents balancing tests for female IEP students. Columns 1-10 present balancing tests for individual covariates. Columns 11 and 12 present balancing tests for school-level pupil-teacher ratio and 6th grade average test scores for sending middle schools. Pupil teacher ratio and average 6th grade test scores are for 2006 - 2011. Mean CG is the mean of the dependent variable for the control group and is defined as the mean to the left of the cutoff within the 16 point bandwidth. St. Dev. CG is the standard deviation of Mean CG. All specifications include CTECS school-by-year fixed effects and 8th grade sending town fixed effects. Robust standard errors, clustered at the school-by-year and town levels in parentheses. ** $p<0.01$, * $p<0.05$

Table S16: Balancing Tests (Continued)

	(7)	(8)	(9)	(10)	(11)	(12)
Outcome	Learning Disabilities	ADD / ADHD	Health / Physical Impairment	Lower Incidence Disability	Pupil Teacher Ratio	6th Grade Average Test Scores
			Male IEP Students			
Offer	-0.0120	0.0608	-0.0140	-0.0347	0.0390	-0.0935
	(0.0270)	(0.0371)	(0.0277)	(0.0211)	(0.0980)	(0.707)
Observations	3,398	3,398	3,398	3,398	4,660	4,007
Mean CG	0.458	0.188	0.205	0.149	13.291	249.298
St. Dev. CG	0.498	0.391	0.404	0.356	2.334	18.778
			Female IEP Students			
Offer	0.0144	-0.0447	0.0490	-0.0186	-0.132	-0.490
	(0.0364)	(0.0489)	(0.0476)	(0.0308)	(0.163)	(1.280)
Observations	1,210	1,210	1,210	1,210	1,632	1,410
Mean CG	0.607	0.089	0.209	0.095	13.568	243.169
St. Dev. CG	0.489	0.284	0.407	0.294	2.339	17.799

Table S17: Balancing Tests Labor Market Sample

	(1)	(2)	(3)	(4)	(5)	(6)
Outcome	Black	Hispanic	Free Lunch	English Learner	7th Grade Test Scores	Share of Time Spent with Non-Disabled Peers
			Male IEP Students			
Offer	-0.0318	0.0128	-0.0279	-0.00304	-1.994	0.150
	(0.0212)	(0.0228)	(0.0242)	(0.0127)	(1.503)	(1.245)
Observations	4,113	4,113	4,113	4,113	3,503	2,859
Mean CG	0.166	0.233	0.546	0.071	194.667	86.485
St. Dev. CG	0.372	0.423	0.498	0.257	23.898	15.255
			Female IEP Students			
Offer	0.0361	0.0103	-0.00890	0.0246	-2.606	0.178
	(0.0464)	(0.0557)	(0.0366)	(0.0377)	(3.151)	(1.029)
Observations	1,345	1,345	1,345	1,345	1,153	1,007
Mean CG	0.237	0.362	0.767	0.111	194.515	88.523
St. Dev. CG	0.425	0.481	0.423	0.314	23.744	12.128

Notes: Table presents balancing tests for the sample of IEP students that applied to CTECS and are observed in the labor market. Estimates are from a RD specification using local linear regression and a 16 point bandwidth. Top panel presents balancing tests for the sample of male IEP students. Bottom panel presents balancing tests for female IEP students. Columns 1-10 present balancing tests for individual covariates. Columns 11 and 12 present balancing tests for school-level pupil-teacher ratio and 6th grade average test scores for sending middle schools. Pupil teacher ratio and average 6th grade test scores are for 2006 - 2011. Mean CG is the mean of the dependent variable for the control group and is defined as the mean to the left of the cutoff within the 16 point bandwidth. St. Dev. CG is the standard deviation of Mean CG. All specifications include CTECS school-by-year fixed effects and 8th grade sending town fixed effects. Robust standard errors, clustered at the school-by-year and town levels in parentheses. ** $p<0.01$, * $p<0.05$

Table S17: Balancing Tests Labor Market Sample (Continued)

	(7)	(8)	(9)	(10)	(11)	(12)
Outcome	Learning Disabilities	ADD / ADHD	Health / Physical Impairment	Lower Incidence Disability	Pupil Teacher Ratio	6th Grade Average Test Scores
			Male IEP Students			
Offer	-0.00737	0.0602	-0.0244	-0.0284	0.0431	0.123
	(0.0302)	(0.0413)	(0.0304)	(0.0205)	(0.0899)	(0.789)
Observations	2,928	2,928	2,928	2,928	4,059	3,520
Mean CG	0.468	0.198	0.202	0.132	13.311	249.028
St. Dev. CG	0.499	0.398	0.401	0.339	2.329	18.817
			Female IEP Students			
Offer	0.00381	-0.0490	0.0189	0.0263	-0.163	-0.851
	(0.0399)	(0.0601)	(0.0513)	(0.0353)	(0.205)	(1.527)
Observations	1,008	1,008	1,008	1,008	1,340	1,148
Mean CG	0.610	0.091	0.213	0.086	13.522	243.343
St. Dev. CG	0.488	0.288	0.410	0.281	2.349	17.964