

**Table 1. Timing of Children Passing the OLDS**

	Sample Size (Percentage Distribution)
Children do not need to take OLDS	13359 (85.21%)
Children who needed to take OLDS and Passed OLDS at	2319 (14.79%)
Fall of kindergarten	956 (6.10%)
Spring of kindergarten	539 (3.44%)
Fall of first grade (limited sample tested)	63 (0.40%)
Spring of first grade	417 (2.66%)
Did not pass OLDS by the end of first grade	344 (2.19%)

**Table 2. Sample Size and Percentage Distribution of Spoken Language between the Parent and the Child**

	Dyad of Mother-Child Language to Each Other	Dyad of Father-Child Language to Each Other
<b>Child never speaks the native language to the parent &amp;</b>		
1) the parent sometimes or never speaks the native language to the child	13387 (80.06%)	10790 (80.66%)
2) the parent often or very often speaks the native language to the child	35 (0.81%)	96 (0.72%)
<b>Child sometimes speaks the native language to the parent &amp;</b>		
3) the parent sometimes or never speaks the native language to the child	723 (4.23%)	593 (4.43%)
4) the parent often or very often speaks the native language to the child	562 (3.36%)	350 (2.62%)
<b>Child often speaks the native language to the parent &amp;</b>		
5) the parent sometimes or never speaks the native language to the child	24 (0.14)	32 (0.24%)
6) the parent often or very often speaks the native language to the child	591 (3.53%)	464 (3.47%)
<b>Child very often speaks the native language to the parent &amp;</b>		
7) the parent sometimes or never speaks the native language to the child	22 (0.13%)	22 (0.16%)
8) the parent often or very often speaks the native language to the child	1278 (7.64%)	1030 (7.70%)
Total	16722	13377

**Table 3. Sample Size and Percentage Distribution of Spoken Language between the Parent and the Child by English Proficiency Test Taken at School, N=16376**

	No Need to Take OLDS	Passed OLDS at Fall K	Passed OLDS at Spring K	Passed OLDS at 1 <sup>st</sup> Grade	Did not Pass OLDS by the end of 1 <sup>st</sup> Grade
<b>Spoken Language in Mother-Child Dyad</b>					
<b>Child never speaks the native language to the parent &amp;</b>					
1) the parent sometimes or never speaks the native language to the child	English Mono n=12046	English Mono n=180	English-Dominant Bilingual n=45	Non-English- Dominant Bilingual n=20	Non-English Mono n=18
2) the parent often or very often speaks the native language to the child	English Mono n=81	English Mono n=34	English-Dominant Bilingual n=25	Non-English- Dominant Bilingual n=2	Non-English Mono n=0
<b>Child sometimes speaks the native language to the parent &amp;</b>					
3) the parent sometimes or never speaks the native language to the child	English-Dominant Bilingual n=653	English-Dominant Bilingual n=302	Fluent Bilingual n=27	Non-English- Dominant Bilingual n=17	Non-English Mono n=4
4) the parent often or very often speaks the native language to the child	English-Dominant Bilingual n= 231	English-Dominant Bilingual n=163	Fluent Bilingual n=57	Non-English- Dominant Bilingual n=22	Non-English Mono n=10
<b>Child often speaks the native language to the parent &amp;</b>					
5) the parent sometimes or never speaks the native language to the child	Fluent Bilingual n=26	Fluent Bilingual n=22	Fluent Bilingual n=2	Non-English- Dominant Bilingual n=43	Non-English Mono n=1
6) the parent often or very often speaks the native language to the child	Fluent Bilingual n=144	Fluent Bilingual n=186	Fluent Bilingual n=79	Non-English- Dominant Bilingual n=187	Non-English Mono n=43
<b>Child very often speaks the native language to the parent &amp;</b>					
7) the parent sometimes or never speaks the native language to the child	Fluent Bilingual n=26	Fluent Bilingual n=21	Fluent Bilingual n=4	Non-English- Dominant Bilingual n=52	Non-English Mono n=3
8) the parent often or very often speaks the native language to the child	Fluent Bilingual n=172	Fluent Bilingual n=277	Fluent Bilingual n=205	Non-English- Dominant Bilingual n=438	Non-English Mono n=508

*Note:* Sample size for English Mono, n=12341 (75.36%); English-Dominant Bilingual, n=1419 (8.66%); Fluent Bilingual, n=1248 (7.62%) Non-English-Dominant Bilingual, n=781(4.77%) and; Non-English Mono, n=587 (3.58%).

**Table 4. Children’s Country of Origin by Language Group in Percentage**

	English Monolingual	English- Dominant Bilingual	Fluent Bilingual	Non-English- Dominant Bilingual	Non-English Monolingual	Total
<b><i>Native-Born Non-Hispanic White (n=11063)</i></b>	97.68	1.57	0.75	0	0	100
<b><i>Latin American Origins and Native-Born Hispanic (n=3790)</i></b>						
Puerto Rico (n=103)	18.45	36.89	29.13	10.68	4.85	2.72
Central America (n=194)	18.56	17.01	32.47	22.68	9.28	5.12
South America (n=204)	26.96	24.51	37.25	6.37	4.90	5.38
Dominican Republic (n=69)	4.35	24.64	44.93	20.29	5.80	1.82
Mexico (n=1139)	6.06	13.43	34.68	21.60	24.23	30.05
Cuba (n=60)	21.67	33.33	33.33	6.67	5.00	1.58
Native-born Hispanic (n=2021)	45.03	27.16	7.13	12.57	8.11	53.32
<b><i>Asian Origins and Native-Born Asian (n=1523)</i></b>						
East Asia (n=248)	19.35	22.98	42.34	11.69	3.63	16.28
Thailand/Vietnam/Cambodia/Laos (n=324)	5.86	17.90	50.00	19.75	6.48	21.27
Other Southeast Asia (n=330)	41.52	32.73	17.58	6.06	2.12	21.67
India (n=130)	25.38	29.23	36.15	6.15	3.08	8.54
Native-born Asian (n=491)	25.87	19.76	16.70	26.48	11.20	32.24

**Table 5. Growth-Curve Results of Academic Achievements from Kindergarten to Fifth-Grade  
Children of Latin American Origins and Native-Born Hispanic**

	READING		MATH	
	Model 1	Model 2	Model 1	Model 2
<i>Fixed Effects</i>				
Intercept	51.53 (0.11)***	52.49 (0.27)***	52.58 (0.11)***	51.31 (0.27)***
English-Dominant Bilingual	-0.90 (0.24)***	-0.69 (0.22)**	-1.47 (0.24)***	-1.01 (0.22)***
Fluent Bilingual	-1.92 (0.29)***	-0.94 (0.27)***	-2.47 (0.29)***	-1.26 (0.27)***
Non-English-Dominant Bilingual	-4.56 (0.31)***	-2.94 (0.29)***	-6.74 (0.31)***	-4.89 (0.29)***
Non-English Monolingual	-5.35 (0.36)***	-3.21 (0.34)***	-7.15 (0.36)***	-4.75 (0.34)***
Public school		-2.04 (0.19)***		-2.03 (0.18)***
Student minority composition		-0.33 (0.11)**		-0.36 (0.11)***
Providing instructional ESL		-0.17 (0.07)*		-0.00 (0.07)
Providing Title I service		0.00 (0.03)		-0.01 (0.03)
Teachers and principle ESL experiences		0.09 (0.06)		-0.11 (0.06)
Providing services for ESL families		0.13 (0.04)***		0.00 (0.03)
Academic standards too low		0.04 (0.06)		-0.02 (0.06)
School stability		0.08 (0.08)		0.12 (0.08)
Student learning environment		0.23 (0.08)**		0.37 (0.07)***
Student academic performance		0.48 (0.07)***		0.50 (0.07)***
Teacher effort		-0.11 (0.08)		-0.24 (0.08)**
School supportive and teaching environments		0.32 (0.09)***		0.21 (0.08)**
School work climate		0.21 (0.09)*		0.16 (0.09)
School physical facility/resources		-0.10 (0.10)		-0.23 (0.10)*
<i>Rate of Change</i>				
Intercept	0.22 (0.02)***	0.12 (0.05)*	-0.03 (0.02)	-0.52 (0.05)***
English-Dominant Bilingual	0.10 (0.06)	0.17 (0.06)**	0.22 (0.06)***	0.22 (0.06)***
Fluent Bilingual	0.09 (0.07)	0.19 (0.07)**	0.45 (0.06)***	0.39 (0.06)***
Non-English-Dominant Bilingual	-0.12 (0.09)	-0.06 (0.10)	0.78 (0.08)***	0.68 (0.09)***
Non-English Monolingual	-0.44 (0.10)***	-0.33 (0.11)**	0.45 (0.10)***	0.36 (0.10)***
Public school		0.14 (0.05)*		0.61 (0.06)***
Student minority composition		-0.02 (0.06)		0.07 (0.04)
Providing instructional ESL		0.08 (0.04)*		-0.02 (0.03)
Providing Title I services		-0.01 (0.01)		0.01 (0.01)
Teachers and principle ESL experiences		-0.10 (0.03)**		-0.00 (0.02)

Providing services for ESL families		-0.02 (0.01)		0.05 (0.02)**
Academic standards too low		0.004 (0.04)		-0.00 (0.02)
School stability		0.02 (0.04)		0.00 (0.02)
Student learning environment		-0.05 (0.05)		-0.01 (0.03)
Student academic performance		-0.20 (0.04)***		-0.06 (0.02)**
Teacher effort		0.07 (0.03)*		0.12 (0.03)***
School supportive and teaching environments		-0.06 (0.05)		0.00 (0.03)
School work climate		-0.01 (0.04)		0.03 (0.03)
School physical facility/resources		0.11 (0.05)*		0.06 (0.03)*
<i>Variance Components</i>				
Within-person	20.24 (0.29)***	20.39 (0.28)***	19.05 (0.28)***	19.16 (0.27)***
Level 2 – between person				
In initial status	34.66 (0.86)***	27.73 (0.69)***	35.70 (0.86)***	29.68 (0.69)***
In rate of change	1.08 (0.08)***	1.03 (0.08)***	0.60 (0.08)***	0.59 (0.07)***
Covariance	-0.23***	-0.25***	-0.11**	-0.15**
Level 3 – between school				
In initial status	10.78 (0.79)***	3.11 (0.82)***	10.29 (1.10)***	2.75 (1.11)*
In rate of change	0.19 (0.09)*	0.18 (0.09)	0.28 (0.12)*	0.21 (0.12)
Covariance	-0.42***	-0.64***	-0.48***	-0.50***
<i>Model Fit Statistics</i>				
Deviance (= -2log-likelihood)	521322.4	504113.2	519387.3	502691.2
AIC	521376.4	504269.2	519441.3	502847.2
BIC	521625.2	504986.6	519690.1	503564.7

*Note.* Standard errors are in parentheses. Models also controls for children's country of origins (Puerto Rico, Central America, South America, Dominican Republic, Mexico, Cuba, and native-born Hispanic with native-born non-Hispanic White as the reference group). Model 2 also controls for child's characteristics: being a boy, low birth weight, and attending center-based care before kindergarten; family's characteristics: mother married at birth, having siblings present, number of family members under age 18 at home, family's socioeconomic status, and living in single-parent family; and parental educational practices and home environment: parental educational expectations, parental participating in school events, home learning activities, and region and location of residence.

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ .

**Table 6. Growth-Curve Results of Socioemotional Outcomes from Kindergarten to Fifth-Grade  
Children of Latin American Origins and Native-Born Hispanic**

	APPROACH TO LEARNING		SELF-CONTROL		INTERPERSONAL	
	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
<i>Fixed Effects</i>						
Intercept	0.015 (0.013)	-0.026 (0.038)	-0.052 (0.014)***	-0.153 (0.040)***	-0.002 (0.014)	0.018 (0.040)
English-Dominant Bilingual	-0.013 (0.032)	-0.003 (0.031)	-0.009 (0.032)	0.013 (0.031)	-0.035 (0.031)	-0.026 (0.030)
Fluent Bilingual	0.015 (0.039)	0.087 (0.038)*	-0.031 (0.038)	0.032 (0.038)	-0.094 (0.038)*	-0.044 (0.037)
Non-English-Dominant Bilingual	-0.183 (0.042)***	-0.053 (0.042)	-0.130 (0.042)**	-0.014 (0.042)	-0.255 (0.041)***	-0.155 (0.042)***
Non-English Monolingual	-0.316 (0.049)***	-0.169 (0.048)***	-0.135 (0.049)**	-0.034 (0.049)	-0.365 (0.048)***	-0.269 (0.048)***
Public school		0.101 (0.029)***		0.157 (0.032)***		0.067 (0.032)*
Student minority composition		0.014 (0.017)		-0.027 (0.019)		0.001 (0.020)
Providing instructional ESL		0.021 (0.012)		0.018 (0.014)		0.042 (0.014)**
Providing Title I service		0.002 (0.004)		0.002 (0.005)		0.006 (0.005)
Teachers and principle ESL experiences		-0.011 (0.010)		-0.022 (0.011)*		-0.016 (0.012)
Providing services for ESL families		-0.009 (0.005)		0.004 (0.006)		0.008 (0.006)
Academic standards too low		0.007 (0.010)		0.029 (0.011)**		0.052 (0.011)***
School stability		-0.003 (0.013)		-0.032 (0.014)*		-0.050 (0.014)***
Student learning environment		0.007 (0.012)		0.002 (0.013)		-0.015 (0.013)
Student academic performance		0.022 (0.011)*		0.028 (0.013)*		0.004 (0.013)
Teacher effort		-0.041 (0.012)***		-0.026 (0.013)*		0.004 (0.013)
School supportive and teaching environments		0.104 (0.013)***		0.107 (0.015)***		0.122 (0.015)***
School work climate		-0.038 (0.014)**		-0.004 (0.015)		-0.025 (0.015)
School physical facility/resources		-0.060 (0.016)***		-0.057 (0.018)**		-0.030 (0.018)
<i>Rate of Change</i>						
Intercept	-0.004 (0.004)	0.005 (0.008)	0.028 (0.004)***	0.034 (0.009)**	0.007 (0.004)	0.017 (0.009)
English-Dominant Bilingual	0.004 (0.009)	0.011 (0.009)	-0.010 (0.009)	-0.004 (0.009)	-0.012 (0.009)	-0.004 (0.009)
Fluent Bilingual	0.009 (0.009)	0.021 (0.010)*	0.003 (0.010)	0.014 (0.010)	0.019 (0.010)	0.033 (0.010)**
Non-English-Dominant Bilingual	0.057 (0.012)***	0.067 (0.013)***	0.036 (0.013)**	0.043 (0.014)**	0.056 (0.014)***	0.066 (0.014)***
Non-English Monolingual	0.043 (0.015)**	0.057 (0.015)***	-0.030 (0.016)	-0.015 (0.016)	0.028 (0.016)	0.041 (0.017)*
Public school		-0.009 (0.009)		-0.003 (0.010)		-0.003 (0.010)
Student minority composition		0.002 (0.006)		0.014 (0.007)*		0.009 (0.007)
Providing instructional ESL		-0.014 (0.004)**		-0.010 (0.005)*		-0.012 (0.005)*
Providing Title I services		-0.004 (0.001)**		-0.004 (0.002)*		-0.005 (0.002)**
Teachers and principle ESL experiences		0.005 (0.004)		0.004 (0.004)		0.007 (0.004)

Providing services for ESL families		0.002 (0.002)		0.000 (0.002)		-0.002 (0.002)
Academic standards too low		-0.002 (0.004)		-0.005 (0.004)		-0.010 (0.004)**
School stability		0.010 (0.004)*		0.018 (0.004)***		0.023 (0.005)***
Student learning environment		0.003 (0.005)		0.002 (0.005)		0.004 (0.005)
Student academic performance		-0.005 (0.004)		-0.001 (0.004)		0.006 (0.004)
Teacher effort		0.009 (0.004)*		0.006 (0.004)		0.000 (0.004)
School supportive and teaching environments		0.004 (0.005)		0.010 (0.005)		0.004 (0.005)
School work climate		0.003 (0.004)		-0.005 (0.005)		-0.006 (0.005)
School physical facility/resources		0.011 (0.005)*		0.015 (0.006)**		0.012 (0.006)*
<i>Variance Components</i>						
Within-person	0.416 (0.15)***	0.416 (0.015)***	0.506 (0.016)***	0.503 (0.016)***	0.535 (0.017)***	0.531 (0.017)***
Level 2 – between person						
In initial status	0.541 (0.022)***	0.453 (0.022)***	0.452 (0.015)***	0.397 (0.016)***	0.395 (0.018)***	0.335 (0.018)***
In rate of change	0.010 (0.002)***	0.009 (0.002)***	0.008 (0.002)***	0.008 (0.002)***	0.007 (0.002)**	0.007 (0.002)**
Covariance	-0.32***	-0.42***	-0.46***	-0.52***	-0.34***	-0.42***
Level 3 – between school						
In initial status	0.086 (0.004)***	0.075 (0.006)***	0.117 (0.006)***	0.103 (0.006)***	0.117 (0.007)***	0.105 (0.007)***
In rate of change	0.007 (0.002)**	0.006 (0.002)***	0.009 (0.002)***	0.008 (0.002)***	0.009 (0.002)***	0.008 (0.002)***
Covariance	-0.72***	-0.80***	-0.77***	-0.81***	-0.78***	-0.82***
<i>Model Fit Statistics</i>						
Deviance (= -2log-likelihood)	135917.6	133166.6	138522.6	136658.1	139013.8	136730.9
AIC	135973.6	133362.6	138578.6	136854.1	139069.8	136927.0
BIC	136222.7	134234.1	138827.2	137724.1	139318.3	137796.4

*Note.* Standard errors are in parentheses. Models also controls for children’s country of origins (Puerto Rico, Central America, South America, Dominican Republic, Mexico, Cuba, and native-born Hispanic with native-born non-Hispanic White as the reference group). Model 2 also controls for child’s characteristics: being a boy, low birth weight, and attending center-based care before kindergarten; family’s characteristics: mother married at birth, having siblings present, number of family members under age 18 at home, family’s socioeconomic status, and living in single-parent family; and parental educational practices and home environment: parental educational expectations, parental participating in school events, home learning activities, and region and location of residence.

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ .



Table 6, cont.

	INTERNALIZING		EXTERNALIZING	
	Model 1	Model 2	Model 1	Model 2
<i>Fixed Effects</i>				
Intercept	-0.049 (0.013)***	0.048 (0.038)	0.009 (0.012)	0.050 (0.038)
English-Dominant Bilingual	0.027 (0.031)	0.008 (0.031)	-0.018 (0.034)	-0.040 (0.033)
Fluent Bilingual	-0.019 (0.037)	-0.084 (0.037)*	-0.074 (0.041)	-0.137 (0.040)***
Non-English-Dominant Bilingual	0.031 (0.040)	-0.079 (0.042)	0.013 (0.044)	-0.089 (0.044)*
Non-English Monolingual	0.173 (0.047)***	0.041 (0.049)	-0.019 (0.051)	-0.089 (0.051)
Public school		-0.079 (0.031)**		-0.171 (0.028)***
Student minority composition		0.027 (0.020)		0.008 (0.017)
Providing instructional ESL		-0.003 (0.014)		-0.002 (0.012)
Providing Title I service		-0.004 (0.005)		0.011 (0.004)**
Teachers and principle ESL experiences		0.010 (0.012)		0.021 (0.010)*
Providing services for ESL families		0.009 (0.006)		0.007 (0.005)
Academic standards too low		0.004 (0.012)		0.004 (0.010)
School stability		0.023 (0.014)		0.005 (0.012)
Student learning environment		-0.010 (0.013)		0.002 (0.011)
Student academic performance		-0.010 (0.013)		-0.046 (0.011)***
Teacher effort		0.031 (0.013)*		0.029 (0.011)**
School supportive and teaching environments		-0.048 (0.015)**		-0.057 (0.013)***
School work climate		0.000 (0.005)		0.013 (0.013)
School physical facility/resources		0.021 (0.018)		-0.007 (0.016)
<i>Rate of Change</i>				
Intercept	0.044 (0.004)***	0.043 (0.009)***	0.017 (0.003)***	0.018 (0.007)**
English-Dominant Bilingual	-0.007 (0.010)	-0.012 (0.010)	0.016 (0.008)	0.014 (0.008)
Fluent Bilingual	-0.017 (0.011)	-0.026 (0.011)*	0.006 (0.009)	0.002 (0.010)
Non-English-Dominant Bilingual	-0.006 (0.014)	-0.012 (0.015)	-0.025 (0.012)*	-0.028 (0.013)*
Non-English Monolingual	0.004 (0.016)	-0.004 (0.018)	0.014 (0.014)	0.004 (0.015)
Public school		0.013 (0.010)		0.017 (0.008)*
Student minority composition		-0.013 (0.007)		0.000 (0.006)
Providing instructional ESL		0.007 (0.005)		0.002 (0.004)
Providing Title I services		0.004 (0.002)**		-0.001 (0.001)
Teachers and principle ESL experiences		-0.001 (0.004)		-0.005 (0.003)
Providing services for ESL families		-0.003 (0.002)		-0.002 (0.002)
Academic standards too low		-0.007 (0.004)		-0.005 (0.003)

School stability		-0.000 (0.005)		-0.000 (0.004)
Student learning environment		0.003 (0.005)		0.001 (0.004)
Student academic performance		0.001 (0.004)		0.007 (0.004)
Teacher effort		-0.005 (0.004)		-0.007 (0.004)
School supportive and teaching environments		-0.018 (0.005)**		-0.011 (0.005)*
School work climate		-0.003 (0.005)		-0.010 (0.004)*
School physical facility/resources		0.001 (0.006)		0.012 (0.005)*
<i>Variance Components</i>				
Within-person	0.606 (0.015)***	0.604 (0.015)***	0.623 (0.012)***	0.387 (0.013)***
Level 2 – between person				
In initial status	0.344 (0.014)***	0.323 (0.015)***	0.661 (0.012)***	0.583 (0.013)***
In rate of change	0.014 (0.002)***	0.014 (0.003)***	0.098 (0.001)***	0.098 (0.002)***
Covariance	-0.44***	-0.48***	-0.56***	-0.59***
Level 3 – between school				
In initial status	0.090 (0.003)***	0.085 (0.004)***	0.070 (0.001)***	0.061 (0.002)***
In rate of change	0.006 (0.002)***	0.006 (0.003)**	0.004 (0.001)***	0.004 (0.001)***
Covariance	-0.74***	-0.80***	-0.62***	-0.73***
<i>Model Fit Statistics</i>				
Deviance (= -2log-likelihood)	143962.1	143206.9	133480.7	131570.2
AIC	144081.1	143402.9	133536.7	131766.2
BIC	144266.8	144273.1	133785.6	132637.1

*Note.* Standard errors are in parentheses. Models also controls for children’s country of origins (Puerto Rico, Central America, South America, Dominican Republic, Mexico, Cuba, and native-born Hispanic with native-born non-Hispanic White as the reference group). Model 2 also controls for child’s characteristics: being a boy, low birth weight, and attending center-based care before kindergarten; family’s characteristics: mother married at birth, having siblings present, number of family members under age 18 at home, family’s socioeconomic status, and living in single-parent family; and parental educational practices and home environment: parental educational expectations, parental participating in school events, home learning activities, and region and location of residence.

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ .

**Table 7. Growth-Curve Results of Academic Outcomes from Kindergarten to Fifth-Grade  
Children of Asian Origins and Native-Born Asian**

	READING		MATH	
	Model 1	Model 2	Model 1	Model 2
<i>Fixed Effects</i>				
Intercept	51.37 (0.11)***	52.18 (0.28)***	52.31 (0.11)***	50.64 (0.27)***
English-Dominant Bilingual	-2.02 (0.24)***	-1.27 (0.22)***	-3.00 (0.24)***	-1.97 (0.22)***
Fluent Bilingual	-2.49 (0.33)***	-1.12 (0.30)***	-3.57 (0.32)***	-1.92 (0.30)***
Non-English-Dominant Bilingual	-6.30 (0.35)***	-4.02 (0.33)***	-8.84 (0.35)***	-6.46 (0.33)***
Non-English Monolingual	-7.02 (0.46)***	-4.17 (0.44)***	-8.90 (0.46)***	-5.78 (0.43)***
Public school		-1.96 (0.19)***		-1.92 (0.18)***
Student minority composition		-0.33 (0.12)**		-0.52 (0.12)***
Providing instructional ESL		-0.42 (0.11)***		-0.20 (0.11)
Providing Title I services		-0.01 (0.03)		-0.03 (0.03)
Teachers and principle ESL experiences		0.16 (0.08)*		-0.04 (0.08)
Providing services for ESL families		0.10 (0.04)**		-0.03 (0.04)
Academic standards too low		0.04 (0.06)*		-0.07 (0.05)
School stability		0.12 (0.08)		0.17 (0.08)*
Student learning environment		0.20 (0.08)**		0.38 (0.08)***
Student academic performance		0.45 (0.08)***		0.45 (0.07)***
Teacher effort		-0.06 (0.08)		-0.20 (0.08)**
School supportive and teaching environments		0.34 (0.09)***		0.16 (0.09)
School work climate		0.16 (0.09)		0.13 (0.09)
School physical facility/resources		-0.07 (0.11)		-0.24 (0.10)*
<i>Rate of Change</i>				
Intercept	0.21 (0.02)***	0.09 (0.05)	-0.03 (0.02)	-0.51 (0.05)***
English-Dominant Bilingual	-0.01 (0.07)	0.08 (0.07)	0.22 (0.06)***	0.21 (0.06)***
Fluent Bilingual	-0.08 (0.08)	-0.01 (0.08)	0.42 (0.07)***	0.34 (0.08)***
Non-English-Dominant Bilingual	-0.24 (0.12)*	-0.16 (0.12)	0.73 (0.11)***	0.64 (0.11)***
Non-English Monolingual	-0.65 (0.20)**	-0.55 (0.20)**	0.13 (0.19)	0.07 (0.18)
Public school		0.25 (0.06)***		0.59 (0.06)***
Student minority composition		-0.13 (0.04)**		0.06 (0.04)
Providing instructional ESL		0.08 (0.04)*		0.04 (0.04)
Providing Title I services		-0.03 (0.01)**		-0.02 (0.01)
Teachers and principle ESL experiences		-0.04 (0.03)		-0.00 (0.03)

Providing services for ESL families		-0.01 (0.01)		0.03 (0.01)**
Academic standards too low		-0.00 (0.02)		0.01 (0.02)
School stability		0.05 (0.03)		-0.02 (0.03)
Student learning environment		0.06 (0.03)		-0.02 (0.03)
Student academic performance		-0.08 (0.02)**		-0.05 (0.02)*
Teacher effort		0.00 (0.03)		0.14 (0.03)***
School supportive and teaching environments		-0.05 (0.04)		0.02 (0.03)
School work climate		-0.00 (0.03)		0.04 (0.03)
School physical facility/resources		0.09 (0.04)**		0.20 (0.05)***
<i>Variance Components</i>				
Within-person	19.91 (0.32)***	20.04 (0.30)***	18.72 (0.31)***	18.84 (0.29)***
Level 2 – between person				
In initial status	35.78 (1.02)***	28.62 (0.78)***	35.74 (0.96)***	29.32 (0.76)***
In rate of change	1.14 (0.09)***	1.09 (0.08)***	0.60 (0.08)***	0.58 (0.08)***
Covariance	-0.26 ***	-0.30 ***	-0.11 ***	-0.62 (0.20)***
Level 3 – between school				
In initial status	11.45 (1.05)***	3.31 (1.05) ***	10.89 (0.46)***	2.55 (0.46)***
In rate of change	0.21 (0.08)***	0.20 (0.08)***	0.28 (0.09)***	0.20 (0.10)*
Covariance	-0.41 ***	-0.67 ***	-0.44 ***	-2.27 (0.45)***
<i>Model Fit Statistics</i>				
Deviance (= -2log-likelihood)	441500.7	427070.5	440100.8	425905.2
AIC	441550.7	427222.5	440150.9	426057.1
BIC	441776.9	427909.1	440377.1	426743.7

*Note.* Standard errors are in parentheses. Models also controls for children’s country of origins (East Asia, Thailand/Vietnam/Cambodia/Laos, other Southeast Asia, India, and native-born Asian with the native-born non-Hispanic White as the reference group). Model 2 also controls for child’s characteristics: being a boy, low birth weight, and attending center-based care before kindergarten; family’s characteristics: mother married at birth, having siblings present, number of family members under age 18 at home, family’s socioeconomic status, and living in single-parent family; and parental educational practices and home environment: parental educational expectations, parental participating in school events, home learning activities, and region and location of residence.  
\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ .

**Table 8. Growth-Curve Results of Socioemotional Outcomes from Kindergarten to Fifth-Grade  
Children of Asian Origins and Native-Born Asians**

	APPROACH TO LEARNING		SELF-CONTROL		INTERPERSONAL	
	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
<i>Fixed Effects</i>						
Intercept	-0.042 (0.013)***	-0.104 (0.039)**	-0.083 (0.014)***	-0.186 (0.041)***	-0.023 (0.014)	-0.010 (0.041)
English-Dominant Bilingual	-0.128 (0.032)***	-0.075 (0.031)*	-0.095 (0.032)**	-0.037 (0.031)	-0.091 (0.031)**	-0.049 (0.030)
Fluent Bilingual	-0.107 (0.043)*	-0.010 (0.042)	-0.109 (0.043)**	-0.016 (0.042)	-0.161 (0.042)***	-0.087 (0.041)*
Non-English-Dominant Bilingual	-0.477 (0.047)***	-0.274 (0.047)***	-0.299 (0.048)***	-0.118 (0.048)*	-0.455 (0.047)***	-0.294 (0.047)***
Non-English Monolingual	-0.419 (0.063)***	-0.230 (0.062)***	-0.283 (0.064)***	-0.145 (0.064)*	-0.444 (0.063)***	-0.311 (0.062)***
Public school		0.089 (0.030)**		0.135 (0.033)***		0.049 (0.033)
Student minority composition		0.052 (0.019)**		-0.018 (0.021)		0.022 (0.024)
Providing instructional ESL		0.002 (0.018)		0.005 (0.021)		0.052 (0.021)**
Providing Title I service		0.001 (0.004)		0.004 (0.005)		0.006 (0.005)
Teachers and principle ESL experiences		-0.010 (0.013)		-0.025 (0.014)		-0.030 (0.014)*
Providing services for ESL families		-0.015 (0.006)**		0.004 (0.007)		0.006 (0.007)
Academic standards too low		0.006 (0.010)		0.038 (0.012)***		0.062 (0.012)***
School stability		-0.002 (0.013)		-0.025 (0.014)		-0.040 (0.015)**
Student learning environment		0.005 (0.012)		-0.003 (0.014)		-0.015 (0.014)
Student academic performance		0.021 (0.012)		0.021 (0.013)		0.005 (0.013)
Teacher effort		-0.033 (0.012)**		-0.010 (0.013)		0.016 (0.013)
School supportive and teaching environments		0.116 (0.014)***		0.113 (0.015)***		0.134 (0.015)***
School work climate		-0.024 (0.014)		0.007 (0.016)		-0.013 (0.016)
School physical facility/resources		-0.056 (0.017)***		-0.050 (0.019)**		-0.026 (0.019)
<i>Rate of Change</i>						
Intercept	-0.003 (0.004)	0.004 (0.008)	0.028 (0.004)***	0.030 (0.009)**	0.007 (0.004)	0.015 (0.009)
English-Dominant Bilingual	0.018 (0.009)*	0.025 (0.009)**	0.014 (0.010)	0.018 (0.010)*	0.007 (0.010)	0.013 (0.010)
Fluent Bilingual	0.022 (0.011)*	0.034 (0.011)**	0.014 (0.011)	0.022 (0.012)*	0.037 (0.012)**	0.046 (0.012)***
Non-English-Dominant Bilingual	0.097 (0.016)***	0.104 (0.016)***	0.051 (0.017)**	0.054 (0.017)**	0.085 (0.018)***	0.089 (0.018)***
Non-English Monolingual	0.037 (0.029)	0.045 (0.028)	0.018 (0.030)	0.027 (0.030)	0.045 (0.031)	0.050 (0.031)
Public school		-0.001 (0.009)		0.006 (0.010)		0.002 (0.010)
Student minority composition		-0.009 (0.007)		0.012 (0.007)		0.002 (0.007)
Providing instructional ESL		0.000 (0.007)		-0.004 (0.008)		-0.011 (0.008)
Providing Title I services		-0.004 (0.001)**		-0.005 (0.002)**		-0.005 (0.002)**
Teachers and principle ESL experiences		0.011 (0.004)*		0.009 (0.005)		0.016 (0.005)**

Providing services for ESL families		0.003 (0.002)		-0.001 (0.002)		-0.002 (0.002)
Academic standards too low		-0.004 (0.004)		-0.008 (0.004)*		-0.013 (0.004)**
School stability		0.010 (0.004)*		0.015 (0.005)**		0.021 (0.005)***
Student learning environment		0.003 (0.005)		0.003 (0.006)		0.002 (0.006)
Student academic performance		-0.003 (0.004)		0.002 (0.004)		0.005 (0.004)
Teacher effort		0.005 (0.004)		0.002 (0.004)		-0.003 (0.004)
School supportive and teaching environments		0.004 (0.005)		0.011 (0.005)*		0.002 (0.006)
School work climate		-0.001 (0.004)		-0.009 (0.005)		-0.010 (0.005)*
School physical facility/resources		0.012 (0.005)*		0.013 (0.006)*		0.011 (0.006)
<i>Variance Components</i>						
Within-person	0.411 (0.010)***	0.410 (0.010)***	0.497 (0.010)***	0.494 (0.010)***	0.528 (0.010)***	0.523 (0.011)***
Level 2 – between person						
In initial status	0.536 (0.010)***	0.449 (0.010)***	0.454 (0.010)***	0.398 (0.010)***	0.396 (0.011)***	0.337 (0.011)***
In rate of change	0.008 (0.002)***	0.008 (0.002)***	0.008 (0.003)**	0.007 (0.003)*	0.007 (0.003)*	0.007 (0.003)*
Covariance	-0.30***	-0.41***	-0.46***	-0.52***	-0.34***	-0.42***
Level 3 – between school						
In initial status	0.094 (0.005)***	0.081 (0.004)***	0.125 (0.005)***	0.110 (0.002)***	0.128 (0.005)***	0.114 (0.005)***
In rate of change	0.007 (0.002)***	0.006 (0.002)***	0.010 (0.002)***	0.009 (0.003)***	0.010 (0.002)***	0.009 (0.002)***
Covariance	-0.72***	-0.81***	-0.78***	-0.82***	-0.78***	-0.82***
<i>Model Fit Statistics</i>						
Deviance (= -2log-likelihood)	128476.1	125797.9	131062.4	129212.7	131771.2	129555.7
AIC	128528.1	125987.9	131114.4	129402.7	131823.2	129747.7
BIC	128758.0	126827.8	131344.0	130241.3	132052.6	130594.6

*Note.* Standard errors are in parentheses. Models also controls for children’s country of origins (East Asia, Thailand/Vietnam/Cambodia/Laos, other Southeast Asia, India, and native-born Asian with the native-born non-Hispanic White as the reference group). Model 2 also controls for child’s characteristics: being a boy, low birth weight, and attending center-based care before kindergarten; family’s characteristics: mother married at birth, having siblings present, number of family members under age 18 at home, family’s socioeconomic status, and living in single-parent family; and parental educational practices and home environment: parental educational expectations, parental participating in school events, home learning activities, and region and location of residence.

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ .

**Table 8, cont.**

	INTERNALIZING		EXTERNALIZING	
	Model 1	Model 2	Model 1	Model 2
<i>Fixed Effects</i>				
Intercept	-0.028 (0.013)*	0.076 (0.040)*	0.034 (0.012)**	0.089 (0.039)*
English-Dominant Bilingual	0.072 (0.031)*	0.028 (0.031)	0.052 (0.034)	-0.010 (0.033)
Fluent Bilingual	0.044 (0.041)	-0.033 (0.042)	0.044 (0.045)	-0.041 (0.044)
Non-English-Dominant Bilingual	0.144 (0.046)**	-0.007 (0.048)	0.166 (0.050)***	0.005 (0.050)
Non-English Monolingual	0.185 (0.062)**	0.008 (0.063)	0.036 (0.066)	-0.049 (0.066)
Public school		-0.052 (0.031)		-0.149 (0.029)***
Student minority composition		-0.004 (0.021)		-0.013 (0.018)
Providing instructional ESL		0.023 (0.021)		-0.033 (0.018)
Providing Title I service		-0.005 (0.005)		0.011 (0.004)*
Teachers and principle ESL experiences		0.014 (0.014)		0.039 (0.012)***
Providing services for ESL families		0.001 (0.006)		0.008 (0.005)
Academic standards too low		-0.008 (0.012)		-0.003 (0.010)
School stability		0.022 (0.014)		0.005 (0.012)
Student learning environment		-0.011 (0.014)		0.006 (0.012)
Student academic performance		-0.006 (0.013)		-0.043 (0.011)***
Teacher effort		0.023 (0.014)		0.015 (0.012)
School supportive and teaching environments		-0.037 (0.016)*		-0.058 (0.013)***
School work climate		0.000 (0.016)		0.007 (0.014)
School physical facility/resources		0.021 (0.019)		-0.006 (0.016)
<i>Rate of Change</i>				
Intercept	0.043 (0.004)***	0.049 (0.009)***	0.016 (0.003)***	0.022 (0.008)**
English-Dominant Bilingual	-0.006 (0.010)	-0.010 (0.011)	0.004 (0.009)	0.003 (0.009)
Fluent Bilingual	-0.013 (0.012)	-0.019 (0.013)	-0.007 (0.010)	-0.014 (0.011)
Non-English-Dominant Bilingual	-0.017 (0.018)	-0.017 (0.019)	-0.044 (0.016)**	-0.048 (0.016)**
Non-English Monolingual	0.049 (0.033)	0.049 (0.033)	0.056 (0.027)*	0.041 (0.027)
Public school		0.006 (0.010)		0.009 (0.008)
Student minority composition		-0.006 (0.007)		0.003 (0.006)
Providing instructional ESL		-0.008 (0.008)		0.008 (0.007)
Providing Title I services		0.003 (0.001)*		-0.000 (0.001)
Teachers and principle ESL experiences		-0.011 (0.005)*		-0.012 (0.004)**
Providing services for ESL families		-0.001 (0.002)		-0.002 (0.002)

Academic standards too low		-0.003 (0.004)		-0.001 (0.003)
School stability		0.000 (0.005)		0.002 (0.004)
Student learning environment		0.006 (0.006)		0.002 (0.005)
Student academic performance		-0.004 (0.004)		0.003 (0.004)
Teacher effort		-0.004 (0.004)		-0.004 (0.004)
School supportive and teaching environments		-0.023 (0.006)***		-0.013 (0.005)**
School work climate		-0.002 (0.005)		-0.008 (0.004)
School physical facility/resources		-0.000 (0.006)		0.012 (0.005)*
<i>Variance Components</i>				
Within-person	0.602 (0.010)***	0.60 (0.010)***	0.378 (0.011)***	0.377 (0.011)***
Level 2 – between person				
In initial status	0.349 (0.011)***	0.327 (0.011)***	0.667 (0.012)***	0.588 (0.012)***
In rate of change	0.014 (0.002)***	0.014 (0.002)***	0.010 (0.002)***	0.010 (0.002)***
Covariance	-0.45***	-0.49***	-0.56***	-0.59***
Level 3 – between school				
In initial status	0.090 (0.005)***	0.088 (0.005)***	0.072 (0.005)***	0.064 (0.005)***
In rate of change	0.007 (0.002)***	0.006 (0.002)**	0.005 (0.002)**	0.004 (0.002)*
Covariance	-0.74***	-0.79***	-0.63***	-0.75***
<i>Model Fit Statistics</i>				
Deviance (= -2log-likelihood)	136624.5	135904.8	126053.9	124196.4
AIC	136676.5	136096.8	126105.9	124388.4
BIC	136906.1	136944.5	126335.6	125236.6

*Note.* Standard errors are in parentheses. Models also controls for children’s country of origins (East Asia, Thailand/Vietnam/Cambodia/Laos, other Southeast Asia, India, and native-born Asian with the native-born non-Hispanic White as the reference group). Model 2 also controls for child’s characteristics: being a boy, low birth weight, and attending center-based care before kindergarten; family’s characteristics: mother married at birth, having siblings present, number of family members under age 18 at home, family’s socioeconomic status, and living in single-parent family; and parental educational practices and home environment: parental educational expectations, parental participating in school events, home learning activities, and region and location of residence.

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ .



**Appendix Table 1. Definitions of Variables Used in Analyses**

Constructs and variables	Definitions	Values	Cronbach Alpha
<i>Child Characteristic, Fall of Kindergarten</i>			
Gender	Dummy variable.	1=boy; 0=girl	
Low birth weight	Dummy variable for birth weight <2500 grams.	1=yes; 0=no	
Attended center care the year before entering kindergarten	Dummy variable if the child ever attended center-based care.	1=yes; 0=no	
<i>Family characteristics as reported by parents</i>			
Mothers married at birth	Dummy variable.	1=yes; 0=no	
Residing in single-mother family, available all interview points	Dummy variable.	1=yes; 0=no	
Having siblings, available all interview points	Dummy variable.	1=yes; 0=no	
Number of persons age <18 in the household, available all interview points	Ordinal variable.	Ranges from 1-11	
Family SES scores, available all interview points	Continuous variable. Socioeconomic status was computed at the household level using father/male guardian's education, mother/female guardian's education, father/male guardian's occupation, mother/female guardian's occupation, and household income.	Ranges from -4.75 to 2.88.	
<i>Parental educational practices and home environment</i>			
Parental educational expectations for child, available all interview points	Ordinal variable. Responses range from 1 (less than a high school diploma) to 6 (Ph.D., MD, or other higher degree).	Ranges from 1 (less than a high school diploma) to 6 (Ph.D., MD, or other higher degree)	
Participation in school events, spring of kindergarten, first grade, third grade, and fifth grade	Ordinal variable. Sum of 7 dummy variables (1=yes; 0=no) for attending events such as PTA meetings, parent advisory meetings, volunteering at school, and participating in school fundraisers.	Ranges from 0 to 7.	Kindergarten: .58 First-grade: .60 Third-grade: .60 Fifth-grade: .60
Region of residence, available all interview points	4 dummy variables indicating Northeast, Middle West, South, and West.	1=yes; 0=no	
Place of residence, available all interview points	3 dummy variables indicating city, suburban, and rural	1=yes; 0=no	

Home learning activities, available all interview points

Fall of kindergarten: Continuous variable. Standardized score of 14 items including activities such as “learning activities in the home (e.g., reading books to child)” with 1 (everyday) and 0 otherwise, “number of children’s books in the home” with 1 (10 or more books) and 0 (fewer than 10 books), and “child looks at picture books outside of school” with 1 (at least once or twice a week) and 0 (never).

Ranges from -3.57 to .51

Fall Kindergarten: .68

Spring of kindergarten: Continuous variable. Standardized score of 12 items including activities such as “family members bring child to the library, concerts, the museum, the zoo, and to sporting events” with 1 (yes) and 0 (no), “child looks at picture books outside of school” with 1 (at least once or twice a week) and 0 (never), and “frequency of using the computer” with 1 (at least once or twice a week) and 0 (never).

Ranges from -1.64 to .95

Spring Kindergarten: .51

Spring of first grade: Continuous variable. Standardized score of 18 items including activities such as “learning activities in the home (e.g., reading books to child)” with 1 (everyday) and 0 otherwise, “telling stories, building things, teaching about nature, playing sports, doing art, doing chores, singing songs, playing games, practicing numbers” with responses 1 (at least 3 times a week) and 0 (less than 3 times a week), and “frequency of using the computer” with 1 (at least once or twice a week) and 0 (never).

Ranges from -2.92 to .70

First-grade: .65

Spring of third and fifth grades: Continuous variable. Standardized score of 25 items with 18 items the same as those in the spring of first grade, in addition to items such as “have gone to a play, concert, or show,” “have visited a museum,” and “have attended sporting events” with 1 (yes) and 0 (no).

Ranges from  
Third grade: -1.74 to 1.09  
Fifth grade: -2.34 to .76

Third-grade: .74  
Fifth-grade: .74

*School characteristics*

Public school	Dummy variable.	1=public school; 0=private school	
Student composition, spring semester of kindergarten, and first-, third, and fifth-grade	Continuous variable. Standardized score of 9 items including “percentage of minority students at school,” “percentage of LEP students at school,” “percentage receiving Federal free lunch program,” and “percentage of students in low-income families.” The higher the score, the more diversity the student composition.	Ranges from 0 to 100	Kindergarten: .80 First-grade: .76 Third-grade: .88 Fifth-grade: .72
School provides instructional ESL, available all interview points	Continuous variable. Standardized score of 9 variables, including 1) frequency of ESL instruction, 2) time spent on ESL if receiving ESL, 3) percentage of students getting no ESL instruction, getting ESL outside, or getting inside the regular classroom in the classroom setting (3 variables), 4) if receiving pull-out or within regular classroom ESL instruction at the school setting (2 variables), 5) if school provides Title I ESL/Bilingual program, and 6) percentage of teachers/aids are ESL/Bilingual among all faculty.  The higher the score, the more ESL/Bilingual instructions provided.	For “frequency of ESL instruction” 0=never 1=less than once a week 2=1-2 times a week 3=3-4 times a week 4=daily For “time spent on ESL” 1=1-30 minutes a day 2=31-60 minutes a day 3=61-90 minutes a day 4=more than 90 minutes a day Ranges from	Fall Kindergarten: .73 Spring Kindergarten: .74 First-grade: .82 Third-grade: .83 Fifth-grade: .77

<p>Title I services to eligible children/families, spring semester of kindergarten, first grade, and third grade</p>	<p>Continuous variable. Sum of 6 (7) dummy variables for kindergarten and first grade (third grade and fifth grade) including “serve targeted children in pull-out setting,” “serve targeted children in an in-class setting,” “extended learning time opportunity before and/or after school for targeted children,” “improve the entire educational program through a school-wide program,” “provide professional development activities,” “provide family literacy services,” and “other Title I services.” Additional item, “reduce class size,” was also collected for third- and fifth-grade. The higher the score, the more services the school provides to eligible children/families.</p>	<p>For each variable: 1=yes; 0=no</p> <p>Range from 0 to 6 for kindergarten and first grade</p> <p>Range from 0 to 7 for first- and third-grade</p>	<p>Spring Kindergarten: .87 First-grade: .89 Third-grade: .84 Fifth-grade: .86</p>
<p>Teachers and administrators’ ESL/Bilingual experience, available all interview points</p>	<p>Continuous variable. Standardized score of 6 variables including asking the teacher whether or not s/he has ESL certificate, years taught ESL program, years taught Bilingual program, and number of college courses in ESL, and asking the administrator the number of years teaching ESL program, the number of years teaching Bilingual program, and the number of ESL courses taken.</p> <p>The higher the score, the more experienced the teacher and the administrator are regarding ESL/Bilingual.</p>	<p>Ranges from</p>	<p>Fall Kindergarten: .64 Spring Kindergarten: .63 First-grade: .71 Third-grade: .65 Fifth-grade: .65</p>
<p>Services/programs to ESL families, spring semester of kindergarten, first grade, and third grade</p>	<p>Continuous variable. Sum of 6 dummy variables including “translators are available to parents,” “translations of written communications are provided,” “Home visits,” “outreach workers help enroll children,” “conducting meetings in non-English language,” and “other helpful services.” The higher the score, the more services the school provides to ESL families.</p>	<p>For each variable: 1=yes; 0=no</p> <p>Ranges from 0 to 6.</p>	

School academic standards too low	Ordinal variable.	1=strongly disagree 2=disagree 3=neither agree nor disagree 4=agree 5=strongly agree	
School stability, spring semester of kindergarten, first-, third-, and fifth-grade	Continuous variables. Standardized score of 3 ordinal variables asking school administrators about if the school had problems with teacher absenteeism, teacher turnover, and child absenteeism. The higher the score, the more stable of the school environment.	1=strongly agree 2=agree 3=neither agree nor disagree 4=disagree 5=strongly disagree	Spring Kindergarten: .64 First-grade: .62 Third-grade: .65 Fifth-grade: .63
Student learning environment, spring semester of kindergarten, first grade, and third grade, observed by field interviewers	Continuous variable. Standardized score of 6 items observed by field researchers including “decorated hallways,” “attentive teachers,” “personable principal,” “helpful staff in school,” “order in hallways,” and “order in classrooms.” The higher the score, the better the learning environment.	1=strongly disagree 2=disagree 3=neither agree nor disagree 4=agree 5=strongly agree Ranges from -5.31 to 0.62	Kindergarten: .80 First-grade: .84 Third-grade: .81
Average student academic performance, spring semester of kindergarten, and first-, third-, and fifth-grade	Continuous variable. Standardized score of 2 items including “percent of school students having reading and verbal skills at or above grade level nationally” and “percent of school students having math or quantitative skills at or above grade level nationally.” The higher the score, the higher the academic performance.	Ranges from -2.96 to 1.47	Kindergarten: .97 First-grade: .97 Third-grade: .97 Fifth-grade: .95

Teacher's effort, spring semester of kindergarten, first-, third-, and fifth-grade

Continuous variable. Standardized score of 6 ordinal variables asking the teacher 1) during the school year, how many times did the teacher sent home letters/newsletters/other notices to parents, shared portfolios or other collections of children's work for parents to see, frequency of meeting with others teachers to discuss lesson planning, frequency of meeting with other teachers to discuss curriculum development, meeting with other teachers or specialists to discuss individual children, and meeting with the special education teacher or service providers to discuss and plan for the children with disabilities in the class.

For each ordinal variable  
1=never  
2=once a month or less  
3=two or three times a month  
4=once or twice a week  
5=three or four times a week  
6=daily

School support and teaching environment reported by teachers, fall and spring kindergarten, and spring semester of first-, third-, and fifth-grade

Continuous variable. Standardized score of 12 items including: staff has school spirit, child misbehavior affects teaching, children incapable of learning, staff accepts me as colleague, staff learn/seek new ideas, paperwork interferes with teaching, parents support school staff, faculty on mission, school administrator communicates vision, school administrator deals with outside pressure effectively, school administrators prioritizes well, and school administrator encourages staff.

Response for each variable:  
1=strongly disagree  
2=disagree  
3=neither agree nor disagree  
4=agree  
5=strongly agree

Fall kindergarten: .85  
Spring kindergarten: .86  
Spring first-grade: .84  
Spring third-grade: .86  
Spring fifth-grade: .92

Ranges from -3.04 to 1.18

School work climate reported by school administrator, spring semester of kindergarten, and first-, third-, and fifth-grade

Continuous variable. Standardized score of 6 items including: school-based management committee is helpful, teacher union and school administrator work together, parents active in programs, strong community support, consensus on expectations, and order and discipline maintained. The higher the score the better the school environment.

Response for each item:  
1=strongly disagree  
2=disagree  
3=neither agree nor disagree  
4=agree  
5=strongly agree

Kindergarten: .69  
First-grade: .70  
Third-grade: .68  
Fifth grade: .73

Ranges from -3.44 to 1.14

School physical resources, spring of kindergarten and first-grade, observed by field interviewers

Continuous variable. Standardized score of 10 items asking the school administrator if the following school facilities meet needs: cafeteria, computer lab, library, art room, gymnasium, music room, playground, classrooms, auditorium, and multi-use room. The higher the score, the more school facility meet needs.

For each variable:  
1=yes; 0=no

Range from -2.31 to 1.18

Kindergarten: .70  
First grade: .79  
Third grade: .70  
Fifth grade: .71

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**Appendix Table 2. Sample Characteristics by Language Group**

**A. Native-Born Non-Hispanic White**

	English Monolingual	English-Dominant Bilingual	Fluent Bilingual	Total (n=11063)
<i>Child Characteristics</i>				
Boy (%)	51.68	41.45	56.67	51.59
Low birth weight (<2500 g) (%)	8.62	8.55	10.00	8.67
Center-based care before entering kindergarten (%)	83.58	85.71	81.67	83.59
<i>Family Characteristics</i>				
Mother married at birth (%)	81.46	80.54	86.67	81.50
Residing in single-parent family (%), Spring Fifth	9.16	12.50	13.33	9.19
Having siblings (%), Spring Fifth ***	46.34	46.68	56.67	46.22
Number of persons age <18 in the household, Spring Fifth	2.36 (1.04)	2.50 (1.39)	2.63 (1.06)	2.36 (1.05)
Social economic status (SES) score, Spring Fifth	0.21 (0.73)	0.20 (0.84)	0.27 (0.72)	0.21 (0.73)
<i>Parental Educational Practices and Home Environment</i>				
Educational expectation, Spring Fifth **	3.94 (0.98)	4.20 (0.88)	4.23 (1.00)	3.95 (0.98)
Participating in school events, Spring Fifth	0.11 (0.51)	0.12 (0.51)	0.16 (0.51)	0.11 (0.51)
Home learning activities, Spring Fifth **	0.03 (0.47)	0.13 (0.46)	0.25 (0.39)	0.04 (0.47)
<i>Region of Residence</i>				
Northeast (%), Spring Fifth	21.71	21.18	35.29	21.77
Middle West (%), Spring Fifth	34.17	30.59	26.47	34.08
South (%), Spring Fifth	31.21	29.41	17.65	31.11
West (%), Spring Fifth	12.91	18.82	20.59	13.03
City (%), Spring Fifth	23.05	32.94	26.47	23.21
Suburban (%), Spring Fifth	41.42	37.65	55.88	41.45
Rural (%), Spring Fifth *	35.53	29.41	17.65	35.34
<i>School-Level Factors at Spring Fifth Grade</i>				
Public school (%)	74.24	66.29	76.32	74.14
Minority student composition	-0.30 (0.38)	-0.31 (0.42)	-0.22 (0.49)	-0.30 (0.38)
Providing instructional ESL ***	-0.54 (0.39)	-0.50 (0.48)	-0.50 (0.38)	-0.54 (0.39)
Providing Title I related services	1.06 (1.90)	1.24 (2.11)	1.37 (2.14)	1.07 (1.90)
Teachers and principle ESL experiences ***	0.22 (0.64)	0.20 (0.63)	0.18 (0.64)	0.22 (0.64)
Providing any services/programs to ESL families *	0.69 (1.36)	0.60 (1.36)	0.98 (1.62)	0.68 (1.36)
Academic standards too low reported by teachers	4.22 (0.78)	4.10 (0.84)	4.32 (0.68)	4.21 (0.78)
School stability reported by school administrators	0.12 (0.70)	0.13 (0.65)	0.28 (0.62)	0.12 (0.70)



Student learning environment	0.10 (0.60)	-0.02 (0.73)	0.11 (0.56)	0.10 (0.61)
Student average academic performance	0.27 (0.81)	0.31 (0.80)	0.27 (0.92)	0.27 (0.81)
Teacher effort	2.22 (0.86)	2.15 (0.86)	2.45 (0.70)	2.22 (0.85)
School supportive and teaching environments	0.08 (0.50)	0.02 (0.51)	0.18 (0.50)	0.08 (0.50)
School work climate	0.12 (0.69)	0.14 (0.70)	0.09 (0.72)	0.12 (0.69)
School physical facility/resources	0.08 (0.50)	0.02 (0.55)	0.07 (0.46)	0.08 (0.50)
Percent of sample (%)	98.08	1.37	0.54	100

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*Note.* Standard deviations are in parentheses. See Appendix Table 1 for detailed definitions of sample characteristics.

**Appendix Table 2, cont.**

**B. Latino Origins and Native-Born Hispanic**

	English Monolingual	English- Dominant Bilingual	Fluent Bilingual	Non-English- Dominant Bilingual	Non-English Monolingual	Total (n=3790)
<i>Child Characteristics</i>						
Boy (%) **	51.99	52.85	51.85	51.27	45.21	51.03
Low birth weight (<2500 g) (%) ***	8.21	15.02	10.68	12.18	9.33	10.82
Center-based care before entering kindergarten (%) ***	78.21	79.53	72.80	54.55	55.84	71.18
<i>Family Characteristics</i>						
Mother married at birth (%) **	59.01	58.72	67.26	55.62	62.99	61.22
Residing in single-parent family (%), Spring Fifth ***	13.18	15.99	16.95	10.66	10.49	13.25
Having siblings (%), Spring Fifth ***	42.69	42.42	62.96	40.10	55.18	47.89
# of persons age <18 in the household, Spring Fifth ***	2.42 (1.02)	2.52 (1.09)	2.60 (1.14)	2.54 (1.11)	2.90 (1.22)	2.62 (1.22)
Social economic status (SES) score, Spring Fifth ***	-0.13 (0.69)	-0.23 (0.72)	-0.38 (0.75)	-0.87 (0.43)	-0.94 (0.49)	-0.44 (0.73)
<i>Parental Educational Practices and Home Environment</i>						
Educational expectation, Spring Fifth **	3.98 (1.04)	4.14 (1.10)	4.27 (1.12)	4.13 (1.18)	4.14 (1.17)	4.12 (1.12)
Participating in school events, Spring Fifth ***	0.02 (0.58)	-0.08 (0.60)	-0.10 (0.57)	-0.23 (0.56)	-0.34 (0.62)	-0.13 (0.60)
Home learning activities, Spring Fifth ***	0.01 (0.50)	-0.01 (0.52)	0.01 (0.56)	-0.15 (0.62)	-0.24 (0.64)	-0.06 (0.57)
<i>Region of Residence</i>						
Northeast (%), Spring Fifth ***	15.11	17.41	18.96	15.79	6.35	14.12
Middle West (%), Spring Fifth ***	16.87	12.93	10.44	5.26	5.69	11.01
South (%), Spring Fifth **	22.85	31.13	31.91	22.11	31.51	28.66
West (%), Spring Fifth ***	45.17	38.52	38.68	56.84	56.46	46.21
City (%), Spring Fifth ***	43.64	47.61	51.65	63.16	67.70	53.03
Suburban (%), Spring Fifth ***	41.34	42.29	42.52	32.63	27.88	38.21
Rural (%), Spring Fifth ***	15.02	10.11	5.83	4.21	4.42	8.76
<i>School-Level Factors at Spring Fifth Grade</i>						
Public school (%) ***	79.53	80.40	83.03	91.00	93.53	84.74
Minority student composition ***	0.13 (0.70)	0.23 (0.76)	0.37 (0.74)	0.76 (0.86)	0.90 (0.76)	0.44 (0.80)
Providing instructional ESL ***	-0.03 (0.57)	0.06 (0.71)	0.30 (0.91)	1.09 (1.17)	1.42 (1.52)	0.47 (1.16)
Providing Title I related services ***	1.49 (2.18)	1.62 (2.23)	2.09 (2.44)	1.89 (2.370)	2.43 (2.54)	1.87 (2.37)
Teachers and principle ESL experiences ***	0.40 (0.68)	0.44 (0.72)	0.30 (0.75)	0.59 (0.68)	0.61 (0.81)	0.47 (0.74)
Providing any services/programs to ESL families ***	1.10 (1.67)	1.14 (1.70)	1.72 (1.89)	1.43 (1.91)	1.85 (2.00)	1.40 (1.84)
Academic standard too low reported by teachers ***	4.18 (0.81)	4.12 (0.82)	4.10 (0.84)	4.00 (0.90)	3.97 (0.90)	4.08 (0.85)
School stability reported by school administrators ***	-0.07 (0.77)	-0.13 (0.76)	-0.16 (0.79)	-0.35 (0.87)	-0.36 (0.78)	-0.18 (0.79)

Student learning environment ***	-0.12 (0.76)	-0.08 (0.81)	-0.20 (0.81)	-0.28 (0.79)	-0.29 (0.83)	-0.18 (0.81)
Student average academic performance ***	-0.05 (0.94)	-0.23 (1.01)	-0.43 (1.06)	-0.88 (1.05)	-0.94 (1.04)	-0.42 (1.07)
Teacher effort ***	2.20 (0.87)	2.09 (0.80)	2.00 (0.80)	1.98 (0.77)	2.03 (0.80)	2.07 (0.82)
Supportive and teaching environments ***	-0.01 (0.59)	-0.06 (0.59)	-0.05 (0.61)	-0.16 (0.61)	-0.20 (0.60)	-0.08 (0.60)
School work climate ***	-0.04 (0.67)	-0.04 (0.64)	-0.09 (0.69)	-0.15 (0.68)	-0.19 (0.66)	-0.10 (0.67)
School physical facility/resources ***	-0.08 (0.51)	-0.08 (0.54)	-0.15 (0.54)	-0.34 (0.55)	-0.26 (0.58)	-0.16 (0.55)
Percent of sample (%)	29.23	18.97	18.52	5.20	20.37	100

*Note.* Standard deviations are in parentheses. See Appendix Table 1 for detailed definitions of sample characteristics.

**Appendix Table 2, cont.**

**C. Asian Origins and Native-Born Asian**

	English Monolingual	English- Dominant Bilingual	Fluent Bilingual	Non-English- Dominant Bilingual	Non-English Monolingual	Total (n=1523)
<i>Child Characteristics</i>						
Boy (%)	51.55	44.69	50.69	54.35	51.78	50.56
Low birth weight (<2500 g) (%)	9.30	15.76	12.04	14.13	8.63	11.95
Center-based care before entering kindergarten (%)	80.06	76.65	79.04	64.29	74.05	77.60
<i>Family Characteristics</i>						
Mother married at birth (%)	81.36	82.78	87.63	86.57	83.70	84.55
Residing in single-parent family (%), Spring Fifth	5.63	9.00	6.48	8.70	5.08	6.50
Having siblings (%), Spring Fifth ***	57.46	50.16	55.79	39.13	36.55	48.59
# of persons age <18 in the household, Spring Fifth ***	2.42 (1.35)	2.38 (1.68)	2.49 (1.47)	2.82 (1.48)	3.69 (1.89)	2.62 (1.68)
Social economic status (SES) score, Spring Fifth ***	0.49 (0.82)	0.16 (0.80)	0.03 (0.88)	-0.35 (0.86)	-0.53 (0.67)	0.10 (0.88)
<i>Parental Educational Practices and Home Environment</i>						
Educational expectation, Spring Fifth **	4.37 (1.02)	4.39 (0.96)	4.64 (1.10)	4.24 (1.03)	4.22 (1.20)	4.43 (1.07)
Participating in school events, Spring Fifth ***	0.04 (0.54)	-0.04 (0.56)	-0.22 (0.58)	-0.36 (0.64)	-0.42 (0.60)	-0.14 (0.60)
Home learning activities, Spring Fifth ***	0.10 (0.51)	0.14 (0.50)	0.16 (0.50)	-0.07 (0.57)	-0.10 (0.61)	0.10 (0.52)
<i>Region of Residence</i>						
Northeast (%), Spring Fifth	8.51	11.46	14.71	7.94	8.42	11.52
Middle West (%), Spring Fifth ***	14.04	11.46	19.61	23.81	40.00	19.16
South (%), Spring Fifth *	16.17	19.79	17.65	14.29	4.21	15.93
West (%), Spring Fifth **	61.28	57.29	48.04	53.97	47.37	53.39
City (%), Spring Fifth ***	32.91	36.02	44.70	55.56	64.21	43.36
Suburban (%), Spring Fifth **	39.32	42.47	42.72	39.68	22.11	38.89
Rural (%), Spring Fifth ***	27.78	21.51	12.58	4.76	13.68	17.76
<i>School-Level Factors at Spring Fifth Grade</i>						
Public school (%) ***	75.20	76.50	82.02	90.48	93.88	81.43
Minority student composition ***	0.17 (0.76)	0.36 (0.87)	0.44 (0.91)	0.72 (0.92)	0.82 (0.89)	0.42 (0.89)
Providing instructional ESL ***	-0.06 (0.42)	0.10 (0.84)	0.30 (0.95)	0.54 (1.10)	0.81 (1.11)	0.24 (0.88)
Providing Title I related services ***	1.33 (2.24)	1.37 (2.24)	1.70 (2.36)	1.84 (2.52)	1.64 (2.41)	1.45 (2.28)
Teachers and principle ESL experiences ***	0.21 (0.65)	0.30 (0.66)	0.21 (0.64)	0.42 (0.76)	0.45 (0.61)	0.32 (0.66)
Providing any services/programs to ESL families ***	1.31 (1.79)	1.31 (1.73)	1.68 (1.80)	1.35 (1.75)	1.61 (1.98)	1.40 (1.80)
Academic standard too low reported by teachers	4.24 (0.73)	4.18 (0.82)	4.28 (0.77)	4.19 (0.77)	4.28 (0.73)	4.24 (0.76)
School stability reported by school administrators ***	0.21 (0.62)	0.10 (0.68)	0.09 (0.69)	-0.20 (1.03)	-0.08 (0.75)	0.09 (0.71)

Student learning environment	-0.12 (0.69)	-0.17 (0.79)	-0.05 (0.76)	-0.16 (0.68)	-0.26 (1.02)	-0.12 (0.78)
Student average academic performance ***	0.12 (0.96)	-0.05 (1.03)	-0.03 (0.99)	-0.35 (1.06)	-0.54 (1.00)	-0.07 (1.02)
Teacher effort	2.08 (0.79)	2.06 (0.91)	2.06 (0.88)	2.00 (0.79)	2.16 (0.70)	2.08 (0.84)
School supportive and teaching environments **	0.11 (0.49)	0.08 (0.50)	0.04 (0.52)	-0.17 (0.71)	-0.01 (0.54)	0.05 (0.53)
School work climate	0.15 (0.73)	0.07 (0.69)	0.01 (0.72)	-0.05 (0.61)	-0.05 (0.60)	0.05 (0.70)
School physical facility/resources	-0.16 (0.53)	-0.21 (0.56)	-0.13 (0.56)	-0.00 (0.46)	-0.15 (0.52)	-0.14 (0.54)
Percent of sample (%)	23.31	20.42	28.37	6.04	12.93	100

*Note.* Standard deviations are in parentheses. See Appendix Table 1 for detailed definitions of sample characteristics.

**Appendix Table 3. Reading Scores by Language Group from Kindergarten to Fifth Grade**

	Fall K	Spring K	Spring First	Spring Third	Spring Fifth	Points (%) change
<i>Native-Born Non-Hispanic White</i>						
English Monolingual (n=10851)	51.60 (9.39)	52.43 (9.08)	51.94 (8.99)	52.41 (9.16)	52.27 (9.24)	0.67 (1.30%)
English-Dominant Bilingual (n=152)	51.04 (9.27)	51.26 (8.54)	50.28 (8.79)	51.98 (8.82)	51.76 (9.17)	0.72 (1.41%)
Fluent Bilingual (n=60)	50.90 (9.22)	51.55 (8.59)	51.18 (9.92)	53.54 (9.56)	52.61 (9.36)	1.71 (3.36%)
Total (n=11063)	51.58 (9.39)	52.40 (9.07)	51.89 (9.00)	52.38 (9.17)	52.24 (9.25)	0.66 (1.28%)
<i>Latino Origins including Native-Born Hispanic</i>						
English Monolingual (n=1108)	48.11 (9.71)	49.94 (9.27)	49.46 (9.12)	49.85 (9.25)	49.62 (9.09)	1.51 (3.14%)
English-Dominant Bilingual (n=719)	46.42 (9.69)	48.25 (9.51)	48.39 (9.61)	48.30 (9.62)	48.24 (9.30)	1.82 (3.92%)
Fluent Bilingual (n=702)	46.42 (9.40)	48.34 (9.52)	48.40 (8.86)	48.62 (8.93)	48.51 (8.82)	2.09 (4.50%)
Non-English-Dominant Bilingual (n=197)	43.32 (8.91)	44.89 (9.32)	43.87 (9.70)	43.95 (9.10)	43.80 (8.43)	0.48 (1.11%)
Non-English Monolingual (n=772)	41.42 (8.54)	42.91 (8.87)	43.44 (9.13)	41.95 (9.30)	42.72 (8.51)	1.30 (3.14%)
Total (n=3790)	45.46 (9.65)	47.23 (9.64)	47.13 (9.50)	46.96 (9.72)	47.04 (9.28)	1.58 (3.48%)
<i>Asian Origins including Native-Born Asian</i>						
English Monolingual (n=355)	53.70 (10.87)	54.90 (9.52)	54.48 (8.92)	53.62 (8.89)	53.61 (8.95)	-0.09 (-0.17%)
English-Dominant Bilingual (n=311)	51.66 (11.06)	53.37 (10.49)	52.79 (9.40)	52.12 (8.99)	52.29 (9.75)	0.63 (1.22%)
Fluent Bilingual (n=432)	51.79 (11.15)	53.95 (10.59)	53.93 (9.29)	52.66 (8.44)	52.49 (8.78)	0.70 (1.35%)
Non-English-Dominant Bilingual (n=92)	44.93 (10.18)	48.54 (9.07)	47.00 (11.24)	45.23 (9.50)	45.93 (8.76)	1.00 (2.22%)
Non-English Monolingual (n=197)	44.36 (9.83)	47.16 (10.06)	46.57 (9.20)	45.54 (9.46)	45.50 (9.39)	1.14 (2.57%)
Total (n=1523)	50.41 (11.25)	52.52 (10.44)	51.93 (9.83)	50.89 (9.41)	50.95 (9.63)	0.54 (1.07%)

**Appendix Table 4. Math Scores by Language Group from Kindergarten to Fifth Grade**

	Fall K	Spring K	Spring First	Spring Third	Spring Fifth	Points (%) change
<i>Native-Born Non-Hispanic White</i>						
English Monolingual (n=10851)	52.80 (9.51)	53.50 (9.11)	52.36 (9.12)	52.23 (9.14)	51.78 (9.14)	-1.02 (-1.93%)
English-Dominant Bilingual (n=152)	51.83 (8.85)	51.76 (8.38)	50.42 (8.59)	50.51 (9.04)	50.40 (8.90)	-1.43 (-2.76%)
Fluent Bilingual (n=60)	52.73 (8.30)	52.66 (7.84)	50.48 (8.93)	52.80 (9.25)	51.89 (8.83)	-0.84 (1.59%)
Total (n=11063)	52.76 (9.51)	53.46 (9.10)	52.30 (9.12)	52.19 (9.14)	51.74 (9.14)	-1.02 (-1.93%)
<i>Latino Origins including Native-Born Hispanic</i>						
English Monolingual (n=1108)	48.54 (9.61)	49.87 (9.23)	49.18 (9.00)	49.42 (9.21)	49.15 (9.31)	0.61 (1.26%)
English-Dominant Bilingual (n=719)	46.11 (9.41)	48.32 (9.06)	47.96 (9.15)	48.17 (9.41)	48.09 (9.35)	1.98 (4.29%)
Fluent Bilingual (n=702)	47.07 (9.46)	48.47 (9.39)	48.82 (8.87)	48.67 (9.06)	49.00 (9.19)	1.93 (4.10%)
Non-English-Dominant Bilingual (n=197)	40.21 (8.60)	43.44 (9.34)	44.05 (9.51)	44.62 (9.00)	45.80 (8.81)	5.59 (13.90%)
Non-English Monolingual (n=772)	40.65 (8.39)	42.35 (9.05)	44.01 (9.35)	43.61 (8.95)	44.40 (8.90)	3.75 (9.22%)
Total (n=3790)	45.20 (9.76)	46.95 (9.64)	47.19 (9.36)	47.30 (9.38)	47.54 (9.33)	2.34 (5.18%)
<i>Asian Origins including Native-Born Asian</i>						
English Monolingual (n=355)	54.22 (9.66)	54.52 (8.96)	53.20 (8.81)	54.12 (9.25)	54.66 (9.13)	0.44 (0.81%)
English-Dominant Bilingual (n=311)	51.99 (10.05)	53.09 (9.77)	51.85 (9.26)	52.42 (9.54)	52.52 (10.30)	0.53 (1.02%)
Fluent Bilingual (n=432)	52.71 (10.32)	53.99 (9.43)	53.32 (8.26)	54.06 (9.12)	54.40 (9.13)	1.69 (3.21%)
Non-English-Dominant Bilingual (n=92)	43.39 (9.75)	47.86 (8.78)	47.01 (10.70)	48.87 (9.76)	50.23 (9.60)	6.84 (15.76%)
Non-English Monolingual (n=197)	44.66 (9.86)	48.18 (9.34)	47.17 (9.62)	47.15 (10.36)	48.53 (10.39)	3.87 (8.66%)
Total (n=1523)	50.68 (10.68)	52.45 (9.66)	51.34 (9.35)	52.05 (9.82)	52.72 (9.86)	2.04 (4.02%)

**Appendix Table 5. Approaches To Learning Raw Scores by Language Group from Kindergarten to Fifth Grade**

	Fall K	Spring K	Spring First	Spring Third	Spring Fifth	Points (%) change
<i>Native-Born Non-Hispanic White</i>						
English Monolingual (n=10851)	3.02 (0.66)	3.15 (0.67)	3.06 (0.68)	3.06 (0.67)	3.04 (0.66)	0.02 (0.66)
English-Dominant Bilingual (n=152)	3.00 (0.62)	3.15 (0.69)	3.04 (0.69)	3.14 (0.69)	3.03 (0.64)	0.03 (1.00)
Fluent Bilingual (n=60)	3.11 (0.64)	2.88 (0.73)	2.85 (0.76)	3.01 (0.57)	3.03 (0.66)	-0.08 (2.57)
Total (n=11063)	3.02 (0.66)	3.15 (0.67)	3.06 (0.68)	3.06 (0.67)	3.04 (0.66)	0.02 (0.66)
<i>Latino Origins including Native-Born Hispanic</i>						
English Monolingual (n=1108)	2.92 (0.65)	3.04 (0.68)	2.96 (0.69)	2.98 (0.68)	2.94 (0.70)	0.02 (0.68)
English-Dominant Bilingual (n=719)	2.85 (0.68)	2.98 (0.70)	2.94 (0.68)	2.93 (0.66)	2.92 (0.69)	0.07 (2.45)
Fluent Bilingual (n=702)	2.80 (0.65)	2.91 (0.71)	2.91 (0.72)	2.98 (0.68)	2.88 (0.68)	0.08 (2.86)
Non-English-Dominant Bilingual (n=197)	2.76 (0.68)	2.81 (0.69)	2.88 (0.67)	2.97 (0.66)	2.94 (0.64)	0.18 (6.52)
Non-English Monolingual (n=772)	2.75 (0.63)	2.97 (0.64)	2.92 (0.65)	2.84 (0.70)	2.96 (0.66)	0.21 (7.64)
Total (n=3790)	2.85 (0.66)	2.98 (0.69)	2.94 (0.68)	2.96 (0.68)	2.93 (0.68)	0.08 (2.81)
<i>Asian Origins including Native-Born Asian</i>						
English Monolingual (n=355)	3.17 (0.66)	3.28 (0.63)	3.23 (0.62)	3.31 (0.66)	3.28 (0.62)	0.11 (3.47)
English-Dominant Bilingual (n=311)	3.18 (0.65)	3.28 (0.62)	3.27 (0.61)	3.29 (0.59)	3.26 (0.64)	0.08 (2.52)
Fluent Bilingual (n=432)	3.21 (0.54)	3.36 (0.54)	3.33 (0.59)	3.29 (0.60)	3.32 (0.61)	0.11 (3.43)
Non-English-Dominant Bilingual (n=92)	2.87 (0.76)	3.14 (0.75)	3.11 (0.64)	3.15 (0.68)	3.28 (0.64)	0.41 (14.28)
Non-English Monolingual (n=197)	2.99 (0.70)	3.23 (0.66)	3.07 (0.67)	3.26 (0.55)	3.22 (0.75)	0.23 (7.69)
Total (n=1523)	3.10 (0.67)	3.27 (0.64)	3.23 (0.63)	3.26 (0.63)	3.28 (0.64)	0.18 (5.81)



**Appendix Table 6. Self-Control Raw Scores by Language Group from Kindergarten to Fifth Grade**

	Fall K	Spring K	Spring First	Spring Third	Spring Fifth	Points (%) change
<i>Native-Born Non-Hispanic White</i>						
English Monolingual (n=10851)	3.12 (0.61)	3.21 (0.61)	3.19 (0.60)	3.20 (0.60)	3.20 (0.59)	0.08 (2.56)
English-Dominant Bilingual (n=152)	3.08 (0.62)	3.19 (0.63)	3.12 (0.61)	3.24 (0.62)	3.21 (0.58)	0.13 (4.22)
Fluent Bilingual (n=60)	3.22 (0.58)	3.11 (0.64)	3.13 (0.57)	3.16 (0.56)	3.27 (0.61)	0.05 (1.55)
Total (n=11063)	3.12 (0.61)	3.21 (0.61)	3.19 (0.60)	3.20 (0.60)	3.20 (0.59)	0.08 (2.56)
<i>Latino Origins including Native-Born Hispanic</i>						
English Monolingual (n=1108)	3.06 (0.59)	3.15 (0.63)	3.11 (0.63)	3.14 (0.60)	3.14 (0.62)	0.08 (2.61)
English-Dominant Bilingual (n=719)	3.02 (0.60)	3.11 (0.60)	3.08 (0.62)	3.13 (0.61)	3.10 (0.60)	0.08 (2.65)
Fluent Bilingual (n=702)	2.99 (0.63)	3.05 (0.61)	3.08 (0.63)	3.11 (0.58)	3.20 (0.57)	0.21 (7.02)
Non-English-Dominant Bilingual (n=197)	2.95 (0.60)	2.96 (0.61)	3.03 (0.62)	3.12 (0.58)	3.13 (0.57)	0.18 (6.10)
Non-English Monolingual (n=772)	2.95 (0.63)	3.04 (0.60)	3.13 (0.53)	2.98 (0.62)	3.13 (0.64)	0.18 (6.10)
Total (n=3790)	3.02 (0.60)	3.10 (0.62)	3.09 (0.62)	3.12 (0.60)	3.13 (0.61)	0.11 (3.64)
<i>Asian Origins including Native-Born Asian</i>						
English Monolingual (n=355)	3.19 (0.59)	3.26 (0.59)	3.23 (0.58)	3.32 (0.57)	3.36 (0.58)	0.17 (5.33)
English-Dominant Bilingual (n=311)	3.18 (0.58)	3.26 (0.62)	3.31 (0.56)	3.34 (0.62)	3.34 (0.57)	0.16 (5.03)
Fluent Bilingual (n=432)	3.12 (0.54)	3.30 (0.53)	3.30 (0.53)	3.34 (0.60)	3.37 (0.49)	0.25 (8.01)
Non-English-Dominant Bilingual (n=92)	3.02 (0.62)	3.18 (0.69)	3.22 (0.56)	3.19 (0.62)	3.32 (0.58)	0.30 (9.93)
Non-English Monolingual (n=197)	3.03 (0.55)	3.27 (0.61)	3.13 (0.56)	3.26 (0.61)	3.35 (0.66)	0.32 (10.56)
Total (n=1523)	3.12 (0.58)	3.25 (0.61)	3.26 (0.56)	3.30 (0.60)	3.35 (0.56)	0.23 (7.37)

**Appendix Table 7. Interpersonal Raw Scores by Language Group from Kindergarten to Fifth Grade**

	Fall K	Spring K	Spring First	Spring Third	Spring Fifth	Points (%) change
<i>Native-Born Non-Hispanic White</i>						
English Monolingual (n=10851)	3.02 (0.63)	3.15 (0.63)	3.11 (0.64)	3.09 (0.64)	3.05 (0.63)	0.03 (0.99)
English-Dominant Bilingual (n=152)	3.00 (0.63)	3.14 (0.63)	3.07 (0.64)	3.12 (0.65)	3.02 (0.69)	0.02 (0.67)
Fluent Bilingual (n=60)	3.18 (0.57)	2.99 (0.67)	3.00 (0.66)	3.08 (0.53)	3.13 (0.66)	-0.05 (1.57)
Total (n=11063)	3.02 (0.63)	3.15 (0.63)	3.11 (0.64)	3.09 (0.64)	3.05 (0.64)	0.03 (0.99)
<i>Latino Origins including Native-Born Hispanic</i>						
English Monolingual (n=1108)	2.95 (0.63)	3.08 (0.65)	3.04 (0.64)	3.04 (0.64)	3.02 (0.64)	0.07 (2.37)
English-Dominant Bilingual (n=719)	2.91 (0.62)	3.05 (0.64)	3.01 (0.66)	3.03 (0.64)	2.96 (0.64)	0.06 (2.06)
Fluent Bilingual (n=702)	2.85 (0.62)	2.96 (0.65)	3.07 (0.63)	3.03 (0.62)	3.01 (0.65)	0.16 (5.61)
Non-English-Dominant Bilingual (n=197)	2.79 (0.62)	2.87 (0.61)	2.92 (0.62)	2.99 (0.66)	2.99 (0.60)	0.20 (7.17)
Non-English Monolingual (n=772)	2.81 (0.62)	2.98 (0.62)	2.97 (0.61)	2.87 (0.66)	3.04 (0.60)	0.23 (8.18)
Total (n=3790)	2.90 (0.62)	3.03 (0.64)	3.01 (0.64)	3.02 (0.64)	3.00 (0.63)	0.10 (3.45)
<i>Asian Origins including Native-Born Asian</i>						
English Monolingual (n=355)	3.08 (0.63)	3.21 (0.62)	3.14 (0.62)	3.23 (0.63)	3.18 (0.62)	0.10 (3.25)
English-Dominant Bilingual (n=311)	3.04 (0.65)	3.19 (0.64)	3.17 (0.62)	3.16 (0.62)	3.11 (0.66)	0.07 (2.30)
Fluent Bilingual (n=432)	2.97 (0.55)	3.18 (0.56)	3.18 (0.57)	3.17 (0.61)	3.13 (0.59)	0.16 (5.39)
Non-English-Dominant Bilingual (n=92)	2.73 (0.64)	2.96 (0.71)	2.98 (0.59)	2.98 (0.64)	3.08 (0.59)	0.35 (12.82)
Non-English Monolingual (n=197)	2.70 (0.64)	3.02 (0.61)	2.95 (0.60)	3.07 (0.64)	3.12 (0.64)	0.42 (15.56)
Total (n=1523)	2.93 (0.63)	3.13 (0.63)	3.10 (0.60)	3.14 (0.63)	3.13 (0.62)	0.20 (6.82)

**Appendix Table 8. Externalizing Problem Raw Scores by Language Group from Kindergarten to Fifth Grade**

	Fall K	Spring K	Spring First	Spring Third	Spring Fifth	Points (%) change
<i>Native-Born Non-Hispanic White</i>						
English Monolingual (n=10851)	1.63 (0.63)	1.64 (0.62)	1.66 (0.61)	1.68 (0.58)	1.69 (0.58)	0.06 (3.68)
English-Dominant Bilingual (n=152)	1.58 (0.56)	1.72 (0.68)	1.73 (0.64)	1.65 (0.57)	1.73 (0.58)	0.15 (9.49)
Fluent Bilingual (n=60)	1.54 (0.60)	1.69 (0.62)	1.85 (0.68)	1.68 (0.57)	1.76 (0.65)	0.22 (14.28)
Total (n=11063)	1.63 (0.63)	1.65 (0.62)	1.66 (0.61)	1.68 (0.58)	1.69 (0.58)	0.06 (3.68)
<i>Latino Origins including Native-Born Hispanic</i>						
English Monolingual (n=1108)	1.64 (0.66)	1.70 (0.65)	1.71 (0.62)	1.74 (0.59)	1.77 (0.64)	0.13 (7.93)
English-Dominant Bilingual (n=719)	1.68 (0.62)	1.70 (0.64)	1.72 (0.63)	1.75 (0.60)	1.77 (0.61)	0.09 (5.36)
Fluent Bilingual (n=702)	1.68 (0.64)	1.71 (0.64)	1.60 (0.62)	1.68 (0.58)	1.74 (0.54)	0.06 (3.57)
Non-English-Dominant Bilingual (n=197)	1.76 (0.69)	1.74 (0.63)	1.68 (0.61)	1.72 (0.62)	1.70 (0.57)	-0.06 (3.41)
Non-English Monolingual (n=772)	1.65 (0.61)	1.71 (0.63)	1.61 (0.59)	1.79 (0.63)	1.77 (0.62)	0.12 (7.27)
Total (n=3790)	1.67 (0.65)	1.71 (0.64)	1.69 (0.62)	1.74 (0.60)	1.76 (0.61)	0.09 (5.39)
<i>Asian Origins including Native-Born Asian</i>						
English Monolingual (n=355)	1.57 (0.63)	1.58 (0.57)	1.59 (0.60)	1.58 (0.57)	1.63 (0.58)	0.06 (3.82)
English-Dominant Bilingual (n=311)	1.51 (0.54)	1.56 (0.60)	1.54 (0.54)	1.55 (0.52)	1.59 (0.58)	0.08 (5.30)
Fluent Bilingual (n=432)	1.47 (0.53)	1.49 (0.56)	1.53 (0.54)	1.56 (0.53)	1.55 (0.56)	0.08 (5.44)
Non-English-Dominant Bilingual (n=92)	1.57 (0.57)	1.54 (0.56)	1.49 (0.50)	1.62 (0.59)	1.48 (0.61)	-0.08 (5.73)
Non-English Monolingual (n=197)	1.53 (0.59)	1.56 (0.60)	1.61 (0.62)	1.45 (0.54)	1.52 (0.64)	-0.01 (0.65)
Total (n=1523)	1.53 (0.57)	1.54 (0.57)	1.55 (0.55)	1.56 (0.55)	1.56 (0.59)	0.03 (0.96)

**Appendix Table 9. Internalizing Problem Raw Scores by Language Group from Kindergarten to Fifth Grade**

	Fall K	Spring K	Spring First	Spring Third	Spring Fifth	Points (%) change
<i>Native-Born Non-Hispanic White</i>						
English Monolingual (n=10851)	1.54 (0.52)	1.56 (0.51)	1.60 (0.51)	1.65 (0.53)	1.68 (0.54)	0.14 (9.09)
English-Dominant Bilingual (n=152)	1.56 (0.46)	1.57 (0.48)	1.70 (0.53)	1.66 (0.52)	1.72 (0.57)	0.16 (10.26)
Fluent Bilingual (n=60)	1.61 (0.50)	1.74 (0.50)	1.89 (0.63)	1.67 (0.48)	1.72 (0.60)	0.11 (6.83)
Total (n=11063)	1.54 (0.52)	1.57 (0.51)	1.61 (0.51)	1.65 (0.53)	1.68 (0.54)	0.14 (9.09)
<i>Latino Origins including Native-Born Hispanic</i>						
English Monolingual (n=1108)	1.59 (0.54)	1.62 (0.53)	1.65 (0.53)	1.66 (0.51)	1.71 (0.55)	0.12 (7.55)
English-Dominant Bilingual (n=719)	1.58 (0.55)	1.64 (0.50)	1.66 (0.54)	1.68 (0.53)	1.72 (0.53)	0.14 (8.86)
Fluent Bilingual (n=702)	1.57 (0.55)	1.67 (0.54)	1.64 (0.55)	1.67 (0.55)	1.66 (0.50)	0.09 (5.73)
Non-English-Dominant Bilingual (n=197)	1.60 (0.53)	1.66 (0.52)	1.63 (0.47)	1.68 (0.54)	1.63 (0.54)	0.03 (1.88)
Non-English Monolingual (n=772)	1.68 (0.51)	1.66 (0.47)	1.66 (0.51)	1.77 (0.50)	1.75 (0.59)	0.07 (4.17)
Total (n=3790)	1.60 (0.54)	1.64 (0.52)	1.65 (0.52)	1.68 (0.52)	1.70 (0.54)	0.10 (6.25)
<i>Asian Origins including Native-Born Asian</i>						
English Monolingual (n=355)	1.56 (0.49)	1.53 (0.43)	1.54 (0.40)	1.54 (0.50)	1.61 (0.45)	0.05 (3.20)
English-Dominant Bilingual (n=311)	1.42 (0.44)	1.50 (0.46)	1.51 (0.47)	1.54 (0.44)	1.58 (0.54)	0.16 (11.27)
Fluent Bilingual (n=432)	1.45 (0.45)	1.46 (0.45)	1.52 (0.47)	1.50 (0.48)	1.60 (0.52)	0.15 (10.34)
Non-English-Dominant Bilingual (n=92)	1.61 (0.55)	1.63 (0.56)	1.52 (0.50)	1.56 (0.50)	1.58 (0.49)	-0.03 (1.86)
Non-English Monolingual (n=197)	1.61 (0.58)	1.58 (0.47)	1.78 (0.63)	1.55 (0.53)	1.66 (0.54)	0.05 (3.01)
Total (n=1523)	1.52 (0.50)	1.53 (0.48)	1.54 (0.48)	1.53 (0.49)	1.60 (0.50)	0.08 (5.26)

**Appendix Table 10. Correlation Matrix for Analyzed School-Level Variables on Academic Outcomes**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<i>Reading</i>															
1. Fall K															
2. Spring K	<b>0.80</b>														
3. Spring First	<b>0.68</b>	<b>0.78</b>													
4. Spring Third	<b>0.60</b>	<b>0.65</b>	<b>0.75</b>												
5. Spring Fifth	<b>0.58</b>	<b>0.62</b>	<b>0.71</b>	<b>0.85</b>											
<i>Math</i>															
6. Fall K	<b>0.77</b>	<b>0.71</b>	<b>0.66</b>	<b>0.65</b>	<b>0.64</b>										
7. Spring K	<b>0.68</b>	<b>0.74</b>	<b>0.68</b>	<b>0.66</b>	<b>0.64</b>	<b>0.83</b>									
8. Spring First	<b>0.58</b>	<b>0.62</b>	<b>0.70</b>	<b>0.65</b>	<b>0.64</b>	<b>0.72</b>	<b>0.78</b>								
9. Spring Third	<b>0.56</b>	<b>0.59</b>	<b>0.64</b>	<b>0.73</b>	<b>0.71</b>	<b>0.71</b>	<b>0.75</b>	<b>0.79</b>							
10. Spring Fifth	<b>0.54</b>	<b>0.56</b>	<b>0.60</b>	<b>0.68</b>	<b>0.72</b>	<b>0.68</b>	<b>0.72</b>	<b>0.75</b>	<b>0.87</b>						
<i>School-level Factors at Fifth Grade</i>															
11. Public school composition	<b>-0.16</b>	<b>-0.15</b>	<b>-0.14</b>	<b>-0.18</b>	<b>-0.20</b>	<b>-0.19</b>	<b>-0.18</b>	<b>-0.14</b>	<b>-0.10</b>	<b>-0.11</b>					
12. Minority student composition	<b>-0.24</b>	<b>-0.19</b>	<b>-0.23</b>	<b>-0.32</b>	<b>-0.33</b>	<b>-0.31</b>	<b>-0.28</b>	<b>-0.26</b>	<b>-0.26</b>	<b>-0.25</b>	<b>0.37</b>				
13. Providing instructional ESL services	<b>-0.15</b>	<b>-0.16</b>	<b>-0.23</b>	<b>-0.30</b>	<b>-0.27</b>	<b>-0.28</b>	<b>-0.26</b>	<b>-0.22</b>	<b>-0.23</b>	<b>-0.22</b>	<b>0.17</b>	<b>0.42</b>			
14. Providing Title I services	<b>-0.20</b>	<b>-0.18</b>	<b>-0.18</b>	<b>-0.14</b>	<b>-0.12</b>	<b>-0.20</b>	<b>-0.18</b>	<b>-0.17</b>	<b>-0.08</b>	<b>-0.06</b>	<b>0.05</b>	<b>0.55</b>	<b>0.25</b>		
15. Teachers and principle ESL experiences	<b>-0.12</b>	<b>-0.11</b>	<b>-0.13</b>	<b>-0.13</b>	<b>-0.14</b>	<b>-0.14</b>	<b>-0.13</b>	<b>-0.12</b>	<b>-0.11</b>	<b>-0.15</b>	<b>0.04</b>	<b>0.32</b>	<b>0.31</b>	<b>0.08</b>	
16. Providing services to ESL families	<b>-0.10</b>	<b>-0.09</b>	<b>-0.12</b>	<b>-0.16</b>	<b>-0.16</b>	<b>-0.16</b>	<b>-0.15</b>	<b>-0.13</b>	<b>-0.11</b>	<b>-0.09</b>	<b>0.31</b>	<b>0.40</b>	<b>0.32</b>	<b>0.52</b>	<b>0.16</b>
17. Academic standards low	<b>0.14</b>	<b>0.11</b>	<b>0.14</b>	<b>0.08</b>	<b>0.08</b>	<b>0.13</b>	<b>0.12</b>	<b>0.11</b>	<b>0.07</b>	<b>0.09</b>	<b>-0.02</b>	<b>-0.12</b>	<b>-0.06</b>	<b>-0.16</b>	<b>-0.04</b>
18. School stability	<b>0.11</b>	<b>0.10</b>	<b>0.10</b>	<b>0.14</b>	<b>0.17</b>	<b>0.11</b>	<b>0.10</b>	<b>0.09</b>	<b>0.11</b>	<b>0.15</b>	<b>-0.08</b>	<b>-0.26</b>	<b>-0.11</b>	<b>-0.25</b>	<b>-0.09</b>
19. Student learning environment	<b>0.08</b>	<b>0.07</b>	<b>0.09</b>	<b>0.14</b>	<b>0.14</b>	<b>0.13</b>	<b>0.12</b>	<b>0.11</b>	<b>0.12</b>	<b>0.11</b>	<b>-0.10</b>	<b>-0.17</b>	<b>-0.12</b>	<b>-0.09</b>	<b>-0.10</b>
20. Student average academic performance	<b>0.27</b>	<b>0.22</b>	<b>0.23</b>	<b>0.28</b>	<b>0.28</b>	<b>0.33</b>	<b>0.28</b>	<b>0.26</b>	<b>0.27</b>	<b>0.26</b>	<b>-0.32</b>	<b>-0.52</b>	<b>-0.30</b>	<b>-0.34</b>	<b>-0.17</b>
21. Teacher effort	-0.00	-0.02	-0.00	0.01	0.02	0.01	-0.00	0.01	<b>0.03</b>	<b>0.04</b>	<b>0.28</b>	<b>-0.05</b>	<b>-0.03</b>	<b>0.03</b>	<b>-0.02</b>
22. School supportive and teaching environments	<b>0.14</b>	<b>0.12</b>	<b>0.13</b>	<b>0.13</b>	<b>0.13</b>	<b>0.14</b>	<b>0.13</b>	<b>0.10</b>	<b>0.10</b>	<b>0.12</b>	<b>-0.07</b>	<b>-0.22</b>	<b>-0.11</b>	<b>-0.21</b>	<b>-0.10</b>
23. School work climate	<b>0.12</b>	<b>0.11</b>	<b>0.06</b>	<b>0.14</b>	<b>0.17</b>	<b>0.10</b>	<b>0.11</b>	<b>0.05</b>	<b>0.13</b>	<b>0.17</b>	<b>-0.08</b>	<b>-0.23</b>	<b>-0.09</b>	<b>-0.24</b>	<b>-0.08</b>
24. School physical facility/resources	<b>0.08</b>	<b>0.06</b>	<b>0.08</b>	<b>0.13</b>	<b>0.12</b>	<b>0.12</b>	<b>0.11</b>	<b>0.10</b>	<b>0.13</b>	<b>0.12</b>	<b>0.03</b>	<b>-0.29</b>	<b>-0.13</b>	<b>-0.09</b>	<b>-0.18</b>

**Appendix Table 10. Cont.**

	16	17	18	19	20	21	22	23
17. Academic standards low	<b>-0.02</b>							
18. School stability	<b>-0.19</b>	<b>0.12</b>						
19. Student learning environment	<b>-0.06</b>	<b>0.08</b>	<b>0.14</b>					
20. Student average academic performance	<b>-0.29</b>	<b>0.18</b>	<b>0.30</b>	<b>0.21</b>				
21. Teacher effort	<b>0.04</b>	<b>0.06</b>	<b>0.04</b>	<b>0.04</b>	<b>0.03</b>			
22. School supportive and teaching environments	<b>-0.10</b>	<b>0.44</b>	<b>0.22</b>	<b>0.14</b>	<b>0.24</b>	<b>0.03</b>		
23. School work climate	<b>-0.07</b>	<b>0.17</b>	<b>0.36</b>	<b>0.18</b>	<b>0.33</b>	<b>0.04</b>	<b>0.22</b>	
24. School physical facility/resources	<b>-0.09</b>	<b>0.03</b>	<b>0.19</b>	<b>0.19</b>	<b>0.21</b>	<b>0.14</b>	<b>0.02</b>	<b>0.22</b>

Note. Fall K = Fall Kindergarten; Spring K = Spring Kindergarten; Spring First = Spring First-grade; Spring Third = Spring Third-grade; Spring Fifth = Spring Fifth-grade.  
Numbers in bold indicate the correlation coefficient is at least at  $p < .05$ .

**Appendix Table 11. Correlation Matrix for Analyzed School-Level Variables on Social-Emotional Outcomes**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<i>Approaches to Learning</i>																
1. Fall K																
2. Spring K	<b>0.26</b>															
3. Spring First	<b>0.30</b>	<b>0.25</b>														
4. Spring Third	<b>0.24</b>	<b>0.18</b>	<b>0.30</b>													
5. Spring Fifth	<b>0.15</b>	<b>0.13</b>	<b>0.20</b>	<b>0.24</b>												
<i>Self-Control</i>																
6. Fall K	<b>0.28</b>	<b>0.07</b>	<b>0.06</b>	<b>0.06</b>	<b>0.04</b>											
7. Spring K	<b>0.19</b>	<b>0.80</b>	<b>0.15</b>	<b>0.15</b>	<b>0.09</b>	<b>0.17</b>										
8. Spring First	<b>0.13</b>	<b>0.11</b>	<b>0.51</b>	<b>0.16</b>	<b>0.09</b>	<b>0.04</b>	<b>0.09</b>									
9. Spring Third	<b>0.09</b>	<b>0.09</b>	<b>0.12</b>	<b>0.52</b>	<b>0.12</b>	<b>0.04</b>	<b>0.10</b>	<b>0.10</b>								
10. Spring Fifth	<b>0.07</b>	<b>0.10</b>	<b>0.09</b>	<b>0.15</b>	<b>0.64</b>	<b>0.04</b>	<b>0.08</b>	<b>0.09</b>	<b>0.10</b>							
<i>Interpersonal</i>																
11. Fall K	<b>0.32</b>	<b>0.09</b>	<b>0.08</b>	<b>0.07</b>	<b>0.04</b>	<b>0.39</b>	<b>0.14</b>	<b>0.05</b>	<b>0.02</b>	<b>0.03</b>						
12. Spring K	<b>0.19</b>	<b>0.76</b>	<b>0.15</b>	<b>0.13</b>	<b>0.10</b>	<b>0.12</b>	<b>0.74</b>	<b>0.08</b>	<b>0.09</b>	<b>0.09</b>	<b>0.21</b>					
13. Spring First	<b>0.13</b>	<b>0.11</b>	<b>0.50</b>	<b>0.16</b>	<b>0.09</b>	<b>0.02</b>	<b>0.09</b>	<b>0.45</b>	<b>0.10</b>	<b>0.06</b>	<b>0.07</b>	<b>0.11</b>				
14. Spring Third	<b>0.10</b>	<b>0.09</b>	<b>0.17</b>	<b>0.56</b>	<b>0.11</b>	<b>0.03</b>	<b>0.09</b>	<b>0.13</b>	<b>0.43</b>	<b>0.10</b>	<b>0.05</b>	<b>0.10</b>	<b>0.13</b>			
15. Spring Fifth	<b>0.09</b>	<b>0.08</b>	<b>0.12</b>	<b>0.14</b>	<b>0.57</b>	<b>0.04</b>	<b>0.07</b>	<b>0.09</b>	<b>0.09</b>	<b>0.52</b>	<b>0.05</b>	<b>0.07</b>	<b>0.10</b>	<b>0.10</b>		
<i>Externalizing</i>																
16. Fall K	<b>0.12</b>	<b>-0.08</b>	<b>-0.10</b>	<b>-0.08</b>	<b>-0.08</b>	<b>0.18</b>	<b>-0.05</b>	<b>-0.08</b>	<b>-0.06</b>	<b>-0.06</b>	<b>0.19</b>	<b>-0.03</b>	<b>-0.07</b>	<b>-0.06</b>	-0.02	
17. Spring K	<b>-0.04</b>	<b>0.67</b>	<b>-0.08</b>	<b>-0.07</b>	<b>-0.08</b>	0.02	<b>0.61</b>	<b>-0.08</b>	<b>-0.03</b>	<b>-0.03</b>	<b>0.04</b>	<b>0.57</b>	<b>-0.06</b>	<b>-0.03</b>	<b>-0.04</b>	<b>0.15</b>
18. Spring First	<b>-0.11</b>	<b>-0.10</b>	<b>0.07</b>	<b>-0.11</b>	<b>-0.11</b>	-0.03	<b>-0.08</b>	<b>0.13</b>	<b>-0.09</b>	<b>-0.06</b>	<b>-0.03</b>	<b>-0.07</b>	<b>0.14</b>	<b>-0.04</b>	<b>-0.05</b>	<b>0.14</b>
19. Spring Third	<b>-0.08</b>	<b>-0.06</b>	<b>-0.09</b>	<b>0.30</b>	<b>-0.08</b>	-0.02	<b>-0.02</b>	<b>-0.05</b>	<b>0.30</b>	<b>-0.04</b>	-0.01	-0.02	<b>-0.06</b>	<b>0.24</b>	-0.01	<b>0.11</b>
20. Spring Fifth	<b>-0.07</b>	<b>-0.04</b>	<b>-0.07</b>	<b>-0.06</b>	<b>0.47</b>	-0.01	<b>-0.02</b>	<b>-0.06</b>	<b>-0.02</b>	<b>0.39</b>	-0.01	<b>-0.02</b>	<b>-0.06</b>	<b>-0.04</b>	<b>0.34</b>	<b>0.07</b>
<i>Internalizing</i>																
21. Fall K	<b>0.18</b>	0.00	<b>-0.03</b>	<b>-0.02</b>	<b>-0.03</b>	<b>0.18</b>	<b>0.04</b>	-0.02	<b>-0.02</b>	-0.01	<b>0.25</b>	<b>0.04</b>	-0.01	<b>-0.02</b>	-0.01	<b>0.33</b>
22. Spring K	0.01	<b>0.66</b>	-0.02	0.01	-0.00	<b>0.06</b>	<b>0.63</b>	<b>-0.02</b>	0.01	<b>0.03</b>	<b>0.07</b>	<b>0.58</b>	<b>-0.02</b>	0.01	0.01	<b>0.04</b>
23. Spring First	<b>-0.03</b>	-0.04	<b>0.17</b>	<b>-0.02</b>	<b>-0.03</b>	<b>0.04</b>	-0.00	<b>0.19</b>	0.00	-0.01	0.02	-0.00	<b>0.22</b>	<b>0.02</b>	0.00	<b>0.03</b>
24. Spring Third	-0.02	-0.01	<b>-0.02</b>	<b>0.30</b>	-0.01	-0.01	0.01	0.02	<b>0.30</b>	0.01	0.00	0.01	-0.02	<b>0.25</b>	<b>0.03</b>	<b>0.03</b>
25. Spring Fifth	<b>-0.04</b>	-0.00	<b>-0.04</b>	<b>-0.02</b>	<b>0.42</b>	0.01	0.00	0.01	0.00	<b>0.40</b>	0.01	0.01	-0.01	<b>-0.02</b>	<b>0.39</b>	0.02
<i>School-level Factors at Fifth Grade</i>																
26. Attending public school	<b>-0.03</b>	<b>-0.03</b>	<b>-0.03</b>	<b>-0.05</b>	<b>-0.05</b>	0.01	<b>-0.02</b>	0.00	<b>0.03</b>	-0.01	<b>-0.05</b>	<b>-0.02</b>	-0.01	<b>-0.03</b>	<b>-0.04</b>	<b>-0.02</b>
27. Minority student composition	<b>-0.11</b>	<b>-0.07</b>	<b>-0.05</b>	<b>-0.06</b>	<b>-0.09</b>	<b>-0.04</b>	<b>-0.08</b>	<b>-0.06</b>	-0.01	<b>-0.08</b>	<b>-0.08</b>	<b>-0.06</b>	<b>-0.03</b>	<b>-0.06</b>	<b>-0.10</b>	-0.00
28. School provides instructional ESL	<b>-0.05</b>	<b>-0.04</b>	<b>-0.02</b>	<b>-0.03</b>	<b>0.04</b>	<b>-0.04</b>	<b>-0.03</b>	<b>-0.03</b>	<b>-0.03</b>	<b>0.06</b>	<b>-0.06</b>	<b>-0.04</b>	-0.01	-0.01	<b>0.05</b>	<b>-0.02</b>
29. School provides Title I related services	<b>-0.06</b>	<b>-0.06</b>	<b>-0.06</b>	<b>-0.03</b>	-0.01	<b>-0.04</b>	<b>-0.03</b>	<b>-0.03</b>	-0.00	<b>0.02</b>	<b>-0.06</b>	<b>-0.04</b>	<b>-0.03</b>	-0.00	0.00	<b>0.03</b>
30. School teachers and principle ESL experiences	<b>-0.05</b>	<b>-0.03</b>	-0.01	-0.01	<b>-0.09</b>	<b>-0.06</b>	<b>-0.04</b>	<b>-0.03</b>	<b>-0.02</b>	<b>-0.10</b>	<b>-0.08</b>	<b>-0.04</b>	-0.01	-0.01	<b>-0.08</b>	0.01

**Appendix Table 11. Cont.**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
31. School providing any services to ESL families	<b>-0.02</b>	<b>0.02</b>	-0.01	<b>-0.03</b>	-0.01	<b>-0.02</b>	0.01	<b>-0.02</b>	<b>0.02</b>	-0.00	<b>-0.03</b>	0.00	-0.00	<b>-0.02</b>	<b>-0.02</b>	<b>-0.02</b>
32. Academic standards too low	<b>0.07</b>	<b>0.06</b>	<b>0.09</b>	<b>0.07</b>	<b>0.05</b>	<b>0.05</b>	<b>0.06</b>	<b>0.12</b>	<b>0.07</b>	<b>0.05</b>	<b>0.07</b>	<b>0.07</b>	<b>0.11</b>	<b>0.08</b>	<b>0.06</b>	<b>-0.02</b>
33. School stability	<b>0.06</b>	<b>0.07</b>	<b>0.06</b>	<b>0.07</b>	<b>0.08</b>	<b>0.04</b>	<b>0.06</b>	<b>0.04</b>	<b>0.06</b>	<b>0.07</b>	<b>0.04</b>	<b>0.06</b>	<b>0.03</b>	<b>0.04</b>	<b>0.07</b>	<b>-0.06</b>
34. Student learning environment	<b>0.03</b>	<b>0.03</b>	0.01	<b>0.03</b>	0.01	<b>0.04</b>	<b>0.02</b>	<b>0.02</b>	0.01	0.02	<b>0.04</b>	<b>0.03</b>	0.01	<b>0.03</b>	0.02	<b>0.03</b>
35. Student average academic performance	<b>0.10</b>	<b>0.05</b>	<b>0.03</b>	<b>0.07</b>	<b>0.04</b>	<b>0.03</b>	<b>0.04</b>	<b>0.06</b>	<b>0.07</b>	<b>0.04</b>	<b>0.07</b>	<b>0.05</b>	0.02	<b>0.05</b>	<b>0.06</b>	<b>0.03</b>
36. Teacher teaching effort	-0.00	-0.02	-0.01	<b>-0.02</b>	0.01	0.00	-0.01	<b>0.04</b>	<b>0.04</b>	<b>0.02</b>	-0.01	0.00	<b>0.03</b>	0.01	<b>0.02</b>	-0.00
37. School supportive and teaching environments	<b>0.12</b>	<b>0.12</b>	<b>0.10</b>	<b>0.14</b>	<b>0.12</b>	<b>0.12</b>	<b>0.11</b>	<b>0.11</b>	<b>0.13</b>	<b>0.12</b>	<b>0.14</b>	<b>0.13</b>	<b>0.11</b>	<b>0.14</b>	<b>0.11</b>	<b>-0.07</b>
38. School work climate	<b>0.04</b>	<b>0.04</b>	0.01	<b>0.07</b>	<b>0.07</b>	<b>0.03</b>	<b>0.04</b>	<b>0.04</b>	<b>0.07</b>	<b>0.06</b>	<b>0.03</b>	<b>0.03</b>	<b>0.02</b>	<b>0.06</b>	<b>0.05</b>	<b>-0.03</b>
39. School physical facility/resources	<b>0.05</b>	<b>0.02</b>	<b>0.03</b>	<b>0.02</b>	0.00	<b>0.03</b>	<b>0.03</b>	0.02	<b>0.04</b>	<b>0.02</b>	0.02	0.00	<b>0.04</b>	0.01	<b>0.02</b>	0.00

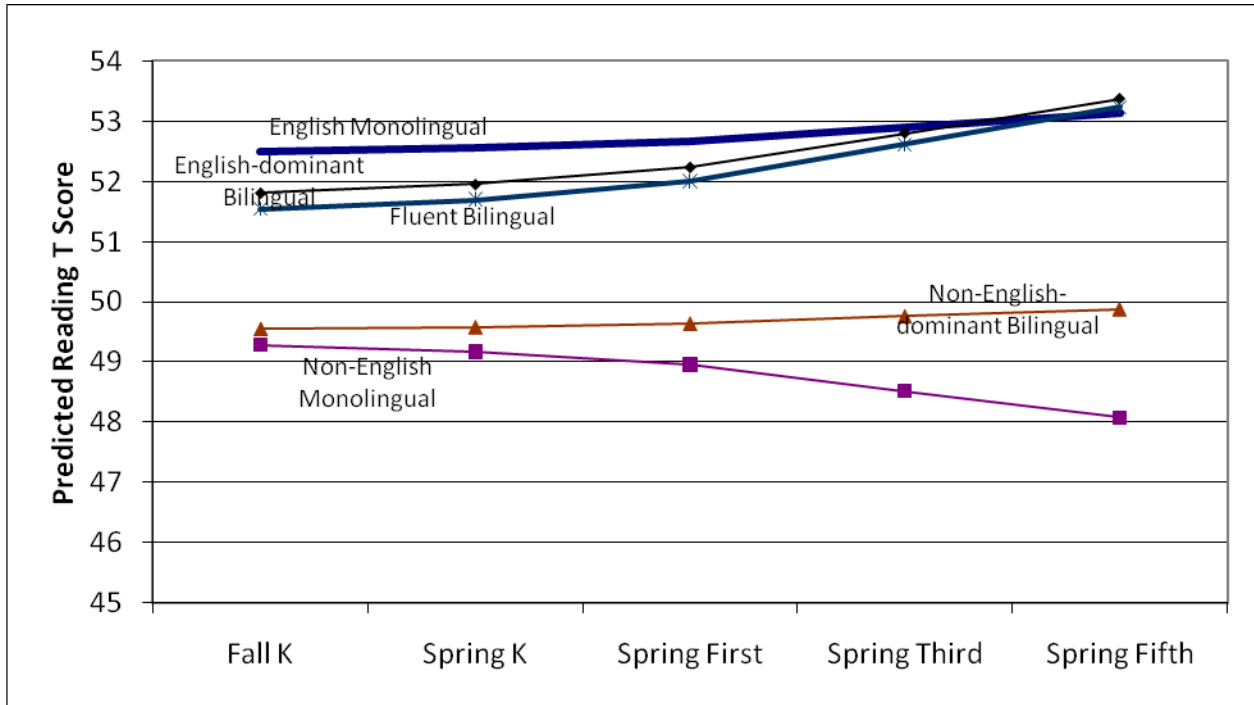


**Appendix Table 11. Cont.**

	17	18	19	20	21	22	23	24	25
<i>Externalizing</i>									
18. Spring First	<b>0.14</b>								
19. Spring Third	<b>0.12</b>	<b>0.21</b>							
20. Spring Fifth	<b>0.08</b>	<b>0.12</b>	<b>0.15</b>						
<i>Internalizing</i>									
21. Fall K	<b>0.08</b>	0.01	0.01	0.01					
22. Spring K	<b>0.71</b>	<b>0.02</b>	<b>0.05</b>	0.01	<b>0.18</b>				
23. Spring First	<b>0.03</b>	<b>0.32</b>	<b>0.04</b>	0.01	<b>0.04</b>	<b>0.05</b>			
24. Spring Third	<b>0.04</b>	<b>0.06</b>	<b>0.51</b>	<b>0.06</b>	<b>0.03</b>	<b>0.05</b>	<b>0.06</b>		
25. Spring Fifth	<b>0.03</b>	<b>0.04</b>	<b>0.04</b>	<b>0.53</b>	<b>0.03</b>	<b>0.04</b>	<b>0.04</b>	<b>0.08</b>	
<i>School-level Factors at Fifth Grade</i>									
26. Attending public school	-0.01	0.01	<b>0.04</b>	0.00	<b>-0.04</b>	-0.01	0.01	<b>0.04</b>	-0.00
27. Minority student composition	0.00	0.01	<b>0.02</b>	<b>-0.05</b>	<b>-0.02</b>	<b>-0.05</b>	<b>-0.04</b>	-0.00	<b>-0.08</b>
28. School provides instructional ESL	0.00	-0.00	0.01	<b>-0.08</b>	0.01	0.01	<b>0.02</b>	0.01	<b>-0.04</b>
29. School teachers and principle ESL experiences	0.01	0.00	0.01	<b>0.11</b>	<b>0.02</b>	<b>0.03</b>	0.00	0.01	<b>0.07</b>
30. Schools provide Title I services	<b>0.03</b>	<b>0.03</b>	<b>0.03</b>	<b>-0.02</b>	<b>0.02</b>	<b>0.03</b>	<b>0.04</b>	<b>0.04</b>	0.00
31. School providing any services to ESL families	0.01	<b>-0.02</b>	0.01	0.01	<b>-0.02</b>	-0.00	-0.01	-0.00	0.00
32. Academic standards too low	<b>-0.04</b>	<b>-0.08</b>	<b>-0.08</b>	<b>-0.06</b>	<b>-0.04</b>	<b>-0.05</b>	<b>-0.06</b>	<b>-0.06</b>	<b>-0.06</b>
33. School stability	<b>-0.05</b>	-0.00	-0.00	<b>-0.04</b>	<b>-0.03</b>	<b>-0.04</b>	<b>-0.01</b>	<b>-0.01</b>	<b>-0.03</b>
34. Student learning environment	<b>-0.01</b>	<b>-0.02</b>	<b>-0.02</b>	<b>-0.06</b>	<b>-0.01</b>	<b>-0.01</b>	<b>-0.02</b>	<b>-0.02</b>	<b>-0.06</b>
35. Student average academic performance	<b>-0.04</b>	<b>-0.06</b>	<b>-0.06</b>	<b>-0.04</b>	<b>-0.03</b>	<b>-0.06</b>	<b>-0.06</b>	<b>-0.06</b>	<b>-0.03</b>
36. Teachers' teaching effort	-0.00	<b>-0.02</b>	<b>-0.02</b>	<b>-0.01</b>	<b>0.02</b>	<b>0.03</b>	<b>-0.02</b>	<b>-0.02</b>	<b>0.02</b>
37. School supportive and teaching environment	<b>-0.07</b>	<b>-0.08</b>	<b>-0.08</b>	<b>-0.11</b>	<b>-0.06</b>	<b>-0.06</b>	<b>-0.08</b>	<b>-0.08</b>	<b>-0.09</b>
37. Student work climate	<b>-0.03</b>	<b>-0.01</b>	<b>-0.01</b>	<b>-0.04</b>	<b>-0.02</b>	<b>-0.03</b>	0.00	0.00	<b>-0.03</b>
38. School physical facility/resources	<b>-0.02</b>	<b>-0.02</b>	<b>-0.02</b>	<b>-0.04</b>	0.00	<b>-0.01</b>	<b>-0.01</b>	<b>-0.01</b>	<b>-0.03</b>

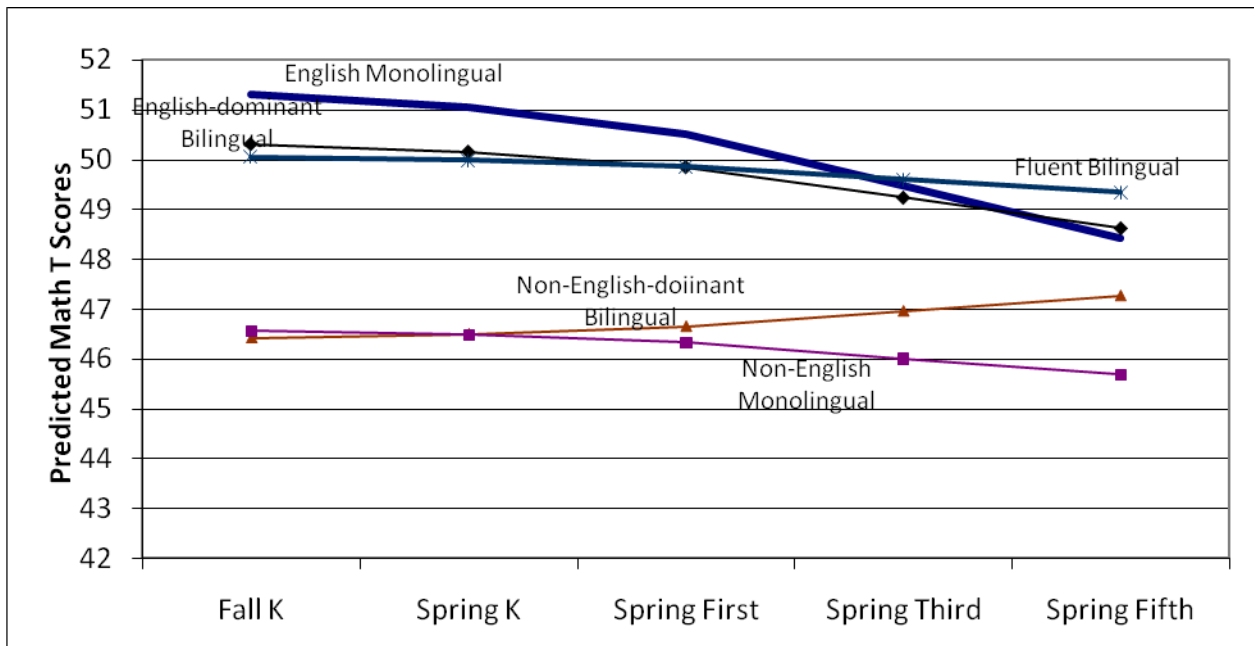
Note. Numbers in bold represent the correlation coefficient is at least at  $p < .05$ .

**Figure 1.1 Predicted Reading T Scores For Children of Latino Origins and Native-Born Hispanic From Kindergarten to Fifth Grade**



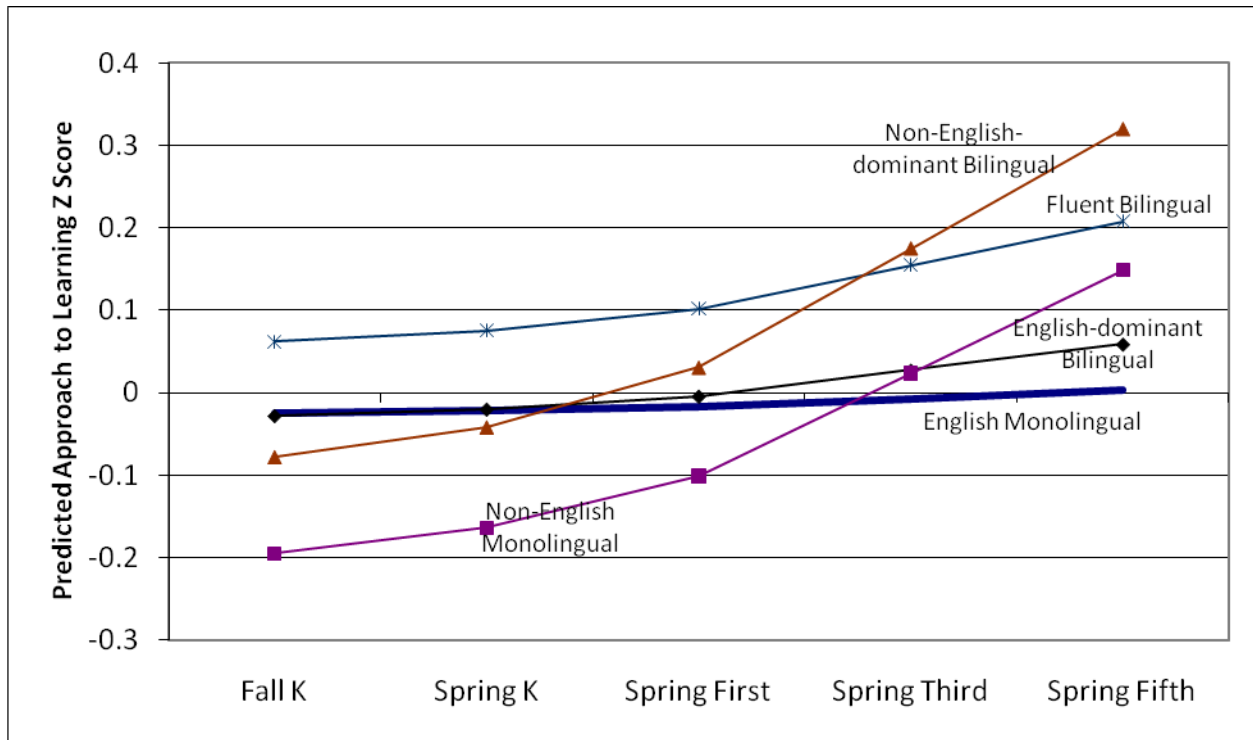
Note. Native-Born Non-Hispanic White was the reference group identified as English Monolingual in this figure.

**Figure 1.2 Predicted Math T Scores For Children of Latino Origins and Native-Born Hispanic From Kindergarten to Fifth Grade**



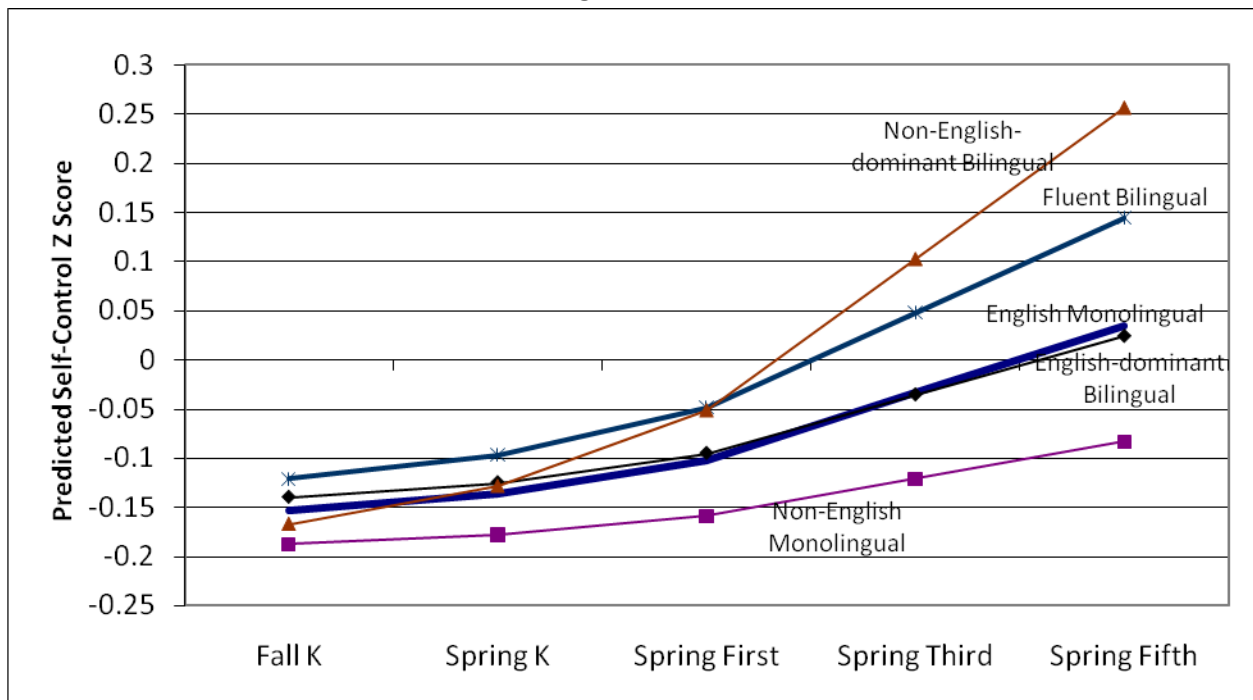
Note. Native-Born Non-Hispanic White was the reference group identified as English Monolingual in this figure.

**Figure 2.1 Predicted Approach To Learning Z Scores For Children of Latino Origins and Native-Born Hispanic, From Kindergarten to Fifth Grade**



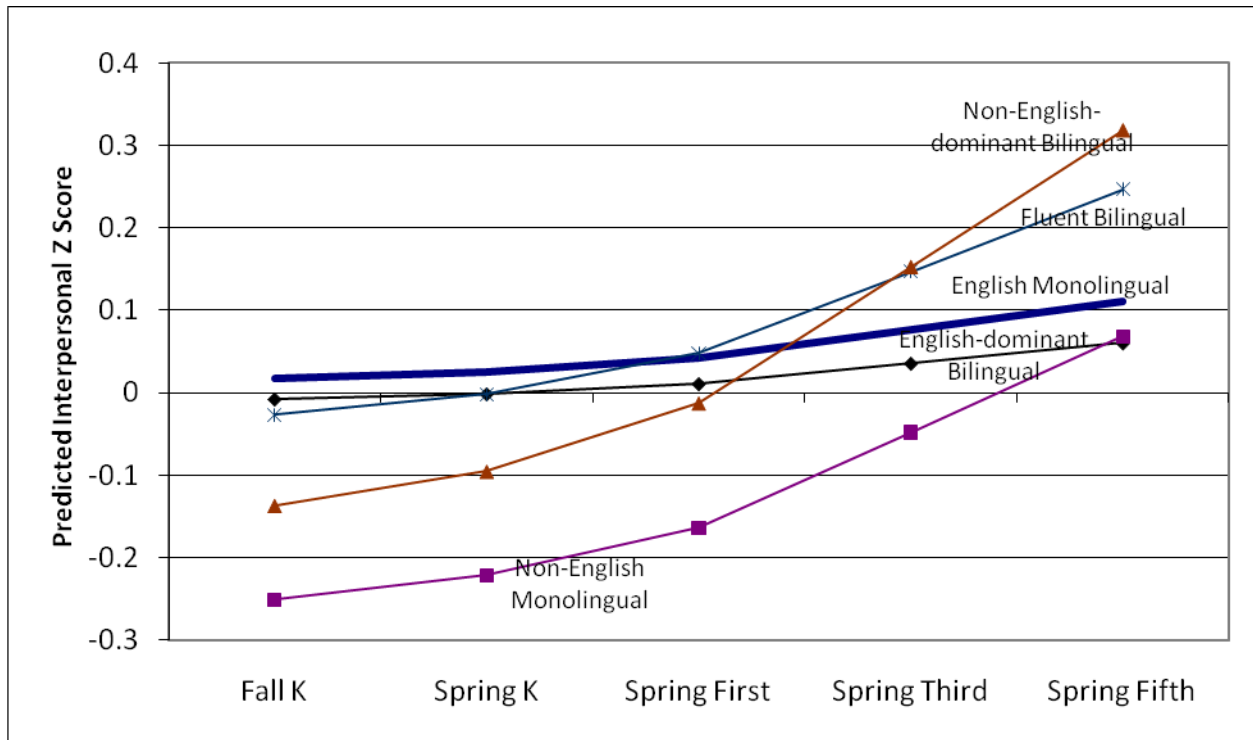
Note. Native-Born Non-Hispanic White was the reference group identified as English Monolingual.

**Figure 2.2 Predicted Self-Control Z Scores For Children of Latino Origins and Native-Born Hispanic, From Kindergarten to Fifth Grade**



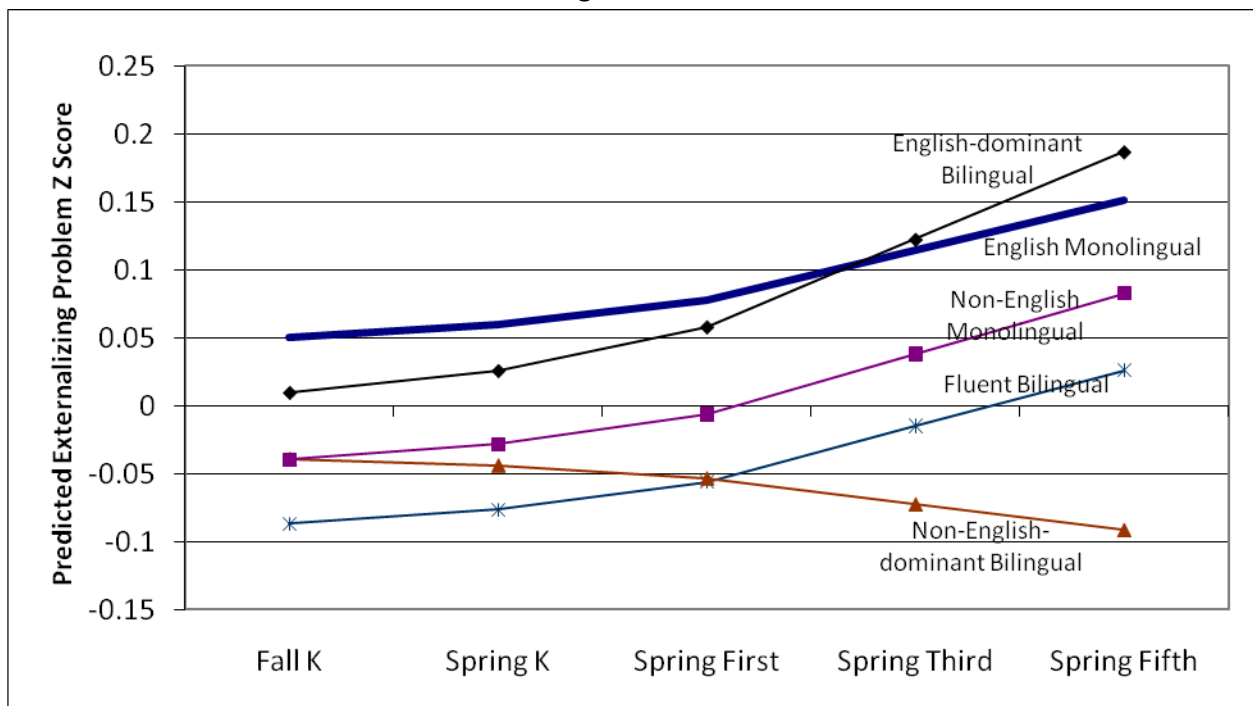
Note. Native-Born Non-Hispanic White was the reference group identified as English Monolingual in this figure.

**Figure 2.3 Predicted Interpersonal Z Scores For Children of Latino Origins and Native-Born Hispanic, From Kindergarten to Fifth Grade**



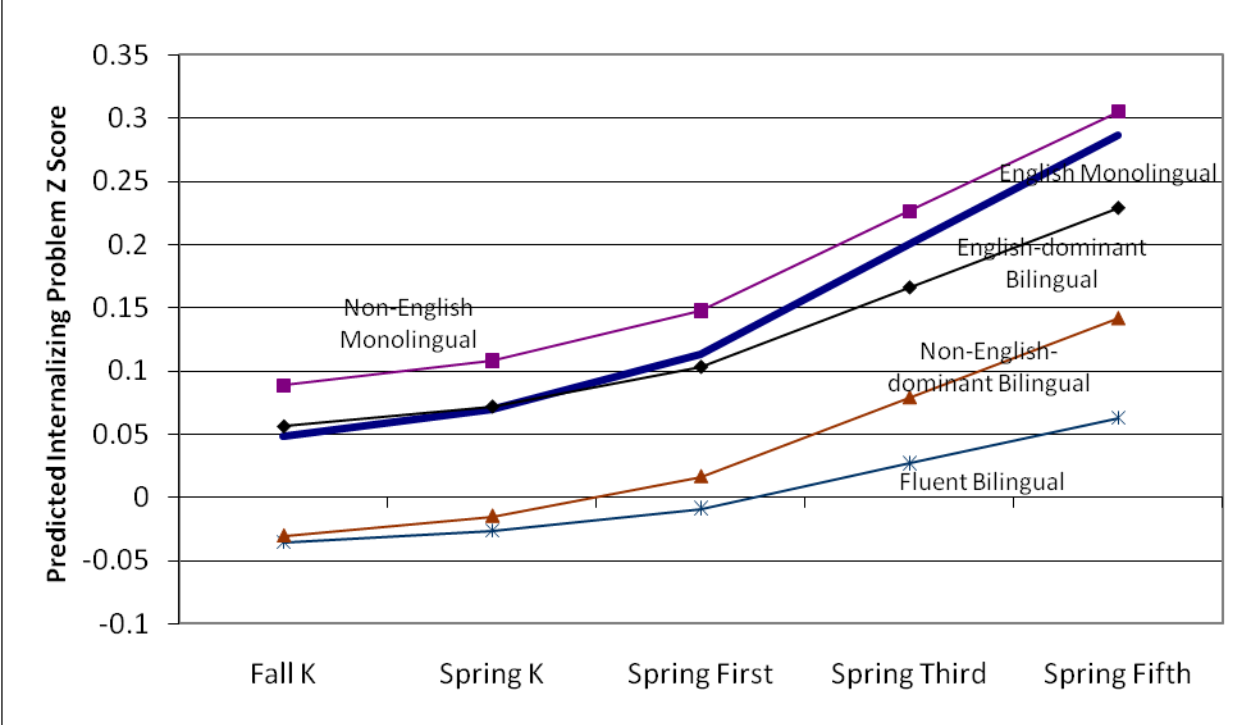
Note. Native-Born Non-Hispanic White was the reference group identified as English Monolingual in this figure.

**Figure 2.4 Predicted Externalizing Z Scores For Children of Latino Origins and Native-Born Hispanic, From Kindergarten to Fifth Grade**



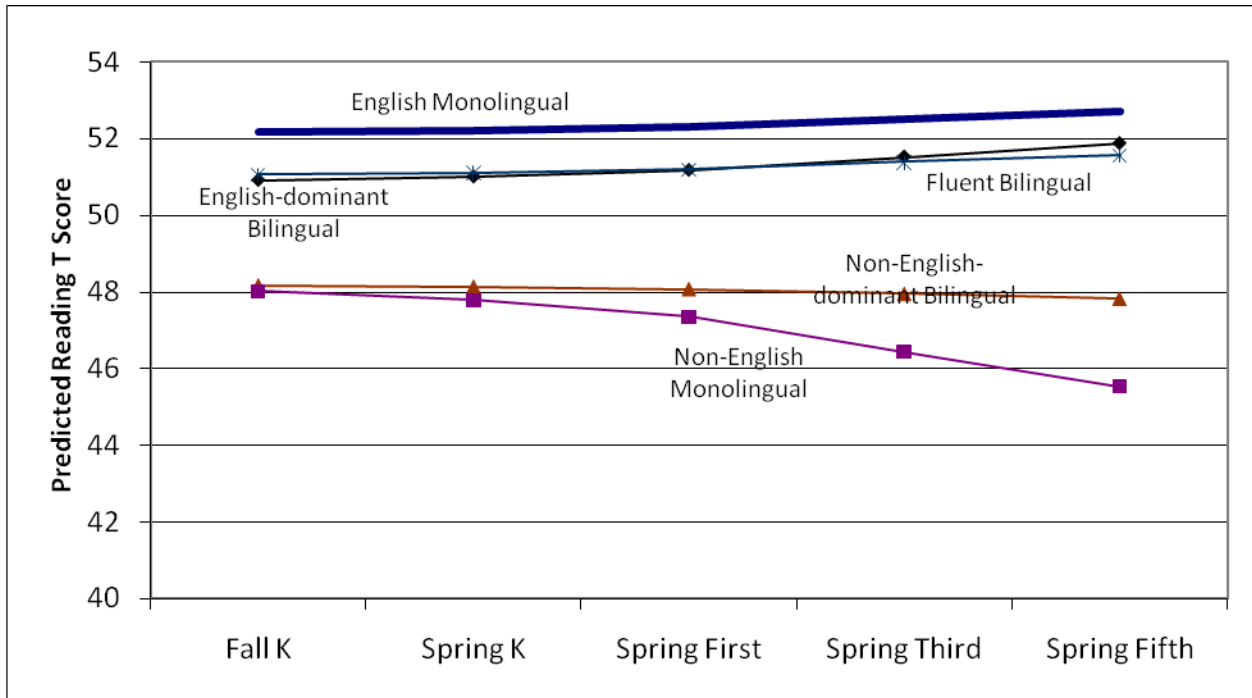
Note. Native-Born Non-Hispanic White was the reference group identified as English Monolingual in this figure.

**Figure 2.5 Predicted Internalizing Z Scores For Children of Latino Origins and Native-Born Hispanic, From Kindergarten to Fifth Grade**



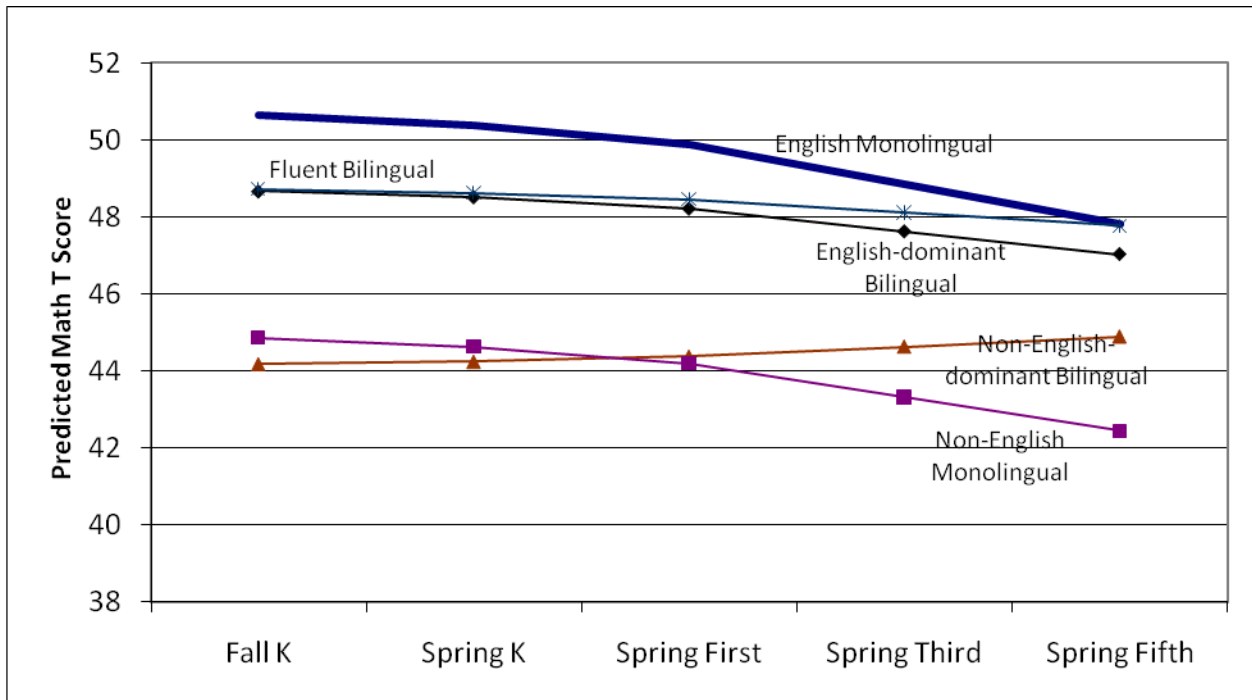
Note. Native-Born Non-Hispanic White was the reference group identified as English Monolingual in this figure.

**Figure 3.1 Predicted Reading T Scores For Children of Asian Origins and Native-Born Asian From Kindergarten to Fifth Grade**



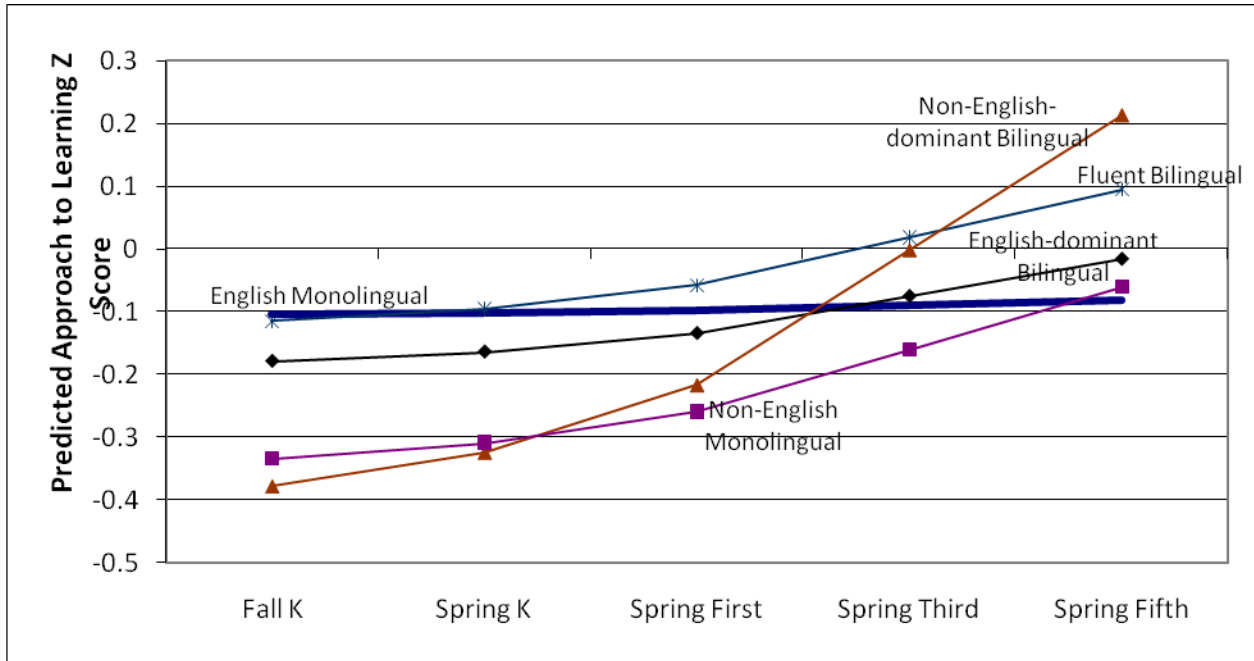
Note. Native-Born Non-Hispanic White was the reference group identified as English Monolingual in this figure.

**Figure 3.2 Predicted Math T Scores For Children of Asian Origins and Native-Born Asian From Kindergarten to Fifth Grade**



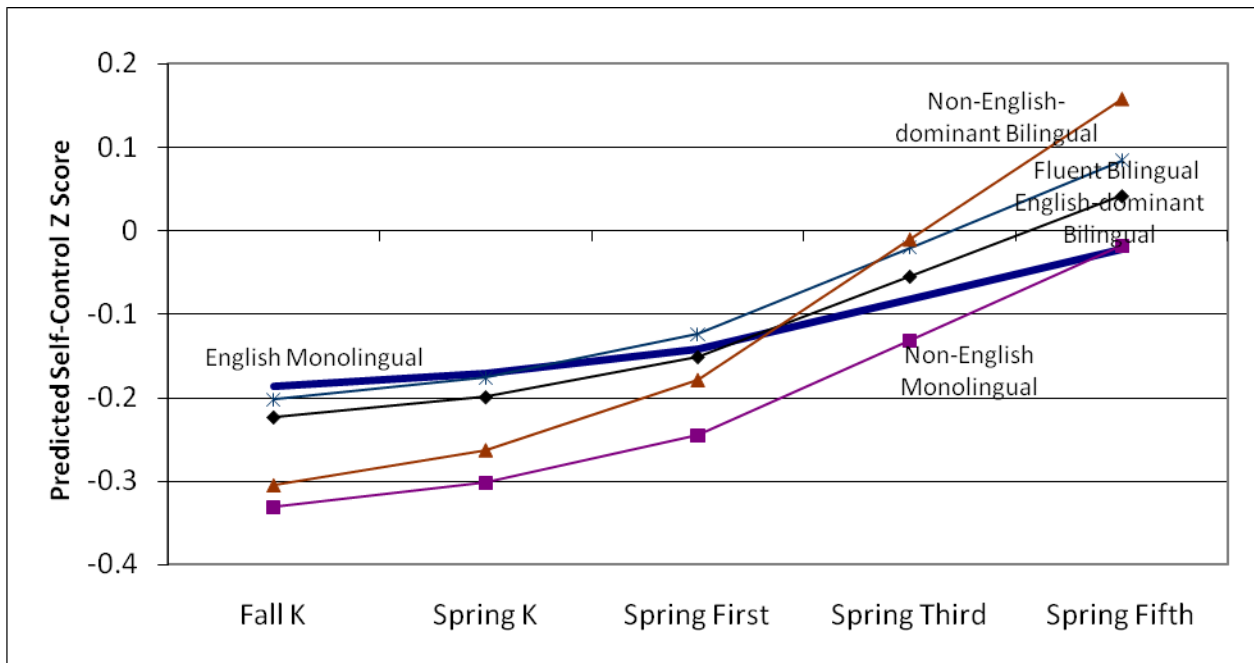
Note. Native-Born Non-Hispanic White was the reference group identified as English Monolingual in this figure.

**Figure 4.1 Predicted Approach to Learning Z Scores For Children of Asian Origins and Native-Born Asian, From Kindergarten to Fifth Grade**



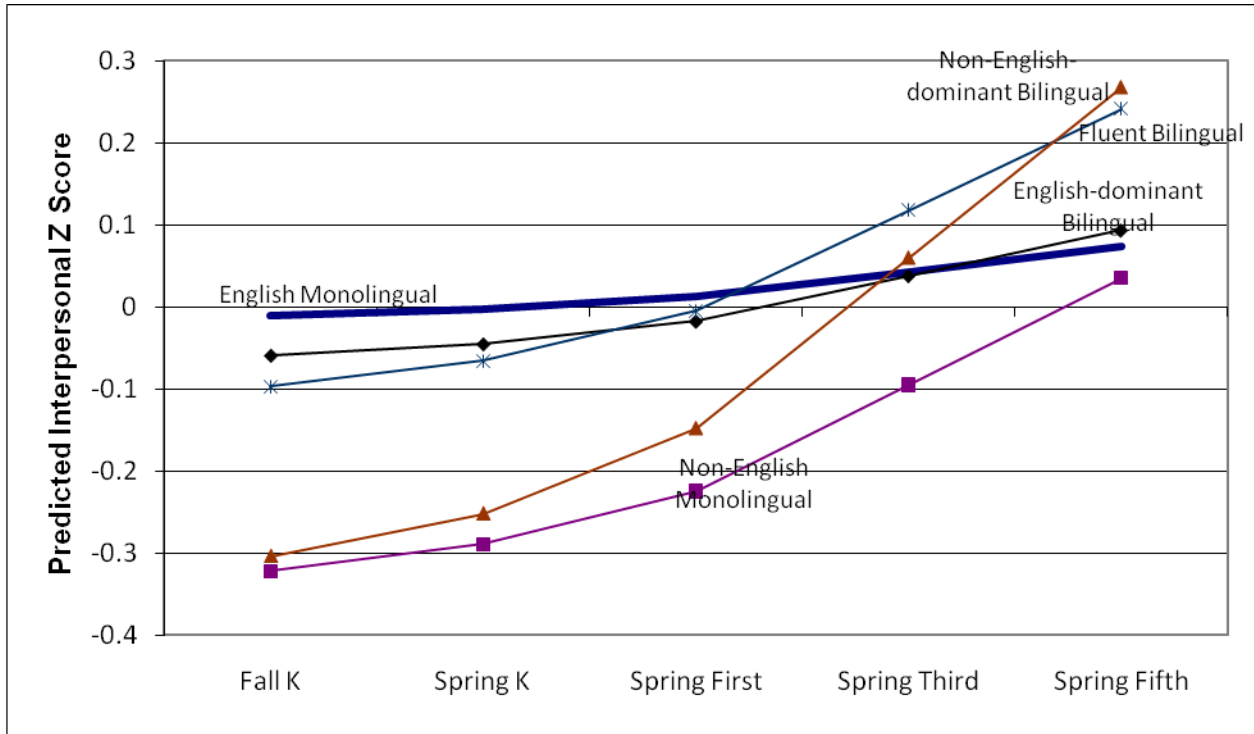
Note. Native-Born Non-Hispanic White was the reference group identified as English Monolingual in this figure.

**Figure 4.2 Predicted Self-Control Z Scores For Children of Asian Origins and Native-Born Asian From Kindergarten to Fifth Grade**



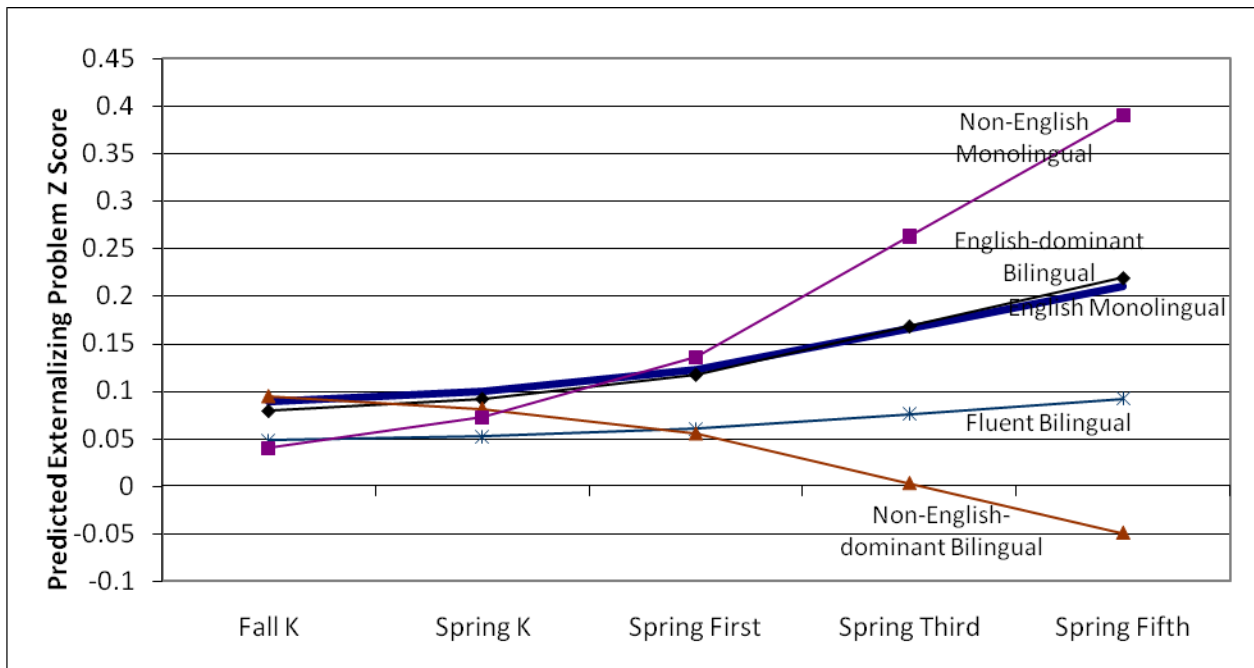
Note. Native-Born Non-Hispanic White was the reference group identified as English Monolingual in this figure.

**Figure 4.3 Predicted Interpersonal Z Scores For Children of Asian Origins and Native-Born Asian From Kindergarten to Fifth Grade**



Note. Native-Born Non-Hispanic White was the reference group identified as English Monolingual in this figure.

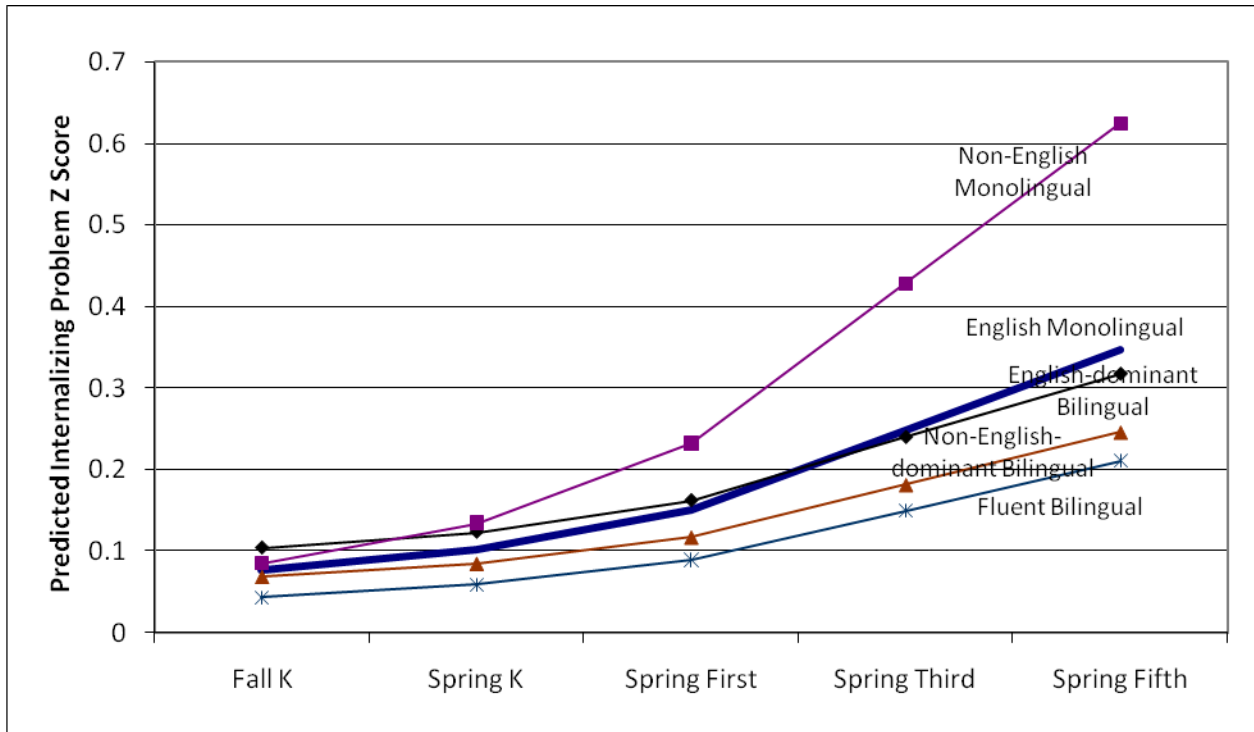
**Figure 4.4 Predicted Externalizing Z Scores For Children of Asian Origins and Native-Born Asian From Kindergarten to Fifth Grade**



Note. Native-Born Non-Hispanic White was the reference group identified as English Monolingual in this figure.



**Figure 4.5 Predicted Internalizing Z Scores For Children of Asian Origins and Native-Born Asian From Kindergarten to Fifth Grade**



Note. Native-Born Non-Hispanic White was the reference group identified as English Monolingual in this figure.