This appendix reports findings depicting the relationship between EL student characteristics and reclassification policy structures defined by the number of criteria independent of its kind. For more information, please visit the first brief of this series: *The Changing Landscape of States’ English Learner Reclassification Policies*, where we summarize the current state of reclassification policies and how these policies have changed from 2015 to 2023.

**Figure A1: Average Percentage of EL Students by Reclassification Policy Structure Organized According to the Number of Test-Based Requirements**

![Bar chart showing average percentage of EL students by reclassification policy structure organized according to the number of test-based requirements.](chart)

Note: The number of criteria corresponds to the count of test-based requirements—whether ELP or non-ELP, mandated or optional—that states impose for reclassification eligibility. Data on the number of ELs enrolled by state were obtained from CSPR and NCES records.
Figure A2: Average Growth Rate of the EL Student Population From 2000 and 2010 to 2020 by Reclassification Policy Structure Organized According to the Number of Test-Based Requirements

Note: The number of criteria corresponds to the count of test-based requirements—whether ELP or non-ELP, mandated or optional—that states impose for reclassification eligibility. Data on the number of ELs enrolled by state were obtained from CSPR and NCES records.
Figure A3: Growth Rate of the EL Student Population from 2000 to 2020, by State

Note: Data were obtained from the NCES. The U.S. average was obtained by adding the number of EL students nationwide in 2000 and 2020 and estimating the growth rate.
Figure A4: Growth Rate of Total Population of K-12 Public School Students from 2000 to 2020, by State

Note: Data were obtained from the NCES. The U.S. average was obtained by adding the number of K-12 students nationwide in 2000 and 2020 and estimating the growth rate.
Figure A5: Average Percentage of Long-Term ELs Students by Reclassification Policy Structure Organized According to the Number of Test-Based Requirements

Note: The number of criteria corresponds to the count of test-based requirements—whether ELP or non-ELP, mandated or optional—that states impose for reclassification eligibility. Data on the number of ELs enrolled by state were obtained from CSPR and NCES records.
Figure A6: Average WIDA Composite Score Required for Reclassification by Policy Structure Organized According to the Number of Test-Based Requirements

Note: The number of criteria corresponds to the count of test-based requirements—whether ELP or non-ELP, mandated or optional—that states impose for reclassification eligibility. Data on the number of ELs enrolled by state were obtained from CSPR and NCES records.